EDUCATIONAL RESEARCH: AS REALITY AND AS DREAMS

Monash Education Research Community (MERC) Annual Conference
Wednesday, 6 July 2016
Organising Committee

Lauren Armstrong  MERC Convenor, Peninsula
Elahe Shakhsi Dastgahian  Volunteer co-ordinator
Katrina MacDonald  MERC Convenor, Peninsula
Jane Milloy  MERC Convenor, Clayton
Lucas Moreira dos Anjos Santos  MERC Convenor, Clayton
Roy Smalley  MERC Convenor, Berwick

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

Claudia Cornejo, Halim Ahmad Faizin, Yanuar Rizki Fauziah, Yingjing Fu, Yuan Gao, Michael J. Henderson, Fatema Johora, Yeni Karlina, Manpreet Kaur, Nastaran Khoshsabk, Hay Mar Myat Kyaw, Kate Lafferty, Deidre Lim, Joanne Lindelauf, Anne Newton, Nguyen Thi Thu An, Siti Nurhasanah, Pham Thi Thanh Xuan, Parinita Raje, Hannah Richardson, Sandeep Sandhu, Qian Qian Tan, Thuy Tieu, Su Wit Yee, Shiyu Zhu

Acknowledgements

The MERC Conference 2016 organising committee expresses our sincere gratitude and appreciation to following academic and professional staff, whose willing support helped make this event successful:

Keynote Address

Assistant Professor Dr Brenda Gladstone, University of Toronto

Reviewers

Dr Raqib Chowdhury, Dr Jennifer Hall, Dr Hilary Monk, Dr Anna Podorova, Dr Gloria Quiñones, Dr Avis Ridgway, Dr Hazel Tan, Dr Katrina Tour, Dr Melissa Wolfe

Faculty academics and staff

Lucy Kehoe, Dr Scott Buffin, Samantha Bennett, Bronwyn Dethick, Kristian Lofhelm, Professor Joanne Deppeler and the Graduate Research Committee for their ongoing support
Welcome message from MERC Convenors

The aim of educational research is to explore, investigate and discover new knowledge to contribute to the field. Such research may focus upon a domestic or international domain, and may involve academics, practitioners and the wider community. As we develop as researchers, we expand our theoretical and practical knowledge in our chosen areas of educational research.

Educational research often involves objectives that reflect our own identities, perspectives and ideologies as researchers. As such, these reflections develop our research dreams over time. We are drawn to areas of educational research that are reflective of these dreams, and inspire and compel us to transform these dreams into reality. Thus, the theme of our 2016 MERC annual conference is titled *Educational Research: As Reality and As Dreams*.

MERC endeavours to provide supportive opportunities and an inclusive environment for our diverse graduate research community. In addition to our annual conference, opportunities such as seminars, workshops and social events are provided throughout the year to facilitate the engagement in valuable learning opportunities and to promote the development of meaningful professional relationships.

The MERC conference aspires to showcase the rich diversity of our community’s cultures, contexts, knowledge, ideas and research areas. It aims to provide an opportunity for graduate research students to present their work to their peers in a supportive environment that fosters constructive feedback, and encourages meaningful discussions, as well as the opportunity for building networking connections. It is anticipated that these opportunities will enrich each research project and be beneficial to the graduate research community.

The MERC convenors wish you all a very warm welcome to the Monash Education Research Community Conference for 2016. We hope you that this conference drives your ambitions in your research journey and compels you to transform your research dreams into a reality.

Lauren Armstrong  
MERC Convenor  
Peninsula

Lucas Moreira dos Anjos Santos  
MERC Convenor  
Clayton

Katrina MacDonald  
MERC Convenor  
Peninsula

Roy Smalley  
MERC Convenor  
Berwick

Jane Milloy  
MERC Convenor  
Clayton
General Information

Registration
Registration begins at 8.30am on the day of the conference in the ground floor foyer of the Education Building, 29 Ancora Imparo Way (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 near the registration desk in the foyer.

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

Parking
Parking will be free of charge for the entire day, to all conference participants, in designated areas on campus – check with security (59 Scenic Blvd) for details. No permits need to be displayed.

Poster Display
Participants are invited to view the poster presentations on display all day at The Learning Space (TLS), Level 1, 29 Ancora Imparo Way (building 6).

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

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

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

If you have any questions or concerns, please feel free to approach MERC volunteers at the reception desk we are more than willing to assist.
Conference Program

8:45 - 9:00 am  MERC CONFERENCE OPENING

Room G 23
Jane Milloy
MERC Convenor, Clayton

WELCOME
Professor Joanne Deppeler
Associate Dean Graduate Research Degrees, Faculty of Education

9:00 - 10:00 am  KEYNOTE PRESENTATION

Research as reality and as dreams: Transformative possibilities in the process of becoming (and being) an educational researcher

Dr Brenda Gladstone
Assistant Professor, Dalla Lana School of Public Health and Associate Director, the Centre for Critical Qualitative Health Research, University of Toronto

Educational Research: As Reality, as Dreams - How is a researcher supposed to ‘be’? Is research something we simply ‘do’, or is it who we become, while doing our work? This address draws on my experiences of unsettling, and sometimes alienating, but often inspirational moments in the journey to becoming (and being) a researcher. I use a common English idiom, ‘building bridges’, to think metaphorically about what it means to overcome obstacles that surface during this process, including feelings of discomfort and vulnerability that coexist in tension with a nascent, developing sense of competency. In interrogating my own teaching and research practices, I reflect back on how I learned to better confront things head on—asking rather than evading difficult questions—and to use the knowledge gained through such reflexivity, embracing rather than denying those things that don’t seem to fit and we tend to avoid, or want to clean up when everything seems too chaotic and messy. Overcoming obstacles encountered along the way can provide greater clarity about our dreams for research, and as our ideas become more tangible, to see them differently from what we may have imagined them, or ourselves to be, when we first started out.

Biography

Brenda Gladstone, PhD, is Assistant Professor, Dalla Lana School of Public Health and Associate Director, the Centre for Critical Qualitative Health Research, University of Toronto. Brenda teaches graduate-level courses and continuing education workshops on qualitative methodology in the health and social sciences, and mentors clinician-scientists working with children and families in various practice and professional capacities. She uses innovative and multi-method approaches to bring young people's voices into debates about their mental health and social care needs, engaging families, clinicians, educators and other community-based decision makers in participatory, integrated knowledge creation and translation processes. Along with other academic fellows at the Centre Brenda conducts research on the development, adaptation and evaluation of qualitative methods in the health sciences. She is widely consulted on research methods and is a member of the inaugural review committee for the Canadian Institutes of Health Research/Strategy for Patient Oriented Research grants, which focus on ‘patient’ and citizen engagement in research.
10:00 -10:30 am MORNING TEA

ROOM: The Learning Space (TLS), Education building, 1st Floor

PRESENTATIONS

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

Room Locations (see maps on last page of proceeding):

G19, G23, G25 and G34 are located on the Ground floor of the Education Building, 29 Ancora Imparo Way.

Rooms 164 and 173 are located on the First floor of the Education Building, 29 Ancora Imparo Way. These rooms are located near the TLS in an adjacent corridor.

Rooms KG23 and KG24 are located on the Ground floor of the Krongold Building, 57 Scenic Boulevard.

10:30 am -1:00 pm MORNING PAPER SESSIONS

ROOM: G19  Pedagogy & Learning

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<td>10.30</td>
<td>#1</td>
<td>Metacognition, conceptual change, and cost accounting</td>
<td>Greg van Mourik</td>
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<td>11.00</td>
<td>#2</td>
<td>Working together: Case study of a rural careers network</td>
<td>Melyssa Fuqua</td>
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<td>11.30</td>
<td>#3</td>
<td>Private tutoring as a ‘cultural hazard’: The discursive construction</td>
<td>Elena Sansoni</td>
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<td>12.00</td>
<td>#4</td>
<td>A comparison of secondary students’ attitudes toward ‘Asia Literacy’</td>
<td>Gary Bonar</td>
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<td>12.30</td>
<td>#5</td>
<td>Students’ perceptions and implementations in values education: A</td>
<td>Quynh Thi Nhu Nguyen</td>
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ROOM: G23  Teacher Education & Professional Development

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<tr>
<td>10.30</td>
<td>#9</td>
<td>Transformations in Iranian English language teachers’ TBLT practices</td>
<td>Elahe Shakhsi Dastgahian</td>
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<td>11.00</td>
<td>#10</td>
<td>“Hard way”: The careers of three experienced string teachers</td>
<td>Joy Ha</td>
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<td>Understanding academic professional development: A case study at a</td>
<td>Thuy Tieu</td>
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<td>Imagining teacher professional development: Narratives in borderline</td>
<td>Tubagus Md. S. Putra</td>
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### Technology & Education

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<tr>
<td>10.30</td>
<td>#20</td>
<td>Mobile literacies: The use of smartphones in young people’s everyday lives in Malaysia&lt;br&gt;Willie Nelson Ubie</td>
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<td>11.00</td>
<td>#17</td>
<td>When solutions encounter culture and context: Targeting barriers to ICT integration&lt;br&gt;Bianca Cumine-Groza</td>
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<td>11.30</td>
<td>#18</td>
<td>The dream is over; now fix this mess&lt;br&gt;Linh Nguyen</td>
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<td>12.00</td>
<td>#19</td>
<td>Adult learning choices in a digital era: Factors that influence the individual&lt;br&gt;Michael Henderson</td>
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<td>12.30</td>
<td>#16</td>
<td>Revisiting the promise of digital technologies in international school collaboration&lt;br&gt;Agus Mutohar</td>
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### Identity & Education

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<td>10.30</td>
<td>#24</td>
<td>Adopting deontic and epistemic lenses to understand the dynamics of supervisory roles in doctoral research supervision&lt;br&gt;Binh Thanh Ta</td>
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<td>11.00</td>
<td>#25</td>
<td>Transitions: An analysis of the experiences of a doctoral student in early candidature using ideas drawn from the writing of Paul Ricouer&lt;br&gt;Edwin Creely &amp; Stella Laletas</td>
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<td>11.30</td>
<td>#26</td>
<td>Identity construction of Vietnamese students in international education programs in Vietnam&lt;br&gt;An Thi Thu Nguyen</td>
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<td>12.00</td>
<td>#27</td>
<td>Shame and the ‘self’: The journey of a Muslim female researcher&lt;br&gt;Farzana Khan</td>
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<td>12.30</td>
<td>#28</td>
<td>Vietnamese female academics: Forming sociocultural identities and evolving cosmopolitanism&lt;br&gt;Pham Thi Thanh Xuan</td>
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### Educational Research & Methodology

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<tr>
<td>10.30</td>
<td>#32</td>
<td>Making it a reality: Researching spirituality in education in an Australian school&lt;br&gt;Ketki Nilesh Bhandari</td>
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<td>11.00</td>
<td>#33</td>
<td>The trials and tribulations of doing a thesis by publication: There’s more than one way to skin a dataset!&lt;br&gt;Kitty Janssen</td>
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<td>11.30</td>
<td>#34</td>
<td>A PhD and improvising: Finding a voice in research discourse, and all that jazz&lt;br&gt;Leon de Bruin</td>
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<td>12.00</td>
<td>#35</td>
<td>Expansive learning: Marrying fantasy with fact in educational research&lt;br&gt;Roy Rozario</td>
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<td>12.30</td>
<td>#36</td>
<td>The Goldilocks Effect: An early career researcher’s experience of preparing for, entering and engaging with the field&lt;br&gt;Rucelle Hughes</td>
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### ROOM: 173  
**Language Learning & Teaching**

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| 10.30 | #40      | Teaching and learning English as an international language status in Iran  
Fatemeh Zarrabi |
| 11.00 | #41      | Learning additional languages in regional Victoria: Identity, investment and community  
Karin Lubitz |
| 11.30 | #42      | Reconceptualising silence and its pedagogical implications in the multicultural classroom  
Qiao Tan |
| 12.00 | #43      | Vietnamese EFL students’ perceptions of noticing-based collaborative feedback on their writing performance  
Trang Dang |
| 12.30 | #44      | L2 creative writing in Indonesia: Classroom practice, student identity and empowerment  
Henny Herawati |

### ROOM: KG23  
**Inclusive Education**

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| 10.30 | #48      | How do swimming coaches enact inclusive and disability sport policy? Towards a theoretical framework of how coaches do policy  
Andrew Hammond |
| 11.00 | #51      | Supporting preschool children living with parental mental illness: Assessing family focused practice within the early childhood sector  
Stella Laletas, Melinda Goodyear & Andrea Reupert |
| 11.30 | #49      | Inclusive education: Participation of children with disabilities in Australian mainstream preschools  
Fatema Taj Johora |
| 12.00 |          | No Presentation                                                      |
| 12.30 | #53      | Play-oriented learning in early years: Framing through the prism of Learning by Observing and Pitching In (LOPI)  
Nurun Nahar Chowdhury |

### ROOM: KG24  
**Monash University – The University of Hong Kong Symposium**

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| 10.30 | #54      | Early childhood teachers coping with change: The roles of emotional intelligence, motional labour and career adaptability  
Wai-Hung Lam, Man-Tak Yuen & Wu-Ying Hsieh |
| 11.00 | #55      | Parent-school partnership: Perspectives of Australian school career and pathway transition leaders on parental involvement in student subject choice  
Sarika Kewalramani |
| 11.30 | #56      | Effects of family rules on academic achievement of secondary school children  
Daya Weerasinghe |
| 12.00 | #57      | First language matters: Bilingual children’s sensitivity to Chinese tones predicts English reading comprehension  
William Choi, Xiuli Tong & Kate Cain |
| 12.30 | #58      | Academic English: A grumpy gatekeeper or a golden key to the international academic world?  
Cuong Hoang |
1:00pm - 2:00pm  LUNCH and POSTER SESSIONS

ROOM: TLS

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| 1.00 | #61      | Researcher as an insider – Negotiating experiential knowledge and subjectivity for trustworthiness in a qualitative case study  
Khanh-Linh Tran Dang |

2:15pm - 3:00pm  DISCUSSION PANEL

ROOM: G23

Developing research dreams into professional realities

As researchers, we often have goals and objectives which reflect our ideologies, perspectives and identities. These considerations shape our research dreams as we strive to make an impact into areas of educational research which are meaningful to us as individuals. As we learn, grow and develop in our profession, these dreams may shift and change.

Today, our panel members will share their own research dreams and provide insight regarding how these have evolved into professional realities. They will offer their professional experiences regarding how they personally embrace this challenge.

3:15 – 4:45 pm  AFTERNOON PAPER SESSIONS

ROOM: G19  Pedagogy & Learning

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| 3.15 | #6       | The dynamics of music learning among four siblings navigating through parental aspirations and East-West influences in US  
Annabella Fung |
| 3.45 | #7       | Challenges in implementing formative assessment in the science classroom  
Sanikan Saneewong |
| 4.15 | #8       | Ecopedagogy: Linking ‘doing’ to ‘learning’ in WWOOF  
Yoshifumi Nakagawa |

ROOM: G23  Learning Trajectories

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| 3.15 | #13      | The VCAL class of 2009 at a Victorian TAFE: Exploring hopes and realisations  
Hannah Richardson |
| 3.45 | #14      | When career paths cease to exist: The Australian Refugee and Asylum Seeker experience  
Karen Dunwoodie |
| 4.15 | #15      | Toward a model of explaining social learning for local sustainability: A critical study  
Misol Kim |

ROOM: G25  Technology & Education

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| 3.15 | #21      | Technology leadership: Exploring professional development, school leaders and student learning in Malaysia  
Siti Nursheila Binti Khairuddin Yap |
### ROOM: G34  
**Identity & Education**

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| 3.15  | #29      | Notions of connectedness: Educational research as a means of understanding reality and realising the dream  
Adina Bankier-Karp |
| 3.45  | #30      | ‘Semi-peripheral’ references as policy tool: Formulation of neoliberal ideas in the higher education policies in Bangladesh  
Ariful Haq Kabir |
| 4.15  | #31      | Virtual and real self-representation  
Nastaran Khoshsabk |

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

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| 3.15  | #37      | Exploring attitudes using Q methodology  
Gary Bonar |
| 3.45  | #38      | Measuring parent voices: Strength in numbers  
Mariko A. Francis |
| 4.15  | #39      | A validation study of the Teacher Educational and Learning Capitals Questionnaire (TELCQ) in Bangladesh  
Md Zulfequar Haider |

### ROOM: 173  
**Language Learning & Teaching**

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| 3.15  | #45      | Discussion about the development of a pedagogy helping the Vietnamese postgraduate students mitigate plagiarism in English academic writing  
Thi Van Lam Nguyen |
| 3.45  | #46      | Thai EFL university teachers’ beliefs about learner-centred education  
Jane Aunyarat Tandamrong |
| 4.15  | #47      | Are we considering the range of possibilities?  
Megan Brown |

### ROOM: KG23  
**Early Childhood Education**

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| 3.15  | #52      | Reinventing traditional games among children in Indonesia: Re-learning from the past in a current context  
Ririn Yuniasih |
| 3.45  | #50      | Early intervention for autism: Are misguided ‘realities’ inhibiting the shared dream?  
Jacqueline Gately |
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| 3.15 | #59      | The Hong Kong Exchange Program  
Philip Chan |
| 3.45 | #62      | The re-entry experiences of Saudi international students: Expectations and challenges – some preliminary findings  
Naif Daifullah Z Alsulami |
| 4:15 | #63      | Malaysian-Chinese University Students' Reflections on Their Schooling Experiences in Malaysia: A Case Study in an Australian University  
Corina Stephanie Toon |

4:45 – 5:00 pm  
PLENARY AND SUMMARY SESSION

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| 4.45 | Jane Milloy, Katrina McDonald, Lauren Armstrong, Lucas Santos, Roy Smalley  
MERC Convenors 2016 |
Abstracts

Abstract: 1  Time: 10:30 - 11:00  Room: G19

Metacognition, conceptual change, and cost accounting

Greg van Mourik
Monash University

Abstract

This presentation focuses on the method used to explore the role (i.e. the nature and use) of metacognition in students’ approaches to learning Cost Accounting topics in teaching situations designed to teach students to “think like accountants” (McCune & Hounsell, 2005). The context of this study were teaching situations which comprised innovative approaches designed to foster active-learning of Cost Accounting as encompassing a range of methods that may assist decision-making, rather than a set of calculative procedures which produce answers. This paper responds to calls for more research on the use and training of metacognition in natural contexts (Davidson & Sternberg, 1998; Veenman et al., 2006) and to better equip accounting students with skills required by the profession (American Institute of Certified Public Accountants [AICPA], 2013). The paper conceptualises metacognition as comprising different ways of thinking, and learning as a process of conceptual change (Gunstone & Mitchell, 1998). The stage of conceptual change and the type of thinking are inferred from a large database of questions asked by a wide range of students in the process of learning topics. This paper argues the findings are potentially very informative about teaching practices and can provide insights as to how teaching practices might be altered in order to better assist students to develop appropriate conceptual change, that is, the use of critical thinking and judgement in the use of cost accounting techniques.

Bio

Greg is a lecturer in the Department of Accounting, Monash University. This topic relates to his PhD for which he confirmed in 2014. His research interests centre on student learning.

Abstract: 2  Time: 11:00 – 11:30  Room: G19

Working together: Case study of a rural careers network

Melyssa Fuqua
Monash University

Abstract

Regional disadvantage, described by Polesel (2009) as the relatively more severe economic and social hardships faced by rural communities, create a number of obstacles for small, rural schools to ensure their students have access to a wide range of post-high school options. With much of the available professional development on career counselling and pathway options being located in metropolitan areas and targeted to metropolitan audiences, rural schools and communities often develop their own ways to meet the needs of their youths. This project will explore the work and functionality of one rural, Victorian careers network through a case study. The main catalysts for this research project are the inequalities facing rural communities and the desire to ensure all students have access to viable pathways to their futures. Conducting this project as a case study should result in a detailed understanding of the types of issues facing rural career advisors in their work with youth as well as the issues rurality presents in maintaining an effective network of educators. The intended outcome of this research is to highlight the importance of rural networks and their ability to respond to local circumstances. This presentation will set the scene for some of the context, challenges, and opportunities for a rural ‘case.’

Keywords

Rural research, regional disadvantage, careers education, case study, networks

Bio

Melyssa Fuqua is currently a teacher at a rural, Victorian F-12 college where she is the Pathways Coordinator, overseeing the delivery of the Victorian Certificate of Education and managing career counselling. She is also enrolled in a Doctor of Philosophy (Education) at Monash University. Melyssa has seven years’ experience teaching in a rural context and has previously completed a Master in School Leadership. Her interests are in senior secondary curriculum, careers education, and school leadership.
Private tutoring as a ‘cultural hazard’:
The discursive construction of the Asian selective school student

Elena Sansoni
Monash University

Abstract
Selective government schools hold a strong place in the Australian school market, both in terms of demand and the reverence in which they are held. They are most prominent in NSW where there are seventeen fully selective high schools, followed by Victoria, where the number of government selective high schools recently increased to four. Overall, when compared to comprehensive government schools and non-government schools, selective schools enrol a higher percentage of LBOTE* (language background other than English) students, the majority from Asian backgrounds (Ho, 2011). This has led to a public discussion over the issue of perceived excessive tutoring used by Asian students to gain entry into selective schools. In part, this discussion is sustained and influenced by the articles in the four newspapers analysed in this study, which give expression to the growing dissatisfaction and anxieties amongst ‘non-Asian’ parents about the ‘Asianisation’ of selective schools. In doing so, these newspapers represent the Asian selective school student through certain discourses. Collectively, these discourses construct and perpetuate a ‘cultural’ explanatory framework for increase in private tutoring use. For this thesis I conducted a critical discourse analysis (CDA), to critically examine the newspaper articles not as individual linguistic texts, but as part of the discursive formation to which they contributed to and belong (Foucault, 1980).

My analysis revealed five salient discourses; The Ability Discourse, The Tiger Mother Discourse, The Childhood Discourse, The Conflated Asian Discourse and The ‘Over-Representation’ Discourse. Each discourse contributes to the discursive formation of the stereotyped Asian student as somehow inherently deficient, or less deserving, when compared to their non-Asian counterpart.

*LBOTE is used in place of other terms, such as EAL/D (English as an additional language/dialect), only because this is the term used on the myschool website, from which the statistics for this claim were obtained.

Bio
Elena is a primary school teacher and educational researcher. She is currently completing her PhD within the Faculty of Education, Monash University. Her main research interest, and the focus of her doctoral thesis is supplementary or ‘shadow’ education, specifically private tutoring use among primary school aged children


Gary Bonar
Monash University

Abstract
In the Australian National Curriculum, the cross-curriculum priority of Asia and Australia’s engagement with Asia underlines the importance placed on increasing levels of ‘Asia literacy’ among primary and secondary students. However, despite the consensus among state and federal governments on the importance of increasing knowledge about Asia in Australia, the results to date have fallen well short of numerous policy goals, with declines in Asian language learning and limited penetration of studies of Asia in content taught in Australian schools. While previous studies indicate that building demand among students is critical, there is a lack of detailed knowledge of students’ current attitudes and understandings of the Asia literacy concept. This mixed methods study seeks to add student voice to the literature on Australia’s engagement with Asia by exploring student attitudes towards the concept of Asia literacy and developing a framework for understanding the motivators for these attitudes.

This presentation, which focuses on one component of a larger study, outlines the results from a survey instrument originally developed for a 2002 national study into students’ knowledge and understanding of Asia (Griffin et al. 2002). The attitudes expressed by the Year 8 cohort in 2002 are compared with the 2015 Year 7 and 8 cohorts (n=90). Initial findings suggest that while the more positive attitudes identified in 2002 are not as common today, there is a higher identification with the utilitarian value of learning about Asia among today’s students. Students today quantify the presence of Asia related learning in the school context at the same relatively low level as students did in 2002 and they rated the learning about Asia that occurs outside the school context significantly lower than those in 2002.

Keywords
Asia literacy, Studies of Asia, Intercultural Understanding, Critical Multicultural Education
Bio

Gary Bonar has taught at secondary and tertiary levels in Australia and abroad. After living and working in Thailand and Japan for over four years, he spent five years working in Italy as a teacher and translator. Before commencing PhD studies, he worked as a Curriculum Coordinator responsible for literacy, languages and social sciences for Years 7 to 12 in a Victorian secondary school.

Abstract: 5 Time: 12:30 – 1:00 Room: G19

Students’ perceptions and implementations in values education:
A qualitative study in Vietnam

Quynh Thi Nhu Nguyen
Monash University

Abstract

The presentation investigates the understanding of students about values education and how they implement it in an upper secondary school in Vietnam. In addition to fulfilling literacy and numeracy aims, values education contributes to strengthening pedagogical methods and ensuring a supportive curriculum which fosters the development of positive, ethical, pro-social tendencies and competencies in youth. Values education can be transferred through both the planned curriculum and hidden curriculum and it powerfully influences what teachers and students teach and learn in their classrooms. In recent research, values education, quality teaching and service learning can be well-aligned and these work together for the accomplishment of the most powerful pedagogy in the classroom. Grounded in the observation of different in-class activities and focus-group interviews of between six and eight students in grade 12, this study expects to raise the students’ awareness about values education in order to secure quality learning and promote students’ wellbeing. The research findings will also propose some recommendations to foster values effectively in the classroom, develop the teacher-students relationships and improve the classroom ambience.

Keywords

Values, Values education, Vietnamese upper secondary school

Bio

Quynh Thi Nhu Nguyen is a PhD student in the Faculty of Education at Monash University, under the supervision of Dr Jill Brown and Dr Damon Anderson. Her research interests surround values education in school, lifelong education and curriculum development.

Abstract: 6 Time: 3:15 – 3:45 Room: G19

The dynamics of music learning among four siblings navigating through parental aspirations and East-West Influences in US

Annabella Fung
Monash University

Abstract

Social psychologists argue that we learn through cultural lenses by interacting with others and following the rules, beliefs, values, skills and abilities shaped by our culture. Sociocultural researchers include socially elaborated symbols as a critical aspect of development, emphasizing on the process rather than the product of learning. Since human development starts with dependence on primary caregivers; a parent, an experienced sibling or a kin-tutor is able to provide the learner with scaffolding to support the learner’s understanding of knowledge and development of complex skills. Using the phenomenological approach, this study explores the stereotype that “If you are a Chinese-American, you are also a musician”. It investigates the dynamics of music learning among four Chinese-Americans (age range: 17-24) as they navigate through parental aspirations, sibling rivalry and East-West cultural influences. I conducted one-on-one interviews with three siblings in two different cities in the north-east coast of US, and an online interview with the remaining sibling. Data consisted of four semi-structured interview transcripts and subsequent email correspondences; and were analyzed through Interpretative Phenomenological Analysis. Four factors emerged that determined their successful learning and continuous musical engagement: parental support; peer/kin role-modelling; intrinsic motivation and self-regulation; optimal learning and performing opportunities. It was found that the oldest two siblings were molded by a fusion of Chinese and American culture more than the youngest two. The East-West influences, the intra-racial/ethnic tensions and their diverse responses to parental aspirations continue to shape their evolving lives.
Bio

Annabella is an Australian Postgraduate Award recipient who is completing a PhD with publication, her doctorate explores the sociocultural and psychological aspects of learning and teaching. Annabella is a trained psychotherapist, musician and language teacher; she is a transdisciplinary researcher with interests in educational psychology, phenomenology, ethnography and narrative inquiry.

Abstract: 7  Time: 3:45 – 4:15  Room: G19

Challenges in implementing formative assessment in the science classroom

Sanikan Saneewong
Monash University

Abstract

Formative assessment is a process used by teachers and students to enhance students’ learning, and modify teaching and learning activity. Although teacher assessment practices support and empower students in their learning, assessment practices in classroom are still complex and challenging tasks for teachers. In Thailand, teachers still use traditional summative assessment, paper-and-pencil test, with studies showing most of them place value on students’ memorizing habits. There was no evidence of using formative assessment in their classrooms. Despite the Thai government’s persistent efforts for many years, to encourage teachers to adopt the student-centred learning approach, many teachers still believe that their primary role is that of a knowledge transmitter and this is reflected in their teacher-centred pedagogies. At the elementary education level, in particular, most science teachers have a non-science major background, which results in them emphasising science content coverage using teacher-centric traditional teaching strategies (Soydhurum, 2001). Furthermore, recent research has shown that Thai science teachers still lack the understanding of content knowledge, pedagogical knowledge, analytical and critical thinking skills (Puengpang, Roadrangka, & Cowie, 2007). Scholarly research has shown that teachers’ beliefs were reported as an influential factor in formative assessment. This study explores the nature of teachers’ beliefs and practices of formative assessment in a primary science classroom. A qualitative case study will be conducted with 8-10 primary teachers in Thailand by using questionnaire, group interview, and observation of formative assessment implementation in classroom.

Keywords

Teachers’ belief, formative assessment

Bio

Sanikan Saneewong is a PhD student at Monash University. She works as senior science educator for the Institute for the Promotion of teaching Science and Technology (IPST), Thailand. Her research focused on primary education. Her interest lies in the formative assessment practice in science classroom.

Abstract: 8  Time: 4:15 – 4:45  Room: G19

Ecopedagogy: Linking ‘doing’ to ‘learning’ in WWOOF

Yoshifumi Nakagawa
Monash University

Abstract

Can (eco)tourism experiences be educational as well? WWOOF (Willing Workers on Organic Farms) has been increasingly popular among young international tourists in Australia. I conducted an ethnographic study of 10 non-Australian participants’ nature experience at five rural Victorian WWOOF sites. ‘Nature experience’ was ecopheonomenologically (Toadvine, 2009) disaggregated into three research questions of: (i) What is the WWOOFers’ experience of nature? (ii) What is the nature of their experience?; and (iii) What is their ecopedagogical relation? In this paper, I focus on the third research question, with a particular focus on the potential linking of spatio-sensory ‘doing’ in the WWOOF environment to conceptual ‘learning’ about their relationships with(in) the environment. The WWOOF environmental design is characterised as physical, material, and natural, and it can be interpreted in three spatial scales: macro, meso, and micro. Each spatial scale corresponds to dominant bodily senses (i.e., macro-vision, meso-sound/smell, and micro-taste/touch). By interpreting the participants’ reflexive accounts, I suggest that their spatio-sensory ‘doing’ experientially contributed to their environmental ‘learning’ categorised into three conceptual types – namely: transformative, transpositional, and hybrid. This linking of ‘doing’ to ‘learning’ potentially indicates experiential educational quality of WWOOF and how its ecopedagogy may be designed in the educational environment.

Keywords

WWOOF, ecopedagogy, doing, learning
Bio

Yoshi is a PhD candidate at the Faculty of Education, Monash University. Yoshi has conducted an ethnographic study of WWOOFers’ nature experience with a sociological approach. He is interested in the educational within (eco)tourism, nature/human relations, and Jean Baudrillard’s social theory.

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

Transformations in Iranian English language teachers’ TBLT practices

Elahe Shakhsi Dastgahan
Monash University

Abstract

Following a recent reform in the Iranian education system, the English textbooks at Iranian high schools underwent significant changes, and the teachers were required to adopt a communicative teaching approach such as task-based language teaching (TBLT), which is currently used worldwide, in order to help the students learn another language through social interaction. However, reports from the literature (for example, Memari, 2013) and the education system (Taherifard, 2016) showed these teachers have mostly resisted changing their practice of teaching and adopting a communicative-based approach. This ethnographic case study research makes an in-depth investigation of TBLT practices and possible changes in the practices of three Iranian English language teachers in the context of a junior high school in Iran during a short intervention. Data was collected through class/group meeting observations and individual/focus-group interviews during an intensive summer school course. Data was then analysed using Engestrom’s third generation Activity Theory (AT) model. The model originated from Vygotsky’s sociocultural theory of mind. It was used as a theoretical lens to investigate and maintain why and how collective learning and transformations in the teachers’ practices occurred over a few intervention sessions. The findings report on the changes in the teachers’ TBLT practices after they were involved in collective problem solving and negotiating innovative models of practices. The findings of the research offer insights not only to similar reform contexts in other countries but also to the policy and practices particular to the professional development for teachers in the country.

Keywords
TBLT practices, reform, transformation, AT.

Bio

Elahe is investigating the Iranian English language teachers’ implementation of TBLT from a sociocultural perspective under the supervision of Dr Marianne Turner and A.Prof Janet Scull. She has experiences in teaching English in Iranian schools, lecturing in Iranian universities and doing research in the fields of Applied Linguistics and TESOL.

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

“Hard way”: The careers of three experienced string teachers

Joy Ha
Monash University

Abstract

The purpose of this phenomenological study was to explore the career development process of three experienced string instrument teachers and how they understood their career development. In this inductive research, the participants’ career progressions are examined through the lens of career cycle models developed for general teachers. The following questions guided this interpretative phenomenological case study: (a) How do the string teachers in this study learn to teach? (b) What sort of phases are involved in their career development process? And (c) What are the main features of each phase? Instrumental teachers have traditionally been untrained as teachers. Most have learnt via an apprenticeship model and they begin to teach based on how they were taught. The findings of this research indicated that string teacher career development process involves the following phases: tertiary student, beginning teacher, independent learner-teacher and experienced teacher. Furthermore, the findings revealed that string teachers learn to teach through performance training, string pedagogy course, teaching course, teaching experience, Suzuki course, professional development programs, help from experienced teachers, discussion with colleagues, observation and resources such as DVD and websites. An ideal career progression is suggested based on the findings of this study.

Bio

Joy Ha is a PhD candidate in the Department of Education at Monash University. Her research interests include string instrument education, string pedagogy and string teacher development. She is currently completing a phenomenological case studies about string instrument teachers with different levels of experience.
Understanding academic professional development:  
A case study at a university in Vietnam  
Thuy Tieu  
Monash University

Abstract

Academic professional development (APD) refers to a process faculty members learn to change their beliefs, behaviors and practices for students’ achievement and institutional development. It has been identified as an essential feature of higher education (HE) for several decades, especially in the context of increasing challenge and change in response to social demands, market forces, and commitment to high quality education (Sorcinelli, Austin, Eddy, & Beach, 2006). In Vietnam, its significance has also been recognized in the Higher Education Reform Agenda (HERA) (2006 -2020).

There are various APD models most of which are developed in the United Kingdom, the United States, New Zealand, and Australia. However, adopting a particular model depends on the context and organizational limitations (Blackmore et al., 2003), which can, in my view, be understood from stakeholders’ perspectives. Moreover, little research on stakeholders’ perceptions of APD and its models in the Vietnamese context is found.

Aiming to understand stakeholders’ perspectives of APD in the context of Vietnamese HE, a qualitative case-study approach will be taken through individual semi-structured interviews and APD-related documentation. The research may provide insight into how academic administrators, faculty developers, and faculty members perceive APD; what shapes their perceptions; and how these influences interplay each other. The research findings, therefore, may contribute in filling the theoretical gaps in the knowledge of APD in the Vietnamese HE context. This contribution may in turn offer the Vietnamese educational leaders a reference in shaping APD with the purpose of filling the practical gaps in HERA.

Keywords

Academic professional development, APD, professional development, Vietnamese higher education.

Bio

Thuy Tieu has worked as a practical faculty developer at Tra Vinh University, Vietnam since 2003. Her research interests are learner-centred teaching and academic professional development. She has been a PhD student in the Faculty of Education, Monash University, since February, 2015. She will start collecting data in August, 2016.

Imagining teacher professional development:  
Narratives in borderline discourse of teacher identity formation  
Tubagus Muhammad Septian Putra  
Monash University

Abstract

Stemming from the fact that most Indonesian research on teacher professional development is heavily gravitated to theoretical and skill-based enhancement, the study holds an impetus to observe how teacher fantasy, as a reflection on a set of imaginations in teaching which instigates teachers to better their performance, is actively transformed in practice. Instead of generalizing professional development from theories and skills of teaching, the study explores the borderline discourse—a space where constellation of meanings from various events relating to three Indonesian teachers’ personal and professional lives emerges. The borderline discourse is analyzed to inform three Indonesian teachers’ teaching dispositions (beliefs of teaching to which their teaching practices cling), how they are transformed from fantasy into teaching practices which is indicative of their professional development. Employing classroom observations, interviews, and pictorial metaphors, the study will discuss how this methodology suffices it to observe professional development of the three teachers by presenting the debates from the literature. The study is particularly interested in providing two things: 1) new insight of researching professional development with teacher fantasy as its variable (which is oftentimes pejoratively understood for it is akin to intangible, unrealistic, and subjective nature); and 2) a bit of perspectives of Indonesian teachers about the nature of their work and profession, collected from the data of the ongoing research. Based on the two interests, the study expects to give significant contribution in discussing how teacher fantasy is determinant to their teaching disposition, as well as how researching on the fantasy from borderline discourse can help locate to what extent teachers can professionally develop.

Keywords

Teacher professional development, borderline discourse, teaching disposition
Tubagus Muhammad Septian Putra is an English instructor at Language Center of Indonesia University of Education. He is currently enrolled as a Master student of Master of Education (coursework) study program at Monash University. His academic interest lies in teacher identity, teacher professional development, and TESOL.

**Abstract:**

**The VCAL class of 2009 at a Victorian TAFE: Exploring hopes and realisations**

Hannah Richardson  
Monash University

**Abstract**

Following the recommendations from the Ministerial Review of Post Compulsory Education and Training Pathways in Victoria (Kirby Report, 2000) to develop and extend pathway options for young people, the Victorian Certificate of Applied Learning (VCAL) was introduced in 2003. In this presentation I will report on some of the findings of a case study which is investigating the long term impact of a second chance education option on a group of TAFE VCAL students. Specifically, the paper will address the social, community and educational implications of obtaining a Year 12 VCAL qualification; exploring the hopes and dreams of these young adults, and the realities they face.

This qualitative study uses a narrative inquiry methodology to examine the experiences of the former students collated from data generated from in-depth face to face interviews. Preliminary findings suggest that for the former students the opportunity to study and complete a Year 12 qualification has strongly affected their continuing education options and their journey in forging identities as students and learners. It is anticipated that this study will contribute to improving knowledge about VCAL by constructively informing policy makers and educationalists, adding to the developing body of knowledge about the role of alternative and applied learning schooling.

**Keywords**

VCAL, VET, applied learning, learning pathways, learner identity

**Bio**

Hannah Richardson is a part-time PhD candidate in the Faculty of Education, Monash University under the supervision of Dr Julie Faulkner and Dr John Pardy. She obtained her MEd from Canterbury University, Christchurch, NZ. Hannah has taught in secondary and alternative education settings in Victoria, New South Wales and New Zealand.

**Abstract:**

**When career paths cease to exist: The Australian Refugee and Asylum Seeker experience**

Karen Dunwoodle  
Monash University

**Abstract**

In 2015, the UNHCR estimated that more than 60 million people were on the move as refugees or ‘persons of concern’. Many assume the new host nation will provide not only safety, but future opportunities for the re-establishment of a livelihood, including employment and education. Yet a significant body of literature over the past ten years has acknowledged multiple aspects of refugee and asylum seeker settlement difficulties in relation to re-establishing their lives. To explore this in the local context, my research has been prompted by the issue of needing to understand Refugees and Asylum Seekers (RAS) and how they adapt to new careers in Australia. In examining this issue, twenty semi-structured interviews were conducted, centred on career adaptability and the opportunities, obstacles and dilemmas asylum seekers on temporary bridging visas are encountering accessing work in Australia. In exploring these issues, it was noted, that like many voluntary migrants, humanitarian migrants aspire to a better life which includes meaningful employment and access to education. This ongoing study not only highlights day to day issues confronting the participants in re-establishing their livelihoods but also the struggles from the researcher’s perspective in working with such a vulnerable population.

**Bio**

I am currently completing a full-time PhD and teaching in the areas of cross-cultural communication and organisation behaviour. Prior to commencing at Monash, I have spent 25 years working in learning and development both locally and internationally and for the past five years been volunteering with a number of refugee agencies across Melbourne.
**Toward a model of explaining social learning for local sustainability: A critical study**

**Misol Kim**  
**Monash University**

**Abstract**

Social learning has been recognized as a crucial element in adaptive and collaborative management. Social learning could occur at individual and/or collective levels and to a different extent where multi-stakeholders gather, experiment, engage one another and deliberate on common problems. It is going beyond the acquisition of cognitive knowledge, social and technical skills by individuals and includes understanding of one’s own and others’ values and perspectives. With much complexity and uncertainty surrounding sustainability issues - such as socio-ecological system management and natural resource management, the local governance of these issues is changing from a top-down to a collaborative and/or adaptive approach. However, little research has been conducted that explores the relationships between the preconditions, processes and outcomes of social learning. In this systematic literature review, I develop a preliminary model of social learning that enhances the opportunity for local governance of sustainability issues. This model suggests that careful planning and management of preconditions and processes of social learning are crucial to achieve desired outcomes.

**Bio**

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

**Revisiting the promise of Digital Technologies in International School Collaboration**

**Agus Mutohar**  
**Monash University**

**Abstract**

In recent years, there have been a number of international school collaborations aimed at establishing intercultural relationships between geographically separated schools. The increasing of digital technologies in the educational setting has been seen as a ready means to enhance school collaboration activities. Drawing on interview data from eight Indonesian teachers and four Indonesian school leaders participating in a Building Relationships through Intercultural Dialogue and Growing Engagement (BRIDGE), the paper discusses how digital technologies are enacted within Indonesian schools. After highlighting the trends of digital technologies’ enactment in Indonesian schools, the finding of this study points to a number of non-uses of digital technologies. Therefore, the paper discusses how these non-uses of digital technologies are shaped by a set of organizational, bureaucratic, economic, and cultural factors within which digital technologies are used. Finally, the paper proposes a notion that initiatives of school collaboration mediated by digital technologies should consider socio-cultural factors in both participating schools. Digital technologies should not be seen as an ‘enabler’ in the collaboration process; rather, they should be viewed as tools which are influenced by other socio-cultural factors. Looking at ‘nuanced perspectives’ of digitals technologies within school collaboration activities is going to contribute to better uses of digital technologies.

**Keywords**

Digital technologies, school collaboration, BRIDGE, socio-cultural factors.

**Bio**

Agus Mutohar is a Ph.D candidate at Monash University and is supervised by Professor Neil Selwyn. Agus’ current research interests are the issues of education and technology in Indonesian BRIDGE project.
Abstract: 17 Time: 11:00 – 11:30 Room: G25

**When solutions encounter culture and context:**
**Targeting barriers to ICT integration**

Bianca Cumine-Groza  
*Monash University*

**Abstract**

The call for greater levels of ICT integration in the classroom has remained an unflattering echo for decades. Historically, teachers have been criticized for the infrequency of student exposure to technology; often attributed to a lack of confidence or devices, or due to mediocre training. Yet, despite decades of new initiatives and policies to target these areas, integrated technology use has seemingly remained on the periphery of everyday schooling. If this is the reality of ICT use in schools, perhaps new strategies need to be employed if the dream for greater integration is to be realized.

This Critical Participatory Design study trials one such strategy that investigates barriers found within the intrinsic, everyday aspects of schooling, extending beyond the general ‘lack of devices and training’. Those ultimately impacted the most – primary school students and teachers – were called upon to collaboratively design plausible solutions to target these barriers that hindered ICT integration, in an effort to drive change in their school. It was here, in examining culture and context closely, that the barriers hindering the dream for greater technology integration became most evident. Emanating from macro, meso and micro levels of the institution, these barriers oftentimes, had very little to do with technology at all, yet significantly impacted the schools’ technology practices. Ultimately, it became clear that the culture of change cultivated within a school could greatly determine how technology is able to shape a school, and how a school, in turn, is able to shape technology.

**Bio**

Bianca Cumine-Groza has worked in the primary school setting for over a decade. Her background in Computing and Education have fuelled her passion to see students and teachers alike, working with technology in productive and powerful ways. Her PhD study brings them together to examine how context impacts technology integration.

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Abstract: 18 Time: 11:30 - 12:00 Room: G25

**The dream is over: Now we fix this mess**

Linh Nguyen  
*Monash University*

**Abstract**

This presentation derives from my ongoing doctoral research entitled Digital Technology Policy in English Language Education in a Vietnamese University, which is aimed at exploring and explaining the effects of policy within interplaying contexts in a policy trajectory. Theoretically informed about the hope and hype of technology determinism, the heterogeneity of education policy implementation within a particular institution, and the possibility of cross-field effects between different institutional actors, I conducted a qualitative case study of a Vietnamese public university to see how digital technology policy was enacted there. The tool for data collection was 36 individual semi-structured interviews with the university top leaders, faculty deans, academics, and support staff. Thus far, initial analyses of data, drawing on policy trajectory studies (Ball, 1993), have converged to two key points. First, the national policy-makers may have dreamt of a coherent realisation of digital technology policy when they elaborated it in the National Foreign Language Project, but its on-site implementation seems messy because of different degrees of interpretation, reaction and performance among participants. Second, when policy is differently interpreted by different actors, its effects depend greatly on an individual sense of agency. I would argue it is the individual sense of agency that could play a significant role in changing their “institutional narratives” (Ball et al., 2012) and, to a certain extent, fix the mess of policy enactment. From these points of departure, the research needs further analyses of each sub-group of participants, drawing intensively on a theoretical framework of critical sociology of education, and locality of Vietnam’s higher education system.

**Keywords**

Critical sociology of education, educational digital technology, language education, policy effect, Vietnam’s higher education

**Bio**

Linh Nguyen has been a PhD student in the Faculty of Education, Monash University since 2014. She earned her MA in English linguistics at Dalarna University, Sweden and is an Endeavour recipient for her doctoral study. Her research interests are sociology of education, policy studies, higher education, and digital technologies.
References


Abstract: 19  Time: 12:00 - 12:30  Room: G25

Adult Learning Choices in a Digital Era: Factors that Influence the Individual

Michael Henderson
Monash University

Abstract

Inconsistent levels of adult participation in education continue to be a matter of concern. Higher levels of participation in education are acknowledged to benefit economic, community, and individual wellbeing. Large numbers of adults choose not to consciously participate in learning of any form. Opportunities for adults to participate in education occur in a variety of arrangements and contexts that are supported by established and emerging technology. Digital technology is reported by some proponents as an enabler of learning, but by others as a potential distraction or barrier. As such, there is a need for further academic studies about the relationship between prevalent learning options and adult education choice making.

This researcher considers adult participation in education through the perspective of choice making theory. The project will use a blend of perspectives of choice making from multiple traditions in order to investigate the types of learning undertaken by adults, how learning choices are made, the factors that influence learning choice-making and the effect of technology(ies) on the choice making processes.

During the presentation I will describe the multiple case study design and mixed-method qualitative strategy, which incorporates a purposive sampling approach and a blend of interview techniques to be applied over a 24 month period. This data will allow for a richer understanding of the ways in which adult learning choice making is undertaken, including consideration of the impact of prevailing technologies on choice processes and outcomes.

This research will be important to both educators and policy makers, in better understanding individual learning choices.

Bio

Michael is a PhD candidate and sessional teaching associate at Monash University. Michael has international experience in telecommunications, risk management and business leadership including companies such as Ericsson and NAB, along with various government entities. Michael is a consultant, while pursuing his research interests about professional and personal learning choices.

Abstract: 20  Time: 10:30 – 11:00  Room: G25

Mobile literacies: The use of smartphones in young people’s everyday lives in Malaysia

Willie Nelson Ubie
Monash University

Abstract

Mobile technologies have had a significant impact on human lives in the 21st century. Smartphones, in particular, are increasingly used by many young people these days. In Malaysia, the Education Ministry policy restricts the use of mobile phones in secondary schools. However, research has shown that mobile phones have been used in both formal and informal settings, to support students’ English language learning. Importantly, mobile technologies are contributing to new forms of learning which are no longer confined to the classroom environment. Yet, little is known about how young people in Malaysia use smartphones for learning purposes. This qualitative case study aims to explore the mobile practices of young people in their everyday lives in the capital city of Malaysia, Kuala Lumpur. It aims to find out how the use of smartphones impacts the lives of young people and their mobile literacies beyond the classrooms. This focus will allow understanding how these experiences may support English language learning and pedagogy for the needs of the digital age learners.

Bio

Willie Nelson Ubie is a PhD candidate at the Education Faculty in Monash University under the supervision of Dr Katrina Tour and Dr Mohamad Akshir Abdul Kadir.
Technology Leadership: Exploring Professional Development, School Leaders and Student Learning in Malaysia

Siti Nursheila binti Khairuddin Yap
Monash University

Abstract

Information and Communication Technology (ICT) has tremendous potential to have a significant and positive impact on students’ educational processes and outcomes. However, research indicates that successful technology integration in teaching and learning is unlikely to happen without the support and guidance of school leaders. Leadership plays an important role in implementing and integrating instructional technology in schools. Increasingly, school leaders are expected to have the necessary knowledge, skills, and dispositions to leverage technology in a manner that promotes and improves students’ learning. That said, while there is widespread recognition that technology leadership is important, little is known about how it influences student learning.

This research aims to address this gap in the literature by investigating technology leadership in three distinct phases: 1. The design and delivery of ICT professional development programmes for school leaders; 2. The knowledge, skills and dispositions of school leaders with respect to technology leadership, and; 3. The way that school leaders influence the teaching and learning processes in schools by establishing, monitoring and sustaining technology integration. Ultimately, the goal of the study is to (a) develop a conceptual framework that will deepen our understanding of these various aspects of technology leadership and (b) provide practitioners, scholars and professional development providers with actionable recommendations for improved practice.

The study is conducted in Malaysia, using a comparative mixed-method case study approach grounded in a constructivist paradigm. In order to better understand scarce and abundant technological resources, the study will include four secondary schools - two rural and two urban.

Keywords
Technology leadership, professional development, school leaders, student learning

Bio
Siti Nursheila binti Khairuddin Yap is currently a first year PhD student in Education at Monash University. She graduated from the MARA University of Technology, Malaysia with a Master of Educational Management and Leadership. Her research area is generally educational leadership, focusing on technology leadership.

Media Ecology and Music Education: Slaves and Masters

Adam Yee
Monash University

Abstract

It is a commonplace that we consider ourselves children of a technological age. Postman’s argument in Technopoly (1992) was that Western societies have reached the point where technological interventions are beyond question; which is to say that technology—and technical thinking—are now regarded as an unquestionable good. Indeed, the mere act of raising questions about technology in educational settings is sufficient to court marginalization.

This presentation will outline the first half of a PhD thesis exploring the effects of media (and media environments) on secondary music education. The second half of the thesis will concern itself with the possible revitalization of secondary music education through a philosophical repositioning of this discipline towards ‘subject-centredness.’ This is in some respects a critical re-examination of the ‘structure-of-disciplines’ philosophy associated with educational thinkers such as Bruner and Phenix.

This philosophical research is situated within the theoretical framework of Media Ecology, and draws on the research of key thinkers associated with this theory group. Namely, Neil Postman, teacher, academic and author; Jacques Ellul, a theologian and researcher of technology and propaganda; the polymath Lewis Mumford, academic, cultural critic in architecture and literature, and historian of civilization and technology; and contemporary critic of the Internet, Nicolas Carr, author of the influential The Shallows (2010). This presentation will analyse the values and beliefs of the technological society as theorized within Media Ecology and argue the case for making humanistic judgements the basis for critically evaluating the benefits and costs of technology in education.
Bio
Adam Yee is a composer, Head of Music at King David School and is president of the Association of Directors of Music in Independent Schools. He is a graduate of the VCA, Melbourne University and the RMIT Spatial Information Architecture Laboratory. He has been a contributor to VCE curriculum development since 2005, Adam’s fifth opera, Carmilla, will have its premiere season at La Mama in December 2016.

Abstract: 23  Time: 4:15 – 4:45  Room: G25

Transforming Classroom Practices in the Saudi Arabian Context through Emphasis on Pedagogy Rather than ICT

Ali Hassan Najmi
Monash University

Abstract
Motivated with the potentials of ICT integration into education, Saudi Arabia initiated national schemes for educational reform and ICT integration. However, according to numerous studies, the benefits of ICT integration are not yet being realised in the Saudi Arabian context (Alsaeed, 2006; Oyaid, 2009). The reality is that the realization of the benefits of ICT integration that were advocated in many educational research papers depends on the way teachers integrate ICT into their classrooms. The present study examines the introduction of ICT into eight Saudi Arabian science classrooms to determine its effect on the predominant traditional transmissive teaching approaches. Although there is a plethora of research on ICT integration and the impact of ICT on teachers’ pedagogies in the Western context, research in these domains is scant in Saudi Arabia. It was revealed, through interviews and classroom observations that ICT integration in Saudi Arabian context is still in its early stages and there were environmental, cultural and personal factors impeding teachers’ effective integration of ICT. The findings also showed that ICT is mainly being integrated in ways that support the prevailing classroom practices rather than transforming the teachers’ practices. Nevertheless, by selective use of ICT in classrooms, some teachers became more student-centred in terms of their selected pedagogies and ICT used. In this presentation I will also discuss how 26 hours of videotaped data was analysed and then used to construct pedagogical frameworks that depict effective use of ICT in Saudi Arabian science classrooms.

Keywords
ICT, Saudi Arabia, Pedagogy

Bio
I am a PhD student and my research interests include: ICT integration, teachers’ professional development and pedagogies. Ali.najmi@monash.edu.au

Abstract: 24  Time: 10:30 - 11:00  Room: G34

Adopting deontic and epistemic lenses to understand the dynamics of supervisory roles in doctoral research supervision

Binh Thanh Ta
Monash University

Abstract
In the traditional discourses in doctoral research supervision, supervisors are viewed as having prescribed and static roles. Recent research suggests that supervisory roles need to change in response to the students’ needs. However, there has been a challenge in capturing the dynamics of supervisory roles. Literature in doctoral research supervision has also highlighted power relation issues, which are associated with supervisor’s knowledge. However, the interrelation between power and knowledge in doctoral research supervision has been much ‘talked about’ rather than ‘observed’ as it actually happens. Drawing on a conversation theoretical framework, particularly epistemic concepts (Heritage, 2012) and deontic concepts (Stevanovic & Peräkylä, 2012), the present study provides an observation of the dynamics of supervisory roles and the inter-relationship between knowledge and power. Data from a triadic meeting between a PhD student and her two supervisors shows that supervisory roles shift throughout the student-supervisor interaction together with the change of epistemic status (who knows more) and deontic status (who has more right to decide future actions). It is found that the participants’ knowledge asymmetry serves as base for their deontic asymmetry and is a driving force for the shift of supervisory roles in cases related to the student’s future actions. However, deontic asymmetry plays a more important role than knowledge asymmetry in driving the shift of supervisory roles in the context which involves the supervisor’s future actions.
Bio
Binh Thanh Ta is doing her PhD research at Monash University. She earned her Master’s degree in Second Language Education at University of Cambridge, UK. Her research interests include English language teacher education, professional learning, Doctoral research supervision and conversation analysis. Email: binh.ta@monash.edu

Abstract: 25 Time: 11:00 – 11:30 Room: G34

Transitions: An analysis of the experiences of a doctoral student in early candidature using ideas drawn from the writing of Paul Ricoeur

Edwin Creely, Stella Laletas
Monash University

Abstract
How do doctoral students develop their identities as academics? In this innovative piece of interpretive educational research, we explore identity formation from the perspective of a doctoral student at two critical stages of her PhD: confirmation and pre-submission. The writers examine the embodied experiences of the candidate’s PhD journey in order to ‘get inside’ the ‘constructions of self’. The importance of the construct self-concept has been widely discussed in psychology literature, however there is paucity of literature in education research that examines the notion of self-concept and how it might potentially support (or hinder) the opportunity for personal growth and transformation. The presentation will provide an examination of one student’s PhD experience. The presenters will argue that a hermeneutical approach to analysis is an important complementary approach to developing understanding about how doctoral students negotiate their way through the hurdles of early candidature and adapt their lives and identities. A hermeneutic approach, drawn from the writings of hermeneutical phenomenologist, Paul Ricoeur, was employed as a way forward to a deeper understanding of personal experiences and intersubjective knowledge. His notions of narrative, memory, human frailty and transcendence were utilised in order to ‘get inside’ the constructions of self, the strategies of learning and adaptation, and the experiences of being a doctoral candidate within the milieu of an Australian university education faculty. Evidence of the doctoral student’s experiences of transition and change; and the formation of an academic identity that emerges from these experiences of transition will be outlined in the presentation.

Key terms
Candidature, early doctoral education, qualitative phenomenological research, Paul Ricoeur, academic identity

Bio
Edwin Creely is a doctoral student and teaching associate in the Faculty of Education at Monash. His research interests include graduate education, literacy, phenomenology and performance studies.

Stella Laletas is a registered psychologist, teaching associate who is completing the final year of her PhD Monash University, Faculty of Education.

Abstract: 26 Time: 11:30 - 12:00 Room: G34

Identity construction of Vietnamese students in international education Programs in Vietnam

An Thi Thu Nguyen
Monash University

Abstract
International education with its various issues and aspects has already been widely discussed in scholarly literature. Yet, prominently, most of the studies have focused on exploring how international programs work in the English-speaking universities in the West in relation to the participation of international students from other countries and their identity negotiation (Gargano, 2012; Halic, Greenberg & Paulus, 2009; Hsieh, 2006; Kaktins, 2013; Maguire, 2011; Sigh & Doherty, 2004). In other words, the focus has been put on one-direction flow of international students in Western countries and Western culture. The common argument is that international students struggle to legitimise their participation which is considered peripheral in the academic world of the West where English language is used as a tool of communication and interaction between themselves and the host culture’s environment. English is both a “barrier” and “channel to access” for international students in Western educational institutions (Halic, Greenberg & Paulus, 2009). As identity formation of students and the development of these international education programs are strongly connected, it is important to investigate what the situation is like when international education programs are conducted in the students’ home context. Most research focus on examining the development and contextualization of the curriculum from the perspectives of lecturers, teachers, policy makers, employers or on investigating pedagogic issues concerned by teachers or lecturers in international education programs in Vietnam. At the same time, research on how these international education programs are perceived and portrayed from the perspectives of local Vietnamese students is hardly found.
In response, the purpose of the study is to explore how international education programs with the use of English language as a tool of communication shape the identity of Vietnamese students. The study, therefore, aims at getting insights about how Vietnamese students make sense of their academic journey with this new form of transnational training and negotiate their identity in cross-cultural education.

I will conduct my research using a qualitative case study approach and the main sources of data will be from the interviews with 20 Vietnamese students. I will use a short questionnaire to collect the background information of the participants and then I will conduct focus group interviews first then individual in-depth, semi-structured and face-to-face interviews. I will analyze data by using narrative analysis to code for themes. The results of the study will facilitate a better understanding of the construction of identity of Vietnamese students in international education programs in Vietnam.

Keywords
International education, transnational identity, English language, Vietnamese students

Bio
An Thi Thu Nguyen is a PhD student at the Faculty of Education, Monash University. She has been teaching English at Water Resources University in Vietnam for ten years. Her interest is language, culture and transnational identity.

Abstract: 27 Time: 12:00 - 12:30 Room: G34

Shame and the ‘self’: The Journey of a Muslim female researcher
Farzana Khan
Monash University

Abstract
Bangladesh is a traditional and largely Islamic society where age-old traditional norms continue to shape gender relations. The internalisation of traditional and cultural norm is embedded deep within the society that structures the uneven gender relations which have been normalised by discursive practices. This internalisation has been termed as ‘doxa’ by Bourdieu (1977). In the Bangladeshi context it is this internalisation of norms that generates the concept of ‘shame’. Butler suggests that – it is through the repetition of norms that are materialized by us and that ‘boundary, fixity and surface’ are produced through the reiteration of performance (Butler, 1993, p.9). Shame is performative within the social order – as moving beyond shame is considered non-normative leading to being social outcast (Ahmed, 2004). This paper aims at capturing my experience as an educated Muslim Bangladeshi woman as a researcher. This is a part of my doctoral thesis which is a phenomenological study that incorporated the lived experience of fifteen University graduate Muslim women in Bangladesh. This paper will explore my interview experience with the participants and how that changed me as a person and how the interview process affected my participants. My thesis has a profound impact on shaping my self not only as a researcher but also as a woman. This autophenomenographical paper will focus on the ways the researcher’s as well as the participants’ lived experience have influenced each other in the course of this study.

Keywords
Affect, Shame, Muslim women, Higher Education, Veiling

Bio
I am Farzana Zebeen Khan from Bangladesh. I recently completed my doctoral thesis. I teach English Literature at Jahangirnagar University. I completed my 1st MA from Jahangirnagar University in English Literature and the 2nd MA from Monash University in EIL (English as an International Language). Research interest: Gender and education, World Englishes, postcolonial and post-modern discourse.

Abstract: 28 Time: 12:30 – 1:00 Room: G34

Vietnamese female academics: Forming sociocultural identities and evolving cosmopolitanism
Pham Thi Thanh Xuan
Monash University

Abstract
This paper outlines my preliminary doctoral research questions, why I decided to focus on them, and which primary conceptual tools I draw on to deal with interpreting the data. Specifically, the following research questions are explored:
How do Vietnamese female academics who have studied in Australian universities position themselves personally and professionally in relation to sociocultural contexts in Australia?
To what extent can the concept of cosmopolitanism help us understand their identity construction?
In some literature, international students in Australian universities have been viewed as the Other, inferior, passive learners and the ones who are more interested in Australian permanent residency or who are in a marginalised position in the light of Australian socio-cultural contexts. Also, growing up with the identity of a Vietnamese woman, I came to know that Vietnamese women still have been evaluated and generalised under the strong umbrella of Confucian ideology and their society.

In this study, I argue that cosmopolitanism is an effective measure to affect change of individuals through the cultivation of self-awareness, empowerment, identity, and agency. I base my analysis and discussion of the data on the conceptual tools of cosmopolitanism, Vietnamese identity viewpoints, including the strong umbrella of Confucian values, and poststructuralist feminist scholars.

Abstract: 29  Time: 3:15 – 3:45  Room: G34

**Notions of connectedness: Educational research as a means of understanding reality and realising the dream**

*Adina Bankier-Karp  
Monash University*

**Abstract**

Education and educational research are powerful means by which researchers’ dreams can become reality. Two decades in high school and adult education have allowed this researcher the privileged position of being able to observe the developing identity formation of students not merely throughout adolescence, but also into young adulthood. Educational experiences, both formal and informal, have inspired keen interest in the sustainability of connectedness with faith, faith community and faith practice. Most faiths can attest that in the overwhelmingly secular, fast-paced and permissive contemporary reality, wherein resilient loyalties and a deep sense of duty are anachronisms, sustainability of connectedness with faith is a common challenge. Amidst a mostly areligious population gazing excitedly into the globalised, virtual future, will the young adult descendants of faith communities in Melbourne still see relevance in a faith with roots deep in the past?

This paper explores the dream of inspiring and supporting sustainable religious-cultural connectedness in today’s context through a case study of young adults in the Melbourne Jewish community. The three-phase mixed-method research methodology will be outlined, with a particular focus on Phase One: fifteen qualitative interviews. The snowball method utilised in recruiting participants will be discussed, together with the important perceptions and definitions of identity, connectedness and continuity which are emerging through thematic analysis of the interview data. By means of educational research, there can be keener insight into the current reality, the dream being that the resultant findings contribute towards enhancing and sustaining faith connectedness in a faith-inspired community.

**Bio**

Adina Bankier-Karp (BA (hons), Dip. Ed., MA) is a doctoral student at Monash University investigating catalysts of religious-cultural continuity of young adults in the Melbourne Jewish community. Her research interests span the disciplines of Education, Bible and Jewish demography. Adina has spent two decades in high school and adult education.

Abstract: 30  Time: 3:45 – 4:15  Room: G34

**‘Semi-peripheral’ references as policy tool: Formulation of neoliberal ideas in the higher education policies in Bangladesh**

*Ariful Haq Kabir  
Monash University*

**Abstract**

This paper sought to understand the processes that led to the policy formulation based on neoliberal ideas and traces why, how and by whom policies were developed in the higher education sector in Bangladesh. Scholars in comparative education on policy borrowing emphasise the importance of understanding how the local policy context and the recontextualisation of transnational reforms that surface worldwide affect how policies are borrowed. This paper argued that the concept of ‘semi-peripheral references’ as externalisation has become one of the dominant higher education policy strategies in Bangladesh. In shifting away from references to the ‘best practices’ or ‘international standards’ to references to the practices in ‘semi-peripheral’ countries that have similar non Western socio-economic and political spaces to Bangladesh, policy actors have been able to justify the adoption of contested neoliberal ideas into the higher education policies of Bangladesh.

This paper is a qualitative case study. I identified ‘formation of private university Acts and Ordinance in Bangladesh’ as a case where neoliberal ideas have been taken up since the 1990s. These Acts and Ordinance were shaped by four key neoliberal discourses – knowledge economy as a vision of higher education, new public management (NPM) as
governance, external auditing systems as quality, and cost-sharing approach to finance private higher education in Bangladesh. Within this case I collected data from the key policy actors, who were involved in the development of the private university Acts and Ordinance in Bangladesh, to understand how these neoliberal discourses were developed and shaped in a local policy context.

The findings of this paper suggested that the use of ‘semi-peripheral’ references by the policy actors of the UGC and the Ministry of Education in the post 1998 Acts tells us something new in the shift of policy travelling, which is not west to east. It might be west to east, but within the east policy is developing its own dynamic. The dynamics of being in the east contributes to the policy borrowing and lending model of shifting from a bilateral to an international reference frame by identifying ‘semi-peripheral references’ as a policy tool in policy transfer.

Keywords
Semi-peripheral references, externalisation, neoliberalism, higher education policies, Bangladesh

Bio
Ariful Haq Kabir has recently submitted his PhD thesis on Micropolitics of Neoliberal Policy Formulation in the Higher Education Sector in Bangladesh for examination, for which he received the Endeavour Postgraduate Scholarship (PhD). He currently receives the Postgraduate Publications Award (PPA). His research interests include sociology of education, neoliberalism and education policy-making.

Abstract: 31 Time: 4:15 – 4:45 Room: G34

Virtual and real self-representation
Nastaran Khoshsabk
Monash University

Abstract
The evolution of communication through the Internet has influenced shaping and reshaping the identities of social media users. This presentation is exploring the identity formation of Iranian adult Facebook users through their online self-representation based on their choice of language for communication on the Internet. The developmental, informative and educational online channels like Facebook and Telegram improve people’s connection despite taboos and restrictive political situations. Censorship and lack of freedom lead to the creativity on making a variety of jokes to criticise the socio-political difficulties. The data in this study have been collected through individual synchronous online interviews with my Facebook friends and through the analysis of the participants’ Facebook profiles and activities over a period of six months. The data is analysed with an emphasis on the identity formation of participants through the recognition of the underlying themes. The exploration of online interviews is on the basis of participants’ personal account of identity, language use and social media use. The ‘interactions’ and ‘presentation of self’ have been considered in the Facebook analysis phase of research. The driven codes and themes are being categorised considering language use, censorship, place of technology and its role on representation of self. The comparison of online identities and shared themes reveals the similarities and differences between Facebook activities and online interviews. It is hoped that this research will have implications for Iranian education contexts by offering an increased understanding of the role of online communities in constructing the identities of adult social media users.

Bio
Nastaran Khoshsabk is a PhD candidate in the Faculty of Education, Monash University, Australia. She is doing her research on the imagined identities of Iranian adult social media users through their language use and representation of self.

Abstract: 32 Time: 10:30-11:00 Room: 164

Making it a reality: Researching spirituality in education in an Australian school
Ketki Nilesh Bhandari
Monash University

Abstract
Relevant literature states that defining spirituality is complex, as it can be described by different people in a number of different ways. The association of spirituality with religion makes it harder to think of it in educational contexts. In addition, education in Australia has a strong emphasis on cognitive development of students; this leads to an outcome-driven and competitive learning environment. Consequently, researching spirituality in Australian primary schools seems like a dream. As a part of my Master’s degree in education, I completed a narrative self-study about the spiritual practices in a primary classroom. This presentation will discuss the methodological choices that helped make this study a reality.
This research took place in an independent school in Melbourne and was aimed at exploring the spiritual practices at school and their effect on me as a person and as a teacher. I used self-study methodology because the emphasis of the research was on me and the narrative approach helped me include socially situated, reflective stories. Data collection included an interview with the school chaplain to understand spiritual practices and notes from my reflective journal that captured my experiences and reflections from implementing the spiritual practices.

The findings from this research confirmed the positive effects of these practices on me in terms of teaching effectiveness and teacher wellbeing. These findings can also be useful in developing a professional development programs to help teachers focus on their own thoughts to increase teaching effectiveness. As a PhD student, I am now exploring teachers’ spirituality in Australian primary schools.

Keywords
Spiritual practices, spirituality, narrative self-study

Bio
Ketki has fifteen years of experience in teaching ranging from early childhood in India to primary school education in New Zealand and Australia. In 2012, Ketki has successfully completed a Master’s degree in Education from Monash University. She has now undertaken PhD in Education.

Abstract: 33 Time: 11:00-11:30 Room: 164

The trials and tribulations of doing a thesis by publication: There’s more than one way to skin a dataset!

Kitty Janssen
Monash University

Abstract
During this presentation, I will briefly present to you my journey of trials and tribulations while doing my research on how to best educate adolescents on the complexities of sleep. I will describe how I machete-ed my way through my qualitative data (observations, interviews, work samples), waded my way through theoretical frameworks and wrote over 30,000 words, only to come up with one journal article of 6000 words. In the process, I discovered that there are many ways to interpret data and that sometimes it is necessary to explore them all. For example, I analysed my resource delivery data in three ways; the mental ownership of teachers, the pedagogy of critical inquiry and finally, the development of health literacy. They were all interesting, they were all good but only one fits into the theme of my thesis. I will discuss the conflict I feel between being true to your thesis topic while fulfilling the needs of publication as I (slowly) watch my dreams turn into reality.

Bio
Kitty Janssen is a third year PhD candidate on Peninsula campus. Formerly a secondary science teacher, her research interest lie in how to best educate students about healthy sleep behaviours.

Abstract: 34 Time: 11:30 - 12:00 Room: 164

A PhD and improvising: finding a voice in research discourse, and all that jazz
Leon de Bruin
Faculty of Education, Monash University, Australia

Abstract
This autoethnographic study is a reflection on my PhD journey, that begins with the transition from improvising musician/educator to researcher in the learning and teaching of improvisation. The enduring mantra within jazz education is learning through ‘imitation, assimilation, and innovation’, and this learning structure transferred to my research paradigm. Initially an iterative process of language acquisition through writing, reading, talking, and absorbing scholarly literature, I strategized and honed ideas and concepts through participation in the peer review process. Ultimately I found a unique voice to engage in world-wide discourse through published works, conference presentations, and a critical research network. Initially a naïve traveler in doctoral studies, I encountered theorists such as Bourdieu, Foucault and Gadamer, whose work framed, challenged and reshaped my understandings as researcher. Implications of my study experience reside in my critical reinterpretation of myself, my musical and educational world within a constructivist paradigm that involves complex and dynamic knowledge creation. My autoethnography has empowered me to write, assert my voice and add to the worldwide discourse through the articles I have written in my thesis by publication. The knowledge acquired impacts on ways I didn’t think possible; my personal development as a musician, a researcher, and as an educator influencing, emboldening and inspiring future undergraduate educators.
Bio
Leon de Bruin is an educator, performer and researcher in improvised and composed music. He has presented at numerous national and international music education and performance conferences. He is a PhD Candidate in the Faculty of Education, Monash University, Australia, and his dissertation work includes the teaching and learning of improvisation, cognition, creativity and collaborative learning processes and techniques.

Abstract: 35  Time: 12:00 - 12:30  Room: 164

Expansive learning: Marrying fantasy with fact in educational research

Roy Rozario
Monash University

Abstract
Despite there being a wealth of educational research in extant literature there exists a disconnect between learning theories and classroom practices. This is due to difficulty in the identification of learning spaces where knowledge construction occurs. That is to say it is increasingly becoming difficult to measure when, why, and how knowledge construction happens because they are actually learnt as they are being shaped, more so with today’s mobile technologies. Few learning models and mobile learning designs accommodate for these dynamic new forms of activity that are yet to be learnt, hence the divide between reality and dreams.

The researcher presents how Engeström’s expansive learning theory facilitates an understanding of knowledge construction as they are being created. For instance, as learning occurs, lived classroom phenomena can be deconstructed from abstract to concrete by reconstructing the interrelationships between the researcher, teacher, learners, mobile technologies and the wider educational community. As researchers and educators it provides us a methodology to understand the various interactivities, within our activity and between overlapping networks of activities in the community, relating to our goal linking abstract theory and thesis to field work and antithesis.

Therefore expansive learning provides opportunities to understand the why, what, how and who of inter-relationships to identify the activity systems, voice, historicity, contradictions and expansive cycles of the researcher and their participants in relation to the study investigated. These multidirectional and boundary-crossing learning paradigms are the basis of expansive learning theory, which has the potential to advance educational research and practice.

Bio
Roy Rozario, a doctoral student with over 20 years of teaching experience, including at Monash, has a Masters and M.Phil degree in Economics, M.Ed. (ICT), Grad.Dip.Ed. and Grad.Cert. Mathematics. Publications include one conference paper and two book chapters as first author in the area of expansive learning and mobile technologies.

Abstract: 36  Time: 12:30 – 1:00  Room: 164

The Goldilocks Effect: An early career researcher’s experience of preparing for, entering and engaging with the field

Rucelle Hughes
Monash University

Abstract
The PhD journey, certain to be filled with uncertainties, demands that researchers engage in cycles of dreams and reality. How do we know if we have got the balance right? Have we planned and prepared too little? Too much? Is there ever such a thing as ‘just right’ in educational research?

In seeking to contribute to a dearth in current literature about how the ideas of equity and quality are understood and experienced in two independent secondary schools, qualitative phenomenological case study research with teachers and students in Melbourne was considered pertinent. Particularly given key concepts and associated inclusive education terminology feature heavily in policy at international, national and school levels, yet remain highly contested and complex.

The presentation will highlight how research about complex and contested terminology can encourage methodological shifts through negotiations of various boundaries. To do so, attention will be drawn to specific features of educational research through one student’s experiences of the ethics application process, trialing and modifying research methods and tools, approaching schools and establishing relationships, to data collection and ethical dilemmas in real time. Ongoing negotiations between concepts and engagement with these critical aspects of post-graduate research link directly to the quality of research produced and the development of researcher identities, which may lead closer to a ‘just right’ space.

The reality – dream dichotomy can serve us well if we stay present and engaged, flexible and reflexive, realistic and ambitious, through the many different but intricately linked components of educational research.
**Bio**

Rucelle is an early career researcher completing her PhD after a decade as a classroom teacher and coordinator of learning support and enrichment in primary and middle schools. Her PhD research focuses on how equity and quality education is understood and experienced by teachers and students in independent schools.

**Abstract: 37**  
**Time: 3:15 – 3:45**  
**Room: 164**

**Exploring attitudes using Q methodology**

**Gary Bonar**  
*Monash University, Faculty of Education, Melbourne, Australia*

**Abstract**

The growing use of mixed methods in research is partly symptomatic of the relative strengths and weaknesses inherent in qualitative and quantitative approaches. When the researcher intends to explore the attitudes and subjective viewpoints of participants, the choice is often either Likert scale surveys, in-depth interviews, or a combination of both. There is, however, a methodology that allows the researcher to systematically analyse qualitative data by employing statistical analysis to explore the attitudes and beliefs of participants. Q-methodology, an inherently mixed-methods approach which uses factor analysis to explore subjectivity, has been shown to be effective in obtaining data from small sample sets, and it offers respondents a concise and valid way of expressing viewpoints with minimal researcher interference (Brown, 1980; Dryzek & Kanra, 2013; Lo Bianco, 2015; Stephenson, 1953).

In this presentation, I will demonstrate how Q-methodology has been used to systematically study the viewpoints of secondary students towards the concept of Asia literacy. In the Australian Curriculum, the cross-curriculum priority of Asia and Australia’s engagement with Asia underlines the importance placed on increasing levels of Asia literacy among primary and secondary students. The aims of this priority, however, must be reconciled with the reality of ongoing declines in Asian language learning and limited embedding of studies of Asia in content taught in Australian schools (AEF, 2014). Building demand among students is seen as critical, yet there is a lack of detailed knowledge of current student attitudes and understandings of the Asia literacy concept. As part of this mixed method study, preliminary analysis using Q methodology has identified three substantial viewpoints that can inform the discussion of the development of Asia literacy.

**Keywords**  
Asia literacy, studies of Asia, intercultural understanding, Q methodology

**Bio**

Gary Bonar has taught at secondary and tertiary levels in Australia and abroad. After living and working in Thailand and Japan for over four years, he spent five years working in Italy as a teacher and translator. Before commencing PhD studies, he worked as a Curriculum Coordinator responsible for literacy, languages, and social sciences for Years 7 to 12 in a Victorian secondary school.

**Abstract: 38**  
**Time: 3:45 – 4:15**  
**Room: 164**

**Measuring parent voices: Strength in numbers**

**Mariko A. Francis**  
*Monash University*

**Abstract**

The Australian government's 'school-based management' framework gives Australian schools the autonomy to plan and manage their educational priorities to meet the needs, interests, aptitudes and aspirations of all students. Why then, do some parents look outside of school for educational support for their children?

There are many variables in play when parents are faced with making educational choices for their child. In my current PhD study, I am investigating five variables that I believe influence parent choices in choosing educational programs outside of school time. These include: (1) the perceptions that parents have towards the effectiveness of their child’s school; (2) the perceptions that parents have towards the effectiveness of their child’s teacher; (3) the perceptions that parent have towards the levels of engagement with their child’s school, teachers, and school community; (4) the attitudes that parents have towards learning; and (5) the attitudes that parents have towards outside of school time academic programs.

I posit that parents’ perceptions towards school and teacher effectiveness, and the perceived quality of school and teacher engagement, as well as parents’ held values towards learning, directly influences the decisions made in sending their children to outside of school time academic programs.
In this paper, I present an instrument designed to measure parent perceptions and attitudes towards these five factors. The Outside of School Time Parent Perceptions and Attitudes (OSTPPA) instrument was originally developed from an extensive review of literature, as well as qualitative data collected from several unstructured focus groups designed to further enhance the instrument items (Francis, 2015). A pilot survey was conducted (n=22) using parents whose children attended an outside-of-school time academic program in Melbourne. The instrument was further refined after several Rasch analyses to test unidimensionality of the items and the structure of the five factors. In the current study, the OSTPPA instrument was adapted to suit parents from an Australia-wide sample, and validated (n=265) to further verify that the instrument was a reliable tool to use in measuring parent perceptions in Australia.

Bio

Mariko A. Francis is a teaching associate and a doctoral student in Education at Monash University. Her research focuses on family and school partnerships, gifted education, and outside-of-school time (OST) enrichment and extension programs. She is an active committee member of the Victorian Association for Gifted and Talented Children (VAGTC).

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**A validation study of the Teacher Educational and Learning Capitals Questionnaire (TELCQ) in Bangladesh**

**Md Zulfeqar Haider**

*PhD Candidate, Faculty of Education, Monash University*

**Abstract**

This presentation is based on a study that explores Bangladeshi English language teachers’ perceptions of the two kinds of resources known as educational capitals and learning capitals. While the term educational capitals refers to the resources localised in the environment of a learner, learning capitals represents the kind of resources localised in the individual. The notion of educational and learning capitals (ELCs) ensued originally within the theoretical framework of actiotope model of giftedness. This research strives to examine the significance of these two types of resources for teachers’ professional development and learning on the basis of Bangladeshi English language teachers’ perceptions of their ELCs. In doing so, a Teacher Educational and Learning Capitals Questionnaire (TELCQ) was adapted and administered to 500 secondary school English teachers in Bangladesh. Since the concepts of ELCs were already grounded in previous research, a Confirmatory Factor Analysis (CFA) was conducted in order to test the validity of the TELCQ. This validation study hypothesised the relation between the observed measures, the 50 items in the TELCQ, and the latent factors (the ELCs) to develop an initial model for CFA. The validation testing of the TELCQ involved a four stage Structural Equation Model (SEM) process that included initial model conceptualization, parameter identification, data model fit assessment, and model modification. The TELCQ was finally modified and adapted to be used as a valid and reliable tool with satisfactory range of psychometric properties for measuring teachers’ educational and learning capitals.

**Keywords**

EFL, ELT, Bangladesh, questionnaire, teacher learning, capitals, resources

**Bio**

Md Zulfeqar is a PhD candidate at the Faculty of Education, Monash University. He completed his MEd (TESOL) at Monash in 2003. He is a member of Bangladesh Civil Service (General Education) and serves as curriculum and textbook writer, teacher trainer, and English language teacher for the Government of Bangladesh.

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**Teaching and Learning English as an International Language Status in Iran**

**Fatemeh Zarrabi**

*Monash University*

**Abstract**

Although English is not a second language in Iran, it has become an inseparable part of many Iranian people’s lives and is becoming more and more widespread. This high demand has caused a significant increase in the number of private English language institutes in Iran. Although English is a compulsory course in schools and universities, the majority of Iranian people are unable to communicate easily in English.

This paper reviews the current state of teaching and learning English as an international language in Iran. The literature review is conducted through using government reports and relying on previous research studies. Attitudes and motivations about learning English are reviewed. Five different aspects of using English within the country are analysed, including: English in education, English in public domain, English in Media, English in organizations/businesses, and English in private language institutes. Research studies indicated that despite the time and money spent on English language courses
in private language institutes, the majority of learners seem to forget what has been learned within months of completing their course. That is, when they are students receiving the support of the teacher and formal classes, they appear to make progress and use English more or less fluently. When this support is removed, their language skills either stagnant or regress.

The findings of this review suggest that a dependant approach to learning is potentially one of the main reasons for English language learning problems and this is encouraged by English course books and approaches to teaching.

Bio

Fatemeh Zarrabi graduated in MA degree in Teaching English to Speakers of Other Languages (TESOL) in 2013. She started her PhD at Monash University, Melbourne, Australia in education (TESOL) in 2015. She has more than seven years English language teaching experience to EFL/ESL learners. Her expertise is in the areas of English Language Teaching (ELT) and Language Learning Strategies (LLS).

Abstract: 41 Time: 11:00 – 11:30 Room: 173

Learning additional languages in regional Victoria: Identity, investment and community

Karin Lubitz
Monash University

Abstract

Despite numerous reviews and policy documents into languages education in recent decades, the number of Year 12 students completing Unit 4 in Languages is decreasing or, at best, stagnant. Many parents believe that learning a foreign language is a waste of time and educational resources despite the best efforts of policy makers in this field to promote language learning. In order to move forward on the languages debate, we need to better understand the socio-cultural influences behind this ambivalence. This study will focus on ‘elite’ language learners, learners who do not have an absolute necessity to learn a foreign language, as is the case when students learn a foreign language, not a second language. This case study of students and parents in regional Victoria, a region that can be considered to be predominantly white, monolingual English speaking and of British ancestry, aims to 1) explore the relationship between identity and investment in learning a foreign language and 2) how identity shapes the choices we make regarding language learning. A conceptual framework is presented to incorporate theories of identity and culture, whiteness, investment and, Pierre Bourdieu's understanding of capital, the value of capital, and the expected return on capital. Depending on the particular social space in which the learner is operating, the cultural capital gained through language learning may have little value to the individual and do little to enhance their position in their social order.

Bio

Karin Lubitz was an Indonesian and German language teacher in primary, secondary and adult education and has also studied some Mandarin and French. As a bilingual, she has an interest in the value placed on language learning in the Australian context. Her Honours thesis explored parents' attitudes towards language learning.

Abstract: 42 Time: 11:30 - 12:00 Room: 173

Reconceptualising Silence and its Pedagogical Implications in the Multicultural Classroom

Qiao Qian Tan
Faculty of Education, Monash University

Abstract

The multifaceted application of ‘silent pedagogy’ deserves unprecedented attention to create a truly liberating learning milieu. In ‘Western’/Socratic style of educational discourses, it is critical to highlight the overstated merit placed on ‘talk’ as opposed to ‘silence’ in the classroom. This context, together with a cultural partiality towards talk often leads to negative perceptions of silence. This study will explore the reasons and roles of ‘silence’ in the classroom and challenge some of the overgeneralizations behind the ‘silence’ of some groups of students. Even though ‘Silence’ is no stranger to research in intercultural communication and social studies, it has not been adequately connected to classroom methodology and pedagogy. This study elaborates on the concept of ‘Silent Pedagogy’ which is currently still in its rudimentary stage and predominantly descriptive. This neglects the understanding and appreciation of ‘silence’ among educators and therefore it is crucial to examine how ‘silence’, contrary to being un conducive, can be incorporated into the curriculum. This study also aims to propose possible strategies to assess the learning of students who are quiet. Finally, this study will try to shed light on the perception towards talk and silence in learning, in the eyes of both teachers and students and examine the views of scholars from different cultural backgrounds along with those representing ‘Western’ and Socratic
educational discourses. This study hopes to help teachers overcome their fear of silence in classrooms and the voice of those who choose to stay silent will become audible.

Bio
Qiao Qian Tan is currently a PhD candidate in the Faculty of Education, Monash University. She is an ESL and ELICOS teacher. Her research interests include multicultural education, curriculum and instruction and teacher education. The focus of her PhD research is on classroom reticence and silent pedagogy.

Abstract: 43 Time: 12:00 - 12:30 Room: 173

Vietnamese EFL Students’ Perceptions of Noticing-based Collaborative Feedback on Their Writing Performance
Trang Dang
Faculty of Education, Monash University, Australia

Abstract
It has been theoretically and empirically acknowledged that collaborative feedback is beneficial to learning achievement. However, feedback research remains relatively contentious due to learners’ differing viewpoints on how feedback is best given. Although a large number of studies have explored learners’ perspectives on collaborative feedback, little is known about learning activities such as engaging learners to notice/discover the gaps in their writing, to correct errors, to revise their first draft, and to compare the revision with their initial writing can improve feedback practice on groups of learners. To address this, this study aims to infuse noticing-based collaborative correction into secondary classrooms to explore students’ perceptions of such feedback practice on their writing performance. Forty-one students’ responses to the list of close-ended questionnaires revealed a strong consensus about this potential approach although there are indications that the participants’ dependent learning styles had influenced these findings. An obvious implication of this is that students might benefit from different scaffolding sources, and thus there is a need for teachers to be aware of the influence of reciprocal learning among learners so that the quality of feedback practices may be enhanced.

Keywords
Collaborative feedback, noticing, scaffolding

Bio
Trang is a PhD student at the Faculty of Education, Monash University, Australia. Majoring in TESOL, she has been teaching English as a foreign language at Marie Curie High School and Open University in Ho Chi Minh City, Vietnam. Her current research interest is in the area of language learning and teaching.

Abstract: 44 Time: 12:30 – 1:00 Room: 173

L2 creative writing in Indonesia: Classroom practice, student identity and empowerment
Henny Herawati
Monash University

Abstract
The prevalence and increased recognition of “World Englishes” have permeated the number of L2 creative writers in the English literature realm all over the world. Such non-native English literature has a particular characteristic as “contact literature” in blending the English language and associated ‘culture’ with those of the writers’ mother tongue. Creative writing in the EFL/ESL classes has seen a growing interest over recent years. Several studies on L2 creative writing indicate the linguistic and affective impacts of creative writing on learners including humanising, self-empowering, enhancing students’ sociocultural competence and linguistic proficiency, and promoting self-identity as well as self-representation. In Indonesian higher education, enthusiasm for creative writing has also been flourishing, despite a number of challenges in its practices. However, only very few empirical studies have been done in creative writing in the context of Indonesia, particularly on the affective dimensions of learning. This study seeks to explore the nature of creative writing practices in Indonesia, and generate pedagogical principles of practicing creative writing by using intellectual resources of Indonesian students. In particular, it will look into the teachers’ perceptions and practices of creative writing, analyse the students’ writing process as well as examine the self-identity manifest in their writing products, such as stories and poems. This qualitative case study involving document analysis, interviews and FGD (Focus Group Discussion) as methods is based on an earlier smaller scale study used as a springboard. The findings of this study with eight teachers and 16 students from four universities in Indonesia as participants will benefit both Indonesian teachers and students by providing pedagogical principles that could incorporate local cultural and intellectual resources in promoting creative writing.
**Discussion about the development of a pedagogy helping the Vietnamese postgraduate students mitigate plagiarism in English academic writing**

**Thi Van Lam Nguyen**  
**Monash University**

**Abstract**

Plagiarism is a rampant problem in all levels of formal education in many parts of the world, including Vietnam. This issue has drawn attention from many educators and researchers world-wide, pushing them to invest intellectual property, energy, and research skills to find solutions to the problem. As a university teacher of English as a foreign language (EFL) in Vietnam, I observed the increasingly widespread prevalence of plagiarism in postgraduate education in many disciplines including the Theory and Methodology in Teaching English (TESOL for convenience). Therefore, a study on this issue was of great interest to me. In this presentation, I aim to provide information about the development of a pedagogy to help postgraduate students avoid plagiarism in English academic writing. Employing a qualitative case study informed by social constructivism, I investigated the perceptions and practices in relation to plagiarism in English academic writing by Vietnamese academics and students involved in a TESOL postgraduate program in a university EFL context in Vietnam. I then used these perceptions and practices as the basis for the development of a pedagogy aligned with formative assessment principles in the hope of helping the postgraduate students in the program to avoid plagiarism in English academic writing. The pedagogy is composed of the teaching and learning activities which can be embedded in the teaching of a unit delivered to postgraduate students requiring them to write assignments.

**Keywords**

English academic writing, plagiarism, pedagogy, postgraduate education

**Bio**

Pham Thi Thanh Xuan is in her first year of doctoral study in education. She earned her Master of Education (TESOL international) at Monash University. Her research interests are language, culture, pedagogy, identity; sociology of education; international education, English as an international language.
Abstract: 47  Time: 4:15 – 4:45  Room: 173

Are we considering the range of possibilities?

Megan Brown
Faculty of Education, Monash University

Abstract
For decades, ‘literacy’ and what it means, has been debated and discussed by academics, researchers, teachers, students, politicians and the media (Weaver-Hightower, 2003). But do we really know what literacy means in contemporary society? From computer and technological literacy, visual literacy, and the traditional ‘pen-and-paper’ literacy, there are various forms and understandings. With increasing emphasis on the National Assessment Program – Literacy and Numeracy (NAPLAN) testing, there is a need for an examination of how ‘literacy’ in its various forms are being thought of – are we exploring the reality of literacies today, or merely creating a contrast to how things used to be. This is an investigative look into in-service Educators beliefs and pre-conceptions around what literacy means, both to them, and for their students. This research has identified literacy as a carrier of culture, and examines the ways in which literacies may be performed, and engaged in. Through a critical literacy lens, this study will examine the range of discourses, and ways of being, considered by Australian Early Childhood Educators within their teaching practices.

Bio
Megan Brown is a PhD student in the Faculty of Education at Monash University. She is interested in research involving literacy with an emphasis on a more inclusive ‘literacies’ More specifically, her work explores educators’ ideas on literacies, and a cross section of gender, critical literacy, and other related issues.

Abstract: 48  Time: 10:30 - 11:00  Room: KG23

How do swimming coaches enact inclusive and disability sport policy? Towards a theoretical framework of how coaches’ do policy

Andrew Hammond
Faculty of Education, Monash University

Abstract
Sports coaching is a social process and as practitioners and researchers, we consider the heart of coaching to lie at the teaching and learning interface. Like teachers, coaches’ too are often considered by policy makers or potential makers of policy to be ‘passive’ receptacles of policy. Similarly to education, reform of sport and sports coaching to become more inclusive of people with a disability has become a ‘dream’ and cornerstone of social policy in many western liberal democracies. However, the ‘reality’ is the discourses and notions of disability and normalcy that have been drawn upon by sport policy makers are rarely critiqued. Nor have the effects of the enactment of these policies been readily explored in sport pedagogy and sport policy literatures. This presentation explores the development of the theoretical framework chapter of my doctoral thesis. The presentation outlines the value of Stephen Ball and colleagues’ writings around ‘networks’ and ‘enactment’ in illuminating the relationship between official sport policy texts and coaching pedagogical practices. This study seeks to contribute to debates in both Sport Pedagogy and Inclusive Education literatures and highlights the limits and provisions for inclusion of disabled bodies into highly normative sporting cultures. Of note is Ball’s notion of the ‘discursive frame’ in which official sport policy texts are read by professionals, and how dominant discourses of high performance, discipline and normalization shape and reinforce notions of disability and normalcy and thus limit the possibilities and probabilities of ‘Inclusion’ of people with a disability.

Keywords
Policy, Sociology of Education, Inclusion, Sport Pedagogy

Bio
Andrew Hammond is a PhD student with the Faculty of Education at Monash University, Melbourne, Australia. He is engaged in research that explores social issues surrounding inequity and exclusion in sport, with particular interests in governance, policy and its influence on pedagogy and practice. He is currently supervised by Dr Ruth Jeanes, Dr Deana Leahy and Professor Dawn Penney.
Abstract: Inclusive education – rhetoric or reality? Comparatively less focus on inclusive classroom practices than policy development and teacher development may be one of the causes for such confusion. Especially, limited studies on participation of children with disabilities in mainstream preschools is evident in literature. This case study, framed by cultural historical theory, aimed to explore the process of participation of children with disabilities in Australian mainstream preschool. Two/Three children with different disabilities, attending same mainstream preschool, will be selected as the cases and their participation in preschool will be recorded through video observations. Their teachers’ and parents’ perspectives will be explored too through interview. The data will be also collected through documents such as school policy, student’s portfolio, student’s art work. Vygotsky’s concepts of social situation of development, ideal and real form of development, and perezhivanie (emotional experiences) are considered for data analysis.

Keywords
Inclusive education, Disability, Participation, Cultural historical theory

Bio
Fatema is a PhD candidate at Monash University and she is volunteering as research assistant in ARC project. She is a lecturer (on leave) at BRAC Institute of Educational Development, BRAC University in Bangladesh. She completed Master of Education (Special Education) from Flinders University, Adelaide. She is currently interested in inclusive education, early childhood education, primary education and cultural historical perspectives of development. Email: fatema.johora@monash.edu

Abstract: Early intervention for autism: Are misguided ‘realities’ inhibiting the shared dream?

Jacqueline Gately
Monash University

Abstract
Numerous stakeholders are involved in early intervention for young children with autism in Australia, including policy makers, researchers, service providers, families of children with autism, and the children themselves. One can assume that appropriate and effective intervention for all children with autism is the desired outcome for all parties. However, unique challenges in the establishment of treatment efficacy for autism interventions, together with difficulties in the interpretation and dissemination of research findings, inhibits the potential to provide successful intervention outcomes for all.

Policy makers must base decisions for both provision and funding of early intervention on the evidence of high quality research, commissioning reviews for guidance (such as Prior, Roberts, Rodger, Williams, & Sutherland, 2011). However, literature reviews of research into intervention types (e.g. Mills & Marchant, 2011; Prior et al, 2011; Rogers & Vismara, 2008) reveal that research into the efficacy of early intervention is extremely difficult to conduct and is generally flawed, with very few examples of good-quality research available world-wide. Amongst a plethora of efficacy studies of numerous intervention types, a small handful of studies show evidence of successful outcomes, but only for very specific autism challenges for a small number of children with particular initial qualities and traits (Goin-Kochel, Mackintosh, & Myers, 2009; Howlin, Magiati, & Charman, 2009). These interventions are reported as those with the strongest evidence base due to the overall lack of quality research. However, the fact that the evidence is weak and the intervention is only of very limited usefulness appears to be missed in the interpretations, recommendations and decisions that follow.

A critical analysis of the literature, exploring the difficulties of establishing autism intervention efficacy and some of the ramifications of the misinterpretation of research will be presented.

Bio
Jacqui Gately is a recently-enrolled PhD candidate, APA scholarship holder and Deans Award for Academic Achievement recipient with a background in psychology and psychophysiology. Her research explores autism challenges and intervention, with special interest in the lived experience of individuals on the spectrum and their families. Jacqui is a graduate of the Faculty of Education’s Graduate Certificate in Educational Research.
References


Abstract: 51 Time: 11:00 - 11:30 Room: KG23

**Supporting preschool children living with parental mental illness: Assessing family focused practice within the early childhood sector**

Stella Laletas¹, Melinda Goodyear², Andrea Reupert¹

¹Monash University, Faculty of Education, Melbourne, Australia, ²Monash University, Faculty of Medicine, Nursing and Health Sciences, Department of Rural and Indigenous Health, Melbourne, Australia

Abstract

The Early Childhood Education and Care (ECEC) workforce plays a critical role in supporting vulnerable children. Preschool aged children (3-5 years of age) are particularly vulnerable when exposed to the various risk factors associated with parental mental illness. Family focused models of practice are increasingly recognised as effective in supporting these vulnerable children, yet there is little understanding of the effectiveness of family focused practice among early childhood practitioners which is the purpose of the study. This presentation will provide workforce data assessing family focused practice among pre-school teachers and care practitioners. Priority areas in the ECEC sector for policy makers are identified in terms of preventative and early identification strategies in supporting preschool children living with parental mental illness, as well as recommendations for future research. Family focused practice was measured using the Family Focused Mental Health Practice Questionnaire (FFMHPQ). Survey data were generated for 40 preschool teachers and 39 early childcare workers from a number of settings. An analysis of survey data indicated that the ECEC sector rated themselves positively on all domains of family focused practice except for support directed to carers and children. Findings suggest that the early childhood workforce can potential play an important role in the identification of children living in families where a parent has a mental illness. This raises particular implications for supporting and promoting opportunities for prevention and early intervention for the child, parent and the family living with parental mental illness.

Keywords

Preschool children, children living with parental mental illness, preschool teachers, early childhood workers, early childhood education and care workforce

Bio

My research and clinical practice is informed by 20 plus years of experience working in a variety of educational settings from early childhood to secondary. My PhD research explores the services needs and experiences of families where a parent with mental illness has pre-school aged children (2-5 years).

Abstract: 52 Time: 3:15 – 3:45 Room: KG23

**Reinventing traditional games among children in Indonesia: Re-learning from the past in a current context**

Ririn Yuniasih
Monash University, Melbourne, Australia

Abstract

This presentation is part of my on-going doctoral research on traditional games as a space for ethical encounters among children in Indonesia. The research explores the way children in Indonesia reinvent traditional games in a current context. Informed by post-human perspective, it focuses on the way children are interconnected with their surroundings, both human and non-human (Hultman & Taguchi, 2010), and considers different components as performative agents in the
process of children’s learning of the traditional games (Taguchi, 2011). It is a case study at a primary school in Yogyakarta which includes traditional games in their programs. Using observations and visual data, it captured the way children play traditional games at school, both in structured activities during class lessons and in spontaneous activities, such as during class-break and after-school. Interviews with parents and educators and group discussions with children were conducted to gain their perspectives about the games and how children reinvent them in the current context. The initial analysis of findings shows that in reinventing the traditional games children are inseparable from the environment and materials around them. Their surroundings, both human and non-human factors are influential in their learning process. From discussions with children, it is evident that the way they perceive and reinvent traditional games to some extent is different from previous generations. As follow up of this study, further in-depth analysis is needed to see how the reinvention of traditional games can be a space for ethical encounter among children.

Keywords
Traditional games, Indonesia, post-human perspective, performative agents

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

Abstract: 53  Time: 12:30 – 1:00  Room: KG23
Play-oriented learning in early years:
Framing through the prism of Learning by Observing and Pitching In (LOPI)
Nurun Nahar Chowdhury
Monash University

Abstract
Recent work of Rogoff and her colleagues posits culture as the determinant of organising children’s learning opportunities and patterns of integration/participation in everyday cultural activities (Paradise & Rogoff, 2009; Rogoff, 2014; Rogoff et al., 2015). Rogoff (2014) promotes LOPI as a multifaceted process (or prism) of the culturally organised tradition of learning practices that frames how learning occurs through observation and pitching in to family and community endeavours. This informal learning disposition provides the conceptual and analytical frameworks of this paper that explores play-oriented learning practices in the early years of education. It reports on a part of a socio-cultural qualitative study that investigated the implementation of an imported play-oriented pre-primary curriculum in a developing country, namely Bangladesh. It presents the findings based on observations of six rural and public pre-primary classrooms and interviews of six concerned teachers and six young learners.

Findings concur with the assertion that LOPI delineates the informal way of learning in everyday context (Rogoff, 2014) that occurs through play-oriented learning endeavours as observed in this study. Findings further reveal that in a rigid, unilateral and rote-oriented educational context incorporation of play as a curriculum approach offers interactive and participatory learning practices. This incorporation revises the hierarchy in teaching-learning practices, and provides young children the space to exercise their agency and opportunity to participate and contribute in valued activities. The paper suggests that a tailored organisation of LOPI supports its extended implication as a teaching-learning approach in the formal school setting moving beyond the edge of a family/community based approach.

Keywords
LOPI, culturally organised traditions of learning practices, play-oriented learning, pre-primary curriculum, Bangladesh.

Bio
In my research as an international PhD student at Monash University I concentrate on early childhood education, play-based pedagogy, formal and informal learning approaches, early learning policy and curriculum. My interest lies in cross-cultural approaches and practices towards early learning and development.
Abstract: 54  Time: 10:30 - 11:00  Room: KG23

Early Childhood Teachers Coping with Change: The Roles of Emotional Intelligence, Emotional Labour and Career Adaptability

Wai-Hung LAM1, Man-Tak Yuen2, Wu-Ying Hsieh2

1Open University of Hong Kong, Hong Kong, China
2Center for Advancement in Inclusive and Special Education, The University of Hong Kong, Hong Kong, China

Abstract

With the rise of early childhood education, kindergarten teachers are demanded to be proficient in both skills and knowledge. Studies have suggested that emotional intelligence (EI) is among the most desirable qualities needed by kindergarten teachers, and is a strong predictor of career success. Teachers with high emotional intelligence also tend to suffer less burnout and exhaustion, are able to avoid or resolve conflicts, and often have high job satisfaction. The roles of kindergarten teachers require a lot of emotional labour (EL). Using inappropriate EL strategies may lead to emotional exhaustion and low job satisfaction. This presentation applies concepts of emotional intelligence, emotional labour and career adaptability (CA) to explore how these variables may relate to kindergarten teachers’ avoidance of professional burnout and their ability to cope with career challenges. The context of this discussion is on the recent reforms to early childhood education in Hong Kong; and the topic provides a perspective on cultural influences on the relationships among EI, EL, and early childhood teachers’ career development. The study of EL in kindergarten teachers is still limited in Hong Kong. This presentation is going to discuss the possible research area in conducting the research of EL in the kindergarten teachers and student teachers.

Bio

Mr. Lam Wai-Hung is currently pursuing the Doctor of Education Programme in the University of Hong Kong. He has served for many tertiary institutes in the past 10 years. His research interests are teacher-efficacy, student-teachers efficacy, emotional intelligence and emotional labour.

Abstract: 55  Time: 11:00 – 11:30  Room: KG23

Parent-School Partnership: Perspectives of Australian School Career and Pathway Transition Leaders on Parental Involvement in Student Subject Choice

Sarika Kewalramani

Faculty of Education, Monash University, Melbourne, Australia

Abstract

Despite a seeming consensus in the literature around the importance of family–school connections, there is less agreement surrounding how parental beliefs and expectations about education can influence their child’s subject choice decisions. This study examines the perspectives of three school’s Career and Pathway Transition (CPT) leaders on how parental involvement and acquaintances with school can influence subject choices of students from Asian and Mediterranean descent in senior secondary schools in Melbourne, Australia.

To understand the perceptions of school’s CPT’s regarding parental involvement and the impact on their children’s subject selections, the Vygotskian framework of mediation is taken as the theoretical paradigm of this research. Parents, as part of students’ socio-cultural context, are viewed as mediators who, through their cultural values, beliefs and practices, influence and promote students’ learning and development.

To address and explore these perceptions, a qualitative case study approach was employed. Three CPT leaders from three low socio-economic status (SES) public schools in Western Metropolitan Region (WMR) of Melbourne participated in this study. Data was collected using semi-structured interviews to gain insights of the CPT’s perceptions about parental acquaintances and involvement in school.

The findings revealed that CPT’s perceptions of parental involvement was comprehended as a mediatory role in transmitting parental educational values, beliefs and aspirations inclusive of both realistic and unrealistic expectations of subject choices onto their children. The implications of this study lie in providing processes by which schools and parents work together to deliver cross-setting experiences for mediating student subject choice decisions.

Keywords

Parental involvement, mediators, student subject choices, Asian and Mediterranean descent, parent-school partnership

Bio

Sarika has been a secondary science, VCE chemistry and mathematics teacher for 10 years. Her versatile experiences from previous Monash University research studies and affiliation with secondary public schools in Victoria has guided her
Effects of family rules on academic achievement of secondary school children

Daya Weerasinghe
Faculty of Education, Monash University

Abstract

Whenever there is a discussion with parents about their children, often it can be observed that these parents expect the best for their children and want to be involved in their children’s education. Such involvement appears in various forms, which may result in both positive and negative outcomes for academic achievement of children. This presentation focuses on the implementation of family rules as a result of parental involvement in children’s education. The data used were responses from both European and Asian background secondary school children (N=128) and their parents (N=85) who live in Melbourne, Australia. The data collection process involved online questionnaires and semi structured face-to-face interviews. A conceptual framework was developed using factors in relevant literature and the researcher’s experiences as a child, parent, and a teacher. This framework was used to guide the study during its design and data analysis.

A mixed methods approach was used where quantitative data were analysed using correlation, confirmatory factor analysis, independent samples t-tests, and analysis of variance (ANOVA). Qualitative data were subjected to thematic analysis to explore student outcomes with respect to culture, gender, and year level of students. Parental attitudes, beliefs, and expectations together with family rules showed significant differences in students’ academic outcomes with regards to students’ cultural background, gender, and year level. Methods of data analysis and results of both quantitative and qualitative data will be discussed in this presentation.

Keywords

Parental involvement, academic achievement of children, family rules, culture, gender, year level

Bio

Daya Weerasinghe (BSc, MSc, MEng, Grad Dip Education) is a PhD candidate at Monash University. He was an Electronics engineer/trainer for the national television station in Sri Lanka and a secondary school mathematics teacher in Australia. His research interests are based on parental involvement in mathematics education of children in Asia and Australia.

First language matters: Bilingual children’s sensitivity to Chinese tones predicts English reading comprehension

William Choi, Xiuli Tong, Kate Cain
Division of Speech and Hearing Sciences, University of Hong Kong, Hong Kong
Department of Psychology, Lancaster University, the United Kingdom

Abstract

In tone languages such as Chinese, the variation of pitch within a syllable is essential for making word distinctions, e.g., /ma1/ (mother) and /ma5/ (horse). In a previous study, Chinese-English bilingual children’s sensitivity to Chinese lexical tones predicted English word reading (Wang, Perfetti, & Liu, 2005). This one-year longitudinal study examined the role of Chinese lexical tone sensitivity in predicting English reading comprehension, and the pathways underlying their relationship. Two measures of Chinese lexical tone sensitivity, and single measures of English lexical stress sensitivity, Chinese segmental phonological awareness, general auditory sensitivity, English word reading and English reading comprehension were administered to 133 Chinese-English unbalanced bilingual Grade 2 students. We proposed and evaluated a structural equation model which accounted for 79% of variance in English reading comprehension. Mediation analyses revealed that Chinese lexical tone sensitivity predicted English word reading and then English reading comprehension. In addition, we also identified a mediator, English lexical stress sensitivity, which links with Chinese lexical tone sensitivity and contributes to English reading comprehension both directly and indirectly through English word reading. These results suggest that Chinese lexical tone and English lexical stress play key roles in Chinese-English bilingual readers’ English reading comprehension and should be incorporated into theoretical models of reading comprehension development such as the lexical quality hypothesis and the automaticity theory. Specifically, well-formed representations of tone and stress in both first and second languages may facilitate or even automatize word retrieval, sparing more cognitive resources for higher level reading comprehension processes in second language.
Keywords
Lexical prosody, Cantonese lexical tone, English lexical stress, reading comprehension, lexical quality hypothesis, bilingualism

Bio
William Choi is a PhD candidate at the Division of Speech and Hearing Sciences at the University of Hong Kong. His research interests include psychoacoustics, neuroacoustics and bilingual reading development. Recently, he has published articles on bilingual reading comprehension and difficulties. He is also a reviewer in peer-reviewed academic journals.

Abstract: 58  Time: 12:30 – 1:00  Room: KG23

Academic English:
A grumpy gatekeeper or a golden key to the international academic world?

Cuong Hoang
Monash University, Australia

Abstract
English is considered as one of the key aspects of globalisation as well as the international language for academic communication. English writing proficiency, however, is the first challenge for non-native English speaker researchers to overcome when they want to engage with global academia. Engaging with global academia through research publications or conference presentations often requires a great effort from non-native English speaker researchers to master academic English. This presentation explores Vietnamese social science researchers’ experience in facing this challenge when they engage with global academia, the reasons behind their choice of language for reporting and publishing their research, and the way in which English could possibly shape their thinking when carrying out their research. The presentation attempts to answer the question whether these researchers considered English as a grumpy gatekeeper limiting access to global academia, or a golden key that opens opportunities for collaboration and success in the academic world.

Keywords
English for publication, global academia, Vietnamese researcher community, professional development for researchers

Bio
Cuong Hoang is a PhD student in the Faculty of Education, Monash University. His research interests lie in professional development for teachers and researchers, researcher identity, higher education, and language teaching and learning.

Abstract: 59  Time: 3:15 – 3:45  Room: KG23

The Hong Kong Exchange Program

Philip Chan

Abstract: 60  Time: 12:30 - 1:00  Room: G23

The group as a source of development: Rethinking professional development in educational field through a collaborative perspective

Fabiana Marques Barbosa Nasciutti
State University of Campinas, Brazil
Visiting PhD candidate, Monash University

Abstract
Educational demands, especially student’s learning and behaviour problems, exist in everyday work of many professionals. Considering the complexity of this kind of demand, professionals usually search for support in professional development programs. However, literature review indicates that Brazilian programs for those who work in educational field are generally restricted to technical learning, often ignoring professional’s real needs and claims. Considering the importance of finding solutions through educational research, this presentation intent to introduce preliminary findings of data analysis from an intervention study, which aimed to develop and analyse a special type of professional development program, trying to understand how the group might be a source of development for those who work with educational demands, in order to rethink professional development process in a collaborative perspective. Research data – audio recordings of meetings; participant’s reflexive registers – was generated from this program, offered in Brazil from September to November, 2014. The group was comprised of ten professionals, who were invited to share their professional concerns, in order to find collective solutions. Concepts of cultural-historical theory – social situation of development, crisis and perezhivanie – are analytical tools, indicating that collective dimension is a condition to individual’s development. The group has worked on social relations between participants, overcoming crises lived during the meetings.
Furthermore, each participant was affected in a special way, indicating that only those social factors refracted through individual’s emotional experiences can result in development, showing how important it is to propose professional development programs having group interactions and dynamic as a central aspect.

Bio
Fabiana Marques Barbosa Nasciutti is a PhD candidate, from Faculty of Education of State University of Campinas – Brazil. From September-2015 to August-2016 she has been developing part of her PhD at Monash University, through an exchange program. She has a Bachelor and a Master degree in Psychology, from Federal University of Uberlândia – Brazil.

Abstract
Researcher as an Insider – Negotiating Experiential Knowledge and Subjectivity for Trustworthiness in a Qualitative Case Study
Khanh-Linh Tran Dang
Monash University, Australia

Abstract
In qualitative case studies, “[that] which is necessary for an understanding of the case will be decided by the researcher” (Stake 2008, p.137). Inherent in this statement is an implication that the familiarity of the researcher with the case and their knowledge in the field can influence the research’s trustworthiness. On one hand, data discussion can be insightful. On the other hand, the collection and interpretation of data can be quite subjective. Acknowledging the impossibility of pure objectivity in qualitative research, I contend that a rigorous research design can considerably reduce subjectivity in a qualitative case study. This poster demonstrates my tailoring of a research design to maximize my insider positioning without compromising the participants’ viewpoints. In the study, by examining the perceptions of eight Vietnamese English language (EL) teacher educators regarding Task-based Instruction (TBI), I aimed to identify significant factors influencing their practice of TBI in their pre-service teacher education context. Despite my seventeen years’ experience in the same educational setting, I chose to position myself as a researcher presenting my participants’ viewpoints, rather than my personal perspectives as a former teacher educator. Therefore, I approached the research problem from a theoretical angle, informed by Socio-Cultural Theory and relevant empirical studies. This contributed to identifying and reducing my experience-generated assumptions. Furthermore, I allowed the data from the interviews to be triangulated by data from class observations and group discussions, where I gradually withdrew from constructing data. Finally, inductive data coding was adopted to keep the researcher’s assumptions in check and allow for data-driven themes to emerge, which were then subjectively interpreted basing on my knowledge in the field.

Bio
Khanh-Linh is a principal lecturer at Khanh Hoa University, Vietnam and a PhD student at Monash University. Her interests include Teacher Education, language assessment, and ELT methodology. She presented at CamTESOL 2009; ASIA TEFL 2010, 2014; MERC 2014, 2015; VietTESOL 2014; LED 2015; TESOL International 2016; and AAAL2016.

Abstract
The re-entry experiences of Saudi international students: Expectations and challenges – some preliminary findings
Naif Daifullah Z Alsulami
Monash University, Australia

Abstract
This presentation is part of a doctoral study seeking to gain an in-depth understanding of how returning Saudi international students experience their re-entry to Saudi Arabia and why they have such experiences. The doctoral study aimed at knowing the impact of overseas studies programs on the lives of returning Saudis and identifying if the huge investment into education via a scholarship program (King Abdullah Scholarship Program) has brought positive impacts on the lives of returning Saudis. The literature review related to this doctoral study revealed that although many studies have focused on the adjustment issues experienced by Saudi international students in the host culture, the re-adjustment issues experienced after returning home have been under-researched. The participants of this qualitative study were 13 male and 8 female Saudis who spent about one to six years living in some English speaking countries such as the U.S., the U.K. and Australia, undertaking postgraduate studies. Preliminary findings from the interviews with the participants show that student expectations play a crucial role in the re-entry transition. None of the students had anticipated a need to re-adjust to their home culture, and friends and family had also assumed a smooth homecoming. Consequently, the returning students experienced unexpected challenges without much support from their home culture. These challenges included personal,
cultural, educational, social and professional difficulties, as well as problems with their children. The gap between expectations and reality was a source of frustration for some participants, making re-adapting to their home country more difficult.

Bio
Niaf Daifullah Z Alsulami has a Master of Education specialising in international education from Monash University in 2014. He has started his PhD candidature from 2014 at Monash. Between 2010 -2012 he worked at Umm Al-Qura University in Mecca as a teaching assistant and researcher. Naif is an experienced teacher and researcher. He has experience as a qualitative researcher. naif.as@hotmail.com

Abstract: 63 Time: 4:15 – 4:45 Room: KG23

Malaysian-Chinese University Students’ Reflections on Their Schooling Experiences in Malaysia: A Case Study in an Australian University

Corina Stephanie Toon
Monash University

Abstract
The Malaysian education system has traditionally been structured to foster an environment where academic excellence is the focus (Joseph, 2006). This environment is constructed through several strategies. This is particularly evident in its culture of high-stakes testing where educational opportunities are based on test outcomes. This culture is established from primary through to secondary school, where the practice of streaming, ranking and examinations is widely implemented and heavily emphasised as indicators and evaluators of a student’s academic ability. Research suggests that a student’s educational environment and surroundings are large contributors toward their attitudes and how they identify themselves within the formal education context. This study explores how Malaysian-Chinese university students’ experiences and identities during their secondary schooling years are understood and evaluated in retrospect, as well as their views toward those experiences, having now transitioned into the tertiary education system in Australia. To accomplish this, empirical evidence has been collated in the form of semi-structured interviews conducted with six Malaysian-Chinese student participants. These students are currently completing their tertiary degrees in a university in Australia and are queried on their experiences in Malaysia and Australia, an exploration into their identity as a student, and the differences they have experienced between the two countries with respect to the two education systems. Drawing on Giroux’s ‘culture of positivism’, the study seeks to highlight issues that are prevalent in today’s Malaysian educational context, and the differences that are presented in the Malaysian school system. The findings of this small-scale study will provide valuable insights into the experiences of Malaysian-Chinese university students in an Australian university who were schooled in Malaysia.

Bio
Corina Toon has a Bachelor of Arts/Education specialising in secondary education from Monash University at the end of 2013. In 2014, she completed her Honours in Education. In 2015, she taught in a public school in regional Melbourne as an English and Humanities teacher. She has started her PhD candidature from 30th March 2016. E-mail corina.toon@monash.edu
Conference Room Locations

Education Building – Ground Floor (Rooms G19, G23, G25 and G34)

Education Building – First Floor (TLS: Poster Presentations and Lunch)

Krongold Building – Ground Floor (Rooms KG19, KG23 and KG24)
What does MPA do for HDR students?

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

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

MERC represents the interests of research students in the faculty and organises seminars, conferences and social events in order to:

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

History of MERC

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

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

Rosamund Winter
Research Fellow, founding member of MERC

MERC events

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

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

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

Student presentations
A number of opportunities exist for students to present their work publicly during which students may test ideas, ask questions and seek feedback from others in a non-threatening 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 Graduate Research students and researchers in the faculty to develop a supportive network and friendly community. Graduate Research students and researchers from all Education campuses are warmly welcomed.

More information
To find out more about how you can get involved in MERC, the annual conference or any other MERC activities, please contact the MERC convenor at your campus.
E: merc-edu@monash.edu
monash.edu/education/merc

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

Professor John Loughran,
Executive Dean, Monash Education