School of Education Postgraduate Research Conference 2023

Meeting Places
Saturday 16 September 2023

Welcome from the Head of School

Professor Robin Shields

Dear Researchers,

Welcome to the School of Education's 2023 Postgraduate Research Conference. This year's theme highlights the importance of relationships and community in our work. It reminds us that this area has been a place of meeting and exchange for many millennia and points to the significance of both physical and virtual places in educational research. As someone new to the School, this conference is an exciting place to meet our postgraduate researchers. Many thanks to the organising committee for their dedication, leadership, and vision, and I hope you find the day inspiring and enjoyable!

Professor Robin Shields.

Welcome from the Director of Research

Dr Elizabeth Edwards

Dear Researchers,

The theme – *Meeting Places* – represents our responsibility to create spaces for collaboration, community-building, and knowledge-sharing. Our organising committee have planned a fabulous opportunity for such sharing, and I am very much looking forward to welcoming you and interacting with you face-to-face and online. I hope you enjoy the exciting line-up of education research the conference has in store!

Dr Elizabeth Edwards.

From the Conference Organising Committee

Meeanjin (Brisbane in Turrbal language), the place of the blue water lilies, is framed by the mighty Maiwar (Brisbane River) – a meeting place for many. The Turrbal and Jagera/Yuggera peoples have an ongoing connection to Meeanjin and have lived and shared stories at this meeting place for more than 32,000 years, empowered by their Ancestors' spiritual and cultural ways of knowing, being, and doing. These ways carry 60,000 years of knowledge; since time immemorial or since the Dreaming. As educators and researchers in the School of Education, we are committed to learning with and from First Nations peoples in our ongoing pursuit of reconciliation.

We extend a warm welcome to you for the School of Education's 2023 Postgraduate Research Conference. This year's theme – *Meeting Places* – emphasises our responsibility to create spaces for collaboration, community-building, and knowledge-sharing.

Meeting Places recognises that learning is not only an individual pursuit but also a social process that occurs within a variety of contexts, including physical classrooms, the natural world, and virtual environments.

We look forward to sharing with you the work of postgraduate Education scholars across South East Queensland as they share their research and we come together to explore the ways *Meeting Places* can facilitate meaningful connections and foster a sense of belonging for all learners. This theme represents an opportunity for many meetings – between and among postgraduate students, supervisors, content areas, disciplines, and institutions. Ultimately, *Meeting Places* seeks to inspire educators to create inclusive and dynamic learning environments that support the diverse needs and aspirations of all learners.

We look forward to hearing how our presenters connect their research to this idea of *Meeting Places*. This theme provides an opportunity to share, wherever presenters or attendees are in your research journey, whether you are exploring the design of physical and digital learning spaces, the role of community partnerships in education, the use of technology to enhance collaborative learning experiences, interdisciplinary research, leadership, teaching and learning, pedagogy, curriculum, language, student support or voice, diversity and equity, or more.

We look forward to meeting you.

Kind regards,

The Conference Organising Committee
Amy Thomson, Antoinette Cole, Jonathan Brazil, Daniel Taylor-Griffiths, Andrew Beencke, Kirsty Jackson, Ted Hennicke, Dr Stephanie MacMahon, Dr Kate McLay, Jennifer Levitt, Thuy Anh (Ann) Nguyen, Lanting Wang, and Wen Zhang.

Program

7:30am–8:45am	Registration and Coffee
	Terrace Room Level 6 – Sir Llew Edwards Building (14), The University of Queensland, St Lucia **Map -** maps.uq.edu.au ┃ 🎥 https://uqz.zoom.us/j/89934126384

9am	Welcome
	Acknowledgement of Country **Ren Perkins,** Indigenous Postdoctoral Research Fellow, School of Education, The University of Queensland **Dr Kate McLay,** School of Education, The University of Queensland **Head of School opening address** **Professor Robin Shields,** School of Education, The University of Queensland

9:15am–9:35am	Keynote
	Professor Katie Makar, School of Education, The University of Queensland

9:35am– 10:35am	Panel
	Discussion on meeting places in educational research and work **Dr Peter Ellerton,** Curriculum Director, The University of Queensland Critical Thinking Project **Dr Stephanie MacMahon,** Program Director, Learning Lab, The University of Queensland **Phyllis Marsh,** Learning Innovator, Indigenous Perspectives at West Moreton Anglican College, PhD Candidate, Board member: Anglicare Southern Queensland **Liz Benson,** Middle Leader Champion, Leadership Coach, Educational Consultant, PhD Candidate, ACELQ Executive **Jenna Cullen,** Head of Department (Teaching and Learning), Marsden State High School

10:35am–11am	Morning Tea
	Terrace Room Level 6 – Sir Llew Edwards Building (14), The University of Queensland, St Lucia **Map -** maps.uq.edu.au

11am–12:15pm	Concurrent Sessions 1				
	🎥 https://uqz.zoom.us/j/84142919356 **Session 1, Room 1:** Amy Thomson (Chair) **International meeting places – VET, tourism, and studying abroad** Room 216, Sir Llew Edwards Building (14), UQ St Lucia	🎥 https://uqz.zoom.us/j/88093029446 **Session 1, Room 2:** Andrew Beencke (Chair) **Inclusive education** Room 217, Sir Llew Edwards Building (14), UQ St Lucia	🎥 https://uqz.zoom.us/j/89932770992 **Session 1, Room 3:** Kirsty Jackson (Chair) **The digital age** Room 219, Sir Llew Edwards Building (14), UQ St Lucia	🎥 https://uqz.zoom.us/j/88125559952 **Session 1, Room 4:** Antoinette Cole (Chair) **Higher education and employment** Room 201, General Purpose North (39A), UQ St Lucia	🎥 https://uqz.zoom.us/j/86259823727 **Session 1, Room 5:** Jennifer Levitt (Chair) **Interdisciplinary meeting places** Room 209, General Purpose North (39A), UQ St Lucia
Speaker 1	Language as a capital for developing tourism in Bangladesh **Md Rabiul Alam**	Exploring a decade of research on educational outcomes: The who, how, and what of educational outcome research for autistic students **Raechel Smart**	The role of Humanities in the Digital Age: What data is missing? **Katherine Theobald**	Influencing Factors and Mechanism of Doctoral Students' Intention to Withdraw: Grounded Theory Study Based on Doctoral Student's Interview **Jianxiong Zeng**	Let's learn together: Investigating the influence of a near-peer teaching model in clinical placement on nursing students' self-efficacy beliefs **Beth Pierce**
Speaker 2	Study abroad: social, educational, and political meeting places **Matthew Readette**	Between a rock and a hard place: Understanding parents' decisions around moving schools for their autistic child **Hayley Mitchelson**	Is secondary students' learning impacted when content is read digitally rather than from paper? **Liz Skinner**	The impact of Higher Education programs in displaced and ethnic minority communities of the Thailand-Myanmar Border Region, Thailand **Thae Oo Khaing**	Exploring Identity Formation and Workplace Learning among Cabin Crew: A Sociocultural Perspective **Maria F. Larrea**
Speaker 3	Transforming Technical and Vocational Education and Training for realizing human flourishing: A literature review **Noor Mohammad Masum**	Empowering Student Voice and Choice: Creating Inclusive Meeting Places in Education for Students with Intellectual Disability **Lynsey Kennedy-Wood**	Late-Career Teachers' Perceptions and Barriers to Technological Integration in Teaching Practice in a Cambodian High School **Sonita Pen**	The Evolution and Problematization of Multiple Institutional Logics in China's Graduate Employment Policies **Fulin Li**	Examining the Association between Sports Participation and Mental Health of Adolescents **Tarissa J Hidajat**

Program

12:15pm–1:15pm	Lunch
	Terrace Room Level 6 – Sir Llew Edwards Building (14), The University of Queensland, St Lucia **Map -** maps.uq.edu.au

1:30pm–2:45pm	Concurrent Sessions 2				
	https://uqz.zoom.us/j/84142919356	https://uqz.zoom.us/j/88093029446	https://uqz.zoom.us/j/89932770992	https://uqz.zoom.us/j/88125559952	https://uqz.zoom.us/j/86259823727
	Session 2, Room 1: **Amy Thomson (Chair)** **Assessment** Room 216, Sir Llew Edwards Building (14), UQ St Lucia	**Session 2, Room 2:** **Lanting Wang (Chair)** **English as a second language** Room 217, Sir Llew Edwards Building (14), UQ St Lucia	**Session 2, Room 3:** **Thuy Anh (Ann) Nguyen (Chair)** **Mathematic and Science – Teachers and Students** Room 219, Sir Llew Edwards Building (14), UQ St Lucia	**Session 2, Room 4:** **Kate McLay (Chair)** **Leadership, School governance, School improvement** Room 201, General Purpose North (39A), UQ St Lucia	**Session 2, Room 5:** **Steph MacMahon (Chair)** **Self-regulated learning and higher education** Room 209, General Purpose North (39A), UQ St Lucia
Speaker 1	Poetry writing a ghost in the Queensland high stakes assessment environment Anne Wood	A Case study of Translation Teacher Identity Negotiation based on an Integrated Curriculum as an Assemblage Zongqiang (Franklin) Li	Inhibitory control training for anxiety and math achievement in primary-school children Linh Chu	Platforming Datafication in Colombia: Exploring platform-mediated datafication practices in schools and its impact on school governance Laura Rueda Balaguera	Understanding and supporting study strategies: A literature review Jonathan Brazil
Speaker 2	Two days in a Boston hotel room: What we can learn from a meeting in 1979 about language assessment in 2023 Kyle Smith	A Case Study Research on Chinese Adult Second Language Learners' Identity Haiyan Wang	How much plastic do you waste daily?: A teacher's design of a green mathematics task Soma Salim	'Truth to tell': School Improvement – Perceptions, possibilities and problematics Jaqui Jones	A Case Study of Adult Learners' Self-Regulated Learning Strategies in the Australian VET Online Learning Environment Kalpana Narayanan
Speaker 3	How A Complex Problem-Solving Test Could Support Indonesia's New Curriculum: A Literature Review Ilham Phalosa Reswara	Recontextualisation of Suyang-based educational policies in English language education in Chinese senior secondary schools Yangshen (Danson) Zheng	Perceptions of Professional Roles among Non-Traditional Early Career Science Teacher Educators in Indonesian Higher Education Institutions Ikmanda Nugraha	Understanding School Leaders and the Impact of Parent Engagement Carolyn Wade	Developing 21st century life and career skills: A case study of an Indonesian student organization Arry Andriansyah

2:45pm–4pm	Concurrent Sessions 3				
	https://uqz.zoom.us/j/84142919356	https://uqz.zoom.us/j/88093029446	https://uqz.zoom.us/j/89932770992	https://uqz.zoom.us/j/88125559952	https://uqz.zoom.us/j/86259823727
	Session 3, Room 1: **Jennifer Levitt (Chair)** **TESOL** Room 216, Sir Llew Edwards Building (14), UQ St Lucia EXTENDED SESSION	**Session 3, Room 2:** **Wen Zhang (Chair)** **International meeting places – Teacher education and policy** Room 217, Sir Llew Edwards Building (14), UQ St Lucia	**Session 3, Room 3:** **Kate McLay (Chair)** **Primary education** Room 219, Sir Llew Edwards Building (14), UQ St Lucia	**Session 3, Room 4:** **Steph MacMahon (Chair)** **Indigenous Education** Room 201, General Purpose North (39A), UQ St Lucia EXTENDED SESSION	**Session 3, Room 5:** **Jonathan Brazil (Chair)** **Intersections in Education – Theory, ethics, trends, and cultural ideas** Room 209, General Purpose North (39A), UQ St Lucia EXTENDED SESSION
Speaker 1	Practitioner research as pronunciation teacher learning in the Australian adult migrant EAL context Skye Playsted	A teacher's online community: A case study seen through the lens of the Actor-Network Theory Lucena Miranda	Intellectual character in critical thinking education Andrew Beencke	Changing the Narrative: Leaders that enable culturally responsive school communities Antoinette Cole	Learning From the Theory Crisis Ted Hennicke

Program

	Concurrent Sessions 3 (Continued)				
Speaker 2	Autoethnography and Enchantment in English Language Education: Some initial questions **Hang Mai**	Including All Children in Laos Education: A Government Document Analysis on Inclusive Education Implementation **Vikate Phannalath**	Understanding Extended Non-attendance in Primary Schools **Louise Forrester**	Subject English as a Meeting Place: Private school English teachers and their embedding Aboriginal and Torres Strait Islander perspectives **Amy Thomson**	Razhek Conversation: A research and writing method to address the complexities of researching women with refugee backgrounds **Muhammad Ali Musofer**
Speaker 3	How Does the Subjectification in English Language Education Matter? A Collaborative Autoethnography **Hang Mai, Linh Chu, and Anh Nguyen**	The Interplay between global, national and local actors as manifested in recent teacher education reform in Ghana **Enoch Nyarkoh**	Evaluation of a relationships and sexuality education program for primary schools in Queensland, Australia: Preliminary findings **Roxana Aguilar Alonso**	Guuma-la-y-la-nhi (We Gathered): Strengthening First Nations' capacity-building and intellectual sovereignty through annual Research Roadshows **Joshua Waters and Rosie McGrady**	Haluhalo: Popular Education-Related Words in Facebook From 2020–2021 **Rica Ramos**
Speaker 4	APSPBI Resolution on Literature Integration in English Teaching In Indonesia; A Mixed-method Explanatory Case Study **Ali Imron**			On being, belonging and responsibilities in and of place as Australian-born Pākehā Māori **Daniel McKinnon**	I don't have to be a destructive human': investigating children's emotional encounters (perezhivanie) with the more-than-human world **Kirsty Jackson**

4pm–4:15pm	**Break (For Those Not In Extended Sessions)**
	Terrace Room Level 6 – Sir Llew Edwards Building (14), The University of Queensland, St Lucia **Map -** maps.uq.edu.au │ https://uqz.zoom.us/j/89934126384

4:15pm–4:30pm	**PhD Success Stories**
	The end of the journey The winner of the Faculty of Humanities, Arts and Social Sciences Three Minute Thesis Competition presents their engaging research **Mr Aaron Teo,** The University of Queensland https://uqz.zoom.us/j/89934126384

4:30pm–4:45pm	**Collaboration Time**
	All conference members invited to participate in a collaborative *Meeting Places* activity https://uqz.zoom.us/j/89934126384

4:45pm–5pm	**Closing Remarks**
	HDR representatives **Ms Antoinette Cole**, **Mr Jonathan Brazil**, and **Mrs Amy Thomson** (UQ School of Education HDR representatives and PhD candidates) to close the conference https://uqz.zoom.us/j/89934126384

5pm	**Saint Lucy's Social Gathering**
	Please join us at Saint Lucy's for a social gathering to celebrate a successful day of sharing research, ideas, and conversation

Keynote Speakers

Professor Katie Makar

Katie Makar is a professor of mathematics and statistics education in the School of Education at The University of Queensland. Her research focuses on supporting teachers to adopt ambitious pedagogical practices in mathematics and improving school level statistics and data science education. As a former classroom teacher, her research projects typically collaborate with teachers to ensure that findings value teachers' expertise and design solutions that are directly relevant to their practice. Professor Makar and her teacher-researcher colleagues work closely with the Department of Education to develop curriculum and assessment resources for schools based on their research. She is the President of the *Mathematics Education Research Group of Australasia*, Vice President of the *International Association for Statistical Education* and Director of the *International Collaboration for Research in Statistical Reasoning, Thinking and Literacy*.

Keynote presentation: Meeting places as contexts for research and learning: What classrooms can teach us about collaboration

A meeting place is an opportunity to listen, to share, to generate ideas and build community. Living and walking in Meeanjin (Brisbane) can continually remind us to value meeting as a space for learning. In this talk, I reflect on key principles that I learned from teachers as they were teaching children to engage in collaborative discourse. At the centre of these teachings was the creation of a safe and supportive environment. Looked at in a new way, the principles these teachers used with children can shed light into our own learning about research, collaboration and our contributions to community. By thinking about research as a meeting place for sharing stories and for caring about one another and our community, it opens us to appreciate the diversity of voices around us and how the richness of multiple perspectives can inform our learning journey, our research and its impact on society.

Panel

Dr Peter Ellerton

Peter's areas of focus include Public Reasoning, Science Communication, Argumentation and Critical Thinking in education. Peter has been a teacher educator and a syllabus designer for the International Baccalaureate Organisation, the Queensland Curriculum and Assessment Authority (QCAA) and the Australian Curriculum, Assessment and Reporting Authority (ACARA). Peter was one of a small team of academics redeveloping the 2021 ACARA Critical and Creative Thinking General Capability within the Australian Curriculum. He has consulted and produced papers for a variety of organisations including the European Commission Joint Research Centre, the NSW Department of Education, the Australian Defence Force, the Queensland Office of the Coordinator General, NSW Ombudsman and many private and public schools. He has delivered professional development in Teaching for Thinking to thousands of educators throughout Australia and internationally and has been invited to deliver programs at the University of California Los Angeles, Pepperdine University Los Angeles and Simon Fraser University in Canada and across South Africa. Peter's passion is working with educators to enable a teaching for Thinking focus across all year levels and subject areas.

Dr Stephanie MacMahon

Dr Stephanie MacMahon is a teaching and research-focused academic in the School of Education at The University of Queensland. She is a lecturer in the Science of Learning and in Arts Education, teaching in both the Initial Teacher Education and post-graduate programs, and is the coordinator of the Science of Learning Field of Study. Stephanie is the Program Director of the UQ Learning Lab: a group of multi-disciplinary researchers, educators, and industry partners who collaborate to transform learning, teaching and training in diverse contexts through the science of learning. Her research interests are in the mobilisation of the science of learning into real-world practice and in human connection and learning. Steph has led the development of a research-practice partnership approach involving schools and industry, and this work has been recognised through the awarding of UQ ECR Knowledge Exchange and Translation Award (2022), as well as being shortlisted for an ECR industry Engagement Award in 2022 and a UQ Partner in Research Translation Excellence Award in 2023. She has over 20 years' experience as a P-12 educator and school leader.

Panel (continued)

Phyllis Marsh

Phyllis Marsh is a proud First Nations woman of Mandubara people from the MaMu Nation in North Queensland. Growing up on her Mother's Country, she was taught how to yarn with Country and waterways. Phyllis's connection to her culture provides a diverse perspective in managing and leading effectively in corporate and non-for-profit sectors, and schools with a focus on creating culturally safe spaces, to engage in being together to learn. Phyllis's goal is to raise knowledge to enhance the practice of training through the story. Holding a Graduate Certificate in Indigenous Education, Diploma in Leadership and Management and Diploma of Project Management, Phyllis has just commenced her PHD journey.

Liz Benson

Liz Benson, Grad DipEd (DU), BBM (Mon U), MEdL (MU), Recognised as a Fellow of the Australian Council of Educational Leaders (FACEL), Liz is the Director and Leadership Coach at Pivotal Leadership. Liz's career has been dedicated to building teacher capability through in secondary schools. Now, her focus lies in empowering middle leaders in education, providing them with the tools and support to thrive. Liz currently serves as the Executive Officer for Adolescent Success and holds the position of Vice President at the Australian Council of Educational Leaders Queensland Branch. She is also the founder and facilitator for the ACELQ Pivotal People Middle Leaders network. With a diverse professional background, Liz has previously held positions such in Leadership Development; Deputy Principal; and middle leadership in several education contexts. Notably, Liz is currently immersed in her pursuit of a Ph.D. at Griffith University, conducting research on the development of middle leaders.

Jenna Cullen

Jenna is a 2022 Schools Plus Teaching Fellow and currently serves as the HOD Teaching and Learning at Marsden. She was recognised in 2022 on the Educator Hot List and as a Rising Star recipient. In addition, she was a finalist for Innovation in Teaching at the 2021 QLD TeachX awards. Her team has received the Australian Education Award for Professional Learning Program in 2020, 2021, and 2022. In addition, Marsden SHS has received recognition in the Australian HR Awards in 2021 and 2022, for professional learning and graduate support, regardless of industry. Jenna is dedicated to facilitating a comprehensive professional learning environment for over 280 teachers, with a focus on recognising their expertise and helping them effectively translate research and policy into the classroom. Over the last three years she has worked with over 800 preservice teachers, providing professional learning on behaviour management and applying neuroscience, psychology and education research to the classroom.
She co-leads Marsden's Professional Learning Communities of Practice, where she facilitates professional learning and action research design for over 40 groups of educators, impacting over 3800 students. Her driving passions are the Science of Learning, initial teacher education and early career teacher support and Communities of Practice.

Conference Abstracts

Individual Paper Presentations

Concurrent session 1

Room 1: International Meeting Places – VET, Tourism and Studying Abroad

Language as a capital for developing tourism in Bangladesh

Md Rabiul Alam, School of Education, The University of Queensland

Language plays a pivotal role in the global tourism industry. It acts as a potent conduit, facilitating communication, cultural exchange, and enriching tourist experiences. This qualitative study aims to navigate the nuanced interplay between language and the advancement of the tourism sector, with a particular focus on Bangladesh. It intends to elucidate the multifaceted dimensions through which language proficiency intricately weaves into the fabric of Bangladesh's burgeoning tourism landscape. While this project aims to encompass three distinct types of tourism – ecotourism, business tourism, and spiritual tourism in the context of Bangladesh – this presentation centers on the role of language in spiritual tourism. In Bangladesh, spiritual tourism holds a significant place, as exemplified by the annual "World Iztima" or "Bishwa Iztema" congregation – a testament to the impact of language on religious gatherings. The theoretical framework outlines how language serves as a catalyst for enhancing the spiritual tourism industry, bridging communication gaps among diverse participants, and nurturing a sense of unity. Through a comprehensive literature review, the study will explore the various dimensions of the role of language in this context, focusing on four key aspects: communication, education, cultural exchange, and heritage preservation.

Study abroad: social, educational, and political meeting places

Matthew Readette, Queensland University of Technology

Study abroad (SA) destinations are social, educational, and political meeting places centred around social and spatial mobility. Through SA, Students can expand their worldview, foster individual growth, and increase global employability potential. For Australian political soft power and university foreign engagement, SA also plays a crucial role in maintaining international relationships. My research explores impacts of SA on participants mobility potential and aspirations using qualitative collective case studies. Primary data was collected through semi-structured interviews of 10 SA participants and 3 university staff. Data analysis uses Kaufmann's 3-part conceptual 'motility' as capital framework alongside Bourdieu's Theory of Practice to explore emerging capital, habitus, and field conversion. Preliminary analysis suggests SA contributes to increased mobility potential, providing students with interpersonal and organisational skills and broader worldviews. This is in line with most SA focussed literature. However, there is only marginal evidence of increased mobility aspirations or ongoing engagement which creates a possible tension with a soft power approach of public diplomacy. This research illuminates the importance of mobility in SA experiences offering insights for students and universities to leverage their international experiences. For policymakers, it provides insight into SA outcomes that can then be used to develop strategic approaches in foreign policy.

Transforming Technical and Vocational Education and Training for realising human flourishing: A literature review

Noor Mohammad Masum, The University of Queensland

Technical and Vocational Education and Training (TVET) has gained prominence on global education and policy agenda for its potential for human, social and economic development. However, TVET is marginalized and widely perceived to be inferior to mainstream education. I will present findings of my literature review to understand public perceptions of TVET and identify factors that may explain the prevailing perceptions and develop strategies for enhancing the image of TVET. Public perceptions toward TVET vary across countries and even within the same country based on various factors. Countries which have occupationally focused TVET systems with effective apprenticeships and alignment with mainstream education tend to have established TVET as a viable alternative without social image questions. However, in countries where TVET is less developed and is poorly coordinated and offers limited scope for vertical mobility, it appears to have social stigma. Considering the significance of public perceptions toward TVET, some countries have transformed it into mainstream education. Swiss TVET is considered 'the gold standard'. To make vocational education effective we need to understand perceptions of different social groups toward TVET and make it equally important as mainstream education which will fulfil the societal goal of human flourishing.

Room 2: Inclusive Education

Exploring a decade of research on educational outcomes: The who, how, and what of educational outcome research for autistic students

Raechel Smart, Griffith University

There is a growing body of research examining educational outcomes for autistic students, with varying results. This may be partially due to differences in the participant selection, methods, and assessments across studies. This review aims to document methodology and participant demographics of educational outcome research for autistic students to identify (1) who and what educational outcome research in autistic students focussed upon and (2) what methods have been used to document educational outcomes. Systematic quantitative literature review methodology was followed. Searches of ERIC, Scopus, PsycINFO, and PubMed with predefined keywords were conducted on 1.03.22. Journal articles, theses, and reports published 2012–2022 which quantitatively investigate academic, disciplinary, or school non-attendance in primary and secondary autistic students were included. Quality of included studies was evaluated using the STROBE checklist. 104 studies met inclusion criteria. Most examined literacy and numeracy outcomes, with less than 20% of studies on disciplinary outcomes and 10% on school non-attendance outcomes. Demographic data on participants, including age and co-occurring conditions were often missing from studies. Standardised and non-standardised measures have been used to measure outcomes. Few studies examine disciplinary and school non-attendance outcomes. Lack of standardisation makes comparison and generalisation across studies difficult. Generalisability and comparability of research is impacted by the lack of demographic details.

Between a rock and a hard place: Understanding parents' decisions around moving schools for their autistic child

Hayley Mitchelson, Griffith University

The school environment can be challenging for autistic students which may contribute to frequent movement between mainstream settings. Despite this, only one study has explored mainstream school mobility exclusively and this was for autistic students with low support needs. Semi-structured interviews were conducted with 19 parents who had considered moving or had moved their autistic child with moderate support needs between mainstream schools. Data were analysed using thematic analysis. Four themes were generated from the data: Realising a disconnect, Feeling marginalised by the school system, Deciding to stay or leave, and After the Move. While parents discussed several factors that were pushing them to move schools, including inadequate support and undermined parental agency, the decision to stay or leave was not an easy choice to make. Parents' decisions around moving their autistic child between mainstream schools are complex but mostly underpinned by difficult experiences with schools and the broader education system, for both the parent and their child. Although parallels could be drawn between the experiences described by parents, each story was unique, emphasising the value of qualitative research in understanding such experiences for autistic students and their parents.

Empowering Student Voice and Choice: Creating Inclusive Meeting Places in Education for Students with Intellectual Disability

Lynsey Kennedy-Wood, Queensland University of Technology

Students with intellectual disability often face marginalisation and limited engagement in the educational system, which hampers their self-determination and decision-making abilities, resulting in reduced retention rates and diminished overall quality of life. This research addresses the theme of "Meeting Places" by exploring how to create inclusive learning environments that empower these students through student voice and choice. This study aims to develop a comprehensive framework that outlines how secondary students with intellectual disabilities desire teachers to approach the concept of student voice and choice. Multiple semi-structured interviews with student participants will be conducted through a case study research design, incorporating multi-layered, modified, flexible, and activity-based techniques. Subsequently, in collaboration with educators, accessible and appropriate guidelines will be developed for implementation. By providing educators with valuable insights into students' voices and preferences, this research seeks to create meeting places where students with intellectual disability can actively participate in shaping their educational experiences. Empowering these students with a genuine sense of agency can improve motivation, academic achievement, and overall well-being. Ultimately, the study aims to break down barriers and foster a more equitable and empowering educational experience for all, aligning with the "Meeting Places" theme in education.

Room 3: The Digital Age

The role of Humanities in the Digital Age: What data is missing?

Katherine Theobald, The University of Queensland

The Humanities, particularly the 'traditional humanities' have historically seen themselves as disciplines under threat (Beard, 2013). While debate on the value of the sciences vs. humanities has been ongoing for centuries, it has intensified in recent years, with the increasing focus on the 'job ready graduate', the fourth industrial revolution, and the rise of artificial intelligence. In the utilitarian focused Australian higher education context, the humanities are often defended using the 'new humanities' as a justification for the disciplines' futures, specifically distancing themselves from the traditional humanities of philosophy, classics, ancient history, literature, religion (Macintyre, 2004). However, debate and policy around the humanities are missing a crucial element – data on employment outcomes, purpose and graduate experiences. This presentation will spotlight the dearth of information available on the actual state of the traditional humanities in Australia and provide an overview of the exploratory research being undertaken to provide a starting point for addressing it.

References:

Beard, M. (2013). *Confronting the Classics.* Profile Books.

Macintyre, S. (2004). *The Humanities in the Knowledge Economy*. In J. Kenway, E. Bullen, & S. Robb (Eds.), *Innovation and Tradition – The Arts, Humanities and the Knowledge Economy* (pp. 23–34). Peter Lang Publishing.

Is secondary students' learning impacted when content is read digitally rather than from paper?

Liz Skinner, The University of Queensland

Digital texts have rapidly replaced printed texts in classrooms. Yet, the pace of this change has left little time to consider the potential consequences to student learning. Recent empirical studies have found a deficit in comprehension when students read from a screen (Delgado, Vargas, Ackerman and Salmerón, 2018). More research is needed to understand how digital reading differs from print reading and to identify possible mechanisms that may influence digital comprehension. The purpose of this project is to explore how secondary students' learning is impacted when content is read digitally rather than from paper. It uses a mixed-method, multiphase research design that collects both quantitative and qualitative data. Using comprehension tests, Study 1 compared secondary students' PDF reading, website reading and print reading. A retention test was conducted 5–7 days later. The mean and standard error were calculated. Results show no difference in comprehension between print, PDF and website reading for either test. Study 2 will record participant's reading in each medium and through video analysis and video-stimulated recall seek to examine the reading behaviours exhibited in each medium. The project contributes to a growing understanding of how technologies shape reading practice. This is of importance to educators both now, and for the future.

References:

Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. (2018). *Don't throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension.* Educational Research Review, 25, 23–38. https://doi.org/10.1016/j.edurev.2018.09:003

Late-Career Teachers' Perceptions and Barriers to Technological Integration in Teaching Practice in a Cambodian High School

Sonita Pen, The University of Queensland

The COVID-19 pandemic has created a huge demand for using ICT in teaching and learning. Teachers are believed to be the main influencers in a student's learning, so it is important to have a deep insight into problems teachers have been facing in ICT integration in teaching. However, little has been known about these aspects, especially regarding late-career teachers in Cambodia who has a unique cultural context. This study investigated late-career teachers' perceptions and barriers to incorporating technology teaching practices at an urban high school to shed light on possible solutions to encourage the use of ICT in teaching. The study set out to interview six late-career teachers teaching various subjects at a public high school located in the capital city of Cambodia. The outcome indicates that the general view of late-career teachers toward the use of ICT was positive. Late-career teachers' use of ICT in teaching was found to be predominantly hindered by first-order barriers. To encourage the use of ICT, it is recommended relevant stakeholders consider building ICT infrastructure, Professional Learning Communities, high-quality digital skills training, and educational websites with a Khmer languages interface. This study also makes some suggestions for future research.

Room 4: Higher Education and Employment

Influencing Factors and Mechanism of Doctoral Students' Intention to Withdraw: Grounded Theory Study Based on Doctoral Student's Interview

Jianxiong Zeng, Shanghai Jiao Tong University

In 2022, China with 82,300 graduated doctoral students, 139,900 enrolled doctoral candidates and 556,100 current doctoral students, and has become a major country in the world for doctoral education. However, the number of PhD dropouts in China continues to rise, from 630 in 1991 to 7,927 in 2019, which is 12.58 times the number in 1991, with an average annual increase of 9.46 percent, and there is little information available about them. Of course, the withdrawal of doctoral students is not unique to doctoral education in China, but is also a worldwide problem of doctoral education. Based on the in-depth interview data of 89 current doctoral students, we applied the rooted theory research method to explore the deep-rooted factors affecting doctoral students' intention to withdraw from the university and their mechanism of action, and extracted eight main categories of the expectations of doctoral study, moral quality of the supervisors, supervisors' scientific research guidance, self-perception, research topics, important environment, important relationships and intention to withdraw from the university, as well as nine typical relational structures between the factors, and constructed the influencing factor model of doctoral students' withdrawal intention. Finally, the study puts forward four actionable recommendations to improve the management of doctoral training and the quality of doctoral training.

The impact of Higher Education programs in displaced and ethnic minority communities of the Thailand–Myanmar Border Region, Thailand

Thae Oo Khaing, Australian Catholic University

My research seeks to understand Higher Education Programs available in the displaced and ethnic minority communities and its impact on the lives of students from this communities from the Thailand–Myanmar Border Region (TMBR) in Thailand. The TMBR is a region of large-scale human mobility, largely driven by the decades-long civil war inside Myanmar. As a woman from a displaced and ethnic minority background with lived experience of these communities, my underlying motivation for the choice of this study is to explore and understand those student's experiences in relation to accessing Higher Education and its impact on their future prospects.

The Evolution and Problematisation of Multiple Institutional Logics in China's Graduate Employment Policies

Fulin Li, The University of Queensland

Currently, solving the graduate employment problem has become one of the priorities in China's education policy. This study explores the dynamic transformation of multiple institutional logics in problematising the graduate employment problem. The study finds that the inter-governmental interactions between the central and local governments in the Chinese context create a practical space for the government to effectively resolve the contradictions between state logic, market logic, professional logic, corporate logic, and family logic in the graduate employment problem, which in turn constructs the attention focus of graduate employment policies. The availability, accessibility and activation of different institutional logics provide policy space for different levels of governments, which also leads to the fact that some problems in graduate employment issues will also be covered up or reconstructed due to the introduction of specific employment governments. Local governments often play the top-down influence effect of institutional logic based on the central government, regional economic development characteristics and past policy experiences, selectively activating and presenting different logics, and thus introducing different types or degrees of graduate employment policies.

Room 5: Interdisciplinary Meeting Places

Let's learn together: Investigating the influence of a near-peer teaching model in clinical placement on nursing students' self-efficacy beliefs

Beth Pierce, Griffith University

Near-peer teaching (NPT) involves senior students (e.g., final-year students) supporting junior students (e.g., first-year students) in learning. Research suggests NPT develops health students' knowledge and skills (Shenoy & Petersen, 2020; Taheri et al., 2019), however little is known about its influence on nursing students' self-efficacy beliefs. This doctoral work aims to investigate the influence of NPT participation during clinical placement on senior nursing students' self-efficacy in clinical teaching (SECT) and self-efficacy in clinical performance (SECP), and junior nursing students' SECP. Before and after participation in NPT, senior students completed McArthur's (2016) SECT and Cheraghi et al.'s (2009) SECP surveys; junior students completed Cheraghi et al.'s, (2009) SECP survey. Senior and junior control participants (assigned to a traditional clinical placement with a nurse facilitator) also completed the surveys. Senior NPT participants had a significant increase in SECT ($p < .001$) and SECP ($p < .001$) from Time0 to Time1. Senior control participants' SECP significantly increased ($p < .05$), however there was no change in SECT ($p = .73$). The SECP of junior NPT ($p < .001$) and junior control participants ($p < .001$) significantly increased from Time0 to Time1. These findings suggest that participation in NPT can support both senior and junior nursing students to develop their self-efficacy beliefs during clinical placement.

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Exploring Identity Formation and Workplace Learning among Cabin Crew: A Sociocultural Perspective

Maria F. Larrea, Griffith University

This doctoral study delves into the identity formation of airline cabin crews. Building on sociocultural learning theories, such as Lave and Wenger's (1991) situated learning, I seek to understand how new cabin crew members become competent while performing recognisable role practices in the workplace. This learning journey seems to interweave knowledge acquired in training with values, language, and beliefs fostered by interactions with experienced cabin crew, passengers, and people participating in everyday work (Larrea et al., 2022). Consequently, I propose a holistic exploration of cabin crew learning, from their training to their initial operational flights, to understand the contribution of these learning contexts to forming their identity. I am currently in the data collection phase, using an ethnographic approach to observing the training and work activities of a local airline's cabin crew. This conference presentation will share the researcher's and participant's first experiences in these 'meeting spaces' of learning co-construction. In sum, this study aims to contribute to the aviation industry's approach to training and broaden the understanding of identity formation in complex social work contexts, benefiting both airlines and professional educational research.

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Examining the Association between Sports Participation and Mental Health of Adolescents

Tarissa J Hidajat, The University of Queensland

Sports participation has been linked to various health outcomes; however, there is scant literature exploring this relationship in developing countries. We used a mixed method approach to examine the association between sports participation and mental health of Bangladeshi adolescents (n = 320; 13–17 years; 59% boys) and to explore sports preferences and barriers to sports participation across genders. A survey collected team and non-team sports participation, depression, and life satisfaction. Focus groups explored preferences for, and barriers to, sports participation. Regression analysis showed that higher team and non-team sports participation were associated with lower depressive symptoms in boys ($\beta = -1.22$, 95% CI:-2.55 to -0.10; $\beta = -2.50$, 95% CI:-3.83 to -1.16, respectively), while greater participation in team sports was associated with less depression in girls ($\beta = -2.44$, 95% CI:-4.63 to -0.24). Participation in team and non-team sports was positively associated with life satisfaction for boys and girls. Prolonged time on electronic devices was reported as barriers to sports participation in both genders. Furthermore, household chores, family restrictions, and unsafe environment were reported by girls. Participation in team sports may provide mental health benefits for both genders, while non-team sports may be more beneficial to boys than girls.

Concurrent session 2

Room 1: Assessment

Poetry writing a ghost in the Queensland high stakes assessment environment.

Anne Wood, Queensland University of Technology

This study will investigate how poetry pedagogies have been impacted by an increasingly accountable assessment environment in Queensland. The study seeks to provide an account of the implications of high-stakes assessment on creativity in the curriculum, pedagogy, and assessment. Using Practitioner Inquiry, I intend to interview teachers and curriculum decision makers who have found opportunities for students to be creative and write poetry in their classrooms. I will also interrogate Queensland Education department school publications, including syllabus documents, for taken for granted understandings of poetry writing. As a secondary methodology, I will utilise Poetic inquiry as both a means of investigation and as a mode to report my research. To this end, I will situate myself among teacher-poets, include my own experiences, and write poetry to represent and interpret the data. The resulting poetry will be interspersed throughout the study. This study aims to increase understanding of what influences a teacher's decision-making process regarding teaching poetry writing. It aims to further our understanding of the place of student creativity in a high-stakes assessment environment. In doing so, the study will seek to provide a full and rich understanding of poetry writing pedagogies in Queensland.

Two days in a Boston hotel room: What we can learn from a meeting in 1979 about language assessment in 2023

Kyle Smith, Queensland University of Technology

A Sheraton hotel room in Boston, 1979, and a staffroom in an Australian University English Centre in 2023: two meeting places that are geographically and chronologically distant from each other but, sociologically, closely related. This presentation shares insights from a Bourdieusian analysis of the Language Testing field, based on published 'insider histories' of Language Testing, and data generated at two University English Centres in Australia in 2020 and 2021. It argues that the social relations amongst the small group of 'language testers' who gathered in 1979 for the first ever Language Testing Research Colloquium, are relevant for understanding current assessment practices in Direct Entry Programs in Australia. This field analysis contributes to recognition of the sociohistorical arbitrariness of dominant English language assessment practices, and provides support to practitioners working to legitimise alternatives to psychometric language testing methods.

How A Complex Problem-Solving Test Could Support Indonesia's New Curriculum: A Literature Review

Ilham Phalosa Reswara, The University of Queensland

Indonesia is trying to improve its learning quality through a new curriculum launched in 2022 called Kurikulum Merdeka (KM). In KM, a new focus differentiates it from previous ones: improving student soft skills through a project-based learning approach. However, its assessment method still needs to be improved. Besides manifesting some skills, complex problem-solving skill is highly correlated with a project-based learning approach. Thus, creating a complex problem-solving test that aligns with KM would support its assessment. Since complex problem-solving (including its assessment) is a broad terminology, reviewing the state of the art of complex problem-solving terms and existing assessment is crucial as a foundation to create a well-fitted complex problem-solving test with KM. Therefore, the author conducted a narrative review of Kurikulum Merdeka, problems, problem-solving, complex problem-solving, and its assessment. As a result, there is still limited, if not exist, a complex problem-solving assessment that fit with KM. Therefore, creating a complex-problem solving test is crucial to support Indonesia's new curriculum, KM.

Room 2: English as a Second Language

A Case Study of Translation Teacher Identity Negotiation based on an Integrated Curriculum as an Assemblage

Zongqiang (Franklin) Li, Griffith University

This case study examines how the pedagogy, curriculum, and educational approach of an EFL teacher in Translation Course align with Basil Bernstein's integrated curriculum and delves into the professional identity based on such an integrated curriculum as an assemblage.

Using a qualitative research design, data were collected through interviews with the teacher in a local Chinese university whose students are mainly from working class. The approach incorporated elements of new materialist concepts such as "assemblage", "entanglement", and "intra-action". The teacher encouraged students to propose learning content and select translation teaching materials from various sources, bridging theoretical knowledge with real-world application.

The results demonstrated that the integration of diverse translation materials, such as advertisements, trademarks, and manuals, fostered a holistic perspective, connecting language learning to broader cultural and professional contexts. The teacher acted as a facilitator and co-learner, promoting collaborative learning experiences that blurred hierarchical boundaries and encouraged a co-constructive process. This study contributes to the understanding of how the integrated curriculum enhances the professional identity of educators. The findings emphasize the significance of adopting an integrated curriculum approach, highlighting its implications for creating an inclusive and engaging classroom environment for students with a disadvantaged background in English literacy and motivation.

A Case Study Research on Chinese Adult Second Language Learners' Identity

Haiyan Wang, The University of Queensland

China has the largest EFL learning cohort, and English has been introduced to curriculum and has entered daily life of Chinese. Yet the learners' first language Chinese arguably entertains some core values and ideologies that markedly different from that of English. When Chinese learning English, there may arise a tension between the two competing and contradicting ideologies. Some research has been conducted on school students, there is a paucity of study on adult Chinese L2 identity. Guided by Norton's Second Language Learners' theory, Bourdieu's Habitus theory and Chinese Ti-Yong approach, the researcher attempts to anatomize the issue through different approaches. A qualitative case study is designed for this research and data are gleaned through semi-structured interview from around 15 adult participants. While the data collection is in the pipeline, the preliminary themes emerging from the data show the tension and conflict that some adult learners have encountered and experienced during the process of learning English. The study hopefully will inform the language teachers and learners the development of a second language learners' identity and its impact on language learning, in addition, will make teachers and learners aware of the possible tensions of the competing and opposing values embedded in the L1 and L2 during the course of learning English.

Recontextualisation of Suyang-based educational policies in English language education in Chinese senior secondary schools

Yangshen (Danson) Zheng, Griffith University

In 2014, the Ministry of Education of China published a new policy initiative to state its intention to promote a national Suyang-based educational reform. Suyang-based educational policies draw on not only the Confucian educational philosophy but also the definition of competencies from the policy agenda of the Organisation for Economic Co-operation and Development (OECD). As these two major components of the new initiative seem to be competing, I wondered which one would dominate the teaching practices in the schooling context. Owing to my previous career as an English language tutor, I am particularly interested in: How are Suyang-based educational policies translated into English language educational practices in public senior secondary schools? I examine the Suyang-based educational policies and the practices of mid-level policy actors and English teachers. I conducted a case study based at one public senior secondary school in a city in Guangdong Province to examine the translation of Suyang-based educational policies into English language educational practices in the school. Fourteen English teachers (including five with school leadership roles) and three local educational researchers are the participants of this study. This study aims to contribute to understanding the relationship between policy text and practices in the regional Chinese context.

Room 3: Mathematic and Science – Teachers and Students

Inhibitory control training for anxiety and math achievement in primary-school children

Linh Chu, The University of Queensland

Growing evidence has shown that inhibitory control training (ICT) reduces emotional vulnerability in adults and adolescents. However, little is known about the efficacy of ICT for the relief of anxiety and the transferring effects to educational outcomes in children. Given the link between inhibition and math achievement in children, ICT may be beneficial for reducing anxiety, improving inhibitory control and in turn increasing math achievement. We aim to examine the efficacy of ICT for the relief of anxiety and the improvement of math achievement in children. We use a 2 (Group: ICT, vs. Active Control) x 4 (Time: pre- vs. post-training vs. 1-month vs. 6-month follow-up) randomised design in a non-selected sample of 100 children aged 8–10 years. Both groups complete 15 sessions of training at school. We capture anxiety and correlates via self-report questionnaires, cognitive transfer using cognitive tasks, and math achievement using WJ IV ACH. We predict children in the CCT group will demonstrate greater cognitive transfer and math achievement and report improvements in affect when tested at post-training and 1- and 6-month follow up, compared to Controls. Our findings will inform whether inhibitory control training affords promise as an intervention for anxiety in 8–10-year-old children and offer advancement in knowledge of factors affecting math achievement.

How much plastic do you waste daily?: A teacher's design of a green mathematics task

Soma Salim, The University of Queensland

In mathematics class, students often encounter tasks that are not related to their real-life situations, which may lead them questioning "Why do we need to learn mathematics?". Meanwhile, mathematics can be used as interpreting and formatting tools to understand real-world issues such as sustainability, which has become part of school curricula in Indonesia. This study combines sustainability issue and mathematical ideas to define what I call "green mathematics tasks". By adapting the theory of situation awareness and drawing from mathematics education literature, I developed a framework for designing green mathematics tasks, which was used for data analysis. The research provides preliminary analyses of observations, interviews with an Indonesian, high-school teacher who designed and implemented a sustainability project, focus group discussions and a survey for students, and documents such as the teacher's plan and students' work. The project included an authentic question "How much plastic do you waste daily?" The analyses manifest that the design and implementation of the project allowed students to use mathematical ideas to understand a local environmental issue. By personalising the authentic aspects of the project, combined with dialogic instruction, the teacher engaged students to propose planned actions to address the environmental issue they had investigated.

Perceptions of Professional Roles among Non-Traditional Early Career Science Teacher Educators in Indonesian Higher Education Institutions

Ikmanda Nugraha, The University of Queensland

Science Teacher Educators are critical in preparing and educating future science teachers. This profession entails unique and complex professional roles which are influenced by various factors. This study examines the perceptions of three non-traditional (with science backgrounds and without formal teaching experience) early career Science Teacher Educators working at an education university in Indonesia. The data were collected through in-depth semi-structured focus group interviews. The results indicated that these non-traditional Science Teacher Educators perceive their prominent professional roles as science content educators and science researchers in tertiary institutions. However, the demands of institutions, notably higher education institutions focused on education, compelled them to transition into dealing with science teacher education and educational studies. These findings spark valuable insights into the preparation and professional development of especially non-traditional Science Teacher Educators in higher education contexts for their feelings of legitimacy to the community of Science Teacher Educators.

Room 4: Leadership, School Governance, School Improvement

Platforming Datafication in Colombia: Exploring platform-mediated datafication practices in schools and its impact on school governance.

Laura Rueda Balaguera, The University of Queensland

This study focuses on the relationship between platformisation, datafication and their associated governing practices by exploring how datafication processes are enacted in private schools through a specific third-party educational platform in an unexplored context, Colombia. Educational platforms play a significant role as intermediaries in the process of datafication, by providing relational spaces where different actors and wider data infrastructures interact, and different educational interests and imperatives are negotiated. Through the implementation of a multiple case study involving 3 schools in Colombia, this study seeks to describe how datafication practices materialise in schools through the educational platform, and further elucidate the conditions and understandings underpinning current datafication practices within schools. Special attention is given to the actors involved; particularly the role of school leaders as key players involved in the initiation, enactment, and governance of the platform; as well as the platform's producer (Santillana). Also relevant to this examination are the effects the platform itself has on leaders' approach to data and more broadly on the decision-making processes, supervision and monitoring practices carried out by school leaders. Qualitative methods of interviews, and documents and website analysis will be applied to explore the nature and effects of platform-mediated datafication practices in this South American country.

'Truth to tell': School Improvement – Perceptions, possibilities and problematics

Jaqui Jones, The University of Queensland

This study focuses on the nature of school improvement and how improvement is understood by school-based educators. Specifically, the research draws upon insights from teachers and school administrators from one school within a public education authority in Australia. The research uses multifarious notions of 'truth' and 'post-truth' to analyse educators' understandings of school improvement and the key domains associated with such improvement. Utilising an ethno-case study approach, the data include field-notes and individual and focus group interviews with teachers and school-based administrators about their understandings of school improvement. The paper presents preliminary findings about the nature of key 'truths' about reading and behaviour, and how these specific 'truths' came to be expressed. For these teachers, 'truths' included a whole-sale belief in the benefits of the science of reading approach – particularly attention to phonics. The research reveals that such 'truths' were cultivated through these teachers' experiences of reading instruction, and a range of social media; the latter included an emphasis upon a particular pod-cast emphasizing the science of reading. Educators also expressed broad concerns in relation to 'mis-information' and 'fad-following'. In this way, the 'truths' expressed by teachers reflect a range of potentially problematic beliefs and understandings. Educational authorities need to be cognizant of such problematics.

Understanding School Leaders and the Impact of Parent Engagement

Carolyn Wade, Griffith University

In an era of increased scrutiny and accountability, school leaders face mounting pressure to perform. This phenomenological study explores the role of parent stakeholders in contributing to the pressures experienced by school leaders. Specifically, it seeks to understand the lived experiences of school leaders as they engage parents as stakeholders within the context of privatisation, socio-economic disparity, and educational accountability. The results from this study disrupt the prevailing discourse that portrays parent engagement as inherently positive and harmonious. The participant's interviews described the power dynamics inherent in creating spaces for collaboration between school leaders and parent stakeholders. The implications call for a nuanced understanding that recognizes the complexities and contradictions within this partnership. Ultimately, this research aims to contribute to the critical examination of education systems, challenge dominant narratives, and advocate for transformative practices that promote more equitable and just meeting places for all stakeholders involved. With increased emphases in parent partnerships in educational contexts and policy development, and simultaneous concerns for the rapid decline in school leaders and suitable candidates to replace them, this study is timely, relevant and suggests further attention and emphasis be placed on school leader's perspectives of engaging parents as partners in education.

Room 5: Self-Regulated Learning and Higher Education

Understanding and supporting study strategies: A literature review

Jonathan Brazil, The University of Queensland

Consolidating knowledge is critical for the recall, application, and transfer of knowledge during education and in the workplace. To consolidate knowledge, a plethora of education research highlights two of the most potent study strategies: retrieval practice and spacing (see Carpenter et al., 2022 for review). However, it is unclear how often and why students use these strategies and what interventions can support their adoption. To address this issue, I conducted a literature review of the empirical studies that examined the use of study strategies by higher education students. The review revealed that: a) effective strategies are underutilised, b) students often lack metacognitive awareness of the benefits of these strategies, and c) their use is influenced by numerous factors, such as motivational and contextual factors, d) interventions aimed to promote the use of these strategies had limited effects on retrieval practice and negligible effects on spacing. As such there is still a clear need to understand why students use ineffective study strategies and investigations on how best to support students' study. Therefore, I will conclude my presentation by discussing the meeting place between prior research and my prospective research, which aims to better understand and support students' study strategies.

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A Case Study of Adult Learners' Self-Regulated Learning Strategies in the Australian VET Online Learning Environment

Kalpana Narayanan, Queensland University of Technology

The Australian Vocational Education and Training (VET) sector is rapidly expanding with a paradigm shift towards online learning. Due to the flexible learning environment, many adult learners register in online VET courses. However, for teachers, institutions, and policymakers to support adult learners in progressing and completing their courses, there needs to be a clearer understanding of their learning approaches, needs, preferences, and styles. Therefore, drawing upon the social cognitive self-regulated learning (SRL) model (Zimmerman, 1986, 2000), this explanatory case study investigated (n=6) adult learners' self-regulated learning strategies that contributed to their learning satisfaction in the online VET environment. Qualitative data gathered through interviews, observation of online learning artefacts, and document reviews provide evidence of the learners' SRL strategies that enabled them to progress and complete assessments. The study also provides evidence that the social and environmental factors, such as the VET teachers' (n=3) teaching strategies and digital technologies that supported online learning, somewhat influenced the learners' SRL strategies, contributing to their learning satisfaction. This study is significant because it provides evidence of VET learners' SRL strategies that helped progress, aided assessment completion, and contributed to learning satisfaction, which is vital for improving the delivery of online courses in vocational education.

Developing 21st century life and career skills: A case study of an Indonesian student organization

Arry Andriansyah, The University of Queensland

This research project investigates students' experiences in student organisation activities and the implications for 21st century life and career skills development. This study aimed to discover the skills developed through students' participation in student organisations, the impact or leadership roles, and contributing factors to the skills development. A qualitative case study with semi-structured online interviews of 20 participants and a document analysis of the university student body's Articles of Associations were employed to collect data on the perceived benefits and functions of student organisation activities. The qualitative data were analysed thematically, based on the research questions and P21's 21st century life and career skills framework. Data analysis suggests that students develop 21st century life and career skills from collaborative and individual works within the organization projects. These skills were socially constructed through self-directed learning and by observing the work of their peers. In this study, every position levels in the organisation structure were found to offer comparable benefits. Senior students, faculty, and the student affairs team played crucial roles in providing students with relevant learning resources and experiences. This study suggests that student organisations can serve as platforms for the development of 21st century life and career skills, provided that universities offer adequate support for the learning process.

Concurrent session 3

Room 1: TESOL

Practitioner research as pronunciation teacher learning in the Australian adult migrant EAL context

Skye Playsted, The University of Queensland

In Australia, government-funded English as an additional language (EAL) tuition is offered to newly-arrived migrants who can be from refugee backgrounds with emerging levels of literacy development due to interrupted schooling. This is a complex area of EAL education, with limited research and few professional learning resources available to support its teachers. Key areas of research and pedagogy relevant to this level are EAL oral communication skills and pronunciation. Research has predominantly focused on instructional approaches to teaching EAL pronunciation with advanced level students. Teachers of beginner-level, preliterate adults are left in a gap between trying to apply teaching methods and materials used in early childhood settings, or ELT coursebook materials and methods that lack relevance to the context in which they teach. To explore, and potentially bridge, this gap in pedagogy and research, my PhD study engages a group of teachers in a collaborative, practitioner research model of professional learning about teaching pronunciation in beginner-level adult EAL in Australia. In this presentation, I will outline the study's background, theoretical underpinnings and insights emerging from initial analysis of data. I will also reflect on the challenges and opportunities that practitioner research offers applied linguistics researchers of adult migrant EAL.

Autoethnography and Enchantment in English Language Education: Some initial questions

Hang Mai, The University of Queensland

Given that autoethnography helps understand cultural phenomena through the lens of the self, it is considered a change-oriented methodology empowering other ways of knowing, being and doing. Having been interested in "making changes and meaning-making" (Stanley, 2019) of personal practices and lived experiences as a local teacher of English in Vietnam, I am employing autoethnography for my research project. There exist a diversity of autoethnographic topics explored by English language scholars and practitioners, such as identity (Bright, 2015; Norton, 2013; Selvi et. al., 2022), agency (Deters et. al., 2015), translanguaging literacy (Canagarajah, 2013), affective/emotional turn (White, 2018). Yet, very limited research has deployed autoethnography to explore one's experience of enchantment in English language teaching practice. When digging into autoethnography and applying it to address my research questions, I have encountered challenges. In this paper, I explore why I chose autoethnography and present challenges of employing autoethnography in exploring my experience of enchantment in English language teaching. The paper might be valuable to others who are exploring of autoethnography in relation to enchantment, especially, in English language education research.

How Does the Subjectification in English Language Education Matter? A Collaborative Autoethnography

Hang Mai, Linh Chu, and Anh Nguyen;
The University of Queensland

The spread of the English language and the urge of globalisation are turning English into the most prominent foreign language across contexts including Vietnam. While pursuing requirements of the English language exams at both national and international levels, elements relating to students and teachers in the teaching and learning process seem to receive less attention. This article aims to examine how English language teaching and learning in the Vietnamese context disregards the aspect of "subjectification" (Biesta, 2015) and its consequences. To address the research questions, this paper deploys collaborative autoethnography. Three native-Vietnamese-speaking colleagues, who shared some overlapping experiences and perspectives relating to the domain of subjectification in teaching and learning English in Vietnam, participated in dialogue and narrated their own stories. In the paper, the researchers viewed themselves as the subjects of the study to reflect their practices and lived experiences which showed epiphanies, thoughts, and actions. The findings indicated that when the English language education focused on cognitive sides and targeted to meet the requirements of qualification, the subjectification of teachers and students appeared to be marginalised. The consequences of such experience were also highlighted throughout the reflections. On that basis, this research proposed recommendations for English language curriculum design, teaching practice, and teacher professional training.

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APSPBI Resolution on Literature Integration in English Teaching In Indonesia; A Mixed-method Explanatory Case Study

Ali Imron, The University of Queensland

Articles and books on the advantages of literary texts for teaching English language including TESOL and TEFL have been published in the last four decades (e.g., Collie & Slater, 1987; Carter & Long, 1991; Lazar, 1993; Ur, 2012; Hall, 2015; Naji et al., 2019). Nevertheless, it is also important to note that literary texts may not be suitable for English instruction, as indicated by Sentürk and Kahraman (2020), Isikli and Tarakc (2017), and Nusrat (2016). Concerning this, different studies from all around the world have emerged, specifically countries where English is not the first language (e.g., Al-Matrafi, 2022 [Arab]; Galante & Thomson, 2017 [Brazil]; Araki & Raphael, 2018 [Japan]) including Indonesia. Driven by the belief that literary texts are useful for teaching English to Indonesian students, APSPBI (The Association of English Language Teacher Education) reached a consensus on seven recommended literary subjects to be included in the curriculum for prospective teacher students. By employing a mixed-method explanatory case study, this research aims to investigate "how" and "why" the APSPBI resolution on English literary texts integration in English teaching is implemented by study programs for English language teacher education in Indonesia.

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Room 2: International Meeting Places – Teacher Education and Policy

A teacher's online community: A case study seen through the lens of the Actor-Network Theory

Lucena Miranda, Griffith University

This paper narrates a journey of forming online communities of practice (COPs) for implementing a professional development activity on inclusive education in the Philippines. Using the Actor-Network Theory (ANT), this study employs storytelling to show how teachers' COPs are formed in the Philippines – a narrative that describes both the developing skills of the researchers and of the participants in this research. The participants in this research involve teachers and education leaders in a DepEd region in Central Philippines. The purpose of this study is to provide inputs on decisions about professional development to promote inclusive education. The textual account of this study shows that a community is built upon networks by actors, hence, the actor-network, not upon human-to-human interaction alone. Aside from ANT, Wenger's theory of COP was also used to assist in the analysis of the findings. Achieving the purpose of communities can be guaranteed if there is a fundamental understanding of movements within teachers' learning space.

Including All Children in Laos Education: A Government Document Analysis on Inclusive Education Implementation

Vikate Phannalath, The University of Queensland

One pivotal declaration of the Lao Inclusive Education (IE) policy is the inclusion of children with disabilities in mainstream schools. However, after many years of implementation, children with disabilities are kept at home, and they are least likely to attend school of any sort. This study is intended to serve as a baseline for learning about the current state of Lao education's adoption of IE. Several government papers, particularly those from the ministry of education and sports, are utilised to gain an understanding of contemporary Lao IE trends. The findings show that inclusive education for children with disabilities has not been implemented as intended. The rationales delineated within official government documents can be succinctly synthesised as follows: Lao society is unaware of the significance, Lao teachers and educators lack experience and skills in implementing change, and the policy is not responsive to the needs of children with disabilities. It is critical to highlight that Laos enacted an inclusive education policy with comprehensive action plans in 2010.

The Interplay between global, national and local actors as manifested in recent teacher education reform in Ghana

Enoch Nyarkoh, The University of Queensland

In 2014, and as part of the Girls-Participatory Approaches to Students Success (G-PASS), the UK Aid – (now known as, Foreign, Commonwealth & Development Office (FCDO)), assisted the government of Ghana by providing $34 million to improve teacher education to give disadvantaged girls access to quality secondary education. This programme, which came to be known as the Transforming Teacher Education and Learning (T-TEL) initiative, ended in 2020, and was implemented by Cambridge Education. Drawing on the insights (via interviews) of key actors(global, national and local) involved in this process, and relevant theories and notions on globalization and policy-network governance, policy mobilities, intergovernmentalism and principal-agent theory, as part of a vertical case study approach (Vavrus & Bartlett, 2013), this paper examines the roles of key government personnel, private actors, and donor agencies, and the influence they brought to bear on initial teacher education reform in Ghana. The data help reveal the complex links between governments, international aid agencies and private enterprise in education reform in developing country contexts such as Ghana and how the reform agenda has been expanded and sustained over time.

Room 3: Primary Education

Intellectual character in critical thinking education

Andrew Beencke, The University of Queensland

Educational institutions almost universally strive for students to become critical thinkers. Schools and classrooms are vital meeting places where students come together under the guidance of mentors to develop as people. This study explores how the intellectual virtues of curiosity, autonomy and humility – so crucial to being a critical thinker – are supported in the cultures of two primary classrooms. Immersing myself in these microcultures for 10 weeks to observe, interact with and interview teachers and students, provided unique insights into the opportunities and challenges present in the primary classroom as a place of intellectual development. Analysis, through the lens of virtue epistemology, revealed significant nuances around the questions, goals, activities and dialogue patterns that typified each classroom. Of particular note were the relationships identified between teacher values and classroom culture, with tensions between care, performance and learning emerging as major points for consideration. Overall, this study adds some rich and thick empirical work that emphasises teacher and student voice to the theory heavy intellectual character education literature. It also highlights some potentially fruitful pathways forward in future attempts to unlock the formative potential of our classrooms, society's most valuable intellectual meeting places.

Understanding Extended Non-attendance in Primary Schools

Louise Forrester, The University of Queensland

School non-attendance is a significant issue not only for educators but for those in the health and criminal justice systems as evidence consistently demonstrates it is predictive of such challenges as adult illiteracy, poverty, criminality, unemployment and poor health outcomes. While there is a growing body of research that analyses school non-attendance involving secondary school students, there is a paucity of work in the area of primary schools despite evidence indicating that early patterns of non-attendance are predictive of later truancy. This ongoing research project gives voice to parents and carers of children with high rates of non-attendance through their participation in semi-structured interviews. This paper focuses on sharing preliminary analysis of data generated through these interviews, highlighting key themes. Initial analysis has identified a number of themes including financial factors, communication about and support for children with specific needs, relationships with teachers as well as the push down curriculum and data driven curriculum.

Evaluation of a relationships and sexuality education program for primary schools in Queensland, Australia: Preliminary findings

Roxana Aguilar Alonso, Queensland University of Technology

Learning about relationships and sexuality is a lifelong process that occurs in varied contexts, including schools. This study examined the extent to which the 'All School' program, a relationships and sexuality education program, addressed the sexual health and wellbeing of upper primary school students (aged 9–12). The 'All School' program is delivered in Queensland schools by True Relationships and Reproductive Health (formerly known as Family Planning Queensland). Using a one-group pre-test post-test design, data were collected from Years 4, 5, and 6 students (n = 148) before (Time 1) and after (Time 2) program delivery. Outcome measures were knowledge of child sexual abuse, puberty knowledge, self-efficacy for puberty, and parent-child communication about relationships and sexuality. Data were also collected from parents/caregivers (n = 174) at Time 1 and teachers (n = 6) at Time 2 to gather contextual information around the 'All School' program. Results showed that, from Time 1 to Time 2, only student knowledge and self-efficacy improved. No significant differences were identified across contextual factors such as school year, child gender, and relationships and sexuality education at home. Areas to support schools to teach relationships and sexuality education were identified. Recommendations to improve relationships and sexuality education in upper primary school are provided.

Room 4: Indigenous Education

Changing the Narrative: Leaders that enable culturally responsive school communities

Antoinette Cole, The University of Queensland

Education in Australia continues to fail and negatively position disadvantage as part of Indigeneity in Australia for Aboriginal and Torres Strait Islander young peoples. The dominance of Eurocentric models in education has been a critical factor and continues to contribute to the ongoing debate between the rhetoric of policy imposed in Aboriginal and Torres Strait Islander education and the reality of educational success for Aboriginal and Torres Strait Islander young peoples. This presentation provides a synthesis of the research literature, using an Indigenist lens, which aims to explore the role of culturally responsive practices in school leadership that create safe learning environments for Aboriginal and Torres Strait Islander young peoples. It provides a meeting place, at the cultural interface to explore the practical application of school leadership approaches that steer away from current Western leadership models. This presentation seeks to understand how Indigenous voices are present within this literature. It aims to identify holistic and positive approaches that align with the strong identities of Aboriginal and Torres Strait Islander peoples.

Subject English as a Meeting Place: Private school English teachers and their embedding Aboriginal and Torres Strait Islander perspectives

Amy Thomson, The University of Queensland

In education, due to the renewed focus on Aboriginal and Torres Strait Islander perspectives in version 9 of the Australian Curriculum, it is imperative that teachers' approaches to and their experiences of Indigenous content are understood. This understanding will inform the future of culturally responsive practice and how English can serve as a meeting place for Indigenous perspectives to be holistically and authentically embedded. This collective case-study research aims to explore, assess, and understand subject English leaders' and teachers' level of professional knowledge and experience regarding the embedding of Aboriginal and Torres Strait Islander cultures, histories, and perspectives. This paper, written by a Mandandanji researcher, is based on the preliminary findings from semi-structured interview with several English teachers across three private schools in South East Queensland. This project is strengths-based, framed by Indigenous Standpoint Theory and Decoloniality theory, and informed by the principles of self-determination and co-design. These initial findings have been thematically analysed to understand English teachers': experiences in preservice education and professional development, embedding of Indigenous perspectives, teaching of Indigenous students, text choice influences, connections with local community, and their descriptions of self-determination, codesign, and their vision for English in their schooling context.

Guuma-la-y-la-nhi (We Gathered): Strengthening First Nations' capacity-building and intellectual sovereignty through annual Research Roadshows

Joshua Waters and Rosie McGrady, University of Southern Queensland

Indigenous peoples worldwide have long been subject to various forms of structural and systematic exclusion within higher education institutions. The past half-century, however, we have sought to reposition ourselves and repurpose and rediscover our knowledges within the university space, with many examples of success. In Australia, it can be said, that today we are at a crossroads in determining the way/s forward with rebuilding our nations, and reclaim our rightful ownership over our knowledges and our intellectual properties. Aside to this, the notion of accessibility and research translation is a key point of interest to ensure that the knowledges (re)produced in higher education are relayed back to the communities who are most in need of them. In this regard, the K/Gamilaroi Languages and Cultures Research Roadshow is an annual online meeting place that facilitates opportunities for K/Gamilaroi scholars at all levels to present their research back to their communities, and serves as a place where scholars can translate their research findings and recommendations to community members using everyday language and methodologies that are specific to their nation, with the overall aim of community capacity building and developing K/Gamilaroi talent and research pipelines.

On being, belonging and responsibilities in and of place as Australian-born Pākehā Māori

Daniel Kiwa McKinnon, The University of Queensland

In her 2019 AARE Keynote address 'On Reflection. …And Two Questions Remain', Ngugi/Wakka Wakka Professor Tracy Bunda rhetorically asked her audience "Who are you? And where are you from?" Just as it did then, Aunty Tracy's questions prompt us to think deeply about identity, place, space, and belonging. In one sense, her provocations continue a broad critique put forward by many Indigenous scholars of the Academy; of its frameworks and imaginaries as a set of tacit agreements of one's place and belonging. In another, her questions offer non-Indigenous peoples the power and potential to liberate themselves from a mindset of unjust dwelling in settler occupation (Nicolacopoulos & Vassilacopoulos, 2014). And so, the liberatory potential of our stories lies in how they are drawn together and separated into categories or possibilities. This presentation therefore brings together the interrelatedness that situates my research and stories across time and place. Drawing on Indigenous storytelling methods (Phillips & Bunda, 2018), I answer Aunty Tracy's call and in doing so reveal other ways of seeing, being and reading in this place – on this Country, for example, that is not my own. As an Australian born Pākehā Māori, the stories shared in this paper emphasise settler responsibilities to mob, in the deprivatisation of our stories and histories towards the enactment of knowledge sharing and collaboration. This presentation is therefore a Meeting Place, that draws on the embodied sovereignty of Aunty Tracy's in the self-discovery and actualisation of my own. In this Meeting Place, then, I am not only present to how my research connects to the calling of my own ancestors, but those of this Country, the Country of mob all over, including those in this place today. It is my contention that we are in need of these old stories more than ever – genealogical narratives of reciprocity and collective power – because they will never be settled.

Room 5: Intersections In Education – Theory, Ethics, Trends, and Cultural Ideas

Learning From the Theory Crisis

Ted Hennicke, The University of Queensland

The broad aim of my PhD thesis is to evaluate theories of irrationality, yet in the course of this work I have learned that many social sciences are undergoing a deep crisis of theory and validation (Oberauer & Lewandowsky, 2019), that parallels the more widely publicised replication crisis (Open Science Collaboration, 2015). This topic represents an interdisciplinary meeting place with significant implications for education. The aim of this sub-project of my thesis was to investigate the theory crisis and identify some best practices for moving forward with the hope of rectifying these structural issues within social sciences research. Using a narrative style literature review, I found that new methodologies and techniques have been created to address this issue, foremost among them Borsbooms' (2021) Theory Construction Methodology (TCM). There are a number of exciting implications for fields such as education, but in the meantime it is important for researchers like myself merely to be aware of the issue and to heed Eronen & Bringmann's (2021, p.785) call to action: we need to fully comprehend "the importance of having clearly and transparently defined concepts as the basis for theories", and we need to do more phenomena detection research to better constrain theoretical models.

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Razhek Conversation: A research and writing method to address the complexities of researching women with refugee backgrounds

Muhammad Ali Musofer, The University of Queensland

Every research involves ethical complexity but researching with individuals with a refugee background intensifies the intricacy of ethical considerations. People with refugee backgrounds bring along complex and unique experiences that pose specific ethical challenges for researchers, necessitating extra considerations and sensitivity. In my PhD project, while engaging with the stories of four women with refugee backgrounds regarding their journey to postgraduate studies, I encountered various ethical and methodological questions. Such questions pressed me to seek an approach that could be responsive and sensitive to the intricacies of questions related to power dynamics and representation. Guided by the theoretical insights of Deleuze and Guattari and Sara Ahmed, I turned to my own Wakhi background and adopted the "Razhek Conversation" as a research method. In this paper, I argue that the Razhek conversation is a responsive method to address the intricacies of power dynamics and representation. Razhek is conceived as a collective space that offers an opportunity to bring the diverse voices of the four women together, amplifying them through the formation of collective stories. This method allows for the creation of an evocative text using conversation, storytelling, and poetic expression.

Haluhalo: Popular Education-Related Words in Facebook From 2020–2021

Rica Ramos, University of the City of Valenzuela

This study aimed to identify each education-related word used and gained popularity on four Facebook pages containing or focusing on posts from the education sector. Researchers classified words using George Yule's Word Formation Process Theory (2020). To further achieve the objectives, the definitions of education-related word were provided using a variety of references and thematic analysis was conducted to define the meaning of the terms used to describe education status in the year 2020–2021. Based on the findings and interpretation of the data, it was determined that from the 14 distinct processes, it was compounding, multiple processes, acronyms, blending, coinage, derivation, hypocorisms, and conversion are the processes that can be seen from the popular education-related words that the researchers have found. Meanwhile, five themes were listed in the terms describing the situation of education during the pandemic. These are (1) Terminologies related to different modes of learning , (2) Terminologies related to devices or technology, (3) Terminologies related to the launched programs of Department of Education, (4) Terminologies referring to people or person and, (5) Terminologies related to the experiences of those in education sector. As an output, the researchers develop a suggested glossary of 40 key terminologies used in the education sector throughout the pandemic that can serve as the basis for defining terms.

'I don't have to be a destructive human': investigating children's emotional encounters (perezhivanie) with the more-than-human world

Kirsty Jackson, The University of Queensland

Many contemporary scholars have contributed to Vygotsky's concept of perezhivanie, since his work was left largely unfinished towards the end of his life. Briefly, perezhivanie translates as an 'emotional lived experience' – a 'dramatic' event that 'stands out' within a person's life. This event cannot be successfully 'overcome' without the support of others (Blunden, 2016). My research employs perezhivanie within an environmental education context and seeks to understand children's affective encounters with 'nature', or what I refer to as the more-than-human world. With a group of Year 6 children, I investigated the presence of the 'other', specifically the 'more-than-human other', within their subjective sense-making encounters. When the children 'met with' more-than-human others, such as frogs or trees, they often revealed personally significant insights about themselves and their connection to the more-than-human world over time. By investigating children's emotional responses and personal actions, this study seeks to understand how to reorientate children towards 'an alternative Anthropocene', one which reinforces the notion that humans are a part of, and not separate or superior to 'nature'.