

2019 HDR Conference

12 – 13 October
PROGRAM

RESEARCH

What will be your impact?

Saturday 12

Griffith University, South Brisbane

Sunday 13

QUT, Kelvin Grove

#HDR19

Email inquiries to hdrconference2019@griffith.edu.au



PRESENTED BY



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



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ACKNOWLEDGEMENT OF COUNTRY

Griffith University, Queensland University of Technology, University Queensland and Central Queensland University acknowledge the Traditional Custodians of the land on which we are meeting for this conference and pay respects to the Elders, past and present, and extend that respect to all Aboriginal and Torres Strait Islander people.

QUT acknowledges the Turrbal and Yugara, as the First Nations owners of the lands where QUT now stands. We pay respect to their Elders, lores, customs and creation spirits. We recognise that these lands have always been places of teaching, research and learning. QUT acknowledges the important role Aboriginal and Torres Strait Islander people play within the QUT community

Conference Organisers

This year's conference could not take place without the efforts of HDR representatives from participating Universities working alongside supporting academics and administrative staff. From the first meeting in April, the committee has worked tirelessly towards the shared vision of providing a rewarding experience for conference participants, wherever they may be in their research journey. We acknowledge the leadership and energy of the people involved in this organisational adventure and thank them most sincerely for their work.

HDR Representatives:

Ms Heather Manning (Griffith)
Ms Bronwyn Reid-O'Connor (Griffith)
Ms Nandini Dutta (Griffith)
Ms Ruijin Yang (QUT)
Mr Tshewang Namgyel (QUT)
Mr Matthew Readette (QUT)
Ms Liz Wallace (QUT)
Ms Elizabeth Briant (QUT)
Ms Lynn Downes (QUT)
Mr Muhammad Ali (UQ)
Mrs Rafaan Daliri (UQ)
Ms Susan Teather (CQU)
Ms Catherine Gamble (CQU)

Staff members:

Associate Professor Sarojni Choy (Griffith)
Professor Leonie Rowan (Griffith)
Mr Adam Stodden (Griffith)
Ms Diane Burns (Griffith)
Mrs Danielle Gordon (QUT)
Dr Senka Henderson (QUT)
Professor Karen Dooley (QUT)
Associate Professor Kim Nichols (UQ)
Dr Marnee Shay (UQ)
Dr Obaid Hamid (UQ)
Dr Linda-Dianne Willis (UQ)
Professor Susan Kinnear (CQU-Advisory role)

Welcome

Welcome from Griffith University

Welcome to the 2019 Higher Degree Research Conference which this year is a collaborative event bringing together around 130 delegates and guests from The University of Queensland, QUT, CQUniversity and Griffith University. As Dean of the hosting institution – The School of Education and Professional Studies at Griffith University - I am delighted to share with you this beautiful space at the College of Art, Southbank campus. I encourage you to take the opportunity to wander through the Southbank gardens that characterise this campus if you have time following today's events. Collaborating around the important work of higher degree research is important for our future as it is the foundation upon which we grow to be effective scholars and researchers, contributing to the evidence base of our profession. We have much to learn from each other and coming together to share is the best way to build this culture. This two-day event will provide participants with the opportunity to engage on the theme "Research: What will be your impact?" and this challenge will be addressed by keynote speaker Associate Professor Elizabeth Mackinlay. A new initiative of the event is the attendance of members of the education industry, who have been invited to participate in the Showcase presentations. The conference also features workshops and panels each day and along with impact, looks to employability, mentoring and building enabling capacities. Undoubtedly, the most exciting part of this event will be the 20 minute sessions where 70 HDR candidates each share an aspect of their unique research project. This is where we truly get a sense of the depth and breadth of the importance of HDR and the potential impact each of you will have on the future of our field. Good luck today! Congratulations to the organising committee, which includes academic and professional staff and particularly the HDR students who have led the development of the conference. Representatives have been actively engaged from each of the four universities. As organisers, Griffith staff have taken the lead. I specifically commend from Griffith University team members: Ms Heather Manning, Ms Bronwyn Reid-O'Connor, Ms Nandini Dutta, Associate Professor Sarojni Choy, Higher Degree Research Coordinator, Professor Leonie Rowan, Mr Adam Stodden and Ms Diane Burns. Enjoy the next two days.



Professor Donna Pendergast

Dean, School of Education and Professional Studies
Griffith University

Welcome from QUT

On behalf of the Faculty of Education, I would like to welcome you to QUT for the 2019 HDR Conference. As researchers, it is crucial that we take opportunities to disseminate our studies to the scholarly community and to expose ourselves to the research that is being undertaken by others within and beyond our field. The benefits of coming together at a conference are manifold: new understandings, intriguing and puzzling thoughts, a sense of belonging to a scholarly community, and a feel for the audience for our work are only some of these. I know that the discussions I have had during the question time after some of my own conference presentations have helped improve the published articles that followed. In this spirit, I wish you all success as you participate in the HDR conference this year, be that as presenter or audience member or both.

Professor Karen Dooley

Director, Higher Degree Research Studies,
Faculty of Education, QUT



Welcome from The University of Queensland

Dear Students,

I am pleased that you have chosen to attend the Postgraduate Research Conference. The 2019 Conference is especially exciting as it provides the opportunity to network with colleagues from a number of institutions! Important components of research are adding to the knowledge base, being able to disseminate and engage in discussion about findings, and keeping updated about what is happening in the field. This Conference provides the opportunity to do all those things. Whether you are presenting and/or attending, this event can play an important role in the development of your research and professional skills. All the best as you continue on your professional journeys!



Professor Patricia Morrell

Head, School of Education
University of Queensland

Welcome from CQUniversity Australia



I'm delighted that CQUniversity has joined the HDRConference event in 2019. Presenting at a research conference can be a daunting experience, and this event provides an important opportunity for research candidates to 'ease in' to the conference world, in a supportive environment. CQUniversity also particularly welcomes the chance for candidates to be able to present over the virtual platform. This makes great sense given that an increasing number of our candidates are studying from their local communities across Queensland (and beyond). It also recognises that some candidates are travel-limited because of family caring and/or employment commitments. It is fantastic to see that the HDRConference has been modelled as such an accessible event. I thank each of the members of the Organising Committee for all their efforts in bringing the program together, and hope that all participants get a great deal from the event – both in terms of feedback on your research, as well as the very important aspect of building your professional networks for your emerging research career.

Professor Susan Kinnear

Dean, School of Graduate Research

2019 HDR Conference – Program at a glance

DAY ONE - Griffith University, Southbank

8:30 – 9:00 Registration S05 Foyer

9.00 – 9.15 Welcome S05_2.04

9.15 – 10.15 Keynote address S05_2.04

10.15 – 10.45 Showcase presentations (S06_2.02) and Morning Tea Ship Inn – S06 Balcony and Courtyard between S05 and S07

10:45 – 11:50 Presentations: 3 x 15 minute papers + 20 questions/discussion

| Session 1A | Session 1B | Session 1C | Session 1D | Session 1E | Session 1F |
|---|---|---|--|--|---|
| Chair: Dr Christine McDonald Room: S02_3.12 (pax 28) Teacher Education | Chair: Deb Brosseuk Room: S07_2.16 (pax 30) Scholarship of Teaching & Learning | Chair: Associate Professor Liz Mackinlay Room: S05_2.04 (pax 188) Social Justice | Chair: Catherine Gamble Room: S02_2.10 (pax 20) Curriculum, Pedagogy and Policy | Chair: Dr Obaid Hamid Room: S07_2.18 (pax 30) Curriculum, Pedagogy and Policy | Chair: Dr Sue Whatman Room: S07_2.19 (pax 30) Student Experience |

11:45 – 1:00 Presentations: 3 x 15 minute papers + 20 questions/discussion

| Session 2A | Session 2B | Session 2C | Session 2D | Session 2E | Session 2F |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Chair/Room/Theme as 1A above | Chair/Room/Theme as 1B above | Chair/Room/Theme as 1C above | Chair/Room/Theme as 1D above | Chair/Room/Theme as 1E above | Chair/Room/Theme as 1F above |

1.00 – 2.00 Lunch at Ship Inn – S06 Balcony and function room

2.00 – 3.00 Workshops

| | | |
|--|--|--|
| Controlling treadmills and tornados: Balancing candidature and teaching Room: S07_2.19 (pax 30) | Engaging industry partners Room: S05_2.04 (pax 188) | Publishing as a HDR student/Early Career Researcher Room: S07_2.18 (pax 30) |
|--|--|--|

3.00 – 3.20 Afternoon Tea at Ship Inn – S06 Balcony and function room

3.20-4.20 Workshops

| | | |
|--|--|---|
| Controlling treadmills and tornados: Balancing candidature and teaching Room: S07_2.19 (pax 30) | Engaging industry partners Room: S05_2.04 (pax 188) | Presenting at conferences: Managing the (un)manageable unease? Room: S07_2.18 (pax 30) |
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4.20 onwards - Refreshments downstairs bar and courtyard

DAY TWO – QUT, Kelvin Grove

8:30 – 9:00 Registration KG- E550/551

9.00 – 9.15 Welcome KG- E550/551

9:15 – 10:20 Presentations: 3 x 15 minute papers + 20 questions/discussion

| Session 3A | Session 3B | Session 3C | Session 3D | Session 3E | Session 3F |
|--|---|---|--|---|--|
| Chair: Associate Professor Madonna Stinson Room: KG-E557 (48 pax) Curriculum, Pedagogy and Policy | Chair: Dr Reece Mills Room: KG-E558 (40 pax) Curriculum, Pedagogy and Policy | Chair: Associate Professor Ian Hardy Room: KG-E563 (30 pax) Social Justice | Chair: Dr Sue Creagh Room: KG-E257 (36 pax) Curriculum, Pedagogy and Policy | Chair: Dr Senka Henderson Room: KG-E258 (30 pax) Curriculum, Pedagogy and Policy | Chair: Dr Sue Chapman Room: KG-E259 (60 pax) Student Experience |

10.25 – 10.55 Morning Tea KG-E554

10:55 – 12:00pm Presentations: 3 x 15 minute papers + 20 questions/discussion

| Session 4A | Session 4B | Session 4C | Session 4D |
|------------------------------|------------------------------|------------------------------|------------------------------|
| Chair/Room/Theme as 3A above | Chair/Room/Theme as 3B above | Chair/Room/Theme as 3C above | Chair/Room/Theme as 3D above |

12.00 – 1.00 Lunch KG-E554

1.00 – 2.00pm Workshops

| | |
|---|--|
| Navigating supervisory relationships KG-E257/258 | Post HDR – Employability Panel KG- E550/551 |
|---|--|

2.00 – 2.20 Afternoon Tea KG-E554

2.20-3.20 Plenary conversation addressing theme KG- E550/551

3.20 – 3.40 Closing comments by Professor Tisha Morrell KG- E550/551

VENUE - DAY ONE *Griffith University, Southbank Campus*



VENUE - DAY TWO *QUT, Kelvin Grove Campus*

*For more information on the Kelvin Grove Campus, including parking and travel options please visit: <https://www.qut.edu.au/about/campuses-and-facilities/kelvin-grove-campus/maps-and-getting-here>

Keynote Speaker

ASSOCIATE PROFESSOR ELIZABETH MACKINLAY

School of Education, The University of Queensland



Elizabeth (Liz) Mackinlay is an Associate Professor in the School of Education at the University of Queensland where she teaches Research Methods, Gender Studies and Arts Education. She holds a PhD in ethnomusicology from The University of Adelaide and a PhD in education from the University of Queensland. Her book, *Teaching and learning like a feminist: Storying our experiences in higher education* was published by Sense Publishers in 2016 and together with Briony Lipton, co-authored the 2017 Palgrave publication, *We only talk feminist here: Feminist academics, voice and agency in the neo-liberal university*. Her most recent book, *Critical writing for embodied approaches: Autoethnography, feminism and decoloniality* was published by Palgrave in 2019. She was awarded the esteemed Norman Denzin International Prize for Qualitative Research in 2018 and is regularly invited to present workshops on “post” academic and qualitative writing

nationally and internationally. Liz is currently involved in a number of research projects which include "In-sister: reading and writing with Helene Cixous", decoloniality and education, critical autoethnography, and feminism in higher education. Liz's passion for her academic work flows into all areas of her life. Alongside reading-writing-thinking-wondering-drawing, she can be found regularly running the streets of her hometown with her girlfriends. Liz is a material girl at heart who enjoys making quilts and all manner of clothing to wrap around those she loves. She enjoys spending long, lazy and lovely weekends with her beautiful and blended family; drinking coffee on the balcony with a crossword, baking anything that has chocolate as a main ingredient, watching her boys play football, binging on her latest Netflix addiction, and relaxing in the loving arms of her partner in the warmth of their home.

Keynote Address

Pressing close, so close: Sketching a post-academic approach to being and becoming academic



Impact; a word that we see and hear everywhere today in the academic world - our research is expected to have an “impact”, we are expected to publish the results of our research in journals with a high “impact factor” and our research is now assessed and measured by how well it translates into “impact”. We are held to anxious account by the material and discursive effect of impact - call it neo-liberal, name it as hegemonic, label it phallogocentric, masculinist, capitalist, colonial, and/or patriarchal - which forcefully drives what we research, how we research and the outcomes we produce. I use the word “force” deliberately here to allude to the contemporary application of the word “impact” - as a noun and a verb, “impact” is variously defined as “making forceful contact”, “striking forcefully”, to “drive or transmit with force”. I am “struck” by the implicit and explicit ethico-onto-epistemological

violence inherent within these readings of “impact” as applied to research but a closer etymological search tells me that the word originally held a different meaning - indeed, a kinder, more gentle and care-ful meaning. In the 17th century the English word impact was held to mean to “press closely” and in this paper, I take an explicitly creative feminist autoethnographic approach to re/turn the word to its origins to think and wonder about the ways in which our research might “press close, so close” against the stagnant confines and status quo of research that forces “impact”, to a more wise, loving and response-able way of being and becoming academic. Inspired by the feminist cartoonist Judy Horacek (2002) and drawing upon the work of Hélène Cixous (2009), I want to share with you my thinking and wondering about the possibility of sketching and drawing “post-academic writing” to tell a research story that moves away from the “good sense” of research with forceful impact and instead, presses close, so close to the “goodness” of the words we use to write the worlds we research.

Workshops

Working with industry partners

Hosted by Dr Chris Blundell

Faculty of Education, QUT

In this workshop, Dr Chris Blundell will share his experience of working with industry partners. Chris' PhD was conducted in an 'industry' setting (a school-based case study) and since completion, he has used the findings to continue working with teachers and school leaders in new setting. This has created opportunities to further contextualise and deepen his work, extended its impact, and led to further research projects. As part of this workshop, Chris will encourage participants to identify how they can further actualise their research by working with industry partners.

Presenting at conferences: Managing the (un)manageable unease?

Hosted by Dr Obaid Hamid, Ms Andrea Hellens, Mr Kimkong Heng and Mrs Rafean Daliri,

School of Education, The University of Queensland

Presenting at conferences brings a critical opportunity to engage with one's discourse community. However, this instance of "public performance" is widely perceived as a formidable task with social, emotional and educational ramifications. Drawing on a language/communication management perspective, *conference presentation* will be construed as involving three levels of interrelated management: Managing self, content and audience. During the workshop participants will develop strategies for these different levels of management.

Controlling treadmills and tornadoes: Balancing candidature and teaching

Hosted by Associate Professor Kate Ames

Central Queensland University

It's all very well to write first and prioritise research, but if you're a disorganised teacher or work for one, you will still be working until the small hours of the morning trying to get things done. This workshop explores issues associated with time management from a teaching perspective. You will identify your time available and strategies to help contain teaching time to be more effective in the classroom and, most importantly, in your research.

Navigating supervisory relationships

Hosted by Professor Leoni Rowan and Ms Heather Manning

School of Education and Professional Studies, Griffith University

What actions can you take to foster a productive professional relationship with your HDR Supervisors? Associate Professor Sarojni Choy and PhD Candidate Heather Manning will facilitate an interactive workshop that will prompt the consideration of common challenges occurring in candidate/supervisor relationships, leading to the discussion of the practices that promote fruitful professional partnerships.

Publishing as a HDR student/Early career researcher

Hosted by Dr Rhonda Faragher

School of Education, The University of Queensland

This workshop will draw on my experiences as an editor of an international journal to provide tips and suggestions for researchers new to publishing their work. We will work through the steps in preparing a manuscript from the title, abstract and keywords through to following author guidelines. We will also discuss the review process and how to prepare revisions. The focus of the workshop is on journal articles but other publishing options will be discussed following the interests of participants.

Post HDR – Employability panel

HDR candidates need to consider preparing their portfolios for employment well before graduation. A panel of current candidates and recent graduates will share their insights and key considerations when preparing for employment after graduation. Attendees can learn from strategies that have worked for the panel members as well as engage in discussions regarding expectations, vulnerabilities and experiences in relation to 'employability'.

Moderated by: Ms Bronwyn Reid O'Connor, Griffith University

Panellists

Dr Angelique Howell, School of Education, The University of Queensland

Dr Cam Brooks, School of Education, The University of Queensland

Dr Shane Weir, Director of Senior Studies, Lourdes Hill College, Company Director/CEO ICOBEA

Dr Aspa Baroutsis, School of Education and Professional Studies, Griffith University

Plenary Session Addressing Conference Theme

Moderated by: Mrs Rakaan Daliri, The University of Queensland

After two days of engaging with HDR projects, academics, industry partners, friends and colleagues exploring the very pressing issue of *Research Impact*, we expect to be buzzing with thoughts, ideas, questions and provocations. This plenary session will allow us the opportunity to hear from a panel of academics as they respond to arising questions and comments from throughout the duration of the conference and from our *live* audience. Make sure you stick around on Sunday afternoon to hear from four stellar academics.

Panellists

Dr Sue Creagh, School of Education, The University of Queensland

Professor Leonie Rowan, School of Education and Professional Studies, Griffith University

Associate Professor Ian Hardy, School of Education, The University of Queensland

Professor Karen Dooley, Faculty of Education, QUT

Showcase Displays

“Children’s Embodied experience of classroom learning”

Ms Heather Manning, Griffith University

I will provide an outline of my PhD research that will be conducted in a metro EQ school early next year. The project involves collaboration with Year 2 children to enable pedagogy to more closely match their preferences, with potential flow on benefits to motivation and engagement in classroom learning. The development of a model for teaching emerging from the data and constructed in collaboration with the teachers and children is another potential outcome. Participatory methods include drawing-stimulated dialogues with children and critical participatory action research with teachers. The project may be of interest to industry partners working in the areas of early primary pedagogy and educational research. This may include EQ staff working in these areas at District office level and up, EQ school principals, and partners from other sectors (E.g. Cath Ed.).

“Hands-on Science Education vs the Digital Campus”

Ms Bronwyn Reid-O’Connor and Dr Harry Kanasa, Griffith University

This poster presentation will discuss how one education course has dealt with the realities of delivering a high quality primary science education courses to students participating in the digital campus. When addressing the conundrum of delivering high quality learning experiences to online learners, the guiding question at the heart of the design and development of this course was: "how do we engage online learners in real, hands-on science?". Replicating quality learning experiences for online students has become critical as the number of online enrolments in tertiary education courses grow. The realities of doing real science online is a challenge but, by purposefully employing engaging and empowering pedagogies students are able to cognitively engage in active learning at home with little difficulties. The pedagogies employed in this course to foster our instructional goal of "hands-on = minds on" will be presented in this poster, as well as empirical evidence of the positive student outcomes as a result of our approach.

“A New Firing Method for the Raku Kiln”

Ms Lisa Brummel, CQUniversity

This practice-led research project focuses on the investigation of alternative surface application techniques for a ceramic substrate with the aim of developing a new method to adhere glaze to a ceramic body. My research question, “How can molten glaze be applied to ceramic substrates allowing successful fusing of materials?” is investigated by integrating the ceramic raku process with methods from both metal smithing and hot glass production. By melting glaze material within a crucible, then pouring onto a bisque ceramic body, glaze manipulation, while the glaze was still molten, was undertaken. By trialing and testing an easily replicated glazing technique, this research enabled experimentation with a new range of possible surface effects achievable in the raku kiln, thereby adding knowledge for the research community and providing further developmental avenues for the ceramic practitioner. A poster outlining the experimental process will be presented along with a range of small artifacts showcasing the method developed.

“Exploring the use of Mathematics Apps in the Early Years”

Ms Rebekah Strang, Griffith University

Digital technology plays a significant role within society, and as digital technology rapidly changes, so too do the affordances that it offers children. My existing doctoral research aims to determine how the use of digital technologies, in the form of applications (apps), impacts the learning and teaching of mathematics in children in an early years’ context. My research adopts a case study approach involving three classrooms in one Gold Coast primary school. Data will be collected via mixed methods with the inclusion of stakeholder interviews, and classroom observations with the use of GoPro action cameras and iPad recordings. Artefact-centric Activity Theory (ACAT) (Ladel & Kortenkamp, 2013) provides the theoretical underpinnings of this research. Thematic analysis will be used to critically analyse the qualitative data collected and will be coded according to verbal output; gestures and movement; and manipulation of the iPad apps (in terms of how children operate and utilise the iPads in each learning episode). There has been little research to date to determine whether mathematics apps add value to mathematical understanding for early years children. As such, findings from this research will provide valuable information regarding the use of apps to support mathematics learning and teaching in foundation and year.

“Early career teacher flipped learning”

Mr Steven Griffiths, Griffith University

In the uncertain and ever- changing employment landscape of the 21st century, there is wide spread support for learner-centred teaching practices that focus on academic rigour in a caring and supportive learning environment. Flipped learning is one such learner-centred pedagogy. Early career teachers often revert to safe, teacher-centred practices when they start teaching due to the myriad stressors they face. This research investigated the experiences of three early career science teachers who were supported with flipped learning curricular resources to teach Year 9 science. The early career teachers demonstrated that they were able to successfully implement flipped learning and learner-centred teaching practices within their first year of teaching. This research contributes to the field of teacher professional learning and has implications for the sharing of curricular resources to support early career teachers to implement learner-centred pedagogy.

| DAY ONE - Griffith University | | | | | |
|--|---|--|---|--|---|
| 8:30 – 9:00 Registration S05 Foyer | | | | | |
| 9.00 – 9.15 Welcome by Griffith University Head of School, Professor Donna Pendergast S05_2.04 (pax 188) | | | | | |
| 9.15 – 10.15 Keynote address by Associate Professor Liz Mackinlay S05_2.04 (pax 188) | | | | | |
| 10.15 – 10.45 <i>Showcase presentations (S06_2.02)</i> and Morning Tea Ship Inn – S06 Balcony and Courtyard between S05 and S07 | | | | | |
| 10:45 – 11:50 Session 1: 15 minute papers + 20 minute questions and discussion | | | | | |
| Session 1A | Session 1B | Session 1C | Session 1D | Session 1E | Session 1F |
| Tech Support: Steven Griffiths | Tech Support: Nandini Dutta | Tech Support: Patrick O'Regan | Tech Support: Rebekah Strang | Tech Support: Abedi E. Ayisi | Tech Support: Eunjae Park |
| Chair: Dr Christine McDonald Room: S02_3.12 (pax 28) Teacher Education | Chair: Deb Brosseuk Room: S07_2.16 (pax 30) Scholarship of Teaching & Learning | Chair: Assoc. Prof. Liz Mackinlay Room: S05_2.04 (pax 188) Social Justice | Chair: Catherine Gamble Room: S02_2.10 (pax 20) Curriculum, Pedagogy and Policy | Chair: Dr Obaid Hamid Room: S07_2.18 (pax 30) Curriculum, Pedagogy and Policy | Chair: Dr Sue Whatman Room: S07_2.19 (pax 30) Student Experience |
| Presenter 1 Liz Woolcock Mental health stressors and resources across the tertiary-professional transition: The case of teacher education | Presenter 1 Hoi Vo Acceptance and usage of mobile assisted language learning by Vietnamese learners | Presenter 1 Kirsten Baird-Bate Making visible the lived experiences of mothers of children with autism | Presenter 1 Kristy Corser Teaching and Learning with Cloud Platforms in the Primary School Classroom | Presenter 1 Michele Binstadt Growing and sustaining a professional early years workforce: The role of multidisciplinary networks in supporting the professional practice of early childhood education and care (ECEC) service leaders | Presenter 1 Suijing Yang The Black Box of Regulatory Process in Collaborative Learning: A Review |
| Presenter 2 Steven Griffiths Exploring Australian early career teacher' Implementation of flipped learning in junior high school science | Presenter 2 Adon Berwick Language in language classrooms: A variation on Bernstein's model of pedagogic | Presenter 2 Lisa Hurrell A Narrative Inquiry Capturing the Voice of Students with Autism Spectrum Disorder to Explore Their Engagement in Secondary Schooling | Presenter 2 Kalpana Narayanan Investigating self-regulated learning strategies of adult learners in the Australian VET online learning environment | Presenter 2 Andrea Hellens Creativity: a risky business | Presenter 2 Ayomi Indika Irugalbandara Creativity as a right in drama education: Sri Lankan student experience |
| Presenter 3 Santi Farmasari Supporting students on assessment: EFL teacher agency in the enactment of school-based assessment | Presenter 3 Mel Green Using narrative inquiry to create community, validate experience and inspire innovation in children's reading engagement | Presenter 3 Kathryn Ambrose The academic functioning of children on the autism spectrum with anxiety. | Presenter 3 Rebekah Strang Exploring the use of Mathematics Apps in the Early Years | Presenter 3 Bronwyn Reid O'Connor Exploring a Primary Mathematics Initiative in an Indigenous Community School | Presenter 3 Aisling Mulvihill Use your Words: The relationship between private speech content and task performance in preschool children |

| 11:55 – 1:00 Session 1: 15 minute papers + 20 minute questions and discussion | | | | | |
|--|---|--|--|--|---|
| Session 2A | Session 2B | Session 2C | Session 2D | Session 2E | Session 2F |
| Chair: Dr Christine McDonald Room: S02_3.12 (pax 28) Teacher Education | Chair: Deb Brosseuk Room: S07_2.16 (pax 30) Scholarship of Teaching & Learning | Chair: Assoc. Prof. Liz Mackinlay Room: S05_2.04 (pax 188) Social Justice | Chair: Catherine Gamble Room: S02_2.10 (pax 20) Curriculum, Pedagogy and Policy | Chair: Dr Obaid Hamid Room: S07_2.18 (pax 30) Curriculum, Pedagogy and Policy | Chair: Dr Sue Whatman Room: S07_2.19 (pax 30) Student Experience |
| Presenter 1 Elizabeth Allotta Stories of struggle and success | Presenter 1 Phillip Poulton Teachers' professional agency: The role of assessment in curriculum reform for primary teachers | Presenter 1 Lara Maia-Pike Aspirations Through Time: The Year 10 Transition Planning Experience of Queensland Students on the Autism Spectrum | Presenter 1 Daniele Vasco NAPLAN non-participation in the context of disadvantage | Presenter 1 Thi My Ha Do How schools run bilingual education: A view from teaching contents | Presenter 1 Eunjae Park The lived experience of East-Asian international students as a foreign accented speaker in Australian higher education: A case study of challenges and coping strategies |
| Presenter 2 Kishore Kumar Chhetri Preparing Teachers for Inclusive Education in Bhutan | Presenter 2 Lorraine Gaunt Adapting Two Existing Analytical Models for Supporting the Learning of Adults with Intellectual Disabilities in Everyday Contexts | Presenter 2 Patrick O'Regan The challenge of providing Gestalt professional education in the contemporary cultural context | Presenter 2 Yael Leibovitch Writing as a 21st century skill: A dialogic approach to literacy pedagogy | Presenter 2 Abedi Emmanuel Ayisi Exploring the strategic responses to changes in public university funding in Ghana | Presenter 2 Aida Hurem "Don't forget about me": issues of wellbeing and belonging for International Students in Australian Secondary Schools. |
| Presenter 3 Ren Perkins Keeping Indigenous teachers in the profession: Indigenous teacher's voices on why they stay in the profession | Presenter 3 Evangeline Manassakis Child-led tours: A participatory means to research early childhood spaces | Presenter 3 Becki Cook First Peoples Students' Engagement with Indigenous Education Units | Presenter 3 Lisa Brummel The creative practice of developing an alternative firing technique for Raku Kilns | Presenter 3 Luke Royes A Case Study of Policy Enactment: Examining a Homestay Program for Indigenous Students in a Catholic All-Boys Secondary School | Presenter 3 Azadeh Baghban Ferdous A sociological study of Iranian HDR students' experience in everyday and academic life |

| | | |
|--|---|---|
| 1.00 – 2.00 Lunch at Ship Inn – S06 Balcony | | |
| Workshops 2.00 – 3.00 | | |
| Controlling treadmills and tornados: Balancing candidature and teaching <i>Hosted by Professor Kate Ames, CQU Room: S07_2.19</i> | Engaging industry partners <i>Hosted by Dr Chris Blundell, QUT Room: S05_2.04</i> | Publishing as a HDR student/Early Career Researcher <i>Hosted by Dr Rhonda Faragher, UQ Room: S07_2.18</i> |
| 3.00 – 3.20 Afternoon Tea at Ship Inn – S06 Balcony | | |
| Workshops 3.20-4.20 | | |
| Controlling treadmills and tornados: Balancing candidature and teaching <i>Hosted by Professor Kate Ames, CQU Room: S07_2.19</i> | Engaging industry partners <i>Hosted by Dr Chris Blundell, QUT Room: S05_2.04</i> | Presenting at conferences: Managing the (un)manageable unease? <i>Hosted by Dr Obaid Hamid, Mrs Rafaan Daliri, Ms Andrea Hellens and Mr Kimkong Heng, UQ Room: S07_2.18</i> |
| 4.20 onwards – Drinks and entertainment in courtyard | | |

DAY TWO – Queensland University of Technology

8.30 – 9.00 Registration **KG- E550/551 (pax 90 – 160)**

9.00 – 9.15 Acknowledgement of Country

Welcome from the Faculty of Education – Professor Karen Dooley & Danielle Gordon

KG- E550/551 (90 – 160 pax)

9.15 – 10.20 Session 3: 15 minute papers + 20 minute questions and discussion

| Session 3A | Session 3B | Session 3C | Session 3D | Session 3E | Session 3F |
|---|--|--|--|---|--|
| Tech Support: Danielle Gordon | Tech Support: Congcong Xing | Tech Support: Pengfei Pan | Tech Support: Danwei Gao | Tech Support: Amos Tay | Tech Support: Cicilia Evi |
| Chair: Assoc. Prof. Madonna Stinson Room: KG-E557 (48 pax) Curriculum, Pedagogy and Policy | Chair: Dr Reece Mills Room: KG-E558 (40 pax) Curriculum, Pedagogy and Policy | Chair: Assoc. Prof. Ian Hardy Room: KG-E563 (30 pax) Social Justice | Chair: Dr Sue Creagh Room: KG-E257 (36 pax) Curriculum, Pedagogy and Policy | Chair: Dr Senka Henderson Room: KG-E258 (30 pax) Curriculum, Pedagogy and Policy | Chair: Dr Sue Chapman Room: KG-E259 (60 pax) Student Experience |
| ZOOM Presenter 1 Susan Gasson The Early Career Researcher Pathway: A Narrative Inquiry | ZOOM Presenter 1 Aik Lim Tan Bridging the gap between formal and informal learning: An application of neuroscience to improve student learning outcomes through interest-driven learning | Presenter 1 Beth Madsen An Analysis of Non-Government Program funding in Indigenous Education | Presenter 1 Sara Haghighi Siahgorabi The effect of different mathematics education teaching practices on students' engagement and enjoyment | Presenter 1 Kimkong Heng Exploring Cambodian academics' engagement in research and publication: A case of TEFL academics | Presenter 1 Dewi Andriani Getting lost: My doctoral writing journey as a non-Native English speaker |
| Presenter 2 Danielle Gordon Will the new QCE have an impact on pre-service teachers' development of teacher self-efficacy? | Presenter 2 Md Maksud Ali English language education for human capital development in Bangladesh | Presenter 2 Karen Madden A provocation: What does leadership look/sound/feel like when feminist theory is at its heart? | Presenter 2 Anthony Shearer Possibilities for assessment in the first year of school | Presenter 2 Nicola Stewart Exploring the text producing practices of children writing with dyslexia when they write what matters to them | Presenter 2 Do Na Chi Having a voice in postgraduate writing in Australia: Formation, performance, and assessment |
| Presenter 3 Faisal Alshammari Is it Marriage or Divorce between Cloud and Education in Saudi Arabia? | Presenter 3 Jacqui Jones Is the truth the truth anymore? The post-truth playground and education | Presenter 3 Henry Kwok Doing Research about Hong Kong Education in Turbulent Times: Some Provocative Reflections | Presenter 3 Jennifer Clutterbuck Exploring the materialism of educational digital governance: truth and thing-power | Presenter 3 Nicola Glasswell Beyond the Science Text Book: an alternative approach to reading practices in junior secondary science | Presenter 3 Muhammad Ali Exploring the stories of postgraduate refugee background students' experience in higher education: Ethical and methodological considerations |

| Session 4A | Session 4B | Session 4C | Session 4D |
|--|---|--|---|
| Chair: Associate Professor Madonna Stinson Room: KG-E557 (48 pax) Curriculum, Pedagogy and Policy | Chair: Dr Reece Mills Room: KG-E558 (40 pax) Curriculum, Pedagogy and Policy | Chair: Associate Professor Ian Hardy Room: KG-E563 (30 pax) Social Justice | Chair: Dr Sue Creagh Room: KG-E257 (36 pax) Curriculum, Pedagogy and Policy |
| ZOOM Presenter 1 Jacki Cooper Teaching Jazz voice performance in Australian regional secondary schools: Investigating best practice and challenges | ZOOM Presenter 1 Brigid Fletcher The marketization and restructuring of the Australian VET sector | Presenter 1 Chun-Yu Cherry Huang More social interaction opportunities for highly gifted children | Presenter 1 Imali Bogamuwa A conceptual framework to discuss Engagement as a Multidimensional Construct in learning English as a Second Language (ESL) |
| Presenter 2 Tran Le Nghi Tran Mobile learning for professional development: Factors influencing participation and learning experience | Presenter 2 Damien Airey Prompting beginning teachers to purposefully consider and implement differentiation | Presenter 2 Lauren Thomasse Lessons in Resilience from Students from Low Socioeconomic Background. | Presenter 2 Danwei Gao Review of Studies on Chinese Family Language Policy |
| Presenter 3 Fui Fong Jiew Making Sense of the Order of Operations | Presenter 2 Liyana Ahmad Afip ‘Are we doing the right thing?’ – Public University English Language Teachers’ Encounter with the CEFR in Malaysia | Presenter 1 Jamaan Alkorbi Exploring learner autonomy in Saudi university students' perceptions of their English as a foreign language (EFL) learning experiences outside the classroom: a dialogical perspective | Presenter 3 Adam Kuss Controlling the Controllable - Leading Pedagogical Change for School-wide Implementation of Teaching for Thinking Pedagogies |

12.00 – 1.00 Lunch KG-E554

Workshops 1:00 – 2:00

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|---|--|
| Navigating supervisory relationships <i>Hosted by Professor Leonie Rowan and Ms Heather Manning, GU</i> KG-E257/258 (66 pax) | POST HDR – Employability Panel <i>Moderated by Bronwyn Reid O'Connor, GU</i> KG- E550/551 (90 – 160 pax) |
| 2.00-2.20 Afternoon Tea KG-E554 | |
| 2.20-3.20 Plenary conversation addressing theme: ‘Research – what will be your impact?’ Moderator: Rafean Daliri (UQ) Panellists: Professor Leonie Rowan (GU), Dr Sue Creagh (UQ), Professor Karen Dooley (QUT), Associate Professor Ian Hardy (UQ) (KG- E550/551 (90 – 160 pax)) | |
| 3.20 – 3.40 Conference closing by Professor Tisha Morrell (UQ) KG- E550/551 (90 – 160 pax) | |

Presenters

[Session 1A Abstracts](#)

Presenter 1

Liz Woolcock

The University of Queensland

Mental health stressors and resources across the tertiary-professional transition: The case of teacher education

Abstract: This study explores how pre-service teachers navigate their university experiences and transition into employment. Adopting a salutogenic framework, it focuses on how participants are able to create and sustain their mental health throughout the final year of their post-graduate degree in initial teacher education and into the first six months of seeking employment as early career teachers. The relationship between stressors and resources are also an important aspect of this research, particularly how this interplay shapes participants' sense of coherence throughout this seminal transition. Key themes arising from a document analysis of institutional artefacts will be highlighted; this critique serves as an important contextual backdrop to the systemic conditions into which participants are positioned. This research has important implications for stakeholders in regard to the attrition of beginning teachers and the modelling of collaboratively pathways which better support the mental health of pre-service and early-career teachers.

Presenter 2

Steven Griffiths

Griffith University

Exploring Australian early career teacher' Implementation of flipped learning in junior high school science

Abstract: The aim of this study was to investigate how early career science teachers implemented flipped learning when supported with flipped learning curricular resources. Through a critical review of the learner-centred pedagogy literature, four key principles of learner-centred pedagogy were developed: (a) differentiated instruction, (b) positive relationships, (c) student choice and control, and (d) active learning. Flipped learning is one learner-centred pedagogy that supports the four key learner-centred principles. This study used a longitudinal, case study research design, and explored how three early career science teachers utilised flipped learning curricular resources to implement flipped learning in Year 9 Science. Three data sources were used to provide evidence for analysis and interpretation. The data sources included semi-structured interviews, observations of teaching practices, and written and digital curricular artefacts. Data analysis involved evaluating the learner-centredness of the early career teachers' practices and identifying factors that influenced their practices. Results indicate that the teachers were successful in implementing flipped learning and learner-centred practices in their first year of teaching. The extent to which flipped learning was implemented was influenced by two factors: (1) the nature of the flipped learning curricular resources, and (2) the teachers' beliefs about teaching and learning. The flipped learning curricular resources supported the professional learning and learner-centred teaching practices of all of the early career teachers. The teachers who held more constructivist beliefs about learning implemented the most learner-centred practices.

Presenter 3

Santi Farmasari

Queensland University of Technology

Supporting students on assessment: EFL teacher agency in the enactment of school-based assessment

Abstract: This paper draws upon the theory of Teacher Agency and Teacher Based Assessment to explore the processes of School-based assessment (SBA) development and enactment in response to a changing national policy context. The instrumental case study design included semi-structured interviews, observations of SBA development and classroom observations of enactment, document and artefact collection, and field-notes. The research was conducted in a former international standard primary school in Indonesia and involved four English language teachers and two school leaders. Initial findings indicate that, given an ambiguity context, the teachers have endeavoured to provide support for students as they engage with assessment through their agentic actions. By considering the students' proficiency level, needs, and the available facilities and resources in the school, the teachers supported their students completing the assessment task in class through (1) the modification of the assessment task, (2) questioning and elicitation techniques, (3) providing models of responses (4) using a social media application, and (5) providing alternative strategies in an unexpected situation such as dealing with misbehaving students. These endeavours were the manifestation of agency, where teachers adjusted their assessment practice according to contextual factors or changing. The study will contribute to scholarship and professional practice on a school-based assessment by exploring the teachers' agentic actions in a fluid assessment context.

Session 1B Abstracts

Presenter 1

Hoi Vo

Queensland University of Technology

Acceptance and usage of mobile assisted language learning by Vietnamese learners

Abstract: The widespread use of mobile devices and the wider coverage of wireless networks offer the educational sectors various alternatives in enhancing learning and teaching. Mobile assisted language learning (MALL) emerges from this trend and draws traction from teachers, practitioners and researchers. While much research has been done on the application of mobile technologies in promoting language learning, and the educational practices that foster that learning approach, little empirical evidence has been given to understand the acceptance and use of MALL by higher education learners, particularly in the context of a developing country such as Vietnam. This study sought to fill this gap by applying the modified version of the unified theory of acceptance and use of technology (UTAUT). Survey data from 293 higher education learners from Vietnam were calibrated by the Rasch rating scale model for the psychometric properties of the measurement scales. The Rasch-calibrated person measures were then subjected to a path analytic model to examine the hypothesized relationships among the UTAUT constructs. Results indicated the important roles of attitude and performance expectancy in predicting learners' behavior intention and their actual use of MALL. Facilitating conditions was found to have no direct effect on learners' actual use of MALL, representing a departure from the literature. This finding offered implications regarding the improvement of technical and organizational supports to foster the use of MALL in Vietnam.

Presenter 2

Adon Berwick

Queensland University of Technology

Language in language classrooms: A variation on Bernstein's model of pedagogic

Abstract: Scholars have highlighted the use of materials for language learning as a burgeoning field in need of further research (Garton & Graves, 2014; Guerrettaz et al., 2018) and have sought new ways to conceptualise materials and materials use in language classrooms that have drawn on concepts such as an ecological framework, multimodality, and materiality of classroom interactions. Adding to these frameworks, I present a modified version of Basil Bernstein's (1990) notion of pedagogic discourse, which draws from previous work on genre and language classroom discourses. The model conceptualises the regulative social discourse projecting the instructional discourse of language skills via what can be various languages of instruction. In language classrooms, where the subject can also serve as the medium of instruction, boundaries between subject and discourses around the subject are often blurred. This model helps to refine these distinctions and to enable investigation of issues of power and control. As teachers attempt to control the genre of coursebooks that are so ubiquitous, this model helps to question the social equity of classroom discourses, and the transmission of certain types of knowledge discourses.

Presenter 3

Mel Green

The University of Queensland

Using narrative inquiry to create community, validate experience and inspire innovation in children's reading engagement

Abstract: Have you ever read a book and enjoyed it so much you wanted to share it with someone? Or observed others sharing reading passions with great emotional verve; wishing you too could experience that deep connection? The profound effects of reading have been contemplated for centuries. Consistent evidence from more than five decades of educational research confirms that reading for enjoyment provides students with a wide range of academic, personal and social benefits. In the current educational landscape however, heavy emphasis is placed on performativity, accountability and measurement, which results in reading for more instrumental or functional purposes. After 25 years as a primary teacher, teacher-librarian and curriculum leader, I grew concerned for the fundamental role of teachers in children's volitional reading. Narrative inquiry as a methodology opened up the research space. Its philosophical underpinnings reflect the value of student engagement in literature. An open invitation to work and story together enabled me to locate committed pedagogues who yearn to inspire children's joy in books. In an aesthetically void landscape, I found four teachers working affectively to create a place for enjoyment and meaning in children's literature. Over a period of two terms, I spent time each week in their schools, working alongside the teachers as partners, living in the midst of all the tensions and triumphs. The research collaboration followed the guiding principles of book club, providing an authentic borderland in which teachers could come together to supportively share secret, sacred and cover stories of their lived experience.

Session 1C Abstracts

Presenter 1

Kirsten Baird-Bate

Queensland University of Technology

Making visible the lived experiences of mothers of children with autism

Abstract: The heterogeneity and complexities associated with autism spectrum disorder (ASD) demand innovative research methods which move beyond global, quantitative measures, and deficit perspectives. This Visual Narrative study uniquely provides nuanced insights into the lived experiences of mothers caring for a child with ASD. Understanding the experiences of those caring for children with autism enables the development of congruent policy and support practices, including within Education. This is the first time Visual Narrative methodology has been used with this group. Five mothers of children with autism

participated in a photographic journaling process, each capturing daily photographs then engaging in a semi-structure interview. Both photographic and narrative data were thematically analysed using Braun and Clarke's systematic framework. The results showed child health/behaviour significantly influenced the maternal lived experience within the family; external systems; and the mothers' own experience of wellness. The data highlighted how familial relationships, sibling health, and family functioning were impacted. External systems were deemed supportive when there was understanding and alignment with the family context. Maternal vulnerabilities were prevalent, yet, the mothers showed agency and recalibrated towards wellness. Insights from this research contribute towards understanding of ASD, provide strength-based perspectives on caregiving, and highlight the importance of family-centric policies and practices. The child cannot be dislocated from the family context and supportive measures must consider the familial system.

Presenter 2

Lisa Hurrell

The University of Queensland

A Narrative Inquiry Capturing the Voice of Students with Autism Spectrum Disorder to Explore Their Engagement in Secondary Schooling

Abstract: Over the years since autism spectrum disorder (ASD) was first diagnosed and identified as a condition much of the research focus has been on clinical studies around ASD deficits. This research project addresses the gap where little is known of how students with ASD may be using their unique strengths in everyday schooling. The methodology to be used is a Qualitative Narrative Inquiry. I as both a researcher and an experienced specialist teacher will spend time collecting stories around engagement and autism strengths prioritising student voice. Fieldwork is to be carried out in a secondary school and involve between two to four participants. This fieldwork will include participant observation in classrooms, self-report styled conversations and discussion stimulated by items related to the student's ASD strengths. Response communities including teachers and parents will be part of the narrative inquiry. Research will be framed by interpretive/ constructivism and critical theory using a unique three-tier structure. Current cognitive theories of autism and strengths inventories will be reflexively explored during data analysis. The project will use a critical lens when analysing data generated related to inclusion and engagement. The aim of this research project is to capture and interpret lived experiences and then translate these into themes and enlightening stories that can inform educators.

Presenter 3

Kathryn Ambrose

Griffith University

The academic functioning of children on the autism spectrum with anxiety

Abstract: It has been established that anxiety can impact the academic functioning of children in the general population. There is also increasing evidence to suggest that children on the autism spectrum can experience significant challenges related to the characteristics of autism in educational settings. Despite children on the autism spectrum experiencing significantly higher rates of anxiety than those in the general population, there has been limited research exploring the impact of anxiety on the academic functioning of children on the autism spectrum. Understanding these potential impacts will aid educators and others to better meet the needs of students on the autism spectrum. This systematic review presents a comprehensive overview of the current research landscape regarding the academic outcomes of children on the autism spectrum with anxiety. Electronic databases were searched with keywords representing children, autism, anxiety, and academic outcomes. Inclusion criteria were studies with a sample of children on the autism spectrum, which included a diagnosis or measure of anxiety, and reported on the academic functioning of participants. Less than 10 studies met the inclusion criteria. This review includes a qualitative synthesis of the findings of the included studies, to further our understanding of the impact of autism and anxiety on the academic functioning of students. In addition, a critical analysis of the scope and quality of the included studies identifies both strengths and significant gaps in the current literature, and offers directions for future research.

Session 1D Abstracts

Presenter 1

Kristy Corser

Queensland University of Technology

Teaching and Learning with Cloud Platforms in the Primary School Classroom

Abstract: Cloud computing has become ubiquitous in many aspects of post-industrial societies and is a recent technological development being introduced into the classroom. It involves centralized, on-demand internet access and is particularly important for educational institutions for learning through collaboration and beyond the traditional classroom. Many educational institutions, however, are reluctant to offer cloud-based services for teaching and learning for various reasons such as data storage and privacy. Schools have been using technology for many years including computers and laptops and more recently tablets, but this has been with limited or no access to 'the cloud'. The purpose of this qualitative case study is to explore teaching and learning in one primary school classroom in Queensland, Australia, specifically focusing on teaching and learning with Chromebooks. Classroom observations, interviews with teachers, focus groups with students, student produced artifacts and policy documentation are analysed using a sociomaterial approach that incorporates Actor Network Theory and Communities of Practice theory. Data revealed the importance of education departments considering the effect of digital ecosystems within the educational sector as well as the need for educational policy to recognize the social construction of technology access. Analysis also revealed that cloud computing along with effective pedagogy impacts teaching and learning in the classroom. This research has the potential to impact future cloud computing policies for education, curriculum development, and teachers' pedagogy as well as contribute to the current limited research on cloud computing in educational contexts.

Presenter 2

Kalpana Narayanan

Queensland University of Technology

Investigating self-regulated learning strategies of adult learners in the Australian VET online learning environment

Abstract: The Australian Vocational Education and Training (VET) sector is growing rapidly and is delivering many of its courses online. However, the quality of courses has been a concern for the Australian Government and its stakeholders for a number of years. This sector comprises primarily adult learners, who have unique learning styles and aspirations. The Australian government is actively looking into several reforms to improve the quality of teaching and learning of VET courses. Completion of VET courses is based on competency and investigating what strategies learners use to study online is significant to ensure successful completion of competency-based courses. In view of these developments, there is a critical need for investigations into the learning strategies that are most effective for VET adult learners. However, very limited studies have been done that specifically target this area. This can lead to new understandings on how these strategies can be further enhanced. Using the mixed methods research approach, the study aims to investigate the effectiveness of online teaching and learning strategies that contribute to the learner satisfaction. The study uses the self-regulated learning strategies and the DEDEPRO (Design, Development and Product) model which is adopted from Bigg's 3Ps (Presage, Process and Product) model as the theoretical framework. This presentation will demonstrate a conceptual framework, detailing the application of these theories to enhance adult learners' learning satisfaction in the VET online learning environment.

Presenter 3

Rebekah Strang

Griffith University

Exploring the use of Mathematics Apps in the Early Years

Abstract: Digital technology plays a significant role within society, and as digital technology rapidly changes, so too do the affordances that it offers children in the early years' context. Consequently, this research project aims to determine how the use of digital technologies, in the form of applications (apps), impacts the learning and teaching of mathematics in children in a foundation and year 1 context. This research will use a case study approach involving three classrooms in one Gold Coast primary school. A mixed methods approach will be undertaken where children, teachers, and the school principal will be interviewed. Action cameras will also be used in addition to the recording feature on the iPad's, to gather data of children's use of apps. Further data will be collected via classroom observations. Artefact-centric Activity Theory (ACAT) (Ladel & Kortenkamp, 2013) provides the theoretical underpinnings of this research. Thematic analysis will be used to critically analyse the qualitative data collected, and this gathered data will be coded according to verbal output; gestures and movement; and manipulation of the iPad apps (in terms of how children operate and utilise the iPads in each learning episode). There has been little research to date to determine whether mathematics apps add value to mathematical understanding for early years children. As such, findings from this research will provide valuable information regarding the use of apps to support mathematics learning and teaching in foundation and year 1.

[Session 1E Abstracts](#)

Presenter 1

Michele Binstadt

Queensland University of Technology

Growing and sustaining a professional early years workforce: The role of multidisciplinary networks in supporting the professional practice of early childhood education and care (ECEC) service leaders

Abstract: There is growing appreciation of the complexity of work in ECEC and the challenges faced by the ECEC workforce that can impact on quality of service provision. Arguably, one of the greatest challenges is educator attrition, with high levels of turnover recognised to have negative implications for children, families, educators and the economy. To respond to this challenge there is a need to identify ways to support and retain skilled and experienced ECEC educators. Nested within an Australian Research Council funded National ECEC Workforce Study, this study contributes to the identification of effective strategies to grow and sustain a professional early years workforce. While current ECEC policy promotes collaborative partnerships and local networks, little is known about why services choose to join a network and what members expect to gain from network membership. Using inductive content analysis, overlaid with a social capital lens, this study elicited a detailed understanding of the views and experiences of network members. At a methodological level the study contributes to an understanding of the value of exploring the interplay between bonding, bridging and linking social capital and highlights the importance of reflecting on researcher positionality. The study considers the compelling features and strengths of the network and at a practical level contributes to an understanding of ways multidisciplinary network membership supports the professional practice, well-being and retention of ECEC service leaders working in long day care in a community characterised by complexity.

Presenter 2

Andrea Hellens

The University of Queensland

Creativity: a risky business

Abstract: When suggesting students should have a 'readiness' to go outside of their comfort zones, in order to think creatively, The Australian Curriculum alludes to the need for students to take intellectual risks. However, reducing this to practice is complex and problematic. Intellectual risk-taking (IRT) sits under the wider spectrum of risk-taking behaviours that comprise making decisions where a choice is designated by its lack of certainty. Proliferate literature names IRT as an essential disposition for creativity, which, when set inside the secondary classroom, highlights certain paradoxes. Teenagers are renowned for their propensity to take

recreational risks influenced by peers, yet, the data from this research, suggests those same drivers prevent IRT in the classroom. Whilst several studies suggest teachers are insufficiently knowledgeable about creativity and there is a lack of professional development, the problem may be more deep-rooted. This case study examines perceptions of creativity in the secondary school classroom, utilising a social constructivist lens. It chronicles qualitative interviews with key stakeholders, using activity theory as an analytical framework. Emerging from the study is the prevailing factor preventing risk-taking: students are unwilling to share new ideas in the classroom. There is a need to examine this concern more carefully and devise solutions. Such proposals should go beyond both the simplistic provision of providing a safe environment and engaging activities that derive positive outcomes. I suggest this begins with a whole-school culture that values student voice, expects adults to exemplify, and reaches beyond the classroom.

Presenter 3

Bronwyn Reid O'Connor

Griffith University

Exploring a Primary Mathematics Initiative in an Indigenous Community School

Abstract: Currently across Australia there are several mathematics programs designed to reduce achievement gaps between Indigenous and non-Indigenous students. However, despite these programs and government initiatives, disparities still exist. This study explored the implementation of an evidenced-based mathematics education initiative in an Indigenous community school aimed at raising students' mathematics proficiency. The initiative was informed by current literature regarding effective practices in mathematics education, and changes to students' proficiency during the course of the initiative was evaluated. This study contributed to developing a deeper understanding of mathematics learning, and Indigenous mathematics education and adds to existing knowledge through the identification of specific factors that significantly impacted on Indigenous students' learning. The findings of the initiative indicated that students' mathematical proficiency generally increased over the course of the initiative, though rates of increase varied depending on the measured aspect of proficiency. The reasons for this were determined to be related to several school, teacher, student, and pedagogical factors. In addition, conducting a mathematics initiative revealed that creating substantial change in teaching practice is a gradual, long-term pursuit that needs constant drive, evaluation, and re-evaluation, and that closing the gap for Indigenous students is a worthwhile and feasible endeavour.

[Session 1F Abstracts](#)

Presenter 1

Suijing Yang

The University of Queensland

The Black Box of Regulatory Process in Collaborative Learning: A Review

Abstract: In the face of social, economic and environmental challenges, students need to work together to analyse the complex situation, monitor and evaluate their progress, and adapt to the dynamic world. To help students develop these competencies, researchers in educational psychology have located their interest in social aspects of self-regulation in the collaborative learning environment over the past decades. The study aims to review the current research of regulated learning in collaboration and suggest new directions for future work. Three aspects, the types of regulation, the characteristics of regulatory processes, and the relationship between regulation and academic performance in collaboration, were explored. The results of this narrative review indicate that the studies in this area are still in its infancy. The mainstream of empirical research in this area focused on understanding the process of regulated learning in collaboration. However, there is not enough evidence to develop a holistic view of how learners regulate and the effectiveness of their regulatory behaviours in group tasks. Future studies could keep contributing to understanding the phenomenon, or stress

on investigating the potential conditions that influence the regulatory process and how to facilitate effective regulation with the support of technology.

Presenter 2

Ayomi Indika Irugalbandara

Queensland University of Technology

Creativity as a right in drama education: Sri Lankan student experience

Abstract: Sri Lanka is one of the few countries in South Asia recognised by the UNDP as achieving “high human development” (United Nations Development Programme Report, 2016) and school completion ratio reached 99.6% (UNICEF, 2013). But, however, today Sri Lankan formal education system faced numerous challenges and identified that creativity was a missing concept in education (Sedara, 2016; World Bank, 2017). Moreover, the teaching of drama conducted by the traditional lecture method, which is not encouraging students to develop their creativity skills. Therefore, this study investigates and evaluate the intervention programme using process drama techniques for the development of creativity and adaptability skills in students aged 11-12, who take drama as a subject in the grade seven school setting. The program was implemented during twelve consecutive weeks, in weekly two-hour drama sessions by two drama teachers in the intervention schools. Intervention students included 57 grade seven drama students and the control group and active-control groups were both cohorts of 50 students. Other data included pre and post-test measures for quantitative data and the qualitative data for forty lesson observations and in-depth interviews with twenty teachers, and two students focus groups. Results from student-focused group discussion provided evidence that their behaviours, attitudes, motivation and numerous skills toward creativity and adaptability changed meaningfully and positively during the intervention. Finding provides evidence that the present education system neglected students inner creative abilities and need a significant creative teaching approach to the secondary education drama education classroom in Sri Lanka.

Presenter 3

Aisling Mulvihill

The University of Queensland

Use your Words: The relationship between private speech content and task performance in preschool children

Abstract: Emerging in the preschool years, private speech provides a regulatory tool to overcome cognitive, motivational and emotional obstacles and consequently support task performance outcomes. In this presentation, I outline an investigation the private speech content and task performance relationship in 3- to 5-year old children. A sample of 101 preschool children completed a Duplo construction task at two difficulty levels. Spontaneous intelligible private speech was coded according to task irrelevance and across three task regulatory phases – forethought, performance and self-reflection. Children’s use of regulatory private speech content was consistent across age levels. Performance type content was most prevalent, capturing self-instructional, observational and strategy-oriented utterances. Forethought type content, characterised by planning, tasks analysis and motivational statements had a positive impact on Duplo construction performance during optimal levels of task demand. The implications of this research for parents and teachers are discussed.

Session 2A Abstracts

Presenter 1

Elizabeth Allotta

The University of Queensland

Stories of struggle and success

Abstract: The study I am undertaking explores the critical events continuing teachers encounter and how they approach these events through a storytelling approach. The findings may provide insights into the needs of early career and continuing teachers with the aim to improve teacher retention. Unlike previous studies that have used semi-structured or structured interviews and surveys, this study uses an open narrative inquiry approach that explores the critical events experienced by continuing teachers. This approach provides new insights into the professional and personal experiences continuing teachers encounter and why they continue. Initial data provides insights into the important roles school leaders play in teachers' professional lives, the events they experience and the impact of these experiences. The data provides evidence supporting Schein's career anchor model. According to Schein's model, an individual's career decisions are based on their career anchors, those beliefs and values that the individual will not give up.

Presenter 2

Kishore Kumar Chhetri

Queensland University of Technology

Preparing Teachers for Inclusive Education in Bhutan

Abstract: Beginning Teachers often experience a range of challenges during their early years in teaching. From the complexity in planning sizeable learning sequences to the micro-skills of classroom management, many beginning teachers feel overwhelmed and can become disenchanted with the work they do. This experience can affect their classrooms as beginning teachers struggle to implement effective strategies designed to cater to the diverse needs of their students. Differentiation is, within itself, a complicated and involved process concerned with not only knowing students but also how to identify their needs and construct learning sequences accordingly. The consequence of this self-doubt, confusion, and fear is that neither teacher nor students get to experience the benefits of a well-differentiated classroom. This study, through a Design-Based-Research approach, sought to explore how considering student personalities can destabilise habitual practice and prompt purposeful differentiation to assist beginning teachers in developing learning sequences that motivate and engage students while catering to diverse needs. The research closely followed the journey of two beginning teachers between the 23rd of April and the 28th of June, 2019. Their experiences and changes in perceptions concerning differentiation were monitored as they used their understanding of differing personalities to guide their instruction. Preliminary findings for this research are currently available, and it is anticipated that the full paper will be completed by early 2020. The study aims to contribute towards closing the gap between large conceptual frameworks for differentiation and individual differentiated strategies.

Presenter 3

Ren Perkins

The University of Queensland

Keeping Indigenous teachers in the profession: Indigenous teacher's voices on why they stay in the profession

Abstract: The presentation will focus on research providing an Indigenous voice to the education research landscape. It will also provide a literature analysis on Indigenous teachers who have remained in the profession and identify any gaps in the literature. I am a Quandamooka man from Minjerribah (North Stradbroke Island). My positioning as an Aboriginal man who has worked in Indigenous education over twenty years has contributed to conceptualising this paper and contributing another Aboriginal voice to the literature in Indigenous education. There has been some progress made to increase the number of Indigenous teachers employed throughout Australian schools. The recent More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) had the aim of increasing the number of Aboriginal and Torres Strait Islander people entering and remaining in professional teaching positions in Australian schools (MATSITI, 2017). In spite of this progress, there remains a perception in Australia that teacher attrition is an issue (AITSL, 2016). It is an appropriate time to analyse the literature about those Indigenous teachers who have remained in the profession and why they have chosen to remain. My research will provide evidence on the positive impacts that experienced Indigenous teachers have in the education profession. This will be achieved by yarning to

experienced Indigenous teachers. It will highlight the importance of Indigenous voices in Indigenous research and contribute to the teacher education literature in Australia.

Session 2B Abstracts

Presenter 1

Phillip Poulton

Queensland University of Technology

Teachers' professional agency: The role of assessment in curriculum reform for primary teachers

Abstract: The demands of a global knowledge economy and performativity have seen top-down approaches to national curriculum reform adopted in Australia through standards-based policies, prescribed curricula and standardised assessment. These initiatives consistently challenge teachers' professional agency in the work of curriculum development. Current research on teachers' professional agency largely centres on contexts of top-down influenced curriculum initiatives with limited research exploring primary school teachers' experiences of professional agency in top-down, bottom-up curriculum reforms. This presentation draws on a case study of an Australian primary school engaging in a top-down, bottom-up approach to curriculum reform. Drawing on a teacher-researcher perspective within an ecological conceptualisation of professional agency (Biesta & Tedder, 2007; Emirbayer & Mische, 1998), I explore primary teachers' experiences of agency. Hybrid thematic analysis (Braun & Clarke, 2006) of data collected through teacher interviews and school curriculum documents revealed that teachers experienced weaker professional agency in curriculum planning but stronger experiences of professional agency in their individual teaching. Factors associated with assessment were found to either enable or constrain teachers' agency. This presentation extends this finding, arguing that the use of top-down system developed assessment tasks constrain teachers' professional agency, whilst the strengthening of teachers' assessment literacy enables teachers' agency.

Presenter 2

Lorraine Gaunt

The University of Queensland

Adapting Two Existing Analytical Models for Supporting the Learning of Adults with Intellectual Disabilities in Everyday Contexts

Abstract: While there is general consensus about the importance of numeracy, little is known about the role of numeracy in the lives of adults with intellectual disability (ID), and whether adults with ID continue to develop their numeracy into adulthood. How can the numeracy learning of adults with ID be proactively supported? This presentation reports on my story of the theoretical journey through my study in which I adapted two models, the numeracy model and the biopsychosocial model, to frame the analysis of data and support numeracy learning for these participants. The numeracy model was designed to make visible the numeracy demands of learning in various subject areas, and to alert teachers to the numeracy skills students of their subject require. It seemed useful for my purpose of supporting numeracy learning, as the numeracy demands of work and community activities of adults with ID are typically not well understood nor supported. The conceptualisation of disability as defined in the biopsychosocial model of disability explains how an individual experiences disability is an interaction between biological aspects (such as cognitive impairment), psychological aspects (such as a person's values and beliefs) and social aspects (such as opportunities and accessibility). This model made visible aspects of learning contexts that shape learning experiences of adults with ID. I will report on how these two models were brought productively together, and informed design and research of the supports for further numeracy learning.

Presenter 3

Evangelina Manassakis

Queensland University of Technology

Child-led tours: A participatory means to research early childhood spaces

Abstract: While researchers in fields such as educational geography have used child-led tours as a research method to work with children to investigate children's perspectives in home, educational spaces, neighbourhood and city spaces, research conducted in early childhood spaces has typically used more traditional research methods such as interviews and observations of children. Child-led tours as a participatory research method have the potential to provide researchers and children different ways of collecting data. This presentation contributes to the research base using the participatory methods that allow children to communicate their views in diverse ways. The paper will report on a study where young children worked with the researcher to conduct child-led tours around their kindergarten classroom. The purpose of the study was to consider how children talk about their roles in organising the early childhood classroom that they are being educated within. Children walked and talked with a tablet device, video recording and taking screenshot photographs of 'where they put things'. The child-led tour aimed to identify the where, what, with whom and how children had a role in organising the materials in the early learning space. A sociomaterial lens was brought to the analysis of the tour data thinking about where people, materials and the space have influence. Findings suggest children had multiple roles in organising the classroom. In this paper, I argue for the greater use of participatory methods like child-led tours in research with young children as a way to work with and hear children's voices.

Session 2C Abstracts

Presenter 1

Lara Maia-Pike

Queensland University of Technology

Aspirations Through Time: The Year 10 Transition Planning Experience of Queensland Students on the Autism Spectrum

Abstract: Raising aspirations for and participation in post-compulsory education and training is part of a social inclusion trend, with further aims to increase national competitiveness in the global knowledge economy. Yet, people on the autism spectrum typically experience poorer post-school outcomes than their peers with and without disabilities. Transition planning that encourages the development of self-determination skills has been shown to improve post-school outcomes for students with disability, including gaining employment and postsecondary education. However, limited evidence is available about the transition planning practices in Queensland and the experiences of students, particularly of those with disability. This study proposes an alternative theoretical framework that expands the concept of self-determination as it is currently understood in disability studies by drawing on Appadurai's (2004) concept of capacity to aspire. Discourses and policies in Western governments have often linked aspirations to individual desires and intentions, however, this conventional approach to raising aspirations has been criticised as it fails to recognise that it is not about poverty of aspirations but rather less access to social and economic resources, or navigational capacity. Through multi-case study and longitudinal approaches, this study will investigate the transition planning experiences of a group of students on the autism spectrum in Queensland and explore how these experiences may influence students' aspirations over time. Engaging through participatory enquiry, this study will further the understanding of aspirations and transition planning for students on the autism spectrum, providing useful insights to improve the post-school outcomes for students with disability.

Presenter 2

Patrick O'Regan

Griffith University

The challenge of providing Gestalt professional education in the contemporary cultural context

Abstract: This paper presents a project summary of a PhD research project, studying the experiences of those involved in the provision of the professional education of Gestalt therapists in Australia and New Zealand.

Gestalt therapy is a particular form of psychotherapy. It is an approach designed enhance the health of a client, within a supportive therapeutic relationship, by facilitating their self-awareness, choice, and spontaneity in their lives. Gestalt professional education mainly occurs in private training institutes and aims to provide training that seeks to develop an authentic, relational disposition in students through experiential education models (Meara & Levien, 2005). Those involved in Gestalt professional education are under pressure to respond to the demands of a changing context, including the preferencing of market mechanisms, that have impacted on post-compulsory education (Bagnall & Hodge, 2017). Those impacts are reflected in policies that privilege educational settings, such as those within higher education. Such settings may require institutes to engage in practices that are incompatible with Gestalt therapy.in order to offer programs that are sustainable. The purpose of this research project is to explore the key understandings, dilemmas, experiences and decisions of major players within Gestalt training institutes in relation to the demands of the contemporary cultural context. This research project is using a qualitative research approach through a multiple case study methodology (Yin, 2014; 2016; Stake, 2006). Initial analysis of the research data is indicating creative ways that stakeholders are managing the demands of staying true to Gestalt’s underpinning practices while ensuring the sustainability of their institutes.

Presenter 3

Becki Cook

Griffith University

First Peoples Students' Engagement with Indigenous Education Units

Abstract: The purpose of this study is to investigate the factors which influence First Peoples students’ decisions to access and engage with GUMURRII Student Support Unit, the Indigenous Education Unit at Griffith University, Queensland, Australia. Higher education can positively impact First Peoples communities however First Peoples remain under represented within higher education. Student engagement with Indigenous Education Units can improve student outcomes. Student engagement with Indigenous Education Units has not been widely examined. This research adopts an interpretive case study approach using concurrent mixed methods including survey, focus groups, individual interviews and document analysis to examine students’ engagement with GUMURRII Student Support Unit. Cultural Interface, Indigenous Standpoint Theory and Critical Race Theory are used to frame this study. Participants will complete an online survey, and a phenomenological study using semi structured interviews will further explore student responses on engagement with GUMURRII. Understanding why students initially, and continue to, access and engage with GUMURRII will provide explicit information to not only GUMURRII staff that could be used to improve First Peoples students’ success and work toward parity, but more broadly inform university wide support and the work of Indigenous Education Unit staff across Australia.

[Session 2D Abstracts](#)

Presenter 1

Daniela Vasco

Griffith University

NAPLAN non-participation in the context of disadvantage

Abstract: Despite divergent opinions regarding implementation of standardised tests in the education system, these tests seem to be well established for the near future, at least in Commonwealth countries. Many affirm that the original intention of these tests was to help monitor students who are being “left behind” and hence make it possible to intervene earlier. However, some studies, mainly qualitative, suggest that specific groups of students may be more susceptible to non-participation in such tests. This motivates our quantitative investigation of test participation for students in the margin of socio-educational disadvantage. Here we will consider student-level variables provided by the Australian Curriculum Assessment and Reporting Authority (ACARA). For each student this includes their previous NAPLAN scores; of interest is whether they fall

below the national minimum standard. Other variables include demographics (gender), ethnicity (Aboriginal and Torres Strait Islander [ATSI] status and Language Background Other Than English [LBOTE]) and poverty relevant information (parents' education and occupation). We investigate whether these characteristics can explain students' nonparticipation in the annual standardised test, the National Assessment Program – Literacy and Numeracy (NAPLAN). We apply logistic regression to explore this relationship between disadvantage and nonparticipation, in the Grade 5 NAPLAN reading test from 2017 in the Northern Territory. Our results show that ATSI and LBOTE students are more disposed to not participating in the test. Non-participation is higher when the previous NAPLAN score was below par, or a parent had a nonpaid occupation or lower education. We discuss how this aligns with findings from qualitative studies.

Presenter 2

Yael Leibovitch

The University of Queensland

Writing as a 21st century skill: A dialogic approach to literacy pedagogy

Abstract: The conventional way through which academic writing is approached in secondary schools typically fails to engage students due to its prescriptive character and reliance on closed teacher talk. This, in turn, contributes to young people's struggle to develop the independence of mind and clarity of communication integral to navigating the demands of our twenty-first century world. In response to the increasing national concern over students' writing capabilities at the secondary level, this paper discusses how educators can use dialogue to cultivate the critical and creative thinking capabilities of adolescents during writing experiences. Drawing upon a social constructivist theory of learning and socio-cognitive understanding of writing, here, academic writing is reimagined as a process of collaborative reasoning. This presentation is informed by a research project currently underway in a Queensland state school which explores how dialogic spaces can be opened, widened and deepened for adolescent writers (Myhill & Newman, 2016). This project seeks to answer the following research question: How do three secondary school Humanities teachers think about and negotiate classroom discourse to position students as effective academic writers and thinkers? More specifically, this co-inquiry case study closely documents the iterative collaboration of three dialogically adept teachers—or action researchers—as they design, implement and reflect upon the utility of student interdependent thinking as an organising principal for literacy learning. Preliminary findings indicate that accountable talk (Michaels, O'Connor & Resnick, 2008) is a useful tool for developing the cognitive and metacognitive abilities of student writers, with implications for teacher practice.

Presenter 3

Lisa Brummel

Central Queensland University

The creative practice of developing an alternative firing technique for Raku Kilns

Abstract: The production of ceramics is a field in which many artists work, and sometimes experiment with clay bodies, glazing formulas and firing temperature, but where less formal, university-based research occurs. My practice-led research project focuses on the investigation of alternative surface application techniques for a ceramic substrate, with the aim of developing a new method to adhere glaze to a ceramic body. My research question, "How can molten glaze be applied to ceramic substrates allowing successful fusing of materials?", has been investigated by integrating the process of ceramic raku production with methods from both metalsmithing and hot glass production. By melting the glaze material within a crucible and then pouring it onto a bisque ceramic body, glaze manipulation, while the glaze was still molten, was possible and undertaken. By trialling and testing an easily replicated glazing technique, this research enabled experimentation with a new range of possible surface effects achievable in the raku kiln, thereby adding knowledge for the research community and providing further developmental avenues for the ceramic practitioner. In the process of developing this project, a range of unforeseen Occupational Health and Safety issues regarding conducting such research in ceramic studios, both commercial and private, has been investigated. This will be discussed

in this presentation, along with the ramifications of the project's outcome for both further academic research and professional ceramic artists.

Session 2E Abstracts

Presenter 1

Thi My Ha Do

Queensland University of Technology

How schools run bilingual education: A view from teaching contents

Abstract: Bilingual education (BE) is one of the most effective ways to develop a second language for children. Developing countries like Vietnam often have different types of bilingual curricula, but their effectiveness has not been comprehensively examined yet. This study investigates what teaching contents have been used in these bilingual curricula, and whether they are appropriate to school students. Primary data was collected from interviewing 2 school leaders, 6 teachers and 8 parents in a private and a public school. The findings reveal that the schools do not build teaching contents by themselves, but they import from a native speaking country or from a domestic education company, without any changes. However, BE contents in either private or public settings carry problems. First, the imported foreign curriculum was not originally designed for second language teaching. It aims to enhance mathematical and scientific knowledge for students, based on the curriculum framework of the original country. Consequently, both its content knowledge and language are less clear for students, even for teachers. Second, BE contents that are developed by the educational company are similar to contents of national curriculum that are compulsory to teach in the first language. Although the repetition may help young children feel it is easier to follow lessons in their second language, older grade students may find it boring. The study suggests that teaching contents, although strongly supported by stakeholders, should be adjusted based on students' learning ability and teachers' capacity, to ensure better teaching and learning experience and efficiency.

Presenter 2

Abedi Emmanuel Ayisi

Griffith University

Exploring the strategic responses to changes in public university funding in Ghana

Abstract: Public universities strategic responses to the declining public funding is an area of study that has received relatively little academic attention in the Ghanaian Higher Education (HE) milieu. Influenced by the resource dependency theory and an interpretive research paradigm, the study investigated the strategic actions taken by public universities in Ghana in response to public university funding which has recently, undergone a series of gradual but significant changes. A qualitative research approach with an embedded multiple case study design was used to explore this phenomenon. Using data from semi-structured interviews from two diverse public universities and documents, the findings revealed that the major source of HE institutional pressures emanates from their limited and irregular public funding which inhibits their proper delivery of teaching, learning, and research. The results further indicated that the universities in response have implemented certain strategic actions to mitigate at best the effects of their limited public funding. These included activities such as; the enhancement of internally Generated Funds (IGFs) through the increment of tuition fees (Cost-sharing), the expansion of non-traditional sources of income-generating activities, commercialization of research and other educational services. Pressure leading to the enhancement of universities legal autonomy status through parliamentary acts was furthermore identified as an indirect strategy. Reducing cost through efficient budgetary management also constituted an important strategy. The study concluded that, although the public universities continue to depend haplessly on the limited public funding, they are also actively involved in other diversified and alternative income-generating activities to survive.

Presenter 3

Luke Royes

Queensland University of Technology

A Case Study of Policy Enactment: Examining a Homestay Program for Indigenous Students in a Catholic All-Boys Secondary School

Abstract: This policy enactment research investigated a homestay program at a Catholic all-boys secondary school in Queensland, guided by its own guiding principles and ethos, as an Edmund Rice Education Australia (EREA) school. The program is also a response to broader national goals for improved educational outcomes for Indigenous Australians such as reconciliation and Closing the Gap goals. These policy ambitions, however, are never simply “done”. Rather, they are understood, contextualised, negotiated and interpreted in original ways by multiple “policy actors”. The contextual enablers of policy in education are not always considered—the multifaceted work that occurs in schools that ultimately brings policy to life. This qualitative case study research was designed to understand how EREA and national policy was taken up in one school, through its homestay program. The institutional narrative of both EREA and the school itself, as well as historical and geographic realities created both affordances and challenges for policy actors. The policy actors shared many of the values of the broader policy visions, including a strong commitment to reconciliation. However, the homestay program as a local instance of reconciliation policy created tensions around who is responsible for achieving institutional visions; who reconciliation should be for, and how reconciliation should be achieved. Anxieties over historical, symbolic and educational questions were a repeated theme, and highlight the significant challenges of reconciliation-in-action. This research demonstrates the importance of understanding local school-based policy enactment, if national reconciliation and Closing the Gap goals are to be achieved.

[Session 2F Abstracts](#)

Presenter 1

Eunjae Park

Griffith University

The lived experience of East-Asian international students as a foreign accented speaker in Australian higher education: A case study of challenges and coping strategies

Abstract: International students who speak English as a second language (L2) are known to encounter a range of accent-related challenges as a part of their tertiary education experience. However, research investigating how these students mitigate the challenges to successfully complete their studies has been scarce. With a group that has been particularly vulnerable to ongoing criticism about their accented English—East-Asian international students—this study presents a thematic analysis of written responses of 306 East-Asian students to the question ‘What would be the three top tips that you would give to new international students to be better understood by others, and why?’ The students, originally from English as foreign language countries (EFL) located in both Northeast and Southeast Asian regions, were undertaking undergraduate and postgraduate up to doctorate programmes at an Australian university. In this exploratory survey research, two overarching themes were identified: (1) verbal strategies and (2) non-verbal strategies. The first theme concentrates on enhancing the ability to produce intelligible sounds, such as pronunciation with clarity. The second theme emphasises behaviours or self-discipline in attempting to improve overall speaking fluency, such as social networks, and using non-formal materials. Implications for practice for these students’ experiences and for learning support provision are discussed.

Presenter 2

Aida Hurem

Griffith University

“Don’t forget about me”: issues of wellbeing and belonging for International Students in Australian Secondary Schools.

Abstract: International students account for 3.2% of the total student population in Australian schools (Australian Government, 2017), bringing with them much economic benefit to Australia and its educational institutions. This importance of international education to the Australian economy is evident in the National Strategy for International Education 2025 document which highlights: “the increase in global education needs and the rise of new technologies represent significant opportunities for Australian international education to grow and compete” (Australian Government, 2016, p.4). While governments and providers ALSO acknowledge non-economic benefits of international education such as contribution towards the country’s social, cultural and intellectual growth (Australia Government, 2016), the emphasis that is so often placed on economic benefits, increases the risk that international students are treated as commodities. This can impact directly upon students’ wellbeing and sense of belonging, which have a major impact on the nature of a students’ experience. To date there is little research conducted that focuses on issues relating to the wellbeing and belonging of international students in Australian secondary schools. As one part of a larger study, this paper draws upon a survey of 200 international secondary students to report upon how their senses of belonging, (both face to face and online) contributes towards their wellbeing.

Presenter 3

Azadeh Baghban Ferdous

Queensland University of Technology

A sociological study of Iranian HDR students’ experience in everyday and academic life

Abstract: This study investigates the experiences of Iranian postgraduate students in Australia with the objective to understand their social experiences and the responsiveness of the host community to their socio-cultural, linguistic and academic needs in Australia. The study takes the position that the situation of Iranian post-graduate students in Australian higher education might be productively understood through the lens of Pierre Bourdieu’s theory of social and cultural capital, and related concepts of field and habitus. Adopting a qualitative approach, we conducted in-depth interviews at three points in time to explore the individuals’ status from different perspectives in western society. Three female and three male Iranian international first-year PhD students were recruited in the baseline interview, which was conducted in November 2018. The second round and third rounds were conducted in February 2019 and May 2019, respectively. The main source of data was the interview transcripts. The thematic analysis of the data indicates that some students’ expectations are based on others’ perceptions about Australia. While some students expected more of Australia in this first year of their stay in Australia, some other students have found Australia better than expected. Another major theme refers to the issue of discrimination. While some students have not experienced any bold display of discrimination, others have experienced Australians’ covert discrimination attitude. Results from this study may guide international education leaders in cultivating the institutional culture by nurturing international students in relation to their needs with strategic planning, changing the policies and structure related to international programs

Session 3A Abstracts

ZOOM Presenter 1

Susan Gasson

Queensland University of Technology

The Early Career Researcher Pathway: A Narrative Inquiry

Abstract: There continues to be a global concern about the capacity of Early Career Researchers to find suitable work pathways in the academy and beyond. Growth in the number of doctoral graduates in the last 15 years has been a response to calls for more knowledge workers. Surveys have found that doctoral graduates are increasingly finding jobs beyond the academy in diverse sectors. Educational, human resources and socio-

cultural theorists have examined aspects of the increasingly dynamic Early Career Researcher pathway. But questions remain about whether the work Early Career Researchers are obtaining justifies the investment in their doctoral studies; meet government and community expectations for research innovation, and graduates' career goals. My presentation considers the impact of the current research context on their pathway; before proposing the conduct of a Narrative Inquiry study to address three research questions: What is the nature and context of work obtained by Early Career Researchers? How does the work align with expectations for Early Career Researcher employability? How does doctoral study inform Early Career Researcher employability and work capacity? With twelve Early Career Researchers, I will co-construct narratives, making sense of their experiences. The analysis will consider the qualities and impact of time, place and society within their lived experience. Resulting descriptions of how the Early Career Researchers made sense of their experience will contribute to ongoing sensemaking by higher education theorists, Early Career Researchers and key stakeholders that may influence future Early Career Researcher program and job design; policy, and job selection.

Presenter 2

Danielle Gordon

Queensland University of Technology

Will the new QCE have an impact on pre-service teachers' development of teacher self-efficacy?

Abstract: This year, the new Queensland Certificate of Education (QCE) system was implemented in all schools in the state, instigating a shift away from a system of education familiar to multiple generations of teachers and students, to a system of high definition and high-stakes assessment. This study will implement a case study approach underpinned by Bandura's Social Cognitive Theory. Multiphase iterative mixed-methods data collection of quantitative survey data supported with teacher interviews will be analysed to explore the stories of pre-service teachers in the last year of their ITE program and their first year of teaching as they develop or adjust their pedagogical practices to facilitate delivery of new curriculum and assessment. In contexts of curriculum change, it has been found that teachers are often called upon to change their direction and practice, leading to feelings of professional vulnerability and stress, impacting their teacher self-efficacy beliefs. This presentation will focus on this unique Queensland case and the importance of exploring the development of teacher self-efficacy of final year pre-service teachers at a particularly crucial point in their career where their self-efficacy for teaching is being developed - either for the better or worse - as once established, teacher self-efficacy is difficult to change. Teacher self-efficacy has been linked to teacher well-being and student achievement, therefore, it is important to understand if the implementation of a new system of curriculum and assessment is impacting the development of teacher self-efficacy at the beginning of teacher's careers when these beliefs are most malleable.

Presenter 3

Faisal Alshammari

The University of Queensland

Is it Marriage or Divorce between Cloud and Education in Saudi Arabia?

Abstract: Cloud computing applications are learning platforms used in universities to enhance teaching and learning. For cloud computing applications to be taken up and used effectively, it is necessary to identify the factors influencing user acceptance of this new technology. The modified version of the 'Unified Theory of Acceptance and Use of Technology' (UTAUT2) model (Venkatesh et al., 2012) demonstrates great promise for understanding user acceptance of information systems. In this study, an enhanced UTAUT2 model is proposed, incorporating new variables such as awareness, perception of security, and bandwidth speed. The main goal of this study is to evaluate the predictive relevance of this proposed conceptual model to understand and describe academics' actual and intended adoption of cloud computing apps. This inquiry conducted a quantitative study via an online survey which targeted academics in Saudi universities. Data was collected from all state universities and involved 460 faculty members. Explanatory factors analysis has been used to examine this conceptual model. Findings indicate that the proposed model is a good fit for the Higher

Education Context of Saudi Arabia. However, the variable pertaining to the freely-available apps failed to load in the proposed conceptual model.

Session 3B Abstracts

ZOOM Presenter 1

Aik Lim Tan

The University of Queensland

Bridging the gap between formal and informal learning: An application of neuroscience to improve student learning outcomes through interest-driven learning

Abstract: Bridging the gap between formal and informal learning: An application of neuroscience to improve student learning outcomes through interest-driven learning. Singapore's education system has a strong reputation for being highly competitive and focused on examination grades. As a result, students may have lost the joy of learning while leaving them inadequately prepared for the twenty-first century. Interest-driven learning provides students with the opportunity to learn as they participate in activities which they have a passion in, which will lead to improvements in students' goals, attention, learning and self-efficacy. Drawing from constructivism and motivational theories, and coupled with a physiological measure of electrodermal activity, this research aims to investigate the impact of interest-driven learning on student learning, motivation and academic outcomes. In doing so, this study will contribute to the case for the importance of implementing interest-driven activities into school curriculum as a way of engaging students to facilitate cognitive development of children. This study will employ a design-based approach to increase impact and effectiveness of the intervention. The researcher will be working closely with teachers to design a STEM-based (Science, Technology, Engineering and Mathematics) intervention involving Micro:bit. The design principles from the designed activities will be able to provide invaluable knowledge on the translation of these activities for other subjects and contexts. This study therefore aims to investigate the impact of interest-driven learning on student learning, motivation and cognitive development, and its implications on their formal learning and achievement as well as implications for educators and school leaders. This study is currently in the needs analysis and design phase, and data collection will only begin in early 2020.

Presenter 2

Md Maksud Ali

The University of Queensland

English language education for human capital development in Bangladesh

Abstract: Like education in general, English language education (ELE) has shifted towards a more instrumental goal in the past two decades. In developing nations in particular, human capital development has become a policy priority for ELE which is geared towards harnessing the opportunities and facing the challenges posed by globalisation. This policy shift has led many nations to introduce English earlier in their national curricula and providing universal access to English. It is often argued that proficiency in English increases individuals' productivity, employability and income at the micro level. At the macro level, it is believed that citizens' proficiency in English will help nations to access and compete in the globalised economy. Thus, the discourses shaping the ELE policy trend for human capital development are those of economic growth, development and global competitiveness. Following this policy trend in other developing societies, Bangladesh introduced a landmark policy shift in ELE by introducing communicative language teaching (CLT) pedagogy for human capital development during the 1990s. Drawing on the notions of globalisation, neoliberalism, as well as Bourdieu's account of capital, my aim in this paper is to trace the emergence of this human capital development goal in ELE in Bangladesh. I will draw on relevant policies, curriculum documents and published literature as my data sources. Based on the analysis, I would argue that while the CLT pedagogy was introduced for human capital development in ELE, the policy has also legitimized competition over learning English in this polity.

Presenter 3

Jacqui Jones

The University of Queensland

Is the truth the truth anymore? The post-truth playground and education

Various constructions of 'objective facts' are not simply 'truth', including various kinds of traditional and social, media and/or, data 'displays', but are rather seen as just that – constructions. This has not prevented portrayals of information as taken-for-granted 'facts'. Numbers are particularly powerful in relation to these constructions of truth. In the current educational field, data in the form of numbers, is a powerful guiding tool used by global and national actors to direct policy and outcomes. Truth messages can be operationalised through numbers, communicating intentional messages, resulting in an certain future, with appeals to emotion. Within education in Australia, such enumerated data are evident through measures like the early childhood index and the School Opinion Survey; however, perhaps the most publicly displayed numbers stream comes from constant collection, comparison, analysis and publication of national numeracy and literacy testing, NAPLAN. State and Federal policy make claims and appeals to teacher professionalism through such policies as Queensland's Every Student Succeeding. This presentation, early in my research journey, attempts to explore the link between numbers, educational data production, policy and constructions of 'truth' in the Queensland context. It does so by drawing upon the lineage of ideas that characterize understandings of truth, including Aristotle's notions of perception, Foucault's Regimes of Truth and concepts associated with 'post-truth', particularly Ralph Keyes's analysis of dishonesty and deception. The research applies these concepts to NAPLAN data, and how such data come to construct particular, including problematic, 'truths'.

Session 3C Abstracts

Presenter 1

Beth Madsen

The University of Queensland

An Analysis of Non-Government Program funding in Indigenous Education

Abstract: In 2017, the Federal Government gave over \$138 million to non-government programs with the aim of improve educational outcomes for Aboriginal and Torres Strait Islander young people. Through different organisational structures and activities, these programs mainly aim to improve attendance rates of Indigenous students, usually by offering some sort of extrinsic reward for 'acceptable' school attendance. Despite the huge amount of funding being given to these programs, there is currently minimal research showing that extrinsic reward systems are effective in increasing attendance. This project will look to 'map the muddle' of federally funded Indigenous attendance programs; and discuss the reach, successes and shortfalls of these programs using an Indigenous Research Methodology, whilst discussing the deficit model that is so often linked with Indigenous Education. Ideally, this research will have an influence on the distribution of funding in the future to ensure that the money currently being spent is used in the most appropriate way to improve educational outcomes for Aboriginal and Torres Strait Islander students.

Presenter 2

Karen Madden

The University of Queensland

A provocation: What does leadership look/sound/feel like when feminist theory is at its heart?

Abstract: Aim of the Study: To continue the conversation about what leadership looks like when it has feminist theory at its heart; to provoke a re/imagining of leadership in girls' schools. This autoethnographic thesis project is a re/imagining of the future of girls' schools, where intersectional feminist theory sits at the heart of leadership policies and practices. It aims to provoke/begin/continue a conversation within the

community of leaders in girls' schools about the impact that feminist theory does/could have on the education of girls in single-sex schools. For those of us who are "Living a [becoming] Feminist Life" (Ahmed, 2017) in girls' schools, this project will be a collection of our stories. Our stories will serve to uncover the work that needs to be done if we are to authentically claim the name feminist; and aim to encourage each other in our dreaming of where we might begin/continue/go next.

"What will be the impact?" you ask.

"The end of 'imperialist, white-supremacist, capitalist patriarchy' (Hooks, 2000, p. 17) in girls' schools," I dream. "They will become sites of the 'movement to end sexism, sexist exploitation, and oppression' (Hooks, 2000, p. 1)," I suggest. In this presentation, I will share the research problem, aims of the study, and define some of the key terms of the intersectional feminist theory that underpins my research.

Presenter 3

Henry Kwok

Griffith University

Doing Research about Hong Kong Education in Turbulent Times: Some Provocative Reflections

Abstract: What does it mean to do educational research during turbulent times? Is it ethical to make a presentation in a bourgeois ivory tower, to consume a particular social and political issue for churning out a paper to be published in a high impact-factor journal, when frontline student protesters in Hong Kong inhale tear smoke and are brutally beaten by riot police? This paper is a self-initiated critical and provocative reflection on what it means to research and its limits. To do so, this presentation revisits Michael Burawoy's argument about the tasks of a critical sociologist, i.e. 'to make visible the invisible, to make the private public, to validate these organic connections as part of our sociological life.' (2005, p.265) Data include the voices of teachers and students about the oppressive regime in Hong Kong, police brutality, how official knowledge (dis-)empowers them, and the new possibilities that an official curriculum opens up in the light of controlling schizoid discourse from the states.

Session 3D Abstracts

Presenter 1

Sara Haghighi Siahgorabi

The University of Queensland

The effect of different mathematics education teaching practices on students' engagement and enjoyment

Abstract: The purpose of this case study was to examine how two different teaching practices resulted in different Year 11 students' engagement and enjoyment in the two Iranian mathematics classrooms. The analysis I report here was part of a broader investigation of two dissimilar approaches. Data were analysed using grounded theory and included field notes from classroom observations of the initial 10 lessons and six 30-45 minute audio-recorded interviews with small groups of students. Findings showed that students in one classroom became engaged in completing their tasks in interactive ways. Engagement in sharing ideas, listening to each other's ideas, and improving their understanding provided them with opportunities to value their engagement positively. In contrast, students in the second classroom were expected to engage in passive ways by listening to the teacher's talk and following her solution methods. Having too few opportunities to think about the problems and to ask questions made some students value their engagement negatively. Results suggest that proactive support of students' active engagement in the public space of their classroom was an achievable goal worth pursuing in Iran.

Presenter 2

Anthony Shearer

Queensland University of Technology

Possibilities for assessment in the first year of school

Abstract: The first year of school has been a focus of significant curriculum reform both within Australia, and internationally in recent times. In Queensland, reform has led to changes to the purposes of schooling, as well as a refocusing for teaching and learning. These changes have the potential to influence how teachers enact assessment with young children, in ways we know little about. This paper reports on a qualitative research project where teachers and the researcher engaged in group and individual interviews to consider how the teachers and their colleagues were enacting assessment in their classrooms in this context of changing curriculum, pedagogy and assessment. Data was analysed using a Foucauldian approach to discourse analysis, with a particular focus on formations of assessment, and the ways in which power relations work to enact assessment in different ways. The presentation will focus on the datafication of assessment, and the implications this has for both children and teachers. I will consider how teachers and children are positioned within the ‘data economy’ of schooling, and think about the possibilities that arise as datafication influences assessment.

Presenter 3

Jennifer Clutterbuck

The University of Queensland

Exploring the materialism of educational digital governance: truth and thing-power

Abstract: The global increase in the commercialisation and privatisation of education provides the context to this exploration into how data infrastructures govern educational practices. The argument is explored that governance is achieved not only through the management of data but through infrastructure’s vital materialism; the ‘thing-power’ of digital governance. In 2008, the Queensland government launched OneSchool, a state schooling management system. This system was built by the government organisation that has operated it for over a decade. This research takes a seldom viewed organisational perspective of the digital governance role of a data infrastructure, enabled by an insider perspective within a predominantly qualitative study. The vitality of OneSchool’s thing-power was revealed in the empirical data as participants responded overwhelmingly positively to the question of whether OneSchool was ‘worth it’. This response was contrary to the problematic issues of data, policy and digital infrastructures shared by corporate and school leaders. How the material and discursive are mutually constitutive within OneSchool is discussed. A provocation is provided that OneSchool’s thing-power materialism developed as the data infrastructure catalogued an archive of truth. Truth not only in the contentious format of data, but in the school and corporate practices that made things true. This provides a reflexive way of considering both the matter of digital governance and why it mattered.

[Session 3E Abstracts](#)

Presenter 1

Kimkong Heng

The University of Queensland

Exploring Cambodian academics’ engagement in research and publication: A case of TEFL academics

Abstract: Against the backdrop that academics worldwide are under increasing pressure to publish, little is known about the nature of research engagement of Cambodian academics and what motivates them to engage in research and publication. Drawing on a conceptual framework informed by an interplay between structure

and agency, this qualitative study investigated how Cambodian TEFL academics engage in scholarly publication and identified factors which are associated with research productivity. Preliminary analysis of data from 32 semi-structured interviews showed a modest level of research engagement among Cambodian TEFL academics and a growing interest in research among younger academic staff. The data also showed that Cambodian TEFL academics' research engagement was largely constrained by insufficient institutional support and lack of research-based faculty evaluation and promotion schemes. Both intrinsic and extrinsic motivation were found to be important motivating factors for research engagement, with intrinsic motivation seemingly having greater influence. This study offers a set of recommendations for the promotion of academic research in Cambodia and contributes to the limited but growing literature on TEFL academics' research engagement and productivity.

Presenter 2

Nicola Stewart

Griffith University

Exploring the text producing practices of children writing with dyslexia when they write what matters to them

Abstract: Learning environments that focus on reading difficulties in children with dyslexia may not address the concurrent problems these children face when they come to write. Historically, when children with dyslexia do receive assistance with writing, the support involves handwriting intervention, transcription services or scaffolding during the planning stages of writing for assessment purposes. Without practice in applying 'reasonable adjustments' like assistive technology, children with dyslexia struggle to realise their full potential. Resourcing issues can limit a school's ability to provide the personalised support a child with dyslexia needs to practice using the available adjustments. However, parents represent a form of support whose effectiveness has not yet been established. This study explores what happens in terms of the child's literacy development when both transcription and self-regulation are supported by a parent learning partner as the child creates a personally absorbing, written artefact that is not assessment-driven. This study proposes a case study research design to capture the experiences of one child with dyslexia and his parent as they collaborate in a writing engagement. Data will be collected through textual analysis of four artefacts plus semi-structured interviews with the parent learning partner. Systemic functional linguistic methods of textual analysis are proposed to seek indications of growth and change in the child's literacy development. Parent interviews will be utilised to identify and analyse the pedagogical practices adopted by the parent. Implications will be considered for families challenged with dyslexia, particularly with respect to the ongoing role parents can play in their child's literacy development.

Presenter 3

Nicola Glasswell

Griffith University

Beyond the Science Text Book: an alternative approach to reading practices in junior secondary science

Abstract: International comparisons have shown there has been a decline in literacy achievement in the junior secondary years in Australia over the last decade. This deficit is even larger for low socio-economic and indigenous students. Research indicates the dominance of transmissive pedagogies in high school, with teachers often avoiding opportunities for students to engage with texts. Accelerating Literacy Learning was a two-year enterprise and research project that aimed to develop teacher literacy pedagogy skills and improve students' general literacy outcomes across the junior secondary content areas. This mixed-methods research investigated the effects of the implementation of an innovative approach to reading (Paired Wide Reading) and the use of differentiated text sets, instead of textbooks. Literacy changes were assessed using the Progressive Achievement Tests in Reading: Comprehension. Results for Year 7-9 students in one state school (Northern Territory) indicated students achieved greater than expected effect size growth, compared to the norming sample, and a greater effect size growth for indigenous students. Development of this research leads

to the included outline of the mixed-methods doctoral proposal to further investigate the impact of the Paired Wide Reading strategy, and associated text sets, on student science achievement and science disciplinary literacy. Students require a sound foundation in literacy to underpin learning in science and the last twenty years has seen frequent calls for research into these combined areas. Teachers' experiences in implementing the strategy will be explored, in conjunction with student responses to the changes in pedagogical approaches and interaction with new text formats.

[Session 3F Abstracts](#)

Presenter 1

Dewi Andriani

The University of Queensland

Getting lost: My doctoral writing journey as a non-Native English speaker

Abstract: Producing quality-writing work is an important part of undertaking a research higher degree. The process of writing is a rite of passage which every doctoral student must experience and engage in so as to produce a piece of writing which demonstrates excellence and new theoretical, empirical and/or disciplinary knowledge. While the pre-established rules of academic writing have been in existence for many years and followed by the majority of researchers, “post” scholarship researchers challenge the rules and seek to write differently by experimenting with new forms and genres in their writings. In this presentation, I am going to take you on a journey—my doctoral writing journey from my position as a non-Native English speaker—to share the complex performativities I engage in to write as process and product. Drawing upon “post” praxis from within feminism and autoethnography, in my doctoral work I deliberately, daringly and perhaps dangerously choose to write against traditional and conventional styles of academic thesis writing. In particular, in this paper I draw upon the thinking and writing of poststructural feminist Patti Lather who challenges the social imaginary of research in the human sciences, by disrupting humanistic qualitative methods and making new methodologies possible. In this paper, I explore Lather’s phrase “getting lost” (2007) as a way of knowing. She asks, “What enablement can we imagine from the loss?” and urges us to think about what it might mean to “go off the track” in order to take the chance to go another way and begin the journey of doctoral writing differently.

Presenter 2

Do Na Chi

Queensland University of Technology

Having a voice in postgraduate writing in Australia: Formation, performance, and assessment

Abstract: Writing in an additional language is a challenging task for international postgraduate students in an English-speaking country such as Australia. However, research into student writers’ forming and presenting voice in written discourse in their second language (L2) and readers’ responses to it is limited. This creates a gap in our knowledge and requires research to inform writing pedagogy. Forming and projecting voice in written discourse occurs under a multitude of layers of cultural influences, making the issue of having a strong authorial voice more complicated and worth further investigation to support L2 writers. My research will focus on how international students project authorial voice in writing, and how that authorial voice is acknowledged by multicultural readers. I will lay out the design of the study and develop the model of international students forming a proposition in academic writing for data analysis and theorisation, drawing on the concept of Intercultural Rhetoric. I will analyse voice in international postgraduate students’ assignments using linguistic categories in the Self-positioning model, and the feedback provided by the lecturers tasked with marking these assignments. Interviews of students and teachers will be undertaken to explore how voice is formed, performed, and assessed. This research is significant in writing pedagogy, particularly in multilingual-multicultural contexts as it conceptualises voice in academic writing, informs readers of how international

students acculturate and perform voice in writing, and supports writers' understanding of how voice is expected in their discourse community.

Presenter 3

Muhammad Ali

The University of Queensland

Exploring the stories of postgraduate refugee background students' experience in higher education: Ethical and methodological considerations

Abstract: This presentation is drawn from a PhD project that will explore the stories of postgraduate refugee background students about their experience of aspiring to, navigating and interacting with the practices and structures of higher education. Engaging with refugee background students through research involves ethical complexities that requires a methodological response. One such complexity is the power-relationship between the researcher and participants. Many times, the researcher has a dominant role in the decision making and in the process of data collection and representation. The researcher chooses what kind of data to collect and how to represent it that dictates the voice of the participant. Another concern involves the refugees being from a marginalised community, thus at times there are chances that the researcher may perceive them in a deficit position that increases their vulnerability rather than minimising it. Furthermore, engaging with refugee research on the one hand opens spaces for their agentic voices but at the same time poses potential risks to the participants. Looking at ethical issues while researching with refugees, hence, requires researchers to deploy research methods that can respond to these ethical and methodological challenges. In this project, narrative inquiry is deployed as a research methodology to explore the stories of refugee background students about their experience in postgraduate education. This presentation will explore the suitability of narrative inquiry as methodological response to ethical issues in researching refugee background students. Utilising a literature review, this presentation will discuss how narrative inquiry addresses the ethical issues stated above.

[Session 4A Abstracts](#)

ZOOM Presenter 1

Jacki Cooper

Central Queensland University

Teaching Jazz voice performance in Australian regional secondary schools: Investigating best practice and challenges

Abstract: This paper will report on early findings about how jazz voice performance is currently being facilitated in regional Australian secondary schools for senior singing students. The project seeks to determine the extent to which the musical background and personal music interests of the classroom music teacher impacts on the development of a student's senior music program. I am also investigating whether the geographic location of the school affects the teachers ability to access appropriate professional development courses. After visiting schools in regional areas as a guest clinician specializing in jazz voice for more than a decade, I had noticed that many students undertaking a jazz piece for their senior performance exams were not exploring jazz as a genre, but merely learning a song that is considered "jazz repertoire" and learning it in the same way they would learn a pop song. Utilizing qualitative research methods, 6 major areas of inquiry were investigated. These areas included teacher background, employment, musical education, singing experience, professional development, and personal music interests. Preliminary results have provided a profile of the average classroom music teacher in regional Australian high schools. Using a multiple choice survey, teachers were asked to self-assess their confidence and/or ability to guide a vocal student in regards to singing technique, choosing jazz repertoire, phrasing in a jazz style and improvising using scat syllables. It is anticipated that semi-structured interviews with 10 regional classroom music teachers will enable the participants to go into greater detail in their responses and demonstrate what they have found to be the best practices and challenges. The results from the research will be used to formulate suggestions on how further

resources can be developed to assist both teachers and students in regional areas of Australia to maximize and extend the musical educational outcomes of jazz vocal students.

Presenter 2

Tran Le Nghi Tran

The University of Queensland

Mobile learning for professional development: Factors influencing participation and learning experience

Abstract: Mobile learning, which involves learning with portable technology in an era characterised by mobility of both people and knowledge, emerged around 2005. While this learning approach was still in its early stages of development, it has been studied by many researchers who investigated the success factors of mobile learning implementation, adoption, acceptance, participation, retention and dropout. However, previous literature mainly focused a single factor like student satisfaction and motivation or groups of factors regarding the innovation, curriculum and system without analysing the interaction and relationships among them. This study aims to identify factors that influence participation and learning experience when learners engage with mobile technologies for self-directed mobile-assisted language learning (MALL). Design-based research was adopted as the methodological approach and data were collected using a survey, pre and post test, learning analytics and interviews over a two-year period. The participants were 57 teachers of English from 46 Vietnamese higher education institutions. The results included five groups of influential factors relating to the learner, context, peers, instructor and technology, each with a range of subfactors. The interaction and relationship among individual and groups of factors were also investigated, resulting in a theoretical model representing their influence on various groups of learners. The study contributed to the fragmented literature on influential factors regarding self-directed MALL and offered practical implications to learning design and implementation using mobile technologies.

Presenter 3

Fui Fong Jiew

Queensland University of Technology

Making Sense of the Order of Operations

Abstract: While there is a rich literature about students' understanding of the order of operations, little is known about how pre-service teachers make sense of this subject. It is essential to examine how pre-service teachers make sense of the order of operations because addressing structural difficulties in the order of operations in classrooms may help students avoid making structural mistakes in the beginning of algebra learning as argued by Livneh and Linchevski (2007). This study aims to examine the sense-making of the order of operations from pre-service teachers' perspectives and its impact on their algebraic understanding. Data will be collected through administering a set of mathematical expressions to 200 third-year pre-service teachers. In order to respond to the items in the questionnaire, participants will be required to apply their knowledge of the order of operations. In addition, data will be gathered from individual semi-structured interviews with 20 participants based on a voluntary basis. Each of the interviews will be audio-recorded and transcribed. A thematic analysis will be employed in order to identify patterns or themes across the qualitative dataset. The implication of this study is to offer a new perspective for mathematics teachers to improve their presentation of the order of operations that may in turn reduce students' errors in algebra.

Session 4B Abstracts

Zoom Presenter 1

Brigid Fletcher

The University of Queensland

The marketization and restructuring of the Australian VET sector

Abstract: This paper seeks to understand current Vocational and Educational Training (VET) practices in Australia, and specifically, the influence of private enterprise in VET policy production (both federally and within States/Territories) and VET delivery (by private providers and TAFE institutes). The paper employs a two-phase qualitative methodology. First a critical policy analysis is conducted on key VET policies over the past two decades in Australia. Second, semi-structured interviews with key VET stakeholders (including private providers, TAFE institutes and students) are reported on. Findings suggest that neoliberal ideals, particularly in relation to profit-making, shape the VET sector. In this paper I argue that the policy conditions within which VET provision is enacted at present are largely influenced by notions of privatisation and profit-making, and that private providers have influenced policies and new regulatory frameworks within the Australian VET sector.

Presenter 2

Damien Airey

Griffith University

Prompting beginning teachers to purposefully consider and implement differentiation

Beginning Teachers often experience a range of challenges during their early years in teaching. From the complexity in planning sizeable learning sequences to the micro-skills of classroom management, many beginning teachers feel overwhelmed and can become disenchanted with the work they do. This experience can affect their classrooms as beginning teachers struggle to implement effective strategies designed to cater to the diverse needs of their students. Differentiation is, within itself, a complicated and involved process concerned with not only knowing students but also how to identify their needs and construct learning sequences accordingly. The consequence of this self-doubt, confusion, and fear is that neither teacher nor students get to experience the benefits of a well-differentiated classroom. This study, through a Design-Based-Research approach, sought to explore how considering student personalities can destabilise habitual practice and prompt purposeful differentiation to assist beginning teachers in developing learning sequences that motivate and engage students while catering to diverse needs. The research closely followed the journey of two beginning teachers between the 23rd of April and the 28th of June, 2019. Their experiences and changes in perceptions concerning differentiation were monitored as they used their understanding of differing personalities to guide their instruction. Preliminary findings for this research are currently available, and it is anticipated that the full paper will be completed by early 2020. The study aims to contribute towards closing the gap between large conceptual frameworks for differentiation and individual differentiated strategies.

Presenter 3

Liyana Ahmad Afip

The University of Queensland

‘Are we doing the right thing?’ – Public University English Language Teachers’ Encounter with the CEFR in Malaysia

Abstract: Malaysia has undergone four major reforms for its English language education over the last 30 years, yet the policies failed to increase Malaysian students’ English language proficiency in accordance to English language standard. In 2015, The Ministry of Education Malaysia announced the use of Common European Framework of Reference (CEFR) as a standard of reference for English language in Malaysia starting from pre-school until tertiary level of education as well as teacher education. Although the first cycle of this English language education reform will be completed in 2025, universities in Malaysia are advised to review their English language curriculum, teaching and learning and assessment to CEFR. Given the fact that CEFR is newly introduced to Malaysian English language education, there is a limited research related to CEFR conducted especially in curriculum implementation at tertiary level of education. Therefore, this phenomenological case study aimed to explore teachers’ experience in the implementation of CEFR-informed curriculum in a public university. Six university English language teachers agreed to participate in this study and the data were collected from semi-structured interview. It was found that CEFR was perceived only as

descriptors for evaluation, which had not influenced the teaching and learning in classroom. Teachers recommended intensive training and supportive English language environment to improve this situation.

[Session 4C Abstracts](#)

Presenter 1

Chun-Yu Cherry Huang

Griffith University

More social interaction opportunities for highly gifted children

Abstract: Parents of gifted children face challenges owing to the unique learning needs of their gifted child; however, their voices have received little attention from scholars. For various reasons, schools are not always able to include appropriate academic provisions for the learning needs of gifted children. Some studies have found that parents are seeking out-of-school programs to cater for their gifted children's academic and social needs that regular school programs do not fulfil. However, the values and aspirations of parents sending their gifted child to participate in out-of-school programs remain uncertain. Using bioecological and sociocultural theories as a framework, the study collected the voices of eight mothers with highly gifted children in Years 3-6 on their values and aspirations for their children's attendance in out-of-school programs. Since this research study aims to explore the various aspirations of mothers with highly gifted children, data collected from one-on-one interviews provide a deep understanding of the phenomenon. The findings indicate that mothers are seeking, from their children's attendance in those programs, opportunities for social interaction with like-minded peers. The findings match the core element of both bioecological and sociocultural theories, which propose social interaction as a key element for a child's learning and development. The findings also suggest that cognitive development, physical development, and psychological enhancement are other aspirations, in combination with social interaction opportunities of mothers for their children through their attendance in those out-of-school programs.

Presenter 2

Lauren Thomasse

Griffith University

Lessons in Resilience from Students from Low Socioeconomic Backgrounds

Abstract: When striving for a higher education, Australian students from low socioeconomic status (SES) backgrounds experience many challenges. The challenges occur at the individual, home, school, and social levels, and create a cumulative disadvantage. To overcome the challenges, these students must utilise strategies and practices to foster resilience. Currently, little research has been conducted on the topic. This research, therefore, aims to fill the gap in the literature to illustrate the resilience strategies and practices students from low SES backgrounds adopt during their first year of university. Two qualitative case studies were conducted. In the first, 30 resilient undergraduate students were interviewed to explore the specific strategies and practices they adopted to foster resilience in their first year of undergraduate study. Thematic analysis was conducted which revealed that supportive relationships and personal ownership were key strategies utilised by all participants. The data also revealed other strategies and practices that are unique to individuals. The emerging strategies and practices formed the basis of a five-week resilience intervention. The second study then tested the effect of learning the resilience strategies and practices on nine undergraduate students. The results demonstrated that the participants experienced increased feelings of calm and a greater sense of control in their lives. These findings contribute to the understanding of how to enable students to thrive as they navigate the stressful transition into university.

Presenter 3

Jamaan Alkorbi

The University of Queensland

Exploring learner autonomy in Saudi university students' perceptions of their English as a foreign language (EFL) learning experiences outside the classroom: a dialogical perspective

Abstract: Second language acquisition has been viewed as the result of language learning that occurs within the two dimensions of classroom-based learning and beyond the classroom. Within these learning contexts, various social, material, and discursive resources are available for language learners to engage with as autonomous learners who construct their learning practices according to their language learning needs and goals. However, there are calls for more theoretical perspectives into how autonomy, as fluctuating and emergent, is embodied for language learners as 'persons' dynamically interacting with 'others' within their worlds. Specifically, in the Saudi EFL context, previous studies have only used survey-based research designs that viewed autonomy as a static capacity failing to address the dynamic and personal nature of learner autonomy that can be best captured through qualitative inquiries. The current study aimed at addressing these concerns by exploring learner autonomy as reflected within Saudi university EFL learning experiences outside the classroom using Bakhtin's dialogism as a theoretical framework. The study employed a qualitative multiple case studies research design using interviews, personal reflections, and retrospective think-aloud protocols as data collection instruments. The data were analyzed using multiple case study analysis which involved thematic analysis and cross-case analysis. The initial findings of the study revealed the emotional and relational interaction between motivation and agency in influencing students' actions in language learning leading to the emergence of autonomy. The study findings will provide researchers and language educators with greater understanding of autonomy development for students as persons interacting with events within their worlds.

Session 4D Abstracts

Presenter 1

Imali Bogamuwa

Queensland University of Technology

A conceptual framework to discuss Engagement as a Multidimensional Construct in learning English as a Second Language (ESL)

Abstracts: Definitions of 'engagement' vary with the different focus and the context of the research studies. Originally, this term was viewed on the basis of school dropout and completion whereas, recently it is conceptualised as multidimensional, relating to the emotional, cognitive and behavioural, which includes participation and academic learning time. However, there is no proper agreement on the definitions of student engagement and number of subtypes in the literature. When considering the term engagement in relation to language learning and teaching, there is little principled understanding of this term in the applied linguistics research although this term is overused as optimal for learning. On the other hand, applied linguistics has recognized the importance of cognitive, behavioural, social, and emotional dimensions in relation to instructed language learning, although they have been viewed individually, but not together. This runs counter to the view in the educational literature that it is important to consider the dimensions collectively as they are interdependent and overlapping and not isolated independent concepts. If research focuses only on one dimension, then it may produce only a partial picture. Given this, the purpose of this conceptual paper is to discuss what is meant by the term engagement with regard to ESL learners in collaborative group learning environment.

Presenter 2

Danwei Gao

Queensland University of Technology

Review of Studies on Chinese Family Language Policy

Abstract: In recent years, some researchers have been concentrating on family language policy (hereafter, FLP) in those who emigrated to western countries since the 1978 policy of Reform and Opening-up. However,

for billions of those who have stayed put or migrated internally, their FLP remains under-researched. FLP refers to a family's thinking and decisions about the languages their children learn and how they implement and manage those beliefs in practice. The purpose of the review paper is to present the existing research addressing FLP in China, including research available only in Chinese. Three points from the extant research are addressed. First, researchers from the minority ethnic background found that there is a close correlation between ethnic identity and language identity. Second, the Chinese language ecology has been complicated and has shifted with population flow and city expansion. Third, sociolinguistic and sociological theories have been used as lenses on components constituting or underpinning language policy, such as language beliefs, language identity and cultural identity and multilingualism. This body of findings from the Chinese and English language literature provides a basis for a deep examination and interpretation of FLP in an under-researched context.

Presenter 3

Adam Kuss

The University of Queensland

Controlling the Controllable - Leading Pedagogical Change for School-wide Implementation of Teaching for Thinking Pedagogies

Abstract: There is growing recognition of the importance of 21st century skills, specifically thinking. This raises the question of how can schools implement large scale pedagogical change to develop student thinking? This presentation will provide an overview of a promising and powerful theoretical and methodological approach to investigating the challenges of leading pedagogical change that makes student thinking transparent and explicit. Unfortunately, little is known about the casual relationships between the school leadership, organisational structures and teacher motivational factors with respect to implementing large scale pedagogical change. The intent of this research is to determine the controllable factors that leaders can influence to enable and support whole school pedagogical change intended to enhance student thinking. This thesis will investigate how a particular model for understanding how programs requiring teaching development in teaching for thinking pedagogies can be implemented for success. Utilising Realist Evaluation methods (Pawson & Tilley 1997), it will examine how an understanding of specific patterns of Context and Mechanism can facilitate the implementation of teaching for thinking pedagogies. Realist Evaluation is based on the premise that aspects of Context trigger particular Mechanisms in response to an intervention, which result in observable Outcomes (formula $C+M=O$). Contexts are defined in terms of the sociocultural conditions that an intervention operates under — more specifically, the “controllable elements” for educational leaders. Mechanisms are understood to be the choices people make as a result of their involvement in this context.

Notes
