MERC CONFERENCE 2021

Embracing Adaptability and Transformation in Research

Thursday, 30th September 2021
2021 MERC Leadership Team
Amarpreet Abraham, Tabetha Spiteri, Sweta Vjaykumar Patel, Queena Lee, & Cong Lem Ngo

Join the team!

Talk to us about being part of the MERC 2022 Leadership Team:
Email: merc-edu@monash.edu
Twitter: @merc_education
Facebook: Monash Education Research Community (MERC)

Acknowledgements

Acknowledgement of Country

Monash University’s Australian campuses are proudly on Kulin land in Melbourne. We acknowledge the Traditional Owners of this land and recognise and pay our respects to Elders past, present and future.

The MERC leadership team is grateful for the guidance & assistance of

<table>
<thead>
<tr>
<th>ROLE</th>
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<tbody>
<tr>
<td>Abstract Reviewers</td>
<td>Dr. Lauren Armstrong, Dr. Melissa Barnes,</td>
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<td></td>
<td>Dr. Raqib Chowdhury, Dr. Anna Podorova,</td>
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<td>Dr. Lynette Pretorius, Dr. Prabhat Rai,</td>
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<td>Dr. Katrina Tour</td>
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<td>Faculty of Education Mentor</td>
<td>Dr. Kate de Bruin</td>
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<td>Faculty of Education Graduate Research Office</td>
<td>Trudi Brunton, Celeste Parker, Alice Goenawan, Kate Wilson</td>
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<td>Faculty of Education Events, Marketing &amp; Communications</td>
<td>Shantal Braganza, Seshna Maharaj, Lara McKinley</td>
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<td>Student Conference Volunteers</td>
<td>Truly Almendo Pasaribu, Ondine Bradbury,</td>
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<td>Lisa Chiavaroli, Jimena De Mello Heredia, Yi Hou, Weiqi Jiang, Phil Kairns, Bingqing Li, Jiaqi Li, Jacky-lou Maestre, Alberto Maringer, Shaowen Ng, Qudwatin Nisak Muhammad Isa, Maliheh Rezaei, Susmita Patnaik, Melody Tang, Rick White, Jing Zhang, Wenxuan Zhang</td>
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<tr>
<td>Monash Graduate Association</td>
<td>Sandra Azavedo, Natasha Singh Raghuvanshi</td>
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A Welcome Note
From the 2021 MERC Leaders

Welcome to the 2021 MERC Conference!

The MERC Conference is an annual event that brings together research students (Honours, Masters and PhD) and academics from Education and Psychology fields. The conference serves as an opportunity for research students to present their work in a supportive environment, gain constructive feedback, and engage in meaningful discussions with peers and academics. It also serves as an opportunity for all participants to forge valuable connections with others in the fields of Education and Psychology research.

The theme for this year’s conference is “Embracing Adaptability and Transformation in Research”, concepts that many of us have adopted throughout the past 18 months in particular. We have embraced the notions of adaptability and transformation throughout this conference, from the presentation subthemes, through to the format of the conference. The format of this year’s MERC conference has been adapted and transformed from those of previous years. Due to the ongoing COVID-19 pandemic, we adapted this year’s conference from a hybrid (part face-to-face and part online) to a fully online event. This online format will enable participation from staff and HDRs in a range of different locations.

Providing a supportive and inclusive environment for our diverse research community is one of the main goals of the MERC leadership team. To encourage and maintain connections with others near and far, we run a variety of events throughout the year. Depending on COVID-19 related restrictions, we aim to run a mix of online and face to face events. These include academic events such as seminars and workshops, as well as social events such as the Brain and Grain, Coffee and Chat, and the annual MERC Conference.

Wishing you a very warm welcome to the Monash Education Research Community Conference for 2021. We hope your participation in this conference is a transformational experience that helps support you in your research journey.

Kind regards,

The MERC Leadership Team 2021
General Information

Welcome Events
The conference will begin at 8:45am with a welcome from the MERC Leadership Team, followed by our opening and keynote speakers. Full details of each speaker for the Welcome Events are provided in the Conference Program section of this booklet.

Parallel Presentations
Full details of each parallel presentation are provided in the Abstracts Section of this booklet. Each presentation will be 20 minutes in duration with 10 minutes for questions and feedback.

Closing Events
The final session for the conference will begin at 3:30pm and conclude at 5:00pm AEST. This final session will include our Feature Panel of past Monash Education PhD students, along with a closing speech from our panel chair and closing speaker. Full details of our Feature Panel members and panel chair can be found in the Conference Program section of this booklet.

Conference Zoom Links
The Zoom links for each event (welcome events, parallel presentations, closing events) have been emailed to all registered conference attendees. These links are also available on the MERC Conference Website for your reference. The Conference Website will be updated if there are any changes to the Conference Program, including any changes to the Zoom links or the presentation schedule.

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).

If you have any questions or concerns, feel free to contact the MERC volunteers in the Zoom Chat during the online presentation sessions.
We are more than willing to assist, and are keen to meet you.
# Program Overview

<table>
<thead>
<tr>
<th>TIME</th>
<th>EVENT</th>
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<tr>
<td>8:45am-9:00am</td>
<td>Welcome: MERC Leadership Team</td>
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<tr>
<td>9:00am-9:15am</td>
<td>Opening Speaker: Prof. Amanda Berry</td>
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<tr>
<td>9:15am-10:00am</td>
<td>Keynote Address: Dr. Bodean Hedwards</td>
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<tr>
<td>10:00am-10:30am</td>
<td>MORNING TEA</td>
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<tr>
<td>10:30am-12:30pm</td>
<td><strong>Parallel Presentations – Morning Session</strong></td>
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<td>Adaptability in Research Methodologies</td>
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<td>Transformation in Secondary Education and Research</td>
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<td>Adaptations in Student Learning and Development</td>
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<td>Adaptations in Inclusive Educational Research</td>
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<td>Transformations in Early Childhood Education and Research</td>
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<tr>
<td>12:30pm-1:30pm</td>
<td>LUNCH</td>
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<tr>
<td>1:30pm-3:30pm</td>
<td><strong>Parallel Presentations – Afternoon Session</strong></td>
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<td></td>
<td>Transformative Practices in Educational Research</td>
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<td>Adaptations in STEM Education Research</td>
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<td>Transformations in Higher Education and Research</td>
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<td>Transformations in Curriculum and Pedagogy</td>
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<td>Transformational Research Experiences</td>
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<tr>
<td>3:30pm-4:00pm</td>
<td>AFTERNOON TEA</td>
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<tr>
<td>4:00pm-5:00pm</td>
<td><strong>Panel Discussion &amp; Summary</strong></td>
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<td></td>
<td>Panel Chair/Summary Speaker: Prof. Viv Ellis</td>
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<td></td>
<td>Panelists: Dr. Katrina MacDonald, Dr. Haoran Zheng, Dr. Luke Macaulay, Dr. Ade Dwi Utami, Mariko Francis, Dr. Tanya Stephenson</td>
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</tbody>
</table>
Conference Program

8:45am-10:00am
MORNING SESSION - OPENING AND KEYNOTE

WELCOME FROM THE MERC LEADERSHIP TEAM

Amarpreet Abraham  Tabetha Spiteri  Sweta Vijaykumar Patel  Queena Lee  Cong Lem Ngo

OPENING SPEAKER

Professor Amanda Berry
Professor of STEM Education
Deputy Dean Research
Monash University Faculty of Education

Biography: Amanda Berry is Deputy Dean Research and a Professor in STEM Education in the Faculty of Education at Monash University. Amanda has a distinguished international profile in science education research, particularly science teacher knowledge, including pedagogical content knowledge (PCK). She has authored numerous publications, including edited books, invited Handbook chapters in prestigious volumes, journal articles and book chapters in the field of science teacher knowledge and PCK. Amanda has led numerous projects at state, national and international levels focusing on innovations in science teaching and learning and the development of teacher knowledge and practice. Amanda is currently CI on two ARC projects focusing on interdisciplinary science and mathematics learning, and problem-based learning in STEM Education. She is regularly invited to present her research as a keynote speaker at national and international seminars and conferences. She is Editor of Studying Teacher Education and Associate Editor of Research in Science Education.
KEYNOTE ADDRESS

Doctor Bodean Hedwards (she/her)
Director, Arts Immersion & Enterprise Initiatives
Monash University Faculty of Arts

Biography: Dr. Bodean Hedwards is the Director of Enterprise and Immersion Initiatives with Monash University’s Faculty of Arts. Joining the Faculty initially as Manager of the multi-award winning Global Immersion Guarantee (GIG) program, Bodean is responsible for the design and delivery of a suite of high-impact, solution-focused education initiatives available to all students at Monash University. Bodean is also a passionate researcher focused on human trafficking and modern slavery, having spent much of the last decade working with leading organisations around the world on how to best respond to this issue.

10:00am-10:30am
MORNING TEA

10:30am-12:30pm
PARALLEL PRESENTATIONS – MORNING SESSIONS

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<tr>
<th>Time</th>
<th>Abstract</th>
<th>Presenter Name &amp; Abstract Title</th>
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<tbody>
<tr>
<td>10.30</td>
<td>#1</td>
<td>Michael John HENDERSON</td>
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<tr>
<td></td>
<td></td>
<td>Adult Learning Choice Making: adopting and adapting a visual method</td>
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<tr>
<td>11.00</td>
<td>#2</td>
<td>Thuan PHAM</td>
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<td>Promoting learner autonomy for non-English majors through project work in a Vietnamese University</td>
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<tr>
<td>11.30</td>
<td>#3</td>
<td>Marie TRANQUILLE</td>
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<td>Transformation: a Journey. A phenomenological approach</td>
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<tr>
<td>12.00</td>
<td>#4</td>
<td>Jeane DIAMOND</td>
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## TRANSFORMATION IN SECONDARY EDUCATION AND RESEARCH

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<tr>
<th>Time</th>
<th>Abstract</th>
<th>Presenter Name &amp; Abstract Title</th>
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</thead>
<tbody>
<tr>
<td>10.30</td>
<td>#5</td>
<td>Tshewang RABGAY&lt;br&gt;A culturally relevant action research model for Bhutanese secondary science teachers</td>
</tr>
<tr>
<td>11.00</td>
<td>#6</td>
<td>Jennifer CUTRI&lt;br&gt;“It's just like Harry Potter” – Understandings of quality education within a Sino-Australian international school in China</td>
</tr>
<tr>
<td>11.30</td>
<td>#7</td>
<td>Jacky-Lou MAESTRE&lt;br&gt;Multilingual Filipino Adolescents’ Everyday Digital Literacy Practices</td>
</tr>
<tr>
<td>12.00</td>
<td>#8</td>
<td>Jing ZHANG, Michael PHILLIPS &amp; Rebecca COOPER&lt;br&gt;Creating a Roadmap to Navigate Through Wicked Digital Divide(s) at Schools: A Systematic Review on Digital Divide(s) in Secondary Education</td>
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## ADAPTATIONS IN STUDENT LEARNING AND DEVELOPMENT

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10.30</td>
<td>#9</td>
<td>Susmita PATNAIK, Umesh SHARMA &amp; Pearl SUBBAN&lt;br&gt;Who is responsible for students' challenging behaviour? A study of teachers’ causal attributions of challenging behaviour in primary schools in West Bengal, India</td>
</tr>
<tr>
<td>11.00</td>
<td>#10</td>
<td>Weiqi JIANG&lt;br&gt;Deconstructing the concept of students’ well-being: Micro and macro perspectives</td>
</tr>
<tr>
<td>11.30</td>
<td>#11</td>
<td>Gillian O’CONNOR&lt;br&gt;Examining the Process of Science Concept Formation across Infancy and Toddlerhood: Transforming Our Conceptualisation of Infants in Science</td>
</tr>
<tr>
<td>12.00</td>
<td>#12</td>
<td>Sonour ESMAEILLI&lt;br&gt;A cultural-historical study of the development of culturally diverse online learners in higher education</td>
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## ADAPTATIONS IN INCLUSIVE EDUCATIONAL RESEARCH

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<tr>
<td>10.30</td>
<td>#13</td>
<td>Danielle HRADSKY&lt;br&gt;“The seat at the table”: Embracing the unexpected benefits of online learning and research</td>
</tr>
<tr>
<td>11.00</td>
<td>#14</td>
<td>Emma McCULLOCH&lt;br&gt;A critical exploration of the impacts of inclusive and equitable music education on secondary school students</td>
</tr>
<tr>
<td>11.30</td>
<td>#15</td>
<td>Philip KAIRNS&lt;br&gt;Queer in STEM: Queer lived-experiences in Australian post-secondary Science, Technology, Engineering and Mathematics Education</td>
</tr>
<tr>
<td>12.00</td>
<td>#16</td>
<td>Elvira KALENJUK&lt;br&gt;A lightscape for dysgraphia</td>
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## TRANSFORMATIONS IN EARLY CHILDHOOD EDUCATION AND RESEARCH

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<th>Time</th>
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<tbody>
<tr>
<td>10.30</td>
<td>#17</td>
<td>Felipe GOYOY&lt;br&gt;The early childhood assistant teachers’ role in Chile: a critical analysis</td>
</tr>
<tr>
<td>11.00</td>
<td>#18</td>
<td>Sweta Vijaykumar PATEL&lt;br&gt;Research during COVID-19 pandemic: Narratives of immigrant Early Childhood Educators in Victoria</td>
</tr>
<tr>
<td>11.30</td>
<td>#19</td>
<td>Sayuri AMEMIYA&lt;br&gt;Food-child relations at an early childhood setting in Melbourne, Australia: Food and children as participants in knowledge generation</td>
</tr>
<tr>
<td>12.00</td>
<td>#20</td>
<td>Yuwen MA&lt;br&gt;From responsive participants to active learners: How does Conceptual PlayWorld promote Chinese children’s agency in science activities</td>
</tr>
</tbody>
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### 12:30pm-1:30pm

**LUNCH**

### 1:30pm-3:30pm

**PARALLEL PRESENTATIONS – AFTERNOON SESSIONS**

## TRANSFORMATIVE PRACTICES IN EDUCATIONAL RESEARCH

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<th>Time</th>
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<tbody>
<tr>
<td>1.30</td>
<td>#21</td>
<td>Pashew NURI&lt;br&gt;Modernising Education in the Kurdistan Region of Iraq: A Confluence of Local and Global Forces</td>
</tr>
<tr>
<td>2.00</td>
<td>#22</td>
<td>Sally MORGAN&lt;br&gt;Nurturing hope together: arranging spaces for change from within Australia’s asylum-seeker policy landscape</td>
</tr>
<tr>
<td>2.30</td>
<td>#23</td>
<td>Ricky WHITE&lt;br&gt;Thinking with Fire and Theory: A post-qualitative inquiry into an educational experience during the Hazelwood Coal Mine Fire</td>
</tr>
<tr>
<td>3.00</td>
<td>#24</td>
<td>Ali SIYOOF&lt;br&gt;Informal digital learning of English (IDLE): a scoping review of what has been done and a look towards what is to come</td>
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## ADAPTATIONS IN STEM EDUCATION RESEARCH

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<tr>
<td>1.30</td>
<td>#25</td>
<td>Tabetha SPITERI Integrated STEM Education Experiences of Young Girls: A transforming experience?</td>
</tr>
<tr>
<td>2.00</td>
<td>#26</td>
<td>Ralph SAUBERN A preliminary analysis of TPACK proficiency levels</td>
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<tr>
<td>2.30</td>
<td>#27</td>
<td>Wenxuan ZHANG A Study of Chinese Early Childhood Teachers’ Practice in Mathematics Education: a PlayWorld Approach</td>
</tr>
<tr>
<td>3.00</td>
<td>#28</td>
<td>Anita GREEN Cues for Teacher Noticing of Students’ Mathematical Thinking when Teaching Online</td>
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## TRANSFORMATIONS IN HIGHER EDUCATION AND RESEARCH

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<tbody>
<tr>
<td>1.30</td>
<td>#29</td>
<td>Alberto MARINGER Investigating pre-service physics teachers’ development of professional knowledge for teaching: The influence of mentoring</td>
</tr>
<tr>
<td>2.00</td>
<td>#30</td>
<td>Minlu SHI &amp; Yi HOU Investigating EFL teachers’ language use in a Chinese secondary school</td>
</tr>
<tr>
<td>2.30</td>
<td>#31</td>
<td>Melody TANG Exploring Chinese international graduates’ employability in Australia using a capitals-based approach?</td>
</tr>
<tr>
<td>3.00</td>
<td>#32</td>
<td>Rini SUSANTI Towards dialogic feedback in Indonesian Pre-Service English Teacher Education</td>
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## TRANSFORMATIONS IN CURRICULUM AND PEDAGOGY

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<tr>
<td>1.30</td>
<td>#33</td>
<td>Mark AMMERMAN Creativity Matters: re/thinking creativity in computer programming workshops</td>
</tr>
<tr>
<td>2.00</td>
<td>#34</td>
<td>Sonia JEFFREY The Religious Curriculum Writer’s Dilemma: Vocational Self-Identity Meets Institutional Loyalty</td>
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<tr>
<td>2.30</td>
<td>#35</td>
<td>Qudwatin Nisak Muhammad ISA The transitional phase of beginning teachers: Their voice on capability building in an initial teacher education program in Aceh, Indonesia</td>
</tr>
<tr>
<td>3.00</td>
<td>#36</td>
<td>Hanh NGUYEN THI HONG The development stage of Professional Learning Communities among EFL teachers at Vietnamese economics universities</td>
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<tr>
<td>Time</td>
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| 1.30 | #37      | Bingqing LI  
Teacher digital resilience: A necessity for online teaching |
| 2.00 | #38      | Hongming FAN  
Teaching and Learning English in Chinese Higher Education: Perceptions of Teachers and Students in a Changing World |
| 2.30 | #39      | Ngo CONG LEM  
Teacher Agency in Higher Education: Preliminary Findings from A Systematic Review |
| 3.00 | #40      | Maliheh REZAEI  
Promoting the Culture of Peace in Higher Education |

3:30pm-4:00pm  
AFTERNOON TEA
THEME: The Adaptable & Transformative Nature of a Monash Education PhD

Over the past 18 months, many of us have adapted and transformed our research and ways of thinking. This ability to adapt and transform will continue to serve us well in life after completing our research degrees, as can be attested to by our panel members. Please join us for a panel discussion about the adaptable and transformational experience of completing a PhD in Education at Monash University. The panel members are all past Monash PhD students who have gone on to take diverse pathways in their career trajectories. Best of all, you get to ask the questions! In sharing our experiences of adaptability and transformation together, we hope you will be inspired to join in with the discussion. There will be opportunities for the online participants to ask questions of the panel members during the session, with these being facilitated by our conference volunteers and our esteemed panel chair.

PANEL CHAIR & SUMMARY SPEAKER

Professor Viv Ellis (he/him)
Dean
Monash University Faculty of Education

Biography: Viv Ellis is a global expert on teacher education, having worked with government agencies and NGOs across the UK, Europe, Asia and Australia, most recently on the Norwegian government’s reforms to upper primary/lower secondary initial teacher education. Currently Dean of the Faculty of Education at Monash University in Melbourne, he was the founding Co-Director of the Centre for Innovation in Teacher Education and Development, a strategic partnership between King’s College London and Teachers College, Columbia University, where he currently holds an honorary research professorship. He is also editor of the new Bloomsbury Academic series Keywords in Teacher Education.
**PANEL MEMBERS**

**Doctor Katrina MacDonald (she/her)**
Post-doctoral Research Fellow, Research for Educational Impact
School of Education, Deakin University

**Biography:** Dr. Katrina MacDonald is a Post-Doctoral Research Fellow in the School of Education, Deakin University, Australia. Her research and teaching interests are in educational leadership, social justice, spatiality, and the sociology of education through a practice lens (feminist, Bourdieu, practice architectures). Her doctoral study examined the social justice understandings and practices of principals working in some of the most disadvantaged locations in Australia. Her thesis won a 2019 Monash University Mollie Holman medal for research excellence and the 2020 AARE Ray Debus Award for doctoral research. Katrina is a former anthropologist, archaeologist and primary and secondary teacher in Victoria, Australia. She tweets at @drfreersumenjin.

**Doctor Haoran Zheng (she/her)**
Lecturer & Research Fellow
Swinburne University of Technology

**Biography:** Dr. Haoran Zheng completed her PhD in the Faculty of Education at Monash University in 2020. Haoran currently works as a lecturer and research fellow at Swinburne University of Technology. Haoran has been working in multiple research projects and co-authored book chapters and journal articles. Her research focuses on early childhood pre-service teachers’ professional experience, early literacies, diversity and multiculturalism in the early years.
Embracing Adaptability and Transformation in Research

Doctor Luke Macaulay (he/him)
Research Fellow, Deakin University's Centre for Refugee Employment, Advocacy, Training & Education (CREATE)

Biography: Dr. Luke Macaulay is a recent PhD graduate from Monash University's Faculty of Education. In his PhD research, Luke researched with Australian Sudanese and South Sudanese youth in Melbourne regarding their experiences of becoming adults. Currently, Luke is working as a Research Fellow at Deakin University's Centre for Refugee Employment, Advocacy, Training, and Education (CREATE). As an interdisciplinary researcher, Luke has worked and published in several areas including higher education, educational leadership, inclusive education, refugee and migration studies, and cultural studies. Luke’s current research explores cultural experiences of becoming an adult and the social/political belonging of refugee background youth.

Doctor Ade Dwi Utami (she/her)
Lecturer, Early Childhood Department
Faculty of Education, Universitas Negeri Jakarta

Biography: Dr. Ade Dwi Utami is a lecturer in the early childhood department, Faculty of Education, Universitas Negeri Jakarta in Indonesia since 2010. Graduated from the Faculty of Education at Monash University, her doctoral research takes a cultural-historical perspective to investigate play-based learning practices for children's development in Indonesia. She also researches in the areas of assessment and teacher education. Besides working with undergraduate, postgraduate, and graduate research students in the university, she is involved in Indonesian Ministry of Education projects for developing early childhood education programs and works as an assessor in Early Childhood Education National Accreditation Board.
**Biography:** Mariko Francis is a Ph.D. candidate in Education at Monash University. Her thesis focused on statistical analyses of parents’ perspectives towards supplementary education and family-school relationships in Australia. During her Ph.D. studies, she worked as a teaching associate in the education faculty. She also worked as a research assistant for Monash University’s Education Innovation Office (Portfolio of the Deputy Vice-Chancellor). Mariko has presented her research at Monash Education Research Conference (MERC), the Australian Institute of Family Studies (AISF), the Australian Research Alliance for Children and Youth (ARACY), the Victorian Department of Education, the Hong Kong University Exchange Program, and the Comparative Education Research Center (CERC), Shadow Education Special Interest Group, Hong Kong. Mariko's background is in publishing and advertising, and her interests include editing, content and business development, and marketing communications. Mariko was an editor for a not-for-profit magazine and is currently undertaking an editorial internship at an open-access journal. [https://orcid.org/0000-0002-1659-9383](https://orcid.org/0000-0002-1659-9383)

**Biography:** Dr Tanya Stephenson is a Postdoctoral Research Fellow at Monash University, passionate about advancing science, technology, engineering and mathematics (STEM) education. Her doctoral research focused on early childhood teacher professional development, particularly towards supporting girls’ engagement with STEM. Her research interests include early childhood and primary education, wellbeing, gender equity, educational psychology and teacher professional development.
Adaptability in Research Methodologies

Abstract: 1  Time: 10:30am–11:00am

Adult Learning Choice Making: adopting and adapting a visual method

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

Abstract: While adult learning choice making (the process of choosing to learn or not) has been considered from diverse theoretical traditions, research is usually conducted through the mode of analysing written or numerical data. I show how semiotically-inspired, mixed-method research has evolved over nine years of a part-time doctoral project, in ways that can harness visual representations of the context, paradigm, method, data and findings of choice making. To strengthen the analytical potential of the research design, I trace significant shifts in the theoretical lens as well as the perspectives from which choice making is considered by researcher and researched. These shifts help address a gap in the understandings of individual choice making from the perspective of the choice maker and their changing understandings over time. Making use of a graphical tool, the Learning Choice Tracker, data and analytical themes were generated and checked through multiple interviews with 12 participants, over two years. Key findings show how the context of adults choosing to engage in learning is complicated and often not understood by the individual without extended time for reflection and reconsideration. Relatedly, policy positions and institutional offerings are often framed in ways that may be disconnected from how adults make their learning choices. Thirdly, the Tracker shows how complex data that arise from multiple interviews can be better understood in visual ways, both for researchers and participants. I conclude with a discussion about how the Tracker can be developed and adapted as a practitioner tool, or to enhance further research.

Keywords: Adult learning, choice making, pragmatism, semiotics, methodology

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

Abstract: 2  Time: 11:00am–11:30am

Promoting learner autonomy for non-English majors through project work in a Vietnamese university

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Abstract: The study aims to explore the enhancement of learner autonomy through the integration of the project work in the existing syllabus. The study was conducted with thirty-four first-year non-English majors in a university in the north of Vietnam. In the study, learner autonomy is conceptualised as a multifaceted concept with four aspects: technical, psychological, political-critical, and socio-cultural. Learner autonomy was researched based on the empirical evidence of its benefits to learners in language learning. Following the argument that, project work has the potential to promote learner autonomy. Eight different projects created by the students were implemented in the learning process. The study employed an action research approach with three different data collection tools (questionnaires, interviews, and the teacher’s diary). Content analysis was applied for the data in the study. The findings reveal that the enhancement of learner autonomy was evident in all four aspects of learner autonomy. Technically, the students were found to have more access to the learning resources and used more learning strategies. Psychologically, the students were identified to exhibit highly positive attitudes and to be motivated in learning. Politically, the students reported that they had more choices in learning contents and methods. Socio-culturally, the students demonstrated more interaction and collaboration. The findings of this study contribute to studies of learner autonomy promotion for tertiary English learners in EFL contexts by depicting the development of the aspects of learner autonomy through the application of project work into the learning process. Thus, the research adds empirical evidence of using projects to stimulate learner autonomy for EFL university students in Vietnam.

Keywords: Learner autonomy, promoting learning autonomy, project work, action research, non-English majors.
Biography: Thuan Pham is a PhD student at University of Languages and International Studies, Hanoi, Vietnam. He has more than ten-year experience in teaching English as a foreign language at tertiary level in Vietnam. His research interests include TESOL and CALL.

Abstract: 3  Time: 11:30am–12:00pm


Marie TRANQUILLE
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Abstract: In my presentation, I reflect on the transformations of my project as I moved from one milestone to another, as data were gathered and as the theoretical framework changed. Transformation is a word that speaks to me in both French and English as its etymology is from Old French or Latin. Transformation speaks to us all as research students embarked on a project that is a journey. The literature on the journey of research is scarce: we often read about the methods of doing research but not about the journey itself. Like Ulysses, we know the power of transformation on our work and on us. I will thus explain the ‘what’ and the ‘why’ of these transformations. On an epistemological level, I will show how knowledge acquired makes us agents of present and future transformations as we choose willingly to work on our research in order for it to transform our field of research. Doing a PhD also brings us to gauge the value of our own research in terms of the transformations that it can bring to the knowledge in our field. In short: Transformation for what purpose?

Keywords: Transformation, Epistemology, Ontology, Ethics, Research

Biography: Marie is doing her Ph.D in Education while working as a French teacher in a secondary school.

Abstract: 4  Time: 12:00pm–12:30pm

Email as Method

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Abstract: In this study of successful ageing with a small cohort of resilient educated women, email was the sole communication channel between researcher and participants. Although supplementary telephone interviews had been envisaged, they did not eventuate due to participant preference. This adaptation transformed the method of data collection and was found to be sufficient to yield a rich data field that yielded both deductive and inductive findings. Participants were asked to share their cognitive and affective responses to episodes of lower limb discomfort, a common feature of lived experience of the young elderly, in order to shed light on the lifespan development of the young-old. One very important advantage of online data collection is that it reduces the high demands placed on participants who can respond in their own time in the safety and comfort of their own homes, without the intrusion of a researcher. In addition, participants are able to reveal sensitive information which can be difficult to obtain, especially when responses concerning health are sought by the researcher. From the researcher’s point of view, email data collection is advantageous because the respondent information arrives already transcribed, saving the researcher both time and money and eliminating the possibility of transcriber bias. Increasingly referred to as “a new orality” the emergence of email data collection as a stand-alone method is in keeping with the sweeping changes being wrought by the internet and the more recent social intrusion of Covid-19. A rich data set can be acquired by providing participants with adequate guidelines for response. Questions concerning participant anonymity and data protection are highlighted by this method.

Keywords: Method, data collection, email, new orality

Biography: Jeane Diamond returned to study after a career in counselling. Recognising the changing concerns of ageing clients, Jeane embarked on a research study of successful aging. As her participant group is spread across Australia, she has maintained contact with them via email which itself has emerged as an important finding.
Transformation in Secondary Education and Research

Abstract: 5  Time: 10:30am–11:00am

A culturally relevant action research model for Bhutanese secondary science teachers

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Abstract: Action research has gained widespread recognition in Western countries such as the USA, UK, and Australia and in Asian countries such as Singapore, Philippines, Indonesia, China, Thailand and Malaysia. Very recently, action research was introduced to teachers in Bhutan as a tool to raise their teaching quality as part of recent education reform initiatives. This study explored the factors influencing the way Bhutanese science teachers undertake action research. The study adopted a combination of case studies and a grounded theory method to collect and analyse data. Focusing on two case study schools in Bhutan, data were collected progressively, using interviews, teachers’ diaries, and classroom observations, as three science teachers in each school carried out their first action research projects. Data for each school was analysed separately using the coding procedures of grounded theory. The results were then compared in a cross-case analysis to identify the main findings. The findings showed that the teachers were challenged by coverage concerning the science curriculum, time constraints, lack of knowledge, and confidence to follow the action research process. Teachers’ motivation, team effort, and leadership support were the factors that enabled these teachers to carry out action research. A major finding was that the constraining and enabling factors were amplified by the influence of Bhutan’s hierarchical education culture, Buddhist values such as Driglam-Namzha, Tha-Dam-Tshig, and Lhachoe-Gewa-Chu. Considering the influence of the Bhutanese culture on action research, the study proposes a new context- sensitive model called the Sheyrig Action Research (SAR) model for Bhutanese teachers.

Keywords: Action research, Bhutan, culture, science, model

Biography: Tshewang Rabgay is a final year PhD candidate at the Faculty of Education, Monash University. He worked as a science teacher and a researcher for the Royal Research and Advisory Council, His Majesty’s Secretariat in Bhutan. He is passionate about research in action research and teacher professional learning.

Abstract: 6  Time: 11:00am–11:30am

“It’s just like Harry Potter” – Understandings of quality education within a Sino-Australian international school in China

Jennifer CUTRI
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Abstract: A diverse arena of international schooling has emerged at the turn of the late century. Contemporary processes of globalisation have fuelled the demand for English language-driven international education beyond Western expatriate communities in non-Anglophone countries (Bunnell 2020; 2021, Bunnell & Poole, 2021, Hayden & Thompson, 2018, Poole, 2021, Wright et al., 2021, Wu & Koh, 2021). Consequently, this study explores a particular international school in China that delivers the Australian Victorian Certificate of Education (VCE) to local Chinese students aspiring to study abroad at foreign, mainly English-speaking, universities. The Australian VCE appeals to local Chinese students as this curriculum offers a pathway into Australian higher education. What was found is that foreign education in the Chinese context is perceived as a form of quality education (suzhi jiaoyu, 素质教育). Consequently, the notion of quality education is a key driving force at the Sino-Australian international school in China. Nevertheless, various perceptions exist of what quality education means and what quality education entails within this particular international education context (Ingersoll, 2019; Liu, 2018, 2020; Wang, 2016; Young, 2018). In order to provide an in-depth understanding of quality education and further explore the shifting field of international education, this presentation provides the accounts of four research participants from different sectors of the schools: an international principal, a VCE teacher, a VCE student, and the VCE students’ parent. Each of these accounts was generated through the qualitative method of in-depth, semi-structured interviews and the stories shared were analysed through Reflexive Thematic Analysis. Each contribution is unique and reveals the diverse ways international education is perceived and enacted within the global era. A significant finding across all four participant groups is a pertinent role of the Chinese nation-state within contemporary international education. By discussing the participants’ perspectives, I
highlight the intersection of how globalisation processes and the influence of the local nation-state drive transformations in research through the example of Sino-Australian international education.

**Keywords:** International education, quality education, Australian curriculum, China.

**Biography:** Jennifer Cutri is a current PhD student in the Faculty of Education at Monash University in Australia. She has worked as a teacher and researcher across schools in Australia and Hong Kong. Her interests involve international education along with teacher and learner identity development within intercultural contexts.

**Abstract:** 7  
**Time:** 11:30am–12:00pm

**Multilingual Filipino Adolescents’ Everyday Digital Literacy Practices**

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**Abstract:** Digital literacies play an important role in Filipino adolescents’ lives to participate productively in an increasingly networked, multimodal, and multilingual society. However, multiple forms of digital literacy practices that Filipino adolescents bring into the classroom are still undervalued and with English given more importance than the use of home languages in schools. Informed by perspectives offered by Literacy Studies, this research investigates multilingual Filipino adolescents’ everyday digital literacy practices. Exploring these practices helps gain a better understanding of their values and their purposes for engaging in digital environments, their perspectives on the role of digital technologies in their lives, the languages they use in digital spaces, and the identities they construct as they interact online. This qualitative, multiple case study, involving eight Filipino adolescents, aged 13-16, uses semi-structured one-on-one interviews, home observations, a drawing activity, and screenshots of participants’ digital activities. The study found that the participants engaged in everyday digital literacy practices for various purposes and social interaction was central to these practices. Although the participants were multilingual, they mainly used English in their practices as they wanted to interact and communicate with diverse global and local audiences. As multilinguals, they also used their home languages in digital spaces, however, their use of these languages was less extensive compared to English. It is hoped that teachers can use this knowledge to gain insights into adolescent learners’ virtual strengths, weaknesses, and interests. Teachers can implement strategies to support their students to be active participants in a networked, multimodal, and multilingual world.

**Keywords:** everyday digital literacy practices, digital literacies, multilingual Filipino adolescents

**Biography:** Jacky-Lou Maestre is a third year PhD candidate at the Faculty of Education, Monash University. She graduated with a Masters in TESOL at Monash University. Her research interests include everyday digital literacy practices and English as a Second Language (ESL).

**Abstract:** 8  
**Time:** 12:00pm–12:30pm

**Creating a Roadmap to Navigate Through Wicked Digital Divide(s) at Schools: A Systematic Review on Digital Divide(s) in Secondary Education**

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Rebecca COOPER  
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**Abstract:** Hidden Abstract

**Biography:** The presenter is Jing ZHANG, who started her PhD remotely from Lanzhou, China in mid-February this year after almost a year’s defer. My PhD experience so far, including conducting this systematic review, is an exploration itself of how academic/research collaboration can evolve along with ICT advancement/ adoption.
Adaptations in Student Learning and Development

Time: 10:30am–11:00am

Who is responsible for students’ challenging behaviour? A study of teachers’ causal attributions of challenging behaviour in primary schools in West Bengal, India.

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Umesh SHARMA
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Pearl SUBBAN
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Abstract: Managing students’ behaviour in classrooms has been a matter of concern for teachers worldwide. This study aimed at understanding teacher’s causal attributions of challenging behaviour in primary classrooms in West Bengal, India. The study investigated types of challenging behaviour as perceived by teachers, their causal attributions, and strategies they suggested to manage challenging behaviours. The study was guided by Wiener’s Attribution Theory. Data from 21 teachers from government and private primary schools were collected using semi-structured interviews and the data was analysed thematically. The findings of the study suggested that teachers perceived challenging behaviour broadly as aggression, disruption, talking, and non-compliance. Teachers reported causes of challenging behaviour in five broad categories such as home-related causes, social causes, student-related causes, school/teacher-related causes, and Government/policies related causes. Under home-related factors, teachers reported working or busy parents, and home environment as causes of challenging behaviour. Under social factors, teachers reported families from disadvantaged backgrounds and students being over-exposed to digital and social media as causes of challenging behaviour. Under teacher/ school-related factors, teachers reported large class size, uninteresting classwork, and stubborn curriculum as causes of challenging behaviour. Under student-related factors, teachers reported disability, Autism, ADHD, and slow learners, and under Governmental related factors, teachers reported banning corporal punishment and examinations as causes of challenging behaviour. Teachers mostly recommended employing proactive strategies such as improving teaching strategies, collaborating with parents, and building relationships with students. A small group of teachers recommended using reactive (e.g. discipline and threatening) strategies to manage challenging behaviour in their classrooms. The findings have implications for policy makers, teacher educators and researchers more specifically for the South Asian context.

Keywords: Challenging behaviour, Teacher Education, Causal Attribution, Classroom Management

Biography: Susmita Patnaik is a third year PhD student at Monash University. Currently, she is investigating teachers’ perceptions about challenging behaviour in Primary school classrooms. In the past, she has supported young children with challenging behaviour in early childhood settings. She has also researched about successfully placing individuals with Intellectual Disability at large organizations. She is passionate about researching students’ behaviour, teacher education, and inclusion.

Deconstructing the concept of students’ well-being: Micro and macro perspectives

Time: 11:00–11:30am

Weiqi JIANG
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Abstract: There is a recognised need for supporting students’ well-being at school. Traditionally, supporting students’ well-being is considered to have beneficial effects on students’ adaptability and transformability because it fosters students’ social emotional learning and helps students flourish in the ever-changing and unprecedented society (Beatty & Campbell-Evans, 2020). However, studies have shown that schools struggle to find a balance between social emotional learning and academic performance (OECD, 2017; Willis et al., 2019). Through critical review of the students’ well-being literature, this study seeks to develop conceptual clarity around the notions of students’ well-being and explore the constraints that impede the promotion of students’ well-being at school settings. Using a systematic and critical approach to deconstruct the concept of students’ well-being from micro and macro perspectives, this study analyses the tensions to be managed by schools and the apparent ‘costs’ being paid to achieve academic metrics. It concludes that further research is needed to identify how schools understand students’ well-being and manage the tension between students’ well-being and academic performance in different contexts.

Keywords: Students’ well-being, social emotional learning, academic performance.
Examining the Process of Science Concept Formation across Infancy and Toddlerhood: Transforming Our Conceptualisation of Infants in Science.

Gillian O’CONNOR
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Abstract: There is an eminent need to develop our understanding of science in the infancy-toddlerhood period. Research is needed to examine ‘how’ children’s scientific thinking develops and under what conditions. Early science learning experiences are essential for the development of children’s scientific knowledge and inquiry skills. Appropriate scientific work can and should begin as early as possible for all children. Our understanding of science learning as it occurs for children from birth to three years however, is limited. We do not know enough about how scientific thinking develops across the first years of life. To build our understanding in this largely unknown area of science education, this study will examine how children form science concepts as they transition across the cultural age periods of infancy and toddlerhood. Using digital tools to capture the complex, dialectical intricacies of development, this Cultural-Historically framed study examines the process of science concept formation as it occurs across infancy and toddlerhood. The study uses a Cultural-Historical framework to design Conceptual PlayWorld (Fleer, 2017, 2018) educational experiments. These specially designed activity settings make children’s science concept formation visible as children transition across infancy and toddlerhood. Allowing us to begin ‘mapping the pathway’ of science concept formation during the earliest years of life, the research hopes to contribute to a transformed understanding and conceptualisation of infants as active, capable ‘citizens of science’.

Keywords: Early Years Science Education, Infancy and Toddlerhood, Concept Formation, Child Development

Biography: Gillian O’Connor is PhD Candidate with the Faculty of Education at Monash University. She holds a Kathleen Fitzpatrick Scholarship working as part of Fleer’s Conceptual PlayLab project. Gillian has a First-Class Honours degree in Psychology and Post Graduate Diplomas in Specialist Child Health Nursing and Primary Education. She is a busy mum of 2 beautiful girls and has a keen interest in child development and early years education.

A cultural-historical study of the development of culturally diverse online learners in higher education

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Abstract: Within higher education, online learning has become a trend recently and most of the classes are running online. Online learners bring their assumptions, beliefs, and cultural perspectives to the learning environment and view it through their own cultural lens. Most of today’s online learning environments are designed as collective learning experiences which are framed as culturally neutral learning environments. However, no learning environment could be culturally neutral, there is the domination of one culture over the others. Therefore, this study aims to introduce a culturally responsive online learning environment to support learners’ development in higher education. More importantly, the focus of higher education should not be on learning, the teachers’ task is not to transfer a set of knowledge to learners but rather they should encourage learners' intellectual development. Learners should be able to think critically and apply what they have acquired to other circumstances. Accordingly, the other purpose of this study is to propose strategies to support university students’ intellectual development. This study can have a contributory role in terms of proposing a theoretical framework for online education and introducing a culturally responsive online learning environment to support learners' intellectual development in higher education. This study will be a qualitative study and the data will be gathered using observation, interviews, and case studies and the participants will be higher education students and lecturers at the Monash University of Australia. Cultural-Historical Theory is the theoretical framework utilized in this study, which will be the focus of the presentation.

Keywords: Online learning, online learning environment, culturally responsive online learning environment, cultural diversity, development.
Adaptations in Inclusive Educational Research

**Abstract: 13**

**Time: 10:30am–11:00am**

“The seat at the table”: Embracing the unexpected benefits of online learning and research

Danielle HRADSKY
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**Abstract:** Online learning is here to stay, but can it be transformative? As a researcher and educator who promotes the power of embodied learning—learning through the emotions, body, and mind—online learning is initially off-putting. In early 2020, lockdowns appeared to hinder answering my main research question: how can embodied professional learning support teachers to engage with the (super)complexities of teaching for reconciliation? Adapting my research and drama-based pedagogies to an online setting was eye-opening. In my initial yarns (relationships-based interviewing drawing on First Nations research methodologies) with my 12 participants, I expressed my struggle to accept the change. Over the six-week program, however, I realised unexpected benefits in teaching and conducting research online. Due to location, family and work responsibilities, five of the participants would have been unable to partake, had the learning entailed travel. As one put it, conducting this program online gave them a “seat at the table”. The learning was still embodied: we acted, drew, reflected, discussed, laughed, and cried. In our final yarns, the participants acknowledged that learning online had altered their experiences, but not necessarily for the worse. One noted that he would have committed far more in person, but that having his daughter sit and learn alongside him was “beautiful”. Another stated that she “really loved being in my own space…when emotionally it was really difficult”. As we increasingly adapt to online learning, my findings offer significant insight into how such learning can be embodied, interactive, deeply emotional, and transformative.

**Keywords:** Embodiment, online learning, reconciliation, transformative learning

**Biography:** Danielle Hradsky is a PhD candidate at Monash University, living and working on the unceded lands of the Woiwurrung and Bunurong peoples of the Kulin Nations. She is exploring professional learning that engages teachers with the complexities of teaching First Nations content and concepts. Danielle is a non-Indigenous Australian.

**Abstract: 14**

**Time: 11:00am–11:30am**

A critical exploration of the impacts of inclusive and equitable music education on secondary school students

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**Abstract:** The benefits of music education for young learners are widely recognised. Decades of broadly scoped research espouse benefits such as cognitive development, language acquisition, social connectedness and improved wellbeing. Despite this, the delivery of music education in schools continues to be inconsistent. As an educator and educational leader of The Arts at an inner-northern secondary school, I have recognised the systematically inequitable delivery of music education, particularly in Victorian Government schools. While the Victorian Curriculum mandates the inclusion of music and the Department of Education and Training [DET] has made efforts to address the shortcomings through the development of the Quality Music Education Framework [QMEF], it is clear that music education continues to remain inaccessible in many school settings. We know that all schools should have quality music education for all students, yet this is clearly not occurring. This paper focuses on the research design and methodological approaches of my proposed PhD exploration. My inquiry intends to action research creation methodologies and arts-based practices in order to explore the potential impacts of one school’s music program on its students, including their sense of belonging to their school community. The research aims to contribute to public pedagogy through the construction of a three-part documentary series outlining the capacity for all schools to implement a quality music education program. This creative artifact aims to increase pedagogical reach, actively promoting music education in all schools, whilst utilising immersive cartography methods as an adaptive and reflective approach to creative inquiry. The exploration through film will allow the emerging knowledge to become evident in and through the process of constructing the artifact – mapping the research as it is being engaged with and actioned. From my own
personal perspective, a situated mapping will occur as I draw connections between personal narratives and observational imagery, constructing a map of inquiry into the impacts of school-based music education.

**Keywords:** Music Education, belonging, arts-based research, film

**Biography:** Emma is a PhD student with the Faculty of Education, Monash University. She is an experienced Leading Teacher at Thornbury High School, where she oversees the thriving Performing Arts Program and implemented a free one-to-one instrumental music program for all students in years 7 & 8. Her passion for filmmaking drives her arts-practice led research.

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**Abstract: 15**

**Time: 11:30am–12:00pm**

**Queer in STEM: Queer lived-experiences in Australian post-secondary Science, Technology, Engineering and Mathematics Education**

Philip KAIRNS  
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**Abstract:** A career in STEM has the potential for transformative personal and social change, but STEM learning environments have continually shown to be hostile and unwelcoming to those with marginalised identities such as women, racial/ethnic minorities and those with diverse genders, sexualities and sexualities (queer). Additionally, evidence suggests that queer identifying individuals are statistically underrepresented, encounter non-supportive environments, and leave STEM at a more frequent rate. The purpose of this literature review is to examine the existing research on queer identifying individuals in post secondary STEM education and identify gaps for future research. Results from the review found that as with women and racial/ethnic minorities, queer identifying individuals are met with hostility, stigma and aggression in post-secondary STEM education. These themes are a reflection of the normative structures and practices found within these environments which marginalise and enforce biases on queer identifying students and faculty. Post-secondary STEM education appears to be unique in the way it amplifies the harmful experiences caused by normative structures and practices such as cis-heteronormativity and gendered identity dualisms. Further to this, institutional diversity and inclusion policies and practices have done little to alleviate experiences of marginalisation and bias. The current review draws attention to four significant gaps within the literature and provides recommendations for further research to address these gaps.

**Keywords:** LGBTQIA+, STEM, heteronormativity, intersectionality, diversity

**Biography:** Phil Kairns is a Doctoral student within the Faculty of Education at Monash University with research interests in LGBTQIA+ issues, queer theory, diversity and inclusion, social justice and STEM education. He is deeply committed to social justice, queer issues and research designed to tackle the big problems in education.

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**Abstract: 16**

**Time: 12:00pm–12:30pm**

**A lightscape for dysgraphia**

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**Abstract:** A lightscape is a luminated setting used to accentuate certain aspects of the environment whilst dimming other parts to bring attention to unnoticed and thought-provoking facets of a space. It is both beautiful and provocative. I use the term lightscape as a metaphor to describe the transformational way I intend to shine a light on dysgraphia. Dysgraphia is a specific learning disorder that affects writing development, including handwriting, spelling or writing composition. Currently, there is limited research on dysgraphia even though it is ubiquitous within classrooms, lingering as invisible and undiagnosed. Moreover, children with dysgraphia play the role of objects within research topography. Objectification occurs when children are used as laboratory experiments, enduring fMRI scanning, or completing a battery of standardised assessments congruent with positivist paradigms. Whilst these roles can contribute valuable data, the approaches rely on researcher voice to propel the field forward. Drawing on phenomenology, a philosophical viewpoint that values and protects subjective, lived experiences, I aim to amplify the voices of children with dysgraphia, pivoting away from previously trodden paths. In the spirit of reflexivity and adaptability, I endeavour to reposition the child as central by illuminating their voices and experiences. Moreover, through reflecting on my intersecting identities as a former primary teacher, and able-bodied parent of a child with dysgraphia, I have wondered about my own legitimacy and ethical positioning within this research landscape. The lightscape will irradiate the subjectivities of children with writing disabilities as an expression of their scholastic rights, leading to new understandings.
Transformations in Early Childhood Education and Research

Abstract: 17 Time: 10:30am–11:00am

The early childhood assistant teachers’ role in Chile: a critical analysis

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Abstract: An uncontested policy discourse of early childhood teachers’ professionalism has permeated several educational systems within global north and south. According to this discourse, teachers must possess specific academic credentials, as well as demonstrating school readiness content-related competences, knowledge and attitudes in order to foster child’s learning. However, this discourse of teachers as “competent technicians” might be problematic, since it excludes other practitioners as valid pedagogical agents, and it tends to invalidate alternative teaching work approaches, like those inspired by an ethics of care. In this context, an incipient body of evidence might suggest that early childhood assistant teachers are one of the excluded groups by this discourse, as they are a non-professional practitioners’ faction which have been held responsible for caring duties within early childhood education (ECE) centres. This research aims to critically analyse the shared, alternative and opposing discourses of the assistant teachers’ role, elaborated by the key actors of the Chilean ECE system. Chile is an interesting case of study since, although non-professional assistant teachers fulfil a critical role in the system, they have remained invisible in the ECE policy. A situational analysis will be conducted to analyse these discourses, which is a qualitative tool to observe how social agents are ecologically entangled and embedded in different social worlds where certain universes of discourse take place. Interviews, focus groups and policy documents will be collected and analysed within three social worlds where discourses about assistant teachers are produced: the ECE policy, the ECE centres and the pre-service programs.

Keywords: Teachers professionalism, Early childhood education, Early childhood education policy, Assistant teachers, Situational analysis

Biography: Felipe Godoy is a sociologist and PhD in Education candidate at Monash Education. My research interests are focused on the critical analysis of early childhood education policies, qualitative and quantitative methods in educational studies.


Sweta Vijaykumar PATEL
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Abstract: Immigrant Early Childhood (EC) Educators’ bring imagined worlds and aspirations into their new life in a new country. Literature bringing together immigrant’s imagined worlds, and aspirations when working with the reality of new pedagogy is scarce. Drawing upon Appadurai’s theory of cultural global flows and practices together with narrative inquiry enabled a closer examination of the influence of culture, aspirations, and imagined worlds on immigrant EC educator’s pedagogy. Reporting on visual methodology, where participants were invited to bring along three visual images to the interviews, which were used to facilitate conversations to obtain insights into the influences of participants’ past pedagogical experiences in their home country, their present pedagogical decision making, and their future aspirations. A conceptual model designed on the fundamental components of story and lived experiences was used to guide the research inquiry. Semi-structured interviews were conducted with 10 female and 2 male immigrant EC educators’ and data of approximately 10.4 hours was generated. This presentation reports on the way COVID-19 has impacted my data generation and the structure of my methodology chapter. Using narrative methodology with visual provocations and ways this has created opportunities to understand and analyse the subtle assumptions, and meaning-making capacity of people during the storytelling process will be reported. Implications for this particular methodology will be discussed to highlight how immigrant EC educators make meaning and sense of their experiences and how these decisions are impacted or influenced by their culture.
Keywords: immigrant early childhood educators; narrative inquiry, cultural influence; pedagogy; aspiration

Biography: Sweta Patel is a former Kindergarten teacher, has worked in the field of Early Childhood Education in various capacities in both India and Australia, and has been teaching undergraduate VET students for almost a decade. She is currently a Monash University PhD candidate, MERC Convenor and PhD Ambassador.

Abstract: 19

Time: 11:30am–12:00pm

Food-child relations at an early childhood setting in Melbourne, Australia: Food and children as participants in knowledge generation

Sayuri AMEMIYA
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Abstract: Food events such as lunch and afternoon tea are a regular part of children’s day at Early Childhood Education and Care (ECEC) settings in Australia. Practices around food in ECEC are highly controlled by regulatory requirements and adult expectations. From a public health perspective, policies at the international, national and state levels guide intervention into what children eat. From an educational perspective, both national and Victorian State learning frameworks for early childhood assert children should be provided with opportunities to experience a variety of foods. This research seeks more diverse understandings of food practices and food-child relations from a more-than-human relational perspective. From this perspective, foodstuffs are considered agentic with the capacity to affect human bodies and behaviours in their encounters, particularly humans eating food. In contemporary societies such as Australia, food is often produced as commodities and consumed by humans as resources. By engaging with affective food-child encounters at an ECEC setting, the research seeks possibilities for food-child relations that are other than the consumer-consumed relation. In research engagement, children and food are considered participants that contribute to the knowledge generation process. This requires a critical re-thinking of the notions that underlie our understandings of knowledge and participation. In its methodological approach, the research aims to generate knowledge with children and food rather than about them.

Keywords: Early childhood education, child care, more-than-human, new materialism, food

Biography: I am in my second year of PhD candidature at the Faculty of Education, Monash University. I have worked as an early childhood educator in settings across Melbourne and am interested in engaging with everyday practices in ECEC from a more-than-human perspective.

Abstract: 20

Time: 12:00pm–12:30pm

From responsive participants to active learners: How does Conceptual PlayWorld promote Chinese children's agency in science activities

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Abstract: The importance of understanding and promoting children's agency has been emphasized by a number of scholars. However, how children's agency is promoted in play-based science activities in China hasn’t been detailed examined. This paper examines how children's agency in science activities has changed after implementing a Conceptual PlayWorld, which is used as an intervention in this educational experiment. In the larger study, video observations of 2 teachers interacting with 34 children (20 boys; 14 girls; 4–5 years; mean age of 4.65 years) during group play activities (40 hours) and interviews were analysed. Informed by the cultural-historical theory, this paper focuses on the change of children's agency from a teacher-directed activity to a collective imaginary play. The Conceptual PlayWorld allows children to co-construct play rules and to have a higher level of degree of freedom, which promotes children's initiative. In addition, children's involvement in Conceptual PlayWorld helped to maintain children's responsible membership. This paper argues that the PlayWorld approach has the potential to be implemented in China to promote children's agency in science activities.

Keywords: Science, play, child, agency, PlayWorld.

Biography: Yuwen Ma is currently a PhD student in Conceptual PlayLab at Monash University. Her current research interests are cultural-historical theory of child development, play and pedagogy, and children’s STEM learning.
Parallel Presentations - Afternoon Sessions
1:30pm-3:30pm

Transformative Practices in Educational Research

Abstract: 21 Time: 1:30pm–2:00pm

Modernising Education in the Kurdistan Region of Iraq: A Confluence of Local and Global Forces

Pashew NURI
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Abstract: Hidden Abstract

Biography: Pashew is a PhD candidate at Monash University. He researches education reforms and teacher-policy relationships in the Kurdistan Region of Iraq. He looks into how reforms policies influence teachers' work and lives with implications on teacher identity, agency, and philosophy.

Abstract: 22 Time: 2:00pm–2:30pm

Nurturing hope together: arranging spaces for change from within Australia's asylum-seeker policy landscape

Sally MORGAN
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Abstract: Globally and in Australia, unprecedented numbers of people seeking asylum have been accompanied by an increase in exclusionary asylum-seeker policies and border securitisation practices. Such policies and practices constrain the social inclusion, agency and educational access of people seeking asylum, particularly those permanently categorised as international students in the so-called legacy caseload. This paper draws on a range of data generated within a project where the author worked as a participant researcher with 21 tertiary students in the legacy caseload, and 5 local community members in Melbourne. Through iterative co-design of collective action, the project explored how particular practices act as alternative architectures, and so enable social inclusion and greater collaborative capacity. Project participants worked together as members of an asylum-seeker owned co-operative – the Hope Co-Op – to plan and implement four group actions: co-authoring a book, advocating for asylum-seeker fire-fighting roles with a government department, providing food deliveries to asylum-seeker families during Covid lockdowns, and operating the Hope Co-Op board of governance. Group participants generated data across 12 months, through semi-structured interviews, minutes of monthly meetings, and various communication documents and artefacts. Data was then co-analysed to generate understanding of the cultural-discursive, material-economic and social-political arrangements that shaped their practices. This paper focuses particularly on recognising and problematising the relationships – as social-political arrangements of practice – that comprised the humanising networks central to the study. The research speaks to arrangements of practice, such as long-term relationships, co-operative organisation and spaces of critical conversation, that support the lived citizenship of both students seeking asylum and educators, within but counter to dehumanising impacts of Australia's current policy landscape. It has methodological and ethical implications for both researchers and practitioners working within fragile contexts, particularly with people seeking asylum.

Keywords: asylum seekers, refugees, education, CPAR, ethics, participant research, practice architectures.

Biography: A final year doctoral researcher at Monash University, Sally Morgan’s ongoing work builds on five years of educational and advocacy work with asylum-seeking and refugee students. She is Secretary of the HOPE Co-operative, run by and for asylum seeker students, and is particularly interested in praxis and participatory research.
Abstract: 23  Time: 2:30pm–3:00pm

Thinking with Fire and Theory: A post-qualitative inquiry into an educational experience during the Hazelwood Coal Mine Fire

Ricky WHITE
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Abstract: In this paper, I map how I conducted a post-qualitative inquiry into a personally significant educational experience at a primary school in the Latrobe Valley. I describe this approach as a form of situated ontological research that explores this affective experience by “thinking with theory”. I argue that this approach might contribute to the realisation of transformative futures by encouraging the thinking of the not yet, instead of repeatedly thinking that which already is. I commence by discussing my memories as a primary school teacher during the Hazelwood Coal Mine Fire in 2014. An event preceded by an out-of-control bushfire during what was then Victoria’s third hottest year on record, with temperatures reaching 1.04°C above the long-term average. I note how the fire sent acrid smoke and ash over the surrounding area for 45 days, and required our school to monitor the air conditions each day and assess whether it was safe enough for the students to breathe. I describe how I explored the forces that brought this situation into being through an entangled process of reading, writing, and thinking about diverse ontological, economic, ecological, and educational theories. I discuss how these activities led me to develop a conceptualisation of this experience that challenges the dominant policy perspective towards the critical issues under consideration in this experience. I elaborate how this alternative conceptualisation also expands the range of possible policy responses to this experience, and ultimately results in an argument about the need for a post-growth perspective within educational policy.

Keywords: Post-qualitative inquiry, thinking with theory, philosophical research, post-growth educational policy

Biography: Educational researcher and teacher from Gippsland, Victoria, Australia. Research interests include educational and ecological economics, post-growth educational policy, and continental philosophy.

Abstract: 24  Time: 3:00pm–3:30pm

Informal digital learning of English (IDLE): A scoping review of what has been done and a look towards what is to come

Ali SIYOOF
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Abstract: As technology has advanced, so have opportunities for language socialization and practice. This reciprocal relationship has resulted in the emergence of a subfield of Computer Assisted Language Learning (CALL): Informal Digital Learning of English (IDLE). IDLE has manifested in various forms, including the more notable extramural and extracurricular varieties. Given the recent attention given to IDLE by Applied Linguists and language educators, this scoping review provides a roadmap for future research and explores the potential of IDLE to support English language teaching and learning in informal digital contexts. A Web of Science core eight database search for relevant research published between 1980 and 2019 using 35 IDLE-related key terms resulted in 38 studies of which 30 aligned with the inclusion criteria. Results showed the studies were conducted mostly under a mixed-method and qualitative paradigm and were published between 2017 and 2019, with only two studies using longitudinal data collection methods. Topics investigated included the linguistic dimension of CALL, the affective and cultural dimension of CALL, and the agency and digital literacies dimension of CALL. The small, yet salient, body of emergent IDLE literature points towards three trends: a growing relevance of langua-technocultural competence, the importance of digital literacies to communicative competence, and the importance of non-professional translation and interpreting to digital language learning. Further, future studies on IDLE should focus on the intersection between agency and digital literacies that received less attention.

Keywords: Digital language learning, Informal Digital Learning of English (IDLE), informal language learning, scoping review

Biography: Ali Soyoof is currently a PhD student at Monash University. His research areas of interest are video games, Computer Assisted Language Learning (CALL) and out of classroom language learning.
Adaptations in STEM Education Research

Abstract: 25 Time: 1:30pm–2:00pm

Integrated STEM Education Experiences of Young Girls: A transforming experience?
Tabetha SPITERI
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Abstract: Recently, there have been calls for more Australian research investigating integrated STEM (i-STEM) education and its role in the STEM attitude and aspiration formation in young girls. Consequently, this PhD research aims to investigate the experiences of girls in integrated STEM (i-STEM) education as they transition from primary to secondary school, and to understand how these experiences influence their STEM attitudes and aspirations (or their STEM identity development). This presentation will focus on the findings from the pilot study conducted with a small sample of year 5-6 (11-13 year old) girls at a co-educational Melbourne Metropolitan primary school. These girls were invited to photograph their i-STEM classroom experiences during a single i-STEM lesson, and then discuss these experiences in an audio-recorded/transcribed photo-elicited focus group interview. The content from their photographs and interview transcript was inductively analysed and coded for themes related to girls’ STEM identity development. Results from the pilot will be used to further adapt the methodology to be used in the main PhD study, which is to be conducted with a larger sample of girls across a number of their i-STEM lessons during their transition from primary to secondary school (year 6-7). The results of this PhD research will provide some insight into the impact of i-STEM education on the development of young girls’ STEM attitudes and aspirations, which could help transform how i-STEM education experiences are developed and implemented.

Keywords: STEM, Qualitative, Primary School, Girls, Photographs

Biography: Tabetha has been a secondary STEM teacher and STEM leader for the past decade. She is now a 2nd year Monash University PhD candidate, a MERC Convenor and a member of the Monash Science Education Research Group (SERG). Her research interests include STEM education, problem-based learning, education for social justice, and identity development.

Abstract: 26 Time: 2:00pm–2:30pm

A preliminary analysis of TPACK proficiency levels
Ralph SAUBERN
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Abstract: Despite a widespread consensus on the importance of technology in education and billions of dollars of investment in hardware, software and training, there is little evidence that technology has led to improvements in student learning outcomes. A key theoretical construct used to understand effective use of technology in education is Mishra and Koehler’s (2006, 2007) Technological Pedagogical Content Knowledge (TPACK) framework. The TPACK framework has been widely adopted in research and teacher education and made a significant contribution to understanding the knowledge teachers use to underpin effective use of technology. However, there have been relatively few attempts to understand how TPACK could be understood as a developmental model. This study presents an initial analysis of case studies collected for a doctoral research project. This study adapts the conceptual framing of Saubern, Urbach, Koehler and Phillips (2020) in the analysis of four case studies of secondary school teachers. In doing so it offers a relatively novel approach to describing teachers’ TPACK. Evidence is presented that shows that teachers’ knowledge of effective technology use can be described on continua representing increasing proficiency. The study implies that developmental descriptions of increasing TPACK proficiency can be developed and used to inform research and teacher education.

Keywords: Technological Pedagogical Content Knowledge (TPACK), educational technology, teacher education.

Biography: Ralph Saubern is a doctoral research candidate in the Faculty of Education at Monash University. His research is focused on teachers’ understanding of effective use of technology in education.
Abstract: 27

**A Study of Chinese Early Childhood Teachers’ Practice in Mathematics Education: a PlayWorld Approach**

Wenxuan ZHANG  
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**Abstract:** In 2021, the Ministry of Education of China issued a new policy that prohibits formal schooling in kindergartens, and establishes the importance of creating a play-based and daily experiences integrated pedagogy in teaching subject knowledge among kindergartens and Year 1. Play-based pedagogy which originated from Western countries, challenges many aspects of early childhood teaching practice in China. Although most Chinese early childhood teachers have endorsed the importance of play in children’s development, many of them struggle in integrating play to teach early academic skills, such as mathematics. Since Science, Technology, Engineering and Mathematics (STEM) education is increasingly valued in China, this study targets mathematics education to further investigate this dilemma. In this study, the Conceptual PlayWorld approach developed by Fleer will be employed as an educational experiment, to address these challenges to the application of the play-based curriculum in China. Through a cultural-historical lens, imaginative play, zone of proximal development and scientific and everyday concepts are drawn upon to examine Chinese kindergarten teachers’ pedagogical practices before and after the implementation of Conceptual PlayWorld in supporting children’s mathematical concept learning. In this qualitative study, semi-structured interviews, video observation and field notes will be collected from a kindergarten in China. Hedegaard’s dialectical-interactive approach will be applied to frame the analysis for capturing children and early childhood teachers’ developmental crises from a holistic view. This study has the potential to extend the knowledge of professional practices to support teachers in developing a culturally sensitive play-based model in mathematics education in China.

**Keywords:** Cultural Historical Theory, Play, Mathematics, Chinese Early Childhood Teachers.

**Biography:** Wenxuan Zhang is a Ph.D. student at Monash University. Her research interests focus on the early childhood mathematics education in China, with specific emphasis on applying cultural-historical perspectives to understanding play-based pedagogy in children’s mathematics development.

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Abstract: 28

**Cues for Teacher Noticing of Students’ Mathematical Thinking when Teaching Online**

Anita GREEN  
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**Abstract:** A part of every teacher’s day is spent interacting with their students. Important aspects of students’ mathematical thinking are noticed during this time. Mathematical thinking can be described as the complex ways the students look at a task, solve the problem and apply the mathematics to real world situations. Teachers then make decisions about future actions based on their interpretations of these moments. Previous research in this area focused on what teachers notice and why these moments might be worthy of teachers’ attention. In this study semi-structured interviews were conducted with seven primary school teachers on two separate occasions to investigate what cues lead teachers to noticing moments of mathematical significance. The first round of interviews was conducted while teachers were engaged in online learning with their students. Data were then analysed using coding to identify themes in the interview transcripts. The online environment offered teachers a different classroom setting in which to notice student’s mathematical thinking. The findings included the following themes: student engagement, learner behaviours and reports of parents. Parents became the eyes and ears for the teachers in noticing the students’ mathematical thinking.

**Keywords:** Primary teachers, noticing, online, mathematical thinking

**Biography:** I am a primary school teacher with 19 years’ experience. I have also been a sessional lecturer with Monash for the last 6 years. I am currently half way through my PhD.
Investigating pre-service physics teachers’ development of professional knowledge for teaching: The influence of mentoring

Alberto MARINGER  
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Abstract: Mentoring of pre-service teachers (PSTs) by either university-based tutors (UTs) and school-based mentors (MTs), occurs during practicum periods of teacher education programs in Chile. The effectiveness, however, of the UT/MT and PST mentoring relationships on PSTs knowledge development for teaching is unclear. In this study two UT-PST partnerships (four participants) were examined for UT mentoring roles aimed to support PST practicum experiences and knowledge development. The model used to conduct a deductive analysis in this study – Mentor-teacher role in dialogues – has two dimensions: directiveness and input. The directive dimension refers to whether the UT uses directive skills (e.g. give instructions) or non-directive skills (e.g. listening). While the input dimension is referred whether the UT is active in choosing a topic to talk about, or reactive by letting their PST introduce a topic of their choice. Findings indicate that both UTs used a variety of roles when mentoring their PSTs. Furthermore, even though the two UTs were mentoring physics PSTs in the same teacher education program, they enacted their role differently. For instance, while one of them was more active, the other one was more reactive. The next stage for this research is to connect UTs’ mentoring role with the types of knowledge for teaching physics PSTs develop as a result of mentoring interactions. Findings from this research can be used to support UTs to have productive dialogue experiences when mentoring PSTs. Changing factors in participants’ experiences are key to understand how UTs effectiveness in mentoring their PSTs is expressed.

Keywords: Professional teaching knowledge, teacher education, mentor teacher, mentoring dialogues, physics.

Biography: Alberto Maringer is a Physics Teacher and Civil Engineer, he has a Master of Education degree. Alberto has been teaching physics at secondary schools, and how to teach physics at a Chilean university. Third year PhD student and very much interested in better preparation of teachers.

Investigating EFL teachers’ language use in a Chinese secondary school

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Abstract: In the Chinese context, a new Curriculum Standard of English as a Foreign Language (EFL) for compulsory education was nationally enacted in 2017. Aiming at quality-oriented education, it laid a foundation to develop students’ comprehensive English language ability. English language teachers in China are thus encouraged to draw on students’ experiences of learning their ‘mother tongue’ and the needs of their cognitive development in teaching. This study adopted a qualitative case study approach to investigate how EFL teachers in Chinese secondary schools used different languages (i.e., Chinese and English) to facilitate students’ comprehensive English competence. Specifically, the National Curriculum Standard of English and English Syllabus issued by the Ministry of Education of the People’s Republic of China were first analysed to identify the expected English competence of Chinese secondary students from a national level. Classroom observations of eight classes (45 minutes per class) were then conducted to examine four Chinese secondary English language teachers’ language practices in class. Field notes were also taken to supplement the observed data. Using a translanguaging lens and the notion of heteroglossic approach to language teaching, this study investigated Chinese EFL teachers’ language use from a speaker perspective and adds more contextualised knowledge to studies of English teachers’ language use in secondary schools. The findings revealed that teachers were able to deploy different languages to fulfill both core and framework goals, and thus highlight the significant role of employing learners’ full linguistic repertoire in language teaching. Implications will be discussed.

Keywords: translanguaging, Chinese teachers, Chinese secondary schools, EFL teaching, case study
Biography: Minlu Shi is a PhD candidate in the Faculty of Education, Monash University. She has a Master degree in TESOL and is a registered English teacher in China. Her research interests include bilingual education, content and language integrated learning (CLIL), and the leveraging of linguistic resources for learning.

Yi Hou is a third-year PhD candidate in the Faculty of Education at Monash University, Melbourne, Australia. She received her Master Degree in TESOL from Monash University and a Graduate Research Certificate in Educational Research from The University of Melbourne. Her research interests include TESOL, migration, and sociology of education.

Abstract: 31 Time: 2:30pm–3:00pm

Exploring Chinese international graduates’ employability in Australia using a capitals-based approach?

Melody TANG
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Abstract: Graduate employability is now a significant issue worldwide. University students invest heavily in higher education and expect a return on this educational investment. The governments use graduates’ employment outcomes to measure the teaching quality of curricula and to grant funding. Employers expect work-ready graduates. Universities are under pressure to produce employable graduates. It has been found that graduate employability is determined by human (professional knowledge, professional skills), cultural (cultural understanding of labour markets), social (professional networks), identity (career aspiration), psychological (resilience, flexibility, and adaptability), and agentic capital (the capacity to interlink various forms of capital). However, little is known about how international graduates develop and utilise capitals to navigate the labour market in the host country, especially during the pandemic. By applying Bourdieu’s theory of practice as the theoretical framework, this research aims to explore how Chinese international graduates develop and utilise their capitals to navigate the Australian labour market. This study will employ a mixed-method approach. The online questionnaire with 200 respondents will firstly be implemented to collect quantitative data, followed by semi-structured interviews with 15 participants from the original respondents. This study aims to reveal findings about different capitals in determining international graduates’ employability navigation in Australia, and hence make contributions to different stakeholders.

Keywords: Graduate Employability, Capital, Higher Education, Bourdieu, Mixed method.

Biography: Melody Tang is a first year PhD candidate at the Faculty of Education, Monash University. She graduated Master of Education and Master of Applied Finance at Monash University. Her research interests include employability, agency, and Bourdieu.

Abstract: 32 Time: 3:00pm–3:30pm

Towards dialogic feedback in Indonesian Pre-Service English Teacher Education

Rini SUSANTI
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Abstract: The importance of feedback in the learning process is uncontested. Lecturers often believe that they have provided effective feedback to their students to improve their learning and understanding of the content matter. Much of the research literature about feedback focuses on the impact of feedback on the students’ learning and perceptions about feedback from students’ and lecturers’ perspectives. However, little attention is given to the formation of lecturers’ beliefs, understandings, and reflections on their feedback practices. The current study is a qualitative, narrative-based study investigating the feedback beliefs, understandings and practices of the participating lecturers before (Phase 1), after participating in a series of professional learning workshops about dialogic feedback (DF) (Phase 2), and after two months of applying the knowledge and understandings, they gained from the workshops (Phase 3). The data were generated through semi-structured interviews, focus group discussions, and reflective writings from 14 pre-service English teacher education lecturers in Indonesia. The data was analysed thematically with Nvivo. Phase 1 of this study showed that the participating lecturers were only familiar with monologic feedback. They had no background knowledge about feedback. This presentation reports findings from Stage 2 of the study. The findings showed how these professional learning workshops helped lecturers understand the importance of feedback and how DF helps students in meaning-making and understanding feedback from lecturers by reflecting on their past and planning for their future feedback practices. The study implies the importance of feedback literacy as solid background knowledge for lecturers in providing feedback.

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Keywords: Feedback, dialogic feedback, pre-service teacher, pre-service teacher education

Biography: Rini Susanti, a Ph.D. candidate at the Faculty of Education, Monash University, is a senior lecturer at the Department of English Language Education, Universitas Muhammadiyah Palembang, Indonesia. Her research interest includes feedback, assessment, writing, and language teaching in higher education.

Transformations in Curriculum and Pedagogy

Abstract: 33 Time: 1:30pm–2:00pm

Creativity Matters: re/thinking creativity in computer programming workshops

Mark AMMERMANN
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Abstract: This paper reports on experiences of creativity emerging from within three workshops that introduced computer programming as a musical investigation to 42 Music and Media preservice teachers. Mediated through Zoom during the Covid-19 lockdowns and employing the Sonic-Pi platform, the aim was to consider creativity as an actant that may support a greater diversity of learners to engage with programming. Creativity has recently received much attention in respect to its value as an employability skill and as a factor of production within the knowledge economy. This study explores how creativity may incite an engagement in programming for students who may be reticent to venture into this domain. Adopting a new materialist theoretical lens, this exploration asks how the concept of creativity might be thought through differently. It utilises Karan Barad's agential realism to re/figure creativity as material-discursive practice. This re/figuring uncouples creativity from its association as expression of human agency and allows it to emerge within the research as performative phenomena. It extends constructionism's assertion that creativity underpins learning by re/figuring creativity as both discursive practice and performative. It proports that students' enactment of material-discursive creativity supported their learning and potentially broadens participation with programming. Enacting material-discursive creativity within pedagogy may have implications in broadening participation in traditionally scientific subjects by making them accessible and interesting. The benefits of democratisation has far-reaching personal, societal, and industrial implications. Thinking creativity differently offers new opportunities for materialising these benefits for those that are currently marginalised as well as for society as a whole.

Keywords: Pedagogy, Creativity, New Materialism, Agential Realism, Cross-curriculum.

Biography: Mark Ammermann is a research assistant, teaching associate, and PhD candidate at Monash University. He is also a practicing artist. Mark has been a secondary school teacher in Melbourne since 2014. Prior to that he worked as an IT consultant in the insurance industry for more than 20 years.

Abstract: 34 Time: 2:00pm–2:30pm

The Religious Curriculum Writer's Dilemma: Vocational Self-Identity Meets Institutional Loyalty

Sonia JEFFREY
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Abstract: Making curriculum is more than making content choices. Its complexities are always being reconstructed by those who live it. Makers of religious curriculum respond to additional sets of sub-cultural voices in their curriculum ‘making’ work. Taking notice of these voices during curriculum making within religious institutional contexts is key to understanding vocational and loyalty tensions religious curriculum makers experience. This study focused on the curriculum making experiences and activity of a curriculum writer during the national restructure of The Salvation Army, Australia in 2018. It explores vocational self-identity, institutional loyalty and voice using a combination of self-study and narrative inquiry. Meaning is constructed through a thematic analysis of storied journal and narrative data, written to describe the experience during the curriculum making process. Analysis of these narratives shows that two common stories influenced this experience: the curriculum maker’s silenced voice, defined as internal struggle and a struggle with the voice of institutional authority. Voice, constituted as speaking out against organisational demands, was least represented in the narratives, counteracted by a strong sense of institutional loyalty. I argue that vocational-self-identity challenges manifest externally as perceived competence, corporatisation and control over curriculum output, and internally as fear, dissonance and pedagogical...
Abstract: The experiences of beginning teachers as they transition from universities to the workplace remain under-researched. This study investigated the transitional phase of six beginning English language teachers (BELTs) who graduated from the English Language Teacher Education Program (ELTEP) in 2019 at an Indonesian University. It focused on their perceived capabilities after being educated in the program. As participants, six BELTs were interviewed. The data was then analysed thematically. The findings showed that various capabilities were perceived as essential by the participants, including language, professional, personal, social, and religious capabilities. This study provides important insights into how initial teacher education can develop the capabilities of English language teachers to support their transition to work and improve their adaptability.

Keywords: Experiences, beginning teachers, initial teacher education, teacher capabilities

Biography: Qudwatin Nisak Muhammad Isa, a Ph.D. candidate at the Faculty of Education, Monash University, is a senior lecturer at the Department of English Language Education, UIN Ar-Raniry Banda Aceh, Indonesia. Her research interests include teacher education, language teaching in higher education, curriculum, and assessment.

Abstract: Professional Learning Communities (PLCs) are an incredibly successful self-training solution and an effective application in the field of teaching practice, self-training, and professional development (Hord, 1997; Hord & Hirsh, 2008; Li & Hudson, 2011; East, 2015; Robert, 2017). PLCs are widely used around the world; nevertheless, they have not been examined for EFL teachers in Vietnamese economics universities (VEUs). PLCs’ development is reflected by the PLC Organizer (Hipp & Huffman, 2010) – a philosophical framework with four stages, including Non-demonstration, Initiation, Implementation & Institutionalization. The purpose of this research is to investigate the present development stage of PLCs for EFL teachers at several VEUs. The PLC Assessment-Revised questionnaire (Hipp & Huffman, 2010) was used to collect data on the reality of PLCs’ operations, especially the performance of PLC dimensions and PLC development stages. The descriptive data analysis of the survey (n=233) reveals that the PLCs of these institutions are presently in the initiation stage. Following PLC Developmental Rubric (Hipp & Huffman, 2010) as well as the sociocultural and organizational learning theories (Michelle, Lare, & Brazer, 2013), in order to fully utilize the PLC, some solutions for initialization and priority are made to support the upgrading of the PLC development stage, and this is extremely significant for the identified gap between the needs and the reality for professional development of the EFL teachers. Accordingly, the research findings offer suggestions for VEUs’ PLC operation initiation and implementation priority for each stage to streamline this operation through the four development stages. Some implications for policy makers, implementation levels and further studies in terms of PLCs are also mentioned in the paper.

Keywords: Professional Learning Communities, EFL teachers, Vietnamese economics universities
**Biography:** Hanh Nguyen Thi Hong is PhD student at the University of Languages and International Studies – Vietnam National University, Hanoi. Her research interests cover Teacher Professional Development, English Language Teaching, English Language Teacher Learning, ESP, EMI and Professional Learning Community.

**Transformational Research Experiences**

**Abstract: 37  Time: 1:30pm–2:00pm**

**Teacher digital resilience: A necessity for online teaching**

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**Abstract:** Teaching online has become the default modus operandi of instruction delivery since the COVID-19 pandemic. The transition from face to face courses to fully online teaching necessitates teachers' digital resilience, namely their adaptability to retain the functions of everyday schooling through systems of technologies in the face of unforeseen uncertainties and newer challenges. By examining teachers’ knowledge, skills and acceptance of technology, this study sought to understand how a group of English as a foreign language (EFL) teachers in mainland China developed their digital resilience. Based on the Technology Acceptance Model (TAM) and the Technological Pedagogical and Content Knowledge (TPACK) conceptual frameworks, a mixed-methods online survey was designed to collect data from 186 high school EFL teachers in China four months after the Chinese government’s directive to switch to online teaching. The results show participants show general positive technology acceptance and relatively high level of technology knowledge, implying a reasonable degree of latitude of resilience (i.e., the maximum amount a system can be changed). However, there were pressing problems with integrating technology in pedagogy and subject teaching, as teachers expressed their resistance (i.e., the difficulties in changing or upskilling) in these two areas. This study extends previous research by helping understand how teachers absorb the digital disturbance triggered by COVID-19 as a way of building digital resilience among a crisis and informing future teacher professional development needs associated with technology.

**Keywords:** Digital resilience, EFL teachers, COVID-19, technology acceptance, technology knowledge

**Biography:** Bingqing (Bonnie) Li is a PhD candidate in the Faculty of Education at Monash University. Her research interests include English language teaching, integration of technology in education and teacher professional development.

**Abstract: 38  Time: 2:00pm–2:30pm**

**Teaching and Learning English in Chinese Higher Education: Perceptions of Teachers and Students in a Changing World**

**Hongming FAN**  
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**Abstract:** For years it was known that “English fever”, which was used to describe the national enthusiasm for English learning, was a dominant characteristic of education in China. However, the current complicated and unforeseen circumstances triggered by the pandemic has seen a significant shift in the ways in which English is perceived in China. In this presentation I discuss emerging findings from a study of the change in Chinese university teachers’ and students’ views on the value of teaching and learning English. To understand such a change, a multiple-case study was conducted, and each case includes one teacher and several students from either English or non-English majors from the same university. Findings indicate that both teachers and students have seen a conspicuous decline in the instrumental value of English teaching and learning due to the rising international status of Chinese Mandarin and increased attention attracted by languages of China’s neighbouring countries. Although the pandemic is shown to accelerate this decline, arguably this is unlikely the root cause. This research provides a timely study of how social changes influence people’s perceptions of the value of English teaching and learning in the context of Chinese higher education. The results presented in this research suggest the possibility that such a decline might persist in the years to come as the purpose of learning English has largely changed from learning from Western countries - which is the main reason for the “English Fever” - to promoting China globally.

**Keywords:** English as the second language, Chinese higher education, post-pandemic era, language and society
Biography: Hongming Fan is a second-year PhD student in the Faculty of Education at Monash University. She has obtained her Master’s degree in TESOL at Monash University. Her research mainly focuses on identity in language learning, with a broad interest in language acquisition, higher education, curriculum, and leadership.

Abstract: 39  Time: 2:30pm–3:00pm

Teacher Agency in Higher Education: Preliminary Findings from A Systematic Review

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Abstract: Teacher agency is an emerging yet rapidly growing area in teacher education and professional development research. Since teacher educators and/or university teachers play a crucial role in teacher training, teaching and research, their agency is of critical importance for improving educational quality and sustainable development. The burgeoning literature on teacher agency necessitates reflection on existing literature to shed light on the current status, themes, and research gaps, thereby informing future research and educational practices. This paper presents preliminary findings from a systematic review of teacher agency in higher education. Findings reveal that teacher agency studies can be categorized into five major themes, including (1) policy implementation, (2) the role of emotions, (3) agency enactment/manifestations, (4) technology implementation and (5) professional development. It also found that there seems to be a conflict with regard to how teacher agency is theorised and how it is actually investigated and explained in previous studies. Overall, teacher agency is commonly found to be a highly situated phenomenon and subjectively performed by teachers. Other literature gaps and educational implications are also discussed.

Keywords: teacher agency, systematic review, professional development

Biography: Ngo Cong-Lem is currently in his final year of the PhD program at Faculty of Education, Monash University, Australia. He is also a former lecturer at the Faculty of Foreign Languages, Dalat University, Vietnam. His research interests include TESOL & technology, teacher development and cultural-historical psychology.

Abstract: 40  Time: 3:00pm–3:30pm

Promoting the Culture of Peace in Higher Education

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Abstract: Peace education has been introduced into many educational settings through different programs, expecting to cause some constructive changes, specifically in post-conflict countries. Research in this area indicates that early introduction of children to peace practices has greater chances of transforming them to positive change agents in the future. That is why peace programs are mainly being introduced into schools while efforts to introduce and incorporate them in higher education are still scarce. The purpose of this literature review paper is to explain the importance as well as requirements of incorporating peace education into higher education. The first section of the paper defines peace in a broader context of its usage rather than simply equating it with the ‘absence of war’. The second section explains the obstacles preventing the universities from easily incorporating the tenets of peace education to their curriculum. The third section introduces the best methodologies to incorporate and teach peace-related agenda into the curriculum. The paper concludes with explaining the significance of developing ‘a global peace mindset’, and the necessity of developing peace-related programs into higher education institutions so that all individuals can learn peace-related knowledge, skills and dispositions. Additionally, it introduces critical thinking, reflection and praxis as effective methodologies for implementing peace education in higher education.

Keywords: peace education, higher education, peace mindset, methodologies

Biography: Maliheh Rezaei is a final year PhD candidate at the Faculty of Education. She has extensive teaching and research experience in higher education settings. Her interested research domains include socialisation of doctoral students, higher education, peace education, and TESOL.
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