Faculty of Education

2014: Making a difference: How does your research matter?
Proceedings of MERC Annual Conference, Friday 4 July 2014

“It is quite common to talk about students moving through education. But education itself must move too – move with the times and that requires blue-sky thinking from everyone involved. Let’s think and dream big.”
Proceedings
of the
Monash Education Research Community
2014 Annual Conference

Making a Difference:
How Does Your Research Matter?
Editor: Roy T Smalley

Monash University, Clayton, Victoria
Friday, 4 July 2014

Sponsored and Supported by
Organising Committee

Stella Laletas  MERC Academic Convenor, Clayton
Jennifer Mansfield  MERC Academic Convenor, Berwick
Judith Gomes  MERC Social Convenor, Peninsula
Yijun Hao (Selena)  MERC Academic Convenor, Peninsula
Roy Smalley  MERC Conference Representative

Thank you to the following volunteers who created a fantastic and successful conference.

Khanh-Linh Tran-Dang (Linh), Annabella Fung, Anne Newton, Mircea Matthews, Shuhuan Pang, Cuong Hoang, Junqian Ma

Acknowledgements

The MERC Conference 2014 organising committee would like to take this opportunity to express our sincere gratitude and highest appreciation to:

- Keynote Address: Associate Professor Gillian Kidman
- Discussion Panel: Associate Professor Andrea Reupert, Dr Liang Li, Dr Wee Tiong Seah
- Reviewers: Dr Raqib Chowdhury, Dr Anna Podorova, Dr Avis Ridgway, Dr Liang Li, Dr Wee Tiong Seah, Dr Gloria Quinones, Ms Soo Wee Ho, Megan Adams, Phillip Chan
- Research Degrees Office: Mayur Katariya and Paulynn Taylor
- Professor Ilana Snyder, Associate Professor Joanne Deppeler, Ms Rosamund Winter and the Research Degrees Committee for their ongoing support
- Education Support Teams: Bronwyn Dethick, Kristian Lofhelm and George Georgiou
- Marketing Team, in particular Samantha Bennett
- All conference participants

We also would like to thank all other faculty members and student volunteers who willing supported and helped MERC make this event successful.
Welcome message from MERC Convenors

MERC Annual Conference 2014
Making a Difference:
How Does Your Research Matter?

‘Making a Difference’ in education benefits the whole community

The aim of research is to make a difference through building knowledge and developing different understandings and expertise in the field. The challenge for educational research, however, is to bridge the gap between research and practice. The impact of educational research in making a difference for practitioners and learners can be mobilised through generating conversations, sharing and collaboration.

By strengthening educational research through collaboration, researchers can help create a capacity for purposeful questioning of practices and sustaining innovation in the field of practice. Your research contribution to this endeavour is an important part of the process. The sharing of knowledge and wisdom is the way researchers hope to make a difference in education that will ultimately benefit the whole community.

At Monash University, HDR students are extremely fortunate to be part of a vibrant research community that values and encourages sharing and collaboration. The annual MERC conference brings together researchers from a wide range of educational contexts and countries, and provides a unique opportunity for them to present and discuss their work. We believe the diversity we have in our faculty is the key source and power to make a difference. We hope the MERC annual conference and other MERC events during the year assist you in your endeavours to help make a difference with your own research.

On behalf of all the MERC convenors we welcome you to the Monash Education Research Community Conference for 2014. We hope you find the day enriching and inspiring regardless of where you are in your HDR journey!

Warm regards,

Stella Laletas
Academic Convenor
Clayton

Jennifer Mansfield
Academic Convenor
Berwick

Judith Gomes
Social Convenor
Peninsula

Yijun Hao (Selena)
Academic Convenor
Peninsula
General Information

Registration
Registration begins at 8.30am on the day of the conference in the ground floor foyer of the Education Building 6 (Clayton Campus). Throughout the day, last minute sessions, time and/or venue changes, as well as other relevant announcements, will be posted on a message board by the registration desk in the foyer.

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

Parking
Parking will be free of charge for the entire day to all conference participants in designated blue areas on campus – SE4 Multi-level car park. Check with Clayton security, building 61 (near building 6), for further details. No permits need to be displayed.

Poster Display
Participants are invited to view the poster presentations on display all day at the Teaching/Technology Learning Centre (TLC) Foyer, Level 1 (building 6). Authors of the posters may be available from 4-4:30 to answer individual questions.

Conference Lunch
A mouth-watering conference lunch will be served in the TLC on Level 1 (building 6). Food is also available on campus at various outlets and at one licensed bistro within the Campus Centre, and another below the Matheson Library.

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

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

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

If you have any questions or concerns, please feel free to approach MERC volunteers – we are more than willing to assist.
Making a Difference: Ensuring your research has impact

Associate Professor Gillian Kidman
Berwick Campus, Monash University

Making a Difference - Will your educational research make a difference? For whom? and How do you know you are making a difference? Educational research is about discovery and application and can be loosely defined as the synthesis of content and methodology to find something new, or do something new. To make a difference your research needs to help develop an understanding of the complexity and context of education, not merely the content and methods. Your research needs to validate all the previous years of learning and contribute at last, in however small a way, to a body of knowledge that we call Education. To make a difference, we must all learn from your research. To complete your educational research higher degree, your will need have the latest literature overview which has been viewed through an analytical lens, the best methodological design and data analysis, along with an outstanding interpretation of the overall topic; however for us all to learn from your research - to make a difference - issues such as understanding your audience, asking the right questions, and choosing your methods of communication are critical. This address will offer suggestions as to what to do, and what not to do, to ensure your research is making a difference.

Biography

Gillian came to the Monash University in November 2013 from the Queensland University of Technology (QUT). She is passionate about science and mathematics education. Her teaching and curriculum design is award winning at both the State and National levels. Gillian is particularly interested in inquiry forms of teaching and learning and the potential inquiry has in terms of the integration of science and mathematics. At QUT she was a Level 1 Supervisor, and was a QUT Supervisor Mentor – The highest level of Higher Degree supervision available to QUT academics.

Gillian has supervised 4 PhD’s to completion, 2 Educational Doctorates to completion, and 2 Masters by Research to completion. Four of these completions were nominated for Outstanding Thesis Awards by their external examiners. Gillian’s final QUT supervision was for Dr David Nutchey who was awarded both the QUT and the Faculty of Education Outstanding Thesis Awards for 2012.

As a highly experienced supervisor, Gillian ensures her supervisions are a continuous co-learning journey for both herself and her research students, thus ensuring the research degree, from the very beginning, is making a difference.
DISCUSSION PANEL

Room G 23

Panel Convenor: Christine Grove

Panel Chair
Associate Professor Andrea Reupert

Associate Professor Andrea Reupert is a therapist, teacher and researcher. She spent over ten years as a school counsellor in the public education system, in Victoria and Queensland, working with children aged 0-18, and their families, teachers and other associated professionals.

Together with her team, Andrea has established an active program of research on parents with mental illnesses and their families, in partnership with people in recovery. Her team is involved in developing psycho-social resources for parents and clinicians, integrating the current knowledge on parents with mental illnesses, and evaluating interventions for families, including the innovative, *Let’s Talk about Children* intervention. Dr Reupert has received funding from the Department of Education & Early Childhood Development, Department of Health, beyondblue and the Australian Infant, Child, Adolescent & Family Mental Health Association.

Panel Members

“The journey of a thousand miles starts with the first step”

Liang Li

Dr Liang Li began her career in Australia as an early childhood qualified teacher, working for two years in a kindergarten before she started her PhD study. She is now a lecturer in early childhood education and she has completed her PhD course in 2012. Her research interests focus on child development, family study, play and pedagogy, cross-cultural research, early childhood teacher education and visual methodology.

“The journey of a thousand miles starts with the first step”, it means he who would climb the ladder must begin at the bottom. This presentation shows a journey from a PhD student to an academic scholar. It gives insights into how to build up professional portfolio from the beginning of the PhD study and how to apply for an academic job at university.

The Third Wave: The Values Approach to Optimising (Mathematics) Learning

Wee Tiong SEAH

Dr Wee Tiong SEAH is Senior Lecturer of Mathematics Education at the Peninsula campus. He is a teacher educator with international and national recognition for his research on the use of the volitional variable of values to activate students’ cognitive skills and affective dispositions relating to mathematics learning and teaching. Wee Tiong currently leads the ‘Third Wave Project’, a 17-country research consortium which coordinates research studies into the harnessing of values in school mathematics education. He is featured in the 2014 ‘Encyclopedia of Mathematics Education’ for one of his studies investigating the professional socialisation experiences of immigrant teachers of mathematics in Australian classrooms. Wee Tiong is member of editorial boards of several journals, including the ‘International Journal of Science and Mathematics Education’. He has also served the community through active memberships of APEC project teams and of the Australian Commonwealth government’s advisory board. Within the Faculty, Wee Tiong is the Graduate Coordinator (HDR Progress) from the Research Degrees office.
## PRESENTATIONS
### Concurrent sessions

### 10:00-10:30 am

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<thead>
<tr>
<th>Room</th>
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| G19  | #1       | Exploring the impact of change in early childhood education  
*Lauren ARMSTRONG* |
| G23  | #22      | Developing a novel methodology as a way of making a difference  
*Jennifer MANSFIELD* |
| G25  | #3       | Theorising *geo-identity* and David Harvey's space: School choice patterns of the geographically bound middle-class  
*Emma ROWE* |
| G34  | #33      | Digital technologies and learning in a Punjab school: a case study  
*Ramandeep KAUR* |
| 164  | #4       | Teacher educators! Your voice in the ELT reforms?  
*TRAN-DANG Khanh-Linh* |
| 173  | #11      | The ethical mattering of gender-sex and science in education  
*Blue MAHY* |

### 10:30-11:00 am

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| G19  | #45      | Culturally organised traditions of learning practices: Rogoff's socio-cultural perspective addressing play-oriented early learning and development  
*Nurun Nahar CHOWDHURY* |
| G23  | #13      | “I don’t want this marriage anymore.” – making the unheard-heard!  
*Farzana KHAN* |
| G25  | #36      | Micropolitics of Higher Education at Private Sector in Bangladesh  
*Ariful Haq Kabir* |
| G34  | #38      | Are schools ready for BYOD? A systematic review of school's implementation of BYOD programs  
*Kitty JANSSEN* |
| 164  | #15      | Why do we implement MoE? A process drama approach in EFL context  
*Sitti FATIMAH* |
| 173  | #10      | Parental involvement in mathematics education of their children  
*Daya WEERASINGHE* |

### 11:00-11:30 am

**Morning Tea:**  
Teaching/Technology Learning Centre (TLC), 1st Floor
11:30-12:00 pm  Session 3

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| G19  | #19      | Issues in conducting research with young children: a socio-cultural perspective  
        Nurun Nahar CHOWDHURY |
| G23  | #43      | A longitudinal investigation of how academics learn teaching  
        Cathryn Louise McCormack |
| G34  | #8       | A snapshot in time: A 21st century Chilean school in the digital age  
        Michelle ESPINOZA |
| 164  | #24      | Vietnam’s current foreign language policies and their effects on Vietnam’s future development  
        Cuong HOANG, Binh TA, Phuong CAO |
| 173  | #39      | Exploring the Pedagogical Reasoning of a Physics Teacher Educator  
        Alberto MARINGER |

12:00-12:30 pm  Session 4

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</table>
| G19  | #5       | Cultural identity formation in young expatriate children  
        Megan ADAMS |
| G23  | #20      | Imagination, connecting, and the creation of knowledge  
        Joy WHITTON |
| G34  | #46      | Impact of the internet use on tertiary education students’ learning experiences in India  
        Sandeep Kaur SANDHU |
| 164  | #2       | Introducing lesson study to EFL teaching in Indonesian tertiary context  
        Eko PURWANTI |
| 173  | #9       | The importance of spirituality in children’s education: A philosophical exploration  
        Haleh RAFI |

12:30-1:00 pm  Session 5

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<th>Room</th>
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        Anamika DEVI |
| G23  | #12      | Sharing classes with international students: The experiences of Australian domestic higher education students  
        Jane MILLOY, Dr. Louise JENKINS |
| G34  | #21      | Digital media as a tool of creative expression |
Elena PETROV

164  #23  Between parents and peers: Ethnic identity negotiation among young Australians of Indonesian origin  
Ahmad BUKORI-MUSLIM

173  #26  Small Science in infants-toddlers everyday family life  
Shukla Sikder

1:00-2:00 pm  Supervisor-Student Lunch.  
Teaching/Technology Learning Centre (TLC), 1st Floor

2:15-3:00 pm  Discussion Panel.  
Room G23  
Chair: Associate Professor Andrea Reupert  
Panel: Dr Liang Li and Dr Wee Tiong SEAH

3:00-3:30 pm  Session 6

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| G19  | #30      | The profiles of school readiness in Indonesia  
Wahyu NURHAYATI |
| G23  | #18      | Shaping the Jazz Journey: A phenomenological study of improvisors’ learning, process and content.  
Leon de BRUIN |
| G25  | #47      | Communicating in the workplace: The need for professional skills in an international business setting  
Mohammad Moninoor Roshid |
| G34  | #41      | Old habits die hard, but what is their value: Overcoming risk to integrate digital technology into mathematics pedagogy.  
Marguerite O’BRYAN |
| 164  | #37      | Metacognition and second language Hebrew writing - a qualitative approach  
Anat WILSON |
| 173  | #14      | Talk around texts: Trials and tribulations  
Sue WILSON |
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| G19  | #34      | First generation Chinese Australian child’s role adjustment during the transition from preschool to primary school  
Junqian MA |
| G23  | #7       | A musically rich and linguistically diverse life: An autoethnography  
Annabella FUNG |
| G25  | #44      | Do apprentices in different trades persist or drop out of training for the same reasons? An occupational approach to classifying apprentices at risk  
Tim POWERS |
| G34  | #42      | Digital game as a cultural tool: Engagement of teenagers in science content  
Farah DEEBA |
| 164  | #32      | Studying hard or studying smart? What motivates the CHC learner and how do they approach their learning?  
Collette CHANG |
| 173  | #28      | Children's imagination and emotional experience of fairy tales and everyday play narratives  
Sue MARCH |

### Afternoon Tea

**Teaching/Technology Learning Centre (TLC), 1st Floor**

**Poster Presentations**

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| TLC  | #16      | Students' perceptions of the psychosocial learning environment: Improving engagement in mathematics  
Roy T SMALLEY |
| TLC  | #40      | Science concept formation in early years: Home and preschool experiences  
Judith GOMES |
| TLC  | #48      | Home and school pedagogy: Expatriate families with young children transitioning into Malaysia  
Megan ADAMS |
### Session 8

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<th>Room</th>
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| G19  | #31      | Young children's concept formation: a cross-cultural study of children's imaginary play at home  
Yijun HAO |
| G23  | #29      | Exploring secondary students' attitudes towards school science in Bangladesh  
Foez MOJUMDER |
| G25  | #25      | Processes of change in peer support programs for children of parents with a mental illness: How does connection with peers empower children?  
Christine GROVE |
| G34  | #35      | Student and teacher collaboration, a strategy for improving ICT integration in the primary school setting  
Bianca CUMINE-GROZA |

164  No presentation
173  No presentation

### 5:00-5:15 Plenary Session

**Room G23**

Judith Gomes  
MERC Social Convenor, Peninsula  
Rosamund Winter  
Research Fellow
Abstracts

The program for the day is divided into eight 30 minute sessions. Each session has five or six concurrent presentations. The duration of each presentation is 20 minutes for the presentation and 10 minutes for questions and feedback.

Papers are organised by Abstract number. Presenter’s names are underlined. Session numbers include the room number for each presentation as outlined in the program.

Abstract: 1

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<td><strong>Exploring the impact of change in early childhood education</strong></td>
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<tr>
<td><strong>Lauren ARMSTRONG</strong></td>
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**Abstract**

**Background:** In recent years, international early childhood education has gone through substantial changes to policies, theories and practices. Similarly in 2009, the Australian early childhood field underwent a major change with the introduction of a new Australian framework entitled the Early Years Learning Framework (EYLF). Research on educational change processes highlight that change in thinking and practices is a slow ten year process during which individuals go through different stages of change (Pendergast, 2006). A recent pilot study revealed confusion and resistance among practitioners regarding the EYLF and a significant connection with disparities in pre-service training and professional development (Armstrong, 2013).

**Objectives:** This study aims to identify how early childhood practitioners engage with specific processes of change; how these processes are understood and managed at centre level and whether adequate training and support is provided which may facilitate these processes of change.

**Methods:** A poststructural perspective underpins this study. It is estimated that approximately 300 Victorian pre-service students, qualified practitioners and pre-service program leaders will be recruited via vocational and tertiary institutions. Although the development of this study’s methodology is still in the early stages, it is expected that a mixed-methods approach will be used and Foucauldian Discourse Analysis (Willig, 2013) will be applied in combination with the Educational Change Model (Pendergast, 2006) and the ADKAR model (Hiatt, 2006).

**Findings/Conclusions:** It is anticipated that the educational research approaches utilised in this study will provide a stronger understanding of the adaptability and preparedness necessary for educational change in early childhood education.

**Bio**

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

Abstract: 2

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<td><strong>Introducing lesson study to EFL teaching in Indonesian tertiary context</strong></td>
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<td><strong>Eko PURWANTI</strong></td>
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<td><strong>Monash University Australia</strong></td>
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**Abstract**

**Background:** Lesson study, a form of continuous professional development for teachers, has been introduced to many schools in Indonesia. Originating in Japan, lesson study is an activity by which a group of teachers collaboratively plan, teach, observe, and debrief research lessons, and has been implemented for more than a decade at the secondary schools level, resulting in teaching practice improvement in Indonesia (See Lewis, 2009, Suratno, 2012). The success of lesson study program in secondary schools level then needed to be extended into the tertiary level, and introduced to many universities across the nation, including EFL teaching in the Language Training Centre of University of Muhammadiyah Yogyakarta. However, the application of lesson study in tertiary context has not been broadly implemented. A thorough investigation on the feasibility of lesson study application and why it was considered to become an appropriate form of professional learning in the Language Training Centre now warrants further investigation.
**Objectives:** This study seeks to investigate whether English secondary school teachers’ perceptions of lesson study may assist the emerging application of lesson study at tertiary levels in Indonesia. The study focuses on English secondary school teachers’ perceptions on lesson study as a form of professional learning and how these perceptions align with those of English instructors.

**Methods:** This study employed qualitative methods using focus group discussion as the data collection technique. Seven English instructors were involved in this study.

**Findings and Conclusions:** The findings reveal that the principles of collaborative teaching, mentoring, sharing, and reflections existing in the Language Training Centre are actually the basic principles of lesson study, and this lesson study becomes a means to maintain English instructors’ professional learning.

**Bio**

Eko Purwanti, graduated from the State University of Yogyakarta in 1995 and got her Master degree from Gadjah Mada University, Yogyakarta, Indonesia in 2005. She has been teaching in Muhammadiah University of Yogyakarta, Indonesia for more than 10 years, and is currently pursuing her doctoral degree at Monash University, Australia.

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**Theorising geo-identity and David Harvey’s space:**

**School choice patterns of the geographically bound middle-class**

**Emma ROWE**

*Monash University, Clayton, Australia*

**Abstract**

This paper draws on David Harvey’s theory of absolute and relational space in order to critique geographically-bound school choice patterns of the gentrified middle-class. I theorise the concept of geo-identity, to argue that participant’s school choices are rendered by two distinct, yet overlapping, productions—their class and identity. Data is generated by a longitudinal ethnographic school choice study, and in this paper I draw on interviews with campaigners who are lobbying for a locale-specific public school. I argue that categories of class are principally measured and distributed via geographical (or residential) positioning, and this directly influences school choices.

**Bio**

Emma Rowe is a PhD Candidate and Sessional Academic in the Faculty of Education, Monash University. Emma uses qualitative and quantitative methods to research matters related to policy and educational sociology. She is the recipient of an Australian Postgraduate Award (2011) and her research is listed as one of the highest read papers on Taylor & Francis, *Critical Studies in Education*. Emma has worked as an editor, freelance writer and English teacher.

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**Teacher educators! Your voice in the ELT reforms?**

**TRAN-DANG Khanh-Linh**

*Monash University, Victoria, Australia*

**Abstract**

The current English Language Teaching (ELT) reform in Vietnam involves four main stakeholders, namely 1) the government with the Ministry of Education and Training as its representative, 2) teacher educators, 3) in-service teachers, and 4) pre-service teachers. Drawing on contemporary education policies, relevant review of theoretical and empirical studies, and the author’s experience in the field as a mid-career teacher educator, the paper discusses both the unique challenges that each stakeholder confronts and the inter-relationship between these challenges. Recognizing that the current top-down approach in education reform has revealed many drawbacks, the paper then calls for a more holistic approach whereby all stakeholders can state their concerns. In essence, the paper emphasizes that the key to solving the issues inherent in the reform process is an investment in the English language teacher educators. Capable as both teachers and researchers, they are best placed as to carry the functions of the ‘transmitter of information’ on theories and policies, the ‘mentor’ and the ‘awareness-raiser’ for both pre-service and in-service teachers (Ellis, 2010). The paper argues that enhancing the roles of the EL teacher educators can also bridge the gap between teacher education and school teaching, as well as between pre-service and in-service training.
Bio

TRAN-DANG Khanh-Linh is a principal lecturer at Nhatrang College of Education in Vietnam. Having trained secondary and primary English language pre-service teachers for over fifteen years, she has developed an insight into English language teaching in Vietnam. She is currently a PhD candidate at Monash University. Contact her at dang.tran@monash.edu

Abstract: 5  Session: 4 - G19

Cultural identity formation in young expatriate children

Megan ADAMS
Monash University, Victoria, Australia

Abstract

Many multi-national companies employ highly skilled, internationally mobile workers known as expatriates, who move around the world with their families. There is limited research capturing the complexity across everyday settings of the home and school as the families begin their new lives. Cultural identity is an important concept in this population and researching children’s evolving cultural identity development within cultural historical theory points to the need for analysis of international transitions as a dynamic relation. By using perezhivanie (Vygotsky, 1994) as the unit of analysis, the dynamic relation between each child’s personal characteristics and their social and material environment is revealed.

A multiple case study approach was used to research five families with seven focus children (mean age of 5.6 years). Data includes 90 hours of digital video recording and interviews to capture everyday lives of children and families in transition and will focus on presenting video examples from two families. Findings reveal that initially everyday family practices and belongings are absent. As families begin to settle into a stable home environment, the mother creates an historical “sameness” to build on a known cultural identity. However, the children’s relation with their new environment creates the need for open communication between home and school. By analysing empirical data using Vygotsky’s (1994) theoretical lens, emotions highlight how international transitions are transformative in relation to a child and family’s individual and collective cultural identity. This paper makes an important contribution to an emerging field of research as more families move countries and proposes theorisation from a cultural historical perspective of young children’s dynamic cultural identity during an international transition.

Bio

Megan Adams is a PhD student at Monash University and is supervised by Professor Marilyn Fleer. Megan has a Masters in Early Childhood Education and is an experienced classroom teacher. Megan’s current research interests are cultural historical contexts of early childhood education, children and families experiencing global transitions and home/school pedagogy.

Abstract: 6  Session: 5 - G19

“Concept Formation” in early childhood settings:
A cross cultural study of preschool children.

Anamika DEVI
Monash University, Victoria, Australia.

Abstract

According to Vygotsky’s cultural-historical theory child’s higher mental functions including concept formation develop with help of existing child’s surrounding environment (Vygotsky, 1994). In this study, the main effort is being directed to children’s concept formation where Vygotsky’s cultural historical theory will be framed to focus the findings. However, very few empirical works have been conducted into children’s concept formation, particularly in diverse cultural contexts. This study seeks to gain a holistic view of parents and educators regarding children’s concept formation in diverse culture in Australia. Furthermore, the study intends to investigate on collaborative practices of parents and educators to address children’s concept formation.

Based upon Vygotsky’s cultural-historical theory, Fleer’s (2010) model of ‘conceptual play’ will be used to structure the study that how concept formation does happen in imaginary play. In qualitative methodology, a “dialectical-interactive” (Hedegaard & Fleer, 2008) approach will be employed to support the study design and analysis data in both institutional (home and early childhood centre) practices. Data will be gathered from three different immigrant families in Victoria.
This research may have the significant potential for wider application where effort will acknowledge in diverse cultures to understand the children’s concept formation, and importance of collaboration in different institutional contexts. Additionally, the result of the study might be helpful for early childhood teachers and professionals to work more conceptually within a conceptual-imaginative framework.

Bio

Anamika Devi is current PhD student in the Faculty of Education, under the main supervisor of Professor Marilyn Fleer, associate supervisor Dr. Liang Li and Dr. Chris Peers. Her thesis is on the subject of “Concept Formation” in early childhood settings in diverse cultural contexts. She has work experience in early childhood sector. Her research interests are cultural-historical perspective of early childhood education, diverse culture, everyday and scientific concept, pedagogy, children’s imagination, early childhood science and technology.

Abstract: 7

**A musically rich and linguistically diverse life: An autoethnography**

**Annabella FUNG**

*Monash University, Faculty of Education, Clayton Campus*

**Abstract**

I am a Chinese-Australian who left Macau for Australia at the age of fifteen. Macau, a Portuguese colony, was the window to the West. I have been immersed in diverse cultural climates, worked in a range of settings, and I consider all experiences as essential steps of my evolution. In this autoethnographical study, my selected lived experiences are the core, framed in a cultural, social and political context. Within the field of evolutionary psychology, it has been well documented that language has evolved from our original development and use of music. Music psychologists argued that music education and musical engagement are crucial in self-discovery and identity construction. Being a multi-instrumental, multi-lingual and multi-occupational individual, I consider myself primarily a performing musician. My identities in music (IIM) as pianist-accompanist, singer, choral conductor, composer and dance instructor, have served to benefit and accelerate my secondary learning in other disciplines. Music was the means to form my other identities (MII) as counselor-advocate, author, interpreter-translator, secondary school teacher, and academic researcher. The findings of this study are congruent with existing theories which suggest that in contemporary multicultural societies, music can form an individual’s core identity from which complex multiple identities may exist. It must be recognized that an individual’s multiple identities are framed within complex, changing sociocultural contexts. Thus, through an examination of my journey, I as musician and teacher understand it is important of not making assumptions, encompassing difference and divergence, teaching inclusively, and knowing people as complex individuals framed by their experiences.

Bio

Annabella is a Chinese-Australian who was born in a Portuguese colony and migrated to Australia at 15. She is a recipient of numerous scholarships, grants, awards, and a cultural ambassador. Annabella has multiple occupational identities as performing musician, composer, counsellor-advocate, author, researcher, interpreter-translator, studio and school teacher of diverse disciplines.

Abstract: 8

**A snapshot in time: A 21st century Chilean school in the digital age**

**Michelle ESPINOZA**

*Monash University, Melbourne, Australia*

**Abstract**

The research arose from an interest in the use of digital technologies in Chilean schools. Drawing away from the literature regarding the potential of digital technologies to transform teaching and learning, my focus was to investigate how digital technologies are actually being used in the Chilean educational context. If they are being used, how are they being used, for what purposes and under what circumstances. In order to produce an in-depth understanding of technology practices in Chilean schools today, I undertook a ‘compressed ethnography’ that included interviews, participant observation, a researcher journal and a survey. The unit of analysis was a single private-subsidised school in northern Chile, which has a particular structure, institutional culture and composition. However, this school also reflects a global trend towards ‘integrating’ ICTs into classroom practices, a trend echoed in Chilean educational policies. The overall aim of the study of La Pampa School, a pseudonym, is to report on how this particular school makes sense of technology integration by examining the realities of the people who work and study there. This paper will present the way in which the study was conducted as well as the main themes that arose from the fieldwork. I will particularly refer to the ways in which digital
technologies are actually being used in the classrooms in this specific school and advocate the need to reshape our understandings of how things are done with technologies in the school.

Bio
Michelle Espinoza is a PhD candidate at Monash University, Australia. She is researching the actual use of digital technology schools. Michelle has worked in teacher education for 12 years and, since moving into educational policies, digital technology and 21st century schools, has developed an interest in the challenges that schools face today.

Abstract: 9 Session: 4 - 173

The importance of spirituality in children’s education: A philosophical exploration

Haleh RAFI
Monash University, Melbourne, Australia

Abstract
This research investigates the possibility of spirituality being reintroduced to a secular education system and the research ideas presented here will be situated in the secular educational context of Australia. A discussion of spiritual education for children may be seen as challenging mainly for two reasons. First, from the emergence of secularism, religious education has been officially omitted from children’s education with the hope that children stay free from all imposed religious ideas and choose their own ideology when they are mature enough to make their own choices. Thus, many educators see spiritual education a threat to children’s freedom of mind. Second, there exists so many varied forms of and different definitions for “spirituality” that a general phrase like “spiritual education” creates a sense of uncertainty and confusion. This research will discuss advantages and disadvantages of spiritual familiarity for children, explore how spirituality might affect education, and share a new perspective on spirituality.

This thesis will introduce “Natural Spirituality” from the thoughts and teachings of a contemporary philosopher – Ostad Elahi – who proposes that “spirituality is a science” and can be studied as the “medicine of the soul”. The researcher has practiced natural spirituality for more than twenty years and has found the philosophy an organized and scientific system of thought that is independent of any particular religious or cultural norm and can be adaptable to the mentality of the modern world. Thus, within an autoethnographic methodology the life experiences of the researcher will be discussed in philosophical and narrative terms.

Bio
Haleh Rafi got a BS in statistics, then changed discipline and obtained an MA and PhD in English Language and Literature. She has taught in different universities for seven years in Iran and published a guide book on English Poetry and some articles. She is currently studying at Monash University.

Abstract: 10 Session: 2 - 173

Parental involvement in mathematics education of their children

Daya WEERASINGHE
Monash University

Abstract:
Parental aspirations and expectations along with children’s attitudes in mathematics education can be different within each culture. The literature shows that there is a correlation between parental involvement and academic achievement of their children. In fact, most of the parental involvement factors are directly or indirectly related to each other. Thus, it is impossible to study a single factor separately in order to make decisions about the relationship between parents and children. Many parents expect the best for their children and want to be involved in their children’s education. This involvement may result in positive outcomes as well as negative outcomes. In the past, little research has been done on negative pressure of parental involvement. Therefore, this presentation is focused on positive encouragement of parents and negative pressure on children in mathematics education.

This study attempts to answer the following research questions: (1) How can parental involvement factors affect academic achievement of children in mathematics education? (2) How can different parenting styles affect mathematics achievement of children? (3) What is an appropriate balance between positive encouragement of parents and negative pressure on children in mathematics education?
The study includes a survey and in a second phase, focuses on qualitative, open-ended, face-to-face interviews for both parents and children to collect detailed views from participants. Sri Lankan-Australians and European-Australians are the participants of this study. For the data analysis, quantitative techniques and case studies are employed in order to compensate for the perceived shortcomings of stand-alone methods.

Bio


Abstract: 11  Session: 1 - 173

The ethical mattering of gender-sex and science in education

Blue MAHY

Monash University, Melbourne, Australia

Abstract

Research in the field of gender-sex and science education has typically focussed predominantly on issues of gender-sex equality. Some researchers (e.g. Heidi Carlone, Gwyneth Hughes) have however begun to address the constitutions of gender-sex and science as also relevant to wider sociopolitical and environmental concerns. Since the 1970s, theorists such as Donna Haraway and Bruno Latour have questioned the image of science as neutral, highlighting the various aspects of science that reveal it to be very much a social enterprise; affected by social stratifications, hegemonic powers and inequalities. Meanwhile, theorists (e.g. Joan Roughgarden, Judith Butler) have also argued against normative and essentialist perceptions of gender-sex. My PhD study is a sociological examination of how pre-service teachers think about ethical science issues and how gender-sex might be implicated in their knowledges and beliefs. In drawing from Karen Barad to apply a ‘new materialist’ framework, I aim to understand if and how the constitutions of gender-sex, science and ethics are materially-discursively ‘entangled’ together. New materialism is a framework that has great potential to approach the topic of gender-sex and science in education with renewed questions, in order to understand the entangled ethical relevance towards social and environmental sustainability.

Bio

Blue Mahy is a second year PhD candidate at Monash University with a background in professional and creative writing, literature and communication studies. His research interests currently include gender-sex, social justice, equality in education, sociology of science, and social and environmental sustainability.

Abstract: 12  Session: 5 - G23

Sharing classes with international students:
The experiences of Australian domestic higher education students

Jane MILLOY, Dr. Louise JENKINS

Monash University, Clayton Campus, Victoria, Australia

Abstract

The internationalisation of higher education over the past two decades has resulted in a plethora of research about a multitude of associated aspects. However, research on the student experience has almost exclusively focused on international students, thereby neglecting the experiences of domestic students.

Having identified a chasm in existing research, the research discussed in this presentation was designed to understand the domestic student experience. A theoretical framework of language and communication, intercultural interaction and intercultural competence formed the basis for the exploration.

Ethnographic methodology was employed using semi-structured interviews, a semi-structured focus group, and classroom observations for data collection. Participants (N=25) included undergraduate and postgraduate students. The data was analysed thematically using coding and categorizing and from which emerged one major overarching theme, language and communication. As the data was of varying types, collected from multifarious sources, using different methods, triangulation provided accuracy and credibility, as did the relational aspect of the data to the literature.

Domestic students expressed concerns about, and perceived problems associated with, sharing their academic space with international students. Whilst Language and communication pervaded all student concerns, the English language
proficiency (ELP) of individual non-English speaking background (NESB) international students was inter alia perceived as threatening the standards at the institution and affecting the academic performance of postgraduates.

The research concluded that a review of the ELP standards for NESB students needs consideration and rather than selective policies and administrative practices, the institution would benefit from understanding and responding to the student population in its entirety.

Bio

Jane Milloy is a PhD candidate in the Faculty of Education at Monash University, Clayton Campus. The international community has been the focus of her studies, which included a semester as an international student in the U.S.A. Jane has a M.Ed. (International Education), MPACS, and BA.

Abstract

"I don't want this marriage anymore." – making the unheard-heard!

Farzana KHAN

Monash University, Melbourne, Australia

Abstract

Bangladesh is a traditional and largely Islamic society; a patriarchal society where norms and traditions continue to shape gender relations. The Islamic custom of purdah (veiling or female seclusion) where women are confined to home and discouraged from public activity continues to impact on women’s role within the family, community and society in Bangladesh. Purdah in the Bangladeshi context is a marker of class distinction, a ‘symbolic shelter’ and also a signifier of Bengali and Muslim femininity. There are ethnographic studies on women in Bangladesh that discuss religion as grounding of patriarchy, embodied in purdah and elaborated through philosophical and religious texts. Almost all the studies are based on rural women and garments workers. What it is like to an educated Muslim woman in Bangladeshi society is still shrouded in mystery. This study is a part of an on-going PhD thesis that aims at exploring the unheard struggles and tales of resistances among Bangladeshi Muslim female graduates. This paper presents a phenomenological qualitative case study of Bangladesh university graduate Muslim woman. In this study, interview data were gathered in 2013 and analysed using interpretative phenomenological analysis. Two significant themes emerged that concern how the individual views resistance and the power relationships and their modification on the achievement of economic freedom. What seems like a very tiny step towards independence becomes an enormous one for the individual involved. Although this is a single case study its findings can illuminate the lives of a much wider group of educated women in Bangladesh.

Bio

Ms Farzana Khan is a PhD candidate in the Faculty of Education, Monash University, Australia. She is a hermeneutic phenomenologist who researches on the impact of purdah (veiling), globalisation and tradition on Muslim female graduates in Bangladesh.

Prior to commencing doctoral studies in Australia, Farzana was an Assistant Professor in the Department of English at Jahangirnagar University, Dhaka, Bangladesh

Abstract

Talk around texts: Trials and tribulations

Sue WILSON

Monash University - Peninsula Campus, Frankston, Australia

Abstract

Background: Talk around texts is emphasised in the new Australian Curriculum: English, with the purpose of fostering students’ awareness of self, others, communities and the world (ACARA 2009, 2013a, 2013b). Such discussions are presented in educational research as ‘good’ for all, yet with little discussion of implementation challenges within diverse Australian classrooms.

Objectives: This qualitative research investigates the tensions, barriers and affordances encountered in teaching and learning when students talk around texts. Its critical sociocultural focus details the complexities of participation and collaboration encountered by individual students and the researcher-as-facilitator.

Methods: A critical sociocultural perspective foregrounds issues of agency, identity and power (Lewis, Enciso, & Moje, 2007) in this qualitative research involving four case studies at two schools. This paper reports detailed findings from five
grade 5 and 6 students’ pre- and post-interviews and one workshop around a postmodern picturebook. Classroom discourse analysis was used to examine audio and video data.

**Findings:** Close analysis found that discussions and learning were inhibited at times by the institutionalised practices of ‘doing school’. This was despite explicit transformative efforts by the researcher-as-facilitator to counter potential participation barriers and tensions.

**Conclusions:** Understanding these nuances in students’ engagement with literature will inform pedagogical and theoretical work in this area, particularly with the introduction of the literature strand in the Australian curriculum. Findings indicated that topic choice and discourse pattern affordances impacted positively upon some students’ participatory behaviours, however deeper thinking was not guaranteed, nor did the provision of opportunities for student choice always facilitate uptake.

**Bio**
Sue has 7 years’ primary teaching experience within southern metropolitan Melbourne and is embarking on sessional teaching with two Semester 2 undergraduate education literacy units at Monash Peninsula. Her current PhD project stemmed from her honours thesis completed in 2009, and she studies under Jennifer Rennie and Evan Ortieb’s supervision.

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**Abstract: 15**

**Session: 2 - 164**

**Why do we implement MoE? A process drama approach in EFL context**

*Sitti FATIMAH*

*Monash University, Melbourne, Australia*

**Abstract**

**Background:** There has been extensive research on investigating how to improve English instruction where English is taught either as a second or foreign language. While research on the use of role-plays has been very common, there are very few studies (cf. Sayers, 2011; Taylor, 2006) that seek out how drama is used to develop teachers’ teaching practice so that it could enhance students’ learning experience.

**Objectives:** This study investigate whether and to what extent the implementation of MoE (Mantle of the Expert) by English teachers at Indonesian high schools – an EFL setting – has impacted on teacher’s practice. MoE is a drama-based learning inquiry popularized by Dorothy Heathcote, a drama educator from England.

**Methods:** A multi-case study design was adopted to investigate the process of MoE implementation and its impact on teachers’ teaching practice. There were three English teachers involved, each of which represented a public, a private and a vocational high school. For triangulation and to obtain robust evidence, the data were collected from a number of sources: classroom observation, focus group discussion, semi-structure interviews and questionnaire.

**Findings:** The implementation of MoE by English teachers to some extent has influenced their view and techniques in teaching English. Some of them relate with classroom management, interaction with the students and the use of English during the instruction. For example, the teachers could see that the students became more active and interactive in drama activities. They also found that grouping the students could contribute to students’ enthusiasm to use English.

**Conclusion:** Despite its short span, the implementation of MoE has indicated important change in teacher’s view and techniques in teaching English.

**Bio**
Sitti Fatimah, a senior lecturer at The State University of Padang Indonesia, is currently a PhD student at Faculty of Education, Monash University. Her research interest is using educational drama in EFL teaching.

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**Abstract: 16**

**Session: Poster**

**Students’ perceptions of the psychosocial learning environment: Improving engagement in mathematics**

*Roy T SMALLEY*

*Monash University, Gippsland*

**Abstract**

Mathematics is a critical skill for citizens of the 21st century, however, many students find mathematics challenging and opt out as soon as possible. Improving students' help-seeking behaviour is one strategy that schools can use to increase the
level of engagement of students in mathematics and numeracy classes. Contemporary research on academic help seeking behaviour has emphasised how students’ perceptions of the classroom’s instructional climate influences their behaviour. Psychosocial learning environments research, with its long tradition of focusing on the relationship and personal development dimensions of learning environments, offers a new approach for the study of academic help-seeking.

The objective of this study is to develop a multilevel model of the relationship between students’ perceptions of the psychosocial classroom learning environment, their individual motivational beliefs and self-reported help seeking behaviour during a senior secondary class.

Participants included Year 9-12, or equivalent, mathematics or numeracy students from ten Victorian schools, including: government (4), independent (2), Catholic (2), and Adult (2). Each school nominated one or more Mathematics class for participation in the study. Student participation was strictly voluntary. Parental and/or individual consent was obtained prior to the completion of an online survey during a scheduled class.

Data collection in most schools was scheduled to end in early June, hence, this poster will only outline some preliminary findings and trends in the data. Especially in relation to a comparison of the contextual information such as the gender proportions of teachers and students in relation to subject type.

Bio
Roy is currently a PhD candidate in the Faculty of Education, Gippsland Campus. He has previously worked as a Computer Scientist at CSIRO, as a Secondary school Mathematics and IT teacher, and finally as TAFE VCE and further education teacher. His research interests are eclectic with a current focus on engagement and lifelong learning.

Abstract: 17
Session: Withdrawn

Paper Withdrawn

Abstract: 18
Session: 6 - G23

Shaping the Jazz Journey:
A phenomenological study of improvisors’ learning, process and content.
Leon de BRUIN
Monash University

Abstract
Recent research in the field of music education has espoused the benefits of introducing informal learning and teaching procedures in schools. This study explores a continuum of learning that exists between formal and informal practices and the vital elements promoted by both spheres of influence. In particular this study explores the learning practices, enculturation and human processes of five professional improvisors using the phenomenological lenses of influences, environment, and motivations that inspired learning. Individual interviews were conducted considering a lifespan-related perspective involving the origins of improvisational activity associated with childhood dispositions and the musical expertise gained from practice, training and experience. Whilst both formal and informal learning shaped these musicians, findings suggest a maturation of abilities and reflective music practices (meta cognition) highlight significant intersections of understanding between and within learning strategies that are utilized in Jazz improvisation education. The data are reported under four overarching themes: Early influences; Creativity in improvisation; Community and Identity; and Teaching and Learning. Implications are drawn to the learning of musical skills and knowledge, and how we meaningfully engage students in music making activities.

Bio
Leon de Bruin is an educator, performer and researcher in improvised and composed music. He performs Baroque to contemporary repertoire for trumpet and collaborates with numerous creative improvisors throughout Australasia. He is a PhD Candidate in the Faculty of Education, Monash University and his dissertation interests include the teaching and learning of improvisation, creativity and collaborative learning processes and techniques for improvisors and identity. Email: lrde2@student.monash.edu
Issues in conducting research with young children: a socio-cultural perspective

Nurun Nahar CHOWDHURY

Monash University, Melbourne, Australia

Abstract

To attain in-depth understanding about early learning and development educational research involves young children as participants. In such endeavours researchers not only encounter high ethical issues (O’Reilly, Ronzoni & Dogra, 2013) but also messed up with misunderstandings and misinterpretations of young participant’s responses (Jipson & Jipson, 2003). However, few literatures focus on the challenges researchers face while doing research with minor participants. This paper illuminates on these challenges from a socio-cultural perspective based on the field experiences of a socio-cultural study, conducted in the pre-primary context of Bangladesh. The reported qualitative research involved observations of young children’s play practices both at classroom and family settings as well as interviewing them. Field experiences of this study reveal that a number of issues hinder data collection from young participants and their interpretations. These includes, but not limited to, power factor in relationships between young children and researchers/parents/teachers/other community members, failure to get expected level of responses from children and difficulty in understanding the ‘meanings’ of their responses or behaviour. The writing ends with some recommendations that may guide researchers to cope with these hurdles. However, these challenges and their remedies may vary in distinctive cultural settings based on differing social construction of childhood, children’s agency in cultural participations and adults’ expectations about children’s behaviour. Thus it is argued that both culture and context mould approaches of the researchers while conducting a delicate and complicated process of research with young participants.

Bio

I have academic qualification and professional experience in the area of international relations, international development, public administration, primary education and early childhood education. Awards including MGS, MIPRS, AusAID and Nederland Fellowship Program supported my post-graduate studies. At present I am doing my doctoral research on early childhood curriculum and pedagogy.

Imagination, connecting, and the creation of knowledge

Joy WHITTON

Monash University, Melbourne, Australia

Abstract

How should our universities help to prepare students to be creators of new knowledge, and new practices – and not only learners of existing knowledge and practices? I will consider some theories of learning including Engestrom’s theory of expansive learning suggesting that contradictions are central as sources of change and development (2009, p.57), and Appadurai’s work in poor Indian communities, which suggests building the capacity for research is a fundamental source of empowerment (2012). However, my research focuses on the role of imagination in the ability to create new knowledge. The theories of imagination by Dawkins (1989), Polanyi (1967) and Ricoeur (1975; 1979; 1991; 1984) provide a theoretical framework to interpret teaching strategies, class activities, and the tool mediated thinking of learners in the case example of a university history course. To provide the necessary depth and detail of analysis necessary to do this, the methodology chosen was ethnographic. Ethnography uses participant observation and multiple sources of data. The main finding from the history study was that, to provide opportunities to be imaginative in history, the course positioned students as producers of history. Since imagination involves making inferences from what is given to what is possible, it is involved in the critical engagement between the present and the past. In this observed learning, there was no one right way to proceed. Its openness to complexity and reconsideration makes the imagination of fundamental importance to education and to discovery.

Bio

Joy Whitton’s doctoral dissertation is on how higher educators foster the imagination of their students. She is the author of one book chapter and one journal publication which apply Ricoeur’s theory of imagination the interpretation of a physics and a history class.
Digital media as a tool of creative expression

Elena PETROV
Monash University, Melbourne, Australia

Abstract:
The focal point of my research is the integration between two essential components of modern education: creativity and digital media. This issue is examined from the perspective of visual communication (VC), namely, digital illustration.

In my study, I try to identify how technology affects visual creative processes and what new skills and abilities teachers of VC have to be aware of when implementing digital media for their teaching practices.

To address this issue, I have designed a qualitative study built on the principles of human-computer interaction (HCI) model developed by Kaptelinin and Nardi (2006) within the activity theory (AT). The aim of HCI model of AT theory is to understand the unity of consciousness and computer mediated activity.

The investigation consists of two strands:

Strand One is a self-study. While producing three digital illustrations, I have been employing the image and tell technique, adapted from Kenney (2008). In this method, image production and its narration are two processes that sustain and fuel each other.

Strand Two is an online closed-group Facebook discussion. Participants were selected on the basis of specialist knowledge and experience within the field of the research issue using purposive sampling. They included fourteen participants, comprising mainly secondary school teachers of VC and commercial artists.

Individual responses were read, interpreted, coded and organised into categories and sub-categories. At the moment, emerging concepts, themes and situations are being compared and contrasted for the purpose of finding analogies and differences to construct patterns of correlations between creativity and digital media.

Bio
My name is Elena Petrov. I received my degree in Russia, from the Astrakhan School of Fine Arts. I worked as graphic designer and illustrator. In 2004, I completed the Graduate Diploma of Education (Monash, Clayton). I worked at Salesian, then Haileybury Colleges as a Visual Communication/Design and Interactive Digital Media teacher. In 2008, I commenced Master of Education by Research. In 2012 I upgraded the course to PhD study, full time.

Developing a novel methodology as a way of making a difference

Jennifer MANSFIELD
Monash University, Victoria, Australia

Abstract
One of the requirements of a PhD is to make a significant contribution to the research conversation. However, selecting a research methodology can be challenging when research approaches and methodologies can be so varied. New researchers may endeavour to develop and trial new data collection methods in the hope that their research might make a difference.

This paper presents the current journey of developing a novel methodology that has seldom been utilised in social science research; the card sort technique. This kind of methodology appears to be more prevalent in the Information Architecture literature as a means of sorting data based on people's perceptions of concept relatedness to enhance website navigation and organisation. The idea of using the card sort technique as a means of helping to make tacit knowledge explicit is a way in which this research aims to make a difference.

This research matters because it aims to utilise a novel methodological approach to conceptualise teachers’ attitudes and actions towards methods they employ to solve dilemmas faced during their teaching practice. It also aims to add to the academic conversation by discussing data related to the application of this kind of methodology in this context. Although in its early days, the card sort technique has many unique and valuable qualities that suggest it is a potentially useful methodological tool in the field of research on teachers’ professional knowledge.
Bio

Prior to commencing her PhD, Jennifer was a secondary school science teacher. Jennifer is a PhD candidate in the Faculty of Education at Monash University and her thesis aims to explore the notion of teacher pedagogical discontentment and the development of a teacher's wisdom of practice.

Abstract: 23

Between parents and peers:
Ethnic identity negotiation among young Australians of Indonesian origin

Ahmad BUKHORI-MUSLIM
The Indonesia University of Education

Abstract

Ethnic identity maintenance is the concern of most minority ethnic groups in Australia, including among families of Indonesian origin. Balancing between ethnic and dominant culture is one of basic needs for migrant families. The acculturation of major ethnic groups in Australia (Greek, Italian, Chinese, Vietnamese, and Indian) have been frequently studied, but not for a minor group like Indonesian. This ethnographic study explores how twelve young Australians of Indonesian origin negotiate their Indonesian-ness as an ethnic identity while living permanently in Melbourne. Data of parental ethnic identity socialization practices was generated from semi-structured interview, photo discussion, and participant-observation. Analysed by social identity and socio-cultural theories (Tajfel & Turner, 1986; Vygotsky, 1968), findings suggest that peers influence young people’s sense of identification with Australia more strongly than parents do to Indonesia. Most young people show stronger belonging to the current culture of settlement than the origin culture of their parents. Despite parental socialization practices to Indonesian customs such as speaking Bahasa Indonesia, holding collective family values and getting involved in cultural events, the participating young people show less interest in this ethnic tradition. They speak English more fluently than Bahasa Indonesia and are more familiar with Australian popular culture such as sports and outdoor leisure activities. Parents need to be more persuasive in socializing their young people to their ethnic cultural practices. However, parents tend to be more accommodative to their young people’s identification with Australia so that cultural tension between them is not severe.

Keywords: Ethnic identity, Bahasa Indonesia, family values, cultural tension

Bio

Ahmad Bukhori-Muslim is an academic at the Indonesia University of Education. He earned his Master degree from Boston University in Language and Literacy and is pursuing a doctoral degree at Monash University. His interests include language development and maintenance, identity, and English language teaching.

Abstract: 24

Vietnam’s current foreign language policies and their effects on Vietnam’s future development

Cuong HOANG¹, Binh TA², Phuong CAO³
¹Monash University, Victoria Australia, ²³Hanoi National University of Education, Hanoi, Vietnam

Abstract

The foreign language policy usually serves as a key element in regulating foreign language teaching and learning activities of a country. In Vietnam, the national foreign language policy has recently been reshaped through the project entitled “Teaching and Learning Foreign Languages in the National Education System, Period 2008-2020”. This paper aims to investigate the implementation of Vietnam’s language policy in the project and its effects on Vietnam’s future development.

This study applies analyses of related quasi-governmental documentation and in-depth interviews of eight prominent scholars. The documentary investigation reveals that an over-promotion has been endowed to English language teaching and learning at the expense of other foreign languages. The interviews show different perspectives on the validity and feasibility of specific foreign language policies in Vietnam. In general, interviewees agree that the current foreign language policies are appropriate to Vietnam’s present context and necessary for Vietnam’s future development. However, they all share the view that the foreign language policy does not pay an adequate attention to teaching and learning emerging languages namely Chinese, Japanese, German, Spanish, Russian, which might pose a negative impact on Vietnam’s development. It is suggested that foreign language policies should be cautiously implemented and a balance in national teaching and learning program needs to be created among the emerging languages.
Hoang, Huu Cuong

Cuong is doing his PhD research at the University of Monash. In 2013, he graduated with a Master’s Degree in Language Teaching and Learning from the University of Auckland. His research interests include ESP material development and genre analysis. So far, he has published four articles on language teaching in Journal of Linguistics and TESOL journals. In addition, he is a regular presenter at international TESOL Conferences.

Ta, Thanh Binh

Ms Binh works at the Faculty of English, Hanoi National University of Education. She did her Master degree in Second Language Education at the University of Cambridge, UK. Her most recent research studies are on Consciousness-Raising in grammar teaching, the role of first language in second language teaching, the use of collaborative interaction in EFL teacher education, and citation problems in MA theses.

Cao, Thi Hong Phuong

Phuong works at Faculty of English, Hanoi National University of Education. She did her Master degree in English Language Teaching at University of Languages and International Studies, Hanoi National University. Her interests cover the field of English for Specific Purposes, English Language Teacher Education, Research Methods in Education. She has one journal article published in the Journal of Education, institute of APEC Collaborative Education (IACE) and one paper waiting to be published in Journal of Science, University of New England, Australia.

Abstract: 25
Session: 8 - G25

Processes of change in peer support programs for children of parents with a mental illness: How does connection with peers empower children?

Christine Grove
Monash University, Victoria, Australia

Abstract

Various prevention and early intervention programs have been found to impede the transmission of mental illness from parents to children. However, the extant processes of change implicit in such programs are less clear. The current study focuses on the impact of a preventative peer support program, called Kookaburra Kids Camp, developed for children and adolescents and examines the processes of change which might promote positive change for youth. A mixed methods research approach was employed with 74 participants aged between 8 and 12 years old who completed pre and post questionnaires and 20 telephone interviews post program. Findings demonstrated improved change in mental health knowledge and children were more likely to use a telephone helpline after attending the program. Children also reported that the program provided a place of respite from caring for their unwell parent, connection with peers and at home, and a change in perception. This study provides information about an educational program for young people living in families affected by mental illness.

Bio

Christine Grove is a psychologist, lecturer and researcher. She has completed a Master of Psychology (Educational/Developmental) at Monash University and works with children, adolescents and their families in educational, emotional and behavioural assessment, and in clinical intervention and counselling. Christine is currently completing her PhD in the area of intervention and supports with Children of Parents with a Mental Illness (copmi) at Monash University under the supervision of Associate Professors Andrea Reupert and Darryl Maybery.

Abstract: 26
Session: 5 - 173

Small Science in infants-toddlers everyday family life

Shukla Sikder
Monash University, Victoria, Australia

Abstract

Vygotsky (1987) stated that the restructured form of everyday concepts learned at home and in the community interact with scientific concepts introduced in formal school settings, leading to a higher level of scientific thinking for school aged children. But what does this mean for the scientific learning of infants and toddlers? What kinds of science learning are afforded at home during this early period of life? The study reported in this paper sought to investigate the scientific
development of toddler (10 months to 36 months) growing up Bangladeshi families living in Australia and Singapore. Four families were studied over two years. Digital video observations were made of everyday family life and analysed using Vygotsky’s theoretical framework of everyday concepts and scientific concepts (51 hours of digital observations). While there are many possibilities for developing scientific concepts in toddlers’ everyday life, our study found 4 categories of what we have called small science: multiple possibilities for science; discrete science; embedded science and counter intuitive science. The findings of this study contribute to the almost non-existent literature into infant and toddler scientific development and advance new understandings of early childhood science education.

**Keywords:** Cultural-historical; science; early childhood; infants- toddlers; play; family

**Bio**

Shukla Sikder is a current PhD student supervised by Professor Marilyn Fleer in the faculty of Education, Monash University, Australia. Her thesis is on Infant-Toddler development of scientific concepts through play activities as part of everyday family practices. Her research interests include: Play, family practices, infants-toddlers age group, child development, and early childhood science using cultural-historical theory.

Her email address is shukla.sikder@monash.edu.

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**Abstract: 27**

Session: Withdrawn

See Abstract 21

**Abstract: 28**

Session: 7 - 173

**Children’s imagination and emotional experience of fairy tales and everyday play narratives**

**Sue MARCH**

**Monash University**

**Abstract**

An important aspect of children’s development of imagination and creativity in early childhood is that while listening to fairy tales, and in play, children move in and out of the imaginary situation and anticipate the events of the story with the main character (Zaporozhets, 2002). The emotions they experience in the imaginary situation are as important for their development as those they experience in real life. Vygotsky (1994) referred to this emotional experiencing as perezhivanie and this cultural-historical concept is gaining increasing attention in the literature. However, few empirical studies have examined this concept in practice in the Australian early childhood context. The study presented here took the form of a fairy tale festival in a multi-age children’s centre in Australia, with twenty five children (age range 1.8 to 5 years, median 3.7) together with their educators and the researcher. Three focus families participated in the study, enabling the researcher to investigate the differing social situation of development for each child. Sessions were video recorded and 72 hours of data were collected and systematically analysed using perezhivanie as the unit of analysis. Findings reveal a complex web of interconnections and emotional tensions in and between children’s imaginary and real worlds. It is argued that the concept of perezhivanie explains how the dramatic tensions within and between the imaginary situations in the children’s lives and between the demands of the festival and the everyday routines and practices of the centre contribute to their development. These findings inform a new pedagogical approach.

**Bio**

Sue March is a Research Assistant and PhD Candidate in the Faculty of Education, Monash University under the supervision of Professor Marilyn Fleer. Her thesis is on the subject of fairy tales as a source of child development in early childhood education. Her research interests include: Fairy tales, play, multi-age groups, child development and early childhood science and technology using cultural-historical theory.

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**Abstract: 29**

Session: 8 - G23

**Exploring secondary students’ attitudes towards school science in Bangladesh**

**Foez MOJUMDER**

**Monash University, Melbourne, Australia**

**Abstract**

This case study sought to explore secondary (Grade IX and X) students’ attitudes towards school science by hearing students’ voices. Instead of using Likert-type attitude scales that most previous studies did, this study follows qualitative strategies as means of being receptive to students’ evaluation of their school science. As a result, an open-ended
questionnaire was developed based on the themes extracted from five focus group interviews. After administering questionnaires to all the secondary students in one case school in urban Bangladesh, the returned questionnaires (N=141) were analysed using a hybrid approach (Fereday & Muir-Cochrane, 2006) incorporating inductive and deductive approaches to thematic analyses. Findings reveal that although most of the participants consider science as an interesting subject, they find it difficult to study; teachers mostly follow transmissive pedagogies while students remain passive recipients. Students mostly memorize science, since the assessment procedures are designed to do so and thus they are not well-informed about the relevance of science knowledge to the real world. The common reasons for choosing or ignoring science are the academic results from Grade VIII; students who achieve good grades (minimum ‘A’) in science and mathematics in the year-ending examination of Grade VIII are chosen for science stream. These in-depth insights of students’ attitudes could help reshape science education based on students’ demands rather than just relying on a score obtained from scales (e.g., Likert-type) measuring attitudes (e.g., Barnby, Kind & Jones, 2008).

Bio
Foez Mojumder, PhD student at Education Faculty, was awarded with the MGS and MIPRS scholarships of Monash University. He also achieved the Provost Award of Dhaka University for his extraordinary results in Bachelor and Masters Degrees. His research interests include attitudes, science teaching and curriculum, inquiry in science and STEM.
Supervisors: Deborah Corrigan and Stephen Keast. Email: foez.mojumder@monash.edu

Abstract: 30
Session: 6 - G19

The profiles of school readiness in Indonesia

Wahyu NURHAYATI
Monash University Australia

Abstract
Background: The results of global trends and tensions of major studies in early childhood education have tended to focus on school readiness (Dockett & Perry, 2013; Petriwskyj, Thorpe, & Tayler, 2005). Few studies on school readiness established in Africa, Asia, and Scandinavia (Britto, 2012).

Objectives: The purpose of this study is to establish the profile of Indonesian school readiness in terms of children’s motor skills (gross and fine motor skills), cognitive, language, and socio-emotional domains.

Methods: Data were collected in 6 Indonesian provinces. An instrument was developed to assess children’s motor skills (gross and fine motor skills), cognitive, language, and socio-emotional domains. A questionnaire was used to gain the demographic data from teachers and parents. Descriptive statistics was applied to analyzed the data. It was reviewed in Bronfenbrenner’s Bioecological perspective.

Findings: The result suggests that children in Indonesia are more readily in cognitive domain than other domains of school readiness. Girls are better prepared than boys. The majority of teachers and parents are high school graduates.

Conclusions: The findings indicate a diversity in school readiness related to motor skills, cognitive, language, and socio-emotional domains. It represents that children’s readiness to school influenced not only by the learning programs, but also by family, teachers, community, and policy on early childhood education.

Bio
Wahyu Nurhayati, is a staff of Indonesian Ministry of Education and Culture. Received a Bachelor degree in Psychology from Gadjah Mada University in Yogyakarta Indonesia, and Master degree in Applied Psychology from University of Indonesia in Jakarta. Now pursuing as a PhD candidate at the faculty of Education, Monash University Australia.

Abstract: 31
Session: 8 - G19

Young children’s concept formation: a cross-cultural study of children’s imaginary play at home

Yijun HAO
Monash University, Melbourne, Australia

Abstract
The relation between play and learning has gained increasing focus in recent literature, but very little work has been done to explore children’s learning of concepts by means of their engagement in imaginary situations in play especially under family context. This study is aimed at revealing how young children develop conscious awareness of concepts when
working on imaginary situations in play at home, as well as how they expand their imaginary play when building up or broadening everyday or scientific concepts in family play.

Traditionally, the imaginary situation in play is depicted as a fantasy world; however, from a cultural-historical conception, it is a kind of fancy zone through which children are trying to make conscious awareness of the reality and to act out the rules in society. It is of significance to argue that there exists a dialectical interrelation between the concept formation and the construction of imaginary situations in play. How children develop their everyday and/or scientific concepts supported by the child-adult shared imaginary situations at home is also a meaningful area to be revealed in the present study.

The purpose of this presentation is to discuss more about the links between imaginary play and children’s developmental states of concept formation under cultural-historical theoretical background. The research design is also guided by cultural-historical research methodology, which is a relatively new approach to orient the empirical studies in the field of early childhood education. This will also been explained through this presentation, and provide new insight from methodological perspective.

Bio

Yijun Hao is a Research Assistant and PhD Candidate in the Faculty of Education, Monash University under the supervision of Professor Marilyn Fleer. Her thesis focuses on young children’s development of concepts associated with their engagement in imaginary play at home. Her research interests include: Concepts formation, play, family play, abstract thinking, and child’s development of concepts using cultural-historical theory.

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Abstract: 32  Session: 7 - 164

**Studying hard or studying smart?**

What motivates the CHC learner and how do they approach their learning?

Collette CHANG

Monash University

Abstract

**Background:** Confucian Heritage Culture (CHC) learners are incredibly motivated in education but criticised for their apparent reputation in employing a deficit model in their approach to learning.

Self-determination theory (SDT) is the main theoretical framework for this research. Previously discussed under sociocultural labels of SOAM (socially-oriented achievement motivation) and filial piety, SDT is a fitting construct for explaining CHC learners’ motivation. Whether deep approach / mastery goals or surface approach / performance goals are adopted was examined under achievement goal theory. The question of what made each goal salient was also considered as this has implication for educators.

**Methods:** A case study design was chosen for this investigation. Seventeen participants from China, Hong Kong, Singapore and Indonesia enrolled in a final-year business undergraduate course at Monash were interviewed. A semi-structured interview protocol was used.

**Findings and Conclusions:** These learners demonstrated a greater degree of extrinsic motivation in their choices. Although extrinsic motivation is not ideal for educational outcomes, SDT was able to account for their motivated behaviour.

The findings for learning approaches indicated that these participants were skilled in both surface and deep approaches. The factors that made a mastery or performance goal salient was determined by the learning context and assessment requirements and was not a result of the learners’ cultural background.

The factors that motivated these students to persist in their studies also influenced their choice of learning approaches. These conclusions have implications for educators to re-examine their course design and assessment requirements.

**Bio**

Collette Chang is currently completing her MEd. She teaches Economics and ESL. She has a degree in Economics and a Dip Ed. from La Trobe University. She subsequently completed a Dip.TESOL from the UK followed by a Masters in Applied Linguistics from Melbourne University.
Digital technologies and learning in a Punjab school: a case study

Ramandeep KAUR  
Monash University, Melbourne, Australia

Abstract
Digital technologies influence every aspect of our lives and have become a powerful tool for education. Realizing the importance of Information and Communication Technology in education, the Government of India introduced the ICT in School Scheme in December 2004 to improve the ICT skills of students in government and government-aided schools. Under this scheme, the government of Punjab state launched the ICT Project for computer education in 2005 across the state for secondary school students. One aim of the project has been to address disadvantage among the lower socioeconomic groups in Indian schools. The purpose of my study is to evaluate the effectiveness of dimensions of the Punjab ICT Project, focusing on students, teachers and the principal in one government rural school. I will attempt to articulate factors that promote and limit the teachers’ use of ICT and how and to what extent ICT has improved a small number of students’ learning through their use of ICT (Selwyn, Potter & Cranmer, 2010; Yusuf, 2005). The study will employ a qualitative approach and will use case study method to answer the proposed research questions. I will use questionnaires, semi structured interviews and observations to explore the extent to which the policy has impacted on learning and equity in this particular site.

Bio
Ramandeep Kaur is a Masters in Education student in Monash University. She has two master degrees from India - Masters in Education with specialization in Guidance and Counselling and Masters in Arts (English).

First generation Chinese Australian child’s role adjustment during the transition from preschool to primary school

Junqian MA  
Monash University, Melbourne, Australia

Abstract
Multiple efforts have been devoted to investigating children ’s transition to school since they tend to face “institutional discontinuities” in new environment and successfully overcoming the discontinuities can be benefit to their development; otherwise, the failure of which may lead to negative consequences.

In this sense, “adjustment” seems to be essential during this period and considerable studies focus on “school adjustment”, “social adjustment” and “cultural adjustment”. However, few researches concentrate on “role adjustment” which refers to transforming from old roles to the new ones. It is worthy of attention because children have to play certain roles in certain situations, and these roles are changing when they step into higher levels of school or environment. Particularly, first generation Chinese Australian children, who are born in Australia but parents are Chinese, may have more roles set by parents due to cultural influence, such as “top student” or “polite kid”. Hence, more challenges may be faced by them.

The purpose of the study is to develop theory about first generation Chinese Australian children’s role adjustment during the transition from preschool to primary school. Specifically, it aims to describe how children adjust to new roles by doing a case study. This exploration is needed because it will contribute knowledge to a research area that is lack of attention recently and provide useful information and new perspective for parents and teachers to help first generation Chinese Australian successfully adjust to new roles during the transition from preschool to primary school.

Bio
Junqian Ma is a research master student of education at the Monash University. She received her bachelor’s degree from Jiangsu Normal University of China and eventually honoured as the “excellent graduate”. She has published three articles in educational journals during the undergraduate stage.
Student and teacher collaboration, 
a strategy for improving ICT integration in the primary school setting

Bianca CUMINE-GROZA
Monash University, Clayton, Melbourne, Australia.

Abstract
The effects of technological advancement on schools, and Information and Communications Technology (ICT) integration strategies in the classroom, have been subjects of analyses for decades. Historically, many studies have measured levels of technology use in schools, and identified a lack of funding, devices or training, as key, ongoing barriers to integration. However, despite over three decades of initiatives and policies being developed to address those needs, research continues to highlight that these solutions have not, in fact, improved ICT integration levels in classrooms. This study builds upon this knowledge and posits that technology and technology use are intrinsically entwined with the social context surrounding users. Therefore, it sets out to examine both culture and context more closely, to identify the way in which these factors influence how technology shapes the school, and how the school, in turn, shapes technology.

Employing a critical participatory design approach, this study explores the possibility of change being driven by the very stakeholders of classroom technology use – the students and teachers. The study examines how these social actors intersubjectively construct meaning around learning with technology, drawing from and building upon their own experiences with ICTs. Brought together in five mixed teams, each consisting of four Grade 5/6 students and a teacher, they will work together to identify barriers that they believe hinder greater use of technology in their school. Working collaboratively, they then design solutions to target those barriers. Ultimately the study seeks to learn if such a user-centered, collaborative strategy could make a difference to a primary school’s ICT integration practices.

Bio
Bianca Cumine-Groza has been working in the primary school setting for almost 10 years as a classroom teacher. Her degrees in both Computing and Education fuelled her passion for seeing students and teachers alike, working with technology in productive and powerful ways. In 2013, she stepped into the role of ICT Integration Specialist to help support greater levels of ICT integration in her school. She is currently conducting her PhD research study, which examines how student and teacher collaboration may impact how technology is used in teaching and learning.

Micropolitics of Higher Education at Private Sector in Bangladesh

Ariful Haq Kabir
Monash University

Abstract
Higher education at the private sector in Bangladesh was accelerated by a policy shift towards neoliberalism. This paper discusses about the development of private higher education in Bangladesh by looking at the Private University Acts and ordinance, and the politics of those acts formulated since the 1990s. The paper explores where the idea of private higher education comes from and then trace why and how that is being developed in Bangladesh.

This paper is a qualitative case study. Higher education at private sector in Bangladesh is selected as a case. The case study uses a range of methods for collecting data from key policy documents and key people involved in the development of the private university acts and ordinance.

Neoliberal policies of the International Financial Institutes (IFIs) have played a crucial role in reshaping socio-economic policies in developing countries since the 1980s. The spread of the neoliberal policy model across the globe is connected with policy borrowing as argues Steiner-Khamsi (2006). The theoretical framework of this paper is developed and informed by comparative education and the concepts of policy borrowing.

The findings of this paper suggested primarily higher education at private sector was developed by a group of people as a result of politics of blaming game towards the public higher education. The findings also suggested the nexus between political leadership and business entrepreneurs have been worked at behind the incorporation of various ideas into the recent private university acts and ordinance.

Keywords: Micropolitics, Higher Education, Private University Act, Bangladesh
Abstract: 37

Metacognition and second language Hebrew writing - a qualitative approach
Anat WILSON
Monash University

Abstract

Background: Metacognition, which can be simply defined as ‘thinking about thinking’, is found to be central to learners’ ability to make conscious and independent decisions about what they can do to improve their learning (Anderson, 2002; Lai, 2011). The identification of classroom approaches to support such learning has been the focus of numerous studies (Carrell, 1998; Mitchell, 2007). A noticeable gap in the literature was found in the domain of second language writing in Hebrew as a second language.

Objectives: This research aims to explore and define metacognitive language instruction and learning associated with the skill of writing in Hebrew as a second language. More specifically, it aims to identify the critical features of pedagogies that raise the awareness and the practice of metacognition; issues of student change; kinds of improvement in student writing; recurring and purposeful uses of L1 and L2.

Methods: The method employed is a qualitative approach guided by elements of action research in the researcher’s own VCE classroom. Conversation Analysis (CA) is employed as a tool for data analysis to identify interaction practices in the pedagogical context, which could potentially provide an emic viewpoint on students’ metacognitive processes (Mori, 2007).

Findings and Conclusions: Findings might provide a theoretical contribution to the identification and development of metacognition in the area of second language Hebrew writing, as well as in the employment of CA to investigate students’ metacognition.

Bio

Anat is a confirmed PhD candidate at Monash University and a passionate educator. She worked as a Curriculum Coordinator of a secondary school and had previously led a Languages department. She is a VCE teacher and tutors Hebrew literature at the UMEP, as well as seasonally working with the VCAA.

Abstract: 38

Are schools ready for BYOD?
A systematic review of school’s implementation of BYOD programs
Kitty JANSSEN
Monash University, Melbourne, Australia

Abstract

As the popularity of Anywhere Anytime Learning is gathering momentum, schools are encouraged to implement Bring Your Own Device (BYOD) programs (Digital Education Advisory Group, 2013). Research has identified two key elements for BYOD programs: clear communication with the school community and ensuring equity of access for all students (Stavert, 2013). The aim of this study was to ascertain what ICT programs schools are using and how clearly they communicate program details and equity of access.

In this quantitative study, 112 randomly selected secondary schools were surveyed through their websites. Websites were used as a measure for school communication as they are almost universally considered the first port of call for people requiring up-to-date information.

A preliminary analysis of the results indicates that about 80% of schools have a program where students take a mobile device home, with almost 20% of those being a BYOD program with unspecified devices. Of those 80%, only one school adequately addressed equity of access. In addition, only half of the schools published program details. Mobile phone expectations, for example, were only published by 30% of schools.
It appears that although BYOD programs are very popular, schools are not providing detailed information for parents on their websites. A recommendation might be that schools are given clearer guidelines for what information should be published for parents.

**Bio**

Kitty Janssen is a first year PhD student at Monash University. Her interest lies in the impact technology is having on the well-being of secondary students with a particular interest in sleep. As a secondary Science/ESL teacher, she is currently also working as a VCE Biology teacher at Chisholm Institute.

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**Exploring the Pedagogical Reasoning of a Physics Teacher Educator**

**Alberto MARINGER**

*Monash University, Melbourne, Australia*

**Abstract:**

Research has shown that teacher educators (TEs) play a key role in preparing student teachers for classrooms (Berry & VanDriel, 2013; Jasman & McIlven, 2011; Peterson & Treagust, 1995; Shulman, 1987). However, not so much is known about how they express and represent their own pedagogy (Berry, 2009; Berry & Van Driel, 2013). This study explored the pedagogical reasoning (PR) of a physics TE and his thinking behind his practice and how these were expressed pre, during and post teaching in a physics discipline unit in a graduate teaching program in an Australian University. It also explored how their PR was perceived by their student teachers and to what extent it was connected to them and had enhanced their classroom readiness.

This research used an interpretative phenomenological analysis method. It aimed to investigate what is important to this TE when teaching how to teach, why that is relevant and how he/she knows it. The research arrived at two significant findings. The first one is that to this TE, physics and teaching physics is about “doing things” and about explaining, or attempting to explain, a concept or an experience. The second one makes visible the key role played by student teachers’ feedback to keep the physics method unit updated and to construct a strong connection with what student teachers expected to get out of the unit. Discussions with the student teachers also showed that through exploring their TE’s PR they perceived themselves enhancing their classroom readiness and developing their own PR.

**Bio**

Maringer is a physics teacher. He worked at secondary schools and then at a university in preparing physics teachers. Before becoming a teacher, he worked in the field of underground water as a civil engineer, his other profession, and still working in both areas.
Bio
Judith is a current PhD student and a teaching associate in the Faculty of Education at Monash University. Judith received her Master of Education degree from The University of Melbourne. She has taught in schools in Bangladesh, South Africa and worked for educational organisations. Judith’s research interests are science education, pedagogy, and teacher education. Email: Judith.gomes@monash.edu, PhD Supervisor: Prof. Marilyn Fleer

Abstract: 41  
Session: 6 - G34

Old habits die hard, but what is their value: Overcoming risk to integrate digital technology into mathematics pedagogy.

Marguerite O’BRYAN
Monash University, Melbourne, Australia

Abstract
Background: This study is designed to investigate a perceived reluctance of some teachers to use digital technology for pedagogical understanding and contemporary learning needs in their mathematics lessons. Research identifies teachers’ beliefs as a significant contributor to the success of technology integration (Ertmer, 2005), and relates innovation to taking risks (IBLP, 2014).

Objectives: Set in a combined framework of Bourdieu’s (1977) Social Field Theory and risk-taking theory modeled by intrapersonal beliefs (Priest, 1993), the aim of the study is to understand the deeply held personal and professional beliefs that may facilitate or obstruct using digital technology in the mathematics classroom, and so contribute to enabling change for mathematics teachers.

Method: In the first stage of a mixed method design, a quantitative approach will be used to provide a snapshot of current beliefs about approaches to teaching, the pedagogical uses of digital technology and risk-taking attitude. In the second stage, three mathematics teachers will be the focus a multiple case study of their teaching practice using observation of lessons and post-observation interviews in an inductive discovery process of identifying inhibitive and facilitating beliefs.

Bio
Marguerite O’Bryan is a secondary teacher of mathematics and computing contemplating retirement. Her career in Education was preceded by an extensive career in the IT Industry as a systems analyst and facilities manager. The extraordinary difference between teaching IT and teaching Mathematics has inspired her PhD study.

Abstract: 42  
Session: 7 - G34

Digital game as a cultural tool: Engagement of teenagers in science content

Farah DEEBAA
Faculty of Education, Monash University, Melbourne, Australia

Abstract
In this 21st century, learning is based on technology related environment. Research shows that technology and digital games encourages children to explore elaborately about a given material and help them to become a self-reliant learner. Educational digital games have strong potential in developing higher mental engagement among children. The focus of the study is to explore and document the engagement of a small group of teenagers with science-related digital games, highlight the self-reported learning, and point out the collaboration and social interaction evident as a result of playing these games. This research argues that digital games can be a new cultural tool for learning. Cultural tools are defined as an external component which helps the child to reach more developed psychological stages while adopting them. This proposed study will be an extension of Vygotsky’s socio-cultural theory. This study will focus on understanding and theorizing the usefulness of teenagers playing science related digital games by highlighting zone of proximal development (ZPD) drawing upon Vygostky’s Socio cultural theory. This case study will try to find how science related digital games affect teenagers engagement and in learning.

Bio
I am a PhD candidate under Faculty of education at Monash University. My research topic is - Gaming as a cultural tool: Engagement of teenagers in science content. I have completed my MEd from Latrobe University Australia. My main area of interest is Digital games, science education, student engagement and learning.
A longitudinal investigation of how academics learn teaching

Cathryn Louise McCormack
Monash University

Abstract

Academics in Australian universities are under increasing pressure to teach more students more effectively. To help achieve this goal, academic developers provide a wide range of programmes and support, including graduate certificate programmes, informal workshops and/or self-study modules on particular topics, and other online resources. Despite careful planning, the effectiveness of these programs is limited by the ability of staff to take full advantage of them. Staff ability is limited by a range of factors which can be divided between those relating to the self and those relating to the environment. The self includes academic self-identity, conceptions of teaching and learning, and how self-regulated the individual is as a learner and practitioner. The environment includes the disciplinary context, institutional emphasis on research, and support for learning of teaching. Existing investigations into the academic as learner tend to be evaluations of specific interventions or programs. This presentation outlines the research questions and methodology for my PhD project to investigate the academic as learner of teaching. Using a longitudinal case study methodology I will track 20 academics from three disciplines over two years, investigating their self through a series of interviews, and their environment through interviews with learning leaders, attending School meetings, and analysing relevant policy.

Bio

Cathryn McCormack is a Lecturer (Teaching and Learning) at Southern Cross University and undertaking her PhD through Monash University with A/Prof Angela Carbone and Dr Phillip Dawson as supervisors. As a part-time student she has the opportunity to undertake longitudinal research and looks forward to starting data collection in 2015. In her work she supports academics to apply for Office for Learning and Teaching grants and awards. A 10 year history of working with student feedback, combined with previous experience as a computer programmer, has led to a passion for investigating questions from the user perspective. This, combined with her interest in evidence on teaching, adult learning, and self-reflective practice has led to her current PhD studies.

Do apprentices in different trades persist or drop out of training for the same reasons? An occupational approach to classifying apprentices at risk

Tim POWERS
Monash University, Clayton, Australia

Abstract

Background: Non-completion rates in trade apprenticeship training have remained stubbornly high over the last decade and currently hover between 44-46% in Australia. The challenge of identifying factors which predict apprenticeship persistence is complex, multifaceted and, some would suggest idiosyncratic. Notwithstanding, qualitative research on apprenticeship retention suggests factors are best understood at the occupational level.

Objective: This exploratory study provides empirical evidence in classifying apprentices’ intention to persist or drop out at the occupational level.

Methods: Stepwise binary logistic regression was conducted on a secondary data set to develop an occupational model which classified plumbing apprentices who seriously considered dropping out from those who intended to persist (n = 1016). This modelling was cross validated with a separate survey of bricklaying apprentices (n = 369).

Findings: Overall classification accuracy was 60% for plumbing and 77% for bricklayers. The predictive factors available were analysed within Social Cognitive Career Theory constructs.

As a notable addition to previous research on persistence, this study demonstrated that factors associated with persistence can differ between occupations in a related industry. For example, only bricklaying persistence was associated with concerns about the physical nature of the trade, and family support for their career decision. Apprentices in the plumbing occupation were more likely to persist when they viewed plumbing as a career, and a respected trade.

Conclusions: This study highlights how a better understanding of apprenticeship persistence can be found in factors that are occupation-specific. These factors will be useful to industry groups, career advisors and potential apprentices.
Bio

Over the past 10 years Tim has worked as an industry consultant delivering national, state and regional labour training research and strategic planning. Before this, he was an executive in the hospitality industry in Canada. Tim is a PhD student at Monash and has a particular interest in tertiary training challenges faced by students, on-the-job training, and career choice motivations.

Abstract: 45

Culturally organised traditions of learning practices:
Rogoff’s socio-cultural perspective addressing play-oriented early learning and development

Nurun Nahar CHOWDHURY
Monash University

Abstract

A socio-cultural perspective to early learning and development recognises development of knowledge as a social construction (Lambert & Clyde, 2003) taking into account both individual and socio-cultural and historical contexts (Anning, 2005). This perspective is grounded on Vygotsky’s seminal works arguing construction of knowledge as socially mediated (Bodrova & Leong, 2007) and lately advanced by Rogoff’s perception of development as transformation of participation (Rogoff, 1995; 2003). Based on cross cultural research experiences of more than half a century Rogoff and her colleagues postulate children’s learning and development is determined by how they participate in the process of meaning making through their involvement in shared cultural endeavours (Rogoff et al. 2007). They introduced three multifaceted prisms representing cultural organisations of distinct learning traditions. These prisms elucidate the patterns of participation along with purposes and processes of learning in different cultural realities. This paper investigates how these prisms aid in understanding early learning and development through a play-based pedagogy in divergent cultural settings. It takes into account the experiences of a qualitative research that explores transition from a rote-based curriculum approach towards a play-oriented one in Bangladesh context. The investigation indicates that how early learning occurs through a play-based pedagogy depends on adults’ perceptions of learning, recognition of children’s agency and arrangement of their (both adults’ and children’s) participation settings. Therefore, it is argued that application of the similar play-based pedagogical approach may lead to divergent learning practices in distinct cultural contexts and even in different settings within the same cultural context.

Bio

I have academic qualification and professional experience in the area of international relations, international development, public administration, primary education and early childhood education. Awards including MGS, MIPRS, AusAID and Nederland Fellowship Program supported my post-graduate studies. At present I am doing my doctoral research on early childhood curriculum and pedagogy.

Abstract: 46

Impact of the internet use on tertiary education students’ learning experiences in India

Sandeep Kaur SANDHU
Monash University, Melbourne, Australia

Abstract

The current study focuses on the impact of the Internet use on tertiary education students’ learning experiences in India. The aim of the study is to assess the impact of the Internet use on Indian tertiary education students’ learning experiences and understand how access and quality of the Internet impact on tertiary education in relation to gender and socio-economic status. Both quantitative (Survey) and qualitative (Semi-structured interviews) methods are used in this research. 1000 Indian tertiary education students (195 males and 805 females) were surveyed and 10 participants (5 males and 5 females) from India were interviewed. The preliminary results from quantitative data analysis show that female students were very happy with their Internet access and they use the Internet more for their research purposes than male participants. The male participants reported their high consideration about the Internet cost. The present study provides an overview about the impact of the Internet on tertiary education students’ learning experiences, which helps to address the needs and requirements of the tertiary education students for the use of the Internet.
Bio
Sandeep Kaur Sandhu is a PhD student in the Faculty of Education (Monash University, Australia). She is from India and has three master degrees (M.Phil. in Education, M.Ed. and M.A. Economics). She recently completed her mid-candidature review.

Abstract: 47

Communicating in the workplace:
The need for professional skills in an international business setting
Mohammod Moninoor Roshid
Faculty of Education, Monash University

Abstract
In recent times, it is well established in scholarly literature that English is used as a lingua franca (ELF) in global business settings. In such international business contexts, business professionals need a series of skills and competences to compete in a globalising environment. This paper focuses on features of professional competence that Ready-made Garments (RMG) business professionals perceived as important in ELF business communication. Drawing on analysis of interview data collected through open-ended interviews with 43 RMG business professionals from 29 RMG industries, this paper identified the professional competences – the competencies necessary for professional success, that are considered as indispensable for RMG global business communication. Findings reveal that RMG business professionals require interpersonal skills, business specific knowledge, and work related practical experience in order to effective communication in the RMG global business context. A question then can be raised, are these professional competences inculcated and developed in higher education to meet the need of the RMG business industry? This paper shows how higher education can play role preparing job ready graduates with necessary professional competences.

Bio
Mohammod Moninoor Roshid is Assistant Professor at the Institute of Education and Research (IER), University of Dhaka, Bangladesh. He is currently doing his PhD research at Monash University, Australia. His research interests include English as a lingua franca, business communication, workplace learning and so forth. Moninoor can be contacted by e-mail at: moninoor.roshid@monash.edu; mmrdrpn@yahoo.co.in

Abstract: 48

Home and school pedagogy:
Expatriate families with young children transitioning into Malaysia
Megan ADAMS
Monash University Melbourne Australia

Abstract
Young children’s cognitive achievement is at the forefront of political agendas worldwide (Darhlberg & Moss, 2005) and has generated the need to gain better understanding of pedagogy that originates from the home and the school. Some International schools in Malaysia support homework for children as young as three. This practice is considered unusual for some expatriate families originating from Western countries transitioning to live in Malaysia. In this paper the cultural historical concepts of motives and demands are used to explore the pedagogy of three expatriate parents and their children’s educators working in international schools in Kuala Lumpur, Malaysia. The study uses a multiple case study approach to research five families with seven focus children (mean age of 5.6 years). Data includes 90 hours of digital video recording and interviews to capture the everyday lives of children and families moving through an international transition.

Findings reveal that Western parents in this study hold the belief that their children should participate in free play until formal schooling begins and demands by the educators at the international school that homework be completed prior to entry are not well received by the parents. This results in initial added tension and challenges for the parents, as the educators require parents to help their children complete homework packs and online learning prior to the child’s first day at school. Further findings reveal that as the child attends the school and displays motives to read and write at home, the parents change their perspective and support the child’s formal learning in the home. It is argued that this study has the potential for wider application in regard to families transitioning with young children and builds on the under researched area of home and school pedagogy.
Bio
Megan Adams is a PhD student at Monash University and is supervised by Professor Marilyn Fleer. Megan has a Masters in Early Childhood Education and is an experienced classroom teacher. Megan’s current research interests are cultural historical contexts of early childhood education, children and families experiencing global transitions and home/school pedagogy.

The Monash Postgraduate Association (MPA) is the representative body for all research and coursework postgraduates enrolled at Monash University. We provide a range of services to support the specific needs of postgraduates, including advocacy, representation, seminars and social events.

HDR Social Events

Battle of the Brains - interdepartmental trivia night in Semester 2
MPA Excellence seminar series – talks designed to inspire and motivate
Conference funding – to give postgrads experience organising conferences
Departmental social group grants – to get you away from the lab bench
HDR Social night - the first Wednesday of every month at 5pm

HDR support

The MPA employs two advocates who provide professional and confidential advice and assistance on a range of issues including:
• Milestone progression and non-confirmation
• Student/supervisor relationships
• Publishing and authorship
• IP and patents

Visit us online at mpa.monash.edu
### Celebrating 20 Years: Conference themes from 1995-2014

#### Monash Education Research Community (MERC)

<table>
<thead>
<tr>
<th>Year</th>
<th>Theme</th>
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<tbody>
<tr>
<td>2014</td>
<td>Making a Difference: How Does Your Research Matter?</td>
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<tr>
<td>2012</td>
<td>Educational Research: Approaches and Practices</td>
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<tr>
<td>2011</td>
<td>Educational Research beyond Borders</td>
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<tr>
<td>2010</td>
<td>2010: A Research Odyssey</td>
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<tr>
<td>2009</td>
<td>Go Boldly: Act Locally, Think Globally</td>
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<tr>
<td>2008</td>
<td>Education: New Horizons</td>
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<tr>
<td>2007</td>
<td>MERC Conference</td>
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<tr>
<td>2006</td>
<td>Education in the 21st Century: Faculty Works in Progress</td>
</tr>
<tr>
<td>2005</td>
<td>Researching Together: Faculty Works in Progress</td>
</tr>
<tr>
<td>2004</td>
<td>MERC Conference</td>
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</tbody>
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#### Education Research Collective of Students and Staff (ERCSS)

<table>
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<tr>
<th>Year</th>
<th>Theme</th>
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<tr>
<td>2003</td>
<td>New Perspectives in Educational Research</td>
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<td>2002</td>
<td>Diversity in Educational Research</td>
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<td>2001</td>
<td>ERCSS 2001 Conference</td>
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<td>2000</td>
<td>ERCSS Conference 2000</td>
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<td>1999</td>
<td>Education Faculty Conference Program</td>
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<td>1998</td>
<td>ERCSS/Research Committee Annual Faculty Conference</td>
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<td>1997</td>
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<tr>
<td>1996</td>
<td>ERCSS/Research Committee Annual Faculty Conference</td>
</tr>
<tr>
<td>1995</td>
<td>Research in Our Education Community: A Faculty Conference</td>
</tr>
</tbody>
</table>

The inaugural conference, 1995, was based on an idea by Tony Townsend and the ERCSS. It included 20 presentations and 3 workshops, and had 100 attendees.
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 HDR students and a more extensive program. Informal weekly lunch meetings continued to provide a platform for newly enrolled HDR students to meet others and introduce themselves, but MERC also became a stronger voice faculty wide. MERC began to represent HDR 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

MERC events

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

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

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

Student presentations
A number of opportunities exist for students to present their work publicly during which students may test ideas, ask questions and seek feedback from others in a nonthreatening and supportive environment and even practise their presentation skills. These opportunities include sessions run at students’ own request throughout the year as well as those forming part of the annual MERC Conference.

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 HDR students and researchers in the faculty to develop a supportive network and friendly community. HDR students and researchers from all Education campuses are warmly welcomed.

"The Faculty recognises and values the unique role MERC plays in supporting our HDR students and we are proud of the contribution it makes to our research community”

Professor John Loughran, Dean, Faculty of Education

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

Email: education-merc@monash.edu

monash.edu/education/merc