RESEARCH STUDENTS FORUM

Thursday 27 October 2011, 3.30-8pm

Faculty of Education and Social Work
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.30PM</td>
<td>REGISTRATION</td>
</tr>
<tr>
<td></td>
<td>Foyer, Education Building</td>
</tr>
<tr>
<td>4.05PM</td>
<td>4.05 – 4.55pm PAPER PRESENTATIONS (see timetable for presentation titles &amp; room allocations)</td>
</tr>
<tr>
<td>5.05PM</td>
<td>5.05 – 5.55pm PAPER PRESENTATIONS (see timetable for presentation titles &amp; room allocations)</td>
</tr>
<tr>
<td>6.05PM</td>
<td>6.05 – 6.50pm WELCOME &amp; KEYNOTE ADDRESS</td>
</tr>
<tr>
<td></td>
<td>Professor Robyn Ewing</td>
</tr>
<tr>
<td></td>
<td>The arts and educational research: realising potential.</td>
</tr>
<tr>
<td></td>
<td>LT 424</td>
</tr>
<tr>
<td>6.50PM</td>
<td>6.50 – 6.55pm OUTSTANDING RESEARCH STUDENT AWARD ANNOUNCEMENT</td>
</tr>
<tr>
<td></td>
<td>Professor Brian Paltridge, Director, Division of Doctoral Studies</td>
</tr>
<tr>
<td>7PM</td>
<td>7:00 – 8:00pm REFRESHMENTS &amp; POSTER PRESENTATION</td>
</tr>
<tr>
<td></td>
<td>Staff Common Room, Room 401</td>
</tr>
</tbody>
</table>
# TIMETABLE FOR 4.05PM SESSIONS

<table>
<thead>
<tr>
<th>ROOM 409</th>
<th>ROOM 432</th>
<th>ROOM 521</th>
<th>ROOM 524</th>
<th>ROOM 527</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair: A/ Professor J Anderson</td>
<td>Chair: Dr David Hirsh</td>
<td>Chair: Professor B Fawcett</td>
<td>Chair: A/Professor M Anderson</td>
<td></td>
</tr>
<tr>
<td><strong>The first presentation in this room is on at 5.05pm</strong></td>
<td><strong>Chen-Chun Lin</strong>&lt;br&gt;Written patterns of L2 word learnability.</td>
<td><strong>Karen Jordan</strong>&lt;br&gt;Every piece of the puzzle matters: the missing piece – the help seeking experiences of women with physical disabilities who live with or have lived with violence and abuse.</td>
<td><strong>Val Johnson</strong>&lt;br&gt;Drama with a capital D: identifying the school subject.</td>
<td></td>
</tr>
<tr>
<td>Mai Xuan Le&lt;br&gt;<strong>EFL teachers' use of ICT in two faculties of education in the Mekong Delta, Viet Nam.</strong></td>
<td>Supervisor: A/Professor Lesley Harbon&lt;br&gt;Associate Supervisor: Professor Michael Jacobson</td>
<td>Supervisor: Dr David Hirsh&lt;br&gt;Associate Supervisor: Dr Lindy Woodrow</td>
<td>Supervisor: A/Professor Lesley Harbon&lt;br&gt;Associate Supervisor: Dr Lesley Laing&lt;br&gt;Associate Supervisor: Professor Barbara Fawcett</td>
<td></td>
</tr>
<tr>
<td>Ann Applebee&lt;br&gt;The role of online inquiry in nursing students' experiences of modern nursing education.</td>
<td>Ting Ding&lt;br&gt;Identifying informative cases: using cluster analysis to identify interviewees.</td>
<td>Kristen Burriel&lt;br&gt;Mother's acquisition of a diagnosis of mental illness: a qualitative analysis of the narratives of mothers.</td>
<td>Maxine Broughton&lt;br&gt;Exploring Australian boys' attitudes towards reading in the middle years.</td>
<td></td>
</tr>
<tr>
<td>Supervisor: Professor Robert Ellis&lt;br&gt;Associate Supervisor: Professor Peter Goodyear</td>
<td>Supervisor: Dr Lindy Woodrow&lt;br&gt;Associate Supervisor: A/Professor Richard Walker</td>
<td>Supervisor: Professor Barbara Fawcett&lt;br&gt;Associate Supervisor: A/Professor Jackie Manuel&lt;br&gt;Associate Supervisor: Professor Robyn Ewing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## TIMETABLE FOR 5.05PM SESSIONS

<table>
<thead>
<tr>
<th>ROOM 409</th>
<th>ROOM 432</th>
<th>ROOM 521</th>
<th>ROOM 524</th>
<th>ROOM 527</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair: Dr Ruth Phillips</td>
<td>Chair: Professor G Meagher</td>
<td>Chair: Dr Lindy Woodrow</td>
<td>Chair: Dr Kate Russell</td>
<td>Chair: A/Professor J Bobis</td>
</tr>
<tr>
<td><strong>Monica St James</strong>&lt;br&gt;Characteristically philosophical arguments.</td>
<td><strong>Linda Hodson</strong>&lt;br&gt;The art of the possible.</td>
<td><strong>Elaine Ng</strong>&lt;br&gt;Formulation processes and metacognition of monolingual, bilingual and biliterate writers.</td>
<td><strong>Renata Cinelli</strong>&lt;br&gt;Perceptions of body weight, shape, obesity and body image among generations of Aboriginal Australian women.</td>
<td><strong>Xue Feng Zhang</strong>&lt;br&gt;NSW selective high schools in a complex and diverse social context.</td>
</tr>
<tr>
<td>Supervisor: A/Professor Nigel Bagnall&lt;br&gt;Associate Supervisor: Dr Anne Newstead</td>
<td>Supervisor: Professor Robyn Ewing&lt;br&gt;Associate Supervisor: Professor Roslyn Arnold</td>
<td>Supervisor: Dr Marie Stevenson&lt;br&gt;Associate Supervisor: Dr Lindy Woodrow</td>
<td>Supervisor: A/Professor Jennifer O'Dea&lt;br&gt;Associate Supervisor: A/Professor Deb Hayes</td>
<td>Supervisor: A/Professor Janette Bobis&lt;br&gt;Associate Supervisor: Dr Lesly Scanlon</td>
</tr>
<tr>
<td><strong>Linden Wilkinson</strong>&lt;br&gt;Today we’re alive: creating performance through two-way sharing.</td>
<td><strong>Giedre Kligyte</strong>&lt;br&gt;Collegiality versus managerialism - the binary that binds us.</td>
<td><strong>Neville Ellis</strong>&lt;br&gt;Afraid to lose out: the impact of ‘kiasuism’ on practitioner research in Singapore schools.</td>
<td><strong>Victoria Rawlings</strong>&lt;br&gt;“Keep on the straight and narrow”: an analysis of compulsory heterosexuality and gender regulation processes in high school.</td>
<td><strong>Elizabeth Kim</strong>&lt;br&gt;Teachers’ perspectives on writing: the interpretation and actualisation of literacy policies on writing in the secondary school years.</td>
</tr>
<tr>
<td>Supervisor: A/Professor M Anderson&lt;br&gt;Associate Supervisor: Dr Paul Dwyer</td>
<td>Supervisor: A/Professor Simon Barrie&lt;br&gt;Associate Supervisor: A/Professor Janice Orrell</td>
<td>Supervisor: Professor Derrick Armstrong&lt;br&gt;Associate Supervisor: H/Professor Susan Groundwater-Smith</td>
<td>Supervisor: Dr Kate Russell&lt;br&gt;Associate Supervisor: A/Professor Deb Hayes</td>
<td>Supervisor: Dr Lesley Scanlon&lt;br&gt;Associate Supervisor: A/Professor Alyson Simpson</td>
</tr>
</tbody>
</table>
KEYNOTE ADDRESS

The arts and educational research: realising potential.

6.05PM, LT 424

International research demonstrates the importance of the Arts in transforming traditional education practices and impacting significantly on individuals’ life chances (e.g. Catterall 2009; Gadsen 2008). But...can the Arts play a similarly transformative role in educational research itself?

This address will explore when, where, why and how arts processes, practices and experiences can also be conceived as integral to appropriate research inquiries in education. It will use several recent doctoral studies in the faculty to make the case and briefly consider some of the issues that challenge such an argument.

Professor Robyn Ewing is Professor of Teacher Education and the Arts.

She teaches in the areas of curriculum, English and drama, working with both undergraduate and postgraduate students. In the areas of English and the arts, Robyn’s research has particularly focused on the use of drama as quality pedagogy with authentic texts to develop students’ critical literacies. She has been published widely in this area.

Her current research interests also include teacher education, especially the experiences of early-career teachers and the role of mentoring; the use of arts-informed inquiry in education research; sustaining curriculum innovation; and evaluation, inquiry and case-based learning. Robyn was president of the Primary English Teachers Association from 2001-2006.

Within the faculty, Robyn was inaugural co-director of the innovative Master of Teaching degree and has also been Acting Dean; Associate Dean, Academic Programs; Associate Dean, Teaching and Learning; Director, BEd(Primary); and Director, Division of Professional Learning.

An experienced primary teacher and teacher educator, Robyn has a commitment to quality teaching and learning at all levels of education. She enjoys working collaboratively with classroom teachers interested in innovative curriculum practices. She has worked as an academic mentor with teachers at a range of Sydney primary and secondary schools with the major focus on improving literacy outcomes using drama and literature.
ABSTRACTS

The role of online inquiry in nursing students' experiences of modern nursing education.

Ann Applebee - 4.05pm, Room 432

In response to rapidly changing technologies and the expansion of specialised knowledge, the introduction of online inquiry into undergraduate nursing degrees has become prominent and has given rise within the nursing profession of expectations of nurses who are able to utilise online inquiry in their professional capacity. As undergraduates, nursing students are expected to access this relatively new source of expanded online specialised knowledge in preparation for entering their profession. Universities have responded by designing courses and learning environments that support this expanded access. Variation theory considers that students make sense of learning opportunities in different ways; but what we don’t know, is how online inquiry fits within the overall experiences of learning in nursing education.

This research study considers the conceptions Australian second-year nursing undergraduate students have towards nursing, the approach they take to online inquiry and the overall perceptions of their learning environment, and, uses both qualitative and quantitative research methods to explore these aspects. Qualitative work-in-progress to date suggests associations between approaches to online inquiry and conceptions; whilst quantitative data suggests that there is a statistically significant difference between aspects of students’ approaches (deep or surface) to their online inquiry and their conceptions of nursing (cohesive or fragmented).

Understanding the learning design is paramount to this study and the inclusion of Self-Directed Learning (SDL) tasks is pivotal. SDLs are not a new concept in nursing education; yet there is still confusion over whether SDLs should be teacher or student-directed. This factor will be explored in this presentation.

Supervisor: Professor Robert Ellis
Associate supervisor: Professor Peter Goodyear

Exploring Australian boys' attitudes towards reading in the middle years.

Maxine Broughton – 4.05pm, Room 527

International and Australian statistical comparisons show that boys’ reading achievements are less than girls. Large scale surveys of young people’s, in particular boys’, reading practices indicate a decline in reading for pleasure as they progress through early secondary school. Analysis of Australian national reading assessments indicate the problematic nature of mass media claims about boys’ lack of basic skills in reading. Public debate ignores the developmental aspects of all young people’s attitudes to reading for pleasure in relation to their engagement with reading for insight and success in school.

This study has explored attitudes towards reading with a voluntary group of thirty secondary school boys located in metropolitan Sydney, Australia. The findings of the study assert the usefulness of collecting rich and complex data on boys’ attitudes to reading. Key insights on attitudes to reading indicate boys do read a diverse range of print fiction involving popular young people’s literature and the big-name authors of Australian and international young adult fiction in the English language, as well as viewing film. It has been found that the NSW Premier’s Reading Challenge supports and encourages boys who might otherwise not continue with free reading in their secondary school years.

Supervisor: Associate Professor Jackie Manuel
Associate supervisor: Professor Robyn Ewing
Mothers acquisition of a diagnosis of mental illness: a qualitative analysis of the narratives of mothers.

Kristen Burriel - 4.05pm, Room 524

The research forum presentation describes the doctoral research project and focuses on the narratives of mothers and how they acquired a diagnosis of a mental illness (MAMI, 2007-2012). The mothers who volunteered to participate in this project were recruited from supported playgroups called POPPY that are located in three different geographical locations in NSW and Canberra in Australia. The research project was developed after several years of social work clinical experience of working with mothers who had a diagnosis of mental illness.

There is current documented studies and information (WHO, 2010) that confirms that mothers who have a diagnosis of mental illness find it extremely difficult to access appropriate services for their own health issues as well as that of their families (SANE, 2011). There remain strong issues of stigma and negative community perceptions that prevent them from receiving appropriate support and access to mainstream services (Sayce, 1998).

The narrative analysis of the experiences of mothers has demonstrated individual and collective strengths in terms of social understandings. The mothers share their challenges in finding support and assistance from the existing services and demonstrate the positive role that supported playgroups have as an effective and socially inclusive model of care.

Finally from the voices of the mothers themselves there is a clearly articulated need for improvement in access to a continuum of services which deliver socially inclusive program designs, and where the role of social work can promote key core principles of social justice, human rights and social equity.

Supervisor: Professor Barbara Fawcett
Associate supervisor: Associate Professor Fran Waugh

Perceptions of body weight, shape, obesity and body image among generations of Aboriginal Australian women compared to the perceptions of non-Aboriginal Australian women of various ages.

Renata Cinelli - 5.05pm, Room 524

Body image is a known concern for many women across the Western world, particularly during adolescence. In an Australian context, body image has been shown to be among the top three issues of concern for young people (Mission Australia, 2009), causing this to be an important area for health education and promotion. Little is known however, about the body image perceptions and influences of Aboriginal Australians and how they might differ from the mainstream ideals held by other Australians, as there are few specific studies in this area. It is known that Aboriginal culture and views are often strikingly different from Western culture (Reynolds, 2005), hence it follows that their self perceptions are likely to be different too. Considering the vast gaps that exist in this country between population groups in Australia in terms of health and education, this study seeks to gain a greater understanding of the body image perceptions, influences and concerns of Aboriginal Australian women of various ages compared to those of non-Aboriginal women. This is important in order to understand the implications these perceptions have on issues such as obesity and diabetes.

The study examines the relationships between geographic location (rural and urban), age, and Aboriginal/non-Aboriginal heritage with body image perceptions and satisfaction via a questionnaire compiled for this research. Participants are Aboriginal women (n=300) and non-Aboriginal women (n=300) from rural and urban locations within NSW, with age range groups of 13-20; 20-55 and >55 years. Preliminary findings will be discussed.

Supervisor: Associate Professor Jennifer O’Dea
Associate supervisor: Associate Professor Deb Hayes
Identifying informative cases: using cluster analysis to identify interviewees.

Ting Ding - 5.05pm, Room 521

Qualitative research is often a labour intensive process that yields thick, rich descriptions. Frequently, the research is based upon a few informative information sources, making the selection of such sources of pivotal importance. When based upon interviews, the research design requires the optimal identification of people to provide information. Any sub-optimal selection of people will result in limitations ranging from a waste of time through to flawed findings and conclusions that impact future actions.

This presentation shows how data obtained from a quantitative research phase can be analysed to identify people who are most likely to be useful in qualitative studies. The presentation describes principles of questionnaire design and cluster analysis, and shows how the results of the cluster analysis can be related to common purposive sample designs.

Supervisor: Dr Lindy Woodrow
Associate supervisor: Associate Professor Richard Walker

Afraid to lose out: the impact of ‘kiasuism’ on practitioner research in Singapore schools.

Neville Ellis - 5.05pm, Room 521

Many contemporary education systems encourage the notion of the teacher as practitioner-researcher as part of their professional learning agenda. Simultaneously, it is acknowledged that practitioner research might be remodelled in local contexts when used to support educational reform.

Adopting a Schatzkian lense, the aim of this study was to illuminate how a particular cultural idiosyncrasy, the phenomenon of ‘kiasuism’, prefigures the way practitioner research is understood and practiced by teachers across schools in Singapore – the term ‘kiasu’ engendering the notion of ‘being afraid to lose out’ and ‘winning at all costs’.

Twenty participants, including academics, policy makers and teachers, were involved in this investigation, part of a broader interpretive case study which investigated the experiences of secondary school teachers as practitioner-researchers.

This paper describes how a phenomenon, well understood by insiders but with limited documentation in the scholarly literature, can profoundly shape the type of work teachers do as researchers. In highlighting such insights this study might perhaps foster greater cultural and context sensitivity by providing a more nuanced understanding of the Singapore context.

Supervisor: Professor Derrick Armstrong
Associate supervisor: Honorary Professor Susan Groundwater-Smith
**The art of the possible.**

**Linda Hodson - 5.05pm, Room 432**

While there has been considerable research into the affective dimensions of quality pedagogy in the school sector, the role of affect in learning in higher education is frequently overlooked. Based on two case studies of exceptional teacher educators, my research explores the notion of an empowering pedagogy and the qualities that help to engender and sustain a commitment to it. Experiences that enhance or challenge a commitment to such a pedagogy in pre-service teachers are also explored.

Arts-informed narrative inquiry is the methodology adopted, in keeping with the view that the sharing and reconstruction of participants’ stories affords experiences of learning as a reciprocal process. The research findings are presented in a storied form so as to represent the energies and qualities that help to engender an empowering pedagogy.

Major themes emerging from teachers’ journeys illuminate the importance of experiences of enabling relationships in learning. Such relationships can facilitate feelings of mutual trust, equality, non-judgement, self-acceptance, inclusion, and enjoyment in learning. The development of a sense of self that is enhancing of a sense of relationship with others, along with a sense of agency as a teacher emerges as central to the creation of an empowering pedagogy and sustaining a commitment to it.

Supervisor: Professor Robyn Ewing

Associate supervisor: Professor Roslyn Arnold

---

**Drama with a capital D: identifying the school subject.**

**Val Johnson - 4.05pm, Room 527**

The theory and practice of drama in schools is generally underpinned by two concepts of the discipline: drama as process and drama as art form. There is, however, a third dimension which is seldom addressed, that of drama as a school subject. Characteristics of the process are the embodiment of experience through role, and the use of role to explore, develop, and communicate that experience, while the art form is characterised by a specific discipline based on performance, aesthetic understanding and the use of convention. The school subject, while retaining elements of both the process and the art form, is more than the sum of those parts. It is characterised by its place in the school curriculum, the delineation of content and specific requirements for assessment of achievement according to the sociopolitical consensus which governs the undertaking. The research that I am engaged in seeks to discover a way of identifying the school subject which can provide a model for further research.

Supervisor: Associate Professor Michael Anderson

Associate supervisor: Professor Peter Freebody
Every piece of the puzzle matters: the missing piece – the help seeking experiences of women with physical disabilities who live with or have lived with violence and abuse.

Karen Jordan - 4.05pm, Room 524

After many years of neglect and indifference, violence by men against women has come out of the private domain and is in full public view as never before. Violence against women has become a major issue of concern within social policy, social work, child protection and public education. However, for women with disabilities who experience violence and abuse, the issue still remains largely private and invisible.

Violence against women with disabilities is a serious and complex problem that women with disabilities (hereafter WWD) currently have very limited options for addressing. There is very little research that examines the violence and abuse experiences of women with disability and the kind of help and support they require (Morgan & Chadwick 2009; Healy et al 2008; Cockram 2003; Hague et al 2007). Little is known about WWD who use specialist violence against women services and supports; even less is known about WWD who do not seek these specialist services and supports (Iyengar & Sabik 2009). Therefore, there is a scarcity of empirically-based theory and knowledge informing social work curriculum and practice with this neglected and invisible population of women.

The research is influenced by the Social Model of Disability (Oliver 1996) and will use an Intersectional theoretical perspective (Crenshaw 1997). An Intersectional perspective will be a particularly useful framework for asking critical questions that examine how social, economic, political and cultural contexts influence the construction of multiple identities/selves, and how these contexts influence decisions about seeking help as well as the experience of receiving help.

Supervisor: Dr Lesley Laing

Associate supervisor: Professor Barbara Fawcett

Teachers’ perspectives on writing: the interpretation and actualisation of literacy policies on writing in the secondary school years.

Elizabeth Kim - 5.05pm, Room 527

Despite the general acknowledgement that writing is an indispensible tool for each and every individual as a “cornerstone for schooling” (National Curriculum Board, 2009, p.6), prior studies on writing research have highlighted that there are significant discrepancies between classroom practice and what is suggested by research and policies.

In fact, although copious studies on writing instruction and development make suggestions and generalisations about what teachers do, as well as what and how things should be done, many of these studies build on assumptions and pre-established criteria with little regard to the teacher’s individual interpretations and definitions of writing and understanding of their role in teaching writing.

This presentation will outline a qualitative study that examined and documented how literacy policies on writing are interpreted and actualised by ten teachers in a NSW secondary school in relation to their interpretations and definitions of writing through semi-structured interviews, consistent with the theoretical perspective which draws on the theoretical assumptions of symbolic interactionism imbued with sociological phenomenology.


Supervisor: Dr Lesley Scanlon

Associate supervisor: Associate Professor Alyson Simpson
Collegiality versus managerialism - the binary that binds us.

Giedre Kligyte - 5.05pm, Room 432

Changes in higher education affecting academic work are often problematised in terms of the decline of the collegial culture in the climate of increased managerialisation and external regulation of academic work leading to a fundamental sense of loss and disenchantment among academics. In this paper I critique the construction of a binary relationship between collegiality and managerialism. I explore the multiple meanings of collegiality circulating in academia and higher education literature and draw on the post-structuralist analytic framework of political and social theory developed by Glynos & Howarth (2007) to analyse what I see as unnecessarily adversarial and simplistic view of collegiality in academia today. I argue that spaces for new imaginings and practices of collegiality could be opened by abandoning the grand narrative of collegiality versus managerialism dichotomy.

Supervisor: Associate Professor Simon Barrie
Associate supervisor: Associate Professor Janice Orrell

EFL teachers' use of ICT in two faculties of education in the Mekong Delta, Viet Nam.

Mai Xuan Le - 4.05pm, Room 432

Scholars such as Albion (1999), Mumtaz (2000) and Rogers (2003) have long focused on the diffusion of technologies in education and factors influencing teachers’ adoption of ICT. In Viet Nam, while the Ministry of Education and Training launched the Year of ICT in 2008, there has been little research on how teachers have responded to the mandated ICT use nationwide, especially English language teachers in the Mekong Delta. Therefore, this paper represents the progress on my research proposal, reporting on the EFL teachers’ use of ICT in the Faculty of Education at two universities in that region. The paper will (1) describe the contexts of the study, (2) outline the main theories used in the study, namely the diffusion of innovation, technology acceptance model, self-efficacy and social constructivism, and (3) suggest the research design: qualitative comparative case study with multiple data collection strategies: semi-structured interviews, class observations, and document examination.

Supervisor: Associate Professor Lesley Harbon
Associate supervisor: Professor Michael Jacobson
**Written patterns of L2 word learnability.**

Chen-Chun Lin - 4.05pm, Room 521

Numerous L2 vocabulary studies have examined how learners acquire lexical knowledge receptively and productively and have accepted the common agreement that recognition or production of a single meaning sense as evidence that a word is known, but few have focused on the nature of various word features that affect L2 word learnability – the ease or difficulty with which a particular word can be learned (Bogaards & Laufer, 2004).

The ease or difficulty of a L2 word form to be learned partly depends on its nature of orthography, such as letter-sound correspondences, orthography patterns, and the distance between L1 and L2 orthographies. In addition, derivational morphology knowledge seems to be the most difficult part to be acquired for most L2 learners. The combined factors of (1) frequency of affixes, (2) affixes productivity, and (3) affixes semantic transparency are likely to significantly affect the affix learnability and further affect word learnability. Finally, evidence suggests that acquiring the productive use of a longer new word can be problematic for learners of English; however, there is not sufficient research investigating the degree of the problem or describing it in any detail.

In this presentation, particular attention will be given to the three key features of word form, i.e. orthography, morphology, and word length, and their impact on L2 word learnability.

Supervisor: Dr David Hirsh

Associate supervisor: Dr Lindy Woodrow

---

**Formulation processes and metacognition of monolingual, bilingual and biliterate writers.**

Elaine Ng - 4.05pm, Room 521

This paper presents part one of a mixed method study on formulation (i.e. converting ideas into written form) and metacognition of English monolingual, English-Chinese bilingual and English-Chinese biliterate writers. This study focuses primarily on formulation and problem-solving formulation behaviours in English and Chinese writing. It compares what the three groups know about writing and their actual formulation processes on sentence levels.

The groups are selected based on a selection procedure with two literacy tests and a questionnaire on language background. Declarative knowledge is examined by a questionnaire on metacognitive knowledge in texts and writing, and a quiz on metalinguistic awareness about the English language. Formulation processes or procedural knowledge is examined by the think aloud method based on series of writing tasks in English and Chinese. Various outcomes are obtained in the relationships between metacognition and quality of texts that the groups produced.

Findings indicate that the monolingual writers have relatively better metacognitive knowledge. Positive relationships between metacognition and text quality were found in the bilingual and biliterate writers.

Supervisor: Dr Marie Stevenson

Associate supervisor: Dr Lindy Woodrow
“Keep on the straight and narrow”: an analysis of compulsory heterosexuality and gender regulation processes in high school.

Victoria Rawlings - 5.05pm, Room 524

The concepts of bullying and harassment in schools have been the subject of much discussion, research and popular discourse in the last several years. Much of this discussion has related to the nature of the acts, whether it is verbal, physical or performed through ICT. Less of the focus has been on the motivation for persecution.

This research aims to explore the nature of heterosexism in two regional high schools in New South Wales as a motivator for student exclusionary practices. Through the use of focus groups and interviews with students, teachers and principals, the behaviours, expectations and performances of participants will be analysed within a feminist poststructuralist framework.

Preliminary findings detail instances of gendered regulation and persecution based on the expectation of compulsory heterosexuality; including incidences of verbal, emotional and physical bullying and violence. Instances of institutional, interactional and individual gender regulation have been found to be occurring, constituting practices that marginalise and persecute those that deviate from normative or expected gendered performances. Participants within the school attempt to negotiate these instances by refusing to recognise instances as being problematic, or through justifying behaviours and responses as being normative. Findings align with Judith Butler’s (1990) theory of a heterosexual matrix.

Supervisor: Dr Kate Russell
Associate supervisor: Associate Professor Deb Hayes

Characteristically philosophical arguments.

Monica St James - 5.05pm, Room 409

Argumentation is central to philosophy. Argument can be understood as a dialectical process asymptotically approaching truth or dissolving disagreement as a heuristic process for building and exploring theories as the logic process for testing theories and as a negating process for optimally satisfying the desiderata of multiple parties. There ought to be more to philosophy argument than winning or losing - even when winning is understood as reaching the truth. Nevertheless, philosophy has taken so many forms, for instance, lecture notes, dialogues, fragments, poems, examinations, essays, aphorisms, media, discourse, hymns, critique, letters. Therefore, there are as many philosophical methods as styles, goals, and purposes. A more orthodox and pragmatic goal for philosophy and education is simply to 'further enquiry.' For this new metaphors for arguments are needed that can accommodate cooperation as well as competition.

Numerous scholars and researchers have investigated and described the culture specific differences of English versus Polish, and German and French and Indigenous philosophies and education. This abstract will provide limited examples. This will then move on to show support of cultural backgrounds that underlie some of these differences. Some numerical examples will be given to demonstrate this.

In sum, good quality relationships foster achievements and better quality of life.

Key words: philosophy of mind, ethics in schools, government funding, mortality, welfare, cross cultural comparisons

Supervisor: Associate Professor Nigel Bagnall
Associate supervisor: Dr Anne Newstead

Supervisor: Dr Kate Russell
Associate supervisor: Associate Professor Deb Hayes
Today we’re alive: creating performance through two-way sharing.

Linden Wilkinson - 4.05pm, Room 527

My research concerns the creation of a performance work, entitled Today We’re Alive. It tells the story of the Memorial to the Myall Creek Massacre of 1838; how it came into being, what it means today. The massacre at Myall Creek, near Bingara in North West NSW, is the only massacre of Aboriginal people by colonists, where some of the perpetrators were hanged. The Memorial, commemorated in 2000, and the Committee, whose vision it was, is a coming together of both Aboriginal and non-Aboriginal Australians, who wanted to above all tell the truth of our shared past.

In order to generate content for the play, I have designed a complex three tiered data collection process. Verbatim text from the Committee members’ interviews will be woven into a play text; this will be re-interpreted by six actors and re-played for the original interviewees in the Myall Creek Memorial Hall in November this year. Here I will encourage interaction with the audience to collaboratively develop new content for the next draft. The actors’ reflections on this process and their responses to the Memorial site itself will provide data for the third and final draft. I am hoping that through these developmental phases, we will be able to generate ceremonial, symbolic as well as multi-layered verbal content.

What I am discovering in the field is that shared truths, justice, politics and spirituality are elements at the heart of reconciliation and that reconciliation itself is not an act but a changing way of being.

Supervisor: Associate Professor Michael Anderson
Associate supervisor: Dr Paul Dwyer

NSW selective high schools in a complex and diverse social context.

Xue Feng Zhang - 5.05pm, Room 527

While current empirical research findings strongly suggest that a mainstream school system should provide highly gifted and talented students with opportunities to pursue their learning in a specially designed program, in practice such a provision involves quite a number of social, administrative and pedagogical issues. This short paper is based on the findings from a review of current literature related to gifted education and Chinese-background students’ academic achievements in Western countries. It will discuss the current theoretical development of gifted education and a number of practical issues related to the NSW selective high school system, including equity versus excellence, common myths about gifted education, and family factors contributing to academic high achievements. The discussion of these issues is expected to raise the awareness of the complexity in the provision of gifted education program and arouse a greater interest in further research into gifted education within an evolving social context.

Supervisor: Associate Professor Janette Bobis
Associate supervisor: Dr Lesly Scanlon