You are invited to the 2012 joint International Conference of the Australian Association for Research in Education (AARE*) and the Asia Pacific Educational Research Association (APERA*). The conference will also host the 2012 Focal Meeting of the World Education Research Association (WERA*).

The conference will be held at the University of Sydney from Sunday 2 to Thursday 6 December.

For the first time, educational researchers from Australia and the Asia-Pacific, as well as many other countries around the world, will have an opportunity to share local, national, regional and global perspectives. The conference theme of Regional and global cooperation in educational research, invites conference delegates to harness the momentum of this joint conference. Conferring with such wide ranging delegates offers a unique opportunity for the exchange of ideas and for fostering communication and collaboration on an international scale. At a time of major change in the educational sectors worldwide, many of the issues of theory, policy and practice facing national education systems are shared across countries and regions. Working with national curricula, preparing teachers for the future, for professional learning and accreditation, and learning technology challenges are some of the key areas to excite impetus for shared research initiatives.

Sydney* as a large international city and a key hub in the Asia-Pacific provides a stimulating location for an international conference of this kind. The University of Sydney venue (Camperdown campus) is within easy transport reach of Sydney Harbour and all its wonderful landmarks and cultural facilities. The university is central to retail and entertainment precincts and a short stroll to inner-city suburb style cafés and restaurants with a variety of Australian, Asian and international cuisines.

We warmly invite all education researchers and educators from Australia, the Asia-Pacific and around the world to join us in Sydney for a very significant and unique conference event.

Jan Wright, Conference Convenor
Christine Halse, AARE President, President-elect of APERA

Full Paper for Refereeing.

There will be an administration cost of $40 for each paper to be refereed. A link to payment details including an invoice will be forwarded to you in the confirmation email when you submit your paper. Papers will not be refereed until payment has been received.
The Joint Australian Association for Research in Education and Asia-Pacific Educational Research Association Conference
World Education Research Association Focal Meeting

2-6 December 2012
Sydney, New South Wales, University of Sydney

AARE-APERA 2012
WERA Focal Meeting


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Contact telephone numbers
Venue – University of Sydney 02 9114 2110
University of Sydney – Fax 02 9351 6129
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Think Business Events 02 8251 0045
Taxi – Silver Service Fleet 133 100
Taxi – Premier cabs 13 10 17
Qantas 131 313
Virgin Australia 136 789
Jetstar 131 538

First published 2012
Compiled and edited by Jan Wright and
Think Business Events

SPONSORS AND EXHIBITORS

AARE and APERA wish to thank our sponsors for their support of our efforts to develop, enhance and disseminate educational research in Australia and the world. Without your assistance AARE members would have to fund many more aspects of the work of the Association. With your assistance the Association is able to increase the impact of education research work in many situations.

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The Program should be read in conjunction with the abstracts which can be found on the AARE-APERA app. Please see page 8 for details.

The program is arranged in sessions grouped according to AARE Special Interest Groups (SIGs) and themes suggested by the keywords nominated by the authors.

At the rear there is an index which lists all papers by author. All authors are listed, not only the first named. Following the conference, the refereed conference papers will be available as conference proceedings on the AARE web site http://www.aare.edu.au and they will be also available in the Australian Education Index [AEI] and ACER Cunningham Library.

Papers marked® were written in full prior to peer refereeing by at least two referees drawn from the entire membership of the AARE or further afield if necessary to obtain academic peers for particular work.

While the program is correct at the time of printing it is subject to change without notice.
The Australian Association for Research in Education (AARE) welcomes all participants who are joining with us in this 42nd Conference in Sydney. This conference is a unique collaboration with the Asia-Pacific Educational Research Association (APERA) and World Education Research Association (WERA).

This conference is a particularly memorable occasion where education researchers from Australia, the Asia-Pacific, as well as many other countries around the world, will have the opportunity to share local, national, regional and global perspectives. Conferring with delegates from so many countries offers a unique opportunity for the exchange of ideas and the fostering of communication and collaboration on an international scale. The programme has considerable depth and scope with over 1200 papers and symposia across the four days of the conference, as well as three keynote presentations from international speakers David Berliner, Kuan-Hsing Chen and Arnetha Ball, the Radford Address by Alan Reid and two Presidential addresses from AARE President Christine Halse and APERA President Ibrahim Ahmad Bajunid. In addition there are, this year, twelve outstanding ‘invited symposia’ that have particular merit and wide interest to participants.

The WERA Focal Meeting will run in parallel with AARE-APERA presentations. Papers and symposia in the Focal Meeting have been chosen by a competitive process and represent research topics of international scope and significance.

As I have in the previous two years I want again to thank the Special Interest Group Convenors who have this year taken on the monumental task of reviewing an extraordinary number of abstracts, providing reviewers for over 180 full-papers and programming their SIG presentations. There are also a number of SIG special events including plenary SIG presentations from Mary Ainley (Motivation and Learning) and Sue Clegg (Higher and Professional Education). The Arts and Education SIG has contributed the WORDLE for the conference satchels.

Thanks must also go to the Faculty of Education, The University of Sydney, which has assisted us in securing the contemporary buildings of the Eastern Precinct as the conference site, as well as providing volunteer guides for the conference. The University of Sydney is Australia’s oldest university, with a beautiful campus, and situated close to the centre of Sydney, within walking distance of inner city style cafes, quirky specialty shops and a multitude of bookshops.

The conference will open with a Welcome to Country by Indigenous elder, Donna Ingram, Cultural representative from the Metropolitan local Aboriginal Land Council, followed by a Welcome by the Vice Chancellor of the University of Sydney, Dr Michael Spence.

Jan Wright
Chair, AARE Conference Standing Committee 2009-2012

Australian Association for Research in Education

The Australian Association for Research in Education is a multidisciplinary association interested in fostering educational research in Australia. AARE facilitates contact between educational researchers and practitioners. It encourages and actively lobbies for development of all aspects of educational research. AARE publishes the Australian Educational Researcher (AER) journal, organises annual conferences and supports a range of Special Interest Groups (SIGs).

Asia-Pacific Educational Research Association

The Asia-Pacific Educational Research Association is a collaborative research association comprising 18 member organisations from the Asia-Pacific region. Its mission is to build educational research in the Asia-Pacific region, and stronger links between research, policy and practice in education. APERA provides many opportunities for networking, collaboration, research and dissemination through its research groups, biennial conference and its journals, book series and education research handbooks.

World Education Research Association (WERA)

The World Education Research Association (WERA) is an association of national, regional, and international specialty research associations aimed at advancing education research as a scientific and scholarly field. WERA aims to undertake initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialisation. The WERA Focal Meeting is an integral part of the 2012 AARE-APERA Conference. Planned under the auspices of WERA, the Focal Meeting consists of a strand of paper sessions, symposia and speakers on research topics of international scope and significance. It is a unique opportunity for researchers to present, discuss, and connect their work to research being undertaken by other scholars from around the world.

AARE 2012 Conference Standing Committee

Chair: Jan Wright, University of Wollongong
Special Interest Group Coordinator: Martin Mills, University of Queensland
Communications: Julianne Moss, Deakin University

Sydney Coordinator: Ken Cruickshank, University of Sydney
AARE Executive Officer: Joan Warhurst
Postgraduate Student Representative: Carmel Patterson, University of Technology, Sydney
Early Career Researcher Representative: Steven Hodge, University of Ballarat
Awards Coordinator: Joel Windle, Monash University
International Liaison: Sue Saltmarsh, Australian Catholic University

Welcome to Country by our Traditional Owners

In keeping with the spirit of Reconciliation, we acknowledge the traditional owners of the land on which we are meeting for the conference, and acknowledge the important role Indigenous people continue to play within our communities.
SPECIAL INTEREST GROUPS

Meetings and Dinners

SIG convenors are meeting on Monday, at lunchtime. SIG meetings have been scheduled within the Programme (see table below). SIG dinners have been organised for Monday, Tuesday and Wednesday evenings starting around 7.00pm. We encourage new and existing members to attend these dinners to get to know your colleagues in a more informal environment. We particularly welcome Early Career and Higher Degree Researchers. Please see the list of SIG dinner venues at the registration desk and sign up to attend one or more dinners, if you have not already registered for these. (Limited places available). Everyone is welcome, whether or not you are a signed up member of a SIG.

AARE SIGs and SIG Convenors:

<table>
<thead>
<tr>
<th>Special Interest Group</th>
<th>Convenors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Education Practice and Research</td>
<td>Margaret Baguley, Abbey MacDonald, Georgina Barton</td>
</tr>
<tr>
<td>Assessment and Measurement</td>
<td>Genevieve Johnson</td>
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<tr>
<td>Doctoral Education Research</td>
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<td>Early Childhood</td>
<td>Joce Nuttall, Andrea Nolan</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Scott Eacott</td>
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<tr>
<td>Gender, Sexualities and Culture</td>
<td>Anna Hickey-Moody, Daniel Marshall</td>
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<tr>
<td>Health and Physical Education</td>
<td>Peter Hay</td>
</tr>
<tr>
<td>Higher and Professional Education</td>
<td>Catherine Manathunga, Sam Seiler</td>
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<tr>
<td>Inclusive Education</td>
<td>Rose Dixon</td>
</tr>
<tr>
<td>Language and Literacy</td>
<td>Ken Cruickshank</td>
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<tr>
<td>Middle Years Education</td>
<td>Leanne Crosswell</td>
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<td>Motivation and Learning</td>
<td>Katrina Barker</td>
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<td>Narrative Inquiry Research Group</td>
<td>Susanne Garvis</td>
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<tr>
<td>Politics and Policy in Education</td>
<td>Shaun Rawolle, Kalervo Gulson</td>
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<tr>
<td>Poststructural Theory</td>
<td>Clare O’Farrell, Eileen Honan</td>
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<tr>
<td>Rural Education</td>
<td>Simone White</td>
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<td>Social Justice</td>
<td>Amanda Keddie</td>
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<td>Sociocultural and Activity Theory</td>
<td>Russell Cross, Alex Kostogriz, Helen Harper</td>
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<tr>
<td>Sociology of Education</td>
<td>Mary Lou Rasmussen, Valerie Harwood</td>
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<td>Teacher Education and Research Innovation</td>
<td>Wendy Nielsen, Garry Hoban</td>
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<td>Teachers’ Work and Lives</td>
<td>Chad Morrison, Elizabeth Labone</td>
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<tr>
<td>Technology and Learning</td>
<td>Jane Hunter, Joanne Orlando</td>
</tr>
</tbody>
</table>

As well as these SIGs we also have a very strong Postgraduate and Early Career Researcher Network. We encourage all Postgraduate and Early Career Researchers to contact their Network Convenors.

Postgraduate Research Network  Carmel Patterson, University of Technology, Sydney
Early Career Researchers Network  Steven Hodge, University of Ballarat

SIG Meetings

<table>
<thead>
<tr>
<th>SIG Convenor Meeting</th>
<th>DATE</th>
<th>TIME</th>
<th>VENUE</th>
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<tbody>
<tr>
<td>Arts Education Practice and Research</td>
<td>Monday</td>
<td>1300</td>
<td>NLSR115</td>
</tr>
<tr>
<td>Assessment and Measurement</td>
<td>Monday</td>
<td>1400</td>
<td>EASR 405</td>
</tr>
<tr>
<td>Doctoral Education Research (Research into Doctoral Education Pedagogies)</td>
<td>Tuesday</td>
<td>1800</td>
<td>NLSR 117</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Monday</td>
<td>1800</td>
<td>NLSR 107</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Monday</td>
<td>1530</td>
<td>CLT 275</td>
</tr>
<tr>
<td>Gender, Sexualities &amp; Culture</td>
<td>Monday</td>
<td>1800</td>
<td>NLSR 102</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Tuesday</td>
<td>1230</td>
<td>NLSR 30</td>
</tr>
<tr>
<td>Higher and Professional Education</td>
<td>Tuesday</td>
<td>1500 – 1630</td>
<td>EASR 119</td>
</tr>
<tr>
<td>Inclusive Education</td>
<td>Wednesday</td>
<td>1300</td>
<td>NLSR 1000</td>
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</tbody>
</table>

5 AARE-APERA 2012 REGIONAL AND GLOBAL COOPERATION IN EDUCATIONAL RESEARCH
**WHAT’S ON**

**AARE Annual General Meeting**

The AARE Annual General Meeting will be held on Wednesday (5 December), from 5.30 pm to 6:30 pm, in New Law Lecture Theatre 101. All members are welcome to attend. Indeed, we encourage members to come along, both to exercise their right to have a say in the running of their Association, and to learn more about AARE. The agenda will include reports from the President and other Executive members, the Treasurer’s report and presentation of the audited financial statements, presentation of the budget for 2012 – 2013, and announcement of the outcome of the recent election for next year’s Executive and of the vote on proposed amendments to the Constitution.

**President’s Reception**

*(This function is included in Full Conference Registration)*

Do not miss out on this opportunity to build new relationships, visit with old friends and enjoy the company of your colleagues and peers in a relaxed and informal setting. The President’s Reception will be a perfect opportunity to catch up with other attendees, while enjoying drinks and canapés in a relaxed setting.

**Venue:** New Law Building Annex Foyer of the University of Sydney

**Date:** Sunday 2 December 2012

**Time:** 5:30pm – 7:00pm

6:00pm – 7:00pm (Research Speed dating at the President’s Reception)

**Additional Tickets for guests and day delegates:** $65 per person

**Note:** The Research speed dating for early career researchers and postgraduate students will be conducted after the official welcome at the President’s Reception.

**Lunchtime Sessions**

**Tuesday 4 December 2012**

12.30 – 1.30

NLLT 104

Meet the Publishers and Editors

Jolanda Voogd from Springer who publishes the Australian Educational Researcher and the Asia Pacific Educational Research Journal will introduce the session. Hot tips for getting yourself published will be presented by journal editors Professor Jill Blackmore and Professor Oon Seng TAN. All welcome - bring your lunch*.

**Wednesday 5 December 2012**

1.00 – 2.00

NLLT 104

How to Write a Book Proposal Lunch

How to Write a Book Proposal Lunch will be presented by Anna Clarkson (Routledge Managing Editor of Books) and Professor Bob Lingard (University of Queensland). This presentation will focus on what publishers and reviewers consider when reviewing a book proposal. It will be useful for anyone trying to get into the publishing game, but with a focus on early career researchers. Don’t forget to bring your lunch*.

*Lunches can be pre-ordered each day at the Registration Desk PRIOR to 10am for $16.50.

**SIG Dinners**

*(This function is not included in Conference Registration)*

SIG Dinners are a fantastic opportunity to network with other delegates with similar interests and to relax and unwind with your peers. Please refer to page 5 for the restaurant venue that each SIG has been allocated to and the night that the dinner is to be held on.

**Date:** Monday 3rd, Tuesday 4th and Wednesday 5th of December 2012

**Time:** 7:00pm onwards

**GENERAL INFORMATION**

**Information for Presenters**

All presenters should bring their presentation on a memory stick (USB removable drive). Please upload your presentation on the lectern computer in your scheduled presentation room in the break before your presentation or earlier.

A standard time allocation for a single paper presentation is 30 minutes. Single sessions are grouped in blocks of 2, 3 or 4. All 30 minutes sessions are thought of as comprising 20 minutes for presentation and 10 minutes for questions and discussion, but other patterns of sessions conducted within each half hour are possible.

Symposia run for blocks of 1.5 or 2 hours. Symposia are designed as a group of papers presented together, each of which contributes material for discussion. It is not intended that delegates move in and out of these sessions, as each paper comprises one part of the overall topic. The presentations within symposia may be organised in any configuration by the pre-determined chairperson; therefore there are no set start or finish times for these individual presentations. The chairperson will, however, allow at least 20 minutes for the discussant to pose questions and generate discussion at the end of the session.

**Chairing of sessions – individual papers**

A chairperson has been allocated for all sessions consisting of individual papers. Chairs will have cards indicating minutes remaining. Please keep to the time allocated for each paper. It is courteous to remain in attendance at the block of papers containing your session, before and after your own presentation. Papers not presented will not be published in the Conference Proceedings. In rescheduling papers because of ‘no shows’ please remember that people can be coming to your session from other parts of the conference or even from off campus to be there at the scheduled time for presentations, so please do not rearrange timings for the remaining presentations. As the Chair of the session, please keep a record of papers not presented and advise the Registration Desk.

**Copyright**

AARE does not ask for copyright of refereed papers – copyright remains vested with the author.

**Plenary Sessions**

Please note that each plenary session will broadcast live from Eastern Auditorium into Eastern Lecture theatre (and also New Law Lecture theatre 101 on Monday and Tuesday). Once capacity is reached in the Eastern Auditorium, all delegates will be directed to the other venues.
Christine Halse

Christine Halse is Chair of Education at Deakin University in the School of Education and leads the Culture, Curriculum and Pedagogy research program in the Centre for Research in Education Futures and Innovation (CREF) at Deakin University.

She is a sociologist working in the field of education whose work has focused on cultural diversity and how the lives and identities of those marginalised by race, health or socio-economic circumstances are shaped by socio-cultural practices, policy and curriculum. Her theoretical contributions on identity and culture have been taken up in a range of social science disciplines. She works at a grassroots level with Indigenous communities, teachers and schools to link research to practical action in school curriculum and teacher professional learning.

Chris has also been a key figure in opening up questions about doctoral education and ethics in research practice. She is an Ethics Expert to the European Commission and her writing on research ethics is used in postgraduate courses across the USA, UK, Canada, South Africa and Australia.

Winner of multiple awards for her research and teaching, Chris has held continuous research grants from the ARC and other agencies since beginning her academic career. She has held invited professorial appointments in the USA, Canada, Japan and Hong Kong; and is currently President of the Australian Association for Research in Education (AARE) and President-Elect of the Asia-Pacific Education Research Association (APERA).

Presentation:

The place of culture in education research

Recent decades have seen a declining interest in a topic that pervaded the work of critical scholars in education during the latter half of the twentieth century: the operation of culture/s in educational settings. At the same time there has been a growing concern among policy makers and researchers with the ‘real’ issues of education i.e. the pragmatics of ‘what works’ in ‘practice’. This paper examines how/why contemporary research in cultural and transdisciplinary educational research focusing on the empiricisms of enquiry. The discussion invites researchers in the Asia Pacific Area and beyond to become paradigm pioneers in multicultural/cross-cultural and transdisciplinary educational research focusing on the knowledge corpus generation, not just for insights and theories but for wisdom to be applied for sustainable educational development.

Dr. Ibrahim Ahmad Bajunid

Professor Dato’ Dr. Ibrahim Ahmad Bajunid is Deputy Vice Chancellor INTI -Laureate International Universities and Professor of Management, Education and the Social Sciences. He was formerly the Director of the Regional Center for Educational Planning (UNESCO-RCEP), Al Sharjah, United Arab Emirates, the Founding Dean, Faculty of Humanities and Social Sciences, University Tun Abdul Razak (UNITAR), and, Director of the National Institute of Educational Management and Leadership. For more than three decades he has been the key figure in the Field of Educational Management and Leadership in Malaysia. He is Editor and Editorial Advisor for several educational journals, locally and internationally.

Presentation:

Nurturing the Growth of Paradigm Pioneers in Educational Research: Towards Collaborative Cross Cultural and Multidisciplinary Research

The present is an era of paradoxes across all areas of human activities. We are invited by scholars, writers and researchers to understand the age of unreason, the future just happened, the nature of the digital natives and digital migrants. In the broader context we are exposed to images of the world’s local bank, the global village, small is beautiful, urbanization-ruralization issues, the power of machines and the possibilities of robotic household help. Education development paradoxes encompass basic literacies and global literacies, the education of children from nuclear families and extended families, quantitative and qualitative research methods, parochialism and globalization, secular and religious education, critical inquiry and appreciative inquiry. While scholars may be proud of superior knowledge and breadth of understanding, in the same breath they are cognizant of prevailing ignorances of self and the communities of scholars. While educators focus on the celebration of intelligence, technicalism and managerialism in educational systems, there is recognition of loss of wisdom. While people take on false identities over the internet there are the recorded permanence of lies and deceptions. While the binary concept is heralded for its scientific contributions, insights on causality are also explained in terms of factors of relationships, hierarchies, and networks and connections. In the rush of such concepts and paradoxes as the above, the paper contextualizes the educational challenges in the Asia-Pacific Region and explores the overarching concepts of development and of education in the global arena. While examining how societies try to make sense of the overarching notions of access, equity, efficiency, quality and unity, the paper clarifies the dominant values of Buddhism, Confucianism, Hinduism, Islam, Christianity and Shintoism in the education systems in the region. In terms of the meta analyses of historical, philosophic as well as empirical findings of educational research, and the advocacy agenda for social change and social justice through education, the paper invites serious consideration of the pursuit for truth, together with the generation of mature knowledge and of wisdom in educational research. The paper proposes that new paradigms of research be developed to help educators and stakeholders make sense of the various meanings of development and of the new challenges and roles of education in the next decades. Educational researchers are invited to contribute to philosophies and policies and capacity building beyond the mere supervision of Masters and Doctoral studies into collaborative collegial research with others from different societies. Such collaboration requires the recognition of coequal responsibilities and interdependencies of researchers, despite different worldviews, linguistic mastery, reference frameworks, disciplinary competencies, resources infrastructure, and, conceptual gaps in traditions of enquiry. The discussion invites researchers in the Asia Pacific Area and beyond to become paradigm pioneers in multicultural/cross-cultural and transdisciplinary educational research focusing on the knowledge corpus generation, not just for insights and theories but for wisdom to be applied for sustainable educational development.
The public: public education and the role of research in education

Alan Reid

Alan Reid is Professor Emeritus of Education at the University of South Australia where he has been a teacher and researcher, as well as holding administrative positions such as Dean of Education and Director of Research Centres. His research interests include educational policy, curriculum change, social justice and education, citizenship education and the history and politics of public education. He has published widely in these areas and gives many talks and papers to professional groups, nationally and internationally. Alan is interested in the contribution that educational researchers can make to education policy, and so has been involved in policy development at the state and national levels. At the State level this has included a secondment to the South Australian Department of Education and Childrens’ Services (DECS) to promote a system-wide culture of research and inquiry; and a Ministerial appointment to review the senior secondary education in South Australia. At the national level he was the 2002-3 DEST National Research Fellow and was based in the federal department of education (now DEEWR) in Canberra for twelve months where he conducted research on the national curriculum and provided policy advice.

Alan’s contribution to education has been recognised through a number of awards, including the MacKillop Medal (2004), the Albany Jones medal (2006), and the Gold Medal of the Australian Council of Educational Leaders (2009). He was conferred the title of Professor Emeritus in 2009, and made a Member of the Order of Australia (AM) on Australia Day, 2012.

Presentation:
Renewing the Public: Public Education and the Role of Research in Education

The concept of ‘public’ is on the outer in education policy discourse. From the Prime Minister down, the message is that it is time we got beyond the old public versus private divide which, the PM claims, has “blighted our education debates for so long”. It is no coincidence that dismissing the idea of ‘public’ as an irrelevancy in education has come at a time when various governments are reducing the size of the public sector, the cult of individualism is trumping the public good, and there is growing community concern about the size of the public sphere. However if this is to happen, there is need for a re-examination of what the concept ‘public education’ means today. This paper will explore various dimensions of public education and its relationship to the public good, including its major contribution to renewing the public. It will be argued that a rejuvenated understanding of public education points to the requirement for change in a number of contemporary policy settings in education, and has implications for what has been called ‘private education’.

This Radford Lecture will argue that far from being a relic of the past, ‘public education’ holds the key to repairing the damage done in recent years to a rapidly eroding public sphere. However if this is to happen, there is need for a re-examination of what the concept ‘public education’ means today. The paper will explore various dimensions of public education and its relationship to the public good, including its major contribution to renewing the public. It will be argued that a rejuvenated understanding of public education points to the requirement for change in a number of contemporary policy settings in education, and has implications for what has been called ‘private education’.

The Lecture will conclude by exploring the role that research in education can play in the process of renewing the public. Using contemporary case studies of the ways in which education research is being used and abused by policy makers, the paper will suggest that an important public role for education researchers is to interrogate what often goes under the name of “research” to justify a particular policy direction. In this way, education researchers will not only influence policy but also reinvigorate and deepen public discussion about education.

Arnetha F. Ball

Arnetha F. Ball is a Professor of Education at Stanford University in the Curriculum Studies, Teacher Education, and Educational Linguistics Programs. She is currently the President of the American Educational Research Association, Director of the Program in African and African American Studies at Stanford University, and Consultant to the Sizemore Initiative in Urban Education at Duquesne University. Before entering the professorate, she taught in pre-school, elementary, and secondary classrooms for over 25 years and was the founder and Executive Director of “Children’s Creative Workshop,” an early education center that specialised in providing premiere educational experiences for students from diverse backgrounds. Her research is designed to advance sociocultural theory through studies that integrate sociolinguistic, discourse analytic and ethnographic approaches to investigate ways in which semiotic systems in general, and oral and written language in particular, serve as a means for mediating teaching and learning in culturally and linguistically diverse settings. Her interdisciplinary program of research is conducted in complex learning environments that are faced with the challenge of improving education for urban populations in three intersecting contexts: U.S. schools where predominantly poor African American, Latino, and Pacific Islander students are underachieving; community-based organisations that provide alternative education opportunities for academic and/or economic success; and US and South African teacher education programs that prepare teachers to teach students in culturally and linguistically complex classrooms.

Winner of the 2009 AERA Palmer O. Johnson Award and author/co-editor of six books, Ball is a Fellow of the American Educational Research Association and has served as an Academic Specialist for the United States Information Services Program in South Africa, a trustee of the Research Foundation of the National Council of Teachers of English, and was the Inaugural Barbara A. Sizemore Distinguished Visiting Professor in Urban Education from 2009-2011. Author of six books and numerous articles and chapters, she holds B.A. and M.S. degrees from the University of Michigan and a Ph.D. from Stanford University.

Presentation:
Global perspectives on preparing teachers for diversity in the 21st Century: Common challenges, lessons learned, and crafting a global agenda

At a time of major change in the educational sectors worldwide, there also exists unique opportunities for the exchange of ideas and for fostering collaboration to address one of the most important issues facing education today: diversity in teacher education. This talk begins by highlighting some common challenges faced by education across national boundaries. It then shares some scholarship and lessons learned by researchers from diverse backgrounds who are seeking to celebrate and create room for deeper knowledge and deeper conversations globally about preparing teachers for diversity in the 21st Century. The talk concludes by suggesting a research agenda for diversity in teacher education across national boundaries that embraces global cooperation and the sharing of lessons learned about both theoretical and empirical components that should be included in an international agenda that could help to sharpen our focus and advance diversity in teacher education.
KEYNOTE SPEAKER

David C. Berliner

David C. Berliner is Regents’ Professor of Education Emeritus at Arizona State University. He has also taught at the Universities of Arizona and Massachusetts, at Teachers College and Stanford University, and at universities in Canada, Australia, The Netherlands, Denmark, Spain, and Switzerland. He is a member of the National Academy of Education, the International Academy of Education, and a past president of both the American Educational Research Association (AERA) and the Division of Educational Psychology of the American Psychological Association (APA).

He is the winner of numerous awards, most notably the Brock award and the AERA award for distinguished contributions to education, the E. L. Thorndike award from the APA for lifetime achievements, and the NEA “Friend of Education” award for his work on behalf of the education profession.

He is co-author (with B. J. Biddle) of the best seller The Manufactured Crisis, co-author (with Ursula Casanova) of Putting Research To Work, and co-author (with N. L. Gage) of six editions of the textbook Educational Psychology. He is co-editor of the first Handbook Of Educational Psychology and the books Talks To Teachers, and Perspectives On Instructional Time. His newest co-authored book, with Sharon Nichols, is Collateral Damage: How High-Stakes Testing Corrupts American Education. Professor Berliner has authored more than 200 published articles, technical reports, and book chapters.

Presentation:

Confusing assessment with testing and quantification: The overzealous promotion of value-added assessment of teachers

The laudatory trend to base policy and actions on scientific information has resulted in a preference for quantification, but that is often misapplied. The huge increase in student testing of academic knowledge to quantify what students know and will someday be able to do may be one symptom of this. But the use of those same tests for assessing the value teachers add to students’ knowledge and skill is not just problematic: it is a complete mistake. The trend to build Value-Added models (VAMs), based on standardised test scores is spreading across developed nations, and will surely be promoted in Australia by politicians and business people alike, and is convincing to many parents, as well. This paper provides reasons to resist VAM for evaluating teacher effectiveness. These reasons include the lack of instructional sensitivity of test items; the lack of scales that can capture growth across years; frightful year to year and course to course reliability issues that may be impossible to fix; the implausibility of specifying the myriad variables that affect teacher classroom performance; the rapid response of teachers to game the system by choosing students who grow the most in achievement, while avoiding the students that do not grow as well; the increase in test preparation and the loss of genuine instructional time; the tacit promotion of cheating; the breakdown of a collective life in schools as individualism is rewarded; and the lack of information that can be used for formative purposes, so that teachers could improve. Defensible alternatives to Value Added assessment of teachers will also be discussed.

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Kuan-Hsing Chen 陳光興

Kuan-Hsing Chen is Professor in the Graduate Institute for Social Research and Cultural Studies, and also the Coordinator of the Center for Asia-Pacific Cultural Studies, National Chiao Tung University, Hsinchu. Having taught in National Tsing Hua University for 20 years, he has held visiting professorships at universities in China, Japan, Singapore and the U.S. He has published extensively in both Chinese and English, including edited volumes in English: Stuart Hall: Critical Dialogues in Cultural Studies (1996) and Trajectories: Inter-Asia Cultural Studies (1998), Inter-Asia Cultural Studies Reader (2007); and in Chinese: Cultural Studies in Taiwan (2000) and The Partha Chatterjee Seminar—Locating Political Society: Modernity, State Violence and Postcolonial Democracies (2000), Chinese Revolution Reconsidered: Mizoguchi Yuzo’s Mode of Thought (2010), Paik Naik-chung: Division System and National Line of Flight (2010), Chen Yingzhen: Thought and Literature (2011). His own books include Media/Cultural Criticism: A Popular-Democratic Line of Flight (1992, in Chinese), and The Imperialist Eye (2003, in Korean), De-Imperialisation—Asia as Method (2006, in Chinese), Founding chair of Taiwan’s Cultural Studies Association, founding member of the Inter-Asia Cultural Studies Society and a core member of the Taiwan: A Radical Quarterly in Social Studies, he is a co-executive editor of the journal, Inter-Asia Cultural Studies: Movements. In recent years, he has been involved in the West Heavens project on India-China dialogues on social thought and in initiating the Modern Asian Thought Project. His most recent publication is Asia as Method—Towards Deimperialisation (Duke University Press, 2010; Ibuunsha, Tokyo, 2011).

Presentation: Deimperialising our education

This presentation takes off from Asia as Method – towards deimperialisation (Chen, 2010) to review the history of the Inter-Asia Cultural Studies: Movements (IACS) journal project, starting operation in 1998, and its byproducts of the IACS Society (2005) under which the Consortium of IACS Institutions has been established since 2010. The basic organising principle of the Consortium is to create a biannual Summer School as a site to produce alternative courses, Readers and transnational research teams among the young scholars and postgraduate students. The purpose of all these forms of practices, needless to say, is to deimperialise “our” crisis conditions of university education in Asia and the Third World, as well as to call into question the Euro-American traditions and modes of knowledge, which have proved to be incapable of offering productive knowledge to explain their own histories, not to mention the rest of the earth. We, living in the Third world, have been colonised and self-colonised to the extent unable to be even aware of the “white mask” we have been forced and seduced to put on (à la Franz Fanon and Ashis Nandy) for two centuries. Only until now, when finding no way to move out of the local, regional and global crises of mankind, which cannot be separated from the dark history of imperialism, colonialism and capitalism (all engineered by Euro-Americans) we begin to retrack how our earlier generation of leaders and thinkers have adopted these forms of mask to “modernise” our countries, wherein education was at the center of the nation-state building project and hence was in complicity with the project of imperialism and current form of neo-colonialism. A humble aim to remove the mask is to regain not simply dignity but to search for new modes of knowledge capable of explaining “our own” historical conditions of existence, and to move towards rebuilding a more livable global place for world peace. The presentation ends with the more recent project of founding a minjian international institution, Inter-Asia School (IAS), attempting to invent new forms of knowledge with NO academic disciplinary boundaries and NO hierarchy of schooling, so as to overcome the artificially created barriers and gaps between society and university, between learning and learned, between theory and practice, between rich and poor, between nations and regions; and eventually to return aristocratic notions of (feudal) education to the classical ethos of popular learning, that is, knowledge emerges out of daily life work, struggle and engagement, from which the wisdom of popular thought can be acquired and shared by “our” communities of the beloved.

Invited Keynote for the Motivation and Learning SIG

Mary Ainley
Melbourne School of Psychological Sciences, University of Melbourne, Higher and Professional Education SIG: Opening Invited Presentation and Panel

Invited Keynote for Higher & Professional Education SIG

Sue Clegg
Leeds Metropolitan University with Catherine Manathunga and Sam Sellar

PLENARY SESSIONS:

Please note that each plenary session will broadcast live from Eastern Auditorium into Eastern Lecture theatre (and also New Law Lecture theatre 101 on Monday and Tuesday). Once capacity is reached in the Eastern Auditorium, all delegates will be directed to the other venues.
INVITED SYMPOSIA

Wednesday, 5 December 2012

11:30am – 1:00pm

Place, literacy, and sustainability: emerging transformations in theory and practice
Room: EAA

Chairperson: Margaret Somerville, University of Western Sydney
Discussant: Bill Green, Charles Sturt University

Schools as meeting places: Critical and inclusive literacies in changing local environments
Barbara Comber, Helen Nixon, Queensland University of Technology

School garden literacies: Educating for sustainability
Monica Green, Monash University

‘Do fish get bored?’: a reading of the Morwell River wetlands study using the lens of ‘thinking through country’
Affrica Taylor, University of Canberra

Working History: the uses of history in contemporary educational research
Room: NLLT026

Chair: Daniel Marshall, Deakin University
Discussant: Cameron McCarthy, University of Illinois

History as alchemy and other promises: the place of historical research in, for, and of education
Julie McLeod, University of Melbourne

Seeing the Bigger Picture: Investigating Tertiary Arts Educators’ Views on the Australian Arts Curriculum
Georgina Barton, Griffith University, Abbey MacDonald, University of Tasmania, Margaret Baguley, University of Southern Queensland

Cross-cultural perspectives on learning pattern research in higher education
Room: NLLT106

Chair: David Gibbels, University of Antwerp, Belgium
Discussant: Keith Trigwell, University of Sydney

Students’ assimilation into the university community and the adoption of appropriate study behaviours: the role of effective learning communities
David Kember, University of Hong Kong

Exploring changes in the deep approach to learning in four disciplinary contexts
Sari Lindblom-Ylänne, Liisa Postareff, Anna Parpala, University of Helsinki, Finland

From slates to iPads: Unpacking mobile resources for literacy learning (Nichols)
Room: ELT

Chair: Eileen Honan, University of Queensland

They are of very imperfect quality: Slates as material and discursive resources.
Phillip Cormack, University of South Australia

What’s the difference? iPads as placed resources.
Jennifer Rowsell, Tiffany Gallagher, Brock University, Canada; Alyson Simpson, University of Sydney; Maureen Walsh, Australian Catholic University

Taking hold of technology in the South African townships.
Mastin Prinsloo, University of Cape Town, South Africa

Where do we come from? What are we? Where are we going? What the Arts can provide for Education
Room: NLLT024

Chair: Margaret Baguley, University of Southern Queensland
Discussant: Robyn Ewing, University of Sydney

Arts Education Policy and Practice in the 21st century: Affordances and Constraints
Margaret Barrett, University of Queensland

The Role of Arts Education in Academic Motivation, Engagement and Achievement
Andrew Martin, Michael Anderson, Robyn Gibson, University of Sydney

The Artist in Residence Initiative: One Possible Way Forward?
David Sudmalis, Australia Council for the Arts

NB: See legend of program room abbreviations on page 6
Session: A120  Room: New Law Seminar Room 105

Time: 11:00 – 1:00pm
WERA Focal Meeting

Session Type: Symposium
Symposium Title: New Directions in Improvement of Education Quality
Chair: Eva Baker, Ucla/cresst

Integrating science and social and emotional learning in videogames: Supplementing formal and informal education
Eva L. Baker (1), Gregory Chung (1), Noelle Griffin (1), Girle Delacruz (1), Harold O’Neill (2)
University of California (1), University of Southern California (2)

An innovative large-scaled online english test system in Korea
Kyung-Ae Jin (2), Kyung-Sung Kim (1)
SexuNa National University of Education (1), Korean Institute for Curriculum and Evaluation (2)

The role of teaching and assessing 21st century skills as a means for improving education quality
Harold O’Neill (1)
University of Southern California (1)

National assessment of basic education quality: An effective way to ensure education equity and equality
Tao Xin (1), Lingyan Li (1)
Beijing Normal University (1)

The development of assessment tools and technologies for “21st century skills” is an urgent global order
Yoshiro Tanaka (1)
J.F. Oberlin University (1)

Session: A121  Room: New Law Seminar Room 102

Time: 11.00 – 1:00pm
AARE SIG: Gender, Sexualities & Culture

Session Type: Individual Papers
Chair: Erika Bjorklund, University of Gavle

“It says sexual education but all it is, is just puberty” The perspectives of secondary school students on the timing of topics in sexuality education
Bernadette Duffy (1), Amanda Smith (1), Jerene Burke (1), Nina Fotinatos (1)
University of Ballarat (1)

What sexuality topics do students indicate that they are familiar with? Topic familiarity reported by secondary school students in a regional Victorian city.
Nina Fotinatos (1), Jerene Burke (3), Bernadette Duffy (2), Amanda Smith (1)
University of Ballarat (1), Family Planning Victoria (2), University of Ballarat (3)

Embracing Diversity: Social and human relationships education and sexuality/gender diversity beyond protection and equity
Nyah Harwood (1,2), Melissa Vick (1)
James Cook University (1), Southern Cross University (2)

Troubling the notion of the ‘Stone Age’ in health promotion: A gender analysis
Erika Bjorklund (1), Jan Wright (2)
University of Gavle (1), University of Wollongong (2)

Session: A122  Room: New Law Seminar Room 100

Time: 11:00 – 1:00pm
AARE SIG: Inclusive Education

Session Type: Symposium
Symposium Title: Place matters when it comes to resilience: Students navigating the conditions of possibility
Chair: Jill Blackmore, Deakin University
Discussant: Jill Blackmore, Deakin University

Building, supporting and enhancing agency in the middle years
Chris Hickey (1), Ria Hanewald (1)
Deakin University (1)

Locational disadvantage and its impact on public schools’ capacity to convert opportunity into student outcomes: Implications for student imaginaries and policy
Jill Blackmore (1), Ria Hanewald (1)
Deakin University (1)

Unravelling how young people across geographical locations utilise available resources to sustain their resilience
Shirley Spiteri (1)
Deakin University (1)

Psychosocial contributors to children’s academic attainment: a multi-level analysis
Neil Humphrey (1), Michael Wigelsworth (1), Alexandra Barlow (1), Ann Lundrum (1)
University of Manchester (1)

Session: A123  Room: Eastern Ave Seminar Room 116

Time: 11:00 – 1:00pm
AARE SIG: Motivation and Learning

Session Type: Individual Papers
Chair: Donald Shearman, University of Western Sydney

Improving student engagement in mathematics using simple but effective methods®
Donat Shearman (1), Leanne Rylands (1), Carmel Coady (1)
University of Western Sydney (1)

Identifying common misconceptions as an effective strategy for teaching light in physics
Flavian Brian Fernandez (1), Ngai Shen, Yisen Wee (1), Ming Shun, Manson Yip (1), Fock Lim, Jerry Tai (1), Chi Er, Aaron Cheng (1)
Woodgrove Secondary School (1)

ScienceTV: Exploring the use of video clips to develop attitudes towards science
Jay Mahardale (1), Akhilandeswari Rajasegaran (1), Nazlin Hamzah (1), Alvin Tan (1), Rashidah Neville (1), Normaia Md Jais (1)
Admiralty Primary School (1)

Conflicting evidence from personal epistemology surveys: When students’ words contradict their reported beliefs
Allen G. Harbaugh (1)
Murdoch University (1)

Session: A124  Room: Eastern Ave Seminar Room 406

Time: 11:00 – 1:00pm
AARE SIG: Teachers’ Work and Lives

Session Type: Individual Papers
Chair: Jennifer Elsden-Clifton, RMIT University
Discussant:

Becoming a Teacher: Early career teachers, agency and critical reflection
Karen Noble (1), Robyn Henderson (1)
University of Southern Queensland (1)

Discerning beginning teachers’ conceptions of competence through a phenomenographic investigation®
Pauline Swee Choo Goh (1), Kung Teck Wong (1), Chia Ying Lin (1)
Sultan Idris Education University (1)

Collective work of novice teachers in their teaching practice
Tang Keow Ngang (1), Chan Seow Hong (1)
Murdoch University (1)

Deakin University (1)

Theorising inter-professional work: The role of ‘relational agency’ in early childhood settings
Joice Nuttall (1)
Australian Catholic University (1)

University of Ballarat (1)

Chair:

Erika Bjorklund, University of Gavle
Research in Ethiopia: Exploring the situation of teachers of children with disabilities in different school settings
Margareta Schiemer (1), Alemayehu Teklemariam (2)
University of Vienna (1), Addis Ababa University (2)
Acoustic environments of schools and their effects on children’s hearing and learning in selected schools of Addis Ababa
Alemayehu Teklemariam (1)
Addis Ababa University (1)
In quest of mutual understanding: Insights into the educational situation of children with disabilities in Bangkok
Michelle Proyer (1), Siriparn Sriwanyong (2)
University of Vienna (1), Srinakharinwirot University (2)

Session: A131 Room: Eastern Ave Seminar Room 119

Time: 11:00 – 1:00pm
AARE SIG: Middle Years of Schooling

Session Type: Symposium
Symposium Title: Emotional Skills, Dispositions, Attitudes and Experiences of Adolescents: Middle Years Student Perspectives on Emotional Wellbeing.
Chair: Deborah Price, University of South Australia
Discussant: Faye McCallum, University of South Australia
Adolescent perspectives on their emotional wellbeing within a whole school approach.
Deborah Price (1), Faye McCallum (1)
University of South Australia (1)
Reconnecting or Disconnecting: Alternative educational models influence on emotional wellbeing for ‘at-risk’ middle years students
Marnie Best (1)
University of South Australia (1)
Social networking sites and positive emotional engagement: The skills adolescents use to maintain and optimise emotional well-being.
Megan Aney (1),
University of South Australia (1)

Session: A132 Room: Eastern Ave Seminar Room 121

Time: 11:00 – 1:00pm
AARE SIG: Social Justice

Session Type: Individual Papers
Chair: Melissa Vick, James Cook University
Equity programs in Australian schools: social democracy, managerialism and social capitalism
Janice Morrison (1), Scott Eacott (1), Jenny Gere (1), Wendy Miller (1)
The University of Newcastle (1)
Rethinking bullying: violence and gender
Melissa Vick (1), Nyah Harwood (1,2)
James Cook University (1), Southern Cross University (2)
“...because suspension don’t teach you anything”: What students with challenging behaviours say about school suspension
Sania Michail (1), Toni Beauchamp (1)
UnitingCare Children Young People and Families (1)

Session: A133 Room: Eastern Ave Seminar Room 115

Time: 11:00 – 1:00pm
AARE SIG: Arts Education Practice and Research

Session Type: Symposium
Symposium Title: Enhancing Indigenous Content in Performing Arts Curricula through Service Learning with Indigenous Communities
Chair: Anne Power, University of Western Sydney
Discussant: Brydie-Leigh Bartleet, Griffith University

Using digital stories to communicate experiences of cross-cultural collaboration
Brydie-Leigh Bartleet (1)
Griffith University (1)
Service learning. Great idea, but is it realistic?
Dawn Bennett (1)
Curtin University (1)
Shared learning experiences: Towards collaborations for Indigenous music performance
Anne Power (1)
University of Western Sydney (1)

Session: A134 Room: New Law Seminar Room 117

Time: 11:00 – 1:00pm
AARE SIG: Rural Education

Session Type: Individual Papers
Chair: Andrew Harvey, La Trobe University
Respectful, responsible and reciprocal ruralities research: Approaching and positioning educational research differently within Australian rural communities
Alice Brown (1), Patrick Daruher (1)
University of Southern Queensland (1)
Identifying and understanding rural futures: Finding ways to seek positive futures
Pam Bartholomaeus (1)
Flinders University (1)
A Curriculum for whom? Representations of the rural in the Australian Curriculum
Philip Roberts (1), Aaron Drummond (2)
University of Canberra (1), Flinders University (2)
From aspiration to destination: Understanding the decisions of university applicants in regional Victoria
Andrew Harvey (1), Catherine Burnheim (2), Lucie Joschko (2), Michael Luckman (1)
La Trobe University (1), Monash University (2)

Session: A136 Room: Eastern Ave Seminar Room 120

Time: 11:00 – 1:00pm
AARE SIG: Teacher Education and Research Innovation in Australia

Session Type: Individual Papers
Chair: Lynn Sheridan, University of New South Wales
Using video-feedback and annotations to develop ICT competency in pre-service teacher education
Kate Anderson (1), Shannon Kennedy-Clark (2), Vilma Galstaun (1)
The University of Sydney (1), Australian Catholic University (2)
Applying diffusion theory to develop an integrated science education curriculum with Nano technology content: An action research in an elementary school in Taiwan
Hsueh-Hua Chuang (1), Hsiu-Yu Tseng (1), Chia-Hsun Chiang (1), Hung-Cheng Tai (1,2),
National Sun Yat-sen University (1), Chang Gang University of Science and Technology (2)
E-learning in the music and visual arts education of pre-service teachers: Academic perspectives
William Baker (1)
University of Tasmania (1)
Using digital e-portfolios in teacher education as a professional tool to support the pre-service teacher’s professional journey
Lynn Sheridan (1)
University of New South Wales (1)

1:00pm – 2:00pm Lunch
1:00pm – 2:00pm Special Interest Group Convenors’ Meeting Room: EAA
The use of protocols in an online environment and how pre-service teachers from a predominantly face-to-face course utilise them in a virtual setting.
Kim Kearney (1), Mark Selkirk (1) 
Victoria University (1)

Student use of demonstration videos as learning tools in fully online arts education* 
William Baker (1) 
University of Tasmania (1)

Session: B110 Room: Carslaw Lecture Theatre 173
Time: 2.00 – 4.00pm
WERA Focal Meeting
Session Type: Individual Papers
Chair: Carol Lee, Northwestern University

An ecological inquiry into young children's multiliteracy practices and their parents’ perspectives 
Suzanna So-Hai Wong (1) 
University of Alberta (1)

Working with families and communities in a bilingual family literacy program: Findings from a three year project 
Jim Anderson (1), Fiona Morrison (2), Nicola Friedrich (1), Laura Nichols (1) 
University of British Columbia (1), Independent Literacy Consultant (2)

Indonesian and Australian collaboration in the implementation of genre pedagogy for teaching english as a foreign language in Indonesia 
Emi Emilia (1), Frances Christie (2), Sally Humphrey (3) 
Indonesia University of Education (1), University of Sydney (2), 
Australian Catholic University (3)

Academic english language proficiency—Assessment and relationship to mathematics achievement of english learner school students: An international perspective 
Rosalie Grant (1), H. Gary Cook (1), Aek Phaklet (2), Murray Chisholm (3) 
University of Wisconsin (1), The University of Sydney (2), ACT Department of Education and Training (3)

Session: B111 Room: New Law LT 026
Time: 2.00 – 4.00pm
AARE SIG: Language and Literacy
Session Type: Individual Papers
Chair: Jacqueline D’warte, University of New South Wales

Reading the world: A cross-case comparison of two Singaporean adolescent boys’ reading practices in a globalized world 
Chin Ee Loh (1) 
Nanyang Technological University (1)

Ice-breaking journey in Asian ELT contexts: Experienced teachers’ strategies for facilitating interaction and communication in silent classrooms 
Chih-ling Cheng (1), Ying-yao Cheng (1), Hsiao-Chi Ho (1), Chia-Chi Wang (1) 
National Sun Yat-sen University (1)

Ethnographic Seriality: Research grappling with issues of time 
Robyn Henderson (1), Annette Woods (2) 
University of Southern Queensland (1), Queensland University of Technology (2)

Session: B112 Room: New Law LT 024
Time: 2.00 – 4.00pm
AARE SIG: Social Justice
Session Type: Symposium
Symposium Title: Imagining University Education and the Australian Indigenous Mentoring Experience (AIME) 
Chair: Valerie Harwood, University of Wollongong 
Discussant: Valerie Harwood, University of Wollongong

Going visiting: University and young people who have experienced disengagement from education 
Valerie Harwood (1), Jonnell Uptin (1) 
University of Wollongong (1)

Digital storytelling and identity work: How university students narrate their involvement in the Australian Indigenous Mentoring Experience (AIME) 
Sarah O’Shea (1), Lisa Kerwin (1) 
University of Wollongong (1)

The Australian Indigenous Mentoring Experience (AIME) 
Amy Priestly (1), Valerie Harwood (2) 
Australian Indigenous Mentoring Experience Indigenous Corporation (1), 
University of Wollongong (2)

What’s in it for me? The rich outcomes for mentors from mentoring with the Australian Indigenous Mentoring Experience (AIME). 
Amy Priestly (1), Valerie Harwood (2) 
Australian Indigenous Mentoring Experience Indigenous Corporation (1), 
University of Wollongong (2)

Session: B113 Room: New Law LT 106
Time: 2.00 – 4.00pm
WERA Focal Meeting
Session Type: Symposium
Symposium Title: Analyzing Education Technology Integration and Impact on Education Transformation in Large Countrywide Schools Systems: The Cases of Argentina, Malaysia, Macedonia, and Portugal 
Chair: Lara Tilmann, Columbia University

A computer for every student in Argentina: Exploring political, logistical and pedagogical successes and challenges in Conectar Igualdad 
Jason Beech (1), Alejandro Artopoulos (1), Ignacio Barrenechea (1) 
Universidad de San Andres (1)

Examining the one computer for every child program in Macedonia 
Petar Nikoloski (1), Olga Samardzic Jankova (1) 
ICT in Education Consultant (1)

Information and communication technologies integration in primary school in Portugal: From technological to educational empowerment – A comprehensive overview of the 4 Year Magalhases project 
João Paiva (1), Luciano Moreira (1), Alda Teixeira (1), Ana Moula (1), Ana Paulino (1), Mariana Ascenção (1), Priscila Gonzaga (1) 
University of Porto (1)

Bridging the digital divide: Success and challenges in the e-Book project in Terengganu, Malaysia 
Chang Lee Hoon (1), Siew Hong Loke (2), Lee Siew Eng (3), Mohd Faris bin Dainuddin (1), Zanariah Noor (1) 
Sultan Idris Education University (1), Asia e-University (2), Berjaya University College of Hospitality (3)

Session: B114 Room: New Law LT 104
Time: 2.00 – 4.00pm
AARE SIG: Teachers’ Work and Lives
Session Type: Individual Papers
Chair: Scott Eacott, The University of Newcastle

On the social and political aspects of graduate teachers’ experiences during induction 
Cheryl Williams (1) 
The University of Newcastle (1)

The role of school culture in early career teacher resilience 
Judy Peters (1) 
University of South Australia (1)

The consecration of experience in the field: Interrogating the practicum relationship 
Kimbaele Hodges (1), Scott Eacott (1) 
The University of Newcastle (1)

Session: B115 Room: New Law Seminar Room 30
Time: 2.00 – 4.00pm
AARE SIG: Health and Physical Education
Session Type: Symposium
Symposium Title: Physical Education PLC (Neoliberalism, New Governance and the Privatisation of Physical Education and Health) 
Chair: John Evans, Loughborough University
Gender differences in internet use patterns and underlying motivations for internet use
Stefanie Chye (1), Evaria Yeo (1), Wan Har Chong (1), Vivien Huan (1), Rebecca Ang (1)
Nanyang Technological University (1)

Session: C121 Room: New Law Seminar Room 102
Time: 4:30pm – 6:00pm
AARE SIG: Gender, Sexualities & Culture
Session Type: Symposium
Symposium Title: Assembling girlhoods through collective biography
Chair: Susanne Gannon, University of Western Sydney
Discussant: Susanne Gannon, University of Western Sydney
Ruptures in the production of girlhood: Teenage flows and multiplicities
Bronwyn Davies (1), Marmina Gonic (2), Jo Lampert (3), Catherine Camden Pratt (4), Kristina Gottschall (5)
The University of Melbourne (1), Mount St Vincent University (2), Queensland University of Technology (3), University of Western Sydney (4), Charles Sturt University (5)

‘A quick sidewalks look and wild grin’: Joyful assemblages in moments of girlhood
Susanne Gannon (1), Kristina Gottschall (2), Marmina Gonic (3)
University of Western Sydney (1), Charles Sturt University (2), Mount St Vincent University (3)

The Cyndi Lauper Affect: Bodies, girlhood and popular culture
Kristina Gottschall (1), Susanne Gannon (2), Jo Lampert (3), Kelli McGraw (3)
Charles Sturt University (1), University of Western Sydney (2), Queensland University of Technology (3)

Session: C122 Room: New Law Seminar Room 100
Time: 4:30pm – 6:00pm
AARE SIG: Inclusive Education
Session Type: Individual Papers
Chair: Gottfried Biewer, University of Vienna
Linguistic responsibility for a global dialogue in teacher education in a globalized world
Zahra Bayati (1)
Institute for pedagogy and special pedagogic (1)

Practitioners, learning difference and regional and remote inclusive education settings: A pro-active analysis of the research and policy literature
Julie Hollitt (1,2)
Julie Hollitt Psychologist & Associates (1), Central Queensland University (2)

Biographical experiences of persons with disabilities in European educational systems
Gottfried Biewer (1)
University of Vienna (1)

Session: C123 Room: Eastern Ave Seminar Room 116
Time: 4:30pm – 6:00pm
AARE SIG: Motivation and Learning
Session Type: Individual Papers
Chair: Hwei Ming Wong, National Institute of Education
Singaporean primary school teachers’ perceptions of instructional practices and their students: A comprehensive survey
Hwei Ming Wong (1), David Hogan (1), Scott Paris (2)
National Institute of Education (1), Princeton (2)

Applied Learning: Diversified learning opportunities for Students
Sarah NGAI (1), Bonnie NG (1)
Education Bureau (1)

Curriculum innovation: A generative enterprise
Letchmi Devi Ponnumary (1), Liang See Tan (1), Xue Yan Yang (1), Pei Yun Sim (1)
National Institute of Education (1)

Session: C124 Room: Eastern Ave Seminar Room 406
Time: 4:30pm – 6:00pm
AARE SIG: Teachers’ Work and Lives
Session Type: Individual Papers
Chair: Maurizio Toscano, The University of Melbourne

English language learning and teachers’ personal networks of praxis
Agli Zaevos (1)
University of Southern Queensland (1)

Languages: Language 2 native and background speakers’ perspectives teaching in Australian primary schools
Ingrid Weiss (1)
University of Technology Sydney,

Science education and the work of art6
Maurizio Toscano (1)
The University of Melbourne (1)

Session: C125 Room: Eastern Ave Seminar Room 405
Time: 4:30pm – 6:00pm
AARE SIG: Sociocultural Activity Theory
Session Type: Individual Papers
Chair: Shaun Kemp, The University of Melbourne

The potential for a vygotskian sociocultural perspective in transnational research on preservice teacher learning during the english language teaching practicum
Minh Hue Nguyen (1,2)
Monash University (1), Vietnam National University (2)

EFL pre-service teachers’ beliefs as an activity in the Chilean context
Malba Barahona (1)
The Australian National University (1)

Activity theory as a theory for language planning
Shaun Kemp (1)
The University of Melbourne (1)

Session: C127 Room: Eastern Ave Seminar Room 403
Time: 4:30pm – 6:00pm
AARE SIG: Politics and Policy in Education
Session Type: Individual Papers
Chair: Yew-Jin Lee, Nanyang Technological University

An analysis of the 2004/05 Teach Less, Learn More policy in Singapore
Caroline Chan (1)
National Institute of Education (1)

Teaching, learning and testing: Enacting national literacy and numeracy policy in Australia
Ian Hardy (1)
The University of Queensland (1)

Inquiry-science in a straightjacket?: The interplay of people, policies, and place in a secondary school in Singapore
Yew-Jin Lee (1)
Nanyang Technological University (1)

Session: C128 Room: Eastern Ave Seminar Room 312
Time: 4:30pm – 6:00pm
AARE SIG: Teacher Education and Research Innovation in Australia
Session Type: Individual Papers
Chair: Elizabeth Hermes, University of Karlsruhe

Division 1 towards a model for clinical reasoning in teacher education
Joana Kriewaldt (1), Dagmar Turnidge (1)
The University of Melbourne (1)

The role of theory in teacher education reconsidered in a pre-service teacher perspective.
Ela Sirole (1)
Norwegian University of Science and Technology (1)
Session: C135  Room: New Law Seminar Room 115

Time: 4:30pm – 6:00pm
AARE SIG: Technology and Learning

Session Type: Individual Papers
Chair: Majed Alsharidah, LaTrobe University

Young children navigating while constructing meaning with online multimodal texts: A case study
Mary Epitropou (1), Susan Hill (1)
University of South Australia (1)

The present and future imaginings of ICT in schools: using concept maps and focus groups to explore teachers’ views
Jacquie Tinkler (1)
The University of Melbourne (1)

Factors that inhibit Islamic studies teacher from using ICT in the classroom
Majed Alsharidah (1)
LaTrobe University (1)

7:00pm Special Interest Group Dinners

TUESDAY 4 DECEMBER 2012

8:30am – 10:00am  Room: New Law Building Annex

PRESIDENT’S ADDRESS Christine Halse
Presentation of AARE Doctoral Award

10:00am – 10:30am Morning Tea

Concurrent Paper and Symposium Session 4
10:30am – 12:30pm

Session: D101  Room: Eastern Ave Auditorium

Time: 10:30 – 12:30pm
AARE SIG: Teachers’ Work and Lives/Early Childhood/ Motivation and Learning

Session Type: Symposium
Symposium Title: Attracting and Retaining Early Childhood Teachers
Chair: Helen Watt, Monash University
Discussant: Helen Watt, Monash University

What motivates early childhood teachers to undertake a teaching career, and does it matter?
Paul Richardson (1), Alma Fleet (1), Helen M. G. Watt (1), Manjula Waniganayake (1)
Monash University (1)

Factors influencing early childhood educators’ employment decisions
Alison Elliott (1)
The University of Sydney (1)

Intercultural understanding for finding and keeping remote Indigenous early childhood educators
Lyn Faoli (1), Alison Lord (1)
Batchelor Institute of Indigenous Tertiary Education (1), University of Ballarat (2)

Sustaining the early childhood workforce: Exploring some of the ‘Less Tangible’ aspects informing practice
Tamara Cumming (1), Jennifer Sumison (1), Sandy Wong (1)
Charles Sturt University (1)

Internationalization of Higher Education: The importance of context and its implications for Asian/Chinese universities in an era of globalization
Yeow-Tong Chia (1)
The University of Sydney (1)

Overseas doctoral education, citizenship and internationalisation of the Hong Kong academic profession: Aspirations and actions of ‘Mobals’ and ‘Locals’
Hei-hang (Hayes) Tang (1)
University of Hong Kong (1)

Globalization, internationalization, and higher education: An exploration of university policy makers and practitioners’ perspectives on internationalization of higher education (IHE) in China
Jie Zheng (1)
McGill University (1)

Academic profession under university internationalization: A Case Study in Macau
Yan Wang (1), Yeow-Tong Chia (2), Min Chuan Sung (1), Keang Ieng Vong (1)
University of Macau (1), The University of Sydney (2)

Session: D105  Room: Eastern Lecture Theatre

Time: 10:30 – 12:30pm
AARE SIG: Poststructural Theory

Session Type: Symposium
Symposium Title: Troubling methodological conventions and the (re)presentation of data
Chair: Eileen Honan, The University of Queensland
Discussant: Margaret Sommerville, University of Western Sydney

Mapping pathways through the data
Eileen Honan (1)
The University of Queensland (1)

Pulling up cracks: Putting Deleuze to work methodologically
Linda Henderson (1)
Australian Catholic University (1)

Globalisation, regionalism and higher education: Examples of quiet achievers in China’s Southwest
Rui Yang (1)
University of Hong Kong (1)

Internationalization of Higher Education: The importance of context and its implications for Asian/Chinese universities in an era of globalization
Yeow-Tong Chia (1)
The University of Sydney (1)

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Yan Wang (1), Yeow-Tong Chia (2), Min Chuan Sung (1), Keang Ieng Vong (1)
University of Macau (1), The University of Sydney (2)

Singing songs with Deleuze: Narrative knowing and becoming
Stew Riddle (1)
University of Southern Queensland (1)

Session: D102  Room: New Law LT 101

Time: 10:30 – 12:30pm
AARE SIG: Higher and Professional Education

Session Type: Symposium
Symposium Title: Internationalization of Higher Education and the Academic Profession in Chinese Societies
Chair: Yan Wang, University of Macau
Discussant: Rui Yang, University of Hong Kong

Globalisation, regionalism and higher education: Examples of quiet achievers in China’s Southwest
Rui Yang (1)
University of Hong Kong (1)
**CONCURRENT PROGRAM**

**Session: D114 Room: New Law LT 104**

**Time: 10:30 – 12:30pm**

**AARE SIG: Teachers’ Work and Lives**

**Session Type:** Symposium

**Symposium Title:** Classroom discipline and student engagement: Views from experienced and pre-service teachers and the related implications

**Chair:** Katrina Barker, University of Western Sydney

**Discussant:** Katrina Barker, University of Western Sydney

An exploration of pre-service and experienced teachers’ explanations of the causes of disengaged student behaviour

Bruce Johnson (1), Anna Sullivan (1), Larry Owens (2), Bob Conway (2)

University of South Australia (1), Flinders University (2)

"I just couldn’t stop shaking”: Early career teachers coping with aggressive student behaviour

Anna Sullivan (1)

University of South Australia (1)

Can role-play play a role? Supporting pre-service teachers to manage classroom behaviour

Danielle Tracey (1), Katrina Barker (1), Alex Yeung (1)

University of Western Sydney (1)

The effects of positive behaviour for learning: A school-wide systemic approach aimed at improving student behaviour and learning

Katrina Barker (1), Alex Yeung (1), Danielle Tracey (1)

University of Western Sydney (1)

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**Session: D115 Room: New Law Seminar Room 30**

**Time: 10:30 – 12:30pm**

**AARE SIG: Health and Physical Education**

**Session Type:** Symposium

**Symposium Title:** Storying the Terroir of Mentoring

**Chair:** Fiona Chambers, University College Cork

**Discussant:** Richard Tinning, University of Auckland, The University of Queensland

**Professions and the mentoring imperative**

Kathleen Armour (1)

University of Birmingham (1)

**Shaping teacher professional identity through mentoring**

Fiona Chambers (1), Kathleen Armour (2), Walter Bleakley (3), Deirdre Brennan (3), Frank Herold (2), Sinead Luttrell (1)

University College Cork (1), University of Birmingham (2), University of Ulster Jordanstown (3)

**Educating the Educators: Professional learning in situ**

Mark Griffiths (1), Kathleen Armour (1), Chris Cushion (2)

University of Birmingham (1), Loughborough University (2)

**Mentoring and sociocultural factors**

Louise McCuaig (1), Sue Monsen (1)

The University of Queensland (1)

**Educating the Educators: Professional learning**

Mark Griffiths (1), Kathleen Armour (1), Christopher Cushion (2)

University of Birmingham (1), Loughborough University (2)

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**Session: D116 Room: New Law Seminar Room 028**

**Time: 10:30 – 12:30pm**

**AARE SIG: Assessment and Measurement**

**Session Type:** Individual Papers

**Chair:** Allen G. Harbaugh, Murdoch University

**The relationship of trait EI with academic performance: A meta-analytic review**

Harsha Perera (1), James Alfantasou (2)

University of Southern Queensland (1), University of Technology Sydney (2)

**Development of the teacher scientific imagination scale: A rasch measurement perspective**

Hsiang-Chi Ho (1), Chia-Chi Wang (1), Chih-Ling Cheng (1), Ying-Yao Cheng (1)

National Sun Yat-sen University (1)

**Associations between the classroom learning environment and student engagement in learning 1: A Rasch Model Approach**

Robert Cavanagh (1)

Curtin University (1)

**Associations between the classroom learning environment and student engagement in learning 2: A structural equation modeling approach**

Allen G. Harbaugh (1), Robert F. Cavanagh (2)

Murdoch University (1), Curtin University (2)

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**Session: D117 Room: New Law Seminar Room 022**

**Time: 10:30 – 12:30pm**

**AARE SIG: Motivation and Learning**

**Session Type:** Symposium

**Symposium Title:** Centre for Positive Psychology and Education – Self-esteem, Academic Self-concept, and Academic Motivation.

**Chair:** Gawaian Bodkin-Andrews, University of Western Sydney

**Discussant:** Katrin Arens, German Institute for International Educational Research

**Motivation and learning is key to leadership for executive management in the public service**

Joce Santa Maria (1), Rhonda Craven (1), Ann Dadich (1)

University of Western Sydney (1)

**How students’ motivation and self-concept change across transition to secondary school**

Katrín Arens (1), Alexander Yeung (2), Marcus Hasselthorn (1), Rainer Watermann (3), Rhonda Craven (2)

German Institute for International Educational Research (1), University of Western Sydney (2), Free University of Berlin (3)

**Seeding science success: Ascertaining the barriers and relations between students’ self-concepts, motivation, aspirations, and achievement in high school science**

Wanasinge Chandrasena (1), Rhonda Craven (1), Danielle Tracey (1), Anthony Dillon (1)

University of Western Sydney (1)

**Motivational factors as predictors of educational outcomes**

Gurvinder Kaur (1), Alexander Yeung (1), Rhonda Craven (1)

University of Western Sydney (1)

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**Session: D118 Room: New Law Seminar Room 020**

**Time: 10:30 – 12:30pm**

**AARE SIG: Sociocultural Activity Theory**

**Session Type:** Symposium

**Symposium Title:** Educational Change in Asia: Some perspectives from Cultural-historical Activity Theory

**Discussant:** Alex Kostogriz, Deakin University

**Engaging teachers in reflective practice: An activity theory approach from Hong Kong**

Edmond Law (1)

The Hong Kong Institute of Education (1)

**Activity theory to understand educational reforms in Singapore**

Yew-Jin Lee (1)

Nanyang Technological University (1)

**Fostering the agency and creativity of children: An activity-theoretical approach to educational change in Japan**

Katsuhito Yamazumi (1)

Kansai University (1)
Improved secondary student outcomes in a multi campus college through a professional learning program focusing on structured formative assessment processes and substantive teacher conversations.

Chair: Judy Adnun (1), June Hingston (1)

Discussant: Claire Fletcher-Flinn, University of Otago

Australian Catholic University (3), University of Otago (1), Victoria University of Wellington (2), Charles Sturt University (1), Queensland University of Technology (2)

Galina Daraganova (1), John Ainley (2)

The early development of children’s numeracy skills

Sarah Verdon (1), Sharynne McLeod (1)

Charles Sturt University (1)

Australian Institute of Family Studies (1), Australian Council for Educational Research (2)

The impact of bilingualism when 4- to 5-years-old on literacy, numeracy and social-emotional outcomes when 8- to 9-years-old

Sharynne McLeod (1), Chrystal Whiteford (2), Susan Walker (2), Linda Harrison (1)

Charles Sturt University (1), Queensland University of Technology (2)

Capturing talent: Thinking about attraction and retention strategies for teachers in changing times

Bruce Johnson (1), Michele Simmons (1), Tony Daly (1)

University of South Australia (1)

Age shall not weary them: Long serving teachers and the case of teacher retention

Martin Kerby (1), Margaret Baguley (2)

St Joseph’s Nudgee College (1), University of Southern Queensland (2)

A strategic succession planning model depicting key competencies to sustain the future strength of the teaching profession

June Slie (1), Jude Pani (2)

Charles Darwin University (1), Hastings District Council (2)
Session: I131  Room: Eastern Ave Seminar Room 119

Time: 4:00 – 5:30pm
AARE SIG: Teacher Education and Research Innovation in Australia
Session Type: Individual Papers
Chair: Jane Kirkby, Monash University
Preservice teacher conceptualisations of, engagement with, and attitude towards theory in initial teacher education: A comparison of two studies
Ela Spille (1), Kathleen Clayton (2)
Norwegian University of Science and Technology (1), Charles Sturt University (2)
Blind dates: An initial foray into establishing new school/university partnerships
Jane Kirkby (1), Anne Harris (1)
Monash University (1)

Session: I133  Room: Eastern Ave Seminar Room 115

Time: 4:00 – 5:30pm
AARE SIG: Arts Education Practice and Research
Session Type: Symposium
Symposium Title: From Little Things Big Things Grow: Starting Locally To Build A Community Of Research In Creative Arts Education
Chair: Karen Maras, Australian Catholic University
Discussant: Jan Kane, Australian Catholic University
Identifying the conceptual foundations of knowledge in visual Arts education: A supervisor and student research collaboration
Karen Maras (1), Melissa Evans (1)
Australian Catholic University (1)
The gift of playbuilding in the primary curriculum
Joanna Winchester (1)
Australian Catholic University (1)
The power of perceptions: The effects of perceived competencies in the development of effective teaching in Music and Drama
Jan Kane (1), Christina Chidiac (1)
Australian Catholic University (1)

Session: I135  Room: New Law Seminar Room 117

Time: 4:00 – 5:30pm
AARE SIG: Language and Literacy
Session Type: Individual Papers
Chair: Robyn Moloney, Macquarie University
Transplanting new teaching repertoires across different educational environments
Galyna Kogut (1), Canh Dien Huynh Thi (1), Rita Elaine Silver (1)
Nanyang Technological University (1)

Developing English language learner’s linguistic efficacy through total physical response storytelling drawing on understanding of the “flow” phenomenon.
Agi Zavros (1), Helmut Geiblinger (1)
University of Southern Queensland (1)

Session: I136  Room: Eastern Ave Seminar Room 120

Time: 4:00 – 5:30pm
AARE SIG: Teacher Education and Research Innovation in Australia
Session Type: Individual Papers
Chair: Tehseen Tahir, University of Wah Wah Cantt
Seeking a balance: Helping pre-service teacher develop positive attitudes towards mathematics as they develop competency.
Chris Hurst (1), Audrey Cooke (1)
Curtin University (1)
The personal is the pedagogical: Inquiring into the lived experiences of English teachers in Singapore secondary schools
Warren Liew (1), Chin Ee Loh (1)
Nanyang Technological University (1)
Comparison of the responses of teacher trainers and researcher’s classroom observation on the effectiveness of teacher training program in Pakistan
Tehseen Tahir (1)
University of Wah Wah Cantt (1)

5:30pm – 6:00pm  AARE Annual General Meeting
7:00pm  Special Interest Group Dinners
## Session: J101  Room: Eastern Ave Auditorium

**Time:** 8:30 – 10:30am  
**AARE SIG:** Politics and Policy in Education  
**Session Type:** Individual Papers  
**Chair:** Anna Hogan, The University of Queensland  

**The pressures of the political on rigorous and ethical research in Indigenous contexts**  
Karen Trimmer (1), Graeme Gower (2)  
University of Southern Queensland (1), Edith Cowan University (2)  

**Sampling and inference in program evaluation**  
Ralph Stratton (1)  
Murdoch University (1)  

**Sovereignties and Secrets: Transparency and the public individual**  
Jenni Carter (1)  
University of South Australia (1)  

**The changing nature of the Australian education policy field: The rise of edu-business**  
Anna Hogan (1)  
The University of Queensland (1)  

## Session: J102  Room: New Law LT 101

**Time:** 8:30 – 10:30am  
**BERA Guest Symposium**  
**Session Type:** Symposium  
**Symposium Title:** Education: an anatomy of the discipline Rescuing the University Project or  
**Chair:** Michele Simons, University of South Australia  
**Discussant:** Mary James, University of Cambridge  

**Education: An anatomy of the discipline rescuing the university project**  
John Furlong (1)  
University of Oxford (1)  

## Session: J105  Room: Eastern Lecture Theatre

**Time:** 8:30 – 10:30am  
**AARE SIG:** Inclusive Education  
**Session Type:** Individual Papers  
**Chair:** Renu Nanda, University of Jammu  

**Using Indigenous students’ cultural knowledge more productively in mathematics and science classrooms**  
Philemon Chigeza (1), Hillary Whitehouse (1)  
James Cook University (1)  

**Indigenous and Migrant Education (IME) a conceptual circle of fresh ideas and inclusive education**  
Linita Manu’atu (1), Mele Tautokotai (1), Mere Kepa (2), Morag Pepe (3)  
AUT University (1), University of Auckland (2), Sunnyvale Primary School (3)  

**Indigenous on-line cultural teaching & sharing**  
Lynette Riley (1), Janet Mooney (1), Cat Kutay (2), Deidre Howard-Wagner (1)  
The University of Sydney (1), University of New South Wales (2)  

**Creating access & equity for deaf mutes: New mandate for inclusive education**  
Renu Nanda (1), A S Kohli (1)  
University of Jammu (1)  

## Session: J106  Room: Carslaw Lecture Theatre 375

**Time:** 8:30 – 10:30am  
**AARE SIG:** Teacher Education and Research Innovation in Australia  
**Session Type:** Symposium  
**Symposium Title:** Introducing an International Network for Practicum Research and Practice  
**Chair:** Sven-Erik Åbo, Åbo Akademi University  
**Discussant:** Simone White, Monash University  

**Why do we need an international network for practicum in teacher education?**  
Doreen Rorrison (1), Sirku Männikkö (2), Rachel Jakhellin (3)  
Charles Sturt University (1), Stockholm University Sweden (2), Tromso University Norway (3)  

**What are the conclusions and challenges for a practicum turn?**  
Matts Mattson (1), Doreen Rorrison (2)  
University of Tromsø (1), Charles Sturt University (2)  

**Why is there confusion in practicum terminology?**  
Paul Hennissen Zuyd (1)  
University of Applied Sciences Netherlands (1)  

**How could a practicum network make use of new technologies for communication?**  
Sirku Männikkö (1), Philip Bonanno (2)  
University of Stockholm (1), University of Maurituis (2)  

## Session: J107  Room: Carslaw Lecture Theatre 373

**Time:** 8:30 – 10:30am  
**AARE SIG:** Early Childhood  
**Session Type:** Symposium  
**Symposium Title:** Engaging with Deleuze to Innovate in Capacity Building in Early Years Research.  
**Chair:** Linda Knight, Queensland University of Technology  
**Discussant:** Jennifer Sumison, Charles Sturt University  

**Troubling dissemination: experimentations with the salon as conference event**  
Linda Knight (1), Tamara Cumming (2)  
Queensland University of Technology (1), CSU (2)  

**Infants’ lives in Australian family day care: Stories in smooth and striated space**  
Tina Stratigos (1), Jennifer Sumison (1), Ben Bradley (1)  
Charles Sturt University (1)  

**The early years learning framework: Hopes, politics and a preliminary rhizomatic mapping**  
Jennifer Sumison (1), Sue Grieshaber (2)  
Charles Sturt University (1), Queensland University of Technology (2)  

**Becoming researcher: Supervising projects about and through Deleuze**  
Jane Bone (1)  
Monash University (1)  

## Session: J108  Room: Carslaw Lecture Theatre 275

**Time:** 8:30 – 10:30am  
**AARE SIG:** Educational Leadership  
**Session Type:** Individual Papers  
**Chair:** Shuqin Xu, University of Hong Kong  

**What really makes teachers willing to work harder to support students in high-stakes accountability environments in Hong Kong primary schools?**  
James Ko (1), Philip Hallinger (1)  
Hong Kong Institute of Education (1)  

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Session: J122  Room: New Law Seminar Room 100

Time: 8:30 – 10:30am
AARE SIG: Narrative Inquiry Research Group

Session Type: Individual Papers
Chair: Fang Fang, Deakin University

I go to Harmony High: Five year 11 students’ lived experiences in a boutique senior school
Stewart Riddle (1), David Gleeson (1)
University of Queensland (1)

Agency and Privilege: An analysis of counter-stories in Aboriginal education
Amber Hitchcock (1), Wendy Miller (1),
The University of Newcastle (1)

Traversing and transcending the boundaries of home and homeland: A narrative of an international postgraduate student from China
Fang Fang (1)
Deakin University (1)

Science Book Clubs: A way to engage students in science?
George Aranda (1)
Deakin University (1)

Session: J123  Room: Eastern Ave Seminar Room 116

Time: 8:30 – 10:30am
WERA Focal Meeting

Session Type: Symposium
Symposium Title: Can Privatization Support Massification Without Fostering Inequality? Reconciling Privatization Policies and Inequality in Education Services and Outcomes
Chair: William Tinney, American Educational Research Association

The dimensions and indicators of equity
Estela Bensimon (1) Alicia Dowd (1)
University of Southern California (1)

What must be done to achieve a ‘Golden State’ in school education?
Brian J. Caldwell (1), Tanya Vaughan (1)
University of Melbourne (1)

By attracting private capital to education do government education policies promote or inhibit educational equity?
Guilbert Hentschke (1)
University of Southern California (1)

The differing dynamics underpinning markets in tertiary education in Australia and the impact on equity and social inclusion
Loesu Whealahan (1)
University of Melbourne (1)

Session: J124  Room: Eastern Ave Seminar Room 406

Time: 8:30 – 10:30am
AARE SIG: Higher and Professional Education

Session Type: Individual Papers
Chair: Belinda Allen, The University of New South Wales

Compatibility and Complementarity: Using multiple methodologies
Carmel Patterson (1), Sandra Peter (1)
University of Technology (1)

Re-signifying participatory action research (PAR) in higher education: What does “P” stand for in PAR?
Doris Santos (1,2)
Universidad Nacional de Colombia (1), Charles Sturt University (2)

Creative Praxis: A methodology for researching teaching in higher education as critical and creative practice
Belinda Allen (1)
University of New South Wales (1)

Session: J125  Room: Eastern Ave Seminar Room 405

Time: 8:30 – 10:30am
AARE SIG: Sociocultural Activity Theory

Session Type: Symposium
Symposium Title: Capturing quality primary science teaching across cultures
Chair: Mark Hackling, Edith Cowan University

Studying classrooms across cultures: Methodological considerations
Sharon Hsiao-Lan Chen (1), Russell Tyler (2), Joerg Ramsger (3), Mark Hackling (4), Chao-Ti Hsuing (5)
National Taitung University (1), Deakin University (2), Free University of Berlin (3), Edith Cowan University(4), National Taipei University of Education (5)

Quality teaching in Australian primary science classrooms: Characterising difference to help identify quality
Peter Hubber (1), Gail Chittleborough (1), George Aranda (1)
Deakin University (1)

Orchestration of semiotic resources to support co-construction of explanation and student reasoning in primary science: An Australian case study
Mark Hackling (1), Karen Murcia (1), Khadeeja Ibrahim-Didi (1)
Edith Cowan University (1)

Session: J126  Room: Eastern Ave Seminar Room 404

Time: 8:30 – 10:30am
AARE SIG: Teachers’ Work and Lives

Session Type: Individual Papers
Chair: Alison Warren, Te Tari Puna Ora a Aotearoa

Professional Development: Developing self for the profession
Andrea Gallant (2), Philip Riley (1)
Monash University (1), Deakin University (2)

Prescribing teachers’ work or imagining the future- teachers talking about their work.
Debra Edwards (1), Cathleen Farrelly (1), Lauren Johnson (1)
La Trobe University (1)

Reconstruction of teacher identity: responding to the curriculum reform
Xiaoyan RONG (1)
University of Hong Kong (1)

Holding on or making changes: Early childhood teachers in Aotearoa New Zealand engaging in identity work.
Alison Warren (1)
Te Tari Puna Ora – New Zealand Childcare Association (1)

Session: J127  Room: Eastern Ave Seminar Room 403

Time: 8:30 – 10:30am
AARE SIG: Doctoral Education Research

Session Type: Individual Papers
Chair: Inger Meburn, RMIT University

Design research and the solo higher degree research student: Strategies to embed trustworthiness and validity into the research design
Shannon Kennedy-Clark (1)
Australian Catholic University (1)

Australian engineering doctorates: what examiners seek and implications for the field
Elena Prieo (1,2), Alixson Holbrook (1,2), Sid Bourke (1,2)
The University of Newcastle (1), The University of Newcastle (2)

Supporting research in Australian Universities: A Model of Engagement
Darlene Sebalj (1), Alixson Holbrook (1), Sid Bourke (1)
The University of Newcastle (1)

“We’ve got the map, now how do we get there?: TEQSA, AQF and Higher Degrees by Research”
Inger Meburn (1), Sarah Stow (1)
RMIT University (1)
Session: K132  Room: Eastern Ave Seminar Room 121

Time: 3:30 – 5:30pm
AARE SIG: Social Justice
Session Type: Individual Papers
Chair: Suzanne Macqueen, The University of Newcastle

Studying the experiences of non-traditional students in teacher education®
Suzanne Macqueen (1)
The University of Newcastle (1)

Equity, academic rigor and a sense of entitlement: Voices from the ‘chalkface’
Nado Aveling (1), Pip Davey (1), Andre Georgieff (1), Helen Kosniowska (1), Elizabeth Jackson-Barrett (1), Audrey Fernandos-Satar (1)
Murdoch University (1)

It's HEPPP to be fair! Approaches to supporting the learning and well-being of low SES students in higher education
Suzanne Macqueen (1), Erica Southgate (1), Jill Scevak (1), Neville Clement (1)
The University of Newcastle (1)

Insider/outsider: A self-analysis of our practice as critical social educators
Marc Pruyn (1), Lisa Cary (2)
Monash University (1), Murdoch University (2)

Session: K133  Room: Eastern Ave Seminar Room 115

Time: 3:30 – 5:30pm
AARE SIG: Narrative Inquiry Research Group
Session Type: Individual Papers
Chair: Angel Mok, Macquarie University

Connecting within and picturing self: Privileging the frontline through aesthetic inquiry®
Ali Black (1)
Central Queensland University (1)

The use of a narrative inquiry approach to examine how experienced teacher educators develop their personal philosophy of education
Yvonne Findlay (1)
University of Southern Queensland (1)

The value of anecdotal Vignettes in scholarly work
Annabelle Leve (1)
Monash University (1)

Session: K134  Room: New Law Seminar Room 117

Time: 3:30 – 5:30pm
AARE SIG: Language and Literacy
Session Type: Individual Papers
Chair: Sally Humphrey, Australian Catholic University

Transference of grammar knowledge into writing: Is knowledge at the clause level indicative of success at the text level?
Bee Geok Wee (1)
Nanyang Technological University (1)

Tense and aspect in Singapore English: A corpus-based analysis of acquisition errors in narrative writing
Sharon Geok (1)
Nanyang Technological University (1)

Transfer or threshold: The relationship between L1 and FL comprehension monitoring®
Feifei Han (1)
The University of Sydney (1)

Literature in English studies: A theory of how teachers and students in Singapore secondary schools deal with literature as a curriculum subject®
Rozita Dass (1), Marnie O’Neill (1), Anne Chapman (1)
University of Western Australia (1)

5:30pm Conference Concludes

Session: K135  Room: New Law Seminar Room 115

Time: 3:30 – 5:30pm
WERA Focal Meeting
Session Type: Symposium
Symposium Title: Student Access and Learning in Higher Education Worldwide
Chair: Felice Levine, AERA

Private cost and efficiency of undergraduate students in the Nigerian universities
Samuel Akinyemi (2) Oyetakin Akinrotimi Iyiomo (1)
Adekunle Ajasin University (1), Lagos State University (2)

A model for understanding student learning in undergraduate education
Subhashinie Wijesundera (1), Roger Murphy (2)
University of Peradeniya (1), University of Nottingham (2)

The implications of women’s increasing access to higher education in the OECD countries
Somayeh Parvazian (1), Judith Gill (1), Belinda Chiera (1)
University of South Australia (1)

Thriving in university: Global perspectives on undergraduate student success
Laurie A. Schreiner (1), Karen A. Longman (1), Wally Rude (2)
Azusa Pacific University (1), Ambrose University College (2)

Session: K136  Room: Eastern Ave Seminar Room 120

Time: 3:30 – 5:30pm
AARE SIG: Teacher Education and Research Innovation in Australia
Session Type: Symposium
Symposium Title: Student Access and Learning in Higher Education Worldwide
Chair: Felice Levine, AERA

‘Mentalization’: A tool to measure teacher empathy in primary school teachers®
Paul Swan (1), Philip Riley (1)
Monash University (1)

The emotional and social geographies of teacher education: considering space-time frameworks
Jean Murray (1)
University of East London (1)

Teachers’ perceptions of social emotional learning
Jessie Ee (1), Ming Ming Zhou (1)
Nanyang Technological University (1)
REGIONAL AND GLOBAL COOPERATION IN EDUCATIONAL RESEARCH