



Education

2011: Educational Research beyond Borders

MERC Annual Conference, Friday 8 July 2011

2011: Educational Research beyond Borders
Proceedings of MERC Annual Conference, 8 July 2011

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Message from the 2011 MERC Convenors

Welcome to MERC Conference-2011: Educational Research Beyond Borders

Message from the 2011 MERC Convenors

Welcome to MERC Conference 2011: Educational Research Beyond Borders

Each of us, in our research journeys, face challenges with courage, persistence and hard work. It is this spirit that this year's Annual MERC Conference is dedicated to. We have immense happiness and pride in helping organize this event where proud HDR students can share with likeminded and diverse individuals their unique and variegated research journeys.

As the previous year's convenors put it, the Annual MERC conference is the equivalent of a major city intersection. This is the day in which we all meet, listen intently to each other's research, give and receive feedback before we embark on our journeys towards a PhD.

The theme for this year's conference is *Educational Research Beyond Borders*, one that could not have been more apt as all of us are aware of the ever-expanding nature of education that is progressively eliminating national boundaries and beginning to encompass international dimensions. We hope that at this conference we all are able to visualise and assimilate the dynamic nature of how educational research is indeed going beyond borders.

The MERC Convenors extend a warm hand to all of you and invite you into this day of stimulated intellectual satisfaction where you and I address important research issues.

We look forward to your participation throughout your candidature.

We thank the Faculty, all respected academics and fellow research students who have enabled us to organize this event.

Best wishes

Mohammad Moninoor Roshid, Lavanya Raj, Wen Han, Corinna Peterken

MERC CONFERENCE 2011

2011: Educational Research Beyond Borders

July 8, 2011

- 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. There is a dedicated space in ground floor room G19 for meeting, greeting, retreating and taking refreshment tea/coffee in between sessions.

Display name label please.

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 the campus blue areas. No permits need to be displayed. The nearest blue car parks are situated to the east of the education building (Building 6).

Poster Display

Participants are invited to view the poster presentations on display all day in room G19.

Conference Lunch

A mouth-watering conference lunch will be served in the staff room on Level 2. 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 further questions or concerns, please feel free to ask anyone at the registration desk – we are more than willing to assist.

MERC CONFERENCE OPENING

9:00am- 9:15am

Room G 23

Emeritus Professor Richard Gunstone

Professor Gunstone is now Emeritus Professor. Previously he was Professor of Science and Technology Education, and Director (and founder) of the Monash-King's College (London) International Centre for the Study of Science and Mathematics Curriculum. He is a Fellow of the Academy of the Social Sciences in Australia and a Life Member of the Science Teachers' Association of Victoria. He has extensive research, development and consultancy experience in learning, teaching, curriculum, assessment, and teacher development, in school and undergraduate science, physics, engineering and medicine contexts.

<http://www.education.monash.edu.au/profiles/dgunston>

MERC ANNUAL INVITATIONAL LECTURE

9:15AM- 9:45AM

Room G 23

Speaker: Associate Professor Debbie Corrigan

Dr. Corrigan is the Deputy Dean in the Faculty of Education, Monash University. The Faculty of Education at Monash takes the broadest possible view of Education and consequently is involved in teacher education, community, professional and organizational capacity building. Such a perspective is evident from the breadth of award courses offered by the Faculty. In her own experience, Dr Corrigan reflects this breadth with her work involved in maximizing learning opportunities in a variety of settings such as schools, industry and the community. Her PhD thesis focused on the technology and industry links with chemistry curriculum and she implemented and taught in the Teacher Release to Industry Program (TRIP) at Monash University.

Her experience in the management of staff in a variety of settings both locally, nationally and internationally has lead to her involvement in mentoring experiences in a variety of settings. These include university, community and international programmes for a variety of professionals that include teachers, chemical educators, industry personnel and parents. Dr Corrigan recently developed the Master in Mentoring and Coaching for the Faculty of Education.

<http://www.education.monash.edu.au/profiles/dcorrigan>

DISCUSSION PANEL

Educational Research Beyond Borders: Personal stories from the field

2.15pm – 3:00pm

Room G 23

Panel members will discuss their own research journeys. What inspired them to choose their initial research topics? How did they energise themselves to sustain the journey? What new paths are they exploring beyond their PhD?

PANEL CHAIR

Dr Anita Devos - Convener, Research Degrees Subcommittee for the Faculty of Education)

PANEL MEMBERS

Dr Richard Smith – Senior Lecturer

Dr Scott Bulfin – Lecturer

MERC Annual Conference

2011: Educational Research Beyond Borders

Friday July 8, 2011

Education Building (6), Monash University, Clayton Campus.

Time	Events				
8.30-9.00	REGISTRATION				
9.00-9.15	WELCOME FROM MERC. Room G23 OFFICIAL OPENING <i>Richard Gunstone, Emeritus Professor of Science and Technology Education, Faculty of Education</i>				
9.15-9.45	MERC ANNUAL INVITATIONAL LECTURE – Room G23 <i>Debbie Corrigan, Associate Professor, Faculty of Education</i>				
10.00-11.00	PAPER SESSION 1				
Room G 19	Room G 08	Room G 23	Room G 25	Room G 34	
RETREAT ROOM Tea/coffee Resources	1. Elise Hunkin Teachers Speak about Continuity of Pedagogy in the Early Years 2. Joy Whitton What insights can thinking about the imagination offer to strategies of learning that engage students and help them to connect crucial concepts?	3. Jeremy de Korte Middle school students' engagement in Victorian community brass and concert bands: A qualitative study 4. Sitwat Saeed Students' and teacher's perceptions about their own motivation type and how this impacts on students' engagement: A qualitative case study	5. Rohan Nethsinghe In search of that sound: the influence of perfectionists, an autoethnography 6. Md. Ahsan Habib The Role of URC Instructor as Special Education Needs Coordinator (SENCo) to support the SEN Children in mainstream Primary Schools of Bangladesh	7. Teuku Zulfikar Being a common student: A Narrative of the minorities 8. Shamsul Nizam Kachi Mohideen Men in the ELT profession: men teachers as minority	
11.00-11.30	MORNING TEA – Room G19				

11.30-12.30	PAPER SESSION 2			
Room G 19	Room G 08	Room G 23	Room G 25	Room G 34
RETREAT ROOM	9. Sylvia Christine Almeida The “special” flavour of Environmental Education in India	11. Nikki Aharonian Empowering Professional Learning for Israeli Teachers: My Experiences Crossing Borders	13. Azleena Mohamad Oral English assessment practices of Malaysian English Language teachers	15. Lara Fridani School Readiness and Transition to Primary Schools: A Whole Schooling Approach
Tea/coffee				
Resources	10. Mohammad Moninoor Roshid English Communication Skills in a Corporate Setting in Bangladesh	12. Anna-Olimpia Rosenblum “Examining the Integration of a Multiliteracies Framework in Second Language Acquisition Through Literature Meta-Analysis and Reflective Practice.	14. Wenzhu Han Play as a source for learning: A case study of Chinese preschooler's everyday practice	16. Madeleine Coulombe The Teaching of Writing in Senior English in Australia in the Midst of Curriculum Change
12.30-1.30	LUNCH – Staff Room 2.24 <i>Associate Professor Joanne Deppeler to welcome HDR students and supervisors to have lunch</i>			
2.15-3.00	<p>Discussion Panel: Room G23</p> <p>Topic: Educational Research Beyond Borders: <i>Personal stories from the field</i></p> <p>Chair - Dr Anita Devos (<i>Convener, Research Degrees Subcommittee for the Faculty of Education</i>)</p> <p>Panel members Dr Richard Smith, <i>Senior Lecturer, Faculty of Education</i> Dr Scott Bulfin, <i>Lecturer, Faculty of Education</i></p>			

3.00-4.00	PAPER SESSION 3			
<u>Room G 19</u> RETREAT ROOM Tea/coffee Resources	<u>Room G 08</u> 17. Ahmad Bukhori Muslim Family Ethnic Socialisation Practices and Identity Negotiation of Indonesian Youth in Melbourne 18. Marlina Ali Physics problem solving process between successful problem solver and unsuccessful problem solver from metacognitive perspective: a preliminary finding	<u>Room G 23</u> 19. Md. Mahbub Alam Sarkar Teaching for scientific literacy in Bangladesh: Scopes and challenges 20. Md Saiful Malak Pre-service Special Education Teachers' Attitudes towards Including Students with Special Educational Needs in Mainstream Primary Education Classes	<u>Room G 25</u> 21. Ahmad Munir Indonesian pre-service English teachers' theorising levels 22. Briony Supple Inclusion in Higher Education – An Analysis of Policy, Attitudes and Good Practice at one Melbourne University	<u>Room G 34</u> 23. Philip Wing Keung Chan Network Governance in Chinese Educational Policy: the case of Harbin State-owned Enterprise Schools 24. Hosne Ara Begum Professional development for supporting inclusive education in Bangladesh: Are the features aligned with high quality characteristics?
4.00-4:30	AFTERNOON TEA – Room G19 POSTER PRESENTATION 25. Maya Pinkan Warouw: <i>Examining Changes in Gender Values in Two Editions of an Indonesian Coursebook</i> 26. Neil Houghton : <i>Anticipating the time of your life: An exploratory study of temporal ontologies and patterns of foresight within the public sector.</i> 27. Anne Suryani : <i>Learning in different contexts: Indonesian students' experiences in Australian universities</i>			

4.30-5:00	PAPER SESSION 4			
<u>Room G 19</u> RETREAT ROOM Tea/coffee Resources	<u>Room G 08</u> 28. Jemma Michael A critical appraisal of the text "The School Art Style: A Functional Analysis" by Arthur Efland (1976) and its contemporary relevance for twenty first century visual art education contexts.			
5:00-5.15	Prize draw - You must be present to collect your prize. PLENARY AND SUMMARY <i>Mr Mayur Katariya (Coordinator, Research Degrees Administration) Room G23</i>			
5.15	WINE, SOFT DRINKS, CHEESE AND FRUIT – Room G19			

MERC CONFERENCE PAPER ABSTRACTS

The duration of each paper presentation is 20 Minutes and 10 minutes for question-answer and feedback.

PAPER SESSION 1 - 10.00-11.00

Room G 08

1. Elise Hunkin - Teachers Speak about Continuity of Pedagogy in the Early Years

Overcoming the discontinuity of kindergarten and primary school pedagogy is a well-documented challenge facing the early childhood field. Known to disrupt the transition to school (Fabian, 2002; Dockett & Perry, 2001), growing evidence also suggests that the lack of continuity between kindergarten and primary school pedagogy can affect the retention of social, emotional and cognitive learning gains made in kindergarten (Kauerz, 2006; Manguson et al, 2005; Karoly, 2000). In 2009, the Victorian Government introduced the *Victorian Early Years Learning and Development Framework*, 0-8 years, intended to help early years teachers improve the continuity of their services. The framework places teachers from prior-to-school and compulsory school settings on the same continuum for the first time. It is not yet known how this framework has affected those in the field and how they view their work.

Seven early years teachers were interviewed about their experiences in the early childhood field, their professional partnerships and their attitudes toward continuity of pedagogy. Represented in the sample were kindergarten teachers, early childhood educators (who have taught both kindergarten and primary school) and prep teachers. The preliminary data paints a picture of modern day teachers who feel isolated, scrutinized and overwhelmed in their teaching roles.

While the teachers supported improving the continuity of pedagogy in early years settings, their knowledge of the framework was limited and they were doubtful that it would help them to achieve this goal.

Bio: Elise Hunkin is a Masters by Research (Early Childhood Education) candidate. She has a Bachelor of Early Childhood Education (hons) and has taught both kindergarten and primary school. She is currently teaching Prep at an independent school in Melbourne.

2. Joy Whitton - What insights can thinking about the imagination offer to strategies of learning that engage students and help them to connect crucial concepts?

What insights can a theory of imagination offer to understanding strategies for learning in disciplines in a natural science and in humanities? This paper will consider literature on the theory of the productive imagination proposed by Paul Ricoeur including the concepts of metaphorical process, semantic innovation, narrative configuration, and probabilistic constructions. I propose that the theory offers a starting point, and a model, for a consideration of common approaches in different disciplines, as well as space for discipline-specific ways to manifest themselves.

The paper will describe how imagination can be used to operate on reality in ways that, crucially, are innovative, and are based on creative new 'redescriptions' or understandings of reality. Within contemporary higher education, it may help us to conceive of how imaginative processes of learning can offer ways for students to understand competing theories, to compare and contrast them according to domains of validity, to think critically about them, to apply their own metaphors, or to role play positions that command different perspectives on knowledge or on action.

Bio: Joy Whitton is a Master of Education by research student who has worked in publishing, teaching and writing. Her interest in the imagination has been prompted by personal experience of a dance movement therapy called 'authentic movement' initiated by Mary Whitehouse and Janet Adler and by her observation of children.

Room G 23

3. Jeremy de Korte - Middle school students' engagement in Victorian community brass and concert bands: A qualitative study

The purpose of this study is to examine how middle school students gain expertise on their chosen musical instruments through participation in Victorian community brass and concert bands. The two main catalysts for this study are the recognition that there is disengagement in this age group from formalised music learning, and the topic is based on my own experiences as a high school musician who participated in community bands. Through this study I hope to show that the community band, which operates out of formal education practice, can be seen as a learning activity and as a viable means for enhancing the musical learning of middle school students.

The theoretical orientation of this study will be based around a model adapted from Bronfenbrenner's (1979) "Bioecological model of human development" with the premise that the middle school student is subjected to various musical influences through this life period, including a participation in a community band. The adaptability of this bioecological model means that it can be used to highlight the levels of engagement in a community band. This qualitative study will be undertaken through the use of case studies of students in three bands in distinct geographical locations.

Bio: Jeremy de Korte is a part-time PhD student based at the Peninsula Campus and currently into the equivalent second-year of the PhD. His research interests are inspired by long participation in community bands, and through currently working as a peripatetic instrumental teacher in Victorian secondary colleges.

4. Sitwat Saeed - Students' And Teacher's Perceptions About Their Own Motivation Type And How This Impacts On Students' Engagement: A Qualitative Case Study

Generally, motivation is seen as something that keeps us moving and helps us complete a task (Pintrich & Schunk, 2000). This research study explores the relationship between motivation and engagement and how teachers' and students' motivation may influence student engagement in their learning activities. Additionally, this research has analysed the views of students about how they want to be motivated and the teacher's opinions and views about how she motivates her students to enhance student learning outcomes. Data was collected from both students and their teacher using interview, surveys and focus group interviews in a culturally and linguistically diverse classroom to examine the relationship between motivation and engagement.

Data from students established that the majority of the students in the classroom were intrinsically motivated or integrated regulated and showed authentic engagement while some students were both intrinsically and extrinsically motivated and they showed different types of engagement in their focus group responses. The research demonstrated that the teacher was mostly using intrinsic motivation to authentically engage her students. However, she was also using extrinsic motivation to motivate and engage her students in learning when intrinsic motivation was not effective.

Bio: Sitwat Saeed is doing Masters by Research in Education and very soon she is going to submit her thesis. Previously she has done Masters in Education and has two and a half years of teaching experience at Bachelors level. Currently she is also doing some volunteer work at school.

Room G 25

5. Rohan Nethsinghe - In search of that sound: the influence of perfectionists, an autoethnography

This paper explores how my musical background, understandings, learning, music making abilities and skills, as well as teaching/transformation practices have been formed. An autoethnography has been used as the research method to investigate my background including the different modes of music education I have received. This qualitative phenomenological study found that my interests, along with the methods of interpretations I practice in the field of multicultural music including transformation methods have been formulated through my appreciation, understandings and beliefs gained from education and that most importantly they are shaped by the social context, cultural placing, and life experiences.

Bio: Rohan Nethsinghe is a Doctoral Candidate of the Faculty of Education at the Monash University. Multicultural music education and authenticity in multicultural music education including authentic transmission and pedagogical practices are his research interests. Rohan commenced his tertiary studies in Ukraine, in music at the Donetsk State Conservatory and has worked as a musician and a music teacher.

6. Md. Ahsan Habib- The Role of URC Instructor as Special Education Needs Coordinator (SENCo) to support the SEN Children in mainstream Primary Schools of Bangladesh

At present Bangladesh has more than 37 thousand government primary schools with over 15.5 million teachers. Against this huge number, special education services in Bangladesh both from government and NGOs are usually limited to the major cities. Further, there is a huge shortage of special education specialists as well as teachers to serve as resource persons for schools all over the country. Teacher training at a national scale is therefore the biggest challenge for education in Bangladesh today. Cascade method of training is ineffective due to low quality and to bring adequate changes of the end trainees. Hence, professional practitioners with intensive training are needed to play pivotal roles at the local level to support and coordinate school teachers and students with special needs. The present research aims to explore the effectiveness of whether the Upazila Resource Centre (URC) is equipped with necessary training to support and coordinate inclusive education and how effectively they can perform the role of Special Education Needs Coordinator (SENCo) to support the teachers and children with special needs in mainstream primary schools in Bangladesh.

Bio: Ahsan Habib has been working in the Institute of Education and Research (IER) of University Dhaka since 2005. His present designation is assistant professor in the department of Educational Psychology and Guidance. Currently he is a PhD Student in the Faculty of Education, Monash University.

Room G 34

7. Teuku Zulfikar - Being a common student: A Narrative of the minorities

The study begins with my own reflection on my ways of being Muslim in a Muslim majority country, Indonesia. This reflexivity encourages me to ask questions about how young Muslims living in a non Muslim country, such as Australia construct and negotiate their ways of being Muslim within three interrelated contexts: home, community and schooling. However, this presentation focuses on Muslim students' narrative on their ways of being at school and on their ways of perceiving others. The study uses a qualitative ethnographic approach, in which interviews, personal narratives and observations were used to generate information from participants. This research recruits 12 young Muslims, aged 15-17 years. These Muslims of Indonesian background were born and/or grew up in Australia. The study found that most young Muslims see their school as the comfort zone in spite of some prejudicial sentiments from peers. Like students of other backgrounds, they interact and participate in their school extra-curricular programs.

Bio: Teuku Zulfikar is a PhD student at the Faculty of Education. His field of interest is Sociology of Education, in which he researches the identity construction of minority students in Australia. He gained his Masters degrees from Monash in Leadership, Policy and Change and from Ohio University in Educational Studies.

8. Shamsul Nizam Kachi Mohideen -Men in the ELT profession: men teachers as minority

The teaching and learning of English are highly valued in Malaysian society for various reasons, yet the English Language Teaching (ELT) profession does not currently offer representative role models for learners; male teachers are heavily underrepresented. This may have important implications for learners, perpetuating a possibly gendered view of language ability, which has been widely documented (Maccoby & Jacklin, 1975; Loudini, 1990; Francis & Skelton, 2005). This paper reports a study exploring the gendered beliefs of 'male' English Language teachers from different ethnic backgrounds in modern Malaysian society regarding the genderedness of the domain of the teaching profession in general and English Language Teaching (ELT) in particular. Gendered beliefs, as proposed by Ridgeway and Correll (2004), are '*cultural beliefs about gender*' within different social relational contexts in different societies. This case-study research looks at the influence of hegemonic cultural beliefs about being a male ELT teacher as a way to understand masculinity within the feminised area of ELT and the subject English Language. The men's voices elucidate the factors influencing male teachers' gendered beliefs and show how these teachers respond to their gendered beliefs and masculinities in their everyday pedagogical practices in the secondary Malaysian English Language classroom.

Bio: Currently a PhD student in Monash University. Have taught English as a second language in Malaysian secondary schools for 12 years and been a lecturer at a private university in Malaysia before becoming a language trainer for the Selangor State Education Department, Malaysia.

Room G 08

9. Sylvia Christine Almeida - The “special” flavour of Environmental Education in India

Environmental Education in India is strongly influenced by rapid economic developments and a barrage of environmental issues brought along with it. This presentation discusses the distinctiveness of environmental education in India and traces its evolution across several historical periods. It takes a critical view of the current scenario and attempts to allay environmental problems by discussing what may work and what needs refinement. It throws light on the future directions that environmental education needs to take in order to succeed in addressing some critical issues.

Bio: Sylvia Almeida is a PhD student at Monash University with strong interests in the field of environmental education and teacher education. Her thesis is focused on understanding the attitudes, beliefs and experiences of teacher educators towards environmental education. Her experiences as a teacher and teacher educator transcend boundaries (she has worked in India, Africa, USA and the Middle East) and deeply influence her work.

10. Mohammad Moninoor Roshid - English for International Business: Reflection of a Corporate Setting in Bangladesh

In a rapidly changing global economy, a competitive business market requires good communication skills in workplaces, especially in business settings (Locker & Kaczmarek, 2009; Stevens, 2005). As a consequence of free market economy over the past decades, many business firms, especially Ready-Made Garments (RMG) industries of Bangladesh have expanded internationally since the late 1980s (Ahmed, 2009). The export oriented garment industry in Bangladesh is considered the fast growing export sector of the country. English language plays a vital role in such industry in Bangladesh for international communication for business purposes. The aim of this paper is to present the kind of English communication skills that are needed in RMG corporate setting in Bangladesh for business purposes. Data has been drawn from the RMG business professionals through questionnaires and in-depth interviews. The findings show that this exported-oriented RMG sector requires specific English communication skills, such as linguistic, socio-linguistic, discourse and strategic competence. This paper may be used as a point of reference for policy planners, teacher educators, employers, career advisers and many commercial language institutes to think about English language needs for workplaces. They may find the better English language teaching and learning policy and courses that are expected to prepare students with good communication skills for their career, especially in business organizations.

Bio: Mohammad Moninoor Roshid is currently a PhD student under supervision of Professor Susan Webb and Dr Raqib Chowdhury. He has also been working as a faculty in the Institute of Education and Research (IER), University Dhaka, Bangladesh.

Room G 23

11. Nikki Aharonian - Empowering Professional Learning for Israeli Teachers: My Experiences Crossing Borders

While there is a solid body of literature reporting that teachers value opportunities to engage in ongoing professional learning (e.g., Wei, Darling-Hammond et al., 2009; Doecke, Parr & North, 2008), it is clear that programs often fail to consider individual needs and the varied social, cultural and curriculum contexts in which educators work. In recent years, however, communities of literacy

educators have shown how more complex approaches to professional learning, which emphasise reflexive writing, can be more responsive to teachers' needs. In some of these learning contexts, narrative writing has proved useful in the generation of teacher knowledge (e.g. Doecke, Homer, & Nixon, 2003).

Drawing on my narrative inquiry, this paper explores my own efforts to create a non-traditional learning environment for Israeli primary school teachers. These educators from diverse personal and professional backgrounds are struggling to enrich the writing of their pupils. Narratives, letters and other authentic texts are presented as I describe my experiences of powerful in-service learning, mediated by writing, in supportive groups. Teachers are usually surprised to discover how much they learn about themselves as educators and about their practice when they are provided the time and opportunity to engage in reflective writing and rich professional dialogue with their peers.

Bio: Nikki Aharonian is an Australian born PhD student at Monash University. She is employed as a teacher and Vice Principal in a primary school in Israel and is responsible for professional learning courses for literacy educators. The teaching of writing, teacher writing and professional learning are her main interests.

12. Anna-Olimpia Rosenblum - Examining the Integration of a Multiliteracies Framework in Second Language Acquisition Through Literature Meta-Analysis and Reflective Practice.

Multiliteracies and Second Language Learning are both central to many current developments in educational research and reform. This paper examines the literature supporting both multiliteracies and second language learning, focusing on pedagogy, policy and the current debate in both fields. It demonstrates how the affordances provided by multimodal text design can be integrated with second language learning. This is established through a meta-analysis of the literature of the past 5 years and is positioned with the researcher's reflective teaching practice using journals and lesson plans. The research demonstrates how the concept of multimodality text design can be incorporated into second language learning programs in primary schools and suggests that a new initiative be adapted when implementing second language programs in primary schools. Overall the research supports the notion that second language programs can be made more engaging for students when a multiliteracies framework is implemented with target language text selection. This blended approach presents ways that traditional classroom teaching can be subtly combined with the more informal style typical of new learning spaces and characterized by new technologies. The result is an inter-play of technology-mediated instruction with non-technology mediated instruction. This paper concludes by identifying potential areas for future research.

Bio: Anna-Olimpia Rosenblum is a multilingualist, teacher of French & Media Studies as well as an Education Consultant. She lived in San Francisco from 1992 – 1996 where she studied film and then moved to Paris until 2004, where she taught English. Upon returning to Australia, she resumed studies in Education.

Room G 25

13. Azleena Mohamad - Oral English assessment practices of Malaysian English Language teachers

This paper discusses the oral assessment practice of two Malaysian Upper Secondary English teachers selected from a total of nine teachers involved in a study that aims to explore the way Malaysian English language teachers conduct oral language assessment in their classroom. These teachers were selected based on their contrasting practices in planning and implementing oral language assessment. The oral assessment in focus is the School based Oral English Assessment (SBOEA) set in Malaysian Secondary schools. The SBOEA is conducted with Upper Secondary students during the teaching and learning process as their partial fulfilment to the overall grade for

the English language paper at the national standard examination. This qualitative research utilizes the use of in depth semi-structured interviews and a non-participant observation on nine Malaysian Upper Secondary English language teachers who are purposively selected to assist in the data collection. The findings are presented through the two stages of developing classroom assessment: planning stage and implementation stage. It is found that these teachers have different oral assessment practice in which one treats assessment as part of learning while the other sees assessment as a measurement of learning.

Bio: Azleena Mohamad is currently pursuing her PhD at Monash University, Clayton, Australia in the field of Testing and Measurement. With 10 years of teaching experience in upper secondary school, She has been actively involved in training courses for teachers at state and district level. She has more than 8 years of experience in examining pre-university English Language papers and being a school based oral English assessor (school and state level).

14. Wenzhu Han - Play as a source for learning: A case study of Chinese preschooler's everyday practice

Early Childhood Education (ECE) is getting more attention as research shows that a person who has better ECE is more likely to lead more successful and happier life. Play is now widely used in ECE and the Chinese new National Guidance suggests that play should be considered as the basic activity in kindergarten. There are various imported theories of play from western nations whose culture and value differ from Chinese ones, but these theories are being promoted and applied in Chinese developed cities.

Vygotsky's cultural-historical theory provides a methodology to analyse 'child's developing function' (1966, Vygotsky) by 'restoring the whole process of its development in phylo- and ontogenesis.'(Veresov, 2010).

The author will do a qualitative case study of 4 preschoolers' daily play in kindergarten and family as a source for learning practice, using videotaping and interviews to gain data in order to understand teachers' and parents' culture and value on child's play and learning in one of most developed cities in China and how they affect preschoolers daily practice related to child's development.

Bio: Wenzhu is a Master by research student looking forward to upgrade to PhD. Her field is Early Childhood Education and focus on play and learning in China.

Room G 34

15. Lara Fridani - Learning and using classroom language in an English teacher education program in Indonesia

So far, the concept and practice of school readiness and children's transition into primary school have not yet been investigated comprehensively in a developing country like Indonesia. Much of the literature and research into school readiness and transition to primary school concentrate on the perspectives of teachers or parents, and are mostly western in nature. Also, there have been relatively few attempts to investigate the perspectives and practices of school readiness and transition from a whole schooling philosophy. Even in developed countries literature on school readiness and transition issues are debatable as diverse approaches and concepts have been advocated. In the Indonesian context, debate on the concept and practice of school readiness and transition to primary school have just begun and are not established yet.

Grounded in Bronfenbrenner's Ecological Theory (1998), this paper analyses the concept and practice of school readiness and transition to primary school in Indonesia. The paper considers how different stakeholders in Indonesia prioritize different aspects of school readiness, and the values and beliefs that underpin this. By examining and discussing stakeholders' perspectives and practices, the paper advances arguments for a whole schooling approach of child readiness and transition to primary schools in Indonesia.

Bio: Lara Fridani, Phd Student in Early Childhood Education, Peninsula Campus. Her Bachelor degree in Psychology is from Universitas Gadjah Mada Indonesia, and Master degree in Psychology (Educational and Developmental), from Monash University. She worked as a lecturer and psychologist in Early Childhood Education, State University of Jakarta, Indonesia.

16. Madeleine Coulombe - The Teaching of Writing in Senior English in Australia in the Midst of Curriculum Change

In the lead up to the implementation of the new Australian Curriculum (AC), there has been widespread debate, not just about what should be in that curriculum but about the evolving nature of curriculum itself. Most research and public commentary agrees that a new national curriculum can be a catalyst for change in professional practice across a country. While the curriculum which emerges from specific school environments usually reflects locally shared beliefs and practices (Doecke & Parr, 2008), when curricula are mandated by a centralised body, there may be substantial changes to the ways in which teachers, individually and collectively, conceptualise and enact their teaching. This study is a work of practitioner inquiry which is describing the ways in which externally mandated curricula, such as the AC and the Victorian Certificate of Education, mediate the classroom practices of one teacher. I am documenting and reflecting on my teaching practices, within a particular institutional context, and always with a critical awareness of the ways in which my teaching is directed or influenced by curriculum development. In addition, I am tracking the evolution of my critical understanding of the teaching of English-literature through an explicit focus on theories and practices related to the teaching of writing.

Bio: Madeleine is a full-time secondary teacher and Head of English. She is pursuing a PhD in the Faculty of Education. She is interested in researching how externally mandated curricula affect the classroom and how classroom experiences play a role in changing curricula.

Room G 08

17. Ahmad Bukhori Muslim - Family Ethnic Socialisation Practices and Identity Negotiation of Indonesian Youth in Melbourne

This study seeks to identify the practices of ethnic identity socialization by some 10-12 Indonesian families in Melbourne and how these practices help negotiate the identity of their minority youth in Australia. Employing a multiple-case study (Yin, 2004) I investigate some categories of ethnic socialization practices of family (Moua & Lamborn, 2010) and how these practices influence their youth's adjustment to mainstream culture. Immigrant families usually have three main basic goals; maintenance of heritage culture, participation in the host society, and maintenance of psychological and physical health (Safdar, Lay & Struthers, 2003). Successful adaptation of minority youth involves the balancing between heritage culture and that of the society of settlement (Sam, 2000). Results of in-depth interviews of youth and either parent will reveal categories of ethnic socialization practices (Moua & Lamborn, 2010) whereas youth's personal narratives will show how the youth make meaning of their ethnic identity while residing permanently in Melbourne. Identity here means a sense of belongingness, centrality (importance), evaluation (good or bad), and tradition (participation in cultural festivals) (Phinney, 1990) to the culture of Indonesia. The findings are expected to add onto research and understandings of various migrant communities and their experiences in Australia.

Bio: Ahmad Bukhori Muslim has been a teaching staff at Indonesia University of Education since 2001. He earned his Master of Education in Language and Literacy from Boston University. His research interests include youth identity, early literacy, local literature, and culture in language teaching.

18. Marlina Ali - Physics problem solving process between successful problem solver and unsuccessful problem solver from metacognitive perspective: a preliminary finding

This paper presents part of the findings in study of physics problem solving process between successful problem solvers and unsuccessful problem solvers from metacognitive perspective. The aim of this paper is to compare physics problem solving process between successful and unsuccessful problem solver. The participants were two Bachelor of Science and Education (Physics) students from one public university in Malaysia. Students that had good conceptual understanding and no procedural error in the Physics Problem Solving Achievement Test (PPSAT) or physics task were selected as successful problem solvers and those that had poor conceptual understanding and made many procedural errors in the PPSAT were selected as unsuccessful problem solvers. This paper focuses on one mechanics question from four questions (two from mechanics and two from electrics). Thinking aloud sessions are the methods for collecting data in this study. Apart from that, students were also interviewed right after the thinking aloud session. Both thinking aloud sessions and interviews were videotaped. Verbal protocol from thinking aloud sessions and interview were transcribed, segmented and translated. Preliminary findings revealed that there are differences in problem solving employed by successful and unsuccessful Physics students. It was also found that in solving the problem, successful student used metacognitive skills.

Bio: Marlina is a PhD student under the supervisions of Dr Ian Mitchell and Assoc. Prof Helen Forgasz at Monash University. Marlina has a Bachelor and Masters degree in physics education from Universiti Teknologi Malaysia. Marlina also works as a lecturer at the Universiti Teknologi Malaysia, located in Johor, Malaysia.

Room G 23

19. Md. Mahbub Alam Sarkar - Teaching for scientific literacy in Bangladesh: Scopes and challenges

This paper reports on the way three Bangladeshi science teachers perceive scientific literacy and translate their perspectives into classroom teaching. The paper also examines the values teachers consider in their teaching for scientific literacy and the issues they perceive as challenging in their teaching. Data were gathered through observing a series of lessons of General Science course for each teacher, interviewing them twice – once before and once after the class observation, and interviewing their students in focus groups. Analysis of these data reveals that the teachers hold a range of perspectives of scientific literacy (e.g., Vision I, Vision II and Vision I-II); however, in practice, all the teachers promote Vision I scientific literacy that has incapacity to make science important to all students and results in little or no scientific literacy for the students. It also reveals that whilst teachers mostly perceive the importance of the target values, they are in difficulty to find a suitable teaching approach to promote the values. These findings may contribute to understanding science teachers' effort to promote scientific literacy in a teaching-learning context that challenges teachers with large classes, insufficient resources, backdated and rushed curriculum, and traditional assessment system.

Bio: Mahbub is a full-time PhD student studying under the supervision of Assoc Professor Deborah Corrigan in Faculty of Education, Monash University. In his PhD study, he is interested in exploring how scientific literacy is promoted through school science education in Bangladesh. He was graduated from Institute of Education and Research, University of Dhaka in Bangladesh.

20. Md Saiful Malak- Pre-service Special Education Teachers' Attitudes towards Including Students with Special Educational Needs in Mainstream Primary Education Classes

Internationally in the developed and developing world, education systems are going through major reforms and changes. Inclusive education of students with special educational needs (SEN) in regular educational environments is one such reform in current education systems. In Bangladesh-the implementation of inclusive education is at an early stage where students with SEN are gradually being included in mainstream primary education classes. However, the role of the mainstream teachers to accommodate those students is not favourable. This study, which was undertaken in a leading institute of teacher education in Bangladesh, examines the attitudes of pre-service special education (PSE) teachers towards including students with SEN in mainstream primary education classes. In this quantitative study, PSE teachers (n = 100) were sampled purposively as part of which a 20-item based survey was developed to measure PSE teachers' attitudes. A 5-point Likert type scale was used to rank their attitudes. Descriptive and inferential statistics were performed to calculate results which indicated that PSE teachers were different in their attitudes based on the areas of specialisation. Further, their attitudes were varied significantly on the basis of experiential learning (i.e. practicum). This paper concludes with various suggestions on how teacher education institutes may engage PSE teachers more effectively with their teacher education courses.

Bio: Mr Saiful Malak is a PhD student at the faculty of Education, Monash University. In Bangladesh, he teaches courses related to special education and inclusion at the Institute of Education and Research, University of Dhaka as Assistant Professor. He did his Bachelor of Education (Honours) and Master of Education in Special Education. Further, he did another Masters with concentration to Inclusive Education in Griffith University, Queensland, Australia.

Room G 25

21. Ahmad Munir- Indonesian pre-service English teachers' theorising levels

Researchers in teacher education (e.g. Dodd, 1994, Pachler and Field, 2001) have identified five stages of theorising levels for initial teachers, from survival to self actualisation. This paper presents the theorising levels of seven pre-service English teachers (PSETs) during practicum in Indonesian secondary schools. The use of classroom language in practicum lesson has been recorded and analysed and followed up by semi-structured interviews. The findings have shown that these PSETs were at their early stages of theorising levels. Examples of occurrences in lessons to show these stages are presented.

Bio: Ahmad Munir has been a teacher educator in the State University of Surabaya since 2004. I completed my MEd TESOL at Monash University in 2003 and commenced PhD study in 2008.

22. Briony Supple - Inclusion in Higher Education – An Analysis of Policy, Attitudes and Good Practice at one Melbourne University

Inclusion in higher education has taken centre stage in Australian universities in the last decade. In this paper, inclusive practices and policies involving international students with disabilities from non-English speaking backgrounds enrolled in one University in Australia are analysed. The theory of inclusion articulates fundamental differences among different kinds of inclusive practice and cultures, resulting in a typology including the medical model, social constructivism, the social model of disability and the concept of 'Whole Schooling'. Each kind of theory calls on different instructional supports, policy, attitudes, and good practice in inclusive education. In doing so, the aim is to inform policy and models for best practice to maximise the educational experiences of students with disabilities, and indeed, all students. The implications for the findings from this research may challenge researchers, lecturers, staff and policy makers interested in making higher education accessible to all and, in doing so, make a contribution to the discourse of inclusion in challenging perceptions of student deficit.

Bio: Briony Supple has been working in education for more than 10 years. She has a degree in English as a Second Language (ESL) and Japanese and has taught ESL in a number of countries across Asia, Europe and South America. She is a lecturer at Victoria University and completed the confirmation process for upgrade to PhD in February this year.

Room G 34

23. Philip Wing Keung Chan- Network Governance in Chinese Educational Policy: the case of Harbin State-owned Enterprise Schools

This paper draws on theories of network governance to analyse a case study of policy implementation aimed at reforming Chinese public education. It builds on the work of Rod Rhodes (1997), who conceptualises 'network governance' in terms of interactions between groups that make up networks involved in policy making. Public school reform in China has included the establishment of the Modern Enterprise System, which disconnected schooling functions previously associated with State-owned Enterprises to rectify the loss of profit. The State Commission for Restructuring the Economy proposed that these schools should be relocated from enterprises to the Ministry of Education in order to rectify loss of profit in State-owned Enterprises. This paper reports on a case study of the railway state-owned enterprise schools in Harbin, the capital and largest city of Heilongjiang Province in Northeast China. The study examines how the top-down policy is implemented from central government to ministry level, to province level, to municipal city level and finally to the district level. It also shows the way networks support negotiation and bargaining at the district level, which influences the education policy of the central government. These intersecting policy implementation processes show how the centralised

Modern Enterprise System policy proposal is coordinated through actions and resource transactions between actors at different levels of government and schools. This paper argues that the processes of formulating and implementing Chinese education policy can be characterised as a form of network governance, which coordinates actors, decision making processes, and stakeholder's motivations to comply with collective decisions in Chinese education. This paper reveals network governance to be an effective and legitimate way of problem-solving that assists policy implementation and education reform in China.

Bio: Philip Chan is a third year PhD candidate in the Faculty of Education. He was co-convenor in MERC2009, Clayton Campus. Philip is (co-) convening two publishing projects: 'Asia Pacific Education: Diversity, Challenges and Changes' and 'Asia as method'.

24. Hosne Ara Begum- Professional development for supporting inclusive education in Bangladesh: Are the features aligned with high quality characteristics?

In an inclusive education context, to address diverse learners' needs classroom teachers are required to be supported essentially through high quality professional development (PD). Depending on its characteristics, PD may facilitate or undermine teacher learning/practice. Research has demonstrated that structural and process features of PD are central to its effectiveness. The purpose of this paper is to identify the features of PD offered by Teaching Quality Improvement in Secondary Education Project (TQI-SEP) to aid inclusive practice in the secondary education context of Bangladesh. This paper examines whether the PD features are consistent with the characteristics of effective PD as reflected in the research literature. Data extracted from policy documents, observation of PD programs and open-ended interviews with facilitators are used to evaluate the TQI-SEP PD against key features that are linked to quality professional learning opportunities for teachers. While the findings suggest that the PD includes substantive content on inclusive practice, many of the forms of participation and delivery are more consistent with traditional 'transmissive' approaches to PD. The implementation of inclusive education (IE) would be challenging with the current model of the TQI-SEP PD. Findings from this study have implications for developing policy and procedural framework for future teacher PD.

Bio: A faculty member in the Institute of Education and Research of Dhaka University in Bangladesh. Currently she is in the third year of her doctoral program.

25. Maya Pinkan Warouw - Examining Changes in Gender Values in Two Editions of an Indonesian Coursebook

This study investigates the changing gender values, which are depicted in the two editions of an English language coursebook series *Contextual English* used in Indonesian secondary schools. It covers issues about women in relation to culture and education, the socio-cultural content in textbooks and the reflection of gender ideas in English textbooks.

The research was conducted using a qualitative content analysis method in which the textbooks were examined based on eight categories developed as the framework through deductive and inductive processes. These categories are gender-related job possibilities, gender-based activity types, stereotyped sex roles, stereotyped physical appearances, stereotyped characteristics, gender based language, development or progressiveness, and neutrality.

This study found that traditional values, which had appeared in the 2004 books for years 7, 8 and 9, were improved in the 2007 books. The socio-cultural forces constructed in Indonesian community have an important influence on these dynamic gender representations. Though the changes are not yet ideal, the revision of these two editions of *Contextual English* showed the attempt to support Indonesian educational policies in 2006 about gender values revision in the textbooks.

Bio: Maya Warouw is a lecturer at Sam Ratulangi University, Indonesia and has been teaching English for more than 8 years in this university. She got her Master degree in Linguistics from the same university and her MEd (TESOL International) from Monash University. She is currently doing her PhD research focused on teaching materials for tertiary education at Monash University.

26. Neil Houghton - Anticipating the time of your life: An exploratory study of temporal ontologies and patterns of foresight within the public sector.

This poster provides an outline of my PhD research proposal under development. The study will explore how individual policy practitioners within the public sector use foresight practices to develop public policy. Public policy influences the lives of everyone and policy practitioners are necessarily involved in anticipating the future. Public policy faces many complex challenges and wicked problems. Foresight and anticipatory capabilities have been identified as an important capability to effectively respond to these challenges. The Victorian Public Sector has recently established a number of foresight and innovation units with the intention to develop such capabilities. The study will use a comparative approach to study individuals working within these foresight units and policy practitioners working in more general strategy and policy roles. The study will address the following research questions:

Research Question 1: Do policy practitioners working in foresight units within the public sector have more complex understandings (or ontologies) of time than those working in more general strategy policy roles?

Research Question 2: How does the temporal ontological complexity of policy practitioners enable different epistemologies of policy practice?

Bio: Neil is a part-time PhD candidate in the Education Faculty at Monash University. He works in the Victorian Public Sector with the Department of Planning and Community Development as Manager Policy & Innovation. His professional work focuses on the areas of policy, strategy and foresight and innovation.

27. Anne Suryani - Learning in different contexts: Indonesian students' experiences in Australian universities

As new technologies appear in educational settings, there is always interest in understanding their influence on pedagogical and learning activities. Recent information communication technologies have been widely used to facilitate and enhance learning environments for academics and students. The poster summarises findings from a research investigating Indonesian students' use of technologies in Australian universities and the impact these have on their learning. Data were gathered from 94 Indonesian students using a questionnaire and in-depth interviews with 10 purposively selected participants.

The findings examine students' internet usage during weekdays and weekend for academic and non academic purposes, their use of online discussion forums and emails, most useful study resources and examination preparation strategies. The poster offers empirical evidence that the impact of ICT, including the internet, on students' learning is complex and influenced by the students' experiences, needs and motivations both in the past in Indonesia and at the time of their study in Australia.

Bio: Anne Suryani is a lecturer in the Department of Communication at the University of Indonesia and is currently working on her PhD in Education at Monash University. Her research interests include teacher education students' motivations, new media and learning, and cross-cultural communication.

<http://users.monash.edu.au/~hwatt/students/Suryani.htm>

PAPER SESSION 4 – 4.30-5:00

Room G 08

28. Jemma Michael - A critical appraisal of the text “The School Art Style: A Functional Analysis” by Arthur Efland (1976) and its contemporary relevance for twenty first century visual art education contexts.

This paper discusses the idea that formalization as a visual art educator poses significant questions surrounding the idea of engaging in teaching curriculum with specific predisposed values as evidenced through school art policy and assumptive definitions of visual art in a school context.

The discussion of the paper is based around reviewing a limited amount of academic texts for the Honours thesis concerning the historical and philosophical significance visual art education research has had. From this, the author seeks to better understand the development of visual art education contexts for contemporary relevance in Australian curriculum.

The selected research suggests an interrogation into the performatives of visual art made visible by school students and will be discussed in the context of textual analysis. The article by Efland (1976) is the keynote to the review and discussion due to its scope and historical positioning of aesthetic and philosophical issues raised. The author has particular focus on addressing the term coined by Efland (1976), the ‘school art style’ to critically appraise and highlight some of the points the article addresses. The intention of the author is to create a vantage point for discussion in view of contributing to twentieth century visual art education research.

Bio: Ms Jemma Michael is an Education Honours student and received the Jubilee Honours Scholarship. Holding a Degree in Visual Art (Fine Art) and a GradDipEd (Secondary), Ms Michael’s research is influenced by literature, drama, visual art and music.

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