

## POLITICS OF GLOBALISATION, RESEARCH AND PEDAGOGY

### PREFACE AND ACKNOWLEDGEMENTS

**Elizabeth M. Grierson**  
RMIT University Australia

Today we are witnessing increasing pressures on academics as educational work is evaluated and managed via the structural reforms that accompany policy drivers of global knowledge industries. This issue of *ACCESS* adds to scholarship in the fields of research, knowledge and pedagogy. Articles from New Zealand, Australia and Europe address questions of audit and management, quality systems, politics of regulation, educational value and pedagogy, cultural knowledge and the empires of globalisation.

The theme of empire characterises *Quality Imperialism in Higher Education: A Global Empire of the Mind?* by Professor Noel Gough of La Trobe University, Melbourne. Professor Gough works with Deleuze and Guattari's notions of "order-word" to discuss conditions of "Quality" as a free trade between national quality agencies. This is a very timely article in the context of increasing emphases on the "fitness for purpose" of knowledge in education and research. It is also particularly interesting for those in an Asia-Pacific context as it deals with these questions in Australia, Hong Kong and Malaysia as well as in South Africa.

Dr Dominic Orr and Dr Mathias Paetzold are both engaged in German higher education policy and practice, Dr Orr in Hanover and Dr Paetzold in Lower Saxony. Their work on *Research Evaluation in German Higher Education: Current Fragmentation and Future Prospects* provides insight into the political moves through which educational research is now audited and evaluated in Europe. This article prefigures wider discussions on research and evaluative strategies of performance in New Zealand, Australia, UK and Europe in a forthcoming double issue of *ACCESS* collated by Dr Richard Smith (2008).

In her article *The Teaching/Researching Subject: A Consuming Subjectivity*, Dr Janet Mansfield of Auckland considers academic subjectivity in terms of the framing of an enterprising self within the new managerialism of audit culture. From the perspective of an educator in the creative arts, particularly music education, Dr Mansfield considers the social and professional implications of performance regimes, such as Performance-Based Research Funding in New Zealand, and the effects of knowledge capitalism when self becomes anchored to the political authorities of government. Thus her analysis is concerned with the way researching behaviour is framed in terms of enterprise and performativity, and the effects of performance evaluation on the teacher as researcher.

From the politics of research to the politics of pedagogy, the work of Dr Ruth Boyask, from the University of Canterbury, brings an historical perspective to questions of knowledge and moral

purpose in education. *Embodied Pedagogy: Examples of Moral Practice from Art Education* highlights the work of Gordon Tovey and Doreen Blumhardt, two significant art educators in New Zealand during the Clarence Beeby years of the mid-twentieth century. Dr Boyask argues that the work of these educators can provide insight into possibilities for contemporary education through resisting normative devices of curriculum and pedagogy. Boyask's overall aim is to examine how educators can purposefully engage in action to achieve emancipatory outcomes for divergent social ends.

Within the normativity of knowledge mobilisation and management in previously colonised countries like New Zealand, biculturalism is an issue for continuing attention. In *Māori Visual Culture on the Run* Professor Robert Jahnke addresses political, cultural and pedagogical challenges in the field of Māori visual art and culture in Aotearoa New Zealand. Providing educational and research leadership in Māori visual art, Professor Jahnke from Massey University first delivered this paper in April 2003 as the opening keynote address of *NGA WAKA*, the 7th National Conference of ANZAAE Aotearoa New Zealand Association of Art Educators. The paper was subsequently published in the conference proceedings (2003). *ACCESS* thanks ANZAAE and the author for permission to reprint this paper. There is some alteration to the original text to ensure consistency with *ACCESS* style and to update the information to 2006.

In *Between Empires: Globalisation and Knowledge* Elizabeth Grierson continues with the theme of globalisation as a process of empire. The paper has been developed from an unpublished conference paper, *Globalisation, Cultural Nation and Truth Claims* presented in 2002 at *Between Empires: Communication, Globalisation and Identity*, AUT University. That paper was concerned with the way 'truth claims' of the cultural nation are made through policy and practice, whereas this present paper in *ACCESS* focuses more on the theme of political goal-setting in the knowledge economies of globalisation. The concern here is to examine knowledge empires of past, present and possible futures.

Dr. Richard Smith concludes the collection with a review of *Education Policy: Globalisation, Citizenship & Democracy* by Mark Olssen, John Codd, and Ann Marie O'Neill (Sage, 2004). Smith's review succeeds in providing *ACCESS* readers with a positive insight into the work of Olssen, Codd and O'Neill, by placing their work in context of a wide field of research on globalisation and education. The review is a fitting conclusion to this volume as it deals with many of the issues that are raised by the previous contributors.

There can be no quality publication without a generous community of scholars. *ACCESS* acknowledges and thanks referees whose insightful reviews continue to ensure a consistently high standard of research and publication. In spite of very busy schedules these reviewers have willingly provided comments to writers for the 2005 and 2006 issues of *ACCESS*: Professor Michael Peters, Professor Brian Findsen, Professor Fazal Rizvi, Professor Mark Olssen, Dr. Janet Mansfield, Associate Professor Mark Jackson, Maria O'Connor, Dr. Adele Flood, Dr. Richard Smith, Associate Professor Christopher Braddock, Dr. Linda Williams, Dr. Phil Edwards, Jane Bone, Nicholas Gresson, Dr. Andrew Butcher.

*ACCESS* Volume 25 (2) continues the mission of profiling critical perspectives on knowledge, communication, cultural policies and practices with a particular focus on education. With increasing emphasis on the technologies of knowledge transfer and new forms of

accountability in research and their funding regimes the need to engage critically with the field of knowledge has never been greater. As editor I thank those contributors and subscribers who continue to support the critical and philosophical approaches of *ACCESS*, and welcome new readers, contributors and subscribers to the journal. We trust you will find scholarly enjoyment and interest in this issue, *Politics of Globalisation, Research and Pedagogy*.

Elizabeth M. Grierson

Executive Editor: *ACCESS*

5 September 2006

[elizabeth.grierson@rmit.edu.au](mailto:elizabeth.grierson@rmit.edu.au)

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