



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Charting educational futures: Building on 20 years of research

Postgraduate Research Community Conference
School of Education
The University of Queensland
15 August 2015



Departure of the Winged Ship by Vladimir Kush

20th ANNUAL POSTGRADUATE RESEARCH COMMUNITY CONFERENCE

Welcome to the annual conference of the School of Education's postgraduate research community. The first such conference was held in 1995, and so this year we celebrate its 20th anniversary – along with the 70th anniversary of education studies at The University of Queensland. The postgraduate research conference is one of the many treasured legacies of Carolyn D. Baker. As Chair of the Research and Postgraduate Committee, Carolyn led the organisation of the 1995 conference with the help of Karen Moni and myself as the student representatives on the Committee. I hope all the students who participate in this year's conference will continue to build on that legacy and, as we did 20 years ago, use the conference as a springboard into their own academic careers.



*Professor Merrilyn Goos
Head, School of Education*

Conference Committee

Farzana Chowdhury	Yu-Chih Li
Kun Dai	Siti Nur Diyana Mahmud
Claudia Ferrada-Martinez	Lan Chi Nguyen
Kym Fry	Reshma Parveen
Hien Ho	Fabiane Ramos
Dinah Joesoef	Karen Sheppard

Committee Co-Chairs

Ailie McDowall	Dr Sam Sellar
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The Postgraduate Research Community Conference

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

We would like to express our sincere thanks to:

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



Keynote Address

Theorising the contemporary space as a Cultural Interface

Presented by Professor Martin Nakata

Prof Nakata will speak on inscriptions of 'people of difference' in a Western order of things and how they come to place limitations on the way we theorise the contemporary space. He will draw on work he has undertaken over many years to shift allegiances away from positions of difference and their grand narratives in Indigenous education to demonstrate what is possible when theoretical standpoints afford a more local view to the characteristics of students as learners. He hopes to encourage higher degree research students to look at the everyday world as problematic and to try approaches that extend beyond the wisdom of conventional approaches.

About Martin Nakata

Prof Nakata is Director of the Nura Gili Indigenous Programs Unit at UNSW, and Professor of Indigenous Education. He is a Torres Strait Islander, and author of an Indigenous Standpoint theory that propositions the contemporary space of Indigenous people as a Cultural Interface. His current research work focuses on curriculum areas and the academic preparation of Indigenous students for higher education. His book, *Disciplining the Savages-Savaging the Disciplines*, has just been released in Spanish by Abya-Yala in Quito, Ecuador.

Morning Session

8.00 – 8.30	Registration opens	
8.30 – 8.45	Welcome by Head of School	
8.45 – 9.45	Keynote Address	
9.45 – 10.10	Morning Tea	
Move to rooms		
10.15 – 11.20	Session 1: 15 minute papers + 20 minute feedback panel	
	Session 1A. Methodology	Session 1B. Education-in-Relation
	Chair: Eileen Honan Room: 318	Chair: Monica Cuskelly Room: 319
	Tracing change: A critical realist approach to structure and agency in schools <i>Karen Sheppard</i>	Decision-making of pre-service teachers learning science with argumentation <i>Charlotte Pezaro</i>
	Reconstruction of habits of thinking through collaborative philosophical inquiry <i>Liz Fynes-Clinton</i>	The teaching brain in action: An exploration of expert teacher practice for establishing social synchrony in the middle school classroom <i>Stephanie MacMahon</i>
	Seeking understanding of potential catalysts to high school success through narrative <i>Lee Coleman</i>	Learning in professional orchestras <i>Jamie Kennedy</i>
Move to rooms		
11.25 – 12.30	Session 2: 15 minute papers + 20 minute feedback panel	
	Session 2A. Higher Education	Session 2B. Policy
	Chair: Peter Renshaw Room: 318	Chair: Bob Lingard Room: 319
	What factors influence and shape the emergence, adoption and acceptance of dual sector universities within the tertiary education landscape in Australia <i>Cheryl Thacker</i>	PISA for schools and evidence-based policy making: Governing local schooling through international 'best practice' <i>Steven Lewis</i>
	Feedback and assessment for learning: the impact on academic literacies for first year EAL university students <i>Karen Olave</i>	Examining embedded competencies discourse in Taiwanese international education policy texts <i>Yu-Chih Li</i>
	Studying a non-traditional cohort in Teacher Education <i>Suzanne Macqueen</i>	The influence of new philanthropy and social entrepreneurship in education policy making in developing country context: the case of Bangladesh <i>Rino Wiseman Adhikary</i>

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	Session 1C. Mathematics and Science	Session 1D. Leadership
	Chair: Merrilyn Goos Room: 320	Chair: Ian Hardy Room: 312
	Exploring numeracy demands and opportunities for adults with ID: A case study <i>Lorraine Gaunt</i>	Instructional leadership in Queensland schools: Insights from the principal's office <i>Amanda Heffernan</i>
	Identity as an embedder-of-numeracy: A cross case analysis of four teachers <i>Anne Bennison</i>	Teacher leadership-for-learning in high schools: A case study of Vietnam <i>Hien Ho</i>
	Enhancing educational futures through insights from students voices learning in a blended second language science classroom <i>Ulla Freihofner</i>	Multicultural education in Singapore and Australia: A comparative investigation of multicultural leadership in two schools <i>Suraiya Hameed</i>
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11.25 – 12.30	Session 2: 15 minute papers + 20 minute feedback panel	
	Session 2C. Assessment	Session 2D. Transformative Education
	Chair: Louise Phillips Room: 320	Chair: Liz Mackinlay Room: 312
	The practices of assessment for learning: Tensions within Vietnamese higher education <i>Nhat Ho</i>	Ethical transformation for a decolonial future: Using pre-service teachers' reflective writing to consider transformative education <i>Ailie McDowall</i>
	Consistency of examiner judgements in higher education: A case study of competency-based-assessment in medical education <i>Amy (Wai Yee) Wong</i>	Engaging head, heart and hands: Learning for education for sustainable development <i>Diyana Mahmud</i>
		Exploring a discourse of students who participate in Botany Media Club Project <i>Nantana Taptamat</i>

Afternoon Session

12.30 – 1.15	Lunch										
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1.30 – 2.00	Interrogating histories of research: Plenary session										
2.05 – 3.10	Session 3: 15 minute papers + 20 minute feedback panel										
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	Session 3C. Learning Technology	Session 3D. Language
	Chair: Jana Visnovska Room: 320	Chair: Karen Moni Room: 312
	Learning science concepts online through simulations: How confident are students in self-directed environments. <i>Abdullah Mamun</i>	English in the primary classroom in Vietnam: Students' lived experiences and their social and policy implications <i>Lan Chi Nguyen</i>
	A validation pilot study on web-based technology-enhanced assessment <i>Zakiya Al Nadabi</i>	Preservation or integration: Language attitudes and identity of ethnic minority students in Vietnam <i>Trang Nguyen</i>
	Filters in schools: A Policy disturbed <i>Theresa Ashford</i>	A narrative inquiry into language experiences of low-English proficiency Bangladeshi migrants in Australia <i>Farzana Yesmen Chowdhury</i>
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Interrogating histories, reimagining possible futures: A plenary conversation

As we chart our futures, it is important to consider how our research- and education-pasts have impacted the present. We have invited various decolonial and postcolonial scholars to interrogate and discuss how the multiple histories of research and education inform our work, and how different futures may be possible. This session will be chaired by Associate Professor Liz Mackinlay.



Gordon Chalmers

Gordon Chalmers is a Yanyuwa academic who teaches courses in Aboriginal and Torres Strait Islander Studies here at the University of Queensland. He is currently undertaking a PhD in Philosophy and his work is concerned with exploring Yanyuwa-influenced decolonial analyses of Australian law and its relation to Australian Aboriginal laws.



Professor Martin Nakata

Martin Nakata is visiting the University of Queensland as the keynote speaker for our postgraduate conference. His current research work focuses on higher education curriculum areas, the academic preparation of Indigenous students, and Indigenous knowledge and library services.



Dr Ravinder Sidhu

Ravinder Sidhu is a Senior Lecturer at the School of Education. Her research interests are in the areas of comparative and international education, political sociology and studies of globalisation with a particular focus on postcolonial settings in Southeast Asia. Before entering academia Ravinder worked as a social worker in the UK and Australia in social services, development assistance and international education.

Past the PhD: A plenary conversation with early career researchers

Whilst it is often commented that embarking on a doctoral journey is a lonely adventure, sharing in the experiences of others can provide both a sense of community and practical advice. In this session, former School of Education PhD students will share their stories of completing their PhD and life beyond, as we navigate and chart our own future pathways. Please bring your questions for this discussion.



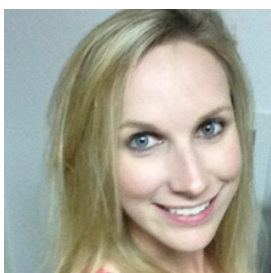
Dr Aspa Baroutsis

Aspa's thesis investigated the politics, perceptions and practices of newspaper constructions of teachers and their work. Since completing her doctorate in March 2014, she has been working as a Research Fellow at UQ.



Dave Bright

David's thesis explored the ways the ways Western expatriate teachers in Vietnam know themselves as different from their students. He is currently waiting for his examiners reports, teaching, managing a mentoring project for Aboriginal and Torres Strait Islander pre-service teachers, and looking for a permanent job.



Dr Anna Hogan

Anna's thesis considered the role of edu-businesses in new global education policy networks, with a focus on the world's largest education company, Pearson. She has been working as a Lecturer in the School of Human Movements at UQ since the beginning of 2015.

Abstracts

SESSION 1A. METHODOLOGY

Tracing change: A critical realist approach to structure and agency in schools | Karen Sheppard

Archer's morphogenetic framework enables the researcher to identify how and why things have changed, making it an attractive heuristic for developing an understanding of the shifts in social relations around data use in education and the potential for school improvement. Her sense making of how structure, culture and agency interact provides a theoretical understanding of change and/or reproduction. However, the approach is more theoretical abstraction which poses problems for those who wish to operationalise her understanding, thus providing the researcher with latitude to utilise other methodological tools/understandings. Audit trails offer the researcher potential to connect the artefacts of improvement processes through data use with their effects on organizations and individuals. Specifically, audit trails can be seen as an evidential "point in time" where structure, culture and agency intersect and thus might be proposed as a useful methodological tool to underpin Archer's morphogenetic approach.

Reconstruction of habits of thinking through collaborative philosophical inquiry | Liz Fynes-Clinton

This presentation will outline key aspects of a current empirical study which examines ways in which collaborative philosophical inquiry (CPI) enables students to deploy metacognitive practices and further to this, leads to a reconstruction of their thinking habits. The philosophical teaching approach examined in this study was conceived by philosopher, Matthew Lipman in 1969. It encourages the development of an inquiring classroom community through the fostering of critical, creative, and caring thinking. The theoretical focus of the study draws upon the work of the key theorists influencing Lipman's method: Charles Sanders Peirce, George Herbert Mead, John Dewey and Lev Vygotsky. A design research methodology was employed to investigate students' engagement in episodes of philosophising and to examine ways in which the students' thinking and metacognitive practices are extended beyond the learning context in which they are taught. The investigation, incorporating five phases of data collection, took place in a Brisbane state primary school. This presentation will focus on phases four and five of the investigation.

Preliminary data analysis will be discussed and evidence substantiating the students' reconstruction of thinking habits will be highlighted. The research has significant implications for future development of teacher education programs and classroom practice.

Seeking understanding of potential catalysts to high school success through narrative | Lee Coleman

As a Learning Support teacher, in a small high school I struggle daily with helping students to become independent learners through developing their print literacies. My research burrows into why it is that some students who start high school as struggling readers manage to finish high school with a QCE and therefore deemed print literate. In Queensland, the QCE is a symbol of school success and is the goal for all year 12 students. Struggling readers are those students who do not cope with the print literacy demands of their year level. To understand what might be the potential catalysts for those categorised as struggling readers on arrival at high school to successful high school completion, I recognised that this required rich detailed personal accounts of lived experiences, so could not rely on numbers. Which type of qualitative methodology, however, was the difficult question to answer. This presentation looks at how I came to realise that narrative is the most suitable methodology to provide the insight required for particular inquiry.

SESSION 1B. EDUCATION-IN-RELATION

Decision-making of pre-service teachers learning science with argumentation | Charlotte Pezaro

Curriculum documents around the world commonly claim that learning science improves students' decision-making. Empirical evidence that supports this claim is difficult to find. The aim of this study was to investigate the relationship between learning science and decision-making. Particular attention was given to the role that classroom argumentation might play in developing improved reasoning for decision-making. Participants were recruited from a course in science for primary education students. A subsample of participants attended a series of dialogic workshops throughout the semester, which developed these participants' understandings and skills for argumentation about socio-scientific issues. Cognitive characteristics relating to decision-making of participants were measured before and after the course. Semi-structured interviews conducted prior to and following the course probed both argumentation and

control condition participants' reasoning for decisions in hypothetical scenarios. Preliminary analysis of results has found no significant difference between the two groups in course achievement, scientific understanding, views of the nature of science, and cognitive reflection. Further analysis of interviews with participants will identify attitudes of doubt, tentativeness, open-mindedness, evidence seeking, and use of informal reasoning for comparing the decision-making of the two groups. As there are methodological issues that limit the generalisability of the study, additional research is recommended.

The teaching brain in action: an exploration of expert teacher practice for establishing social synchrony in the middle school classroom | Stephanie MacMahon

Cognitive, emotional and social challenges common in the adolescent years can be partly explained by the considerable structural and functional changes occurring in the brain during this period of development. Positive emotional connection is essential for students to feel motivated and engaged - fundamental dimensions of successful learning. Quality teaching is crucial to student academic and personal achievement, and highly effective or expert teachers who utilize a 'teaching brain' approach to teaching and learning, achieve the most positive student outcomes through developing and maintaining connectivity that enables social, emotional and cognitive understanding. This connection is known as 'social synchrony'. Expert teachers, aware of the organic feedback loop between themselves and the learner, develop a theory of the learner's mind by intuitively using adaptive metacognitive processes in response to a range of sensory information to formulate unique responses to individual learner needs, creating social synchrony. This study, using a multi-phase mixed methods design, will propose that social synchrony is fundamental to student engagement, as well as to social, emotional and cognitive development, particularly during the adolescent years, and that insight into the adaptive teaching brain practices of expert teachers can reveal strategies that may be generalizable to other teachers.

Learning in professional orchestras | Jamie Kennedy

How do orchestral musicians learn as they engage in their work together? Social and psychologically informed research demonstrates that orchestral work comprises highly collaborative and performance-oriented activities. It involves more challenges than just technical mastery, including the negotiation of interconnected aspects such as social interaction, coping with physiological

and mental challenges, and engaging in orchestral cultural practices and workplace-specific organisational practices. An important concept for understanding this engagement is the intersubjectivity (i.e. shared understandings) that arises amongst orchestral musicians as they negotiate a way of playing and working together based on collaborative action. The study discussed here utilises ethnographic method to explore the multi-sensory practices of novice professional orchestral musicians, and to investigate how their interactions contribute to re-constructing orchestral practices as they work collaboratively. It is important for novice orchestral practitioners, and the educational institutions they attend, to understand how musicians cope with and respond to the exigencies of orchestral work, and come to participate in and contribute to the collective efforts of the orchestra.

SECTION 1C. MATHEMATICS AND SCIENCE

Exploring numeracy demands and opportunities for adults with ID: A case study | Lorraine Gaunt

Numeracy is a vital aspect in the work, personal and citizenship roles of adults. Enhancing the development of numeracy for adults with intellectual disabilities (ID) has been found to improve their quality of life. Despite this evidence, and the recognition of the importance of continuing education opportunities for all citizens, lifelong education is not always a reality for adults with ID. Furthermore there is limited research about the kinds of numeracy adults engage in and need in their everyday lives. The aim of this exploratory case study was to understand the numeracy demands and opportunities for one adult with ID within the context of their daily activities. The study draws on socio-cultural theories, understanding numeracy as socially constructed and learned in and through context. Data collection methods included observations, interviews, field notes, videos and photos. Initial results reveal how one adult used everyday situations as both a motivator and a tool to engage with learning numeracy whilst participating in an activity he enjoyed, ten pin bowling.

Identity as an embedder-of-numeracy: A cross case analysis of four teachers | Anne Bennison

Although mathematics is the discipline that underpins numeracy, the context in which mathematics is used is a crucial dimension of numeracy. Therefore, subjects across the curriculum provide opportunities for students' numeracy learning. However, if teachers of all disciplines are to effectively embed

numeracy into the subjects they teach, they need to be supported to develop this capacity. The purpose of this paper is to present a cross case analysis of four teachers (two science teachers and two history teachers) who participated in a study designed to identify ways to provide this support. A conceptual framework for identity as an embedder-of-numeracy was used to guide the design of the study and an adaptation of Valsiner's zone theory was used as the theoretical framework to inform data analysis. An individual case study for each teacher was developed by mapping data onto the teacher's Zone of Proximal Development, Zone of Free Movement, and Zone of Promoted Action. Comparison of the cases suggests that assisting these teachers to broaden their personal conception of numeracy and providing opportunities for them to develop appropriate pedagogical content knowledge may enhance these teachers' capacity to exploit numeracy learning opportunities in the subjects they teach.

Enhancing educational futures through insights from student voices learning in a blended second language science classroom | Ulla Freihofner

Students in contemporary Content and Language Integrated Learning (CLIL) science classes are confronted with the acquisition of multiple new skills – the skills of science inquiry, the second language literacies required for CLIL, and the digital literacies expected in 21st century classrooms. In this presentation the scope of a technology enhanced learning environment (TELE) in the facilitation of self-regulation in a CLIL science classroom for middle school students is explored. Its theoretical starting points are theories of student voices and self-regulation, the pedagogies in CLIL, Science open inquiry, and the design concepts of a TELE. The data collection involved field research over a period of 5 weeks in a Year 9 cohort using student questionnaires, audio recordings, screen capture and screen recordings which provided first hand evidence of student experiences. In this presentation I focus on the analysis of students' reflective constructions of their experiences while being exposed to the triple challenge. I suggest that the foreign language-learning environment combined with scientific inquiry will centre students towards self-regulation. This has implications for educators and students, as it will provide deeper insights into strategies for establishing self-regulation in middle school years.

SESSION 1D. LEADERSHIP

Instructional leadership in Queensland Schools: Insights from the principal's office | Amanda Heffernan

This session builds upon a vast body of research which has explored the role of the principal and the practices and philosophies that guide the work of school leaders. Past research has explored the external factors influencing the work of principals, as well as the evolution of the role leading up to the current requirement for Queensland principals to act as instructional leaders in their schools. Of particular note for this session is the finding by Fullan and Levin in their 2011 system review of Education Queensland's improvement agenda that there was a lack of clarity among principals about what instructional leadership actually looked like in practice. This was identified as an area requiring further development for many education systems. This session presents insights drawn from a longitudinal qualitative case study. It builds upon previous research to explore the pressures and expectations around practices and instructional leadership approaches for principals in a system that involves significant external accountabilities and performative practices. Furthermore, it identifies the diverse approaches being undertaken by principals in the name of instructional leadership and considers some of the shifts that may need to occur in order for them to more confidently lead instruction in their schools.

Teacher leadership-for-learning in high schools: A case study of Vietnam | Hien Ho

This presentation explores the leadership practices of teachers and school administrators in two case study high schools in Vietnam. Specifically, it focuses on leadership-for-teacher learning. Bourdieu's concepts of field, habitus and capital are adopted to better understand the nature of these 'teacher/administrator learning-leadership' practices. In this paper, I will present a brief context of education in Vietnam, the analysis of part of the policy of teaching and learning of foreign languages within the national education system in Vietnam since 2008, and analysis of some interviews with teachers of some subjects and administrators in response to this part of the policy, drawing upon Bourdieu's concepts. It is argued that the policy helps constitute what will be described as the 'field of teacher learning-leadership practices' within which the policy-developers, teachers and other school-based personnel are undertaking their work and learning. This includes teachers of English and school administrators working with – 'leading' – mathematics teachers to improve their

ability to teach mathematics in English. There are complexities, intensification and contestation within this field, as these mathematics teachers struggle to teach their subject in English, and as their English-teacher colleagues struggle to work with/'lead' them in improving their ability to teach mathematics in English.

Multicultural education in Singapore and Australia: A comparative investigation of multicultural leadership in two schools | Suraiya Hameed

Schools today are faced with the challenges of constructively engaging multicultural policy frameworks and finding innovative approaches to address the problems and complexity associated with the contemporary diversity of student populations. This study is a comparative analysis of Australia and Singapore, with their highly diversified populations, with regard to their concept of multiculturalism and multicultural education. The focus is on the enactment of these policies in schools by school leaders. Through a comparative analysis, the paper critically reflects on the roles of school leaders in the multicultural education process, highlighting the strengths or limitations of the existing traditional curricular framework, systemic policies and schools' practices in line with multicultural education. The proposed research will thus provide an account of the way multiculturalism plays out in the culture and everyday life of schools through the lens of a school leader. This will probably show the mix between policy effects and the convivial multiculturalism of the everyday. This paper is concerned to frame up research on leadership and multicultural education practices in two schools, one in Singapore, the other in Queensland, Australia. It is hoped the comparative analysis will further enhance understanding of multicultural education in schools.

SECTION 2A. HIGHER EDUCATION

What factors influence and shape the emergence, adoption and acceptance of dual sector universities within the tertiary education landscape in Australia? | Cheryl Thacker

Traditional tertiary education models are under increasing pressure to best serve their objectives of influencing economic, social and civil advancement and provide unprecedented access of higher education to the masses. Dual sector universities may provide a critical component of the solution to meet national and global demands, aspirations and targets for 21st century citizenship, education and employment. However, as well as being uncommon in practice, 'dual-sectorism' is also under-researched and on the fringe of discourse with regard to future models of tertiary education. This study aims to contribute to understandings around dual-sector universities and provide interpretation and constructive critique on factors that may influence their future emergence within Australia. It will explore whether the rhetoric around an integrated tertiary education sector lends support for the dual sector university model and seeks to understand what factors influence the emergence, adoption and acceptance of this model. A blended constructivist-transformative paradigm underpins the qualitative research approach of this study which is both exploratory and explanatory in nature. The research outcomes will contribute to discourse and the body of research on dual-sector universities by improving understandings of the dual sector university situation and its '(discom)fit' in the suite of Australian tertiary education policy agendas, proposals and initiatives.

Feedback and assessment for learning: the impact on academic literacies for first year EAL university students | Karen Olave

International education is considered the third largest export industry in Australia. An increasing number of international higher education students are choosing Australia as their destination. Many are English as an Additional Language (EAL) students, who come to Australia with different cultural backgrounds and diverse previous learning experiences. Thus, several universities have been looking carefully at how to address and ensure that these students, for whom English is not their first language, develop the academic literacies and English language skills that allow them to engage and complete their studies successfully.

Assessment for learning is seen as an important way of enhancing and promoting students' learning. Feedback, which is considered part of the assessment for learning process, is recognized as beneficial to students' learning. Cultural backgrounds of EAL students might impact on the way students understand and respond to the feedback received. In this study I will present the literature review that explores the link between academic literacies, feedback and culture. This investigation will fill a vital gap in the literature related to international university students and feedback as part of assessment for learning.

Studying a non-traditional cohort in Teacher Education | Suzanne Macqueen

The quest for a suitably educated citizenry for a global economy has led many governments to seek increases in Higher Education participation. Recent widening participation policies in Australia have focused on increasing proportions of students from low socioeconomic status (SES) backgrounds. The students targeted are often first in their family to enter University, face different challenges from traditional students, and are more likely to enrol in some programs than others. While universities have been provided funding to support the progress of these students, no specific measures of support have been mandated. Indeed, little research has studied the needs of non-traditional students in the current Australian context. This paper presents findings from a longitudinal study examining the experiences of non-traditional students enrolled in a teaching program at a regional university with a comparatively high percentage of non-traditional students. Results from a survey of students in a first year education course are presented here, and analysed using Bourdieu's thinking tools. The data provide an initial picture of the demographics, backgrounds, motivations and concerns of a cohort with a substantial percentage of non-traditional students. These factors have implications for universities seeking to facilitate success for non-traditional students, especially those in teacher education programs.

SECTION 2B. POLICY

PISA for Schools and evidence-based policymaking: Governing local schooling through international ‘best practice’ | Steven Lewis

This paper examines the development of the OECD’s PISA for Schools instrument, a school-level variant of the Programme for International Student Assessment (PISA) that enables school-to-system (e.g. Shanghai, Finland) performance comparisons using common PISA metrics and discourses. Drawing suggestively across literature around evidence-based (or, more appropriately, ‘evidence-informed’) policymaking and governance by numbers and examples, I address how such performance comparisons – and the OECD’s promotion of nominal ‘best practice’ – positions local and international schooling sites as purportedly comparable units of analysis within a commensurate space of measurement, thus encouraging problematic and normative policy borrowing. The research is informed by 33 semi-structured interviews conducted with OECD, philanthropic, not-for-profit and edu-business policy actors, and school and district-level US educators, involved in the development and enactment of PISA for Schools. I contend that PISA for Schools allows the OECD to produce a decontextualised global policy ensemble of (supposedly) ‘what works’ that marginalises schools’ local histories and cultures, thereby extending PISA’s ‘reach’ to local policy spaces and constraining ‘valued’ examples of policy and pedagogy to those which produce measurable results. This helps constitute and expand the epistemic communities through which the OECD exercises its epistemological global governance of education to new local audiences.

Examining embedded competencies discourse in Taiwanese international education policy texts | Yu-Chih Li

As one of the foci in recent education reforms in Taiwan, the internationalization of the national education system has become a policy of interest and popularity. There is also an emerging discourse concerning competencies (of student and other members in schools) in various education policy texts. This presentation examines the white paper issued by Ministry of Education as well as related texts from the press, administrative directions and pamphlets, to address what kind of competencies are conceptualized in the policy and in what way this concept functions in relation to the impacts of globalization. To achieve this aim, a discourse analysis of the white paper and relevant documents is conducted. In this presentation, the discourse of competencies is viewed as a semiotic

aspect of the social order (Fairclough, 2001) and presents particular relationships between words and worlds (Chilton & Schaeffner, 1997). Although usually regarded as only of symbolic meaning in Taiwan (Chu, 2013), white papers (at least on international education) depict the blueprint of policies and are of great importance as the main reference for legislation and budget allocation. This presentation shows that the discourse of competencies receives further development in Taiwan under particular emphasis on the internationalization of education.

The influence of new philanthropy and social entrepreneurship in education policy making in developing country contexts: The case of Bangladesh | Rino Wiseman Adhikary

Presently philanthropy and social entrepreneurship play an influential role in the making of education policy mainly in the developed countries. Nonetheless, it is surfacing as an emerging phenomena that tries to make way into the educational policy making of developing countries also. Considering the collaborative efforts of Teach for Bangladesh and BRAC as an evidential case, this presentation would shed light upon the initial social entrepreneurial processes initiated in the primary level teacher education sector of Bangladesh. In a long term perspective this kick off phase is creating opportunity structures for future large scale policy influences. It is argued that organizations like Teach for Bangladesh and BRAC are now acting as “intermediary organizations” to facilitate the initial phase of constructing opportunity structures that would work as future enablers of social entrepreneurial practices within the still-government-led educational policy governance space. This initial phase of “strategic philanthropy” is a consorted social entrepreneurial effort to influence the Bangladesh government in changing the modalities of teacher education provisions in a way that can create access points and accommodate space for the private actors in teacher training/education.

SECTION 2C. ASSESSMENT

The Practice of assessment for learning: Tensions within Vietnamese higher education | Nhat Ho

While the benefit of assessment for learning (AfL) to student learning has been well documented, its implementation in different contexts reveals many sociocultural tensions. Drawing on sociocultural theories of learning and a multiple case study approach, this qualitative study investigated how

assessment for learning was implemented by three lecturers in one Vietnamese university. Analysis is based on data collected from classroom observations, semi-structured interviews with lecturers, focus group interviews with students, and assessment policy documents. Findings revealed that the AfL practices have been significantly hindered by Vietnamese historical sociocultural tradition such as a hierarchy between the teacher and students, students' passivity, and examination-oriented learning. This study argues therefore that AfL requires adaptation for it to be effective in the Vietnamese tertiary context. Findings from this study have the potential to contribute to the development of the theorisation of AfL in higher education in Asian cultural contexts.

Consistency of examiner judgements in higher education – A case study of competency-based assessment in medical education | Amy (Wai Yee) Wong

Empirical reviews of assessment practices at universities have revealed disconnections between assessment practices and their purposes in assessing student learning, improvement and accountability. In the context of medical education, examiner judgements have become a core component in performance and competency-based assessments. The contentious issue for both examiners and students is consistency of examiner judgements of student performance, particularly in high-stakes assessments and its impact on the reproducibility of assessment outcomes over time, or across contexts. This study adopts a mixed-methods case study approach to collect both quantitative and qualitative data. Cultural Historical Activity Theory (CHAT) will be applied to investigate the range of social and cultural factors involved in the examiner judgement process in the context of the objective structured clinical examination (OSCE) in a graduate entry four-year undergraduate Bachelor of Medicine/Bachelor of Surgery (MBBS) program at one Australian research-intensive university. The significance of this study resides in developing deeper understanding of and innovative approaches to addressing the reliability issues in examiner judgements and quality assurance in assessing student performance in clinical examinations, as well as in competency-based assessments in higher education.

SESSION 2D. TRANSFORMATIVE LEARNING

Ethical transformations for a decolonial future: Using pre-service teachers' reflective writing to consider transformative education | Ailie McDowall

Our work as transformative educators is entangled in questions of how colonisation privileges particular epistemologies and ontologies, ethical responsibilities, the reproduction of privilege or exclusion through education, and the ways in which our pedagogical work is at once political, personal, and philosophical. In this research project, I use a decolonial lens to draw on the reflective writing journals of 93 pre-service teachers as they consider their relationships and responsibilities in the field of Indigenous education. The purpose is to explore how pre-service teachers position themselves in this field and whether their engagement with these stories, theories, voices and knowledges leaves them with an inability to remain indifferent to their ethical responsibilities. In this paper, I will explore the ways in which pre-service teachers story these transformations in reflective learning journals, as well as the stories which show little or no transformation. In doing so, I seek to reflect on the different elements of the course that can be seen as contributing to this learning. I will also reflect on the responsibilities that we as teacher educators and educational researchers have to pre-service teachers and other participants, particularly when tensions arise with our ethical obligations to Indigenous communities and peoples.

Engaging head, heart and hands: Learning for education for sustainable development | Siti Nur Diyana Mahmud

Sustainable development requires simultaneous and balanced progress in four dimensions i.e; social, economic, ecological and political, those are totally interdependent. Sustainability issues often regarded as complex and difficult to be understood through single discipline. Therefore education for sustainability learning requires integration of various teaching and learning approaches. With this concern in mind, the purpose of this paper is to discuss the holistic learning approach which engaging the head, heart and hands, for Education for Sustainable Development in one higher education institutions in Malaysia. By using the multiple case study design, three sustainability related courses which are from various disciplines was selected as cases. The findings from the semi-structured interview with the lecturers, focus group with students, class observations and course outline analysis showed the unifying framework of

head, heart and hands learning and teaching approach. This unifying learning approaches that engage and develops the 'whole person': affective, cognitive and practical dimensions and abilities, and in relation to 'real-world' issues and concerns, seems provide better opportunity for learning for education for sustainability.

Exploring a discourse of students who participate in botany media club project | Nantana Taptamat

This study explores a discourse of Thai secondary school students who participated in the socio- environmental based practices that had attempted to stimulate them to become more environmentally responsible; to become involved in community issues; and to become comfortably engaged in student-teacher academic discourse. The data were gathered through the use of field observation, field notes, open-ended interviews, questionnaires, videotaping, document analysis of student work and students' journals and reflections. The study of student spoken and written discourse during three-year participation shows an increase in students' sense of place, scientific knowledge, social skills, working skills, and self-efficacy. Analysis of words, pronouns and discourse structures students used may infer to the development of economic, ecological and cultural literacy and sense of responsibilities of community stewardship and civic life. The evidence shows that students engaged more in academic talk with their teachers and peers. Younger participants may talk differently when being among senior participants. However, sometimes students challenged teachers by asking critical questions as well as provided supporting information against teacher's claims; that is very unusual in Thailand. Widely being recognizably called as "DEK SUAN or DEK KOB= Botanist kids," students developed their identity and confidence in engaging in different discourse situations.

SESSION 3A. METHODOLOGY

Why do I have to do things this way? Do I? Reflections on qualitative methodology design | Fabiane Ramos

In this presentation I will share some reflections on how I have dealt with methodology design in the early stages of my PhD candidature leading up to data collection. I will particularly focus on the struggles that I have had so far in working within the constraints of 'academic' standards and PhD expectations while placing my theoretical underpinnings within decolonial/postcolonial

thoughts. These paradigms criticise the hegemony of Eurocentric epistemologies in academia and contest concepts of universal reason and scientific rationality. Standard qualitative methodologies and thesis formats are part of a system of knowledge production that is seen as oppressive and short sighted by decolonial/postcolonial thinkers. By choosing to work within these critical epistemologies I placed myself in an in-between space where I question what has been established as standard at the same time that I attempt to complete a PhD that fulfils the institutional requirements of a Western university. My main goal in this presentation is to generate a discussion with the audience about their views/experiences on methodology and how (if possible at all) our generation of new scholars can break away from 'standard' PhD methodologies/thesis writing, while working within the constraints of academia.

Stories as method: An approach to Indigenous research methodologies | Sandra Rennie

Today, Indigenous scholars are talking about the capacity of story to talk back to the colonial context. African Indigenous researcher Chilisa contends "stories provide the literature that bears testimony to post-colonial and indigenous peoples' relational ontology with its emphasis on connectedness with the living and the nonliving" (Chilisa, 2012, p.140). This paper discusses the link between story as method, Indigenous research methodologies and Indigenous epistemologies and how they are applied to provide the space for decolonising work and collaboration to occur in educational research. Indigenous Australian academic and researcher Nakata (2010) asserts there is a need for Indigenous people to story their place in the world first and foremost as a people of knowledge. Torres Strait Islanders, like other Indigenous peoples, need to keep on telling our stories as a people whose knowledge continues to be relevant to our lives. In our stories are the language and knowledge that we have always depended on for life. In our stories is our history as people who developed and practiced our own knowledge for millennia. In our stories is continuity amidst change (Nakata, 2010, p. 56). Grounded in my doctoral work with 15 Indigenous students from the University of Queensland, I question, what kind of stories can we construct, that speak of the students' transition experiences into and through university?

Entrepreneurship in universities: Document analysis on Australian government policies | Dinah Joesoef

Entrepreneurship in universities often includes collaboration between universities, government, and industry, sometimes aided by research commercialisation offices. Apart from the sharing of knowledge, collaborations between these stakeholders are sometimes developed to obtain external funding and to commercialise research results. Each stakeholder comes to a collaboration from a different perspective, which has been described as competing logics (Thornton & Ocasio, 1999). Understanding and dealing with competing logics is one of the major challenges in the collaboration process. In this study, collaborations between the stakeholders and differences in the goals and cultures of the stakeholders will be examined using the competing logics concept from the broader field of institutional logics theory.

This presentation will discuss on the potential of using Leximancer software for document analysis of government policies and relevant academic journal articles. Leximancer automatically analyses text documents to identify the high level concepts in the documents and provides visualisations such as concept maps and quadrant reports. This discussion will be in the context of understanding how the logic of the Australian government shapes university entrepreneurship and research commercialisation. A précis on texts regarding government initiatives in university research commercialisation may inform the progress of new strategies of collaboration with other stakeholders.

SESSION 3B. TEACHING AND LEARNING

Hands on, eyes closed, valued and engaged: Preliminary findings on the nature and effects of alternative education practices in regional areas | Richard Waters

This paper will report on a qualitative research study of alternative education practices in three contrasting school settings in two regional areas in Queensland involving teachers, students, parents and other community members. This research project is positioned in the context of national education policies aimed at improving Australia's international economic competitiveness which have had the effect of standardizing education practices and narrowing the purposes of education in many mainstream state and non-state schools. Document analysis, quasi-ethnographic observation and semi-structured interviews were used to gain insight into the nature and effects of

alternative education practices as possible challenges to these policies. Drawing on theoretical concepts from Charles Taylor, Pierre Bourdieu as well as a Southern Theory perspective, the research revealed positive effects on student learning, community engagement and equity. The inquiry also utilised the concepts of competition, non-competition and cooperation in relation to the alternative education practices identified. The early analysis of data identifies education practices which could support the future engagement of marginalised young people in education, as well as interesting and innovative ways to encourage greater community engagement in schools, including as a way to build/re-build a broader view of the purposes of education more generally in the community.

Enactment of curriculum reform: Teachers' voices | Reshma Parveen

Curriculum reform is considered to be an effort to bring about educational change at a national level. Reformers usually develop a curriculum for an ideal situation, however, when it comes to enactment, the factors at the local level mediate it. Schools are different and individual schools enact the curriculum according to their need, priorities, available resources and capacity. Similarly, teachers implement the reform differently based on their personal experience; professional development; professional networking; and available support. Hence local factors of a school influence any external reform intended to bring about 'uniformity'. The move toward a national curriculum in Australia has undoubtedly shifted institutions' positions and the roles agents play within it. Using Bourdieu's concepts of field, habitus and capital, this paper will develop an understanding of how teachers navigate and work within the current national curriculum reform agenda in Australia. Using a critical approach through a semi-ethnographic case study in one state secondary school, this paper examines how the school generates diverse and creative ways to contextualize the reform. The study will include semi-structured interviews with school teachers, observations of professional development activities related to the reform enactment and field notes to generate data. Using the theoretical tools of Bourdieu, this presentation is an attempt to situate institutional practices within the field of curriculum enactment, and the roles that agents within the institution play.

Talking about collaboration: Cogenerative dialoguing and the teacher-teacher aide team | Elizabeth Tatum

Globally, collaboration has become a key element of school reform initiatives; however, how collaboration is achieved is a largely ignored and under researched area. Importantly, missing from research into collaboration in schools is how collaboration is practised in teacher-teacher aide teams. Having a mandate to collaborate without a guide to collaboration promises to undermine the very essence of the reform initiatives designed to create successful education environments.

In this paper I will explore the role offered by cogenerative dialoguing (cogen) in investigating collaboration in teacher-teacher aide teams. It is well known that cogen is a useful tool, supporting teachers, administration staff, parents and students in promoting co-generation of ideas in school work environments. However, its use in teacher-teacher aide teams has not been explored. The use of cogen in studying how collaboration is achieved in teacher-teacher aide teams presents a new way of looking at cogen, as both a tool to support these teams and a way to understand the collaborative profile of these teams.

The inclusion of cogen in a study on collaboration offers a way to advance the understanding of collaboration in schools and pave the way for further detailed studies on collaboration. It is anticipated that the results of a study exploring collaboration through the use of cogen will have positive ripple effects for teachers, teacher aides, student learning, school team systems, and the use of cogen in education environments.

SESSION 3C. LEARNING TECHNOLOGY

Learning science concepts online through simulations: how confident are students in self-directed environments? | Abdullah Mamun

Learning in a self-directed environment without the direct help of teachers is a challenging task for students. Recent advancements in online learning and computer simulations promise a more interesting mode of learning for students. But, engaging students effectively with this learning style remains a challenge for educators. A number of factors may affect students' comfort and depth of engagement with the learning environment. To investigate these factors, two modules in science topics were delivered online to students as the part of an ongoing PhD study. Interviews and observations of student activities were used

to collect data. Preliminary findings suggest digital literacy and prior virtual experience greatly influence the levels of confidence of student interaction. Also, the interface of the simulations, and richness of the contents appear to be the important factors influencing student confidence. Finally, students' ability to follow instructions, to adjust to the environment and their familiarity with concepts influence their self-confidence and learning. The findings of this study add to the continual development of self-directed online learning in science domains.

A validation pilot study on web-based technology-enhanced assessment | Zakiya Al Nadabi

Critical decisions are often made on the outcomes of high-stakes tests that affect students' futures, so we must strive to achieve fair and valid test outcomes. The increasing use of web-based technology-enhanced assessments can introduce bias attributable to technology-related construct-irrelevant variance, which can threaten the reliability and validity of score-based decisions (Fulcher, 2003). To address the issue, a study is being carried out that aims to develop a Moodle-hosted web-based technology-enhanced English Language Exit Test that can yield more reliable and valid results at Sultan Qaboos University in Oman. This presentation will cover the findings from the pilot phase, where data was obtained from language teaching experts in a judgmental validation session and from test-takers in usability testing. Study participants trialed the test and then gave retrospective accounts of their test-taking experience on questionnaires and in audio-recorded semi-structured interviews. The research is guided by an evidence-based, argument-based interpretive validation theoretical framework that adapts the Assessment Use Argument approach principles (Bachman, 2005; Bachman & Palmer, 2010). Drawing on evidence from the pilot study, an argument for test use will be outlined. Examples of technology-related factors causing construct-irrelevant variance will be described, as will the extent to which such factors can affect reliability and validity of test results.

Filters in schools: A policy disturbed | Theresa Ashford

Web filtering and device monitoring is a relatively new and significant player in the learning and teaching landscape in public schools across Australia. In particular, Queensland Government espouses to use web filtering and device monitoring to manage and control the use of computers and the Internet during school time to increase the efficiency, effectiveness, access and use of 'core

business' applications such as 'The Learning Place', a government designed/authorized online learning environment. This presentation presents data collected from a Queensland high school to consider the (im)practicality of curating 'safe' digital learning environments via web filtering/device monitoring policies. Actor Network Theory (ANT) is used as a critical sensibility to enable an undoing/disturbing of the taken for granted assumptions around web filtering in schools as a natural, uncontested and productive practice in 21 century classrooms and offers an opening to (re)consider the ethical implications of technology mediated learning environments.

SECTION 3D. LANGUAGE

English in the primary classroom in Vietnam: Students' lived experiences and their social and policy implications | Lan Chi Nguyen

Although the teaching of English as a second/foreign language in primary schools has emerged as one of the major language-in-education policy decisions, students' perspectives on primary English have received very little research attention. Drawing on data from a larger study, this paper depicts primary school students' lived experiences in the English classroom in Vietnam. The methodological framework of the study draws upon the "Mosaic approach" (Clark & Moss, 2011) that integrates multimodality and ethnographic methods. The framework helps to connect school and home factors with language policy issues and provides access to the complexity, relevance and maturity of students' perspectives. Insights from the study reveal tensions between policy expectations and classroom realities, which undermine the government's policy goals of developing citizens' English proficiency for participation in a globalised economy. Moreover, the hidden trend towards the privatisation of the public sector English education has consequences for social justice, as students from more modest family backgrounds are unable to utilise resources and learning opportunities to which their counterparts from wealthier families have easy access.

Preservation or integration: Language attitudes and identity of ethnic minority students in Vietnam | Trang Nguyen

This presentation focuses on a group of Vietnamese ethnic minority students' language attitudes in relation to their identity by focusing on their three languages: home language (L1), Vietnamese and English regarding 'integrative' and 'instrumental' values of the languages. Semi-structured interviews with

eight college-age minority students are used as the main source of data in this study. Findings reveal that the students displayed their integrative orientation in valuing their L1 and their instrumental orientation in valuing Vietnamese and English. Although the students expressed a desire to identify themselves with both of the two orientations in constructing their language attitudes, they were still influenced more by the utilities of the languages in facing choices. This reflected their willingness of involvement into the mainstream society regardless of the cost on their L1 and ethnic - cultural values. Positive attitudes towards L1, hence, are not enough to ensure L1 preservation and L1 identity empowerment. Institutional support is therefore necessary to construct and maintain individual and social positive attitudes towards minority languages that are important for endangered language preservation.

A narrative inquiry into language experiences of low-English proficiency Bangladeshi migrants in Australia | Farzana Yesmen Chowdhury

Given the role of the dominant language for economic and social survival of immigrants in their host societies, there is a large body of research that has investigated the relationship of English proficiency with labour market outcomes and issues of social integration. However, most of this research has been conducted from econometric perspectives using large-scale surveys and census data. Compared to this, there has been very limited research that focuses on language attitudes and experiences of immigrants to understand their agency and their strategies of language learning and communication to meet their survival needs in their everyday life. Through a narrative inquiry of three low-English proficiency Bangladeshi migrants in Australia, the presenter will present their perceptions and valuations of English with their perceived difficulties in language learning and communication and the strategies that they employ to exchange information with their interlocutors in various domains. Agency will be used here as its theoretical framework. It will, therefore, reflect on the relationships between English proficiency and labour market outcomes on the one hand and the role of language in social and economic survival from the lived experiences of immigrant themselves.

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