



First International Legitimation Code Theory Conference

Legitimation Code Theory (LCT) is a conceptual framework for analysing and shaping practice, created and developed by A/Prof Karl Maton (Department of Sociology and Social Policy) that now underpins an international and interdisciplinary community. LCT began in studies of education and knowledge but is now used to explore diverse social practices across different institutional and national contexts, both within and beyond education. Though only a decade old, LCT has already been central to four ARC national grants, over 160 publications, over 350 conference papers and 75 PhDs. In SSPS, LCT is the focus of a fortnightly 'Roundtable' seminar series, a weekly PhD Workshop, an ARC Discovery Project and an ARC Linkage Project.

In June the First International LCT Conference was held in Cape Town, South Africa, supported by Cape Peninsula University of Technology, Rhodes University, and the University of Cape Town.

The first day comprised seminars that showcased cutting-edge developments from the PEAK Project into 'Pedagogies for knowledge-building'. This ARC

Discovery Project study, led by Karl Maton, explores the basis of knowledge-building in secondary school classroom practices. Two entirely new dimensions of the LCT framework were revealed in these seminars, which also involved presentations by Dr Sarah K. Howard from University of Wollongong and Dr Jodie L. Martin from Australian Catholic University.

The conference itself involved over 80 participants and 46 presentations by scholars from Australia, South Africa, Denmark, Korea, Denmark, and elsewhere. These papers covered a wide range of practices, from the training of emergency services to the nature of parliamentary procedures and from ballet to physics.

The School was extremely well represented at the conference. In addition to the Opening Address by Karl Maton, papers were presented on ongoing doctoral research by Sharon Aris (school choice), Elena Lambrinos (dance education), Patrick Locke (marketisation of TAFE), Saul Richardson (jazz education), Mathew Toll (climate change denialism) and Kirstin Wilmot

(PhD writing), all from the Department of Sociology & Social Policy.

The conference was followed by two capacity-building events. Professional development workshops introduced academic developers involved in training teaching staff at Stellenbosch University to the latest developments in LCT praxis. Karl Maton, Dr Sherran Clarence (Rhodes University, South Africa) and Steve Kirk (Durham University, UK) revealed how LCT can be embedded into teaching and learning practices in order to maximise educational outcomes and enable cumulative knowledge-building. A 'writing retreat' was also held by Cape Peninsula University of Technology at which Karl Maton supervised 20 young scholars, supporting their ongoing research and developing publications.

Planning is underway for the Second International LCT Conference, to be held at the University of Sydney in July 2017.

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