



MONASH University
Education



GROUP OF EIGHT

Monash Education Research Community presents

2010: A research odyssey

MERC Annual Conference, Friday 2 July 2010

A white sign with the text 'Research Students' is attached to a wooden surface. The sign is slightly curved and the text is in a large, bold, sans-serif font. The background is a close-up of the wood grain.

Research Students

2010: A research odyssey

Proceedings of MERC Annual Conference, 2 July 2010

Published and reproduced by
Monash Education Research Community (MERC)
Faculty of Education
Monash University

June 2010

ISBN 978-0-9806760-0-6

Copyright © Monash University (2010). All rights reserved. Except as provided in the Copyright Act 1968, this work may not be reproduced in any form without the written permission of MERC Faculty of Education, Building 6 Monash University, Clayton, Victoria 3800 or MERC Faculty of Education, Building A Monash University, McMahons Road, Frankston, Victoria 3199, Australia.

Message from the 2010 MERC Convenors

Welcome to 2010: A Research Odyssey

Please join us on our journey of discovery!

As HDR students we are all committed to our individual research journeys, but the aim of MERC is to provide regular opportunities for our paths to cross - junctions where we can meet up with our fellow travellers. These meetings provide us with the friendship, support, encouragement and advice that help sustain us through the lonelier sections of our journeys.

The Annual MERC Conference is the equivalent of a major city intersection! For one day of the year, all our paths converge in one place and provide a wonderful opportunity for hearing about each others' research journeys before we head off again in search of our final destination.

The MERC convenors hope that you find the day rewarding and refreshing, and look forward to meeting up with you on many more occasions throughout our candidature.

Best wishes and travel safely,

Helen Grimmett, Ekaterina Tour, Cunzhen Yang and Sylvia Almeida

MERC CONFERENCE 2010

2010: A Research Odyssey

July 2, 2010

- General Information -

Registration

Registration begins at 8.30am on the day of the conference in the ground floor foyer of the Education Building 6 (Clayton Campus). Throughout the day, last minute sessions, time and/or venue changes, as well as other relevant announcements, will be posted on a message board by the registration desk in the foyer. There is a dedicated space in ground floor room G19 for meeting, greeting, retreating and taking refreshment tea/coffee in between sessions.

Display name label please.

All participants will receive a name label at registration. To facilitate interaction please wear your label throughout the day.

Parking

Parking will be free of charge for the entire day to all conference participants in the campus blue areas. No permits need to be displayed. The nearest blue car parks are situated to the east of the education building (Building 6).

Poster Display

Participants are invited to view the poster presentations on display all day in room G19.

Conference Lunch

A mouth-watering conference lunch will be served in the staff room on Level 2. Food is also available on campus at various outlets and at one licensed bistro within the Campus Centre, and another below the Matheson Library.

End of Conference Prize Draw:

Upon registration all participants are invited to enter their name in the prize draw which will occur at the end of day Plenary and summary session. There are bookshop prizes to be drawn. The winners of the draw must be present to collect their prize. If the winner is not present subsequent draws will be made.

Participant Feedback

Successive MERC conference organising sub-committees have benefited over past years from participant feedback. Likewise, your comments and feedback this year are equally valued and appreciated. A feedback form will be made available in the conference packages or at the registration desk. Please take some time at the end of the conference to fill it in and return it to a box located on the registration desk.

If the fire alarm goes off...

Should the fire alarm go off, please evacuate the building using the nearest emergency exit or escape staircase. Do NOT use any lifts or adjacent staircases. Assemble in designated area outside the Rotunda Building.

If you have any further questions or concerns, please feel free to ask anyone at the registration desk – we are more than willing to assist.

MERC ANNUAL INVITATIONAL LECTURE

Keywords: A vocabulary of doctoral writing

Professor Ilana Snyder

9:10am- 9:55am

Room G.23



Professor Ilana Snyder is the Associate Dean, Research in the Faculty of Education, Monash University. She was the Faculty's inaugural Associate Dean, Research Degrees and Induction, appointed in 2005.

Ilana has supervised 13 doctoral students to completion and is currently supervising 7 research students. One of the proudest moments in her career as an academic was when two of her students received university awards for their research theses.

DISCUSSION PANEL

Research Odyssey: Personal stories from the field

Dr Anita Devos, Professor Terri Seddon, Dr Margaret Gearon, Dr Raqib Chowdhury

1.35pm - 2.15pm

Room G.23

Panel members will discuss their own research journeys. What inspired them to choose their initial research topics? How did they energise themselves to sustain the journey? What new paths are they exploring beyond their PhD?

PANEL CHAIR

Dr Anita Devos - Director of Research Degrees for the Faculty of Education

PANEL MEMBERS

Professor Terri Seddon – Professor of Education

Dr Margaret Gearon – Senior Lecturer

Dr Raqib Chowdhury – Student Support Officer, Academic

MERC Annual Conference.

2010: A Research Odyssey

Friday July 2nd 2010

Education Building (6), Monash University, Clayton Campus.

Time	Events										
8.30-9.00	REGISTRATION										
9.00-9.10	WELCOME FROM MERC. WELCOME TO COUNTRY – Room G23 OFFICIAL OPENING <i>Associate Professor Joanne Deppeler (Associate Dean Research Degrees & Induction)</i>										
9.10-9.55	MERC ANNUAL INVITATIONAL LECTURE – Room G23 <i>Professor Ilana Snyder</i>										
10.00-11.00	PAPER SESSION 1										
Room G 19 RETREAT ROOM Tea/coffee Resources	<table border="1"> <thead> <tr> <th>Room G 08</th> <th>Room G 23</th> <th>Room G 25</th> <th>Room G 34</th> <th>Room 1.64</th> </tr> </thead> <tbody> <tr> <td> 1. Liang Li "I am doing some cooking": A cultural-historical analysis of parental involvement in a preschooler's bilingual heritage language development 2. Gloria Quinones Telenovela 'Las Divinas': A 'Common Practice' in Mayra's home and school everyday life </td> <td> 3. Kate Jacobs The development of a self-report measure of cognitive abilities 4. Norzila Zakaria The effect of Psychiatry Based Behaviour Training Module on self confidence among teachers in Malaysia </td> <td> 5. Claire Tumilovics Student Perceptions of English: How subject English and its curriculum impact upon student identity 6. Sue Wilson Concerns for students and teachers when undertaking Critical Visual Literacy </td> <td> 7. Kevin Tant Learning outcomes, university policy and the international student journey: A Vietnamese business graduate perspective upon returning home 8. Warwick Lyon International students from China – Expectations and outcomes </td> <td> 9. Teuku Zulfikar Exploring my own people: Reflection on my research journey 10. Taghreed Jamal Al-deen Muslim women in Melbourne: The experiences of teaching career in non-Islamic schools </td> </tr> </tbody> </table>	Room G 08	Room G 23	Room G 25	Room G 34	Room 1.64	1. Liang Li "I am doing some cooking": A cultural-historical analysis of parental involvement in a preschooler's bilingual heritage language development 2. Gloria Quinones Telenovela 'Las Divinas': A 'Common Practice' in Mayra's home and school everyday life	3. Kate Jacobs The development of a self-report measure of cognitive abilities 4. Norzila Zakaria The effect of Psychiatry Based Behaviour Training Module on self confidence among teachers in Malaysia	5. Claire Tumilovics Student Perceptions of English: How subject English and its curriculum impact upon student identity 6. Sue Wilson Concerns for students and teachers when undertaking Critical Visual Literacy	7. Kevin Tant Learning outcomes, university policy and the international student journey: A Vietnamese business graduate perspective upon returning home 8. Warwick Lyon International students from China – Expectations and outcomes	9. Teuku Zulfikar Exploring my own people: Reflection on my research journey 10. Taghreed Jamal Al-deen Muslim women in Melbourne: The experiences of teaching career in non-Islamic schools
Room G 08	Room G 23	Room G 25	Room G 34	Room 1.64							
1. Liang Li "I am doing some cooking": A cultural-historical analysis of parental involvement in a preschooler's bilingual heritage language development 2. Gloria Quinones Telenovela 'Las Divinas': A 'Common Practice' in Mayra's home and school everyday life	3. Kate Jacobs The development of a self-report measure of cognitive abilities 4. Norzila Zakaria The effect of Psychiatry Based Behaviour Training Module on self confidence among teachers in Malaysia	5. Claire Tumilovics Student Perceptions of English: How subject English and its curriculum impact upon student identity 6. Sue Wilson Concerns for students and teachers when undertaking Critical Visual Literacy	7. Kevin Tant Learning outcomes, university policy and the international student journey: A Vietnamese business graduate perspective upon returning home 8. Warwick Lyon International students from China – Expectations and outcomes	9. Teuku Zulfikar Exploring my own people: Reflection on my research journey 10. Taghreed Jamal Al-deen Muslim women in Melbourne: The experiences of teaching career in non-Islamic schools							
11.00-11.30	MORNING TEA – Room G19										

11.30-12.30	PAPER SESSION 2					
Room G 19	Room G 08	Room G 23	Room G 25	Room G 34	Room 1.64	
RETREAT ROOM Tea/coffee Resources	<p>11. Pui Ling (Pauline) Wong A cultural-historical study of child development</p> <p>12. Thi Thu Hien Phan Vietnamese teacher education and new school practice: A socio-historical analysis</p>	<p>13. Megan Brownlie Psychotherapist tearfulness: Therapist and client perspectives</p> <p>14. Rafidah Aga Mohd Jaladin Journeying towards becoming a multiculturally competent counsellor: From practice to research and vice-versa</p>	<p>15. Lavanya Raj Why Indian teachers beat: An understanding of corporal punishment in India</p> <p>16. Annette Bromdal Queering/Doing intersex in sport</p>	<p>17. Ahmad Munir Learning and using classroom language in an English teacher education program in Indonesia</p> <p>18. Paulus Kuswandono Reflective practices for pre-service teachers in Indonesia</p>	<p>19. Mohammad Moninoor Roshid English in corporate settings: A study of standards and expectations</p> <p>20. Beryl Wintrip Unheard voices in a cultural jungle: A study of the marginalisation of knowledges and discourses in the multicultural classroom</p>	
12.30-1.30	LUNCH – Staff Room 2.24 Presentation of Annual Publication Awards: Associate Professor Joanne Deppeler					
1.30- 2.15	Discussion Panel: Room G23 Topic: Research Odyssey: personal stories from the field Chair - Dr Anita Devos (Director of Research Degrees for the Faculty of Education) Panel members – Professor Terri Seddon, Dr Margaret Gearon, Dr Raqib Chowdhury					
2.15-3.15	PAPER SESSION 3					
Room G 19	Room G 08	Room G 23	Room G 25	Room G 34	Room 1.64	
RETREAT ROOM Tea/coffee Resources	<p>21. Khalid Alshahrani Toward more effective adoption of e-learning in our universities: Cultural and historical perspectives on academics' approaches and conceptions</p> <p>22. Worawoot Tutwisoot Fostering learner autonomy: Diversity in the same language learning situation</p>	<p>23. Munaza Nausheen The relationships between the motivational beliefs, course experiences and achievement among postgraduate students</p> <p>24. Brett Williams Psychometric evaluation of a paramedic graduate attribute scale: A Rasch rating scale analysis</p>	<p>25. S M Hafizur Rahman Engaging in professional learning communities: A way to address secondary science teachers' alternative conceptions in science in Bangladesh</p> <p>26. Marlina Ali Students' use of metacognitive skills in problem solving: A preliminary finding of pilot study</p>	<p>27. Isti Gandana Teacher beliefs, teaching practices and the creation of a dialogic space: A case study of the 'intercultural teachers' in Indonesian tertiary education settings</p> <p>28. Cunzhen Yang Teachers in a Community Language School in Melbourne</p>	<p>29. Ahmad Bukhori Muslim <i>We want them to embrace our culture:</i> Identity negotiation and heritage culture maintenance among teenagers of Indonesian permanent residents in Melbourne Australia</p> <p>30. Masud Ahmmed Teacher feedback and dialogue for Inclusive Education in primary schools in Bangladesh</p>	

3.15-3.45	AFTERNOON TEA – Room G19					
3.45-4.45	PAPER SESSION 4					
<u>Room G 19</u>	<u>Room G 08</u>	<u>Room G 23</u>	<u>Room G 25</u>	<u>Room G 34</u>	<u>Room 1.64</u>	
RETREAT ROOM Tea/coffee Resources	<p>31. Siti Rohani Impacts of Task-Based Learning on Indonesian tertiary EFL students' employment of oral communication strategies</p> <p>32. Azleena Mohamad A look into teachers' assessment practices in School Based Oral English Assessment (SBOEA)</p>	<p>33. John Haycock The promise of pedagogy: (Re)imagining a 'pedagogy of protest music' at the intersection of adult education for social change and cultural studies</p> <p>34. Jennifer Miles Stories of self that bring meaning and new imagining</p>	<p>35. Venkata Aluri Students' perspectives on effective mathematics teaching in middle years of schooling in Australia</p> <p>36. Sitwat Saeed Students' and teachers' perceptions of their motivation type and its impact on students' engagement. A qualitative case study</p>	<p>37. Siti Nazuar Sallin Teachers' technology integration: Communities of Practice (CoP) perspective</p> <p>38. Hongzhi (Tom) Zhang Educational equity research: Chinese and Western academic discourses</p>	<p>39. Ainura Djumasheva Private universities in Post-Soviet Kyrgyzstan: Neoliberal policy is not an exception</p> <p>40. Yeshe Jampa Belonging, Being and Bargaining: Negotiating political risk in the Early Years Learning Framework – A Critical Discourse Analysis of policy</p>	
4.45-5.00	<p>Prize draw - We have gifts from Monash Bookshop to give away. You must be present to collect your prize.</p> <p>PLENARY AND SUMMARY</p> <p><i>Mr Mayur Katariya (Coordinator, Research Degrees Administration) Room G23</i></p>					
5.00	WINE, SOFT DRINKS, CHEESE AND FRUIT – Room G19					

MERC CONFERENCE PAPER ABSTRACTS

Each paper presented will be of 20 minutes duration, with 10 minutes question time.

PAPER SESSION 1 - 10.00-11.00

Room G 08

1. Liang Li - "I am doing some cooking": A cultural-historical analysis of parental involvement in a preschooler's bilingual heritage language development

Play is a significant medium for children's language development. Previous literature has shown an interest in the linguistic perspectives of bilingual heritage language development (Laurent & Martinot 2009; Wang, Perfetti, & Liu, 2005). Little research focuses on play approaches/pedagogy as a means to explore children's bilingual development. Moreover, play intervention and pedagogy can facilitate children's language development and parents can use play as a pedagogical tool to enhance their children's language communication (Tsao, 2008). This paper holds Vygotsky (1966)'s cultural-historical theory on play and imagination to find out in what ways parents participate in children's role play in order to improve children's bilingual heritage language development. In the larger study which this paper draws its data, three methods were applied, namely images, one hour video interview and one hour video observation data on verbal interactions within the home contexts. The particular interest of this paper focuses on an episode where Linda (5 years old) and her father play "cook in the restaurant", to explore how Chinese immigrant parents support their preschooler's language development in play. Findings show that how children's bilingual language develop through imagination during the play under the support of their parents.

Bio: A third year fulltime PhD student studying at the Monash University Peninsula Campus under the supervision of Professor Marilyn Flear. My research interests include language development, play and pedagogy, and family studies.

2. Gloria Quinones - Telenovela 'Las Divinas': A 'Common Practice' in Mayra's home and school everyday life

This presentation aims to discuss and understand practices between home and school in Mayra's life. This research follows a cultural-historical approach (Vygostky, 1998) to understand everyday life experiences of a five year old child that lived in a rural community in Nuevo Leon, Mexico. The method followed digital video observations (Flear, 2008) of home and school practices. This research aims to understand the 'telenovela' (soap opera) as a "common practice" in Mayra's everyday life and it was dialectically transformed at home and school. Digital technology such as television and watching the telenovela "Las Divinas" opened imagination, rhythm, dance and play. Understanding Mayra's social situation of development (Vygotsky, 1998; Bozhovich, 2009; Flear & Hedegaard, 2010) through the dynamics of her social reality opened new zones of understanding cultural aspects of the Mexican culture. Watching and listening to the telenovela created new possibilities to new zones of proximal and potential development by playing, imitating, singing and mainly bringing to Mayra's personality, confidence. This interest was supported by the kindergarten teacher. Mayra's everyday experience and social situation of development merged in a complex unity of external conditions. This external conditions of 'common practice' of watching television brought positive and expected internal conditions of emotion and freedom to her personality and everyday life in this place.

Bio: Gloria Quinones is a third year PhD student from the Faculty of Education, Peninsula. She is under supervision of Prof. Marilyn Flear.

Room G 23

3. Kate Jacobs - The development of a self-report measure of cognitive abilities

The development of a reliable and valid self-report measure of cognitive abilities could provide an economic and time-efficient alternative to the traditional cumbersome and costly performance-based methods of assessing cognitive abilities. This paper outlines the initial development of the Self-Report Measure of Cognitive Abilities (SRMCA), a measure designed to assess individual differences in three specific cognitive ability areas from the Cattell-Horn-Carroll model of cognitive abilities; Comprehension-Knowledge, Fluid Reasoning, and Visual Processing. The initial 26 item measure was completed by 253 adults. Psychometric analysis of the results was used to reduce the measure to 20 items. Results of an exploratory factor analysis on the refined measure strongly supported the hypothesised three factor solution. Analysis also revealed that the three subscales within the SRMCA demonstrated adequate internal consistency reliability. Directions for future research aimed at validating the SRMCA are discussed.

Bio: I am currently completing the combined Masters/PhD in Educational and Development Psychology. My research interest is in the development and validation of self-report measures, as well as determining the variables associated with accurate and inaccurate responses to such measures.

4. Norzila Zakaria - The effect of Psychiatry Based Behaviour Training Module on self confidence among teachers in Malaysia

Behavioural problems among school children are an ongoing problem globally. The effectiveness of many behaviour intervention programs is not encouraging and finally, many of the school children are referred to mental health professionals. The education department and mental health professionals have been trying their best in order to tackle the same problem, however still fail to develop a comprehensive method probably due to poor collaboration between these two departments. Teachers remain feeling inadequate and not confident to handle children with behavioural problems. It is an urgent need to innovate a practical model of collaboration between these two departments that empower school teachers in managing simple behaviour problems and help the mental health professionals detect early signs and symptoms of psychiatric illnesses, in order to prevent further mental health problems. The development of the "Psychiatry Based Behaviour Training Module" is an effort to improve the collaboration between the two departments in Malaysia. It is hoped that the simplified language and hands on experience designed in the module will help the participants to develop the skill and improve their confidence level in handling children with behavioural problems and help to curb further mental health complication in general.

Bio: Obtained Medical Degree and Master of Medicine (Psychiatry) from UKM (Malaysia) in 1996 and 2005 respectively. Currently, a medical lecturer and psychiatrist in Universiti Sains Malaysia (child and adolescent psychiatry unit). Interested in school mental health. Established and actively involved in the school based screening program for learning difficulties.

Room G 25

5. Claire Tumilovics - Student Perceptions of English: How subject English and its curriculum impact upon student identity

The demands placed on senior secondary students in English are immense; assessment, competition and an increased expectation of a mature approach to a student's written expression and ability to analyse a text closely. At times, some students relish the challenge and openly label themselves as 'English students'. Yet others will often use their identity as a student in opposition to their perception of what it means to be an English student, to explain their anxieties about certain tasks. When considering the literacy demands on senior secondary students, this study aims to examine how the subject's outcomes for achievement, and the boundaries imposed upon students' reading and their writing styles, impose limitations on their identities or if are they opening up new worlds to them.

Importantly, in the current educational climate of an impending National Curriculum, the perceptions of what makes an 'English student' in the documentation, is another factor that will impact upon student identity. In the study, students' English identities are compared to those that are outlined in the National Curriculum

documentation with an aim to discover how this can drive teaching and learning, as well as the English curriculum.

Bio: Claire Tumilovics is final year Masters student who is working on a minor thesis in the area of Literacy Studies. She is currently working as an English teacher with senior secondary students in a co-educational college and has an interest in how students' perceptions of subject English, affect their educational identity.

6. Sue Wilson - Concerns for students and teachers when undertaking Critical Visual Literacy

This paper reports on one aspect of a study which developed and trialled the use of a conceptual model for Critical Visual Literacy with grade 5/6 students. Traditionally, visual and critical literacy have been developed as discrete areas, however this study combined these areas to reflect people's need to be effective in decoding, analysing and developing personal interpretations of the visual in contemporary society. This paper focuses on the experiences of teacher-as-researcher and students-as-research-subjects during workshops where students explored existing ideas about drugs and then used picture book images to discuss the social, economic and political issues associated with drug use. The study found role-duality was highly cognisant for both cohorts and that explicit exploration and acknowledgement of challenges regarding these roles was beneficial. Issues for the teacher-as-researcher included censorship and curriculum expectations when designing learning experiences. For the students-as-research-subjects, expectations related to equality of 'voice' and assertiveness levels between students. These students were also conscious of choices regarding what was deemed 'appropriate' for them by school leaders and parents. Identifying and exploring participant's roles has provided useful empirical data for the implementation of critical visual literacy in a world where decoding of the visual is of increasing importance.

Bio: Sue currently teaches grade 5 at Fountain Gate Primary School in southern metropolitan Melbourne. She has recently received first class honours for her thesis entitled "Critical Visual Literacy: A theoretical and practical exploration", and aspires to conducting further research combining this area with technology through a PhD beginning in 2011.

Room G 34

7. Kevin Tant - Learning outcomes, university policy and the international student journey: A Vietnamese business graduate perspective upon returning home

Education is Australia's third largest export industry, but there is little evidence about the utility of learning outcomes for international students from developing countries who study a business degree in Australia and return home after graduation. My research investigated the relationship between the attributes a Group of Eight University in Australia suggests its graduates possess with the outcomes that have utility for international students from a developing country. This was explored through the experiences of Vietnamese business graduates who studied in Australia and then returned to the world of work in Vietnam after graduation. Using a snowball technique, data was collected from business graduates through the conduct of individual and focus interviews in Vietnam and through the completion of a questionnaire. The research was informed by university policy and the literature relating to internationalisation of higher education and the development of graduate attributes. My findings suggest that it is the development of an international perspective, graduate attributes and a world view that has prepared the graduates to meet ongoing challenges in a country where tension is caused by the duality of communist ideals and free market economics as Vietnam opens its doors further to the western world.

Bio: Kevin Tant is a Senior Lecturer in the Faculty of Business and Economics at Monash University. He brings 20 years' industry experience to this position. He is currently completing a professional doctorate in the Faculty of Education. Kevin has been recognised for his contribution to student learning by being awarded an ALTC citation in 2008.

8. Warwick Lyon - International students from China – Expectations and outcomes

The provision of education facilities for international students is now a significant export industry for Australia. Globalisation has flowed through to education and students now leave their homelands to gain an international education. There are now many educational and financial opportunities available for students, providers and the

Australian economy. With all ventures that grow quickly there is a need for controls and regulations to ensure that it is a fair and beneficial market place for all.

Australia must demonstrate high standards of education and security to retain our position as a major supplier. Australia is seen as a desirable destination for international study. If Australia wants to continue to have this reputation, governments, institutions and providers must maintain high standards to ensure the flow of students continues. Governments should strive to regulate all services to ensure that this significant source of export revenue is maintained and grown.

The results of the study will be of use to all providers of services to Chinese national students in Victoria. It will make them more aware of the market's needs and any shortcomings that may require attention. Providers of education and ancillary services could benefit from this research to assist in their planning and future investments.

Bio: Having worked in the IT business world for 30 years I returned to study (BA, MBA, DBA, Grad Dip Ed and Cert IV). I have worked as a teacher/lecturer for 7 years, mainly with international students, teaching a range of business related subjects.

Room 1.64

9. Teuku Zulfikar - Exploring my own people: Reflection on my research journey

Muslims of various ethnic backgrounds have a long history of migration to Australia; and studies on Muslims in Australia have been conducted by insider researchers, Muslim scholars as well as by outsider researchers, non-Muslim scholars. This current study is being conducted by an insider examining Indonesian-Muslim youth's religious identity in relation to their experiences within their families, Muslim community and their schooling. In this paper, I reflect on my status as the researcher, exploring the challenges and benefits I have obtained as a 'halfie' researcher studying my own Muslim community. In conducting this research, I bring my 'double-consciousness' (Klaas, 2006) during the research process, as an insider and at the same time as an outsider. I am a Muslim like all my participants, and thus count as an insider. Unlike these young Muslims, I was born and bred among Muslim families living in the biggest Muslim country in the world; and my experience as a Muslim living in the most populous Muslim country make me as an outsider. This research which adopts semi-structured interview and personal narrative as methods of data collection recruits 12 young Muslim studying in Australian public school.

Bio: I obtained my master's degrees from Monash University, and also from Ohio University, USA. Currently, I hold a position as a lecturer at Imam Bonjol Islamic state Institute in Indonesia. My current research focuses on Sociology of Education.

10. Taghreed Jamal Al-deen - Muslim women in Melbourne: The experiences of teaching career in non-Islamic schools

In Australia, Islam is the fourth largest grouping after Christianity. According to the 2006 census, approximately 340,392 people or 1.71% of the population identify as Muslims. Literature on the Muslim minority in Australia has increased in recent times. Nevertheless, there is a lack of studies examining Muslim female teachers, particularly in relation to their career experiences. A popular stereotype of Muslim women portrays them as invisible human beings with no use or value to their society; they are represented as passive, oppressed, inactive, and victimized. On the other hand, Muslim culture and religion reinforce traditional gender roles especially those regarding women's responsibilities in the home and family. This paper is based on research that focuses on the career experience of Muslim female teachers in non-Islamic schools. It aims to explore how Australian Muslim female teachers negotiate their religious, gender, and professional identities in non-Islamic schools, the experiences of engaging in teaching and how these are related to their Muslimness, and the ways Muslim women teachers are empowered and disempowered in the different work context. This study employs document analysis and in-depth interviews with the teachers. Some preliminary findings are presented in this paper.

Bio: PhD student, Faculty of Education, Monash University

PAPER SESSION 2 – 11.30-12.30

Room G 08

11. Pui Ling (Pauline) Wong - A cultural-historical study of child development

Children develop through participation in everyday activities. However, their own voices are often ignored as they are compelled to participate in activities that are determined by their parents to be beneficial to their development. Children's development is complex and multifaceted. Therefore, the parent-dominated approach towards how children should develop may lead to detriment rather than development. This paper presents a conceptual framework, which draws on Vygotsky's (1998), Hedegaard's (2009) and Fler's (2010) cultural-historical theorizing on child development. This framework explains the societal, institutional and individual perspectives (including child's perspective), values positions, institutional practices and demands, child's motives and competences, as well as the process of child development. It provides a visualised tool to explore the dialectical relationship between parents' values and children's developmental pathways. It is suggested that this framework can provide researchers with an analytical tool to study child development in a more holistic way. It can also give parents useful guidelines to better understand and assist the way their children develop. Findings from a qualitative case study, including visual data of three Hong Kong immigrant families, help to illustrate how the framework works as a useful analytical tool and the ways parents can use it for more effective parenting.

Bio: PhD candidate at Monash University. Research interests in cultural-historical theory, dialectical methodology, child development and Hong Kong-Australian community.

12. Thi Thu Hien Phan - Vietnamese teacher education and new school practice: A socio-historical analysis

The last decade was marked with radical curriculum and pedagogy reforms in Vietnamese early childhood education (ECE). The paradigm shift in educational philosophy poses considerable challenges for Vietnamese teachers and highlights a mismatch between what teacher training offers and what new practice needs. Thus, this study aims at exploring how Vietnamese early childhood teacher education (ECTE) *perceives* the current professional situation and *responds* to the challenges and opportunities brought in by the curriculum reforms. This study attempts to answer two questions: (i) *What are the challenges and opportunities brought in by the reform?* (ii) *How will the ECTE resolve the problems and take advantage of the opportunities?* Dialectical-historical materialism and socio-historical activity theory constitutes the theoretical framework informing this study. Semi-structured interviews with different stakeholders of Vietnamese ECTE are the primary source of data in this qualitative case study. A thematic approach to data analysis is employed. Findings from this study provide crucial empirical evidence for Vietnamese ECTE policy makers, managers, and teacher educators to chart out directions for future development of the ECTE. Especially, outcomes of this study are beneficial for ECTE in those countries that are embarking on the same reform tract.

Bio: I had been working as a teacher trainer at the HoChiMinhCity University of Pedagogy (Vietnam) for ten years before embarking on the PhD course at Monash in 2008. I have a B.A. (Russia) and MPhil (UK), both in ECE. My interests: ECE curriculum and pedagogy, socio-historical activity theory, teacher education, and educational change.

Room G 23

13. Megan Brownlie - Psychotherapist tearfulness: Therapist and client perspectives

Anecdotal evidence suggests that some psychologists and counsellors become tearful in session. Yet, despite its occurrence, therapist crying is very rarely addressed in psychotherapy and counselling theory, research or training curricula. The prevailing image of the ideal therapist is one who is emotionally detached and reveals nothing of her emotional experience to the client. This therapeutic style has been described as "impersonal" (Dies, 1973) and "masculine" (Greenspan, 1986). Despite a recent trend towards a more relational focus in psychotherapy, theory and research on the therapist's use of her subjectivity (and on her emotional expression specifically) is sparse. Consequently, the implicit assumption that therapist tearfulness is harmful to the client remains untested. Failure to address this issue means we know little about how the therapist's tears

impact on the client, the therapist and therapy outcomes. The current study quantitatively examines the prevalence of therapist tearfulness in an Australian psychologist sample and compares their attitudes and experience of this behaviour by theoretical orientation, personality, and gender. Interviews with therapists who have cried in session and with clients whose therapists have cried should also elucidate in which circumstances therapist tearfulness helps and hinders the therapeutic process.

Bio: As a Masters/PhD student in counselling psychology I am interested in how psychotherapists integrate their theoretical knowledge with their experiential reality of what works with clients. Influenced by a relational perspective, I question whether the traditional proscriptive stance on the therapist's emotional engagement is always in the client's best interests.

14. Rafidah Aga Mohd Jaladin - Journeying towards becoming a multiculturally competent counsellor: From practice to research and vice-versa

My journey into becoming a multiculturally competent counsellor has encountered interesting twists and turns. In this paper, I present my research background highlighting my own reflection of my cultural self and my professional practice in counselling. Such practice helps to shape my research interest and focus on my PhD journey. Next, I discuss my doctoral research focusing on the main findings from a national survey of multicultural counselling which I conducted in Malaysia. One of these findings revealed the characteristics of a multiculturally competent counsellor who can work effectively with culturally diverse clients. This finding helps counsellors (including myself) to rethink and reflect on their current practices and, at the same time, contribute towards developing a culturally-sensitive approach for Malaysian counselling. With this new knowledge and understanding, I conclude my paper by discussing some implications for future research and practice by highlighting the strategies needed to become multiculturally competent in counselling a very culturally diverse population.

Bio: Rafidah is a lecturer at the University of Malaya and a registered counsellor in Malaysia. Currently, she is commencing her third year candidature as a full-time PhD student at Monash University, Australia. The title of her PhD thesis is 'Professional Counsellors' Understanding and Practice of Multicultural Counselling in Malaysia'.

Room G 25

15. Lavanya Raj - Why Indian teachers beat: An understanding of corporal punishment in India

In the recent past, there have been a number of physical injury and death reports relating to school corporal punishment (CP) in Indian media. According to the Government of India, Child abuse report, 2007, that covered 12,447 children from 13 states across the country, 65% of children get beaten at schools. This means that two out of every three children in the sample were recipients of CP. Literature indicates that corporal punishment and threat of physical violence stand out as a common theme in Indian schools. Using research literature the paper comprehends reasons for CP by exploring Indian cultural *introjections* (replication of the surrounding world) and the social hierarchical nature. Evidence from ancient history like Chanakya's dictum (c. 350–283 BCE) that translates as, 'indulge the child up to five years, punish him up to ten years, and at fifteen, teach him as a friend' (B.P. Bhattacharya, 1937) and mainstream Hindu tradition reflect the authoritarian–deferential attitudes in adult-child relations which manifests in teacher-student relations. By exploring the nature of Indian teacher-student relationships the paper describes how the dynamics of the relationship may contribute to corporal punishment and explains the need for Indocentric teacher leadership models to address CP.

Bio: A psychologist by profession, my work has been mainly involving students, parents, educational institutions and business organizations in personal counselling, career counselling, human resource development, training, teaching and curriculum preparation. My personal and professional interests are the same – to enhance the quality of human existence.

16. Annette Bromdal - Queering/Doing intersex in sport

"Who are white people to question the makeup of an African girl?" announced the President of Athletics South Africa when the 800m world champion and South African 'Golden Girl' Caster Semenya had her sex and gender questioned in Berlin 2009. Her muscular physique, deep voice, facial hair and suddenly improved

performance raised suspicions of her sex and gender identity. The sex and gender query provoked reactions of a nation, even a continent, under attack, where the body and sexuality of the 'black' (South) African woman was dehumanized and pathologized.

This paper examines the scandal surrounding Caster Semenya. The Semenya controversy represents much more than a world glimpsing into an athlete's and a nation's underpants. The controversy produced nervous reactions concerning the logic of the binary sex, gender, body and embodiment model in and around the culture of elite sports. This paper outlines 'troublesome' sex, gender, body and embodiment concepts where the 'Other' is advised to conform to the binary norms or remain as the 'Deviant Other'. This paper concludes that the sporting world, its medical establishment, and the world in general, urgently need to address the issue of intersex variations and the binary expectations that they reinforce and disrupt.

Bio: Annette Bromdal, originally born in Sweden, is conducting her PhD on how ideas and ideals about sex, gender, body and embodiment are produced, disciplined and maintained within the International Olympic Committee and its medical establishment and how these norms affect athletes with intersex variations.

Room G 34

17. Ahmad Munir - Learning and using classroom language in an English teacher education program in Indonesia

In sociocultural perspectives of learning and teaching language is used as a tool in mediating learning (Freeman, 2004; Gee, 2004; Johnson, 2009; Walsh, 2006). This means that teachers have to master the specific language of the classroom for 'dialogic mediation' (Freeman, 2004; Gee, 2004; Walsh, 2006). This may be a challenge for non native teachers, especially in EFL contexts, because of their lack of proficiency in the target language (Bailey, 2006). Most language teacher education programs in the world do not explicitly teach the language of the classroom (Fillmore and Snow, 2000; Freeman, 2002; Tedick, 2009).

Using data collected as a part of my PhD research, this presentation will describe the nature of classroom language presented and learned by the pre-service English teachers in an English teacher education program in an Indonesian university. Seven pre-service English teachers participating in this multiple case study research completed learning journals and videotaped their own micro-teaching. Other data include the lecturer's teaching journal, the syllabus for two coursework units, and interviews with the student teacher participants and the lecturer. The development of classroom language and its relationship to their developing pedagogical skills during microteaching will also be explained in this presentation.

Bio: With a B.Ed in English education I taught EFL in two secondary schools and a private teacher college in Pasuruan in 1999. In July 2003, I completed M Ed TESOL – (International) at Monash University, which enabled me to become a lecturer in the State University of Surabaya. I started my PhD in September 2008.

18. Paulus Kuswandono - Reflective practices for pre-service teachers in Indonesia

There is a wide range of different understandings and arguments of what is meant by reflective practice. In early debates, Dewey (1933) and Schon (1983) emphasised the value of meaningful reflection to prevent professionals from just following mechanical routines in their practices. More recently, Kemmis and Smith (2008:10) stress that pre-service teachers needs to incorporate deliberate and systematic designing of reflective practice into their preparation for teaching (see Grimmett, 1988; LaBoskey, 1994; Loughran, 1996; Parkison, 2009).

Reflective practice as an idealistic pedagogy, however, cannot be claimed successful yet on its implementation due to varied interpretations and implementations. Apart from the slow adoption of such practice in education, the majority of research findings show that reflection fails to address the wider scope of educational purposes, such as issues of equity, moral, and ethics to be explored in classrooms. Considering such situation, this study seeks to find out more evidence on the values, barriers, and alternative strategies of practicing critical reflection for pre-service teachers in Indonesian socio-cultural context. It will investigate the developmental process of framing and reframing problems of reflective practice for a small number of pre-service teachers in an Indonesian university as a central preparation for their later professional development.

Bio: Paulus Kuswandono is a lecturer in the English Education Study Program, Sanata Dharma University, Yogyakarta, Indonesia since 1996. His major interests in education are in teachers' professional development, teaching methodology, and character building. He earned his M.Ed. (TESOL) from Monash University in 2001.

Room 1.64

19. Mohammad Moninoor Roshid - English in corporate settings: A study of standards and expectations

Being a developing country, Bangladesh is significantly expanding in international and intercultural business contexts. It is beyond dispute that English is the language of such international and intercultural business and therefore, communication skills in English are an essential linguistic capital. Corporate organisations increasingly require sound English communication skills from their employees. In a range of settings especially in Bangladesh, many employers believe that graduates need to improve in English communication skills as employers are dissatisfied with the communication skills of their newly employed graduates. But what sort of English communication skills do corporate settings require in this rapidly changing intercultural business world? In order to explore the strength and weakness of universities' academic programs for better preparing students to work in fast-paced, high-tech environments; and help students maximise the return on their educational investments, it is important for universities to identify the match and mismatch between English communication skills offered by universities and those desired by corporate settings, otherwise both graduates and business organisations will be severely affected. This research will explore the hitherto unstudied congruence between teaching English communication skills at higher education level in Bangladesh and those needed for business organisations in this contemporary globalized 21st century.

Bio: Mohammad Moninoor Roshid is a lecturer at the Institute of Education and Research (IER), University of Dhaka, Bangladesh. Currently, he is a PhD student in the Faculty of Education, Monash University, Australia

20. Beryl Wintrip - Unheard voices in a cultural jungle: A study of the marginalisation of knowledges and discourses in the multicultural classroom

This paper reports on a study, the purpose of which is to analyse the impact of a diverse cultural background on the language learning experience within the framework of a grade 6 Class in a primary school in the Northern suburbs of Melbourne. The aim of the study is to understand the position of the learner in this situation, as an active social actor, discursively constructing a new position of identity, contrasting the institutional impact with the individual identity of the student.

The research reported is part of a case study conducted over two Terms of the Academic Year. Qualitative research methods were used to explore how discourse practices, and the development, maintenance and change of the same, impact on the opportunity available to students to access appropriate "academic/vernacular" language.

It reports how the participants, a group of six students from Vietnamese, Arabic, and Indian backgrounds, both perceive themselves and evaluate their difficulties within the general school community and more specifically, within the literacy program of the school throughout the curriculum.

A variety of data collection methods were used including classroom observation, videotaping, group discussions, semi-structured interviews and samples of student writing. Data analysis began with on-going reflective, journal observation, combined with the highlighting and colour-coding of patterns from transcripts, indicative of practices within the classroom community, influencing opportunity for learning.

Bio: Born in UK, multilingualist. 20 Years as Teacher of Modern Languages from Grade Prep Primary, Secondary and Adult Education. 14 Years in. Migration to Australia 1999; 2001-2008 teacher of VCE Italian, French, and German. Research interests include, socio-linguistics, bilingualism and pedagogy for the teaching of second languages.

PAPER SESSION 3 – 2.15-3.15

Room G 08

21. Khalid Alshahrani - Toward more effective adoption of e-learning in our universities: Cultural and historical perspectives on academics' approaches and conceptions

Our conceptions are the lenses that we view the world through, and therefore, interpret and act accordingly (Pratt, 1992). Therefore, examining conceptions allows for classification that goes beyond behaviors; and a few conceptions may explain many different behaviors (Roberts, 2003). Hence, in order to understand how teachers use e-learning in teaching, we need to understand their conceptions of the role of e-learning in teaching. The current study seeks to explore teachers' conceptions of teaching in e-learning environments in the context of Saudi Arabian Higher Education. What this study tries to achieve is to further examine teachers' conceptions and understanding of the role of e-learning in teaching in a novel teaching context across the conceptions' categories that have been established by other authors i.e. Roberts (2003), Gonzalez (2007) and Gonzalez (2009). Furthermore, this study takes a different conceptual framework in dealing with the issue compared to the previous studies. This means that this study examines teachers' conceptions and approaches through the lens of Cultural Historical Activity Theory (CHAT) which had been used successfully in analysing environments while taking into account a holistic view that consider the cultural and social aspects of the target environment (Kuutti, 1996). This study aims to give policy-makers and other stake-holders deep and inclusive understanding about the ways teachers use e-learning in teaching.

Bio: Khalid Alshahrani is a second year PhD candidate in the Education Faculty in Monash University. He also works as a Research Assistant in projects within and out of the faculty. He holds a position of Teaching Assistant in King Fahad Naval Academy in Saudi Arabia to which he will return after completing his PhD.

22. Worawoot Tutwisoot - Fostering learner autonomy: Diversity in the same language learning situation

The main objective of the study was to investigate the development of learner autonomy in Computer-Assisted Language Learning (CALL) environments. The participants, English language teacher education students in Thailand, were encouraged to author a project collaboratively by using the Internet as a tool and a resource. The data were collected by individual interviews conducted before, at the end of, and as a follow-up, as well as field notes, transcripts of discussion, and student journals.

The findings showed that despite being in the same learning situation, not all participants were able to take charge of their own learning. The presentation will discuss the impact of political, psychological, and technical dimensions on the development of learner autonomy. The political dimension includes the freedom of choice given by the learning situation (external) and the value of the freedom supported or constrained by Thai cultural traits and the individual belief (internal). The psychological dimension is concerned with both intrinsic and extrinsic motivation. Finally, the technical dimension consists of the strategies and skills essential in autonomous learning in CALL environments.

Bio: Worawoot Tutwisoot is a PhD student in Faculty of Education. His research interests are learner autonomy, Computer-Assisted Language Learning, and Sociocultural Theory.

Room G 23

23. Munaza Nausheen - The relationships between the motivational beliefs, course experiences and achievement among postgraduate students.

While there is considerable knowledge on the relationship between student motivation and achievement, few studies have examined a relationship between student motivation and their course experiences and academic achievement at the postgraduate level. This paper is based on the findings of the initial correlation analysis of the data on motivational beliefs and course experiences of the 368 postgraduate students in five different subject areas enrolled in day and evening classes at the University of the Punjab, Lahore Pakistan. A Questionnaire was developed by adopting Scales from Motivated Strategies for Learning Questionnaire (MSLQ), and Course Experiences Questionnaire (CEQ) to measure the motivational beliefs and course experiences of students. Academic achievement was measured using the achievement score in the final examination of the course in which the data was collected. The results of

the study indicated that students' achievement scores were positively correlated with their self-efficacy for learning and performance and negatively correlated with test anxiety; whereas course experience factor, learning community, was significantly correlated with achievement score. Significant correlations were also found among almost all motivational beliefs and course experience factors. These preliminary results will provide the basis for more sophisticated further analyses of the data.

Bio: I am doing my PhD with Associate Professor Paul W Richardson. I am from Pakistan and have been teaching as Assistant Professor at the Faculty of Education University of the Punjab, Lahore Pakistan, since 1996. I have completed MA(Education) from University of the Punjab, Lahore, Pakistan and MA(Educational Technology) from University of Bath, UK.

24. Brett Williams - Psychometric evaluation of a paramedic graduate attribute scale: A Rasch rating scale analysis

The Australian health care system at all levels is under increasing pressure. The Australian paramedic discipline has seen a remarkable change in a number of areas including education, training, health care identity, and clinical practice particularly over the past three decades. Therefore preparing future health care graduates for these expected changes requires careful alignment of graduate attributes to core curriculum.

The objective of this study was to assess the psychometric properties of a paramedic graduate attribute scale (PGAS). Data generated from a national study (n=874) rated the importance of 34 paramedic graduate attribute items. A Rasch rating scale analysis was performed on the 34 items using WINSTEPS (version 3.64.2). Three objectives were specifically examined for the best fit model: i) item fit, ii) unidimensionality, and iii) differential item functioning (DIF).

The Rasch analysis showed that the PGAS and its 7 factor structure were valid and reliable. Examination of goodness of fit, unidimensionality and DIF produced item misfit and item bias in 4 items. Each of these items was subsequently removed from the scale. Item reliability ranged from (0.88-0.99) and variance explained by measures (42.5% to 66.8%).

The PGAS is a psychometrically sound instrument, offering both industry and university groups with the first set of empirically-based paramedic graduate attributes. The PGAS provides the discipline with a curriculum blueprint necessary for national standardisation, accreditation, and benchmarking of education programmes.

Bio: Brett is a Senior Lecturer in the Department of Community Emergency Health and Paramedic Practice, Peninsula Campus, and is into his 4th year of PhD studies.

Room G 25

25. S M Hafizur Rahman - Engaging in professional learning communities: A way to address secondary science teachers' alternative conceptions in science in Bangladesh

Science Teachers often subscribe to the same alternative conceptions of the real world as their students. These alternative conceptions offer parallel explanations of natural phenomena which are seen to exist in their explanation of science concepts and the instructional materials they use. This presentation discusses partial findings from an ongoing doctoral study which explores how an intervention guided science teachers to engage in addressing alternative conceptions in science through observing, sharing and challenging each other's teaching practices. One peer pair of participant teachers was formed in each of the seven secondary schools who were involved in the intervention process. Analysis of the data indicates that participant teachers were not very much aware of alternative conceptions in their practice. The intervention process guided them to address and discuss alternative conceptions in science and most of them arrived at the conclusion that they needed to be more careful about these kinds of alternative conceptions. The findings of this presentation have implications for encouraging science teachers to enhance their teaching practices through developing professional learning communities.

Bio: Hafiz is a PhD student at the faculty of education, Monash University. In Bangladesh, Hafiz is working in the Institute of Education and Research (IER), University of Dhaka. His research area is professional learning of secondary science teachers. Hafiz is experienced in working with school science teachers and the process triggered him to find how teaching strategies enhance greater student understanding in science. One of his major interests is to increase teachers' collaboration to improve their practice.

26. Marlina Ali - Students' use of metacognitive skills in problem solving: A preliminary finding of pilot study

Earlier research in physics claimed metacognition was used during problem solving processes. Nevertheless, the metacognitive skills that have been used during physics problem solving processes were less reported. This study proposes to find out what kind of metacognitive skills are used by students in physics problem solving. The researcher conducted a pilot study of six physics education students in Malaysia. These students varied in their use of metacognitive skills.

Bio: Marlina is a PhD student under the supervisions of Dr Ian Mitchell and Assoc. Prof Helen Forgasz. Marlina has a bachelor and masters in physics education. Marlina works at the Universiti Teknologi Malaysia in Malaysia.

Room G 34

27. Isti Gandana - Teacher beliefs, teaching practices and the creation of a dialogic space: A case study of the 'intercultural teachers' in Indonesian tertiary education settings.

One of the primary goals of English language teaching in Indonesia has been the development of cross-cultural understanding. While learning to be intercultural ideally involves the experience of staying abroad for extended periods, not every language learner has the opportunity to do so. It follows that they will have to rely heavily on indirect experiences, the language classroom becoming one of the most crucial sites for intercultural learning. Much of the literature on interculturality, however, tends to overlook the *agency* of the teacher who has his/her own deeply held beliefs and values and who can transmit them in the act of teaching.

This study explores the beliefs and practices of 'the intercultural teachers'. Specifically it aims at investigating how their beliefs about the English language and their understandings of theoretical concepts of culture and intercultural teaching/learning shape classroom discourse in the English language classroom. It also seeks to understand how cultural issues are negotiated and how the teachers' understandings and instructional practices might facilitate intercultural learning. The findings are yet to be sought, but the study is expected to make a valuable contribution towards foreign language and culture pedagogy in the Indonesian context.

Bio: Isti Gandana is a lecturer at the English Department of Indonesia University of Education. She is currently pursuing her PhD at Monash University, Australia. Her academic interests range from critical foreign language pedagogy, gender equity in education, literature to exploring innovative language teaching.

28. Cunzhen Yang - Teachers in a Community Language School in Melbourne

Informal, dispensable and supplementary to the mainstream, community language schools have received little attention from educational researchers in Australia. In fact, they play a very important part in the language and culture learning practices, the multilingual and multicultural experiences, and the ethnic and culture identity formation of the participants (Creese, Bhatt, Bhojani, & Martin, 2006). In 2010, around 37,000 students and 1,300 teachers are involved in the ethnic language education and culture maintenance programs in Melbourne. Among them, nearly 1/3 of the students are learning Chinese from 351 teachers in 29 Chinese schools (ESAV, 2010).

This paper focuses on six teachers and explores their experiences in Huawen School, a weekend Chinese school in Melbourne. Based on the data I collected from classroom observations and semi-structured interviews with the teachers, this paper explores the teachers' understanding of teaching ethnic language and culture in Australia and the opportunities and challenges they are facing as many of them were experienced teachers in China but novice to an extent in Australia.

Findings of the research suggest that teachers have diversified perceptions and experiences in this weekend community language school.

Bio: Cunzhen Yang is a PhD student in Faculty of Education, Monash University. This is her 3rd year in her PhD candidature and she has been supervised by Dr Cynthia Joseph. Her PhD research focuses on community language schools in Australia. Before coming to Australia, Cunzhen was a lecturer in Beijing Sport University.

Room 1.64

29. Ahmad Bukhori Muslim - *We want them to embrace our culture: Identity negotiation and heritage culture maintenance among teenagers of Indonesian permanent residents in Melbourne Australia*

Today's borderless world, frequently connecting and gathering different people in one area, has raised their awareness on identity. This search of identity questions who they are and what values they share and have and how they are distinctive from other groups. Many studies of this issue have been conducted, especially in search of an identity formation of minority groups. This research identifies the identity formation and culture maintenance of Indonesian teenagers whose parents are migrants into Australia and live in greater Melbourne area. Using a survey study (100 respondents) and in-depth interview (10-15 respondents), the study is framed by Erikson's (1968) and Marcia's (1980) identity formation, Kelman's (1994) identity development, Smolicz's (1989) core culture values and Fishman's (1991) language shift and Clyne's (1989) linguistic pluralism. Representing the major population of Indonesia, most subjects of the study are Muslims. Since this religious group, in Australian context, is frequently considered to refuse Australian values, as the Australian Prime Minister claimed (ABC News 24/8/2005), this study will reveal how Indonesian Muslim teenagers negotiate their identity, maintain their culture and adjust them to Australian mainstream values. Preliminary interviews with parents reveal that they want their children to speak the Indonesian language and embrace their heritage core cultures. As Indonesia and Australia are geographically close, the finding can have a significant impact on the development of a mutual cooperation between the two neighbouring countries.

Bio: A. Bukhori Muslim is a first year PhD student at Faculty of Education. He earned his M.Ed in Language and Literacy from Boston University in 2004. Back home, he has been on the teaching staff at Indonesia University of Education since 2001. His research interests include early literacy, identity, bilingualism and Indonesian culture.

30. Masud Ahmmed - *Teacher feedback and dialogue for Inclusive Education in primary schools in Bangladesh*

Inclusive education is a worldwide reform strategy to educate all students in the mainstream classrooms. Like many other developing countries, Bangladesh is a signatory country to the international declarations related to inclusive education. Even though teacher preparedness has been recognized as a key issue by international studies, the majority of developing countries including Bangladesh are facing challenges in developing teacher education. Implementation of inclusive education policy into practice demands changes in the traditional teaching learning process. Changes in teacher practice require changes in teachers' pedagogical knowledge, views and self-efficacy beliefs. A high quality Professional Development (PD) is expected to have a positive impact on teachers' pedagogical knowledge, beliefs and understanding about inclusive practices. Studies show that if teachers are engaged in a high quality PD that is focused on teachers giving each other feedback on student learning, impacts are made on teachers' practices, views and self-efficacy beliefs. This study examines the ways teacher peer feedback and dialogue focusing on student learning with an Assessment for Learning framework, impact on their views, self-efficacy beliefs and practices regarding teaching diverse students in their classroom.

Bio: Masud Ahmmed works in the education department in Bangladesh. He is currently pursuing his PhD at Monash University, Australia. He has completed MA in Special Education Needs in Roehampton University, UK; Fontys University, The Netherlands and Charles University, Czech Republic.

PAPER SESSION 4 – 3.45-4.45

Room G 08

31. Siti Rohani - Impacts of Task-Based Learning on Indonesian tertiary EFL students' employment of oral communication strategies

This paper presents preliminary findings of a study aiming at figuring out how TBL enhances students' oral communication skills from the perspective of the students' employment of learning strategies. As a favourite approach employed by English teachers in Asia (Nunan, 2003), Task Based Learning (TBL) has demonstrated its effectiveness in enhancing students' language proficiency, especially their oral communication skills (Ahmed, 1996; Lochana & Deb, 2006). TBL also calls upon learners' use of communication strategies and interactional skills (Richards, 2005). In turn, appropriate employment of learning strategies plays an imperative role in promoting students' self-confidence and communicative competence (Oxford, 1990). This study is of mixed design involving multi-methods data collection with questionnaires, interviews, and classroom observation. The subjects of the study were 23 non-English department students in Indonesia. The findings of the study reveal that the implementation of TBL resulted in a shift in oral communication strategies used. One semester TBL class impacted on the higher employment of learning strategies for coping with speaking and listening problems for all students of different oral proficiency levels, except for the low achievers who seemed to decrease their employment of strategies for coping with listening problems. Improvement of speaking strategies employment was also found to be higher than for listening strategies, suggesting that students were now more active in conducting oral communication.

Bio: I am an on-leave lecturer of English in the State Polytechnic of Malang, Indonesia. I finished my bachelor (1993) and master (2005) degrees both at State University of Malang, Indonesia. In 2004 I took a short course on English for Business Purposes in Russo Institute of Technology in Brisbane, Australia.

32. Azleena Mohamad - A look into teachers' assessment practices in School Based Oral English Assessment (SBOEA)

Teachers are at the forefront with any reforms in education. Being so, their role as a decision maker becomes more complex and demanding. With the introduction of School based Oral English Assessment (SBOEA) in the Malaysian education system, English teachers' role has now expanded to becoming an oral assessor in their own classroom. This has resulted in changes on assessment practices in the ESL classroom. This study intends to explore the upper secondary English teachers' assessment practices of SBOEA by looking at the strategies employed, the decisions these teachers have to make, the factors and considerations given priority in decision making and how these factors and decisions made have an impact on their assessment practice. A qualitative approach has been selected by conducting a case study on 12 upper secondary English Language teachers from Malaysian secondary schools. The research instruments involve the use of semi-structured interviews, journal entry and lesson plan analysis. Data will be analysed and categorised through thematic analysis.

Bio: Currently pursuing PhD at Monash University, Clayton Australia in the field of Testing and Measurement. Has 10 years of teaching experience in upper secondary school and has been actively involved in training courses for teachers at state and district level. Has more than 8 years of experience in examining pre-university English Language papers and being a school based oral English assessor (school and state level).

Room G 23

33. John Haycock - The promise of pedagogy: (Re)imagining a 'pedagogy of protest music' at the intersection of adult education for social change and cultural studies

Popular music 'texts' are not neutral! Protest music texts further disrupt common (mis)conceptions of neutrality. Adorno (1991) argues that as with other art forms music should provoke listeners to think critically about their world; but that popular music produced for entertainment (the 'culture industry'), works to foster acceptance of existing, authoritarian capitalist 'hegemonic arrangements'. Gramsci (1971) sees 'hegemony' as an educational relationship whereby more powerful social groups exercise socio-political domination over less powerful 'Others'. Necessary in these relationships, are the institutions of civil society, including the global mass-

(multi)media which are not neutral, but rather serve to bolster hegemony through the winning of consent, and that this necessarily involves processes of learning. As Gramsci has previously revealed, more recently public pedagogy has re-imagined institutions of mass-mediated culture as not only playing an educative role that maintains dominance, but also offering 'spaces' for oppositional practices and critique (Sandlin et al. 2010). Working at this intersection of cultural studies, radical adult education theory and public pedagogy, this paper (re)imagines this promise of pedagogy at the centre of 'a pedagogy of protest music', a framework I use to work through the research 'odyssey' of my PhD thesis: *A pedagogy of pop? Protest music, adult learning and education for social change*.

Bio: I am a postgraduate student with Faculty of Education at Monash University. My primary research focus relates to my PhD thesis: *'A pedagogy of pop? Protest music, adult learning and education for social change'*. This project transcends various research genres, the main being adult learning and education for social change and cultural studies.

34. Jennifer Miles - Stories of self that bring meaning and new imagining

This Masters research study has been born of my own transformational learning path, and continues to inform and be informed by the process of inquiry that has underpinned its development. It is both the product and the dormant seed that holds within it undiscovered potential for unimaginable truths. Through the hermeneutic examination of the stories shared, it explores the individual and collective journey towards personal liberation and empowerment, drawing on the writings of Nelson, Brookfield, Mezirow, Freire and others whose devotion is the construction of meaning-making in and about life.

It examines the potential capacity of autobiographical reflection to foster perspective transformation among adult learners returning to study and explores an under-researched topic within the VET sector: In what ways can telling and reflecting on their story provide learners with a greater knowledge of self to foster a richer engagement in the learning process, building learner self-identity and potentially promote more beneficial learning and vocational outcomes for these individuals, and through them to society?

Bio: Jennifer Miles is a postgraduate research student at Monash University and facilitates the professional development of VET practitioners in TAFE. A background in Community Services founds her passion around storytelling methodologies that enrich the social and cultural capital of individuals and communities.

Room G 25

35. Venkata Aluri - Students' perspectives on effective mathematics teaching in middle schools in Australia

Mathematics teaching assumes added significance at the middle school level as the underlying pedagogies need to be built upon the knowledge about student diversity in classrooms, particularly on the basis of how mathematical knowledge is learned and connected to students' lives. The studies reviewed so far suggest what classroom strategies (small-group work, group investigation, mastery learning, discovery learning, cooperative learning etc.) that teachers and educators think have been effective from teachers' perspectives. However, very few studies have examined the effectiveness of teaching strategies from students' perspectives. In a heterogeneous classroom, the teaching effectiveness might be influenced by a variety of factors arising from student diversity, for example, in their ability levels, readiness to learn, past mathematical knowledge, self-regulation, age, gender, ethnicity and cultures. In this conference, I would like to present the research questions addressed in my Ph.D study, propose a theoretical framework to examine the essential features of mathematics teaching, and identify a possible set of alternative methods and research instruments to collect information about student perspectives on effective teaching of mathematics in middle schools in Australia.

Bio: Venkata is a Ph.D student in mathematics education at Monash University, Clayton. He taught mathematics at middle and higher secondary schools in Melbourne, Auckland and New Delhi. He also has research experience as an economist in the Indian stock market and direct and indirect taxation.

36. Sitwat Saeed - Students' and teachers' perceptions of their motivation type and its impact on students' engagement. A qualitative case study

This study will analyse students' and teacher's perceptions of their own motivation type and how these intersect/influence each other and its impact on the student engagement in an upper primary classroom. Motivation and engagement play an important role in the teaching and learning environment and this research seeks to understand which type of motivation - intrinsic/extrinsic – is more closely aligned to authentic student engagement. Purposive sampling strategy will be used for the study and the data will be collected from one grade six class and their teacher.

Qualitative case study approach using narrative analysis of interviews will be used in the study to get detailed and in depth information. A survey using a modified Patterns of Adaptive Learning Scale together with a focus group interview will be used to collect data from students and a survey and in depth semi structured interview with the teacher will be conducted. This paper will report on the findings of the data from survey, focus group and interview and discuss its significance.

Bio: I am doing masters by research in education in Monash University. Previously I have done masters with minor thesis from Pakistan. I taught at bachelor's level there for about two and a half years before coming to Australia. Currently I am planning to go in the field for data collection.

Room G 34

37. Siti Nazuar Sailin - Teachers' technology integration: Communities of Practice (CoP) perspective

Being a teacher means not only to teach, but also to continuously learn. Teachers' learning is important for professional development and for the benefit of their students. Teachers' learning in the context of this research refers to social construction of knowledge which takes place in communities of practice (CoP). School is a good example of CoP where group of teachers with common interest and shared practices mutually engage in collaborative works and socially relate to each other. They do things together, negotiate their joint enterprise, and share common repertoire (Wenger, 1998). In this regard, this research attempts to explore teachers' learning and identities formation in relation to their technology integration from the Communities of Practice (Wenger, 1998) perspective.

Bio: Siti Nazuar Sailin is an academic at Universiti Utara Malaysia and currently pursuing doctoral degree in the area of Technology in Education. Her research interest is on teachers' pedagogical approach and technology integration.

38. Hongzhi (Tom) Zhang - Educational equity research: Chinese and Western academic discourses

In this paper, educational equality research in China is discussed in the relation to Western academic discourses. It begins with a historical review of the models deployed and developed in China in regard to academic discourse more broadly. In the contemporary era of globalization, local academic research faces the massive challenges. Utilizing a specific theory of globalization, this paper also interprets how Chinese educational equity research confronts the dominant role of Western academic discourse. It asks, what is the role of Chinese academic research in the context of globalization? Should it continue to be dominated by Western discourse, or let the world listen to China's own voice? Chinese academic research must make a choice; but also ask what is China's own voice? This paper concludes that in addition to a focus on the changes brought by globalization, Chinese educational equity research should be based on domestic contexts. It should pay more attention to the localization of Western academic discourse. Furthermore, based on local historical and cultural backgrounds, Chinese educational equality research should actively construct its own academic discourse and academic system. Overall it concludes that although it is usually necessary and even desirable to learn and borrow from international academic discourses, it also needs to be acknowledged that those that are locally produced or adapted usually have more explanatory power in specific contexts.

Bio: My name is Hongzhi Zhang. I come from Beijing, the north part of China. My supervisor is professor Jane Kenway. My research topic is: the equity issues in Chinese higher education policy-a perspective of social class.

39. Ainura Djumasheva - Private universities in Post-Soviet Kyrgyzstan: Neoliberal policy is not an exception

The collapse of the Soviet Union meant the collapse of the economies and socio-cultural systems in fifteen Soviet Union countries. Radical economic and political changes in Kyrgyzstan, one of these fifteen countries, have affected the entire structure of Kyrgyz education and higher education in particular. Neoliberal policy of Kyrgyz higher education is becoming prevailing, complex, and confusing. The experience of and the very limited literature on post-Soviet higher education, especially on Kyrgyz higher education, suggest that after global social transformations there is no other way for University survival in competitive world other than neoliberalisation. This paper is guided by a specific puzzle of ambiguous results of implementation into Kyrgyz higher education policy neoliberal politics. The paper focuses on the nineteen year post-Soviet experience of private Universities in Kyrgyzstan in the context of the situation with private and public universities in Kyrgyzstan after neoliberal reforms in educational system. The paper argues that commercialisation and privatisation of higher education brought Kyrgyz Universities within the realm of the "wild" market and seriously questioned the regulative capacity of the state, and there are still no normative state mechanisms to control the activities of private universities in Kyrgyzstan.

Bio: Ainura Djumasheva, PhD Student, is originally from Kyrgyzstan, a former Soviet Union country. The PhD thesis deals with higher education policy-making in context of globalization and neoliberalism in Kyrgyzstan.

40. Yeshe Jampa - Belonging, Being and Bargaining: Negotiating political risk in the Early Years Learning Framework – A Critical Discourse Analysis of policy

The recent introduction of the Australian national curriculum (2009) has included the complementary Early Years Learning Framework (EYLF), *Belonging, Being & Becoming*. To date, no formal policy analysis has been conducted of the document, which claims to address social inequality, improve accountability and raise teaching standards (Australian Government, 2008). One feature of modern curricula to receive contemporary critique is play-based learning, especially with regard to social inequality. The current paper uses Critical Discourse Analysis (CDA) to describe the framework's positioning of play in relation to the five major criticisms salient in the contemporary literature. It does so drawing on a variety of theoretical understandings of policy analysis. It was found that the EYLF negotiates concerns about play's use by superficially mentioning the key terms of its contemporary discourse but in a language that simultaneously upholds dominant conceptions of play. This paper concludes by contending that this delicate balance between the two discourses may be viewed as a political bargaining strategy to avoid criticism and win votes, ultimately undermining the altruistic aspirations of the document.

Bio: After working as a kindergarten and English teacher in Spain, Japan, Chile and South Korea for 7 years, I recently returned to complete a Melbourne University degree majoring in Linguistics and Psychology. The following paper will present my preliminary findings of a policy analysis I will submit for my Education Honours dissertation.

ACKNOWLEDGEMENTS

The MERC conference committee wishes to thank the following people:

A/P Joanne Deppeler (Associate Dean Research Degrees & Induction) for Conference opening.

Prof. Ilana Snyder for her invitational lecture.

The Chair: Dr Anita Devos and Discussion Panel: Professor Terri Seddon, Dr Margaret Gearon, and Dr Raqib Chowdhury.

Research Degrees & Induction Committee for support and patronage of MERC.

Mayur Katariya for his support with the conference logistics and publicity.

Samantha Bennett and Naren Chellappah for help with designing and printing the MERC conference booklets.

Bronwyn Dethick for assistance with CDs and an ISBN number for the conference proceedings.

All students who have presented papers.

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

Monash Bookshop (Clayton Campus) and Monash Shop (Clayton Campus) for kindly donating the prizes used in the end of conference Prize Draw.



MERC CONVENORS

Ekaterina Tour, Cunzhen Yang, Helen Grimmett, Sylvia Almeida

MERC CONFERENCE COMMITTEE 2010

Gloria Quinones, Liang Li, Rebecca Lewis (Abstract Committee)

Philip Chan, Khalid Alshahrani, Annette Bromdal Rafidah Aga Mohd Jaladin, Mohammad Nure Alam Siddique, Lavanya Raj (Logistics Committee)

Faculty of Education www.education.monash.edu**Clayton campus**

Wellington Road
Clayton Vic 3168

Postal address

Building 6,
Monash University Vic 3800

Telephone

+61 3 9905 2888

Email

claytoncourseinfo@education.monash.edu.au

Gippsland campus

Northways Road
Churchill Vic 3842

Postal address

Northways Road
Churchill Vic 3842

Telephone

+61 3 9902 6367

Email

gippslandcourseinfo@education.monash.edu.au

Peninsula campus

McMahons Road
Frankston Vic 3199

Postal address

PO Box 527
Frankston Vic 3199

Telephone

+61 3 9904 4291

Email

peninsulacourseinfo@education.monash.edu.au

International student enquiries

Phone: +61 3 9903 4788

Email: study@monash.edu