



RESEARCH STUDENTS FORUM

Thursday 31 October 2013, 3-8pm
Faculty of Education and Social Work



★ OCTOBER FORUM PROGRAM

3.05PM

3.05 – 3.55pm

SPECIAL WORKSHOP

Karen Cavanaugh,
Career Development
Manager, Careers
Centre

***Career planning and
development for
research students.***

Room 459

4.05PM

4.05 – 4.55pm

PAPER PRESENTATIONS

(see timetable for
presentation titles &
room allocations)

5.05PM

5.05 – 5.55pm

PAPER PRESENTATIONS

(see timetable for
presentation titles &
room allocations)

6.05PM

6.05 – 6.50pm

WELCOME & KEYNOTE ADDRESS

Professor Andrew
Martin

***Building from a Research
Idea to a Research Track
Record: Highways,
Byways, Blind Alleys,
and Dead Ends***

LT 424

6.50PM

6.50 – 6.55pm

BEST RESEARCH PAPER AWARD

ANNOUNCEMENT

Dr Ruth Phillips, Acting
Director, Office of
Doctoral Studies

7PM

7:00 – 8:00pm

REFRESHMENTS

Staff Common Room,
Room 401

✦ TIMETABLE FOR 4.05PM SESSIONS

ROOM 418	ROOM 434	ROOM 438	ROOM 459	ROOM 461	ROOM 521
Chair: A/Prof R Walker		Chair: A/Prof A Simpson	Chair: A/Prof H Shen	Chair: Dr Ruth Fielding	Chair: Prof Tony Welch
<p>Hueiwen Chiang <i>The socioeconomic patterns of overweight, obesity and thinness in a longitudinal cohort of Australian children and adolescents.</i></p> <p>Supervisor: H/Prof Jennifer O'Dea</p> <p>Auxiliary supervisor: Dr Louisa Peralta</p>	<p>The first presentation in this room is on at 5.05pm</p>	<p>Linda Lorenza <i>Redreaming Arts education.</i></p> <p>Supervisor: A/Prof Michael Anderson</p> <p>Auxiliary supervisor: Dr Robyn Gibson</p>	<p>Ngoc Vu <i>Pragmatic teaching and teachers' perceptions: a case study of a Vietnamese university</i></p> <p>Supervisor: A/Prof Hui-zhong Shen</p> <p>Auxiliary supervisor: Dr Kevin Laws</p>	<p>Gillian Kerr-Sheppard <i>Building the Nation: the Palestinian National Civic Education curriculum.</i></p> <p>Supervisor: Prof Murray Print</p> <p>Auxiliary supervisor: Prof Tony Welch</p>	<p>Kate Anderson <i>The interactions amongst pre-service teachers' beliefs about teaching learning and the nature of science: preliminary findings.</i></p> <p>Supervisor: Dr Louise Sutherland</p> <p>Auxiliary supervisor: A/Prof Judy Anderson</p>
<p>James Goulding <i>Crowd-sourcing credence: historical evaluation and social computing.</i></p> <p>Supervisor: A/Prof Richard Walker</p> <p>Auxiliary supervisor: Dr Helen Proctor</p>		<p>Gerald McRae <i>Content analysis: the dilemma of inconstant terminology and unstable concepts.</i></p> <p>Supervisor: A/Prof Alyson Simpson</p> <p>Auxiliary supervisor: Dr Lesley Scanlon</p>	<p>Mai Xuan Le <i>Factors influencing the ICT adoption for English language teacher education in the Mekong Delta, Viet Nam.</i></p> <p>Supervisor: A/Prof Lesley Harbon</p> <p>Auxiliary supervisor: Prof Michael Jacobson</p>	<p>Janica Nordstrom <i>Parents and children in community language schools: reasons and perceptions of intergenerational language transmission and schooling.</i></p> <p>Supervisor: A/Prof Ken Cruickshank</p> <p>Auxiliary supervisor: Dr Lina Markauskaite</p>	<p>Deborah Tully <i>How university type affects the path to persistence for women of colour in STEM (science, technology, engineering and mathematics).</i></p> <p>Supervisor: Prof Tony Welch</p> <p>Auxiliary supervisor: A/Prof Deb Hayes</p>

✦ TIMETABLE FOR 5.05PM SESSIONS

ROOM 418	ROOM 434	ROOM 438	ROOM 459	ROOM 461	ROOM 521
Chair: A/Prof R Walker	Chair: Dr Ruth Phillips	Chair: Dr Markauskaite	Chair: Dr Aek Phakiti	Chair: Dr R Pockett	Chair: Prof Tony Welch
<p>Fang-Tzu Hu <i>Learning with a helping hand.</i></p> <p>Supervisor: Dr Paul Ginns</p> <p>Auxiliary supervisor: A/Prof Janette Bobis</p>	<p>Eve Mayes <i>Students researching teachers' practice: conversions in and through a Students-as-Co-researchers event.</i></p> <p>Supervisor: A/Prof Deb Hayes</p> <p>Auxiliary supervisor: H/Prof Susan Groundwater-Smith</p>	<p>Ana Pinto <i>A Common Language: designing for adult literacy.</i></p> <p>Supervisor: Prof Peter Goodyear</p> <p>Auxiliary supervisor: A/Prof Alyson Simpson</p>	<p>Nga Ngo <i>The effects of listening strategy instruction for EFL learners in Vietnam.</i></p> <p>Supervisor: Dr Aek Phakiti</p> <p>Auxiliary supervisor: A/Prof Ken Cruickshank</p>	<p>Yasmine Loupis <i>Exploring the introduction of a rehabilitation 'Mid-Term Report Card' for families of stroke survivors.</i></p> <p>Supervisor: Dr Rosalie Pockett</p>	<p>Therese Howes <i>Leading strategic planning in universities: case studies from Australia.</i></p> <p>Supervisor: A/Prof Deb Hayes</p> <p>Auxiliary supervisor: Prof Andrew Gonczi</p>
<p>Michael Tang <i>Pointing and tracing for learning: a cognitive load perspective.</i></p> <p>Supervisor: Dr Paul Ginns</p> <p>Auxiliary supervisor: Dr B Schwendimann</p>	<p>There are no further presentations in this room.</p>	<p>Shahadat Khan <i>Emerging approaches to ICT-enhanced teaching: technical and vocational education context.</i></p> <p>Supervisor: Dr Lina Markauskaite</p> <p>Auxiliary supervisor: Dr Peter Goodyear</p>	<p>Rosmawati <i>Dynamic development of complexity and accuracy in second language academic writing: a case study.</i></p> <p>Supervisor: Dr Aek Phakiti</p> <p>Auxiliary supervisor: Dr Minkang Kim</p>	<p>Alex Pessoa <i>Resilience processes in adolescents exposed to antisocial activities.</i></p> <p>Supervisor: Dr Dorothy Bottrell</p> <p>Auxiliary supervisor: Dr Renata Libório</p>	<p>Janet Rangou <i>An 'eye' into quality assurance in Papua New Guinea's open and distance learning from 2002-2012.</i></p> <p>Supervisor: Dr George Odhiambo</p> <p>Auxiliary supervisor: Dr Kevin Laws</p>

✦ NOTES



✦ KEYNOTE ADDRESS

Building from a Research Idea to a Research Track Record: Highways, Byways, Blind Alleys, and Dead Ends

6.05PM, LT 424

How do you evolve from a research idea to a research track record? How does a research degree build to a research program? In this presentation, Andrew Martin explores the features of research ideas, research projects, and research programs that provide a foundation for a strong research track record. He details some of the key considerations involved in investigating research ideas that can help lay the groundwork for a robust and integrative research project – and which can then be a basis for an ongoing and evolving research program. Important decisions are considered, including the type of factors and issues to investigate, the types of methodological skills to develop, the people with whom to collaborate, the types of projects and funding to pursue, and the order and nature of outputs to produce. Lessons learned from blind alleys and dead ends are also vital for a successful research program – and some of these are discussed as well. With a bit of planning, a few calculated gambles, hard yakka, peer support and a bit of luck, one's research ideas have the potential to grow into a strong research track record.

Andrew Martin, BA (Hons), MEd (Hons), PhD, is Professorial Research Fellow and Australian Research Council Future Fellow at the University of Sydney specializing in motivation, engagement, achievement, and quantitative research methods. He is also Honorary Senior Research Fellow in the Department of Education, University of Oxford and President Elect, International Association of Applied Psychology – Division 5 Educational, Instructional, and School Psychology. Andrew is a Registered Psychologist recognized for psychological and educational research in achievement motivation and for the quantitative methods he brings to the study of applied phenomena. Although the bulk of his research focuses on motivation, engagement, and achievement, Andrew is also published in important cognate areas such as boys' education, gifted and talented, academic resilience and academic buoyancy, personal bests, pedagogy, parenting,

teacher-student relationships, and Aboriginal education. Andrew's research also bridges other disciplines through assessing motivation and engagement in sport, music, and work. Andrew is in the Top 25 of International Rankings of the Most Productive Educational Psychologists (Source: Jones et al., Contemporary Educational Psychology, 2010). He has written over 250 peer reviewed journal articles, chapters, and papers in published conference proceedings, written 3 books for parents and teachers (published in 5 languages), compiled 12 commissioned government reports, has won 11 Australian Research Council (and National Health and Medical Research Council) grants as well as international funding (eg. Spencer Foundation) and 15 government and non-government research tenders. He is Associate Editor of British Journal of Educational Psychology, immediate-past Associate Editor of Journal of Educational Psychology, and on Editorial Boards of 3 international journals (Journal of Educational Psychology; American Educational Research Journal; Contemporary Educational Psychology). Andrew has delivered over 150 invited/keynote presentations, and in the past 10 years his work has been featured in over 250 radio, television, newspaper, newsletter, and web outlets. In 2008 Andrew received the American Educational Research Association (AERA) Raymond B. Cattell Early Career Award, "To recognize a scholar who has conducted a distinguished program of cumulative educational research in any field of educational inquiry within the first decade following receipt of their doctoral degree" (AERA, 2008). Prior to that Andrew was listed in The Bulletin magazine's 'SMART 100 Australians' (2003) and one of only three academics judged to be in the Top 10 in the field of Education in Australia. In 2002, his PhD was judged the Most Outstanding Doctoral Dissertation in Educational Psychology by Division 15 of the American Psychological Association and before that was judged the Most Outstanding PhD in Education in Australia by the Australian Association for Research in Education.

✦ SPECIAL WORKSHOP

Career planning and development for research students

Karen Cavanaugh – 3.05pm, Room 459

Not sure where you are going with your research degree? What can you be doing now to identify career options within and outside of academia and to focus your career planning. Identify additional skills and attributes your PhD equips you with and how to put together an effective job application. We will also look at how researchers can connect and collaborate with the right people in order to develop career prospects. Finally, how to interview confidently both within and outside university. This career development session is designed to start you thinking about your next careers steps.

Karen Cavanaugh the Career Development Manager at the Careers Centre, will conduct a special 50 minute workshop session for Faculty of Education and Social Work higher degree research students.



✦ ABSTRACTS

The interactions amongst pre-service teachers' beliefs about teaching learning and the nature of science: preliminary findings.

Kate Anderson – 4.05pm, Room 521

There has been a paradigm shift taking place in science education from more didactic teacher centred strategies to more student-centered inquiry pedagogies as illustrated by The Australian National Curriculum: Science. Teachers' understanding of the nature of science, (NoS) their beliefs about student learning and teaching all impact on their pedagogical approach.

This paper reports on initial results of a longitudinal study into the role teachers' previous experiences, their knowledge about the NoS and beliefs about teaching and learning play in their approaches in teaching science. The study will report on preliminary findings about the interactions among the beliefs held by the pre-service teacher on the development of their understanding of teaching science.

Supervisor: Dr Louise Sutherland

Auxiliary supervisor: Associate Professor Judy Anderson

The socioeconomic patterns of overweight, obesity and thinness in a 6 year longitudinal cohort of Australian children and adolescents.

Hueiwen Chiang – 4.05pm, Room 418

There have been dramatic increases in the prevalence of overweight and obesity among young people during the last three decades which appear to have plateaued since 1995. Overweight and obesity during childhood and adolescence are related to health-related consequences, including cardiovascular diseases and type 2 diabetes. Recently, the prevalence of overweight and obesity in children and adolescents have stabilised in many countries; however, a relatively high prevalence still exists for specific sub-groups within these populations, such as those from socioeconomically disadvantaged backgrounds. The purpose of this longitudinal study was to examine the prevalence of thinness, overweight, and obesity and the relationships with SES in a 6-year longitudinal cohort of Australian schoolchildren. 939 Australian children in Years 2 to 6 from 10 primary schools are participated in 2007. Height and weight were measured by research assistants each year. Weight status was defined using the International Obesity Task Force BMI cut-offs. Chi-square analyses were used to test associations for most categorical variables. To estimate whether the differences in SES groups over time were statistically significant, a linear mixed model was used. Results found both gender in the low SES group were more likely to be obese (6-7%) than middle (4-5%) and high (2-3%) SES groups and this pattern tended to be similar over the 6 year study period. There was no particular SES pattern for thinness between SES groups, with a general prevalence of 4-5% among all participants. Obesity intervention programs should be implemented, with the socio-cultural determinants of health in mind.

Supervisor: Honorary Professor Jennifer O'Dea

Auxiliary supervisor: Dr Louisa Peralta

Crowd-sourcing credence: historical evaluation and social computing

James Goulding – 4.05pm, Room 418

Historical evaluation and judgment is a complex activity that is deeply rooted in the way we know and understand the past. Existing empirical research into historical understanding draws upon theoretical traditions found predominantly in educational psychology, and indicates that judgment is heavily context dependent, with factors such as learning contexts, communities of practice and cultural tools weighing heavily on notions of what constitutes credible and valid historical information, as well informing the process of historical enquiry. The investigation of how individuals evaluate historical information in digital contexts, and in particular social computing environments, remains largely unexplored, despite having significant implications for the teaching and learning of history in the 21st century.

The purpose of this paper is to provide a snapshot of the growing body of empirical research around historical thinking and judgment, as well as engaging in a tentative exploration of the impact of digital media and social computing on the evaluation of historical information from a sociocultural perspective. Literature around historical thinking and the evaluation of web-based information will be considered in relation to the early findings of a study currently underway. The implications for the teaching and learning of history will be discussed.

Supervisor: Associate Professor Richard Walker

Auxiliary supervisor: Dr Helen Proctor

Leading strategic planning in universities: case studies from Australia.

Therese Howes – 5.05pm, Room 521

Australian universities are large, complex organisations operating in a turbulent environment characterised by large-scale Commonwealth government funding cuts. Leading strategic planning initiatives therefore pose many challenges for executive leadership teams. Recent publications indicate extreme academic dissatisfaction with planning approaches and the decisions made by senior managers and university executives (Coady, 2000; Hil, 2012; Meyers, 2012) as do public protests held at Sydney University (Australian, March 2013). Coaldrake and Stedman (2013) provide a Vice-Chancellor's view of the difficulties associated with balancing institutional interests with government policy decisions made in the broader public interest. This paper presents three case studies from a study conducted in Australian universities. The data offer unique insights into why and how strategic planning was introduced to the sector. The cases are compared and contrasted from a leadership perspective, and as they are also reflective, suggest improvements that have relevance to contemporary planning contexts. This paper will be of interest to academics, professional staff and higher education researchers.

Supervisor: Associate Professor Deb Hayes

Auxiliary supervisor: Professor Andrew Gonczi



Learning with a helping hand.

Fang-Tzu Hu – 5.05pm, Room 418

Cognitive Load Theory (CLT) suggests that working memory capacity available for learning may be increased if new information is presented across different sensory modalities. The emerging theory of embodied cognition argues that bodily action plays an influential part in cognition. Adding the haptic modality—the sensorimotor input from the hands in particular—to improve traditional visually- and auditorially-based learning has been investigated across a number of studies and from a variety of perspectives. In the field of education, based on arguments made by Montessori for learning letters by tracing out “sandpaper letters”, previous studies of hand tracing have demonstrated the benefits to letter learning and geometric shapes recognition in young children. This current study extends this body of research by testing whether incorporating hand tracing into learning will bring benefits to more complex learning tasks faced by older children. Since to date CLT has not yet considered incorporating other types of sensory input into the design of instructional materials, this study is also aiming to embody CLT by adding the haptic modality into learning processes from a cognitive load perspective. Previous research in CLT has established the superiority of worked examples over problem solving when students are novices in a given topic. Therefore, in this study, the effects of hand tracing are examined through math worked examples. The key hypothesis is that students instructed to study multiple worked examples incorporating instructions to trace out elements of diagrams with fingers will have better learning outcomes, as measured on a subsequent test.

Supervisor: Dr Paul Ginns

Auxiliary supervisor: Associate Professor Janette Bobis

Building the Nation: the Palestinian National Civic Education curriculum.

Gillian Kerr-Sheppard – 4.05pm, Room 461

As one of the direct results of the Oslo Declaration of Principles (1993), a key moment for education in Palestine came with the long awaited realisation of a wholly Palestinian education system. In 1998, the Palestinian National Authority Ministry of Education and Higher Education launched the First Palestinian Curriculum Plan. The clearly stated mission of the Plan was to educate all Palestinians for full, responsible participation as citizens of a democratic state. Civic Education, included as one of the new subjects, became compulsory from Grade One to Grade Nine. Initial books were released in 2000, gradually building up to 2005/06 when the first full set of books was available. The class of 2011/12 was the first to have completed their entire schooling through the new PNA National Curriculum.

This qualitative research study investigated the role of Palestinian Civic Education teachers in the process of democratic state building, through their delivery of the PNA Civic Education curriculum. The impact of teachers’ personal ethics and understandings of democracy on their delivery of the curriculum was the center of this investigation. Initial findings from the study have demonstrated the teachers’ belief in democracy as a holistic, active system of living, supported by both their religious beliefs and culture and traditions. In consequence, they deliver the PNA Civic Education Curriculum in a constructive and meaningful manner.

Supervisor: Professor Murray Print

Auxiliary supervisor: Professor Tony Welch

Emerging approaches to ICT-enhanced teaching: technical and vocational education context

Shahadat Khan – 5.05pm, Room 438

This article presents emerging results from an ongoing phenomenographic research that examines teachers' approaches to ICT-enhanced teaching in vocational education. Twenty three teachers from three Technical and Further Education (TAFE) institutions in NSW, Australia, participated in semi-structured, in-depth interviews about the use of ICT in their teaching. The emerging findings revealed that TAFE teachers use ICT for the purpose of teaching vocational courses by following three different strategies: (1) Information-focused strategy, which consists of three intentions: (i) providing information to achieve the goal of effective content delivery; (ii) providing immediate feedback to make sure that students achieve the subject's objective; and, (iii) incorporating theoretical and practical knowledge. (2) A student-learning focused strategy with the intention of providing space for active learning with the aim of developing students' understanding and (3) An industry-need focused strategy with the intention of developing students' knowledge and skills to satisfy industry requirements and standards.

The findings partly support the results from previous phenomenographic studies on teachers' approaches to ICT in higher and tertiary education. Approach (3) tends to be more distinct in vocational education settings. The outcome of this study will lead to a direct or indirect implication on TAFE teaching, teachers' professional development, and on the curriculum developers who are constantly trying to integrate ICT in teaching.

Supervisor: Dr Lina Markauskaite

Auxiliary supervisor: Dr Peter Goodyear

Factors influencing the ICT adoption for English language teacher education in the Mekong Delta, Viet Nam.

Mai Xuan Le – 4.05pm, Room 459

This presentation reports the study which aims to investigate the Information and Communication Technology (ICT) integration for English language teacher education in the Mekong Delta, Viet Nam from the teacher trainers' perspectives. Participants are the lecturers of English from the Faculty of Education at a central university in the region.

The purposes of this study are to (1) describe the current ICT environment at a central tertiary institution in English language teacher education in the Mekong Delta, and the current teaching practices of the lecturers at this organisation with ICT use, and (2) investigate the elements or factors that impact the lecturers' uptake of ICT innovation. The study has employed qualitative research approach. Multiple strategies were used to collect data such as questionnaires, semi-structured interviews and document examination.

In addition to the influence of the availability and accessibility of ICT infrastructure and facilities, the findings of this study indicate that the policies, support and encouragement from the educational administrators for staff who have incorporated ICT in their teaching practices, as well as ICT plans/ guidelines are essential for the success of ICT integration. Although this study still has certain limitations, its findings contribute to the more effective incorporation of ICT in pre-service teacher education for the Mekong Delta and the "like" sites, as well as the literature in the area of ICT integration at tertiary level and student teacher training.

Supervisor: Associate Professor Lesley Harbon

Auxiliary supervisor: Professor Michael Jacobson

Redreaming Arts education.

Linda Lorenza – 4.05pm, Room 438

Is the Arts for all Australian students liberating and humanising through a new national curriculum? Developing a national Arts curriculum for the twenty-first century is fraught with challenges: political directives such as statistics versus social inclusivity, technological advancement, integrity of art forms, teacher confidence, to develop and dictate or to develop by consultation. A process that has taken over three years, involving a huge number of diverse stakeholders has resulted in the first national curriculum for Australia. But what do the practitioners really think will happen or what can happen? The Australian Arts curriculum intentionally promotes the relationship between the arts industry and the teaching profession with the starting point of arts engagement being founded in local community. It identifies the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures and also of sustainability and Australia's engagement with Asia. But how does a teacher see that this can all come together?

This case study research explores the views of Drama, Music, Visual Arts and Primary generalist teachers in one state. New South Wales is the state with the largest population of students and teachers and the longest history of formal education. Also, during the consultation, NSW is the State that expressed the least support for national collaboration and change. Do NSW teachers perceive curriculum change in the Arts as 'a new way of being, a new freedom for social justice and fairness'? Is it the 're-dreaming' of arts education or is it merely a policy imperative?

Supervisor: Associate Professor Michael Anderson

Auxiliary supervisor: Dr Robyn Gibson

Exploring the introduction of a rehabilitation 'Mid-Term Report Card' in communication and education for families of stroke survivors.

Yasmine Loupis – 5.05pm, Room 461

Stroke rehabilitation involves stroke survivors and caregivers in therapy sessions, training, goal setting and discharge planning to improve outcomes. A literature review was conducted to analyse material on purpose and benefits of family conferences in this setting. Literature indicates family conferences are important to rehabilitation, although more can be done to ensure professionals provide the best possible care in and out of hospital. Better education and support from rehabilitation interdisciplinary teams is required. This qualitative research project encourages feedback from interdisciplinary teams on rehabilitation assessments and progress, as well as trialling a new resource, designed to complement existing practices and be useful for other facilities. Intervention aims to cause minimal disruption and anxiety for caregivers, while positively effecting functional improvement, feelings of preparedness, and carer burden. Participants are provided with a personalised 'Mid-Term Report Card' half-way through the rehabilitation admission, including results of assessments and therapies. Four weeks after discharge caregivers participate in a semi-structured interview with emphasis on perceived benefit of the report card, and feedback regarding the information and feedback caregivers feel most adequately prepared them to assume their role. Progressive findings indicate a sharp learning curve following stroke, and without tailored and documented feedback on rehabilitation progress caregivers can feel they are flying blind. Prior knowledge of stroke may not be sufficient to prepare them for the impact of stroke on their own lives, and it seems a Mid-Term Report Card may assist in combining large pieces of the recovery puzzle to better understand the rehabilitation journey.

Supervisor: Dr Rosalie Pockett

Students researching teachers' practice: lines of flight and temporary assemblage conversions in and through a Students-as-Co-researchers event.

Eve Mayes – 5.05pm, Room 434

Observers of teachers' practice in their classrooms have typically been adults: academic researchers analysing professional practice, school executive members assessing teacher quality and colleagues engaged in professional development and school reform initiatives. This paper discusses observations of teachers' practice from a different vantage point: students. In 2011, two Year 9 students observed a teacher in her classroom. This student research event was part of a broader four-year Students-as-Co-Researchers initiative investigating teaching and learning in a low socio-economic high school receiving targeted funding. In 2013, these students were invited to remember and re-construct the 2011 research event in various configurations.

This paper examines the affective flows at work in re-positioning students and teachers using the concepts of the "assemblage" (Deleuze & Guattari, 1980/1987), subjectivity as "lines" (Deleuze & Parnet, 2006/1977) and "rhizoanalysis" (Deleuze & Guattari, 1980/1987). It is argued that lines of flight - ruptures in thought and experimentation in practice - escaped in and through the 2011 research event and the 2013 research assemblages for both the students, the teacher and the researcher. Alternative ways of speaking, relating, teaching, learning and becoming prompted by these encounters in the classroom, the staffroom and the school are considered for their potential to convert the "education assemblage" (Youdell, 2011, p. 137).

Supervisor: Associate Professor Deb Hayes

Auxiliary supervisor: Honorary Professor Susan Groundwater-Smith

Content analysis: the dilemma of inconstant terminology and unstable concepts.

Gerald McRae – 4.05pm, Room 438

Content analysis "entails a systematic reading of a body of texts...a technique for making replicable and valid inferences from texts." (Krippendorff, 2013, pp. 10-24). In constructivism, reading is transactional: a reader brings subjective and personalised knowledge, taking away unique understandings and judgements (Rosenblatt, 2004). If subjectivity dominates reading, how can content analysis of research data meet Krippendorff's (2013) requirement to "minimize the use of idiosyncratic judgement" (p. 128). This presentation reports on the content analysis of pre-service education (PSE) program documents in a study of literacy provision for PSE teachers. Particularly, it looks at the challenge of establishing coding and recording procedures for identifying the programs' literacy content as one of four types of knowledge prescribed in the study's conceptual framework. This challenge intensified with data from historical PSE programs spanning the C20th, as well contemporary programs. Krippendorff's requirement to minimize idiosyncratic judgement, is considered in relation to the researcher's dilemma of engaging with literacy terminology which, across a century, is changeable and idiosyncratic in itself. How, for instance, does the researcher identify literacy content knowledge in a 1908 teacher training program when the term literacy had no currency? The syntax, semantics and pragmatics of data language become significant in coding distinctions for all manifestations of literacy across different eras of literacy's evolution and the development of literacy education. The presentation presents samples of research data, contemporary and historical, to illustrate the complexity of the data and the researcher's initial attempts to deal with terminology in defining recording units.

Supervisor: Associate Professor Alyson Simpson

Auxiliary supervisor: Dr Lesley Scanlon

The effects of listening strategy instruction for EFL learners in Vietnam.

Nga Ngo – 5.05pm, Room 459

It is believed that listening strategy instruction has a favourable impact on students' self-efficacy, meaning attribution, metacognitive awareness and their ability to apply listening strategies resulting in improved listening abilities, though the results of the previous studies are mixed. While listening strategies can be taught explicitly or implicitly, there are more agreements with teaching strategies explicitly than explicit strategy instruction. However, there is a lack of empirical research that compares the effectiveness of explicit and implicit listening strategy instruction, particularly with qualitative perspective. The aim of this study is to explore the effects of different models of listening strategy instruction on EFL learners in Vietnam. This study will make a major contribution to the ongoing debates on the impact of learning strategy instruction. In particular, it makes a further contribution to the investigation of the effectiveness of listening strategy instruction in actual classroom practice.

Supervisor: Dr Aek Phakiti

Auxiliary supervisor: Associate Professor Ken Cruickshank



Parents and children in community language schools: reasons and perceptions of intergenerational language transmission and schooling.

Janica Nordstrom – 4.05pm, Room 461

Community language schools in Australia are complementary to mainstream schools and set up by minority communities themselves to teach language and culture. They aim to encourage a new generation of speakers to develop and maintain identities tied to the target community, but recent studies has shown that students often reject the identity positions that are being imposed upon them (Blackledge & Creese, 2010). It has been increasingly argued that the monolingual approaches and curricula that is common in these schools are anchored in a pre-shift society which is non-compatible with the way bilingual speakers use their languages today (Heller, 2007; Jaffe, 2007).

Through interviews with parents and students, this paper aims to describe how parents and students in a Swedish community language school class construct their school experiences in their talk about reasons and perceptions of community language schooling. Thematic analysis showed that students contextualised their Swedish in their experiences and locality and saw proficiency as assets and opportunities, while issues of identity strongly emerged in the parent interviews. Parents however differed widely in what identity positions they aimed for their children to invest in, and parents from endogamous marriages strongly emphasised investments in minority national identities in line with previous research. Parents in exogamous marriages however emphasised personal hybrid identities and global identities. Because community language schools are diverse, this paper argues that schools and their curricula need to be contextualised with consideration to each community's trajectory and in the social and historical experiences of the individuals attending them.

Supervisor: Associate Professor Ken Cruickshank

Auxiliary supervisor: Dr Lina Markauskaite

Resilience processes in adolescents exposed to antisocial activities.

Alex Pessoa – 5.05pm, Room 461

The purpose of this study is to understand how anti-social behaviors can be configured as indicators of protection, recognition and positive sense of self in adolescents. This project refers a mixed-method study in nature with the participation of subjects between 12 and 18 years, of both sexes, who regularly attend institutions in the city of Presidente Prudente (São Paulo, Brazil), and all of them with a history of antisocial behavior (involvement in drug trafficking, sexual exploitation, and undisciplined in school). It was created as a questionnaire to evaluate the youth services according to the adolescents' perspectives and then to assess if there is a co-relation between anti-social behavior and a negative understanding of the societal structure for young people.

In the second part of the study, semi-structured interviews will be conducted with the subjects that showed resilience processes but at the same time had indicated positive aspects of the anti-social activities. Our hypothesis is that when they cannot find conventional opportunities in their contexts, especially in the regular youth services that society offers, these activities can indicate something helpful in subjective terms. The absence of really meaningful relations with other people or within institutions, added to absurd rates of social inequality, forces them to look for other places to find recognition and alternative ways to build their social identities. The presentation will emphasize the methodological process and the contributions of other researchers will collaborate for the sophistication of the proposal.

Supervisor: Dr Dorothy Bottrell

Auxiliary supervisor: Renata Libório

A Common Language: designing for adult literacy.

Ana Pinto – 5.05pm, Room 438

Despite the fact that adult literacy learners are interested in and can benefit from using new information and communication technologies, networked learning opportunities within adult basic education (ABE) are still very few and far between. My research project involves analysing some online networks to abstract good design ideas in ways to support and promote design within ABE. The research combines perspectives on design of complex learning environments and educational situations involving inclusive, democratic, and humanistic pedagogies. The aim is to consider how connections can be drawn between some of the key qualities of what has been designed for the network and some of the fundamental human and pedagogical values that are meant to guide activity and shape experience within it. Perspectives from architect Christopher Alexander's pattern language theory are used to connect the qualities of the designed spaces to human emotion and values.

The presentation is based on preliminary outcomes from analytical work of one learning network that has been created for ABE. Data sources included interviews, screenshots of web pages, other online artefacts and data logs. These sources allow one to get 'behind the screen' to reconstruct the deeper architecture of what has been created for and by the participants in the network.

Supervisor: Professor Peter Goodyear

Auxiliary supervisor: Associate Professor Alyson Simpson

An 'eye' into quality assurance in Papua New Guinea's open and distance learning from 2002-2012.

Janet Rangou – 5.05pm, Room 521

Sustainable research into Quality Assurance (QA) in Higher Education (HE) for Flexible Open Distance Education/Learning (FODE/L) in Papua New Guinea (PNG) provides new research insights and fosters a paradigm shift for PNG practitioners. Amidst new global trends into HE, FODE/L addresses the demand for access to HE. It is therefore, imperative that the quality of accessible PNG higher education programs and services through FODE/L is seriously considered. Research into QA paves the way forward to a 'quality consciousness culture' that needs to be fostered, sustained and nurtured for continuous improvement in principles and practices of ODL as an alternative mode of education in PNG.

This paper aims to provide a critical insight or 'an eye opener' into research that had been done, QA topics covered and the types of research design or methodologies used to investigate QA processes for FODE/L in PNG within the last ten years (2002-2012). As an emerging literature review on quality and QA research in PNG's FODE/L, this paper establishes trends in research design, methodology, approaches and discourses on QA in PNG. It is hoped that FODE/L practitioners will benefit from such findings and analysis in the pursuit for more research activities to foster a culture of consciousness to QA in PNG and elsewhere. The original value of the paper is that, it identifies the gaps in research topics done on quality assurance, highlights the common trends, and advocates the need for innovative approaches to FODE/L research in the context of Papua New Guinea.

Supervisor: Dr George Odhiambo

Auxiliary supervisor: Dr Kevin Laws

Dynamic development of complexity and accuracy in second language academic writing: a case study.

Rosmawati – 5.05pm, Room 459

This presentation reports on a case study on the development of complexity and accuracy in an advanced English learner's academic writing over one academic semester. Studies on complexity and accuracy measures in second language (L2) development have shown diversified results. While some studies confirmed the Trade-off hypothesis prediction on the trade-off relationship between complexity and accuracy (Skehan, 2009; Skehan & Foster, 1999, 2007), other studies demonstrated a joint-rise in both measures (Robinson, 2001, 2003) due to cognitive demands of the task, hence advocating the Cognition hypothesis. Some other studies found no significant interactions between the two measures (Gunnarson, 2012; Levkina & Gilabert, 2012) and doubted the previous two hypotheses. Given the divergent results, there is a need to look into the nature of interactions between these two measures and unveil their developmental process to offer more insights into L2 writing development.

This study addresses this gap by exploring the dynamic unfolding of complexity and accuracy development in an advanced L2 learner's academic writing during her postgraduate study in Australia. The results suggested that complexity and accuracy measures displayed the characteristics of a dynamic system and their development was highly variable and non-linear. A moderate negative association was detected in the interaction between complexity and accuracy though not to a statistically significant level. The findings suggested that the developmental patterns of both the measures and the learner are highly dynamic and idiosyncratic. However, more longitudinal data are needed to explore the nature of interactions between complexity and accuracy in L2 development.

Supervisor: Dr Aek Phakiti

Auxiliary supervisor: Dr Minkang Kim

Pointing and tracing for learning: a cognitive load perspective.**Michael Tang – 5.05pm, Room 418**

Cognitive Load Theory is a contemporary instructional design theory aiming to create efficient learning environment through leveraging human cognitive resources (Sweller, Ayres, & Kalyuga, 2011; Sweller, Van Merriënboer, & Paas, 1998). Geary's (2008; 2011) evolutionary view of human architecture has inspired cognitive load theorists to speculate that some forms of biologically primary knowledge acquired through evolution would support learning information not acquired through evolution, the biologically secondary knowledge (Paas & Sweller, 2012). As examples of biologically primary knowledge, gestures are sensorimotor actions that have been demonstrated to assist the acquisition of biologically secondary knowledge. Co-speech gestures have been found to not only facilitate communicative process (Goldin-Meadow, 2003; Alibali, Kita, & Young, 2000), but also to change the nature of cognitive processing. This study aims to expand the scope of CLT by testing how pointing and tracing gestures affect experienced cognitive load and subsequent understanding of high school biology topics via tablet technology. Given the strong evidence that cognitive load effects may be moderated by individual differences – particularly prior knowledge – this study aims in part to understand gesturing's effects on learning through tests of aptitude-treatment interactions. Standardized self-reported cognitive rating scales (Paas & Van Merriënboer, 1993) and continuous electroencephalography (EEG) will be measured to provide physiological evidence on the fluctuations of cognitive loads during learning processes (Antonenko, Paas, Grabner, & van Gog, 2010). This presentation explores gesturing effects in CLT perspectives and discusses the methodology to test such effects.

Supervisor: Dr Paul Ginns

Auxiliary supervisor: Dr Beat Schwendimann

How university type affects the path to persistence for women of colour in STEM (science, technology, engineering and mathematics).**Deborah Tully – 4.05pm, Room 521**

The low participation rate of university students in STEM fields (science, technology, engineering and mathematics), specifically those from under-represented minority groups, is an area of national concern in the United States. The U.S. Federal Government has spent more than \$1.1 billion to secure a well-trained STEM workforce, with a focus of targeting groups under-represented in STEM. While these efforts have produced increased minority student STEM enrolment, retention results are less impressive. Only 9% of STEM degrees are earned by women of colour. As the American population grows increasingly diverse, the scale of this under-representation poses major equity issues. Existing scholarly work points to the need to further understand the undergraduate experiences of these women.

The purpose of this multiple case study is to gain a better grasp of how the organisational environment and social practices experienced at different types of colleges affect the persistence of women of colour in STEM. It draws upon the theoretical frameworks of identity theory, a college socialisation impact model, and cultural and social capital theory. This study aims to offer a comparative analysis of the influences of women's-only colleges, historically black colleges and universities, and coeducational liberal arts colleges towards promoting persistence for women of colour in STEM with the hope of providing deeper insight into the contributions that these unique institutions may offer towards empowering women of colour towards success and diversifying the STEM workforce. This presentation will highlight the literature and frameworks that contributed to this study's conceptual model, and discuss aspects of the mixed-methods research design.

Supervisor: Professor Tony Welch

Auxiliary supervisor: Associate Professor Deb Hayes

Pragmatic teaching and teachers' perceptions: a case study of a Vietnamese university

Ngoc Vu – 4.05pm, Room 459

This study attempts to investigate pragmatic teaching within tertiary English as a Foreign Language (EFL) in a university in Vietnam. Taking the broad notion of reciprocity as the epistemology, the study draws on key constructs from three theoretical frameworks in the process of conceptualisation: symbolic interactionism, cross-cultural pragmatics, and critical approach. Case study is selected as the methodology of the study. This research will look into teachers' perceptions of pragmatics, their teaching of pragmatic knowledge to students, and pragmatic contents in the curriculum and textbooks. Specifically, the study will examine the following sub questions:

1. What are teachers' perceptions of pragmatics and pragmatic knowledge?
2. How do teachers apply their pragmatic understanding to their teaching practice?
3. How is pragmatics represented in textbooks and the curriculum?

Methods of data collection include questionnaire, interview, focus group, classroom observation, and content analysis. Qualitative analysis will be the dominant approach in the analysis of data. However, for the purpose of data triangulation, quantitative analysis will also be used to enhance the objectivity of the findings. The findings from this empirical study will yield insights into how teachers perceive pragmatics and how pragmatics has been taught at a university in Vietnam, domains that seem to be overlooked in the process of curriculum design and classroom instruction. A broad framework or model to better inform pragmatic teaching and development of materials and tasks in textbooks, as well as new understanding supported by empirical evidence in the curriculum in particular and English teaching will be made.

Supervisor: Associate Professor Hui-zhong Shen

Auxiliary supervisor: Dr Kevin Laws



✦ NOTES