Doctoral and Postgraduate Symposium
2017

SATURDAY 14 OCTOBER 2017

THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

EDUCATION AND SOCIAL WORK

Doctoral and Postgraduate Symposium 2017
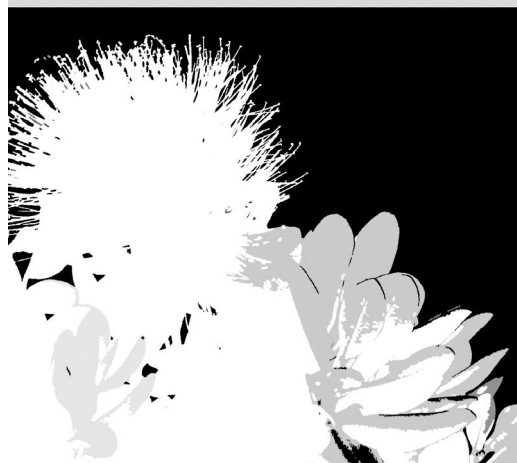
Tēnā koe, Talofa lava, Malo e lelei, Fakaalofa lahi atu, Kia orana, Bula, Warm greetings to you.

Welcome to the Faculty of Education and Social Work Doctoral and Postgraduate Symposium 2017.

A fantastic response from students to the call for abstracts has resulted in the exciting variety represented in today's programme. A performance option joins the oral presentations and posters and we hope this will grow in subsequent symposia.

Our 2017 theme is "Being Visible" - a goal of the Epsom Postgraduate Students' Association this year – and today we celebrate and support our student researchers and congratulate them for being visible. Many are adding to that visibility by chairing sessions and giving written comment on one another's presentations. Today's guest speakers and panellists will also embrace and expand on this theme, helping us answer "How can we be more visible and effective beyond our immediate communities?"

Supporting today's success are others less visible: the supervisors who have shared knowledge, skill and encouragement, nurturing students' research endeavours and abstract writing; teams from Faculty schools who have reviewed and re-reviewed abstracts; and the committee that has put together the programme for today. Without you all we would not have a Symposium.

The work you will hear about today is diverse. Diverse because it represents students who are just embarking on research work at Masters level through to those at the final finessing stage of a Doctoral thesis – and diverse in the breadth of subjects representing the wide range of passions within our Faculty. Yet, underlying each is a desire to contribute to the lives of individuals and communities, whether here in New Zealand or further afield, to enable them to be rewarding, enriched, successful and just downright better. Can there be a more worthwhile endeavour?

Have a wonderful day. Thank you for encouraging and supporting our presenters. Thank you all for being visible.

Dr Judine Ladbrook (Chair)
Leigh Beever
Dr Alistair Kwan
Dr Maureen Legge
Helen Pengelly
Dr Darren Powell
Associate Professor Richard Pringle
Elba Ramirez

Doctoral and Postgraduate Symposium 2017 - Being Visible

Saturday 14 October, 9am – 4pm

Time	Event	Venue
8:30 – 8:50	Registration	Music Auditorium Foyer
9:00 – 9:20	Whakatau: **Mr Katene Paenga**	J1
	Welcome: **Dr Jan Cronin**, Deputy Dean of Graduate Studies Overview: **Dr Judine Ladbrook**, Symposium Chair	
9:20 – 9:50	Keynote: **Dr Mohamed Alansari**	

	Session One Presentations	**Venue**
10:00 – 11:00	Chair: **Robin Lane**; Commentator: **Dillon Landi** · **Tepora Pukepuke**: Longing to belong – a student-led pōwhiri - **Pg7** · **Raima Hippolite**: The cost of/to Kaupapa Māori in the social services sector - **Pg7** · **Carolina Castro**: Teachers' preparation for sustainable peace-building education in post-conflict Colombia - **Pg7**	N536
	Chair: **Trang Nguyen**; Commentator: **Elba Ramirez** · **Amanda White**: Talking matters but who is listening? Beliefs, expectations and interactions of adult caregivers with infants and toddlers during story time - **Pg7** · **Daniel Lovatt**: Refining and enriching children's working theories: A trialogical approach - **Pg8** · **Mina Badiei**: Examination of toddlers' agency in ECE settings through video-based methodologies - **Pg8**	N537
	Chair: **Ripi Kaur**; Commentator: **And Pasley** · **Jean Allen**: Disruptive and decolonising? Subordinate youth practices in health education - **Pg8** · **Sharlene Tornquist**: Self-study: Assumptions and beliefs in the use of the whole school anti-bullying programme, Kia Kaha - **Pg8** · **Toni Ingram**: Becoming school ball-girl: Entanglements that matter - **Pg9**	N414
	Chair: **Wendy Xiong**; Commentator: **Yao Zhu** · **Abdul Arif**: Pre-service teacher professional learning through practitioner research - **Pg9** · **Grace Jensen**: Said and unsaid: Feedback to under-performing pre-service teachers - **Pg9** · **Jiani Yun**: Are you ready? An investigation into pre-service teachers' conceptions of assessment - **Pg9**	N514
	Chair: **Ana Sharpe**; Commentator: **Tatum Adiningrum** · **Lu Zhang**: From conception to performance: A study of Chinese English-as-a-Foreign-Language (EFL) students' conceptions and deployment of authorial stance in English academic writing - **Pg9** · **Moira Newton**: The relationship between metalinguistic awareness and children's writing - **Pg10** · **Yingmin Wang**: "The unheard voices of children": A study of young children's revision in writing - **Pg10**	N516
	Chair: **Liyun (Wendy) Choo**; Commentator: **Lucen Liu** · **Steven Turnbull**: The leaky pipe dream? A study of gender differences in undergraduate physics - **Pg10** · **Svetlana Kostrykina**: Unpacking internationalisation of higher education: Knowledge economy perspective - **Pg10** · **Tania Fu**: The evolution of education for citizenship: From the 1996 Delors Report to the 2030 Agenda for Education (SDG4) - **Pg11**	N551
	Chair: **Shi Shu**; Commentator: **Gail Ledger** · **Lingling Guan**: A comparative study of tertiary teachers' pedagogical principles and practices related to task-based language teaching in New Zealand and China - **Pg11** · **Xiaoming Wu**: Validation of Assessment for Learning (AfL) Strategy Questionnaire for tertiary-level EFL learners - **Pg11** · **Lori (Xingzhen) Gao**: Teacher cognition and practice in English-as-a-foreign-language (EFL) classroom instruction at the tertiary level in China: A case study - **Pg11**	N561
	Chair: **Sailong Hu**; Commentator: **Naomi Rosedale** · **Hana Turner**: Do high achieving students perceive they need a positive relationship with their teachers, and to be engaged with school, in order to achieve in NCEA? - **Pg12** · **Glenys Daniell**: Dead ends and doorways: Attainment and equity in upper secondary school qualifications pathways - **Pg12** · **Siaosi Vaili**: Relations between year 12 & 13 Pasifika boys' self-efficacy and achievement in physical education - **Pg12**	N613
	Chair: **Bo Zhou**; Commentator: **Annaline Flint** · **Jacinta Loto**: To Read is to understand: Literacy approaches exemplary teachers use to teach Pasifika learners - **Pg12** · **Sonia Fonua**: How Indigenous Knowledge and values can be embedded into a mainstream institution: Learnings from successful Tongan science learners - **Pg13** · **Cristopher Lynch**: Pedagogic identities and Māori educational underachievement - **Pg13**	N632
	Chair: **Sari Karmina**; Commentator: **Pam Perger** · **Yujiao Qiao**: Making connections between scientific literacy and socioscientific issues: Chinese science education community's view - **Pg13** · **Teresinha Soares**: How scientific literacy is perceived and interpreted in Timor Leste science education - **Pg13** · **Rajesh Ram**: Why biosecurity matters: students' knowledge of biosecurity and implications for future engagement with biosecurity initiatives - **Pg14**	N636
11.00-11.25	Morning tea	Music Auditorium

Doctoral and Postgraduate Symposium 2017 - Being Visible

Saturday 14 October, 9am – 4pm

Time	Event	Venue
	Panel: Being Media Visible	
11.30-12.15	Panel: Being Media Visible Moderator: **Associate Professor Barbara Grant** Panel members: **Professor Toni Bruce, Dr Darren Powell, Dr Siouxsie Wiles**	J1
	Session Two Presentations	**Venue**
	Chair: **Robin Lane**; Commentator: **And Pasley** • **Xue Yuan:** Learning to teach with technology: Traversing the initial teacher education landscape **- Pg14** • **Jiansheng Cui:** Affordances and constraints of teaching in a Bring-Your-Own-Device (BYOD) environment **- Pg14** • **Naomi Rosedale:** Student-created Digital Learning Object (DLO): A corpus-based analysis of learning in 1:1 digital initiatives **- Pg14**	N536
	Chair: **Trang Nguyen**; Commentator: **Yao Zhu** • **Razlina Razali:** Qualitative case study research: My experience as a novice in the field **- Pg15** • **Imdad Ullah Khan:** In dialogue with 'heselves': A dialogic exploration of the language-identity nexus in English as a Foreign Language (EFL) classrooms **- Pg15** • **Mohammad Taqi Amini:** Contextual academic development through the lens of practice theory **- Pg15**	N537
	Chair: **Ripi Kaur**; Commentator: **Dillon Landi** • **Neera Jain:** Being the change: Disabled medical students navigating stigma through action **- Pg15** • **Michelle Egan-Bitran:** New Zealand faith leaders' perspectives on what helps and what hinders their faith in developing responses to intimate partner violence and child abuse and neglect **- Pg16** • **Christine Harrison-Fletcher:** Welfare guardians for unbefriended adults in Aotearoa **- Pg16**	N514
	Chair: **Wendy Xiong**; Commentator: **Tatum Adiningrum** • **Ruijie Xu:** The role of dramatic play in the lives of multicultural young children in Aotearoa New Zealand: A study of creativity and cultural diversity **- Pg16** • **Niroshami Rajapaksha:** Children's agency in learning in early childhood education **- Pg16** • **Pham Minh Hoa:** Young Vietnamese children's identity construction through telling personal stories in Vietnam and New Zealand early childhood contexts **- Pg16**	N516
12.20-1.20	Chair: **Ana Sharpe**; Commentator: **Lucen Liu** • **Anne Koh:** Learning to live: Older Korean migrants' life-long learning experience in New Zealand **- Pg17** • **Ladan Hashemi:** Iranian migration profiles in Australia and New Zealand: A comparative study **- Pg17** • **Poulamee Guha:** Diaspora of disaffection: Gender role reproduction among global Indian middle class female trailing spouses **- Pg17**	N551
	Chair: **Svetlana Kostrykina**; Commentator: **Gail Ledger** • **Tian Yang:** Understanding the implementation of information and communication technologies in Chinese early childhood education settings **- Pg17** • **Shi Shu:** A background study: The details and characteristics of the Academic Integrity MOOC and its learners **- Pg18** • **Sailong Hu:** Exploring factors affecting academic faculty's adoption of emerging mobile technologies: An extended UTAUT perspective **- Pg18**	N561
	Chair: **Jean Allen**; Commentator: **Annaline Flint** • **Sari Karmina:** Espoused and enacted teachers' beliefs and knowledge about cooperative learning: A multi-case study of Indonesian junior secondary school teachers **- Pg18** • **Junita Duwi Purwandari:** How oral feedback supports and furthers students' English language learning: Formulating the research questions **- Pg18** • **Elba Ramirez:** What language teachers think they do and what they actually do regarding intercultural language teaching: A study in Aotearoa New Zealand **- Pg18**	N613
	Chair: **Bo Zhou**; Commentator: **Glenys Daniell** • **Pamela Perger:** Year 7/8 students' assessment of self-regulation strategies for learning mathematics **- Pg19** • **Aaron Peeters:** Taking the risk out of learning: Learning from mistakes **- Pg19** • **Alistair Munro:** Speaking up for greater confidence: Reducing communication apprehension in secondary school students **- Pg19**	N632
	Chair: **Daniel Lovatt**; Commentator: **Penny Lin** • **Lisa Dyson:** Realist interviews for making causal claims **- Pg19** • **Pennie Togiatama-Otto:** Birthing the Lili: An indigenous autoethnographic methodology from Niue **- Pg20** • **Liyun (Wendy) Choo:** The value of critical realism for researching citizenship **- Pg20**	N636
1.20-1.55	Lunch	Music Auditorium

Doctoral and Postgraduate Symposium 2017 - Being Visible

Saturday 14 October, 9am – 4pm

Time	Event	Venue
	Poster viewing and opportunity to discuss with the researcher	
1.35-1.55	· **Lifeng Hao:** The roles of beliefs for both teachers and students in the expectation effects process · **Jennis Pascoe:** 21st Century learning environments: a case study of American educators pedagogical practice · **Nosheen Shahzadi:** Print-based and new literacies: Do they exist in secondary science? · **Ana Sharpe:** Chameleons at the gate: The integration experiences of refugee girls · **Yue You:** Native and non-native CFL teachers in Chinese language education at New Zealand secondary schools	Music Auditorium
	Session Three Presentations	**Venue**
	Chair: **Robin Lane**; Commentator: **Glenys Daniell** · **Gustavo Vanegas-Fernandez:** A critical realistic approach to universities' decision-making in quality enhancement: A case study of the University of Auckland **- Pg20** · **Lan Anh Thi Nguyen:** Improving the effectiveness of teacher evaluation at tertiary level **- Pg20** · **Daniel Couch:** Planning strategically for the 'non-economic dividends' of higher education in Afghanistan **- Pg20**	N356
	Chair: **Trang Nguyen**; Commentator: **Elba Ramirez** · **Penny Lin:** My expanded idea of a/r/tography – reflecting on the contemporary art theories **- Pg21** · **And Pasley:** (Re)defining the gender apparatus: Implications for research methodologies in education **- Pg21** · **Etsuko Sakairi:** In their own words: Sexuality of people with disability **- Pg21**	N357
	Chair: **Ripi Kaur**; Commentator: **Dillon Landi** · **Marjorie Balay-As:** Disaster risk reduction and responding to development aggression **- Pg21** · **Sheraz Akhtar:** Urban refugees' educational experiences in developing countries **- Pg21** · **Natalie Thorburn:** Hearing between the lines: Giving the trafficked victim voice in New Zealand discourses of violence **- Pg22**	N414
	Chair: **Wendy Xiong**; Commentator: **Pam Perger** · **Li Fang:** A narrative inquiry of beginning teachers' meaning-making of their work as a teacher **- Pg22** · **Annaline Flint:** Teacher beliefs, teacher characteristics and school context factors: Are they interrelated and do they predict student achievement? **- Pg22** · **Kiri Gould:** Early childhood teachers' professional identities **- Pg22**	N514
2.00-3.00	Chair: **Wendy Choo**; Commentator: **Sari Carmina** · **Rebecca Mackintosh:** Are we all in this together? **- Pg22** · **Kirsten Sharman:** Infant directed singing and language development **- Pg23** · **Bo Zhou:** The contribution of Activity Theory in understanding Xiaolong's literacy experiences in and across home-kindergarten settings in Aotearoa New Zealand **- Pg23**	N516
	Chair: **Ana Sharpe**; Commentator: **Naomi Rosedale** · **Helen Pritchard:** The nature of an art-full education **- Pg23** · **Simon Dennan:** Performance (20 Mins): Come, let's chant down Babylon **- Pg23**	N551
	Chair: **Shi Shu**; Commentator: **Lucen Liu** · **Hui Lin:** An exploration of New Zealand special educational needs co-ordinators' (SENCos) teacher identities **- Pg24** · **Hailey Chan:** Conceptualising early childhood teachers' professional identity **- Pg24** · **Tatum Adiningrum:** Different group, different teachers? Assessing part-time and full-time academics' identity and teaching practices in Indonesia **- Pg24**	N613
	Chair: **Niroshami Rajapaksha**; Commentator: **Lisa Dyson** · **Gail Ledger:** Foundation students, mind-maps and the identification of self-regulated learning factors **- Pg24** · **Mina Rezaei:** Challenges of research in Self-Regulated Learning (SRL) among younger learners **- Pg24** · **Xiao Wang:** A study of Chinese junior secondary school students' SRL, motivation, and English reading achievement **- Pg25**	N632
	Chair: **Sailong Hu**; Commentator: **Daniel Lovatt** · **Maria Eugenia Guapacha:** Computer versus paper-based foreign language writing: How does the writing medium affect EFL writers' performance and perceptions, text quality and raters' rating? **- Pg25** · **Zhiqing Xu:** Sustained peer response on English as a Foreign Language (EFL) learners' writing performance **- Pg25** · **Ting Xu:** The effects of writing anxiety and task complexity on Chinese English-as-a-Foreign-Language students' argumentative writing **- Pg25**	N636
3.05-3.35	Being Visible in Your Own Backyard Chair: **Mrs Svetlana Kostrykina** Guest speaker: **Professor Peter O'Connor**	J1
3.35-4.00	Poroporoaki **Dr Maureen Legge with Dr Mohamed Alansari and Ms Elba Ramirez**	J1

Abstracts

Poster Presentations:

Lifeng Hao: The roles of beliefs for both teachers and students in the expectation effects process

In the teacher expectation field, the roles of teachers' and students' demographic characteristics have been frequently investigated. Little is known about how the teachers' and students' psychological characteristics work in the expectation process. A cross-sectional study was conducted to investigate the possible roles played by both teachers' and students' beliefs in the expectation effects process. The mediating effects of teacher expectations on the relationship between teachers' beliefs (teacher efficacy, teacher passion for teaching, and teacher work engagement) and students' academic performance, and the moderating effects of students' dominant type of self-esteem (dependent / independent self-esteem) on the relationship between teacher expectations and students' academic outcomes will be explored using SEM. Participants were 1,828 high school students and their 145 teachers, from two high schools located in the south-west of China. Data collection and entry are currently being undertaken. Preliminary results will be presented.

Jennis Pascoe: 21st Century learning environments: A case study of American educators' pedagogical practice

Learning environments are a vital pedagogical strategy. New Zealand's primary and secondary school learning facilities and curriculum delivery are undergoing grand reform, due to technological advances and their impact on society, resulting in 21st century learning spaces that are flexible, modern and innovative. There is limited evidence to propose the positive or negative effects of these learning environments will have on the current generation of New Zealand students. Nor are there effective pedagogical strategies in place for New Zealand educators transitioning into the new learning environments. Thus, the lacuna creates an unspoken solitary anxiety as classroom educators are expected to abruptly adjust and rethink how to be effective 21st century teachers. This case study of two American schools highlights the prototypical approaches classroom educators apply within their learning environments, demonstrating the significance of architectural layout and importance of human connection within current learning settings. The schools were selected for their outstanding academic results and the socio-cultural stigmatisation the students face when living in the third most dangerous city in America (Fisher, 2015).

Nosheen Shahzadi: Print-based and new literacies: Do they exist in secondary science?

It is frequently argued that the emergence of new technologies and changed patterns of communication have influenced how 'digital natives' make meanings and convey their understanding. Moreover, print-centred literacy practices often ignore the role of semiotic resources other than language for communicating and representing knowledge (Lankshear & Knobel, 2003; Lewis, 2016). This makes it difficult to prepare students who need competence for being scientifically literate, and abilities for future workplaces. In light of this, this poster explores the idea by highlighting literature that propose conventional literacy practices should be adapted to include digital and multimodal means to communicate and represent text. In New Zealand, there is little literature that describes the types and qualities of literacy practices in science classrooms. This study explores the vital features of language and literacy activities in secondary science. Ethnographic case study will be used to collect data from Year 9 and Year 11 Science. The work in progress is based on the claim that the language and literacy activities of reading, writing, and talking using print and digital means serve as tools in meaning making and developing scientific literacy.

Ana Sharpe: Chameleons at the gate – The integration experiences of refugee girls

The migration of peoples is by no means a new phenomenon, but the recent influx of refugees in the wake of war and environmental degradation has given a particular urgency to the question 'How do people integrate into a new society?' If people do not integrate into their new society, the social and economic costs to everyone can be considerable. The issue of integration raises particular questions when the people concerned come from very different societies to those of their host country, and this is especially so when considering the situation of adolescent girls.

This study originated as a pilot project considering the experiences of adolescent refugee girls as they negotiate adolescence in Aotearoa New Zealand. The study was a qualitative investigation so that participants could discuss their experience in their own words. It was hoped that information gained would assist an integration programme for adolescents at Mangere Refugee Resettlement Centre and the work of school guidance counsellors. Questions considered in this study included:

1. How do adolescent girls themselves frame or define 'integration'?
2. How do adolescent girls negotiate the process?
3. What factors enhance or inhibit integration for adolescent girls?

The findings of this study were unexpected in two ways:

- Participants spoke of using a 'smorgasbording' process of integration.
- The use of the internet and blogs as a means of developing identity.

The protection and dangers of using these means were considered. Issues concerning capturing the experience of those who have not integrated were also assessed.

Yue You: Native and non-native CFL teachers in Chinese language education at New Zealand secondary schools

The insufficient qualified Chinese language teacher population is a big concern in the field of Chinese as a Foreign Language (CFL). A review of the literature reveals that there is little research on how the Chinese language is taught by both native Chinese speaking teachers and their non-native counterparts. This study investigates issues related to native and non-native Chinese speaking teachers in the context of New Zealand secondary schools. More specifically, the present study seeks to explore teachers' and students' perceptions of the roles of native and non-native teachers and examine the pedagogic practices of these two groups of CFL teachers in their Chinese-language classrooms, and so discuss the most important common elements of effective teaching methodologies in teaching Chinese. Data for this study

is collected by using semi-structured interviews with teachers, questionnaires with students and supplemented with classroom observations of their teaching and learning. Data analysis and interpretation reveal that the roles of native and non-native CFL teachers are not always consistent with the stakeholders' preconceived assumptions, and both advantages and disadvantages are found through teachers' classroom teaching. It is suggested the fixed perceptions of native and non-native CFL teachers' roles may prevent them from expanding their possibilities and reinforce the existing distinctions between native and non-native speakers. Based on this study, a number of implications could be identified for CFL teachers' training and development, as well as suggestions for further study of teaching Chinese as a foreign language overseas

Presentations: Session One   10–11am

ROOM N536

Tepora Pukepuke: Longing to belong – a student-led pōwhiri

In 2017 a group of students and campus-based Māori formally welcomed family of international students. An event of this type, on a "teaching and learning marae" based on a university campus, where students can take advantage of the teaching and learning marae gives more scope for innovation and practice. This powhiri demonstrated how te ao Māori principles of whanaungatanga (duty of care) and manaaki (hospitality) are well suited to bring together diverse student groups in meaningful ways with lasting positive effect. Students often report feeling like they are 'not a good fit' or don't feel like they belong. Work in New Zealand has been done to normalise Māori and Pasifika students on campus through the short video clips "I too am Auckland". Successful initiatives like this both highlight the diversity of the modern New Zealand campus, while allowing the sharing of students' experiences.

My doctoral thesis "The Unstoppable Student Self" discusses how feelings of belonging contribute to Māori students flourishing in their studies. In this presentation, I narrate how Māori principles of my studies were used by a group of Epsom Campus-based doctoral students to combat feelings of being lonely, lack of belonging and of friend-making.

Raima Hippolite: The cost of/to Kaupapa Māori in the social services sector

Although Kaupapa Māori research methodology is a natural, common-sense response to decolonising and transforming the aspirations of Māori in academia, the practical application of Kaupapa Māori in social services may be lagging behind. Instead, within the sector there are debates around some organisations being described as 'Māori organisations' to differentiate them from the 'kaupapa Māori' organisations. What is the difference? The answers may be obvious to some but in the current political climate, the implications may mean the difference between receiving critical external funding or not. This competition for funding may see a compromise in kaupapa Māori practice, not necessarily in the interests of those in most need, but rather what is more easily measurable for meeting funding criteria. Further, the competition for funding may see more non-Māori applying for contracts in the kaupapa Māori space. This presentation offers a perspective that considers ideas and possible contentions on both sides and other arguments surrounding the ethics of such moves in the future.

Carolina Castro: Teachers' preparation for sustainable peace-building education in post-conflict Colombia

This doctoral study investigates how peace can be sustained in post-conflict Colombia. Peace building is a significant topic of interest in the country following the peace agreement signed between Colombian government and the guerrilla group, Revolutionary Armed Forces of Colombia (FARC) in October 2016. The focus of the study will be on the role that primary teachers in one province, Carmen de Bolivar, play as major actors in the Colombian peace-building process. The study is grounded in a qualitative paradigm using the case study as the primary methodology and semi-structured interviews and focus groups as the key data-gathering methods. This project is based on the assumption that teachers play an important role in post conflict through the implementation of peace-building education. There are divergent views on the peace-building strategies that teachers are using after the conflict. One of the research objectives is to identify strategies that best enable teachers to promote successful peace building in Colombia. The 4Rs framework (recognition, redistribution, representation, and reconciliation), as described by Fraser (2005), will underpin the study. It offers a link between the teaching of important academic skills and the teaching of conflict resolution. It highlights the role of emotional-social learning abilities and theories that support teachers in their everyday communication. The overall aim of the study is to clearly document what works best for teachers, what helps them achieve their peace-building education goals and what hinders their progress. Using individual interviews to explore what they are currently doing and follow-up focus groups on how this might be improved, the study aims to aid our understanding of the situation and to influence education policy and curriculum development.

ROOM N537

Amanda White: Talking matters but who is listening? Beliefs, expectations and interactions of adult caregivers with infants and toddlers during story time

Adult-child interactions are known to be critical to early oral language learning and development. Responsive and reciprocal relationships, as well as the quantity and quality of talk used by adults, have been identified as important factors in supporting the development of communicative competence in infants and toddlers. International research has strongly and consistently linked oral language development in the first three years of life with later social, emotional and literacy skills. Relatively little local research, however, has explored the nature of early adult-child interactions within cultural and social contexts of Aotearoa New Zealand. The aim of this doctoral thesis is to investigate the beliefs and expectations of adult caregivers that underpin their interactions with infants and toddlers during shared story-time contexts. A qualitative research approach and case-study design are proposed to gather rich, in-depth data from a group of parents and educators of children aged 0-3 years who attend a family services centre within a community that has a high proportion of Māori and Pasifika families and significant levels of identified

socio-economic need. The findings of this study will contribute to our understanding of how parents and educators interact with their infants and toddlers. In addition, it will shed light on ways to encourage partnership and dialogue around ways to nurture early oral language development through daily routine contexts involving talking and reading.

Daniel Lovatt: Refining and enriching children's working theories: A trialogical approach

What working theories do you have about the world around you? Just as older people theorise about the world, so do young children. Working theories (which comprise knowledge, skills, strategies, attitudes and expectations), are a way to make sense of the world, and form a learning outcome in Te Whāriki, the NZ early childhood curriculum. This qualitative case study in which is progress in two early childhood centres in Auckland is investigating teachers' approaches that support children to refine and enhance their working theories about STEM (science, technology, engineering and maths). Data are being generated through participant observation, teacher interviews and focus groups, and will be thematically analysed. This research responds to Peters and Davis' (2015) statement that "Working theories and ways to support them are generally not well understood." (p. 252). An innovative lens will be used to view working theories as combining outcome, process, and interpretive framework leading to further learning. Furthermore, this research explores how working theories align with the sociocultural concept of trialogy, that is, where learning is the creation of new knowledge formed by focusing "on collaborative development of mediating objects or artefacts" (Hakkarainen & Paavola, 2009, p. 67). STEM education is currently receiving much political focus, viewed as critical to a country's success internationally. An early introduction to the STEM domains might lead to positive attitudes, early understandings and interests that continue throughout life.

Mina Badiei: Examination of toddlers' agency in ECE settings through video-based methodologies

There is a growing interest in the research and understanding of young children's agency in their everyday experiences in early childhood settings. Researchers are increasingly utilizing new methodological choices, in particular video, to capture these experiences. While there is an abundance of research in this area, my study responds to a gap in current studies: toddlers remain under-represented and under-researched. My doctoral study aims to investigate toddlers' agency in early childhood settings in New Zealand and Iran, using innovative visual methodologies within the framework of qualitative interpretive case studies. The study is significant as there is an interest in understanding and gaining knowledge from involving children under age three, and how they utilize and perform their agency. This knowledge will, in turn, increase young children's learning capabilities. My study raises an important question about what agency looks like for toddlers in different geographical contexts. My research focuses on young children's ability to act, to choose, and to make things happen. In this presentation, I focus on the debates that have arisen from my field work and the complexity and challenges of using video as a method of data generation. As part of my presentation, I will also show key video samples from my study, depicting how toddlers demonstrate agency in New Zealand and Iran.

ROOM N414

Jean Allen: Disruptive and decolonising? Subordinate youth practices in health education

The 'healthiness' of young people and communities, especially those in poorer and ethnically diverse communities, dominates news and entertainment media internationally and is at the centre of a raft of academic work (Fitzpatrick, 2013). Indeed, "health consciousness has become deeply engrained within our social fabric" (Ayo, 2012). Due to this focus, there is a wide range of health-related initiatives targeting young people. Given the limitations of many interventions, health scholars internationally are starting to rethink health, moving away from deficit and behaviourist approaches to understanding how people maintain wellness. This project has emerged from concerns for how particular communities are positioned in discourses of health. Dominant understandings of health are underpinned by Western notions of the body, well-being, life-style and decision-making which call individuals to account for their health status. Within this Eurocentric framework, indigenous knowledges and youth perspectives are often undervalued and ignored. This critical ethnography involved working in two South Auckland school sites over a six-month period. A focus on developing relationships, having research conversations and embracing other methods was paramount in order to examine "the silenced expressions and subordinate practices that occur on the margins of power" (Madison, 2012, p. 57). Reflecting on post-colonial and decolonial theorists, such as Ngũgĩ wa Thiong'o and Linda Tuhiwai Smith, I explore whether the subordinate practices of secondary school students that disrupt Western notions of health are decolonising.

Sharlene Tornquist: Self-study – Assumptions and beliefs in the use of the whole school anti-bullying programme, Kia Kaha

Aim: to examine the assumptions and beliefs that support or hinder my teaching and implementing an anti-bullying programme - Kia Kaha.

Method: Using self-study framework to improve my understanding of the assumptions and beliefs that underpin my practice I have generated the following data sets: Daily reflections in professional journal recording my thoughts, actions and changes to practice; Weekly meetings with a critical friend where our discussion is recorded and notes taken. The data will be thematically analysed to surface recurring concerns and issues.

Preliminary Findings:
Assumption 1: Bullying limits all students' learning opportunities, whatever their roles.
a.   Strategies can guide bystanders and victims reducing the impact of bullying.
b.   Strategies can be adopted across the school to reduce the influence of bullying behaviour.
Assumption 2: The Kia Kaha programme is an effective way to address bullying.
a.   Changing the behaviour of bullies and the relationships between bullies and their victims is ongoing.
b.   Teaching strategies must be modified to engage students in their learning.
Assumption 3: I can effect school-wide change.
a.   I need the support of colleagues, students and their families to create a school-wide culture which is anti-bullying.
b.   I draw on personal resources and experiences to teach and coach others to reduce bullying and promote a positive learning environment.

This study critically reflects on my own assumptions and beliefs. While it is a personal account, other teachers may be able to relate to and identify with my experience.

Toni Ingram: Becoming school ball-girl – Entanglements that matter

This study employs a feminist new materialist approach (Barad, 2007) to explore the relations in-between girls, sexuality and the school ball. The aim of the study is to explore the becoming of the school ball-girl through dynamic entanglements of things, bodies, discourses, spaces and imaginings. This presentation provides a brief snapshot of the research's methodological framework. I discuss the theoretical underpinnings and the potential they offer for rethinking this schooling practice. Previous sexualities research highlights how dominant discourses of gender and sexuality structure girls' experiences of the school ball (Best, 2000; Smith, 2012). Extending these understandings, the study considers possibilities for becoming ball-girl when matter is taken into account. The ball-girl is conceptualised as intra-actively becoming through entangled material-discursive and affective forces, opening-up understandings of the school ball-girl beyond a discursive constitution. Attention shifts to material objects, spatial-temporalities, embodied practices and affective forces: things that may have previously been overlooked. Becoming ball-girl does not refer to a stable identity or femininity; rather, it is a making and unmaking of bodies that exceeds the discursive and the human.

ROOM N514

Abdul Arif: Pre-service teacher professional learning through practitioner research

In recent years, practitioner research has been promoted as an important pathway to effective professional learning of pre-service teachers (PSTs). However, little is known about how PSTs use practitioner research as a process of professional learning within their initial teacher education (ITE) programmes. The aim of the study reported upon in this presentation was to investigate secondary PSTs' beliefs regarding the use and usefulness of practitioner research as a process of professional learning in a New Zealand ITE programme. Positioned within an interpretive paradigm, this study employed a qualitative single case study. The first round of data was collected through semi-structured interviews and document analysis, and thematic analysis was used to analyze the data. This presentation will describe (1) PSTs' beliefs about the use and usefulness of practitioner research for their professional learning prior to carrying out an inquiry; (2) the inquiry questions PSTs posed, as well as why and how they derived these questions; and (3) how and in what ways practitioner research influences PSTs' knowledge and practice after one inquiry has been completed. In general, the study revealed that practitioner research offers potential benefits for PSTs' professional learning, suggesting that practitioner research should be included in teacher preparation programmes.

Grace Jensen: Said and unsaid – Feedback to under-performing pre-service teachers

When a pre-service teacher (PST) is performing poorly on practicum and is at risk of failing, associate teachers (ATs) are responsible for identifying what needs to improve and providing advice to support the change. However, many ATs find difficulty in disclosing their concerns, while also checking their perceptions of shortcomings and inquiring into possible remedies, leading to frustration and continued poor performance. If no one addresses a PST's poor performance, problematic teaching practices can continue throughout their practicum and into their teaching career, with a long-lasting impact on numerous students. This research investigates what is said - and left unsaid - in ATs' feedback, as well as how pre-service teachers respond to associate teachers' feedback.

Seven ATs were interviewed about how they gave feedback to an under-performing pre-service teacher. A central finding of the study was that while ATs believed they gave effective feedback by disclosing their concerns about the PST's teaching, their feedback was more accurately defined as an imposition of their views, and a series of directives and threats to correct the PST's shortcomings.

To explore the problem from oppositional perspectives, three PSTs, who had been assessed as below expectations on their first practicum, were also interviewed. The findings indicated a pattern of PST responsiveness to feedback they perceived to be practical, helpful and framed in a respectful way. PSTs typically resisted or ignored feedback that disconfirmed their self-perceptions or conflicted with their idealised notions of teaching.

Jiani Yun: Are you ready? An investigation into pre-service teachers' conceptions of assessment

Assessment literacy (AL) has been established as important for teachers to carry out assessments effectively. It has been widely accepted that pre-service teachers' prior knowledge, beliefs, attitudes, and relevant experience can influence their future professional practices with regard to assessment. However, the influence of a one-year teacher education programme on challenging and changing prior beliefs is less well known. The present study applied a case study approach, interviewing eight pre-service teachers of Chinese as an additional language who were about to complete a one-year Graduate Diploma in Secondary Teaching at a New Zealand university. Their stories about learning to assess their students during courses and practicum experiences are documented. Findings outline the adaptation of their beliefs from a Chinese Confucius heritage model of pursuing high-stake examination outcomes towards a more learner-centered model as represented in New Zealand's assessment for learning (AfL) practices. How much of AfL practice the teacher candidates embraced in the New Zealand context and how well they are prepared by teacher education are discussed. Implications regarding the impact of a one-year teacher education programme and suggestions toward improving teacher preparation are provided.

ROOM 516

Lu Zhang: From conception to performance – A study of Chinese English-as-a-Foreign-Language (EFL) students' conceptions and deployment of authorial stance in English academic writing

There is a growing recognition that written texts are social interactions, rather than isolated pieces of work, in which writers express their personal evaluation and attitudes, and engage with readers. These embedded opinions and attitudes are authorial stance. The ability to present an appropriate authorial stance can pose an impact on the persuasiveness of an academic argument. Previous studies have found that EFL student writers are weak in their control of authorial stance in English academic writing. However, speculations on why they tend to be ineffective in this aspect are quite few. Studies in related fields have suggested that writers' underlying conceptions may affect writing performance. However, there is no empirical research specifically focusing on second language (L2) students' conceptions of stance in English academic writing in the Chinese context at the tertiary level. To address this gap, this study intends to invite 300 Chinese EFL undergraduates on a voluntary basis to complete a questionnaire and a writing test, with the aim of investigating their conception of authorial stance and its impact on stance deployment

in their English academic writing. A questionnaire is developed from two well-established instruments about writing belief, as well as previous exploratory studies on conceptions of authorial stance. The instrument will be further modified and validated based on the quantitative data collected. It is anticipated that the findings will provide empirical evidence of the influence of conception of authorial stance on L2 students' academic writing and shed new light on English academic writing instruction in the Chinese context.

Moira Newton: The relationship between metalinguistic awareness and children's writing

My doctoral research investigates the relationship between the way children think and talk about language (their metalinguistic awareness (MLA)) and their progress in learning to write. MLA is the child's ability to think about language as if it were an object and reflect upon it (Cazden, 1974). The children, showing MLA in relation to their writing, think about their language and they are conscious of making choices in their writing (Myhill, 2009). The present study is a two-phase mixed methods study. In the first quantitative phase, I tested the writing (New Zealand e-asTTle test) and metalinguistic (Controlled Oral Word Association Test) abilities of 84 participants. The second qualitative phase of the study consisted of writing samples, think alouds and interviews. In both phases, the children wrote recounts of an experience with family and whanau. The think alouds and interviews show the relationship between writing and MLA. The quantitative results show a statistically significant relationship between MLA and writing. Qualitative results show that good child writers who have MLA are able to think more about language, the emotive qualities of their text and the needs of their readers.

Yingmin Wang: "The unheard voices of children" – A study of young children's revision in writing

Writing, a powerful way for children to express their diverse voices, remains under-researched in literacy education. Children's development of revision competencies in writing is crucial for two reasons. First, revision enables children to develop the metacognitive ability to understand tasks, evaluate discrepancies between intended and actual text, and engage in strategic decision making. Second, revision provides opportunities for children to establish authorship and to become writers.

Empirical studies have shown that beginning writers are not inclined to make revisions, and revisions they do make are mechanical changes (e.g., spelling and grammar). In the context of the New Zealand curriculum, students' ability to revise is recurrently highlighted across all levels. According to the curriculum on revision, writers are expected to "add or delete details and comments, showing some selectivity in the process" by level 2 (Year 3 to Year 4).

The goal of this study is to explore seven and eight year-old children's (Year 3 and 4) revision development with an ethnographic approach to observe, document, and engage as an "adult friend" (Dyson & Genishi, 2005) with six individual children on their composition in an Auckland primary school for two terms. The study draws on multiple sources of data, including in-classroom observations of participating children; interviews with participating children, teachers and parents; and analysis of children's writing drafts and texts over time. The focus of the presentation is to provide an overall picture of the study-in-progress and present some findings and development.

ROOM 551

Steven Turnbull: The leaky pipe dream? A study of gender differences in undergraduate physics

Students face diverse pathways as they journey through undergraduate study. The analysis of student course records can untangle common patterns in course progression and identify group trends in student outcomes. The current work examines the relationship between gender and undergraduate physics study, using course records from over 9000 students who enrolled in physics at the University of Auckland over a six-year period. Using quantitative methods, including network analysis and regressions, physics students' demographic and course records were analysed to understand gender differences in subject selection and course performance. The study used a distinct approach to understanding quantitative findings by employing Pierre Bourdieu's notions of capital (the social and cultural resources one holds) and habitus (one's internalisation of the sociocultural context of a field). Results showed that, subsequent to taking a first-year physics course, female students were more likely to take further courses in biology and medicine, while male students were more likely to take physical science subjects. Gender differences in first year physics performance were common (favouring male students). However, differences tended to be minimal and high school preparation played a more important role. The study will explain how capital and habitus interact to generate these outcomes. Findings suggest that gender disparities in physics outcomes at The University of Auckland may be related to an incongruence between female students' habitus and physics, which is commonly perceived as an unwelcoming domain for female students.

Svetlana Kostrykina: Unpacking internationalisation of higher education – Knowledge economy perspective

Background: Recent literature provides strong advocacy for re-thinking the conceptual underpinnings of internationalisation of higher education (IoHE) (Brandenburg and de Wit, 2011; Deardorff, de Wit Heyl and Adams, 2012; Knight, 2014; de Wit and Leask, 2015). These conceptualisations need to be revised with regularity because of their dependency on political, economic and socio-cultural contexts (Knight, 2012; Rizvi, 2014). The emerging knowledge economy as a global context for re-thinking IoHE remains under-researched, despite having a strong influence on IoHE discourse within the academia (Marginson, 2008; Robertson, 2008). Therefore, the need to reform the existing conceptualisations of IoHE persists (de Wit, 2017).

Aim: The purpose of this paper is to propose a new definition and conceptualisation for IoHE which would acknowledge the impact of the knowledge economy and would be beneficial for various academic contexts. Method: This paper employs a critical analysis of the literature on IoHE (de Wit et al., 2015) and the knowledge economy (Chen and Dahlman, 2006) globally and in the Asia-Pacific region; and the conceptualisations concerned with re-thinking IoHE (Hawawini, 2016; Hudzik, 2015; Larsen, 2016; Leask, 2015; de Wit et al. 2015; Yemini, 2015). These conceptualisations are re-evaluated and the Bourdieu's (1986) capital reproduction concept is deployed to suggest an alternative.

Results: Accepting the impossibility of coining the ultimate definition of IoHE, a humble attempt is made to redefine IoHE is an evolving strategy aimed at integrating an international education industry into the emerging global knowledge economy.

Tania Fu: The evolution of education for citizenship – From the 1996 Delors Report to the 2030 Agenda for Education (SDG4)

At a time of inescapable globalization and persisting transition towards a knowledge-driven society, this research aims to critically reflect upon five key global education policy documents and the ways in which the concept of education for citizenship is shaped and redefined across time. As we are still currently amidst this 2030 Agenda for Education, there has been minimal existing research on the clear shift in the positioning of education for citizenship in one of the overarching universal development goals of today. The study specifically begins with the release of the 1996 Delors Report and concludes at the 2030 Agenda for Education as documents have been selected chronologically to suggest how the contextual conditions of education for citizenship have affected its movement through a temporal series of processes and states. Being committed to critical inquiry, this research follows a critical theory framework and entails a critical discourse analysis (CDA) as this research takes particular interest in the relation between language and power by critically analyzing the language use of those in power. Overall, this research will be critically rethinking the purposes of education characterized by major global actors who are the leading providers of funds and expertise in education. In this sense, education policy documents would be imperative to be a subject of intense scrutiny in order to fully comprehend the underlying ideological positions and aspirations for education, as these will ultimately shape future societies.

ROOM N561

Lingling Guan: A comparative study of tertiary teachers' pedagogical principles and practices related to task-based language teaching in New Zealand and China

Task-based language teaching (TBLT) has gained significant popularity around the world and has come to be viewed as a "new orthodoxy" over the last two decades (Littlewood, 2004). TBLT emphasises the acquisition of language through the process of completing tasks that engages learners in real language use (East, 2015). In Nunan's (2003) survey of the educational policies and practices in the Asia-Pacific region, officials claimed that TBLT is a chief principle in their English language curricula. However, understandings of what TBLT is and how it can be implemented effectively differ among teachers. Furthermore, many scholars point out that TBLT is a highly context-specific approach (Ellis, 2003). Focusing on teaching and learning of English by Chinese students, my research is investigating teachers' understandings of TBLT and its implementation in two contexts, China and New Zealand. I draw on data gathered from teacher interviews and classroom observations. Chinese students' attitudes towards TBLT are also being investigated. Findings from interviews with students and classroom observations show that students hold highly positive attitudes towards tasks or task-like activities in their classrooms. The study reveals, however, that teachers have different understandings of TBLT. Moreover, after evaluating teachers' classroom activities against the criteria for a task from three frameworks proposed by East (2012), it seems that teachers implement tasks to different degrees. The research can provide researchers and teachers with new insights into the challenges of implementation of TBLT in different contexts. Also, Chinese students' voices towards TBLT are heard through this research.

Xiaoming Wu: Validation of Assessment for Learning (AfL) Strategy Questionnaire for tertiary-level EFL learners

Assessment for Learning (AfL) stresses student-centred assessment practices, which contribute greatly to student learning and leaner autonomy. However, most established instruments measure AfL merely from the perspective of teachers. Therefore, in this study, based on a recent literature review of AfL theories, a 29-item dual scale questionnaire, the Assessment for Learning Strategy Questionnaire for Students (AfLSQ-S), was developed to gauge tertiary-level EFL learners' perception regarding AfL practices in the classroom and their attitudes toward the AfL strategies. The AfLSQ-S was distributed to 1,400 students and a total of 1258 returns were obtained from two universities in Northwest China. Exploratory Factor analysis (EFA) was applied to one random half of the sample, which generated 4 factors: Communicating Learning and Quality (CLAQ), Questioning and Classroom Discussion (QACD), Teacher Feedback (TEFB) and Peer-and Self-assessment (PASA). Then the instrument was examined via Confirmatory Factor Analysis (CFA) through structural equation modeling (SEM) on the other half. The CFA results validated the 4-factor correlated structure with satisfactory model fit indices. This instrument can be a useful tool to identify and scrutinize the implantation of AfL from student perspective. In this presentation, I will report on how this AfLSQ-S was developed and validated.

Lori (Xingzhen) Gao: Teacher cognition and practice in English-as-a-foreign-language (EFL) classroom instruction at the tertiary level in China – A case study

English-as-a-foreign-language (EFL) listening has long been a stark challenge and weakness of Chinese university students. Both teachers and students have concerns, doubts and complaints about the EFL listening classroom teaching practice. Facing the tension, this research intends to address the problem arising from EFL listening instruction. This presentation is a case study of one EFL listening teacher's knowledge about listening instruction and her instructional practices in teaching EFL listening in a Chinese university. In this case study, the relationship between the EFL listening teacher's cognition and practices is also examined. This research has a qualitative case study research design and data were collected in a 16-week academic semester from September 2015 to January 2016. Data collection involved three procedures: the pre-observation semi-structured interview, the classroom observations, and the post-observation interviews. The findings are expected to have implications for the EFL listening teachers in at least four ways:

1) Deepening their understanding of the relationships between research recommendations and actual pedagogical practice;
2) Helping them approach their instructional practices from a new perspective;
3) Developing the habit of reflective teaching for bringing innovation into the language classroom
4) Rethinking pre-service and in-service teacher training programmes.

The research will also be expected to make a theoretical contribution to understanding EFL listening teachers and their cognition.

ROOM 613

Hana Turner: Do high achieving students perceive they need a positive relationship with their teachers, and to be engaged with school, in order to achieve in NCEA?

Previous research has found that students who have close relationships with a teacher are more likely to be successful at school. However, few studies have investigated whether all students want relationships with their teachers, or the types of relationships that best support achievement. The aim of this study, therefore, was to explore the extent to which students perceived their relationships with teachers, and engagement with school, influenced their academic achievement. Qualitative data were collected via focus group interviews with 25 students from three secondary schools. Students primarily defined engagement as attending school and participating in sport/cultural activities. Māori students, in particular, viewed attendance as essential for achievement, but others said physically being in class was not necessary as long as assessments were completed. Students reported receiving their highest grades from teachers with whom they had positive relationships. However, others reported that high marks could be achieved when relationships were negative, so while a student-teacher relationship appeared to be important, it was not as important as effective teaching. Students' definitions of effective teaching included 'teaching to the test' and revising content regularly, while ineffective teaching was reading from textbooks and failing to provide sufficient direction with assessments. The educational implications of these and other findings will be discussed.

Glenys Daniell: Dead ends and doorways – Attainment and equity in upper secondary school qualifications pathways

There has been growing international awareness that secondary school qualifications pathways and associated assessment structures can play a critical role in ensuring more equitable outcomes for all students. However, New Zealand's NCEA qualification's structure presents a paradox: it ticks many of the boxes for what OECD research tells us a good qualification structure should look like, and yet our NCEA outcomes are highly inequitable. This two-study research project investigated ways in which the design of upper secondary school qualifications pathways can either maximise opportunities for qualifications success, leading to equitable outcomes for every student (doorways), or limit such opportunities and exacerbate initial educational inequities (dead ends). In Study 1, qualifications pathways in 16 OECD countries, including New Zealand, were examined in relation to attainment and equity. In Study 2, qualifications pathways offered in 30 New Zealand secondary schools across a range of geographic regions and deciles, and a range of NCEA Level 3 and University Entrance attainment levels, were examined in greater detail. Finally, ways in which equitable qualifications structures might be enhanced through the inclusion of fair and responsive assessment practices were investigated. In this presentation, key findings from the New Zealand study are outlined. These show ways in which policies, procedures and the design of qualifications pathways differ between secondary schools that are high-performing and low-performing in NCEA Level 3 and University Entrance.

Siaosi Vaili: Relations between year 12 and 13 Pasifika boys' self-efficacy and achievement in physical education

Pasifika boys are often mentioned as low achievers in New Zealand literature. Evidence suggests that teacher expectations and student self-efficacy beliefs are strong predictors of academic achievement. Furthermore, in previous studies students who report having high levels of self-efficacy were found to hold high future aspirations, however, very few studies have investigated the relations between these variables. The aim of this mixed method study was to explore the relations between Pasifika boys' self-efficacy beliefs, aspirations, their perception of teacher expectations, and achievement in Physical Education. My dissertation was comprised of two studies. Study one used questionnaires to explore the relations between Pasifika boys' self-efficacy, aspirations, teacher expectations and achievement. Study two used interviews to examine the factors that contributed to the relations between the variables identified in the first study. The participants were 210 purposefully selected Pasifika boys for Study one and eight for Study two. The findings showed that Pasifika boys' self-efficacy was a strong predictor of their academic achievement. Additionally, a strong positive correlation was found between Pasifika boys' perception of teachers' expectations and their self-efficacy beliefs. Study two's qualitative data provided possible explanations for the links found between Pasifika boys' perceptions of teacher expectations and their self-efficacy beliefs in Study one. It is recommended that teachers set high expectations for Pasifika boys to build their self-efficacy and contribute to better academic achievement. My dissertation contributes to theoretical and educational understandings in the areas of teacher expectations and student self-beliefs.

ROOM 632

Jacinta Loto: To Read is to understand – Literacy approaches exemplary teachers use to teach Pasifika learners

In Aotearoa/New Zealand, teachers face the pressing challenge of providing quality teaching for their diverse learners, particularly Māori and Pasifika children. This presentation presents a study that examined the teaching practices of three primary teachers who have been effective in developing and supporting their Pasifika students' literacy learning and achievement. Teachers were observed during literacy lessons of either reading or writing, to investigate the literacy approaches used to teach their Pasifika learners. Through individual interviews, teachers spoke of factors that influenced their teaching decisions. Five themes emerged from the study's analysis - Using contexts for literacy that were relevant to Pasifika learners; Carefully selecting instructional strategies; Monitoring Pasifika learners' progress; Engaging in teacher inquiry; Promoting School-Pasifika families/aiga-community relationships. The study has implications for all teachers and schools focused on developing professional knowledge and practice that support their Pasifika students' literacy learning and achievement

Sonia Fonua: How Indigenous Knowledge and values can be embedded into a mainstream institution - learnings from successful Tongan science learners

My PhD research explores the experiences of Tongan students in secondary and university science courses, specifically in terms of their engagement, retention, enjoyment, achievement and 'success'. Grounded theory was used to analyse the data derived from qualitative interviews with 26 students in science-focused university-level programmes. One research question focuses on how the incorporation of Tongan values, behaviours and concepts into the curriculum and pedagogy of science might address students' engagement and achievement (Kalavite, 2010). As a non-Indigenous, non-Pacific science educator, I have drawn on my current research to 'check' and critique my espoused belief that my teaching acknowledges and respects the cultures and values of my students. I also try to enable them to honour their Indigenous Knowledge (IK) in a mainstream tertiary institution. This presentation describes two examples that reflect these efforts. Firstly, my approach to delivering the reproductive and endocrine systems, topics that can be affronting to some students in the formal gender-mixed classroom and a challenge for cultural, religious or family reasons. My research influences how I address discussions that are likely to be tapu or sacred. The second is my approach to assessments. Thaman (2003) has argued that the inclusion of IK contributes value to the curriculum and creates "mutually beneficial collaboration between indigenous and nonindigenous peoples, and improve[s] their treatment of each other as equals" (p. 11). Drawing on my research, I will describe how assessments can create a space for students to culturally identify with, thereby empowering them to reclaim and (re)present their IK.

Cristopher Lynch: Pedagogic identities and Māori educational underachievement

I investigated the experiences of teachers from two secondary schools in order to examine a Ministry of Education funded culturally responsive initiative. This initiative claims that if schools encourage teachers to make pedagogical changes, educational achievement for Māori students will follow. I considered the study to be important because, despite the implementation of culturally responsive initiatives in schools to raise their educational achievement, Māori students are still underachieving. A qualitative methodological approach was undertaken and semi-structured interview questions were directed to gauge whether the teachers were in support of the initiative or not. I applied a conceptual methodology to the analysis using sociological concepts to theorise the empirically obtained data. The findings revealed that, despite their support of the initiative, the teacher interviewees' responses were ambiguous and contradictory. For example, their responses showed an ambiguous interpretation of what Māori 'success as Māori' means with respect to the knowledge that Māori students should have access to at school. What was particularly concerning, in light of their contradictory views about knowledge, was that the teachers, themselves, had experienced and appeared to understand the benefits of an education based on academic knowledge. Nevertheless, they were advocates for a curriculum based on the assumed cultural and social knowledge of Māori students. This type of knowledge, the initiative claims, engenders a cultural 'identity' and assumes a causal link with educational achievement. However, this presents a problem because other research suggests that Māori students are more likely to achieve if they engage with academic knowledge.

ROOM 636

Yujiao Qiao: Making connections between scientific literacy and socioscientific issues – Chinese science education community's view

The purpose of this study is to investigate the science education community's (including pre-service teachers, in-service teachers and teacher educators) perceptions of scientific literacy in the context of a socio-scientific issue (SSIs). Their understanding and perceptions will be used to populate a proposed model that links scientific literacy with an SSI-based pedagogical approach. The development of students' scientific literacy has been a core goal in the Chinese science curriculum; however, teaching scientific literacy has always been challenging for teachers because there is little consensus about what scientific literacy is and how to teach it. The literature in science education has highlighted that one way to contextualise scientific literacy is to connect it with science-related social issues (DeBoer, 2000; Kolstø, 2001; Sadler & Zeidler, 2009). Therefore, it is proposed that an SSI-based pedagogical approach could be an appropriate way to develop scientific literacy. It was utilised in an interpretive-qualitative research design to conduct this research. Three groups of participants took part in this project, including student-teachers, in-service teachers and teacher educators. They took part in one concept mapping activity, two curriculum-focused scavenger hunts, one information review and four interviews. A 'theoretical' thematic analysis will be used to code data that is explicit, deductive and analyst-driven (Braun & Clarke, 2006). It is expected that this study could seek answers for (1) teachers' perceptions of scientific literacy and components involved when discussing SSIs; and (2) teachers' perceptions of SSIs and their practices of designing and teaching SSIs-based approach.

Teresinha Soares: How scientific literacy is perceived and interpreted in Timor Leste science education

In 2010-11 Timor-Leste's Ministry of Education introduced a new curriculum model described as an 'integrated curriculum' for pre-secondary students. An underpinning concept within the science curriculum was the goal of scientific literacy which provided a focus for the integration of the subject domains that had previously been taught separately by specialist teachers. Adopting this curriculum was seen by Timorese policy-makers and educators as a strategy to advance the development of the country. It is hoped that increasing the scientific literacy of Timorese society will enable them to respond to the challenges of integrating into the regional and global economy of the 21st century. However, there are issues that constrain the implementation of this curriculum model and, to date, the adoption of this new approach in Timor-Leste has been piecemeal. To better understand why this might be the case, this paper explores the perspectives of different groups of educational stakeholders in relation to the issue. This study uses an interpretivist research design with focus group discussions and individual interviews as data collection methods. The initial findings of the study show that most of the country's educational stakeholders have been entrenched within a behaviorist paradigm. It has been challenging for teachers to shift their teaching paradigm from a behaviorist approach with a fragmented content focus to a thematic and integrated approach. The study contributes to the practice of integrated curriculum and provides a framework for policy formulation in welcoming outsider educational blueprints.

Rajesh Ram: Why biosecurity matters: students' knowledge of biosecurity and implications for future engagement with biosecurity initiatives

Background: Research on biosecurity education is important as New Zealand's agricultural export-driven economy is susceptible to biosecurity threats. Purpose: The purpose of the study was to gauge New Zealand Year 9 students' knowledge of biosecurity as these students represent the next generation of individuals tasked to maintain biosecurity in New Zealand. Design: An interpretive qualitative mode of inquiry was used to investigate New Zealand Year 9 students' knowledge of biosecurity. Questionnaires and interviews were the data collection tools. Sample: One hundred and seventy-one students completed a questionnaire that consisted of Likert-type questions and open-ended questions. Nine students were interviewed about their knowledge. Results: The findings showed that New Zealand Year 9 students lacked specific knowledge about unwanted plants, animals and microorganisms. These students saw illicit drug plants as unwanted plants and mainly saw possums as unwanted animals in New Zealand. A lack of knowledge of biosecurity issues in New Zealand was seen as the major factor in these students limited understanding of biosecurity. Conclusions: Making sure that the general public are aware of the importance of maintaining biosecurity is crucial in order to protect New Zealand's economy, human health, the environment, and social and cultural values. Based on these findings, it can be said that knowledge of an issue is critical in enabling individuals to develop an understanding about biosecurity. Biosecurity-related curriculum topics could provide New Zealand Year 9 students with an opportunity to develop knowledge about biosecurity in New Zealand.

Presentations: Session Two   12.20 – 1.20pm

ROOM 536

Xue Yuan: Learning to teach with technology – Traversing the initial teacher education landscape

This research explores student teachers' journeys of learning to teach with technology. It aims to add to research on processes of practice in the pre-service teacher education context and the empirical literature regarding digital technologies within teacher education programmes. The theoretical framework underpinning this research is informed by complexity thinking. Together, these provide for an overall theory of educational change grounded in a classroom-level analysis of the student teacher as part of a larger constellation of interconnected, interdependent, and interacting parts, rather than an isolated, autonomous actor with absolute agency. This framework also allows for an analysis of pedagogy as emergent processes arising from multiple, ongoing interactions between multiple factors, technologies and forces at work in the teacher education setting, rather than a single "cause-effect" transaction. The methodology focusses on using bricolage to construct a means for readers to experience the enactment and experience of teacher education for three students learning to be teachers within a postgraduate university early childhood teacher education programme located in Auckland, New Zealand.

Jiansheng Cui: Affordances and constraints of teaching in a Bring-Your-Own-Device (BYOD) environment

BYOD initiatives have been adopted by an increasing number of New Zealand schools. These initiatives challenge teachers to integrate students' personal devices into everyday teaching and learning. Teachers' perceptions of the affordances and constraints of BYOD environments have a bearing on their confidence and understanding of technology adoption as well as their instructional design practices. Investigating affordances and constraints involves studying teachers' perceptions and knowledge of technology in a micro level context, that is, in the context of the classroom. This presentation outlines a study of the perceived affordances and constraints of teaching in a BYOD environment from the perspectives of secondary school science teachers in New Zealand. The research follows the theoretical framework of affordances and constraints developed by Kennewell (2001). The conceptual understanding of affordances is approached through an ecological theory of perception (Gibson, 1979), and that of constraints from situation theory (Greeno, 1998). Seventy-two participants completed an open-ended, online questionnaire. Through thematic data analysis, themes were abstracted and developed through both technological and pedagogical lenses. According to the interim findings, six perceived affordances and five perceived constraints were identified. Perceived affordances include access, variety, communication, inquiry, collaboration and agency. Perceived constraints include infrastructure, device feature, digital citizenship, digital fluency and teacher efficacy. This research provides an opportunity to explore the complex relationships between technology, teachers and the BYOD learning environment. The findings are useful in exploring how technology affords or limits teachers from achieving teaching and learning objectives in a BYOD environment.

Naomi Rosedale: Student-created Digital Learning Object (DLO) – A corpus-based analysis of learning in 1:1 digital initiatives

The purpose of this study is to explore the nature of student-created Digital Learning Objects (DLOs) archived to learners' blog sites online. The corpus comprises over 300 student-created DLO from Year 7-8 classrooms in five clusters of low-decile schools across New Zealand. As the product of learning in digital environments (or even as an assessment object), DLO offers affordances that include global reach, multi-modal knowledge representation, transportability and collective knowledge building. Learning via one-to-one device has been heralded as having significant potential for the reform of educational, economic and equity disparities facilitating 'anytime, anywhere' access. But it could be argued it is the degree to which 'potentialising' affordances of the digital environment, in the context of teaching pedagogy and classroom learning that determines the realisation of improved outcomes. Therefore, in this study features of DLO multi-modality such as form (e.g. screen cast) and multimedia design are observed in relation to curriculum area and learning affordance characterised by five themes: cognitive complexity, multi-modal re-representation, amplification of language, personalisation and social interaction. The research adopted 'hybrid' qualitative methods, applying a core deductive or theory-driven framework, incorporating new codes inductively as they were encountered. Findings indicate limited range of DLO form and opportunity for conceptual re-representation as characterised by subject area and teachers' task delivery mechanisms. Interestingly, features of learning affordance and innovative use of modality were observed in some students' out-of-school creation practices. Purposeful cross-cluster sharing of DLO design for learning is recommended.

ROOM 537

Razlina Razali: Qualitative case study research – My experience as a novice in the field

The aim of my interpretive, qualitative case study is to explore feedback within the context of supervision of independent student research in undergraduate Honours degree programmes in Malaysian public universities. Four undergraduate Honours final year students and four matching supervisors from a Malaysian public university were involved in the study. These student-supervisor pairs were of different clusters of disciplines: hard-pure, hard-applied, soft-pure, and soft-applied. The main source of data for qualitative case study research comes from fieldwork. The methods of data collection employed in my study were semi-structured interviews, observations and field notes, and the collection of documents/artefacts. As a novice researcher it can be overwhelming when faced with the realities of fieldwork, especially when the process of collecting data from participants is not as straightforward as originally planned. In fact, the duration of a case study, which often takes months to complete, coupled with the voluminous amount of data to be collected, can result in aimless wandering. During my data collection process, I encountered three issues that challenged the smoothness of my fieldwork: gaining participants; the execution of methods of data collection; and management of data. In this session, I will share how I managed these challenges. This session will be useful for those who are yet to plan and/or carry out their fieldwork so they can become aware of the mental and physical preparations that are needed before entering the field and also for those who are interested to hear a novice's first-hand experience in the field.

Imdad Ullah Khan: In dialogue with 'heselves' – A dialogic exploration of the language-identity nexus in English as a Foreign Language (EFL) classrooms

In qualitative analysis, interview data are usually considered as responses of the research participant to the moderator of the interview. While this binary conception of interview data can be a useful tool for analysis, I argue that it falls short of capturing the full complexity of the data from a multivoiced dialogic perspective. Based on this view, this presentation reports results of a dialogic, multivoiced approach to interview data analysis, using Bakhtin's ideas around double-voicedness and centrifugal/centripetal voices as analytical tools. Generated through semi-structured interviews, field notes and observations, the data present language learning experiences of an adolescent girl in an English as a Foreign Language classroom in a remote northern region of Pakistan. It presents findings on her utterances, not only viewed as dialogues with the moderator of the interview (dialogue from outside) but also as multi-voiced responses of a dialogic self, engaged in a dialogic relationship with larger social discourses (dialogue from within). Her identities and subjectivities are analysed as products of a relational process between aspects of herself and larger discourses around her, as she repositions herself, resists, and exercises her agency. The presentation proposes that interview data generated for qualitative analysis can be more effectively analysed as a multivoiced dialogic interplay between the individual/autobiographical experiences of the research participant and broader cultural, political, and historical discourses. The presentation also discusses implications of this dialogic view of language learners for creating classroom environments that are democratic and learner-centred.

Mohammad Taqi Amini: Contextual academic development through the lens of practice theory

While a real need exists for academic development in universities to enhance student learning and respond appropriately to the massification of higher education and a diverse student body, there is no concrete answer as to how best to carry out academic development to achieve these aims.

However, practice theory offers one answer about how academic development should be carried out – as well as a methodology to research that process. Practice theory proposes that to learn is to participate in social practices; therefore, academic development should be undertaken in the site of social practice or with that site in mind. It should be contextual. Although many different variants of practice theory exist, I use Pierre Bourdieu's theory of practice, in particular his master concept of habitus, to shed light on what a contextual academic development model might look like. Specifically, I aim to explore how the habitus of academics' changes – and can be changed – as they develop academic expertise. To better understand the development of academic expertise, I will collect data from a cohort of new academics, using interviews, video recording and observation. I will analyse the data from a practice theory perspective to develop a contextual model for academic development – and one that can potentially be applied to a broad range of institutional and national contexts. The possible predicable finding of the research would be that for habitus change, the academic development programmes need to be located in the daily practices of the academics and help them to participate in academic field.

ROOM N514

Neera Jain: Being the change – Disabled medical students navigating stigma through action

U.S. medical students with disabilities are aware of the significant stigma associated with disability in medicine and the wider society. The number of disabled students in U.S. medical schools is small, estimated at less than 3%, with most of these students experiencing non-apparent or "invisible" disabilities such as learning disability, attention deficit/hyperactivity disorder (AD/HD), and psychological disabilities. Associated with ableist discourses about physicians, medical students believe that disclosing disability may be interpreted as weakness or lack of fitness to conduct patient care. Students' experiences, observations, and dominant discourses suggest that disclosure may expose them to discrimination from peers, faculty, and administration. Many students, therefore, strategically use selective disclosure to manage others' impressions of their abilities while fulfilling their specific access needs. Some students, however, interpret the stigma related to ableism and discrimination as a result of stereotypical understanding of their disabilities. These students take action in an effort to address stigma and change their campus climate for students like them. In this presentation, I share initial findings from a grounded theory study conducted at four U.S. medical schools. I present aspects of student, faculty, and administrator perspectives, to discuss the conditions that propel students to take action, barriers to action, and the perceived benefits of student-led action. I will also discuss concerns for reliance on student-led advocacy to forge inclusivity on campus.

Michelle Egan-Bitran: New Zealand faith leaders' perspectives on what helps and what hinders their faith in developing responses to intimate partner violence and child abuse and neglect

In 2012, the researcher led a project at the Office of the Children's Commissioner which resulted in more than 40 faith leaders from throughout New Zealand co-creating and signing a joint national statement declaring to prevent and address family violence within their faith communities. To effectively address the complex and far-reaching nature and impact of intimate partner violence (IPV) and child abuse and neglect (CAN), it is vital that the faith sector is supported to take actions that promote safety, support those affected by IPV and CAN, and contribute to stopping violence and abuse from happening in the first place. This is an important area which needs to be studied as, while there is a growing body of international literature on the role of faith leaders in preventing and addressing IPV and CAN, knowledge of New Zealand faith leaders' roles and experiences is underdeveloped. The purpose of this study is to explore New Zealand faith leaders' perspectives on what helps and what hinders their faith in developing responses to intimate partner violence (IPV) and child abuse and neglect (CAN). A constructivist grounded theory approach will be taken to explore the research questions and objectives from multiple perspectives within each faith. This research has the potential to inform the design and further development of research informed faith sector policies, strategies and interventions aimed at promoting safety, supporting those affected by IPV and CAN, and contributing to stopping violence and abuse from happening in the first place.

Christine Harrison-Fletcher: Welfare guardians for unbefriended adults in Aotearoa

Health social workers can expect to see more adults who lack decision-making capacity as the proportion of older adults in our population grows. Family sizes have decreased and families are more dispersed than ever, sometimes with family members residing overseas. Sadly, cases of elder abuse and neglect are being increasingly identified with Age Concern research reporting in many cases that abuse was perpetrated by a family member (2007). There is scarce literature about welfare guardians for unbefriended adults in Aotearoa. Bray and Dawson (2000) and Douglass (2016) recommend studying the possibility of setting up an Office of the Public Guardian, such as England's, to make sure suitable non-family guardians are available. Kent (2003) quoted Margaret Sanders (Social Worker) who lamented that "what we need more than anything else is a central group of civic minded individuals who are prepared to act as welfare guardians" (p. 516). It is critical for incapacitated, unbefriended adults that we develop a system of welfare guardianship that improves quality of life and wellbeing and minimises the risk of harm. Today there are many more complex decisions about services, living arrangements and healthcare intervention. Furthermore, it is essential that we develop a system or service that is workable in practice and meets our unique cultural, legal and international obligations in Aotearoa. This qualitative study seeks to explore the views and experiences of a range of expert informants, through face-to-face one-on-one, semi-structured interviews about who could fulfil the role of welfare guardians to unbefriended adults in Aotearoa.

ROOM N516

Ruijie Xu: The role of dramatic play in the lives of multicultural young children in Aotearoa New Zealand – A study of creativity and cultural diversity

New Zealand is a highly diverse society. According to Statistics New Zealand (2014), over 34% of its population identified themselves with at least one ethnicity other than European. The highly diversified culture in New Zealand could be a valuable asset for building a society with innovation and vitality. From my prior experience of assessing children's creativity in music and visual arts, the findings that resulted indicated that children from ethnic minority groups in China seemed to be more creative than the majority Han Chinese children. These findings led to my interest in researching how cultural diversity facilitates creativity among young children, which is an unexamined area. Specifically, this research will focus on the relationship between cultural diversity and creativity and the area of dramatic play in the lives of young children aged three to five from multicultural backgrounds in New Zealand. Cultural diversity in this study could be reflected in children's families, their living environment, or the curriculum in their early childhood settings. Children's creativity will be observed and recorded in spontaneous dramatic play from natural observation. The focus of this presentation will follow Russ' (2014) suggestions for observation related to ten creative processes in dramatic play, including cognitive processes like divergent thinking, broad association and cognitive flexibility, and affective processes like emotional expression and joy in pretending. Interviews with teachers and parents about their views of children's diversity, creativity and dramatic play will also be used as supplementary data sources.

Niroshami Rajapaksha: Children's agency in learning in early childhood education

Understanding children's agency, the capacity to act or influence their lives, is fundamental for their learning, development and well-being in early years. Research indicates that agentive children are active, attentive, authoritative, persistent and interested in learning. Positioning children as agents, which is minimally addressed in the literature, helps them to become competent and confident learners. Bridging this research gap would provide useful information for early childhood educators to promote children's agency in the early years. In this study, I will explore how children exercise agency in learning and become competent and confident learners, as well as how their agency is facilitated by the responsive and reciprocal relationships with people, places and things in early childhood settings. In order to provide a broader sense of children's agency, I will combine two theoretical approaches: sociocultural and social cognitive theories employing an ethnographic design of research. Observations of children's exercise of agency in their everyday experiences at a New Zealand early childhood centre will be the primary data source. Interviews with children, teachers and parents, as well as document analysis of children's learning stories, will provide data to understand the broader sense of children's agency in learning. My focus in this presentation is to present why children's agency is the key construct of my study based on my review of literature.

Pham Minh Hoa: Young Vietnamese children's identity construction through telling personal stories in Vietnam and New Zealand early childhood contexts

Language plays a key role in individual identity formation. When children tell stories, they also tell about themselves, others and the world (Engel, 1999). Through the practice, from a Bakhtinian perspective of dialogic pedagogy, children enter a dialogue, a relationship with themselves and other people; therefore, they construct and reconstruct themselves. In this light, analysis of children's personal stories can be presumed to reflect their individual identity. Existing studies emphasise children's conversation, children's retelling or recalling of personal experiences, but not children's own stories. In research on children's stories, scholars have focused on gender rather than the construction of individual identity in different contexts. In the present study, I will explore young (aged 4-5) Vietnamese children's identity construction

through their personal stories in early childhood settings in Vietnam and New Zealand. I will use a multiple case-study design with individual Vietnamese children in kindergartens in New Zealand and Vietnam as the unit of analysis. Stories will be prompted by using a variant of storytelling and story-acting techniques created by Paley (1981, 1986, 1990). I will use constant-comparative analysis to clarify similarities and differences in the way young Vietnamese children identify themselves within different cultural contexts. My thesis will contribute to further understanding of Bakhtin's theoretical work in educational practice and suggest the value for early childhood teachers to attend to children's personal stories in order to build and shape children's individual identity in different settings.

ROOM N551

Anne Koh: Learning to live: Older Korean migrants' life-long learning experience in New Zealand

Learning is what makes us human and is critical to life quality since it has the potential to be both constant and continuous. People of every age and background put continuous effort into uncovering the information they need to adapt to a rapidly changing world. While increasing attention is being focused on the growing numbers over 65 in New Zealand, little attention has been given to the needs of increasing numbers of migrants in this category. Ageing involves different experiences and varying complex issues. It may cause more difficulties if one has to go through the ageing process in a host country with different cultures and beliefs. My research is a qualitative study that targets an ethnic minority group living in New Zealand, older Korean migrants. The data are proposed to be collected through interviewing about 15 older Koreans living in Auckland. My hypothesis for this study is that older Koreans who have engaged in more learning would have acculturated better than those who participated in less learning. I believe the findings from this study will help to understand ageing migrant population living abroad and their learning in a more insightful manner.

Ladan Hashemi: Iranian migration profiles in Australia and New Zealand – A comparative study

Over recent decades, significant numbers of Iranians have moved to New Zealand and Australia. In spite of the rapid growth of the Iranian population in these countries, published material on this immigrant group is meagre. The aim of this study is to provide a comparative demographic and sociological portrait of Iranians in New Zealand and Australia as well as aspects of community formation and settlement-related needs. The main data sources for this study will be New Zealand and Australia Population Censuses, including those of 2011, 2013 and 2015, as well as data from the publications of the Bureau of Immigration Research. First, the paper will review trends in Iranian immigration to New Zealand and Australia from 1979 to the present, and place this in its relevant historical context. Second, all available data will be used to present a detailed analysis of their characteristics including population, geographic distribution, age, sex, language competency, religion, and level of qualification. Moreover, economic integration indicators such as median income, labour force participation rate, unemployment rate and occupation will be discussed. The analyses will compare Iranians in New Zealand with a number of other ethnic groups, the total New Zealand population, and the population of Iranians in Australia, in a number of significant areas. Implications for policy makers and social and community workers will be discussed.

Poulamee Guha: Diaspora of disaffection – Gender role reproduction among global Indian middle class female trailing spouses

Rapid globalisation has resulted in large scale migration from India, over the last decade. While there is literature on the relationship between poverty and migration in India, there is far less understanding of the relationship between affluence and the Indian migrant. Conradson (2005) defined the term 'middling migrants' as a diverse category of mobile migrants who can be categorised as skilled immigrants in a higher income category. The gendered dimension to the phenomenon is less explored and the women in this process of migration remain largely invisible (Raj, 2000). Accompanying female spouses, labelled as trailing spouses, experience a form of 're-privatization' of gender roles as they assume a private role as a homemaker. The foreclosing of their previous professional identity creates a strong undercurrent of disaffection, with negative implications for their wellbeing. As their re-domestication evolves within a global context, these 'trailing spouses' occupy a contradictory gendered positioning within the Indian diaspora. The study aims to explore their fragmented construction via a critical feminist epistemological framework. A small scale qualitative transnational study will employ in depth interviews and narrative methods for data collection, to explore this phenomenon.

ROOM N561

Tian Yang: Understanding the implementation of information and communication technologies in Chinese early childhood education settings

Information and communication technology (ICT) is becoming a ubiquitous component of the private and work lives of most people. Accordingly, educators have developed increasing interests in expanding and enriching young children's learning experience by incorporating ICT into learning settings. However, current studies on ICT's implementation in early childhood education (ECE) contexts are far from enough, especially in China. Most relevant studies in China only focus on young children's usage of ICT, ignoring how ICTs are used and understood by officials, principals, and teachers in ECE settings. This study aims to (1) explore how ICT is implemented in preschools in China; (2) investigate the perceptions of ECE officials, principals and teachers in terms of the integration of ICT in ECE and how their perceptions shape the implementation of ICT in ECE settings; (3) analyse the challenges ECE teachers have in implementing ICT. This study's research questions and methodological approach are framed by the Substitution, Augmentation, Modification, Redefinition (SAMR) Model and Social Construction of Technology (SCOT) theory. Two ECE officials, two preschool principals and four preschool teachers will be invited to do semi-structured individual interviews and group discussions will be used to explore participants' perceptions. Data will be also collected through classroom observations during one semester. All the qualitative data will be analysed narratively and thematically after transcribing.

Shi Shu: The details and characteristics of the Academic Integrity MOOC and its learners – A background study

Although Massive Open Online Courses (MOOCs) are becoming an important educational approach with millions of learners across the world, their low completion rates have been questioned by researchers. Many researchers have studied the reasons for the low completion rates of MOOCs and found engagement to be an important predictor of completion. However, few have conducted experiments to intervene. In this presentation, I will discuss the purposes, methods, and results of the first study in a four-study mixed-methods research project that aims to develop "wise interventions" in the Academic Integrity MOOC (AI MOOC) to improve the learner engagement and completion of MOOCs. This study aims to investigate the context of the project, the AI MOOC, through providing a detailed description of the AI MOOC, including its goals, structures, and content, as well as the characteristics of its learners. In order to provide further context of a single "run" of the AI MOOC, this study also presents results related to learner enrolment and engagement over the course of nine "runs" from November 2014 to October 2016. Finally, to assess the representativeness of the AI MOOC (its enrolment and engagement patterns), results from between-course comparative analyses involving other MOOCs offered by FutureLearn are presented. The findings will be used to guide the following studies in the research project.

Sailong Hu: Exploring factors affecting academic faculty's adoption of emerging mobile technologies – An extended UTAUT perspective

With the proliferation of technology and the Internet has come a rapid change in the way education is delivered. Whilst a large amount of research has investigated the implementation of mobile technologies in education, there is still a paucity of research from a teaching perspective across disciplines within higher education. For this reason, this study investigated the acceptance, preparedness and adoption of mobile technologies by academic faculties within higher education in the People's Republic of China. Underpinned by the extended Unified Theory of Acceptance and Use of Technology (UTAUT2) Model, a large scale quantitative survey was utilized to investigate the factors affecting academic faculties' behavioral intentions and behaviors of use towards mobile technologies, and variations between different demographic groups. Findings suggested that the most significant factors affecting academics' behavioral intention and behaviors of use were performance expectancy, facilitating conditions, hedonic motivation and habit. Behavioral intention also affected how faculty staff used their mobile technologies. Moreover, gender, age, teaching experience and discipline were found to be moderating factors. This research would be a further verification of UTAUT2 Model which was extended to the context of higher education. Findings from this study would also provide beneficial insights for universities, faculties, and academics in policy making, faculty management, professional development and lecture instruction concerning mobile technologies.

ROOM N613

Sari Karmina: Espoused and enacted teachers' beliefs and knowledge about cooperative learning – A multi-case study of Indonesian junior secondary school teachers

In recent decades, there has been an increased interest in studying Cooperative Learning (CL) to improve student outcomes, interpersonal and communication skills. Little is known about teachers' beliefs and knowledge about CL and how teachers' beliefs influence their practice. In the context of Indonesia, it is important to study teachers' beliefs about CL because previous research revealed that an Indonesian strong tradition of teacher-directed instruction hinders teachers in applying constructivist approaches such as CL (Bjork, 2013; Heyward, 2014). The aim of this study is to explore and interpret teachers' beliefs, knowledge, and practice about CL of Indonesian junior secondary school teachers. The influence of local values and cultures on Indonesian teachers' beliefs will also be investigated. This proposed study is situated in interpretative-qualitative methodology using a multiple case study approach (Stake, 2005). Two phases comprising teacher interviews, classroom observations, and post observation interviews will be conducted to investigate teachers' espoused and enacted beliefs. Teaching documents will also be examined, and student focus groups conducted to complete the study. Generally, the findings of the project will address a number of gaps in the literature, as well as suggest how CL can be best applied in the Indonesian context. Specifically, the findings of this project will help Indonesian teachers increase the understanding of their beliefs about CL, identify factors that hinder the implementation of their beliefs, and take actions to ensure effective implementation. Thus, teachers can engage in continued professional development.

Junita Duwi Purwandari: How oral feedback supports and furthers students' English language learning: – Formulating the research questions

This case study seeks to investigate the ways in which oral feedback supports and furthers students' English language learning. Within classroom settings in general, very few studies have examined the role and impact of oral feedback in detail; within the second/foreign language context, studies of oral feedback have been limited to comparing one feedback strategy to another, identifying the most effective oral feedback strategies and/or comparing the effectiveness of teacher feedback and peer feedback. Noticeable by their absence are studies of oral feedback in terms of the self-regulatory processes crucial to sustained language learning. Also lacking are studies that focus on teachers' and students' beliefs and which include the student voice regarding oral feedback. The purpose of this presentation is to present an overview of studies from the oral feedback literature and explain how these have led to the formulation of the research questions that will guide this case study.

Elba Ramirez: What language teachers think they do and what they actually do regarding intercultural language teaching – A study in Aotearoa New Zealand

The New Zealand Ministry of Education commissioned a report on intercultural communicative language teaching (iCLT; Newton, et al., 2010) that resulted in a framework of six principles for language teachers to integrate culture in the language classroom. This report was published in the context of the development of New Zealand curriculum for languages (Ministry of Education, 2007), which defined a core communicative strand supported by a language and culture strand. Even though the principles are considered core to language teaching, there have been limited opportunities for teachers to learn about them and understand how they could apply them (East, 2012; Oranje, 2016). Currently, teachers are expected to implement the iCLT approach, despite the possible lack of 'intercultural' language teaching preparation, understanding, and development of their own interculturality. This study draws on qualitative data gathered from semi-structured interviews, teachers' reflections, and classroom observations with 16 language teachers of Chinese, French, Japanese, and Spanish. Data were analysed against the Newton et

al.'s principles and comparisons were drawn taking into account the different levels of proficiency of the language teachers teach. Findings showed that teachers had implicit knowledge about the importance of culture in learning languages and that language and culture cannot be taught separately. However, their practices did not always correspond to what they said.

ROOM N632

Pamela Perger: Year 7/8 students' assessment of self-regulation strategies for learning mathematics

Students in schools today are recognised as active participants in their own learning. As active participants students are expected to take responsibility for the cognitive and metacognitive aspects of learning including understanding what learning is expected as well as knowing how, when, where and why they learn best. To this end student must become self-regulatory (Zimmerman & Labuhn, 2011). To understand the impact on student's mathematical engagement and achievement when scaffolded to enact self-identified strategies a two-phase quasi-experimental study was used. The first phase of this study included identifying what students recognised as important strategies to support their mathematical learning. 175 students from two intermediate schools participated in the first phase. Each student completed a written survey. They rated 12 strategies identified in research as supporting successful learning in mathematics. These strategies included; thinking about a problem, discussing what the problem is asking and how you might answer it, and watching/listening to the teacher demonstrate how to solve the problem, all strategies that could be considered examples of the Forethought phase - the first phase of self-regulation. Students gave each strategy a rating of one to five where one indicated the strategy was "very important for supporting their learning – you can't do without it, you should use it all the time" and five indicated "not important – you can be successful without it". Each strategy gained a rating of a one – most important and a five – least important. This presentation discusses the students' ratings of the strategies associated with Zimmerman's Forethought phase of learning.

Aaron Peeters: Taking the risk out of learning – Learning from mistakes

Recently, cognitive and social psychologists have highlighted how learning improves when students make mistakes. Although many teachers and students share this view, at least in principle, few descriptions exist which show how mistakes are used in classrooms or what students actually learnt from them. In fact, teachers and students often act to minimise mistakes. It is thus puzzling why learning from mistakes is widely espoused yet rarely practised. This presentation reports on a study designed to uncover and improve the interpersonal dynamics which make mistakes appear risky to teachers and students, in order to realise the real benefits of mistakes for learning. The study employed Problem Based Methodology to uncover teachers' and students' theory of action in potentially risky classroom situations. Initial findings indicate students view mistakes as risky because others will think of them as "dumb", or the teacher might "growl" at them for not listening. Students thus adopt avoidance strategies. From the teachers' point of view, discussing mistakes is risky because it embarrasses students and damages working relationships. Teachers thus adopt protection strategies where mistakes are rarely used to deepen learning. Implications for intervention are also discussed.

Alistair Munro: Speaking up for greater confidence – Reducing communication apprehension in secondary school students

Past studies on communication apprehension have focused on its origins, causes and development in early childhood, types, measures, impacts in later life, and the efficacy of various treatment options. There is little research into minimising communication apprehension in adolescent years, as people undergo significant biological, emotional and psychological changes, often exacerbating communication apprehension. This doctoral project will be quasi-experimental in design and explore the effectiveness of targeted interventions in reducing communication apprehension in a secondary school setting. It involves three sequential mixed methods studies, whereby the results of each study will inform the focus of the next. The first study focuses on self-identified moderate and high communication apprehensive adults and uses pre and post-course surveys and open-ended questions to identify effective intervention methods employed in a public speaking training context. The second study will use surveys, classroom observations and self-reporting diaries, to identify the presence of the effective methods and their current impact on communication apprehension in the secondary school classroom setting. From the results of the first two studies, a professional development programme will be developed to deliver learnings relating to these identified methods to a participant sample of teachers. Thereafter, further surveys, observations and diaries will measure the effectiveness of the intervention methods on lowering communication apprehension. The results from this project could stimulate future research into the efficacy of targeted communication apprehension reduction interventions for adolescents and offer teachers new tools for providing young people greater confidence to give voice to their ideas.

ROOM N636

Lisa Dyson: Realist interviews for making causal claims

Educational researchers and evaluators are routinely asked to assess the outcomes of programmes and policies. Assessing outcomes requires making causal claims about the relationship between a programme and its consequences, that is, whether or not a programme "caused" certain outcomes. Much of educational research relies on a view that causal inferences can only be made using experimental designs or statistical calculations (Biesta, 2007). Relying on mainly qualitative data to make causal claims challenges this dominant view. This presentation will introduce three qualitative methods that can be used to make causal inferences and will focus on one of these, realist interviews, a specific form of qualitative interview. Realist interviews draw on the theoretical framework of realism, a combination of a realist ontology (there is a real world that exists independently of our perceptions, theories, and constructions) with a constructivist epistemology (our understanding of this world is a construction based on our social experiences and interaction) (Maxwell, 2012). This presentation will describe how realist interviews are different from the more-familiar constructivist interviews in purpose and in practice (Manzano, 2016; Maxwell, 2012; Pawson & Tilley, 1997). It will also offer brief reflections on the experience of using realist interviews during my PhD research. It will conclude by arguing that several qualitative methods are appropriate for making causal claims in education.

Pennie Togiatama-Otto: Birthing the Lili – An indigenous autoethnographic methodology from Niue

The aim of this study is to explore Niuean indigeneity in doctoral success. With growing interest in Pasifika indigenous methodologies, the Niuean space has largely remained unexplored. The following Niuean methodology utilises talanoa (the qualitative narrative enquiry) to collect stories and experiences of Niuean academics who have completed, or are near completion of, their doctoral degrees. These stories are disseminated and reconstructed into a Lili. The Niue Lili is a traditional handcrafted placemat/decorative piece woven from the tree of life, the Coconut Tree. Vaha (2015) attributes the Lili methodology with seven key aspects which I have developed further whilst employing critical autoethnographic qualitative research. The scope for a critical collaborative autoethnographic approach is also addressed within its parameters (Iosefo, 2016). At this emerging phase, the notion of third space is to be considered with a view to understand its (dis)position in the Lili methodology (Tamasese, 2003). While the aspects are indigenous to Niue the content is open for interpretation whereby the Patu Sia (weaver/author) maintains control of the Lili construct. The other facets are: kaniu (theoretical lens/key research question), laufā (strands/stories), kamataaga (the catalyst by which the doctoral journey begins), hulu (linking the stories to the theoretical lens), matalili (notions/nuances drawn from the stories), fakahikuaga (completion of the doctoral journey). Given the increased awareness of indigenous research frameworks, Niue is by and large a hidden member of the Pasifika 'eduscape'. This Lili methodology aims to lift Niue academia from its relative obscurity to feature in the landscape of autoethnographic research.

Liyun (Wendy) Choo: The value of critical realism for researching citizenship

In this presentation, I will outline the case for using critical realism as an approach for researching citizenship, particularly citizen identities. Since the cultural turn of the 1970s, interpretivism has arguably emerged as the dominant approach in qualitative research on citizenship, as growing academic and political attention is paid to cultural diversity and group rights. However, interpretivism has limited explanatory power in terms of state-society relations. Its inability to assert truth claims about underlying structures creating inequality also limits its critical potential. I argue that the 'critical' and 'realist' aspects of critical realism have much to offer citizenship researchers. As a theory that links structure and agency, critical realism allows researchers to explain how state and non-state structures mediated the agency of citizens. It also allows for an accurate explanation of state-society relations, which enables critical researchers to engage in an explanatory and normative critique that challenges those exploitative structures.

Presentations: Session Three   2 – 3pm

ROOM 536

Gustavo Vanegas-Fernandez: A critical realistic approach to universities' decision-making in quality enhancement – A case study of the University of Auckland

My research project will focus on the University of Auckland's decision-making officers on quality enhancement processes (Elassy, 2015), as well as subjects of quality enhancement procedures such as teachers and students. The aim of the study is to map the relationships and interactions usually unnoticed in strategic collaborations. Guided by the principles of Critical Realism (Reed, 2011; Easton, 2010; Ackroyd & Fleetwood, 2000; Fleetwood, 2005; Dannermark et al, 2002), I will use a case study methodology to determine what currently occurs in universities regarding decision-making about quality enhancement in the University of Auckland's quality enhancement process. I will use mixed research methods (qualitative and quantitative) in a sixth phase sequence. The first three phases include data collection and the last three ones include data analysis. A series of interviews, questionnaires and focus groups will capture the values, priorities, and constraints of those involved in such decisions, both at management and teaching and learning levels. My research will show an approach to decision-making that factors in a range of values, desired outcomes and does so demonstrably to achieve greater operationalisation, enhance governance in, and understanding of, quality enhancement for future practice.

Lan Anh Thi Nguyen: Improving the effectiveness of teacher evaluation at tertiary level

How to improve student achievement has been widely debated by educational leadership and development researchers. As "teacher quality" has been confirmed by many as the most important variable influencing student learning outcomes, teacher quality assurance becomes a crucial goal for educational institutions. However, the predominant teacher evaluation practices do not always bring about enhanced teaching capacity and student achievement (Sinnema & Robinson, 2007). While most of the current research on appraisal policies focuses on teachers of elementary and upper secondary levels, little has been done on the teacher evaluation at university level. From the little evidence available, however, it appears as if there are similar problems at tertiary level.

My two-phase study will adopt Problem-Based Methodology approach to address the issue of ineffective teacher evaluation at a university in Vietnam, with an emphasis on teachers' impact on student learning. Phase one involves a descriptive qualitative approach, with semi-structured interviews of two Heads of Department and six teachers to gain rich description of the existing evaluation practices and the constraints on those practices. The reported constraints are then logically mapped onto the observed and reported evaluation practices and revised until a plausible explanation of the evaluation practices is found. This explanation is subsequently tested in Phase two of the study through an intervention programme which will modify the constraints to enable more effective practices to be learned and implemented. The research findings will contribute to the body of research on a worldwide neglected issue of teaching quality assurance at tertiary level.

Daniel Couch: Planning strategically for the 'non-economic dividends' of higher education in Afghanistan

Afghanistan's higher education system was traditionally small-scale and elite. Boosted by multiple factors since 2002, the higher education landscape has transformed dramatically in the last fifteen years. The first National Higher Education Strategic Plan (NHESP I) was implemented to cover 2010-2014, and focused on access and quality. The NHESP II, still awaiting final confirmation, maintains focus on access and quality, and introduces two additional goals around infrastructure and institutional autonomy. These documents have been foundational in directing the sector's rapid growth and expansion. Employing a document analysis of the policies themselves, and incorporating data from semi-structured interviews with policy authors, consultants, funders, and Ministry of Higher Education officials, my doctoral research argues that a dominant discourse of economic growth is located within these policies. This discourse positions higher education primarily as a driver of Afghanistan's economic growth, and a gateway into regional and global knowledge-based markets. During this short presentation, I problematise the dominance of

this discourse, and explore the non-economic dividends which the institution of higher education might provide for Afghanistan's conflict affected context. Specifically, I ask, what are the potential non-economic dividends of Afghan higher education, and how should they be targeted in national-level strategic planning?

ROOM N537

Penny Lin: My expanded idea of a/r/tography – Reflecting on the contemporary art theories

A/r/tography is a unique research methodology used in educational research, typically located in the arts-based research paradigm. In this presentation, I discuss the value of a/r/tography and how I am attempting to both expand how it might be conceptualised and its use beyond education in other disciplines such as nursing, psychology, and medical anthropology. Although the a/r/t privileges the identities of artist, researcher and teacher, many artists and educators have questioned the limits of focusing on only these identities. I present my expanded idea of a/r/tography, which employs the theoretical concepts of Nicholas Bourriaud's relational aesthetics and Joseph Beuys' conceptual aesthetic – expanding the idea of art, conceptualizing everyone as an artist, and integrating social sculpture – to justify method that I use in my PhD research, which involves creatively and artistically telling the stories of the people who have decided to donate their brains to research. I use a/r/tography as a method through which the donors and I collaborate to combat the existing invisibility of the 'real people' whose brains will be used to advance medical and scientific knowledge and treatments.

And Pasley: (Re)defining the gender apparatus – Implications for research methodologies in education

Barad (2007) suggests that meaning and matter emerge from the intra-action of phenomena; apparatuses of existence. Each iteration opens up an infinite potential of becomings, though what can occur is contextually limited. Therein, one phenomenon cannot be understood in isolation, as all phenomena are mutually constituted: read through one another. While outside of a New Materialist lens, Taylor, Hines, and Casey (2010) have observed the mutual constitution of gender, sexuality, sex, race, culture, religion, class, and ability in cisheteronormativity. In line with Barad (2007), I argue that New Materialism provides a manner of (re) conceiving and embodying gender beyond Butler's (1990) discursive performativity, as people's sense of gender emerge from each material-discursive iteration of their existences. This provides a means of engaging with gender fluidity and stability on the same terms, while acknowledging the intra-secting phenomena that generate selfhood. Moreover, it enables one to address agender spectra in a way that is not conditionally referential to gender identities. It also highlights absences that often go unrecognised amidst normative expectations of gender performativity. These new modes of engaging with gender emphasise the importance of research methodologies that can converse with (as opposed to speak to) all gender identities. Informed by (post)qualitative research methodologies (Koro-Ljungberg, 2015; Lather & St Pierre, 2013), which interrogate how certain approaches may confine the possibilities of data, I explore how various approaches can assist researchers with discerning treatment of gender in both (post)qualitative and quantitative research.

Etsuko Sakairi: In their own words – Sexuality of people with disability

What does sexuality mean to people with physical disabilities? How do they experience sexuality in cultures where talking about sexuality in public is still considered "Taboo"? Since 90% of the research on the topic of sexuality of people with disabilities is conducted in Western countries, the voices from Non-Western countries in this regard are greatly lacking. This research contributes to this topic by presenting voices and perspectives from people with physical disabilities living in a Non-Western country. In this research, the researcher has heard the voices of people with physical disabilities by using four different methods (Photo-elicitation, Poetry, On-line questionnaire, and Face-to-Face interview). In this presentation, the researcher will introduce some concepts and thoughts regarding sexuality by using participants' own words, from their point(s) of view. Since there is no word "sexuality" in Japanese, the researcher has asked people with physical disabilities to define the word "sexuality" based on their own experiences, thoughts, and point of view. The responses have been quite diverse, however, most of them so far have included notions of "Life" and "Existence".

ROOM N414

Marjorie Balay-As: Disaster risk reduction and responding to development aggression

Disasters can be an opportunity to impose a development agenda amongst indigenous peoples. This happens when the development agenda is packaged as fostering disaster risk reduction to make it acceptable to the affected indigenous peoples. This study presents a critical ethnography with three indigenous Kankanaey communities in the Philippines to consider the role of social work to respond to disaster injustices and development aggression associated with mining. It focuses on the narratives of community leaders on how a geo-hazard assessment by the government has enforced the relocation of indigenous families as a disaster risk reduction measure. It uncovers how this geo-hazard assessment corresponds with the national government's intensified campaign to revitalise the mining industry as a mechanism for its national development agenda. The study shows how the relocation of the affected indigenous peoples has paved the way for mining exploration and development in indigenous communities. This case study provides the basis to consider the critical roles of social workers to respond to disaster injustices and the importance of working alongside indigenous communities to better ensure empowering outcomes.

Sheraz Akhtar: Urban refugees' educational experiences in developing countries

In recent years, a massive influx of refugees into other developing countries has placed significant constraints on host government's capacities to provide social services, including education, to all. As a result, the refugee communities often find themselves deprived of their rights to education in these host countries, particularly for those who live outside camps in urban locations. While previous research has examined the educational experiences of refugees who have resettled in developed nations, there remains a dearth of research on the educational experiences of urban refugees in developing nations. This study examines this issue through a case study of Pakistani Christian refugees living in urban settings in Thailand. Using a combination of observations within community learning centres set up by INGOs working with these communities, and interviews with young Pakistani Christian refugees and their families, the research aims to give greater voice to the Pakistani Christian refugee community living in Thailand, and better understand their educational aspirations.

Natalie Thorburn: Hearing between the lines: Giving the trafficked victim voice in New Zealand discourses of violence

Sex trafficking and forced prostitution are widely conceived as problems of 'other places'. Accordingly, there is minimal research exploring the experiences of New Zealanders who identify as having been coerced or trafficked to sell sex. Using narrative inquiry, I interviewed 16 survivors of forced prostitution or trafficking and seven professionals who had supported survivors with these experiences. In addition, I carried out surveys of social workers and medical professionals regarding their preparedness to identify and respond to victims. Survivors' narratives were threaded with themes of being silenced and invisibilised, even by professionals accustomed to working with more 'accepted' categories of interpersonal violence, but of nevertheless creating spaces to exercise 'voice'. Further, it was evident that a lack of definitional consensus and socio-political awareness of trafficking largely precluded identification of victims in many settings, and that survivors' outcome expectations of disclosures to peers, families, law enforcement, and professionals were correspondingly negative.

ROOM N514

Li Fang: A narrative inquiry of beginning teachers' meaning-making of their work as a teacher

The first year of teaching significantly influences teachers' ongoing development and career trajectories. While much attention has been paid to induction and mentoring programmes, there appears to be little research into the personal meaning that beginning teachers give to their work as a teacher. This proposed research aims to address this gap by investigating the (de/re)construction of meaning that first year teachers give to their work as a teacher, and its influence on beginning teachers' career aspirations. Narrative inquiry, as a key approach to understanding people's lived experiences, is utilised. Data were collected longitudinally (from June 2017 to June 2018) using individual interviews, artifacts and social media, and analysed and interpreted using a narrative-biographical theoretical framework.

Annaline Flint: Teacher beliefs, teacher characteristics and school context factors: Are they interrelated and do they predict student achievement?

Teachers' characteristics, beliefs and the school context have all been argued to predict students' academic achievement. However, little is known about how these characteristics, beliefs and school contexts might interact to predict student performance. Previous studies show that teacher efficacy is related to student performance, that teacher goal orientation influences classroom structures, and teacher motivation predicts student achievement, however, little is known about how teacher characteristics or school context moderate those relations. It seems prudent therefore that relations between teacher beliefs, characteristics and school contextual factors are examined because of their potential effect on student outcomes. This study explores the interrelations among teacher beliefs (expectations, efficacy, motivation and goal orientation) in reading and mathematics, teacher characteristics (gender and teacher experience), and school contextual factors (decile and year level). Data were gathered from 83 primary teachers in 12 schools related to their beliefs. Students' reading and mathematics e-AsTTle achievement results were also collected. Findings indicate relations between some teacher beliefs variables e.g. teacher self-efficacy and mastery goal orientation, but not between variables such as teacher self-efficacy and teacher expectations. Differences were found in teacher beliefs with respect to teacher gender, but not to years of experience nor school factors. Only school factors were found to predict student achievement for both reading and maths. The study found that teacher beliefs, characteristics and school context factors can predict how teachers perceive themselves in the classroom and the levels of expectations they hold for their students thus influencing student outcomes.

Kiri Gould: Early childhood teachers' professional identities

This presentation explores preliminary findings from one phase of an in-progress doctoral study which aims to understand how early childhood teachers construct their professional identities. The overarching context of this study is that of a privatised sector which has experienced intensified policy attention as the early years are seen as the most economically productive time to address a range of social issues. Working within these contexts teachers experience a range of competing discourses about what it means to be a teacher. When certain discourses about ECEC and about teachers are privileged over others, they can both expand and constrain the possibilities for identity construction. This research uses critical discourse analysis to examine how discourses act to pervade and construct understandings about teachers work and to highlight tensions and incompatibilities to other ways of understanding professional identities. In this phase of the research, early childhood teachers were invited to come together in small focus groups to discuss their own professional identities. Transcripts from the focus groups were then used to trace and deconstruct how particular discourses and discursive practices were evident in the teachers' discussions of their own teaching identities - paying attention to the ways in which their teaching identities were developed through the process of imposition and resistance in discourse. Preliminary findings and tentative analysis will be presented with questions arising from this analysis being opened up for discussion.

ROOM N516

Rebecca Mackintosh: Are we all in this together?

Historically, the hopes and goals humans held for our children's learning were based on what we observed and were taught within our own family and the community we lived in. The village, in essence, determined how we raised young children. As humanity moves beyond the village and towards globalisation, external forces are having an increasing impact on how we think and feel about raising child2ren. External forces can include government policy and political ideology, economics and commerce, media and now, social media. These forces could be influencing the aspirations adults hold for children's learning, and this may be affecting the crucial partnerships between whānau and teachers. This research project seeks to begin a discussion by researching learning aspirations in the early childhood education (ECE) setting, and asks the question: Are the learning aspirations of whānau, teachers and educational institutions aligned? A review of the literature revealed very little information on specific and current learning aspirations. To address this gap, and the research question, an interpretive qualitative case study has been

designed. The first stage of data collection involved analysis of three key guiding documents in the ECE sector. This data provides a picture of the learning aspirations held by government in this country for early learners, and will inform the design of focus groups for whānau and teachers. Data about the learning aspirations of the institutions also provides a platform for examining the aspirations of all the groups involved in this study, and any tensions that may exist between them.

Kirsten Sharman: Infant directed singing and language development

This presentation is on a proposed exploration of the impact of singing to infants on their language development. Oracy is a cornerstone of literacy and a contributor to healthy development. Exposure to language is a necessary part of language learning, and amounts vary between individuals. Previous research has shown links between the type, quality and quantity of early language exposure to differential educational outcomes. There is a significant research base on the impact of infant-directed speech, a specific way of talking to babies across cultures, and a smaller base on the impact of exposure to singing. Studies found infants had different immediate responses to maternal singing than speaking, so it is possible that the two modes have differing long-term effects. Singing to infants appears to help regulate their arousal and affect, support word segmentation, and, potentially increase feelings of parental efficacy. The effects of singing to infants on language development has been under-studied. The proposed thesis with publications will consist three studies. Study One will be an observational study of Auckland 0-3 year olds and parents, with a view to understanding the characteristics and types of musical exposure children receive, and how this impacts their short-to-medium term language development. This quantitative study will be linked to Study Two, which will examine associations of singing with conceptualisations of parenting and child development through case studies. Study Three will be designed based on the findings of the prior studies. This research is intended to support effective early years' policy and practice.

Bo Zhou: The contribution of Activity Theory in understanding Xiaolong's literacy experiences in and across home-kindergarten settings in Aotearoa New Zealand

Although Chinese immigrant children's enrolments in New Zealand childcare centres have increased (MOE, 2014), little research has focused on their literacy experiences at home and in kindergarten. This presentation examines how Xiaolong, a 4-year-old Chinese pre-schooler, created meaning (i.e., understood and responded) in home and kindergarten literacy activities and transited across the two settings, to provide researchers, teachers and parents with a better understanding of Chinese pre-schoolers' literacy experiences in Aotearoa New Zealand. Xiaolong represents a single case in a larger, qualitative investigation, which was based on two theoretical perspectives on children's early literacy development: emergent, considering children's learning as a dynamic and on-going process (Clay, 1982), and socio-cultural, valuing the influence of social and cultural practices on literacy (Barratt-Pugh, 2000; Reid & Comber, 2002). Third-generation activity theory (Engeström, 2014), which explains the relationships among multiple interconnected activity systems, was used to guide data collection and analysis. Multiple data sources (i.e., interviews, narrative tasks, observations and artefacts) were gathered from Xiaolong, his parents, teachers and peers over 10 weeks. Preliminary findings revealed that Xiaolong's participation in home and kindergarten activities, either similar or different, enriched his literacy experience in the preschool years. Analysis of three episodes from Xiaolong (i.e., his participation in role play, swinging and daily chatting) will be used to illustrate the power of activity theory to explain Xiaolong's literacy transitions across contexts. The contribution of instruments (i.e., toys and prior language experiences) to the outcome (e.g., Xiaolong's meaning creating) of an activity will be discussed.

ROOM N551

Helen Pritchard: The nature of an art-full education

This research takes a critical perspective towards the use of the term 'experience' in Te Whāriki: the early childhood curriculum document for New Zealand, in relation to my development of teacher pedagogy in the expressive arts as a teacher educator. My PhD research, which informs this paper, examines children's experiences in the arts through data collected from observations of children and teachers and focus group interviews with teachers and student teachers in early childhood education. What has been revealed are the meaningful learning opportunities that emerge through play and arts experiences which develop perceptions and expand children's ways of knowing. Dewey (1938) defines every experience as a moving force which can be framed as the accumulation, retention, reinforcement, reflection on, and transference of the experience into new contexts. Making explicit the essence of experience and what makes an experience transformative, now influences the practices of the early childhood teachers I train. Opportunities to build rich arts experiences into our personal pedagogies are explored through an expanded knowledge of philosophical underpinnings, planning approaches, determinants of experience and the qualities which produce transformative experiences.

Simon Dennan. Performance: Come, let's chant down Babylon

This doctoral study creates a critical public pedagogy using Roots Reggae music, applied theatre, poetry and photography to name Babylon, the Rastafarian metaphor for oppression, in local communities and then reimagine hope filled alternatives. Public pedagogy occurs when politics and education meet outside the confines of the classroom. Drawing on the ideas of Paulo Freire, Epeli Hau'ofa, Antonio Gramsci and Reggae artists of Jamaica and Oceania, my doctoral study addresses Babylon in Oceania. The issues of colonialism, neo-colonialism and justice are considered and a pedagogy developed to begin the process of resisting those things that oppress us. Participatory Action Research (PAR) is a research methodology that develops co-researchers who work together to build new knowledge in the pursuit of emancipatory goals. Its central features are dialogue, praxis and participation. My co-researchers work together in a process of inquiry, action and reflection, gathering information for each other. This information is then shared between the research sites of Port Vila and Auckland. Initial findings suggest that Babylon manifests itself in similar ways across Oceania. Issues of oppressive politics, religion, economics and justice exist everywhere. Young people recognise that these problems are not easy to chant down but through the arts find ways to resist and create hope. This participatory performance uses multi-media to build upon the artefacts from the project to continue chanting down Babylon.

ROOM N613

Hui Lin: An exploration of New Zealand special educational needs co-ordinators' (SENCos) teacher identities

Teacher identity has been widely studied in the literature on teaching and teacher education but only a limited number of studies have focused on special educators. Even less is known about teacher identities of special educational needs co-ordinators (SENCos), who play an important role in mainstream schools to meet the needs of children with special educational needs. The New Zealand context, especially, where national guidelines or qualifications for the SENCo role do not exist, may present challenges to the SENCo identity. Only two studies have been found relating to SENCos in the New Zealand context, neither relating to their identities. The purpose of this study is to investigate how the role of SENCo influences NZ SENCos' teacher identities. Three theoretical components of teacher identity – emotions, agency and contexts – are employed to study the SENCo identity. The differences between the concept of role and identity are discussed as well. Multiple case studies are being conducted with 12 SENCos in primary schools in Auckland. Multiple sources of data will be collected including focus-group interviews in phase one, semi-structured individual interviews, observations and documents in phase two, and focus group interviews in phase three. In this presentation the results of the initial focus groups will be reported and implications of the findings for phase two will be discussed.

Hailey Chan: Conceptualising early childhood teachers' professional identity

Teachers' professional identity is of interest to many researchers because it is related to teachers' efficacy, job satisfaction, and motivation to embrace educational change. This presentation will engage in the discussion of professional identities of early childhood teachers in Hong Kong by proposing a conceptual map that incorporates elements of three theories, namely, the ecological system model by Bronfenbrenner, the cultural-historical activity theory by Engestrom, and the possible selves theory by Markus. This framework arises from the review of literature which suggests that professional identity comprises both collective and individual identities. However, far too little attention has been paid to explore how individual teachers perceive themselves as professionals collectively. This paper attempts to consider both socio-cultural and psychological perspectives to examine early childhood teachers' professional identities. First, the ecological system theory will be applied to show how history, cultures and policy influence teachers' experiences and identities. Second, the cultural-historical activity theory will be used to examine how a collective group shaped their collective professional identity through addressing the contradictions within and across professional agencies. Third, the possible selves theory will be utilised to highlight how individual's motivation helps to negotiate a collective identity. Together, these three theories will be used to conceptualise a doctoral project that aims at exploring professional identities of early childhood teachers in Hong Kong.

Tatum Adiningrum: Different group, different teachers? Assessing part-time and full-time academics' identity and teaching practices in Indonesia

Part-time academics are a part of today's higher education. Their number has grown globally and attracted studies about its impact on undergraduate education. However, many studies focused on the working conditions, describing low job security and limited opportunities for professional development (e.g., Gappa & Leslie, 1993; Kezar & Sam, 2011). Part-time academics struggle with negative stereotypes, which often overshadow their contribution to academia. This mixed-method study aims to investigate whether part-time academics in Indonesia are different than their full-time counterparts, focusing on the lecturers' academic identity and teaching perspectives and practices. The study was conducted in a private university in Jakarta, Indonesia. The qualitative part of this study investigated their academic identity using Identity Theory (Stryker & Burke, 2000) and Social Identity Theory (Ashfort & Mael, 1989). Initial findings show that both part-timers and full-timers were passionate teachers who wanted to bring industrial relevance into their classrooms. As academics, part-timers strongly identified with their teacher roles while full-timers had emerging researcher identity. The quantitative part of this study compared their teaching perspectives and practices. As teachers, both had similar teaching practices as shown by the analysis of Student Evaluation of Educational Quality (Marsh, 1987). The analysis of Teaching Perspectives Inventory (Pratt, Collins, and Sellinger, 2001) also did not show significant patterns based on employment status. Therefore, stereotyping part-time and full-time academics based on their status is not effective. This study shows that both are valuable teachers who have different needs and should be supported in different ways.

ROOM N632

Gail Ledger: Foundation students, mind-maps and the identification of self-regulated learning factors

Many foundation (non-traditional) students begin their studies believing they are adequately prepared to begin undergraduate study. In reality, however, many of these students lack the necessary self-regulatory skills and dispositions to successfully undertake academic study. The aim of the doctoral study is to better understand how cognitive, affective and behavioural factors contribute to the academic success of non-traditional students as they transition through a one-year Foundation Education programme, and into the first semester of an undergraduate Initial Teacher Education degree. A qualitative research approach and associated methods were selected in order to capture the participants' experiences and perceptions in real time. The first data collection stage in the study involved the completion of mind-maps by 12 participants. These were used to identify particular challenges and skills, and how these might present possible risks and assurances to their academic learning. Specifically, analysis of the mind-maps enabled the identification of which (if any) of the factors associated with self-regulated learning were empowering these non-traditional learners to take more responsibility for their own learning. An analysis of the initial mind-map constructions, and the more recent re-constructions as identified by the 12 participants is discussed in this presentation.

Mina Rezaei: Challenges of research in Self-Regulated Learning (SRL) among younger learners

In this presentation, I describe the challenges of researching Self-Regulated Learning (SRL) in young children and how these will be addressed. SRL is important; it is related to academic success and engagement in lifelong learning. Arguably, students should begin to learn about self-regulating their learning early in schooling. To date there has been little research about SRL in the lower primary school. Most of the studies have been carried out with students in upper primary and more advanced levels of schooling. The aim of my study is to examine how teachers organise for and support the development of self-regulation of seven and eight-year-old students in the writing classroom, and how students experience and respond to those self-regulated strategies. The schools are in Iran and New Zealand as

two contrasting contexts that may help identify specific experiences that promote self-regulation. Conducting research in the naturalistic setting of a classroom is inherently complex. To capture some of the complexities, a range of qualitative data collection methods are used in my study. One challenge is to operationalise SRL. Critical elements, identified from studies and models, informed the observation schedule, while interviews, the writing samples and other documents aim to provide a rich and detailed picture of teacher's and student's beliefs about, and actions around self-regulated learning in the writing classroom. Interviews with students are ongoing, conversations to try to access their thoughts as some research suggests their difficulty in reconstructing what they have done.

Xiao Wang: A study of Chinese junior secondary school students' SRL, motivation, and English reading achievement

This study investigated EFL (English as a Foreign language) learners' self-regulated learning, motivation towards reading, and their English reading achievement over a 16-week teacher-directed self-regulated learning intervention programme in a Chinese junior secondary school. The study aimed at exploring the relationship among Chinese EFL learners' self-regulated learning, motivation and academic achievement as well as investigating the effectiveness of the intervention programme.

This mixed method study adopted both quantitative and qualitative data analyses, and the results showed that students' reading achievement has been improved significantly through the intervention. This study enriched the studies of self-regulated learning in the EFL discipline, and in the context of Mainland China. It also shed light on cultural influences on students' self-regulated learning.

ROOM N636

Maria Eugenia Guapacha: Computer versus paper-based foreign language writing: How does the writing medium affect EFL writers' performance and perceptions, text quality and raters' rating?

This presentation reports on the design and partial results of an ongoing mixed-methods comparative study that examines the differences in the writing performance and perceptions of 38 EFL intermediate language learners, the quality of their texts and the rating and perceptions of two EFL raters in two writing conditions: computer and pen and paper. In the field of Computer Assisted Language Learning (CALL), extensive research has investigated the effect of computer use and technology on the writing of English as second (ESL) and foreign language (EFL) learners. However, recent research has challenged the claim that the computer significantly improves writing quality drawing on theoretical and methodological weaknesses of computer-mediated writing studies making such assertion. In addition, the findings of the limited comparative studies in second language (SL) and foreign language (FL) are contradictory. Further research is warranted to identify how the writing medium (ie. computer, paper) affects the writers' performance and text quality in SL and FL writing teaching and assessment. To extend this line of inquiry, this study aims to investigate how the writing medium affects the writers, the texts and the readers. Unlike large-scale and small-scale studies using test conditions or experimental settings, this inquiry examines the students' performance within a language classroom providing them with proper writing conditions (use of dictionaries and enough time to perform the writing task) which reflect the authentic and functional nature of writing. The findings of this study might contribute to improving SL and FL writing teaching and assessment practices.
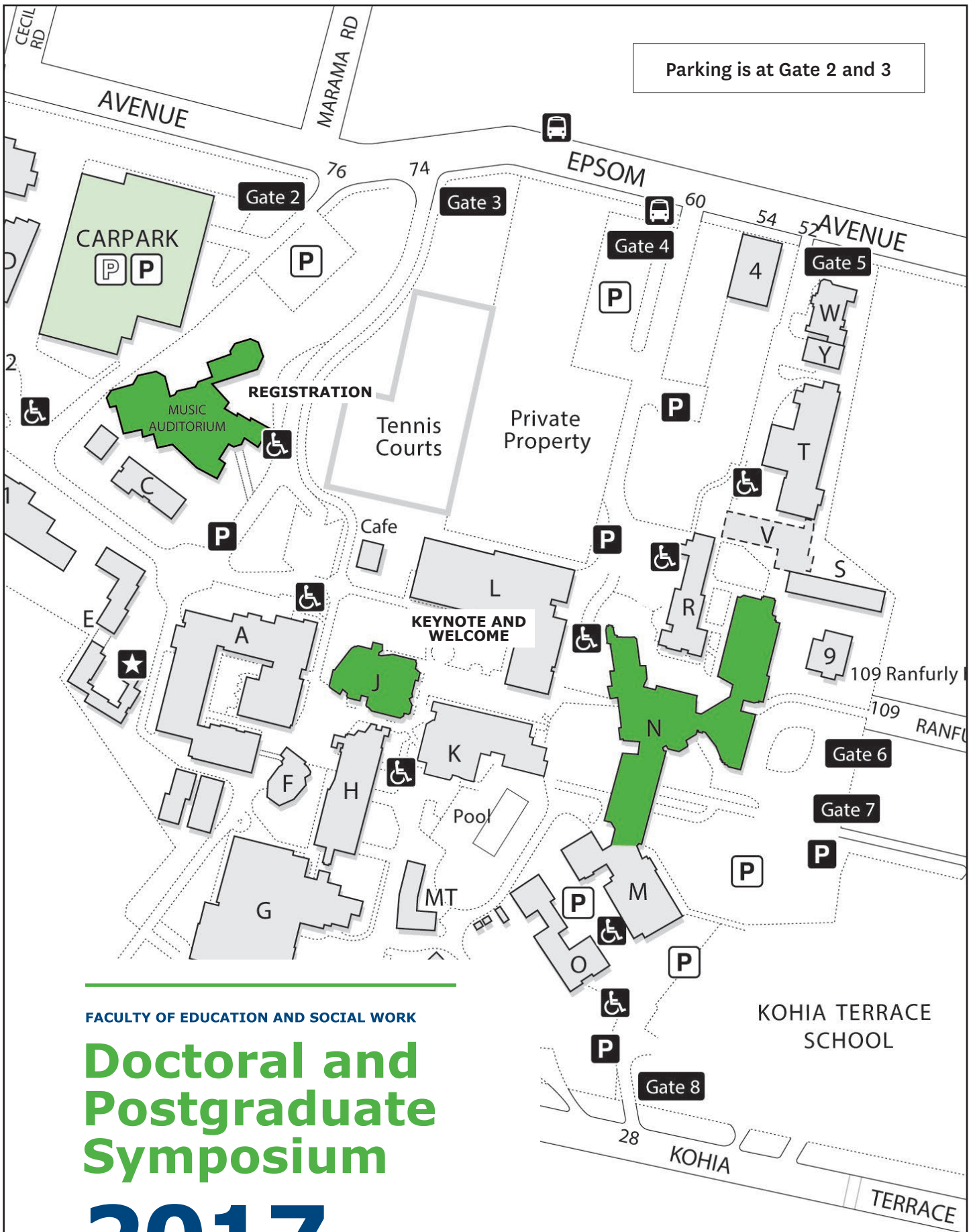

Zhiqing Xu: Sustained peer response on English as a Foreign Language (EFL) learners' writing performance

Peer response, defined as involvement of learners in commenting on each other's drafts, is widely employed in writing instruction. Extensive studies have been conducted, indicating peer response as an effective pedagogical activity. However, most studies have addressed its immediate impact by comparing the original and the revised drafts of one piece of writing. A largely ignored area is the impact of peer response on writing performance over time. What is more ignored is whether its impact will sustain when the intervention is withdrawn. The study reported here will employ a pre, post, and delayed post-test quasi-experimental design. Two intact classes of non-English majors (each with approximately 40 students) from a Chinese university will be recruited as participants in the experimental group receiving peer response practices and the comparison group receiving regular teacher feedback respectively. The experimental group will participate in a general training programme on peer response and six cycles of writing practices with peer response activities for twelve weeks. Participants in the two groups will then write independently on six topics, receiving no feedback either from their peers or teachers. Participants' writing performances in the pre, post, delayed post-tests will be compared in terms of two measures: analytical scores and linguistic measures such as complexity, accuracy and fluency (CAF). The study will extend the existing literature on peer response by measuring the longer-term effects. It will also contribute to interfaces of L2 writing and Second Language Acquisition (SLA) by incorporating measures for written text and linguistic measures in SLA.

Ting Xu: The effects of writing anxiety and task complexity on Chinese English-as-a-Foreign-Language students' argumentative writing

An increasing number of studies have investigated the effect of cognitive task complexity on second language writing. The results, however, are far from conclusive, which may be due to the variable operationalization of task complexity and individual differences, such as anxiety, or that the continuum of task difficulty with cognitive differences is not valid. Additionally, this study is motivated by the fact that few studies have explored the synergistic effects of availability of planning time and provision of reasoning demands. Based on Robinson's Cognition Hypothesis and Skehan's Limited Capacity Hypothesis, this quasi-experimental study aims to: (a) validate the cognitive complexity of two argumentative tasks, (b) explore the isolated and synergistic impact of task complexity along resource-directing (reasoning) and resource-dispersing (planning) dimensions and (c) examine the influence of writing anxiety on the effects that task complexity on second language writing. A mixed-methods approach will be used, including self-report questionnaires, writing tasks and interviews. The validity of cognitive task complexity manipulation will be independently assessed by means of expert judgments, dual-task methodology and self-rating. Approximately 180 English-major undergraduates from China will be randomly assigned to three equal groups: a comparison group and two experimental groups (i.e., pre-task and online planning conditions). Participants will be required to complete two argumentative writing tasks at different cognitive levels. The Second-Language Writing Anxiety Inventory will be used to assess participants' writing anxiety. To deeply probe what writers with different anxiety levels do under different conditions, six participants will be invited to the semi-structured interviews.

Notes

CECIL RD

MARAMA RD

AVENUE

EPSOM

76

74

Gate 2

Gate 3

60

Gate 4

54

52 AVENUE

4

Gate 5

CARPARK

P P

P

P

W

Y

P

MUSIC AUDITORIUM

REGISTRATION

Tennis Courts

Private Property

T

C

P

V

S

Cafe

R

P

9

E

A

P

L

KEYNOTE AND WELCOME

109 Ranfurly

109

J

N

RANF

F

K

Gate 6

H

Pool

Gate 7

P

MT

G

M

O

Gate 8

28

KOHIA

KOHIA TERRACE SCHOOL

FACULTY OF EDUCATION AND SOCIAL WORK

Doctoral and Postgraduate Symposium

2017

TERRACE

north