



**MONASH** University  
Education

# MERC Conference 2004

**Windows Into Education Research:  
Faculty Works in Progress**

# **PROGRAM**

1 October 2004  
Faculty of Education, Monash University  
Clayton, Victoria

MERC Conference 2004  
**Windows Into Education Research:  
 Faculty Works in Progress**  
 1 October 2004

Time	Event	Room
9.00 – 9.30	Registration	Ground Floor Lobby
9.30 – 9.45	Welcome and Opening Address <i>Professor Sue Willis, Dean of Education</i>	G23
9.45 – 10.30	MERC Annual Invitational Lecture <i>Associate Professor Judy Gray</i> “ <i>The Light at the End of the Tunnel</i> ”	G23
10.30 – 11.00	Parallel Stream A	See Over
11.00 – 11.30	Parallel Stream B	See Over
11.30 – 12.00	Parallel Stream C	See Over
12.00 – 12.30	Parallel Stream D	See Over
12.30 – 1.00	Parallel Stream E	See Over
1.00 – 1.45	Lunch	Floor 2 Common Room
1.45 – 2.30	MERC Annual Invitational Lecture <i>Dr Athena Vongalis-Macrow</i> “ <i>The Confederacy of Ideas</i> ”	G23
2.30 – 3.00	Parallel Stream F	See Over
3.00 – 3.30	Parallel Stream G	See Over
3.30 – 4.00	Closing Address <i>Wine and Cheese</i>	Floor 2 Common Room

*All rooms referred to above are located on Ground Floor,  
 Education Faculty (Building 6), Clayton Campus, Monash University  
 except for Lunch and the Closing address in the Common Room, Floor 2*

## Parallel Paper Presentations

### Morning

	Room G19	Room G23	Room G25
10.30 – 11.00	<b>A1</b> Development of an Objective Humour Appreciation Scale (HAS)  <i>Ben Leung</i>	<b>A2</b> What Beliefs Do Adult EFL Korean Learners Have?  <i>Song-Ae Han</i>	<b>A3</b> Case Study: A quality framework for school improvement  <i>Venesser Pate</i>
11.00 – 11.30	<b>B1</b> “Girl Power”: The schooling and popular culture nexus  <i>Claire Charles</i>	<b>B2</b> Teacher Identity Formation: The professional and/or the personal  <i>Le Ha Phan</i>	<b>B3</b> Inclusive Education Initiatives in Africa – A Comparative Investigation  <i>Joseph S Agbenyega</i>
11.30 – 12.00	<b>C1</b> Emotional Intelligence and Social Problem Solving Ability  <i>Rizal Abu Bakar</i>	<b>C2</b> Affect and Multiple Intelligences: EFL learners’ experiences and perspectives  <i>Tzu-chia Chao</i>	<b>C3</b> Teachers’ Classroom Language for Effective Teaching of Science in Kenya  <i>Samuel Ouma Oyoo</i>
12.00 – 12.30	<b>D1</b> Using Information Communication Technology to Create a Collaborative Learning Environment  <i>Anthony Fernando</i>	<b>D2</b> Second Language Teacher Education: Sociocultural directions for the future  <i>Russell Cross</i> <i>Dr Margaret Gearon</i>	<b>D3</b> Ways in Which International Students ‘Position’ Themselves Within the Discourses About Higher Education  <i>Norma Koehne</i>
12.30 – 1.00	<b>E1</b> Giving Due Consideration to Shame – The Significance of Emotion to Adult Educational Experience  <i>Steven Butcher</i>	<b>E2</b> Sociocultural Constraints in Foreign Language Teaching: Teacher authority and learner autonomy  <i>Riswanda Setiadi</i> <i>Erica Lowing</i>	<b>E3</b> Networks and Social Capital in Australian Higher Education  <i>Catherine Burnheim</i>

### Afternoon

	Room G19	Room G23	Room G25
2.30 – 3.00	<b>F1</b> Doing Education Not Doing Time: Engaging pedagogies and pedagogues  <i>David Zyngier</i>	<b>F2</b> The Learning Process in Virtual Classrooms: A sociocultural theory perspective  <i>Urai Salam</i>	<b>F3</b> The Concept and Theory of Human Capital in a University Context  <i>Nagy Helal</i>
3.00 – 3.30	<b>G1</b> Comparison of Attitudes Towards Leaning English Amongst School-Age Learners in Japan  <i>Masahiro Yamazaki</i>	<b>G2</b> International English and Intercultural Communication in the 21 <sup>st</sup> Century  <i>Anna Podorova</i>	<b>G3</b> An Analysis of Chinese Higher Education Policy  <i>Cunzhen Yang</i>

## **General Information**

### **Registration**

Registration begins at 9.00am on the day of the conference at the ground floor lobby, Education (Building 6, Clayton Campus). Throughout the day, last minute session, time and/or venue changes, as well as announcements, will be reflected on a message board by the registration desk at the ground floor lobby.

### **Always display your name label!**

All participants will receive name labels. Everyone is strongly encouraged to wear their label throughout the day to facilitate interaction with other participants. People who have pre-paid for lunch will have a red dot attached to their label.

### **Parking arrangements**

Parking will be free of charge for all conference participants in the campus blue carpark lots for the entire day. No permit needs to be displayed. The nearest blue carparks are situated directly east of the Education Building.

### **Conference lunch**

A mouth-watering conference lunch is arranged for participants who have pre-booked and pre-paid for it. Food is also available on the campus at various outlets and at one licensed bistro within the Campus Centre, as well as another licensed bar/bistro below the Matheson Library.

### **Participant feedback**

Successive MERC conference organising sub-committees over the years have benefited from past years' participant feedback. Likewise, your comments and feedback this year are equally valued and appreciated. The feedback and comments form is available in the form of an insert in this program booklet. Please take some time at the end of the conference to fill it in before returning it at the end of the final session in the box provided by the registration desk.

### **If the fire alarm goes off ...**

Should the fire alarm go off, please evacuate the building using the nearest staircase or following the directions of the emergency wardens (identifiable by their orange caps). Do NOT use the lift or any staircase by the lift. Assemble at the paved area in front of the Alexander Theatre (to the west side of the Education building) and await further instructions.

## **MERC Annual Invitational Lectures**

### **The Light at the End of the Tunnel**

*Associate Professor Judy Gray*

The inspiration for this address came from a trip on the English canal system in a narrow barge boat. We set off expecting to sail through the picturesque countryside but we did not anticipate that the slow progress caused by travelling at a maximum speed of four knots would be so frustrating. A challenging part of the trip involved going through a very long tunnel towards a speck of light in the far distance. At first, the blackness seemed impenetrable and quite spooky, but eventually we emerged with great relief at the other end to a sunny day.

The address will draw on Judy's research and experience to discuss ideas to sustain motivation during the higher research degree journey so that candidates reach "the light at the end of the tunnel" to emerge triumphantly with the award in hand.

#### *Biodata*

Associate Professor Judy Gray's research interests and specialisations include leadership, organisational culture, organisational communication, research methods, entrepreneurship and knowledge management. Her current projects within the Faculty of Education here at Monash University include a Monash University/Australian Institute of Management study of Australian Business Leaders (with James Sarros and Iain Densten), Leadership, competencies and 360 feedback: Executive coaching and mentoring programs (with Iain Densten), and Community policing (with Peter Gronn and Zane Ma Rhea).

### **The Confederacy of Ideas**

*Dr Athena Vongalis-Macrow*

The presentation will outline some of my influences and thinking while I was finishing my degree at Monash. Through the presentation I want to explore how other sources, such as films, books and music create the soundtrack for the PhD process. I try to make some recommendations for other students. I will finish the presentation by showing the kind of research I am doing now.

#### *Biodata*

I have been a secondary teacher in my early days and the most significant event of this career is that I quit after my first year because I felt I did not know anything about the world to teach my students. I returned to study, at Monash, mostly philosophical and sociological units in order to try and make sense of my lack of understanding. I think this is the most important thing I have ever done...that is quitting and going back to classroom teaching 2 years later...armed with some sort of understanding. Currently, I am a lecturer at Latrobe University and still learning.

# Parallel/Symposium Paper Abstracts

## A1

### Development of an Objective Humour Appreciation Scale (HAS)

*Ben Leung*

A Sense of Humour (SOH) is considered a highly desirable human characteristic. It has attracted scholarly enquiry in many disciplines including communication, education, linguistics, literature, medicine, philosophy and psychology for centuries. Attempts have been made by researchers, although more in the field of psychology, to develop a reliable instrument to assess one's sense of humour. As a result, a number of Sense of Humour (SOH) psychometric measurement scales have emerged. On the other hand, these scales tend to measure more on people's attitudes towards humour and their perceptions of themselves through self reports. Reliable and rigorous as they may be, there arise questions of objectivity. It is under such circumstances that I embarked on an exploratory research study to develop an additional measurement scale that would objectively assess people's appreciation of three types of visual and written humour namely aggression, sex, and double meaning.

In this paper presentation, I will give a brief review of current measures of Sense of Humour. Then, I will detail the process of developing the above objective measurement scale and report on the reliability and validity analyses of it. Finally, I will discuss some implications and applications of this measurement scale in the educational context.

#### *Biodata*

Ben Leung is a Ph.D. research student on Monash Graduate Scholarship (MGS) at the Faculty of Education. He completed his undergraduate degree in History (International Relations) from Hong Kong. Subsequently, he received two scholarships from an American university to pursue graduate studies in USA where he earned two Master's degrees in Teaching English as a Second Language (TESL) and Speech Communication. His fields of research interest include the relationship between humour appreciation, personality, and psychological well-being; second language learning and teaching; and cross-cultural communication.

## B1

### "Girl Power": The schooling and popular culture nexus

*Claire Charles*

This paper will report on preparation for my PhD fieldwork, which I will commence in October 2004. My study seeks to explore the positioning of sexuality in cultural models of female empowerment. Previous research has explored the normalisation of particular models of heterosexuality in schooling (Epstein, O'Flynn and Telford, 2003). For girls, this model has sometimes upheld an imperative towards marriage, motherhood and dependence upon men. (Fine, 1997; Lees, 1993). Further to this, it has been suggested that elite single-sex girls' schooling regulates sexuality in very particular ways, toward the attainment of particular models of social and cultural power (Walkerdine et al., 2001). The sexuality produced through such a model of female empowerment departs significantly from certain, often overtly sexualised, images of women in popular culture, who also offer a model of female empowerment, which has come to be known as 'girl power'. This study will seek to investigate how students attending a girls' school make sense of the nexus between schooling and women in popular culture in their understandings of empowerment for women, and the relevance and positioning of sexuality in these models of empowerment.

Post-structuralist, feminist and queer theorisations of the relationship between sexuality, identity and power (Foucault, Weedon, Butler, Jagose) will be utilised as a framework for detecting, and also destabilising, the normalisation of narrow models of heterosexual femininity in schooling. This study seeks to eschew the idea that young women are passive recipients of dominant social norms, whether they be through schooling or popular culture and thus, it is expected that the study will provide a valuable insight into the complexities, contradictions and multiplicities evident in the ways in which the young women talk about the relationship between sexuality and female empowerment.

#### *Biodata*

Claire Charles is a PhD student at the Faculty of Education, Monash University Clayton campus under the supervision of Georgina Tsolidis.

## C1

### Emotional Intelligence and Social Problem Solving Ability

*Rizal Abu Bakar*

A study was conducted to explore the relationship between Emotional Intelligence (EI) as the ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action and Social Problem-Solving Ability. Participants were 100 Asian international students currently studying in Melbourne, Australia. Emotional Intelligence and Emotional Labour Items (Wong & Law, 2002) which was based on Salovey and Mayer's theoretical framework was used to assess students' emotional intelligence. Social problem-solving ability which is a construct encompassing a set of abilities and skills that people use to navigate everyday obstacles and a subset of coping was examined using Social Problem-Solving Ability Inventory (D'Zurilla & Nezu, 1990). Results showed that EI was negatively correlated with social problem-solving ability. Results also indicated that Asian students in this study use positive avoidant as their problem-solving style. Additionally, by examining the relationship between age and gender on EI, it was found that neither age nor gender has significant effect on EI. Findings on age and gender in social

problem-solving ability were less obvious suggesting no significant differences. The results are interpreted in the light of cultural perspectives and recommendations are made for further study.

#### *Biodata*

Rizal Abu Bakar is a Master of Psychology student in Counselling from Malaysia, studying under the supervision of Associate Professor David Harvey.

### **D1**

#### **Using Information Communication Technology to Create a Collaborative Learning Environment**

*Anthony Fernando*

Information communications technology (ICT) is often seen as a way to enhance the standard classroom curriculum. Many teachers and students agree that the appropriate use of interactive multimedia can make learning more interesting and engaging. However, the latest trends emerging in the world of educational ICT suggest that technology can be utilised to facilitate learning at a much more fundamental level. The focus of this presentation will be an experimental ICT based framework that can be used to foster collaborative learning within the classroom. The primary objectives of the ICT framework are:

- To obtain student buy-in
- To encourage student participation
- To assist students in developing independent research skills
- To help students learn to work in a team
- To encourage students to view ICT as a powerful tool for conveying their personal thoughts and ideas

The ICT framework makes use of a number of emerging technologies including a communal online knowledge base, and digital video. The framework will be tested and refined as part of a classroom-based action research project to be undertaken early in 2005.

#### *Biodata*

Anthony Fernando comes from a corporate background having worked for five years with one of the world's leading IT Consulting companies. He is now pursuing his true passion, which is to utilise leading-edge technology to help children.

### **E1**

#### **Giving Due Consideration to Shame – The Significance of Emotion to Adult Educational Experience**

*Steven Butcher*

This paper speculates on the extent to which the emotional experience of shame is integral to adult educational experience. In considering whether shame may be significant in terms of both the decision to resume and continue study as an adult, it emphasizes the place of emotion within the formation of adult educational identities. In contemplating the role that shame may play in terms of both the resumption and continuation of study it links social experience to identity construction and discusses the place of human agency within this process. After Jenkins (1996), it understands identity to be the product of a simultaneous and ongoing synthesis of both internal and external definitions of self and in focusing on the extent to which shame may be integral to identity, argues that the attribution of shame is constitutive of this dialectic. The paper also attempts to show that theoretical perspectives on shame have the potential to provide significant insights into the ontology of adult education particularly given the limited emphasis on shame's contribution to educational experience within the literature.

#### *Biodata*

Steven Butcher is a doctoral student within the Faculty of Education, Monash University Clayton. He teaches in the Department of Community and Further Education, Swinburne University of Technology (TAFE Division).

### **F1**

#### **Doing Education Not Doing Time: Engaging pedagogies and pedagogues**

*David Zyngier*

Student engagement has been identified as an important precursor to student learning. Engagement of students in the life of the school and in their own learning is important in creating the possibility for continued learning and retention (Newmann). "Engagement is the student's psychological investment in learning, comprehending and mastering knowledge or skills" (Newmann, 1989; 34). Since the English study of Willis (1977) it is almost generally accepted that school students today are more alienated, resistant and disengaged than ever before. In the 21<sup>st</sup> century, student engagement has become the "flavour of the month" for educators, the international educational academy, schools and even the public media. Engagement, especially in the so-called problematic middle years is now at the centre of mainstream education discussion and debate. Although specific reference in Australia to student engagement as a prerequisite for productive learning can be located in the mid 1990's (Cumming, 1996), Newmann (1981) in the USA was already considering the connection between student engagement and effective learning, particular for students recognized as at-risk. Contemporaneously, critical pedagogy was discussing resistance as the antithesis of engagement and the contradictory act of resistance and accommodation as a self protective negative agency in response to unequal power relations (Shor, 1980; 13). Report after report (both national and international) seem to verify the lack of engagement and connection that young people exhibit to both their schooling and their community. For three decades or more, educational sociologists, anthropologists, psychologists, have theorised how and why schools produce and reproduce unequal educational outcomes and the benefits and thus contribute to ongoing social inequality (Thomson, 2002; 10). Each discourse produces its own distinct understanding of what really defines student engagement. Important work is currently being undertaken in Australia (and elsewhere) on the kinds of classroom

pedagogies that improve engagement for all students, (Lingard et al., 2001a; Lingard et al., 2001b) but in particular those variously labelled at-risk (of non-completion of 12 years of schooling or early leaving), disadvantaged or from low socio-economic backgrounds. This paper seeks to answer three linked questions; whose conception of engagement is most worthwhile; what actually are the purposes of engagement and who benefits (and gets excluded) from these purposes and finally how might we conceive of student engagement in order to achieve the twin goals of social justice and academic achievement? (Butler-Kisber and Portrelli, 2003).

#### *Biodata*

David Zyngier led the development of the ruMAD? Program (<http://www.rumad.org.au> - Kids Making a Difference in the Community) for the Education Foundation of Victoria. He was an Education Consultant and former school principal. The area of his research is "How School Connectedness can improve student engagement and student outcomes, particularly for at risk students". Together with Associate Professor Trevor Gale he recently completed researching the effectiveness of "Non Systemic and Non Traditional Programs" in addressing student disengagement with learning. Currently he is developing a new research project, Key-Makers: Advancing Student Engagement through Changed Teaching Practice.

### **G1**

#### **Comparison of attitudes towards leaning English amongst school-age learners in Japan**

*Masahiro Yamazaki*

In Japan, English is said to be introduced as a regular subject in elementary schools within 10 years. This presentation is based on a part of the study by Yamazaki (2004), which tried to explore the grade from which we should start English Education by comparing 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> grade student attitudes among two elementary schools; one of which starts English from 1<sup>st</sup> grade, the other from 3<sup>rd</sup> grade, from the view of affective factors, not from the view of abilities, such as listening, speaking, and communication abilities. Only affective factors were treated in this study, because the primary purpose of "English activities" in primary schools, according to the Ministry of Education (2001), is "to foster interest and desire, not to teach a language".

Using questionnaire, the following seven factors were compared between students starting English activities from 1<sup>st</sup> grade (Ex) and those who started from 3<sup>rd</sup> grade (Less-Ex).

- Interest in and positive attitudes towards foreign countries and cultures
- Interest in and positive attitudes towards English and other foreign languages
- How much they want to be able to use English
- Positive attitudes towards learning English
- Anxiety and Nervousness
- Interest in and positive attitudes towards Japan and Japanese Culture
- Vague longing for English

Overall, significant differences were not found between Ex and Less-Ex. However, in the comparison among 7<sup>th</sup> grade students, there were significant differences between Ex and Less-Ex on some factors.

#### *Biodata*

Masahiro Yamazaki is continuing research about attitudes towards learning English amongst school-age learners in Japan under the supervision of Associate Professor Catherine Elder towards a Master of Education (TESOL International) degree at Monash University.

### **A2**

#### **Adult Korean Learners' Beliefs about English Learning and Teaching**

*Song-Ae Han*

This paper is about adult Korean English as a foreign language (EFL) learners' perceptions of effective learning and teaching environments. Twelve Korean learners participated in the research. They averaged more than 10 years of varied EFL learning experiences. The study's methods of data collection included a questionnaire, semi-structured interviews, post interview notes and learner journals. An interpretive approach to analysis was applied.

The learners viewed the following elements as intrinsic to effective learning: continuous learning, active learning, individual learner effort, learner responsibility for learning, and practice through memorisation and repetition. Further the participants believed that effective teaching was built on warm and trusting relationships between teachers and learners, and among classmates, a comfortable and safe classroom atmosphere, and teachers who regard teaching as a mission, not as a job, and who are enthusiastic and responsible. The beliefs have a deep connection with Confucian heritages. This paper highlights cross-cultural understanding between EFL learners and teachers as an essential element in the creation of desirable teaching and learning environments.

#### *Biodata*

Song-Ae Han is an EdD student at the Faculty of Education in Monash University. Her research focuses on Korean EFL adult learners' beliefs and perceptions of effective environments for English teaching and learning.

## B2

### **Teacher Identity Formation: The professional and/or the personal**

*Phan Le Ha*

Being a teacher in Vietnam is socially constructed and governed by norms and values of morality, and the personal tends to act accordingly. Thus, on the surface, the personal and the professional seem to permeate each other and the latter tends to dominate. However, whether there are tensions in teachers' enactment of these roles needs to be explored. This qualitative case study focuses on how processes of identity formation of Vietnamese teachers of English take place in relation to themselves as professionals and themselves as individuals. These processes reveal how teacher identity is nurtured, formed, developed and reconstructed. The participants expressed a sense of being a Vietnamese teacher and its continuity throughout their professional and self development. Their identity formation also suggests that identity is subject to reconstruction and changing (Hall, 1997; Dolby, 2000; Farrell, 2000), but the processes take place along the lines of existing values and one's sense of self. This suggests that identity gives one a sense of belonging and connectedness (Phan Ngoc, 1998; Tran Ngoc Them, 1999, 2001a, c). The use of the metaphor of identity fastening and unfastening from Reed (2001) supports the discussion of identity and belonging experienced by these Vietnamese teachers of English.

#### *Biodata*

Phan Le Ha has submitted my PhD thesis, which looks at the identity formation of Vietnamese teachers of English studying TESOL in Australia. Her interests are language, culture and identity, and all aspects of the English language worldwide.

## C2

### **Affect and Multiple Intelligences: EFL learners' experiences and perspectives**

*Tzu-chia Chao*

The intention of this paper is in response to one common question "Can I learn?" asked by a lot of university EFL learners in Taiwan's technological and vocational system. Since this question has reflected an emotional insecurity of EFL learners, closely to affective barriers, I was reminded that if I definitely wanted to help these learners face and solve the problem, I should take learners' affective experiences into consideration during my teaching. Therefore, Multiple Intelligences theory was chosen by me as a teaching intervention. The effects of the MI-based intervention on fifty-one EFL participants' affective experiences are the focus of this paper. All findings are mainly drawn from their ten-week diary entries, accompanied by relevant interview information from twelve volunteer students among the group.

#### *Biodata*

Tzu-chia (Stella) Chao got her B.A. in National Tsing Hua University, HsinChu, Taiwan and her M.A. in University of Arizona, Tucson, USA. She has been a senior lecturer in Ming Hsin University of Science and Technology for eight years. She is a PhD student in Monash University.

## D2

### **Second Language Teacher Education: Sociocultural directions for the future**

*Russell Cross and Dr Margaret Gearon*

This paper reviews the field of second language teacher education and identifies a need for future research to include a sociocultural perspective on issues affecting teacher preparation. Schulz (1999) laments that progress in the field of second language teacher education as a whole has been surprisingly small, adding it is still "long on rhetoric, opinions, and traditional dogma, and short on empirical research that attempts to verify those opinions or traditional practice"(pp.516-517). First providing a survey of the field with a particular emphasis on developments that have influenced second language teacher education in Australia, the paper then outlines the nature of a Vygotskian sociocultural framework for analysis. It concludes by describing one possibility of how such a framework might be applied to issues affecting second language teacher education.

#### *Biodata*

Dr Margaret Gearon is a Senior Lecturer in the Faculty of Education at Monash University. Her research interests include teacher and student use of the target language, the influence of methodology classes on pre-service and beginning languages' teachers and how the latter incorporate theory into their classroom practices.

Russell Cross is a PhD student in educational linguistics and sociocultural theory at Monash University. His interests lie in second language education, attrition and the relationship between classroom discourse and teacher proficiency.

## E2

### **Sociocultural Constraints in Foreign Language Teaching: Teacher authority and learner autonomy**

*Riswanda Setiadi and Erica Lowing*

Globalization era has placed foreign language teaching in a top priority of global human enterprise which enables individuals from different nationalities to communicate. Dominant foreign languages, especially English, have been a best selling commodity in the international market. Acquisition of one or more foreign languages has become a highly valued skill which is considered 'economically promising'. However, socio-cultural obstacles still reside in foreign language instruction.

This presentation will explore socio-cultural issues which are believed to hamper foreign language teaching at school level. In particular, those issues are believed to encourage teachers to play their dominant roles and to discourage students to be

active and independent learners. Some alternative ways of reducing these barriers will also be presented in this presentation.

*Biodata*

Riswanda Setiadi, Ph.D student, English and French Lecturer, Indonesia University of Education, Bandung Indonesia. Indonesian Language Tutor, Faculty of Arts Monash University, Language Facilitator for Royal Australasian College of Surgeons, BA in French Language Teaching, Indonesia University of Education 1989, MA in Literacy/Reading Instruction, University of Iowa, USA, 1996.

Erica Lowing is in her 20<sup>th</sup> year teaching Indonesian at Benalla College. She currently teaches years 7, 9, 10, 11 and 12. Benalla College has the longest running Indonesian program in Victoria – more than 40 years. Taught Indonesian for 7 years part time at Benalla East Primary School. Erica started the Indonesian program there, and also initiated the feasibility study, which lead to establishment of the current bi-lingual program at Benalla East Primary School.

**F2**

**The Learning Process in Virtual Classrooms: A sociocultural theory perspective**

*Urai Salam*

This paper explores one thread of the discursive formation of professional identity of the adult literacy field in Victoria. Using interview transcripts I show how identity is constructed through discursive struggle and by drawing on discourses from other contexts. Bakhtin says 'each word has a taste of the context in which it has lived its socially charged life' (Morris, (ed.) 1994). Using Bakhtin's ideas, and discourse analysis, I explore the storyline of adult literacy as secular religion.

Interview excerpts illustrate how participants borrowed from biblical and religious phrases and images to construct their professional narrative. Several excerpts also illustrate how the discourses have 'the taste of other contexts'. Adult literacy discourses use social justice language, traced to biblical language, to combine with contemporary feminist discourses, to illustrate Bakhtin's idea of hybrid discourse.

*Biodata*

Urai Salam is a PhD student at Monash University in the Faculty of Education. Previous studies include a BEd from Indonesia, and MCALL at Melbourne University.

**G2**

**International English and Intercultural Communication in the 21<sup>st</sup> Century**

*Anna Podorova*

In today's world it seems timely to focus on the phenomenon of communicating across cultures in relation to English and its status as a major international language.

The paper explores the characteristics of cross-cultural communication in the 21<sup>st</sup> century and strategies used by successful intercultural communicators, drawing on data from doctoral studies of a number of users of English as an international language. It is argued that, as a lingua franca, English can be one of the means used to promote intercultural understanding.

*Biodata*

Anna Podorova is a PhD candidate at the Education Faculty. She has experience working as a language teacher in Russia and Australia. The focus of her current research is English as an international language.

**A3**

**Case Study: A quality framework for school improvement**

*Venesser Pate*

The privatisation of education in Pakistan has led to an increased mushrooming of private schools in the urban sector without the presence of quality benchmarks (Behrman, 1995; Zaidi, 1999). Consequently, it is important to develop and adopt practical and efficient school improvement models (Riddell, 1998; Memon, 1999). This paper discusses how a Total Quality Management model (TQM) was used as a vehicle for school improvement within one private school system in Karachi, Pakistan. The study focuses on the development of a proto-type integrated management model following the Total Quality Management philosophy and contextually attuned towards outcomes in the planning, policy and procedure systems of the sample school. Through the TQM process that was implemented, an in-depth analysis of the school system was conducted with involvement of a number of relevant stakeholders – Quality Improvement Teams. For its theoretical basis, Deming's (Deming, 1986) famous fourteen points on Total Quality Management and Juran's concept of Strategic Quality Management (Juran, 1989) were used. The methodology adopted was based on the facilitator model suggested by Jeffries, Evans & Reynolds (Jeffries, Evans & Reynolds, 1996), allowing the researcher to play the role of a participant observer during the process. Through fieldwork and data analysis, certain interactive cycles of improvement emerged, which collaborated with the cyclic model of Douglas Bone (Bone, 1996) and the Quality Journey Plan as outlined in Navaratnam's model on Total Quality Management (Navaratnam, 1994; Navaratnam, 1997). Thus the paper makes a case for the application of this model within school improvement initiatives in education.

*Biodata*

Venesser Pate is a doctoral candidate under the supervision of Professor Peter Gronn and Associate Professor Judy Gray. She is currently involved in a teaching position with a local school in Victoria. She has previously worked in teaching and administrative positions in schools and in research at the university level.

### **B3**

#### **Inclusive Education Initiatives in Africa – A Comparative Investigation**

*Joseph S Agbenyega*

There was a time in our history when disabled persons were not considered for education. Countries which later realised the need to educate them (disabled persons) did so in institutions and segregated settings. Since the proclamation and publication of the Salamanca Statement and Framework on inclusive education (UNESCO, 1994) many countries have instituted radical actions and enacted legislation and policies which mandate that disabled students be educated in regular schools. Although inclusive philosophy originated in Western countries, the debates about it are not confined to them alone. Currently, there is a steady growth of the number of countries including developing ones in Africa that are adopting inclusive education as a measure to combat discriminatory school practices. This paper identifies a number of steps and strategies taken by four African countries to provide education for **all** students of school going age and the challenges which confront them. Finally the paper argues that implementing inclusive education in a piecemeal fashion would not solve the exclusionary problems being experienced by school-aged children. Thus inclusive education calls for a whole school reconstruction approach.

#### *Biodata*

Joseph Agbenyega worked in the field of mathematics education with the Ministry of Education for ten years before moving to the area of Special Education. He holds teachers Certificate 'A', from Accra Teachers College, Diploma of Education in Mathematics and Special Education, Bachelor of Education in Maths and Special Education from the University of Education, Winneba, and a First Class honours in Education from Monash University. His doctoral thesis is investigating barriers of inclusive education in Ghana. His research interests are in the area of democratic schooling, equal opportunity education and social policy.

### **C3**

#### **Teachers' Classroom Language for Effective Teaching of Science in Kenya**

*Samuel Ouma Oyoo*

Questionnaire studies on students' understandings of everyday words commonly used by teachers in school science classrooms have revealed near to identical kinds of difficulties students encounter with these words. These have been irrespective of gender of the science learners and whether the learners use English as the first language or not. The greater percentage of talk in science classrooms comprises that of the teacher. The classroom language of the science teacher is composed of technical and non-technical words but used in the science context. An effective teaching approach might need to involve the judicious use of the language of instruction by the teacher.

Based on a student questionnaire and interviews, this paper reports Kenyan Year 11 physics students' and trainee teachers' perspectives on how physics teachers use the language of instruction in the classrooms. A description of an appropriate teachers' classroom language for effective teaching of school physics is attempted.

#### *Biodata*

Smuel O Oyoo is a PhD in Science Education Candidate at the Faculty of Education Monash University Clayton Campus, researching under the supervision of Professor Richard Gunstone.

### **D3**

#### **Ways in Which International Students 'Position' Themselves Within the Discourses About Higher Education**

*Norma Koehne*

International students are positioned in complex and contradictory ways in academic literature about international education, University and Government documents, and the media. The paper discusses 'positioning' as a concept used in post modern discourses, and then explores how international students talk about themselves as international students. The analysis shows the complex positions that international student have to negotiate in the university and in their studies, and also in their everyday interactions.

The paper is based on an analysis of interviews conducted with 25 international post graduate and undergraduate students at Melbourne, Deakin and Monash universities.

#### *Biodata*

Norma Koehne is a PhD under the supervision of Professor Simon Marginson. She worked as an International Student Advisor, and as a Research Fellow on an "Academic Women Teaching" research project, at Deakin, Warrnambool, and also in PNG for fourteen years.

### **E3** **Networks and Social Capital in Australian Higher Education**

*Catherine Burnheim*

This paper discusses strategies for investigating Australian universities' contribution to social capital, in particular the role of networks and networking. "Social capital" is defined as "the networks, together with norms, values and understandings that facilitate cooperation with or among groups". This definition leads to two strands of investigation – universities' formation of and participation in networks which themselves constitute social capital, and universities' role in the creation of the "norms, values and understandings" which enable networks to operate. The investigation will provide a conceptual, empirical and methodological contribution to understanding the external effects of universities and the networks of which they are part. I will explore universities' networking at three levels: the network relationships themselves, the activity enabled by the networks and the further outcomes of these networks and activity.

These strategies inform the empirical work for my doctoral thesis, which is situated in the context of the Australian Research Council (ARC) Discovery Project "The Enterprise University as Networked University: investigating the contribution of Australian higher education institutions to social capital".

#### *Biodata*

Catherine Burnheim is a doctoral candidate in the Monash Centre for Research in International Education (MCRIE) working on an ARC Discovery grant, The Enterprise University as Networked University. Catherine has worked at RMIT in policy development and community engagement roles.

### **F3** **The Concept and Theory of Human Capital in a University Context**

*Nagy Helal*

This paper aims to explore concepts and aspects associated with human capital in a university context. The relationships between human capital and other forms of capital will also be explored. Several definitions of human capital area are addressed in this paper. In a university context, human capital refers to the accumulation of university students and graduates' abilities, skills, attitudes and knowledge that contribute to the social and economic development of individuals and communities. Human capital theory is often concerned with monetary earnings as a result of education. However, other social aspects of human capital might be included. It is argued that human capital is part of intellectual capital because intellectual capital consists of human, structural and client capital. Moreover, human capital is contended to be an important social base of social capital.

The significance of this paper arises from its emphasis on three considerations. Firstly, the concept of human capital was expanded to comprise individual attitudes as a new dimension of human capital. Secondly, concept and theory of human capital was developed to include economic, social and socio-economic aspects. Thirdly, a critical analysis of the relationships between human, social and intellectual capital is presented.

#### *Biodata*

Nagy Helal's areas of interest are sociology and economy of education, particularly; the relation between higher education and community encompasses the contribution of higher education to the development of human and social capital. His Masters thesis was about the community-service function of universities. His PhD thesis is a comparison study of the impact of two regional universities on the human capital of their communities. These two universities are University of Ballarat (UB) and South Valley University (SVU) (as two cases of regional universities that are located in Ballarat and Qena, as two regional communities, in Australia and Egypt).

### **G3** **An Analysis of Chinese Higher Education Policy**

*Cunzhen Yang*

With the arrival of the new century, the Chinese government decided to increase the university enrolment rate to 15% of the college age population by the year 2005 and the plan has been put into action since 1999. The plan is to take Chinese higher education from an "elite" to a "mass" stage (Trow, 1974) and it is also a response to the influence of globalization on Chinese higher education, which causes many university candidates to look for higher education opportunities abroad. The policy is likely to meet its goal well before time. However successful implementation does not necessarily bring satisfactory effects. The paper analyses the policy through historical comparison of the current and previous higher education entry policies and tries to identify the nature of the change. It also critically analyses the complexities in these policy settlements and reveals the advantaged and disadvantaged groups in the society under these policies. The paper argues that the current policy is greatly influenced by the neo-liberal economic settlement, globalization, and the demands of Chinese citizens. While the policy has provided more chances for students to go to university, at the same time, it has disadvantaged the students from poor family backgrounds, making it even harder for them to get access to higher education and limiting their social mobility. The paper also suggests that the policy may increase the gap between the rich and the poor if appropriate solutions are not found.

#### *Biodata*

Cunzhen Yang is currently completing a Master of Education by coursework as an international student at the Faculty of Education, Monash University.

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