



Monthly e-Newsletter – January, 2010

What's in this edition?

National VET Research Priorities1
 Places to Go, Things to Do 2-3
 Newsletter Notes..... 1-8
 It is Written4
 It isn't over yet5
 A Poem for the New Year.....6
 For the Poddies, Voddies & Bloggies.....9
 AAIR Committee listing9

EDITORIAL OF SORTS

Hello there. Happy New Year. And welcome back to work – good to see you again.

I know this month's newsletter is late by ten days or so. I had intended to get it out before I took a few days leave, but other things intervened. Still, I reckon that in January, near enough is good enough.

Just before we all went AWOL for Christmas, there were a couple of paper events in Canberra that I guess by now you've all caught up with. Just in case you were doing your Christmas shopping at the time:

- Higher Education Participation and Partnership Program (HEPPP) Guidelines:
http://www.deewr.gov.au/HigherEducation/Programs/Equity/Documents/Guidelines_HEPPP.pdf
- *An indicator framework for higher education performance funding:*
<http://www.deewr.gov.au/HigherEducation/Documents/HIEDPerformanceFunding.pdf>
- *Measuring the socio-economic status of higher education students:*
http://www.deewr.gov.au/HigherEducation/Documents/LowSES_Discussionpaper.pdf
- *The review of regional loading – issues for regional provision:*
http://www.deewr.gov.au/HigherEducation/Documents/Review_RegionalLoading_Issues.pdf

National VET research priorities: 2010 and beyond

NCVER will be hosting a free public forum and a webinar to give stakeholders the opportunity to discuss the future national VET research priorities. Both events are free.

The forum will be held on Friday, 5 February 2010 at the Victoria University Convention Centre in Melbourne – Level 12, 300 Flinders Street, Melbourne.

The webinar will be held on Tuesday, 9 February 2010.

To register for either one of these events:

- visit this website:
<http://www.ncver.edu.au/newsevents/researchpriorities/events.html>
- or contact June Ingham on 08 8230 8491.

There's more information about the National VET research priorities here:

<http://www.ncver.edu.au/research/priorities2010beyond.html>

And there's a blog you can contribute to:

<http://futureresearch.pbworks.com/>

Good to see a Sydney Uni team won the 2010 World Universities Debating Championship in Turkey in early January. Sydney Uni tells it like this:
<http://www.usyd.edu.au/news/84.html?newsstoryid=4365>

You can read the 2010 debating rankings on the World Debating Website. Chuffed I am that in the top 20 of some 320 teams appear Sydney, Queensland, Monash, UNSW and Melbourne – and Macquarie and ANU booked in at 21 and 22. You need to scroll down to the rankings:
<http://worlddebating.blogspot.com/>

Look forward to hearing from you during 2010. Your contributions are welcome as always. My email address is:
rob@sharpwords.com.au

PLACES TO GO – THINGS TO DO

Policy in the Pub

4.00pm-6.00pm

Monday, 8 February 2010

Honey Bar, 345 Clarendon St, South Melbourne

Policy discussions should always be followed by a parma and a lemon, lime and bitters. So this is my shout for Policy in the Pub – a TVET innovation billed as ‘an open and independent space where stakeholders can exchange ideas and engage in conversation on key policy issues and hot topics in vocational education and training’.

The first topic for 2010 is: Who should decide who comes to this country?

The guest speakers are:

- Mark Cully, Chief Economist, Department of Immigration and Citizenship
- Julie Moss, Former Chair of the National Quality Council’s International Action Group
- Andrew Norton, Research Fellow, Centre for Independent Studies.

The flyer is here:

http://www.policyinthepub.com.au/_data/assets/pdf_file/0014/52520/Policy_in_the_Pub_flyer_February.pdf

92nd Annual Meeting, American Council on Education

March 7-9, 2010

Phoenix, Arizona

The American Council on Education (ACE) seems to be a bit like ACPET, Universities Australia and TAFE Directors Australia all rolled into one. Maybe we need one of those in the Antipodes. Anyway, ACE is bringing its cross-sectoral might together in Phoenix under the theme of ‘Meeting the challenges together’. The program sports lots of pertinent ponderings, like:

- Getting a handle on assessment: new directions in the US and Europe
- Strategic financing to increase educational attainment: why it’s imperative; why it may also be impossible; what would it take to have a realistic funding strategy?

All the details are here:

http://www.aceannualmeeting.org/meeting_the_challenges_together.cfm

2nd International Conference on Higher Education and Quality Assurance

6-7, April 2010

Grand Hyatt, Muscat

Mazoon University College in Muscat is hosting this one. The conference theme is ‘Global trends and challenges in higher education and quality assurance’. The topic areas are diverse – a small sample:

- Excellence and evaluation in higher education
- A global revolution in private higher education
- The impact of quality assurance on higher education
- QA and students’ learning outcomes
- Institutional performance in higher education
- Internal evaluation in HE institutions
- Collaboration between academia and industry in QA enhancement

The call for papers has only just closed, so you can expect more program details here in another month or so I guess:

<http://www.mazooncollege.edu.om/conference.html>

3rd International Nurse Education Conference

11-14 April, 2010

Hilton Sydney Hotel

This is a big do. A quick squiz of the conference program tells me there are 216 papers on the go, across six streams:

- Interprofessional education
- Education in clinical practice
- Technology in health and social care education
- History, policy and theory in education
- Research methodology in nursing education
- Teaching and assessment in practice.

There’s a big brace of posters, too. And not least, there will be a student program running as well – details to come. Here’s the news:

<http://www.netnep-conference.elsevier.com/>

8th IVETA All Africa Regional Conference

18-21 April, 2010

Swakopmund, Namibia

Just a reminder about this one running under the banner of the International Vocational Education and Training Association:

<http://www.namibiaiveta.com.na/>

Institutional Research: Informing Institutional Enhancement, Practice and Strategy

29th-30th June, 2010

Dublin City University

I think this would be a good reason for any number of AAIRies to check out of Oz or NZ for a few days. And sure, you can make the case for going on the strength of the conference theme alone: 'Institutional research: informing institutional enhancement, practice and strategy'.

If you need to dig a little deeper for proof of value, the sub-themes might help you along:

- The role of institutional research in quality enhancement
- Institutional research and strategic planning
- Evidence based decision-making: tools and methods
- Institutional research and the student experience
- Teaching and learning enhancement.

Deeper still? Well there's a fund of details here:
<http://www.dcu.ie/conferences/ir2010/index.shtml>

The Idea of a University: From John Henry Newman to the Multiversity and Beyond

August 5-8, 2010

Hilton, Pasadena, California, USA

In higher ed it is really hard to keep all the balls in the air – or to know which balls are in the air at any given time: is a uni's job to focus on personal development and enrichment? is it about developing the mindsets and the skills that are the wherewithal of local/global citizens? is it about doing the research and shaping the skills that serve economic development and competitiveness? is it about securing equity outcomes by ensuring that the benefits of higher education (be they personal, social, economic) are distributed widely throughout the community, unimpeded by irrelevant considerations like SES background or disability? And if all of the above, what is the current recipe for combining the ingredients? And finally, if there is a recipe, how is it focussed in a coherent way in the university as an institution – what kind of a cake is a university?

If you know the answers to these questions, then you won't need to go to this Symposium. If you need a hand to sort out what you reckon, go here:
<http://www.jis3.org/symposium2010.htm>

AAIR e-Newsletter – January 2010

Knowledge Cities World Summit 2010

November 16-19, 2010

Melbourne Convention & Exhibition Centre.

This is a heads up for the third such summit which has a pretty wide brief and a pretty wide target audience: academics, researchers, students, practitioners, managers, decision and policy makers of (non-)government organisations, technology solutions developers, innovators, and urban planners and developers. You might want to pencil it in:

<http://www.melbourne.vic.gov.au/okc/Events/Pages/Events.aspx>

NEWSLETTER NOTES

1. An instalment on Victoria's tertiary future

If you are Victorian you've probably pored over the progress report of the Expert Panel on Victoria's Tertiary Education Plan which surfaced late last year.

If you are from somewhere else you may not have browsed through *Opportunities & challenges in creating a universal tertiary system*. It's probably worth your while. Think of the current ruckus about access on the Gold Coast and then read this passage from the Expert Panel's progress report: 'As participation rates in some parts of metropolitan Melbourne are already high, much of the increase in participation in Victoria will come from outer urban growth corridors where most population growth is projected and in regional Victoria, specially within and around the major regional cities. This is likely to represent a more difficult future task than has been the case in the past where growth has come from metropolitan areas. It will be necessary to raise higher education aspiration levels for these parts of the population.'

This is the way:

http://www.skills.vic.gov.au/_data/assets/pdf_file/0003/99804/Expert-Panel-Report-on-Victorias-Tertiary-Education-Plan.pdf

2. Home and away

If you haven't dropped in on Ozmate yet, please do. Great idea. It's a social networking site for Australia's Indonesian alumni (VET and higher ed). The News and Info page is worth a look:
<http://www.ozmate.org/>

3. The costs of bothering

I mentioned earlier in the newsletter that Andrew Norton is one of the protagonists at TVET's next Policy in the Pub outing in February. Norton, as many of you will know, is also a veteran blogger: I thank him for his persistence. His December 11 post is worth a read.

Norton asks, should unis ignore the government's performance funding? The final para is the nub of his answer: 'Indeed, with only \$138 million on offer for all institutions, the big question is why universities should bother, especially since there is no guarantee they will recover the costs of compliance. In the year the performance fund comes into effect teaching revenues are likely to be around \$11 billion. International and fee paying students are the main game, and universities should focus on what these markets demand, not on second guessing requirements from the bureaucracy.'

This, with a link to other higher education posts, can be read in full right here:

<http://andrewnorton.info/2009/12/how-education-subsidies-can-reduce-educational-participation/>

4. QA yourself

In 2010, the LH Martin Institute is rolling out a Graduate Certificate in Quality Assurance.

Applications close on 31 January:

http://www.mihelm.unimelb.edu.au/award_programs/2009/gr_ad_cert/index.html

5. Equity and student outcomes in the Go8

In December the Go8 released a backgrounder called *University student access and success*. Helen Montesin (the Go8's Manager, Information & Analysis) gave us a taster of what's in the backgrounder via her paper at the 2009 AAIR Forum – you'll find her PowerPoint here:

<http://www.leishman-associates.com.au/air2009/downloads/presentations/2.2%20H%20Montesin.pdf>

The 10 page backgrounder offers some neat analysis, and ends with this finding, among others: '...while participation of students from disadvantaged backgrounds is lower at Go8 universities than other universities, equity students at all course levels have better outcomes in terms of attrition, retention and success.' Read more: <http://www.go8.edu.au/storage/go8statements/2009/go8-backgrounder9-access&success.pdf>

IT IS WRITTEN

'To conceive of an education as a commodity (as if it were a polo pony or an Armani suit) is to construe the idea of democracy as the freedom of a market instead of a freedom of the mind. I can understand why the mistake is both easy and convenient to make, but unless we stop telling ourselves that America is best understood as the sum of its gross domestic product, we stand little chance of re-imagining our history or reengineering our schools ... In the uplands of the higher learning the custodians of Western civilization speak of moving Aristotle to the night shift and reconfiguring the library as a day care center. The recommendations don't hold much promise of finding a phoenix in the ashes.

'Education is a playing with fire, not a taxidermist's stuffing of dead animals, and until we choose to acknowledge the difference between the two pedagogical techniques, we do ourselves no favors. Awaken the student to the light in his or her own mind, and the rest of it doesn't matter – neither the curriculum nor the number of seats in the football stadium, neither the names of the American presidents nor the list of English kings. In college commencement speeches, as with the handing out of prizes for trendsetting journalism, I often hear it said that the truth shall make men free, but I notice that relatively few people know what the phrase means. The truth isn't about the receipt of the diploma or acceptance into law school, not even about the thievery in Washington or the late-breaking scandal in Hollywood. It's synonymous with the courage derived from the habit of not running a con game on the unique and specific temper of one's own mind. What makes men and women free is learning to trust their own thought, possess their own history, speak in their own voices. It doesn't matter how or when the mind achieves the spark of ignition – in an old book or a new video game, from a teacher encountered by accident in graduate or grammar school, in the course of dissecting a frog or pruning an apple tree, while looking at a painting by Jan Vermeer or listening to the Beatles sing "A Hard Day's Night."

- Lewis H. Lapham, 'Playing with fire', *Lapham's Quarterly*, 2008, Fall, <http://www.laphamsquarterly.org/preamble/lewis-h-lapham-playing-with-fire.php>

6. How's your data?

EDUCAUSE is a US outfit seeking out productive links between higher ed and IT, with a broader brief than learning and teaching. Its Centre for Applied Research has released a report covering territory dear to many AAIRies: *Institutional data management in higher education*. Via survey, case study & consultation, it offers an idea of how well unis do in matching digital info with academic and operational requirements. Whether it's operational data processing, content management or research data: could be better, but overall, doing ok. You can get the full report if you're a subscriber, or you can buy it with a bag of US dollars. However, at the link below you'll find the Key Findings (that's the 13 pages I've read – heaven knows how many pages you get for US\$1500), a briefer summary (the Roadmap), and the survey instrument: <http://www.educause.edu/Resources/InstitutionalDataManagementinH/191754>

IT ISN'T OVER YET

The excerpt below is a smidgin of Philipp Blom's survey of educational experimentation which blossomed in western Europe in the early years of the twentieth century.

'One of the most successful and most forward-looking of these school projects was the private girls' school founded by Eugenie Schwarzwold (1872-1940) in the heart of Vienna. Wealthy, full of self-confidence and a true intellectual (she held a doctorate from Zurich University), Schwarzwold wanted to offer children an inspiring alternative to her own dreary education and so created a curriculum reflecting the world-view of Vienna's artistic avant-garde, whose main exponents frequented her famous salon, and some of whom she persuaded to teach at her school. Adolf Loos taught architecture here; Arnold Schönberg lectured the children on music.

'Only the painter Oskar Kokoschka presented a problem with the authorities. He did not possess an official teaching licence and was therefore barred from teaching by the ministry. When Schwarzwold protested that he was a genius, the minister coolly replied: "Genius is not allowed for by regulations".'

- Philipp Blom, *The vertigo years: change and culture in the West, 1900-1914*, 2008, London: Weidenfeld & Nicolson.

7. Great reckonings

The Indian Government's Press Information Bureau issued a media release in November which is a summary of a meeting of the Consultative Committee to the Human Resource Development Ministry. This is the ministry responsible for tertiary education. The Committee's November meeting topic was expansion of higher education.

I'll just quote from the opening para and leave you to conjure with the numbers: 'More than 27,000 additional institutions of higher learning would be required to meet the targeted Gross Enrolment Ratio (GER) of 30% for 2020. This figure includes 14,000 colleges of General Higher Education, 12,775 additional technical and professional institutions and 269 additional universities.'
<http://pib.nic.in/release/release.asp?relid=53937&kwd=>

8. Bibliopathology

My hankerings for books worry me less now I've read 'To have and to hold' in the *Times Higher Ed* supplement. My bad habits pale beside the true confessions of others.

Take, for example, the case of Henry Woudhuysen, professor of English at UCL, who reports: 'I think [books] are lovely and shouldn't be left in shops where people can do nasty things to them. I look in charity shops and junky places for books that need a home; I can't bear to leave them there even though I've already got two or three copies.'

If you suffer the malady of personal book stockpiles, this article may ease your discomfort: <http://www.timeshighereducation.co.uk/story.asp?storycode=409547>

9. NUS University Ratings

In November last Australia's National Union of Students issued its University Ratings. The ratings were based on information provided by student unions on participating campuses, reflecting their views about the adequacy of each university's response to the difficulties caused by the introduction of VSU. Not saying it's a balanced view or a robust ranking – just letting you know it's out there:

http://unistudent.com.au/home/images/nus_university_ratings_nov_2009.pdf

10. SME learnings

In December the National Industry Skills Committee (NISC) released *Workforce strategies implemented by small to medium enterprises: Australian case studies*. This is a handy 17 pages that explains why and how nine SMEs in diverse industry sectors from across Oz put effort and imagination into workforce development. The SMEs are all business award winners. It's a useful resource for RTOs as much as for SMEs: http://www.nisc.tvetaustralia.com.au/_data/assets/pdf_file/0003/48081/SME_Case_Studies.pdf

I may have mentioned at some stage last year the guide produced by IBSA called *What's in it for me? A strategy for engaging small and micro business operators in learning*. I was reminded of it again when I read the NISC case studies: <http://www.ibsa.org.au/Portals/ibsa.org.au/docs/Resources/BSB07%20Small%20&%20Micro%20business%20resources/Engagement%20strategy%20v6.pdf>

11. Supporting SME learning in South Korea

In October, the World Bank published *Productivity increases in SMEs: with special emphasis on in-service training of workers in Korea*. I'm dropping it in to the newsletter because it's an interesting idea that deserves some reflection. Actually, it didn't go so well in South Korea, despite early promise. But the reports author, Kye Woo Lee, seems to think another go is worth the having – it was an implementation failure more than a really bad idea.

And the idea? Well, the background in brief is that the South Korean government offered incentives for employers to skill their workforces, but SMEs simply didn't make as much use of the incentives as large businesses.

So, back to the idea, which was that groups of 30-50 SMEs would be supported to form Training Consortia, which received funding to employ training consultants and contract training specialists. Creating a bit of the old scale magic, I guess.

Unfortunately a bit of the old provider capture snuck in. But still... interesting...: http://www-wds.worldbank.org/external/default/WDSContentServer/WDS/PIB/2009/10/26/000333038_20091026024524/Rendered/PDF/512510NWPOSP0D10Box342020B01PUBLIC1.pdf

A POEM FOR THE NEW YEAR

This poem draws on Charles Darwin's daily habit of walking around the Sandwalk behind his home. This was a time for thinking about science. There's some info about the Sandwalk itself here: http://www.aboutdarwin.com/pictures/Sandwalk/Picture_01.html

(And if you like a poem, the collection from which this is taken is worth whipping out the credit card for.)

Habit

Muscles habituated to movement
he noted, make motion without thought,
so thoughts when thought
too often turn habitual, see
the involuntary kick of religion.

How to acquire the habit
of pondering, say
to ponder pondering itself
while circling the Sandwalk
with an iron-shod stick
once a day, five orbits each mid-day
because to encircle thought
to tightly, he truly thought,
was to kill it.

Sometimes he tried skipping
across the stones
just to see
what would happen.

- Emily Ballou, *The Darwin Poems*, 2009,
University of Western Australia Press.

12. Workforce development in WA

WA's new Department of Training and Workforce Development is charged with putting together, by October 2010, a WA workforce development plan. An issues paper, *A skilled workforce for the future*, was released in early November. Very brief – just a beginning, though WA has already committed dollars to lifting VET participation rates and giving TAFE providers more control over their operations. Anyway, more about the plan, and access to the issues paper here: http://www.trainingwa.wa.gov.au/dtwd/detcms/cms-service/download/asset/?asset_id=5848693

13. Pathways WA

Challenger TAFE and Murdoch Uni have concluded an agreement that will see Challenger students who complete selected diplomas transferring straight into the second year of degrees in Accounting, Information Technology, Events Management, and Sustainable Development. The agreements are specifically targetted at meeting particular skills requirements in the Peel and Rockingham areas which have low levels of postsecondary attainment and participation. A little more info for you via Murdoch's media release of 15 December:

<http://www.murdoch.edu.au/News/Partnership-provides-pathways-to-university//>

14. Green is go

It seemed to take a long time to see the light of day, but on 7 December COAG endorsed the Green Skills Agreement which will make itself felt in various bits of VET policy and practice for some time to come. You can read it at the link below – just a whisker over 5 pages. A few stray sentences that might, or might not, be what you expected:

- engage with the higher education sector to encourage and promote an integrated and complementary approach to skills for sustainability across the tertiary sector
- ensure that all trade apprentices enrolling from 2010 graduate with a core level of industry-relevant skills for sustainability and that over the next two years 30 000 apprentices will graduate from targeted, carbon-exposed industries
- ... stakeholders commit to ensuring that the scheduled review of the Australian Quality Training Framework (AQTF) in 2010 will consider the addition of specific criteria or the adjustment of current standards to reflect sustainability practice and teaching in vocational education.

And yes, the upskilling of VET instructors and teachers to deliver skills for sustainability is covered, too. Here you go:

<http://www.deewr.gov.au/Skills/ClimateChangeSustainability/Documents/GreenSkillsAgreement.pdf>

15. Improving the VET student experience

Josie Misko and Suellen Priest from NCVET had a close look at the comments students made in response to the final, open-ended item on the Student Outcomes Survey. Nearly 10 000 students

took up the offer to have a say in the 2006 survey – this report organises all that valuable data. The report is *Students' suggestions for improving their vocational education and training experience*.

I've borrowed a table from the report to give you a flavour of what areas students were thinking about.

Category of suggestions	% of respondents (n=1254)
Improving course relevance and design	41
Improving staff attributes and behaviours	27
Improving teaching and learning practices	25
Improving access to courses, facilities and services	16
Improving assessment practices	14
Improving learning resources, equipment and materials	9
Improving initial information provision	6
Improving administration and learning support services	7
Other	1

Note: Percentages will total more than 100% as students were able to make multiple suggestions.
Source: NCVET Student Outcomes Survey, 2006.

And with that, you can read the report itself: <http://www.ncver.edu.au/research/proj2/2202.pdf>

16. What an ERTO is

The Enterprise RTO Association undertook a study, funded by DEEWR, to track down the characteristics of the ERTO. The outcome is *Profiling the Australian enterprise RTO*, released late in 2009. There's much to marvel at. A selection of the findings:

- The total number of enterprise RTOs registered in Australia in July 2009 was 256. They represent 5.2% of Australian registered RTOs, but potentially generate at least 20% of annual VET qualification completions across Australia.
- The size of an enterprise has little influence on the decision to seek and maintain RTO registration. Enterprise RTOs include a relatively even spread of small, medium and large business enterprises.
- The survey findings suggest Australian business enterprises are strongly resistant to the use of on-line training delivery options – 76% of enterprise RTOs reported zero use of online delivery. The reasons for this resistance were not canvassed in the survey.

There's an illuminating workforce development model on page 28, and the list of ERTOs starting on page 33 is instructive. Take this link to the report: http://www.ertoa.org.au/library/Final_profile_report_for_members_V3.pdf

17. SWPBS

SWPBS doesn't look like much as an acronym, does it? But off the page it seems to be doing pretty well. SWPBS is Schoolwide Positive Behaviour Support, conducted by the Queensland Department of Education and Training.

The aim, and the apparent outcome of SWPBS, is to reduce problem behaviour at school and improve academic performance. The focus on evidence gathering and analysis to guide school-based interventions is strong. Good gear. You can browse seven case studies here – they give a pretty good idea of how it all comes together:

<http://education.qld.gov.au/student-services/behaviour/swpbs/casestudies.html>

18. Powerful learning

The Northern Metropolitan Region of Victoria's Department of Education and Early Childhood Development has produced School Improvement Strategy entitled *Powerful learning*. It lays out eight principles for tackling school improvement, and then steps out an interrelated set of actions to bring it all together.

Note that by 2013, according to the Strategy, 'A student finishing secondary school will have a clear, well-defined pathway to further training and education.'

http://customers.ilisys.com.au/nmrvi/uploads/NMR_Strategy.pdf

19. School performance data in 5 easy steps

Now you'll have to follow me closely or you'll get lost. For every government school in Victoria you can now get yourself a 2009 Government School Performance Summary. This is the Victorian take on making school performance data available without getting bogged down in a futile ranking exercise.

So here's how you get the performance data:

- Follow this link:
<http://www.vrqa.vic.gov.au/StateRegister/Search.aspx/Search?SearchType=0>
- Now you need to drop in a school name, or a postcode, or a town or suburb. If Victoria is just another word meaning black hole so far as you're concerned, just type in 'Murrayville' where you it asks you to enter a town or suburb name.

- Before you click 'Submit Search', choose 'School – government' from the 'Education provider type' drop down menu.
- Now click on 'Submit Search'.
- Choose 'Select', which is the hyperlink on the left of the school name (Murrayville Community College).

Et voilà, mes amis, you have the performance data you were looking for. You might be forgiven for thinking that someone hoped you'd give up looking before you got here.

20. A Wynner

This is a star turn. Nobody should start the year without having taken a slow turn through this terrific e-book, or booklet, or whatever its rightful descriptor might be at around 70 pages. *Touching the future: building skills for life and work*, is written fabulously by Johanna Wyn from Melbourne Uni. It draws on papers delivered and discussions had at the ACER Research Conference in 2008.

Wyn takes us through the to and fro of the policy dance that has swirled around school education since the 1950s – the steps haven't changed much I'm afraid. That historical perspective lends great focus to the need for change and Wyn sketches out what some of those changes might be like, or might need to capture. In the end, the world into which young folk go is just a tad different from that of the 1950s, but schooling hasn't kept up.

And by the way, the 1950s wasn't a golden age, and neither is this. The golden age is still to come – otherwise the Enlightenment thing was an awful con – so we might as well get a move on in the right direction.

And what's more, I'll go tiggly if what Wyn records isn't relevant in general, and sometimes in particular, to the VET Parma Waltz, or the higher ed Pride of Erin.

Now, I'll park the hobby horse in just a line or so. You can stop me by following these instructions – follow this link and select print:

<http://research.acer.edu.au/cgi/viewcontent.cgi?article=1008&context=aer>

(I'm watching.)

FOR THE PODDIES, VODDIES AND BLOGGIES

Full value

An impressive audio-essay from Michael Bradley, a Sydney Uni student who started out doing a BEng and then wondered if a purely professional/vocational degree might be selling the opportunity a little short. So Bradley added a BA and found full value.

You can read the transcript here, or download the audio:

<http://www.abc.net.au/rn/ockhamsrazor/stories/2009/2734238.htm>

AAIR Committee – 2010

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