DEVELOPMENTS IN EDUCATION AND PSYCHOLOGY: SHARE YOUR RESEARCH TO CONTRIBUTE

Monash Education Research Community (MERC) Annual Conference
WEDNESDAY, 12 JULY 2017
Organising Committee

Elahe Shakhsi Dastgahian
Simone Gindidis
Michael J. Henderson
Cuong Hoang (Sam)
Fatema Taj Johora
Simone Zmood

Thank you to the following volunteers whose contribution ensured an enjoyable and successful conference:


Acknowledgements

The MERC Conference 2017 organising committee expresses our sincere gratitude and appreciation to following academic and professional staff, whose willing support helped make this event successful:

Keynote Address
Dr Mervi Kaukko

Reviewers
Dr Anna Podorova, Dr Avis Ridgway, Dr Brad Wilke, Dr David Bright, Dr Gloria Quiñones, Dr Hilary Monk, Dr Jane Southcott, Dr Jeffrey Brooks, Dr Jennifer Hall, Dr Kristin Reimer, Dr Liang Li, Dr Lynette Pretorius, Dr Marianne Turner, Dr Megan Adams, Dr Melissa Wolfe, Dr Michael Phillips, Dr Miriam Faine, Dr Philip Chan, Dr Raqib Chowdhury, and Dr Sue Wilson.

Faculty academics and staff
Trudi Brunton, Celeste Hulse, Dr Scott Buffin, Dr Raqib Chowdhury, Dr Anna Podorova, Dr Lynette Pretorius, Associate Professor Jane Wilkinson and the Graduate Research Committee for their ongoing support.
Welcome message from MERC Convenors

In 2017, the role of learning in the fields of psychology and education continues to evolve in interesting and diverse ways. As researchers in the making, we are often challenged – and for periods of time may become overwhelmed – with the complexity of that learning and the diversity of exploration modes that we undertake. That research may focus on a domestic or international domain, and may involve academics, practitioners, and the wider community. Mostly, at this stage, our connections remain local in the university here at Monash, or local within the communities that we come from as international and domestic participants.

In 1992, some 25 years ago when the precursor to MERC was formed, there was an excitement and an engagement that was apparent in the ways in which students and staff (academic and otherwise) worked together as researchers. We, the MERC Leadership Team, see this same excitement and engagement being enacted in the more diverse ways in which we each implement our goals as budding researchers today. We see it in the ways we interact with our peers, the guidance by academics around us, the broader Monash community support, and in increasing ways in which our annual conference becomes more of an international affair than a domestic occurrence within the faculty.

Educational research and psychological research intermingle in projects across the faculty and that intermingling is apparent in both the name of the diverse qualifications that are awarded and the fantastic array of topics and goals that the different projects cover. Sharing is what we all do in different ways, either individually or through the many opportunities for collaboration as groups such as MERC or other forums. This year, the MERC Leadership Team has chosen to emphasise that cross-context research and collaboration. Therefore, the 2017 MERC annual conference is titled Developments in Education and Psychology: Share your research to contribute.

Please take the opportunities you have today and throughout the year to intermingle, support each other, and strive for a collective aspect of enhancing the achievements in our individual research projects.

The MERC Leadership Team wish you all a very warm welcome to the Monash Education Research Community Conference for 2017. We hope you that this conference supports you and your ambitions. Sharing your research will bring benefits that transcend your specific objectives for today and likely propel you towards your goals in unexpected ways.

MERC Leadership Team 2017
Elahe Shakhsi Dastgahian, Simone Gindidis, Michael J. Henderson, Cuong Hoang (Sam), Fatema Taj Johora, and Simone Zmood
General Information

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

Room Locations (see maps on the last page):
G19, G23, and G34 are located on the Ground floor of the Education Building, 29 Ancora Imparo Way.
Rooms 164 and 173 are located on the First floor of the Education Building, 29 Ancora Imparo Way. These rooms are located near the TLS, past the kitchenette and around the corner to the left.
Rooms KG23 and KG24 are located on the Ground floor of the Krongold Building, 57 Scenic Boulevard.

Morning Tea
Morning tea will be served in the TLS on Level 1. See the conference program below for further details.

Conference Lunch
A conference lunch will be served in the TLS on Level 1. See the conference program below for further details.

Afternoon Tea
Afternoon tea will be served in Room G23. See the conference program below for further details.

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 convenors via email to: merc-edu@monash.edu.

If the fire alarm goes off…
Should the fire alarm go off, please evacuate the building using the nearest emergency exit or escape staircase. Do NOT use any lifts or adjacent staircases. Assemble in designated area across the road from 29 Ancora Imparo Way (Building 6).

If you have any questions or concerns, please feel free to approach MERC volunteers at the Registration Desk. We are more than willing to assist.
Program Overview

8.15am – 8.45pm    Registration

8.45am – 8.50am    Welcome from MERC Leadership Team (Room G23)

8.50am - 9.00am    Welcome from Associate Professor Jane Wilkinson (Room G23)

9.00am – 10.00 am  Keynote address by Dr Mervi Kaukko (Room G23)

10.00am – 10.30am  MORNING TEA (TLS, 1st floor)

10.30am – 1.00pm   Parallel presentations – morning sessions

1.00pm – 2.00pm    LUNCH (TLS, 1st floor)

2.00pm – 3.00pm    Discussion Panel (Room G23)

3.00pm – 4.30pm    Parallel presentations – afternoon sessions

4.30pm – 4.45pm    AFTERNOON TEA (Room G23)

4.45pm – 5.05m     Monash international research exchange programs (Room G23)

5.05pm – 5.20pm    Plenary and Summary Session (Room G23)
Conference Program

8:45 – 9:00 am  CONFEERENCE OPENING
ROOM: G23

WELCOME FROM MERC LEADERSHIP TEAM
Simone Zmood
MERC Leadership Team, Clayton

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

9:00 – 10:00 am  KEYNOTE ADDRESS
ROOM: G23

The intertwined paths of migrants and a doctoral student: How to keep up with changes in the research field during your PhD journey and beyond

Dr Mervi Kaukko
Post-doctoral Researcher
Monash University, Australia & University of Oulu, Finland

Biography
Dr Mervi Kaukko is a post-doctoral researcher at Monash University, Australia and University of Oulu, Finland. Her current research Educational Success through the Eyes of a Refugee Child, conducted in collaboration with Associate Professor Jane Wilkinson, explores refugee students’ school experiences within the practice architectures of school, i.e., particular educational arrangements which connect up to enable refugee students' learning in their new home countries.

Before coming to Australia in July 2016, Mervi worked as a lecturer (Global Education) at University of Oulu, Finland. Mervi's previous research has focused on unaccompanied asylum-seeking children, children's participation and the professional development of teachers working with migrant children.

10:00 -10:30 am  MORNING TEA
ROOM: The Learning Space (TLS), Education building, 1st floor
## Pedagogy & Learning

**ROOM: G19**

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<tr>
<th>Time</th>
<th>Abstract</th>
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<tr>
<td>10.30</td>
<td>#1</td>
<td>How can teachers affect their gifted students?</td>
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<td>11.00</td>
<td>#2</td>
<td>A pedagogy employed in an MA TESOL unit in relation to academic writing and plagiarism avoidance</td>
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<td>11.30</td>
<td>#3</td>
<td>The pursuit of resolving disagreement through storytelling in PhD supervisory interaction</td>
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<td>12.00</td>
<td>#4</td>
<td>Parent perspectives on school provisions for students with high potential in mathematics</td>
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<td>12.30</td>
<td>#5</td>
<td>Accounting for creativity: English teachers’ understandings of creative practice across different educational contexts</td>
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## Teacher Education & Professional Development

**ROOM: G23**

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<td>10.30</td>
<td>#9</td>
<td>Beyond recognition: Pre-service teachers’ development of intercultural capacities</td>
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<tr>
<td>11.00</td>
<td>#10</td>
<td>Teacher language awareness in English language teacher education programs in Saudi Arabia</td>
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<td>11.30</td>
<td>#11</td>
<td>Changing practice: A study of the influence of a professional development program on teachers’ practices</td>
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<td>12.00</td>
<td>#12</td>
<td>Human rights education and democratic citizenship: A case study of teaching and learning in a secondary school in Bangladesh</td>
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<tr>
<td>12.30</td>
<td>#13</td>
<td>Knowledge evolution in the social services sector</td>
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### ROOM: G34  
**Identity & Education**

<table>
<thead>
<tr>
<th>Time</th>
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</table>
| 10.30 | #14      | Deconstructing the discourse of student potential: The impacts on the identities of select-entry school students and early school leavers  
Melissa Tham |
| 11.00 | #15      | Rural careers educators’ professional identity and practice  
Melyssa Fuqua |
| 11.30 | #16      | The making of Malaysian-Chinese identity (in) between socio-politics of Malaysia and Australia spaces: Narratives with educating selves  
Corina Toon |
| 12.00 | #17      | Negotiating identities: Being a female Iranian teacher of English  
Elham M. Foomani |
| 12.30 |          | No presentation                                                       |

### ROOM: 164  
**Educational Research & Methodology**

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<tr>
<th>Time</th>
<th>Abstract</th>
<th>Title</th>
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| 10.30 | #19      | Conducting narrative methodology: How to get narrative stories  
Xuan Pham |
| 11.00 | #20      | Novel analyses of small scale questionnaire data: Radar plots highlighting variances  
Ewa Biviano & Gillian Kidman |
| 11.30 | #21      | From interviews to a scale: Development of a sustainability locus of control scale for use with adolescents  
Misol Kim |
| 12.00 | #22      | Mindfulness as a means of achieving the époché in phenomenological research methods  
Claire D. Nicholls |
| 12.30 | #23      | Adult learning choice making in a pragmatic sense: A methodological approach to understanding adults in Australia choosing to learn  
Michael John Henderson |

### ROOM: 173  
**Early Childhood Education**

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<tr>
<th>Time</th>
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<th>Title</th>
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</table>
| 10.30 | #24      | The shifting discourses of early childhood education: The impact of educational reform on educators in the Australian context  
Lauren Armstrong |
| 11.00 | #25      | Teachers’ knowledge and practice of teaching children through play: A study of curriculum implementation in Indonesia  
Ade Dwi Utami |
| 11.30 | #26      | Thai primary science specialist teachers’ thinking about formative assessment  
Sanikan Saneewong |
### 12.00 #27 Rethinking child development assessments: Creating a new tool using the zone of proximal development within a cultural historical framework
Victoria Minson

### 12.30 #28 Examining the impact of lesson structure when teaching with challenging mathematical tasks in the early primary years
James Russo

### ROOM: KG23  
**Education, History, Policy & Leadership**

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>10.30</td>
<td>The socio-political context of the intercultural education priority in Australia: A critical review of competing discourses</td>
<td>Tanya Davies</td>
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<td>11.00</td>
<td>The educational mission of the Congregation of Holy Cross in Bangladesh, 1947-2016</td>
<td>Md Shaikh Farid</td>
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<tr>
<td>11.30</td>
<td>Women and leadership in higher education: A feminist case study in Mongolia</td>
<td>Anar Purvee</td>
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<tr>
<td>12.00</td>
<td>Alternative education provision in Malta: What ticks, what doesn’t?</td>
<td>Antoinette Schembri</td>
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<td>12.30</td>
<td>Social justice enactment in primary school leadership: A tale of two principals</td>
<td>Katrina MacDonald</td>
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### ROOM: KG24  
**Learning Trajectories**

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<tbody>
<tr>
<td>10.30</td>
<td>When questions answer themselves: Dialogues between a PhD student and her supervisors</td>
<td>Linh Nguyen</td>
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<tr>
<td>11.00</td>
<td>Why do secondary-school students learn to play the piano?: Students’ own understandings</td>
<td>Zijia Cheng</td>
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<td>11.30</td>
<td>Using peer-reflection to develop self-regulated learning strategies in Year 10 mathematics</td>
<td>Karen McMullen</td>
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<tr>
<td>12.00</td>
<td>Negotiating legitimacy and membership: Japanese university students in English-mediated academic communities</td>
<td>Kaoru Matsunaga</td>
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### 1:00pm - 2:00pm  
**LUNCH**

**ROOM:** The Learning Space (TLS), Education building, 1st floor
**2:00pm - 3:00pm**

**DISCUSSION PANEL**

**ROOM: G23**

**My research journey and developments in Education and/or Psychology**

As researchers, the direction we head is influenced by where we have come from and the particulars of our experiences. Today, our panel members will share their background and pivotal events which led to a research journey, and provide insight into how this influences their path ahead.

**3:00– 4:30 pm**

**CONFERENCE PRESENTATIONS – AFTERNOON SESSIONS**

**ROOM: G19**

**Pedagogy & Learning**

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<th>Time</th>
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<tbody>
<tr>
<td>3.00</td>
<td>#6</td>
<td>Developing employability skills in university students for successful work transition Parinata Raje</td>
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<tr>
<td>3.30</td>
<td>#7</td>
<td>Developing students’ creativity, confidence and sense of mathematics in learning mathematics with realistic mathematics education approach Agus Sofian Eka Hidayat</td>
</tr>
<tr>
<td>4.00</td>
<td>#8</td>
<td>Visual literacy in English language programs for adult migrants and overseas students in Australia: Investigating educators’ attitudes, experiences and beliefs Andrés G. Villamizar</td>
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**ROOM: G23**

**Technology & Education**

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<tbody>
<tr>
<td>3.00</td>
<td>#43</td>
<td>It’s instrumental practice, but not as we know it: Supporting music students’ self-regulated learning with digital technology Lydia Wan</td>
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<tr>
<td>3.30</td>
<td>#44</td>
<td>Understanding the influence of digital technology on young children’s social and emotional learning Harneet Kaur Sodhi</td>
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<td>4.00</td>
<td>#45</td>
<td>The influence of epistemic cognition on university academics’ technology integration and non-integration practices in a blended learning environment Anselm Paul</td>
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**ROOM: G25**

**Early Childhood Education**

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<tbody>
<tr>
<td>3.00</td>
<td>#29</td>
<td>An investigation of undergraduate Chinese international pre-service teachers’ experiences and negotiation of early childhood education in Australia Haoran Zheng</td>
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<tr>
<td>3.30</td>
<td>#30</td>
<td>Exploring ethical space in the play of traditional games: A post-humanist view Ririn Yuniasih</td>
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## Education, History, Policy & Leadership

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<tr>
<td>3.00</td>
<td>#36</td>
<td>Asia Literate Australians or Australian Literate China? A case study of an elite Sino-Australian international school in China Jennifer Cutri</td>
</tr>
<tr>
<td>3.30</td>
<td>#37</td>
<td>A brief history of listening in the concert hall and audience development practices: Cultural inheritances and ongoing implications Claire D. Nicholis, Clare Hall, &amp; Rachel Forgasz</td>
</tr>
<tr>
<td>4.00</td>
<td>#38</td>
<td>A Chinese perspective on distributed leadership at the departmental level in Chinese universities Xintong Lu</td>
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## Language Empowerment

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<tr>
<td>3.00</td>
<td>#46</td>
<td>Language hierarchies among Vietnamese researchers in Vietnam and the diaspora Cuong Hoang</td>
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<tr>
<td>3.30</td>
<td>#47</td>
<td>Family language policy in Chinese Hakka families in Sabah, Malaysia Chih-I Liao</td>
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<tr>
<td>4.00</td>
<td>#48</td>
<td>Local literacies and language empowerment in Indian higher education Vasavi Annamalai</td>
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## Inclusive Education

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<tr>
<td>3.00</td>
<td>#49</td>
<td>Rethinking inclusion of children with disabilities: Case study on participation of children in a mainstream preschool setting in Australia Fatema Taj Johora</td>
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<tr>
<td>3.30</td>
<td>#50</td>
<td>The experiences, perspectives, and aspirations of vulnerable adolescents in Australian secondary schools planning for the transition to adulthood Luke Macaulay</td>
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## Health-Related Research

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<tr>
<td>4.00</td>
<td>#51</td>
<td>Epidemiology of swallowing disorders in HK elderly: An interim report Dai Pu, Edwin Yiu, &amp; Karen Chan</td>
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<td>4:30pm – 4:45pm</td>
<td>AFTERNOON TEA</td>
<td>G23</td>
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<td>4:45 – 5:05 pm</td>
<td>MONASH INTERNATIONAL RESEARCH EXCHANGE PROGRAMS</td>
<td>G23</td>
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<tr>
<td>4.45 – 4.55m</td>
<td>THE MONASH-HKU RESEARCH EXCHANGE PROGRAM</td>
<td>G23</td>
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<td></td>
<td>Dr Philip Chan</td>
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<td>4.55 – 5.05pm</td>
<td>THE MONASH-UNIVERSITY OF GOTHENBURG (GU) EXCHANGE PROGRAM</td>
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<td>Associate Professor Jane Wilkinson</td>
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<td>5:05 – 5:20 pm</td>
<td>CONFERENCE CLOSING</td>
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<td>5.05 – 5.20pm</td>
<td>PLENARY AND SUMMARY SESSION</td>
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<td>MERC Leadership Team 2017</td>
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<td>Simone Zmood, Michael J. Henderson, Simone Gindidis,</td>
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<td>Elahe Shakhsi Dastghian, Cuong.Hoang (Sam), Fatema Taj Johora</td>
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Pedagogy & Learning

How can teachers affect their gifted students?

Claudia Cornejo
Monash University

Abstract

Frequently, gifted students have had a teacher who has had a significant influence on their lives (Kronborg, 2010; Shavinina, 2009), because they have been influential, encouraging or inspirational. These experiences have had positive consequences to these students contributing to the development of their talents. This constructivist grounded theory study aims to understand the interaction between those teachers who have had an important role in their gifted students’ academic life, to develop a middle range theory, because there is no theory which explains this particular interaction.

There are different studies which have exemplary teachers for gifted students as a central element, but few of these studies have student nomination on their bases (Gentry, Steenbergen-Hu & Choi, 2011). Participating students, from a select entry high school, specialised high school, or a high school with SEAL programs in Melbourne, are invited to nominate up to three teachers who have been important for their academic life. Teachers with the most frequent nomination will be invited to participate in this study, conducting an in-depth interview, and a class observation.

Data analysis will be conducted following the guidelines given by Kate Charmaz (2006, 2014), and using NVivo 11 software to manage the data (Bryant & Charmaz, 2010; Charmaz, 2000). Findings from this study are expected to contribute to the field of gifted education in terms of policy making, educational psychology, leadership, and the teaching and learning process.

Keywords
Teachers, gifted education, teacher-student interaction.

Bio

Claudia is a Chilean Educational Psychologist with a Master in Educational Psychology, and is currently a PhD student at Monash University. She has worked as an educational psychologist in different schools, and as an academic at the Catholic University of Maule, Chile. Her area of interest is the field of gifted education in which she is conducting her doctoral research.
A pedagogy employed in an MA TESOL unit in relation to academic writing and plagiarism avoidance

Lam Nguyen
Monash University

Abstract
In recent years, plagiarism becomes increasingly prevalent at different levels of education throughout the world. Individuals and institutions have so far made great efforts to propose and try out a variety of pedagogical strategies to mitigate the widespread occurrence of plagiarism. The majority of studies on pedagogical strategies for deterring plagiarism have focused on the undergraduate level and on writing units. The literature shows a modest number of studies on the issue of plagiarism in postgraduate education, especially in Vietnam. Therefore, I conducted a qualitative case study, aiming to investigate the current pedagogy employed in a specialist unit in a Masters TESOL course in Vietnam in relation to the students’ improvement of academic writing in English and avoidance of plagiarism. The data thematically analysed in the study were generated from the analysis of official documents related to regulations and curriculum, individual semi-structured interviews with four academics and 12 students, and these students’ assignments for a unit in their Masters course. The finding indicates that the current pedagogy was disadvantageous for the students’ improvement of English academic writing and avoidance of plagiarism. The current pedagogy however has not been addressed to assist the students in improving their academic writing and avoiding plagiarism. Based on the finding, pedagogical suggestions could be given in teaching a specialist unit with an embedded focus on academic writing and strategies to avoid plagiarism. In doing so, the study can make a contribution to the pedagogy of teaching in a MATESOL program in an EFL context.

Keywords
Pedagogy, postgraduate education, academic writing, plagiarism

Bio
Thi Van Lam Nguyen is a PhD student in TESOL in the Faculty of Education, Monash University, Australia. Previously a lecturer in Vinh University, Vietnam, with research interests in English teaching methodology, TESOL, pedagogy, academic writing, second language writing, formative assessment, and especially plagiarism.

The pursuit of resolving disagreement through storytelling in PhD supervisory interaction

Binh Ta
Monash University

Abstract
Permission to print abstract not provided

Keywords
PhD supervision, disagreement, storytelling, institutional talk, affiliation

Bio
Binh Ta is doing her PhD research at Monash University. In her PhD thesis, she is looking at feedback, disagreement, storytelling, and expertise in PhD supervisory talk. She earned her MPhil degree in Second
Parent perspectives on school provisions for students with high potential in mathematics

Simone Zmood  
Monash University

**Abstract**

It has been suggested that a goal of education is to ensure that all students reach their full potential. However, concerns have been raised about the performance and progress of Australian students with high potential in mathematics. Additionally, research has found that teachers may not have strategies for teaching the most proficient students in mathematics whilst they have many strategies for scaffolding the learning of students who are less proficient in mathematics. Targeting teaching to where students are most ready to learn, also referred to as the student’s Zone of Proximal Development, may be simpler in theory than in practice. As part of a multi-perspective mixed methods study, an online Australia-wide survey of parents of high potential mathematics students was carried out using Qualtrics to investigate parent perceptions on school core-curricular and extra-curricular mathematics provisions and the impacts on their child’s learning. Both quantitative and qualitative data were collected, and the quantitative data were analysed using tests of association. An interesting conundrum has emerged: a large proportion of parents responded that their child’s school is providing for their child’s mathematical learning needs and that they are happy with what the school is doing but, at the same time, a majority do not think that their child is reaching his or her mathematics potential. In this presentation, the parents’ explanatory responses will be used to provide a nuanced picture of the statistical analysis. The findings have implications for teacher education, schools’ support of teachers, and parent-teacher communications.

**Keywords**

Mathematical giftedness, talent development, mathematics programs, extra-curricular activities.

**Bio**

Simone Zmood is a PhD Candidate at Monash University and works part-time as a mathematics mentor for high potential secondary students at a P-12 school. Simone gained several years of experience in the business world, specialising in corporate strategy and performance management, before returning to the field of education.

Accounting for creativity: English teachers' understandings of creative practice across different educational contexts

Narelle Wood  
Monash University

**Abstract**

The recent implementation of the Victorian Curriculum has reinforced the importance of creative thinking across the curriculum through its inclusion as a Capability. And yet the definitions of creative thinking afforded by both the Australian Curriculum and the Victorian iteration offer a limited view of creativity, focused on divergent thinking and creative problem solving that may not be congruent with teacher understandings. This research aims to explore teacher understanding of creativity and how those understandings, as well as the teaching context, may mediate creative practice. A distinguishing feature of this study is the selection of research sites, encompassing
both traditional education institutions and supplementary education programs (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer, & Bristol, 2014) – education programs that are not part of traditional educational institutions and are therefore not governed in the same way by curriculum and policy. The data was generated using narrative-based inquiry, semi-structured interviews and observations following the IMEN protocols (van de Ven & Doecke, 2011). Preliminary analysis of the data includes a more complex understanding of creativity than present in the curriculum and policy documents. This raises questions with regards to how teacher understandings of creativity impact the way creative work is defined and introduced into the classroom, as well as the ways teachers may identify creativity in the work of their students. This has implications for teachers as they try to navigate the seemingly disparate ideas of standardised assessment and creative work.

**Keywords**

Creativity, English teaching, narrative inquiry, supplementary education

**Bio**

Narelle Wood is currently working on her PhD focusing on teacher understandings of creativity and creative practices. She has lead teacher workshops in Cambodia, consulted with schools on curriculum, taught workshops for gifted and talented primary students throughout Australia and internationally and is now involved in teacher education.

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**Abstract: 6**  
**Time: 3:00 – 3:30**  
**Room: G19**

**Developing employability skills in university students for successful work transition**

**Parinita Raje**  
**Monash University**

**Abstract**

A key challenge for graduates in the new century is the ability to find employment within an increasingly saturated market, where competition for jobs is fiercer than ever before (Brown, Lauder & Ashton, 2010; Norton & Cherastidatham, 2014). An important factor of job-readiness is employability skills which are essential for entering and thriving in the world of work (Department of Education, 2006). These skills are believed to establish the graduate’s ability to work in complex, flexible and innovative environments (Mitchell, Skinner, & White, 2010). Current research indicates that employers looking to hire new graduates find it difficult to locate suitably talented graduates who have well-developed employability skills, such as communication, critical thinking, problem solving and interpersonal skills (Brown & Hesketh, 2004; Brown et al, 2010; Jackson & Chapman, 2012; Manpower, 2015).

Higher education institutions have supposedly embedded employability skills in the curriculum, yet employers are sceptical about how well this actively helps students to conceptualise and articulate employability skills (Barrie, 2006; Donleavy, 2012; Grubb & Lazerson, 2005; Norton & Cherastidatham, 2014). The proposed research looks at this issue through a qualitative lens, and seeks to understand what is currently being done at the subject level to aid students’ understanding, conceptualisation and articulation of employability skills.

This presentation shares insights that have been derived from a thorough review of literature around employability skills, particularly the way employability skills are conceptualised and taught within higher education. The presentation seeks to highlight gaps within the literature, which have led to this current study.

**Keywords**

Education-work transition, employability skills, higher education, curriculum development
Bio
Parinita Raje is a PhD candidate at Monash University, supervised by Dr Damon Anderson. Parinita holds a Masters in Primary Teaching and has experience working in the primary and tertiary sectors. Parinita’s research interests include education-work transition, curriculum development, skills education and graduate attributes.

Abstract: 7
Time: 3:30 – 4:00
Room: G19

Developing students’ creativity, confidence and sense of mathematics in learning mathematics with realistic mathematics education approach

Agus Sofian Eka Hidayat
Monash University

Abstract
Abstract not included

Keywords
Realistic Mathematics Education, students’ creativity, mathematics confidence, sense of mathematics

Bio
Agus Sofian Eka Hidayat is a Mathematics instructor in several private courses. He is currently enrolled as a master students of Master of Education (Coursework) study program at Monash University. His academic interest lies in Mathematics anxiety, realistic Mathematics approach, and Math advance problem solving.

Abstract: 8
Time: 4:00 – 4:30
Room: G19

Visual literacy in English language programs for adult migrants and overseas students in Australia: Investigating educators’ attitudes, experiences and beliefs

Andrés G. Villamizar
Monash University

Abstract
With the emergence of a multitude of methods to access information, long-established views on literacy have evolved. Contemporary language educators welcome innovative teaching methods that incorporate the use of online social media, video, pictures, mobile applications and many other paper-based and electronic resources. Together with this shift of focus from the written word to a widespread recognition of the visual as an authentic form of literacy, the internationalisation of Australian education and the global flow of immigrants into the country have shaped our adult English language teaching (ELT) landscape. Nevertheless, research and teacher training on visual literacy in this sector of our education is scarce. This presentation will offer preliminary findings from a qualitative PhD study, which investigates teachers’ attitudes and beliefs toward visual literacy in two areas: Government-funded English as Additional Language (EAL) programs for migrants and refugees, and English language intensive courses for overseas students (ELICOS). Situated within a Multiple Literacies Theory and Cultural Studies framework, the case studies involved interviews with 15 teachers in five English language centres in Melbourne. Furthermore, eight teachers participated in focus groups facilitated through a ground-breaking pedagogic method – Visual Thinking Strategies (VTS). The study aims to contribute to better understanding adult English language educators’ views on the impact of visual literacy in their teaching, and the tensions they perceive between ‘viewing’ and the ‘traditional’ literacy skills of reading and writing. It also identifies the need to integrate research on visual literacy into ELT curriculum, teaching strategies, policy making and teacher professional development.
Keywords

Visual literacy, adult English language teaching, Visual Thinking Strategies, ELICOS, EAL

Bio

Andrés Villamizar is a doctoral student at Monash. He possesses bachelors in architecture and visual arts and a ME in TESOL. Since 2005 he has taught English and Spanish language in tertiary and vocational education. His research interests include visual literacy, adult language education, innovative pedagogic practices and international education.

Teacher Education & Professional Development

Abstract: 9
Time: 10:30 - 11:00
Room: G23

Beyond recognition: Pre-service teachers’ development of intercultural capacities

Cyrus Nickson
Monash University

Abstract

In Australian curriculum and policy, ‘intercultural understanding’ is now viewed as a critical skill in living in the diverse world of the twenty-first century (ACARA, 2016, p. 111). While the emphasis in developing intercultural understanding is on students’ capabilities (Watkins & Noble, 2016), the question which arises from this discussion is to what extent pre-service teachers (PSTs), as part of their professional learning, develop intercultural capacities. Studies have shown that PSTs’ capacities in understanding and negotiating intercultural complexities, as teachers in schools, impact their abilities and skills to work with their students in varied ways and potentially influence students’ learning and development of these capacities. It has been argued that most in-service teachers identify pre-service teacher education as the most effective time for PSTs to enter the profession with the training required for multicultural education and intercultural capacities (Watkins, Lean & Noble, 2016). This paper will involve an interpretive phenomenological analysis (IPA) that uses semi-structured interviews to collect qualitative data on the ways PSTs develop intercultural capacities during varied teaching and teacher education contexts. The paper argues that PSTs’ ability in intellectually and practically engaging with intercultural complexities, reinforced by reflection, analysis and action through teacher education is seen as critical in developing intercultural capacities.

Keywords

Intercultural capacities, pre-service teachers, teacher education

Bio

Cyrus Nickson is currently a second year PhD student at the faculty of education. His doctoral work explores how pre-service teachers develop intercultural capacities. He holds M.Ed. in TESOL, Postgraduate Diploma in secondary school education and BA in English language and literature. His research work is supported by the RTP (Research Training Program) scholarship.

Abstract: 10
Time: 11:00 – 11:30
Room: G23

Teacher language awareness in English language teacher education programs in Saudi Arabia
Abstract

Research in language teaching emphasises a need to include Metalinguistic awareness in the education of language teachers, especially in contexts where English is not dominant. Teacher Language Awareness (TLA) is a model developed by scholars and professionals involved in teacher education/development to account for the major skills and knowledge a language teacher needs. TLA promotes the development of three teacher roles: the user, the analyst and the teacher. In Saudi Arabia (SA), where the government is pushing for “Saudizing” most jobs, the need for skilled Saudi English teachers has intensified. English language teacher education programs in SA have been described as ‘non-systematic and inadequate’ and the teachers as lacking the basic teaching and English language skills. TLA in its multiple theoretical and practical strands advocates for the development of these necessary skills in Saudi English teachers. This study explores one English teacher education program in SA focusing on how well the program is addressing the teachers’ linguistic and pedagogical needs and developing their TLA. Using mixed methods, this study explores the perceptions of the program’s stakeholders in the development of TLA skills and the challenges they might have encountered while training. Initial results indicate that there is a focus on pedagogy and a disregard for other crucial skills that a pre-service teacher needs which have sentenced them to failure. There appears to be a consensus among the participants towards a need to balance and evenly distribute the training in these variable skill-sets and knowledge which a more sociocultural perspective of TLA represents.

Keywords

English language teacher education, Teacher Language Awareness (TLA), pedagogy, English Language Teaching (ELT), Saudi Arabia

Bio

Hanoof holds a degree in Translation and Master’s in TESOL and Foreign Language teaching. She is an English language teacher educator at Princess Nora University currently doing her PhD in Education at Monash University. Hanoof’s research objective is to explore approaches to a successful English teacher education in EFL contexts.

Abstract: 11  Time: 11:30 - 12:00  Room: G23

Changing practice: A study of the influence of a professional development program on teachers’ practices

Veronica Sülau
University of Gothenburg, Sweden

Abstract

Permission to print abstract not provided

Keywords

Teachers’ professional development, collegial learning, teachers’ reflections, practice architectures, case study.

Bio

Veronica Sülau is a doctoral student in Pedagogical Work at the University of Gothenburg, Sweden. She is a former teacher in mathematics and science, and a special education teacher. Veronica is employed at an independent school company, but is now focusing on completing her thesis on teachers’ professional development.
## Human rights education and democratic citizenship: A case study of teaching and learning in a secondary school in Bangladesh

**Md. Khairul Islam**  
**Monash University**

### Abstract

The need to develop human rights education and democratic citizenship is receiving significant attention amongst policy makers and educators across the world. Bangladesh provides a unique context to further investigate current teaching and learning practices with the aim of developing new approaches to human rights education and democratic citizenship in a secondary school case study in Bangladesh. This study explores how the curriculum is currently and can be implemented in one secondary school in Bangladesh to promote human rights education and democratic citizenship. The research utilises a qualitative approach through the development of a case study with an action research component. One secondary school was selected as a case study on the basis that two teachers from the same school volunteered to participate in this study. Semi-structured interviews and Focus Group Discussion (FGD) have been deployed to collect data from the head teacher, classroom teachers, students and parents. Teachers were engaged in reflections on their current views on teaching and learning in this field and then involved in action research to build their professional learning and capacity to develop new approaches to human rights education and democratic citizenship. The findings indicate that at the commencement of the study, there were few participatory approaches to teaching and learning visible since traditional lecturing methods were mainly used in the classroom. This study found that teachers were highly motivated to develop new approaches to human rights education in the school, including students’ active participation and engagement. This study will contribute significantly to understanding how to develop educational programs about, for and through human rights education in Bangladesh and in the wider world.

### Keywords

*Human rights education, democratic citizenship, teaching and learning, secondary school, case study, Bangladesh*

### Bio

Md Khairul Islam is an Assistant Professor (on study leave) from the Institute of Education and Research, University of Dhaka, Bangladesh. He was awarded a British Government Commonwealth Scholarship in 2012 and completed his MA in Global and International Citizenship Education at the University of York, UK. He was awarded an Australian Government Scholarship (Endeavour Scholarship) in 2015 to undertake higher degree research at Monash University.

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## Knowledge evolution in the social services sector

**Pamela Miranda**  
**Monash University**

### Abstract

Social service organisations in both Australia and the United Kingdom (UK) are challenged by increasing demand and reform of both service and funding models. Better use of knowledge is viewed as a key way forward. Taking a qualitative multi-case study approach, this study explores evolving approaches and practices to providing professional support, research and development in 2 Australian and 3 UK social service organisations.
Dynamic capability theory from strategic management literature is the core theoretical framework for this study. Helfat et al. (2007) define dynamic capability as “the capacity of an organisation to purposefully create, extend, or modify its resource base” (p. 4). This study makes an important contribution to new knowledge on ‘dynamic capabilities’ theory within an underrepresented context. Findings will potentially be beneficial in guiding policy, strategic planning and practices in social services organisations. This, in turn, has the potential to improve social services and increase wellbeing for people and families.

Data collection is underway utilising semi-structured interviews, focus group discussions and document analysis. Research questions are:

1. How do social service organisations approach the acquisition, retention and sharing of knowledge?
2. How do social service organisations alter their knowledge base in response to changes in their operating environment?
3. How do social service organisations understand the impact (successes/failures) of their professional support, research and development activities?
4. How do social service organisations use feedback on their professional support, research and development activities?

Keywords
Dynamic capabilities, social services.

Bio
Pam Miranda is a PhD candidate in the Education Faculty of Monash University. Pam is passionate about the difference that formal and informal learning can make. She has extensive professional experience leading learning and development in social service organisations.

Identity & Education

Deconstructing the discourse of student potential: The impacts on the identities of select-entry school students and early school leavers

Melissa Tham
Monash University

Abstract
The discourse of potential has been prevalent in educational and policy contexts for many years. Discourses are sets of language that shape how individuals understand certain topics (Foucault, 1977). For example, the Melbourne Declaration, a policy outlining the educational goals for Australian schools, states that “successful learners are motivated to reach their potential” (MCEETYA, 2008, p. 8). It is not known however, how students understand or interpret notions of potential such as these political discourses, nor what indicates to them when they have reached their potential. Underpinned by a post-structural theoretical framework, this research asks questions about what Victorian select-entry school students and early school leavers understand as their potential, what processes they undertake in order to achieve their potential and what the impacts of these processes are on their lived realities and subjective experiences. Through analyses of 160 questionnaires, school-based focus groups and interview data, this research seeks to engage in a multifaceted interrogation of the discourse of potential in order to highlight issues and complexities that may face select-entry school students, as well as select-entry school early leavers, which are both currently student demographics that do not feature regularly in educational sociological research. Please note: At the time of writing, data collection for the study was yet to take place.
Keywords

Discourse, potential, student identity, select-entry schooling, Foucauldian discourse interrogation

Bio

Melissa is a PhD student at Monash University. She has worked in educational research for four years in the fields of pedagogical reasoning, professional identity and teacher expertise.

Abstract: 15

Time: 11:00 – 11:30

Room: G34

Rural career educators’ professional identity and practice

Melissa Fuqua
Monash University

Abstract

This presentation explores preliminary findings of doctoral research into the extent a rural context might impact on the professional identities and practices of Victorian careers educators. Given the recognised importance of careers education to prepare secondary students for a rapidly changing world of work (OECD, 2002), it seems vital to further investigate in rural communities where decades of neoliberal policies have altered economic futures (Cuervo, 2016). Understanding rural careers educators is a step towards ensuring students are equipped for their futures.

Mockler’s (2011) model of the formation and mediation of professional identity, together with Reid et al.’s (2010) model of rural social space, will be applied to explore the influence rurality has on the designers of careers education programs in schools. Interviews are currently being conducted with nine careers educators in a variety of rural schools across the state. Questions focus on the educator’s professional background, motivations for being a careers educator, the characteristics and development of their careers education program, and perceptions of their rural context. As data collection is ongoing, only initial findings from early interviews are discussed.

Curriculum documents suggest that careers educators should be able to develop tailored programs for their community to the benefit of their students, but there are a variety of elements that may impede this such as a lack of access to resources, funding, and limited local jobs. It is hypothesised that a careers educator’s understanding of their rural context will affect how they approach the specific issues facing their community.

Keywords

Careers education, pathways, professional identity, rural education

Bio

Melyssa Fuqua is a PhD candidate (Education) at Monash University. She has nine years’ experience teaching in a rural Victorian P-12 school and has previously completed a Master in School Leadership. Her interests are in careers education, professional identity, senior secondary curriculum, and school leadership.

References

The making of Malaysian-Chinese identity (in)between socio-politics of Malaysia and Australia spaces: Narratives with educating selves

Corina Toon
Monash University

Abstract
Due to increased globalisation in higher educational pursuit, alongside with the United Kingdom (UK), Canada and the United States of America (USA), Australia has become one of the more popular choices when it came to parental decision for a pre-university course. According to the End of Year Summary of International Student Enrolment data of Australia in 2016, Malaysia was ranked the 7th on the list (Australian Government Department of Education and Training, 2016). In the latest data, as of January 2017 this year, Malaysia has made it to the top five nationalities of international students with China and India ahead of Malaysia, and Vietnam and the Republic of Korea in fourth and fifth place (Australian Government Department of Education and Training, 2017). From 2015 to 2016, there has been a 12.9% increase in the higher education sector (Australian Government Department of Education and Training, 2016). The complex nature of how these socio-political factors contribute to this high volume of Chinese students seeking to complete their tertiary studies overseas. This research aims to explore the (in)between spaces of Malaysian-Chinese students within these education settings, how they make meaning and mediate their identities. A critical autoethnography lens, through the narratives of current Malaysian-Chinese students studying in Australia and myself as a researcher will provide significant insights to the world of hybridity and third space. By centralising this (in)between space, I will use a theoretical framework of Althusserian ideological influence (Althusser, 2008), Bhabha’s (1994) Third Space theories and Edward Said ‘s (1978) Orientalism theories, as well as Social Identity theories.

Keywords
Inbetweenspace, hybridity, identity, Malaysian-Chinese

Bio
Corina Toon is a PhD student in the Faculty of Education at Monash University. Her research interests surround the in-between space of Malaysian-Chinese identity in the Australian context. Her interest lies in identity in education as well as sociology in education.

Negotiating identities: Being a female Iranian teacher of English

Elham M. Foomani (Ellie)
Monash University

Abstract
Despite major changes in the social structure of Iranian society due to globalisation and women’s increasingly active role in the society, a degree of patriarchal attitude still features prominently in both traditional, and to a lesser extent, ‘modern’ citizens’ mindsets. Within this implicitly patriarchal context, however, female English teachers, and specifically those working in the higher education, are situated differently from women working in other professions in the sense of enjoying a higher status and are more ‘liberated’ from traditional norms. Studies have shown that this might be attributed to their familiarity with international teaching materials, which unlike other curriculum materials, are often related to non-Persian traditions.
This study will draw on poststructuralist theories of Foucault and Hall to explore how these women construct their identities amid the friction of tradition and modernity, and how the teaching of English mediates such experience. Given that in Iran the teaching and learning of English is diffusing rapidly due to technological, economic and social advances, posing ‘risks’ to the traditional notion of a Persian socio-cultural identity, this phenomenological case study is a timely attempt to present an account of the subtle identity processes in contemporary Iran. To this aim, six Iranian women in the higher education sector with an English teaching background will be selected to participate in three rounds of interviews over a period of four months. The implications of the study are twofold: on the one hand, the results of the study will shed light on how teachers of English are perceived to be positioned differently from women in other professions; on the other hand, a better understanding of their position will aid female teachers of English to enhance their capabilities as teachers via creating a balance between historicity and modernity through their everyday teaching practices.

**Keywords**

Identity construction, English hegemony, power, tradition, modernity

**Bio**

Elham M. Foomani is a first year PhD researcher at Monash University, Education department. She holds a Master of English Language Teaching from the University of Tehran, Iran. Her research interests include sociocultural factors in education, TESOL, and educational technology.

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**Educational Research & Methodology**

| Abstract: 19 | Time: 10:30 - 11:00 | Room: 164 |

**Conducting narrative methodology: How to get narrative stories**

Xuan Pham  
*Monash University*

**Abstract**

This presentation emerges from my ongoing PhD project which investigates identity construction of Vietnamese female academics in universities in Australia. In this presentation, I discuss the processes I have done to obtain narrative stories as data with the focuses on the theoretical involvement, on the design of data collection methods, and on the what-has-happened over a four-month data collection period. Understanding narrative stories has generally been based on two main perspectives. The person-centred approaches influenced by the post-war humanist narrative move within western sociology and psychology consider narrative stories as temporally ordered and displaying a sequence of events or experiences. From this perspective, human subjectivity is a coherent, and complete organised essential self. The sociocultural approaches inspired by postmodernist theory in social science treat narrative stories as performances and co-construction embedded within broader sociocultural context, and conceptualise subjectivity as coming in many kinds: multiple, fragmented, contradictory and evolving. In my study, I draw on narrative understanding through socioculturally-oriented approaches, and particularly focus on the theoretical application of Deleuze, and Deleuze and Guattari’s concepts of difference, rhizome and becoming. Informed by an initial look at the data, I argue that the narratives as performances and co-constructions present a multitude of possible stories. Each possible story, depending on the entryways that are taken, results in different and multiple constitutions of experiences and subjectivity. The presentation offers analytical and critical insights into designing and developing narrative methodology.

**Keywords**

Narrative methodology, narrative stories
Bio

Xuan Pham is a PhD student in the Faculty of Education, Monash University. Her PhD investigates the identity construction as becoming-academic and becoming-woman of Vietnamese female academics in universities in Australia.

Abstract: 20

Time: 11:00 – 11:30

Room: 164

Novel analyses of small scale questionnaire data: Radar plots highlighting variances

Ewa Biviano & Gillian Kidman
Monash University

Abstract

This paper presents a novel analysis of small scale questionnaire data. The questionnaire data relates to student learning and understanding of practical activities, experiments and investigations that have historically been considered to be the pinnacle of the best learning for science students. In fact, a student directed investigation is considered to be of the utmost value for students, where students are required to use conceptual (understanding of the scientific concepts to be explored) and procedural (the hands-on process) knowledge (Millar, 2012). Investigations and student inquiry are important teaching practices in education, and so investigations have been incorporated into the Year 11 Chemistry Study Design (VCAA, 2016 - 2021). The students’ perceived learning and understanding in these investigations is addressed in this study. Eighteen Year 11 chemistry students were selected to take part in this study to review their learning during a chemistry inquiry investigation. This paper will present an aspect of my questionnaire data analysis. As the small data set is not suitable for traditional statistical analysis, we have sought a novel alternative method of analysis and representation. This paper presents how we have analysed the data and literature (for example Woolnough, 1991, Abrahams & Millar, 2008, Millar, 2012), via key words, into themes and response groups and then how we represent the data using radar plots. These radar plots, created using Excel, are a visualisation technique that amplifies similarities and differences (variances). Every category of students’ responses is plotted against numerous spokes/axes that represent a different theme.

Keywords

Questionnaire, experiments, investigations, radar plots, VCAA

Bio

Ewa Biviano has taught science (chemistry) and mathematics at secondary school for over 20 years. She is currently completing a PhD on students’ perception of learning during a chemistry investigation in year 11 chemistry.

References


From interviews to a scale:
Development of a sustainability locus of control scale for use with adolescents

Misol Kim
Monash University

Abstract
Locus of control (LOC) has been identified as a relevant indicator for one’s agency and social responsibility. LOC is a psychological construct measuring the degree to which people perceive the social and individual phenomena or outcomes as to be a result of their own behaviours versus a function of chance, luck, or fate, the control of powerful others, or it is simply unpredictable (Rotter, 1966). This presentation will discuss the conceptual development of a sustainability locus of control and the scale development for assessment of Australian adolescents. Through semi-structured interviews with eight students and three teachers from three secondary schools in the State of Victoria, the researcher identified practical and theoretical limitations of previous environmental locus of control and locus of control scales. The interviews lasted between 30-120 minutes per participant. This paper will offer new theoretical understanding and provide a definition of sustainability locus of control and a corresponding scale. This new scale can be used for quantitative studies measuring the impacts of education on students’ sustainability locus of control as a potential indicator of a student’s agency and responsibility.

Keywords
Locus of control, sustainability, environmental education, education for sustainability, scale development

Bio
Misol Kim is a PhD candidate and research assistant/teaching associate in the Faculty of Education, Monash University. Earlier, she worked for various educational projects in different organisations such as Climate Change Centre (South Korea), UNESCO-UNEVOC (Germany), and Centre for Sustainable Development in Uppsala University and SLU (Sweden).

Mindfulness as a means of achieving the epoché in phenomenological research methods

Claire D. Nicholls
Monash University

Abstract
Phenomenology both as a philosophy and a research method have been praised for their clear epistemological position, strong grounding in theory and central emphasis on individual human experiences. However, as a research practice, the phenomenological method, regardless of the specific tradition adopted, presents many procedural issues to the aspiring researcher especially surrounding the treatment of the epoché (also known as the transcendental reduction or bracketing). It is theorised here that the therapeutic tradition of mindfulness as specifically practiced in dialectical behaviour therapy when applied to phenomenological research can provide theoretically sound and practically user friendly skills for aiding researchers in preparing and approaching the practice of epoché. This paper begins by exploring the theoretical common ground found between epoché in phenomenological research and the dialectical behaviour therapy approach to mindfulness, and illustrates the use of mindfulness in a phenomenological research project focussing on investigating experiences of listening pedagogies in the contemporary orchestral concert hall.
Abstract: 23  Time: 12:30 – 1:00  Room: 164

**Adult learning choice making in a pragmatic sense: A methodological approach to understanding adults in Australia choosing to learn**

*Michael John Henderson  
Monash University*

**Abstract**

Adults in Australia encounter learning opportunities through the media, employment and social circumstances, and/or self-discovery. The perception of learning choice and education suitability is sometimes distorted by personal experiences, media exposure (e.g., VET funding rort news versus advertising claims) or “official” announcements (e.g., FEE HELP changes, proposed university reforms). The potential learning choice maker may feel overwhelmed, under provided for or both, in spite of supportive and aspirational positioning by policy makers and education institutions.

Choice making research is well represented through diverse theories and in research traditions (for example rational choice, structure versus agency, technology acceptance and liminal spaces as found across education, psychology, sociology, and technology traditions). This researcher is considering adult learning choice making holistically. The researcher’s approach is presented through an interconnected theoretical consideration of choice making and use of a methodology that draws on Deweyan pragmatism (Garrison, 1994), hermeneutic phenomenology (Ricoeur, 1975) and semiotics in education (Stables & Gough, 2006).

The semiotic lens supports interpretation of the learning choice making experiences of the research participants, thereby overcoming the limitations of specific choice theories. The analysis will be of data being collected from three interviews each with 12 participants aged 25–77, over a two-year data collection period (2017-2018). The benefit of this research is in developing a rich understanding of adult learning choice making, thereby providing insight into how individuals may approach, avoid, feel excluded from or not engage with learning choice making as adults in 21st century Australia.

**Keywords**

*Adult education, adult learning, choice making, pragmatism, semiotics.*

**Bio**

Michael is a PhD candidate and teaching associate at Monash University, and a consultant in adult education, employment services and industry. Michael’s experience includes international telecommunications, military, services and regulator leadership roles. His research stems from earlier investigation about an apparent lack of learning opportunity engagement by teachers in TAFE.
Early Childhood Education

The shifting discourses of early childhood education:
The impact of educational reform on educators in the Australian context

Lauren Armstrong
Monash University

Abstract

Early childhood education has experienced significant changes to theory, policy and practice over several generations. These changes have been influenced by social, political and societal factors which have resulted in mounting tensions on a global scale. In Australia, this has included the establishment of state and national curriculum frameworks in 2009, a national quality framework in 2012, and ongoing systemic reviews. Subsequently, educators have been responsible for understanding and navigating the shifting discourses accompanying these changes. Research into educational change proposes that change encompasses an eight to seventeen year cyclic process (Pendergast, 2006; Pendergast et al., 2005). Yet, such an extensive timeframe has not been afforded to the early childhood field. This has warranted a thorough investigation into how educators are prepared for engaging in such change, and how this influences their positioning within the field.

This presentation offers some preliminary findings from a poststructural research study which involved 37 early childhood educators and directors from long day care, kindergarten and school-based early learning settings across south-eastern Victoria. The main aim of this study was to understand how educational reforms shape and reshape the position and engagement of early childhood educators in the field. This presentation will introduce and discuss an innovative research approach through the use of the timeline method and Foucauldian Discourse Analysis (Willig, 2013) as a means to illuminate educators’ engagement and positioning with regards to change and reforms. Preliminary findings regarding specific coping strategies indicate that while reforms have been implemented, tensions persist across the sector.

Keywords

Early childhood reform, educational change, policy development

Bio

Lauren holds a Diploma in Children’s Services, Bachelor of Early Childhood Studies, Honours Degree of Bachelor of Education and is now undertaking a PhD in Education. She has experience as a room leader in long day care and crèche; and hopes to contribute to early childhood education through her research.

Teachers’ knowledge and practice of teaching children through play: A study of curriculum implementation in Indonesia

Ade Dwi Utami
Monash University

Abstract

Permission to print abstract not provided

Key terms

Teacher, early childhood education, play, cultural-historical theory
Bio

Ade Dwi Utami, PhD student in Early Childhood Education is a lecturer in Universitas Negeri Jakarta, Indonesia. Her research interests include teaching and learning, curriculum, and play in early childhood education. She has conducted research and published articles on various topics in early childhood education field.

References


Abstract: 26  Time: 11:30 - 12:00  Room: 173

Thai primary science specialist teachers' thinking about formative assessment

Sanikan Saneewong

Monash University

Abstract

Formative assessment is a process used by teachers to inform teaching and learning activity and ultimately enhance student learning (Black & Wiliam, 1998; Shepard, 2008; Wiliam & Thompson, 2008). Although formative assessment practices aim to support and empower students in their learning, the process of developing and implementing such approaches is often a complex and challenging task for classroom teachers. In Thailand, teachers still rely heavily on traditional summative assessment approaches, such as paper-and-pencil tests, and this may be related to the high value most teachers appear to place on student ability to memorise information (Faikhamta & Ladachart, 2016; Pravalpruk, 1999; Soydhurum, 2001). There is little research evidence of Thai teachers using formative assessment in their classrooms (Tangdhanakanond & Wongwanich, 2012).

This study seeks to learn more about how Thai teachers think about assessment and why they assess student learning in particular ways. The study explores the nature of Thai primary science specialist teachers’ thinking about formative assessment in a primary science classroom setting. The research involves a qualitative study that will be conducted in two phases. In Phase 1, 500 primary science specialist teachers from all regions of Thailand will be invited to complete a questionnaire about their views and understanding of assessment. In Phase 2, following a review of the Phase 1 data set, six questionnaire respondents will be invited to participate in a semi-structured interview to gain further insight into their thinking about formative assessment. In this presentation I will discuss the finding from Phase 1 of my study about Thai primary science specialist teachers’ view and understanding of formative assessment.

Keywords

Teachers’ thinking, formative assessment, Thai context.

Bio

Sanikan Saneewong is a PhD student at Monash University. She works as senior science educator for the Institute for the Promotion of teaching Science and Technology (IPST), Thailand. Her research focused on primary science education. Her interest lies in the formative assessment practice in science classroom.
Rethinking child development assessments: Creating a new tool using the Zone of Proximal Development within a cultural historical framework

Victoria Minson
Monash University

Abstract
This research proposes a new assessment tool that can be used in early childhood education, based on Vygotsky’s cultural-historical theory and Zone of Proximal Development concept. This presentation will showcase the data generated from the first round of data collection. In the first phase of the research, video footage of a focus child was compared to the teacher’s weekly assessment of her learning and development. Interviews with the teacher provided insight into what theoretical knowledge informed her assessment. In the second phase of the research the teacher was trained to use the new tool, and it was collaboratively applied to assessment practices. In analysing the new tools application to practice, the data revealed a relationship to Vygotsky’s general law of cultural development of higher mental functions. The specifically created developmental conditions, through the guidance of the new tool, are seen interacting with the child’s thinking. Because the thinking processes that the child was exposed to, in the interaction between ideal and real form, are beyond her actual abilities, the child was acting in her potential and dialectically developing a new social reality.

The implications this tool has on educational practices are illustrated in the data as, the child not fully mastering the concept being not as important as the qualitative change and evident reorganisation in the child’s thinking. This assessment tool suggests that identifying the dynamic moments that cause a ‘reorganisation’ in a child’s system of thinking are of more pedagogical value than assessing a skill after it has been developed.

Keywords
Cultural-historical theory, assessments, early childhood education, zone of proximal development

Bio
Victoria Minson is a second year PhD candidate at Monash University Australia, under the supervision of Nikolai Veresov and Marie Hammer. Victoria has worked as an early childhood teacher and is currently working as a parent support worker. Victoria shared her research at the ISCAR Summer University in Moscow in 2016, and will again be sharing her research at the ISCAR Congress in Quebec, August 2017.

Examining the impact of lesson structure when teaching with challenging mathematical tasks in the early primary years

James Russo
Monash University

Abstract
Engaging students in a challenging task and launching a mathematics lesson with a task prior to instruction are two characteristics of a reform-oriented approach to mathematics instruction often considered together. The current investigation systematically contrasted teaching with challenging tasks using a Task-First Approach with that of a Teach-First Approach through the delivery of two programs of mathematics instruction to 75 Year 1 and 2 students (7 and 8 year olds). The investigation adopted a quasi-experimental design and included three studies. Study One revealed that both teaching approaches resulted in large gains in student mathematical performance. Moreover, there was no evidence that problem-solving performance differed by lesson structure, although the Teach-First Approach was somewhat more effective in improving mathematical fluency. Study Two suggested
that there appears to be distinct advantages to both lesson structures. Specifically, teacher-participants perceived that the Teach-First Approach was more focused and efficient, whilst the Task-First Approach empowered students, and provided opportunities to build persistence whilst fostering student mathematical creativity. Study Three, involving analysis of student-participant interviews, concurred that students generally embraced struggle and persisted when engaged in mathematics lessons involving challenging tasks. Although most students reported preferring the Teach-First Approach when learning with challenging tasks because it provided opportunities for cognitive activation, a substantial minority (41%) of students preferred the Task-First Approach, in part because they relished the higher level of cognitive demand involved. It is recommended that early primary teachers consider incorporating challenging tasks into future mathematics instruction using both Task-First Approaches and Teach-First Approaches.

**Keywords**

Reform-oriented mathematics, challenging tasks, lesson structure, problem-based approaches

**Bio**

James Russo is a teacher-researcher who is completing his PhD at Monash University whilst working as a mathematics specialist in a primary school. His focus is on strengthening connections between research and classroom practice, as well as making primary mathematics more engaging and enjoyable to teach and learn.

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**Abstract: 29**  
**Time: 3:00 – 3:30**  
**Room: G25**

An investigation of undergraduate Chinese international pre-service teachers’ experiences and negotiation of early childhood education in Australia

Haoran Zheng  
Monash University

**Abstract**

Due to the internationalisation of Australian universities, the number of Chinese students enrolled in Early Childhood Education in Australian tertiary institutions is increasing. These students have become the largest international student cohort in Early Childhood Education. In Early Childhood Education in Australia, there are both coursework and professional experiences (practicums) which start from the first year of their degrees. However, international, especially Chinese pre-service teachers’ academic experiences, together with challenges and struggles, are under-studied, which can affect their further study or even future professional disorientation. The challenges include English language competence and intercultural communication, Chinese pre-service teachers’ understanding and knowledge towards Early Childhood Education in Australia and professionalism in its context. Therefore, framed by Bourdieu’s social critical theory, this qualitative case study is designed to fill the gap which emerged from the literature to investigate Chinese international preservice teachers’ academic learning experiences, English language development as well as perceptions towards professionalism in Early Childhood Education. In order to address these questions, this study will employ a qualitative case study design which includes the following data collection methods: focus group with pre-service teachers, individual interviews with pre-service teachers and academics, and document analysis of pre-service teachers’ reflective practicum journals. The student participants are first year undergraduate Chinese pre-service teachers and they are invited to participate in focus group discussions at the beginning of their study, pre-practicum individual interviews and post-practicum interviews.

**Keywords**

Chinese international pre-service teachers, Bourdieu’s thinking tools, professional experience, early childhood education, case study
Bio

Haoran Zheng is a first-year PhD student at Monash University. Previously an EAL teacher in both China and Australia, with research interests in internationalisation of higher education, EAL students in higher education, and student academic adjustment.

Abstract: 30    Time: 3:30 – 4:00    Room: G25

Exploring ethical space in the play of traditional games: A post-humanist view

Ririn Yuniasih
Monash University

Abstract

This presentation shares some essential discussions of my doctoral study on children’s traditional games in Indonesia. The study investigates how Indonesian children reinvent traditional games and explores how games can be a space for ethical encounters among children. Framed by post-human perspective, it focuses on the way children are interconnected with their surroundings, both human and non-human (Hultman & Taguchi, 2010). Different components are considered as performative agents, that is, all matters and organisms that intra-actively interconnect and have power and agency to act upon others and the world (Taguchi, 2010). According to Taguchi (2010), intra-activity reflects relationships that simultaneously material and discursive between any organisms and matters. A case study of 20 students aged 6-7 years was conducted using observations and visual methods to explore the way children play traditional games in both structured and spontaneous activities at school. Interviews with parents and educators as well as group discussions with children were undertaken to gain a range of perspectives about the games. With diffractive analysis, discussion of findings highlights what can change when everything is considered as a performative agent. It challenges the prevailing developmental lens in the context of early years education in Indonesia. This lens views children’s games as facilitative of children’s development. As such, children are positioned at the centre of such activities. They are empowered and agentic. With the post-humanist view employed in this study, all human, non-human, and more-than-human factors are instead seen in non-hierarchical way. As a result, this study focuses on ethical relations that emerged and are distributed among performative agents. This view offers an alternative approach and opens up possibilities of knowing and looking at children’s games.

Keywords

Traditional games, post-human perspective, performative agents, early years

Bio

Ririn Yuniasih is a PhD student in the faculty of education, Monash University. She earned her M.Ed in Early Childhood Education at Monash University and M.Sc.Ed in Educational Psychology and Counseling at Indiana University Bloomington, USA. Her PhD research is supervised by Dr. Gloria Quiñones and Jane Bone, PhD.

Abstract: 31    Time: 10:30 – 11:00    Room: KG23

The socio-political context of the intercultural education priority in Australia: A critical review of competing discourses

Tanya Davies
Monash University
Abstract

Intercultural understanding is now widely accepted as a key education priority for plural democratic societies worldwide. In 2017 the Australian Curriculum, Assessment and Reporting Authority (ACARA) formalised the inclusion of ‘intercultural understanding’ as one of a suite of general capabilities introduced into the Australian Curriculum. The movement of ‘intercultural understanding’ from an aspirational goal in national policy documents such as the Melbourne Declaration into formal school curriculum marks it as a prioritised imperative for schools, teachers and young people into the future. This paper provides a critical reading of the multiple definitions of intercultural education currently available within national and international education policy, and critically examines the socio-political context currently influencing education policy and practice. The paper will then go on to discuss the ways competing political discourses present unique challenges for teachers in classrooms when engaging in intercultural education. In probing the way that intercultural education has become a contemporary education imperative, this paper problematises the development of an intercultural education priority from within hegemonic institutions that compel teachers to both preserve the sovereignty of Australia’s colonial heritage while encouraging teaching and learning across, between and through diverse cultures.

Keywords

Intercultural education, Australian curriculum, Australian socio-political context.

Bio

Tanya Davies is a pre-confirmation PhD student in the Faculty of Education at Monash University. Tanya has worked as a Secondary English teacher for 15 years before moving towards a career in academia and educational research.

The educational mission of the Congregation of Holy Cross in Bangladesh, 1947-2016

Md Shaikh Farid
University of Hong Kong

Abstract

The Congregation of Holy Cross has been working on evangelisation and education in Bangladesh for more than 160 years. However, from 1947 to 2016, there have been many changes to the socio-political, and educational context of Bangladesh. Thus, this study addressed how the educational mission of Holy Cross has responded to those changes, and how those changes have shaped their educational mission. The study took place in a historical context by following the historical case (multiple cases) study method. The thesis was based on document analysis and in-depth oral history interviews of Holy Cross personnel who are/were involved in teaching or administration of the educational institutions selected for case studies. Eighteen participants were interviewed in this study. A semi-structured interview guide was developed to conduct the interviews. The interviews were then transcribed verbatim. Thematic analyses were employed to analyse the data. The study found that Holy Cross education had gone through significant changes because of political and educational shifts in Bangladesh. As their educational missions were formulated, to some extent, in dialogue with the government, the study showed that with regards to educational policies and strategies Holy Cross had a different approach from them. The study illustrated that they are successful in missions of establishing a local church. The thesis also argued that they had distinctive educational aims at the nation’s elite education and villages’ primary and secondary level education. While the former was primarily motivated by the idea of ‘diffusion of Christian ideals’, the latter was aimed at empowering the Catholics.

Keywords

Congregation of Holy Cross, missionary education, Catholic education, education history
Bio
Md Shaikh Farid is currently a PhD student in the Faculty Education at the University of Hong Kong. Prior to that, he served as a faculty member at the University of Dhaka, Bangladesh. His research interests include: Catholic missionary education and history of education in Bangladesh. He has published several articles in peer-reviewed journals.

Abstract: 33  Time: 11:30-12:00  Room: KG23

Women and leadership in higher education: A feminist case study in Mongolia

Anar Purvee
Monash University

Abstract
Due to transitioning from a communist system to a market-based system, several political and social reforms happened in Mongolia. These reforms resulted in women receiving higher levels of education than males, whilst males were expected to move into the labour force as primary breadwinners. As a consequence, women are better educated than men in Mongolia, nevertheless, they have been considerably underrepresented in leadership positions. The higher education sector of Mongolia reflects this inequitable situation. This is a serious phenomenon that needs a critical investigation. However, the reasons why well-qualified and educated women in Mongolia are still underrepresented in higher educational leadership are unclear. In addition, no research is currently being conducted on this phenomenon in Mongolia. Moreover, investigations that have been done in this area are mainly based on Western theorisations, which are inadequate to understand the inequity in leadership in Mongolia. Therefore, this research aims to conduct a study on women and leadership in the higher education sector of Mongolia by employing an exploratory multiple-case study with a transnational feminist lens. Semi-structured interviews and documentation will be used in the data collection; thematic analysis, cross-case synthesis and documentary analysis will be used in the data analysis. In so doing, this research will become a pioneering and foundational study on this phenomenon in Mongolia. In this way, this research could contribute to understanding the inequitable situation and constructing the foundation of the context in Mongolia. Furthermore, it could provide a significant theoretical contribution to the literature gap on women’s leadership in higher education on behalf of a non-Western country.

Keywords
Women’s leadership, higher education, transnational feminism, Mongolia

Bio
Anar Purvee is a PhD student at the Faculty of Education, Monash University, Australia. She received her MBA degree from National Taiwan University of Science and Technology, Taiwan, and MA and BS degrees from the University of the Humanities, Mongolia. Her research interests include leadership, educational leadership, and women’s leadership.

Abstract: 34  Time: 12:00 - 12:30  Room: KG23

Alternative education provision in Malta: What ticks, what doesn’t?

Antoinette Schembri
The University of Warwick

Abstract
In 2014, an Alternative Learning Programme (ALP) was introduced in Malta with the aim of helping under-achieving students and offering them the chance to study a trade together with the core academic subjects. This
programme also aims to diminish the risk of early school leaving and the rate of absenteeism. The ALP caters for all students, irrespective of gender, from all over Malta. It is the first off-site school in Malta, aimed at filling a gap in Maltese education. After the one-year course, students move on to post-secondary education or start working. According to the Early School Leaving Strategy (2014, 35), habitual absenteeism is an indication that could lead to students to disengage from the educational system and thus become early school leavers. Thus my study will explore the perceptions of students and staff have towards alternative education provision and whether this is a move in the right direction. This area of study until now, has not been studied in Malta.

Thus, my study will explore the following main research question: What types of alternative education are perceived by students and educational professionals as most suitable for students who are on the verge of early school leaving, and who have a long track record of absenteeism?

**Keywords**

*Alternative education provision, Malta, early school leavers, absenteeism*

**Bio**

Antoinette Schembri is a second year part-time PhD student from Malta. She is a teacher by profession and works in a newly set up off-site school, the first ever in her country, which caters for students who are disenchanted with mainstream education.

**Social justice enactment in primary school leadership: A tale of two principals**

Katrina Macdonald

Monash University

**Abstract**

As part of a doctoral study examining how social justice is understood and acted upon by educational leaders in socially disadvantaged primary schools, in this paper I examine two principals with proven track records but very different approaches. The data in this study was generated through biographical interviews, observations, and autobiography. The interview and autobiography process prompted leaders to reflect on the unique experiences that had brought them to a leadership position in their current school, and asked them to reflect on how their early lives, family and career had intersected to contribute to their beliefs and understandings about education and educational leadership: their “topographies of self” (Macfarlane 2012, p.26).

Social justice leadership literature suggests principals who champion social justice will share particular ideologies and dispositions. Employing Bourdieusian methodological thinking tools of habitus, and the mechanisms and conditions of the field, I analyse the data generated from two principals working in some of the most socially disadvantaged areas of Victoria. It examines the habitus and dispositions of educational leaders in challenging contexts, including their own understanding of their location within the field, and the capitals they bring to their leadership. While both principals can be said to be leading for social justice based on the improvement in their schools during their tenure, their approaches are surprisingly and starkly different. One principal conforms to research ideals about social justice leadership, and the other challenges these norms. This paper explores the habitus and dispositions of these two principals and challenges what it might mean for our understanding of social justice leadership.

**Keywords**

*Social justice, educational leadership, primary school*

**Bio**

Katrina is a PhD candidate, teaching associate, and previous MERC convenor. Prior to her PhD, she completed her Master’s degree and taught in primary schools. She also worked with community groups in community
development, particularly around the issues for young people in the community. Before she came to education, she was a research archaeologist.

Abstract: 36 Time: 3:00 – 3:30 Room: G34

Asia Literate Australians or Australian Literate China?
A case study of an elite Sino-Australian international school in China

Jennifer Cutri
Monash University

Abstract
In the 21st Century, otherwise known as the Asian Century, teachers are being educated in an era that is geographically mobilised and technologically-driven with ‘soft-skill’ knowledge. This study will discuss progressive social, political and economic changes associated with globalisation within the Asia-Pacific, along with its relevance to elite education. This paper explores the emergence of an Australian elite school in China. To understand its emergence, I consider Australia-Chinese relations in a post-1989 context.

This sociological investigation is situated within a globalising context of the 21st (Asian) Century. The focus of this study is to contribute to the field of “Elite Independent Schools in Globalizing Circumstances” (Kenway et al., 2014-2017). Due to the rapid globalisation and a range of global force influences, Rizvi (2012, 2017) links this global mindset to meritocratic neoliberalism on social theory. Hence, the identity of 21st Century elites has evolved and taken new shape in response to global contexts and concurrent trends in global capitalism.

I intend to provide scholarship from the perspective of an Asia-Pacific researcher lens to investigate the Sino-Australian elite international school in China. My methodology, global ethnography, will consist of classroom teaching observations and participant interviews of teaching staff and students involved in the VCE program. This unique institution provides an opportunity to select Chinese students with access to Western higher education. I conclude by exploring just what the elite school offers Australian and Chinese elites by analysis of the reproduction of a new form of elitism in the Asia-Pacific through Australian educational influence.

Keywords
21st (Asian) century, globalisation, Asia-Pacific, elite schools

Bio
Jennifer commenced her career in education as a primary classroom teacher and literacy specialist. Upon completing a Masters of Education, which involved International School research, she continues to pursue her research interests of 21st century international education and global mobility through her PhD within the Monash University Faculty of Education.

Abstract: 37 Time: 3:30 – 4:00 Room: G34

A brief history of listening in the concert hall and audience development practices:
Cultural inheritances and ongoing implications

Claire D. Nicholls, Clare Hall, & Rachel Forgasz
Monash University
Abstract
Audience development, the culmination of marketing, programming and education, in the contemporary concert hall is habitually considered a modern practice having emerged twenty to fifty years ago. However, as this paper argues, the true origins of audience development can be traced by examining the history of the public concert exposing not only the emergence of audience development as an organisational practice but also the significance of changes in listening practices and audience membership which continue to impact the ongoing performance of classical music. Exploring this history and the cultural inheritance of the present-day concert hall has ongoing implications for arts organisers, audiences, listeners and educators alike and begins to address the current scarcity of research on the educational element of audience development, particularly in relation to pedagogies of listening.

Keywords
Listening pedagogies, history of audience development, orchestral audiences, history of the public concert, audience education

Bio
Claire D. Nicholls is a school teacher and PhD candidate studying listening pedagogies in concert halls with practical interests in audience development with Australian community orchestras.

Clare Hall is a lecturer in Performing Arts at Monash University. Her research is located in the sociology of education with a focus on music and intersectionality.

Rachel Forgasz teaches and researches in the Faculty of Education at Monash University. She publishes in the fields of embodied pedagogies and applied theatre.

Abstract: 38  Time: 4:00 – 4:30  Room: G34

A Chinese perspective on distributed leadership at the departmental level in Chinese universities

Xintong Lu
The University of Warwick

Abstract
Distributed leadership is a model of leadership focusing upon the interactions, rather than the actions, of those in formal and informal leadership roles (Harris, 2013). It has become one of the most popular and significant leadership styles and is researched abundantly in western countries. The main researching scholars in this field include Alma Harris, James Spillane, Peter Gronn, Kenneth Leithwood, Philip Wood and so on. However, both theoretical and empirical studies about distributed leadership in Chinese Higher Education contexts are very rare. The aim of this study is to determine the extent to which leadership is distributed at departmental level and the factors, which influence leadership distribution in the Chinese context. This is done through the perceptions of Chinese Heads and other members of Departments. The literature review draws upon both theoretical and empirical studies of distributed leadership, providing a conceptual framework for the study. The researcher uses multiple case studies in four departments in the Chinese University, where research is being undertaken. They are the Department of Chemical-Engineering, Math and Physics, Economic-Management and Foreign Languages. Each case study consists of a mixed methods approach using questionnaire surveys and semi-structured interviews. The data collection was carried out in early September 2016 and was finished in December 2016. 338 questionnaires were collected and 41 interviews were conducted. The result of the data collection reflects that distributed leadership does exist in Chinese Higher Education context; the extents and mechanisms of leadership distribution vary in four case departments. For example, according to the questionnaire results, leadership in the Department of Chemical-Engineering is to some extent distributed compared with the Department of Chemical-Engineering, where the leadership is more distributed within this department. The reasons may include subjects, personality of heads and also the distinctive Chinese culture elements.
Keywords

Distributed leadership, higher education, Chinese context, mixed methods

Bio

Xintong Lu is a PhD candidature in the Department of Education at the University of Warwick, United Kingdom. She is doing her research on the distribution of leadership in Chinese Higher Education contexts.

Learning Trajectories

Abstract: 39  Time: 10:30 – 11:00  Room: KG24

When questions answer themselves:
Dialogues between a PhD student and her supervisors

Linh Nguyen
Monash University

Abstract

The journey to a doctoral degree is usually considered an intense period of a student’s research, writing, presenting, and engaging in both pensive and spontaneous conversation with his or her supervisors. Yet the humanistic aspects of such a journey are often overlooked, and much academic discussion tends to be drawn to the final dissertation rather than to the researcher. As a final-year PhD student approaching thesis submission and reflecting on my candidature so far, I can see how several key dialogues between my supervisors and I have gradually shaped my worldview, made me question my positions in academic systems, and simultaneously framed my research. This narrative paper thus highlights the cores of such dialogues, and more importantly, the questions posed as well as space and time given to me to crystallise my thinking and arrive at answers. Looking through a sociological lens, particularly basing myself on the notions of human trajectory and agency, I will explain why questioning and reflecting on questions matter to the discursive path of doctoral research. I will argue for the equal importance of individual agency and identity to the completion of the thesis as a product, and doctoral candidature as a process. The paper concludes with a call to arms – do not lose the momentum and dynamics of being in genuine dialogue with others and in deep reflection with yourself, even if an academic degree has been successfully earned.

Keywords

Sociology of education, human trajectory, agency, reflective

Bio

Linh Nguyen has been a PhD student in the Faculty of Education, Monash University, since 2014. She holds a master degree in Linguistics (Dalarna University, Sweden); and the Endeavour Scholarship for her doctoral study. Her research interests are sociology of education, policy studies, higher education, and digital technologies in education.

Why do secondary-school students learn to play the piano?:
Students’ own understandings

Zijia Cheng
Monash University
Abstract
Permission to print abstract not provided

Keywords
Piano learning, instrumental teaching, motivation, secondary-school

Bio
Zijia Cheng is a PhD student in Monash University. As an experienced piano student, she has a long and winding piano learning experience and gained a Bachelor degree in piano performance. Because of her learning experience, she realised the importance of how piano teachers motivate their students.

Abstract: 41  Time: 11:30 – 12:00  Room: KG24

Using peer-reflection to develop self-regulated learning strategies in Year 10 mathematics

Karen McMullen
Monash University

Abstract
Recent reforms to the Australian and Victorian Curriculum provide a framework for developing students’ awareness of metacognition and self-regulated learning strategies. This study uses educational design research to develop and implement a class-based intervention that aims to improve students’ self-regulated learning strategies. This educational intervention structures an approach to critical peer-reflection as part of Year 10 mathematics lessons whereby students reflect, discuss, observe and model learning strategies.

The development phase of this study occurred during semester one 2017. This phase focused on developing the intervention through a series of lessons designed to promote peer-reflection. Fourteen participants completed the Motivated Strategies for Learning Questionnaire and responded to two vignettes and these data were used along with classroom observations to determine their level of self-regulated learning. After analysis of the data, six participants were selected as case studies and their progress during the intervention was analysed. Interviews with the selected participants were also conducted.

The implementation phase of this study will occur in semester two 2017. This phase will enable the intervention to occur with a different group of participants also studying Year 10 Mathematics. It is expected that this intervention will encourage students to become active participants in their own learning, and have a greater understanding of how to learn so that they progress into further education as better learners.

This presentation will explore preliminary data that has informed the development of the intervention.

Keywords
Self-regulated learning, mathematics, learning, metacognition, peer

Bio
Karen McMullen has been a secondary mathematics teacher since 2006. During her career, she completed her Masters in Educational Leadership (mathematics) and this sparked her desire to continue studying. Her interests are in developing student centred classrooms where students are active participants in their learning.
Negotiating legitimacy and membership: Japanese university students in English-mediated academic communities

Kaoru Matsunaga
Monash University

Abstract

Non-native English speakers (NNESs) in higher education often confront challenges in negotiating their identities to be legitimate members of English-mediated academic communities. Such learners’ academic competency is often at odds with the expectations of the classroom discourse community, where the learning and socialisation that take place are often examined in terms of product- or process-oriented approaches. This study is an exploration and critique of the reductionist binaries between product- and process-oriented approaches that have often disempowered Japanese students in ESL environments and opens up the debate to recognise the academic strengths that these learners are already equipped with and the interrelationships between institutionally sanctioned academic ‘competence’ and past learning experiences.

This qualitative research aims to explore the nature of Japanese university students’ membership in academic communities of practice both inside and outside their classrooms and its implications on their learning and continuous negotiation of identities. In understanding the formation of sense of agency within an academic discourse community, where both learning and socialisation take place, the study identifies students’ perceptions on their in-class learning experiences including factors related to their weaknesses and strengths, and exercise of power, in relation to their socially and culturally situated discursive practice outside the classroom and learners’ past communities of practice. It also examines how to best empower their academic skills necessary for a classroom community based on their strengths that learners are already equipped with. The study involves classroom observations, journal entries, as well as in-depth individual, stimulated recall, and focus group interviews. The study aims to optimise scholars and educators’ understandings of how to best empower these students with the necessary skills in the preparatory stages enabling them to handle these challenges with greater confidence.

Keywords

Identity, empowerment, academic community, critical learning, learner autonomy

Bio

Kaoru Matsunaga is a PhD candidate in the Faculty of Education at Monash University. She obtained her MEd (TESOL) from Monash University in 2013, with a thesis on the pedagogical implications of code-switching in Japanese tertiary EFL settings. Her current research interests are EFL teaching and learning, and identity construction.

Technology & Education

It’s instrumental practice, but not as we know it:
Supporting music students’ self-regulated learning with digital technology

Lydia Wan
Faculty of Education, Monash University, Australia
Abstract

Instrumental practice is central to the attainment of musical expertise. However, recent research has highlighted that primary school-aged children generally do not apply effective strategies in practising their musical instruments. Self-Regulated Learning (SRL) refers to behaviours, thoughts and feelings self-generated by learners to improve how they learn. Children who demonstrate greater SRL tend to apply more appropriate strategies for effective practice, and are more likely to succeed when compared with their peers. As instrumental practice can require considerable resilience and effort, applying appropriate SRL strategies during practice can also support children’s motivation and perseverance.

The rapid growth of Information and Communication Technology (ICT) is offering new ways to support SRL in learning environments. This study aims to explore how instrumental music teachers can use ICT to support the self-regulation of children during instrumental practice. As such, this research examines how children’s self-regulation during instrumental practice can be influenced by ICT, as well as which pedagogical strategies and ICT design aspects work together to support SRL development.

The study will be conducted as a mixed-method collective case study. Two ICT platforms, specifically designed to support instrumental practice and teaching, will be trialled with student and teacher participants. Data will be collected through interviews, questionnaires and observations of instrumental practice sessions. The proposed outcome of this project is to bring together a set of empirically-based ICT design and pedagogical principles to inform further research and development into computer-based learning environments to support children’s SRL and to enhance their instrumental learning experience.

Keywords

Instrumental practice, music learning, self-regulated learning, children, ICT

Bio

Lydia is a PhD student with the Faculty of Education, Monash University. Her background is in instrumental teaching, software development, Computer Science and eLearning. Her research interests include educational technology and music learning.

Understanding the influence of digital technology on young children’s social and emotional learning

Harneet Kaur Sodhi
Monash University

Abstract

Digital technologies are increasingly becoming integrated in the lives of young children. They have access to various digital technologies in home and formal settings such as kindergarten. It has been recognised in the literature that digital technologies form a valuable aspect in young children’s lives to support their various aspects of learning and development. However, there is also a concern about the impact of digital technologies on young children’s social and emotional learning. But, there is scarcity of empirical evidence to support this perspective. Given the lack of understanding and knowledge about this phenomenon, the purpose of the current study is to investigate the influence of digital technologies on young children’s development of relationships with others, their experience and expression of emotions and their engagement with the environment. This investigation will be theorised using the conceptual framework of the Actor-Network Theory to conceptualise about the relationship between digital technology and young children’s social-emotional learning. This Australian based study will be conducted using qualitative case study approach. For data collection, young children (3-5 years) will be observed engaging with various digital technologies in kindergarten and home settings and observations will be complemented with semi-structured interviews with young children. To facilitate better understanding about this concept, parents and educators will be also interviewed to understand their perspective across this phenomenon.
The research findings could be significant to parents, educators and policy makers. It is envisaged that the candidates who will benefit most from this study will be young children through support of their social and emotional aspects through their experiences with a wide range of digital technologies.

**Keywords**

*Digital technology, social learning, emotional learning, young children*

**Bio**

Harneet Kaur Sodhi is a PhD candidate in the Faculty of Education at Monash University. She is in the early phase of her second year and the above topic is related to her proposed PhD project. Before commencing the PhD, she was a primary teacher and private tutor in India.

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### Abstract: 45

The influence of epistemic cognition on university academics’ technology integration and non-integration practices in a blended learning environment

**Anselm Paul**

*Monash University*

**Abstract**

In everyday teaching and learning, it is common practice for teachers to upload a set of readings for students to pore over. Very often, an accompanying discussion forum is set up for critical reflections to be shared. From these practices, two questions may be asked: Do teachers regard the ideas of prescribed on-line readings as sources of authority on the subject matter or do they perceive them with much scepticism? In responding to students’ posts on discussion forums, are teachers ready to correct their own understanding of an issue or do they view themselves as the ‘sage on the stage’ (King, 1993) with fixed answers to questions posed. The proposed study aims to address questions such as these by shedding light on the relationship between academics’ views about knowledge and knowing, and the ways in which they go about teaching with or without technology. Shulman’s Model of Pedagogical Reasoning and Action (Shulman, 1987) will be leveraged as a theoretical lens to explore amongst other variables the reasonings and actions of teaching staff as they work towards the integration and non-integration of technology in the design and delivery of course units via the University’s Learning Management System. Epistemic Cognition is the term encompassing the ideas, views, beliefs and/or theories an individual holds about knowledge and knowing (Hofer, 2016). Since the epistemic management of ideas is at the heart of each of the key phases of Shulman’s Pedagogical Reasoning and Action model, it is highly likely that Epistemic Cognition has an influence on the ways teachers pedagogically reason and act. Interviews and artefact analysis will be adopted as data collection methods to examine the relationship between Epistemic Cognition and Pedagogy. The findings will be of value to academics and professional staff hoping to develop the capacity of staff for blended and on-line teaching and learning. At the presentation, I will share more from literature and past research about the influence of Epistemic Cognition, and the research methodology I am proposing to use.

**Keywords**

*Pedagogy, epistemological beliefs, personal epistemology, blended learning, online learning*

**Bio**

Having worked with the Ministry of Education, Singapore for more than 10 years on diverse portfolios, Anselm is currently a Learning Designer with Victoria University, where he is also overseeing the evaluation of the Blended Learning Strategy and teaching into the GCTE Programme.
**Language Empowerment**

| Abstract: 46 | Time: 3:00 – 3:30 | Room: 164 |

**Language hierarchies among Vietnamese researchers in Vietnam and the diaspora**

Cuong Hoang  
*Monash University*

**Abstract**

In recent years, researchers around the world can share their work and connect with each other through various channels such as academic journals, conferences, academic exchanges, and online forums. This global sharing and exchanging of knowledge is sometimes considered to be inequitable for researchers from countries where English is not spoken as the official language. Nevertheless, the extent to which researchers position themselves in relation to the foreign languages they speak has not yet received attention in the Vietnamese context. In this presentation, I will discuss how various languages such as Russian, Chinese, French and English have been influential in Vietnam and the hierarchy of these languages in researchers’ professional life. I will draw on my qualitative doctoral case study on twelve Vietnamese researchers’ interactions with global academia. Eight of these researchers were working in Vietnam and four were working in the diaspora. I conducted one two-hour interview with each of the researchers in person and via Skype. The findings revealed that all twelve researchers positioned English at the top of the hierarchy and, by highlighting their own lack of confidence and anxiety in relation to English, they showed the significant influence of this positioning on their research. However, findings also revealed the importance of other languages in the Vietnamese context; namely, Russian, Chinese, Japanese and French. These languages were also mentioned by the researchers as being important in their professional life.

**Keywords**

*Hierarchy of languages, global language, Vietnamese researchers, global south*

**Bio**

Cuong Hoang is a PhD candidature in the Faculty of Education, Monash University. He is doing his research on the participation of Vietnamese researchers in global academia

| Abstract: 47 | Time: 3:30 – 4:00 | Room: 164 |

**Family language policy in Chinese Hakka families in Sabah, Malaysia**

Chih-I Liao  
*Monash University*

**Abstract**

Hakka is one of the Chinese ethnic groups, they have scattered in Southern China, Hong Kong, Taiwan and regions of Southeast Asia. Hakka people seem to be an orthodox and conservative group after a long history of diaspora, their language was the lingua franca among various Chinese migration in 1950s in Sabah State of Malaysia (Lee, 1965). When Chinese Malaysian have experienced several periods over the last century (British Malaya, Second World War, the shift of Chinese authority, the establishment of Malaysia), the language use by Hakka is profoundly affected. Although the Hakka population remains majority in Chinese communities in Sabah, however, the Hakka language is no longer the most common language.

In order to adapt to globalisation, the Hakka, a conventional community, is entering a new linguistic phase. Middle-aged Hakka people are capable of speaking various languages such as Hakka, Cantonese, Bahasa Malay, Mandarin, and English (in that order of prevalence) while the teenagers prefer Mandarin and English. The language shift reflects different family language policies in two generations.
This study focuses on parental languages in Hakka families in Sabah of Malaysia. A case study in ethnolinguistic method has been adopted, four pairs of parents and children from Sabah Hakka families were interviewed and observed. The results show that all parents in this study appeared strict Hakka identity but the middle-aged parents did not always practice proportionally to their language behaviour at home. The middle-aged participants speak Hakka to their parents but choose Mandarin as family language to their children. Two of four participants pass down Hakka while the other two claim that Mandarin is the standard parenting language. This study highlights the conflicts of family language policies between two generations, the perspectives of language parenting and Hakka language shift will be involved in the discussion.

**Keywords**

*Family language policy, parenting, language shift, Hakka, Sabah*

**Bio**

Chih-I Liao is a PhD student in Faculty of Education at Monash University. Her PhD thesis working title is Language use by Hakka in Sabah. Her research interests concern ethnolinguistics, diaspora and Hakka. Chih-I received her Master’s degree from National Central University in Taiwan with a focus on language contact between Hakka and Amis (one Formosa languages).

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**Local literacies and language empowerment in Indian higher education**

*Vasavi Annamalai*

*Monash University*

**Abstract**

Medicine is one of the most sought-after tertiary courses in India. It has been mandated within language policies throughout the Indian Higher Education (HE) system that English be the only language of instruction in the study of medicine. Students of Higher Education, coming through multilingual education in school and college level, complete the above professional courses exclusively in English.

Higher Education language practices in India, where many students come from a multilingual background, support and empower certain identities (Blackledge and Pavlenko, 2001). This research explores the linguistic frameworks employed by participants studying medicine in the selected medical college. It looks at how these students perceive language practices in their day to day life and how they experience English as an academic language.

Current paper provides an initial analysis of the data. Semi-structured interviews extracted data on language practices of student participants in a South Indian Medical college. This paper is written based on an initial analysis of interview data collected for this case study research. Initial findings show that participants code-switch between their L1 (Telugu) and L2 (English) for communication with peers in non-academic contexts. Other language practices used by participant undergraduate students in their academic contexts would be presented in detail in the paper.

**Keywords**

*Higher education, local literacies, empowerment, linguistic capital, identity.*

**Bio**

Vasavi Annamalai is a student pursuing PhD in the faculty of Education at Monash University, Clayton Campus. She is carrying out a case study research involving a holistic study of language practices that students of Higher education engage in. The present paper is an excerpt from her PhD project.
Inclusive Education

Rethinking inclusion of children with disabilities:
Case study on participation of children in a mainstream preschool setting in Australia

Fatema Taj Johora
Faculty of Education, Monash University

Abstract
Inclusive education policies are advancing internationally and nationally and some children with disabilities are attending mainstream preschools and schools. However, very little is known about their participation in mainstream institutes. Inclusion at preschool level has received less attention from researchers (Law et al., 2012; Raghavendra, 2013). This study is going to explore participation of children with disabilities in Australian mainstream preschools through video observation of children with disabilities, their peers, and staff conducting preschool activities, interviews with staff and parents, and through collecting relevant documents (e.g., portfolio, artworks) to analyse.

Disability is usually explained using medical model and social model but Vygotsky’s (1993) cultural-historical view of secondary disability and inclusion remained behind the scene. Using Vygotsky’s cultural-historical theoretical and methodological lenses this study will try to understand the process of participation of children with disabilities in preschools. The findings will contribute to literature gap in regard to inclusion in preschools and will have implications for early childhood education policy and practices.

Keywords
Inclusion, disability, participation, cultural-historical theory

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

The experiences, perspectives, and aspirations of vulnerable adolescents in Australian secondary schools planning for the transition to adulthood

Luke Macaulay
Monash University

Abstract
There is a known link between educational opportunity and future economic and social prosperity. Vulnerable youth in Australia are experiencing educational and systemic challenges in positively transitioning to adulthood, and are not well prepared to take on social and economic opportunities (Education and Employment References Committee, 2016; Lamb, Jackson, Walstab, & Huo, 2015). Yet, little is known about the experiences and aspirations of vulnerable adolescents regarding planning for their transition to adulthood. This paper aims to address the absence of first person accounts of the lived experiences, perspectives, and aspirations of vulnerable youths in Australian secondary schools in Victoria planning for the transition to adulthood. This research will
use a qualitative research design, where 16-20 participants will be recruited from government, independent, Catholic, and special education sectors. This research will use a voice centered relational methodology and a Bourdieusian theoretical framework. Semi-structured interviews will be conducted, after which the data will be analysed multiple times from different perspectives to garner the meanings expressed via the voice. This research is currently in the pre-confirmation stage and as such the focus of this paper is a review of the current literature, and a review of the relationship between this topic and the methodological and theoretical framework chosen for the study. It is hoped that the results of this research will be used to highlight any identifiable dissonance between policies and to inform practices in schools that support the planning of vulnerable students transitioning to adulthood.

**Keywords**

Transition to adulthood, educational disadvantage, vulnerable adolescents, Australia.

**Bio**

Luke Macaulay is a PhD Candidate in the Faculty of Education, Monash University. His previous education is in philosophy. His research interests are in social justice, educational and social equity, and the transition to adulthood of vulnerable adolescents.

**Health-Related Research**

**Abstract: 51  
Time: 4:00 - 4:30  
Room: G25**

**Epidemiology of swallowing disorders in HK elderly: An interim report**

*Dai Pu, Edwin Yiu & Karen Chan  
University of Hong Kong*

**Abstract**

**Background:** Swallowing disorders, otherwise known as dysphagia, can often occur as a result of a primary disease or condition, such as stroke or head and neck cancers. In the elderly, a combination of ageing-related deterioration and age-related diseases means that the occurrence of dysphagia is higher than the general population. However not enough is known about the complex nature of dysphagia in this group.

**Aims:** Identify factors associated with dysphagia in the elderly.

**Methods:** Adults aged 60 and over from nursing homes and the community were recruited for the study. The independent variable is the presence/absence of dysphagia as determined by a standardised water swallowing test. Dependent variables are cognitive function, oral motor function and medical history, which are obtained from a clinical examination or case file review.

**Results:** Two hundred and fifty-five participants were recruited for the study. Their mean age was 82.5 years. Ninety-two (36.1%) showed signs of dysphagia. Statistical analyses showed that respiratory and neurological diseases, pneumonia and subsequent hospitalisation, medication, dependence for activities of daily living, reduced cognitive function, and motor speech functions were positive correlated with dysphagia. Further analysis showed that different dependent variables can be used to identify those more likely to suffer from dysphagia in elderly who are able to cooperate with a clinical examination and those who are too frail.

**Conclusions:** A number of factors associated with dysphagia in the elderly were identified that can aid clinicians working with this population. Further research is needed to pinpoint more reliable and objective predictors.

**Keywords**

Epidemiology, dysphagia, geriatric
Conference Room Locations

Education Building – Ground Floor (Rooms G19, G23, and G34)

Education Building – First Floor (TLS: Morning Tea and Lunch; Rooms 164 and 173 past kitchenette via corridor north)

Krongold Building – Ground Floor (Rooms KG23 and KG24)
What does MPA do for HDR students?

MPA employs advocates to give professional and confidential advice on the following:

- Milestone progression and non-confirmation
- Student/supervisor relationships
- Publishing and Authorship
- IP and Patents

MPA now has a dedicated peninsula staff member who will be on campus every Tuesday for consultation between 12-2pm, Struan House PG lounge.

Drop-in or make an appointment (see contact details below)

mpa@monash.edu / 9903 1880
WHAT IS MONASH EDUCATION RESEARCH COMMUNITY (MERC)?

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

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

History of MERC

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

In August 2004, ERCSS was renamed to MERC in response to staff and students’ requests for a new name that would truly reflect its mission and manifesto beyond the faculty community. This name change coincided with greater participation of Graduate Research students and a more extensive program. Informal weekly lunch meetings continued to provide a platform for newly enrolled Graduate Research students to meet others and introduce themselves, but MERC also became a stronger voice faculty wide. MERC began to represent Graduate Research students at faculty sub-committees such as the Research Resourcing Sub-committee and the Research Induction committee.

Rosamund Winter
Research Fellow, founding member of MERC

Annual MERC conference

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

MERC social events

Who says that doing research is a lonely journey?

MERC runs several social events that help Graduate Research students and researchers in the faculty to develop a supportive network and friendly community. Graduate Research students and researchers from all Education campuses are warmly welcomed.

More information

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

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

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

Professor John Loughran,
Executive Dean, Monash Education