SPRINGTIME IN EDUCATION AND PSYCHOLOGY RESEARCH: GROWING IDEAS TOGETHER

Thursday 27 September, 2018
2018: SPRINGTIME IN EDUCATION AND PSYCHOLOGY RESEARCH: GROWING IDEAS TOGETHER

Proceedings of MERC
Annual Conference,
Thursday, 27 September 2018

EDITED BY:
Roy Rozario
Claire D Nicholls
Roy T Smalley
Urmee Chakma
Md Khairul Islam

IMAGE:
Growing and Transforming Through Education
Illustration by Henny Herawati
Doodles by Claire D Nicholls
2018. PhD Candidates, Faculty of Education, Monash University

PUBLISHED AND REPRODUCED BY
Monash Education Research Community (MERC)
Faculty of Education
Monash University

September 2018


Springtime in Education and Psychology Research:
Growing ideas together.

Proceedings of the 2018 MERC Annual Conference
Copyright © Monash University (2018). Ownership of copyright in the abstract/presentation remains with the author. 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 Monash Education, Learning and Teaching Building, Monash University, Clayton, Victoria 3800 or MERC Monash Education, Building A, Monash University, McMahons Road, Frankston, Victoria 3199, Australia.
Proceedings of the
Monash Education Research Community
2018 Annual Conference

Springtime in Education and Psychology Research: Growing ideas together

Editors:
Roy Rozario, Claire D Nicholls, Roy T Smalley, Urmee Chakma and Md Khairul Islam

Monash University, Clayton Campus
Victoria, Australia
Thursday, 27 September 2018
MERC Organising Committee

Urmee Chakma               Claire D. Nicholls               Md Khairul Islam
Roy Rozario                Elham M. FOOMANI (Ellie)             Pamela Patrick
Muhalim                    Mehdi Moharami

January - June 2018 Members: Anar Purvee, Nastaran Khoshsabk, Alireza Sharifjafari

Join the team! Talk to the organising committee about being part of the MERC 2019 leadership team- merc-edu@monash.edu

Acknowledgements

We acknowledge the people of the Kulin Nation as the traditional custodians of the Wurundjeri and Boon Wurrung lands on which we gather today. We pay our respects to their Elders and leaders, past, present and emerging.

‘meeting place’ or ‘sitting down place’

The MERC organising committee is grateful for the guidance and assistance of:

Abstract Reviewers
Raqib Chowdhury, Christine Grove, Joseph Seyram Agbenyega, Marc Pruyn, Gary Bonar, Philip K. Chan, Edwin Creely, Dat Bao, Anna Filipi, Stella Laletas, Anna Podorova, Lynette Pretorius, Jessica Premier

Mentors and Faculty Staff
Dr Scott Bulfin, Dr Raqib Chowdhury, Dr Christine Grove, the Graduate Research Office, Seshna Maharaj, Celeste Parker, Trudi Brunton, Kate Wilson, Associate Dean of Graduate Research Degrees - Associate Professor Jane Wilkinson, Jenny Reeder (MPA)

Student Conference Volunteers
Dr Sandeep Sandhu, Josephine Prestia, Marcela Gallardo, Alice Kunjumon, Tongling Ding (Eileen), Jacky-Lou Maestre, Nasser Aimutairi, Aishwarya Solanki, Kayla Donovan, Kripa Jacob, Ahmad Junaidi, Xiaoyu Shi, Sharifah Albar, Han Lwin, Destari Pertiwi, Claudia Cornejo, Haoran Zheng, Yang Wang

Illustration by Henny Herawati; doodles by Claire D. Nicholls.
Welcome Message from the MERC Leadership Team

We warmly welcome you to the 2018 Monash Education Research Community Conference as we gather together to grow ideas, share research and connect with one other. It is an exciting time of year and we have been buzzing with anticipation to greet you at this annual conference taking place at Monash, Clayton during the Springtime as Melbourne around us reawakens with vigour and the promise of new life.

As a community of researchers and practitioners in the fields of education and psychology, the theme of “Springtime” is an apt metaphor to explore. Learning the craft of social research can be thought of as a time of growth- an idea like a seed is planted, which if nurtured, grows into a mature and independent plant. Similarly, metaphorically the experience of undertaking a significant research project is Springtime-like in that it is a time of rapid change, of productivity, hope that the work will bring forth fruitfulness, branching out, discovering colours and nuance, ideas bursting forth and (sometimes) pleasant temperate days.

As a leadership team, we seek to provide friendly opportunities that help our diverse graduate research community grow and flourish in their work. During the year we have facilitated seminars, workshops and social events to encourage engagement and valuable learning opportunities. We have also begun new initiatives to further promote the development of meaningful connections and professional relationships. All these goals are at the heart of the work that MERC does in preparing this conference for you.

We hope you will find this conference to be a supportive environment that propagates constructive feedback, meaningful discussions, as well as fertile grounds for growing ideas and connections with others. In this environment we also celebrate and showcase the diversity that this community brings- our ideas, research areas, knowledge, skills, and cultures, and hope that these are reinvigorating for you and encourages new growth in your research.

Our conference is particularly special this year as we welcome many interstate and international guests to this conference representing universities from around the world. The MERC leadership team also extends a very special welcome to all off campus and distance students who have made efforts to be part of this conference.

We hope you enjoy Springtime here in Melbourne and feel at home as we enjoy “growing ideas together”.

MERC Leadership Team 2018
Claire Nicholls; Urmee Chakma; Md Khairul Islam; Roy Rozario; Pamela Patrick; Muhalim; Mehdi Moharami; Elham M. FOOMANI (Ellie)

Illustration by Monash PhD candidate Henny Herawati
With the dragonflies as soaring symbols of transformation, this artwork titled “Growing and Transforming” represents how education strives to nurture and grow all different kinds of human beings, as springtime does for flowers.
General Information

Registration
Registration begins at 8.00am on the day of the conference in the ground floor foyer of the Learning and Teaching Building, 19 Ancora Imparo Way, 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 near the registration desk in the foyer.

Name Labels
All participants will receive a name label at registration. In order to facilitate interaction and assist with networking, we suggest you wear your label throughout the day.

Conference Presentations
Full details of each presentation are provided in the abstracts section following the outline of the program. Each presentation will be 20 minutes in duration with 10 minutes for questions and feedback.

Meals
Morning tea (10:00-10:30am), lunch (12:30-1:30pm) and afternoon tea (3:30-4:00pm) are all provided during the conference and on the ground floor of the LTB. Please come and join for a time of meeting people, making friends, and sharing food.

Participant Feedback
Successive MERC conference organising committees have benefited over past years from participant feedback. Therefore, your comments and feedback this year are equally valued and appreciated. Comments and feedback on the conference can be sent to the MERC leadership team via email, merc-edu@monash.edu

In the event of an emergency…
Should the alarms and lights activate please evacuate the building using the nearest emergency exit or escape staircase. Do NOT use any lifts or adjacent staircases. We will assemble in the safe space across the road from 19 Ancora Imparo Way.

If you have any questions or concerns, please feel free to approach MERC volunteers at the registration desk.
We are more than willing to assist and are keen to meet you.
MERC Conference 2018
Program Overview

8.00am – 8.45am Registration

8.45am Welcome by the MERC Leadership Team Room G.81
Opening by Associate Professor Jane Wilkinson
Keynote address - Dr Sylvia Almeida

10.00am – 10.30am MORNING TEA LTB, Ground floor

10.30am – 12.30pm Parallel presentations – morning sessions
- Early Childhood and Primary Education G.55
- Educational Leadership and Professional Development G.56
- Second Language Learning and Teaching G.57
- Identity and Education G.58
- Educational Research and Methodology G.60
- English Language Learning and Teaching G.61
- Student Experience of Higher Education G.62

12.30pm – 1.30pm LUNCH LTB, Ground floor

1.30pm – 3.30pm Parallel presentations – afternoon sessions
- Early Childhood and Primary Education G.55
- Learning Beyond the Classroom Context G.56
- Technology and Education G.57
- Social Justice Perspectives G.58
- Educational Research and Methodology G.60
- English Language Learning and Teaching G.61
- International Learning Environments G.62

3.30pm – 4.00pm AFTERNOON TEA LTB, Ground floor

4.00pm – 5.00pm Panel Discussion and Summary Session Room G.81
WELCOME FROM MERC LEADERSHIP TEAM

WELCOME ADDRESS
Associate Professor Jane Wilkinson
Associate Dean of Graduate Research Degrees, Faculty of Education

KEYNOTE ADDRESS
Dr Sylvia Almeida

Growth is the key attribute of spring that distinguishes it from the other seasons. This presentation delves on the metaphor of springtime as a period of growing. It highlights the opportunities at institutional as well as faculty levels that nurture this growth. Finally the presentation takes on a personal turn, sharing stories of growth, nourishment and accomplishments – all supported by collaborative learning and support from within. These narratives of education as powerful change makers, education as systems to break cycles of disparity and education as an equaliser contribute towards an overall conversation about education leading to growth not only on individual but on societal levels.

Biography
Dr Sylvia Almeida is a senior lecturer in Environmental/Sustainability and Science Education at Monash University. She has a strong teaching background with over 16 years experience in a range of diverse settings as a teacher and teacher educator in India, Africa, U.S.A, the Middle East and Australia. Within schools she has taught Science across varied contexts and settings including Early childhood, Primary and Secondary. Her research is mainly focused on Environmental Education, Education for Sustainability and Teacher Education. She is particularly keen on understanding ways in which sustainability education is implemented in various contexts.
<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.55</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#27</td>
<td>Li LI (East China Normal University)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study of Mathematics Problem Solving for Children Aged 5 to 6</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#34</td>
<td>Suki Jones MOZENTER (Stanford University, USA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“You’re not even reading!” A case study of reader identities in a first-grade community of practice</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#24</td>
<td>Fatema Taj JOHORA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child’s ability or disability in social interaction: the teacher’s assumptions matter in the inclusion of Alex in a mainstream Australian preschool setting</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#29</td>
<td>Nadirah MANNAN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From Clinic to School. The Transition Process for Cochlear Implant Children entering Regular Schools: The Stakeholders’ Perspectives and Practices</td>
<td></td>
</tr>
</tbody>
</table>

**Educational Leadership and Professional Development**

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.56</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#28</td>
<td>Katrina MACDONALD</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faith ventures and the principalship: The mission of social justice leadership</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#23</td>
<td>Md Khairul ISLAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teachers’ professional learning and development through action research: A case study of developing pedagogy for human right education in Bangladesh</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#45</td>
<td>Lalesh R. SHARMA (The University of the South Pacific)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Efficacy of school leaders’ instructional supervision on teachers’ work practices: A Fiji Case Study</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#33</td>
<td>Laura MOLWAY (University of Oxford, UK)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What factors shape the professional learning opportunities accessed by secondary teachers in England?</td>
<td></td>
</tr>
</tbody>
</table>

**Second Language Learning and Teaching**

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.57</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#55</td>
<td>Shaoru ZENG</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chinese Mandarin as L2 Learning in an Australian Primary School: Learners’ voices need to be heard</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#47</td>
<td>Marie TRANQUILLE (Note: Time swapped with abstract #19)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Absence-Presence: Positioning French in second language curriculum in Victoria</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#52</td>
<td>Gak WOUL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy Practices in the settlement experiences of South Sudanese immigrants in Australia: Insights into a community in transition</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#40</td>
<td>Dimitrios PAPADOPOULOS (University of Gothenburg, Sweden)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swedish Tuition for Immigrants: policy, agency and contradictions within a marketised Municipal Adult Education</td>
<td></td>
</tr>
</tbody>
</table>
### Identity and Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.58</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#04</td>
<td>Ahmad BUDAIRI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agency and identity in new media era: Blurring boundaries between academic and out-of-school literacy</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#05</td>
<td>Sonia CANN-MILLAND</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Very Perplexed Stepmother: Step Motherhood And Developing a Healthy Self-Identity</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#06</td>
<td>Urmee CHAKMA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identity Construction and Diaspora: An Ethnographic Case Study of Minority Chakma Immigrants in Melbourne</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#07</td>
<td>Zijia CHENG</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The influence of motivation in transforming identities: An Autoethnography</td>
<td></td>
</tr>
</tbody>
</table>

### Educational Research and Methodology

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.60</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#20</td>
<td>Michael John HENDERSON</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adult Learning Choice Interviewing: A Method for Enhanced Engagement and Understanding</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#18</td>
<td>Marcela GALLARDO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Autoethnography: The process of a self-reflective practice in a novice writer</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#11</td>
<td>Tanya DAVIES</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conceptualising story as theory, method and data: possibilities for education research</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#09</td>
<td>Claudia CORNEJO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conducting a constructivist grounded theory study: Challenges, decisions and reflections</td>
<td></td>
</tr>
</tbody>
</table>

### English Language Learning and Teaching

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.61</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#13</td>
<td>Nicole DINGWALL (University of Oxford, Oxford, UK)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two tales to tell: the differing perspectives of English department cultures</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#38</td>
<td>Ceridwen OWEN</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using the sociological concept of the everyday to examine early career English teachers’ at work</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#12</td>
<td>Desmaizayatri DESMAIZAYATRI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negotiating curriculum and practices: a sociocultural perspective of ELT in Padang</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#35</td>
<td>Siti MUNIROH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>An inquiry about sociocultural factors that influence the Indonesian faculty leaders’ conceptualisation and practices of critical thinking in EFL teaching</td>
<td></td>
</tr>
</tbody>
</table>
### Student Experience of Higher Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.62</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#39</td>
<td>Xuan PHAM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Differences and affective intensities: stories of academic subjectivities in higher education spaces</td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td>#41</td>
<td>Maliheh REZAEI</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socialisation and Induction into Doctoral Education: Mapping Diverse Pathways</td>
<td></td>
</tr>
<tr>
<td>11.30</td>
<td>#14</td>
<td>Zhaobin DONG</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chinese international students’ academic performance and social interaction in Australian universities</td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>#03</td>
<td>Robert BELL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baby Boomers in Education; our Future’s Past Exploring a Decade of Monash University Enrolment Data</td>
<td></td>
</tr>
</tbody>
</table>

#### 12:30pm - 1:30pm  LUNCH  LTB Ground Floor

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Poster Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00</td>
<td>#08</td>
<td>Wing Sze (Emily) CHOW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perception of teachers’ support needs in implementation of inclusive education in the past ten years</td>
</tr>
</tbody>
</table>

#### 1:30– 3:30 pm  CONFERENCE PRESENTATIONS – AFTERNOON SESSIONS

### Early Childhood and Primary Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
<th>ROOM: G.55</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#01</td>
<td>Sharifah ALBAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem-based learning through an Investigation lesson: Significant gains in creative thinking behaviour within the Australian Foundation Classroom.</td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td>#25</td>
<td>Elisa JONES ARANGO</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the next style? Exploring individual differences in the way children think: a scoping review</td>
<td></td>
</tr>
<tr>
<td>2.30</td>
<td>#53</td>
<td>Hannah YARED</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Development of Implicit and Explicit Attitudes: Understanding Racial Bias within an Australian Primary School Context</td>
<td></td>
</tr>
<tr>
<td>3.00</td>
<td>#19</td>
<td>Judith GOMES (Note: Time swapped with abstract #47)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Parent’s views on science learning in everyday life: Developing motive orientation in science for preschool children in everyday family practices</td>
<td></td>
</tr>
</tbody>
</table>
# Learning Beyond the Classroom Context

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#37</td>
<td>Claire D. NICHOLLS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogies of Listening as Audience Development: Learning in the concert hall with three Australian orchestras</td>
</tr>
<tr>
<td>2.00</td>
<td>#26</td>
<td>Ahmad JUNAIDI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth empowerment through educational and socio-entrepreneurship volunteerism in Lombok Island, Indonesia</td>
</tr>
<tr>
<td>2.30</td>
<td>#30</td>
<td>Jayne MALENFANT (McGill University, Montréal, Canada)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultivating Spaces of Co-Learning: Informal Pedagogies in a Community Garden in Montréal, Canada</td>
</tr>
<tr>
<td>3.00</td>
<td>#46</td>
<td>Maria SHENDYAPINA (The University of Hong Kong, Pokfulam, Hong Kong SAR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education for Stroke: the Why and How-to?</td>
</tr>
</tbody>
</table>

# Technology and Education

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#31</td>
<td>Anne (Barbara) MELLES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pedagogical encounters that matter: Library databases as apparatus</td>
</tr>
<tr>
<td>2.00</td>
<td>#42</td>
<td>Roy ROZARIO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploring deep-rooted learning practices in m-learning device-rich classrooms: An expansive learning framework</td>
</tr>
<tr>
<td>2.30</td>
<td>#57</td>
<td>Benjamin ZUNICA (Note: Online Presentation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The challenges of teaching Mathematics with Technology in a High-Stakes examination environment</td>
</tr>
<tr>
<td>3.00</td>
<td>#49</td>
<td>Lydia WAN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using ICT to facilitate self-regulated learning in instrumental music students</td>
</tr>
</tbody>
</table>

# Social Justice Perspectives

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#48</td>
<td>Gordon TSUI (The University of Hong Kong, Hong Kong, China)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engagement “Overdose” and the Challenge of Trust in University-Community Service-Learning</td>
</tr>
<tr>
<td>2.00</td>
<td>#50</td>
<td>Sen WANG (East China Normal University, Shanghai, China)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research on Poverty Alleviation Policy in China</td>
</tr>
<tr>
<td>2.30</td>
<td>#17</td>
<td>Nite FUAMATU</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A phenomenological study of the quality of life conceptualisations of Samoans with a disability in Aotearoa NZ</td>
</tr>
<tr>
<td>3.00</td>
<td>#22</td>
<td>Peter HURLEY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The primacy of credit in the value of education: why education is a lot like money</td>
</tr>
</tbody>
</table>
### Educational Research and Methodology

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#15</td>
<td>Mariko FRANCIS &lt;br&gt;Parents who supplement their children’s education: Variables predicting attendance in out-of-school time academic programs</td>
</tr>
<tr>
<td>2.00</td>
<td>#02</td>
<td>Noriko ARISAWA &lt;br&gt;Mindfulness for pre-service music teachers</td>
</tr>
<tr>
<td>2.30</td>
<td>#43</td>
<td>Vulori SARAI (The University of the South Pacific) &lt;br&gt;Validating the effects of nurturing care practices and nutritional status on the health of infants and toddlers in Fiji</td>
</tr>
<tr>
<td>3.00</td>
<td>#51</td>
<td>Stephanie WESCOTT &lt;br&gt;The educational politics of ‘Safe Schools’: Metaphor, misappropriation and crisis</td>
</tr>
</tbody>
</table>

### English Language Learning and Teaching

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#32</td>
<td>Mehdi MOHARAMI (Note: Online Presentation) &lt;br&gt;Adult English language learners in Iran: An exploration of language practices and learner identities</td>
</tr>
<tr>
<td>2.00</td>
<td>#16</td>
<td>Elham M. FOOMANI (Ellie) &lt;br&gt;Language and Identity: being a woman and an English Teacher in Iran</td>
</tr>
<tr>
<td>2.30</td>
<td>#44</td>
<td>Alireza SHARIF JAFARI &lt;br&gt;Online communities of ELT teachers: A plausible source of professional learning</td>
</tr>
<tr>
<td>3.00</td>
<td>#36</td>
<td>Nadine Nicole MUSCHETTE (The University of Hong Kong, Hong Kong, China) &lt;br&gt;Glocal Citizenship Education in English Language Teaching: Perspectives from Jamaicans on the JET Programme</td>
</tr>
</tbody>
</table>

### International Learning Environments

<table>
<thead>
<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30</td>
<td>#21</td>
<td>Henny HERAWATI &lt;br&gt;Learners as writers: EFL creative writing practices in Indonesia</td>
</tr>
<tr>
<td>2.00</td>
<td>#10</td>
<td>Jennifer CUTRI &lt;br&gt;Global pathways for Chinese students studying in elite schools: a new model of international education</td>
</tr>
<tr>
<td>2.30</td>
<td>#56</td>
<td>Chunqi ZHOU &lt;br&gt;Understanding China’s Quality Education policy implementation in network governance: A case study of Chinese Communist Party’s, Training Program in Shanghai</td>
</tr>
<tr>
<td>3.00</td>
<td>#54</td>
<td>Fatemeh ZARRABI &lt;br&gt;English Language Learning Strategies: Perspectives and Practices of EFL Teachers and Learners</td>
</tr>
</tbody>
</table>
There is so much to enjoy about Springtime: warm sunny days, vibrancy, life bursting forward and the world around us undergoing visible and rapid growth. It is wonderful when our experience of social research is also like this. However, sometimes the experience of undertaking research is more like a freezing Winter, a turbulent Summer storm, or even like the disappointment as the Autumn days become shorter and the once green leaves litter the ground.

Join us for a panel discussion and time of sharing about seasons experienced by HDR students carrying out research and growing ideas. Best of all you get to ask the questions via our live technology feed! In sharing our experiences together, we hope you will be encouraged, energised and ready to join in.
Abstracts

Abstract: 1  
Time: 01:30 – 02:00  
Room: G55

**Problem-Based Learning Through an Investigation Lesson:**  
Significant gains in creative thinking behaviour within the Australian Foundation classroom  
Sharifah ALBAR  
*Monash University*  
sharifah.albar@monah.edu

**Abstract**

Creativity is well documented but not limited to any particular discipline or activity though most research in the Australian context relates to art, dance and music education. However, very little is known to what extent creativity is integrated and implemented outside the expressive arts, music and dance. Furthermore, research that links curricular areas and creativity is scarce in the international arena and an under researched area within the Australian contexts.

In this case-study, I explore how foundation stage children express their creative thinking behaviour across the curriculum within quality teacher-child interactions and strategies used in the school classroom environment using thirty-five hours of observations, semi-structured interviews and data artefacts gathered over 5 months. Purposive sampling through a local school was led by the school’s motto and mission which promulgates “partnership that nurtures innovation, creativity and inspiration.”

The findings revealed that problem-based learning strategies used in the investigation lesson immensely aroused children’s creative processes. Exploratory thinking, risk-taking, and experimentation were also exhibited in these creative endeavours and it was concluded that creativity can exist in all facets of school teaching and learning particularly when strongly fostered in investigation lessons. Such engagement is applicable to all educational research, learning and teaching by enabling people to grow ideas together. This in turn offers more informed perspectives on creative process and pedagogy, for researchers, teacher-educators and curriculum developers.

**Keywords:** Problem-based learning, early childhood creativity, creative process, investigation lesson, teacher-child interactions

**Bio:** Sharifah Albar completed a Masters Degree, Early Childhood Education specializing in Assessment and Evaluation, University of Malaya. Her doctoral research concerns early childhood education, creative thinking behaviours and teaching and learning practices. Sharifah has taught kindergarten (Japan), primary school (Melbourne), consultant for pre-school franchisor and university lecturer (Malaysia).

Abstract: 2  
Time: 2:00 – 2:30  
Room: G60

**Mindfulness for Pre-Service Music Teachers**

Noriko ARISAWA  
*Monash University*  
noriko.arisawa@monash.edu

Louise JENKINS  
*Monash University*  
louise.jenkins@monash.edu

Renee CRAWFORD  
*Monash University*  
renee.crawford@monash.edu

**Abstract**

Teaching can be a very stressful occupation. Many teachers experience stress and burnout due to heavy workload, time demands, student disruptive behaviour and organisational factors. Ironically, the more dedicated and caring teachers are toward their work and students, the more likely they are to experience emotional exhaustion. Beginning teachers in particular are at risk of this emotional roller-coaster as they typically enter the profession with idealistic visions and romanticised thoughts about teaching. Being a music teacher further confounds these problems associated with teaching. Many music teachers suffer anxiety, low self-esteem, harsh self-criticism and depression due to a constant judgment on their playing abilities by examiners, adjudicators and peers throughout their developmental years.
Recent decades have witnessed growing evidence on the efficacy of mindfulness practice in diverse fields such as clinical psychology, neuroscience, sport and K-12 education. This qualitative study aims to explore how mindfulness practice could help pre-service music teachers to reappraise habits of mind, and how it influences their pedagogical approach as well as their own music practice and performance.

The study developed a 5-week Mindfulness Workshop specifically tailored for pre-service music teachers. Data was collected through pre- and post-workshop individual semi-structured interviews, focus group discussion, practice/reflective journaling, contributing to a closed Facebook forum as well as 6-month and 12-month follow-up with the pre-service music teachers. Emergent themes from the study may contribute toward filling the gap in music teacher training literature and offer a practical, hands-on approach that could be adapted and/or infused into the existing curriculum.

**Keywords:** Pre-service music teachers, teacher training, mindfulness practice, music practice and performance

**Bio:** Noriko is a PhD student with the Faculty of Education, Monash University. She obtained her MMus. (Performance and Teaching) at Melbourne Conservatorium of Music in 2016, with a thesis on the effect of mental skills training for adolescent pianists. Her research interests include instrumental pedagogy, music teaching and learning.

---

**Abstract: 3**

**Baby Boomers in Education:**

**Our future’s past exploring a decade of Monash University enrolment data**

Robert BELL  
Monash University  
robert.bell@monash.edu

**Abstract**

Older mature aged students in higher education are a significantly under-researched group particularly regarding their motivation to study and their experience of studying. This project investigates the motivations and experiences of students undertaking university study who are at least 55 years old-the last of the Baby Boomers. The methodology used was a qualitative study of a small group using a multi-case study approach combining longitudinal Monash University enrolment data, an anonymous survey and in-depth interviews.

Using a decade of enrolment data, both comparative and trend analysis were undertaken. Analysis of the enrolment data generated an overall picture of the cohort and a context to the research. These enrolment data have produced both anticipated and surprising results and these initial findings are discussed in the proposed paper. Anticipated results included a significant gender imbalance and that most of the older undergraduates were enrolled in the Arts faculty. Two surprising results were a 50% reduction in older undergraduate students since 2103 and that over 60% of older undergraduates had previous completed university qualifications.

The presentation will describe the motivations and experiences of this under researched cohort and discuss these experiences in relation to the relevant literature to draw conclusions and suggestions for policy, practice and further research. The research is significant as it depicts and contextualises the situation of undergraduate students aged 55 and over and gives a voice to this cohort and contributes to our knowledge of active aging providing useful context for further research.

**Keywords:** Older mature aged students, Baby Boomers, higher education, educational trends

**Bio:** Robert Bell is an experienced learning and development specialist and group facilitator. He has extensive experience in the areas of education, learning and development and equity. He is currently undertaking a PhD in Education and is well informed about older mature aged students in higher education.

---

**Abstract: 4**

**Agency and Identity in New Media Era:**

**Blurring boundaries between academic and out-of-school literacy**  
Ahmad BUDAIRI  
Universitas Ahmad Dahlan Yogyakarta, Indonesia  
ahmad.budairi@monah.edu

---

14
Abstract
In many educational contexts, learners’ agency and identity has been somewhat neglected and conceptualized as an individual, autonomous quality independent of social surroundings. This paper aims to shed light on the socially mediated nature of agency and identity in the context of literacy as a social practice. The research draws on a year-long ethnographic case study investigating the interplay between agency and identity embedded in out-of-school English literacy practices of a group of university students in Indonesia. The data were collected through semi structured interviews, focus group discussion, reading pro forma, informal chats, and online artefact collection. Utilizing sociocultural theoretical lens, the analysis revealed that rather than being passively positioned as illegitimate English users by the academic discourse, the students found new media as spaces for authorship where they creatively re-authored their voice and gained legitimacy as English users. In doing so, they constantly drew on their past experience and their sense of self as positioned by the authoritative discourse as a resource to engage in out-of-school literacy practices in ways that reinforced their agency and identity. The research concludes that education needs to expand learning contexts beyond the confinement of classroom walls in response to the emergence of new media which affords learners with multiple channels of authorship to enact their agency and identity.

Keywords: Literacy practice, agency, identity formation

Bio: Ahmad Budairi is currently undertaking PhD at Monash University, Australia, where he also earned his Master Degree in 2013. currently lectures at the English Department of Ahmad Dahlan University Yogyakarta, Indonesia. His research interests include curriculum and material development, learner autonomy, digital literacy, critical pedagogy, and discourse analysis.

The Very Perplexed Stepmother: Step motherhood and developing a healthy self-identity

Sonia CANN-MILLAND
Monash University
sonia.cann-milland@monash.edu

Jane SOUTHCOTT
Monash University
jane.southcott@monash.edu

Abstract
Autoethnography is a qualitative methodology that revolves around self-study that both authors used to describe the first author’s lived experiences within the context of stepfamily life. This article unpacks Sonia’s experiences as a stepmother and the impact it had on her evolving self-identity. This was done by utilizing Sonia’s memories and self-reflecting on her journey within her social context. Both authors examined her behaviour, beliefs and how this creates meaning in Sonia’s life within her personal cultural setting. We reflected upon the specific situations that caused Sonia to question, alter and sustain a healthy sense of self, so in turn she was able to work towards the ongoing development and establishment of self-understanding and building her inner strength to deal with the challenges and issues within her stepfamily. This also allowed Sonia the capacity to work on creating a safe and secure environment that supports healthy and ongoing connections within her stepfamily. The influences that shape who we are over our lifespan can be from multiple sources, such as, the roles we choose to play, influential personal relationships, life experiences and social expectations. All these experiences influenced the future role of the stepparent that Sonia wanted to be. This autoethnography offers insight to both stepfamilies and those researching and working with them to build a deeper understanding of the unique issues and experiences stepfamilies have which may be unexpected, complex, and diverse.

Keywords: Stepmother, stepfamily, auto-ethnography, self-identity

Bio: For thirty years I have worked as a welfare worker which has allowed me to professionally connect with stepfamilies with children on the Autism Spectrum (AS). I am a stepmother of 12 years with three step children and two biological children. My doctoral research explores stepfamilies raising children on the AS.
Identity Construction and Diaspora: An Ethnographic Case study of minority Chakma immigrants in Melbourne

Urmee CHAKMA
Monash University
urmee.chakma@monash.edu

Abstract
Arguably, education plays a crucial role in improving individuals’ socio-economic circumstances and is one factor in reducing poverty and accessing the lines of social mobility. This is particularly true for the indigenous people in the world because in most countries they are deprived of even the very basic education by their nation states resulting in lower educational performance levels, higher dropout rates in formal education and even lower representation in higher education.

However, despite suffering several human right violations, the indigenous Chakma minority from the Chittagong Hill Tracts (CHT) in Bangladesh have shown great resilience in achieving over 71% literacy rate. For the Chakma, education has long been a pathway to economic independence, a key to successful future and development and achieving high success rates in securing scholarships to study abroad, often resulting in permanently emigrating and seeking domicile in developed, Western countries, such as Australia, creating a thriving Chakma diasporic community. This Ethnographic Case study, involving in-depth, semi-structured interviews with six Chakma immigrant participants investigates their lived experiences from the CHT to Melbourne and the complexities of their identity formation in Melbourne, especially examining their educational affordances through the lens of Bhabha’s cultural hybridity theory.

The study aims to offer valuable insights into how Indigenous people can use education as a tool of empowerment to move from a space of oppression to one of empowerment and emancipation. This study is also informed by my own lived experiences as a Bangladeshi-Australian-Chakma who has followed similar trajectories to the participants of this study.

Keywords: Education, indigenous education, diaspora, identity construction, cultural identity, empowerment

Bio: Urmee is a PhD student in the Faculty of Education, Monash University. She has a Masters degree in English Literature and has been teaching English to international students in Melbourne for 15 years. Her research interests include non-native English teachers’ experiences, indigenous education, diasporic communities, immigration and identity construction.

The Influence of Motivation in Transforming Identities: An autoethnography

Zijia CHENG
Monash University
zijia.cheng@monash.edu

Abstract
As a researcher, it is significant to understand the reason of doing one’s current research. By revealing the origins, researchers achieve deeper perceptions of their topics and be more enthusiastic in their research process. This paper explores how my background influences the choice of my research topic by employing motivation, Self-determination Theory specifically. To investigate my background, autoethnography as a research methodology was employed. My musical background, piano learning experience, understanding and knowledge helped me building my motivation in doing research in music education. Through this qualitative study, I found that my identity, interests and choices of research methodologies in music education are influenced by my understandings and beliefs gained from my own learning experience. In the process of perceiving, I also found my identities were transformed. I become to be a researcher instead of simply a piano learner and player. My musical identities provide motivation which influences the establishment of my new identity. Because of this study, I achieve better understandings of my topic and become more passionate in my research. Hopefully, this study will be helpful in assisting researchers discover their own reasons of doing research and bringing researchers enthusiasm in their topics.

Keywords: Autoethnography, motivation, identity, piano learning, music education

Bio: Zijia Cheng is a doctoral candidate in Monash University who has a long and winding piano learning experience. During her identity transformation, she realized motivation plays a significant role and did some research by employing autoethnography.
Abstract: 8  Time: 1:00 – 1:30  Room: G58

Perception of teachers’ support needs in implementation of inclusive education in the past ten years

Wing Sze (Emily) CHOW
Monash University
wing.chow@monash.edu

Abstract

Inclusive education has been implemented for nearly three decades. General classroom teachers have an important role to include students with disabilities in the classrooms. However, research has revealed that teachers often do not feel fully equipped to teach in inclusive classrooms. Unless they are well prepared for inclusion, the reform is unlikely to succeed. The purpose of this study is to identify and synthesise the empirical research on teachers’ perceived support needs to implement inclusive education published between 2006 and 2017.

The findings from the review would add to the existing knowledge of the teachers’ perception of support to inclusion practices. Published journals were identified through systematic literature searches of electronic databases. Journals fulfilling inclusion criteria were reviewed. The review identified 23 studies. The results revealed that teacher education and the availability of teacher assistants were the teachers’ major perceived support needs in inclusive education. Adequate resourcing, appropriate modification and adaptation of curriculum, inter-professional collaboration, availability of adequate time to plan and opportunity to teach in smaller classes were also identified as the perceived needs of teachers to implement inclusive education. The findings of the literature review imply that teachers’ perceived support needs are not necessarily beneficial to the implementation of inclusive education. The provision of teacher assistants, as an example, is perceived by teachers as an important support to include students with disabilities in the class. However, the research found that the reliance on the teacher assistants can also have detrimental impact on the inclusion of students with disabilities.

Keywords: Inclusive education, support needs, students with disabilities, teachers’ perception.

Bio: Emily is a registered teacher in Victoria. She had been teaching students with autism in an autism-specific school for ten years. She currently is working in the Education University of Hong Kong providing teacher education training to in-service teachers in Hong Kong.

Abstract: 9  Time: 12:00 – 12:30  Room: G60

Conducting a Constructivist Grounded Theory Study: Challenges, decisions and reflections

Claudia CORNEJO
Monash University
claudia.cornejoaraya@monash.edu

Leonie KRONBORG
Monash University
leonie.kronborg@monash.edu

Abstract

With each stage providing new and unexpected challenges, conducting a doctoral research could be considered as a continuous invitation to the researcher to go out of their comfort zone. This presentation aims to discuss the experiences, challenges, decisions and reflections of an international student in her journey of developing and conducting a constructivist grounded theory (CGT) study in the field of gifted education.

CGT studies aim to move beyond description to provide new conceptualizations of participants’ experiences through the development of a theory based on emergent understanding. Challenges faced during the process of developing and conducting this CGT study have been related to the role of literature review and theoretical framework, data collection and analysis as parallel processes, sampling criteria, saturation of data, managing big amounts of information, and decisions made with the emergent categories. Additionally, as an international student language has been a big challenge when conducting interviews, understanding tacit meanings, and writing up detailed findings.

Addressing such challenges and being prepared for upcoming ones, could be seen as an important source of stress or as a valuable opportunity to develop desired, as well as unforeseen skills to develop as a researcher. Being a reflective researcher has been a critical process in gaining awareness in how a researcher’s interests, assumptions, and positions influence their study. Finally, as a recommendation from the experience of being a CGT researcher, it is important to highlight the responsible and a proactive attitude and behaviour, asking new questions, seeking new answers, and viewing the studied phenomenon from new perspectives.
Global Pathways for Chinese Students Studying in Elite Schools:
A new model of international education

Jennifer CUTRI
Monash University
jennifer.cutri@monash.edu

Abstract
In recent years there has been an increased demand for an English-medium education accompanied by Western teaching styles where such schools in China market themselves as a ‘world-class elite passport’. This notion pertains to the idea of international schools offering a Western curricula, for example the Victorian Certificate of Education (VCE), to provide pathways for students to access universities in western countries such as Australia. Through exploring the preliminary findings from an Australian international school in China, this presentation focuses on the voices of the teaching staff, the Chinese students and their parents affiliated with this particular school. I highlight how the unique experiences of these participants illustrate their global aspirations and future expectations around the themes of mobility, social imagination, and class. This presentation will present qualitative data collected in the form of interviews participant observations and photographs. I will also explore key ideas from this data unveil regarding how a new model of international education represents this current global education phenomenon.

Keywords: International education, Chinese students, mobility, global

Bio: Jennifer Cutri is a current PhD student in the Monash University faculty of Education. Her research involves international education within the Chinese context. Jennifer’s interest in the changing models of international education comes from her experience of teaching and learning in Asian international schools over the years.

Conceptualising Story as Theory, Method and Data:
Possibilities for education research

Tanya DAVIES
Monash University
tanya.davies1@monash.edu

Abstract
In an era when quantifiable data, standardised metrics and accountability trump education narratives and drive education policy, and political debate fiercely contests ‘whose truth matters’, the nuanced, everyday stories that teachers tell and narrate are devalued. Yet stories and storytelling are the fabric of human lived experience. Education is an intrinsically relational endeavour, and schools are significant places where the stories of our being are cultivated, told and learnt. Considering this, it is pertinent to consider how education researchers might harness educational stories and storytelling practices to speak back to the reductive narratives of education alluded to above.

This paper draws on the ongoing ethnographic work of my PhD focused on the stories of cultural difference in secondary schools to explore the practice of critical storytelling, as invoked by Hannah Arendt and Walter Benjamin, as research theory, method and data. This methodology attends to storytelling as an opportunity to contest simplified notions of cause and effect, and chronology often drawn from stories and presents a complex understanding of stories and storytellers as entities positioned to tell stories from a particular location and through specific cultural conventions. Stories that can always be repositioned and retold from alternate positions. Critical storytelling practices work to emphasise the always incomplete, always socially, culturally, historically, politically and temporally positioned nature of stories. In understanding the ways different kinds of stories are told, there is opportunity to understand how critical storytelling in
schools may cultivate, maintain, subvert, challenge and co-create the always evolving narratives of educational experiences, practices and systems.

**Keywords:** Storytelling, lived experience, story as method

**Bio:** Tanya Davies is a PhD candidate in the Faculty of Education at Monash University. Tanya has worked as a Secondary English teacher for 12 years before moving towards a career in academia and educational research.

---

**Abstract: 12**

**Time: 11:30 – 12:00**

**Room: G61**

**Negotiating Curriculum and Practices: A sociocultural perspective of ELT in Padang**

Desmaizayatri DESMAIZAYATRI

Monash University
desmaizayatri@monash.edu

**Abstract**

In Indonesian contexts, literature has shown that there has been huge discussion about the curriculum, particularly on the rapidity of curriculum changes in Indonesia. However, these revisions focus heavily on how students are able to achieve certain target of competences but put insufficient substantial effort into understanding the sociocultural factors experienced by teachers in order to produce a socially and culturally relevant curriculum as a fundamental principle in post-method era.

In this research, I seek to understand how English teachers negotiate the curriculum and practices within their sociocultural contexts. By using a qualitative case study approach and grounding from the sociocultural perspectives, this paper examines how the curriculum as a cultural artefact influences English language teachers’ pedagogy in Padang contexts. Semi-structured interviews were conducted and curriculum documents, English language syllabus, and English textbooks were reviewed to gain in-depth understanding of some sociocultural issues in pedagogy in ten secondary school teachers in Padang. The findings indicated that within their sociocultural contexts, some English teachers have innovatively addressed some mandates of the curriculum through the teaching materials used in the English classrooms. The findings also showed how teachers were unpredictably dealing with constraints in curriculum implementation such as heavy teaching commitment and students’ diverse backgrounds.

**Keywords:** Curriculum, English pedagogy, sociocultural perspectives

**Bio:** Desmaizayatri is an English Trainer and Education Consultant at TIME Language Centre in Padang, West Sumatra, Indonesia and a current PhD student at the Faculty of Education, Monash University, Australia. Her research interest is in the area of English language curriculum and EFL (English as a Foreign Language) pedagogy.

---

**Abstract: 13**

**Time: 10:30 – 11:00**

**Room: G61**

**Two Tales to Tell: The differing perspectives of English department cultures**

Nicole DINGWALL

University of Oxford, Oxford, UK
nicole.dingwall@education.ox.ac.uk

**Abstract**

The culture of schools and subject specific departments ought to lend themselves to developing the individual nature of a teacher’s pedagogy. Yet the National Curriculum for English since its inception in 1989 began to shape the teaching of English in England. Arguably, the structured curriculum imposed by the government through the National Strategy (Department for Education and Skills (DfES), 2003) removed from teachers their ability to make choices that would best enable their students to learn and progress.

This paper explores the relationship between the identity of an English department in a secondary school and the individual teachers within the unit; the former often influencing the latter (McNicholl, Childs and Burns 2013). This paper reports on the varying perspectives of department cultures.

The research engages case studies involving three English departments. Data were collected throughout the calendar year of 2018 involving observations of department meetings, field notes and a predetermined schedule where four teachers from each department were interviewed, three times. The teachers were selected by the heads of department and all had varying experiences of teaching. The results to date have indicated that a schism exists between teachers and the heads of department.
References

Keywords: Culture, identity, English subject, teachers, schools

Bio: Nicole Dingwall is the Lead Tutor for the English PGCE and is a supervisor for the Masters in Learning at Teaching at the University of Oxford. Previously Nicole taught English in secondary schools in Australia and the UK. Her research interests include teachers’ identities, vulnerable children in education and literacy.

Abstract: 14
Time: 11:30 – 12:00
Room: G62

Chinese International Students’ Academic Performance and Social Interaction in Australian Universities

Zhaobin DONG
Monash University
zhaobin.dong@monash.edu

Louise JENKINS
Monash University
louise.jenkins@monash.edu

Renee CRAWFORD
Monash University
renee.crawford@monash.edu

Abstract
The recruitment of international students’ in higher education institutions has contributed to a transformation process towards internationalization in developing countries. In recent decades, studying abroad has become a trend among Chinese students. With a high-quality educational system and liveable environment, Australia is a popular destination for Chinese students. Australia has accommodated over 171,024 Chinese mainland students (Australian Education International, 2018). However, living in a culturally diverse country such as Australia, and studying in an unfamiliar education system can create challenges for mainland Chinese students who may experience stress from academic adaptation and social challenges. This can include loneliness, interaction problems and significant culture shock (Li, Heath, Jackson, Allen, Fisher, & Chan, 2017).

This research focuses on postgraduate Chinese mainland students in a large Australian university to analyse the barriers and challenges facing these students when they choose to study in a country with a vastly different culture from their home country. The research currently being undertaken uses a qualitative research design with semi-structured individual interviews with three participant groups (Chinese students, domestic students and language advisors), focus groups (Chinese international students) as well as classroom observations (Chinese students). The Hall’s ‘circuit of culture’ will be used as a theoretical framework used will be to develop findings that support a deeper understanding of the stressors and identify ways to successfully interact in an Australian cultural context as an international student. The research intends to add to the provision of valuable information for Australian universities about the challenges of this issue and potential improvements.

Keywords: Chinese international students, intercultural interaction, social challenges

Bio: Zhaobin is a first year PhD student in Faculty of Education. She has achieved Master of TESOL from Monash in 2017. She is well placed to research this topic given her Chinese background and heritage and her experience as an ESL student.

Abstract: 15
Time: 01:30 – 2:00
Room: G60

Parents who Supplement their Children’s Education: Variables predicting attendance in out-of-school time academic programs

Mariko FRANCIS
Monash University
mariko.francis@monash.edu

Abstract
There is a growing body of research that indicates a global increase in student participation in supplementary education. Broadly defined as fee-based, educator-led academic lessons or programs operating outside of regular school time, the increase of supplementary education services across the world, including Australia, is a phenomenon that is
considered by researchers and policy makers to be attributed to the intensifying academic competition existing today. It is suggested that the marketization of education provides a climate of anxiety that targets parents and students alike. This pressure to ‘buy-in’ influences parental aspirations and expectations for their children to ‘succeed’ in standardized assessments, to win academic scholarships, and to enter select entry schools and choice university courses.

There is a small but significant body of knowledge that suggests participation in supplementary education benefits learning when used for intensive support or intervention, extension or enrichment. If this is the case, it suggests that some parents supplement their children’s education to fill a gap in their children’s learning, and it questions if these parents perceive that mainstream education is not meeting their child’s learning needs.

This paper presents findings from an Australia-wide research study that sought to generate an empirical account of parent perceptions of teacher’s responsivity towards their children’s learning needs, and parent perceptions towards supplementing their children’s education. The study presents findings through a comparative analysis of parent perceptions, and parent and child characteristics.

**Keywords:** Supplementary education, academic programs, parents, family-school relationships

**Bio:** Mariko Francis is a research assistant and a PhD candidate in Education at Monash University, Melbourne, Australia. Her research focuses on family-school partnerships and supplementary education.

---

**Abstract: 16**

**Language and Identity: Being a woman and an English Teacher in Iran**

Elham M. FOOMANI (Ellie)

Monash University

elham.mohammadifoomani@monash.edu

**Abstract**

While globalisation and active presence of women in the Iranian society have led to major changes in the patriarchal structure of the society, women still face limitations and have a long journey ahead to pave their way towards a better status. Studies show that a variety of factors impact on how women situate themselves in their different relationships; family background, economic independence and access to different discourse contribute to their disentangling from the invisible patriarchal net. Previous studies also narrate of a link between familiarity with English language/culture and a more liberated attitude towards the local traditions. This study draws on feminist poststructuralist theories to explore how Iranian women English teachers, and specifically those with a higher degree, situate themselves in the family, their workplace, and in the society. Given their English teaching/learning background and their close contact with international teaching materials (often related to non-Persian traditions), it might be safe to hypothesise that their positioning in the society might to some extent be attributed to their field of study and to their career. For this study, eight Iranian women with English teaching backgrounds participated in individual interviews and two focus group discussions to give an account of the subtle identity processes taking place. The implications of this study are twofold: to start a conversation on how women English teachers situate themselves in their various relationships and to shed light on how they bring together the historicity and modernity.

**Keywords:** Identity construction, English hegemony, power, tradition, modernity

**Bio:** Elham M. Foomani (Ellie) is a second year PhD researcher at Monash University, Education department. She holds a Master of English Language Teaching from University of Tehran, Iran. Her research interests include sociology of education, TESOL, and educational technology.

---

**Abstract: 17**

**A Phenomenological Study of the Quality of Life Conceptualisations of Samoans with a Disability in Aotearoa NZ**

Nite FUAMATU

Monash University

nfea1@student.monash.edu

**Abstract**

The notion of quality of life differs from person to person and low knowledge of what this constitutes for persons with a disability from different ethnic groups is particularly evident. From an interpretivist paradigm, this study utilised hermeneutic phenomenology and the Voice-centred Relational Methodology (VCRM) and drew on Bourdieu’s theoretical concepts habitus, field, capital and doxa. This study focused on describing and analysing what and how Samoans with a
disability in Auckland experience quality of life. One of the research questions driving this study was how do adult Samoans with various disabilities conceptualise and describe quality of life in terms of policy, families and caregiver support? Face-to-face interviews were undertaken with two cohorts: (1) 14 Samoan men and women with a disability, and (2) eight partners and caregivers. One of the key findings indicate that forging a quality of life is conceptualised in terms of performance of role/s, proper resources, right carer supports and connectedness to family and culture. Findings are discussed in relation to the utility of cultural knowledge in developing the workforce capacity of personnel in the health, disability and social service sectors. This knowledge contributes to improving the quality of life of this Samoan diasporic community and potentially similar communities in Aotearoa New Zealand and abroad.

**Keywords:** Disability, quality of life, Samoan community, Aotearoa New Zealand, Bourdieu

**Bio:** Talofa lava! Nite Fuamatu is a Samoan woman born and bred in Aotearoa New Zealand, and currently completing a PhD at Monash University under the supervision of Associate Professor Joseph Agbenyega and Dr Hilary Monk. Her study focuses on the quality of life of Samoans with a disability in Auckland. Soifua ma ia manuia.

---

**Abstract: 18**

**Time:** 11:00 – 11:30

**Room:** G60

**Autoethnography: The process of a self-reflective practice in a novice writer**

Marcela GALLARDO
Monash University
marcela.gallardolazo@monash.edu

Maria GINDIDIS
Monash University
maria.gindidis@monash.edu

**Abstract**

In a process of self-reflective practice, I intend to further explore the process of writing an autoethnography. The challenges to write such a paper for an international student, new researcher and novice writer will be explored. Autoethnography is defined as the form of an autobiographical process of thinking which draws upon personal narrative and the exploration of the author’s experience of life (Mallet, 2011). My autoethnography journal article describes and explores my own experiences as a student in primary and secondary education in Chile and how these experiences helped me become the teacher and researcher I am today. Using this qualitative method, I extensively gathered data by searching for photos, interviewing people from my past and present, collecting newspaper articles and recording memories and emotions. These were the main data sources used to support this journey of growth and an understanding that underpinned the motivations to write my article. Different themes emerged during this process of auto reflection, themes that also relate to teacher education – in particular the theory of Emotional Intelligence. Through this process, I hope to offer a lens on the struggles of many students who like me questioned their skills for learning. By explaining the process of writing an autoethnography, I hope to provide an example that can inspire other researchers in their search for finding answers that can further probe, question their practice, thesis, and simultaneously build their capacity as researchers.

**References**


**Keywords:** Emotional Intelligence, autoethnography, perseverance, resilience

**Bio:** Marcella is a Chilean teacher of English from Concepcion city qualified with a Master of TESOL (Teaching English to Speakers of Other Languages) and is a PhD candidate in Education at Monash University in Australia. Marcela has worked in a variety of contexts teaching English as a second language in Chile and overseas. Her research looks at emotional intelligence and the role it has in pre-service teacher education.

---

**Abstract: 19**

**Time:** 3:00 – 3:30

**Room:** G55

**A Parent’s Views on Science Learning in Everyday Life:**

*Developing motive orientation in science for preschool children in everyday family practices*

Judith GOMES
Monash University
judith.gomes@monash.edu

---

22
Abstract

What do families think is science for preschool children? Do parents believe children learn science in everyday life? What are parents’ beliefs about the relations between play and science learning? Drawing upon cultural-historical concepts of everyday and scientific concepts (Vygotsky, 1987) and motive orientation (Hedegaard, 2002), this one-child case study examines a parent’s understandings on science learning possibilities in the everyday life and the motive orientation in science at family home conditions for a preschool child. The work presented is part of a larger project exploring science-learning possibilities in two preschool children’s homes and school environments. This presentation reports data from a 4.1 years old child Alisa’s home visit video data (4hours), parent interviews, field notes and informal questionnaire responses from the parent. The findings suggest that parents think children can learn science in everyday family home environment and that parents can use everyday moments as stimulating motive (Hedegaard, 2002) that could contribute towards a motive orientation for children’s scientific concept formation. The findings contribute to a broader understanding on early years science learning and the process of concept formation in everyday informal family home context.

Keywords: Early childhood science, parents and home preschool science, play, cultural-historical theory, every day and scientific concept, motive orientation

Bio: Judith Gomes is a PhD student supervised by Prof. Marilyn Fleer and is a teaching associate at the Faculty of Education. Judith has worked in education institutes in Bangladesh, South Africa and in Australia. Her research interests include early childhood science and technology education, pedagogy, and cultural-historical theory.

Abstract: 20
Time: 10:30 – 11:00
Room: G60

Adult Learning Choice Interviewing:
A method for enhanced engagement and understanding

Michael John HENDERSON
Monash University
michael.j.henderson@monash.edu

Abstract

Adult learners are sometimes assumed to choose their learning options in an objective and rational manner that is influenced by individual social and economic circumstances (as described by rational choice theories). This presentation presents research project involving 12 participants and examines what the participants perceive about their learning choices and why they made them. In order to foster engagement and effective reflection on information provided in prior interviews, the researcher uses timeline images that focus on the potentially significant phenomena around key learning related choices made by each participant.

Choice about and engagement in learning as adults can best be understood through an exploration process and dialogue. The researcher interviewed participants three times over two years about their adult learning choices. Understanding about the participant’s choice making is built over this time through considering relevant theories, past studies, representative images, interview records and other artefacts. Interview records and timeline images are also shared with the participant. This unique approach ensures that participants are more likely to remain positively engaged throughout while better recalling earlier contributions and therefore provide additional insights that they may have developed over the data collection period.

Having identified and developed a pragmatic method of data collection and considered a representation of what the data might mean for each participant, this semiotically inspired method fosters active dialogical participation and interpretation. The methodological innovation presented in this paper may therefore offer up strategies for research in other contexts and for other research purposes.

Keywords: Adult education, adult learning, choice making, pragmatism, semiotics, interviews

Bio: Michael is a PhD candidate, research assistant, teaching associate at Monash University and an industry consultant. Michael’s experience includes education, technology, leadership and services roles. His research interest stems from earlier investigations about an apparent lack of learning opportunity engagement by busy adult education teachers.
Abstract: 21

**Learners as writers: EFL creative writing practices in Indonesia**

Henny HERAWATI
Monash University
henny.herawati@monash.edu

**Abstract**

Creativity, with its multifaceted attributes, has drawn wide research interest in diverse disciplinary fields including in the English as a second or foreign language (ESL/EFL) learning context. To foster creativity and creative use of the target language, EFL learners are encouraged to write ‘creative texts’ such as short stories or poetry. Despite some sceptical views on its viability, creative writing has found its place in the EFL language learning in Indonesia and elsewhere.

This qualitative case study investigates Indonesian university students’ potential and practices in enhancing their creative writing skills in the EFL classroom. Eleven university students and four teachers were involved in the project through semi-structured one-on-one interviews, focus-group discussions, guided journals, and samples of students’ writings. Three initial findings have emerged at this stage:

First, Indonesian students in the study conceptualised creativity in relation to product, process, and person. Originality and novelty, which are identified as attributes of creative products, are culturally interpreted, and the process of creativity emphasises on adapting, developing, and synthesising existing products. The attributes of creative individuals include being imaginative, out-of-the-box, observant, and knowledgeable in the creative domain.

Second, three main sources of inspiration for students include observing surroundings, drawing from experiences, and getting ideas from others’ creative works. With these practices, students’ writings often allude to local lore and customs.

Third, bilingualism that involves synthesising and translanguaging serves as a great resource of creativity that assists the development of idiosyncratic features in the writing process.

**Keywords:** Creativity, creative writing, EFL, cultural resources, translanguaging, Indonesia.

**Bio:** Henny Herawati is a PhD candidate at Monash University supervised by Dr. Thanh Pham and Dr. Raqib Chowdhury. Her research interests include creative writing and literature in language learning. She is a member of Asian English language teachers’ creative writing group, and has published a book of poetry, Puisi Laci.

---

Abstract: 22

**The Primacy of Credit in the Value of Education: Why education is a lot like money**

Peter HURLEY
Monash University
peter.hurley@monash.edu

**Abstract**

Educational attainment offers the promise of access to a range of rewards. It is a promise supported by what “may be the firmest empirical finding in the sociology of education”, that formal education “is strongly related to socioeconomic attainment” (Bills, 2003, p. 441). Despite the observed association between an education experience and socioeconomic attainment, there remains significant debate about the origins of value in education. The classical explanation is that an education experience imparts a set of vocationally useful skills that are in scarce supply (Blaug, 1992). However, there is a vast literature that questions the classical viewpoint (Bills, 2003; Brown, 2001). This paper uses the social technology of money as an archetype to explore the origins and functions of education as it pertains to value. Money is essential in the continuance of social life and I propose that education systems perform a similar function. I use theories emanating from the study of money, particularly the credit theory of money (Ingham, 2004; Wray & Innes, 2004), and apply them to debates concerning the value of education. I propose that education, as it pertains to value, has the same three key functions as money: as a store of value, as a measure of value and as a medium of exchange. Moreover, once education has acquired these functions the value derived from education comes primarily in its status as a type of credit, as opposed to something that has a form of intrinsic worth.

**References**


**Keywords**: Certification theory, money, credit, educational value

**Bio**: Peter Hurley is a PhD Student in the Faculty of Education at Monash University. His research interests include foreign qualification recognition, certification regimes and the value of education. He is the ex-President of Monash Postgraduate Association, has written for The Conversation and been an invited commentator on Australia’s Radio National.

---

**Abstract: 23**

**Time: 11:00 – 11:30**

**Room: G60**

**Teachers’ Professional Learning and Development through Action Research: A case study of developing pedagogy for human rights education in Bangladesh**

Md Khairul ISLAM
Monash University
mkisl3@student.monash.edu

**Abstract**

Human rights education is a major priority for educators and policy makers across the world. The most recognized framework for human rights education (HRE); about, through and for human rights, is derived from the Declaration on Human Rights Education and Training (2011), and has been adopted by the United Nations Human Rights Council. Although the government of Bangladesh now includes HRE in their national education policy (2010), HRE is not well developed. This paper reports findings from a qualitative case study of developing pedagogy for HRE in a secondary school in Bangladesh through action research. Teachers were engaged in reflections on their current views on teaching and learning in this field and then in action research to build their professional learning and capacity to develop new approaches to human rights education. Semi-structured interviews and focus group discussions were used to collect data from the head teacher, classroom teachers, students and parents.

The findings indicate that at the commencement of the study, teachers were more concerned about the challenges and barriers in promoting HRE in the school, since they were using very traditional approaches of teaching and learning. However, when they were involved in collaborative planning and participatory action research, with the researcher who has expertise in this field, they were able to overcome the challenges, and develop a range of teaching and learning strategies with a focus about, through and for human rights. This shows the significant potential of action research for teachers’ professional learning and development to build their knowledge and understanding.

**Keywords**: Human rights education, case study, action research, teachers’ professional learning and development

**Bio**: Md Khairul Islam is an Assistant Professor from the Institute of Education and Research, University of Dhaka, Bangladesh. He was awarded a British Government Commonwealth Scholarship in 2012 and completed his MA in Education at the University of York, UK. He was awarded an Endeavour Scholarship in 2015 to undertake higher degree research at Monash University.

---

**Abstract: 24**

**Time: 11:30 – 12:00**

**Room: G55**

**Child’s Ability or Disability in Social Interaction: The teacher’s assumptions matter in the inclusion of Alex in a mainstream Australian preschool setting**

Fatema Taj JOHORA
Monash University
fatema.johora@monash.edu

**Abstract**

Advancement of inclusive education policies internationally and nationally has brought awareness of social justice in our institutional practices. However, inclusion in preschool level has received less attention from researchers. This study examined a child’s participation in a mainstream Australian preschool and how the teacher’s assumptions undercut the child’s potential and limit the teacher to explore the child’s zone of proximal development. The contradiction between
teacher’s and parent’s assumption about the child’s disability or special needs put the child in a fuzzy zone. The focus child was observed in the natural setting of the preschool he attends, and video recorded for 8 hours. He was 3 years 10 months at the beginning of data collection and 8 hours of video data gathered over a period of 8 months, including 2 months break.

The medical model and social model are mostly used to understand disability, intervention and special pedagogy. This study will use Vygotsky’s cultural-historical view of secondary disability and inclusion, which remained uncovered in practices. Drawing upon the cultural-historical theoretical and methodological lenses this study will try to understand the participation process of Alex in the preschool setting. It is found that knowing the password to enter into the child’s world is very important to rescue the social entity of the child who struggles to interact. The findings will contribute to the literature gap in regard to inclusion in preschools and will have implications for early childhood education policy and practices.

**Keywords:** Inclusion, disability, participation, cultural-historical theory

**Bio:** Fatema is a PhD researcher in the Faculty of Education, Monash University. She has completed a Master of Education (Special Education) at Flinders University and works as a lecturer (currently on study leave) in BRAC University, Bangladesh. Her research interest is in inclusive education, early childhood education, material development for literacy and numeracy.

---

**Abstract:**

**What is the next style? Exploring Individual Differences in the way Children Think: A scoping review**

Elisa JONES ARANGO

Monash University

elisa.jonesarango@monash.edu

Shane COSTELLO

Monash University

shane.costello@monash.edu

Christine GROVE

Monash University

christine.grove@monash.edu

**Abstract**

What do we know about individual differences in the way children (8-12 years) understand and think about the world around them? The aim of this scoping review is to map out the key concepts underpinning the conceptual boundaries of children’s individual differences in thinking. To identify literature, this scoping review focused on thinking/learning/cognitive style research pertaining to children. Ten papers were identified for analysis. All papers were set in an educational context exploring the influence of the different ways children think and learn with regards to their academic achievement. The findings presented inconclusive results regarding learning and thinking differences related to student’s academic achievement. This review has identified two main drawbacks with this research area. Firstly, there is little consensus between the models employed to understand the different ways children think. To further place these findings into context we look at models of individual differences, where individuality is considered a process of stable characteristics interacting with more dynamic structures. This analysis highlights the second drawback, previous research has solely focused on exploring thinking characteristics that are not stable and are therefore subject to change depending on the context. The review found that there is little to no research which explores thinking preferences in children that are consistent across contexts and time. There was no research identified that explored the impact of differences in thinking outside the educational context, such as children’s wellbeing. Further research is required to identify the more stable characteristics of children’s different ways of thinking.

**Keywords:** Individual differences in thinking, children, scoping review

**Bio:** I completed my undergraduate degree in Psychological Sciences at the University of Queensland, and then worked as a research assistant for one year. In 2017, I commenced the Educational and Developmental Psychology Masters, then articulated into the PhD program. This year I am working as a provisional psychologist.

---

**Abstract:**

**Youth Empowerment Through English Critical Pedagogy and Volunteerism in Lombok, Indonesia**

Ahmad JUNAIDI

Universitas Mataram, Lombok Indonesia

ahmad.junaidi@monash.edu
Abstract

Within the framework of critical pedagogy in Indonesia, youth leadership in rural areas is paramount. This essay presents a case study of youth-driven educational and socio-entrepreneurship program in Lombok, Indonesia. The aim is to inspire others to implement the theories of English critical pedagogy into measurable and sustainable actions in disadvantaged villages and ignite discussions on the solutions for the emerging problems through volunteerism. This study is a reflection on a five-year experience of volunteers and the youth in executing the education, socio-entrepreneurship and environmental programs of Jage Kastare Foundation, an NGO and learning center in Central Lombok. Collecting data narrative inquiries of 15 intensive members of the youth groups combined with analysis of five-year long observation and analysis on the mediating artefacts, this study identifies several developing aspects of the youth. During their involvement, the youth group internalize the concepts of altruism through organised actions and higher mental topics of community development. In addition, through the teaching of critical English pedagogy, youth develops verbalisation skill related to the discourse of critical social topics in the process of being apprenticed into their zone of leadership development.

Keywords: Civic engagement, youth leadership, critical pedagogy

Bio: Ahmad Junaidi is a teacher at the English Education Department at Universitas Mataram. He is also the founder and director of Jage Kastare Foundation, a volunteer-powered education and socio-entrepreneurship learning center in Lombok, Indonesia. Currently, he is pursuing his PhD program at Monash University.

Case Study of Mathematics Problem Solving for Children Aged 5 to 6

Li Li
East China Normal University, Shanghai, China
KSLL0209@126.com

Xin ZHOU
East China Normal University, Shanghai, China
xzhou@pie.ecnu.edu.cn

Dongbo TU
Jiangxi Normal University, Nanchang, Jiangxi, China
tudongbo@aliyun.com

Abstract

Traditional assessment always provides total scores to present the development level of children. However, cognitive diagnosis theory provides an alternative psychometric framework that has the potential to provide diagnostic reports providing general-level and detailed-level information for each student. So, it could be valuable for applying this technology to preschool educational assessment. This study aimed to investigate the strengths and weaknesses of mathematics problem solving of 6 representative children, who were assessed with a cognitive diagnosis test, and the effect of daily life experiences. The model-data fitting test was used to analyse the cognitive characteristics of mathematics problem solving of each child. Five main findings emerged from the analysis of data. (1) Not only numeracy, but semantic understanding and estimation were important for solving the mathematical problems of life situation; (2) Children who only master mathematical operations are characterized by using addition or subtraction first rather than whether it is the correct solution; (3) Children who have semantic understanding but do not grasp mathematical operation can thinking the problem with correct logic, but cannot get the correct answer; (4) Children who were not able to estimate cannot reflect on their answers; (5) Whether children have the relevant life experiences directly affected them solving problems. The unbalanced development of cognitive characters of mathematics problem solving was found in the individual level. So, if we can obtain the detailed-level information of each child’s mathematics learning through this assessment, we can provide a science basis for mathematics teaching and interventions.

Keywords: Children aged 5 to 6, mathematics problem solving, life experience

Bio: Li Li is a doctoral student of Faculty of Education at East China Normal University. Her research interest focuses on preschool children’s mathematics problems solving and development assessment. She is currently joining her tutor’s research program and is responsible for the development of the cognitive diagnostic tool of early childhood mathematics problem solving.
Faith Ventures and the Principalship: The mission of social justice leadership

Katrina MACDONALD
Monash University
katrina.macdonald@monash.edu

Abstract

There is a rich history of international scholarship focusing on the practices of educational leaders in areas of disadvantage. In my doctoral study I examine how social justice may be understood and acted upon by principals in socially disadvantaged Australian primary schools. The data in this study was generated through biographical interviews, observations, and autobiography. The interview and autobiography process prompted leaders to reflect on the unique experiences that had brought them to a leadership position in their current school and asked them to reflect on how their early lives, family and career had intersected to contribute to their beliefs and understandings about education and educational leadership. Social justice leadership literature suggests principals who champion social justice will share particular ideologies and dispositions. Employing Bourdieusian methodological thinking tools of habitus, and the mechanisms and conditions of the field, I discuss the data generated with one principal. In this presentation I explore the habitus and dispositions of Robert, including his own understanding of his location within the field, and the capitals he brings to his leadership. While Robert can be said to be leading for social justice, his approach is surprisingly different to normative expectations of a social justice leader. Robert’s prior life as a missionary with a progressive Christian religious organisation working with at-risk youth in Australia, shaping his primary and secondary habitus, leads to an examination of the sociology of religion and missiology, and the impact this may have on social justice leadership practice.

Keywords: Social justice, disadvantage, educational leadership, primary school, Bourdieu

Bio: Katrina MacDonald is in the final year of her PhD. She has worked as an archaeologist and a classroom teacher and is interested in exploring how educational leadership can have an impact on rising inequality in our social worlds.

From Clinic to School. The Transition Process for Cochlear Implant Children entering Regular Schools: The stakeholders’ perspectives and practices

Nadirah MANNAN
Monash University
nadirah.mannan@monash.edu

Abstract

As more deaf children receive technological help such as cochlear implantation and intensive habilitation, they acquire adequate spoken language as their normal hearing counterparts do. These children are then expected to enter their neighbourhood schools instead of special education schools. However, their academic performance is not always on par with their peers, and they are not always “school-ready” according to the parents and teachers. This suggests the potential importance of the transition process for the children before they enter school. Most studies investigate the factors within the hearing-impaired children themselves, but little is known about other factors that may contribute to the successful inclusion of these children, let alone on cochlear implanted children. This study aims to identify perspectives of Malaysian stakeholders including parents, school teachers, audiologists, and speech-language therapists. Each stakeholder plays a role in the child’s life and it is imperative to address their roles in a holistic way, favouring the child’s readiness to enter school, and enjoying regular school education like their hearing peers. This study adopts a qualitative research design using structured interviews with a group sample of stakeholders and questionnaire, devised based on these answers, conducted with a larger group of stakeholders. The stakeholder’s perspectives and practices are then explored in order to find an effective solution to facilitate these children in the transition process to enter regular school and consequently perform better academically.

Keywords: Hearing loss, cochlear implant, inclusive education, deaf equality

Bio: Nadirah Mannan has just started her PhD journey under the supervision of Dr. Kate de Bruin and Professor Joanne Deppeler. An Audiology Australia Accredited Audiologist, Nadirah worked at clinical diagnostic settings in both Malaysia and Victoria, Australia before deciding to pursue the realm of research in education for the hearing impaired.
Cultivating Spaces of Co-Learning: Informal pedagogies in a community garden in Montréal, Canada

Jayne MALENFANT
McGill University, Montréal, Canada
jayne.malenfant@mail.mcgill.ca

Abstract
This presentation will discuss an ongoing project called “Free Skool Fridays” (FSF) happening in the McGill University Community Garden, as well as gardens throughout the city. Stemming from a desire to open up University space to precariousely housed youth who are less likely to enter post-secondary schools as well as members of the Montréal community, FSF are modelled after non-hierarchical, communally organized anarchist free schools. Historically, free schools encourage the skewing of positions between teacher/student, decentralize decision making, and open lessons that are created based on the needs of the community. At FSF, we utilise structures that try to subvert traditional roles of authority between teachers and learners—we invite anyone, regardless of education, to facilitate workshops and lectures. Activities have included all-ages workshops on herbs, informal lectures on outdoor-based lesson plans, apiary tutorials and group discussions of critical pedagogies. In this presentation I will outline the challenges and unexpected outcomes of the project thus far, including navigating community relationships, the expansion of workshops across Montréal, and the co-creation of educational tools for inside and outside formal institutions of learning. I will also speak to future directions of FSF as they are integrated into my doctoral research, to become regular resources for youth and workers in three community organizations in the city, and how these will offer spaces to explore alternative education projects for homeless youth.

Keywords: Youth, free school, community-based research, critical pedagogy, gardens

Bio: Malenfant is a doctoral candidate at McGill University (Montréal, CAN) in the Faculty of Education. She is a 2018 Pierre-Elliott Trudeau Scholar & Vanier scholar, and works on issues of educational access for young people experiencing homelessness and housing precarity. Her work highlights alternative learning spaces and learning for activism.

Pedagogical Encounters that Matter: Library databases as apparatus

Anne (Barbara) MELLES
Monash University
barbara.melles@monash.edu

Abstract Not available for publication

Keywords: Agential realism, librarians, databases, apparatus.

Bio: Anne Melles is a PhD candidate in the Faculty of Education, Monash University. She will be presenting her mid-candidature at the end of the year.

Adult English Language Learners in Iran: An exploration of language practices and learner identities

Mehdi MOHARAMI
Monash University
mehdi.moharami@monash.edu

Abstract
Language learning is an asset for improving life and developing cognitive capabilities along with contributing to understand cultural diversity and to social cohesion promotion. Language learning is also a critical dimension of identity formation. English language learning in particular at this stage in history, builds the linguistic resources required for technical, scientific and economic development which are key motivators for Iranian adults to learn English. Iranian politicians are concerned about people’s motivation for learning English and have initiated more censorship and changes in English language policy. They argue that English has a hegemonic and globalizing effect. As a result, Iranian language policy ignores the agency of English language learners and restricts opportunities to learn. Two aspects of language
learning that are unexplored in Iran, are the social and cultural impacts of English language learning on identity formation, the interest of my study. Pennycook (2010) argues in his language as a local practice theory that people`s cultural practices change because of relocalisation and renewal in social practices. Relocalisation refers to the view that language learners have the agency to practice and repeat practices to form identities. I will explore how Iranian language learners` cultural practices, perceptions and beliefs mediate their learner identities. To this end, I will use language as a local practice as the overarching theory and mixed methods to do the data collection, including a survey of 100 participants and interviews with 10 English language learners.

**Keywords:** Identity, English language learning, society, practices

**Bio:** Mehdi Moharami is a PhD candidate in Faculty of education at Monash University. His research focus is about the influence of English language learning on identity formation and practices of language learners. Along with his dissertation research, Mehdi is interested in culture, TEFL, integrating language learning and social practices.

---

**Abstract: 33**

**Time: 12:00 – 12:30**

**Room: G56**

**What Factors Shape the Professional Learning Opportunities Accessed by Secondary Teachers in England?**

Laura MOLWAY

University of Oxford, UK

laura.molway@education.ox.ac.uk

**Abstract**

The effectiveness of individual teachers is one of the most significant factors in predicting pupil outcomes which is raising questions about how in-service teachers might continue to improve their practice. A series of meta-analyses has led to the identification of several characteristics of ‘effective’ professional learning (PL) practices (i.e. leading to improved pupil outcomes) and there is subsequently a need for context-embedded studies looking at how such practices can be fostered. A recently published, ambitious set of standards for teachers` professional development in England provides the backdrop for the current study. This paper explores the PL experiences of 57 Modern Foreign Languages teachers across 13 schools in England. Data were collected over a 12-month period, via four surveys. Results show that the PL reported rarely resembles practices known to be effective. Engagement in high-quality PL experiences varies significantly both within and across school contexts. For many, PL is shaped by a sharp focus on instrumental organisational aims related to the introduction of new examination specifications. I argue that in some schools this leads to a devaluation and re-conceptualisation of PL as ‘training to address the latest policy imperatives’. School leaders and policy makers should balance the cost of resourcing a diverse offer of sustained, effective PL with the long-term cost of not doing so: impoverished teacher learning, with associated negative implications for pupil outcomes.

**Keywords:** Professional learning, teacher education, modern foreign languages, continuing professional development

**Bio:** Laura began her career teaching French and German. She now lectures on the teacher preparation programme at the University of Oxford. She is interested in how teachers continue to develop their practice throughout their careers. Her doctorate investigates the nature and impact of languages teachers` professional learning.

---

**Abstract: 34**

**Time: 11:00 – 11:30**

**Room: G55**

“A case study of reader identities in a first-grade community of practice”

Suki Jones MOZENTER

Stanford University, Stanford, USA

mozenter@stanford.edu

**Abstract**

Primary students are making sense of what it means to be a reader, developing their own identities as readers and finding their place within their community of readers. These processes are composed of different mechanisms, including assertions, recognitions, affirmations, and denials. This case study uses narrative inquiry of video and audio recordings to examine how a first-grader in the first month of school negotiated these processes during one period of reading instruction. The focal student read independently, was policed by a peer (e.g., “You`re not even reading!”), disagreed with another student`s interpretation of a text, and struggled with a partner to decode a text. At the same time, he was also negotiating what it means to be a reader, his own identities as a reader, and his position within this community of readers. The arc of this case suggests that the interactions between students contribute to students developing identities as a reader and positioning within their community of readers.
**Keywords:** Literacy, identity

**Bio:** Suki Jones Mozenter is a doctoral candidate at Stanford University. Her research explores how primary students make sense of what it means to be a reader and a writer (particularly in diverse school settings), the role of context in learning, research-practice partnerships, and discourse analysis within educational ethnography.

**Abstract:**

An Inquiry about Sociocultural Factors that Influence the Indonesian Faculty Leaders’ Conceptualisation and Practices of Critical Thinking in EFL Teaching

Siti MUNIROH  
Monash University  
siti.muniroh@monash.edu

This study investigates the sociocultural factors that influence faculty leaders’ conceptualisation of critical thinking in EFL teaching. The study also explores the impact of the conceptualisation on the participants’ perspectives of the university policy and their teaching principles. The data were generated through an online survey and an in-depth individual interview with five faculty leaders of a government university in Indonesia. Content analysis was used to derive themes from the data. The findings suggest Islamic values, social economy, and Indonesian social-political situation during child upbringing are the factors that influenced the development of critical thinking, teaching principles and perspectives about the university policy which does not explicitly state critical thinking as the target learning outcome. The participants believed that they had internalised critical thinking in the teaching process through questions that were able to trigger students’ reasoning. The participants shared some teaching principles and hurdles related to critical thinking in their units. First, it is essential to accommodate students’ voices to create critical thinking engagement in the academic interaction. However, it is inhibited by a learning culture that expects the students’ obedience as some educators stick to that tradition. The inhibited factor develops the critical space outside of class in an informal way without the presence of the educator. Second, if social-political issues are discussed in class, religious belief is a sensitive area that triggers tensions between the educators and the students. The findings inform relevant teaching pedagogies and conceptualisation of critical thinking that intersects with the conceptualisation and practice of critical literacy in Indonesian contexts.

**Keywords:** Critical thinking, Indonesia, EFL, sociocultural, teacher education

**Bio:** Siti Muniroh is a PhD candidate in the Faculty of Education, Monash University. Her research is about the integration of critical thinking in EFL teaching in the context of Indonesian higher education. She has qualifications in EFL education and applied linguistics. Her research interests include teaching thinking and critical literacy.

**Abstract:**

Glocal Citizenship Education in English Language Teaching: Perspectives from Jamaicans on the JET Programme

Nadine Nicole MUSCHETTE  
The University of Hong Kong, Hong Kong, China  
muschettn@hku.hk

In 2000 the Japan Exchange and Teaching (JET) programme began recruiting Jamaicans as Assistant Language Teachers (ALTs) of English for Japanese public schools. Approximately 500 graduates vie for about 15 places annually. Research suggests that a strong work ethic, enthusiasm and adaptability have contributed to the marked increase in JET places for Jamaicans since 2015. However, anecdotal evidence suggests that many JET participants, including Jamaicans, experience discrimination both inside and outside the classroom. The current study therefore aims to investigate how Jamaicans position themselves as they navigate life in Japan as ALT residents and how their life and work could be influenced by seminars/workshops about Glocal Citizenship Education (GICE) in English Language Teaching (ELT).

Mignolo’s concept of coloniality and Bourdieu’s theory of capital as well as discourse on global competence, global citizenship, glocalisation, English as lingua franca and English as an International Language (EIL) serve as foundation for this tri-stage ethnographic action research. This study involves an online survey of Jamaicans about their linguistic identity and perspectives on glocal citizenship and GICE; the facilitation of one week of capacity building GICE in ELT sessions at The University of Hong Kong (HKU) for current Jamaican JETs; and ethnographic observation of how the HKU sessions impact their classrooms and lives as JET ALTs.
In this presentation, I discuss preliminary findings from stages one and two - the survey and HKU sessions. I also critically examine the Jamaicans’ response to GICE as a pedagogical approach for the development of glocal citizens.

**Keywords:** Global education, global citizenship education, glocalisation, ELT, EIL, Japan, JET

**Bio:** Nadine is a Jamaican JET alumna and UK Commonwealth Scholar. She has lived, studied and taught in several countries where she came to value languages and considers herself a global citizen. She is now a doctoral candidate at HKU with research interest in Global Citizenship Education and English Language Teaching under the supervision of Dr. Margaret Lo and Dr. Liz Jackson.

---

**Pedagogies of Listening as Audience Development:** Learning in the concert hall with three Australian orchestras

Claire D. NICHOLLS  
Monash University  
claire.nicholls@monash.edu

**Abstract**

While audience development has traditionally been framed through the lenses of marketing and programming, there is an untold history and wealth of practice being developed by educators working within the context of the concert hall as a space for informal learning. These pedagogical practices are dismantling barriers and the elitism traditionally associated with classical music, embracing the variety of ways in which audiences engage with and listen to orchestral music, and creating unique relationships through which audiences are able to be both comfortable within the concert hall and make meaning out of listening experiences. However, as yet, these practices are yet to be theorised or formally researched.

This presentation presents the findings from three case studies undertaken with professional and community orchestras in metropolitan, urban and regional contexts to distil lessons for educators undertaking work in the area of developing listening skills and learning within informal spaces. The emerging theory hails from the traditions of hermeneutic philosophy, John Dewey’s (1998, 2005) work on art and education as experience, Christopher Small’s (1998) musings on the meanings of listening and performance; and is methodologically informed by heuristic approaches to phenomenology.

**References**


**Keywords:** Pedagogies of listening, audience development, contemporary concert halls, experiential learning, informal learning

**Bio:** Claire D. Nicholls is a school teacher, PhD candidate and practitioner with community orchestras and groups interested in developing experiential learning pedagogy. She serves on executive committees for various community organisations and is current chairperson of the Monash Education Research Community.

---

**Using the Sociological Concept of the Everyday to Examine Early Career English Teachers’ at Work**

Ceridwen OWEN  
Monash University  
ceridwen.owen1@monash.edu

**Abstract**

Neoliberal approaches to education over the last decade have increasingly impacted government policy and discourse in Australia resulting in a standards-based reform agenda. This approach to education reform often results in teachers grappling with tensions between state- and nation-wide testing mandates and standards, and a sense of responsibility towards their students.

This presentation reports on an ongoing PhD study examining the everyday experiences of early career English teachers in Victorian secondary schools, and how their work and understandings of work are mediated by social relationships, institutional and school contexts, and education policy and discourse. The overarching discourse in education is one of
standardisation and assessment. Using the sociological concept of the everyday (Benjamin, 2007; Lefebvre, 1971) as a methodological approach, this study provides an alternative lens for understanding teachers’ work. This lens considers the public and the personal dimensions of teachers’ experience, where “neither the life of an individual nor the history of a society can be understood without understanding both” (Mills, 1959, p. 3). This lens enables the stories of teachers’, which are complex, and challenging but also collaborative, creative and passionate, to be examined.

**Keywords:** Everyday, sociology, methodology, early career English teachers

**Bio:** Ceridwen Owen is a PhD student, research assistant, teacher educator, and experienced English teacher. She has recently presented at the International Federation for the Teaching of English (IFTE) conference in the UK, and the International Association for Research in L1 Education (ARLE) in Greece.

Abstract: 39  Time: 10:30 – 11:00  Room: G62

**Differences and Affective Intensities: Stories of academic subjectivities in higher education spaces**

Xuan PHAM  
Monash University  
xuan.pham@monash.edu

**Abstract**

Contemporary higher education spaces have been increasingly characterised by knowledge economy discourses focusing on productivity measurement and the development of human capital. Within these spaces, any unexpected performances may locate and threaten academic subjects on the periphery in enacting their academic subjectivities. These are their senses of themselves in thinking, feeling and becoming academic, in expressing recognition of competition and evaluating what someone does or says remains outside the sphere of the appropriately academic. In this paper, I explore the academic subjectivity constitution of 13 Vietnamese female academics and doctoral students through their university life stories in Australian universities. These stories were collected from individual interviews, a focus group interview and my research field notes. Drawing on Deleuze’s thinking around categorical differences and affective intensities, I argue that academic subjectivity is affectively constituted through a complex configuration of differences that reproduces and widens social stratifications within and between knowledge workers in higher education spaces. This analysis offers much-needed insights into the enactive role of alternative discourses of difference and potential in developing academic subjectivity and improving the future of higher education systems.

**Keywords:** Academic subjectivity, affect, difference, knowledge economy, story

**Bio:** Xuan Pham is a PhD student in the Faculty of Education, Monash University. Drawing on poststructuralist perspectives through the works of Deleuze and Foucault, her PhD explores academic subjectivity constitution of Vietnamese female academic faculty and doctoral students in universities in Australia.

Abstract: 40  Time: 12:30 – 12:30  Room: G57

**Swedish Tuition for Immigrants: Policy, agency and contradictions within a marketised municipal adult education**

Dimitrios PAPADOPOULOS  
University of Gothenburg, Sweden  
dimitrios.papadopoulos@gu.se

**Abstract**

In the policy framework of the Nordic countries, education has been traditionally considered as a means to tackle unemployment and social exclusion (Arnesen & Lundahl, 2006). To this effect, Swedish Tuition for Immigrants (SFI) was introduced in 1965 to help newly arrived workers gain a basic knowledge of the Swedish language. Nowadays, SFI is regulated by the Swedish Educational Act (2010:800), the curriculum for adult education and the syllabus. At the same time, it is implemented at the municipal level under a market-oriented perspective, the result of a neo-liberal turn in the political agenda (Beach & Carlson, 2004). Relevant research identifies SFI as a tension-laden educational field, in which a number of different and, often, contradictory directives are expected to be implemented. This paper will draw on Cultural Historical Activity Theory (Engeström, 1987; Leont’ev, 2003) to examine SFI within the rather complicated framework of policy directives. In addition, the aim is to identify perceived challenges (by both teachers and students) resulting from the implementation of policy and the corresponding employed strategies to overcome them. Semi-structured interviews, classroom observations and documentation from various SFI providers will be used for the creation of data and the findings will be reported as part of the dissertation. The study will contribute to a better understanding of an under-
researched area and will provide tools for more flexibility and initiative within the existing framework of strict policy directives and economic considerations.

**Keywords:** Swedish tuition for immigrants, adult education, policy, cultural historical activity theory

**Bio:** Dimitrios Papadopoulos is a PhD student at the Department of Education and Special Education, University of Gothenburg, Sweden. He holds an MA in Philosophy of Social Sciences and an MSc in Educational Research. His research focus is on policy and adult immigrants’ second language education in Sweden.

---

**Abstract: 41**

**Time: 11:00 – 11:30**

**Room: G62**

**Socialisation and Induction into Doctoral Education: Mapping diverse pathways**

Maliheh REZAEI  
Monash University  
maliheh.rezaei@monash.edu

**Abstract**

The aim of doctoral education is to prepare well-qualified practitioners for their prospective careers which require high intellectual expertise. Hence it is important to understand the processes by which doctoral students become socialized into their professional fields; how they acquire the knowledge, skills, as well as norms and values required for successful entry into a prospective career. Socialisation into graduate education has been given impetus over the last two decades, and this process and its relevant constructs have been investigated across different contexts and frequently revisited and reconceptualised. It is the purpose of this review to map the development of the most commonly used socialisation theories and their related constructs as they apply in the context of doctoral education. Additionally, the most prominent challenges in determining how socialisation to doctoral education occurs will be discussed. Some of these challenges include high diversity of graduate students and their needs, language- and culture-related issues, shifting role identities, and institutional norms and expectations.

This investigation of the relevant literature showed that studies of graduate socialisation fall within four broad categories: socialisation of Non-Native English Speaking (NNES) students into doctoral programs at English-speaking universities; socialisation of doctoral students across different disciplines; socialisation of doctoral students in different program types; and advanced academic literacy socialisation in doctoral education. Importantly, this review identified a scarcity of studies concerning socialisation in specific program types such as research doctoral programs and features of the NNES students such as their social and cultural capital which contribute to their socialisation. Addressing these gaps in the literature will increase our understanding of socialisation into doctoral education.

**Keywords:** Socialisation, doctoral education, diversity

**Bio:** Maliheh Rezaei is currently a first year PhD student at the Faculty of Education, Monash University. She has a M.A. in Teaching English as a Foreign Language and has been teaching and researching in this field over the last ten years. Her interest lies in sociocultural approaches to teaching and learning.

---

**Abstract: 42**

**Time: 2:00 – 2:30**

**Room: G57**


Roy ROZARIO  
Monash University  
roy.rozario@monash.edu

**Abstract**

In today’s mobile age, mobile devices (m-devices) are extensively used in the context of education amongst teachers, bridging the gap between time (temporal), place (contextual) and space (spatial). Review of the literature has identified there are various levels of m-device users amongst teachers, such as, novice users, intermediate users and confident users. However, little is known about how confident teachers effectively use m-devices. The research study uses third generation Cultural Historical Activity Theory also referred to as expansive learning which provides a useful lens for examining m-learning practices within the scope of Human Computer Interactions (HCI). This study examines how m-devices such as Tablet PCs, iPads and chrome-books were successfully integrated into primary school teachers’ classroom practice using m-learning pedagogies in Melbourne.
The research questions were focused around collecting a repertoire of teachers’ deep-rooted m-learning practices and factors that facilitate and inhibit these pedagogies. An interpretivist approach using qualitative methods was best suited given the questions asked. Data were collected using a two-phase process of semi-structured interviews where 41 teachers participated from which three teachers confident in the use of m-devices where selected for classroom observations. The study used two-levels of data analysis: the ‘framework’ approach by Ritchie and Spencer, and the theoretical analysis using tools and concepts of expansive learning theory. The author presents some initial analysis and findings of this research that identifies teacher practitioners as orchestrators of complex m-learning activities to enable deep-rooted learning.

**Keywords:** Expansive learning, pedagogy, m-learning, deep-rooted learning and HCI

**Bio:** Roy Rozario is a doctoral student at Monash and the editor for Exchanges: The Interdisciplinary Research Journal at Warwick University in alliance with Monash. He represents for the needs of higher degree research students in many ways, such as his current role as the Vice President of Monash Postgraduate Association.

---

**Abstract:**

**Validating the Effects of Nurturing Care Practices and Nutritional Status on the Health of Infants and Toddlers in Fiji**

Vulori SARAI  
*School of Education, The University of the South Pacific*  
vulori.sarai@usp.ac.fj

**Abstract**

Even though Fiji has progressed towards the reduction of infant mortality ratio (40%), challenges in the area of nutrition and the home environment where primary nurturing care takes place requires a closer scrutiny. These are two important pillars that set the stage for a person’s holistic development. While there is some evidence of the nurturing practices within the growing urban communities, there is limited empirical data for the practices in the rural communities in this very important area for Fiji’s national child development priorities. This study therefore aims to validate and compare the effects of nurturing care practices and nutritional status on the health of infants and toddlers in Fiji. Random sampling with stratification will be used to select the study households. A cross-sectional descriptive survey using a well-structured questionnaire and measurements of weight and height (anthropometry) to determine the nutritional status of the children will be engaged. Structured questionnaires will be administered to mothers and caregivers whilst the anthropometric measurements will be taken for all children in the selected study households. Statistical Package for Social Scientists (SPSS) will be used for data entry and analysis. The anthropometric measurement by the National Centre for health Statistics (NCHS) and the World Health Organisation (WHO) standards will be used for the determination of the nutritional status of the infants and toddlers. It is envisaged that this research will document the nurturing care practices and nutritional status of a rural Fiji, and propose some strategies that can be applied nationally in Fiji.

**Keywords:** Nurturing care practices, health, nutritional status, Fiji

**Bio:** Vulori Sarai is the TVET Program Coordinator at the School of Education, USP. Vulori has also worked as a lecturer at the Fiji School of Medicine before joining USP. She holds a PG Diploma in Applied Science and a Master in Community Nutrition from the University of Queensland, Australia.

---

**Abstract:**

**Online Communities of ELT Teachers: A plausible source of professional learning**

Alireza SHARIF JAFARI  
*Monash University*  
alireza.sharifjafari@monash.edu

**Abstract**

The proliferation of Web 2.0 has offered numerous online professional learning initiatives among which many ELT professionals turn to online communities. One of the significant features of such online communities is their inherent sheer diversity, both socio-culturally and professionally. However, despite the scholarly and professional applause surrounding online communities, not all manifestations of many such online groupings reflect principles and quality criteria of effective teacher professional learning. To date, not only are there diverse conceptions of online communities but also there have been few extended studies addressing their accountability as sources of professional learning. As such, much remains both unexplored and unexplained as whether and how such self-initiated and informal initiatives can facilitate ELT teachers’
professional learning and ultimately inform their teaching practices in their local contexts. Also, it is not clear whether and how online communities should be incorporated into ELT teacher professional development programs. Against this background, by adopting situated learning as the epistemological stance, I investigated three international online communities of ELT professionals. Through a qualitative multiple-case study, by employing triangulation of both data and methods, data were collected from participant-generated online content, an online survey, and an online discussion forum. Preliminary findings provide deeper insight into the quality of the selected online communities as a source of professional learning for ELT teachers, as well participants’ motivations for seeking sustained membership. This study has implications for development and management of professional learning initiatives within ELT, for stakeholders at individual, organizational and governmental levels.

**Keywords:** Online professional learning community, teacher professional learning, English language teacher

**Bio:** Alireza is a PhD candidate of education at Monash University, Australia. His PhD research, which is approaching its final stages, is supervised by Dr. David Zyngier, Dr. Ekaterina Tour, and Dr. Laura Alfrey. Professionally, Alireza has been an EAP instructor, a TESOL teacher, and a TESOL teacher trainer. His research interests involve TESOL teacher professional learning, EAP, curriculum design, and technology integration in ELT.

---

**Efficacy of School Leaders’ Instructional Supervision on Teachers’ Work Practices: A Fiji case study**

Lalesh R. SHARMA  
*The University of the South Pacific*  
lalesh.sharma@usp.ac.fj

**Abstract**

Across the world, effective educational supervision at individual, school and system level is now considered crucial for developing schools’ growth and is central to the educational reform of education system. The phasing in of multiple reforms in Fijian education system has challenged the school leaders’ instructional supervision capabilities. This study will explore the efficacy of school leaders’ instructional supervision in Fijian education system and how this contributes towards improvement in teachers’ instructional practices. A case study research design will be adopted, assembling data from a questionnaire, interviews and document analysis. Purposeful sampling will involve three case study schools to represent small, medium and large schools from the Fijian education system. The review of literature on effective instructional supervision suggests that school leaders’ knowledge on supervision models and skills is central to the successful implementation of any education reform. This study argues whether required and appropriate training and coaching was provided to the school leaders to guide them about effective instructional supervision to enhance their teachers’ instructional practices. This study is expected to present insights into what constitutes quality instructional supervision in Fijian schools and the importance of clear goals setting and effective planning of supervision that aligns with the needs of teachers based on the reforms initiated. These insights may also be relevant and significant for other educational leaders and authorities’ within and beyond the small island developing states of the Pacific that are undertaking reforms in the education sector, focusing on improving teacher performance to optimise students’ learning outcomes.

**Keywords:** Instructional supervision, reforms, supervision models, teachers’ instructional practices, students learning outcomes

**Bio:** Lalesh Ram Sharma is an assistant lecturer in Education based at USP Lautoka Campus. His work experience includes primary school teaching in Fiji. He received his Bachelor and Masters degree from the University of the South Pacific. His research interests include professional development of teachers and educational leadership.

---

**Education for Stroke: The why and how-to?**

Maria SHENDYAPINA  
*University of Hong Kong, Pokfulam, Hong Kong SAR*  
mshend@hku.hk

Brendan Stuart WEEKES  
*University of Hong Kong, Pokfulam, Hong Kong SAR*  
weekes@hku.hk

**Abstract**

There are many post-stroke difficulties in rehabilitation caused by the limited access to stroke-related information. We suggest a person-directed system of education for stroke patients and their families which could be of interest for
prospective psycho-educational programs. 205 stroke patients were assessed with the Oxford Cognitive Screen (Shendyapina et al., 2017) as part of a comprehensive neuropsychological evaluation. They demonstrated specific deficits in verbal recall (81% of the sample), verbal recognition (68%), task switching and number writing (52%). Nevertheless, 73% of patients preferred physical rehabilitation to neuropsychological treatment since they lacked the understanding of the meaning and purpose of cognitive interventions. The School of Stroke was established based on the Moscow Treatment and Rehabilitation Center providing patients and their caregivers with relevant information, psychological support, and short series of cognitive workshops. The Stroke School was built on principles of active interaction, problem and feedback-based approach, and personalisation as the key factors of successful adult learning (Hanger & Wilkinson, 2001). The first part of the School was dedicated to patients’ family members in order to explain the basic mechanisms of stroke and interactively discuss rehabilitation strategies. The second part was conducted directly for the stroke patients. It was represented by regular in-hospital movie club meetings, brain recovery seminars, team building trainings and collective cognitive games. As a result, patients and their families reported on a more informed rehabilitation approach, decreased anxiety, and a stronger feeling of encouragement leading to reduced complications and more focus on personal wellbeing.

Keywords: Cognitive testing, neuropsychological assessment, stroke, psychoeducation

Bio: Maria is a PhD Candidate in the Division of Speech and Hearing Sciences at the University of Hong Kong. She has worked as a neuropsychologist for 8 years and 7 years as a lecturer. She currently investigates cognitive difficulties on different stages of cerebrovascular disease.


Marie TRANQUILLE
Monash University
Marie.tranquille@monash.edu

Abstract
Every statement carries a story. Springtime, as mentioned in the title of the MERC Conference 2018, brings its own, one of absence and presence taken up in a cycle. The presentation would like to bring these 2 terms together and apply them to the positioning of French within the Victorian curriculum.

It intends to tell a story and unfold a ‘little’ narrative about the questionings of a teacher who needs to explain to her year 7 students when they first come to their French class, why French is taught in Australia. It, however, needs at the same time to address questions pertaining to the position that French holds now and has held within the second language curricula in Victoria over more than a century.

In order to do so, the presentation will adopt a post-structuralist turn that bears those ‘traces’ (Derrida, 1997, p. xvii) - considerations, confrontations at times, reflections and ‘revisitations’ (Derrida, 1994, p. 10).

The hyphenated form of the expression is used deliberately in the title of the presentation and is a fil rouge to the reflection that it raises. For the Project, 5 teachers will be interviewed.

Keywords: French, curriculum, history, teacher’s voices, poststructuralism, phenomenology

Bio: Marie Tranquille, Ph.D student at Monash University in the Faculty of Education. I have been teaching French at secondary level for the past decade in Australia. This year I took up a position in an all boys’ school and this new teaching experience is a source of renewed interest in teaching French.

Engagement “Overdose” and the Challenge of Trust in University-Community Service-Learning

Gordon TSUI
The University of Hong Kong, Hong Kong, China
gtsui13@connect.hku.hk

Abstract
“Engagement” is a key element facilitating university-community service-learning. However, to make service-learning participants who have limited experience/knowledge in the community practices engaged, trust can be one fundamental
philosophy to make it work. Trust, implying faith and expectations seems to enable engagement. However, what if the participants are too engaged?

This presentation aims to address this research question over a Hong Kong – Kenya service-learning trip. As an organizer and a participant in this service-learning trip, the presenter will share his observations and reflections from his recent service-learning trip in July 2018. The presenter observed that while the team was very engaged in the community work by voluntarily initiating additional ideas to better the impact of their visit, some participants were so engaged to the extent that they overrode some local practices, making the trip end with some arguments. The trust between the participants and that community has been challenged, although the team expressed the willingness to visit again.

This presentation argues that trust and engagement are not necessarily positively related. Understanding cultural differences seems to play an equally important role in shaping a good service-learning, especially where the university and the community are culturally distinct.

**Keywords:** Cultural differences, engagement, trust, university-community service-learning

**Bio:** Gordon Tsui is a PhD Candidate in Faculty of Education, The University of Hong Kong. His research interests include higher education, philosophy of education and service-learning. His current project focuses on how trust and engagement can facilitate a good university-community service-learning by case-studying a Hong Kong-Kenya university-community service-learning trip.

---

**Using ICT to Facilitate Self-Regulated Learning in Instrumental Music Students**

*Lydia WAN*

*Monash University*

lydia.wan@monash.edu

**Abstract**

Many young children begin learning a musical instrument believing that it may be fun and enjoyable. However, they often encounter difficulties and experience confusion early in their learning and need to find ways to overcome the many challenges to enable them to learn more effectively on their instruments. Self-regulated learning (SRL) refers to behaviours, thoughts and feelings self-generated by learners to improve how they learn. Instrumental practice can require considerable resilience and effort and applying appropriate SRL strategies can lead to more effective learning, and greater motivation and perseverance. The rapid growth of ICT is offering new ways to support instrumental learning in the private music studio setting. This study aims explore how ICT can support children’s self-regulated learning during instrumental practice, by examining which pedagogical strategies and ICT design aspects work together to facilitate SRL.

This research is being conducted as a qualitative and collective case study. In this paper, I discuss how I used two ICT platforms as an intervention for six students (aged 8-12) and their music teachers over two Victorian school terms. I also discuss the process in which I am analysing the data, collected through interviews, questionnaires and observations of instrumental practice sessions. I conclude the paper by considering preliminary findings and highlight some ideas in which instrumental music teachers can best use ICT tools to help their students learn more effectively.

**Keywords:** Instrumental practice, music learning, self-regulated learning, children, ICT

**Bio:** Lydia is a PhD student at Monash University. She is an instrumental music teacher, after having spent many years experiencing ups and downs as a piano student. Her background also includes eLearning, software development and Computer Science. Her research interests are in educational technology, self-regulation, motivation and music learning.

---

**Research on Poverty Alleviation Policy in China**

*Sen WANG*

*East China Normal University, Shanghai,*

China wangsenecnu@163.com / 366712264@qq.com

**Abstract**

Providing good education to children in poor areas is not only an important task for alleviating poverty, but also can block intergenerational transmission of poverty. Comparing with financial poverty alleviation, poverty alleviation through policies are more significant. ‘Education for poverty alleviation’ is a key policy in China to deal with the root cause of poverty and backwardness.
Since the reform and opening up in 1980s, education in poverty-stricken areas in China has been greatly improved. This study applies precision poverty alleviation as a policy orientation to examine the ‘Western Yunnan mode’, ‘Southern Xinjiang Model’, ‘9+3 Model’ and ‘University Poverty Alleviation Model’ in China. It utilises mixed methods research to investigate the effectiveness of poverty alleviation policies. The study reports the opportunities and challenges in the implementation of the current policy, and it also proposes relevant recommendations. Such as, improving the resources of pre-school education; promoting the development of urban and rural integration of compulsory education; optimizing the layout of schools in high school and strengthening the professional development of teaching staff.

The study concludes that ‘The Poverty Alleviation Policy for Education’ can exert greater economic, social, and cultural benefits, so that the poor can have access to the education they want, and the poor people in the poverty-stricken areas can be lifted out of poverty by raising their ideological and moral awareness and mastering advanced scientific and technological knowledge.

**Keywords:** China education, poverty alleviation, policy research

**Bio:** Wang Sen, doctoral candidate of Faculty of Education, East China Normal University, Shanghai, China.

---

**The Educational Politics of ‘Safe Schools’: Metaphor, misappropriation and crisis**

**Stephanie WESCOTT**

Monash University

stephanie.wescott@monash.edu

**Abstract**

Educators and researchers have been calling for transformation of the sex education curriculum for some time. However, an attempt at reform, ‘All of Us’, written by the Safe Schools Coalition of Australia (SSCA), became the subject of intense debate in Australian parliament in 2016/17. This research uses discourse analysis strategies to examine the ways Australian politicians framed their support or dissent in federal parliament, examining eighteen thousand words spoken about Safe Schools by Senators and MPs. It found that politicians drew upon well-established social, cultural and political discourses, such as ‘culture wars’ and moral panics in education, and discourses around the purposes of education, ‘mainstream’ values and ‘official’ knowledge, to either diminish Safe Schools’ virtues or imbue it with utopian ideals of equality and inclusivity. This paper argues that the invocation of these discourses had repercussions for the way the debate around Safe Schools unfolded and offers Safe Schools as a case study with implications for how to observe future education debates. Its purpose is to illustrate the usefulness of drawing on tropes and themes to interpret political debate and serves as an illustration of the value of a shared understanding of how politicians might behave in a parliamentary debate.

**Keywords:** Discourse analysis, sex education, LGBTQI, educational politics

**Bio:** Stephanie Wescott is an English teacher and student wellbeing coordinator at a government secondary school. She has just commenced her PhD, supervised by Dr Scott Bulfin and Dr Amanda Heffernan. Her research interests include policy, social justice, political discourse and educational politics.

---

**Literacy Practices in the Settlement Experiences of South Sudanese Immigrants in Australia: Insights into a community in transition**

**Gak WOUL**

Monash University

gak.woul@monash.edu

**Abstract**

This presentation reports on an ongoing PhD study investigating the settlement experiences of South Sudanese immigrants who had recently arrived in Canberra, Australia. Firstly, it describes how these experiences were shaped by their engagement in various literacy practices such as local community functions. Secondly, it explores the effects of news media reporting Sudanese in Australia on their settlement experiences. Finally, the role of dominant literacies as social practices is investigated, especially in relation to English language and literacy programs provided for immigrants.
The research uses ethnography as a holistic methodology and one approach for data collection—semi-structured interviews, news media and reports from service providers (such as Migrant Resource Centres). Discourse analysis is used to inform and analyse parts of these data.

The study documents how literacy as a social practice helped to shape the settlement experiences of South Sudanese immigrants in Australia. In particular it shows how their literacy learning experiences are communicated in a range of ways in their mother-tongue languages in addition to other languages—for example, in weekly church attendance, at weddings and in their workplaces.

The study argues for the importance of recognising the full range of literacies that immigrants bring to their language and literacy learning in Australia. It illustrates how the social literacy practices of the South Sudanese participants in this study were in tension and at odds with the literacy pedagogies of the Adult Migrant Education Program (AMEP) which understands literacy as the acquisition of specific skills.

**Keywords:** Literacy practices, settlement experiences, identity, power, dominant literacies, social capital.

**Bio:** Gak’s study background is in sociology and anthropology overseas with masters degrees in International Development, International Relations and Education from Deakin University, Australia. Gak has worked with NGOs overseas and settlement of immigrants in Australia through Adult Migrant Education Program (AMES) including teaching English as a Second Language (ESL) and assistance with employment.

---

**Abstract: 53**  
**Time: 2:30 – 3:00**  
**Room: G55**

**The Development of Implicit and Explicit Attitudes:**

Understanding racial bias within an Australian primary school context

---

**Hannah YARED**

Monash University  
hannah.yared@monash.edu

**Dr. Denise Chapman**

Monash University  
denise.chapman@monash.edu

**Dr Christine Grové**

Monash University  
christine.grove@monash.edu

**Abstract**

This presentation explores the often subtle yet pervasive existence of racial bias within Australian primary school settings. Research suggests that despite people explicitly expressing egalitarian views, their implicit racial bias is often substantially more skewed. Studies indicate that teacher implicit and explicit racial bias can manifest in the classroom, potentially creating inequitable learning environments that disadvantage minority students. Understanding racial bias from an educational and developmental perspective, with a particular focus on young children from minority backgrounds, is beneficial given the important role that it can play throughout their lifespan such as reduced self-esteem and academic self-concept and increased anxiety and depression later in life. For children from non-minority backgrounds it can result in the development of negative stereotypes that often go unchecked, which has the potential to negatively impact minority groups. Schools are core socialisation settings for young children, where their positive and negative messages surrounding race, culture and ethnicity develop. This presentation will show key findings from a systematic inquiry into the literature that will shed insights into the current knowledge and context surrounding the extent and development of racial bias within Australian primary school contexts. Gaps for future research will also be highlighted.

**Keywords:** Racial bias, Australian primary schools, inclusive education, equitable teaching practices, anti-racist pedagogy

**Bio:** Hannah Yared is a MPsych (Ed & Dev)/PhD candidate at Monash University. Her doctoral research explores racial bias within Australian primary school settings. Hannah’s other research interests include social-cognitive development, racial identity development, implicit attitudes and sustainable inclusive education. Hannah is supervised by Dr Christine Grove and Dr Denise Chapman.

---

**Abstract: 54**  
**Time: 3:00 – 3:30**  
**Room: G62**

**English Language Learning Strategies:**

Perspectives and practices of EFL teachers and learner

---

**Fatemeh ZARRABI**

Monash University  
fatemeh.zarrabi@monash.edu
Abstract: 55  Time: 10:30 – 11:00  Room: G57

**Chinese Mandarin as L2 Learning in an Australian Primary School: Learners’ voices need to be heard**

Shaoru ZENG  
Monash University  
shaoru.zeng@monash.edu

**Abstract**

This study closely examined high-achieving Chinese Mandarin language learners in a Victorian primary school. Chinese Mandarin is taught as an L2 in a wide range of Australian schools and is seen as one of the most difficult foreign languages for English speaking background students to learn. Therefore, there are substantial variations in individual student’s learning. Some students enjoyed learning and gained a high-achieving learning outcome, while some students in the same classroom struggled and working hard towards reaching the learning standards.

Why are those high-achieving students doing well in their Chinese Mandarin L2 learning? What makes them become high-achieving students in Chinese Mandarin L2 learning? To gain a clearer understanding, this study was undertaken to hear high-achieving students’ voices. Findings of this study were developed through the qualitative analysis of interview material from four high-achieving students, using interpretive phenomenological analysis.

The study was revealed that both internal factors and the external factors work together in high-achieving students’ learning. Internal factors found to be of significance were related to self-confidence and knowing their own L2 learning, positive attitude towards L2 learning and interest in learning. External factors related to continuously learning the same L2 and family support in language learning.

The conference theme “Springtime in Education and Psychology Research: Growing ideas together” calls us to explore calls for growing ideas together for a better education. Let’s listen to student voices, they are the sound of the little sprouts.

**Keywords:** Second language, high achieving, Chinese Mandarin, LOTE, Australian primary schools

**Bio:** Shaoru Zeng, a language teacher and PhD researcher, combines researching, teaching and studying. Currently working at Monash as a research assistant, teaching in Australian schools, as well as studying towards a PhD. Her research areas and interests include Australian Curriculum, IB Curriculum, Asia and Australia’s engagement with Asia studies.

Abstract: 56  Time: 2:30 – 3:00  Room: G62

**Understanding China’s Quality Education Policy Implementation in Network Governance: A case study of Chinese Communist Party’s training program in Shanghai**

Chunqi ZHOU  
Monash University  
chunqi.zhou@monash.edu

**Abstract**

Policy implementation is considered as one of important stages of policy cycle in the policy making process. In China, The Chinese Party Schools are the places to train government leaders, to debate economic and social issues, and to set policy trends. The Party School System considered as the Chinese Communist Party (CCP)’s extensive network instrument to deliver ideology education training to these leaders. The MOE receives the CCP’s policy guidance or direction before making and implementing the education policies.

This presentation focuses on an ongoing research study entitles network governance perspective reviewing how Chinese MOE cooperates with Chinese Party Schools (CPS) in delivering Quality Education (QE) policy through the leader
training programs in Shanghai. This study collects data through semi-structured interviews from different types of participants and document analysis.

The presentation outlines the structure of CPS and top-down education governance in China and highlights how network governance played its role between Party School System and Education System and reports how the resources are transferred between different policy actors in this policy arena.

**Keywords:** Network governance, policy implementation, policy network

**Bio:** Chunqi is a second-year PhD student in faculty of Education in Monash University having previously acquired a Masters degree of TESOL in Monash University, been accepted for pre-teacher training service and completed undergraduate study in certification majoring in English Teaching in China.

**Abstract:**

The Challenges of Teaching Mathematics with Technology in a High-Stakes Examination Environment

Benjamin ZUNICA
Monash University
benjamin.zunica@monash.edu

**Abstract**

Many teachers believe that technology can assist student learning. Additionally, knowledge of how to use technology effectively is an important skill for 21st century students. However, teachers of Mathematics find difficulties in effectively integrating technology into lessons particularly when courses conclude with high-stakes examinations.

In New South Wales, Year 12 culminates with standardized high-stakes examinations. Employing a multiple case study methodology, five Mathematics teachers from four secondary schools in New South Wales were interviewed about their use of technology in classes and were observed teaching lessons. Each participant was asked three questions about their use of technology in Years 11 and 12. Participant teachers ranged from early career (<5 years) to late career (>35 years).

Participants reported that technology was rarely used in classes with high-stakes examinations, in contrast to lessons for younger students where perceived constraints were more relaxed. Minimal use of technology was found in observations, supporting participant claims. Participants cited issues including technology lessons take more time to prepare and enact, and students and parents appeared to be focused solely on acquiring marks. Therefore, it was suggested that teachers have resorted to traditional lessons for these groups.

This paper examines the challenges faced by Mathematics educators due to their perceived lack of time to prepare and enact lessons with technology, along with student and parent demands. Suggestions are given on how teachers can use technology for effective teaching in these learning environments.

**Keywords:** Mathematics, technology, assessment

**Bio:** Benjamin Zunica is currently a PhD candidate at Monash University. His PhD research involves how Mathematics teachers’ knowledge and context affect their lesson planning, with particular focus on the integration of technology. More broadly, Benjamin is interested in how to improve student outcomes and engagement in Mathematics.
Map and Session Locations
Learning and Teaching Building – Ground Floor
Notes
WHAT DOES THE MPA DO FOR HDR STUDENTS?

ADVICE & ADVOCACY

The road to a PhD has its ups and downs. That’s why it’s important for you to know that when things aren’t going according to plan, there is someone you can turn to. The MPA offers free advice on a wide range of issues including supervision, intellectual property, authorship and more.

SOCIAL EVENTS & TRIPS

We know you work hard, so throughout the year the MPA organises social events to give you a chance to meet new people and let your hair down. The MPA hosts a HDR Social Evening at Clayton every first Wednesday of the month. Not only is your first drink on us but this get-together provides you with the opportunity to get to know your peers. Our annual Trivia Night for research postgrads is another ‘must-not-miss’ event where departmental groups pit their wits against each other with some friendly rivalry.

An easy way to stay up-to-date with the MPA social events, trips and seminars is to subscribe to our newsletter via our website or simply follow us on our Facebook page.

FUNDING

With over 25,000 postgraduates across all Monash campuses and numerous off-campus sites we know we can’t reach everyone, so we want to enable you to run the functions and events you care about. The MPA provides funding and support to help you and your group of postgraduates run conferences, seminars and social events.

For more information, please visit our website mpa.monash.edu
WHAT IS MONASH EDUCATION RESEARCH COMMUNITY (MERC)?

The Monash Education Research Community (MERC) is an active network of research students and staff. MERC is open to all researchers in the faculty. Established in 1992, MERC supports the idea that researchers develop best when their intellectual, academic and social needs are addressed through ongoing engagement in a supportive community of learners.

MERC represents the interests of research students in the faculty and organises seminars, conferences and social events in order to:
- facilitate interaction between staff and students and amongst students
- foster attitudes and actions that contribute to an active and inclusive research culture in the faculty
- share information relevant to research activities in the faculty
- support the study experience of students, particularly through provision of ongoing orientation, and facilitate faculty response to the needs of the students as these arise
- provide a forum for ongoing discussion of researcher-generated questions related to specific aspects of research processes
- encourage involvement by individuals in a supportive community when otherwise engaged in independent research.

History of MERC

In 1992, a collective of research students and staff members was formed and named ERCSS (Education Research Collective of Students and Staff). It was recognised that whilst students played a role in the research work conducted in the faculty, they had no real voice as a group. ERCSS was created to arrange functions and seminars, as well as to formally advocate on behalf of research students.

In August 2004, ERCSS was renamed to MERC in response to staff and students’ requests for a new name that would truly reflect its mission and manifesto beyond the faculty community. This name change coincided with greater participation of Graduate Research students in the faculty to develop a supportive network and friendly community. Graduate Research students and researchers from all Education campuses are warmly welcomed.

MERC events

Monthly meetings
These take place each month at Clayton and Peninsula campuses.

Seminars/Workshops
MERC Academic Seminars/Workshops take place each month (except January, July and December) at Clayton and Peninsula campuses. MERC encourages Graduate Research students to propose workshop/seminar topics.

Faculty and visiting scholar presentations
Seminars and workshops are run regularly, with the aim of sharing the specialist knowledge and skills of academic staff and visiting scholars with Graduate Research students. These sessions give students the opportunity to learn about the work and ideas of experienced researchers as an important aspect of their professional development. The sessions also provide an opportunity for discussion and reflection on current research being conducted at Monash.

Student presentations
A number of opportunities exist for students to present their work publicly during which students may test ideas, ask questions and seek feedback from others in a nontoxic environment. The sessions also provide an opportunity for discussion and reflection on current research being conducted at Monash.

Annual MERC conference

Each year MERC organises a conference for researchers in the faculty. This conference takes place during the annual Spring School (previously known as Winter School) and is particularly useful for research students as it provides opportunities for them to:
- present their own work in a supportive environment
- practise academic presentation skills
- meet with one another to share academic opinions in a structured conference format
- become informed about research projects and methodologies which may be relevant to their own studies.

MERC social events

Who says that doing research is a lonely journey?
MERC runs several social events that help Graduate Research students and researchers in the faculty to develop a supportive social environment and friendly community. Graduate Research students and researchers from all Education campuses are warmly welcomed.

More information

To find out more about how you can get involved in MERC, the annual conference or any other MERC activities, please contact the MERC convenor at your campus.

E: merc-edu@monash.edu
monash.edu/education/merc

“We recognise and value the unique role MERC plays in supporting our Graduate Research students and we are proud of the contribution it makes to our research community”

Professor John Loughran,
Executive Dean, Monash Education

Rosamund Winter
Research Fellow, founding member of MERC