M E R C  C O N F E R E N C E  2006

Education in the 21st Century
Faculty Works in Progress

P R O G R A M

28 June, 2006
Menzies Building
Monash University
Clayton Campus
Victoria, Australia
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| 9.00 - 9.10 am | SG01 - Welcome from MERC  
Claire Charles       |
| 9.10 - 9.55 am | SG01 - Annual Invitational Lecture  
Amanda Berry: “Learning about Research and Teaching through Researching Teaching” |
| 10.00 - 11.30 am | **Paper Session 1**  
| 10.00 am | SG01 - ICT & Learning  
Engaging pre-service teachers in online collaborative critique of video projects - Yiong Hwee, Teo  
| 10.00 am | SG03 - Professional Learning  
Motivations and experiences of career change students in teacher education - Judy Williams  
| 10.00 am | SG04 - Pedagogy & Leadership  
Left numb and unengaged and lost in a no-man’s-land, or what (seems to) work for at-risk students. - David Zyngier  
| 10.30 am | Participation in Virtual Learning Environments: preliminary findings - Urai Salam  
| 10.30 am | Policy Production in the context of practice - Eloise Cole  
| 11.00 am | The use of mindmaps to facilitate qualitative analysis - Ainslie Ellis  
Common Themes in Home Education Research in Australia - Glenda Jackson  
Where is meaning? Where does it go? - Gladys Guerrero Lozano  

| 11.30 - 12.00 pm | Morning Tea - Foyer                                                   |
| 12.00 - 1.00 pm | **Paper Session 2**  
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Using poetry to present data from interviews with parents about their children's music activities in the home environment - Dr Peter de Vries  
| 12.00 pm | SG03 - Philosophy of Education  
Ontological concerns for education research in a dying world - Justin Karol  
| 12.00 pm | SG04 - Literacies & Digital Culture  
Producing postfeminist subjects?: The role of digital media in ‘girling’ at an elite girls’ school - Claire Charles  
| 12.30 pm | Greener! Not greyer! Children’s views about the need in respect to sport, leisure and recreation within the city of Melbourne - Gloria Quinones Goytortua  
A Disposition for Thinking - Danielle Forster  
Using digital technologies for literacy across school, home and community: three case studies - Scott Bullin  

| 1.00 - 2.00 pm | Lunch - Foyer                                                      |
| 2.00 - 3.00 pm | **Paper Session 3**  
| 2.00 pm | SG01 - Research with Early Childhood Professionals  
Giving a voice to Early Childhood Professionals: Reflecting on their Relationship with Children - Gloria Quinones Goytortua  
| 2.00 pm | SG03 - Maths Education  
The Impacts of Collaborative and Cooperative Learning on First-Year University Mathematics: A case study of some selected Australian universities - Dr.  
| 2.00 pm | SG04 - Literacies: school and beyond  
Mobile Literacies - Revenge of the Hypertext - Calvin Taylor  
| 2.30 pm | When are beliefs just the tip of the ‘iceberg’? Exploring early childhood professionals’ beliefs and practices about learning and teaching - Corine M Patricia Rivalland  
Examining the Changed Role of Numeracy Coordinators - Jill Cheeseman  
Popular cultural practices and secondary school English - Douglas McLenaghan  

| 3.00 - 3.15 pm | Afternoon Tea - Foyer                                                 |
| 3.15 - 4.15 pm | **Paper Session 4**  
| 3.15 pm | SG01 - Education, Diversity & Inclusion  
Providing a diversification of choice-making skills to children with autism and developmental disabilities - Renee Chong  
| 3.15 pm | SG03 - Culture, Language & Diversity  
Chinese international students’ writing in VCE ESL classes - Chia Chuan (Gwen) Wu  
| 3.15 pm | SG04 - Learning & Work  
Consuming learning: A study of two training cafes and their effect on affect… - Kathleen Ferguson  
| 3.45 pm | The critical awareness of local language extinction in constructing a professional identity as an English teacher in the global world - Like Raskova Octoberlina  
CALL for an ESP reading course: A case study of needs analysis - Ying Wen  
Drowning in Industry Qualifications in Liquid Modernity - John Pardy  

| 4.15 - 4.30 pm | SG01 - Thanks from MERC  
Claire Charles  
| 4.15 - 4.30 pm | Honours & post-doctoral workshop  
Amanda Berry  

| 4.30 - 5.00 pm | Drinks - Foyer                                                 |
MERC CONFERENCE 2006

Education in the 21st Century
Faculty Works in Progress

- General Information -

Registration
Registration begins at 8.30am on the day of the conference in the ground floor foyer of the Manton Rooms, in the Menzies Building (Building 11, 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.

Always display you name label please.
All participants will receive blank labels to write their names on. Everyone is strongly encouraged to wear their label throughout the day to facilitate interaction amongst participants.

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

Conference Lunch
A mouth-watering conference lunch has been arranged for participants. Food is also available on the campus at various outlets and at one licensed bistro within the Campus Centre, as well as another licensed bar/bistro below the Matheson Library.

Participant Feedback
Successive MERC conference organising sub-committees have benefited over past years from participant feedback. Likewise, your comments and feedback this year are equally valued and appreciated. A form appropriate for this will be made available in the conference packages or at registration desk. 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.

Construction
The façade of the Menzies building is currently undergoing renovation. Please exercise caution around these areas and refrain from entering any construction zone.

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 the designated area between the School of Law (12), the University Museum of Art (55) and the Menzies Building (11).

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

Manton Rooms, Menzies Building

SG01 – 9.10 -9.55am

Learning about Research and Teaching through Researching Teaching

Amanda Berry

Abstract

Worldwide there is rapidly growing interest in the development of teacher educators’ professional knowledge. Accompanying this interest has been increasing activity by teacher educators as researchers of their own practice. Self-study of teacher education practices has emerged as one important way of understanding this work. In this seminar, I present research from my recently completed PhD, a self-study of my practice as a Biology teacher educator, learning to teach about teaching Biology at the same time that I am learning to research the processes of teaching and learning about teaching. I reflect on my experiences as a practitioner/researcher in terms of the nature of the knowledge developed and the ways in which this knowledge has emerged, grown and changed throughout the research process.

Biodata

Amanda Berry is a senior lecturer in the Faculty of Education, Monash University, where she works mainly in the areas of preservice and inservice science teacher education. Amanda recently completed her doctoral thesis, a one-year study of her practice as a biology teacher educator, for which she was awarded the Mollie Holman doctoral medal, 2006. Amanda’s interest in researching her own teaching began during her career as a high school teacher before joining Monash University. Amanda has published widely in the fields of teacher education, collaborative learning about teaching and modeling in teaching and learning about teaching.
MERC CONFERENCE PAPER ABSTRACTS
June 28, 2006

This conference will be held in the Manton Rooms, on the ground floor of the Menzies Building, primarily rooms SG01, SG03 and SG04, as well as the Manton Rooms Foyer area.

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

PAPER SESSION 1

SG01 – ICT & Learning

10.00am

Engaging pre-service teachers in online collaborative critique of video projects
Yiong Hwee, Teo

This study looks at a group of pre-service teachers engaged in design critique discussion in the course of their video production projects using an asynchronous online discussion platform, Knowledge Community. It argues for the relevance of using example-based critiques and asynchronous online discussion to help novices learn design principles in design education. Two research questions guided this study: 1) How did students perceive the value of critiquing video examples in helping them learn about video production? 2) To what extent did the 4-step critique model assist students in their learning? Findings indicate that the use of design examples help to improve students’ knowledge of video production and made them discover for themselves which design techniques worked and which did not. The 4 critique steps succeeded in attracting large proportion of on-task and relevant postings that contributed to the quality of the discourse. Professional video examples benefited students in setting a high standard to work towards, whereas past student examples made them aware of issues of “what not to do”. Of the two video examples, students seemed to have benefited more from the student video as they could relate to it better. This research contributes to the fields of scaffolding, design of learning environments and CSCL. In particular, it adds to the skant literature on how to use design examples and procedural scaffolding for supporting students’ online collaborative critiques.

Index Terms—asynchronous online discussion, scaffolding, design education

Biodata
Yiong Hwee Teo holds a Bachelor of Science (Hons) degree in physics (Singapore). He received a Master of Educational Technology from Boston University and will complete his PhD in 2006. During the implementation of Singapore IT Masterplan, he held the posts of Assistant Director of IT Training and Assistant Director of Media Development. His research interest include computer supported collaborative learning, critical thinking and media production.

10.30am

Participation in Virtual Learning Environments: preliminary findings
Urai Salam

This study examines the education students’ participation in their faculty Virtual Learning Environments (VLEs) by uncovering the activities and online facilities they had and the way they appropriated them for their learning. Using multiple data sources the students’ participation in VLEs were analysed in terms of Sociocultural Theory. The basic premise of this is that knowledge emerges as people participate in social and cultural practices, not transferred from a source then stored in the individual mind as a property. Practices consist of activities. Such activities involve learners, peers or teachers and technologies (cultural artefacts); how they interact with each other and how they influence and are influenced by their environments. Such activities, then, represent change – transformation. A qualitative case study on two students is reported here, as part of the PhD project. The very preliminary results indicated that in general the students appropriated the cultural tools (VLEs) for their learning with varying degrees. They varied in perceiving how they used the tools and how they believed that the tools have transformed their learning.

Biodata
Current Monash PhD student
11.00am

The use of mindmaps to facilitate qualitative analysis

Ainslie Ellis

When the major data collection method for a large research project is one of in-depth interviews, making sense of the large quantity of data can be difficult. It is easy to get absorbed in the detail and, while products such as NVivo help with coding and linking data, they do not provide an easy mechanism for developing an overall structure.

The use of electronic mindmaps can greatly facilitate this process. This presentation will demonstrate the use of an electronic mindmap product “MindManager”, showing the process of building the mindmap from the question framework and transcribed interviews that form the major part of the presenter’s data for her PhD thesis, “The Construction and Use of Student Learning Environments for Networked Learning”. It will also show how the mindmap can be used to develop the outline for the analysis portion of the thesis.

SG03 – Professional Learning

10.00am

Motivations and experiences of career change students in teacher education

Judy Williams

This paper will outline a research project into the motivations and experiences of career change students in teacher education. It will give a brief policy and research context for the study, which includes the current focus on improving the quality of teaching and the supply of teachers in Australia, and an outline of previous research into this cohort of teacher education students. A mixed method approach was used in this research, and the paper will describe the process of gathering both quantitative and qualitative data through the use of an on-line survey and face to face interviews. Some preliminary results from the on-line survey will be presented, as well as a brief discussion of ideas being developed from the interview data. Initial results have suggested that career change students come from a diverse range of career backgrounds, and that they are highly motivated and satisfied with their decision to enrol in teacher education. The data have also suggested that career change students bring many skills, experiences and personal qualities into teaching that align quite closely with the ideas of teacher professional learning found in the literature. Despite these positive signs, however, career change students still face many difficulties in their teacher education experience. These findings provide important challenges for teacher educators and for other policy-makers as they strive to make teaching an attractive and rewarding profession for those who already have significant experiences in other career fields.

Biodata

I am a full time research student in the Faculty of Education. I also teach in the first year double degree program. I have worked as a primary teacher for over 25 years, and am now making my own career change into teacher education.

10.30am

Policy Production in the context of practice

Eloise Cole

Everyday teachers are reading and interpreting policy in the context of their own classrooms and schools. This paper considers the role of teachers and how they produce policy in the context of their practice.

It explores how policy is defined and how it evolves through the text it represents.

It looks at how teachers participate in policy text production and their struggle for the control over the representation of the policy and the meaning of the policy.

This paper considers how teachers at a suburban Melbourne school read and interpret school policy texts. It examines how these teachers have a different analysis of the same text and how this reflects different teacher practice in the same school.

This paper draws on the work of Bourdieu and Foucault in analyzing how different teachers have a different analysis of the same policy text.

This paper goes on to explore how policy is about power relations and how the policy actors interact. It sets out to explore how key concepts of policy become currency which can be traded and negotiated between policy actors for the benefit of some and not others.

Biodata

Eloise is a research student and sessional tutor at the Peninsula campus and has been working in Education for the past 12 years. She has worked in the TAFE sector and most recently worked as a classroom teacher in a primary school. During this time she has held numerous roles in curriculum, literacy and student welfare. Currently she is researching teachers as policy producers as part of a Masters in Education.
11.00am

Common Themes in Home Education Research in Australia

Glenda Jackson

Research on home education in Australia has a small but growing presence and a search of available Australian research literature has uncovered a number of common themes in Australian home education. Parent reasons for home educating have been extensively explored while student academic success has not attracted much Australian research. Socialisation has been examined in different ways by a number of studies. Demographic material on home educating families has been collected in several studies. A few projects have specifically focused on student perceptions of their home education experience. Studies of families and students with specific needs have also been conducted. Home educator interactions with networks, their use of community resources and their needs for appropriate information have also been analysed. Throughout the research problems with home education were identified. The most contentious issue identified was parent resistance to legislation and regulation. The developing theory of home education has distinguished home education as quite distinct from the education provided in formal schools and institutions.

While home education is a well established phenomenon in Australia, little is know about the movement of students between home schooling and formal education and how students view and handle the transitions. A sociocultural theoretical framework has been used to explore student perceptions of their transition experiences between formal education and home schooling through three case studies. Students described positive and negative views, and their experiences of both systems of education. The results of the study uncover areas for further research into the role of education professionals on student experiences, the place of home education in relation to formal education and assessment of collaborative educational programmes which combine aspects of formal education with home education.

Biodata
I am a senior secondary school teacher specialising in Legal Studies and I have also partially home educated my four children. My research topic grew from curiosity about the views and experiences of home educated students, parents and teachers, when these students entered or exited formal education.

10.00am

"Left numb and unengaged and lost in a no-man’s-land or what (seems to) work for at-risk students."

David Zyngier

This review of current research into at-risk programs serves to categorise and characterise existing programs and to evaluate the contribution of these programs to assisting students at-risk. This characterisation questions the (sometimes) implicit assumptions and the consequences of those assumptions inherent in and behind these various accounts. A synthesis and reformulation, based on epistemological standpoints, both explicit and implied, of the various researchers in relation to their (various and varied) understandings of social justice and the goals of education (Gale & Denismore, 2000; 2003) identifies three sometimes overlapping and sometimes contesting standpoints in relation to at-risk students, characterised by Connell (1993) as compensatory, oppositional and counter-hegemonic which I have refer to as instrumentalist or rational technical, social constructivist or individualist and critical transformative or empowering. Taking a recognitive social justice positi on (Gale & Densmore, 2000), I explain why programs ‘which simply seek to achieve change in the individual young people are doomed to failure’ (Stewart, 1998, 4) and that a critical transformative understanding of at-risk may deliver improved outcomes for young people by challenging ‘the school context in which the young people are located’ (Stewart, 1998, 4).

Biodata
I was formerly an Education Consultant and school principal at The King David School. I have taught in state secondary schools (Ballam Park Technical School, Jordanville Technical School and Ashwood High School). I currently lecture in Pedagogy and Curriculum in the Faculty and coordinate the Graduate Diploma of Primary Education course at Monash University Peninsula Campus.

10.30am

Leadership for Quality Teaching: Indicators for a Continuous Improvement Leadership Framework within School Improvement

Venesser Pate

Research and literature on school improvement and school effectiveness studies identify the need for strong leadership. The role of leadership as an integral factor in these research findings has led to the conclusion that for
any school to be successful, it must possess a competent and sound leadership process. The basic premise for this paper is that leadership plays a prominent role in the development and assurance of quality within a school. This study provides an analysis of effective leadership in a continual improvement framework using Total Quality Management. The major outcome of the paper is the development of a 4-P Continuous Improvement Leadership (CIL) Framework i.e. school leadership has been characterized within four aspects of continual improvement. Using this framework the researcher has identified a new application of leadership, Continuous Improvement Leadership. The findings from this study substantiate the claim that leadership should be understood in terms of a philosophy, a process, and products of education, all of which operate within certain parameters. This study was undertaken as a qualitative case-study using interviews, notes of field observations, a self-assessment quality checklist and document analysis in a state primary school in Victoria, Australia. Through its findings and literature review, the study shows that, as part of the CIL Framework leadership is not so much a role but a process in which all stakeholders in an institution participate. The framework provides a theoretical route whereby an institution can draw on its leadership capacity as part of a process for school improvement.

Key words: Continuous Improvement, Leadership, Total Quality Management

Biodata

Venesser Pate is a doctoral candidate in the Faculty of Education, Monash University. This paper outlines the findings from one of three case-studies which form a part of her doctoral thesis. She is currently in the process of writing her thesis.

11.00am

Where is meaning? Where does it go?

Gladys Guerrero Lozano

Some years ago when I was working at the National University of Colombia, in Bogotá, I attended a seminar by a very prestigious Spanish writer. The seminar was about how to construct stories. After some lectures, the writer gave each of the participants a task. His idea was to show us what he considered as a story. This presentation will be about my narrative about what happened on the session I presented my ‘homework’ in front of the audience. My experience that day made me reflect on meaning. Where is meaning? Where does it go?

Biodata

Background on teaching French and English, translation into Spanish and Visual Arts. Currently a teacher of Spanish in Victoria and a NAATI translator.

PAPER SESSION 2

SG01 – Childhood Studies

12.00pm

Using poetry to present data from interviews with parents about their children's music activities in the home environment

Dr Peter de Vries

This paper presents poetry as data and reports on how this poetry was used to present themes that emerged in interviews with three parents of children under the age of 5 in a study of the music activities they chose to initiate in the home following a musical parenting workshop conducted by the researcher. Poetry written by the researcher was used to present interview ‘data’; that is themes that emerged from interviews. This was done because the interviewees showed no interest in reading transcripts of the interviews and discussing further issues that emerged. Poetry proved to further engage interviewees with themes that emerged through initial interviews, namely that the musical parenting workshop provided parents with new ideas for music making in the home, it engaged them as parents in listening more closely to what their children were doing musically, as well as having them able to identify the benefits of providing a wide range of music activities for their children.

Biodata

Dr Peter de Vries is senior lecturer in the Faculty of Education at Monash University. His research interests include early childhood and primary school music education; alternative representations of research data; the portrayal of teaching in other media (e.g., film, literature); and teacher autobiography.
12.30pm

Greener! Not greyer!
Children’s views about the need in respect to sport, leisure and recreation within the city of Melbourne.

Gloria Quinones Goytortua

The purpose of this research was to investigate children’s needs about sport, leisure and recreation within the city of Melbourne. A “child-centred practice” approach was adopted as the main methodology for researching children’s needs. This objective was met by visiting five schools and inviting children in an environmental walk. Children took photographs of their local community where they played, visited and made use of their sports facilities. In order to consider community, children took disposable cameras and they took photos about things they do on the weekend and with their families. Children and families were invited to a “think tank”, where they discussed their needs in respect to sport, leisure and recreation. Data showed some areas that needed attention; these were having greener spaces and not grey spaces, more open spaces, issues concern about safety and better facilities for 10-12 year old children.

Biodata
Gloria Quinones Goytortua is an international student from Monterrey, Mexico. She studied her Master of Education (Early Childhood) at Monash University.

SG03 – Philosophy of Education

12.00pm

Ontological concerns for education research in a dying world

Justin Karol

On any given day, our print and television media report on environmental catastrophes, social or political upheavals and disease, poverty and war. Evidence that these phenomena are interconnected is slowly mounting, yet for the majority of education research, it is still business as usual. This paper argues that Western education is preparing students for lifestyles reminiscent of the post-war enthusiasm for economic growth and personal wealth that many consider to underlie the tragedies we now observe daily (Bowers, 1999; Sterling, 2001; Suzuki, 2004). If Western education continues its expansion around the globe, the sustainable and harmonious ontologies of many native cultures will be lost forever, buried by the disconnected and decontextualised Cartesian epistemologies that are inherent in Western education. In short, this paper argues that if Western education does not fundamentally change, the lifestyles of its graduates will inevitably be responsible for environmental collapse.

As educators, we have a responsibility to constantly envisage the future that our research will contribute towards. To deny the importance of ontological concerns based within the pressing need for sustainability could be selling the next generation short. For anyone involved in education, ontological concerns should be a priority.

Biodata
I am undertaking a PhD in environmental education. I am particularly interested in a sociological and philosophical explanation of education’s role in our environmental crisis, and I draw mainly on the social theories of Pierre Bourdieu to inform my doctoral study.

12.30pm

A Disposition for Thinking

Daniella Forster

As academics, we are required to produce one of the most challenging of scholarly works - a thesis. By its very nature a thesis requires us to think through and argue what we believe to be the case. In the eyes of the examiners, this thesis needs to be founded on some very sound thinking and clear lines of argument. This is a most difficult task as Kuhn (1991) reports that only about 18% of thinkers understand how to correctly use evidence to discover and justify their beliefs. However, learning how to think better is not just important for university academics. It also forms an integral component of contemporary school curriculum standards, such as found in the Victorian Essential Learning Standards (VELS). But a major challenge to teaching for successful thinking is the dangerous phenomenon of ‘my-side bias’ which exists for every thinker. It is therefore most important for educational researchers and teachers to understand how best to tackle this phenomenon in order to promote better thinking both personally and for the benefit of others.

This paper discusses a contemporary theory of thinking (Baron 1986, 1991, 2000) which is derived from Dewey’s seminal work How We Think (1938) and explains how the key element constituting successful thinking is dispositional in nature and does not depend upon IQ or innate processing power. Every thinker is able to improve the success of her thinking by developing a singular disposition. The paper argues that this important aspect of
modern cognitive theory is a necessary component for any learning experience if it is to prove educationally valuable, in order for learners, both in schools and universities, to improve our thinking abilities.

**Biodata**
Currently a PhD candidate- supervised by Dr Scott Webster. Also, I teach VCE Philosophy / IB T.O.K. at Lauriston Girls’ School. Previously, I coordinated the Centre for Public Philosophy in Monash’s Philosophy department. I did my Dip Ed at Melbourne Uni and Honours in Philosophy at Monash.

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**SG04 – Literacies and Digital Culture**

**12.00pm**

**Producing postfeminist subjects?: The role of digital media in ‘girling’ at an elite girls’ school**  
*Claire Charles*

In this paper I draw on Judith Butler’s notion of performativity (1993, 1997, 1999a, 1999b) to investigate how processes of gendered subjectification (or ‘girling’) are mediated by digital media technologies in elite girls’ education. Media critics and scholars frequently illuminate a postfeminist society where the role of media representations of ‘girl power’ in the production of youthful gendered subjectivities is increasingly both prolific and depoliticised (McRobbie, 2004a, 2004b, 2005; Levy, 2005; Harris, 2004a, 2004b, 2005; Hopkins 2002). Yet the role elite girls’ schooling might play in contributing to, and interrogating, the girling practices of a postfeminist society remains under-researched.

‘Lyla Girls’ Grammar School’ (LGGS), is an elite secondary school in Melbourne, Australia. I report on research undertaken at two institutional levels of LGGS: the ‘school’ level in which digital media representations of young women are produced by the school, and the ‘classroom’ level, in which media education pedagogy includes online technologies. I argue that digital technologies buttress postfeminist girling practices at the school level by contributing to broader cultural pedagogies of ‘girl power’. At the classroom level I argue that, to some extent, postfeminist girling practices are interrogated by the inclusion of online technologies in media education pedagogy.

**Biodata**
I am a current PhD student in the Faculty of Education, Monash University. My background as a secondary English teacher stimulated my interest in the role of education in providing opportunities for students to engage critically with images of ‘girl power’ in popular culture. My PhD research is concerned with the positioning of such popular cultural texts in contemporary elite girls’ education.

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**12.30pm**

**Using digital technologies for literacy across school, home and community: five case studies**  
*Scott Bulfin*

Recent educational policy and curriculum debates have focused on a range of issues at the intersection of new technologies, young people and learning (eg Sefton-Green 1998; Marsh & Millard 2005). These debates raise questions about young people’s changing practices, the future of formal schooling and the changing social, cultural and economic conditions young people might meet in their varied futures. Within this broader context, this paper reports on the preliminary findings of a study investigating the connections between young people’s practices around digital technologies across school, home and community settings. The study is particularly interested in the implications of young people’s social and cultural practices for language and literacy learning and teaching in secondary schools. Ethnographically oriented case studies of young people from five contrasting schools in Melbourne are examined from a New Literacy Studies perspective (Street 1984; Gee 1996; Pahl & Rowsell 2005) to understand: a) what technologies these young people are using and the spaces where use takes place, and b) how these different uses might be understood productively as social and cultural practices. The case studies promise insights into the everyday lives of young people in terms of their language learning, shifting identities and changing group memberships. The case studies also illustrate the kinds of pressures operating on teachers and schools through policy and in discourses about ‘changing times’.

**Biodata**
I am a fulltime PhD student in the Faculty of Education, Monash University, where I am looking at young people's engagement with digital culture and the implications this has for English and literacy learning across a range of contexts. My PhD study is related to a larger Australian Research Council (ARC) Discovery Project, called Being Digital in School, Home and Community.
PAPER SESSION 3

SG01 – Research with Early Childhood Professionals

2.00pm
Giving a Voice to Early Childhood Professionals: Reflecting on their Relationship with Children
Gloria Quinones Goytortua

This research examines how three early childhood professionals in Victoria describe their relationship with children. Little research has been given to what early childhood professionals think why relationships are important. This pilot study used Hinde’s (1995) science of relationships and attachment theory (Howes, 1998). The method followed focus on qualitative research and in-depth interviews. In order to broaden our theoretical base for thinking about teacher–child relationships in particular, this research will present teachers’ descriptions of their relationship such as how their understand relationships and attachment. It also will address some of the characteristics early childhood professionals describe in their relationships, such as communication. Interesting to this research is how early childhood professionals experiment conflict in individualizing a specific relationship with a child.

Biodata
Gloria Quinones Goytortua is an international student from Monterrey, Mexico. She studied her Master of Education (Early Childhood) at Monash University.

2.30pm
When are beliefs just the tip of the “iceberg”? Exploring early childhood professionals’ beliefs and practices about learning and teaching
Corine M Patricia Rivalland

This thesis was conducted as a pilot study of how beliefs were articulated by three childcare professionals working in Victoria, with the aim to elicit the interplay between beliefs and practices as understood by these professionals. The research was conducted as a qualitative case study approach as it was most suited to understand how people make meaning of their daily reality. Three techniques of data collection in line with and supporting the case study approach were used. Participants were observed individually within their normal working environment for two mornings. A collection of official documents were collected and analysed. These were followed by in-depth one-hour interviews with each participant.

This thesis argued that teachers articulated beliefs were generally aligned with the centre’s documentation. However the analysis of these articulated beliefs indicated that teachers’ interpretation of community beliefs were varied and personal. Thus, revealing differences in depth of beliefs in relation to the community discourses. This thesis showed that although official discourse may be articulated as forming part of teachers’ beliefs, the reality was that these discourses were not automatically appropriated by teachers and their impact on practices were dependent on personal interpretations and level of interconnectedness to their intricate beliefs system.

Biodata
Patricia Rivalland BECStudies HonsBEd is an international student from Mauritius with teaching experience in early childhood settings. She is currently a doctoral student at Monash University. Her honours thesis examined the interplay between beliefs and practices in the childcare sector.

SG03 – Culture, Language and Diversity

2.00pm
The impacts of Collaborative and Cooperative Learning on First-Year University Mathematics:
A case study on some selected Australian Universities
Dr. Sammani Danwawu Abdullahi

Collaborative learning is a teaching method in which students work in groups in order to achieve a common academic goal. Co-operative learning, on the other hand, is an instructional strategy in which small teams, each with students of various levels of understanding or ability, use a variety of learning activities to improve their understanding of a particular subject. There is a large research literature on collaborative and cooperative learning in schools in Australia, but little is known about tertiary level mathematics (undergraduate and honours mathematics courses). The limited literature on the effects of collaborative and cooperative learning in the first-year Australian university mathematics will be presented. Four universities (The University of Melbourne,
Monash University, Latrobe University and the University of Technology, Sydney) will be invited to participate in a pilot study. It will be argued that the **concurrent triangulation strategy** is the best approach for data gathering for the proposed study. The research questions framing the study will also be discussed. A major aim of the study is to determine if collaborative and cooperative learning and teaching at tertiary mathematics levels lead to success and satisfaction for students and lecturers.

**Biodata**

I am from Nigeria. From 1996-2003, I attended the University of Leeds, England, for a PhD in Computing Algorithm. From September, 2005 to date, I am doing another PhD in Mathematics Education at Monash University, focusing on the effect of collaborative and cooperative learning, a case study on some selected Australian Universities.

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**2.30pm**

**Examining the Changed Role of Numeracy Coordinators**  
*Jill Cheeseman*

Numeracy coordinators for schools in the Early Numeracy Research Project led teams of teachers who worked with students in Years Prep to 2. They participated in three years of the research project, investigating ways to improve mathematics learning outcomes for their students. A team of university researchers worked closely with these people, regarding them as co-researchers. Coordinators were supported in their role through professional development, the establishment of a network of coordinators and through mentoring. Over the course of the project, researchers built a picture of the complexity of the role of the numeracy coordinator in the early years of school (Cheeseman & Clarke, 2005). A year after the end of the research project the same teachers were asked to reflect on their role as numeracy coordinator. The aim of the study was to investigate any changes in the role of numeracy coordinator. Key changes and challenges included responsibility for larger teams spanning more grade levels, reduced budgets and time allocations for the role, and the responsibility for planning and leading professional development sessions for the team.

**Biodata**

Jill comes from a background of primary teaching and has been interested in mathematics education for 17 years. Her current research interests are centred on the teaching and learning of mathematics in the first three years of school.

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**SG04 – Literacies: school and beyond**

**2.00pm**

**Mobile Literacies: Revenge of the Hypertext**  
*Calvin Taylor*

The penetration of mobile Information and Communication Technologies throughout Australian society and culture has been so pervasive, that education at all levels increasingly finds itself playing a catch-up game. Prohibitionist stances often employed by schools in reaction to these technologies, do nothing to help prepare students for a world where electronically-mediated information is increasingly supplanting the primacy of traditional written textual forms. The implications of this shift are enormous, and not just for education.

This paper aims to examine ways of thinking about literacy that encompass the multimodal, nonlinear and personalized nature of information accessed through electronically-mediated texts. The convergence of technologies and modes of communication, combined with the wireless nature of these technologies, open up questions and debates concerning the very nature of what literacy entails. Approaches such as ‘media literacy’, ‘digital literacy’ and ‘multimodal literacies’ offer us a starting point, but just as technology moves on and develops, so must related theory.

The fact that these ‘commodities’ engage young people in economic and social life beyond school, exacerbates the need for an understanding of what literacy practices are involved when using these devices, and how adolescents – the net generation – can learn to make best use of them.

Mobile phones, PDAs, iPods, PSPs: they’re already in our lives, and already in classrooms. If we are to use them productively for learning, their literacy potential needs further examination.

**Biodata**

After completing a Bachelor of Arts (with Honours) and Bachelor of Teaching (with Honours) at the University of Tasmania, I taught at rural secondary schools in Victoria. I developed a fascination with technology and related literacy practices: this forms the substance of my current PhD work.
2.30pm

Popular cultural practices and secondary school English
Douglas McClenaghan

Secondary school students’ uses of their out of school literacy practices provide a means of reconceptualising subject English as grounded in the social and cultural networks and relationships that students are engaged in, and where knowledge and meaning are socially constructed. This presentation demonstrates an alternative pedagogy in subject English, where teacher and students are co-learners and co-constructors of knowledge.

Biodata
Douglas McClenaghan completed his Master of Education at Monash University in 2005. He currently teaches English and Literature at Viewbank College and is a Council member of the Victorian Association for the Teaching of English as well as a member of that organisation’s Advocacy group. He is the author and co-author of numerous articles and book chapters on the teaching of secondary English.

PAPER SESSION 4

SG01 – Education, Diversity & Inclusion

3.15pm

Providing a diversification of choice-making skills to children with autism and developmental disabilities
Renee Chong

Young children with autism and other developmental disabilities, generally, are likely to have less choice-making opportunities than their non-disabled peers. The Model of Choice Diversity is one of the most comprehensive models in providing a diversification of choice opportunities for persons with severe disabilities. According to the model, choice-making opportunities must be provided throughout the day as well as within daily activities and routines. The current study is to investigate whether by providing a diversification of choice opportunities to children with autism and other developmental disabilities, their choice-making repertoire will increase. Another objective of the study is to see whether with the increase in choice-making repertoire, there will be concomitant changes in other behaviours. A checklist adapted from the Model will be used for the intervention as well as a single-subject changing criterion-like design within subjects will be employed to measure the concomitant changes in other behaviours.

Biodata
I am currently a second-year PhD student doing research on inclusive education. I have worked with children and adults with intellectual disabilities and autism for over 10 years.

3.45pm

The critical awareness of local language extinction in constructing a professional identity as an English teacher in the global world.
Like Raskova Octberlina

There are six thousand languages spoken around the world which are a vital component in the preservation of language and culture diversity. Unfortunately, many of them may unexpectedly die within the next century. Without a radical change, within the next 100 years, it is estimated that 90% of languages will be severely threatened with extinction. Only approximately 600 languages (or 10% of the total) seem secure as an asset of the linguistic and socio-cultural world (Crawford, in Meredith, 2004). The loss of local languages, such as those of small tribes or ethnic groups, is a worldwide phenomenon of the international concern (Dauenhauer & Dauenhauer, 1997). Among the six thousands languages spread over the globe, 583 are spoken by approximately 500 ethnic groups spread throughout Indonesian territories (Department of Information, Republic of Indonesia, 2005) making Indonesia the second most linguistically diverse country in the world after Papua New Guinea with its 760 local languages (Dixon, 1991: 245). As such, Indonesia is automatically categorized as a potential site for high levels of language extinction. The status of English and Indonesian, as the most taught languages in the education system, has destabilised the position of other languages around the world. This thesis investigates the status of major local languages in Indonesia through narrative inquiry, with the research methodology drawing on the researcher’s own linguistic and cultural experience.
Biodata
I am a master student of TESOL - International, taking coursework program with minor thesis for 16,000 words in this last semester. I am an English teacher in Indonesia who has interest on teaching Pronunciation and Cross Cultural Understanding.

SG03 – Culture, Language & Diversity

3.15pm

Chinese international students’ writing in VCE ESL classes
Chia Chuan (Gwen) Wu

The English requirements for entering a university in China are based on the entrance examination, which emphasizes lexical and grammatical competence. There is no attention paid to recognizing different kinds of written texts or genres, such as argumentative writing. Students are not taught how to write texts in different genres. This poses a problem when Chinese international students transfer from the Chinese secondary education system to the Victorian secondary education system. They may lack certain essential skills, which required in the second part of Outcome One ‘Presentation of an Issue’ [Victorian Curriculum and Assessment Authority (VCAA), 2003]. This outcome requires the knowledge of control and familiarization with language features and cultural perspectives in different argumentative and persuasive forms of ‘issues’, which appear in the Australian media texts.

This study aims to explore the learning experience of Chinese international students, the ways in which they engage with Australian media and the difficulties and needs encountered during their work with media texts such as newspaper and TV news. It also aims to examine the academic work of students and establish the problems encountered as the students attempt to produce writing. Teacher input in ESL classes will also be investigated to look for the gap between teachers and students’ perceptions of learning to write.

Biodata
Chia Chuan (Gwen) Wu (BA and MA) is currently undertaking a Ph.D degree in the Faulty of Education. She had conducted some interviews for her Master’s thesis and has experience in conducting qualitative research projects in this field of second language writing.

3.45pm

CALL for an ESP reading course: A case study of needs analysis
Ying Wen

This case study of needs analysis aimed to investigate: (a) the feasibility of CALL for an ESP course reading course, Readings in Nursing Periodicals in English, offered at National Taipei College of Nursing (NTCN); (b) NTCN nursing students’ perceptions of the CALL designs; and (c) the variables affecting the students’ perception of the designs. A self-designed questionnaire was administered to 270 students to collect data. The results of data analysis revealed that the CALL designs were on the whole highly and positively valued by the students. In addition, the students’ perception of the CALL designs could be collapsed into four factors, labelled learning strategies, specialist terminology, subject content, and English language, ranking from the most important in order. Moreover, through the analysis of variance, the students’ attitudes and motivation, self-perceived English proficiency, and learning styles were found not only to have an impact on their perception of the CALL designs, but also to influence their evaluation of the importance of different factors significantly.

Key words: needs analysis, perception of CALL designs, ESP, feasibility, factors.

Biodata
Ying Wen has been working as an English teacher at the National Taipei College of Nursing (NTCN) since 1992. Presently, she is a PhD student in TESOL at Monash University, Australia.

SG04 – Learning & Work

3.15pm

Consuming learning: A study of two training cafes and their effect on affect….
Kathleen Ferguson

Questions of value can be difficult to ascertain when looking at the outcomes of learning programmes directed at post-school leavers. In some ways, their life chances can be spoken about in terms of employment, confidence,
But this fails to take into account more ambiguous indicators, such as a sense of community participation. This haziness has as much to do with what is meant by ‘community’ as any perceived failure in analysis. This paper looks at several post-secondary education and training bodies, referred to here as ‘New Learning Spaces’, to trace out the shape of these learning communities, how they include or exclude and what physical and emotional attributes might give greater leverage into their consideration.

**Biodata**
Kathleen Ferguson is a Research Fellow in the ARC funded New Learning Spaces Project, in the field of Adult Learning for Work, Life and Citizenship. Her PhD in CCLCS was on sensory phenomenology and she undertook a post-doctoral fellowship at Durham University, U.K.

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### 3.45pm

**Drowning in Industry Qualifications in Liquid Modernity**  
*John Pardy*

This paper is based on research into TAFE learning undertaken as part of a research masters in education. TAFE learning represents the predominant institutional form of Vocational Education and Training (VET) in Australia. Vocational education and training has long been conceptualised as ‘learning for work’. In contemporary societies the characteristics of work have been reconfigured through changed patterns and arrangements of workforce participation.

The last ten years of VET reforms produced “National Industry Qualifications” to reshape TAFE learning to address social and economic changes and changes to work in particular. The impact of credentialism in shaping education practices and in reconstructing TAFE learning is explored in this paper.

The sociology of Zygmunt Bauman enunciates a concept of ‘liquid modernity’, signaling a “redistribution of freedoms” (2004, p. 90). This is in contrast to the more materially anchored freedoms associated with solid modernity. In this paper I use Bauman’s theorisation of ‘liquid modernity’ to critically explore the social and cultural relevance of “National Industry Qualifications” and how they equip individuals to navigate work and learning in a liquid modern era.

In particular this paper will explore how “National Industry Qualifications” position individuals to negotiate work and learning in liquid modernity. Focusing on three individual TAFE students this paper will explore the relationships between individuals, qualifications and work. This paper will survey the possibilities and limitations of “National Industry Qualifications” in supporting a TAFE learning that enables individuals to better navigate the world of work in liquid modernity.

**Biodata**
John Pardy has been a research Masters student in the faculty for the past four years. Under the supervision of Assoc. Prof. Terri Seddon he has recently written up his research into TAFE Learning. John has an extensive work history as a TAFE teacher, TAFE curriculum officer as well as a holding VET policy positions with state and national education and training bureaucracies.
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