



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Colliding ideas: Breaking open educational impact to engage with diverse communities

Postgraduate Research Community Conference

School of Education

The University of Queensland

16 September 2017

Venue: Sir Llew Edwards Building (#14)

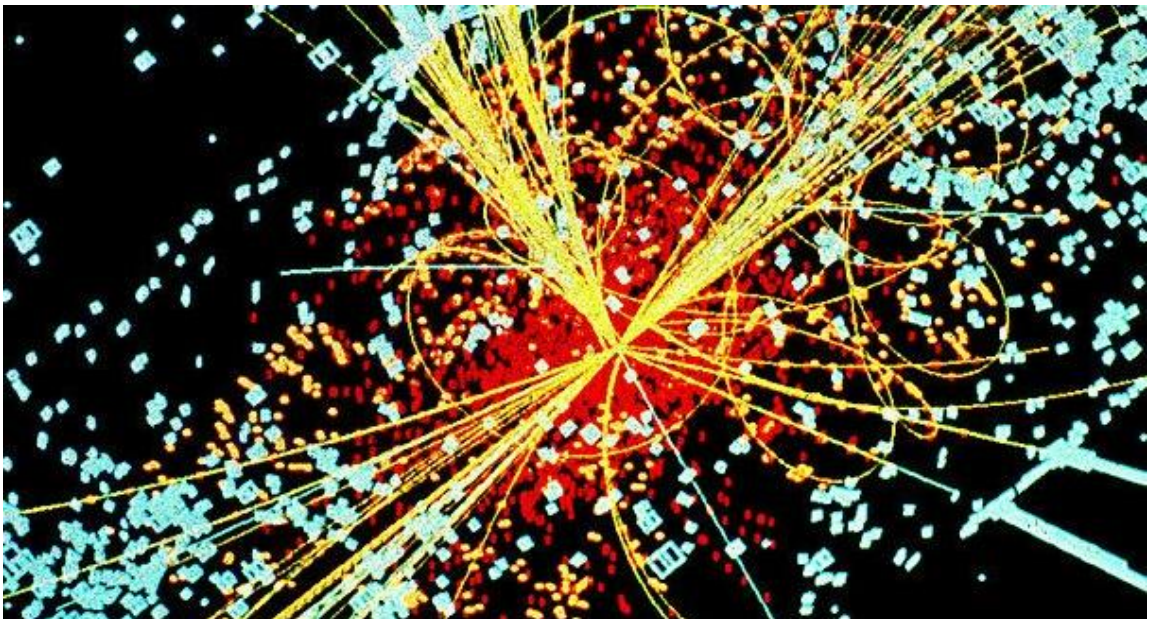


Image from the Large Hadron Collider (LHC)

22nd Annual Postgraduate Research Community Conference

Welcome to the annual conference of the postgraduate research community of the School of Education. It has been over two decades since the first conference was held in 1995. We are deeply honored to be part of this rich and continuing tradition of intellectual discourse and capacity-building for our postgraduate students. This annual event is one of the numerous and treasured legacies of Prof Carolyn D. Baker. I am confident that all the students will continue to build on this valuable heritage and seize the opportunities offered by this conference as a foundational milestone into their continuing academic journeys.



Professor Martin Mills,
School of Education

Conference Committee

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Committee Chair

Dr Vicente Reyes

The Postgraduate Research Community Conference

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

We would like to express our sincere thanks to:

- Professor Diane Mayer for delivering the Carolyn D. Baker Memorial Lecture
- Professor Julianne Moss for delivering our Conference Keynote Address
- The UQ School of Education for its support
- The UQ Association of Postgraduate Students, Oxford University Press, Routledge publishing, and Teachers Mutual Bank for their sponsorship and support.



Keynote Address

Impact and Engagement in Educational Research: Fame, Fortune or Being *Fascinated* by the World?

Presented by Professor Julianne Moss, Deakin University

In this presentation I will do some ground clearing that includes the context and definitions for Impact and Engagement in Australia and the United Kingdom. Key inquiry questions: “Does impact and engagement matter?” and “How will it affect early career researchers?” will be used to foreground Impact and Engagement in educational research as being multidimensional and future-focused. Digital, as opposed to physical presence is enabling of the flexibility and diversity that leads to international as well as national impact and engagement. These opportunities have not been fully realised in the educational or research domains of the Universities to date. Identifying and capitalising on our digital primacy in the research arena is an imperative. Post graduate and early career researchers are well placed to utilise their agency in making an important contribution to this recent policy imperative that will shape future research careers.

Julianne Moss



Julianne Moss is Professor (Pedagogy and Curriculum) at Deakin University, Australia. Trained as a teacher, she obtained her Bachelor degree in Visual Arts, a Grad Dip in Special Education and a Master of Special Education from the University of Tasmania. She went on to complete a PhD from Deakin University. Prof Julianne Moss is the Director of REDI – Research for Educational Impact, Deakin University’s strategic research centre in education. During her academic career and time in schools, which has been equally shared between the university sector and the school system, she has led numerous curriculum reform and change processes. Over a forty-year career in education she upheld an enduring commitment to equity and social justice linked to an established program of innovative qualitative research that has been linked to larger Australian Research Council projects. She is a past President of the Australian Association for Research in Education, an Editor of *Teaching Education*, and holds membership of several international editorial boards and regularly reviews for a range of social science journals in education, teaching and the arts. She has is an active in research higher degree practises and has supervised 40 higher degree by research students to timely completion.

Morning Session

8.30 – 9.00	Registration opens	
9.00 – 9.15	Welcome by Head of School – Prof Martin Mills	
9.15 – 10.15	Keynote Address by Professor Julianne Moss (Rm 116, Sir Llew Edwards Building #14)	
10.15 – 10.45	Morning Tea (Foyer outside Rm 116)	
Move to rooms		
10.45 – 11.50 Session 1: 15-minute papers + 20-minute feedback panel		
Session 1A. Science	Session 1B. Understanding Learning	Session 1C. Higher Education
Chair: Dr Jana Visnovska Room: 217	Chair: Dr Julie Bower Room: 219	Chair: Prof Annemaree Carroll Room: 116
Nantana Taptamat: Everyday Matters in Learning Science: an Evidence from Classroom Discourse in Two Chemistry Classes in Thailand	Thao Nguyen: Educational Value Enactment in Storytelling as Pedagogy for EFL Young Learners: Application of Living Educational Theory Approach	Karen Olave: Feedback transitions of undergraduate (EAL) students to higher education
Sara Haghighi Siahgorabi: The effect of collective reflection on mathematical development	Mahbub Hasan: Phenomenography: A Research Methodology to Understand How Engineering Students Learn	Liyana Ahmad Afip: The Impact of Educational Policy Borrowing in a Malaysian University
Md Abdullah Al Mamun: Use of questions to support student’s scientific inquiry in self-directed online learning	Huong Thi Thu Nguyen: Raising awareness in translation teaching in English language programs in Vietnam	Charlotte Pezaro, Liz Fynes-Clinton: Shifts in time: Impacts of the PhD journey on two candidates
Move to rooms		
11. 55 – 1.05 Session 2: 15-minute papers + 20-minute feedback panel		
Session 2A. Feminism and Postcolonialism	Session 2B. Culture	Session 2C. Teacher Development and Training
Chair: Dr Obaid Hamid Room: 217	Chair: Dr Simone Smala Room: 219	Chair: A/Prof Liz Mackinlay Room: 116
Mohammad Tareque Rahman: Struggling towards postcolonial research ethics: A case study	Daeul Jeong: How has Education for All further marginalised ethnic minorities?	Julie Lewis: Supporting teachers of primary school students with communication disorders and school refusal behaviour.
Dewi Andriani: Challenging the dominance of positivist epistemology: A feminist postcolonial scholar’s challenge to speak back	Karen Sheppard: Shifting data understanding: Socio-cultural interaction and data use in schools	Najwa Mursi: Perceptions of Evidence and Evidence Based Practices among Teachers of Students with Autism Spectrum Disorder in Saudi Arabia
Belinda Jane Eslick: The importance of feminist research methodologies for studies about women: Reflections from a university without Gender Studies	Umme Salma: Tensions over Cultural Teaching: Fictional Representations of Educational Impact in Adib Khan’s Seasonal Adjustments and Monica Ali’s Brick Lane	Jing Liu: The readiness of Chinese teachers’ self-directed learning in school-based learning activities and impacts on their practices

Afternoon Session

1.05 – 2.05 Lunch (Foyer outside Rm 116)		
Move to rooms		
2.05 – 3.15 Session 3: 15-minute papers + 20-minute feedback panel		
Session 3A. Policy	Session 3B. Well-Being	Session 3C. Teaching and Learning
Chair: A/Prof Pedro Teixeira Isaias Room: 217	Chair: Dr Kim Nichols Room: 219	Chair: Dr Linda Willis Room: 116
<i>Sally Campbell:</i> How the Earn and Learn Policy impacted in a year 12 student	<i>Kathryn Bekavac:</i> Conditions for Learning: Maximising Engagement for Achievement and Wellbeing in Schools	<i>Margaret Schuls:</i> Impact, the Australian Curriculum and Biesta
<i>Thi Diem Hang Khong:</i> Dialogical pedagogy: The case of changing practices in two Vietnamese primary school teachers	<i>Suzanne Macqueen:</i> Narratives of non-traditional students in Higher Education: navigating ways to survive or thrive	<i>Tran Le Nghi Tran:</i> Take water to the horse: Mobile learning, professional development and pronunciation training for TESOL teachers at Vietnamese provincial universities
<i>Theo Clark:</i> A policy maker's perspective - how research impacted Queensland's new senior mathematics syllabuses	<i>Lauren Sperotto:</i> Resilience in unusual places: What university students from low socio-economic backgrounds can teach us about resilience	<i>Huifang Liu:</i> Mediated-learning behaviours involved in teachers' questions in foreign language classroom of high schools in China
Move to Rm 116		
3.15 – 3.30	Presentation of the Richard Baldauf Memorial Prize (The best paper by a postgraduate research student) by Professor Martin Mills	
3.30 – 4.00	Colliding Ideas: A Plenary Conversation (with Prof Diane Mayer, Prof Julianne Moss, Ms Phan Thi Thanh Huyen, Ms Fabiane Ramos and Dr Kim Nichols)	
4.00 – 4.10	Closing comments/raffle followed by afternoon tea	

Colliding ideas: A Plenary Conversation

Breaking open educational impact to engage with diverse communities

‘Impact’ is now a prominent feature of policy and education discourse; it is named and performed into existence by governments, funding councils, universities and industry stakeholders. But what does it mean to do research that has meaningful impact for diverse communities? How effectively are community needs captured by the sophisticated technologies increasingly called on to measure and harness the effects of impact? How might we draw on the resources of diverse communities, from national and international spaces, to enrich understandings of the purpose of education and embrace deeper understandings of impact? Here, we explore and disrupt the social and cultural assumptions that shape contemporary understandings of impact. By offering multi-textured understandings of impact, this discussion will provide a space to re-imagine impact, to shift it away from the performative and instrumental towards a politically-engaged civic ethos.

Panelists:

Professor Diane Mayer

Professor Julianne Moss

Ms Phan Thi Thanh Huyen

Ms Fabiane Ramos and

Dr Kim Nichols

Abstracts

Section 1A. Science

Nantana Taptamat - Everyday Matters in Learning Science: An Evidence from Classroom Discourse in Two Chemistry Classes in Thailand

Keywords: Classroom discourse, Everyday experience, Inquiry learning

At the core of inquiry learning sits the demand of questioning scientific knowledge. In the classroom, challenging such knowledge is orchestrated through conversation among the teacher and students. This conversation incorporates the use of everyday words, general academic vocabularies, and scientific terminologies. Some theoreticians in science education include scientific language comprehension as a part of science literacy. Many researchers report students’ everyday experiences including daily language are a source of learning struggle or an obstacle to teaching science. In contrast, others argue daily experiences are a primary source for learning and teaching science. This presentation describes both positions by using classroom discourse in two chemistry classes in Thailand as a source of discussion. Grounded in a socio-cultural perspective, which engages directly with cultures and contexts of research, this study proposed the effects of everyday experiences in learning science. The data were collected from two chemistry classes in two secondary schools from June to August of 2016. The results demonstrated 1) how and when students used their everyday experiences in their classroom discourse 2) how these experiences affected classroom discourse and 3) to what extent this discourse was related to students’ learning chemistry in Thai contexts.

Sara Haghighi Siahgorabi - The effect of collective reflection on mathematical development

Keywords: Collective Reflection, Mathematizing Discourse, Mathematical Development

This presentation focuses on the role of collective reflection in a mathematizing discourse and its influence on mathematics learning in secondary school. The analysis in this presentation also focuses on the possible relationships between social interaction and individuals' mathematical development. I will explain about the selection of collective reflection as an analytical tool which might suit mathematizing discourse. I will report on how this choice might bridge the gap between cognitive and social learning theories. While the former gave priority to the cognitive functions, the latter is focused solely on the role of the social interaction. I plan to conduct a case study in Iranian context. Traditionally, Iranian curriculum focuses on memorization and facts. I am interested in finding out whether and how students could be encouraged to focus on collective reflection. I will explain how I will use collective reflection to inform the design of the classroom activities.

Md Abdullah Al Mamun - Use of questions to support student's scientific inquiry in self-directed online learning

Keywords: Inquiry learning, questions, online learning

Questioning is an important element of scientific inquiry that guides students for meaningful knowledge construction and learning. In science inquiry learning, questions need to be asked that encourage students to think about the underlying scientific reasoning pertaining to the concepts and procedures. Typically, this questioning is governed by the teachers in traditional settings. However, advancement of technologies offers educational researchers opportunities to provide online learning environments that can replicate traditional settings to provide students a more flexible learning environment. This study draws upon the same perspectives for posing questions as a teacher would in traditional settings, for example, to challenge students' inconsistent views, help them to articulate their initial concepts, to elicit their ideas to resolve confusions, help them to explain, elaborate and reflect on their understanding by providing an online setting for inquiry learning. For this purpose, this study has employed five types of questions, namely cognitive conflict questions, question prompts, concept check questions, confidence check questions, and multiple-choice questions. The results of this study showed that the use of these questions facilitated students' scientific inquiry by activating their prior knowledge, providing conceptual direction towards understanding and scaffolding their thinking.

Section 1B. Understanding Learning

Thao Nguyen - Educational Value Enactment in Storytelling as Pedagogy for EFL Young Learners: Application of Living Educational Theory Approach

Keywords: educational values, storytelling as pedagogy, young learners, EFL, living educational theory approach

Research in second language acquisition (SLA) has enormously emphasised effective teaching methods for learners of English with more focus on language knowledge in the cognitive and psycholinguistic spheres of SLA. The past thirty years have seen increasingly rapid advances in the field of teaching English as a second or foreign language (EFL) to young learners and various methods have been introduced to measure language learning. This study aims to explore how values of joy in learning and children's rights are enacted in storytelling as pedagogy in EFL for children through living theories in the paradigm of participatory inquiry. A living educational theory approach is one of the more practical ways of investigating evidence of language learning of children informed by the sociocultural view of SLA. The empirical findings from this study suggest that values embodied in storytelling as pedagogy enhance children's EFL development.

Huong Thi Thu Nguyen - Raising awareness in translation teaching in English language programs in Vietnam

Keywords: translation, language teaching, translation pedagogy, consciousness raising

The role of translation is being reconsidered in language teaching and learning. Translation in language teaching is not only considered a means (to learn a language) but also an end (the skill by itself). Drawing on Second Language Acquisition (SLA), and translation studies, this study investigates whether consciousness raising (CR), adopted from SLA, is effective in enhancing students' knowledge and understanding of translation in language programs at tertiary level in Vietnam where translation pedagogy is problematic. Student reports on their approaches to translation tasks both before and after the CR workshops on enhancing students' awareness of English source texts and translation issues were elicited in written form and during interviews following their completion of the tasks. These reports were analysed for changes to students understanding and approaches to translation following the workshops. The study found out that after a short time, the students had a better understanding of translation and translation process, developing a sense of confidence in translation. The study will have a potential impact on the enhancement of translation pedagogy in foreign language language programs in Vietnam and in other contexts and it will have implications for the professional development of translation teachers in Vietnam as well.

Mahbub Hasan: Phenomenography - A Research Methodology to Understand How Engineering Students Learn

Keywords: Phenomenography, research method, engineering concepts

‘How do engineering students understand the technical concepts of engineering?’. Embracing anecdotal evidence as an answer to this question would lead to a critical decision. A systematic methodological approach that search for understanding of people on a particular phenomenon would result in an appropriate answer. The purpose of this paper is to outline a research approach called phenomenography that can be used to investigate engineering students’ understanding of technical concepts. It reviews previous phenomenographic research and shows how this approach helps explore various aspects of learning. Furthermore, the non-dualist ontology and a second-order perspective of phenomenographic research methodology are explained. The results of previous phenomenographic research shows that the understanding of people varies within a limited number of qualitatively different and logically interrelated ways in which the phenomenon or the situation is experienced. Student understanding of technical concepts can inform teachers about pedagogical changes. Embracing phenomenography as a research methodology allows academics to support discussion on educational issues without relying on anecdotal evidence.

Section 1C. Higher Education

Karen Olave - Shifting data understanding: Socio-cultural interaction and data use in schools

Keywords: Social relations, data use, morphogenetic approach

Recognition that data collected for school improvement is only as good as how it is used is a central lesson from recent research. What are the main influences on how data is employed in schools? Research suggests several factors, from organisational/political drivers at a macro-level through to personal values/beliefs on a micro-level. A recent emphasis has been on the processes of data use interventions in schools. The consequences are a complex web of multi-layered interactions that are unique to the context in which they occur.

This presentation draws on case-studies schools that have adopted whole-school approaches to data-use for improvement. Utilising Archer's realist-social theory to explain the processes of change that inform data-use in these schools, it argues that school improvement can be stimulated by encouraging socio-cultural interaction among practitioners in several ways. Each case exemplifies a different approach to building social relations. Firstly, through an internal program that promotes inclusion, combined with spaces for conversation and the extension of professional trust/autonomy. Secondly, motivation from a central initiative, intensifies social relations between administration and staff, driving data conversations and professional learning negotiations. This presentation seeks to explain how different data-use interventions might lead to school improvement.

Liyana Ahmad Afip - The Impact of Educational Policy Borrowing in a Malaysian University

Keywords: CEFR, English language curriculum, higher education, policy borrowing

The recent English language education policy in Malaysia has borrowed a global language education framework, namely the Common European Framework of Reference (CEFR) for Languages to reform the English language curriculum in all levels of education including higher education institution. As an influential global policy, the CEFR has been considered useful for planning curricula, syllabi, test and certification at the macro level. However, the impact of the CEFR at micro level is relatively small. Policymakers at macro-level often assume that teachers will respond to reform initiatives without taking into account the complexity of policy implementation in the classroom (Ball, 2012). This paper adopts Philips and Ochs (2003)' four stages of education policy borrowing which includes cross-national attraction, decision, implementation and internalisation, as a framework to explore opportunities and challenges for this reformation process. Document analysis will be used to analyse policy document, newspaper articles and website information related to the CEFR in Malaysia. This paper will report on the past, present and projected future of English language curriculum for higher education in Malaysia. This study aims to contribute to the existing body of knowledge related to the CEFR and how it is adopted and adapted in local context.

Charlotte Pezaro and Liz Fynes-Clinton: Shifts in time: Impacts of the PhD journey on two candidates

Keywords: Research, reconstruction, identity, belief, philosophy.

"A PhD changes who you are; it changes how you see the world." - Associate Professor Katie Makar, 20 July, 2017. In this presentation, two PhD students nearing the end of their candidature will reflect upon changes to their philosophies, and identities.

Through Liz's experiences as a teacher, she had cultivated assumptions about the ways in which children acquire knowledge and understanding. Exploration of the theoretical foundation of Philosophy for Children, specifically in relation to the social-constructivist, pragmatist theories of Peirce and Dewey, prompted her to question generalisations about thinking and learning and additionally, reconstruct her own identity as a teacher and researcher. Through Charlotte's PhD engagement with logic, philosophy of science, and decision-making, her views of reasoning and argumentation have developed. Initially, her unsophisticated valuing of reasoning was as a tool for defeating arguments. Now, she recognises that reasoning is a purposeful and contextualised act of making sense of nuanced and complex evidence, bounded by one's identity, knowledge, and skills.

Both researchers have had protracted PhD journeys, with time to explore and reconstruct their identities as both teachers and researchers. In this talk, we consider the impact of extended engagement with philosophical inquiry.

Section 2A. Feminism and Postcolonialism

Mohammad Tareque Rahman - Struggling towards postcolonial research ethics: A case study

Keywords: Postcolonial, Research Ethics, Tension,

This paper focuses on three questions, namely, how to conceptualize research ethics in a postcolonial research study, how to materialize this conceptualization into actual research practices and finally consider what gaps persist between such conceptualization and practice. In the first section of the paper, I will discuss the first question based on the limited literature regarding postcolonial ethics. This will also draw upon the broader postcolonial literature. Based on that discussion, I will extract some specific ideas that are useful for conceptualizing postcolonial research ethics. In the second section, I will discuss how I materialized such conceptualization into practices while doing research on a development project in Bangladesh. Drawing on that discussion, I will then present the challenges that I experienced while translating my conceptualization of postcolonial research ethics into actual research practice. And finally based on that discussion I will uncover some of the tensions that continue to exist between postcolonial ethical conceptualization and actual research practices. In a sense, these ongoing tensions reflect the reality that the postcolonial is still an aspiration and that we continue to research in the '(post)colonial present'.

Dewi Andriani - Challenging the dominance of positivist epistemology: A non-Western woman student's challenge to speak back

Keywords: Postcolonial, feminism, woman student

Feminist discourse and political practice are neither singular nor homogenous in their goals, interests or analysis (Mohanty, 2003). In this presentation, I discuss my journey as a student from a non-Western background studying in a first world country, Australia. The aim of this presentation is to explore and entangle the challenges I face to comprehend an alternative way of pursuing knowledge other than positivist epistemology by adopting a feminist and postcolonial theoretical and methodological perspective. Both perspectives pose a direct and deliberate challenge to the hegemonic and hierarchical power of androcentric and colonial knowledge production. My developing feminist postcolonial researcher subjectivity is teaching me that it is acceptable not to use such main/male/stream epistemology which emphasises objectivity and generalisation and yet, the lessons I am learning along the way bring unexpected conflicts, uncertainties and complexities. My experience as a postgraduate woman has inspired me to conduct my research about other female students who have similar backgrounds to mine and perhaps the same but different challenges. Each woman has a unique academic journey with challenges and struggles they face until they arrive in the Australian Higher Education. I hope that this presentation can provide the women including those from non-Western background with a "voice" in the context of higher education.

Belinda Jane Eslick - The importance of feminist research methodologies for studies about women: Reflections from a university without Gender Studies

Keywords: gender studies, feminist epistemology, feminist research methodologies, difference, narrative

How can researchers create knowledge that meaningfully acknowledges diversity and difference? What problems can occur when women are the subject of research in the absence of feminist research methodologies? Gender studies has experienced a reduced presence in many universities in recent decades and I argue that this has significant ramifications for researching, writing about, and theorising about women. This presentation discusses the tools, language, and concepts that allow researchers to acknowledge women's difference(s) and the benefits of escaping from entrenched phallogocentric ideologies and masculinist perspectives in knowledge. Reflecting on my own experience as a PhD candidate who has recently transferred to the University of Queensland from a university that has no gender studies program, I will explore the significance of feminist epistemologies being applied to studies about women as well as the transformative impact that the application of feminist research methodologies has had on my own research about women. I will draw on the philosophic perspectives of Luce Irigaray to discuss the significance of acknowledging difference in research about women and will explore the perspectives of Alison Jaggar, Marnia Lazreg, Liz Stanley, Elizabeth Grosz, and Margaret Whitford in discussing the positioning of emotion, narrative, and subjectivity within research methodologies.

Section 2B. Culture

Daeul Jeong - How has Education for All further marginalised ethnic minorities?

Keywords: EFA, SDG4, ethnic minority education

Over the past two decades, Education for All (EFA), a UNESCO initiated global movement, has gained an unprecedented level of commitment from more than 160 countries and has had a significant impact on education policies of many developing countries. While this dominant movement has contributed to a dramatic increase in access to education around the world, it has faced criticism due to its lack of concern for educational quality and equity. This, as a result, has intensified marginalization of some of the most vulnerable people such as ethnic minorities. Through an analysis of EFA policies, this presentation will demonstrate how the EFA discourse excluded ethnic minorities. It then will show growing gaps in education in countries during the years of EFA implementation, and will introduce an example of Laos's assimilationist and discriminatory education policies under the EFA scheme using a lens informed by Foucault's power and knowledge. Lastly, the presentation will describe the new Sustainable Development Goal (SDG) 4, a new global discourse announced in 2015, in relation to its emphasis on inclusive and equitable quality education. This presentation will help attendees to understand EFA's impact on ethnic minority education and resultant expectations and concerns for the new SDG 4.

Karen Sheppard - Presentation title: Shifting data understanding: Socio-cultural interaction and data use in schools

Keywords: Social relations, data use, morphogenetic approach

Recognition that data collected for school improvement is only as good as how it is used is a central lesson from recent research. What, then, influences how data is employed in schools. Research suggests several factors, from organisational/political drivers at a macro-level through to personal values/beliefs on a micro-level. A recent emphasis has been on the processes of data use interventions in schools. The consequences are a complex web of multi-layered interactions that are unique to the context in which they occur. This presentation draws on case-studies schools that have adopted whole-school approaches to data use for improvement. Utilising Archer's realist-social theory to explain the processes of change that inform data use in these schools, it argues that change can be stimulated by encouraging socio-cultural interaction among practitioners in several ways. Each case exemplifies a different approach to building social relations. Firstly, through an internal program that promotes inclusion, combined with spaces for conversation and the extension of professional trust/autonomy. Secondly, motivation from a central initiative, intensifies social relations between administration and staff, driving data conversations and professional learning negotiations. At the core of each setting is an explicit, unchallenged understanding that data use will lead to better school outcomes.

Umme Salma - Tensions over Cultural Teaching: Fictional Representations of Educational Impact in Adib Khan's Seasonal Adjustments and Monica Ali's Brick Lane

Key Words: Cultural teachings, tensions, first-generation and second-generation migrants, sense of belonging.

Adib Khan's *Seasonal Adjustments* (1994) and Monica Ali's *Brick Lane* (2003) are primarily narratives about Bangladeshi diaspora in Australia and England respectively. These novels address the issue of educational impact on the second-generation migrants through tensions, built up in two sets of families, over cultural teachings of their daughters' in Australian and English institutions. Whereas in Khan's novel tensions grow up over religious teaching in a transnational family set-up, in Ali's novel they come over history teaching in a nuclear migrant family. The paper focuses on representations of this issue in the novels and questions why the first-generation immigrants and their home and host families feel tensions and how they negotiate with their tensions in diverse cultural dynamics of diaspora. The study is based on the concept of "cultural education-cultural sustainability," given by Zvi Bekerman and Ezra Kopelowitz, and argues for an interrelationship between education and sense of belonging that Khan and Ali bring into light in their fictional worlds.

Section 2C. Teacher Development and Training

Julie Lewis - Supporting teachers of primary school students with communication disorders and school refusal behaviour.

Keywords: School refusal behaviour, school disengagement, teacher education

School disengagement is a worrisome educational problem which can result in school non-attendance. Interestingly, research indicates that sound classroom communication and interpersonal relationships can mitigate the development of school disengagement. Research has also shown that good speech, language and social communication skills are irrefutably fundamental to school success. School refusal behaviour, is one form of school disengagement and non-attendance. It has historically been managed from a mental health perspective with mixed results. Recently however, research which addresses the role school factors play in school refusal behaviour has been called for. The current research used design based research to explore the effects of an integrated social communication intervention program with incorporated teacher support for six primary school students with school refusal behaviour. The results indicated that the students' social communication had improved post-intervention. The school refusal behaviour of four of the students ceased and it was reduced significantly for the two remaining students. The study also highlighted the importance of supporting and educating teachers to identify early and use appropriate pedagogical practices with students who have CDs. The results also suggest that such support may help to prevent, reduce or eliminate disengagement and school refusal behaviour.

Najwa Mursi - Perceptions of Evidence and Evidence Based Practices among Teachers of Students with Autism Spectrum Disorder in Saudi Arabia

Keywords: Autism, Evidence based practice, Saudi

Teaching students with Autism Spectrum Disorder (ASD) presents a considerable challenge for special education teachers in classrooms. This is due to the heterogeneity of students who have this disorder. This diversity requires teachers to develop knowledge about the particular characteristics of individual students with ASD, and the kinds of teaching practices proven to be effective in supporting their learning. In Western countries, a review of the literature has revealed a number of Evidence Based Practices (EBPs) found to be effective practices in teaching students with ASD. However, in the context of the Kingdom of Saudi Arabia (KSA), identifying effective practices is more challenging. This is due to the scarcity of research in the KSA about EBP, and the recency of policy requiring teachers to use evidence-based practices. For these reasons, it is critical to investigate how teachers perceive evidence and EBP, and how those perceptions inform their decisions about teaching students with ASD. The aim of this study is to explore the perceptions about evidence and EBP among teachers of students with ASD. It examines how decisions about effective practices are made by special education teachers in one autism centre in the KSA. Data were collected using multiple methods which include: classroom observations, stimulated recall, interviews, and think-aloud. The data collected will be analysed using an inductive thematic analysis.

Jing Liu - The readiness of Chinese teachers' self-directed learning in school-based learning activities and impacts on their practices

Keywords: The readiness; Teachers' self-directed learning; school based learning activities

China has been implementing curriculum reform with a focus on helping students 'learn to learn' and this poses challenges to teachers as they need to develop new knowledge and skills to deal with new educational demands that arise. Schools are now identified as the prime site for offering relevant learning activities to teachers. One approach that benefits for teachers' learning is self-directed learning. This mixed method study examine the readiness of teachers' self-directed learning and its impact on their practice. The quantitative phase of this study was gathered through the Self- Directed Learning Readiness Scale, which was administered to 195 elementary EFL teachers in Beijing. The mean score was 220.66, which fell within the " average" range and indicated the teachers had developed an average readiness for self-directed learning. In the qualitative phase, 15 teachers were interviewed. Results revealed that teachers participate in school-based learning activities, when they found that learning activities did not meet the immediate needs of their classroom, they planned and sought additional knowledge on their own.

Section 3A. Policy

Sally Campbell - How the Earn and Learn Policy impacted in a year 12 student

Keywords: School, student, policy, Bronfenbrenner, Earn or Learn

Under the Earn or Learn Policy a young person from 16 years of age must either be in full time education, paid employment or a mixture of both that equates to full time. This paper presents the story of a student in her final year of school in Queensland, who despite being disengaged from school remained to complete grade 12. It demonstrates how an educational policy impacted on her and her experience during this time. It draws on qualitative data from two years of research which examined experiences of six disengaged students in their two non-compulsory senior years of school in Queensland. The research used Bronfenbrenner's Ecological System Theory as the framework for analysing the case studies experience during this phase of their development.

Thi Diem Hang Khong - Dialogical pedagogy: The case of changing practices in two Vietnamese primary school teachers **Keywords:** changing practices, dialogical pedagogy, classroom interactions, classroom talk, students' questions

Changing daily practices to incorporate more dialogic classroom interactions is a challenging task for many teachers. This is strongly applicable in the case of Vietnamese teachers whose talk and questions still prevail over students' ones in lessons across various subjects. This case study, which is part of my doctoral research project conducted in Bac Giang Province from December 2016 to April 2017, reports on the experience of two young primary school teachers trying to adopt a more dialogical approach in daily Vietnamese reading lessons. The teachers participated in a school-based workshop on dialogical pedagogy as well as ten individual reflection sessions with the researcher after conducting live lessons in their usual grade 4 reading classes. Findings show that classroom interactions became more dialogic with a dramatic increase in both students' questions and the quality of those questions during whole-class discussions. This happened when the teachers delegated the authority to the students to ask and choose their preferred questions and facilitated the discussions with more open questions.

Theo Clark: A policy maker's perspective - how research impacted Queensland's new senior mathematics syllabuses

Keywords: educational research; impact; policy-making; curriculum; assessment

Research impact is traditionally viewed through the lens of citations and journal impact factor, but in educational research impact extends to policy and practice. This presentation will provide a specific case study of the issues raised by Bob Lingard (2013, 'The impact of research on education policy in an era of evidence-based policy', *Critical Studies in Education*, 54:2, 113-131) from the perspective of an educational policy maker. The Queensland Curriculum and Assessment Authority (QCAA) is redeveloping senior syllabuses for Queensland's new senior assessment and tertiary entrance systems, beginning with Year 11 in 2019. Developing syllabuses and associated assessment policies is an iterative process and involves variety of experts and stakeholders, including academics, expert writing teams, QCAA committees, critical friends, teachers, parents and students. In leading the development of Queensland's new senior secondary mathematics syllabuses, I have been at the intersection of research, policy and (what will be) practice. In this presentation I will outline how research impacted these syllabuses, and how as a policy maker I had to make research 'fit for purpose' and factor in other considerations, such as political pragmatism, overarching policy, teacher and bureaucratic habitus, public opinion and personal disposition.

Section 3B. Well-being

Kathryn Bekavac - Conditions for Learning: Maximising Engagement for Achievement and Wellbeing in Schools

Keywords: Engagement, Wellbeing, Learning, Schools

This research study examined the relationships among upper primary and lower secondary school students' perceptions of conditions for learning, school engagement, academic achievement and wellbeing. A new conceptual model with student perceptions of school conditions comprising (a) safety (b) student support from teachers (c) high expectations plus academic challenge, and (d) peer social emotional competence directly impacting personal, social and mental wellbeing informed the utilisation of a self-report questionnaire. The research study also provided the opportunity to review self-report measures of school engagement (behavioural, cognitive and emotional) and Australian indicators of personal, social and mental wellbeing alongside standardised measures of literacy and numeracy. Schools within Brisbane Catholic Education were stratified according to the total number of students enrolled at the school and each school's Socio-Economic Status (SES) to contribute to a representative sample of students. Participants were drawn from 22 primary, secondary and P-12 schools that volunteered from diverse urban and rural areas for a sample of over 1800 students aged from 10 to 15 years. Preliminary analyses support the conceptualisation of the different but related conditions for learning, school engagement and student wellbeing outcomes. It is expected that multilevel modelling will determine the strongest school conditions for learning predictor of students' personal, social and mental wellbeing.

Suzanne Macqueen - Narratives of non-traditional students in Higher Education: navigating ways to survive or thrive

Keywords: equity, widening participation

Students from under-represented groups who enrol in Higher Education (HE) often do not possess traditional types of capital which can assist students in navigating HE. In particular, they are unlikely to possess types of social and cultural capital which can provide social networks and connections through which understandings of processes and expectations innate to HE are often transmitted. Despite this, many non-traditional students are successful in their studies. This presentation draws on data from a longitudinal study into the experiences of non-traditional students at a regional university. The participants came from regional and rural backgrounds, were of the first generation in their families to enter university, entered university via alternate pathways and/or were mature age. They were approached through a first year teacher education subject at a regional university. Five interviews were conducted over four years with each individual to create detailed narratives of students' experiences. Analysis of the narratives was conducted, drawing on concepts of capital defined by Bourdieu illustrate the variety of ways in which non-traditional students can draw on and build support from family, friends and other connections to help them succeed at university.

Lauren Sperotto - Resilience in unusual places: What university students from low socio-economic backgrounds can teach us about resilience

Keywords: Resilience, low socio-economic, university

Low socio-economic status (SES) is one of the strongest and more consistent predictors of a student's success in the pursuit of a tertiary education (Redmond, Katz, Smart, & Gubhaju, 2013). For example, a mere 15% of Australian tertiary students are from low SES backgrounds (Center for the Study of Higher Education, 2008). In addition, students from low SES backgrounds have the highest attrition rates of all social classes in tertiary institutions (Cantwell, Archer, & Bourke, 2001). More worrying is that the achievement gap between the strata appears to be widening (Chesters & Watson, 2013). Bridging the achievement gap remains problematic as some research suggests that the quality of schooling is negligible in the affect of outcomes when compared to the influence of one's social class (Mahuteau & Mavromaras, 2014). Yet, some students from low SES backgrounds thrive at university despite encountering persistent and sometimes severe adversity. To date, very little research has been conducted on the protective factors of students from low SES backgrounds that foster resilience in the university setting. Hence, this research explores what students from low SES backgrounds are doing right: how they foster resilience and thrive, against the odds.

Section 3C. Teaching and Learning

Margaret Schuls: Impact, the Australian Curriculum and Biesta

Keywords: Australian Curriculum, Biesta, impact, educational outcomes

The impact of education can be defined as the intended outcomes for young people. These outcomes have been stated in the Melbourne Declaration on Educational Goals for Young Australians where the second of the two goals states that 'all young Australians will become: successful learners; confident and creative individuals; active and informed citizens'. Biesta uses overlapping functions to determine educational practices and processes: 1) qualification – 'knowledge, skills and understandings to do something'; 2) socialisation – becoming 'members and part of the social, cultural and political orders'; and 3) subjectification – 'ways of being that hint at independence from orders'. It is suggested that these domains can provide other lenses through which to view educational impact.

This presentation will propose that an emphasis on standardised testing with the purpose of comparing outcomes has led to a distorted view of the goals of education and deficit modelling of achievements of our schools and students. It will be proposed that the structure of the Australian Curriculum, the Learning areas/subjects, Cross-curricular priorities and the General capabilities as well as the functions proposed by Biesta are the enactment of the goals of the Melbourne Declaration and hence could be used as the indicators of impact in education.

Tran Le Nghi Tran - Take water to the horse: Mobile learning, professional development and pronunciation training for TESOL teachers at Vietnamese provincial universities

Keywords: Mobile learning, professional development, pronunciation training, TESOL teacher training

The provision of professional development (PD) activities to teachers based outside major cities is often challenging due to high costs, regular long distance travel and time inefficiency. In this study, the use of mobile learning to provide PD pronunciation training to TESOL teachers from Vietnamese provincial universities is investigated. Mobile learning offers a feasible solution thanks to its capability to enable learning anywhere, anytime. Pronunciation is chosen because it was found to be one of the major issues preventing Vietnamese TESOL teachers from meeting stringent English proficiency requirements by the government. The project aims to establish and test a set of fundamental principles for mobile learning to be an effective way of providing PD for teachers based outside major cities and to shed light on the necessary adjustments in course design to make it a scalable model for future education planning. In this study, design-based research is adopted as the research paradigm, and both qualitative and quantitative data are collected during two iterations of an online pronunciation PD course for TESOL teachers from Vietnamese provincial universities. This presentation reports the initial results from the first course cycle, with a focus on the participants and their mobile learning.

Huifang Liu - Mediated-learning behaviours involved in teachers' questions in foreign language classroom of high schools in China

Keywords: Whole-class instruction, Teacher questions, Mediating-learning behaviour

Research in recent years has highlighted the key role talk plays in mediating students' learning in language classroom. There is no doubt that talk or questions, by the teacher has capacity to stimulate and extend students' thinking and advance their learning. This paper focused on teacher-student interaction during whole-class instruction, especially on teachers' questions and other discourses. The study video-recorded five teachers' teaching different topics to different classes in high schools in China. Teachers' verbal interactions with students during the whole-class teaching were transcribed and categorized into closed questions and open questions. Through quantitative analysis, the time spent on closed questions and open questions was coded and counted. The paper also presented four extracts of teachers' discourse with their students and discussed the mediated-learning behaviours involved. The purpose of this study is to demonstrate teachers' question types and mediating behaviours when they are interacting with student(s) rather than attempt to establish a link between teachers' performance and learning results.