

CHAPTER ONE INTRODUCTION

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Research is central to a University's status and in 2007 the Faculty of Arts, Humanities and Education moved to take a strategic approach by adopting a theme of "Creative Communities". The theme was a broad area of research which collected together a series of research programs in the faculty in order to have a broad impact on the fields of education and creative enterprises. This inclusive theme of Creative Communities combines a commitment to performance, education and community partnerships in the arts and cultural industries, with a wider understanding of emerging technologies, institutions and audiences.

The three research foci related to this theme are global transformations, knowledge management and creative performance. Global Formations seeks to understand and explore the broad contexts, historical, contemporary and regional, in which globalisation influences both national and local cultures over time. It aims to foster a deeper understanding of social and political change by situating contemporary and longer-term global developments in their relevant institutional, informational and policy contexts.

Creative performance emphasises the communication of identity and processes of self development through a range of creative practices including music, creative writing, digital media and dance, which encompass interwoven elements of culture, commerce and creativity. In keeping with the newly formed School of Arts and Creative Enterprise in the Faculty, this research focus combines performance and critical reflection, on and by artists, with an understanding of cultural institutions, regional audiences, and changing patterns of consumption.

Knowledge management consists of a range of practices and processes used to identify, create, represent, and distribute knowledge intended to lead to the achievement of specific outcomes including improved performance and higher levels of innovation. It is understood that knowledge management takes place within a collaborative community wherein participants create knowledge through a process of interaction with other actors. There are no boundaries (discipline, context or otherwise) and transdisciplinarity is encouraged. The chapters in this collection relate to the Faculty research foci.

GLOBAL FORMATIONS

In Chapter 2, Wayne Ah-Wong and Denis Cryle look at a precisely located local issue in their study of race and labour in the Mackay district. This research also reveals the connections between the area and the people, and broader influences. In focusing on the lives of Aboriginal, Torres Strait Islander, and South Sea Islander people in the period around World War II, the writers show how workers travelled

Queensland looking for employment, and were frequently forced to depend on networks of relatives and friends as they moved around. At some stages, as this chapter shows, South Sea Islanders worked on the small farms that relatives leased, or worked illegally, often at night, for white cane farmers. During World War II, however, greater employment opportunities meant that conditions of many of these workers came to more closely resemble those of white people. In other words, events in the wider world had unanticipated impacts on local conditions, even to the extent of opening up possibilities for “coloured” labourers.

Chapter 3 presents the stories of two female patients of the first Asylum in Queensland at Woogaroo during the 1860s. Julie Bradshaw and Wendy Madsen provide an interesting account of the different ways in which “lunacy” was defined between 1865 and 1869, which serves to highlight the differences with how we conceive of mental health today. As the authors argue, the stories of Isabella Lewin and Catherine Althers allow them to explore the way in which gender was central to the physical and social organization of this asylum and the definitions of female patient and staff roles as well as patient care.

The Olympic Games are a manifestation of the paradox whereby intensely local loyalties are stimulated by events on a global level. In Chapter 4, Minjing Chen and Denis Cryle investigate differences in approach to newspaper reporting of the lead-up to the Olympics, using a cross-cultural analysis to compare coverage in Sydney in January 1998, with that in Beijing in January 2006. The results point to interesting differences in basic news values—only to be expected when comparing countries of such different political and cultural foundations—but also some surprising similarities.

Peter Kay and Wally Woods, in Chapter 5, explore “Problems and politics of a non-realist, fictional revisioning of the 1942 Darwin Bombing”. They are writing from inside a culture, but are looking at difficult-to-understand events—incomprehensible both because they seem illogical, and because much information about them have been suppressed for decades. In their paper, Kay and Woods approach the writing of Australian history—specifically an account of the 1942 bombing of Darwin—using magical realism, an international literary approach often closely associated with Latin America. They argue persuasively that magical realism is, in fact, highly appropriate for this task, as it allows the author to communicate the surreal and grotesque qualities of the event—qualities that were heightened by the blunders of those in control, and then by the decades-long suppression of information regarding the bombing.

In Chapter 6, “Press coverage of the Australian environment: An historical overview”, Jane Macdonald and Denis Cryle examine an aspect of Australian media history. They explore print and television coverage of environmental campaigns—such as Fraser Island, Lake Pedder, and the Sydney Green Bans—that took place between 1960 and the 1990s. The study reveals that environmental activism was influenced by global environmental campaigns, as well as the

tendency to focus on celebrities. As activism and ideas about the environment evolved, so did media responses. As a result, this reporting can be seen to reflect notions of the local ("Australia") and the global, in the sense of a trans-national fight for the Earth.

Peter Scottney-Turbill and Wally Woods explore the tensions between global and local from a different perspective altogether in Chapter 7. This chapter looks at the difficulties encountered by an Australian of Caucasian background while writing an historical novel about General Yueh Fei, a real person who lived during the Sung dynasty. Although not well known in the West—and although the documentation of his life is patchy—Yueh Fei is a folk hero in China. The chapter lays out the difficulties of avoiding the patronising effects of Orientalism when writing about cultures that are alien and exotic to the writer, and identifies some of the issues that arise in attempting to write beyond one's own areas of cultural familiarity. While the globalisation of entertainment means Westerners can more easily access Chinese cultural products such as films, this can sometimes give a false sense of understanding. Many Chinese films, for example, have been made with Western audiences in mind. Thus the writer has the difficult task of attempting to juggle Quixotic attempts at being "authentic", with cultural sensitivity, and the desire to engage readers.

KNOWLEDGE MANAGEMENT

The use of online technologies to deliver competitive learning in a global environment is the focus of Chapter 8 written by Julie Fleming and Bernadette Walker-Gibbs. Based on the principles of good teaching practice as outlined by Chickering & Gamson (1987), the authors examine how traditional teaching principles can be used as a framework for online practice. This chapter emphasises pedagogy as being critical for on-line learning.

In Chapter 9, Teresa Moore and Pam Gargett review the literature that focuses on the nature and role of mentoring in the teaching workplace. After defining mentoring, the authors examine the literature exploring mentor characteristics and the role of mentoring in the workplace. Areas explored include the nature and role of mentoring, the role of mentoring in teacher education, the positives and negatives, and postulate that the success of a mentoring relationship lies in how the mentor and mentee view the purpose of their relationship.

In Chapter 10, "Influencing teachers' engagement in changing professional practice: application of the Transtheoretical Model of Change", John Meldrum explores engagement in professional learning experiences as a contributing factor to teachers' change of professional practice. By analysing the Transtheoretical Model of Change, the author examines capacity to align particular types of interventions with an individual's level of motivational readiness to understand teachers' engagement in their practice. This position paper aims to explore how processes of learning impact on teacher behaviour.

Paul Richardson and John Dekkers in chapter 11, “Developmentally Appropriate Programming in a primary school: A case study”, examine the impact of information communication technologies on how education caters for the needs of the learner in the digital age. The authors outline the case study of a primary school in Queensland that has established an organizational framework where children are placed in developmentally appropriate learning groups. The aptly named Developmentally Appropriate Programming enables children to “access a range of pedagogical approaches reflective of the technological age in which they are growing up”. It is argued in this chapter that this approach to schools offers a model with which they can organize themselves that may be more appropriate in the digital age.

Chapter 12 describes the rationale for the development of a pre registration course in law for nurses. The argument made throughout this chapter by Pam Savage and Bruce Allen Knight is that the adoption of legal concepts to nursing theory and practice may reduce practitioner anxiety and lessen the theory-practice gap. The authors acknowledge that although workplace and social realities dictate that nurses must be legally competent, the challenge is that how they should achieve this is poorly understood by the profession. The solution lies in determining the content of undergraduate nurse legal studies and how to communicate this knowledge.

In Chapter 13, Rickie Fisher, Bobby Harreveld, and Jenny McDougall explore communities of practice through embedded professional learning in a pre-service teacher education program. Communities of practice are defined and engagement in structured learning activities, modelled teaching processes and dialogic encounters in the lived-world are highlighted. Distributed learning as a mechanism to engage in communities of practice is explored, contributing to knowledge about the preparation of teachers in the twenty-first century.

Stacey Tabert and Ken Purnell in chapter 14 link to the topical issue of climate change and how Australia is addressing this challenge with an evaluation of the Queensland Solar Schools initiative that is making energy a priority in schools. The purpose of this chapter is to examine whether the “installation of solar photovoltaic power systems is an effective catalyst for stimulating energy efficiency and energy conservation behaviors in schools”. Tabert and Purnell delineate the Queensland Solar Schools initiative and then analyze the results of two separate surveys to determine just how effective this initiative has been. The authors argue that “the development of energy action plans by both students and teachers are a significant factor in ensuring success”. They also outline other suggestions for future success.

CREATIVE PERFORMANCE

Chapter 15 presents an analysis of James Bond films (in particular the recent Bond film *Casino Royale*), as a site of contention “where desire is both flaunted and commodified, and yet strongly repressed through various forms of feminization and suppressed homoerotic violence”. Tanya Nitins and Jeannette Delamoir, in “Looking, just looking: James Bond and the objectification and commodification

of the human form”, make the case that “James Bond films have long been considered synonymous with the sexualisation of the female form”. The authors argue that although “the narrative structures of these films still tend to focus on a central male character...at the same time however, the James Bond films demonstrate that the male body is not immune from the process of objectification and commodification often thought of as connected to the female body”.

Sandra Arnold and Wally Woods, in Chapter 16, “A creative non-fiction perspective on grieving the death of an adult child from cancer: A position paper”, are seeking to find ways to express, in language, bewildering and traumatic experiences. An adult child’s death from cancer provokes profound grief in the parents, yet the authors found that little has been written about it. The lack of clinical or general attention means that there is no readily accessible language that can be drawn on, no conceptualisation of the parents’ journey through bereavement. Writing about the loss and its effects can be, in itself, therapeutic, but finding a way to communicate also suggests to fellow grieving parents the language to use to share their own shock, disbelief and sadness. The authors argue that creative non-fiction is a form that can vividly capture life experiences, using all the tools that literature offers, but with the added advantage of non-fiction’s credibility and authority.

In Chapter 17, Derrin Kerr, Glen Hodges and Bruce Allen Knight aim to investigate the various challenges of “providing students with practical performance opportunities and identify certain performance skills that may be lacking in jazz students”. The authors also present ways in which performance training activities are being administered and the possible responsibilities of institutions in this process. The authors interviewed seven eminent jazz educators to supplement the published literature and to explore knowledge around these key issues. The authors argue that, whilst it is tempting to assume a “one size fits all” approach to jazz performance training, this is not necessarily the preferred solution due to the diversity of program styles, institutional structures and surrounding cultural communities and infrastructure.

In Chapter 18, Christina Hunt and Errol Vieth explore an aspect of Australian media history that has, surprisingly, not previously been examined: the role played by individuals in the shaping of the institutional voice of documentaries made by the Australian Broadcasting Commission (ABC; later the Australian Broadcasting Corporation). Focusing in particular on *Chequerboard* and *A Big Country*, the chapter traces the influences, work histories, and innovations that four of these early documentary makers brought to their productions. In focusing on contemporary—and sometimes controversial—issues at a time of widespread social upheaval, the filmmakers both challenged and shaped ideas of “Australia” and its place in the wider world. The writers conclude that the institution and the filmmakers symbiotically influenced each other, within a creative community that was also exposed to international ideas and documentary styles.

FINAL COMMENTS

We believe that quality papers have emerged in this collection. All papers in this collection were doubly blind peer-reviewed and we are sincerely grateful to our reviewers who gave excellent constructive feedback to the Faculty research higher degree candidates and their supervisors. There is no doubt that the refereeing process strengthened the papers considerably. We trust that you enjoy engaging with the content of the papers and that they stimulate debate and discussion in their substantive areas.