RESEARCH STUDENTS FORUM

Sydney School of Education and Social Work

Monday 3 June 2019
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## TIMETABLE FOR 5.05PM SESSIONS

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<td><em>Children’s lived experience of being reared by grandparents and its interrelationship with emotion regulation development: A study based on “Left-behind preschool children” in rural China.</em></td>
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KEYNOTE

The long road and timely completion; resolving conflicted expectations as a research student.

6.05PM, LT 424

A commonly used analogy is to describe the research degree as a journey in a long, winding road full of unexpected obstacles. This, mostly lonely, quest of knowledge has the prize of the thesis at its end, and the promise of new avenues of opportunities after graduation. This paper questions the extent that this analogy captures the research degree experience in the current climate of timely completion, research training, graduate qualities, milestones, and set expectations of performance, which shape both the journey’s direction and its duration. This climate may more aptly describe the research degree as a packaged, organised tour allowing for limited glimpses to the authentic experience of the journey.

Analogies are powerful in evoking meaning but necessarily simplistic. However, this presentation uses these two analogies as a device to explore how different understandings of the research degree journey influence what is seen as the scope of this journey, and what kind of knowledge, scholars and future pathways they open.

This discussion will lead to an examination of the implications for research students and will provide practical suggestions on how to navigate this journey.

Ilektra Spandagou worked as a special teacher and completed her PhD at the University of Sheffield, UK in the area of inclusive education. She worked as a researcher at the University of Sheffield, UK, and as a lecturer at the University of Athens and the University of Thessaly, Greece before moving to the University of Sydney. Her research interests include disability, classroom diversity, and curriculum differentiation.

Ilektra currently teaches in the pre-service special education mandatory units of study and the Master of Education (Special Education) in the area of special and inclusive education. She is involved in higher degree supervision and other research projects. Her publications included the book ‘Inclusive Education: International Policy & Practice’ (co-authored with A.C. Armstrong and D. Armstrong) and published by Sage).
ABSTRACTS

How does a ‘Model of Graphic’ approach and peer tutoring lead to deep understanding of data visualisation?

Dalal Alfadda 4:05pm, Room 408

Data visualisation is an integral part of data analytics as they facilitate data investigation more than numerical representations. Unfortunately, despite the importance of graphics in data analysis, and in spite of the rapid growth of data in many sectors, teaching and learning data visualisations has not yet been sufficiently studied.

My research aims at investigating the impact of the grammar of graphics theory, and the layered grammar of graphics philosophy on teaching and learning data visualisations in a collaborative setting. This project applies peer tutoring which is considered one of the effective pedagogical methods. Additionally, the project uses a number of important teaching strategies that I argue would support teaching and learning visualisations. Studies found that students gain more pedagogical benefits when combining such strategies with visualisations.

This study will employ qualitative and quantitative methods since there is little known in how students learn visualising data. Additionally, this research adopts the design-based research (DBR) approach for developing the technological pedagogical materials and learning measurement tools.

Supervisor: Professor Peter Reimann
Auxiliary Supervisor: Dr Vilma Galstaun

Constructing shared understanding of complex problems: An inscriptive blending perspective.

Natasha Arthars 4:05pm, Room 408

Increased emphasis has been placed on collaborative complex problem solving which requires division of intellectual labour and integration of different perspectives. In higher education there is currently little understanding of how intellectual labour is divided and how independently created knowledge is brought together.

In this study we extended the conceptual blending perspective and analysed how groups develop shared understanding through combining individual insights and inscriptions to create a shared knowledge object. While teachers see the outcome of group problem solving, it is the process itself in which joint understanding is also grounded and therefore important to examine. Video recordings of students working collaboratively and creating shared representations of complex problems were analysed using an adapted conceptual blending scheme.

We identified two important features of how students brought together their ideas and inscriptions. Firstly, it included a process of negotiation and development of a joint representational scheme, which is often overlooked in teaching and research. Secondly, blending moves of combining inscriptions went beyond visual mapping and included negotiation of meaning through combinations of dialogue, gesturing, writing, drawing and mirroring of bodily action.

Supervisor: Associate Professor Lina Markauskaite
Auxiliary Supervisor: Dr Pippa Yeoman
Learning to learn with others through collaborative modelling: CSCL design facilitating successful collaboration and knowledge advancement.

Elizabeth Black 5:05pm, Room 408

Collaborative project work at university is seen as an important foundation for learners to become ready for an increasingly global, virtualised and complex workplace. However, while the benefits of group tasks are recognised by both students and instructors, research shows consistent concerns around effective facilitation, equitable participation and the fairness of assessment. Evidence from recent studies suggests that CSCL environment design that deliberately scaffolds groups through both knowledge and self-regulation activities results in more learning for participants and better-quality outcomes for collaborative tasks. I want to investigate the effect of using intentional CSCL design to facilitate these frequent and productive interactions within and across learning groups engaged in complex problem-solving. In this interactive presentation, we will explore the two things that interest me most about this study: why group modelling in intentional computer-supported collaborative environment design may be an effective knowledge advancement strategy; and how we can find out more about that in the students’ own terms.

Supervisor: Professor Peter Reimann
Auxiliary Supervisor: Associate Professor Lina Markauskaite

Aboriginal children and NSW child protection policies.

Cynthia Briggs 4:05pm, Room 459

The disproportionate representation of Aboriginal children in the New South Wales child protection system, and the way successive State policies have dismissed the significance of Aboriginal self-determination in the development and implementation of child protection policy is the focus of my thesis. It analyses how policy discourses and policy processes have shaped ‘Aboriginal child protection business’ in NSW, Australia. An Aboriginal perspective is applied throughout the thesis: the concern is how Australian Aboriginal babies, children and young people, families, communities and organisations have been governed through policies and policy processes.

On the 14th November 2007, the NSW Government established the Special Commission of Inquiry into Child Protection Services in NSW. This Inquiry (known as the Wood Inquiry) shaped, and continues to shape, contemporary child protection. The combined recommendations from the Wood Inquiry led to major reforms in the management of child welfare in NSW. This thesis undertakes a close and detailed investigation into how the Inquiry represented Aboriginal people and issues generally, and Aboriginal families involved in the NSW child protection system, specifically. It is the first Aboriginal-centred policy analysis of these reforms to have been conducted.

Supervisor: Professor Sue Goodwin
The effect of cognitive training on executive functioning, academic achievement and fluid intelligence in year 3 and year 5 students.

David Hegarty 5:05pm, Room 458

Adaptive computerised working memory training programs have been increasingly popular as both an educational intervention for children and to improve cognitive functioning in normally functioning children. Although the efficacy of these programs has been put into question recently, there have also been significant results that hold promise for some form of adaptive computerised cognitive training program, especially around the training of executive processes or executive functions (EF).

This research is aiming to:
1. Test the efficacy of a computerised cognitive training program (focusing upon EF)
2. Address the previous criticisms of the existing cognitive training literature
3. Determine the moderating effect of an individual’s implicit theory of intelligence and its impact upon potential training gains.

This seminar will provide an overview of the research project from a theoretical and practical point of view and also provide a progress update with preliminary results.

Supervisor: Associate Professor Paul Ginns
Auxiliary Supervisor: Associate Professor Susan Colmar

Children’s lived experience of being reared by grandparents and its interrelationship with emotion regulation development.

Kaixin Liang 5:05pm, Room 458

The lived grandparents raising grandchildren is a global practice when parents are absent. In China, this phenomenon is common among children “left-behind” by their migrant worker parents. The wellbeing and development of these children has been a concerning social issue. The proposed research will investigate the lived experience of preschool children left behind by migrant workers and reared by grandparents (LBPC-GP) living in a rural village in China through 6 case studies. The aim of the research is to attempt to build an understanding of this rearing condition to LBPC-GP and investigate the relationship between this rearing pattern and the children’s development of emotion regulation in this rearing pattern. Underpinned by bioecological theory and constructivism, the proposed research will explore the children’s lived experience within a systematic network that includes the children, their caregivers, their preschool teachers, and their interpersonal interactions in daily life routines. It will consider attachment relationships, intrapersonal factors, emotion regulation development, and the effects of these relationships on each other. Children’s perspectives on their lived experience will be explored with through the Mosaic Approach and interpreted with thematic analysis. The development of emotion regulation will be investigated with mixed approach methods composed of interviews, questionnaires and naturalistic observation, and will be analysed thematically and numerically.

The proposed research is still at the early stage. I will introduce the background of the research topic, the theoretical framework and the methodology to explain how they may lead me through the exploration to my research questions.

Supervisor: Dr Amanda Niland
Auxiliary Supervisor: Dr Cathy Little
Are we there yet? Locating children’s voices in the literature on therapeutic intervention.

Mary Jo Mc Veigh 4:05pm, Room 459

The issue of what is ‘effective’ in therapeutic interventions with children and young people who have experienced maltreatment has attracted increasing professional interest since the 1980s. Currently, these interventions are subject to evaluative processes that privilege data collected from the adult experts, who design and deliver them. Measurements of effectiveness are predominantly based on a positivist paradigm, as indicated by the number of studies that use standardised measures to capture therapeutic success. An important concern is the neglect of children and young people’s voices in the discussion of therapeutic efficacy.

This presentation will explore the findings of a review of the literature, which revealed the continued privileging of adult ‘expert’ voices and the under-representation of the contributions from children and young people. However, when children and young people were engaged as active participants in evaluation processes, they were shown to demonstrate a depth of insight, which requires a reappraisal of adults as the only source of expertise in the effectiveness debate.

The view that children and young people can be knowledge generators as well as active agents in their own healing is reflected by this article’s proposals for future research partnerships with children and young people and changes to practice and policy development.

Supervisor: Dr Susan Heward-Belle
Auxiliary Supervisor: Professor Fran Waugh

Motivational influences affecting choice of secondary mathematics.

Tianmi Pei 5:05pm, Room 459

The growing demand for specialist STEM (science, technology, engineering and mathematics) practitioners is coupled with a decline in participation in the secondary calculus-level mathematics courses that are foundational to many post-school STEM avenues. In the last two decades, there has been a persistent gender gap in participation in the calculus-level mathematics courses.

This study aims to examine the intersection of motivational processes, gender differences and earlier school experiences and their influences on students’ mathematics subject selection decisions. Student motivation levels for mathematics will be captured quantitatively using the subconstructs of the Expectancy-Value Theory, supplemented with interview data that capture the fluidity of the changes in decisions and factors affecting those choices.

This is a way of understanding the intricacies and dynamics of the psychological factors influencing young people’s decisions more deeply. Only then may we attempt to design targeted interventions for improving participation in mathematics and harness the full potential of young people.

Supervisor: Associate Professor Jenni Way

Image from https://pxhere.com
How can a co-design thinking professional development contribute to shape teachers’ role as inquirers, designers of Augmented Reality enhanced learning activities and producers of data?

Rita Prestigiacomo 5:05pm, Room 408

Higher education institutions are striving for innovation and for producing highly qualified students with digital skills. Thus, a significant sum of money is currently being invested on emerging technologies (Augmented Reality (AR), Virtual Reality (VR) or 360°), that have also been proving to be able to support students’ learning. Professional development (PD) is a form of intervention that can bridge the gap between teachers and the potential that such technologies may offer. Yet, when involving emerging technologies, outsourced technology experts are engaged to offer ‘pre-packaged solutions’ to defined problems. These kinds of initiatives tend to be top-down and fall short in effectiveness, involvement and practicality. The result of this is that teachers are unable to link their learning with their teaching practice. Little is known about how to demystify the use of (educational) AR and identify the necessary skills higher education language teachers need to learn to (a) design AR, (b) deploy AR-enhanced learning activities, (c) monitor rigorously the effectiveness of the designed activities (in relation to pre-established learning outcomes), and (d) observe the individual response of students to the technology.

This mixed-method study seeks to address the above gaps through a Co-Design Thinking PD. This presentation will provide an overview of the research study, explain the research design and invite feedback from the participants.

Supervisor: Professor Peter Reimann
Auxiliary Supervisor: Associate Professor Lina Markauskaite

Teaching for the conceptual understanding of fractions: The role of the official curriculum.

Maria Quigley 5:05pm, Room 459

The importance of teaching for conceptual understanding is regularly highlighted in the literature around the teaching of mathematics. The planning for a proposed study exploring the role that official mathematics curriculum plays in teaching for a conceptual understanding of fractions will be presented.

The project will utilise content analysis to investigate ‘the intent’ of official curriculum documents and how they guide teachers in planning for the teaching of fractions in Kindergarten to Year 2, with a focus on conceptual understanding. Teachers’ teaching programs will be examined and teachers will be interviewed to clarify what they plan to teach in their classrooms. These teachers will then be observed to ascertain how the intent of official curriculum documents is enacted in the classroom along with a focus on the elements of the enactment which align with teaching for conceptual understanding.

Supervisor: Professor Janette Bobis
Auxiliary Supervisor: Associate Professor Judy Anderson
Curriculum design for citizenship education in Indonesian Pesantren.

Ahmad Saifulloh  4:05pm, Room 458

Pesantren is the Indonesian Islamic boarding school which has a significant role in educating Indonesian youth since pre-colonialism era. Within this model of education system, students, teachers, and the headmaster live together in full boarding campus. This enables Pesantrens to develop formal curriculum, informal curriculum, and hidden curriculum for their educational process.

This research aims to investigate the curriculum design for citizenship education in three Indonesian Pesantrens in the context of addressing the challenges of Indonesian multicultural society. The research found that in addition to formal curriculum, Pesantrens also develop informal and hidden curriculum. This is done by setting up whole students’ activities outside classrooms to educate them to be good citizens. For 24 hours, from waking up in the morning at dormitories, participating extracurricular activities after attending the class, praying together at the mosque, having meals in students’ kitchen, and going to the bed in the night, students are involved in the programs which are intended to achieve the goal of citizenship education. These activities are always organised and supervised by senior students and teachers to assure that citizenship education is set underpinning them.

This model of curriculum enables students to be engaged in collaborative learning since they live together with their friends and teachers in the integrated campus. As a result, they potentially have more citizenship competencies than day students which will be very useful for them to address the challenge of Indonesian multicultural society.

Supervisor: Professor Murray Print
Auxiliary Supervisor: Dr Rachel Wilson


Leo Ren-Hao Xu  4:05pm, Room 458

This conceptual paper reviews the higher education enrolment policies in Taiwan and Australia with particular attention to the undergraduate sector. It traces enrolment reform policies in relation to the “410 Education Reform” (1994) and the “Enrolment Restrictions Regulations” (2008) in Taiwan and the “Dawkins Reform” (1988) and the “Bradley Review” (2008) in Australia.

Drawing upon Steiner-Khamsi’s work, this article adopts the interpretive framework of ‘reception’ and ‘translation’ to explore how local contexts reshape, reframe, and reinstitute global trends related to HE expansion in the two countries as well as the formulation of reform agendas. It concludes that though economic growth was one of the main reasons to widen student participation in the higher education sector as the reform settings, the local context, such as the appeal from social movement, played a vital role that influenced what and how reform agendas were accepted.

Further, the contents of market-oriented have been written into the enrolment policies over the countries, however, this paper contends that the nation-state is still an indispensable factor to controlling the university’s enrolment mechanism because the imbalance between supply and demand is still a potential crisis for HE expansion.

Supervisor: Dr Matthew Thomas
Auxiliary Supervisor: Professor Anthony Welch
More than words can say – Drama and oral literacy in the early primary years.

Natasha Beaumont 7pm, Room 401

This research is centred around the oral language and literacy experiences of early primary students for whom English is an additional language or dialect (EALD). These learners have been shown to benefit enormously from increased opportunities to practice speaking and listening skills, yet oracy is poorly under-served in most class contexts. Drama activities can provide inclusive and engaging oral language experiences that are steeped in contextual meaning and inferential comprehension.

This case-study uses hermeneutic phenomenological approaches to chart the experiences of three diverse children in a year one class in Western Sydney. Field observations note how the students engage with oral language when Drama activities are introduced. The researcher has chosen to steer clear of benchmarking student capabilities and concentrate instead on experiential value. Descriptive analysis will centre around what the students do, what they say and how they feel. Prioritising process over performance is part of a choice not to perceive students as linguistically ‘limited’ simply because they inherited a different mother tongue. Human language is comprised of far more than just words. Using Drama, students from different backgrounds can be highly effective in communicating their thoughts, feelings and ideas. It can enhance their sense of identity and give them multi-modal access to the learning space.

Supervisor: Professor Robyn Ewing
Auxiliary Supervisor: Dr Kathy Rushton

Image from https://commons.wikimedia.org