

MERC Conference 2005

**Researching Together:
Faculty Works in Progress**

PROGRAM

6 July 2005
Faculty of Education, Monash University
Clayton, Victoria

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Researching Together:
Faculty Works in Progress
 6 July 2005

Time	Event	Room
8.45 – 9.00	Registration for presenters only	Ground Floor Lobby
9.00 – 9.15	Welcome and Opening Address <i>Dr. Margaret Gearon, Senior Lecturer in Education and MERC Conference convenor</i>	G23
9.15 – 10.00	MERC Annual Invitational Lecture <i>Associate Professor Denise Lussier McGill University, Montreal/Canada</i> <i>“Representations of others and other cultures in the context of the initial and ongoing training of teachers”</i>	G23
10.00 – 10.15	Morning Tea	Ground Floor
10.15 – 11.00	Parallel Stream A	See Over
11.00 – 11.45	Parallel Stream B	See Over
11.45 – 12.30	Parallel Stream C	See Over
12.30 – 1.30	Student-Supervisor Lunch	Floor 2 Common Room
1.30 – 2.15	Parallel Stream D	See Over
2.15 – 3.00	Parallel Stream E	See Over
3.00 – 3.45	Parallel Stream F	G23
3.45 – 4.15	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
	Issues in Research	Pedagogy	Cultural Perspectives
10.15 – 11.00	A1 Participation in Virtual Learning Environments <i>Urai Salam</i>	A2 Paradoxes in the Cultural Dichotomy of the Marketing of TESOL: Identity as a Site of Conflicting Forces <i>Raqib Chowdhury</i>	A3 A Comparative Study of the Impacts of two Regional Universities on the Human Capital of their Communities <i>Nagy Helal</i>
11.00 – 11.45	B1 Listening to teachers - listening to students. Substantive conversations about resistance, empowerment and engagement <i>David Zyngier</i>	B2 Staff perceptions about critical thinking and the role of writing in developing critical thinking skills in business students <i>Hang Duong</i>	B3 Identity and values: Filipino students at international schools in Manila <i>Sandra Dunne</i>
11.45 – 12.30	C1 The Notebook Computer for TAFE Teachers Initiative – Impact on Teachers Project. <i>Graeme Young</i>	C2 Manga in contemporary Japan: An analysis of Tetsu Kariya's 'Oishinbo (Feast) 13, Battle on whaling' <i>Hiroko Rowe</i>	C3 Cultural influences on the image of science portrayed by Chinese secondary school science teachers <i>Hongming Ma</i>

Afternoon

	Room G19	Room G23	Room G25
	Issues in Research	Pedagogy	Cultural Perspectives
1.30 – 2.15	D1 A Philosophical explication of the Ontology of Epistemology within Methodology: Umm, excuse me? <i>Justin Karol</i>	D2 Fostering Socratic Thinking in Online Discussion <i>Yiong Hwee Teo</i>	D3 Money and Markets? Peace, Love and Understanding? A comparison of national discourses about international education <i>Norma Koehne</i>
2.15 – 3.00	E1 Leadership and subjective indicators of social capital in Gippsland <i>Carolyn Theodore</i>	E2 Home Education: the Curriculum is Life <i>Roseanne Trevaskis</i>	E3 The Notion of Space in International Education: How the Singaporean students construct themselves in Australia <i>Aaron Tham</i>
3.00 – 3.45	F1 Seeing things and hearing voices: an assessment of educational ethnography <i>John Donald Whelen</i>	F2 The Future of Stand-alone Pre-school in Victoria <i>Jessamin Mison-Smith</i>	F3 Standing Up/Sitting Down: Retrieving Thai Students' Voices in an English Literature Classroom <i>Pornsawan Tripasai</i>

General Information

Registration

Registration for presenters begins at 8.45am 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.

Parking arrangements

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

Conference lunch

A mouth-watering conference lunch is arranged for participants at the Student-Supervisor lunch catered for by MERC and the Faculty of Education. 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. Vegetarian food is available.

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 Lecture

Representations of others and other cultures in the context of the initial and ongoing training of teachers

Associate Professor Denise Lussier

Nowadays, it is generally agreed in language education that intercultural communicative competence should be an essential component of communicative competence and, consequently, that there could not be intercultural communication without the expression of intercultural competence. There is a need to study this issue with a logical coherence. The development of intercultural communicative competence involves cognitive, affective and psychological factors. The conceptual framework we propose takes into consideration these three dimensions. This framework was validated and significant results are presented.

We make the argument that the communicative competence approach should be replaced by an intercultural communicative competence approach, which implies that there cannot be competence if communication is not integrated with intercultural interactions. There is a need also to include this into initial and in-service teacher education.

Parallel/Symposium Paper Abstracts

A1

Participation in Virtual Learning Environments

Urai Salam

The efforts which seek to explain human learning have undergone some rather profound transformation in the last two decades since the works of Vygotsky (e.g. Vygotsky, 1962; Vygotsky, 1978) have been translated into English and been acknowledged by researchers in education and psychology. Since this time, the metaphors for learning have changed from acquisition to participation (Allert, 2004). The *acquisition* metaphor views learning as individually constructed memory which is isolated from social sources (Anderson, 1982; Allert, 2004). In contrast, the *participation* metaphor emphasizes the social over the individual aspects of cognitive development. This perspective provides a view of learning which highlights the mutuality between persons acting and the social-cultural circumstances in which they act (Rogoff, 1995). This approach foregrounds the contexts of learning, where individuals interact with other people, objects and the environments.

The development of computer technology, the popularity of Internet technology in higher education, and its rapid growth into a pervasive and almost omnipresent technology have made it an affordable technology that fosters learning. This development seems to go harmoniously with sociocultural theory of learning as technology enriches learning environments by providing access to resources and easy communication. This study explores research literatures, which explicate learning processes in virtual environments. This study starts the search from three major journals dedicated to examining the use of computers from a psychological perspective: *Computers in Human Behaviour*, *Journal of Computer Assisted Learning* and *Australasian Journal of Educational Technology*. This study focuses on articles exploring learning processes in the context of technology-rich environments published between 2000 and 2005.

Biodata

Urai Salam is a PhD student at the Faculty of Education, Monash University Clayton campus under the supervision of Dr. Glen Russell. Previous studies include a BEd from Indonesia, and MCALL at Melbourne University.

B1

Listening to teachers-listening to students. Substantive conversations about resistance, empowerment and engagement

David Zyngier

This paper analyses through the (sometimes) contesting and resistant voices of teachers and students in the Keymakers (Zyngier & May, 2004) research into changing the pedagogical practice of a group of teachers in one school, in relation to Shor's Empowering Education (1980, 1992) and informed by Haberman's Pedagogy of Poverty (1991) Three contesting epistemological constructions of student engagement are now analysed through the variously resistant and empowering discourses of teachers and students. In conclusion, the students ask how might we (re)conceive student engagement in order to achieve an empowering and resistant pedagogy.

Biodata

David Zyngier is a PhD student at the Faculty of Education, Monash University, Clayton campus, under the supervision of Assoc. Prof. Trevor Gale.

C1

The Notebook Computer for TAFE Teachers Initiative – Impact on Teachers Project

Graeme Young

Change is commonplace today and how TAFE teachers deal with change is a current issue This project is part of a Master of Education thesis and aims to discover how a professional development program centred around ICT has impacted on the classroom, workshop or in the workplace where TAFE teachers teach. The Initiative, managed by the Office of Training and Tertiary Education, ran from 2000 to 2003. It was open to full time TAFE teachers and provided a laptop computer and a program of training and mentoring.

TAFE teachers from two metropolitan and one rural TAFE provider are the focus of the project. The main questions to be examined are:

- 1) Has the professional development program enabled TAFE teachers to develop learning materials?
- 2) If so, can they be accessed by their students on a computer system?
- 3) Has it changed the way that the teachers deliver the subject in the classroom?

The first phase of the project has been completed. Initial contact has been made with a number of TAFE teachers. They have completed the Concerns Based Activities Model (CBAM) survey examining the concerns of teachers involved in an innovation. Interviews have been completed with a small number of these teachers. The initial conclusions are that most TAFE teachers became involved in the Initiative to obtain access to a laptop computer, to learn more about ICT and to discover how it can be applied in the classroom. The teachers are interested in continuing the development of their skills and are looking at ways to incorporate what they learnt in the classroom. The teachers' perceptions and responses will be discussed.

Biodata

Graeme Young is a Master student at the Faculty of Education, Monash University, Clayton campus, under the supervision of Dr. Glen Russell.

D1

A Philosophical explication of the Ontology of Epistemology within Methodology: Umm, excuse me?

Justin Karol

As academics, we soon realise that research rests upon a whole host of philosophical assumptions, though navigating through these can be difficult at best. And while the justification for choosing a certain methodology will comprise only a small part of the thesis, understanding where research is positioned philosophically should ensure you avoid any conceptual ambiguities. Simply put, philosophical understanding is the core from which all research emerges, and engaging with research theory can be an enlightening experience.

This paper will discuss how terms such as ontology, epistemology, and theoretical perspectives inform methodology in research. These philosophical concepts will be explained in reference to a case study of environmental education in two classrooms. As such, this paper will not provide a general understanding of these terms and their relationships. Rather, it will involve a description of the necessary philosophical considerations of a particular research project, and describe a path taken that is consistent with research methods. This paper will then serve to illustrate how and why a sound philosophical basis is helpful for research.

Biodata

Justin Karol, has a BA (Hons) Philosophy of Education, and is now a PhD student at the Faculty of Education, Monash University, Peninsula campus, under the supervision of Assoc. Prof. Trevor Gale.

E1

Leadership and subjective indicators of social capital in Gippsland

Carolyn Theodore

By 1995, the Latrobe Valley in South Eastern Victoria, Australia was reeling from high unemployment and other difficulties and disadvantage caused by the corporatisation of the State Electricity Commission, followed swiftly by other rationalisations associated with government policies based on economic rationalism. The resulting destabilisation and loss of efficacy was felt across the Gippsland Region. The Gippsland Community Leadership Program (GCLP) was formed by community members as a deliberate strategy to redress this by educating the leaders of the community in a program involving networking and engagement with leaders from several spheres and sectors across Gippsland and Australia. But what forms of leadership are conducive to a specific region's development and social change? How has the program influenced the region's "social capital"?

But which definition of "social capital"? There are easily as many variations as leadership styles. Despite an immense reach and popularity the concept has been mocked as illogical, theoretically dubious, and dismissed as a code for reduced government services: social capital is not a neutral term. Which, if any understanding of social capital is appropriate and helpful to apply to a diverse and disempowered region with a community program aimed at social change? Why is it even necessary to consider this?

Within the Faculty of Education at Monash University, this doctoral research applies the theoretical lens of Critical Theory to the social capital literature. Beneath this lens with its associations with feminism, postmodernism, and liberation pedagogy, the multitude of understandings and empirical applications of social capital refocus into an alternative, pragmatic image. It is anticipated that this perspective may have a better chance of avoiding the distanced and reductive view so criticised in the literature, by permitting those involved and affected to contribute to the development in their own social capital questionnaire.

July 2005, a preliminary analysis of the data will be emerging. This will be a timely opportunity to report on the progress of this research and its aim to make a practical, and regionally relevant, peace with a popular but contentious concept.

Biodata

Carolyn Theodore is a PhD student at the Faculty of Education, Monash University, Gippsland Campus, under the supervision of Assoc. Prof. Len Cairns.

F1

Seeing things and hearing voices: an assessment of educational ethnography

John Donald Whelen

This paper examines five key examples of educational ethnography and attempts to locate them in the wider intellectual and socio-political environment. The studies investigated (D. Hargreaves, 1967; P. Willis, 1977; L. Davies, 1984; J. C. Walker, 1988 and M. Mac an Ghaill, 1994), are appraised in terms of the following questions: What did the researcher set out to do? How is the use of ethnographic method justified? How was the research done? What was found? How was the final product written? I argue that of these concerns, the nature of ethnographic writing and the search for an authorial voice that acknowledges the ethnographic moment as a pivotal social encounter in its own right illustrates the extraordinary flexibility of and possibilities for ethnography. While educational ethnography has a secure past (if not many pasts!), its future is likely to depend on the priority given to the study of experience and subjectivity in social relations.

Biodata

John Whelen is a secondary school teacher who is currently undertaking a PhD on the way boys experience their schooling. He is under the supervision of Dr Georgina Tsolidis and Prof Lindsay Fitzclarence in her absence.

A2

Paradoxes in the Cultural Dichotomy of the Marketing of TESOL: Identity as a Site of Conflicting Forces

Raqib Chowdhury

Even though, by definition, the practice, as opposed to the study, of TESOL is meant for non-native recipients, both qualitatively and quantitatively, TESOL programmes worldwide seem to have ignored the 'SOL' - the non-native perspective. The lure of a Western TESOL training in today's world is the anticipated product of a vast network of advertisement, but also a by-product of the power relations projected by recipient-members of this education system who act as secondary agents, further legitimising this demand through an unconscious yet spontaneous adoption of its discourse. In the process of its marketing, international students are not only victimised but they might paradoxically play an active part in the consolidation and promotion of a vicious circle.

During (1993) has argued that the culture industry uses its own 'sophisticated ethnographic techniques' to mediate the concept of the 'popular' between producers and consumers. But it also simultaneously generates public desire by marketing its products 'as if they were already popular'. In this system, it is convenient for individuals to desire for assimilation by entering the 'symbolic order' of dominant ideologies, giving themselves a sense of the world.

This research project explores the extent to which education may have been commodified, in the commercial and political interests of the West, to meet the demands of an ever-growing market in Asia. It also seeks to have a better understanding of the multiple role of the TESOL enterprise in the global community.

Biodata

Raqib Chowdhury is a PhD student at the Faculty of Education, Monash University, Clayton Campus, under the supervision of Assoc. Prof. Lesley Farrell. He has been teaching English Language and Literature at the University for Dhaka for eight years. He authored articles on TESOL and pedagogy and graduated M Ed (TESOL) in 2001 from Monash.

B2

Staff perceptions about critical thinking and the role of writing in developing critical thinking skills in business students

Hang Duong

As an educational goal for effective teaching and learning, critical thinking (CT) is one of the key outcomes of tertiary education in Australia. However, the term remains a complex construct and its diverging interpretations may effectively result in different approaches to developing CT in students. The research aimed to explore staff perceptions on critical thinking and the role of academic writing as a way of developing critical thinking ability among students of a business faculty at an Australian university. It also investigated staff's views about effective ways that business lecturers and Language and Learning Support staff can use to enhance the development of students' CT through writing.

The study adopted a mixed method approach with the use of survey questionnaires and semi-structured interviews. The results indicate that, though generally conceptualized as critical analysis, critical evaluation, and a critical attitude, CT was an elusive notion that bewildered some lecturers and had negative connotations for others. Writing was perceived to be an important and useful means of fostering CT, but the use of writing to develop business students' CT was limited to formal writing assignments. The research made some implications for CT teaching and relevant recommendations for the business curricula of the context under study.

Biodata

Hang Duong is a Master student (TESOL) at the Faculty of Education, Monash University, Clayton Campus, under the supervision of Assoc. Prof. Catherine Elder.

C2

Manga in contemporary Japan: An analysis of Tetsu Kariya's 'Oishinbo (Feast) 13, Battle on whaling'

Hiroko Rowe

Manga (comics) is one of the most popular forms of reading from young children through to adults in contemporary Japanese society. It is not an exaggeration to say that people in Japan live with manga. For example, daily newspapers carry comic strips or advertisements for manga magazines. Many information signs at shops, stations, parks or restaurants include caricature forms or characters from popular manga together with the advertising script. Manga is also included in textbooks and reference books for studies.

The methodology adopted for this study resides within the poststructuralist/post-modern criticalist approach. The method adopted is textual analysis derived from within the frameworks of interdisciplinary approaches and drawing on Critical Language Studies, cultural and social studies.

This study focuses on a particular manga book, 'Oishinbo (Feast) 13: Battle on whaling' by Tetsu Kariya, whose manga *Oishinbo* series is one of the best selling manga in Japan. The series focus on good, natural food and the ways of cooking. However, this particular manga, 'Oishinbo 13: Battle on whaling', emphasises the political relations between Japan and the U.S.A in relation to whaling. The text presents the author's view that whaling and the practice of eating whale meat are a part of the *Japanese traditional culture*.

The study examines the way a particular manga author positions readers to unquestioningly accept a partisan view of traditional Japanese cultural practices. It also provides a critical reading of a best selling manga, exploring the implications of manga text as a tool for critically teaching Japanese traditional culture and language. Moreover it reveals the ideological

dimensions of selecting and introducing manga as reading material in Japanese L2 classes and the potential of using manga for critical reading of the constructed nature of this kind of text.

Biodata

Hiroko Rowe graduated in 1992 in Master of Arts (Monash) and in 2005 in Master of Education (Monash).

D2

Fostering Socratic Thinking in online discussion

Yiong Hwee, TEO

Research has shown positive effects of case-based learning and discussion. Engaging novice designers in case-based critique discussion is a good way to learn design principles. This study looks at a group of pre-service teachers engaging in design critique discussion in the course of their video production projects using a computer supported collaborative environment, *Knowledge Community*. The paper begins with a discussion of some principles of learning and how they relate to the design of a learning environment. The purpose of this study is to scaffold critical thinking in students' discourse. The age-old conception of thinking, the Socratic inquiry method was adapted for online discussion use because of its focus on probing various perspectives in a social discussion. Various categories of Socratic thinking prompts in the form of sentence openers were designed to scaffold participants' critical thinking. Findings indicate that statements made using sentence openers contributed to the highest number of in-depth comments and helped students get started, become more focused and to think further. Socratic sentence openers hold promise in making learners' thinking explicit and offer facilitators insights to participants' shortcomings in thinking that need remediation. This research contributes to the scant literature on using Socratic thinking in online discussion.

Biodata

Yiong Hwee Teo did his M Ed (Educational Technology) at Boston University. He worked at the Ministry of Education, Singapore as an educational video producer and taught pre-service teachers on the use of technology. He is currently doing his PhD in the area of scaffolding thinking in online learning under the supervision of Dr. Geoff Romeo and Dr. Len Webster.

E2

Home Education: the curriculum is Life

Roseanne Trevaskis

"Home schooling" appears to be enjoying increasing acceptance yet there is little advance in the theoretical understanding of it. To correct this imbalance, this paper suggests the existence of certain generic patterns within home learning practice, distinguishing 2 such practices: home schooling and home education. Home schooling represents the transfer of the classroom mindset, with its associated practices, expectations and epistemology into the home. This was my own mindset when I started home educating my own children 20 years ago. Reconceptualizing how children learn outside school, home education is viewed as a form of work-based learning. The child becomes immersed in a social milieu of learning in an apprentice-like relationship to more expert learners. Joint participation is motivated by authentic problem formulation and problem solving situations of everyday life within the family's meta-narrative. The tremendously demanding role of the mother and the importance of the Home are recognised and restored to positions of prestige. Due to its context-rich, highly kinaesthetic approach, home education provides useful alternative for teaching the learning disabled. The learning strategies of one home educating family are discussed. Recommendations are made for further research into collaboration between educational authorities, universities and home learning families as a way to support fledgling home learners, ensure excellence in home learning practice and provide transparency to safeguard practitioners from accusations of malpractice.

Biodata

Roseanne Trevaskis is a Master student at the Faculty of Education, Monash University, Clayton Campus, under the supervision of Assoc. Prof. Len Cairns.

F2

The Future of Stand-alone Pre-school in Victoria

Jessamin Mison-Smith

This presentation will outline proposed research into the future of stand-alone preschool in Victoria as forecast by educators in the field.

No recent study has been conducted that qualitatively assesses the real beliefs and opinions of preschool teachers working in the field as to what they believe about preschool provision in Victoria. No research is available that informs whether or not teachers believe that stand-alone preschools are still relevant; how they believe the preschool year can be best delivered; and what can be done to ensure the sustainability of preschool provision in Victoria in the future

The study aims to explore and identify the opinions of preschool teachers in stand-alone preschools as to the state of preschool provision in Victoria. The research will seek the voices of preschool teachers who have been quiet, other than through the intermediary of the Australian Education Union, since recent policy changes have been projected. The highly publicised industrial action of the last 12 months will provide an interesting contextual base for the research discussions to unfold, but a true and realistic account of teachers' perceptions of the future of stand-alone preschools in Victoria is the aim of the study.

Biodata

Jessamin Mison-Smith is a B Ed Honours student at the Faculty of Education, Monash University, Clayton Campus, under the supervision of Ms. Jill Robbins.

A3

A Comparative Study of the Impacts of two Regional Universities on the Human Capital of their Communities

Nagy Helal

The impact of universities on the human capital of their communities is a key element of the impacts associated with the social and economic development of these communities. The present study compares the impacts of two regional universities on their communities. These two universities are the University of Ballarat (UB), Ballarat, Australia, and South Valley University (SVU), Qena, Egypt. The study develops a conceptual model that analyses different types of university impacts on the human capital of their communities. It also explores the concept of human capital within a university context. From community stakeholder perspectives, the study identifies human capital attributes required for the development of their communities. Based on the perception of final year undergraduate students, the study examines the extent to which these universities contributed to the human capital of their communities. Through evidence from UB and SUV academic staff, it identifies the ways in which they could contribute further to the development of the identified attributes of human capital.

The study develops a strategic framework that suggests various means to enhance the impact of regional universities on human capital attributes. The proposed strategic framework suggests policy strategies, and strategies related to programs and practices.

Biodata

Nagy Helal is a PhD student at the Faculty of Education, Monash University, under the supervision of Prof. Simon Marginson. Nagy Helal is from Egypt, and holds a PhD scholarship sponsored by the Egyptian Government. Her academic qualifications include Bachelor, Special Diploma and Masters of Education. Her areas of interest are sociology and economy of education, particularly; how the relation between higher education and community encompasses the contribution of higher education to the development of human and social capital.

B3

Identity and values: Filipino students at international schools in Manila

Sandra Dunne

International schools take many forms and vary widely in their commitment to providing a truly international education. Many cater largely for expatriates, offering an internationally transferable education to the 'Third Culture Kids' of globally mobile professionals. Most also have a proportion of students who are nationals of the host country and, particularly in developing nations, usually belong to a social and economic elite.

This research grew out of a perceived need for a deeper understanding of how host national students experience the international school, particularly in terms of their values and identities. It also addresses the potential of these students as agents of social change.

The context of the study can be viewed at several levels: physically, where students receive an elite education amidst the relative poverty of a developing nation; culturally, as they engage with the many components of school and local cultures; and temporally, while they explore their own pasts, presents and futures as global citizens. Binding these strands is the sense of being Filipino, and how students negotiate the tensions between national and trans-national identities and values.

A case-study methodology is applied to a theoretical framework of post-colonial and critical social theory. Data collection is based on semi-structured interviews with a total of fifteen students from two schools and supported by document analysis and discussions with teachers, guidance counsellors and other staff. This is a work in progress; data collection is almost complete.

Biodata

Sandra Dunne is a Master student at the Faculty of Education, Monash University, under the supervision of Dr. Julie Edwards. She lives in provincial Philippines, teaching ESL at a local high school whilst conducting research in Manila. Previously Sandra Dunne taught art and biology for five years at 'international' schools in Kuwait and Zambia. Her research interests are culture, identity, social justice and international education.

C3

Cultural influences on the image of science portrayed by Chinese secondary school science teachers

Hongming Ma

This paper is a simple introduction of my PhD study that began this March. I am interested in looking at some issues in science education from cultural perspectives. Tentatively, my purpose is to portray a *personalised* image of science constructed by Chinese teachers/students and to analyse the possible relationship between the *constructed image* and *Chinese culture* from the following aspects:

1. The nature of Nature
2. The nature of scientific inquiry
3. The function of science & Technology in a broader social life
4. The affective aspect of science with an individual

In this paper, first, I will give some background information about the influence of cultural change on science education in China. Then I will describe how I locate my study within this cultural background.

Biodata

Hongming Ma is a PhD student at the Faculty of Education, Monash University, Clayton campus, under the supervision of Prof. John Loughran and Assoc. Prof. Lesley Farrell. Her field of interest is cultural study in science education.

D3

Money and Markets? Peace, Love and Understanding? A comparison of national discourses about international education

Norma Koehne

Discourses are fluid and changing, and multi-layered. National discourses about international education in Australia have become dominated by marketisation, although there are traces of other ways of talking about international education present. It is interesting to look at how other national governments talk about international education, and find a variety of discourses included. Recent government policy statements from Australia, New Zealand, the USA, UK, Denmark and Japan will be used as the basis for the discussion.

Biodata

Norma Koehne is a PhD student at the Faculty of Education, Monash University, under the supervision of Prof. Simon Marginson in the area of international education.

E3

The Notion of Space in International Education: How the Singaporean students construct themselves in Australia

Aaron Tham

International education has been located as an important process for developing nations as they attempt to embrace the concept of a global society. Current research on international education has focused on the policy arrangements and construct of teaching pedagogies and discourses. Little is known about how international students themselves identify and engage with the concept of international education.

This research undertaken as part of a PHD thesis, attempts to triangulate the perceptions and misconceptions of international education. This process will investigate the perceptions of Singapore students in their home country prior to the commencement of their studies in Australia using questionnaires and are compared with Singapore students who have already commenced their studies in Australia using focus groups and these observations and findings are then matched with the Singapore government's policy documents using a critical discourse analysis methodology.

The Singapore market is a relatively complicated one with major foreign players setting up campuses in the country combined with the consolidation of the transnational programs. This has shaped the island state into an educational hub, attracting foreign investment and regional co-operation of higher education providers. A key nation in South East Asia and even the Asia continent, Singapore is highly developed in the demand for higher education utilising English as a medium of teaching.

The relevance of the research will identify and assist in future directives for various universities and Australia as it positions itself as a leading provider of higher education. The findings of the research, then, explore potential markets and pitfalls as the global education industry continues to grow in the knowledge economy.

Biodata

Aaron Tham is a PhD student at the Faculty of Education, Monash University, Clayton campus, under the supervision of Dr. Cynthia Joseph in the area of international education.

F3

Standing Up/Sitting Down: Retrieving Thai Students' Voices in an English Literature Classroom

Pornsawan Tripasai

Once upon a time there was a room in which the windows were hidden under a thick curtain and never opened. In that room, students sat, fixing their eyes on an authoritative figure – their teacher – who stood, at the front of the room reading a book to them in English. A layer of power separated the teacher from the rest of the room.

This paper will tell a story of English language and literature teaching in a Thai university. The story discusses how neo-colonial influences enter Thailand through English language and literature teaching. This area of education is popular in Thailand due to its socio-economic contact with the globalising world. I use two metaphors, the classroom and the elevated physical position of the teacher, to investigate how neo-colonialism suppresses students' identities. I will use these metaphors to deconstruct the paradigm of traditional English literature teaching that has created a binary between authoritative teachers and passive students, hence imposing Anglocentrism in the classroom. My deconstruction of the traditional classroom will challenge this binary between teachers and students. In my alternative classroom, teachers will guide students in the retrieval of their voices by bringing their own experiences from outside the room and articulating their awareness of the neo-colonial influences and Thailand's identity crisis.

Biodata

Pornsawan Tripasai is a PhD student at the Faculty of Education, Monash University, Clayton campus, under the supervision of Assoc. Prof. Brenton Doecke. Pornsawan Tripasai is also a lecturer at the Department of Western Languages, Silpakorn University, Thailand. She has 3 years experience in teaching English language and literature. Her main research interest is Postcolonialism.

Acknowledgements

The MERC 2005 Conference subcommittee wish to thank the following people:

Dr. Margaret Gearon for delivering the opening address of the conference.

Associate Professor Denise Lussier, McGill University, Montreal (Canada) for accepting our invitation to speak at our Invitational Lecture.

Rosemary Viete, Kerry Theodora, Ed Irons, Dr. Susy Edwards and other faculty staff who have assisted with providing presenters' data, registrations and the setting up and running of the day.

All presenters and chairs, without whose participation in the first place, this event would have never taken place.

All faculty staff and students who have helped in any way at all to make this event possible.

MERC Conference Subcommittee 2005

Dr. Margaret Gearon
Convenor

(In alphabetical order)

Russell Cross	Justin Karol
Norma Koehne	Ben Leung
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Anna Podorova	Yiong Hwee, Teo
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