

After the conference, join colleagues for an



International Evening

Beginning at 5:45 pm in the Common Room (Level 0)

Starting with a light meal

- ☞ Variety of halal pizza
- ☞ Families and friends most welcome

Following with

SPECIAL RESEARCH STRAND - "Keeping in Touch"

Video Conference Research Presentations by Flinders University International Alumni

- ☞ Two of our Indonesian Alumni, Sulaiman Mappiasse and Machdalena Vianty, will present their research and answer your questions from their home in Indonesia.
- ☞ Simultaneously, a movie will be shown for children in the adjacent room.

There is no charge for attending
Registration required for catering purposes
(Gold coin donation gladly accepted)

Educational Research Conference 2006

Education for the 21st Century



23 November 2006

PROUDLY SUPPORTED BY:



**Flinders University Institute of
International Education**

**School of Education
Flinders University**

School of Education
The University of Adelaide

The South Australian Institute for
Education Research (SAIER)

FURTHER INFORMATION

<http://ehlt.flinders.edu.au/conferences/education/ERC2006>

WHEN 23 November 2006

WHERE School of Education
North Wing, Sturt Buildings
Flinders University, Bedford Park, South Australia
The Opening and Closing Sessions will be held in the Sturt Theatre

CONFERENCE STRANDS

CROSS CULTURAL AND COMPARATIVE EDUCATION

EDUCATIONAL MANAGEMENT AND LEADERSHIP

EDUCATIONAL PERSPECTIVES

ICT AND EDUCATION

ISSUES IN EDUCATION

LANGUAGES AND LEARNING

MATHEMATICS AND SCIENCE

MEASUREMENT AND MULTIVARIATE ANALYSIS

SOCIETY AND CULTURE

SPECIAL AND GIFTED EDUCATION

TEACHING AND LEARNING

SPECIAL RESEARCH STRAND - "Keeping in Touch"

Video Conference Research Presentations by Flinders
University International Alumni

We would like to thank Unibooks for the gift vouchers
donated in support of the Early Career Award .



Afternoon Concurrent Session 8 3:30pm – 4:00pm

Room N317

Zheng Zhu

Learning Content: A Factor with Strong Impacts on Female Students' Physics Course-Taking

A review of literature reveals that deficits in physics self-efficacy (SEP) of female students may contribute to their under-representation in physics field. Many factors have been reported to have influences on SEP, but currently focused more on context variables. This article suggests that learning content also has strong impacts on students' SEP. I discussed the effects of learning content on girls' SEP in the context of high schools from the psychological and sociological perspectives. Especially, the relationship was examined by my own schooling experiences in China. This finding may have implications for educators to develop more and better interventions.

Room N318

Penny Van Deur

Using design-based research to investigate, in a school setting, primary students' self-directed learning knowledge

This paper reports on the methodological approach called 'Design-Based Research' (DBR) and focuses on school and classroom learning environments, and students' knowledge of learning processes. Ten DBR phases focused on self-directed learning knowledge, and the innovation of assessing this knowledge in primary schools. The DBR phases were used to investigate development, implementation, review and evaluation of the two part assessment of self-directed learning knowledge in primary schools. The study is significant because it uses contexts in which primary students learn on a daily basis, in its examination of the concept of self-directed learning knowledge. The description of the way DBR was used will be of interest to other researchers wishing to study learning in the real contexts of schools.

Room N332A

Paul Johnson

Learning in school landscapes, growing physical, social and cognitive capacity

Physical environments contribute to human wellbeing at many levels but, until recently, the role school grounds play in learning has largely been ignored. This presentation introduces the notion that environments significantly influence the expression of genetic and cultural information and draws connections with studies that demonstrate natural environments support a range of significant human health, cognitive and social benefits. The presentation then posits that engaging with naturalised school grounds supports student learning and explores contemporary research to conclude that naturalised school grounds which evolve from local contexts grow learning communities and enhance children's learning and development.

Afternoon Concurrent Session 8 3:30pm – 4:00pm

Room N220B

Prisca Were

Material objects: the utilization and allocation of space and its effects on learning and knowing in the organization

This study aims at analyzing how the allocation and utilization of space in the workplace impacts on organizational learning and knowing. The study treats the physical space of organizations as an artefactual object whose allocation and use holds tacit meanings its members. Underpinning the study is the concept of ba which lauds socialization as the main way of sharing tacit knowledge.

The study assumes a cultural perspective to organizational learning and argues that the utilization and allocation of workplace space can either enhance or impede learning in the workplace.

Room N251B

Dr Milton Haseloff

Students Amid Pedagogic Change: Partners or Pawns?

Within a wider study of pedagogic change, students from two innovating secondary schools described their experiences of changes presumed to be occurring in their schools. The students exhibited scant knowledge of the innovations. While their learning was promoted as the motive for change, their role appears to have been peripheral at best. There were indications, however, that enthused student engagement with new learning approaches — or, conversely, apathy or resistance — had the potential to intensify — or to sabotage — any change of pedagogy. An authentic, informed partnership between learners and teachers may be an essential element of any strategy for pedagogic innovation.

Room N315

Prof. Dr. Petra Lietz

Learning approaches of sojourner students at an international university: Some qualitative insights

This presentation reports findings from the qualitative part of a three-year longitudinal study of undergraduate students at an international university. In particular, this multiple case study (n = 14) with process orientation was aimed at examining whether or not the quantitatively identified approaches to learning could be substantiated through the content of the interviews. Additional aims were to:

- relate the responses to questions regarding important life situations, personal values, specific learning experiences, exam preparation, motivation for study and instructional experiences were mentioned to the different learning approaches
- provide further details regarding each of the four learning approaches and the differences among them
- identify similarities across the four learning approaches.

Conference Program

8:45 am (Sturt Theatre)

Registration

9:00 am (Sturt Theatre)

Welcome - Prof Rosalind Murray-Harvey

9:15 am (Sturt Theatre)

THE JIM RICHARDSON LECTURE

Citation: Prof Mike Lawson

Key Note: Dr Phillip McKenzie

Title: Teachers Matter

Chair: Emeritus Prof Jonathan Anderson

10:30 am (N330)

Morning Tea and Posters Session

11:00 am

Concurrent Sessions

1:00 pm

LUNCH

2:00 pm

Concurrent Sessions

4:00 pm (N330)

Afternoon Tea and Posters Session

4:30 pm (Sturt Theatre)

**LECTURE IN HONOUR OF
PROF KEVIN MARJORIBANKS**

Key Note: Prof Alan Russell

Title: Kevin Marjoribanks:

A life in education in context

Chair: Assoc Prof Chris J. Dawson

5:30 pm (Sturt Theatre)

Early Career Awards sponsored by 

5:45 pm (Common Room)

INTERNATIONAL EVENING

5:45pm - 7:00pm

International Meal

7:00pm - 8:00pm

Online Interactive Research Presentations

Alumni from Flinders University, School of Education

Acknowledgements

We would like to express our gratitude to the many Flinders University Institute of International Education (FUIIE) members whose help was essential for this conference:

Aryani Wrastari	Nordin Abd-Razak
Bobbie Matthews	Pawel Skuza
Diah Wihardini	Rasyid Muhammad Nur Akbar
Jeni Thomas	Ratna Rintaningrum
John Keeves	Sirajuddin Tenri
Kelvin Gregory	Suyantiningasih
Marietta Rossetto	Tan Bei Yu Joyce
Mirella Wyra	Yos Sudarso Usman Putra
Muchdirin	

Attendance Registration for Visitors

In order to provide you with a conference name tag, and printouts, to prepare catering for free meal or prepare a certificate of attendance, please register your attendance online.



Room N105

Hoi Yin Bonnie Yim, Sabry M. Abd-El-Fattah, Lai Wan Maria Lee

A Rasch analysis of the Teachers Music Confidence Scale

Early childhood educators are interested in bringing musical experience to young children. This paper presents a new 10-item measure; Teachers Music Confidence Scale (TMCS). The TMCS was developed using a sample of 165 pre-service early childhood teachers in Hong Kong. An exploratory factor analysis retained a 10-item single factor. A confirmatory factor analysis replicated the same finding. The TMCS fitted the Rasch model. Implications of these findings for measuring teachers' confidence in conducting musical activities were discussed.

Room N108

John Halsey

Rural Pre-Service Teaching- Delights, Dollars and Disadvantages

In 2006, the Rural Education Forum Australia was funded to conduct nationally based research on pre-service rural teaching placements as experienced by individual participants. This paper comprises an analysis of 240 responses representing 19 universities, including Flinders University, to REFA's on-line survey on this. The paper situates the analysis of the responses in the context of the on-going challenges and problematics of staffing rural schools and proposes some implications for changes to pre-service rural teaching placement policies and funding.

Room N220A

Hanni Yukamana, Dr. Helen Askeel-Williams

The Influences of Australian Cultural-educational Contexts on South-East Asian Students' Academic Self-efficacy

Academic self-efficacy is a key factor in international students' abilities to adjust to studying overseas. We investigated the academic self efficacy of five Indonesian postgraduate students studying in Australia. A questionnaire was administered on three occasions over one semester. The study revealed that participants had high academic self-efficacy beliefs before the semester started. However, some participants' academic self-efficacy changed as the semester progressed. Factors contributing to the changes appeared to be related to differences in cultural-educational contexts between Indonesia and Australia, such as requirements for critical thinking, analytical skills, expectations of academic research and writing, and contributing to class discussions.

Afternoon Concurrent Session 7 3:00pm – 3:30pm

Room N317

Yasmeen Mahnaz Faruqi

Islamic view of nature and values: could these be the answer to building bridges between modern science and Islamic science

This paper discusses how the basis tenets of Islam and the Islamic view of nature that were influential in the development of science in the so-called 'Golden Age of Islam'. These earlier developments have been the catalyst for present day Muslim scholars, who have emphasised the importance of Islamic science, as the means of understanding the conflict between Western science and Islamic values. There is a strong body of opinion within researchers of Islamic science that the abandonment of Islamic values and the rapid adoption of Western science and technologies have led to conflict in social, educational and scientific fields within Islamic countries. This paper will examine how these two views can be reconciled in order to build bridges between modern science and Islamic science.

Room N318

Junyu Chen

On how to solve the problem of the avoidance of phrasal verbs in the Chinese context

This paper discusses the reasons why Chinese learners of English avoid using phrasal verbs in English community context or when using English as an interlanguage in China. The avoidance of phrasal verbs often leads to ineffective communication to a great extent. By adopting appropriate pedagogical and methodological approaches or providing proper guidance to learning, Chinese learners of English may efficiently achieve the goal of using phrasal verbs appropriately in the context of English as an international language in China.

Room N332A

Esther Landells Tombs

Is Culture a Factor in Environmental Education? A look at cultural communication through the environmental education programs at Monarto Zoological Park

This is a short study based on a six month assessment of the environmental education programs run at Monarto Zoological Park (completed as part of a Masters in Environmental Studies). The reasons why some environmental education programs work and others fail brought several issues to the fore, one of which was culture and within that cross-culture and inter-culture communication. Using the evidence gathered from surveys, interviews and observations, this study questioned why, if and how culture interacts within these programs. With the increased appreciation of alternative education, this provided an opportunity to focus on an area little studied to date.

Publication of Papers

We invite you to publish your research paper.

Your final paper needs to be submitted strictly by

30th January 2007

If accepted, your paper will be published in:

Special Conference Issue of the International Education Journal

Please refer to the IEJ website for paper publication information (Author Information link). There is also a Word template that you may download.

<http://ehlt.flinders.edu.au/education/iej/>

Posters Sessions

Julia Miller

An Amazing Investment Opportunity! The Nigerian Business Letter as an English Teaching Aid

In this suggestion for a task based teaching and learning activity, EAL students are encouraged compare a particular genre, that of the traditional business letter, with a deviation from the norm, the so called 'Nigerian business letter'. This real life example reinforces the need for careful attention to register, and accuracy in grammar and pragmatics.

LANGUAGES AND LEARNING

Morning Session - Room N220A

CHAIR: Dr Marietta Rossetto

Technical Adviser: Rasyid Muhammad Nur Akbar

11:00 am **John P. Keeves, I Gusti Ngurah Darmawan**

Issues in Language Learning

11:30 am **Sutida Ngonkum**

Issues and Challenges in Teaching English Listening and Speaking at Tertiary Level in Thailand

12:00 noon **Lihui Wang**

Maximizing Learners' Potentiality by Catering Teaching for Learning Styles

12:30 pm **Katerin Berniz**

A tension for Spanish teachers PD. "skills to carry out your job"... or continuing "personal cultural knowledge and attributes"...? A study of Spanish teachers' perceptions, needs and experiences and officials' views for PD

CROSS CULTURAL AND COMPARATIVE EDUCATION

Afternoon Session - Room N220A

CHAIR: Mr Doug Trevaskis

Technical Adviser: Rasyid Muhammad Nur Akbar

2:00 pm **Dr. Richard A. DeAngelis**

Globalizing Practices and University Responses: European and Anglo-American Differences

2:30 pm **Wang Zhenmin**

The Foundation of Business Success: Understanding Why Young Chinese Students Choose South Australia for Their Overseas Education

3:00 pm **Philip Bruce Townsend**

Principals and decision making: insights from a non-western context. Enhancers and barriers to critical reflective thinking in Papua New Guinea

3:30 pm **Hanni Yukamana, Dr. Helen Askill-Williams**

The Influences of Australian Cultural-educational Contexts on South-East Asian Students' Academic Self-efficacy

Afternoon Concurrent Session 7

3:00pm – 3:30pm

Room N220B

Paul Njuguna

Enhancing socialization for organizational Knowledge Management: The case of communities of practice at Teachers Service Commission (TSC), Kenya

Communities of practice provide an ideal context for developing, sharing and stewarding knowledge in organizations. Through a critical review of related literature, this study seeks to provide a deeper understanding of communities of practice and their contributions towards organizational knowledge management practice. The findings of the study are applied to the TSC context and strategies for the implementation of communities of practice at TSC are outlined. The study concludes that knowledge management is constructed and embedded through social interactions and relationships. The concept of communities of practice therefore, provides free social forums and represents an inexpensive strategy for TSC to improve its organizational knowledge management practices.

Room N251B

Paul Jewell, Sonya Patterson

Value Added Mathematics: Teaching Ethical Strategies through the Maths Curriculum

Mathematics involves problem solving. So too does ethical decision making. Ethical dilemmas which appear intractable yield solutions when subjected to ethical strategies. Mathematical strategies which appear dry and abstract become interesting when applied to human problems. Using mathematics as a vehicle for introducing ethical competencies can benefit both disciplines. This paper reports upon the development and trial of a curriculum unit which provides a useful combination of ethical and mathematical techniques.

Room N315

Eric Compas, Cecile Cutler

Making writing relevant: Evaluating alternatives to traditional academic essays

While the traditional university essay is perhaps the most common tool to teach and assess writing skills, it is an exercise that is arguably not as useful and applicable as other writing forms to life beyond academia. This research evaluates several alternatives to essays from the student's perspective in a first-year environmental studies topic. Alternatives included public comments, opinion pieces, and letters to MPs which emphasize practical writing skills and engagement with a current environmental issue. This paper will present early findings on student responses and views of these writing options. This research's significance lies in identifying better writing forms for empowering students to communicate their ideas and shape their world.

Afternoon Concurrent Session 7 3:00pm – 3:30pm

Room N105

Nordin Abd Razak

Individual-level cultural orientations and teacher commitment: an empirical examination

Teacher commitment has long been recognised as one of the important contributing factors that determines the effectiveness of the school. Pollard (1990) argued that 'very little of quality can happen in schools without skilled, knowledgeable and committed teachers' (p. 51). Supporting Pollard, McGaw et al. (1992) asserted that 'in addition to professional competence, they [teachers] must be caring, committed and enthusiastic' (p. 170). This research-in-progress paper applies individual-level measurement of cultural orientation provided by Dorfman and Howell (1988) along with the School transformational leadership practices and In-school working conditions in order to predict Teacher commitment in school across ethnic groups/school types in Malaysia.

Room N108

Bill Wood

Goethe and Science Education at the Mount Barker Waldorf School

This presentation will elaborate the idea of "Goethean science", briefly sketch the Goethean approach to science teaching at the Mt Barker Waldorf School, and show that students with this alternative background to science perform well at university. Sciences are declining as subjects of choice for students at the secondary level. It will be postulated that there is potential for the Goethean method of teaching science to address the decline.

Room N220A

Philip Bruce Townsend

Principals and decision making: insights from a non-western context. Enhancers and barriers to critical reflective thinking in Papua New Guinea

This presentation highlights findings concerning enhancers and barriers to critical reflective thinking (CRT) among indigenous principals at rural Bible schools in Papua New Guinea (PNG). The use of CRT assists principals to make decisions in their roles as managers, leaders and administrators. CRT is complementary to indigenous critical praxis. An antithetical relationship exists between traditional religious epistemology and CRT. Cultural values are barriers to CRT. The research implies that fostering CRT for individuals in PNG will be difficult. Recommendations are outlined that will facilitate CRT within a program of continuing professional development for principals.

EDUCATIONAL MANAGEMENT AND LEADERSHIP

Morning and Afternoon Sessions – Room N220B

CHAIR: Dr Paddy O'Toole

Technical Assistant: Sirajuddin Tenri

11:00 am

Elizabeth Kaloki

The impact of HIV/AIDS on teacher management policies in Kenya and the proposed changes

11:30 am

Monica Maluan

Developing and sustaining a culture of change in Technical, Vocational Education and Training (TVET) in Papua New Guinea

12:00 pm

Marion Shields

"Can I last the Distance? – Stress and School Leadership"

12:30 pm

Sirajuddin Tenri

Factors or conditions fostering or inhibiting organizational learning in a school

LUNCH

2:00 pm

Sirajuddin Tenri

Promoting and Building an Innovative Learning Organization (ILO) Model in a School

2:30 pm

Marisa Young

More than prize lists. Head teachers, student prize winners, school ceremonies and educational promotion in early South Australia

3:00 pm

Paul Njuguna

Enhancing socialization for organizational Knowledge Management: The case of communities of practice at Teachers Service Commission (TSC), Kenya

3:30 pm

Prisca Were

Material objects: the utilization and allocation of space and its effects on learning and knowing in the organization

SPECIAL AND GIFTED EDUCATION

Morning Session - Room N330

CHAIR: Ms Lesley Henderson
Technical Adviser: Nordin Abd-Razak

11:00 am **Tracy Ong**

'Understanding Parents' Perception of Auditory Processing Disorder (APD) and their Perceived Informational Needs

11:30 am **Lesley Henderson**

Multi-level classes for gifted students

12:00 noon **Gregory J. P. Carey**

Game2WORK - supporting those with intellectual disabilities become game to work

12:30 pm **Dr Gregory Yates, Dr Harry Lyndon**

Conceptual Mediation Program in Practice: Educational Outcomes from Two Sites

EDUCATIONAL PERSPECTIVES

Afternoon Session - Room N251B

CHAIR: Dr Tony Gibbons and Dr Bobbie Matthews
Technical Adviser: Tan Bei Yu Joyce

2:00 pm **Vennessa H James, Shirley M Yates**

Extending the multiple-goal perspective to tertiary classroom goal structures

2:30 pm **Alexei Medvedev**

The Humanitarisation of Education as a Key Factor in Formation of the 'New Thinking' by Power and Electrical Engineers

3:00 pm **Paul Jewell, Sonya Patterson**

Value Added Mathematics: Teaching Ethical Strategies through the Maths Curriculum

3:30 pm **Dr Milton Haseloff**

Students Amid Pedagogic Change: Partners or Pawns?

Afternoon Concurrent Session 6

2:30pm – 3:00pm

Room N317

Carol Aldous

Creativity, Problem solving and Innovative Science

This paper examines the intersection between creativity, problem solving and neuroscience in a discussion surrounding the origin of new ideas. Three creative activities relevant to neuroscience and human cognition are identified as being important to the genesis of new ideas and the solving of novel problems. These activities involve (1) the interaction between visual-spatial and analytical / verbal reasoning, (2) attending to feeling in listening to the 'self', and (3) the interaction between conscious and non-conscious reasoning. Evidence for each of these activities is drawn from introspective accounts given by noted scientists and mathematicians and from a recent study of novel mathematics problem solving. An explanation of these activities is given in terms of cognition and neuroscience.

Room N318

Shane Pill, Russell Brown

Peer observation of teaching as professional development

The session will reflect on a research project which focused on curriculum development and professional learning, embedded within the presenters' teaching commitments. The research considered 1) Peer Observation of Teaching (POT) and action research as professional learning and an important element contributing towards a scholarship of teaching, 2) curriculum construction in the tertiary setting which progresses learning from reproduction to transformation, and 3) POT for curriculum development. The presentation will analyse, through autobiographical exploration, the potential of POT as a valid means of professional development in Higher Education settings. It will utilise learning through reflection and theorise that engagement with one's beliefs and ideas about educative purpose and process, combined with a clear intent and engagement with pedagogical theory, is required. It will conclude that learning through reflection is able to integrate the academic work of teaching and researching into a scholarship of teaching through action research.

Room N332A

Tran Phi Phuong

Balancing work and family roles among professional women in Hochiminh city in the market economy

The main theme of the thesis is a discussion of dam dang (resourceful) as a culturally defined behaviour expectation of Vietnamese women in their reproduction role. Their struggle to balance their family role and work role to meet the role performance paradigm Women of Two goods promoted by the Vietnam Women's Union in the 1960's in the economic transition has also been scrutinized. The research findings came from data collected in my field trip in 2004 by in-depth interviews carried out with twenty professional married women. The sample is purposefully selected, mostly referred to the criteria of women of two goods. Frameworks based mainly on the gender, role, social exchange theories and structural functionalism were applied to the Vietnamese cultural social context.

Afternoon Concurrent Session 6 2:30pm – 3:00pm

Room N220B

Marisa Young

More than prize lists. Head teachers, student prize winners, school ceremonies and educational promotion in early South Australia.

Australian educators now operate in environments that frequently stress marketing activities. This presentation highlights the ways that colonial school prize ceremonies were deliberately developed to promote teaching activities. These ceremonies were part of carefully considered strategies that helped to boost the status of entrepreneurial teachers who had taken the risk of establishing their own private educational ventures. Private school promotional techniques were extremely influential because they were also used to extend the growth of government-supported and corporate schools as well as cultural activities in Australia's colonial civil society.

Room N251B

Alexei Medvedev

The Humanitarisation of Education as a Key Factor in Formation of the 'New Thinking' by Power and Electrical Engineers

The Modern Time is the Age of Electricity that underpins and fundamentally determines the development of humankind. The paper asserts an urgent need for the humanitarian upbringing of tertiary students of power and electrical engineering and suggests extensive and intensive approaches to the issue. The introduction of new industrial methodological paradigms with focusing on human-centered values is required for adequate optimal solution of the arisen countless problems of fuel supply, energy production, its distribution, efficiency, and consumption, as well as environmental degradation including the alarming global warming. Some axiological differences between the Australian and Russian (Soviet) engineering education are indicated.

Room N315

Geoff Page

Professional socialization of valuers-program directors perspective

An examination of the professional socialization process has been key in changing the way graduates are trained and how they are supported post graduation. This paper discusses the development and design of two surveys of property program director in the Pacific Rim and a sample of Australian graduates who have recently become full members of the relevant property professional body. The study of program directors focuses on awareness of professional socialization and how the development of graduates' professional socialization is accommodated at orientation and in subsequent years of their program. The study of graduates explores their working experience and professional development post graduation and their preparedness to become accredited professionals. The paper presents preliminary findings from the program director surveys.

ICT AND EDUCATION

Morning and Afternoon Sessions – Room N108

CHAIR: Dr I Gusti Ngurah Darmawan

Technical Assistant: Dr I Gusti Ngurah Darmawan

11:00 am

Dr. Alan Barnes, Dr. Greg Yates

The relationships of digital dispositions, and of web site and book author recognition to academic performance of education students

11:30 am

Dr. Ruth Geer, Dr. Alan Barnes

Cognitive concomitants of whiteboard use and their relevance to developing effective pedagogies

12:00 pm

Carmel Maio-Taddeo

Can the design and content of school websites be used as indicators of ICT Leadership and ICT integration?

12:30 pm

Iain Hay

Provincialising practices? – thinking postcolonially in a global virtual group

LUNCH

2:00 pm

Katherine L. Dix

DBRIEF: A research paradigm for ICT adoption

2:30 pm

Methinee Wongwanich Rumpagaporn, Dr. I Gusti Ngurah Darmawan

Students' Critical Thinking Skills in a Thai ICT (Information and Communication Technology) Schools Pilot Project

3:00 pm

Bill Wood

Goethe and Science Education at the Mount Barker Waldorf School

3:30 pm

John Halsey

Rural Pre-Service Teaching- Delights, Dollars and Disadvantages

ISSUES IN EDUCATION**Morning and Afternoon Sessions - Room N315****CHAIR: Prof Rosalind Murray-Harvey****Technical Assistant: Yos Sudarso Usman Putra****11:00 am****Deborah Green, Murray Oswald, Barbara Spears***Resilience or Competence: Teachers' misconceptions***11:30 am****Patrick J. Lees, Pat Grant***An Exploration of Reception Teachers' Attitudes and Practices around the South Australian School Entry Assessment Policy***12:00 pm****Carolyn Gregoric, Assoc Professor Larry Owens***Effective community partnership activities in schools: A synthesis of the literature***12:30 pm****Inara Gehling, Sherylee Dawe, Gaynor Quinn, Victoria Buchanan, Robyn O'Dea**
Learner Wellbeing: Inquiry Minded Improvement

LUNCH

2:00 pm**Julius Ary Mollet***Education Investment in Conflict Areas of Indonesia (The Case of West Papua Province)***2:30 pm****Geoff Page***Professional socialization of valuers-program directors perspective***3:00 pm****Eric Compas, Cecile Cutler***Making writing relevant: Evaluating alternatives to traditional academic essays***3:30 pm****Prof. Dr. Petra Lietz***Learning approaches of sojourner students at an international university: Some qualitative insights*

Afternoon Concurrent Session 6

2:30pm – 3:00pm

Room N105**Dianti Endang Kusumawardhani***Does teaching on Self-Regulated Learning (SRL) Facilitate Students' Achievement within Specific Subject Areas in Accelerated Classes for the Gifted and Regular classes in High Schools in Indonesia?*

This study examined the effectiveness of SRL teaching in facilitating students' achievement in Mathematics and Biology. Indonesian students (N=240) from gifted and regular classes from three high schools were assigned to either a teaching condition or a control condition. Students in the interventional group were given four teaching sessions which each session was 45-min long to foster students' knowledge of SRL strategies and to control students with no intervention. Pretest and posttests data were collected from both groups. The SRL condition had an indirect effect on students' achievement in Biology but not in Mathematics. Open-ended questionnaire data indicated that this was associated with the use of the SRL components taught during intervention.

Room N108**Methinee Wongwanich Rumpagaporn, Dr. I Gusti Ngurah Darmawan***Students' Critical Thinking Skills in a Thai ICT (Information and Communication Technology) Schools Pilot Project*

This study is exploratory, examining to what extent the Thai ICT schools have classroom learning environments that are associated with certain teacher characteristics by means of questionnaires, interview surveys, and computer-based classroom observations to collect data from 13 Thai ICT model schools. The data analysis was carried out using statistical techniques as well as using qualitative analysis. It is proposed that students can be assisted to learn critical thinking skills that have particular supportive computer-based learning environments. The significant findings offer opportunities to develop and support students' critical thinking skills through co-operation between students and their peers to achieve their student assignments among cooperative classroom learning environments with ICT. Typically, the findings of this study have major implications for school teachers and school management where ICT schools are being established and incorporated in Thailand.

Room N220A**Wang Zhenmin***The Foundation of Business Success: Understanding Why Young Chinese Students Choose South Australia for Their Overseas Education*

The discussion in this paper is based on the assumption that international education is equated to recruiting and educating international students, even though its true concept is far beyond this narrow understanding. The purpose of this research is to look at the key factors that affect recruiting young Chinese students, and make sure all who work in this field understand how their business will achieve success. This will be done through an analysis of the Chinese education system, the history of young Chinese students studying abroad, China's economic outlook, the Australian and Chinese governments' attitudes and international education policies, and the expectations of the students and their families etc. The paper will conclude with some constructive recommendations and suggestions.

Afternoon Concurrent Session 5 2:00pm – 2:30pm

Room N317

Dr Robert Matthews

Rethinking Curriculum, insights from cognitive neuroscience

Advances in brain activity measuring technologies have instigated a surge in interest and research that have expanded our understandings of the brain and its workings. Witnessing this surge, some educationalists have begun applying such findings to classroom process and school/curriculum function and design. This paper seeks to comment on such applications for their possible contribution to our organization and delivery of school practice.

Room N318

Georgina Cattley

Emergence of professional identity for the pre-service teacher in the practicum setting

This paper highlights the potential influence of reflective writing upon the emergence of a professional identity during pre-service teachers' practicum placements. Links between reflective writing and identity formation were made during a project which required pre-service teachers to reflect upon their responses to, and observations of, a number of broad elements of the teaching environment both within the classroom and in the wider school context. The author reports on this small study and makes recommendations which could enhance the value of reflective writing as a personal and professional development tool.

Room N332A

Ben Wadham, Ross Boyd, Paul Jewell

Prospective Teachers Views of Teaching and Education: An analysis of Teaching ideologies

How do our students see the world? How do we teach first year pre-service teachers? This paper comments on research undertaken on the Flinders University first year cohort of about 500 students. We use both Likert scale responses supported by qualitative journal responses to key issues in education. This paper seeks to comment upon pre-service teachers dispositions and understandings of society, equality, the role of the teacher and place of education in Australian society. Key accounts focus on competing ideologies of education and society in pre-service teacher constructions of teaching.

MATHEMATICS AND SCIENCE

Morning and Afternoon Sessions – Room N317

CHAIR: Dr Carol Aldous

Technical Assistant: Diah Wihardini

11:00 am

Chris Dawson

Science, technology and society: the case of full face transplantation

11:30 am

Kate Inglis, Dr. Carol Aldous

Factors associated with students selecting to study HESS General Biology at Year 12 level and how they affect motivation and achievement

12:00 pm

Shaileigh Page

A theoretical curricula comparison – an investigation into SACSA and PYP Mathematics

12:30 pm

Zheng Zhu

Gender Differences in Mathematical Problem Solving Patterns of School Students: A Review of the literature

LUNCH

2:00 pm

Dr Robert Matthews

Rethinking Curriculum, insights from cognitive neuroscience

2:30 pm

Carol Aldous

Creativity, Problem solving and Innovative Science

3:00 pm

Yasmeen Mahnaz Faruqi

Islamic view of nature and values: could these be the answer to building bridges between modern science and Islamic science

3:30 pm

Zheng Zhu

Learning Content: A Factor with Strong Impacts on Female Students' Physics Course-Taking

MEASUREMENT AND MULTIVARIATE ANALYSIS

Morning and Afternoon Sessions - Room N105

CHAIR: Dr Kelvin Gregory

Technical Assistant: Dr Kelvin Gregory

11:00 am

Tan Bei Yu Joyce, Dr. Shirley Yates

Academic Self-Concept of Primary School Students with Learning Disabilities in Singapore

11:30 am

Dr Ian Blackman, Ms Margaret Hall, Dr I Gusti Ngurah Darmawan

Undergraduate Nurse Variables that Predict Academic Achievement and Clinical Competence in Nursing

12:00 pm

Sabry M. Abd-El-Fattah

Is the Aggression Questionnaire Bias Free? A Rasch Analysis

12:30 pm

Shirley M. Yates, John Izard

Rasch Analysis of the Pessimism Scale for Young Children

LUNCH

2:00 pm

David D Curtis, Peter Boman

X-ray your data with Rasch

2:30 pm

Dianti Endang Kusumawardhani

Does teaching on Self-Regulated Learning (SRL) Facilitate Students' Achievement within Specific Subject Areas in Accelerated Classes for the Gifted and Regular classes in High Schools in Indonesia?

3:00 pm

Nordin Abd Razak

Individual-level cultural orientations and teacher commitment: an empirical examination

3:30 pm

Hoi Yin Bonnie Yim, Sabry M. Abd-El-Fattah, Lai Wan Maria Lee

A Rasch analysis of the Teachers Music Confidence Scale

Afternoon Concurrent Session 5

2:00pm – 2:30pm

Room N220B

Sirajuddin Tenri

Promoting and Building an Innovative Learning Organization (ILO) Model in a School

Building and sustaining organizational learning capacity has been considered as one of the key successes to improving school outcomes. Based on the inductive data analysis using NVIVO 7.0, there were five emerging characteristics that defined the school as an Innovative Learning Organization. They were Ongoing, collaborative, and focused professional development; Trusting and collaborative environment; Rewarding culture; Shared and monitored vision and mission; and Encouraged initiatives and risk-taking.

The paper believes that promoting these five elements collectively will help the school performs as an Innovative Learning Organization (ILO) and improves its outcomes.

Room N251B

Vennessa H James, Shirley M Yates

Extending the multiple-goal perspective to tertiary classroom goal structures

The multiple-goal perspective has recently been applied to teacher behaviours in primary school classrooms through experimental intervention (Linnenbrink, 2005) and objective observation (Sideridis, 2005). However, there is evidence suggesting that rather than centered only on teacher behaviour, classroom goal structures are a whole class feature (Urdu, 2004). Despite intended or observed classroom goal structures, students perceptions of the same classroom can vary (Wolters, 2004). Furthermore, students pre-existing personal goal orientations may shape their perceptions of classroom goal structures (Lyke & Kelaher Young, 2006). An investigation with tertiary students in naturalistic learning contexts will extend achievement goal theory to a multiple-goal perspective of classroom goal structures.

Room N315

Mr. Julius Ary Mollet

Education Investment in Conflict Areas of Indonesia (The Case of West Papua Province)

Education has become a central issue in West Papua. During “the Suharto regime”, the Indonesian government had paid little attention to educational investment in the province leading to poor educational infrastructure and a shortage of teachers. As a result, the quality of human resource in the provinces is poor. The adoption of the Special Autonomy Law since 2001 has seen education emerge as a priority program of the local government. Improve the quality of human resource to match standards in other provinces has subsequently emerged as a new challenge for the province. The paper will highlight the critical issues of problem of educational system, education investment and policy formulation to support the development of West Papua

Afternoon Concurrent Session 5 2:00pm – 2:30pm

Room N105

David D Curtis, Peter Boman

X-ray your data with Rasch

Through the use of the Rasch model, much detailed diagnostic information is available to developers of survey and assessment instruments and to the researchers who use them. We outline an approach to the analysis of data obtained from the administration of survey instruments that can enable researchers to recognise and diagnose difficulties with those instruments and then to suggest remedial actions that can improve the measurement properties of the scales included in questionnaires. We illustrate the approach using examples drawn from recent research and demonstrate how the approach can be used to generate figures that make the results accessible to non-specialists.

Room N108

Katherine L. Dix

DBRIEF: A research paradigm for ICT adoption

The concern that educational research is often divorced from the problems and issues of everyday teaching practice, is strongly influenced by the chosen paradigm in which the research is framed. Modelled on design-based research methods, this paper presents the development of a theoretical research framework that accommodates complex interventions, such as the adoption of ICT into mainstream classroom practice, which can be informed and improved through empirical study. It is hoped that in developing the Design-Based Research in Innovative Education Framework (DBRIEF), the desirable outcome of providing a practical and adaptable instrument with the potential to find applicability, currency, and promote the 'sharing of knowledge' in the wider educational research community, is achieved.

Room N220A

Dr. Richard A. DeAngelis

Globalizing Practices and University Responses: European and Anglo-American Differences

This study was about Spanish teachers' views of their professional development (PD) needs. Globalization is a contested term. It exists both in the form of an integrated world economy and nearly instantaneous global communication network, as well as in the form of a partisan neo-liberal ideology. This latter mind set exhorts nation states to open up their economies to free trade, reduce their public sectors, and allow market competition to reshape their public agencies. In effect, this process means a reduced role for government, lower taxes, and diminishing funds for but greater public scrutiny of institutions such as universities. The argument presented here is that globalization, although undoubtedly both a powerful material reality and ideology, is not an inexorable, uniform force. All nations and states need to debate and analyze its consequences and component elements. While globalizing practices and rhetoric are penetrating universities around the world, they are not creating uniformity. Academics and national education systems adapt and sometimes resist globalizing practices.

Using case studies, including interviews with diverse academics, at universities in Avignon, France, Boston College, USA, Oslo, Norway, and Twente, Netherlands, both public and private, large and small, this study showed differing responses in different institutions to similar globalizing pressures. With respect to privatising, entrepreneurial activity, accountability, governance, employment flexibility, and usage of new technologies, none simply took on board the neo-liberal agenda. All were changing, some like Twente as much or more than private institutions such as Boston College. And several, such as Avignon and Oslo were resisting major globalizing practices, particularly to defend a public-service model of higher education.

SOCIETY AND CULTURE

Morning and Afternoon Sessions – Room N332A

CHAIR: Dr Ben Wadham

Technical Assistant: Suyantiningsih

11:00 am

Larry Owens

"Druggies" and "Barbie Dolls." Teenage girls' constructions of popularity or social power

11:30 am

Samantha Schulz

Inside the 'contract zone': white tourist teachers in the Anangu Pitjantjatjara Yankunytjatjara Lands

12:00 pm

Dr Pam Bartholomaeus

School newsletters: Signs of the partnership between schools and parents

12:30 pm

Geoff Boyce

Multifaith Chaplaincies in a Pluralistic Society

LUNCH

2:00 pm

Ben Wadham, Ross Boyd, Paul Jewell

Prospective Teachers Views of Teaching and Education: An analysis of Teaching ideologies

2:30 pm

Tran Phi Phuong

Balancing work and family roles among professional women in Hochiminh city in the market economy

3:00 pm

Esther Landells Tombs

Is Culture a Factor in Environmental Education? A look at cultural communication through the environmental education programs at Monarto Zoological Park

3:30 pm

Paul Johnson

Learning in school landscapes, growing physical, social and cognitive capacity

TEACHING AND LEARNING**Morning and Afternoon Sessions - Room N318****CHAIR: Prof Mike Lawson****Technical Assistant: Muchdirin****11:00 am****Penny Van Deur***Using design-based research to investigate, in a school setting, primary students' self-directed learning knowledge***11:30 am****Helen Askeff-Williams, Michael J. Lawson***"I got information off the net and then copied it - didn't copy it word for word, but mixed it up a bit." Year 8 students' cognitive, metacognitive and motivational knowledge about learning during an Independent Investigation***12:00 pm****Megan A. Y. C. Kek, I Gusti Ngurah Darmawan, Yu Sui Chen***Family, self-efficacy, university and classroom learning environments, student learning and outcomes of private university students in Malaysia***12:30 pm****Amy Hutchinson, Dr. Greg Yates***Perfectionism: An exploration of the relationship between parental goals and students' perfectionist tendencies***LUNCH****2:00 pm****Georgina Cattley***Emergence of professional identity for the pre-service teacher in the practicum setting***2:30 pm****Shane Pill, Russell Brown***Peer observation of teaching as professional development***3:00 pm****Junyu Chen***On how to solve the problem of the avoidance of phrasal verbs in the Chinese context***3:30 pm****Penny Van Deur***Using design-based research to investigate, in a school setting, primary students' self-directed learning knowledge*

Morning Concurrent Session 4

12:30pm – 1:00pm

Room N318**Amy Hutchinson, Dr. Greg Yates***Perfectionism: An exploration of the relationship between parental goals and students' perfectionist tendencies*

In this study, a new scale measuring children's perfectionism 'Magill Almost Perfect Scale' was developed. This instrument was trialled upon 93 students in Years 6/7 (mean 11.8 yrs). Exploratory factor analysis identified three subscales: Concern over mistakes, Expectations of self, and Socially prescribed perfectionism. Gender differences were not significant. Children's perfectionist tendencies were not related to SHIP status. Concern over mistakes and Socially prescribed perfectionism correlated at a low level. Expectations of self was linked with survey measures of parental high standards, with this relationship stronger in fathers. Further, fathers expressed standards also predicted their children's Concern over mistakes.

Room N330**Dr Gregory Yates, Dr Harry Lyndon***Conceptual Mediation Program in Practice: Educational Outcomes from Two Sites*

We report on two studies in which high school students who had been exposed to the Conceptual Mediation Program (CMP) were compared to students who had not participated within the program. In the first study CMP students exhibited higher levels of school affect and learning strategy awareness than comparable students not in the program. In the second study based on Year 12 examination results, the CMP students outperformed both the school and state norms. Key Words: conceptual change, high school students, metacognition, prior knowledge, proactive interference.

Room N332A**Geoff Boyce***Multifaith Chaplaincies in a Pluralistic Society*

It is self-evident that in today's multinational, multi-lingual, multi-cultural society the recognition and respect of diversity is vital for social stability. However the experience of Flinders Multifaith Chaplaincy suggests that mere acknowledgement of diversity, "tolerance" and "respect" are insufficient for social health. The active building of mutual relationships is urgently needed. This paper explores developments within Flinders Multifaith Chaplaincy from "diversity" to "pluralism". It proposes a model and a charter for multifaith ministry. This approach poses challenges for both religious and secular self-interests.

Room N220B

Sirajuddin Tenri

Factors or conditions fostering or inhibiting organizational learning in a school

One of the characteristics of effective school in the 21st century will be the ability to enhance organizational learning capacity as part of the school culture and renewal strategy. The paper discusses the results of an inductive case study with data analysis using NVIVO 7.0 and explores the inhibiting and stimulating factors to learning and how these factors impacted on building the school as an Innovative Learning Organization.

The paper argues that identifying and minimizing the barriers to teacher learning as well as fostering conditions that might stimulate teacher learning are critical to building a school as a community of professional learners. School should therefore be built not only as a place for teachers to teach, but also for teachers to learn.

Room N315

Inara Gehling, Sherylee Dawe, Gaynor Quinn, Victoria Buchanan, Robyn O'Dea

Learner Wellbeing: Inquiry Minded Improvement

Wellbeing is central to learning and learning is central to wellbeing is the first principle of the new DECS Learner Wellbeing Framework for Birth to Year 12. Co-constructed with Districts and 52 education and care sites across the state, educators, using a rigorous inquiry approach, are supported by the Framework to reflect deeply on learner wellbeing as a component of a continuous improvement cycle. A culture of inquiry has facilitated the 2006 project sites to affirm existing good practice and highlight dimensions of wellbeing and domains of practice affected. Improvement strategies developed respond to specific local circumstances.

Room N317

Zheng Zhu

Gender Differences in Mathematical Problem Solving Patterns of School Students: A Review of the literature.

The review of literature found that the gender differences in mathematical problem solving patterns do exist although the gender differences in mathematical abilities are commonly agreed small and declining. Researchers looked into this issue from different angles and suggested different factors to explain the difference; which vary from the psychological, sociological to neuroscience perspectives. But there has been no systematical attempt in the literature to explain how these factors interact and combine to impact on gender differences in mathematical problem solving; especially explanations combined with evidence from neuroscience and endocrinology fields. All these require future research.

**SPECIAL RESEARCH STRAND****- "Keeping in Touch"**

Video Conference Research Presentations by Flinders University International Alumni

International Evening (Common Room)

7:00 pm

Sulaiman Mappiasse*Theological and Multicultural Attitudes of the Secondary Students in North Sulawesi Indonesia*

The study seeks to reveal the effect of religion and gender on theological perception and attitudes, religious collective identity and multicultural perception and attitudes of the secondary students in North Sulawesi. It is also intended to identify the nature of relationships between religion (Islam and Christianity), gender, theological perception and attitudes, religious collective identity and multicultural perception and attitudes. This study involved 315 students with 90 items. The data was analysed using PLS Path procedure. The results show that religion and gender have a significant effect on student theological perception. In addition, it shows that theological perception of students has a significant effect on the degree of religious collective identity they have. It is found that the degree of Christian student' theological perception is higher than those Muslim students. However, this higher degree does not make them to have higher degree of religious collective identity compared to Muslim students. Finally, only multicultural conception is found to have a significant effect on the students' multicultural attitudes. The study still needs further repetition because it is relatively new in the field of religious education in Indonesia.

7:30 pm

Machdalena Vianty*A Closer Look at the Students' Use of Metacognitive Reading Strategies in Bahasa Indonesia and English*

The aims of this study are to examine the students' use of metacognitive reading strategies. This involves the use of analytic and pragmatic reading strategies when reading in the two languages of English and Bahasa Indonesia. 101 students from the English Study Program within the Faculty of Teacher Training and Education of Sriwijaya University in Palembang, South Sumatera, Indonesia, completed the Metacognitive Reading Strategies questionnaire (MRSQ) both in English and in Bahasa Indonesia. The good values of indicators of internal consistency (the Cronbach alpha coefficient) shown by both the English and the Bahasa versions of the MRSQ. A paired sample t-test shows that some significant differences are found between the students' use of particular metacognitive reading strategies for reading in English and in Bahasa. On average, the students reported using some of the analytic reading strategies more frequently when reading in Bahasa. However, they used the pragmatic reading strategies more frequently when reading in English.

Morning Concurrent Session 1

11:00am – 11:30am

Room N105**Tan Bei Yu Joyce, Dr. Shirley Yates***Academic Self-Concept of Primary School Students with Learning Disabilities in Singapore*

Confucianism is generally understood as a secular system of ethics in Singapore. The Confucian Heritage Culture (CHC) emphasis on academic effort (AE) and academic confidence (AC) poses an interesting perspective on the academic self-concept of oneself. The purpose of this study was to investigate the relationship between academic self-concept (ASC) and academic achievement using a sample of mainstream primary school students with learning disabilities who are currently receiving special assistance at Student Learning Centres outside school hours. A previously constructed questionnaire based on CHC was administered and Rasch scaling was used to analyze the questionnaire, showing a support in the 2 subscales (AE & AC) of the ASC.

Room N108**Dr. Alan Barnes, Dr. Greg Yates***The relationships of digital dispositions, and of web site and book author recognition to academic performance of education students*

This paper describes a program of studies into digital dispositions of university students and their relationship with academic performance. The dispositions include computer anxiety, web confidence, as well as dispositions to value computer technologies, to use the web for information access or for recreation. Analysis of the studies presents a consistent structural relationship between these dispositions. The dispositions are further related to web site recognition and book author recognition and academic performance.

Room N220A**John P. Keeves, I Gusti Ngurah Darmawan***Issues in Language Learning*

This article considers the current debate in Australia into the learning of literacy. It considers not only the literacy levels attained by Australian students in comparison to these in other countries, as well as between Australian states, but also theories involved in school learning and the learning of language, with particular reference to the learning of a foreign language. The article also raises and discusses 12 issues that arise in language learning. In conclusion, it is noted that in many countries it is necessary for students to learn at least three languages, namely, the mother language, their national native language and an appropriate foreign language, that make heavy demands on the time available in the curriculum of the schools.

Morning Concurrent Session 4

12:30pm – 1:00pm

Room N105**Shirley M. Yates, John Izard***Rasch Analysis of the Pessimism Scale for Young Children*

Pessimism is a negative habit of thinking that is linked to depression and affects student motivation, classroom behaviour and achievement. While pessimism has been measured in older children with a written questionnaire, the interactive, computer-based multimedia Pessimism Scale for Young Children (PSYCh) (Yates & Hervey, 2004) was developed in response to a need for an effective method of detecting pessimism in younger children. The PSYCh was trialed with 419 students selected randomly from 10 South Australian primary schools. Rasch analysis with Quest affirmed the psychometric robustness of the PSYCh and demonstrated that pessimism can be measured effectively in young children.

Room N108**Iain Hay***Provincialising practices? – thinking postcolonially in a global virtual group*

This paper explores the place of the International Network for Learning and Teaching geography in higher education (INLT) in the production of geographical knowledges. INLT is a global virtual group that may unintentionally support educational and cultural colonization and confirm an intellectually limiting focus on Anglo-American and Australasian pedagogic practice. The paper steps beyond a recitation of problems associated with these arrangements to seek practical solutions to ensure that the exchange and cooperation INLT promises is just, symmetrical, and empowering; that it does not reproduce colonial relationships; and that it does not marginalize the work of geography-educators away from the Network's current core.

Room N220A**Katerin Berniz***A tension for Spanish teachers PD. "skills to carry out your job"... or continuing "personal cultural knowledge and attributes"...? A study of Spanish teachers' perceptions, needs and experiences and officials' views for PD*

This study was about Spanish teachers' views of their professional development (PD) needs and experiences. Officials responsible for designing Spanish specific PD were also interviewed. Sixteen teachers were randomly selected from private, public, country and metropolitan middle schools. Non-native and native Spanish speaking teachers formed the cohort. The findings of the study revealed that within-system weaknesses and individual-identified locus of control, were a barrier to Spanish teachers' PD and growth. Tensions exist between teachers and officials' expectations of PD. The findings suggest participatory strategic negotiations are required if both parties are to improve the quality of Spanish Teachers' PD and outcomes.

 Morning Concurrent Session 3 12:00noon – 12:30pm

Room N318

Megan A. Y. C. Kek, I Gusti Ngurah Darmawan, Yu Sui Chen

Family, self-efficacy, university and classroom learning environments, student learning and outcomes of private university students in Malaysia

The study examined relationships among students' individual characteristics, general self-efficacy, family context, university and classroom learning environments, curriculum, approaches to learning, and measures of students' academic achievement, self-directed learning readiness and mental health. Data were collected from 392 students attending a private medical university in Malaysia. The findings from the partial least square path (PLSPATH) analyses suggest that: (a) parental involvement continues to impact and influence student learning process, and related student outcomes, at the university level, and (b) a surface approach to learning is related to poor quality outcomes and a deep approach to learning is related to high quality outcomes.

Room N330

Gregory J. P. Carey

Game2WORK - supporting those with intellectual disabilities become game to work

Everyone taking part in work experience or joining the workforce for the first time experience some difficulties because they do not understand the social culture of the site and the individual relationships involved. Those with an intellectual disability may experience even greater difficulties in the workplace. This may be attributable to an impaired ability to analyse the social situation and choose a behaviour that is appropriate to that setting (Goldsworthy, Barab, & Goldsworthy, 2000). "Lack of social competence often poses a major obstacle to successful employment and independent living for individuals with mental retardation (sic)"(Black & Langone, 1997, p. 214), The study examines the factors that build an individual's ability to learn the skills, knowledge and insights necessary to maintain employment, and become "game to work".

Room N332A

Dr Pam Bartholomaeus

School newsletters: Signs of the partnership between schools and parents

Effective and inclusive education requires a good relationship between the school and parents. A representation of this relationship is found in the school newsletter, a publication that is sent home with students, usually at regular intervals. These texts convey the beliefs, values and assumptions of the writers about the nature and role of schools, and the roles made available to parents as part of the partnership in the education of their children. What can we make of these 'texts'? This paper will present analysis of a sample of newsletters from South Australian schools.

 Morning Concurrent Session 1 11:00am – 11:30am

Room N220B

Elizabeth Kaloki

The impact of HIV/AIDS on teacher management policies in Kenya and the proposed changes

The 235,000 teachers form a critical workforce in Kenya that costs the ministry of education 71 percent of its recurrent budget Like many other Sub Saharan African countries; they are a valuable investment in the country. The teacher attrition resulting from Aids accounts for 1.8% in the current decade with the cost associated with covering HIV and AIDS related deaths and absenteeism amongst teachers amounting to 1 billion US dollars. This calls a sector specific policy tailored from the Education sector policy on HIV/AIDS that will review the existing policies which encourage HIV infections and the formulation of policies that can mitigate the impact of AIDS.

Room N315

Deborah Green, Murray Oswald and Barbara Spears

Resilience or Competence: Teachers' misconceptions

This study aimed to extend previous studies into resilience, by identifying the roles that teachers played in fostering resilience (N=57: females n=43; and males n=14). A quantitative scale was administered to teachers in South Australia's Catholic education sector to determine the extent to which they were involved in fostering resilience. A qualitative questionnaire followed which determined teachers' understanding of this phenomenon. The latter results suggested that teachers may be able to readily describe those circumstances which place any child 'at risk' (e.g. poverty) but they failed to recognise that those children identified as resilient also experienced circumstances in which they are potentially 'at risk'. Instead, teachers appeared to be describing some children as 'resilient' on the basis of displaying competence in coping generally but not because of experiencing 'at risk' life circumstances. This paper argues that teachers may be confusing the profile of a competent student: one who does not have 'at-risk' circumstances, with that of a resilient child, who also manages competently but must have 'at risk' circumstances in their lives.

Room N317

Chris Dawson

Science, technology and society: the case of full face transplantation

Despite strong encouragement from a range of academic sources, the evidence is that science curricula, and science teachers, pay little more than lip service to the relationships between scientific knowledge and its uses, or abuses. In this paper I will look at some of the reasons for this, and illustrate the difficulties by reference to the recently granted permission for a UK doctor to undertake full facial transplants.

Morning Concurrent Session 1

11:00am – 11:30am

Room N318**Suzanne Mitchell, David Williams***Moving up with the class: an exploration of South Australian Primary School teachers' perceptions of 'looping'*

Looping is an administrative practice in which classroom teachers remain with the same group of students for longer than one year by progressing to the next year or grade level with them. The group usually retains their relationship for two successive years. However, in some settings it might operate for a longer period. While this approach appears to have gained acceptance and impetus in several countries, it is not widely evident in Australian mainstream schools. In this small-scale qualitative study structured interviews were conducted with teachers in selected Adelaide metropolitan schools to investigate their awareness and perceptions of the practice of looping. Emerging themes in the findings reflect some of the key literature propositions, in being related predominantly to relationships, learning and classroom management. The findings are discussed in terms of their implications for students and teachers. Possible subsequent research directions are explored in order to further inform educators about the teaching and learning benefits ensuing from looping as an administrative practice.

Room N330**Tracy Ong***Understanding the informational needs of parents of children with Auditory Processing Disorders (APD)*

The study investigated parents' perceptions of auditory processing disorder (APD), and their perceived informational needs. An information booklet on APD was developed as an instrument to provide and investigate the applicability of Gowen, Christy and Sparling's (1993) identified eight categories of informational needs to parents of children with APD. Fourteen pairs of parents, with at least one child assessed with APD, participated in the study. A self-completed questionnaire, accompanying the APD information booklet, investigated the parents' perceived informational needs, and possible differences between mothers and fathers' needs. The findings supported the applicability of Gowen et al.'s categories of informational needs for these parents; although mothers and fathers focused on different aspects. The uniqueness and complexity of APD however generated additional APD specific informational needs such as its prognosis, co-morbidity with other learning disabilities and alternative treatments.

Room N332A**Larry Owens***"Druggies" and "Barbie Dolls." Teenage girls' constructions of popularity or social power.*

What is it that characterizes popularity among teenage girls? In order to explore teenage girls' subjective understandings and experiences of popularity, a sort procedure supported by semi-structured interviews were employed individually and in groups in two schools of diverse socio-economic backgrounds. Q factor analyses were conducted, revealing one dominant factor which the girls labelled as "barbie dolls." This type of popular girl was perceived as being attractive to boys, having lots of friends, being pretty, sociable, and fashionable. A second factor was characterized by being friendly and well liked and a third factor was described as "druggie" or "scary popular."

Morning Concurrent Session 3

12:00noon – 12:30pm

Room N220B**Marion Shields***"Can I last the Distance? – Stress and School Leadership"*

This study investigated stress and coping amongst Principals of a national Christian, independent school system. Using an approach combining questionnaires and in-depth interviews, school principals' stressors and their reactions to these stressors were examined. The study also explored the coping strategies they used to reduce or manage their stress. 47 Principals participated revealing a preference for using stress managers (a secondary approach), rather than stress reducers (a primary approach). Suggestions were made that could assist beginning and experienced principals to reduce the effects of particular stressors. Recommendations for professional development and systemic reforms were made to reduce address work-related stress.

Room N315**Carolyn Gregoric, Assoc Professor Larry Owens***Effective community partnership activities in schools: A synthesis of the literature*

Increasingly schools and teachers are partnering with their communities to support students. Schools are partnering with an array of organisations across a broad spectrum of activities. Working with the community can provide additional assistance to enhance students' learning and wellbeing beyond that which schools could accomplish independently. However, in reality working in partnership can be difficult. Whilst offering a range of opportunities, potential challenges and constraints exist. By examining a range of previous studies, strategies for the successful formation, development and implementation of school-community partnerships will be suggested.

Room N317**Shaileigh Page***A theoretical curricula comparison – an investigation into SACSA and PYP Mathematics*

Results of a document analysis and three focus groups indicated that mathematics in the Primary Years Program and the South Australian Curriculum Standards and Accountably Framework has many similarities. Some major differences however, were the focus on equity in the documents and the models of assessment. Document analysis and focus groups of expert teachers were used to compare and contrast the two curricula. The curricula were examined according to the teacher's role, student learning and pedagogy. Common themes of life-long learning, citizenship and assessment emerged as important foci for curricula comparison. All participants found the process of engaging with the curriculum very helpful in their pedagogical development as teachers and professionals. As Print 1993 states knowledge of the curriculum is "central to...the professional teacher" (p.1)

Morning Concurrent Session 3 12:00noon – 12:30pm

Room N105

Sabry M. Abd-El-Fattah

Is the Aggression Questionnaire Bias Free? A Rasch Analysis

The present study is reported on an adapted Arabic version of the Buss and Berry Aggression Questionnaire (AQ) using a sample of 450 Egyptian high school students. The AQ consisted of 29 items. An exploratory factor analysis retained four factors: physical aggression (9 items), anger (7 items), verbal aggression (5 items), and hostility (8 items). A confirmatory factor analysis replicated the same findings. The AQ fitted the Rasch model and was found to be gender bias free. Implications of these findings for measuring adolescents' aggression were discussed.

Room N108

Carmel Maio-Taddeo

Can the design and content of school websites be used as indicators of ICT Leadership and ICT integration?

As schools continue to invest resources into the integration of Information Communication Technologies (ICTs), many are also utilizing the Internet as a medium for promoting and marketing their facilities and educational programs to prospective families. Tailored and personalised school websites provide a wide range of information for members of the school community and for any interested members of the public. As a preliminary stage of a larger scale research project, guidelines and evaluation criteria have been formulated to determine if website content and design can be used as an indicator of either novice or expert ICT leadership within a school, and in addition if it reflects the level of ICT integration.

Room N220A

Lihui Wang

Maximizing Learners' Potentiality by Catering Teaching for Learning Styles

In this study, a learning styles inventory was administered to 152 students who are various non-English majors in a Chinese University. Descriptive statistics identify that learners do vary in their preference for particular learning styles and a great variety of learning style preferences distributed unevenly among the sample population with visual, active and global learning styles being the most widely preferred dimensions. Results have implications for EFL teachers that it is important to be aware of learners' varied learning needs and to respond flexibly by employing a broad range of teaching techniques to better reach students of different learning preferences.

Morning Concurrent Session 2 11:30am – 12:00 noon

Room N105

Dr Ian Blackman, Ms Margaret Hall, Dr I Gusti Ngurah Darmawan

Undergraduate Nurse Variables that Predict Academic Achievement and Clinical Competence in Nursing

A hypothetical model was formulated to explore factors that influenced academic and clinical achievement for undergraduate nursing students. Sixteen latent variables were considered including the students' background including, gender, type of first language used, age their previous successes with their undergraduate nursing studies and status given for previous studies. The academic and clinical achievement of 179 undergraduate nursing students were estimated by measuring their performance using two separate assessment parameters, their completing grade point average scores and outcomes of their final clinical assessment. Models identifying pathways leading to academic and clinical achievement were tested using Partial Least Square Analysis (PLSPATH). The study's results suggest that undergraduate nursing student achievement can be predicted by four variables, which accounts for 72 per cent of the variance of scores that assess academic and clinical performance at the completion of the third year level of nursing studies. The most significant predictors and those which had direct influence on undergraduate nursing student achievement were: (a) grades achieved in topics undertaken at the beginning of their last year of study and those achieved just prior to course completion (b) where the undergraduate nursing students had undertaken their final allocation for clinical experience and (c) students' self rated need for clinical supervision at course completion. Measures of performance according the grade point average scores, student gender, age and type of first language used were not related to the performance outcomes.

Room N108

Dr. Ruth Geer, Dr. Alan Barnes

Cognitive concomitants of whiteboard use and their relevance to developing effective pedagogies

This paper develops a model of the cognitive concomitants of students' use of interactive whiteboard technologies. While white boards are shared spaces, it is important for educators to recognise individual cognitive outcomes of the interactions. Through extending an existing model of cognitive concomitants in shared discussion spaces, this paper outlines an approach to the analysis of white board interactions that can provide insights into the cognitive processing occurring. Notions of imprinting and media stickiness, drawn from research into online interactive behaviours, can inform the development of effective pedagogies for interactive whiteboard use.

Room N220A

Ms. Sutida Ngonkum

Issues and Challenges in Teaching English Listening and Speaking at Tertiary Level in Thailand

Teaching and learning paradigm shift has introduced innovations to second language (L2) classrooms with regards to teaching pedagogies. This survey explores the current instructions in the course of English listening and speaking at four designated Thai universities. The survey also investigates instructors' and learners' perceptions of the effectiveness of the current teaching pedagogies in Thai English teaching contexts. A qualitative and quantitative analysis of the data generated through the survey shows issues concerning the lack of appropriate instruction in learning strategies and the need of collaborative learning activities in English teaching at Tertiary level in Thailand.

 Morning Concurrent Session 2 11:30am – 12:00 noon

Room N220B**Monica Maluan**

Developing and sustaining a culture of change in Technical, Vocational Education and Training (TVET) in Papua New Guinea

Organizations are open systems, which are influenced by the environments and thus effecting to cause the changes. Changes in the organizations are good and healthy for its growth and survival. The way in which an organisation is transformed, and how that transformation is managed, depends almost exclusively on the style of leadership and the culture of the organisation. Sustaining a culture of change requires continuous improvement, effort and investment. How can good leadership in developing and sustaining an appropriate culture of change help achieve successful organisational transformation in TVET in PNG?

Room N315**Patrick J. Lees, Pat Grant**

An Exploration of Reception Teachers' Attitudes and Practices around the South Australian School Entry Assessment Policy

In order to plan to meet the diverse needs of beginning students, teachers must make assessments of each child's competencies, styles and preferences. The School Entry Assessment Policy and the Learner Record document have been designed to streamline and facilitate thorough and accurate assessments, and to help ensure each child has a successful transition and acclimatisation to public schooling in South Australia. This study found that none of the schools involved had implemented the School Entry Assessment Policy completely, and some were not using Learner Records at all. The study also found that having a positive attitude towards a policy does not necessarily translate into a successful policy implementation.

Room N317**Kate Inglis, Dr. Carol Aldous**

Factors associated with students selecting to study HESS General Biology at Year 12 level and how they affect motivation and achievement

Current research establishes that students are no longer electing a course of study in science in Year 12. Why? This research identifies some factors important to student motivation and achievement in Year 12 HESS General Biology. Data collected from 201 current Year 12 HESS General Biology students from a cross section of South Australian Schools, a model of Achievement in Year 12 Biology. The model was tested using Partial Least Square (PLS) Path Analysis. The model identifies a significant relationship between gender, school type, parental education, parenting style and teachers' supervisory style on motivation and parental education, previous high achievement and motivation on achievement in Year 12 HESS General Biology. It is hoped that the findings of this study may be used to develop strategies to encourage student participation in science and inform teachers, students and parents of ways to increase student motivation and achievement.

 Morning Concurrent Session 2 11:30am – 12:00 noon

Room N318**Helen Askell-Williams, Michael J. Lawson**

"I got information off the net and then copied it - didn't copy it word for word, but mixed it up a bit." Year 8 students' cognitive, metacognitive and motivational knowledge about learning during an Independent Investigation

This paper reports results from questionnaires and interviews about learning with a class of Year 8 students undertaking an Independent Investigation as part of the International Baccalaureate Middle Years Program. Descriptive statistics show that students' were positive about their self-regulatory knowledge and skills. Thematic analysis using N6 shows that students' knowledge about personal interest, planning and organising, and asking questions, were well represented. Other themes were less well represented, such as metacognitive monitoring. Students focussed upon the collection and presentation of gathered information, but many students did not appear to engage in elaborative thinking that allowed them to "go beyond the information given."

Room N330**Lesley Henderson**

Multi-level classes for gifted students

Are gifted students better off in the regular classroom, or grouped with like-minded peers? This paper will examine some of the key issues with respect to selective multi-age classes for gifted students in the light of one school's example.

Room N332A**Samantha Schulz**

Inside the 'contract zone': white tourist teachers in the Anangu Pitjantjatjara Yankunytjatjara Lands

The term 'tourist teaching' is used to describe the dimensions through which white – or tourist – teachers in non-white settings are implicated in the preservation and reproduction of white race privileges, both material and discursive. This paper seeks to examine 'tourist teaching' in a remote South Australian Indigenous school, via an autoethnographic exploration of my own experiences as a 'two year tourist' (Hickling-Hudson & Ahlquist, 2003, 2004). To capture 'tourist teaching', I interrogate notions of 'the tourist' and of the 'contract'; that is, the identity of the white teacher, and the social, cultural, ideological and political terrain through which s/he operates. I posit that critical analysis of the "white tourist" against the socio-political 'contract' through which they operate, may reveal much about whiteness and white teachers; namely, how the white teacher is constructed to reproduce white race privilege, and more importantly, how the role of the white teacher may be harnessed as a site for resisting reproductions of whiteness. In this paper I use autoethnography to 'return the gaze' placing my Self and my structural and cultural context under scrutiny. I use critical whiteness theory to inform investigations, to shape the narrative process, and to illumine some of the problems of self-reflexivity on the part of the white subject. I argue that when exploring whiteness and white teachers in non-white settings, autoethnography combined with critical whiteness theory may be harnessed more vigorously as one of the many tools for negotiating critical pedagogy.