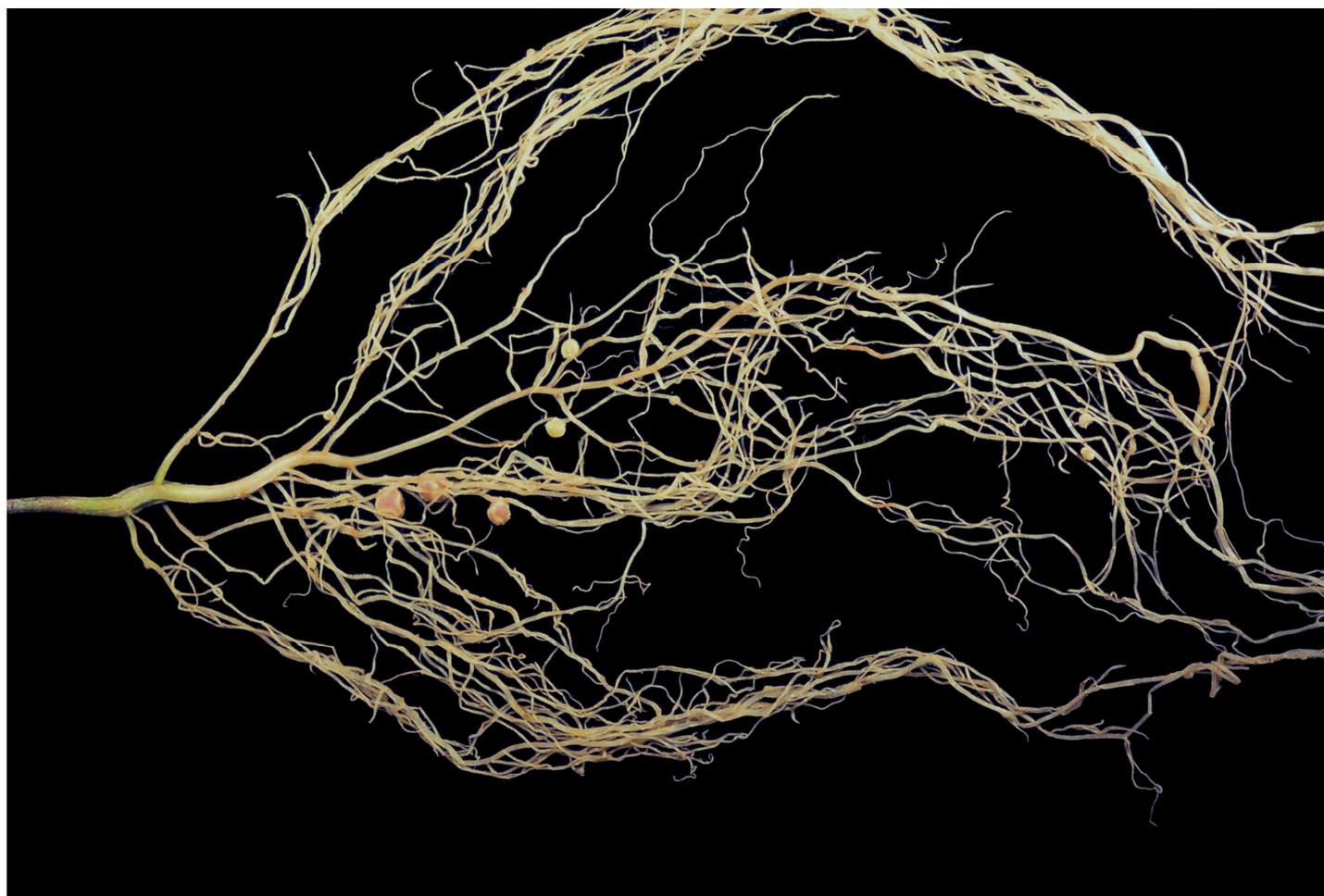




THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

DISRUPTIVE ENCOUNTERS: A CALL FOR MESSY RESEARCH

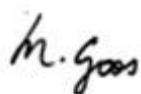
Postgraduate Research Community Conference
School of Education
The University of Queensland
13 August 2016



The Root System of the Robinia Pseudoacacia plant

21st ANNUAL POSTGRADUATE RESEARCH COMMUNITY CONFERENCE

Welcome to the annual conference of the School of Education's postgraduate research community. The first such conference was held in 1995, and your participation enhances and continues this long tradition of intellectual engagement and nurturing of our postgraduate research students. The postgraduate research conference is one of the many treasured legacies of Carolyn D. Baker. I hope all the students who participate in this year's conference will continue to build on that legacy and use the conference as a springboard into their own academic careers.



*Professor Merrilyn Goos
Head, School of Education*

Conference Committee

Feng-Ru Chang

Farzana Chowdhury

Yu-Chih Li

Huifang Liu

Ailie McDowall

Fabiane Ramos

Committee Chair

Karen Sheppard

Academic Advisor

Professor Peter Renshaw

The Postgraduate Research Community Conference

This conference provides an opportunity for postgraduate students to present their research in a supportive environment and a broad range of research interests are represented. We appreciate the contributions of the presenters and the generosity of academic staff members from the UQ School of Education who chaired sessions and participated in the conference program.

We would like to express our sincere thanks to:

- Professor Annette Woods for delivering the Carolyn D. Baker Memorial Lecture
- Professor Catherine Manathunga for delivering our Conference Keynote Address
- The UQ School of Education for its support
- The University of Queensland Union, the UQ Association of Postgraduate Students, SAGE Publishing, the Cambridge University Press, and the Oxford University Press for their sponsorship and support.



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Keynote Address

Disruptive encounters in postgraduate supervision and research: Do time, place and knowledge still matter in the measured university?

Presented by Professor Catherine Manathunga, Victoria University

Research and postgraduate supervision are inherently complex, messy, creative and challenging encounters. The creation of new knowledge and new researcher subjectivities is a generative and disruptive process requiring complicated engagements with history, geography and epistemology, a resistance to dominant discourses and approaches and the transformation of understandings, relationships and ways of being, thinking and doing. In *Southern Theory* (Connell, 2007), postcolonial contexts such as Australia, research and postgraduate supervision are implicated in contested understandings of time, place and knowledge. This is especially important because, despite decades of postcolonial, Indigenous and feminist research, dominant Western/Northern knowledge continues to claim universality across time and space in many social science disciplines and continues to ignore geopolitical power struggles over knowledge.

In this keynote presentation, I will explore postcolonial, Indigenous, feminist, social and cultural geography theories about time, place and knowledge and some empirical data on intercultural supervision in order to illustrate the generative and troubling features of contemporary research and postgraduate supervision. This will draw upon my 2014 book on *Intercultural Postgraduate Supervision: Reimagining time, place and knowledge* and on more recent collaborative research on reimagining history in intercultural supervision. I argue that history, geography and diverse cultural knowledges need to be placed at the centre of contemporary approaches to research and to effective supervision pedagogies if we are to produce truly innovative, transcultural knowledges.

However, such disruptive encounters with time, place and cultural knowledges run counter to the overwhelming drive for efficiency, accountability and quality in the measured university of the early 21st century. In this keynote, drawing upon critical analyses of universities by Bill Reading (1996), Gary Rolfe (2013) and Ruth Barcan (2013), I outline the central features of the contemporary university and illustrate how they construct research and postgraduate supervision in limited, financially-

driven, audit-focused ways. This makes engagement with messy, disruptive and creative knowledge production particularly challenging. I conclude by exploring how we might continue to make arguments for the centrality of time, place and cultural knowledges within the narrow, anti-democratic and anti-intellectual confines of the measured university.

Catherine Manathunga

Professor Catherine Manathunga works in the College of Education at Victoria University, Melbourne and is an historian, who draws together expertise in historical, sociological and cultural studies research to bring an innovative, interdisciplinary perspective to educational research, particularly focusing on the higher education sector. She has current research projects on doctoral supervision pedagogy and the history of university teaching and learning in Australia and Aotearoa/New Zealand. Her most recent book, *Intercultural Postgraduate Supervision: Reimagining time, place and knowledge*, was published in 2014 by Routledge. She has published widely in the fields of doctoral education, educational history, academic development and international relations. Her research has been funded by the Australian Research Council, Australian Learning and Teaching Council, Ako Aotearoa (NZ National Centre for Tertiary Teaching Excellence), South African National Research Foundation, Nagoya University, Japan, Higher Education Research & Development Society of Australasia, and several industry partners. She has jointly won a number of University of Queensland and Australian national teaching awards for programs that enhance research students' learning. She has acted as an educational consultant to many other universities in Australia and internationally. Before arriving at Victoria University, Melbourne, she was an Associate Professor of Education at Victoria University Wellington.



Morning Session

8.30 – 9.00	Registration opens	
9.00 – 9.15	Welcome by Head of School	
9.15 – 10.15	Keynote Address	
10.15 – 10.45	Morning Tea	
Move to rooms		
10.45 – 11.50	Session 1: 15 minute papers + 20 minute feedback panel	
	Session 1A. Relationships in Education	Session 1B. Language Learning
	Chair: Linda Willis Room: 115	Chair: Obaid Hamid Room: 132
	Capturing the 'vibe' in the classroom <i>Stephanie MacMahon</i>	Informal English as foreign language learning opportunities and the role of the Internet in Saudi Arabia: An ecological perspective. <i>Mohammed Alqarni</i>
	A messier method of concept mapping affording a broader understanding of collaboration <i>Elizabeth Tatum</i>	Second language learning from AV media – a quasi-experimental autoethnography <i>Peter Foley</i>
	Parental sacrifice as perceived by adolescents among Economic's Foundation students in IIUM <i>Radin Akhmal</i>	Learner autonomy as agency in Vietnamese contexts of EFL learning <i>Huyen Phan</i>
Move to rooms		
11. 50 – 1.00	Session 2: 15 minute papers + 20 minute feedback panel	
	Session 2A. Power in Education	Session 2B. Teaching and Learning
	Chair: Christina Gowlett Room: 115	Chair: Annemaree Carroll Room: 132
	Exploring how teachers position themselves as English teachers in Taiwanese Buxiban classrooms through the examination of student/teacher interactions <i>Feng-Ru Chang</i>	Task completion: key factors in self-paced online learning <i>Md Abdullah Al Mamun</i>
	A Single Point of Truth: An analysis of 'OneSchool', Queensland's digital policy instrument <i>Jennifer Clutterbuck</i>	How do interactive visualizations help students understand the chemical structure of molecules? <i>Gudrun Colbow</i>
	The politics of space in Dhaka: informality, power and negotiations in the urban poor's everyday life <i>Lutfun Nahar Lata</i>	Reading and speaking English as a foreign language: A summary of teaching approaches teachers commonly use in their class in China <i>Huifang Liu</i>

Morning Session

8.30 – 9.00	Registration opens	
9.00 – 9.15	Welcome by Head of School	
9.15 – 10.15	Keynote Address	
10.15 – 10.45	Morning Tea	
Move to rooms		
10.45 – 11.50	Session 1: 15 minute papers + 20 minute feedback panel	
	Session 1C. Pedagogies of Possibility	Session 1D. Focus on Methodology
	Chair: Liz Mackinlay Room: 217	Chair: Sam Sellar Room: Terrace Room
	Pedagogies of possibility: Effects of alternative schooling practices in rural Queensland <i>Richard Waters</i>	Mapping the social relations of data use in schools: an untidy process with untidy outcomes <i>Karen Sheppard</i>
	Secondhand suffering: Vicarious trauma and hope in the critical history classroom <i>Clayton Barry</i>	
	Talking with ghosts: Pedagogies of remembrance in the Indigenous education landscape <i>Ailie McDowall</i>	Researching perezhivanie in an environmental education program: theory, methodology and pedagogical context <i>Marcelo Valente Ramos</i>
Move to rooms		
11. 50 – 1.00	Session 2: 15 minute papers + 20 minute feedback panel	
	Session 2C. Assessment	Session 2D. Messy Research
	Chair: Ian Hardy Room: 217	Chair: Peter Renshaw Room: Terrace Room
	Social and Cultural Factors Influencing Consistency of Examiner Judgements in Competency-based Assessments <i>Amy (Wai Yee) Wong</i>	Wilful-resistance: theorising academic success among refugee-background students <i>Fabiane Ramos</i>
	The troublesome addition: how worthy is it to consider test-takers' perspective in language test validation? <i>Ngoc Hoang</i>	The critical incoherence of using the 'interview' to map the material practices of subjection. <i>Rose-Marie Stambe (ISSR)</i>
		The "Goldilocks" experience with methodology: finding the one that is "just right". A PhD student's account of messy research and realisation of the journey. <i>Emilia Sinton</i>

Afternoon Session

1.00 – 2.00	Lunch
2.00 – 3.10	Session 3: 15 minute papers + 20 minute feedback panel
Session 3A. Policy	Session 3B. Critical Inquiry in the Classroom
Chair: Bob Lingard Room: 115	Chair: Merrilyn Goos Room: 132
A preliminary analysis of the World Bank's Higher Education Quality Enhancement Project (HEQEP) in Bangladesh <i>Mohammad Tareque Rahman</i>	'Thinking' Skills: more than critical <i>Andrea Hellens</i>
What is subjectivity? <i>Sarah Warner</i>	Curiosity and learning science in the Middle Years <i>Glenn Beaumont</i>
The policy changes and influencing factors in internationalization of Higher Education in China <i>Min Hong</i>	Reconstruction of experience through collaborative philosophical inquiry <i>Liz Fynes-Clinton</i>
3.15 – 3.45	Embracing Messiness: A Plenary Conversation
3.45 – 4.00	Closing comments and prizes

Following the conference, the Committee would like to invite you to join us for drinks and pizza at the Pizza Caffé

Afternoon Session

12.30 – 1.15	Lunch
2.05 – 3.10	Session 3: 15 minute papers + 20 minute feedback panel
Session 3C. Resilience	
Chair: Sue Creagh Room: 217	
Narratives of Indonesian successful women faculty in the academy <i>Siti Muflichah</i>	
Non-traditional student narratives in Higher Education: developing, adapting and maximising capital <i>Suzanne Macqueen</i>	
Resilient cognition: Students from a low socio-economic background who excel academically, against the odds. <i>Lauren Sperotto</i>	
3.15 – 3.45	Embracing Messiness: A Plenary Conversation
3.45 – 4.00	Closing comments and prizes

Following the conference, the Committee would like to invite you to join us for drinks and pizza at the Pizza Caffé

Embracing messiness

A plenary conversation

Messiness is sometimes seen as a pragmatic or instrumental issue about the unpredictability of collecting data in real life situations. The assumption is “it would be easier in the lab”.

Messiness is used in the sense of the difference between the planned research design and the implemented research design that required adjustments and compromises and alterations - due to chance, bad luck, anything really.

Messiness can be understood in more theoretical terms as inevitable entanglements of the researcher in the research itself. This kind of messiness can be addressed through explicitly including a reflexive and critical stance towards doing and reporting research. Or can it?

Messiness is a feature of writing research. The shift from (i) personal notes and affective reactions, to (ii) one's research journal and reflections to (iii) the published research monograph tends to be a shift from more emotional affective and messy writing to more abstracted and clean clear text. In allowing messiness to be part of the research process, how are we as researchers to represent our own emotions and entanglements?

Messiness is admitted in terms of taking multiple theoretical stances towards one's research – rather than adopting one preferred paradigm one may admit to the pervasive influence of positionality and so explicitly look through multiple lens at the research site/object of study.

Messiness can be part of the communication of research within the local politics of one's public persona and position in an institution. How do we manage the politics of reporting research so that we cause no harm but remain faithful to the research?

Join us for this plenary session led by Professor Peter Renshaw to consider the multiple ways in which making space for messiness in our research can create more complex and nuanced understandings of the work we undertake as researchers. Peter Renshaw will be joined by our two guests Professors Catherine Manathunga and Annette Woods, as well as a Huy Nguyen, one of our RHD students.

Abstracts

SESSION 1A. RELATIONSHIPS IN EDUCATION

Capturing the 'vibe' in the classroom

Stephanie MacMahon
School of Education, UQ

Social synchrony, the shared experience of social, emotional and cognitive states which enables the understanding of others, is an innate, embodied form of connecting and communicating that has been shown to exist at behavioural, affective, physiological and neurological levels. Positive social synchrony, which can occur spontaneously as well as be engineered, increases engagement and pro-social behaviours, leading to enhanced social, emotional and cognitive outcomes. However, understanding this process is 'messy' as the nature, purpose and experience of the social interaction that makes social synchrony possible is partially biologically determined and neurologically evolved, whilst also subjectively interpreted and co-constructed - the truth may be both subjective and objective, both multiple and singular. Teachers have an important role to play in understanding how the natural social dynamic processes that exist in the classroom can be utilized to create a positive 'vibe', however how teachers establish and maintain positive social synchrony in their classrooms, and the extent to which this can be taught to other teachers is not well understood. The mixed methods study outlined in this presentation uses a science of learning lens – combining neuroscience, psychology, and education - to explore this problem.

A messier method of concept mapping affording a broader understanding of collaboration

Elizabeth Tatum
School of Education, UQ

In research into collaboration in teacher-teacher aide teams, participants were encouraged to think deeply about their collaborative practices. As part of the methodology, participants drew concept maps to promote critical reflection, concept building and to enable the researcher to gain enhanced understanding of each individual's prior and new knowledge. However, only one participant chose to provide a traditional visual representation in which concepts are linked to depict the relationships between them. Instead,

some participants drew pictures or provided lists while others simply depicted and labelled a symbol. These different interpretations of concept maps have given rise to a less rigid approach to data analysis, necessitating an approach that includes picture analysis. Data analysis has also needed to include an understanding of culture as two participants included concepts from foreign cultures; one participant going so far as to write some concepts in a foreign language. This presentation will discuss how acceptance of this messier method of participant concept maps has led to an expanded view of, more interesting stories about, and broader understandings of collaboration in teacher-teacher aide teams than anticipated.

**Parental sacrifice as perceived by adolescents among Economic's
Foundation students in IIUM**

Radin Akhmal
International Islamic University Malaysia

Parental sacrifice shares some similarities with family capital, parental investment and parental involvement that it is related to the contributions of parents to their children's welfare and development. The objective of this study is to obtain information about adolescents' perception on the parental sacrifice. Researcher also aims to investigate the differences of perception on parental sacrifice among adolescents between gender as well as home location namely urban and rural. Researcher used descriptive research methodology and survey techniques to collect data from Economics foundation students from IIUM Gombak campus. The size of population for this study is 624 adolescents who were from Economics foundation students of IIUM. Researcher chose 124 samples as respondents. The samples for this study are taken from IIUM Foundation students of Economic department in Gombak campus. Data collected from the survey respondents represented their perceptions regarding the parental sacrifice. The data obtained, were later analysed using the SPSS (Statistical Package for the Social Science) software. In analysing the data, researcher used descriptive statistics and an Independent T-test. The current research revealed that most of the students had moderate level of parental sacrifice. There was a statistically significant difference between male and female in their parental sacrifice where female. However, the result showed that there was no statistically significant difference between students who came from urban as well as rural area in their perception on parental sacrifice.

SESSION 1B. FOCUS ON LANGUAGE LEARNING

Informal English as foreign language learning opportunities and the role of the Internet in Saudi Arabia: An ecological perspective

Mohammed Alqarni
School of Education, UQ

In second language learning, what happens outside the classroom is a crucial element which will either promote or hinder the progress of the learning process. In the new millennium, increasing research findings are pointing to the role of a society where the individual is part of the whole communicating system. It views second language learning beyond merely cognitive ability and computer like processing. Largely, it perceives second language learning as social practices, meaning making, and representation. While acknowledging the role of cognitive views, proponent of this view give the society the leading role. In today's world Internet based communication are fundamentally shaping the way we connect and relate to our world. It provides unprecedented opportunities for second/foreign language learners to create their own reality and cyber-society. In a society like Saudi Arabia, opportunities to practice and use English are limited since English is a foreign language. From a socio-cognitive perspective, this paper will adapt the Bioecological Model of Bronfenbrenner (1994) to investigate and elements that foster the learning of English as a foreign language through Internet based resources and how these resources create virtual societies where the practicing and learning of additional language is optimum.

Second language learning from AV media – a quasi-experimental autoethnography

Peter Foley
School of Education, UQ

In this quasi-experimental autoethnographic journey, the researcher reflects upon the experience of language learning and the ways in which a project based on a single researcher/research informant can be epistemologically justified as representing knowledge. In order to examine these ideas, the researcher is learning French as a second language through extensive exposure to French AV media without the use of writing, reading, grammar, instruction, or interaction for an extensive period. The project also utilises the

methodological lens of Critical Theory to examine ways that pedagogical language learning structures might actually contribute to limiting students' second language development. Classroom language learning typically involves instruction, grammar, reading, writing and formulaic speaking practice. Although such methods do result in language learning, many students still lack the ability to participate in conversations with fluent speakers of the language. One explanation for this is that classroom methods cannot provide extensive hours of listening in context. This project attempts to fill a gap in our understanding of what it means to learn a language solely from watching television – the experiences, cognitive self-observations and actual learnt language. The single experience then becomes the object of methodological considerations that forge new ways into what it means to “research”.

Learner autonomy as agency in Vietnamese contexts of EFL learning

Huyen Phan

School of Education, UQ

Learner autonomy (LA) has attracted increasing research interests in the context of language learning. While various initiatives and learning strategies have been proposed to foster LA in the language classroom, little attention has been given to the contextually constructed nature of this practice. The literature has called for more critical examinations into the sociocultural contexts in which LA is embedded and developed in order to better understand learners and language learning. This presentation examines the social, cultural and political factors that have come to shape LA and its realisation in practice in Vietnam's higher education context. It explores how LA is actualised and mediated in a specific context. It draws on data from classroom observation, student interviews and learning journals in a Vietnamese university. The findings show that LA is temporal, spatially embedded in place and mediated by both the individual learner and the sociocultural setting through learner agency. LA is indeed a social manifestation of learner agency. It is therefore argued that LA as agency deserves more research to better understand the entangled relationship between the individual and the social – the setting in which this practice is embodied.

SECTION 1C. PEDAGOGIES OF POSSIBILITY

Pedagogies of possibility: Effects of alternative schooling practices in rural Queensland

Richard Waters

School of Education, UQ

This paper will report on a qualitative research study of alternative schooling practices in rural areas in Queensland representing a spectrum of school types: an alternative independent school with a holistic philosophy; an alternative pathways program in a state high school; and an alternative school for young people who have been excluded from or opted to leave mainstream schools. The project utilised document analysis, quasi-ethnographic observation and semi-structured interviews with leaders, teachers, students, parents and other community members to gain insight into the nature and effects of alternative education practices. The findings of this research highlighted the effects of alternative schooling practices on student learning (in both academic and social emotional dimensions), parent and community engagement and equity, in that they improved the engagement of marginalised young people in schooling. In these ways, the alternative school practices could be seen as 'pedagogies of possibility'. The 'messy part' of these findings is that there is debate about whether alternative schooling, limits student access to further education.

Secondhand suffering: Vicarious trauma and hope in the critical history classroom

Clayton Barry

School of Education, UQ

The critical history teacher needs to be mindful of students' hope. In rejecting the congratulatory story of history trumpeted by regimes interested in self-preservation, students encounter the histories of the dispossessed, the subjugated, the women, Fanon's 'wretched of the earth' not, as they may have traditionally done, as bit-players in 'History', but as actors charged with the same hopes, fears, dreams and anxieties as themselves. History, in the critical classroom, becomes as a weapon, an instrument of power to salvage "the waste products and blind spots" of the past (Adorno, 1951). This uprooting of "difficult knowledge" (Britzman, 1998), this tackling of 'history

from the bottom up' (Lemisch, 1968) awakens in students "dangerous memories" (Giroux, 2010), or a new historical consciousness that for some, might become understandably traumatic. This presentation reports on a two-year case study, which asked Senior Modern History students to consider how their critical study of history engendered in them hope for the future. I present some initial findings based on over 20 hours of (messy!) interviews in order to consider an overwhelming student sentiment that arose out of the research. For students, 'to know' the past – traumatic, uncertain and unjust – is more important than 'to hope'.

Talking with ghosts: Pedagogies of remembrance on the Indigenous Education landscape

Ailie McDowall

School of Education, UQ

As a point of departure for this presentation, I want to think about the role of history in our work as teachers and learners, but also in our work as ethical human beings. Pre-service teachers undertaking Indigenous Australian Studies are brought into contact with some of the ghosts from Australian histories throughout their university studies. By considering their reflective writing in weekly learning journals, I want to explore what students' conversations with these ghosts might mean for how they are able to engage ethically with social issues in the present, and in their future classrooms. Setting out on our journey, we will encounter the writings of 17 pre-service primary teachers (or was it just one? research is messy like that) enrolled in a compulsory education course. What types of difficult knowledge (McConaghy, 2003) might they encounter along the way? How do they respond to these difficult knowledges? And later, in practicum classrooms, how does bearing witness to history influence the ways pre-service teachers begin their work on the Indigenous education landscape? Does it make a (decolonial) difference? And how will students bear witness and bear the knowledge that they are asked to work with, Will they regard history as either "engorged spectacle or flattened evidence" (Simon, DiPaolantantonio & Clamen, 2002) or bear witness and bear the knowledges they are asked to work with?

SESSION 1D. FOCUS ON METHODOLOGY

Mapping the social relations of data use in schools: an untidy process with untidy outcomes

**Karen Sheppard
School of Education, UQ**

This presentation takes as its starting point, the rise of data use in schools and asks what it signifies for the social relations in a school context. It argues that the intensification of data use, the so-called “datafication” of schools is transforming the way teachers work with principals, teachers work with peers and teachers work with students. Schools are complex, multi-layered environments and therefore it is difficult trace change in any ordered, empirical way. A beginning is to focus on causality and the causal powers and mechanisms that may or may not be exercised by social relations in schools. Archer’s (1995) morphogenetic approach enables the researcher to illustrate the stratified, multi-leveled qualities of these mechanisms. However, in order to operationalise Archer’s understanding, it is suggested that an explanatory model of critical realism (Danermark, et al 2002) provides the methodological support to answer questions like “How are the social relations in schools constituted?” and “What causal mechanisms are responsible for the emergence of this social relation?”. The six stage toolbox offers guidelines for bringing to order “messy” research contexts. It provides the means to reconstruct and map structures and estimate the relative explanatory power of social relations emerging from data use.

A Study of Adult Literacy Participants in a Lao Rural Village

**Lamphoune Luangxay
School of Education, UQ**

It is widely acknowledged that literacy – the ability to read and write – is a fundamental skill that enables an individual holding it to use printed texts to function in his or her everyday life activities and participate in social activities. This study I investigated the practice of literacy in people's everyday lives in a rural Lao village by applying an ethnographic technique called “The Go Along With” (Kusenbach, 2003). From what I could gather, this study found that the reading and write does not seem to be part of their cultural and social practices. Instead people used multiliteracies including image

literacy (Kress, 2009) and semiotic literacy (Gee, 2012). This finding suggests that literacy is a complex concept rather than just the ability to read and write (often a dominant language).

Researching perezhivanie in an environmental education program: theory, methodology and pedagogical context

**Marcelo Valente Ramos
School of Education, UQ**

This thesis investigates perezhivanie (emotional lived experiences) in the context of a story-based environmental education program. The investigation is organized to address three inter-related aspects of perezhivanie: (i) the theoretical roots of perezhivanie in 19th century Russian literature as well as Vygotsky's writing, and current conceptualisations offered by contemporary scholars; (ii) the methodology appropriate to research perezhivanie as a unit of analysis that captures transformational learning for students; and (iii) the pedagogical approach that enables such experience to occur during environmental experiences. Consistent with its roots in Russian literature, theatre and drama, the preferred methodology in current research on perezhivanie involves imaginative storytelling and drama methods. In this thesis I intend to build on such methods to highlight the processes of foreshadowing and hindsight as central to studying perezhivanie. During environmental education experiences I intend to document accounts from children of how they foreshadow changes to themselves and their relationships as a result of the program. Later in the year, I will revisit the experiences with children to document how they reflectively understand their experience in hindsight and whether it remains an influence on their thinking, feeling and sense of self in the future.

SECTION 2A. POWER IN EDUCATION

Exploring how teachers position themselves as English teachers in Taiwanese Buxiban classrooms through the examination of student/teacher interactions

Feng-Ru Chang
School of Education, UQ

'Native speakers fallacy' always carries significant weight in people's minds when it comes to English language learning, which further results in the privileged status of native speakers (NS) teachers and the misconception of the superiority of NS teachers. A lot of research has been conducted to explore the differences between NS and NNS (non-native speakers) teachers and a dichotomy with unequal relations of power is created to classify them into two groups. Research into student/teacher interactions has also been based on this dichotomy which ignores other factors affecting the interactions between students and their NS and NNS teachers. These factors, including space, time, subjectivity, the relations of power and so on, also play crucial roles in an analysis of interactional issues. This study aims to disrupt the existing dichotomy and explore how NS and NNS teachers position themselves as English teachers and how their subjectivity influences their interaction with students in terms of concepts of subject positions, relations of power, space, language and discourse. This study will use poststructuralist lenses to examine these issues in a private buxiban in Tainan, Taiwan. The data will be collected through classroom observations and interviews. Multimodal discourse analysis will be adopted to analyze the data.

A Single Point of Truth: An analysis of 'OneSchool', Queensland's digital policy instrument

Jennifer Clutterbuck
School of Education, UQ

Exhibiting a policy duality, 'OneSchool' is both a policy artefact and a digital policy instrument. Digital policy instruments are becoming increasingly important globally, in the governing of education (Williamson, 2015). 'OneSchool' is described as ... a school-driven initiative ... that provides a single-point-of-truth about teaching, learning, schools, the curriculum, performance and financials (Education Queensland, 2015). Launched in schools in 2008, 'OneSchool' has transitioned from the project phase to the

operational phase. It is timely to determine its effect on Queensland's educational policy process as well as the influences from social, technical and political priorities; globally, nationally and locally. A Foucauldian inspired genealogy of 'OneSchool' will determine the nature and effect of 'OneSchool' and will be informed by a discourse analysis of policy documents relevant to the development and use of 'OneSchool'. These insights will be supported and at times disrupted by interviews with elites and experts who were instrumental in the development of 'OneSchool' and by my own professional experiences in the 'OneSchool' development team, and Queensland education regional and central offices.

Education Queensland. (2015, 30 July, 2015). Working Digitally. Retrieved from <http://education.qld.gov.au/smartclassrooms/working-digitally/index.html>

Williamson, B. (2015). Digital education governance: data visualization, predictive analytics, and 'real-time' policy instruments. *Journal of Education Policy*. doi:10.1080/02680939.2015.1035758

The politics of space in Dhaka: informality, power and negotiations in the urban poor's everyday life

Luffun Nahar Lata
School of Social Science, UQ

Many urban poor in Dhaka depend on access to urban negotiated space to earn livelihoods. By 'negotiated space', I refer to any kind of urban space that is used by the urban poor to earn livelihoods through some kind of negotiation processes. The urban poor often face threat of eviction from their spaces of livelihoods either by the government or the local level administration or the local residents as they use public and parochial space (Lofland 1998) to earn their living; however, use of these spaces for selling products is formally illegal. Hence they apply different strategies to appropriate these spaces to earn their livelihoods. Drawing on data from qualitative interviews with 99 street vendors and using Sattola slum as a case, this paper seeks to explain the power relations and negotiations that the urban poor of Dhaka utilise to access negotiated space both within and beyond the slum for earning a livelihood.

SECTION 2B. TEACHING AND LEARNING

Task completion: key factors in self-paced online learning

Md Abdullah Al Mamun
School of Education, UQ

Task completion plays an important role in self-paced online learning because of its effect on student achievement. For the educators, it is difficult to ensure that students have completed the task when studying at a distance. As part of a Ph.D. study, two online science modules were developed to investigate the factors related with student task accomplishment. The modules incorporated simulation models, videos, textual information, pictures and related concept questions. The findings suggest several important factors act as stimuli for the student in the self-paced learning situation. For example, a simple scaffolded activity with a specific concept can lead students to complete the task. Secondly, the cognitive conflict associated with their misconceptions of science topics drives them to explore, causing active participation with the activity. Finally, a low cognitive load in the learning process helps the student focus and complete the task. In contrast, task completion declines when a student is required to give input. When students are asked to respond to conceptual questions many leave their answers incomplete. The findings of this study will contribute to the research field involving the development of online materials for student learning without the teacher supervision.

How do interactive visualizations help students understand the chemical structure of molecules?

Gudrun Colbow
School of Education, UQ

In schools, learning chemistry mostly involves small molecules like water, or oxygen, or single atoms and ions. However, in our surroundings large complex molecules like sugars, or fats, are at least as common. Students therefore often encounter these complex substances but are unable to understand them. This problem may be diminished through visualization tools that all students can use to explore the molecular composition of substances and thus, avoid being dazzled by their complexity.

In this study, representations of macromolecules, such as starch, compared to simpler molecules such as glucose have been investigated to explore whether they can help students understand the chemistry concepts embedded in their structures. Molecular structures have been displayed using a visualization tool (Jmol) embedded on a website that was developed to engage students in exploration of 3D displays of structures. A pilot study destined to polish the instruments used in the major study has been completed. The major study included pre-service teachers with recent experience at a school, working with the website. Before and after the intervention questionnaires are completed to reveal students' prior knowledge as well as if learning has taken place. The focus is to demonstrate that students can learn from visualizations.

Reading and speaking English as a foreign language: A summary of teaching approaches teachers commonly use in their class in China

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Communication, the key to second language acquisition, is a rich dynamic unfolding interplay of meanings among people. Reading and speaking are two important networks within the much bigger communicative whole. This paper probes teaching methods of reading and speaking English as a foreign language applied in high school classrooms in China. Based on a review of literature around teaching reading and speaking English, the approaches of teaching both skills are conceptualised and summarized. Reading is a process for students to acquire linguistic and cultural knowledge and individual experience. Intensive and extensive reading both are important for student reading competence. Guided speaking is a common practice in schools in China. Within a certain framework established by the teacher, students conduct speaking activities by being involved into different situations created by the teacher or themselves. The introduction focuses on frequently practiced approaches.

SECTION 2C. ASSESSMENT

Social and cultural factors influencing consistency of examiner judgements in competency-based assessments

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School of Education/School of Medicine, UQ

Introduction This research focuses on investigating the range of contextual, social and cultural factors involved in the examiner judgement process based on Cultural Historical Activity Theory (CHAT) (Engeström, 1987). The context of this case study is the objective structured clinical examination (OSCE) in a graduate entry four-year Bachelor of Medicine/Bachelor of Surgery (MBBS) program at one Australian research-intensive university.

Methods We used a mixed-methods case study approach to collect quantitative and qualitative data. Using Generalizability Theory (Brennan, 2001), statistical analysis of examiner markings was conducted to explore the contribution of contextual factors (i.e., students, examiners and stations) and their impacts on examiner judgements. Guided by CHAT, analytical and inductive coding was conducted to explore the social and cultural factors that influence examiner judgement.

Results Preliminary analysis of the qualitative data indicates that social and cultural factors, and their interactions, including the institution's requirements, and values, beliefs, attitudes and experience of the examiners all play an influential role in the examiner judgement process.

Conclusion This study has facilitated the development of evidence-based recommendations of effective strategies and examiner training to assist examiners in recognising the social and cultural factors involved in, and their subsequent impacts, on the judgement process.

The troublesome addition: how worthy is it to consider test-takers' perspective in language test validation?

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In contemporary validity theory, validity refers to both technical and social characteristics of a particular test score interpretation and use rather than of the test itself. Therefore, validation necessarily involves stakeholders other than test experts such as test-takers, who provide important insights into the social dimension of test score use. This study explores the extent to which test-taker input contributes to validating the use of standardised language tests for high-stakes purposes, focusing on the case of IELTS and TOEFL. Data comprised 518 survey responses, 28 semi-structured individual interviews and three focus groups. An adapted test-taker validation model featuring four validation steps - domain description, evaluation, extrapolation, and utilization - informed data collection and analysis. Results showed that test-takers' most important contribution concerns perception and experiential validity evidence related to evaluation and utilization. Specifically, they can flag critical issues related to test content, structure, format, and test standardisation unnoticed by other stakeholders. They also provide unique evidence of the various positive and negative consequences of using language tests to make significant decisions about them. These include effects on their language learning, financial status, self-perception, psychological health and social relationships. Implications for language test development, validation, and research are finally discussed.

SESSION 2D. MESSY RESEARCH

Wilful-resistance: theorising academic success among refugee-background students

Fabiane Ramos
School of Education, UQ

In response to the conference's call for messy research, I wrote this messy paper. Do not expect neatness or straightforwardness here. Through a jumble of words and sentences I will share with the audience some of the theorising at the core of my doctoral research project on the educational experiences of seven refugee-background young people living in Australia. More specifically, my focus is on how the students make sense of their academic success in high-school. In theorising academic success I draw on the contributors' personal narratives/reflections, on my academic experiences as a *mestiça* migrant in Australia and on a fusion between Lugones' (2003) work on the logics of resistance and Ahmed's (2012) work on wilfulness. In this messy paper, I experiment with the idea of academic success as a form of wilful-resistance: persistence as protest, small deviations within the spatiality of power, complex agencies working in coalition(s) with other forces in entangled contexts. Here, I also attempt to embody the concept of wilful-resistance through the writing act by contesting notions that there is a "correct way to write theory" (Anzaldúa, 1990, p.xxvi).

The critical incoherence of using the 'interview' to map the material practices of subjection

Rose-Marie Stambe
Institute for Social Science Research, UQ

My research is about unemployed subjectivity: the constitution of the unemployed as a subject through power relations. Unemployment in Australia is arguably concentrated in the practices and programs of Employment Services Australia. My PhD research is mapping out the conditions of possibility that establish how the unemployed are governed, within these spaces of Employment Services. Practices of governing can be conflicting, contradictory, and incomplete. Consequently, I have been working through how to research subjectivity in a way that captures this 'messiness' of subjectivity whilst also maintaining theoretical coherence with a

Foucauldian-inspired post structuralist standpoint. This presentation will critically discuss my journey to re-imagine the 'interview' as a way of accessing the material practices of subjection within Employment Services. I endeavour to argue that the 'interview' itself is incoherent with the standpoint I have taken in my research.

The “Goldilocks” experience with methodology: finding the one that is “just right”. A PhD student’s account of messy research and realisation of the journey.

**Emilia Sinton
School of Education, UQ**

As a novice researcher I was under the presumption that my PhD research would develop in a linear sequence, with my thesis chapters symbolising the journey that I was undertaking. The introduction represents the preliminary research and intent of the study. Later, the literature review delves deeper into the field of research. The next stage, the methodology chapter, was about adopting a set of procedures, a framework, to follow. The subsequent results and conclusions would demonstrate my goal: to contribute to mathematics education. As the study took shape, however, and as more was done, it became obvious that my living, breathing, “Goldilocks” of a PhD study was taking me on a different journey. My “Goldilocks” led me away from a methodology that was “too big”, to one which was “too small”. This disruptive encounter with “Goldilocks” proved to be the start of my messy research and the realisation that my journey may be to the search for the research methodology which is capable of allowing me to successfully engage in the construction of new knowledge in the field of mathematics education. Will the third revision be “just right”?

SESSION 3A. POLICY

A preliminary analysis of the World Bank's Higher Education Quality Enhancement Project (HEQEP) in Bangladesh

Mohammad Tareque Rahman
School of Education, UQ

This paper will provide a preliminary analysis of the World Bank's HEQEP Project in Bangladesh, which began in 2009, was originally planned to be closed in 2013, but now has been extended until 2018. This paper will consider the HEQEP Project document as a policy and take a critical approach to providing a policy analysis of the HEQEP Project document in Bangladeshi higher education. This approach acknowledges the impact of globalization and of the work of the international organizations such as World Bank in the development of education policy in postcolonial nations such as Bangladesh. The first step in the analysis of HEQEP Project documents will be a deconstruction of how the Project constructs the problem to which the project is offered as a solution. Part of this analysis of the problem construction will also involve critical consideration of the Project's rationale. The paper will then outline and analyze the components parts of the Project along with additions and subtractions since 2009. And finally, the paper will consider the World Bank's own evaluation of the achievements and successes to date, along with a normative evaluation.

What is subjectivity?

Sarah Warner
School of Political Science and International Studies, UQ

Australian school students and their caregivers have been subject to numerous education policies in the two broad areas of school choice and measurement in recent years. These policies have the potential to transform the education landscape in Australia. The question is how this impacts on students and their caregivers? Through the lens of governmentality scholarship I ask what subjectivities are shaped by these policy frameworks. Subjectivity is a notoriously contentious and difficult concept. It traverses that messy space between the known and the unknowable. This paper discusses the issues related to a study of subjectivity. Through an articulation of the questions what is subjectivity, how is it formed and how can it be studied?

The policy changes and influencing factors in internationalization of Higher Education in China

Min Hong
School of Education, UQ

In the globalization era, internationalization of higher education has been an almost inevitable trend and common pursuit of many nations. Educational policy has also been reshaped and changed in this process and in this context. This article will describe the changes in meta-policies and find out the factors influencing the changes, to find out how to positively face the target and task of internationalization and compete with other countries in the context of globalization. The main research method is document analysis. By analyzing government policies, leaders' speeches and reports, I try to understand the policy making and its rationale. I use the path dependence to analyse how Chinese characteristics affect the policymakers and policies of internationalization in Higher Education.

SESSION 3B. CRITICAL INQUIRY IN THE CLASSROOM

'Thinking' skills: more than critical

Andrea Hellens

School of Education, UQ

Thinking critically is now considered a mainstay of not only Australia's curriculum but curricula around the world. The advent of a global economy, diversity and instant information demands complex thinking skills. In this paper I will present an overview of the thinking skills needed for students to navigate life's journey and why they are more important today than ever before. Is critical thinking alone enough to address the requirements for 21st century living or must educators foster creativity and caring thinking as well? My research aims to explore how schools are defining and teaching 'thinking' skills with particular focus on the teachers' perceptions. Do teachers feel equipped to teach these skills and are they supported? How far are thinking skills used to nurture active citizenship, social and personal betterment? This study will build on and enrich the findings of existing research that articulates the key possibilities and problematics of thinking skills with the aim of working towards providing our students with a strong foundation for becoming reflective, tolerant and empathic citizens.

Curiosity and learning science in the Middle Years

Glenn Beaumont

School of Education, UQ

Preliminary results of this study indicate students' curiosity as relatively stable across years 6 to 9 with many indicators of scientific curiosity. However, initial inferences drawn from interviews indicate that the classroom may not be where scientific curiosity flourishes. Research into declining enrolments in high school science has tended to measure and highlight students' interest, while the underlying influence of curiosity remains relatively unexplored in this context. Declines in adolescent curiosity are alluded to by researchers; however, the predominant focus of inquiry has been on adults and children. This study posits that the interplay of curiosity, science education and adolescent development requires understanding if teachers are to foster genuine scientific inquiry in students -- inquiry that is driven by a curious mind. It aims to identify the presence of general and scientific curiosity reported

across the Middle Years (Grades 6-9). A mixed methodology design has been used to explore the dimensions of adolescent curiosity; changes in curiosity, through adolescence; teaching and learning influences; and student responses to their own scientific curiosity. Student and teacher perspectives, derived from responses to a survey of adolescent curiosity, interviews, and current theories provide insights to inform the teaching and learning of science for adolescents.

Reconstruction of experience through collaborative philosophical inquiry

Liz Fynes-Clinton
School of Education, UQ

This presentation will outline key aspects of a current empirical study examining students' transformation of thinking habits through the ongoing reconstruction of experience within collaborative philosophical inquiry (CPI). A concomitant goal of the study is to investigate ways in which genuine doubt may be cultivated through collective doubt within the community during CPI and to identify the role of genuine doubt in the students' reconstruction of experience.

The theoretical focus of the study draws upon the work of the key theorists influencing the work of Matthew Lipman: Charles Sanders Peirce, George Herbert Mead, John Dewey and Lev Vygotsky. Preliminary analysis of the data provides evidence to support a return to the fundamental notions that Lipman drew upon to develop Philosophy for Children (P4C). This paper will highlight the inextricable connections between theoretical underpinnings of CPI and the practice of philosophy with children, commencing with the central notions of Peirce that formed the roots of CPI, specifically in relation to his notion of genuine doubt elicited through rejection of certainty and his reliance on communities of inquiry.

SESSION 3C. RESILIENCE

Narratives of Indonesian successful women faculty in the academy

Siti Muflichah

School of Education, UQ

In the Indonesian higher education, higher faculty ranks, midlevel and executive leadership roles are most often occupied by male lecturers. There is a low percentage for women faculty in those positions (Kholis, 2012). In this paper, I seek to explore how those female academics construct, perform and achieve success. From my experience in this context, they have limited opportunities that exist to be promoted into leadership positions and higher academic levels. Hence, this paper by adopting a narrative inquiry approach (Connelly & Clandinin, 1990) proposes to listen the story of female academics regarding the issues why they are low-represented and report on their unequal opportunity experience. In feminist research, narrative inquiry through story telling has well captured the life of woman academia (Cole, 2009). Since this paper examines the experience of women in higher education in Indonesia, postcolonial feminism theory will be used (Mohanty, 2003).

Non-traditional student narratives in Higher Education: developing, adapting and maximising capital

Suzanne Macqueen

School of Education, UQ

Widening participation initiatives have sought to encourage the enrolment of non-traditional students in Higher Education (HE). The research shows that these students can struggle with adapting to and negotiating the alien environment of HE, and with financial and academic concerns. They often juggle studies with paid work and familial responsibilities, and may not seek support when they do encounter difficulties. The current longitudinal study used narrative inquiry to examine the experiences of 15 non-traditional students in a regional university. Data collection began early in their first year of enrolment in a teaching degree, with interviews conducted over four years as they moved into, through, and sometimes out of their studies. Narratives were constructed from the interview data to represent the students' journeys. Bourdieu's thinking tools of habitus, capital and field are employed to analyse the factors affecting the students' journeys. In this paper the role of capital

in one student's experience is examined. 'Lacey's' story demonstrates strategies employed to develop cultural, economic and social capital to enable her higher education goals. The data provides direction for university initiatives aimed at supporting non-traditional students.

Resilient cognition: Students from a low socio-economic background who excel academically, against the odds.

**Lauren Sperotto
School of Education, UQ**

Socio-economic status (SES) has been identified as one of the most accurate predictors of academic and lifetime achievements. In recent decades an Australian rhetoric has begun identifying the educational achievement gap between students from different social classes. However, there are some students from a low SES background who excel academically. To date, little is understood about these students who thrive against the odds. Through the analysis of successful students from low SES backgrounds it may be shown that their cognition, that is, their way of thinking, is different to their peers. This study has two components. Firstly, a mixed-method analysis of successful students from low SES backgrounds will identify their productive cognitive practices which allow them to forge ahead. Secondly, an intervention will endeavour to teach the productive practices to undergraduate university students who are at-risk of disengaging from their studies. The hypothesis to be tested is that productive ways of thinking can be learned. By deducing what people do well, we may be able to learn and emulate their practices, making life that little bit easier for all of us.

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