



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

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# GLOBAL IDEOLOGIES IN EDUCATION - SHARING CONTEMPORARY RESEARCH

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Postgraduate Research Community Conference

School of Education  
The University of Queensland  
St Lucia

25 August 2012



**Welcome to  
The University of Queensland  
School of Education's  
Postgraduate Research Conference 2012**

***Global Ideologies in Education – Sharing  
Contemporary Research***

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 Marie Brennan for delivering the Carolyn D. Baker Memorial Lecture
- Professor Terri Seddon for delivering our Conference Keynote Presentation
- Professor Peter Renshaw for agreeing to be our Master of Ceremonies
- The School of Education for its support
- Faculty of Social and Behavioural Sciences, University of Queensland Union, the UQ Graduate School, Oxford University Press, The Co-op Book shop, Modern Teaching Aids, Queensland Association of Mathematics Teachers and Pearson Publishing for their support and sponsorship
- Neville Smith, Julita Greda-Tomaszewska, Claire Backhouse, Christel Schoenberger and Melinda Kopanakis for their assistance

Thank you all for contributing to the success of the School of Education's Postgraduate Research Conference – *Global Ideologies in Education – Sharing Contemporary Research*. We hope you enjoy the conference.

**Conference Committee**

Khalid Al-Saadi  
Katie Cawte  
Dr Jessica Harris  
Catherine Montes

Thu Huong Nguyen  
Dr Louise Phillips  
Dr Simone Smala, committee chair  
Dr Jana Visnovska

**Program – morning session**

8.30-8.45	Registration	(Steele Building Bldg 3, Entrance Level Foyer)	
8.45-9.00	Welcome and Overview of Proceedings: Peter Renshaw and Katie Cawte	(Bldg 3, Room 206)	
9.00-10.00	Keynote Address: Professor Terri Seddon	(Bldg 3, Room 206)	
10.00-10.30	Morning Tea	(Bldg 3 Atrium/Foyer)	
10.30-11:50	Parallel Sessions in Buildings 24 (SBS) and 32 (Gordon Greenwood)		
	<b>S1: Foreign Language Learning</b>	<b>S2: Science and Technology in the Classroom</b>	<b>S3: Researching Student Life in Higher Education</b>
	Chair: Obaid Hamid Room: Bldg 24, S302	Chair: Louise Phillips Room: Bldg 24, S328	Chair: Peter Renshaw Room: Bldg 32, 211
<b>10:30 to 10:50 am</b>	The Contexts of Assessment in EFL Classrooms in Two High Schools in Vietnam  <b>Thanh Nhan Le (UQ)</b> ----- Problems and Issues in Teaching Language Minorities in the United States – A Literature Review  <b>Thi Diem Hang Khong (UQ)</b> ----- The Associations Between EFL Teaching Staffs' Beliefs about Corrective Feedback and Demographic and Learning and Teaching Experience Variables in Saudi Arabia  <b>Naif Althobaiti (UQ)</b> ----- Problematizing Internationalisation of Higher Education Through English-Medium Instruction  <b>Thu Huong Nguyen (UQ)</b>	Teaching and Learning Objectives for Using Tablet PCs  <b>Barry Dean (UQ)</b>  Strategies in Inquiry Experiment in Indonesian Secondary Schools  <b>Muhammad Haris Effendi Hasibuan (UQ)</b>  Effectiveness of Inquiry Instruction with Interactive Simulations for Addressing Student Physics Misconceptions  <b>Xinxin Fan (UQ)</b>	The Search for Meaning in Life amongst Undergraduate Australian Students  <b>Juan Semo Groman (UQ)</b> ----- The Missing Lacunae in the Ethiopian Higher Education Quality Imperatives: Stakeholders' Views and Commentaries  <b>Tefera Jimma (UQ)</b> ----- Hong Kong University Students' Feelings and Speaking Proficiency in 'English Through Art' Self-access Discussion Groups  <b>Lowana Phillips (HKU)</b> ----- Persistence: The Experiences of Graduate Distance Learners in Botswana  <b>Dineo Motswagosele (UQ)</b>
<b>10:50 to 11:10 am</b>			
<b>11:10 to 11:30 am</b>			
	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>

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10.30-11:50	Parallel Sessions in Buildings 24 (SBS) and 32 (Gordon Greenwood)		
	<b>S4: Policy and Reform</b>	<b>S5: Issues of Identity</b>	<b>S6: Career Paths</b>
	Chair: Bob Lingard Room: Bldg 32, 213	Chair: Eileen Honan Room: Bldg 32, 214	Chair: Amanda Keddie Room: Bldg 32, 215
<b>10:30 to 10:50 am</b>	The Effect of Social Strata in Education  <b>Lauren Sperotto (UQ)</b>	Living and Studying in a Different Country: International RHD Students' Lived Transition Experiences  <b>Neville Smith (UQ)</b>	An Exploration into the Retention, Development and Career Progression of the 'Mid-career' Teacher  <b>Katie Cawte (UQ)</b>
<b>10:50 to 11:10 am</b>	Coming to Matter in Practice: Enacting Education Policy  <b>Stephen Heimans (UQ)</b>	'Looking Straight at Ballet': Giving Voice to the Emerging Self at a Performing Arts School  <b>Sarah Loch (UQ)</b>	Lifelong Career Pathway Implications of Initial Career Choices: The Results of Phase 1  <b>Narelle Eggins (UQ)</b>
<b>11:10 to 11:30 am</b>	Achieving Millenium Development Goal-Focused Education in Laos  <b>Pouvanh Phommalangsy (UQ)</b>	The 'Regulated' Teacher: Newspaper Stories of Educational Accountability  <b>Aspa Baroutsis (UQ)</b>	Parental Influence on Children's Career Development in Mainland China  <b>Jianwei Liu (UQ)</b>
	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>	<b>Questions until 11:50 am</b>

**Program – afternoon session**

12.00-1.00		Lunch		(Bldg 3 Atrium/Foyer)
1.00-2.20		Parallel Sessions in Buildings 24 (SBS) and 32 (Gordon Greenwood)		
	<b>S7: Research Issues</b>	<b>S8: Language and Communication</b>	<b>S9: Teacher Collaboration and Mentoring</b>	
	Chair: Sam Sellar Room: Bldg 24, S302	Chair: Jess Harris Room: Bldg 24, S328	Chair: Mary McMahon Room: Bldg 32, 211	
<b>1:00 to 1:20 pm</b>	Applying Foucauldian Theory to Explore an Uncertain Relationship Between ESL and the Australian Education Reforms  <b>Sue Creagh (UQ)</b>	Foreign Language Anxiety and Its Effects on Students' Determination to Study English  <b>Tran Thi Thu Trang (UQ)</b>	Effective Team Teaching: Reality or Myth?  <b>Lan Chi Nguyen (UQ)</b>	
<b>1:20 to 1:40 pm</b>	Positionality in Qualitative Interviews within the Context of Educational Policy in Malaysia  <b>Faridah Awang (UQ)</b>	Why Does He Refuse to Go to School? Case Study of an Upper Primary School Student with School Refusal Behaviour  <b>Julie Lewis (UQ)</b>	The Contribution of Practicum Feedback to the Development of Pre-service Teachers' Professional Identity  <b>Christine McKeown (UQ)</b>	
<b>1:40 to 2:00 pm</b>	The Race Makers: Pedagogies of Race in the Classroom  <b>Greg Vass (UQ)</b>	Confronting Difference in English Language Teaching: How English Language Teachers in Vietnam Construct the Other  <b>David Bright (UQ)</b>	When West Meets East: Incubating a Hybrid Understanding of English Teachers' Mentoring in Makassar, Indonesia  <b>Samsidar Andi (USQ)</b>	
	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	
2.20-3.20		Q an A (Question an Academic)		(Bldg 3, Room 206)
3.20-4.00		Afternoon Tea		
		(Bldg 3 Atrium/Foyer)		

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12.10-1.00		Lunch		(Bldg 3 Atrium/Foyer)
1.00-2.20		Parallel Sessions in Buildings 24 (SBS) and 32 (Gordon Greenwood)		
	<b>S10: Education Policy</b>	<b>S11: Mathematics Classroom Practices</b>	<b>S12: Perceptions of Teaching and Learning</b>	
	Chair: Martin Mills Room: Bldg 32, 213	Chair: Jana Visnovska Room: Bldg 32, 214	Chair: Annemaree Carroll Room: Bldg 32, 215	
<b>1:00 to 1:20 pm</b>	Academic Work and Leadership Aspirations: The Influence of Current Higher Education Policy Conditions  <b>Belinda Bern (UQ)</b>	Argumentation Practice in Primary Mathematics: Developing a Need for Quality Evidence  <b>Jill Wells (UQ)</b>	High Performance School-age Athletes: A Study of Conflicting Demands  <b>Maureen O’Neill (USC)</b>	
<b>1:20 to 1:40 pm</b>	The Changing Nature of the Australian Education Policy Community: The Rise of Big Business. A Critique of Neo-liberal Education Policy  <b>Anna Hogan (UQ)</b>	Formation of Statistical and Informal Inferential Reasoning Through Inquiry-based Cooperative and Dialogical Learning  <b>Natasha Tchitaev (UQ)</b>	The Out-of-field Phenomenon and the Wider School Community: Experiences of Parents and Colleagues Across Cultures  <b>Anna du Plessis (UQ)</b>	
<b>1:40 to 2:00 pm</b>	Collaboration, Competition and the Production of Student Equity Policy in Higher Education: Examining the Practices of the Queensland Widening Participation Working Group  <b>David Peacock (UQ)</b>	Formative Assessment in Mathematics Inquiry: Principles of Feedback Deepening Mathematical Understandings  <b>Kim Fry (UQ)</b>	Exploring Children’s Perceptions of NAPLAN in Two Queensland Catholic Primary Schools Serving Different SES Communities  <b>Angelique Howell (UQ)</b>	
	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	<b>Questions until 2:20 pm</b>	
2.20-3.20		Q an A (Question an Academic)		(Bldg 3, Room 206)
3.20-4.00		Afternoon Tea		
		(Bldg 3 Atrium/Foyer)		

## ***Global Ideologies in Education – Sharing Contemporary Research***

The flows of globalisation have long interacted with education, and in particular overarching discourses and themes in education and education policies. While some famous examples seem to buck the trend towards high stakes testing and other global policy developments, these discourses and themes are now global phenomena and are shared through the movements of people, ideas and technologies. This conference brings together education research in many locations worldwide, and provides a platform to discover synergies, unearth local concerns and compare new ways forward addressing often globally recognisable streams of educational consciousness.



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### **Keynote Address**

#### **Global reforms steering education research**

**Professor Terri Seddon**

*Terri is a Professor of Education at Monash University. She engages with globalization and education focusing particularly on adult education. Examining the intersection between policy and practice reveals the effects of global transitions that disturb educational workplaces and the way educators engage with processes and politics of governing adult learning and educational work. These studies reveal changes and continuities in knowledge and innovation, intercultural learning and leadership in postcompulsory and adult learning spaces. Terri teaches in the Intercontinental Masters in Adult Learning and Global Change - a partnership program taught between Monash Australia, University of British Columbia Canada, Linköping University Sweden and University of Western Cape South Africa.*

## **Abstract**

The effects of education reforms that travel globally, such as outcomes based education, are well recognised in the various sectors of education (primary, secondary, tertiary, early years and international). While there has been considerable public debate about the way these travelling reforms affect educational practice, there has been less attention to their impact on educational knowledge and the way knowledge about education is produced and used. It raises the question, what these travelling reforms might mean for the kinds of research that is done on and in education and ways of being an education researcher in Australia. Ultimately, it raises questions about Australian education and the knowledge that informs the work of educators. In this presentation I use the concept of 'social ecology' to grasp the processes of building educational knowledge that are fundamental to education research and illustrate the process of building educational knowledge by explaining how I have come to work with this concept. My argument draws, first, on recent research in comparative policy sociology to track some of contemporary education reform agenda that are travelling globally and their effects in steering education research. I then examine the evidence that relates to this policy steering and its implications for education research by reporting on some findings from a current national project sponsored by ACDE/AARE, titled Strategic Capacity Building for Australian Educational Research. Finally, I tease out likely implications of these travelling reforms that are steering education research and what we might do, as education researchers, to secure an educational capacity for education research. I suggest that there is a growing mismatch between the reform trajectories steering education research and education research capacity in Australia. Addressing this mismatch requires all education researchers to recognise the shifting terms and conditions of educational knowledge building in order to work towards a more strategic approach in building educational research capacity, nationally.

## **'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 again 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.

**Bob Lingard** is a Professorial Research Fellow at The University of Queensland. He held the Andrew Bell Chair of Education at the University of Edinburgh (2006-2008) and was also a Research Professor in Education at Sheffield University (2003-2006). Bob is a Fellow of the Academy of the Social Sciences in Australia, a Fellow of the Australian Council of Educational Leaders and an Academician of the Academy of the Social Sciences in the UK. He is the author of more than 100 journal articles and book chapters and author/editor of 17 books, the most recent of which are, coauthored with Fazal Rizvi (2010) *Globalising Education Policy* (Routledge), and *Changing Schools* (Routledge, 2012) co-edited with Pat Thomson and Terry Wrigley. In 2013, Routledge will publish his *Selected Works as Politics, Policy and Pedagogies in Education*. Bob has been President of the Australian Association for Research in Education, Chair of the Queensland Studies Authority and is currently National President of the Australian College of Educators.

**Louise Phillips** is an early career researcher (awarded PhD in 2010) and lecturer in literacy education with particular expertise in early years education. UQ is her second academic appointment after 15 years experience in early childhood education and children's services. Her doctoral study investigated possibilities of young children's active citizenship through a practice of social justice storytelling. Louise continues to research children's civic participation through arts based pedagogy and methodology in collaborative work with children and artists. Her research on children's citizenship and storytelling has been published nationally and internationally.

**Ravinder Sidhu** completed her PhD at the University of Queensland. Her current research focuses on topics in the sociology of higher education, comparative and international education and post-colonial development in Southeast Asian societies. She is the author of *Universities and Globalization: To market, to market* (Lawrence Erlbaum Assoc).

**Christa van Kraayenoord** is an Associate Professor in the School of Education. Her research interests are in literacy, learning difficulties and disabilities. Her current Australian Research Council Linkage Project focuses on supporting teachers to develop their literacy knowledge and skills, especially with respect to reading comprehension, in rural and mining communities in Central Queensland.

## Abstracts

### **The Associations Between English as a Foreign Language Teaching Staffs' Beliefs about Corrective Feedback and Demographic and Learning and Teaching Experience Variables in Saudi Arabia**

**Naif Althobaiti**

The University of Queensland

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English as a Foreign Language (EFL) teachers' beliefs seem to play a crucial role in their instructional practices. Therefore, exploring the associations between beliefs and variable of interest is desirable to contribute to a more complex understanding of instructional practices specifically, corrective feedback (CF). As a part of the methodology, I used a survey named the Survey of Teaching Staffs' Beliefs and Instructional Practices about the Provision of Corrective Feedback (STSBIP). This survey was not previously used in EFL settings in Saudi Universities, and is a modification of a questionnaire developed by Kartchava (2006). As a part of STSBIP, this presentation addresses the associations between teaching staffs' beliefs about CF and the demographic variables (i.e., teaching university, age, and highest qualification) and learning and teaching experiences. A series of between-groups MANOVAs were conducted to examine the associations between the predictor variables (IVs) related to a number of demographic variables (i.e., University where teaching, age, and qualifications), current university teaching practice, languages spoken, language learning experiences, and the three factors scale scores regarding CF. The results showed some associations among age, teaching practices, and language learning experience, and the three factors. The findings indicated that EFL teaching staff brought some of their CF instructional practices from their experiences as learners. This indicated little influence of teaching experience and training on the complex instructional practice of CF therefore, more training in CF pedagogy is required.

Kartchava, E. (2006). *Corrective feedback: Novice ESL teachers' beliefs and practices* (Unpublished M.A. dissertation) Concordia University Canada.

## **When West Meets East: Incubating a Hybrid Understanding of English Teachers' Mentoring in Makassar, Indonesia**

**Samsidar Andi**

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This paper attempts to portray the current mentoring practices of national English teachers in Makassar, Indonesia against a set of Western teacher-mentoring principles. The comparative frameworks were selected from Australia, USA, and UK. Grice's four maxims of cooperative principles of conversation analysis identified exchanges of meaning in the turns of talk between the mentors and the mentees which were characteristic of the English teachers' mentoring practices. Further, interviews revealed the mentors' understanding of their roles, strategies and approaches to mentoring. A plausible combination of Western and Eastern practices is suggested that would incubate a hybrid understanding of mentoring that might be more suited to the contemporary Indonesia context. A consistent, school-based hybrid model is emerging that calls for a new level of engagement in the process that is conducive to a systematic approach by English teacher mentors in Indonesia.

## **Positionality in Qualitative Interviews Within the Context of Educational Policy in Malaysia**

**Faridah Awang**

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Situated within policy studies and politics of education in Malaysia, the primary focus of this paper is the matter of research positionality. The researcher is positioned as both an insider and outsider when carrying out interviews as researcher for and of policy (Rizvi & Lingard, 2003) in the Malaysia context. Critical discourse analysis will be used to examine how the interpersonal relationships between interviewer and respondents (Halliday, 1985) have impacted the data gathering process and emerging themes deduced from general perspectives. Drawing from field notes and audio-recorded interviews, the paper explores two levels of identity work, with participants managing and negotiating the interviewer's identities as both a researcher and a policy maker. Simultaneously these roles affect not only getting access to the top policy makers in the Ministry and government agencies but also the positionality of

researcher playing both characters: as the researcher of policy and researcher for policy. The interviewer and interviewees construct and co-construct identities through the sessions. This analysis explores the effect of the researcher's positionality of playing two roles at one time in gathering data, which not only affects both the data collection process and the content of the data. The paper uncovers issues of positionality in qualitative research interviews.

## **The 'Regulated' Teacher: Newspaper Stories of Educational Accountability**

**Aspa Baroutsis**

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The research findings presented here are derived from a qualitative study using data gathered over a 14 month timeframe from The Australian, a News Limited paper. The data were gathered through a document study of newspaper texts and semi-structured interviews with 17 teachers and two journalists. The analysis of the data is underpinned by Foucault's theorising of discourse and power, with emphasis on the socio-cultural, political and institutional practices that produce and circulate discourses about the 'regulated' teacher in the public domain. The analysis of the newspaper and interview text shows that newspaper reportage privileges discourses of regulation and accountability about teachers and their work. These privileged discourses provide a public account of teachers, which both constitutes the readers' understanding and 'naturalise' this socially constructed reality regarding teachers and their work. One construction of teachers in newspaper text is the 'regulated' teacher. This 'way of speaking' about teachers predominantly draws on notions of performative and market accountabilities. Within this construction, there is significant criticism of teachers' 'performance' in relation to both student outcomes and teacher competencies. I problematise this distrust of teacher professionalism and competency in newspaper constructions of the 'regulated' teacher as potentially damaging to teachers and to the teaching profession.

## **Academic Work and Leadership Aspirations: The Influence of Current Higher Education Policy Conditions**

**Belinda Bern**

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The Higher Education (HE) sector in Australia is rapidly changing in response to global and national policy and paradigm shifts. Academic staff working in this sector are experiencing new and increasing pressures that affect their work.

The influences of neoliberalism and managerialism are shaping practice in the Higher Education sector and are impacting on the way academics manage and prioritise their work and, more broadly, the academic culture that guides career progression and aspirations to leadership positions in this field. This has long term repercussions for retention and promotion of academic staff and also on the selection and development of academic leaders.

This study seeks to understand the perceptions of academic staff toward career progression and aspirations for leadership roles in the context of broader neoliberal and managerial HE policy and practice conditions. A qualitative approach was taken and a case study method employed to seek deeper understandings of the perspectives of academic staff in a school in an elite research intensive university in Australia.

The results were analysed thematically, revealing key issues relating to measures of academic performance, academic autonomy and culture, competing pressures affecting academic work and perceptions of success. The implications for the future of academic work will be discussed.

## **Confronting Difference in English Language Teaching: How English Language Teachers in Vietnam Construct the Other**

**David Bright**

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This paper draws on theories of discourse and identity in an attempt to understand the ways in which native-speaking English teachers (NSETs) in Vietnam position themselves discursively in enacting professional relations with students and colleagues. The study was conducted within a tradition of critical approaches to TESOL (Teaching English to Speakers of Other Languages),

which have examined the political, social, and cultural contexts of English as a global language, suggesting that the work of teaching English is complex and at times problematic. This is due, among other issues, to the continuing influence of discourses of colonialism in English teaching in different parts of the world, which create the potential for the reproduction of patterns of inequality, injustice and exclusion.

Based on interviews with four NSETs in Vietnam, the paper takes as its focus the images of English and Vietnamese constructed by these teachers. Drawing on postcolonial and postmodern theories, the paper discusses these representations of language, student culture and practices with reference to critical approaches to applied linguistics. The paper argues that in negotiating their identity as TESOL practitioners, these teachers reproduce images of English language as being superior to Vietnamese, drawing upon discourses which continue to reproduce images of the Self, Other and cultural superiority of colonial times..

### **An Exploration into the Retention, Development and Career Progression of the 'Mid-career' Teacher**

**Katie Cawte**

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Teacher supply and demand are increasingly significant issues, not only for Australia, but on a global level. They have the potential to affect many stakeholders and can have substantial implications for the quality of learning, student outcomes and the image of the teaching profession, as well as the overall effectiveness of schools. Whilst much research has been conducted on teacher retention and job satisfaction generally, little appears to have focused specifically on 'mid-career' teachers. This research was a qualitative study that explored the mid-career teacher (7-20 years teaching), investigating reasons for why they leave and stay in the profession. Twenty semi-structured interviews were conducted with mid-career teachers. Thematic coding and the narrative inquiry method were used to 'unpack' teachers' accounts of their experiences. Maslow's hierarchy of needs was used as a framework to guide the data analysis process. This presentation will focus on the findings of the research. It is anticipated that these findings will contribute to both schools and industry by providing recommendations for possible programs to allow for advancement

opportunities and pathways to improve the retention rate of mid-career teachers in the classroom.

## **Applying Foucauldian Theory to Explore an Uncertain Relationship Between ESL and the Australian Education Reforms**

**Susan Creagh**

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This presentation focuses on a problem associated with a poor statistical data category 'Language Background Other Than English' (LBOTE) in the National Assessment Program: Literacy and Numeracy (NAPLaN) which fails to disaggregate Australian students who are learners of English as a Second Language (ESL). NAPLaN is a key component of recent education reform in Australia, and the data produced by NAPLaN has significant implications for those schools who are underperforming and who have high numbers of ESL students. However, current reporting of data fails to disaggregate ESL students, rendering them and their specific pedagogical needs invisible. How then does the enactment of education reforms, driven by NAPLaN data, impact upon specialist education areas, such as English as a Second Language (ESL)? A Foucauldian theoretical lens will be applied to explore the enactment of the reforms as they impact on ESL. Interviews with teachers and principals concerning the impact of reform measures on ESL students and programs will be used to elaborate the discussion. The research project is key in the current 'policy-as-numbers' climate, as it challenges a political 'reality', flawed and false because of its problematic statistical constructions. In applying Foucauldian theory, it is possible to deprive this reality of its self-evidence, allowing the creation of other possibilities and other thinkings.

## **Teaching and Learning Objectives for Using Tablet PCs**

**Barry Dean**

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Computer technology is increasingly in use in pre-tertiary education without a clear association of computer technology with learning theory. An understanding of this relationship will better align teaching objectives with learning outcomes where computer technology is a resource. Learning with an

emphasis on the active construction of meaning can be supported by Tablet PC technology where both teachers and learners are consciously aligning the use of the Tablet PC with the learning activities.

This case study investigates teaching and learning in a secondary mathematics classroom using the model Dimensions of Learning in the context of the application of a specific computer technology, namely the Tablet Personal Computer (Tablet PC as distinct from the Notebook/Laptop computer technology). The focus of this paper is on identifying how the Tablet PC supports teaching and learning and in particular the synergetic relationship between the Tablet PC and teaching and learning based on a constructivist model of learning, in this instance the Dimensions of Learning model.

If an approach to identifying such a causal relationship can be established, then educators will have a methodology with which to make judgments about the wisdom of adopting new technologies, as well as a better understanding of how to use such technology to realise learning goals based on a learning theory. Future developments in any technology proposed for education could be evaluated for their impact in this way.

### **The Out-of-field Phenomenon and the Wider School Community: Experiences of Parents and Colleagues Across Cultures**

**Anna du Plessis**

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A strong school community builds on social and emotional experiences of being part of the world of an engaging environment. The out-of-field phenomenon has specific implications for these experiences within school communities. The widespread occurrence of the out-of-field phenomenon (Ingersoll, 2001; Ingersoll, 2003) in schools across cultures entails teachers teaching outside their field of qualifications and expertise. The paper investigates the real-life experiences of parents and colleagues closely involved with out-of-field teachers in their school community. The study also investigates the perceptions and experiences of the wider educational community about the implications that the out-of-field phenomenon has for quality teaching and learning. The cross cultural investigation offers an in-depth understanding and awareness of parent and colleague experiences in the school community through a phenomenological methodology. These insights divulge information about the real-life experiences within the teaching and learning community as the paper



shares the experiences of 48 participants from seven schools across cultures. The verbatim, transcribed, one on one, and semi-structured interviews and observations were analysed by means of the empirical phenomenological philosophy of Giorgi, which includes bracketing and coding. A hermeneutic phenomenological approach informed by Gadamer's "fusion of horizons" theory is embedded in the "being in the world" theories of Heidegger. The concluding discussion is based on the theories of Husserl which describe objects and subjects as inter-related through embedded experiences that have implications for organising a progressively engaged school community.

Ingersoll, R. (2001). Rejoinder: Misunderstanding the problem of out-of-field teaching. *Educational Researcher*, January-February 2001: pp 21-22.

Ingersoll, R. (2003). Is there a shortage among mathematics and science teachers? *Science Educator*, 12 (1): pp 1 – 9.

## **Lifelong Career Pathway Implications of Initial Career Choices: The Results of Phase One**

**Narelle Eggins**

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This two-phase research project considers occupational change among people in professional occupations. It examines the extent to which people in particular professional fields in Australia who undertake further tertiary study change specific skills sets, and factors involved in attempting such change. The presentation will focus on the results of the quantitative first phase which was a secondary analysis of Australian Graduate Survey responses to examine patterns of change and their association with contextual factors such as age and cost. Over 11,000 respondents with a 40/60 male/female ratio and median age of 31 years (range 19 to 79) studying across ten broad fields met the research criteria. Chi Squared tests showed that the fields of past and present study were not independent, and patterns of change related to particular broad fields or between such fields were identified. In particular, STEM (Science, Technology, Engineering, and Mathematics) fields showed a proportional loss of participants while Business and Education showed marked gains which were variably related to age, gender, and pay-type.

## **Effectiveness of Inquiry Instruction with Interactive Simulations for Addressing Student Physics Misconceptions**

**Xinxin Fan**

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This paper develops and evaluates an approach to inquiry instruction using interactive simulations to help senior middle students in Beijing move away from their misconceptions and come to deeper understandings of physics concepts about force and motion. It introduces important education policies and reforms in Mainland China, which provide an important backdrop for conducting this research project. Working from a constructivist perspective, the concepts of inquiry instruction, interactive simulations, and misconceptions will be reviewed and explained as variables in this study. Moreover, empirical studies are reviewed in terms of inquiry instruction with the use of interactive simulations. The study is conducted within a framework derived from Vygotsky's socio-cultural theory and uses a quasi-experimental mixed method design. Comparing the effects of (1) inquiry instruction using interactive simulation with (2) inquiry instruction without interactive simulation and (3) traditional instruction, this study will provide evidence about the relative effectiveness of these approaches for teachers who deal with students' difficulties in physics. It also offers methodological innovations in the under-researched area of linking technological tools with science pedagogy.

## **Formative Assessment in Mathematics Inquiry: Principles of Feedback Deepening Mathematical Understandings**

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Current research into assessment in education focuses heavily on the importance of feedback and its benefits for teaching and learning, as part of formative assessment or assessment for learning. Conceptual analysis on how feedback is identified and used in primary educational settings will be presented. This will be used to inform the author in recognising feedback opportunities in her own design research on a guided inquiry approach to teaching mathematics. Features of an inquiry mathematics classroom include students challenging the teacher and their peers' interpretations, students

collaborating to find solutions and answers to ambiguous mathematical questions and teachers and students constituting mathematical truths through acts of explanation and justification. Effective teaching considers the alignment of assessment practices, both summative and formative, with pedagogy and curriculum content. The review will identify key principles of formative assessment across published studies focusing on feedback between students and between teachers and students. How does feedback benefit learners to gain a deeper understanding of mathematics in particular? More research and empirical evidence into the pedagogy of guided inquiry is essential to refine the description of this approach to teaching and learning, with consideration of formative assessment as an integral part of the educational context.

## **The Search for Meaning in Life amongst Undergraduate Australian Students**

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In 1938 Viktor Frankl introduced his anthropological, psychotherapeutic and philosophical system (Logotherapy) that revolves around the Search for Meaning in Life. Since its inception, the body of published empirical and philosophical work has been vast. Moreover, recent research on meaning in life and its role in human psychology has seen an unprecedented growth. Despite this, the impact of meaning in life in educational research is minimal and little is known about this topic in relation to the young Australian adults.

The present research sought to answer two main questions by using quantitative and qualitative methodologies, namely, “How do young Australian university students differ in terms of their search for, and presence, of Meaning in Life?” and “How do Australian university students define the following concepts: Meaning in Life, Self-transcendence, Altruism and Voluntarism?” The relevance of this study was to explore the pedagogical avenues for introducing the core elements of Meaning in Life for young adults in their everyday experiences.

Preliminary results show substantial divergent and contradictory conclusions between the information obtained from the quantitative survey responses and the opinions collected in over 100 individual interviews, noting that self-centeredness was the cardinal element. Sociological concepts like Anomie and

Consumerism are being considered to explain the discrepancies observed in the available data.

## **Strategies in Inquiry Experiment in Indonesian Secondary Schools**

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The paper reports on a project that investigates the teaching strategies that teachers used in inquiry experiments in schools in Indonesia. Teachers in Indonesia face multiple constraints to implement inquiry, including poor students' preparedness.

Interview and classroom observation data from eight teachers of grade 10 with different teaching expertise were analysed. Three of these teachers were chosen on purpose to illustrate the relationship between teaching expertise and strategies in inquiry in this paper. Data from interviews were transcribed and analysed using NVIVO 9. Coding system was applied by determining common themes and categories. The themes included guidance strategies teachers used and factors that influenced their use of the strategies. Data from observations were then tabulated by counting the use of different guidance strategies during the experiments.

A framework describing a series of teaching guidance strategies was developed to help the teachers implement inquiry. These were the indirect, strategic and structured guidance. The paper illustrates how senior teacher mostly used indirect guidance using questions, while the less senior teachers mostly used strategic and structured guidance that included steps, clues, answers and prompts. The developed framework is a contributive outcome of this study that may also be beneficial for teachers in other developing countries who start to use inquiry in teaching practice.

## **Coming to Matter in Practice: Enacting Education Policy**

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This paper is concerned with researching the emergent materiality of policy and draws on an Australian Vocational Education and Training policy study. It

focuses on one particular object (a mini-warehouse that is used in teaching) and one policy (Productivity Places Program) and develops an approach to researching a topology of policy enactment along three intersecting axes. In this topology, the material is given an ontological status which is 'in-here' as opposed to 'else-where'; where reality is emergent in practice. The research focus in an emergent reality is on policy processes and the assumption is that these processes are not benign as the world continues to be (re)articulated unequally; the point of policy research being to investigate the ways in which policy processes contribute to, or work against, this inequality.

**The Changing Nature of the Australian Education Policy Community:  
The Rise of Big Business. A Critique of Neo-liberal Education Policy**

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The episteme of education is changing dramatically in the neo-liberal context of contemporary society, where education policy is now considered almost entirely in terms of its national economic value and potential contribution to global marketplace competitiveness. Using the work of Foucault and Bourdieu as a theoretical lens, it is argued that this context is changing the nature of traditional state-centred education provision, where education policy analysis can no longer be confined to the boundaries of a nation state, and further, must extend beyond the well-researched role of multilateral agencies and non-governmental organisations to include the role of educational entrepreneurism. A network ethnography approach will be employed to research Australia's current education policy community, and the way it is being reconstituted by neo-liberal technologies and 'Big Business'. This research is particularly relevant in conceptualising increasing amounts of privatisation and outsourcing in education, drawing particular attention to the effect that this emerging community is having on educational policy processes. Unpacking these complex, interweaving and opaque relationships will contribute to a more holistic understanding of all the key constituents of the Australian educational policy field. Ultimately, this research hopes to define the impact that Big Business is having on the educational experiences of our students.

## **Exploring Children's Perceptions of NAPLAN in Two Queensland Catholic Primary Schools Serving Different SES Communities**

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This paper examines primary students' perceptions of and responses to the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. NAPLAN emulates the neoliberal accountability agendas of English and US education systems, with results published on the My School website. Research on the impact of such agendas has focused predominantly on schools, school leaders and teachers; however, there is a lacuna in the literature pertaining to students. In this study, 100 students across five classrooms within two schools serving different socioeconomic status (SES) communities drew a picture about their experience and wrote about their drawing after completing the tests. Focus group discussions were also conducted. A qualitative, thematic analysis of the data revealed emotion as the most dominant category. Negative responses were most prevalent among year 7 students who often failed to see any purpose in the tests, but most severe in responses from students with learning difficulties. The focus group discussion with the year 3 students in the higher SES school provided evidence that these students are most likely to perceive NAPLAN as high stakes. Persuasive evidence suggesting linkages between negative emotional responses and poor test performance indicates outcomes which are counterproductive to the central aim of NAPLAN, which is to improve learning outcomes.

## **The missing lacunae in the Ethiopian higher education quality imperatives: Stakeholders' views and commentaries**

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Quality improvement is a neglected contest in the dilemma of Higher Education (HE) quality imperatives, mainly because of exclusive concern given to quality assurance by external regulatory agencies, university senior managements and others. Regardless of this, improvement potentially depends on developing definitions and interventions that traverse the concerns of various stakeholders, and further paying considerable attention to contextual realities.

Although, students learning is central to the Higher Education Institutions (HEIs); quality as demonstrated in the students learning experiences certainly has not gained the centre stage of attention in the Ethiopian HE context (Zerihun et al., 2012). Moreover, there has been little analysis on the learning experiences of the students, their engagement and the factors influencing. Research evidence shows that there has been greater emphasis given to the details of curriculum planning, with the content of teaching, and with the range of teaching and assessment strategies adopted than the things the teacher does in relation to these tasks. Therefore, drawing evidence from various stakeholder groups, this paper critically analysed quality teaching and learning in a broader perspective.

The preliminary finding shows that quality teaching and learning suffers from various contextual problems. Furthermore, there are contradictory views on some of the factors associated with the students' engagement. This paper recommends an innovative quality improvement model that aspires to change the established academic norms at the classroom level through an integrated focus on student engagement and cooperative learning.

## **Problems and Issues in Teaching Language Minorities in the United States – A Literature Review**

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The proportion of language minorities, English language learners with limited English proficiency, has grown dramatically in Western English-speaking countries over past decades. Given the huge cultural and linguistic diversity among them, educating this population of students remains a challenge for teachers. Research into this matter has been actively conducted in the United States. This paper is a literature review into the types of problems and issues that American educators face in teaching students with limited English proficiency. For that purpose, the methods were employed as follows: the author searched the online public access catalogue Educational Resource Information Center with a combination of multiple key words as shown below. Then the literature was analysed to identify the structure of problems confronting teachers. The findings can be categorised into personal, institutional and social problems. Thus, despite the emphasis in some research on stronger teacher education programmes as a solution to problems, the

review results show that the problems the teachers have are more complex. It is necessary, therefore, for educators, local and central administrators, academics, local communities, and lawmakers to make concerted efforts in order to solve these issues and problems.

## **The Contexts of Assessment in EFL Classrooms in Two High Schools in Vietnam**

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School teachers may face tensions between two major demands of assessment. On the one hand, they implement high-stakes tests and examinations to get scores to report to parents, to make students accountable for their learning, to show their accountability, and to rank, track, select, and certify students. On the other hand, they use classroom assessment to modify teaching and improve learning.

The study investigated the contexts of assessment in six Grade 10 to 12 EFL classrooms in two schools in Vietnam. To achieve this aim, the researcher used the data from interviews, classroom observations, and policy documents to examine the principals', EFL teachers', and students' conceptions of the contexts of assessment in their schools, how the EFL teachers implement assessment, and the how they negotiate the multiple purposes of assessment.

This presentation reports on the preliminary analysis of interviews undertaken with the principals of the two high schools. The analysis explores policies and practices which emerge out of the wider assessment contexts in Vietnam and which impact on school assessment.

## **Why Does He Refuse to Go to School? Case Study of an Upper Primary School Student with School Refusal Behaviour**

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School refusal behaviour (SRB) is a common, worldwide problem which can have significant, negative short- and long-term consequences for students, their families and associated stakeholders. The role of mental health disorders in



SRB has been researched extensively. Conversely, there is a paucity of research addressing the role of communication disorders (CDs) in SRB. This is despite the fact that ample evidence exists that CDs are commonly associated with the mental health disorders experienced by students with SRB. Similarly, CDs have been linked to the learning and social interaction difficulties which can be triggers for SRB.

This presentation will discuss the case of a male upper primary school student with SRB and a CD. This student is part of a larger research study in which collective case study and design-based research methodology is being used to understand the role CDs play in the development and maintenance of SRB and the effect intervention for CDs has on students' SRB and communication skills. The nature of the student's SRB and CD before and following eight weeks of intervention for the student's CD will be discussed. The lived experiences of comorbid CD and SRB from the perspectives of the student, his mother and teacher and the meanings they made of these experiences will also be presented.

Finally suggestions will be made about how this important, new information about the nature and management of CDs in students with SRB can be useful for the development of theory, policy, programs and practices in the educational, speech-language pathology and paediatric mental health fields.

## **Parental Influence on Children's Career Development in Mainland China**

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Parents play an important role in children's career development. However, compared with adolescents and adults, very little research has been conducted on childhood career development, let alone how parents influence such development. This is especially the case in Asian countries though family life is highly valued. The research explored fifth-grade children's career knowledge and aspirations as well as the role parents played in developing such knowledge and aspirations in Beijing, China. 10 families/cases including a child and both parents were interviewed. This presentation targets the first two cases as a pilot study. Based on the qualitative methodology of Interpretative Phenomenological Analysis (IPA), children's and parents' experience of being influenced and influencing with regard to children's career development were

explicated. The results show that parents, though not often, communicated with children about jobs both intentionally and unintentionally and were an important source of children's career knowledge and aspirations. It seems that children took initiative in learning about jobs by asking out of curiosity and parents talked about jobs with children to expand children's understanding of the society or as a way to motivate them to study hard.

**'Looking straight at ballet': Giving voice to the emerging self at  
a performing arts school**

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This presentation will consider ways that a group of student ballet dancers express their emergent identities as they negotiate decisions about schooling and the possibility of futures in the performing arts. The experiences of four young ballet students will be presented through the lens of discourse analysis. This approach encourages consideration of the meaning making that occurs during the research process by highlighting students' engagement with discursive constructions such as 'fall backs', 'good academics', 'being in love' with their art form and their varying commitment to living out a future angled 'straight at ballet'.

The study traverses two periods of transition within these students' secondary schooling and the performing arts careers; the end of Year 8 when electives for Years 9 and 10 are being selected, and the start of Year 10 when plans for auditioning for ballet companies are discussed. Data collected across these phases include pictures participants drew of 'their future' and semi-structured group and individual interviews which asked participants to talk about what they found interesting in their pictures. Findings highlight the importance of understanding what elite young performers need from 'school' and the productive positioning of 'discourses of the future' as they enliven the identity formation of young people.

## **The Contribution of Practicum Feedback to the Development of Pre-service Teachers' Professional Identity**

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Professional identity is widely explored in teacher education and teacher preparation research. However, missing from the literature is the voice of pre-service teachers describing their professional identity formation specifically from practicum feedback. The practicum provides a vital professional context in which feedback on teaching practice influences the formation of identity. Pre-service teachers' ability to transform this feedback into improved teaching practice is pivotal in their success and identity as teachers. Many types and contexts of practicum feedback and various stakeholders contribute to the entire practicum feedback experience. Not only is practicum feedback overlooked in the literature as a significant factor in the process of becoming a teacher, but also there is little research around professional identity formation through the analysis of practicum feedback.

A theoretical framework of a phenomenology of practice (van Manen, 2007) is used to work with pre-service teachers' in on-line discussions, before, during and after the practicum and semi-structured interviews in -person. This study is anticipated to contribute to the body of knowledge concerning the professional identity of pre-service teachers with a specific focus on the use of practicum feedback in this professional growth.

## **Persistence: The Experiences of Graduate Distance Learners in Botswana**

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Student persistence in higher education is considered to be an important research agenda in both campus-based and distance education institutions (Berger, Ramirez, & Lyons, 2012). Yet previous research in distance education has appeared to focus more on why students have left their studies before completion and this has meant that less attention was centred on why students have persisted with their studies. Where persistence was explored, researchers tended to concentrate on the influence of institutional factors.

The proposed study aims to explore the situational and dispositional factors that have contributed to the graduate distance learners' persistence with their studies within the cultural and community contexts of Botswana. The research study will also explore the extent to which the current theoretical understandings and models of student persistence accommodate the situational and dispositional factors within the cultural and community contexts of Botswana. This qualitative study will involve four participants comprising two males and two females who will be interviewed. Two semi-structured interviews will be conducted and each will be an hour long. The findings from this study will contribute to an understanding of student persistence as it applies to distance education within the Botswana context.

Berger, J. B., Ramirez, G. B., & Lyons, S. (2012). Past to present: A historical look at the retention. In A. Seidman (Ed.), *College student retention: Formula for success*. Lanham: Rowman & Littlefield Publishers, Inc.

## **Problematizing Internationalisation of Higher Education Through English-medium Instruction: Investigating Individual Agency in Vietnamese Higher Education**

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Using English as the medium of instruction (EMI) is now considered a crucial means to internationalise higher education in different parts of the world. From a macro perspective, this global trend has enabled universities in non-English-speaking countries in Asia and Europe to attract international students, exchange expertise with universities in traditional English-speaking countries and to develop national human capital with proficiency in English required for participation in a globalised economy. However, from the perspective of policy implementation in the micro context, this language policy shift has an enormous impact on the teaching and learning practices, outcomes and experiences of lecturers and students which has remained under-researched. Using language policy and planning as an approach, the present study investigates the emergent trend of internationalisation of higher education through English-medium instruction (IEMI) and examines how lecturers and students exercise their agency in the EMI environment in the context of Vietnam. A qualitative case study will be devised for the research with data being collected from different sources: document analysis, questionnaire, interviews, class

observation and different stakeholders will be invited to share their viewpoints: university board of governors, faculty heads, lecturers, students and their parents. The study is expected to offer an in-depth understanding of the implementation of EMI in the process of internationalisation of higher education through the academic practice of lecturers and students which will be drawn on to problematise internationalisation of higher education through English, particularly in non-English speaking countries.

### **Effective Team Teaching: Reality or Myth?**

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While team teaching between local and native English speaking teachers in language education is a pedagogical approach rapidly gaining popularity in Asia, it is not a widely practiced mode of teaching in Vietnam. This paper proposes the introduction of team teaching at the Department of Foreign Languages, Hanoi Teacher Training College in Vietnam with the hope of exploiting the benefits of a working context in which both native and nonnative English speaking teachers are available. The literature on professional development and teacher collaboration is the lens through which the team-teaching model is proposed. The presenter will also discuss issues that might arise during the introduction of this change in ELT course delivery from a traditional, single-instructor model to an interactive teaching model where Vietnamese teachers and native teachers co-teach in the classroom and provide suggestions for successful implementation of team teaching.

### **High Performance School-age Athletes: A study of Conflicting Demands**

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The purpose of this study is to report on the findings of research into high performance athletes who are still at school. High performance athletes are defined as those in national or international senior or age grade competition, or in talent identification squads. These young people are, in effect, leading dual full-time lives, that of school student and athlete. The research has focussed on

how these athletes cope with these untypical demands, but also explores the perspectives of two groups who play a major role in their lives, their parents and their teachers.

This qualitative, interpretivist study has involved interviews with thirty nine participants, including nineteen current and past school-age high performance athletes from a range of sports, ten parents of such athletes, and ten teachers. One important aim of the study has been to give 'voice' to the athletes in an area previously untouched in research. The findings report on a range of issues identified by the athletes and their 'significant adults'; these include, physical, social, economic and educational issues. From these findings the study explores the implications for policy and practice in schools and in sports, and makes suggestions for how young athletes, their parents and teachers can optimise the demanding situations in which the athletes find themselves.

**Collaboration, Competition and the Production of Student Equity  
Policy in Higher Education: Examining the Practices of the  
Queensland Widening Participation Working Group**

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Current national education reforms in the Australian schooling and higher education sectors have prioritised efforts to reduce educational disadvantage. As part of this broader agenda, the Higher Education Participation and Partnership Program (HEPPP) is designed to encourage and enable the participation of a wider body of students in higher education and has allocated approximately \$500 million, over four years, to boost the participation rate of "low socioeconomic status" students to 20% by 2020. Yet the HEPPP policy, following the Bradley Review, situates equity policy within a set of competitive student recruitment relations, raising practice based tensions amongst universities as they strive to meet their performance targets for low SES student participation. This paper seeks to analyse the discursive construction of the HEPPP policy text, and follow its contemporary negotiation and appropriation through the textually-mediated practices of a collection of university employed, equity practitioners and managers: the Queensland Widening Participation Group (QLD WP). The paper analyses data collected from a wider institutional ethnography of QLD universities' engagement practices with schools from low SES areas.

## **Hong Kong University Students' Feelings and Speaking Proficiency in 'English Through Art' Self-access Discussion Groups**

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There is no robust research into the effect of visual art (e.g., masterpieces such as Van Gogh's *Starry Night* or Vermeer's *Girl with a Pearl Earring*) on tertiary students' feelings and spoken English language proficiency. This study aims to explore the use of art in academia through three questions: (1) How are Hong Kong University students' feelings affected in 'English through Art' self-access discussion groups? (2) How is Hong Kong University students' speaking affected in 'English through Art' self-access discussion groups? (3) What is the connection between the effects on HKU students' feelings and speaking in 'English through Art' self-access discussion groups?

Self-access discussion groups are open to any HKU students across year of study, discipline, and programme. A pseudo-randomised control group method will compare two discussion contexts: Art and non-art. Post-discussion questionnaires, interviews, and language analysis will be used to collect qualitative and quantitative data. This study refers to different language learning theories: Multimodality, Multiple Intelligences, and Content-based Instruction.

Art is a powerful language learning tool, yet this valuable resource seems to have little recognition in the English for Academic Purposes (EAP) arena. It is hoped that this study will raise awareness of its potential for enhancing EAP students' emotional responses and speaking proficiency.

## **Achieving Millennium Development Goal-focused Education in Laos**

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Laos is one of the least developed countries in the Southeast Asia. The country is currently a recipient of aid projects, especially education programs. At the moment, the government has put a lot of effort towards achieving the Millennium Development Goal (MDG) by 2015 with special focus on universal primary education. Given the heavy dependence on external assistance, the national education system could be greatly influenced by international donor agencies who provide substantial financial and technical support. This study

investigates the relationship between the government and aid agencies through the policy development and implementation of the basic education program in Laos. The research design required data collection through semi-structured interviews with relevant personnel in both national government and international organizations. The study found that donor agencies have made major contributions to the education sector – while simultaneously attaching conditionalities to their aid. Through this support, they have played significant roles in convincing the national policy to be aligned with global agendas. Parallel to this influence, the government has also pledged a commitment for the MDG. As a result, the government has been pressured to mobilize most resources to achieve universal primary education. Guided by postcolonial theory, I argue that the roles that are played seem to be a game that is being played with the government and among donors themselves in relation to funding support. I describe this game as ‘educational neocolonialism’, in the sense western philosophies tend to influence educational systems elsewhere through the process of globalization. Through such significant engagement in the policy process, donors obtain visibility and power.

### **Living and Studying in a Different Country: International RHD Students’ Lived Transition Experiences**

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This study investigated how international Research Higher Degree (RHD) students perceive and make sense of their lived transition experiences. Using a social constructionist lens, this study framed these participants as active sense makers of their transition experiences. Interpretative Phenomenological Analysis (IPA) was employed as the methodological approach. Data were collected using semi-structured interviews. The results indicated that the participants experienced multiple transitions such as initially arriving to study, returning home in the midst of their study for data collection, returning to Australia, and then returning home at the conclusion of their program of study. Returning home for data collection was perceived by participants who did so as having a profound effect upon them. The results illuminated the need to take a holistic perspective on how individuals experience the impact of multiple transitions in different ways and at different periods moving between countries. The need for future research on the effects of re-entry transition on international



RHD students who return home on completion of their study was also highlighted.

### **The Effect of Social Strata in Education**

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This abstract highlights the emerging social strata segregation within the Australian education system. Australia's current social and economic changes are causing a shrinking middle class, which is catalysing the significant education discrepancy between the upper and lower social strata. The long-ranging impact on the individual and the socio-economic impact on Australia's society are forecast using recent figures and trends. Australian education policies have done little in response to the social and economic changes. It is suggested for policy makers to recognise and respond to the changes. Proposed is the requisite for applicable teaching of life-skills which will empower and enable individuals, preventing a resultant poverty-cycle. The necessity of education reform is depicted through research and reference on the long-term outcomes of specialised forms of secondary education. In conclusion, the need for amended education policy that considers the implications of social strata will be recognised.

### **Formation of Statistical and Informal Inferential Reasoning Through Inquiry-based Cooperative and Dialogical Learning**

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Statistical thinking is important in the modern world, yet students find it difficult to analyse statistical data and draw data supported conclusions with clear argumentation.

A proposed study is concerned with students' formation of statistical and informal inferential reasoning through engaging students in inquiry-based cooperative and dialogical learning in secondary Mathematics. It will investigate students' learning through completion of authentic statistical research projects of topics of the students' choices. The study aims to design and iteratively refine pedagogical approaches and learning experiences that assist the

development of students' deeper conceptual understanding of key statistical concepts such as: variation, central tendency, distribution, uncertainty and informal level of confidence, which underpin informal inferential reasoning. The learning interventions will be designed and analysed using Wild and Pfannkuch's (1999) four-dimensional model of statistical thinking in empirical enquiry as a starting point and framework.

A design experiment is chosen as the research methodology for the proposed study. The study is aiming to contribute to domain-specific theories of supporting the formation of statistical and informal inferential reasoning especially through engaging students in authentic statistical investigations.

Vygotsky's theory of social constructivism and Bakhtin's theory of dialogue will be used as a theoretical framework for design and analysis of educational intervention.

### **Foreign Language Anxiety and Its Effects on Students' Determination to Study English**

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Foreign language anxiety (FLA) has attracted much interest. However, little is known about how FLA affects students' determination to study a foreign language, which is believed to be an important initial condition for students to be able to learn the foreign language effectively. This study examined the existence of FLA among EFL students, and whether FLA affected students' determination to study English. An investigation of the status of FLA in a Vietnamese EFL context was conducted among 419 non-English major students to justify the existence of FLA in the research context. About two thirds of the students were found to suffer to some degree from FLA. The effect of FLA on students' determination to study English was then examined through the eyes of 49 anxious students, using autobiographies and unstructured interviews. The findings indicated that awareness of the importance of English and volition were two important factors that influenced anxious students' determination to study English. The study suggests that students' awareness of the importance of English should be enhanced as a way to create strong motivation for students to regulate themselves effectively, and that their volitional strategies should be strengthened.

## **The Race Makers: Pedagogies of Race in the Classroom**

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In this paper I will examine the racialised 'pedagogies of positioning' that were played out within a year twelve classroom in suburban Brisbane. Milly, one of the students, initiated a loud conversation about the screening of 'Angry Boys'. She subsequently become defensive and reasoned that it was 'funny racism', which initiated a cross-room conversation that illustrates the performative negotiation of racialised subjective positionings. The data come from a critical insider autoethnographic research that involved returning to the school where I taught in order to develop a greater understanding of how teachers pedagogically contribute to racialising the landscape of the classroom. The social analysis of these data is grounded in what people do, in acceptance that teachers and students - and the researcher - performatively do race in ways that locate, construct and negotiate racialised identities and relationships. The encounter in the classroom demonstrates that the pedagogies of White positioning asserts definitions of 'what is appropriate, normal and permissible' (Cooks, 2003, 249). Thus, the research illustrates that educational settings continue to be centrally implicated in 'White social praxis' (Moran, 2007), the reproduction of a racial structure that explains inequalities and discrimination that extend well beyond the classroom.

Cooks, L. 2003 Pedagogy, Performance, and Positionality: Teaching about Whiteness in Interracial Communication. *Communication Education*, vol 52, no 3-4: 245-257.

Moran, S. 2007 White Australian Subjectivities, Social Praxis and the Cultural Reproduction of Racialist Privilege in a Colonial Nation (p.p. 207-224). In Riggs, D. (Ed), *Taking up the challenge : critical race and whiteness studies in a postcolonising nation*, Belair, SA: Crawford House Publishing.

## **Argumentation Practice in Primary Mathematics: Developing a Need for Quality Evidence**

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The use of argumentation in the mathematics classroom has potential to extend cognitive and metacognitive processes, enhance reasoning ability and enculturate students into the practice and discourse of mathematics. However,

traditional approaches to mathematics learning rarely provide students with the opportunity to engage in these practices. By contrast, inquiry based learning utilises problems which require negotiation of the question, pathways and solutions. The vast majority of students have little experience of learning mathematics through inquiry. When presented with such problems, they tend to respond intuitively without demonstrating systematic reasoning or reliance on reasoned grounds or evidence. The aim of this study was to develop a deeper understanding of classroom practices and tools which may support students' use of evidence. A design research methodology was adopted and, over an 18 month period, a series of classroom interventions implemented that developed Year 4/5 students' theoretical and practical familiarity with models of evidence and argument. Preliminary findings suggest that engaging students in explanation and argumentation facilitated their recognition of a need for evidence. The application of frameworks to guide both argument structure and assessment of argument appeared useful in enabling students to consider the quality of evidence and in encouraging sophisticated reasoning.