Postgraduate Peacebuilding: Conflict as a Tool for Learning

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Conflict in Academia

Conflict (in academic institutions) is

- inevitable and necessary
- prevalent, often not visible
- usually not being handled well
- often avoided leading to escalation
- affects students, supervisors and the institution
The supervisor/HDR student relationship is quite particular, but may be comparable to other settings with the following characteristics:

- Asymmetric power relationship
- Investment
Findings

- Different perspectives on why there is conflict
- How conflict is managed
- Recommendations – How could people be better supported in conflict?
Supervisor’s Perspective

Student’s perspective
Management of conflict

Impact of conflict
Recommendations
Conflict as a tool for learning
Conflict Resolution Skills

### Research Skill Development Framework

**Extent of Students' Autonomy**

<table>
<thead>
<tr>
<th>Level 1 (Prescribed Research)</th>
<th>Level 2 (Bounded Research)</th>
<th>Level 3 (Scaffolded Research)</th>
<th>Level 4 (Student-initiated Research)</th>
<th>Level 5 (Open Research)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly structured directions and modelling from educator prompt student research</td>
<td>Boundaries set by and limited directions from educator channel student research</td>
<td>Scaffolds placed by educator shape student independent research</td>
<td>Students initiate the research and this is guided by the educator</td>
<td>Students research within self-determined guidelines that are in accord with discipline or context.</td>
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**Research Skill Development (RSD)**, a conceptual framework for Primary school to PhD, developed by John Wilson and Kerry O'Regan © October 2012, November 2012. Facets based on ANZEAC (2004) and Cronin & Fream's 1966 Methodology. *Framing researchable questions often requires a high degree of guidance and modeling for students and, initially, may need to be scaffolded as an outcome of the research process (Framework Levels 1-3). With the development of more students being able to initiate research (Facet A, Levels 4 & 5). The permeable border reflects the drivers and emotions of research. Framework, resources, learning modules and references available at [www.rsd.edu.au](http://www.rsd.edu.au) for info: john.wilson@adelaide.edu.au
What are the facets?
How can they get those skills
THANK YOU
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