

Dr Catherine Manathunga, University of Queensland, Australia

We are delighted to have with us as our keynote Speaker, Dr Catherine Manathunga. Dr Manathunga is a Senior Lecturer in Higher Education in the Teaching and Educational Development Institute and the University of Queensland Graduate School. Her research interests include postgraduate supervision, interdisciplinary research education, the history of teaching and learning in universities, and the professional development of supervisors and researchers.

Catherine is an historian and draws together expertise in historical, sociological and cultural studies research to bring an innovative, interdisciplinary perspective to higher education research, particularly focusing on doctoral education and the history of university teaching and learning. She currently researches in the following areas:

- *Postgraduate Supervision*: power, identity and culture in postgraduate supervision; power and desire in team supervision pedagogy
- *Supervisor Educational Development* : post-colonial interpretations of supervisor educational development;
- *Research and Innovation Leader Development* : research graduates attributes and outcomes in universities and industry; ongoing professional development for researchers in public and private sector research organisations; interdisciplinary research;
- History of Australian Teaching and Learning: a genealogy of the development of teaching and learning in Australian universities.

She currently supervises RHD students in the areas of doctoral education, effective teaching and learning in higher education and development aid policy.

KEYNOTE ABSTRACT:

The challenge of being 'new' to higher education research: deconstructive possibilities?

Until recently, higher education research was primarily a field of migration into which scholars, trained in 'other' disciplines, travelled and stayed for a variety of reasons and at different stages of their careers. Initially, higher education lacked an indigenous core of knowledge. The first two generations of higher education researchers set about creating such a foundation of knowledge and a series of recognisable discourses and practices. Some discourses, forms of knowledge and methodologies came to dominate, while others remained peripheral or were silenced. Eventually, a third generation of scholars began taking PhDs in higher education (Lee et al, 2008). In other cases, some early higher education researchers have felt perpetually 'new' to the field, despite their lengthy sojourns in it. This keynote presentation explores what it means to be 'new' to the field of higher education research; how long a 'new' label may remain relevant and whether being 'new' offers deconstructive possibilities as well as unhomey experiences.