Preparing Conference Papers

ABSTRACTS

Title max 20 words – Abstract max 200 words – Paper 10 pages

The 2013 AVETRA conference at Fremantle WA will provide the opportunity for a wide range of speakers and presentation on diverse aspects of VET and VET research.

Delegates at the conference can be active participants through making a presentation based on a paper. For newer conference participants there is the option of submitting an abstract describing your presentation and then developing the presentation about your research during the subsequent four months before the April conference.

For experienced conference participants, often engaged in higher degree study or managing funded studies, there is the option of submitting an abstract and then preparing the full paper for review by two unknown reviewers at the start of February.

For all prospective presenters the first stage is to prepare an Abstract.

If you are experienced at this read no more – if this is one of the first times you have attempted to put your VET explorations down on paper – this guide will help you get through the first hurdle – constructing your Abstract – it is only a few sentences!

Abstracts Due: Friday, 7 December 2012

Abstract Review Dates:
Refereed Papers complete by Monday, 4 February 2013
Non-Refereed papers by Monday, 18 March 2013

Confirmation of Acceptance:
Abstracts – Monday, 17 December 2012
Refereed Papers – Monday, 4 March 2013
What Types of Papers are presented at the AVETRA Conference?

There is a wide range of presentations, ranging from reports about the experiences gained from small local action research projects initiated by lecturers and facilitators in the course of their work, through to the findings of national and international studies. While most papers are closely linked to existing VET research knowledge and seek to build wider understanding or contribute to improving practice, some papers will reflect on what VET researchers learn as they become engaged with their own first research projects.

For every paper about VET policy there is another about the experiences of trainees. For every paper about building excellence there is another about equality in training. For every paper about workplace learning cultures there is another about instructional techniques. Diversity is what characterises the programme, and you can be part of that programme.

Remember that you have spent many years focused on your area of interest, but those who will read your paper, or listen to you speak, may come from a different State or different country. They will need a simple context description to enable them to understand where you are coming from, and where you are going to! Policy makers and managers need to be made aware of the social realities of training environments, and facilitators need to be made aware of the political tensions in VET management. Don’t use Acronyms!

Conferences are well known for catchy titles, and the use of the colon in the titles: to give more context. Make sure your title is not so clever that it fails to indicate what the session will be about – we have all made that mistake at some time. Try testing the title out on partners and parents to see if it has a clear message.

Keep your abstract short.

- Tell them what you did, where, when, why, and who with.
- What is the research issue, question, method and key finding?
- How does it improve our understanding of the VET world?

The Range and Diversity of AVETRA Papers:

AVETRA seeks to improve understanding of vocational education and training through scholarly research. This includes research of:

- the experiences of those accessing, participating, completing training and work
- the development and management of those designing, facilitating and managing those experiences
- the formation of the policies, institutions, and programmes governing VET practice
- the assessment and evaluation of VET policy and practice
- skill formation by TAFE, RTO, Industry bodies, companies, government institutions, schools and higher education.
- VET and learning research theory, practice, knowledge and history
- the conceptualisation of VET learning, work, vocation, identity, space, and place
- the issues, methods and experiences of researching VET
Suggested Topics

Organisational Learning

Literacy training in VET

Military training

Learning cultures

Employee health and wellbeing

RTO and TAFE and College management

Vocational training in Higher Education

Transition between Education sectors

State training management

Labour market trends

Industry training needs

Industry training programmes

Accrediting and evaluating training

Industry training councils

Training completions

VET research agendas

Skill formation policy and programmes

Training participation

National skill requirements

Industry skill shortages

Financing VET

National VET research programmes

National VET research institutions

Vocational knowledge

Professional identity

Communities of practice

Developing VET research and researchers

VET infrastructure

VET policy formation

VET in developing countries

Action research in VET

International VET research programmes

Training Mkt statistical analysis and trends

Human Resource Development

Skill retention strategies

Training incentive programmes

Labour Relocation programmes

Workforce diversity

Workforce equity

Training councils and training boards

Labour market forecasting

Teacher training

Property services training

Work-based training

Business training

Transport training

Supervising trainees

Facilitating learning

Trainer and assessor training

VET professional development

Workplace training

Learner centred training

Mentorship programmes

Automotive training

Indigenous training programmes

Professional development

Lifelong learning

Competency based training

Work placement and practicum management

Skills recognition – RPL/RCC

VET system reform

Training and productivity

Learning styles

Learner dispositions and wellbeing

VET teacher development

Generic skill training

Indigenous work participation

VET research capacity building

VET research approaches and methods

Learning and training theory

Conceptualising and theorizing VET

Theory for VET research frameworks

AVETRA and VET history and development

Health training

Training pathways

VET certification and qualifications

Construction training

Public Administration training

Professional training and certification

VET completions and employment

Retail and Service training

Community led training

Industry led training

Informal learning

Trainee voices

Digital connectivity and VET

VET quality, regulation and policing

Work – Life balance

The political position of VET

Employee health and wellbeing

Training mature workers

Integrating mature workers

Retaining and distributing VET knowledge

VET and the Net

VET assessment practices and systems

Vet and Remote communities

VET excellence and Master qualifications

Learning contracts

Training Markets

Government VET initiatives

Supervisors as trainers

Small business and VET

VET Pathways

Work and training relationships

Communicating training

Training policy and curriculum formation

Conceptualising work

VET language and symbolism

Sustainable VET

VET discourses

VET research methods

Social Media and VET research

Analysing VET texts

VET and the AQF

The issues of remote working

Psychology of learning and trainees

Critical theory and VET

Regional training issues

Engineering training

Electrical service training

Administrative and financial training

Cross-educational sector institutions

The impact of incentives on VET practice

Marketing VET research

Social policy, training and work

Agricultural training

Food processing training

Creative industries training

Performing arts training

Event management training

Logistic and project management training

Learning Assessment

Political analysis of VET and VET policy

VET researchers

VET governance and policy

Vocational educators

Training graduate employment

The concept of vocation

Training and learning theory

International VET skill recognition

Skill transition – VET to work

VET research impact on policy

VET research impact on industry

VET Pedagogy

VET Knowledge and knowing

VET policy translation

The place and space of VET

Practice based/led research

Designing VET training programmes

Training to build regional communities

Training for small business

Training Assessment

Training Evaluation

On line training and design

Training platforms

Training access

Learning design and construction

Leadership training for VET

Management training

Specific industry skill training

Preparation for training

Training in Custodial Institutions

Police and security training

Marketing training and programmes

Legislation impacting on training

Costing and auditing training

The Economics of training

National training programmes

International training programmes

National labour markets

International labour flexibility

Comparative national VET systems

Political discourses of VET

Political perspectives of VET

Tourism and Hospitality training

Event management training

Primary industry training

Manufacturing training

Reflective Learning Space

Managing Training in Industry

Delivering training in Industry

VET in Schools

Foundation skill training

Language training

Cultural assimilation programmes

Skilled migration programmes

Training relocation programmes

Career guidance

Apprentice training

Safety Training

Equity in Training
Writing your Abstract

If this is a new experience for you – have a go at an abstract!

Only 220 words stand between you and your opportunity to be a conference presenter.

There are still many months or more before you have to produce the full paper – all you need now is a few sentences!

Your study may be as small as interviewing current students or analysing their work, assessment outcomes. It may be about reviewing recent policy and contrasting it with what has happened in the field where you work. It may be about exploring the specific cases of learning interaction provided by a few of your current students. You may be reporting what you have found so far....

Our advice is to **start writing** – just the few lines to put your project into perspectives and probably provisionally into the conference!

Worry about completion and funding until next year.

The abstract just says what the paper is about – what is the issue – the type of study and what you tentatively are finding. Put down what you are sure of and also write down what you are unsure of and then start working on the gaps.

Then later you plan out the subheads and make dot point notes underneath about what you will do in each section. In my experience writing notes to yourself helps you find the spaces you need to work on and gives you some guide to what you need to do!

Good luck, and use your local AVETRA contacts – ask a colleague to give you a quick review or edit of your abstract.

Decide what broad VET research category your paper is going to address:

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<thead>
<tr>
<th>VET Policy</th>
<th>VET in the Workplace</th>
<th>VET Teacher PD</th>
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<tr>
<td>VET Practice</td>
<td>VET Equity &amp; Pathways</td>
<td>VET Trainee voice</td>
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<td>VET Research &amp; Theory</td>
<td>VET Basic Skills</td>
<td>VET International</td>
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<td>VET Leaders/Governance</td>
<td>VET &amp; Community</td>
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<td>VET Assessment</td>
<td>VET &amp; Sustainability</td>
<td>VET Work Culture</td>
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<td>VET &amp; Labour Mkt</td>
<td>VET Design-Delivery</td>
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Guidelines for Abstract Writing for AVETRA:

AVETRA 2013

Title – What are the key words: what is the context! 20 words

Your Name

Your Organisation

ABSTRACT - 200 words

The aim of the ‘Abstract’ is to summarise all the proposed paper that will follow.

Start by giving the main purpose, process and outcome and the study in the first sentence if you can:

This paper evaluates the impact of recent changes to apprentice training in the building industry in WA through a broad survey and makes three recommendations for practitioners.

In this paper we argue that… by conducting as study of….that indicates…. This paper explores the contentious issue of…. This paper is based on a study that evaluates a VET initiative to….

Make sure you include the following if you can:

- What is the problem and why explore it?
- What theory or principles have been indicated before in this area?
- What is the location and intention of the study – where, what, when and how
- What is the empirical base – population and sample – who? The paper explores a study of….
- What does this paper contribute – how does it do it? The findings indicate that…..

There are thousands of examples in the conference archives on the AVETRA web site where all the conference papers are archived as publications – you can join them!

Find some authors with styles that you admire and craft your abstract to be similar.
Samples of Abstracts

Building VET research capacity through mentoring: one small step for new researchers, one giant leap for the VET research community

In a turbulent environment, where VET programmes are subject to the vagaries of a boom and bust economy, NCVER has funded a three-year programme of initiatives that are building VET research capacity. The programme includes the provision of mentoring support for new VET researchers undertaking an initial research project. This paper reviews the dilemmas and progress of the scheme that has gone where no researchers have gone before, to establish a new VET researcher pathway. Finally the paper provides some key guidelines that are being used to develop these critical relationships and embed them, transforming future VET research landscapes.

Discourse Analysis as a VET research tool: analysing the frontline management initiative.

AVETRA provides a unique national opportunity to discuss not just what VET research is producing, but how VET research is actually done. This paper explores the use of discourse analysis as an analytical tool within VET research using the evaluation of the frontline management initiative (FMI) as a basis for this discussion.

The paper begins by discussing the rationale for discourse analysis as a research approach and the applicability of such an approach within VET research. It indicates how a framework for discourse analysis was constructed and operationalised. The paper then provides an overview of the study of the VET frontline management initiative and provides examples of the subsequent conceptualisation produced by this form of analysis.

In conclusion, the paper evaluates discourse analysis as an analytical tool for VET research, indicating in the case of the FMI how discourse analysis illuminated some critical relations that have informed VET policy and practice within organisations.

Supporting cultural change: recognising the value of informal learning in a public service case study.

Vocational education and training has traditionally been dominated by discourses of externalised skilling. As the workplace moves to increasingly cognitive modes of production, the emphasis has been shifting towards 'learning' that takes place within the daily interactions of the workplace. For managers of learning, this generates a strategic and operational tension between privileging formal or informal learning practices. This paper reviews a case study undertaken in a large public service department undergoing a significant merger and confronting cultural change. The research aimed to inform the organisation’s human resources department about development and training initiatives that would support the cultural change programme for more ‘dynamic resourcing’. The study found that rather than an emphasis on skills development, what was required was a more strategic and cultural approach by the HR department, to harness the informal learning that was reshaping the new culture.
10 pages – single spaced - Times New Roman

All papers have to be written and presented in English.

Organisation of the paper’s content should follow this scheme:

1. Title – max 20 words
2. Abstract – max 200 words
3. Introduction
4. Literature review (if relevant)
5. Method (or author may choose some other title)
6. Findings and discussion
7. Conclusions
8. Acknowledgements (optional)
9. References

Length

Maximum length of papers is single spaced 10 pages including references and any appendices.

Text Instruction for Proceedings

Preferred font is 12-point, normal weight, Times New Roman

Page Margins

Page margins should be the Word defaults for A4 paper:
Top and bottom ... 25.4 mm or 1 inch
Left and right ... 31.7 mm or 1.25 inches.

Text and Paragraphs

1. Text should be justified on both the right and left sides.
2. The first page begins with the title of the paper set in 14-point bold type, centred. Use lower-case letters for all words in the title except for the first word and all proper nouns.
3. On the line beneath the title of the paper, enter the name and organisational affiliation of each author in 11-point italic type, centred.
4. Place two lines of space (two returns) between the last line of the author listing and the first heading of your paper (i.e. Abstract).
5. Section headings should be 12-point bold type, left alignment only. Separate the section headings from the rest of the text with one line of space (one return) before and one line after the heading. Any second level headings should be italicised, 12-point.
6. Paragraphs should not be indented; instead, separate paragraphs with one line of space.
7. Pages should be numbered.
8. Figure and table captions should be 10-point Arial, bolded.
9. Figures and tables should be numbered.
10. Please use author/date system (not footnoting) for references. Reference list should be prepared using the following examples as a guide:
If you want your full paper to be peer refereed in accordance with HERDC guidelines, please prepare a double-spaced version for refereeing.

Final papers should be 10 pages single spaced or 20 pages double sided for paper to be refereed.

Over length papers will be returned for resubmission.