Welcome to
The University of Queensland
School of Education's
Postgraduate Research Conference 2013

Cosmopolitan Conversations: Building research communities through cultural exchange

This conference provides an opportunity for postgraduate students to present their research. A broad range of research interests are represented. We appreciate the effort of the presenters who have contributed to the interesting program. We also appreciate the generosity of the academic staff members from the School of Education at The University of Queensland, who have offered to chair sessions.

We would like to express our sincere thanks to:

- Professor Jane Kenway for delivering the Carolyn D. Baker Memorial Lecture
- Professor Fazal Rizvi for delivering our Conference Keynote Presentation
- Professor Peter Renshaw for agreeing to be our Master of Ceremonies
- The School of Education for its support and funding
- Faculty of Social and Behavioural Sciences, UQ Union, the UQ Graduate School, SAGE Publications, Oxford University Press, Cambridge University Press, National Tertiary Education Union and the Co-Op Bookshop for their support and sponsorship

Thank you all for contributing to the success of the School of Education's Postgraduate Research Conference – *Cosmopolitan Conversations: Building research communities through cultural exchange.* We hope you enjoy the conference.

Conference Committee

Huong Nguyen	Michelle Weston
Cate Montes	Claire Backhouse
David Bright	Steven Lewis
Michael Erhabor	Lan Nguyen
Jaime Garcia	Khalaf Al'Abri
Anna Hogan	

Committee Co-Chairs

Dr Louise Phillips	Dr Sam Sellar

Program – morning session

8.30-8.45	Registration	(Bldg 24, Room 402)
8.45-9.00	Welcome and Overview of Proceedings: Peter Renshaw	(Bldg 24, Room 402)
9.00-10.00	Keynote Address: Professor Fazal Rizvi	(Bldg 24, Room 402)
10.00-10.30	Morning Tea	(Bldg 24a, Courtyard)
10.30-11:20	Parallel Sessions in Building 24	

	S1: Higher Education Chair: Amanda Keddie Room: s302	S2: Global Policy Chair: Sam Sellar Room: s303	S3: TESOL Chair: Obaid Hamid Room: s328
10:30-10:50	Institutional Ethnography and the Uses of Critical Discourse Analysis **David Peacock (UQ)**	'Bringing schools into focus': A critical understanding of the PISA-based Test for Schools as a global policy technology **Steven Lewis (UQ)**	The imagined futures of Hong Kong English Medium of Instruction students **Jack Tsao (UQ)**
10:50-11:10	Widening participation: Effects on teacher education programs **Suzanne Macqueen (UQ)**	Global networks of educational governance: The role of the OECD, IEA and Pearson in the production of education policy **Anna Hogan (UQ)**	Plagiarism and Chinese international students: Confucian or Confusion? **Cate Montes (UQ)**
	Questions until 11:20 am	**Questions until 11:20 am**	**Questions until 11:20 am**

11.30-12.15	Panel Session	(Bldg 24, Room 402)

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10.30-11:20	Parallel Sessions in Building 24	

	S4: English Policy Chair: Bob Lingard Room: s502	**S5: Assessment and ICT** Chair: Julie Bower Room: s504	**S6: Science/Math Inquiry** Chair: Sue Creagh Room: s506
10:30-10:50	Global language policy borrowing: Implementing the Common European Framework of Reference for Languages in Vietnamese higher education **Huy Nguyen (UQ)**	Is there consistency of judgement between examiners in performance-based assessment? A case study in medical education **Amy (Wai Yee) Wong (UQ)**	Building an Instruction Design through Inquiry-based Learning Using Technology **XinXin Fan (UQ)**
10:50-11:10	Internationalisation of Higher Education through English-Medium Instruction: Investigating Students' Agency **Huong Nguyen (UQ)**	Critical Issues for ICT Implementation in Education **Hanna Al Harbi (QUT)**	Ill Structured Tasks and Mathematical Inquiry **Darren MacGregor (UQ)**
	Questions until 11:20 am	**Questions until 11:20 am**	**Questions until 11:20 am**

11.30-12.15	Visiting Scholars Panel Session	(Bldg 24, Room 402)

Program – afternoon session

12.15-1.00	Lunch		(Bldg 24a Courtyard)

1.00-2.20	Parallel Sessions in Building 24		

	S6: Science & Math Education Chair: Greg Vass Room: s302	**S7: Methodology** Chair: Peter Renshaw Room: s303	**S8: Inclusive Education** Chair: Martin Mills Room: s328
1:00 to 1:20 pm	Saudi teachers' questions and students' learning outcomes in science based inquiry classes **Saeed Almuntasheri (UQ)**	Reflexivity: Buzzword or brave new world? **Kate McLay (UQ)**	Saudi teachers' attitude towards the inclusion of students with AD/HD-related behaviours **Saif Alamri (QUT)**
1:20 to 1:40 pm	Social-cultural factors that influence science students' achievement in Sri Lanka **Prabha Ransi Jayawardena (UQ)**	Everything is dangerous: Conceptualising research *as* ethical practice **David Bright (UQ)**	Beyond the legacy of exclusion: An ethnographic case study of an innovation for inclusive pedagogy **Roxanne Finn (USQ)**
1:40 to 2:00 pm		Adventures in indigenising career research for the Chinese context: Finding my voice **Myra Lee (UQ)**	Gender and multiculturalism at school – The migrant girls' voices **Ana Borges (UQ)**
	Questions until 2:20 pm	**Questions until 2:20 pm**	**Questions until 2:20 pm**

2.30-3.30	Q an A (Question an Academic)	(Bldg 24, Room 402)

3.20-4.00	Afternoon Tea	(Bldg 24a, Courtyard)

Program – afternoon session

12.15-1.00	Lunch		(Bldg 24a Courtyard)

1.00-2.20	Parallel Sessions in Building 24		

	S9: Identity Chair: Annemaree Carroll Room: s502	**S10: Culture** Chair: Liz MacKinlay Room: s504	**S11: Research with Children** Chair: Louise Phillips Room: s506
1:00 to 1:20 pm	Developing Students' Numeracy Capabilities Through Science: One Teacher's Story **Anne Bennison (UQ)**	Feeling culturally safe and motivated at school: Important considerations for urban Indigenous students. **Ailie McDowall (UQ)**	Beliefs, attitudes and intentions of early-childhood Chilean teachers towards Cooperative Learning **Javiera Mena (UQ)**
1:20 to 1:40 pm	Bilingual identity of minority people **Trang Thi Thuy Nguyen (UQ)**	Cultural Resilience in the Pacific: Piri'anga and Polycultural Capital **Meg Perkins (UQ)**	Researching primary pupils' lived experiences in English classrooms Lan Nguyen (UQ)
1:40 to 2:00 pm	Transnational mobilities of Australia-educated and domiciled professional migrants from Vietnam **Chi Hong Nguyen (UQ)**	Vietnamese English teachers' perceptions of World Englishes in English teaching context in Vietnam **Hao Tran (UQ)**	'If I do well in NAPLAN …': Year 3 children's perceptions of NAPLAN as high-stakes **Angelique Howell (UQ)**
	Questions until 2:20 pm	**Questions until 2:20 pm**	**Questions until 2:20 pm**

2.30-3.30	Q an A (Question an Academic)		(Bldg 24, Room 402)

3.20-4.00	Afternoon Tea		(Bldg 24a, Courtyard)

Cosmopolitan Conversations: Building research communities through cultural exchange

A cosmopolitan disposition includes openess to engaging with differance and a sense of belonging to shared global futures. This disposition can be cultivated through purposeful conversations with others in communities that form around shared desires to better understand the worlds that we inhabit together. This conference provides a space for emerging education scholars to build new relations with others across the different perspectives that inform their research and to start new conversations about the educational ideas and practices shaping new spaces and places of learning today.

Keynote Address

Professor Fazal Rizvi

The challenges of Youth Research in the Asian Century

In this lecture, Professor Rizvi will develop a relational understanding of the idea of the Asian century as opposed to the dominant geographical notion referring to a bounded region that is called Asia. Professor Rizvi will suggest that the idea of the Asian century is better defined in terms of the relationalities that surround the emerging world order shaped by shifting global processes in which youth cultures play an increasingly dominant role. He will argue that this perspective has major implications for developing a new agenda for research beyond the limited and perhaps even flawed idea of Asia literacy.

Fazal Rizvi is a Professor in Global Studies in Education at the University of Melbourne as well as an Emeritus Professor at the University of Illinois at Urbana-Champaign in the United States. He is a fellow of the Academy of the Social Sciences in Australia and a board member of the Asia Education Foundation. He has published extensively on issues of identity and culture in transnational contexts, theories of globalization and education policy and more recently Indian higher education. His most recent book, co-authored with Bob Lingard, is Globalizing Education Policy (Routledge 2010), and he is currently working on a new book on the idea of Asia Literacy.

Panel Sessions

'Building an Academic Profile' participant Bios

In this session we will hear from our visiting scholars about their successes of building a notable academic profile. It is an opportunity to ask questions pertaining to key elements of building an academic career, such as research grant writing, publishing, building research collaborations, and ethical research practice.

Andy Kirkpatrick is Professor in the Department of Languages and linguistics at Griffith University. He has spent many years teaching and studying across Asia, including in China, Hong Kong, Myanmar, Singapore and Taiwan. He is the founding and chief editor of Springer's book series, *Multilingual Education,* and of the journal, *Multilingual Education*. His most recent books are *English as an International Language in Asia* (co-edited with Roland Sussex) (Springer 2012) and *Chinese Rhetoric and Writing* (co-authored with Xu Zhichang) (Parlor Press 2012).

Keita Takayama teaches at School of Education, University of New England. He has published numerous articles on politics of education reform, policy borrowing, globalization and educational restructuring, and politics of knowledge circulation and production in education research. He is the 2010 George Bereday Award winner from the Comparative and International Education Society.

Fazal Rizvi is a Professor in Global Studies in Education at the University of Melbourne as well as an Emeritus Professor at the University of Illinois at Urbana-Champaign in the United States. He is a fellow of the Academy of the Social Sciences in Australia and a board member of the Asia Education Foundation. He has published extensively on issues of identity and culture in transnational contexts, theories of globalization and education policy and more recently Indian higher education. His most recent book, co-authored with Bob Lingard, is Globalizing Education Policy (Routledge 2010), and he is currently working on a new book on the idea of Asia Literacy.

Jane Kenway is a Professorial Fellow with the Australian Research Council, a Professor, Education Faculty of Monash University and an elected Fellow of the Academy of Social Sciences; Australia. Her research expertise is in socio-cultural studies of education in the context of wider social and cultural change. Her more recent jointly written books are *Masculinity Beyond the Metropolis* (Palgrave, 2006) and *Haunting the Knowledge Economy* (Routledge 2006). Her most recent jointly edited book is *Globalising the Research Imagination,* (Routledge 2009). She currently leads an international team undertaking a multi national five year research project called *Elite independent schools in globalising circumstances: a multi-sited global ethnography.*

'Question an Academic' participant Bios

Balancing research, teaching and other commitments is an issue faced by students and academics alike. Following a successful closing panel and debate last year, at this year's Postgraduate Community Conference, four academics from the School of Education will discuss how they have been able to develop their academic careers. Sharing their experiences in teaching and research academic positions, they will talk about their career trajectories and the important turning points, decisions and opportunities that accompanied their journey so far.

M. Obaidul Hamid is Lecturer in TESOL Education at the University of Queensland, Australia and teaches in the area of TESOL. Previously he taught English language and applied linguistics at the University of Dhaka, Bangladesh. He is interested in the policy and practice of TESOL in developing societies. He has recently co-edited a special issue of *Current Issues in Language Planning* on medium of instruction in Asia.

Dr Thanh Pham has been working in the field of higher education for the past 10 years. She obtained her MA and PhD degrees in educational studies at the School of Education, The University of Queensland. She is currently working as a Postdoctoral research fellow at the School of Education. Her research interests are teaching and learning in higher education and research methodologies.

Elizabeth Mackinlay is an Associate Professor in the School of Education at the University of Queensland where she teaches Arts Education, Indigenous Education, Qualitative Research Methods and Women's Studies. Liz completed her PhD in Ethnomusicology in 1998 and continues her work with Aboriginal women at Borroloola in the Northern Territory of Australia. She also completed a PhD in Education at the University of Queensland in 2003 and has a primary education degree from Charles Darwin University. Liz is currently involved in a number of different research projects which include drumming circles for primary students, the politics and pedagogies of Indigenous Australian studies in primary and tertiary education contexts, programs for mentoring Indigenous pre-service teachers, music and mothering, and feminism in higher education. Liz is currently the editor of the Music Education Research and Innovation (MERI) and co-editor of the Australian Journal of Indigenous Education (AJIE).

Merrilyn Goos has worked in the School of Education for over 20 years as a PhD student, tutor, research assistant, and academic. She recently completed a 4-year term as Director of UQ's Teaching and Educational Development Institute. She is editor-in-chief of an A* international journal, an invited independent assessor of promotion and tenure applications for universities in Australia, the USA, Israel, South Africa, and New Zealand, and a regular presenter of academic career development workshops at UQ and other universities.

Abstracts

Institutional Ethnography and the Uses of Critical Discourse Analysis

David Peacock
The University of Queensland

This paper seeks to explore how the methods of critical discourse analysis and institutional ethnography might be dialogically reworked in the analysis of texts in action. For Dorothy Smith, institutional ethnography is both a social ontology and social scientific procedure that seeks to empirically investigate discourse as social relations that are organized by the activities of people. The discourse analysis performed in much institutional ethnography to date, however, has not paid close linguistic attention to the way the specific local actors utilise texts and discourses in an active appropriation of the ruling relations established by official discourses. Using data from institutional ethnography of student-equity practices in Australian higher education, this paper illustrates how a Fairclough-inspired critical discourse analysis of the hybridity of a sample of institutional texts and interview transcriptions is able to provide greater analytical purchase on *how* texts are actively appropriated within an institutional field of action. This paper demonstrates how this kind of linguistic focus, when joined with an analysis of the functions that texts play in organising and sequencing a field of institutional action, offers possibilities for more nuanced accounts of individual and collective agency in institutional ethnography studies.

Widening participation: effects on teacher education programs

Suzanne Macqueen
The University of Queensland

Bradley Review recommendations (Bradley, Noonan, Nugent & Scales, 2008) to increase percentages of students from low socio-economic status (SES) backgrounds have led to university initiatives encouraging further low SES students to enrol. Low SES students undertaking tertiary education are more likely to join teaching and nursing programs rather than engineering or medicine. Often the first generation of their family to enrol, they experience higher education (HE) differently from more traditional students, and face different challenges. This paper reports on one facet of a larger study into the experiences of low SES students in a teacher education program. The larger study uses Bourdieu as a theoretical framework, but this facet applies an exploratory study method. Anonymous surveys were completed by 15 teacher educators, eliciting perceptions of cohort characteristics, motivations and skills. The results show concerns over some students' academic skill levels and motivations, and indicate that some courses have been modified to cater for the demonstrated needs of the cohort. Universities must be aware of changing cohort demographics which widening participation initiatives may bring about. Adequate resources and support for students and educators must be provided for these students to have a real chance to succeed whilst program quality is maintained.

'Bringing schools into focus': A critical understanding of the PISA-based Test for Schools as a global policy technology

Steven Lewis
The University of Queensland

Although international comparative testing such as PISA (Programme for International Student Assessment) has exerted considerable influence upon national education policies, there is limited evidence to suggest the effects of such comparative assessment at the school site. The proposed study will investigate the development of the nascent PISA-based Test for Schools and the potential policy effects of this implementation; namely, in terms of the normative governance implications for education, and the 'reimagining' of the school in relation to a global education space. This presentation will outline the context, theories and methodological approaches that inform the proposed research. Drawing upon the theoretical resources of governmentality and social imaginaries, this research utilizes a critical policy analysis methodology to conduct a study of the development, enactment and consequences of the PISA-based Test for Schools. Data collection will be undertaken through semi-structured interviews with personnel from the OECD (Organization for Economic Cooperation and Development), national government departments and schools implementing the assessment, in addition to extensive document analysis. The research seeks to reveal how the school is reimagined in relation to a post-national education space, and how global images and discourses normatively influence education policy and practice at an institutional level.

Global networks of educational governance: The role of the OECD, IEA and Pearson in the production of education policy

Anna Hogan
The University of Queensland

This paper is part of a broader research project which is investigating the emergence of new policy networks in educational governance, where education policy is now produced and enacted via complex interactions between multifarious agents. The purpose of this paper is to explore the policy networks that constitute the global education policy field around the context of the international comparative assessments - Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). Through a Bourdieuian lens, Network Ethnography and Social Network Analysis are employed to investigate the ways in which edu-businesses are contracted by both the Organisation for Economic Cooperation and Development and the International Association for the Evaluation of Educational Achievement in the production and enactment of their international assessments. Through the data collected, a series of network diagrams are presented that portray a complex network of interconnections between international organisations, national governments and edu-businesses. From these network diagrams, Pearson is identified as a significant node of this global field, and is presented as a case to explore the consequences surrounding network governance. The outcome of this paper is to contribute to current ideas about education policy fields, whereby establishing the networks that exist on a global level, educational researchers can begin to constitute how these influence and flow into national and local policy fields in Australia.

The imagined futures of Hong Kong English Medium of Instruction students

Jack Tsao
The University of Queensland

This paper examines the role English plays in the lives of Hong Kong secondary students, and particularly how it influences the imagination of their futures and their relations to family, school, further education and employment. Specifically, the paper explores students' understandings of their schooling experiences in English Medium of Instruction schools in Hong Kong. It draws upon Bourdieu's concepts of field, habitus and capital, and Appadurai's notions of the 'capacity to aspire' and the 'social imaginary', to help make sense of students' perceptions of their futures. The paper analyses data from six focus groups in three schools in Hong Kong to explore the extent to which students engage in and with English, and their perceptions of its value to their current and future lives. It shows that the legitimacy (or otherwise) of English as a valued symbolic capital within students' family circumstances and schooling experiences has a significant impact upon students' habitus, and that this is reflected in students' capacity to imagine educational and employment futures. The research is significant because it reveals how the misrecognition of English as a valued capital in Hong Kong society produces a student habitus which is profoundly conflicted, uncertain and at times overtly anxious.

Plagiarism and Chinese international students: Confucian or Confusion?

Cate Montes
The University of Queensland

Plagiarism is a key concern for many newly-arrived Chinese international students at Australian universities. In the research that has been conducted around this issue, aspects of Confucian philosophy have often been used as explanatory devices to account for why Chinese students tend to struggle with the correct acknowledgement of sources in their English academic writing (Kingston & Forland, 2008; Tweed & Lehman, 2002). This has contributed to a broader cultural discourse that presents a polarized view of Chinese and Western cultures regarding perceptions of what is 'ethical' behavior.

In this paper, I draw on qualitative data from a group of ten Chinese students in their first year of study in Australia as well as six English language teaching professionals from universities in China. The analysis of the data was underpinned by Language Socialization Theory, which enabled an understanding of the extent to which students interacted with elements of their educational environment in China in order to gain expertise in different aspects of academic culture. Both student and teacher interview data suggest that students appeared to have internalized conceptions of the ethical aspect of source acknowledgement to some extent. Moreover, the practice of doing so within the context of their study in China was limited and dependent on two factors: Individual teacher attitudes and the stage of tertiary study. The data support a more nuanced understanding of Chinese students' attitudes and perceptions of plagiarism, which move beyond the monolithic views of Chinese educational culture presented in some of the research.

Global language policy borrowing: Implementing the Common European Framework of Reference for Languages in Vietnamese higher education

Nguyen Van Huy
The University of Queensland

This presentation draws on a PhD study that concerns the implementation of a recent language policy in a foreign language university in Vietnam. Based on the Common European Framework of Reference for Languages (CEFR), this global policy is locally adopted to set up minimal English language proficiency standards for university graduates and English teachers. This research explores key actors' agency and its influence on the interpretation and implementation of this policy, basing on Vygotsky's sociocultural approach to human agency and Kaplan and Baldauf's language-in-education policy implementation framework. Different data collection instruments, especially in-depth interviews, are used to collect qualitative data from three groups of participants: university administrators, English language teachers and students. The presentation will specifically focus on the CEFR borrowing process and the contextual factors that influence the implementation of this borrowed policy in Vietnam. It will highlight potential challenges for the education system because the new policy requires significant changes in the current language assessment and testing system and in language curriculum and course materials. The presentation will also provide rationales for adding an agency dimension to the language policy implementation framework at the meso and micro-level.

Internationalisation of Higher Education through English-Medium Instruction: Investigating Students' Agency

Huong Ngyuen
The University of Queensland

In many non-English-speaking countries in the world English has now been stipulated as the medium of instruction for the purpose of internationalisation of higher education. However, such language shifts have placed a substantial impact on the academic practice of lecturers and students. Following the framework of language-in-education policy (Kaplan & Baldauf, 2003, 2005) and social cognitive theory on agency (Bandura, 2001), the present study investigates the emergent trend of internationalisation through English-medium instruction and examines how lecturers and students exercise their agency in the changing environment of Vietnamese higher education. A qualitative case study was devised for the research with data being collected from different sources: document analysis, a questionnaire survey, interviews, and class observations with different stakeholders including a university board of governors, faculty heads, lecturers, and students. This paper presents part of the interview results representing how the students experience the medium of instruction change and how they exercise their agentic power in responding to such a change to bring about the desired academic outcomes. It is argued that even though students are positioned at the recipient end of the implementation process, they are actually capable of impacting on the policy formulated at the macro level.

Is there consistency of judgement between examiners in performance-based assessment? A case study in medical education

Amy (Wai Yee) Wong
The University of Queensland

Clinical competency assessment is one of the major assessment tools used in medical education. It aims to evaluate medical students' clinical skills and ability in relation to practising medicine (Shumway & Harden, 2003). Due to the fact that the majority of the examiners are clinical practitioners rather than educators and they may have different views on student performance, I argue that there are noticeable discrepancies of markings across the examiners. This paper reports on the ongoing development of a study that will explore the consistency of and the factors that influence examiner judgement in marking medical students' clinical performance in summative assessments.

A mixed-methods case study approach will be adopted: firstly to investigate the marks given by each of the examiners in clinical examinations in two of the courses within the Bachelor of Medicine/Bachelor of Surgery (MBBS) program; secondly, the examiners will be invited to participate in semi-structured interviews to explore the factors that influence their judgement of medical students' performance in the clinical examination.

This project is significant as the outcomes will include evidence-based recommendations for, and effective strategies for use in, the faculty development of teachers in assessment, and examiner training to improve the consistency and reliability of examiner judgement on performance-based assessment in medical education.

Critical Issues for ICT Implementation in Education

Hanna Al Harbi
Queensland University of Technology

Information and communication technology (ICT) has been seen as a potential tool in enhancing education. However, research has shown that this potential is not being realised in practice. Research shows that changes in classroom practices will not occur simply because ICT is more available in the classroom unless it is used effectively. Facilitating the proper access to ICT resources in classrooms is only one step in the process. Thus, calls have been made to pay more attention to the way ICT has been implemented and how to achieve effective ICT implementation. This paper reviews relevant literature about the issues educators may need to consider when pursuing effective implementation of ICT in education. For that purpose, answers were sought to a number of questions including: how ICT implementation could be effective; what the requirements are to achieve effective ICT implementation; and the importance of teachers in the implementation process. The findings indicate that ICT implementation should begin with the identification of an educational problem and deciding what students, teachers or schools want to achieve, not with the provision of technology. Effective ICT implementation requires using ICTs as knowledge construction tools rather than instructional tools. Furthermore, ICT becomes significant when its use is linked to teachers' visions and levels of knowledge.

Building an Instruction Design through Inquiry-based Learning Using Technology

Xinxin Fan
University of Queensland

This study developed a practical instructional design which is based computer-enhanced interactive simulations to remove student physics misconceptions as well as develop deeper understandings of scientific conceptions and support student inquiry learning. Deriving a framework from Vygotsky's socio-cultural theory and scaffolding theory, the efficacy study investigated the effectiveness of the proposed instruction compared the conventional instruction using pre- and posttest assessment, students' note and teacher' interview. The analysis of data reveals that student concept test score gains are statistically significant, as measured by *t*-test. Results of students' inquiry score gains and notes also indicated that the use of interactive simulations was a positive predictor in acquiring inquiry skills. And the analysis of students' questionnaires showed a great enthusiasm towards the application of interactive simulations in learning. Teachers' interviews indicate that inquiry sequences are flexible and manageable in classroom practices. The new instructional design of inquiry instruction with interactive simulations helps students enhance conception development, as well as inquiry skills. The implications of these findings for future research and developing students' conceptual change in physics are discussed.

III Structured Tasks and Mathematical Inquiry

Darren MacGregor
The University of Queensland

Student's beliefs and attitudes towards mathematics effect the way they learn. Positive attitudes towards learning mathematics have been shown to have a positive influence on students' mathematics education outcomes. Most mathematics syllabi contain an affective domain that aspires to instil both a sense of wonderment and a confidence to apply mathematics to real world situations. Explicit teaching strategies that would enhance this domain of learning are rare. Encouraging evidence exists to support the notion that exposing students to mathematical inquiry and ill structured tasks can impact student beliefs about the nature of mathematics and its usefulness in everyday life. This notion is being empirically explored using a design experiment approach. Students in one year 11 mathematics class were exposed to an inquiry based learning environment that incorporated the use of ill structured tasks. This will be repeated for two different units of work during the next 12 months with the same class. During this presentation the initial results from questionnaires and ill structured mathematical tasks will be explored to identify the range of beliefs and attitudes students currently possess. Excerpts from classroom observations and interviews that highlight aspects of teaching practice that challenged those beliefs will also be presented.

Saudi teachers' questions and students' learning outcomes in science based inquiry classes

Saeed Almuntasheri
The University of Queensland

Teachers' questions play a key role in building meaningful and effective discussions that contribute to students' learning in science-based inquiry classes. However, teachers' questioning techniques are an under-researched area in the context of Saudi classrooms. This paper reports on a study investigating how teachers' practices of questioning can contribute to students' understanding and engagement in scientific explanations. The study is set in the context of a primary school in regional Saudi Arabia. The focus of the study is the topic of density, which is mandated in the 6 [th] grade of the new (2012) Saudi science curriculum. The quasi-experimental design of the study involved six teachers from six different schools, randomly assigned to two groups of three, working on inquiry-based science lessons. In the experimental group three teachers participated in an intervention designed to develop questions that make integration between qualitative and quantitative reasoning about density. The three teachers in the control group participated in the training sessions about the inquiry approach in Saudi curriculum. Data have been collected from classrooms observations, post-class student focus groups, and students' pre-post tests. The analysis of the data is generating a picture about the effectiveness of questioning techniques on inquiry classes.

Social-cultural factors that influence science students' achievement in Sri Lanka

K. Prabha Ransi Jayawardena
The University of Queensland

Social-cultural factors that are embedded in different cultures impact on students' achievement. This paper reports on a study tof teachers' understandings of the social-cultural factors which influence science students' achievement in Sri Lanka. Twelve senior secondary science teachers from three national schools in three educational zones (Horana, Kalutara, and Mathugama) from the Kalutara district participated in the study. Focus group interviews were conducted with the three groups of 3, 4 and 5 teachers respectively.

The results indicated that teachers identified several positive and negative social-cultural factors that they believed influenced students' achievement. These factors included those related to the family, school, students, and mass media and technology. Parents were found to have a variety of expectations about their children's learning, including to achieve well in examinations, to access higher education opportunities and "good" career opportunities, and to achieve social mobility. According to teachers, parents' high expectations impacted on the students in various ways such as parental pressure to succeed in examinations, emotional difficulties experienced by students, and competition amongst students to obtain high marks.

An unexpected outcome of the focus group interviews was that most of the teachers suggested that Sri Lanka's traditional societal values have being undermined by social competitiveness. The traditional values that the teachers referred to were: cooperation, sharing knowledge, sensitivity/empathy of students, respect for teachers, and the behaviour of the students.

The findings suggest various social-cultural factors influenced students' achievement in science. A close examination of these influences points to their underlying beliefs, values, and practices.

Reflexivity: Buzzword or brave new world?

Kate McLay
The University of Queensland

In recent decades, qualitative research has undergone significant philosophical evolution which has in turn generated various methodological uncertainties. For instance, the claim that 'neutral' data can be authoritatively interpreted and represented if the researcher adheres to certain rigorous methodological approaches is increasingly regarded as dubious, but there is no broad agreement or neatly-packaged solution to this and other complexities of (post)modern qualitative inquiry. The concept of reflexivity has perhaps become something of a cure-all for the methodological ills associated with the messiness of twenty-first century research, but being a genuinely reflexive researcher involves more than using a buzzword in the subsection of a methodology chapter. In the context of microethnographic research currently being undertaken with secondary school students as iPad-using learners, this presentation will explore the ways in which reflexive methodology offers strategies that can account for the inherently interpretive nature of social scientific inquiry. By taking seriously the methodological challenges presented by questions of authority, voice, representation and interpretation while still adopting the systematic and rigorous approach to data making required of high-quality research, reflexive methodology may help us to 'get on' with the unavoidably messy business of twenty-first century qualitative research.

Everything is dangerous: Conceptualising research *as* ethical practice

David Bright
The University of Queensland

In this paper I give an account of the ways in which a Foucauldian concept of critique might be employed to conceptualise research as ethical practice. Working with data from my study of Western teachers in Vietnam, I demonstrate the ways in which I have struggled with methodological and ethical issues in my research. Extracts from conversations with Western teachers in Vietnam are used to demonstrate how relations of power, knowledge, and subjectivity can be problematised in this research context, but the question of 'what next' remains. I give an account of myself as a PhD student struggling with both the 'what' and the 'so what' of my project, situated within a post-structuralist framework that is itself critiqued for seeking to avoid recommendation. In order to move forward, I draw on Foucauldian concepts of *critique* and *care of the self* to examine ways in which the practice of research as a transformative way of living, rather than the objects of knowledge it produces, could be conceptualised as ethical. I conclude with a consideration of askēsis (exercise or practice) and parrhēsia (free or fearless speech) as central to this practice of research as an ethical sensibility.

Adventures in indigenising career research for the Chinese context: Finding my voice

Myra Lee
The University of Queensland

In career development research, Western research theories and practices are well respected and remain dominant in the global community. With globalisation, these theories and practices were imported into non-Western countries for use with non-Western populations. However, studying non-Western phenomena using Western research methodologies based on Western worldviews presents interesting challenges. For instance, some scholars have made impassioned proclamations that the blind importation and application of Western theories and practices on non-Western populations promote the cultural colonisation of these populations and the perpetuation of perceived oppression. More recently, scholars in the Chinese community have begun asserting that indigenous Chinese phenomena should be studied using indigenous ways that incorporate indigenous Chinese worldviews, values and practices. This has sparked the search to define an indigenous Chinese epistemology and correspondingly, to indigenise or develop an indigenous Chinese methodology or methodologies. This session chronicles one Chinese doctoral student's struggles to find a voice that resonates with and respectfully privileges her cultural ways of knowing. Using a Chinese cultural lens, I explore the concept of indigenisation, challenges involved with indigenising an epistemology, and finally, developing a congruent methodology for career research.

Saudi teachers' attitude towards the inclusion of students with AD/HD-related behaviours

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More effective inclusive education for students with AD/HD-related behaviours has been recommended in recent years. Although Saudi Arabia has committed to inclusive education for students with AD/HD-related behaviours through national and international agreements, no research has focused on teachers' attitudes and practice towards these students in inclusive settings. This paper reports on a quantitative study that aimed to investigate primary school teachers' attitude towards the inclusion of students with AD/HD-related behaviours in Saudi Arabia. The study also examined the impact of multiple teacher- and student-related factors on teachers' attitude towards inclusion. Two-hundred-and-two primary school teachers from the AL-Madinah administrative area filled in a questionnaire containing a Teacher Attitudes to Inclusion Scale (TAIS) and a demographic information scale. Teachers' attitudes were found to be positive towards the inclusion of students with AD/HD-related behaviours in regular classrooms and were related to teachers' efficacy beliefs, training and class size. These findings will contribute to the small but growing body of literature that focuses on AD/HD in the context of Saudi Arabia.

Beyond the legacy of exclusion: An ethnographic case study of an innovation for inclusive pedagogy

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The processes that contribute to inclusive schools and the sustainability of efforts towards inclusivity in schools are not well understood (Ainscow, Booth, & Dyson, 2006; Gibson & Haynes, 2009). This paper reports on an in-depth case study of a parent motivated innovation for inclusive pedagogy in one mainstream primary school: the Studio Learning Project (SLP). This research asks how this particular innovation impacts on the school community, in order to bring depth to these understandings.

Interactive ethnography was deployed by the researcher to engage formally with the school site, while reflexive ethnography captured the unique perspective of the researcher as critical ethnographer – engaging with the site as a parent and change activist. Ecological psychology (Heft, 2001) is deployed as an interpretive framework for the analysis.

Pedagogical organisers, including classroom environments, curriculum, and socio-cultural perceptions about who and what is a teacher, can create a systemic exclusionary bias that necessitates action for inclusion in school-based education. This case study reveals how an eco-behavioural orientation can contribute to understandings of pedagogical processes that might assist school communities to diversify the pedagogues (people who have something to share) and pedagogical approaches (ways of sharing) that contribute to more inherently inclusive schools, thus moving beyond the legacy of exclusion.

Gender and multiculturalism at school – The migrant girls' voices

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Over the last 30 years while globalization exacerbated social issues, multiculturalism and feminism struggled to build a common agenda of demands. Most attempts have often failed the women and girls they were intended to support. In Australia since the 1970s, there are governmental aims present in educational policies, but with no combined initiatives and considerable limitations. There is much unknown about the girls from Non English Speaking Backgrounds (NESB) affected by these policies particularly from the girls' point of view. Here I present findings from my ongoing Masters research, utilising in-depth interviews with seven girls age seven to 15 years, in Queensland, in an attempt to understand the schooling experience of NESB girls, negotiating culture and gender to build a more empowered reality at school and in Australia. I utilise transnational feminism and the Voice Centred Relational (VCR) analysis method maintaining gender and culture visible while centred in the girls' voices. The result highlights the educational system's resources, gaps and the girls' resilience. Gender and multicultural issues intersecting in the girls' schooling experiences are highlighted in the oral presentation.

Developing Students' Numeracy Capabilities Through Science: One Teacher's Story

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Although mathematics is the discipline that underpins numeracy, developing the numeracy capabilities of students is the responsibility of all teachers. The Australian Curriculum identifies numeracy as a general capability to be developed across all learning areas, therefore teachers must be able to recognise when numeracy learning opportunities arise in the context of their learning area and design appropriate numeracy learning activities. Supporting teachers to develop effective strategies to do this requires an understanding of how teachers form and develop a numeracy teacher identity. This paper reports on initial findings about one participant in a longitudinal collective case study that uses a framework for numeracy teacher identity developed previously and a sociocultural approach to gain an understanding of numeracy teacher identity. Using an adaptation of Valsiner's zone theory, the characteristics of the knowledge, affective, social, and life history domains of the numeracy teacher identity framework are mapped onto the teacher's Zones of Proximal Development, Free Movement, and Promoted Action. This enables the numeracy teacher identity of the teacher to be described in terms of how the characteristics of the zones interact. A classroom vignette illustrates how the teacher promotes the numeracy development of students in the context of a Science lesson.

Bilingual identity of minority people

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In Vietnam, ethnic minority students have to join the mainstream education system in which their mother tongue is not used as school language. They also face numerous difficulties in becoming part of the society where their ethnicity and their first language are devalued as compared with those of Kinh majority people. Literature however shows that accessing the psychology and voice of minority students as bilinguals has not been a central concern of researchers in studying minority people in Vietnam. In an effort to approach these issues, in my Phd study, I use a qualitative approach to investigate bilingual identity of college-age minority students speaking more than one language in the Central Highlands of Vietnam. To facilitate this, I develop a new framework for examining bilingual identity by drawing on various bilingual identity development studies as well as Fielding (2009)'s Bilingual Identity Negotiation Framework. The new framework offers a more detailed insight into bilingual identity of 'folk' bilinguals and minority people. The research will also contribute to studies on minority people in Vietnam which can be used as a useful reference for local governments and an indirect call for minority education improvement, language and culture preservation in Vietnam.

Transnational mobilities of Australia-educated and domiciled professional migrants from Vietnam

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While politicians claim that Vietnam's development is compromised by brain drain, little research has been done to examine the mobilities of Vietnamese professional migrants. This presentation seeks to address this gap by reporting on a qualitative study on the mobilities of Australia-educated and domiciled professional migrants from Vietnam. Australia is used as a site because of its two-step migration policy, which has allowed international students to seek permanent residency. Using Heideggerian phenomenology as the theoretical framework, this study examines migrants' lived experiences through their interactions with the surrounding world. This study employed snowball sampling technique to recruit 15 Vietnamese migrants residing in Australia since 1999. By analysing the accounts of the participants obtained through interpretive conversations, this presentation argues that while the migrants' mobilities are informed by both spiritual and materialistic concerns, the meanings ascribed to their migration can be read as reflecting their emotionality and relationality, including a desire to contribute by philanthropy and knowledge transfer. The respondents' decisions to leave are influenced by the micro-politics of everyday life under the influence of Vietnam's communist regime. This empirical study has the potential to shed light on theorizing mobilities from Vietnam, an Asian society experiencing social, economic and political transitions. The findings also hope to enrich the migration data sources and narratives on Asian professional migration research.

Feeling culturally safe and motivated at school: Important considerations for urban Indigenous students.

Ailie McDowall
The University of Queensland

Indigenous students in metropolitan schools are often underrepresented in discussions regarding learning outcomes for Indigenous students, despite representing 42% of the Australian Indigenous students (Department of Education, Training and Employment, 2010). This presentation will review literature surrounding two concepts concerning educational outcomes for Indigenous students in metropolitan areas. The first considers the term 'cultural safety' and what this may mean in the context of urban schools. Addressing cultural safety involves acknowledging that Australian curriculum, testing and school experiences often reflect a colonial past. The second concept is intrinsic motivation, which the literature suggests is an important concept that should be highly prioritised for all students. A high stakes model of schooling conflicts with human growth theories of motivation, which emphasise autonomy and relatedness. These two arguments regarding concepts of cultural safety and intrinsic motivation are inextricably linked, as schools in Australia shift their focus towards a curriculum and testing regimes designed to produce and measure a particular ideal of success.This paper prompts an important discussion: by considering how schools can provide culturally safe environments and intrinsically motivate students, we may be able to better address some of the underlying matters which impact Indigenous students' educational outcomes.

Cultural Resilience in the Pacific: Piri'anga and Polycultural Capital

Meg Perkins
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This ethnographic community psychology study of how cultural factors contribute to resilience focused on young people and the criminal justice system in the Cook Islands; a Pacific nation that has no juvenile detention centre and a low rate of incarceration. Piri'anga and polycultural capital were found to be cultural and community protective factors that contributed to resilience. Piri'anga refers to the emotional interconnection between people, the land and the unseen. Polycultural capital refers to the ability to use knowledge and practices drawn from more than one culture to enhance one's life experience. Using the analytical lens of postcolonial theory, it was found that the traditional family-focused culture, strengthened by the persistence of the feeding child tradition, offsets the risks posed by the tourist industry and the resulting income inequality. A Western education is valued and the polycultural capital creates resilient voyagers and explorers who travel to Australia and New Zealand seeking work and a full life, but often return in death to be buried with their ancestors. This study of resilience contributes to the field of positive psychology, and the study of cultural resilience makes a contribution to the understanding of the importance of culture in social and community psychology.

Vietnamese English teachers' perceptions of World Englishes in English teaching context in Vietnam

Hao Tran
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Understanding and constructing receptive knowledge of different English varieties or World Englishes (WE) besides the priority of native varieties have been regarded necessary for an effective communication. It has been posited that non-native speakers use their own terms and accomplish their communicative needs effectively without deferring to native speaker norms, which have questioned the appropriateness and validity of the Native Speaker norm. However, English teaching in Vietnam is still restricted to Standard English (British or American English), which partially leads to varied difficulties and constraints to English teachers and learners. In the Vietnam teaching context, not many studies have been conducted with full attention to the perceptions of English teachers towards varieties of Englishes. This research therefore aims to shed a light on the Vietnamese English teachers' perceptions of World Englishes in their English teaching. The research employs a mixed method approach with the major focus on qualitative data. An online questionnaire, five individual followed-up interviews and one focus group discussion are all conducted. The expected findings from the study reveal perceptions of Vietnamese English teachers towards the importance of English varieties as well as the necessity of introducing English varieties for effective and efficient English teaching results in their teaching context

Beliefs, attitudes and intentions of early-childhood Chilean teachers towards Cooperative Learning

Javiera Mena
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Cooperative Learning (CL) involves students working together in small groups to accomplish shared goals. Research demonstrates that with CL, students acquire verbal, cognitive and social skills. Even though it is important for future learning that students learn how to work together in the early years, very few interventions with CL have been implemented in early childhood education. The beliefs teachers hold about pedagogy are a crucial determining factor for their behaviour inside the classroom. This paper reports on a study that will identify and describe the beliefs, attitudes and intentions of Chilean early childhood teachers regarding the use of CL in their classrooms, with a Theory of Planned Behavior Framework. First, a qualitative study was conducted to elicit the beliefs of early childhood teachers in Chile. A second quantitative study will confirm if the information elicited reflects the beliefs of a bigger sample of teachers. These studies will give some understanding of the factors that influence the possible use or non-use of CL. The results will permit further interventions to be designed regarding the use of CL, considering the beliefs of teachers in their particular Chilean context.

Researching primary pupils' lived experiences in English classrooms

Lan Nguyen
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This presentation draws on a PhD study that investigates primary school children's perceptions of English, English language learning and their lived experiences in English classrooms in a public school in Vietnam. The power and spread of English, accelerated by globalization, has strongly influenced language policy and planning in many countries across the world. A growing number of non-English-speaking countries in Asia have introduced English in primary education curricula in response to the emergence of English as a means of international communication to develop citizens' English proficiency and turn them into the human capital required for national participation in a globalised economy. Despite its potential importance, research on primary school children' perspectives on their language learning experiences is relatively limited. The study was undertaken to generate insights into children's school life with English in a developing society. The specific focus of the presentation will be on the process of designing research with children. First, it will provide an overview of different theorizations of children and their agency which will inform an ethnographic approach to the research. Then within the classroom ethnographic tradition, a variety of child-friendly research instruments, activities and strategies will be discussed. It is hoped that the design of the repertoire of research instruments in keeping with an appropriate understanding of children and their agency will be useful for researching children's English learning experiences in many parts of the world.

'If I do well in NAPLAN …': Year 3 children's perceptions of NAPLAN as high-stakes

Angelique Howell
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As debate surrounding Australia's National Assessment Program – Literacy and Numeracy (NAPLAN) tests continues to rage, it is evident that there is a considerable deficiency in the literature pertaining to children's lived experiences of the tests. While current studies which have examined the impact of NAPLAN on students are significant, they have relied on adult perceptions and accounts. This paper aims to address this deficiency by presenting the findings of a case study which explored year 3 children's lived experiences of NAPLAN in a Catholic primary school by 'counting the children in' and utilising methods that gave the children shared control of the language and concepts. Through a qualitative, thematic analysis of the children's drawings, writings and a focus group discussion, this paper focuses on the extent to which these children perceived NAPLAN as high-stakes. A constructivist approach contextualised the children's responses in relation to parental perceptions and beliefs regarding NAPLAN, as well as the teacher's professional practices within the cultural, social and material conditions of the school. While this case cannot represent the specificity of similar experiences in other contexts, it offers theoretical insights into how we might understand the impact of NAPLAN on children.