



Thursday 18th October 2012
 University of Southern Queensland
 Springfield Campus
 Venue: A6LR2

Time	Room A6LR2
9:15am – 9:45am	Morning tea (Level 6 balcony/staff room)
9:45am – 10:00am	Welcome & Introduction (Margaret Baguley)
10:00am – 11:00am	Keynote speaker (Professor Margaret Barrett)
11:00am – 12:00pm	<p>Session One (3 x 15 minute presentations + 15 minute discussion) <i>Chair: Brad McLennan</i></p> <ol style="list-style-type: none"> 1. Speaking back to the mainstream from the margins: Lessons from one boutique senior secondary school (Stew Riddle & David Cleaver) 2. Choosing the appropriate philosophy to underpin research straddling both mainstream and the marginal (Andy Davies) 3. Sinking, swimming, floating, or dissolving? What are we hoping for when we embed the marginal into the mainstream? (Jacinta Maxwell)
12:00pm – 1:00pm	<p>Session Two (3 x 15 minute presentations + 15 minute discussion) <i>Chair: Jacinta Maxwell</i></p> <ol style="list-style-type: none"> 4. Singing songs with Deleuze: Narrative knowing and becoming (Stew Riddle) 5. The Fundamentals of a Potentiating Learning Milieu: Expanding Capacity for Student Internalisation and Self-Regulated Learning (Brad McLennan & Karen Peel) 6. Mainstream or marginal views: the role of a teacher (Yvonne Salton & Jennifer McIntyre)
1:00pm – 2:00pm	Lunch (Level 6 balcony/staff room)
2:00pm – 3:00pm	<p>Session Three (3 x 15 minute presentations + 15 minute discussion) <i>Chair: Stew Riddle</i></p> <ol style="list-style-type: none"> 7. Transitions: What happens when they leave university? (Jennifer McIntyre) 8. Lost in space: Navigating the historical road less travelled (Amanda Tu) 9. Giddy up and get over it: Strategies for stepping through the obstacle course of post-graduate study (Cristine Hall)
3:00pm – 4:00pm	<p>Session Four (3 x 15 minute presentations + 15 minute discussion) <i>Chair: David Cleaver</i></p> <ol style="list-style-type: none"> 10. How mathematics anxiety and/or numeracy levels correlate with student retention rates (Nicholas Flegg) 11. A journey in exploring authentic assessment for a postgraduate course in engineering asset management (David Thorpe) 12. Investigating fit-for-purpose pedagogies in undergraduate nurse education: Towards mainstream research in professional education (Nona Muldoon – pre-recorded)
4:00pm – 4:30pm	Respondent (Professor Margaret Barrett) and discussion



Wednesday 24th October 2012
 University of Southern Queensland
 Springfield Campus
 Venue: A6LR2

Time	Room A6LR2
9:00am – 11:00am	ARC Grant Writing Workshop (Professor Barbara Comber)
11:00am – 11:30am	Morning tea (Level 6 balcony/staff room)
11:30am – 12:30pm	<p>Session Five (3 x 15 minute presentations + 15 minute discussion) <i>Chair: Karen Trimmer</i></p> <p>13. Creating Access for African Refugee Background Students in Education (Noah Mbanjo)</p> <p>14. Migrant and Refugee Residents from Non-English Speaking Backgrounds in Rural and Remote Communities (Warren Midgley)</p> <p>15. Plagiarism and Chinese international students: Confucian or Confusion? (Catherine Montes)</p>
12:30pm – 1:30pm	<p>Session Six (3 x 15 minute presentations + 15 minute discussion) <i>Chair: Warren Midgley</i></p> <p>16. Time Warps, Mobile Networks and Guilty Pleasures: Researching Australian University Academics' Work Strategies and Subjectivities among Mainstreams, Margins and Minorities (Patrick Danaher)</p> <p>17. What evidence of Higher Order Thinking Skills is there in the writing of first year undergraduates? (Lynette Faragher)</p> <p>18. Critical and Spatial Pedagogies in Teacher Education (Agli Zavros)</p>
1:30pm – 2:30pm	Lunch (Level 6 balcony/staff room)
2:30pm – 3:15pm	<p>Session Seven (2 x 15 minute presentations + 15 minute discussion) <i>Chair: Patrick Danaher</i></p> <p>19. Self-Identified and Observed Teaching Styles of Junior Development and Club Professional Tennis Coaches in Australia: Exploring the prevailing current of pedagogical practices (Mitchell Hewitt – pre-recorded)</p> <p>20. A Means to an End: Mainstream funding of the margins, and the potential impact on the in-between (Karen Trimmer)</p>
3:15pm – 3:45pm	Respondent (Professor Barbara Comber) and discussion

Abstracts

1. Speaking back to the mainstream from the margins: Lessons from one boutique senior secondary school (Stew Riddle & David Cleaver)

This paper will share some of the findings from the first year of data collection in a longitudinal study of students' lived experiences in a boutique senior school. In this study, the rich lived experiences of Year 11 students at Harmony High were documented over 2012, in the first stage of data collection for a longitudinal study that will follow these students through Year 12 (2013) and their first year out of school (2014). Data were collected in the form of semi-structured interviews and then (re)storied using a narrative inquiry approach borrowing from arts-based education research, feminist poststructuralism and narrative research in education that (re)tells and (re)presents stories as lived experience. Three major themes arose in the narratives generated for this study, including: community and culture; curriculum connectedness; and commitment. This paper will share lessons from Harmony High as a school in the margins speaking back to the mainstream.

2. Choosing the appropriate philosophy to underpin research straddling both mainstream and the marginal (Andy Davies)

For a PhD candidate to research *how Yoga teachers incorporate spiritual teachings into their Yoga teacher trainings* within an Education Academic setting could be considered research in the margins; the void in literature around this theme certainly reinforces this notion. As a researcher I straddle two worlds, the mainstream, one of nursing and medical reductionist scientific thinking, another marginal, where Yoga itself is used as a lens to understand our reality and own integralness. Influenced by both, my research interests often feel as if they inhabit space in-between. Utilizing the methodology of *narrative analysis* has helped me feel as my research is more main stream. My challenge has been to find a method or philosophy to underpin these seemingly disparate themes. Finally I stumbled upon a method known as Mindfulness Inquiry - a philosophical methodology that draws upon a number of qualitative theories including critical theory, hermeneutics, phenomenology and mindfulness practice drawn from Buddhism. This approach supports my research alter egos, both the marginal and mainstream. Now when I am asked what are my philosophical underpinnings I say quite comfortably that I am using a critical, Buddhist, hermeneutic, phenomenological based approach. I no longer feel as if my research is marginal, more perhaps like the space in between.

3. Sinking, swimming, floating, or dissolving? What are we hoping for when we embed the marginal into the mainstream? (Jacinta Maxwell)

Teachers in all education settings are increasingly being required to embed Indigenous perspectives into their teaching. Once relegated to the margins, 'Indigenous perspectives' are becoming a mainstream consideration for people involved in curriculum development, teaching and learning, and educational research. Such shifts in teaching practice are generally received positively, but critical race theory warns against wholesale adoption of such initiatives without careful critique. This paper suggests that the concept of 'embedding' is problematic and educators need to critically engage with the term before beginning the process of embedding. In order to begin this critical engagement, audience members will be asked to respond to a variety of visual metaphors for 'embedding' and then asked to reflect upon some possible outcomes of embedding Indigenous perspectives. It is hoped that this interactive presentation will provide the audience with an opportunity to critically engage with these important concepts while providing the presenter with an insight into diverse views of the topic.

4. Singing songs with Deleuze: Narrative knowing and becoming (Stew Riddle)

This paper explores the author's approach to narrative inquiry through developing rhizomatic storylines by drawing on the work of Deleuze in order to sing songs about research participants. The intent of singing songs from (re)presented data is to disrupt notions of stability and mainstream data, through working outside the margins. Such songs are instantiations of narrative knowing generated from taking particular lines of flight through data, theorising from individual narratives. Rhizomatic storylines do not present or reveal some idea of the real, but can be broken apart to show how we construct the real through removing the mythical unitary self, recognising instead the plurality of possible storylines that weave through the self as a storied life. One particular method of breaking down the illusion of selfhood as fixed is to look at the multi-voiced and shifting "I" as it temporarily places one storyline or another at the point of focus, while excluding other possible storylines at that point.

5. The Fundamentals of a Potentiating Learning Milieu: Expanding Capacity for Student Internalisation and Self-Regulated Learning (Brad McLennan & Karen Peel)

In learning communities, academic and social education of students require teachers, as significant and influential role models, to create learning contexts that promote self-regulation, while attending to the psychological needs of competence, autonomy and relatedness. The researchers in this study identified the fundamentals of a potentiating learning milieu to provide a practical framework for teachers to expand student learning capacities. This case study draws conclusions from participatory observations within a primary school setting and links the data to social cognitive and social psychological research. Student actions underpinning this social context were interrogated and patterns emerged. The fundamentals of collective values, connected learning, student centred organisation and interpersonal relationships became evident, as common elements were clustered. A pragmatic model was constructed by identifying and implementing these substantive codes, enabling teachers to build capacity to create environments that expand student capacity to learn. This chapter reveals these capacity building fundamentals that provide the opportunity for students to readily self-regulate and internalise their learning towards self-determination.

6. Mainstream or marginal views: the role of a teacher (Yvonne Salton & Jennifer McIntyre)

Pre-service teacher views of the role of a teacher are organic, these views develop over the course of a four year degree (and beyond). This symposium provocation presents a metaphoric / diagrammatic view of the development from pre-service teacher to teacher. Interviews with second and fourth year students inform the researchers' hypothesis that the student view and the university view are at times in contradiction with each other. Inspiration for this research is derived from two separate studies, both which investigated the pre service teacher understanding of their role as a teacher, the research observes changes between 2nd and 4th year student understanding of the role of a teacher and the university goals for graduates. This dilemma brings the research full circle in considering; what is mainstream and what is marginal and by whose definition?

7. Transitions: What happens when they leave university? (Jennifer McIntyre)

One of the 'spaces in between' is the transition from being a university student to a qualified *real life* teacher. The research shared here considers this transition to *real* teacher and future implications for pre-service teacher training and support. Case study research conducted in 2011 tracked 6 first year

Faculty of Education graduates from USQ Springfield as they took up their first full time positions in a broad range of schools. Each placement was contextually varied and made very different demands on the first year teacher. The experiences of the *super six* are shared as an entry point for discussing the influences on pedagogical choices of early career teacher practice. Is there more that we can do?

8. Lost in space: Navigating the historical road less travelled (Amanda Tu)

Confronting hidden history through auto ethnography: influences on teaching, is research currently being conducted on whether or not my understanding of hidden history (Reynolds, 200) impacts or will impact on the way in which I teach the Australian Curriculum: History. The hidden history program (2009) highlighted the indigenous perspective of history. This program legitimised my thinking around marginal history that has been hidden from mainstream society including teachers. This research is in its conceptual phase extending on the works of Mooney (2003), Clark (2004), Henderson (2008) and Sarra (2011), and will consider key questions: How do I view and understand hidden history? What experiences have shaped this perspective? How might this influence my prospective classroom? This presentation will provide background into the challenges faced in confronting a history which may be hidden even from teacher, and occupies a unique space between mainstream and margins of society.

9. Giddy up and get over it: Strategies for stepping through the obstacle course of post-graduate study (Cristine Hall)

Post-graduate study demands a higher level of thinking that is not always easy to achieve. Many obstacles are encountered in the course of study. In this study, the start of the course is equine-facilitated learning (EFL): an interactive learning experience where the coach and the horse contribute to a student's learning. One way to know more about how equestrian coaches can include EFL activities in their practice is to explore their coaching styles. The post-graduate student has utilised six strategies within three steps to develop the conceptual level of thinking that is essential for emerging doctorateness. These six strategies were mind mapping, writing the document, receiving feedback, re-visiting the literature, concept mapping and re-writing. The resulting concept map underpins the research design. Acquiring this knowledge has filled the *spaces in-between* the *marginal* post-graduate student at the start of the study and the *mainstream* student who has (almost) reached the first obstacle: *Confirmation of Candidature*.

10. How mathematics anxiety and/or numeracy levels correlate with student retention rates (Nicholas Flegg)

This project intends to confirm the expected correlations between high anxiety / poor numeracy levels and lowered retention rates of students in order to devise and implement an intervention strategy to help address problems in order to increase retention rates. The study will inform pedagogy in addressing problems in pre-service teachers, especially for groups at high risk such as low SES and Indigenous students - these students often are in the spaces in-between and miss out on targeted help. The findings will lead to better long-term outcomes for pre-service teachers and their future students. It has high significance as many current USQ pre-service Education students exhibit mathematics problems. The method would involve both general surveys of current students in Numeracy courses and follow up interviews. An intervention strategy would be developed and implemented with at-risk students, with key elements incorporated later into core courses.

11. A journey in exploring authentic assessment for a postgraduate course in engineering asset management (David Thorpe)

The postgraduate course ENG8104 Asset Management in an Engineering Environment is taught by the Faculty of Engineering and Surveying to professional engineers. This course and its assessment should accordingly meet current and emerging professional requirements in sustainable life cycle engineering asset management. Current course assessment is by a mid-semester assignment and an end of semester examination, each worth 50 per cent of marks in the course. The question is asked whether this assessment process is sufficiently authentic to meet modern professional practice. The following methodology was used for research into this question: review sustainable life cycle management of engineering assets; review course assessment methodologies, including authentic assessment; apply program evaluation principles to assess issues and develop options; evaluate how assessment for the course compares with advantages claimed for authentic assessment practice; develop conclusions with respect to course assessment. It was shown that while the assignment in this course partially authentically assesses the requirements of professional engineers undertaking sustainable life cycle asset management, the examination is not a good instrument for authentic assessment of these requirements. Hence a next step in this research is to develop improved assessment options, such as a rigorous assignment that strongly mirrors professional practice and requirements, and test them with key stakeholders.

12. Investigating fit-for-purpose pedagogies in undergraduate nurse education: Towards mainstream research in professional education (Nona Muldoon – pre-recorded)

Situated in a constructivist paradigm, this doctoral research project investigates the characteristics and forms of fit-for-purpose pedagogies that align with the intent of professional education. There is little precedence for systematically inquiring into pedagogies in professional education, thus a qualitative inquiry of this nature remains marginal. Using nurse education as a case study, the goal is to generate theoretical understanding of what the empirically derived pedagogies mean for the contemporary enactment of the profession, and of professionalism in this field. The research utilises sources such as archival records, class observations, focus groups and interviews with students and staff. Multiple units of analysis are employed, involving pivotal courses in Bachelor of Nursing, which could uncover critical insights into addressing some of the challenges of educating students for a profession. Through theoretical, methodological and practical contribution, this research aims to foster a sustained research agenda in professional education towards the mainstream.

13. Creating Access for African Refugee Background Students in Education (Noah Mbanjo)

This project will seek to describe the perceptions of African Refugee Background (ARBs) students about going to University in the South Western Queensland Education context. These students form a sub-population of low SES. It will focus on their beliefs about whether or not the current English as a Second Language (ESL) curriculum is assisting them with their integration into their new cultural and educational context and identify barriers for high schools students to participation in higher education opportunities at their regional university. The project will determine the number of refugee students currently enrolled at USQ and compare this to their representation in the local school populations in the regions surrounding the three USQ campuses. Identification of barriers to participation will lead to the development of appropriate interventions to improve participation by this low SES sub-group.

14. Migrant and Refugee Residents from Non-English Speaking Backgrounds in Rural and Remote Communities (Warren Midgley)

One of the ongoing challenges for community organisations working across Australia is to find ways to provide support for migrants and refugees who are from Non-English Speaking Backgrounds (NESB). This is especially important in smaller rural and remote communities in which NNE speakers may have limited access to services and social support networks in their first language. This chapter discusses the findings of an empirical investigation into the experiences of NESB migrants and refugees in rural and remote regions of Queensland, Australia. Using an exploratory qualitative approach employing Narrative Discussion Groups and inductive thematic coding, the findings discuss some of the participants' complex and contextual perspectives on their experiences, challenges and aspirations.

15. Plagiarism and Chinese international students: Confucian or Confusion? (Catherine Montes)

Plagiarism is a key concern for many newly arrived Chinese international students at Australian universities. In the research that has been conducted around this issue, aspects of Confucian philosophy have often been used as explanatory devices to explain why Chinese students have the tendency to struggle with the correct acknowledgement of sources in their English academic writing (Bassett, 2004; Kingston & Forland, 2008; Tweed & Lehman, 2002; Yum, 2008; Zhur, 2007). This has contributed to a broader cultural discourse that presents a polarized view of Chinese and Western cultures regarding perceptions of what is 'ethical' behaviour. In this paper, I draw on qualitative data from a group of ten Chinese students in their first year of study in Australia as well as six English language teaching professionals from universities in China. The analysis of the data was underpinned by Language Socialization Theory, which enabled an understanding of the extent to which students interacted with elements of their educational environment in China in order to gain expertise in different aspects of academic culture. Both student and teacher interview data suggest that students appeared to have internalized conceptions of the ethical aspect of source acknowledgement to some extent. Moreover, the practice of doing so within the context of their study in China was limited and dependent on two factors: Individual teacher attitudes towards the monitoring of plagiarism and the stage of tertiary study. The data support a more nuanced understanding of Chinese students' attitudes and perceptions of plagiarism, which move beyond the monolithic views of Chinese educational culture presented in some of the research.

16. Time Warps, Mobile Networks and Guilty Pleasures: Researching Australian University Academics' Work Strategies and Subjectivities among Mainstreams, Margins and Minorities (Patrick Danaher)

In contexts of late capitalism and globalisation, many Australian and overseas university academics struggle to develop sustainable careers against a backdrop of work intensification and enhanced scrutiny. This paper presents selected elements of continuing research into selected academics' work strategies and subjectivities that explores how they engage with this backdrop and seek to enact contained agency in their professional lives. The study's conceptual framework mobilises contemporary concepts of identity politics and the sociology of work. The research method combines features of qualitative, ethnographic case study and autoethnography. The research question is "Which strategies do academics use to engage with their work influences and construct their professional subjectivities?" Provisional findings include the centrality of time, networks and pleasures as recurring tropes synthesising many of the challenges and opportunities of contemporary academic work. These tropes encapsulate several practical strategies such as mobilising longstanding inter/national collaborations and strategic positioning of research outcomes.

17. What evidence of Higher Order Thinking Skills is there in the writing of first year undergraduates? (Lynette Faragher)

The study involved an examination of the writing of 12 first year BEDU students in response to a literacy assignment which required the students to compare two transcripts of conversations in terms of theories they had learnt. The data was fed into NVIVO and categorised according to descriptors based on Robert Marzano's Taxonomy of Higher Order Thinking Skills. The findings showed that the majority of writers demonstrated the lower level skills levels 1 (Retrieval), 2 (Comprehension) and 3 (Analysis), fewer demonstrated Level 4 (Knowledge Utilisation) and fewer still Levels 5 (Metacognition) and 6 (Self-system thinking). These findings suggest that first year undergraduates do bring with them a *virtual uni bag* of thinking skills, which can be identified using the tools described in the presentation. This knowledge could be useful in the preparation of teaching and assessment materials and in aligning Marzano's Higher Order Thinking Skills with the University of Southern Queensland's Graduate Attributes and Skills as a way of assuring learning. The Graduate skills involved are reflected in all those listed on the website except teamwork and sustainability. The focus of this research is *between the margins and the mainstream* in that it seeks to discover what sort of thinking undergraduates actually do and how that thinking might be assessed.

18. Critical and Spatial Pedagogies in Teacher Education (Agli Zavros)

Working from Bourdieuan sensitivities and inspired by the work of Deborah Britzman, this presentation discusses, through an auto-ethnographic lens, discursive complexities of teacher education. The presentation, of second and third phase of data analysis using constructivist grounded theory methods, explores beginning teacher's narrations as they begin their teacher education journey. The findings brings into question the emancipatory promise of tertiary education in a reflexive revisit of Britzman's (1986) critic of teacher education and the need to examiner practices that shape the work that teacher do in schools.

19. Self-Identified and Observed Teaching Styles of Junior Development and Club Professional Tennis Coaches in Australia: Exploring the prevailing current of pedagogical practices (Mitchell Hewitt – pre-recorded)

Many educational theorists believe that there is no 'best' teaching style. Apart from anecdotal reports, little is known about what teaching styles are being employed by Australian tennis coaches or if they are using a range of teaching styles as recommended by coach education providers. This paper presents the prevailing pedagogical practices of tennis coaches in Australia. It describes the findings of research completed on the self-identified teaching styles of 208 tennis coaches as well as the observed teaching styles of 12 tennis coaches from three 30 minute tennis lessons. Mosston and Ashworth's Spectrum of Teaching Styles (2008) was used as a basis for identifying the coaches' teaching styles. Contrary to educational convictions and perceptions amongst sports pedagogists, the findings of this study suggested a different viewpoint in relation to the recommended employment of a range of teaching styles during coaching sessions. Results from the survey questionnaire indicated that coaches reported to using all of the teaching styles on Mosston and Ashworth's (2008) Spectrum of Teaching Styles during their coaching sessions throughout the year. When the recorded lessons of the 12 volunteers from the original survey were coded, however, two teaching styles were actually observed. As a percentage of total time observed, Command Style-A was employed 11.4% of the time and Practice Style-B was implemented 73.3% of the time. The teaching styles observed strongly correlate with the pedagogical principles associated with direct instruction guidelines whereby the coach makes decisions about what the students are learning in addition to how and why they are learning it. These

findings suggest that there is a lack of congruency between the teaching styles that tennis coaches believe they use and what they actually use.

20. A Means to an End: Mainstream funding of the margins, and the potential impact on the in-between (Karen Trimmer)

Government agencies and not-for-profit organisations (NFPOs) have had long involvement in the funding and provision of community services, such as mental health and disability services. Significant change has occurred over the past decade in the way government funds are expended with public sector agencies increasingly using marketplace mechanisms. As a consequence of economic and governance imperatives, funding of services via NFPOs has changed significantly with a move away from the provision of grants to the contracting of these organisations for the provision of services. This presentation considers a study I conducted on behalf of the Western Australian Office of the Auditor General. It included a survey of 300 randomly selected NFPOs (49% response rate); interviews with staff from approximately 30 NFPOs; and an analysis of a sample of contracts and other documentation from State government departments. The findings of this study revealed there are issues for the delivery of services where identified needs exceed the scope of contracts and where the costs of delivering services exceed the funding provided. This has a flow on effects to institutions such as schools and subsequently students in receipt of such services.