

## Program

<b>8.30-8.45</b>	<b>Registration</b> (Social and Behavioural Sciences Building 24: Level 4 Foyer)				
<b>8.45-9.00</b>	<b>Welcome and Overview of Proceedings: Peter Renshaw &amp; Neville Smith</b> (Room S402)				
<b>9.00-10.00</b>	<b>Keynote Address: Professor Barbara Comber</b> (Room S402)				
<b>10.00-10.30</b>	<b>Morning Tea</b> (SS&H Library Courtyard)				
<b>10.30-12.10</b>	<b>Parallel Sessions</b>				
	S302 <b>Kim Nichols</b>	S303 <b>Katie Makar</b>	S328 <b>Robyn Gillies</b>	S502 <b>David Geelan</b>	S504 <b>Martin Mills</b>
10.30 – 11.00	<b>Tefera Tadesse Jimma</b> Implementing pedagogical interventions in Ethiopian higher education: Research intentions and methodological insights	<b>Jill Wells</b> The role of evidence in inquiry-based mathematics classrooms: Developing explanation and argumentation	<b>Javiera Mena &amp; Robyn Gillies</b> Attitudes, beliefs and intentions of early childhood teachers towards using cooperative learning inside their classroom	<b>Maureen O'Neill &amp; Bill Allen</b> High performance athletes at high school: A study in conflicting demands	<b>Aspa Baroutsis</b> The media representation of teachers: The Queensland teachers' pay rise claim and the public perception of teachers' work
11.05 – 11.35	<b>Bronwyn Bevan-Smith &amp; Kirsten Zimbardi</b> The role of tutors in preparing the next generation of scientists: A study of undergraduate laboratory classes in the School of Biomedical Sciences	<b>Daniel Watts</b> Algebraic discovery techniques: Introducing algebra to early middle-school students through an after-school problem solving program	<b>Pham thi Hong Thanh</b> How do low-achievers and high-achievers cooperate under ill-structured and well-structured assessment? The case of Vietnamese college students	<b>Helen Teh &amp; Donna Pendergast</b> Graduate and employer perspectives on course efficacy: A study of vocational education and training in a developing economy	<b>Gareth Scott</b> Leading from the middle: A head of department leadership study
11.40 – 12.10	<b>Christy Noble</b> Automated concept mapping: What can we learn about pharmacy curriculum?	<b>Kim Fry</b> Formative assessment tools for inquiry mathematics	<b>Neville Smith</b> Exploring the effectiveness of a peer mentoring model to support international postgraduate students within the School of Education	<b>Lorraine Thompson</b> Learning to lead: Coaching, a professional development strategy for nurse leaders	<b>Linda-Dianne Willis</b> Enagagin parents: Coteaching and cogenative dialoguing in a Queensland high school

**Program (continued)**

<b>12.10-1.00</b>		<b>Lunch</b>				(SS&H Library Courtyard)
<b>1.00-2.05</b>		<b>Parallel Sessions</b>				
	S302 <b>Jana Visnovska</b>	S303 <b>Simone Smala</b>	S328 <b>Annemaree Carroll</b>	S502 <b>Jessica Harris</b>	S504 <b>Mia O'Brien</b>	
1.00 – 1.30	<b>Nor Liza Ali</b> Language policy and planning in Malaysia: Managing English-medium instruction at the tertiary level	<b>Stew Riddle</b> Teenagers, subjectivities and musicking: A web of literacy practices	<b>J-F</b> Ex-inmates living crime-free: A phenomenological study	<b>Christina Gowlett</b> The utility of Butler for (re)thinking educational constraint	<b>Stephen Heimanns</b> Applying 'agential realism' to researching education policy	
1.35 – 2.05	<b>Susan Creagh</b> What does NAPLAN data really measure for students who speak English as a second or additional language (ESL/EAL), who is this group in the data, and why is it important?	<b>Kay Bishop</b> Literacy reform for a new millennium: A feminist poststructuralist reading	<b>Julie Bower &amp; Annemaree Carroll</b> Unlocking the strengths of youth at risk: Validation of the contextualised assessment tool for risk and progection management	<b>Sarah Loch</b> Drawing herself in: Educational decision making of middle school girls	<b>Greg Vass</b> Education and the racialised cultural landscape in Australia: "The read and write mob the one bin doing all the killing"	
<b>2.10-3.20</b>	<b>Workshop: How to flourish during your PhD and beyond</b> <b>Facilitator: Professor Robyn Gillies</b>				(Room: S402)	
<b>3.20-3.50</b>	<b>Publication Award Presentation and Conference Close by Peter Renshaw</b>				(Room: S402)	