RESEARCH STUDENTS FORUM

Thursday 2 June 2016, 4-8pm
Faculty of Education and Social Work
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<td>5.05PM</td>
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| 6.05PM | **WELCOME & KEYNOTE ADDRESS**  
Professor Duncan Ivison, Deputy Vice-Chancellor (Research)  
*The future of university research and its implications for research higher degree students and early career researchers.*  
LT 424 |
| 6.50PM | **BEST RESEARCH PAPER AWARD ANNOUNCEMENT**  
Associate Professor Ruth Phillips, Associate Dean Postgraduate Research |
| 7PM    | **REFRESHMENTS**  
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<td><strong>Sharon McCutcheon</strong>&lt;br&gt;How can site-specific, community theatre be used as a catalyst for change within an educational framework?</td>
<td><strong>Julie-Ann Paredes</strong>&lt;br&gt;Memory, emotion, and reader-speak: analysing attitudes towards race in Book Club transcripts.</td>
<td><strong>Jazak Hidayat</strong>&lt;br&gt;The roles of NGOs in representing indigeneity of Meratus Dayak Communities in South Kalimantan, Indonesia.</td>
<td><strong>Thea Werkhoven</strong>&lt;br&gt;The necessity of addressing the nutrition knowledge and health related attitudes held by pre-service professionals.</td>
<td><strong>Apisak Sukying</strong>&lt;br&gt;Creating a new broad test of receptive and productive affix knowledge.</td>
<td><strong>Pam Ryan</strong>&lt;br&gt;Leadership pathology: a walk on the dark side.</td>
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<td><strong>Pat Norman</strong>&lt;br&gt;From urban planning to urban teaching: mobilising Flyvbjerg in educational research.</td>
<td><strong>Shuqin Qiao</strong>&lt;br&gt;Tactics of intersubjectivity - a study of the author’s identity construction and negotiation in her writing.</td>
<td><strong>There are no further presentations in this room.</strong></td>
<td><strong>Andrew Taylor</strong>&lt;br&gt;Developing game awareness, perception and decision making in elite youth footballers.</td>
<td><strong>Christina Judy</strong>&lt;br&gt;Exploring test takers’ strategy use in a simulated 2-way discussion of the IELTS speaking test: what are they and do they always work?</td>
<td><strong>Thi Van Su Nguyen</strong>&lt;br&gt;Revisiting higher education teachers’ change in conceptions to teaching: perspectives from Vietnam.</td>
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## TIMETABLE FOR 5.05PM SESSIONS

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<td>Learning by heart: unpacking the impact of a Catholic education for future executive success.</td>
<td>Touch has a memory: tracing diagram elements with the index finger supports primary science learning.</td>
<td>Early developmental environment and Olympic success: analysis of an Australian sporting “hotspot”.</td>
<td>The effect of a designed writing program on developing English as a Foreign Language (EFL) students’ critical thinking skills and writing skills.</td>
<td>Using institutional ethnography and autoethnography to study leadership practices of a Steiner School principal: possibilities for new pathways.</td>
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KEYNOTE

The future of university research and its implications for research higher degree students and early career researchers.

6.05PM, LT 424

Higher education is undergoing rapid transformation in Australia and this will present both opportunities and challenges for current HDR students. In this talk I will discuss some of these major changes both at the macro scale and in relation the University of Sydney more specifically. I will offer some modest suggestions for what it might mean for future careers in research, whether in academia, industry, government or the broader public and private sector.

Professor Duncan Ivison is Deputy Vice Chancellor (Research) at the University of Sydney. Prior to this, Duncan was Dean of the Faculty of Arts and Social Sciences (2010-2015) and Head of the School of Philosophical and Historical Inquiry (2007-2009). He continues to teach in the Department of Philosophy. He has also taught in the Department of Political Science at the University of Toronto, the Department of Politics at the University of York (UK) and was a Postdoctoral Fellow at the Research School of Social Sciences at the ANU. Duncan did his BA at McGill University in Montreal, where he grew up, and his MSc and PhD at the London School of Economics and Political Science (where he was awarded the Robert Mackenzie Prize for his PhD). Duncan has been Laurance S. Rockefeller Visiting Fellow, and Visiting Fellow in Ethics and Public Affairs, at the Center for Human Values, Princeton University (2002-3), as well as Visiting Fellow at the Humanities Research Centre at the ANU (1997).
ABSTRACTS

EFL writing in Indonesian context: a new approach in building students’ engagement.

Fatimah 5.05pm, Room 435

Teaching argumentative writing classes is challenging in Indonesian EFL context. The students need to engage with their writings since they must have their strong and logical arguments, support them with reliable evidences, and present them in coherent and cohesive sentences.

Based on a preliminary research study conducted at a university in Indonesia in March 2016, the researcher found that there were some challenges faced by both teachers and students in argumentative writing classes. The teachers assumed that the students were not serious with their writing tasks and they did the tasks only to pass the course. The students, on the other hand, claimed they did not really know what was expected from the writing classes and how their writing was assessed. They thought that the writing classes were very boring as they lacked variety of instructional activities. There was also a lack of communication between the writing teachers and students.

Based on the aforementioned conditions, this current research attempts to give an alternative solution to the challenges faced by the writing teachers and students in argumentative writing classes. It is hoped this will help students better understand what they are expected to do, how their writing will be assessed, how to review their own writing, conduct peer reviews, and have conference with their writing teachers.

Supervisor: Associate Professor Kenneth Cruickshank
Auxiliary Supervisor: Dr Bronwyn James

Learning English for academic purposes in a mobile-technology-assisted environment: a case study of a Chinese university EFL classroom.

Chuan Gao 5.05pm, Room 521

This research intends to examine Chinese university students’ learning English for academic purposes in a mobile-technology-assisted environment. Informed by the broad social constructivist paradigm, the research design is guided by three strands of theories: English for Academic Purposes (EAP), Community of Practice (CoP), and Learner Autonomy. Underpinned by the conceptualisation of the three strands of theories, the research will employ the case study approach to examining a group of EFL learners in a Chinese context.

It aims to investigate: 1) Chinese learners’ perceptions on mobile-technology-assisted EFL learning; 2) the learning processes of EAP in a mobile-technology-assisted environment; and 3) the development of learning community and learner autonomy as facilitated by a mobile-technology-assisted environment. This research addresses the following three questions: 1. What are Chinese EFL learners’ perceptions on mobile-technology-assisted English language learning? 2. How do Chinese EFL learners interact and learn EAP in a mobile-technology-assisted environment? 3. To what extent does a mobile-technology-assisted EAP learning environment foster a community of practice and autonomy?

Research data will be collected through a variety of methods including questionnaire, participant observation, focus groups, semi-structured interviews and participant documents. Data will be principally analysed in a qualitative approach and findings will be reported and interpreted by way of triangulation.

Supervisor: Associate Professor Huizhong Shen
Auxiliary Supervisor: Associate Professor Aek Phakiti
The roles of NGOs in representing indigeneity of Meratus Dayak Communities in South Kalimantan, Indonesia.

Jazak Hidayat  4.05pm, Room 452

This paper focuses on the roles of NGOs working on indigenous issues in South Kalimantan Indonesia on the production of meanings of Indigeneity. Based on qualitative data collected through interviews and process observation, the paper reports on the views of indigenous communities on how NGOs have supported their indigeneity as well as interviews with NGO workers on how they see their work contributing to the identity and social movement strength of indigenous Indonesians. Masyarakat Adat (literally means customary communities) is the term used to represent the groups of Indonesian communities living in perpetuated hereditary traditions. Adat (literally means ‘custom’) is the key word used and deployed by NGOs to strengthen their indigenous movements to contest the state’s representation that put the communities under the agenda of development — by attaching terms such as ‘isolated’, ‘remote’, and ‘poverty’ — instead of recognition of indigenousness. Who are then the communities subjected to and represented as ‘adat’ communities? This basic question is the starting point of exploring how the subjected communities have been brought into competing discourses of indigeneity. As its theoretical framework, this paper is concerned with postcolonial perspective to explore hegemonic representations of subaltern communities. Also, this study is framed with social justice concern under which postcolonial theories are applied to reveal the discursive formation of indigeneity regarding the adat communities in Indonesia. In doing so, an explorative study on how Meratus Dayak communities in South Kalimantan, Indonesia, is represented by NGOs is presented in this paper. 

Supervisor: Associate Professor Ruth Phillips 
Auxiliary Supervisor: Associate Professor Susan Goodwin

The pathway to the top: key factors and influences in the development of Australian Olympic and World Championship Track and Field athletes.

Dianne Huxley  5.05pm, Room 461

Given the many benefits of international sporting success, understanding the development and long term sustainability of an elite sporting career have become an important pursuit worldwide. Despite decades of research little is known about the development of elite senior Australian Track and Field athletes, therefore this study aimed to understand the major influences contributing to their development and success. 

A Track and Field Athlete Development (T&FAD) questionnaire was used to collect data from 73 Olympic and World Championship level athletes. Analysis indicated athletes progressed to the elite level via six different pathways; however, the majority followed a linear pathway from junior to elite senior athlete. Further, results demonstrated the key influencing factors during development included later specialization, involvement in other sports during adolescence and strong social support. In addition, growing up in a major city and completing a university degree were also common features. Overall the study provides an insight into the development and success of Australian Track and Field athletes who competed at the Olympic Games or World Championships between 1956 and 2013. 

Supervisor: Associate Professor Donna O’Connor
**Exploring test takers’ strategy use in a simulated 2-way discussion of the IELTS speaking test: what are they and do they always work?**

**Christina Judy Fernandez  4.05pm, Room 521**

With the internationalisation of university education, students bound for an English speaking country are subjected to language proficiency tests. For instance, many Australian-bound international students take the International English Language Testing System (IELTS). Language testing experts are increasingly concerned with how inferences are made about a student’s language ability based on a single score. Language ability is more than just test takers’ knowledge of the language. Test takers’ ability to manipulate and use this knowledge (or its elements) also plays a role in enhancing their performance. Much of what is known about the latter also known as strategic competence (Bachman and Palmer, 1996) has come from studies on reading, listening and writing tests. Few have been on speaking tests and it is this gap in knowledge that this qualitative study contributes to.

This presentation will report on a study exploring test takers’ strategy use in a two-way discussion (or Part 3) of the IELTS speaking test. More specifically, it sought to answer questions about the type of cognitive, metacognitive and communication strategies and how these strategies are used together by test takers to successfully complete a speaking test of dialogic nature. Data was collected from 12 international students by means of stimulated recall after they have completed a 5-minute speaking test. Detailed analysis of strategies used by a few participants and some key findings will be highlighted.


Supervisor: Associate Professor Aek Phakiti
Auxiliary Supervisor: Associate Professor  David Hirsh

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**Using purposive sampling methods.**

**Paul Kidson  5.05pm, Room 530**

This presentation examines the use of purposive sampling methodology within a current mixed methods doctoral research project. The project explores the experience of principals in Australian schools which offer International Baccalaureate (IB) programmes. Currently, there are 161 such schools across the nation. Schools offering IB programmes have considerable diversity of context. Selecting only eight Phase One participants from across this range required consideration of such factors as state/territory jurisdiction, governance (government or non-government), number of IB programmes offered (1, 2, or 3), combinations of programmes offered, social-economic level, and gender enrolment (single sex, both boys’ and girls’, co-educational). For purposes of validity and reliability, purposive sampling was chosen.

The presentation will provide an overview of purposive sampling as a method. It will then examine issues related to its use by exploring how selected participants were identified for this research. This includes examining ethical issues related to participant selection, particularly focusing on the researcher’s pre-existing relationships with a number of potential subjects, given the researcher’s experience as an IB principal.

Supervisor: Dr George Odhiambo
Auxiliary Supervisor: Dr Rachel Wilson
Learning by heart: unpacking the impact of a Catholic education for future executive success.

Shirley Koch  5.05pm, Room 433

While women continue to be under-represented in positions of power and influence in organisations in Australia there are some who have managed to ‘make it to the top’. Seventeen women executives were interviewed in Getting to the top: Narrative studies of some Australian women executives. This is an exploration of a selection of the findings from this study. Participants identified historical, cultural and social influences, individual aspects and, relationships as supportive mechanisms, as enabling factors.

This presentation discusses issues emerging from these aspects, specifically highlighting the helpful impact of a single-sex catholic school education where the relationships with teaching nuns were seen to have a positive influence. Of seventeen participants, nine identified as growing up in a Catholic household and all of these reported having received schooling through a Catholic girls school. All of the participants spoke about how their schooling had a positive influence on building their self-confidence, sense of purpose, and ability to stand up and speak out on issues of social justice. The older women in the study also reported a beneficial influence in terms of personal encouragement, being held to high standards and, for aspects of character formation including developing a strong work ethic, resilience and care for others.

The pedagogical approach of Catholic schooling in the 1960s/70s, the presence of nuns as teachers, and subsequent changes are discussed in terms of historical and social context.

Supervisor: Associate Professor Ken Cruickshank
Auxiliary Supervisor: Dr Kevin Laws

Parental influences on education and career choices of women of Arab descent: a comparative study of Australia and the UAE.

Nada Labib  5.05pm, Room 433

Family of origin has been widely acknowledged in the literature as the most powerful influence on individuals’ career decision-making. Various family influence variables, such as parental support, attachment and expectations, were identified as having an impact on youth’s career choices. Socio-cultural factors, such as traditional gender perceptions and cultural values and expectations, were also found to intervene with familial influences, and largely influenced females’ education and career choices in particular.

Given that this research was very largely carried out in Western cultures, however, particularly on Caucasian samples, it has limited generalisability across cultures. In addition, Arab communities, whether in the Arab world or worldwide, display a paucity of research on Arab women’s tertiary education and career choices.

Hence, the purpose of this study is to explore parental influences, the intersecting cultural factors, and how the combination affects tertiary education and preliminary career choices of young women of Arab descent. The research is comparative, and is being conducted on young women of Arab nationalities/backgrounds in the UAE and Australia. The aim of this comparison is to investigate how similarly/differently Arab women raised in different contexts are influenced by their parents when making career choices, and the results of this influence.

Findings are expected to provide new insights into the familial and cultural influences that stimulate or impede Arab women’s career choices. This can, in turn, provide useful recommendations for education policy, educators and career counselors to help these women make more informed tertiary educational choices and pursue their career aspirations.

Supervisor: Professor Anthony Welch
Auxiliary Supervisor: Associate Professor Nigel Bagnall
The effect of a designed writing program on developing English as a Foreign Language (EFL) students’ critical thinking skills and writing skills.

Rula Abdulkareem Saleh Mahdi  5.05pm, Room 521

A quasi-experimental research seeks to investigate the effect of a designed writing program on developing English as a Foreign Language (EFL) student’s critical thinking skills and writing performance; and examine the factors that impact on the students critical thinking skills. By focusing on this, the current study hopes to support and provide Jordanian EFL students with an opportunity to increase their higher-order critical thinking skills and writing skills through participating in the designed writing program developed by the researcher.

The theoretical orientations of this study guided by research and theories of: second writing pedagogy; and critical and creative thinking. Participants will be asked to write a number of different text types related to sets of reading (short pieces) on varied topics. The sample of the study includes two intact classes around 80 EFL students (40 for the control group and 40 for the experimental group) of the same level in one of the Jordanian universities. The control group continues studying the traditional teaching way while the experimental group will receive the designed program for a period of three months. The students’ writing achievements, writing rubrics and writing mean score of the post-test will be employed as the instrument of collecting data. The statistical program SPSS will be utilised to organise and compile the collected data.

Findings of this study will be discussed in accordance with the analysed results. The study aims at paving the way to make EFL Jordanian students achieving critical thinking skills through a designed writing program.

Supervisor: Associate Professor Huizhong Shen

How can site-specific, community theatre be used as a catalyst for change within an educational framework?

Sharon McCutcheon  4.05pm, Room 433

Using a case-study methodology, this presentation will explore the effects of a large-scale, site-specific, community modelled arts project called 'The Journey', staged within a NSW public high school in 2012. The experience of staging this production and its’ immediate legacy has provided evidence regarding the potential of the arts as a tool to improve student engagement, teacher satisfaction and the positive community perception of schools and their inhabitants.

My research findings concluded that it is the ethos of a community theatre modelled project which was responsible for the transferral of the established power base within the school which gave rise to the notion of reciprocated responsibility and unity expressed through this study.

Supervisor: Professor Michael Anderson
Auxiliary Supervisor: Dr Kelly Freebody
Using institutional ethnography and autoethnography to study leadership practices of a Steiner School principal: possibilities for new pathways.

Virginia Moller  5.05pm, Room 530

The presentation focuses on the theoretical framework underpinning my research: the use of institutional ethnography in conversation with Stephen Kemmis’ Theory of Practice Architectures. I link this framework to the methodology of autoethnography to highlight the interconnections and relevance of these frames for my research and their potential as powerful catalysts for transformation as I reflexively make sense of my practice, coming to know more deeply the nature of that practice and agency within it.

I firstly provide background to my research - the statement of the issue, aims and scope of the research as well as its significance. I then focus on articulating the theoretical framework with emphasis on the linkage between IE and the Theory of Practice Architectures. From this point I outline how I will utilise Kemmis’ Theory of Practice Architectures to support autoethnographic data analysis.

Supervisor: Dr George Odhiambo
Auxiliary Supervisor: Professor Susan Groundwater Smith

Revisiting higher education teachers' change in conceptions to teaching: perspectives from Vietnam.

Thi Van Su Nguyen  4.05pm, Room 530

The way in which higher education teachers conceptualise teaching impacts upon the way in which they undertake that role (Ramsden, 2003; Hativa, 2002; Ho et al., 2001).

This presentation reports on the changes to participant’s conceptions of teaching after they completed a compulsory higher education teachers’ professional development program at a university in Vietnam. Constructivist grounded theory (Charmaz, 2014) was used as methodology and analysis of the study. Fifteen program participants were interviewed before they undertook the program and after it had been completed. Five trainers of individual courses in the program also were interviewed and documents related to the program were analyzed.

The results indicated significant conceptual changes in participants’ conceptions of teaching at the end of the program, where participants were more inclined towards a student-centred orientation to teaching. Recommendations for curriculum designers, teacher trainers and future research are put forward.

Supervisor: Dr Kevin Laws
Auxiliary Supervisor: Dr George Odhiambo
From urban planning to urban teaching: mobilising Flyvbjerg in educational research.

Pat Norman  4.05pm, Room 433

Australian education has undergone significant policy change over the past ten years, with the implementation of national standardised testing, curriculum and public reporting of data on mySchools. Public policy research in education is often focused on the issue of what is taking place and why it is happening, particularly in our neoliberal times (Apple, 2011; Connell, 2013).

While these are important questions, it is also crucial to interrogate how policy effects are made active – particularly the mechanisms that translate policy into classroom practice. There is a great deal of research that explores the way these policy settings are playing out in the classroom environment, and how they impact on teacher practice (Ball & Olmedo, 2012; Mockler, 2013b; Wilkins, 2012).

My research aims to explore the specific relationship between policy as power and policy as rationality. To do this, I draw on the work of Michel Foucault and Danish urban planning theorist Bent Flyvbjerg. Together, these two theorists explore the relationship between rationality and power, and in particular the way power shapes the terrain of rationality. Using their analytic methods, my research seeks to understand the way education policy shapes rationality in the classroom, and how teachers become complicit with or resist these rationalities in their day to day practice.

Supervisor: Dr Nicole Mockler
Auxiliary Supervisor: Associate Professor Deb Hayes

Early developmental environment and Olympic success: analysis of an Australian sporting “hotspot”.

Kristy O’Neill  5.05pm, Room 461

This study aimed to identify an Australian sporting “hotspot” and investigate factors associated with its production of a greater number of summer Olympic representatives (1984-2012) relative to population size. The “birthplace effect” has previously been observed across several countries and sports with correlations noted between community size and athlete development outcomes. This study sought to observe if similar trends exist in Australia.

Mixed-methods in nature, this study identified the “hotspot” using publicly available, biographical data on all known (n=2160) Australian 1984-2012 summer Olympians including athletes’ hometown, schooling and junior sports clubs. Demographic data of the “hotspot” was then compared to national averages to situate it within an Australian context. Using a case study approach, the “hotspot” community were interviewed regarding their views on the perceived influence the broader “hotspot” environment may have had on the Olympians athletic development. This included Olympians (n=11) alongside prospective elite athletes, their parents, high performance coaches, community club committee members and local mayors.

Several demographic, geographic, historical, individual, social and fortuitous factors contributed to the “hotspot’s” creation. Proximal factors including family, individual psychological characteristics and junior sports environment were perceived by Olympians to have the most decisive influence on their athletic development. Ultimately, a confluence of planned and fortuitous causes unintentionally created a “hotspot” of Australian summer Olympians. Although several factors appear unique to the Perth “hotspot”, some are potentially transferable to other athlete development environments.

Supervisor: Dr Wayne Cotton
Auxiliary Supervisor: Associate Professor Donna O’Connor
Memory, emotion, and reader-speak: analysing attitudes towards race in Book Club transcripts.

Julie-Ann Paredes  4.05pm, Room 435

“I just think, that’s generations ago–let it go and get on with life and ok, it was a bad thing that happened but bad things have happened even with convict English people that got sent here and separated from their family and cultures…I think, let it go…I don’t feel guilty, I didn’t do it–and they shouldn’t feel angry, it didn’t happen to them…not even God can fix the past so just–you know, accept people for who they are–bit like I said in the book club…with my dad (saying) “oh, you didn’t tell me (your friend) was black”–well (our friend) was just {name} to us–it didn’t matter that he was black–makes no difference” Participant 10.4

Phenomenology is defined as a “philosophical method of inquiry…which involves the systematic investigation of consciousness” (Marshall, 1998). For research using the reading of a text as a springboard to generate memories of lived experiences of and attitudes towards race - interviewing willing participants and analysing responses is an accepted method. But if we are to understand the phenomena of the creation of racial attitudes how does the process of inquiry imbricate the researcher?

Ethical research requires impartiality and non-emotive engagement - that a distance be maintained from the data produced. Yet how does a researcher approach memories, emotions and reader-speak without a self-analysis of [her] self? A deep analysis of the above reader-speak produces emotive reactions which requires the researcher’s own self-reflection.

Supervisor: Professor Raewyn Connell
Auxiliary Supervisor: Associate Professor Deb Hayes

Tactics of intersubjectivity - a study of the author’s identity construction and negotiation in her writing.

Shujing Qiao  4.05pm, Room 435

The study attempts to analyze how the identity of the author, Suyin Han, is constructed and displayed through “tactics of intersubjectivity” in her famous autobiography A Many-Splendoured Thing. The study is informed by the five-principle framework of identity analysis, which viewed individual’s identity as negotiated and displayed through their social participations. The analysis will employ the three strategies of intersubjectivity which has also been concluded as the three relational pairs of “the relationality principle.” Specifically, the study will interpret how the three pairs work on Han’s identity construction and display in the writing of this book. Bucholtz and Hall’s “tactics of intersubjectivity” which argued that identity was emergent between individual’s language contacts, and took into account factors such as interlocutors within the context as well as power relationships. The three pairs are adequation VS distinction, authentication VS denaturalization, and authorization VS illegitimation. In this study, the collection of the three pairs will be used as an analytical tool to examine how Han’s identity was constructed and negotiated by both her own and others’ identity positioning.

Supervisor: Associate Professor Huizhong Shen
Auxiliary Supervisor: Dr Kevin Laws
Leadership pathology: a walk on the dark side.

Pam Ryan  4.05pm, Room 530

The study is designed to explore the experiences of school leaders who have past, direct experience of destructive leadership, who have ‘survived’ and subsequently progressed in their careers. The purpose is to draw on those stories to acknowledge the existence of destructive leadership; to try to understand the phenomenon; the process at work, and its impact at the individual and organisational level. The further purpose is to identify ways in which the participant leaders have shown resilience and to explore the influence on their own practice. The ultimate goal of studying a negative phenomenon is to tap its learning potential.

The literature which informs the study is organised into primary and secondary discourse, moving from an initial descriptive approach to explanatory and on to an instructive one. The secondary discourse revolves around the three domains of leaders, subordinates and organisations, drawing on the disciplines of philosophy, psychology and sociology and the field of education, and on the topic of resilience.

The literature of autopoietic theory provides the primary discourse and the conceptual framework which shapes the project. In a study centering on how to make sense of a negative environment and how to maintain a sense of self within that environment, autopoietic theory provides the language, informs the methodology and gives meaning to the findings of the project.

Supervisor: Dr George Odhiambo
Auxiliary Supervisor: Dr Rachel Wilson

Creating a new broad test of receptive and productive affix knowledge.

Apisak Sukying  4.05pm, Room 521

Affix knowledge has long been perceived as an essential mechanism for the pace and depth of vocabulary acquisition. Traditionally, measures of affix knowledge have been purpose-built for a specific study. There is currently no broad and widely-accepted test of affix knowledge in the field of language acquisition.

Thus, general tests of receptive and productive affix knowledge were developed for future researchers to assess the nature of the affix learning process. The tests included 100 English affixes, consisting of 34 prefixes and 66 suffixes, based on the construct of word families. Thirty-two prompt words were recruited from a combined corpus of 2,762,195 tokens (58,765 word types) of printed materials in use in secondary schools in Thailand and checked against the BNC/COCA word lists using the Range Program. 93 participants were selected from grades eight and eleven in a Thai secondary school that was broadly representative of the Thai secondary school population as a whole. Reliability was confirmed using inferential statistics and content validity was corroborated by seven experts.

This paper described the affix tests’ construction and their appraisal, and practical applications as a diagnostic tool were discussed.

Supervisor: Associate Professor David Hirsh
Auxiliary Supervisor: Dr Marie Stevenson
Touch has a memory: tracing diagram elements with the index finger supports primary science learning.

Michael Tang 5.05pm, Room 435

Drawing on laboratory research showing pointing-based gestures may act to direct visual attention while learning (e.g. Dodd & Shumborski, 2009; Fischer & Hoellen, 2004), as well experimental research based on Montessori’s (1912) sandpaper letters (e.g. Kalenie, Pinet, & Gentaz, 2011), a series of studies (Aghostino et al., 2015; Hu et al., 2015; Ginns et al., 2015) have found explicit instructions to point and trace with the index finger enhances learning across a range of mathematics topics.

The current study investigated whether tracing with the index finger with paper-based learning instructions enhances learning performance when incorporated into a primary-level science lesson on the water cycle. In this experiment (N = 44), the tracing group outperformed the control group on retention questions (U = 139, p = .008, d = .75), explanatory questions (U = 172, p = .050 [one-tailed], d = .55), and on transfer questions (U = 105, p = .001, d = 1.05). Self-reported extraneous cognitive load of the tracing group was found to be significantly lower than the reading group (U = 344.5, p = .016, d = .84). No significant differences were found on measures of intrinsic or germane cognitive load.

This study adds to the emerging experimental evidence base on tracing effect, showing that tracing gesture may have involved reducing split-attention effect and memory retrieval processes. Instructional support to self-generate tracing gestures may provide an easy yet effective way to improving learning performance.

Supervisor: Dr Paul Ginns
Auxiliary Supervisor: Professor Michael Jacobson

Developing game awareness, perception and decision making in elite youth footballers.

Andrew Taylor 4.05pm, Room 461

This study examined the process of perception-decision-execution during skill acquisition within football and whether focusing specifically on training to improve cognition and perception leads to players’ decision making being improved. There appears to be a gap in both the research and application in the sporting context as to the role and trainability of perception in football and whether greater perception of the in-game environment contributes to better decision making.

The aim of this study was to examine the effects of multi-task and cognitive effort training during football practice and to determine their impact on peripheral awareness and decision making regarding a player’s first touch in the match environment. The study involved an experimental design using a randomised control trial during the intervention. 31 players across two teams competing in the NSW National Youth League (NYL) were divided into control and intervention groups and completed testing at three time points. The effectiveness of the training intervention was assessed via three methods; a video-based simulation test, a questionnaire self-assessing their decision making capabilities, and notational analysis from two experts watching video footage of games.

Preliminary results showing statistically significant improvement over time in both the video based tests and specific aspects of the match analysis will be presented.

Supervisor: Associate Professor Donna O’Connor
The necessity of addressing the nutrition knowledge and health related attitudes held by pre-service professionals.

Thea Werkhoven  4.05pm, Room 461

Higher education students enrolled in health science related degrees are known to have low levels of nutrition knowledge (Werkhoven, Cotton, & Russell, 2014) and negative weight based attitudes (O’Brien, Puhl, Latner, Azeem, & Hunter, 2010).

This study sought to measure the level of nutrition knowledge and degree of weight bias directed at overweight and obese individuals by higher education students enrolled in both health and non-health related degrees. It also sought to determine whether weight bias and level of nutritional knowledge are influenced by degree enrolment. Participants completed a voluntary survey including demographic questions, nutrition knowledge and weight bias questionnaires.

Key results included that the level of nutrition knowledge at a pass level or higher was unexpectedly higher amongst students enrolled in non-health related degrees than those in health degrees. Degree of weight bias of the cohort was low to medium, observed to be stronger amongst students enrolled in health related degrees. This finding, along with the level of nutrition knowledge observed amongst health enrolments supports the need for attitudes and knowledge to be addressed in their pre-service training. Without this education, concern is held for the accuracy of nutrition education provided by future health professionals and the influence of their weight based attitudes on professional practice.

Supervisor: Dr Wayne Cotton
Auxiliary Supervisor: Dr Dean Dudley