SCE 2017

The University of Adelaide

Student-Led Conference in Education

Current Trends in Education

The University of Adelaide Student-led Conference in Education 2017 brings together scholars, researchers and Higher Degree Research students in an engaging environment that fosters dialogue and debate on issues, trends and challenges currently present in educational research and practice.

Thursday, September 21, 2017
Level 1, Napier Building
North Terrace Campus

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Keynote Address
Professor Thomas O'Donoghue
University of Western Australia

Preparing Professional Teachers for Providing a Quality Education.

Abstract:

The value in education is that it can take students beyond training and instruction such that they are inducted into knowledge in a manner that makes their behavioural outcomes unpredictable. In other words, the good' of education is that it goes beyond producing individuals who will be limited, predictable and uncreative. To achieve such a 'good', however, requires also that their teachers are not just 'trained' but 'educated'. The presentation will elaborate on this by arguing that teachers, both at pre-service and at the level of continuing professional development need to be prepared according to three principles. These are as follows: teachers should have a very good command of the subject matter of their teaching areas; they should know how to teach; and they should engage in reflection not just in relation to their work at the classroom level, but also in relation to education more broadly. The view proposed is that these principles need to be followed in order for teaching to be considered a profession, for teachers to be considered professionals, and for students to be educated.

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University of Adelaide, 21 September 2017
SCHEDULE

		VENUE
8.30 am	**Conference Registration**	*Napier Building, Level 1 Foyer*
8.50 am	**Acknowledgement of Country: Conference Welcome**	
9.00 am	**Keynote Address (Plenary)** **Preparing Professional Teachers for Providing a Quality Education** *Thomas O'Donoghue, University of Western Australia*	*Napier Building, Room 102*
10.00 am	**Panel Presentation (Plenary): Teaching and Learning in Contemporary Education** **Fostering Innovation in Teaching and Learning: A Case Study** *Linda Westphalen, University of Adelaide* *Jarrod Johnson, Pulteney Grammar School*	*Napier Building, Room 102*
10.50 am	**Morning Tea and Refreshments**	*Napier Building, Level 1 Foyer*

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The Personal is the Professional
Teacher Researchers at Pulteney Grammar.
Linda Westphalen, University of Adelaide
Jarrod Johnson, Pulteney Grammar School

Professionals at Pulteney (P@P) is a research hub located at Pulteney Grammar School based on the principles of Humanistic Management and designed as a responsive and pragmatic Community of Practice. Established by Jarrod Johnson and Linda Westphalen, P@P aims to have a positive impact on Pulteney students' learning and teachers' academic profiles. The hub is a realisation of one of the goals of the *Beacon of Enlightenment Strategic Plan 2013 – 2023*, to 'rekindle the University of Adelaide's importance to the community by creating research partnerships with industry' (Beacon 2013: 7). Industry partners can take many forms and working with schools is, for the School of Education, pivotal in maintaining professional currency, fostering best practice in teacher education, working collegially with school leaders and teachers, and nurturing an innovative and research focused teaching and learning community.

This panel session is an invitation to ask about how P@P evolved, how it is managed and supported, and who it benefits: P@P is about innovation not only in teaching pedagogy and practice, but also innovating the role of the teacher itself.

For more information, visit http://bit.ly/2f82evB

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	Morning Parallel Presentations *Napier Building, Levels 1 and 2*		
	Session A (Room 108) ***Comtemporary Contexts in Education***	**Session B (Room 208)** ***Contemporary Trends in Educational Research***	**Session C (Room 209)** ***Teaching and Learning in Contemporary Education***
11.05 am	Community-defined evidence for young children with disabilities in rural Indonesia *Indra Kiling, Deborah Turnbull, Clemence Due and Dominggus Li,* *The University of Adelaide*	Will Augmented Reality (AR) Technology Influence Future Standardized Tests of English Proficiency? (Online presentation) *I Kadek Purnawan* *Prince of Songkla University, Thailand*	Language and Identity for South Sudanese Refugee Secondary Students in Adelaide, South Australia *Judith Thomas, Margaret Secombe and Nina Maadad, The University of Adelaide*
11.25 am	The Index of Inclusion: A Framework to Investigate the Inclusivity of Inclusive Secondary Schools in Yogyakarta Indonesia *Jamil Suprihatiningrum* *Flinders University*	Existentially grounded: A philosophy of slow to support university teachers' being in learning design *Nicola Parkin* *Flinders University*	Teaching in Australian universities through the eyes of the USSR/ex-USSR academic migrants *Anna Morozov* *The University of Adelaide*
11.45 am	Self-Responsibility in Employability Competencies Development: Perceptions and Implication to Engineering Education *Daudi Lazarus, Timothy Ferris, Monica Behrend and Hannah Soong* *University of South Australia*	Use of Rasch Measurement Model in examining the utility of TIMSS 2015 Assessment of Australian Grade 8 Mathematics (Algebra) *Hnin Nwe Nwe Tun* *The University of Adelaide*	Tertiary AfL: creating a positive practice architecture of teaching and learning through assessment practices *Alison-Jane Hunter, Dorothy Missingham and Linda Westphalen* *The University of Adelaide*

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	Morning Parallel Presentations (Cont.) *Napier Building, Levels 1 and 2*		
	Session A (Room 108) *Comtemporary Contexts in Education*	Session B (Room 208) *Contemporary Trends in Educational Research*	Session C (Room 209) *Teaching and Learning in Contemporary Education*
12.05 pm	A Critical Discourse Analysis Of The Dominant Representations Of Autism In Education *Vanessa Alexander, Flinders University*	Synchronicity and its relevance to pedagogical transformation: The stories from Indonesia *Aryani Tri Wrastari, Robert Matthews and Fizza Sabir The University of Adelaide*	In the hope for Quality Tertiary Chemistry Education *Sarah Kolajo and Lindsey Conner Flinders University*
12.25 pm	Two Enduring Trends in Australian Teacher Education Policy: Critique and Response *Loretta Bowshall The University of Adelaide*	A comparative analysis of high school physics curricula in Myanmar and South Australia in terms of Learning Objectives and Assessment based on Revised Bloom's Taxonomy *Wai Kyi The University of Adelaide*	Developing Computer Learning Media of Mathematics based on the Traditional Games of Indonesia for Elementary School Level *Eka Puspita Sari The University of Adelaide*

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		VENUE
1.40 pm	**Panel Discussion (Plenary): Contemporary Trends in Educational Research** **How can we "operationalize engagement and impact in educational research?"** *Greg Yates, University of South Australia and David Curtis, Flinders University*	*Napier Building, Room 102*
2.25 pm	**Panel Discussion (Plenary): Contemporary Contexts in Education** **The Use, Neglect, and Misuse of Academic Research in Educational Policy** *John Willison, The University of Adelaide* *Tracey Bretag, University of South Australia* *Deonne Smith, Department for Education and Child Development*	*Napier Building, Room 102*
3.10 pm	**Afternoon Tea and Refreshments**	*Napier Building, Level 1 Foyer*

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	Afternoon Parallel Presentations *Napier Building, Levels 1 & 2*		
	Session A (Napier Building Room 108) *Comtemporary Contexts in Education*	**Session B (Napier Building Room 208)** *Contemporary Trends in Educational Research*	**Session C (Napier Building Room 209)** *Teaching and Learning in Contemporary Education*
3.25 pm	Marginalising the marginalised: Multicultural Perspectives and English Text Selection Practices under the National Curriculum in South Australia *Chidozie Alozie, The University of Adelaide*	A Confirmatory Factor Analysis of Attitude Towards Science Questionnaire for Australian Grade 4 Students in TIMSS 2015 *Yulia Linguistika, The University of Adelaide*	Pre-Service Teachers' Scientific Reasoning and Physics Conceptual Understanding *Lina Aviyanti and Carol Aldous* *Flinders University*
3.45 pm	Person and Item Fit analysis of Multiple Choice Questions of Science Assessment in TIMSS 2015 of Australian Grade 4 Cohort using Rasch Measurement Model *Wai Kyi and Che Yee Lye* *The University of Adelaide*	A Quasi-Experimental Study of Improving the Students' Speaking Skill through Contextual Teaching and Learning (CTL) Approach *Abu Nawas* *The University of Adelaide*	Interpretations and perceptions of learner autonomy by non-English major students in the Vietnamese higher education context *Ha Tran* *The University of Adelaide*
4.05 pm	Professional development policies for English as a Foreign Language (EFL) teachers: From theory to practice in a multidisciplinary University in Vietnam *Thuy Hoang, The University of Adelaide*	An Investigation of the Factors Influencing Physics Achievement of Year 12 Students in Malang, Indonesia *Khusaini, The University of Adelaide*	Academic writing: a fundamental outcome of a university degree? *Ursula McGowan* *The University of Adelaide*

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	Afternoon Parallel Presentations (Cont.) *Napier Building, Levels 1 & 2*		
	Session A (Napier Building Room 108) *Comtemporary Contexts in Education*	**Session B (Napier Building Room 208)** *Contemporary Trends in Educational Research*	**Session C (Napier Building Room 209)** *Teaching and Learning in Contemporary Education*
4.25 pm	Self-regulated Learning of High Achievers Students in State University of Makassar, Indonesia *Andi Miftahul Maulidil Mursyid* *The University of Adelaide*	Educational leadership is different in the country: How can we support rural school principals? (Online presentation) *Kathryn Hardwick-Franco, Flinders University*	The Impacts of ICT Familiarity on the Students' Science Performance based on Gender and Grade Difference in Indonesia *Ainun Najib Alfatih* *The University of Adelaide*
4.45 pm	Graduate Saudi females: A qualitative approach to explore the motivations behind their stories *Safiah Nasser Hakami, The University of Adelaide*		
5.00 pm	**Closing Speech** *Professor Faye McCallum, The University of Adelaide*		*Napier Building, Room 102*

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MORNING PRESENTATIONS

SESSION A

NAME:	Indra Yohanes Kiling Deborah Turnbull Clemence Due
AFFILIATION:	School of Psychology, The University of Adelaide
TITLE:	Community-Defined Evidence for Young Children with Disabilities in Rural Indonesia
KEYWORDS:	Community-defined evidence, young children, disabilities, Indonesia

ABSTRACT:

West Timor, an underdeveloped region in Indonesia, faces several challenges relating to childhood disability, especially in relation to environmental risk factors such as poverty, discrimination and stigma, and limited access to basic services. However, very few are currently known about how people from West Timor address such challenges. As such, this study aims to explore community-defined evidence in West Timor, defined as practices that communities have used or planned to use, and determined to yield positive results as determined by community consensus over time and have reached a level of acceptance by the community. The research involved focus group discussion with 21 parents or caregivers and 55 key community leaders, and interview with 35 key informants. The results of the research identified nine activities that are considered as good practices from the community. The activities ranged from activities concerned on inclusive education to providing social daycare for young children with disabilities. The research concludes by addressing the implications of the results, both in rural area and developing countries context.

NAME:	Jamil Suprihatiningrum

NAME:
Jamil Suprihatiningrum

AFFILIATION:
College of Education, Psychology and Social Work, Flinders University, South Australia

TITLE:
The Index for Inclusion: A Framework to Investigate the inclusivity of an Inclusive Secondary School in Yogyakarta Indonesia

KEYWORDS:
Inclusion, inclusive, index for inclusion, students with disabilities

ABSTRACT:
One framework that widely used to measure the process and development of inclusive education practices is The Index for Inclusion developed by the Centre for Studies on Inclusive Education (CSIE). Using Yin's single case study model, this paper is aimed at exploring the inclusivity of one inclusive secondary school in Yogyakarta Indonesia using those Index for investigation. Research on investigating school's inclusivity in Indonesia is extremely limited. Therefore, this study has significant value in establishing the school's inclusivity, including the challenges and barriers students with disabilities experiences in studying in the inclusive school. Participants were selected using a purposive sampling technique. The evidences from the filling index, interviews and observations has been analysed using matching-pattern technique, and particularly for the filling index was analysed using a categorical data analysis. The result shows the school has a 'good' categorization as an inclusive school based on the review of principal, vice principal of curriculum, teacher and support teacher, whereas student with visual impairment and student with hearing loss admitted the school's inclusivity is 'moderate' and 'poor' categorization respectively. The principal, vice principal, teacher and support teacher believe that school has provided policy and support system to create inclusive culture. On the contrary, students with disabilities claimed that they still faced barriers to access the appropriate materials and participate actively in the classroom. In addition, physical buildings in those school are accessible for wheel chairs and white cane users, but for learning, school still has limited adapted materials for students with disabilities.

NAME:

Daudi Lazarus[1,2]

Timothy Ferris[3]

Monica Behrend[4]

Hannah Soong[5]

AFFILIATION:

[1]School of Engineering, University of South Australia, Adelaide, Australia

[2]Department of Electrical and Information Engineering, Pontianak State Polytechnic, Indonesia

[3]Centre for Systems Engineering, Cranfield University, Defence Academy of the United Kingdom, Shrivenham, UK

[4]Teaching Innovation Unit, University of South Australia, Adelaide, Australia

[5]School of Education, University of South Australia, Adelaide, Australia

TITLE:

Self-Responsibility in Employability Competencies Development: Perceptions and Implication to Engineering Education

KEYWORDS:

Self-responsibility, engineering education, employability competencies development, Australian employability skills framework

ABSTRACT:

The nature of employability competencies demanded by the labour market has changed, although, not all engineering students can comply with this nature. Therefore, much engineering education research attention has been given to approaches to improve the quality of engineering graduates. However, without a commitment from learners, as the centre of the process, to proactively take Self Responsibility (SR), the competency development process fails to create quality graduates either as required by government or expected by the employer.

This study, therefore, examines the perceptions of students and alumni of seven Australian engineering schools regarding SR in their employability competencies development process. The findings indicate that both student and alumni participants highly appreciated the importance of SR, with a significant direct effect on: (1) Autonomy and Self-Initiation, (2) Sense of Agency, (3) Self-Awareness and Evaluation and (4) Self-Management.

This finding has a potential to add new perspective of engineering education practice by providing a better understanding to support teaching and learning approaches to prepare graduate to enter the labour market. For example, the self-responsibility scale (SRS) has provided a basis for measuring learners' understanding of their in navigating the development process. Thus, engineering educators could design environments that support learners to internalise their external motivation into positive behaviours of engagement in the competency development process. Ultimately, the capability to internalise motivations will help learners gain a greater level of understanding of their career objectives and, therefore, they could choose appropriate career behaviours and actions for the labour market.

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| **NAME**: |
| Vanessa Alexander |
| **AFFILIATION**: |
| Flinders University, South Australia |
| **TITLE:** |
| A Critical Discourse Analysis of the Dominant Representations of Autism in Education |
| **KEYWORDS:** |
| Autism, representations, education, cultural studies |

ABSTRACT:

The purpose of this Doctor of Education qualitative research, is to examine through a critical discourse analysis the dominant cultural representations of autism, and how these influence understanding and practices in the field of education. Consideration of the ways in which autism has been defined, and how these ideas have changed and developed over time to the contemporary field of autism. Drawing on literature from a range of disciplines, the broader concepts of stigma and stereotyping of autism will be reviewed. This includes reference to the portrayal of people on the autism spectrum in media, popular culture as well as film and television. The implications for the education field are far reaching. These include teachers' understandings and competencies, professional learning programs, recommended classroom environments as represented in governance and policy, and ultimately on the lived experience of students on the autism spectrum. Textual analysis of key education documents and websites, highlight the language and images used that shape the broader understanding of autism. Relationships to broader cultural understandings of the autistic identity, and how this knowledge is both produced and consumed in the education context will have implications for a wide range of stakeholders, including people on the autism spectrum, parents, teachers, government and the broader community.

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NAME:	Loretta Bowshall

NAME:
 Loretta Bowshall

AFFILIATION:
The University of Adelaide

TITLE:
Two Enduring Trends in Australian Teacher Education Policy: Critique and Response

KEYWORDS:
Initial teacher education, reform, critique, response, enduring trends

ABSTRACT:
Over the last three decades, there have been over 100 reports in Australia, focussing on the efficacy of teacher education. Many, critiquing initial teacher education as unsatisfactory and in need of reform. These longstanding and frequent criticisms provide challenges for those teacher educators, who endeavour to respond to and contest the critiques.

These critiques, themselves, establish an enduring trend within education policy, as does the defensive response from those who provide teacher education programs. Additionally, it can be considered that these two opposing trends contribute to an unstable foundation for establishing and maintaining robust teacher education policy.

SESSION B

NAME: I Kadek Purnawan	
AFFILIATION: Prince of Songkla University Thailand	
TITLE: Will Augmented Reality (AR) Technology Influence Future Standardized Tests of English Proficiency?	
KEYWORDS: ICT application, online assessment, augmented reality (AR), standardized tests, English proficiency test	

ABSTRACT:

Many recent studies claim that augmented reality (AR) technology influences learning and assessment in positive ways (Dede, 2009; Clarke-Midura, Dede, & Norton, 2011; Dunleavy & Dede, 2013). By utilizing augmented reality technology, participants are able to interact with digital information, which is embedded within physical ambiences and are placed in real-world physical and social contexts (Dunleavy & Dede, 2013). As the technology is produced massively to fulfill the needs for teaching and learning, the researcher raises a question whether this technology could be utilized to assess English language skills of L2 learners. Moreover, there are still few standardized tests of English, which capture a comprehensive skill of test-takers. This study explores the potential of augmented reality technology as a new way to assess language skills of L2 learners in the future and discusses how it can facilitate and enhance learners' comprehension during the tests. The researchers conducted a peer-reviewed study from a variety of journal articles to analyze the problem, several interviews, questionnaires, and concluded that the augmented reality (AR) could possibly influence the future of standardized tests of English proficiency. Augmented reality technology was analyzed in terms of its affordance to scaffold as well as to evaluate learners' language skills; reading, writing, listening, and speaking. However, the implementation of augmented reality in standardized tests of English proficiency will face several constraints. One of the limitations is that the technology should be integrated with other compatible software. The researcher also suggested some implications from this study at the end.

NAME:	
Nicola Parkin	

NAME:
Nicola Parkin
AFFILIATION:
Flinders University
TITLE:
Existentially Grounded: A Philosophy of Slow to Support University Teachers' Being in Learning Design
KEYWORDS:
Philosophical, slow, university teachers, learning design
ABSTRACT:

At this time speed, scale and efficiency are the mantras of production in higher education. As technology makes new ways of learning and teaching possible, university teachers are compelled to constantly rethink their teaching approaches (Norton, Sonnemann, & McGannon, 2013; Salmon & Wright, 2014); they are continuously engaged in design work which is never 'completed' (Bennett, Agostinho, & Lockyer, 2016). They are 'in' design, existentially. This fast-moving, open-ended and continuous moment is riddled with anxiety which, I argue, may be soothed by taking a philosophical stance. The philosophical stance to one's being in design reinstates an engagement with what is meaningful and reinvigorates the relationship between the existential and the design project (d'Anjou, 2007).

My doctoral research into university teachers' lived experiences of designing for learning has opened my eyes to a trove of design philosophy, which reveals design in new and exciting ways that challenge the instrumentalist assumptions so prevalent in the business of higher education. In particular I found myself returning again and again to the principles of 'slow design' (Strauss & Fuad-Luke, 2008). A philosophy of slow serves to check assumptions of speed and situates immediate concerns within a more grounded 'long-scale' temporal perspective which supports teachers – as everyday designers - 'being in' design.

But slowness does not remind itself to us easily. This presentation shares a collection of 'slow' mantras that I developed to support a sense of being more existentially grounded in design.

NAME:
 Hnin Nwe Nwe Tun

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
Use of Rasch Measurement Model in examining the utility of TIMSS 2015 Assessment of Australian Grade 8 Mathematics (Algebra)

KEYWORDS:
Rasch measurement model, mathematics achievement, TIMSS

ABSTRACT:

The Rasch Measurement Model (RMM) has been widely utilised by the International Association for the Evaluation of Educational Achievement (IEA) since 1995 to estimate the psychometric properties of international large scale assessments. However, in Trends in International Mathematics and Science Study (TIMSS), the three-parameter logistic model (3PLM) was employed for item estimation. This raises questions about value of RMM in analysing tests? This study seeks evidence for the utility of RMM in estimating the psychometric properties of multiple choice items in Grade Eight algebra responded by Australian students in TIMSS-2015. A critical document analysis was conducted to review the application of RMM in international large scale assessment. Item analysis was performed using the RMM to examine the item fit of the items and associated separation indices by applying the Australian Council of Educational Research's (ACER) ConQuest software. The document analysis highlights that RMM is a powerful and effective model for examining psychometric property of tests. The results of item analysis and item separation reliability are useful, However, there are concerns associated with responses for 'low-ability' student; this aberration is common for IRT models at the both ends of the ability spectrum. All data from the algebra items fit the RMM, except for five items which had less than 0.39 for their point-biserial values. The correlation analysis showed that item estimates for RMM is statistically and positively significant to 3PLM, showing evidence that RMM is a powerful measurement model which is capable to provide meaningful information of item analysis and estimation.

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| **NAME**: |
| Aryani Tri Wrastari |
| Robert Matthews |
| Fizza Sabir |
| **AFFILIATION**: |
| School of Education, The University of Adelaide |
| **TITLE:** |
| Synchronicity and Its Relevance to Pedagogical Transformation: The Stories from Indonesia |
| **KEYWORDS:** |
| Synchronicity, pedagogical transformation, religion in Indonesia |

ABSTRACT:

Miraculous events do happen in life and affect human behaviour. A story from an Indonesian female educator in this study, for example, who decided to shift her job from a highly-paid business woman into the low-income teaching profession because of a mysterious voice in her room that reminded her to the commitment she has made years ago to serve God. Jung, the founder of analytical psychology, addressed this kind of phenomenon in a concept he called synchronicity: the experience of meaningful coincidence. Synchronistic experiences often awaken strong numinous interpretations which link to the idea of the supernatural power in spiritual or religious function. Given these facts, religion could become a dominant factor in influencing strong transcendental interpretations in synchronistic experiences. Furthermore, in a context which religious traditions are strongly held as in Indonesia, the interpretation of synchronistic events would be majorly based on the view of transcendental relationship of God-man. This paper aims to explore how synchronistic experiences interplay with the educator's religiosity leading to an impact on their transformative pedagogical practices. In total, 13 educators identified as change agent from five different religions in Indonesia were interviewed in an in-depth technique. Moreover, constant comparison method in grounded theory was used for data analysis. There are five main themes emerge, namely (1) calling to be a teacher, (2) vision in teaching, (3) vitality, (4) faith: submission and humility, (5) creativity. Explanation towards these five themes have brought to conclusions that synchronistic experiences give impact on teacher's transformative practices in education.

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| **NAME**: |
| Wai Wai Kyi |

| **AFFILIATION**: |
| School of Education, The University of Adelaide |

| **TITLE:** |
| A Comparative Analysis of High School Physics Curricula in Myanmar and South Australia: Alignment between Learning Objectives and Assessment Using Revised Bloom's Taxonomy |

| **KEYWORDS:** |
| Alignment, curriculum, assessment, objectives, Bloom's taxonomy, Porter's Alignment model |

ABSTRACT:

Alignment between standards and assessments can strengthen an education system and enhance student achievement, provided that alignment may impact on instruction and student learning. It is therefore important to analyze the alignment between objectives and assessments so that it would be beneficial for all stakeholders such as policy makers, teachers, students and test developers to adjust their policy, teaching, learning and assessments accordingly. To achieve this, this study analyzed the alignment of the high-school Physics curricula in Myanmar and South Australia with regard to their learning objectives/outcomes and examinations. Two curricula: Grade 10 Physics curriculum in Myanmar and Year 12 Physics curriculum in Australia were examined along with two latest available sets of question papers used. Porter's alignment model was used to analyse the alignment between objectives and assessment with a minor modification of six levels of revised Bloom's taxonomy, ie., remember, understand, apply, analyse, evaluate and create. To determine alignment between curriculum standards and their examinations, a two-dimensional table was created for both the objectives and the examinations. Overall, low alignment indices between curriculum statements and tests (0.58 for Myanmar and 0.53 for Australia) were found. Students' ability to apply higher level thinking skills were not formally assessed in the written examination nor included in the curriculum statements especially in Myanmar. Based on the findings, there were the validity issues of learning outcomes and assessments. This study proposed the implication for revising physics curriculum and ways to adjust and improve the instruction in both contexts.

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SESSION C

NAME:
Judith Thomas
Margaret Secombe
Nina Maadad
AFFILIATION:
School of Education, The University of Adelaide
TITLE:
Language and Identity for South Sudanese Refugee Secondary Students in Adelaide, South Australia
KEYWORDS:
South Sudanese refugee secondary students, language and sense of identity, Dinka language, English literacy learning, language learning: opportunities, language learning: attitudes

ABSTRACT:

This study explores the importance of learning the Dinka language, mother tongue of nineteen South Sudanese students and two of their teachers in secondary schools in Adelaide particularly in relation to their cultural identity. In the process of interviewing the participants and interpreting their data, the research draws on concepts from both humanistic sociology (Znaniecki & Smolicz) and symbolic interactionism (Mead & Blumer). Students related speaking their language in southern Sudan (before independence in 2011) consistent with the oral tradition of the Dinka language for centuries beforehand. 'Schooling' was disrupted and infrequent against the backdrop of almost constant civil warfare since 1956. All participants expressed strong views on the importance of Dinka in their lives. Most chose to undertake literacy studies in the Dinka language, available within the SACE (South Australian Certificate of Education) certificate, at the School of Languages in Adelaide as an important reinforcement of their South Sudanese identity. At the very same time they were adapting to formal mainstream schooling in English and developing a new 'school' or intellectual identity.

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NAME:

Anna Morozov

AFFILIATION:

School of Education, The University of Adelaide

TITLE:

Teaching in Australian Universities Through the Eyes of the USSR/ex-USSR Academic Migrants

KEYWORDS:

Academic migration, student-centred, narrow education

ABSTRACT:

The ways we teach, think and create knowledge often depend on the social environment and present and past experiences of the individuals (King, 2007; Putnam & Borko, 2000; Wang & Wu, 2008). When USSR/Ex-USSR university lecturers and researchers migrated to Australia, they brought with them their teaching practices, beliefs and experiences. Drawing on semi-structured interviews with 25 academics from the South Australian universities, this presentation discusses some of their work experiences and observations of student behaviours.

As anticipated, participants revealed they had to negotiate old and new experiences, reporting considerable dissimilarities between their previous teaching and studying practices and their current experiences in higher education in South Australia. In particular, accepting and adjusting to the student-centred approach of teaching was challenging for some academics. Additionally, academics reported several other issues, which indicated that international academics might benefit from introductory training in the Australian teaching approaches and practices at the beginning of their teaching career in Australian university.

Participants also shared their observations of student behaviours and expectations, expressing their concern regarding insufficient motivation of the local students to complete their bachelor degrees. Possible effects of the narrow education and the weakness of links between the disciplines were discussed. Broadening the interdisciplinary links and widening educational programs might expand students' horizons, promote opportunities for future research and innovation, and assist in graduate employability.

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NAME:

Alison-Jane Hunter

Dorothy Missingham

Linda Westphalen

AFFILIATION:

School of Education, The University of Adelaide

TITLE:

Tertiary AfL: Creating a Positive Practice Architecture of Teaching and Learning Through Assessment Practices**.**

KEYWORDS:

Teaching and learning, assessment, practice architecture, well-being, questioning

ABSTRACT:

In an engineering professional practice course, the need to develop more sustainable marking practices has become increasingly apparent, as the marking is particularly demanding. To address this, a far more multi-layered, team-orientated approach is required to cope with marker turnover and provide consistent grades for the students, ensuring that teaching and learning lie at the heart of the marking process. The process seeks to build a bank of expert, inclusive markers who can 'buy in and out' of the marking schedule in accordance with their own learning schedules, enabling us to both mentor and promote marker skills and support our best markers. Simultaneously a practice architecture for marking is being developed, which continues to support students through the assessment processes of each course, whilst strengthening the connection between students and teachers through partnership learning. This study is designed to examine diverse practical elements of the assessment architecture, as a method of integrating continuous teaching and learning into assessment.

We selected a range of successful engineering students to mark into a L1 course in the first instance. We have begun the process of examining the practice architecture of marking, our aims and objectives, and devised a new system of marking using questions to challenge those being assessed, rather than taking a more traditional deficit approach. We are also evaluating levels of inclusion, types of student responses, the depth and efficiency of marking and the impact of a marking load on the well-being of the markers, through short surveys and semi-structured discussions.

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NAME:
Sarah Kolajo
Professor Lindsey Conner

AFFILIATION:
Flinders University South Australia

TITLE:
In the Hope for Quality Tertiary Chemistry Education

KEYWORDS:
Critical Thinking (CT), Teaching Strategies, Chemistry, Tertiary, Professional Learning, Quality

ABSTRACT:

Scholars across the globe agree that Critical Thinking (CT) is one of the 21st century essential skills and that integrating CT into teaching is important for enhancing quality tertiary education. As such, CT is accepted as an important part of university graduate attribute. The researchers began this study with the hope that CT was already being integrated into course work in first-year university chemistry in a drive for continuous improvement and quality learning experiences. We quickly found that there was huge variation in what lecturers interpreted as CT, especially in how they applied their concepts in chemistry. There was also huge variance in lecturers' awareness of teaching approaches that could be used to support students' development of CT. Consequently, they seldom applied their knowledge of teaching for CT into their planning and reflection. Even when the lecturers were highly aware of what they could do, they were not observed to put their ideas into practice. Given that multiple reports have shown that traditional lectures do not promote (CT) skills, we suggest the need for professional learning related to a) developing lecturers understanding of CT and how it can be applied to chemistry, b) developing lecturers teaching strategies for promoting CT and c) consideration and revision of assessments to drive students to demonstrate CT.

NAME:

Eka Puspita Sari

AFFILIATION:

School of Education, The University of Adelaide

TITLE:

Developing Computer Learning Media of Mathematics Based on the Traditional Games of Indonesia for Elementary School Level

KEYWORDS:

Computer learning media of mathematics, traditional games of Indonesia, development research and elementary school

ABSTRACT:

Computer games are one of powerful mathematics learning tools that can enhance students' motivation and has a vast majority of learning materials. There are many research papers that study the utilization of modern computer games to support learning. However, none of those games are related to traditional games. Indonesian folk games are prone to be forgotten due to the limitedness of resources about Indonesian folk games.

To address this issue, this research will investigate a study the development of mathematics learning media, based on the folk games of Indonesia for Elementary school level. This study aims to provide a learning media whose function enhances motivational and learning outcomes, adds educational literature that suits the latest Indonesian curriculum and introduces one of Indonesia's cultural aspect to students. This study will be implemented in Elementary School of 1 Batam city, Riau Island Province, Indonesia, for the second semester of the academic year of 2017/2018. The subject of this study is students from 1-6 grade. There will be two study group of each grade. Namely, 1) Small study group, consist of five students, 2) Large study group, consist of 30 students.

The study uses research and development method. The study has started by analyzing mathematics learning media of an elementary school in Indonesia and developing a new learning media, based on the traditional games of Indonesia. Therefore, the computer learning media as the product of this research will be used as a supplement material in teaching mathematics in Indonesia following expert analysis and students trial.

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AFTERNOON PRESENTATIONS

SESSION A

NAME: Chidozie Alozie
AFFILIATION: School of Education, the University of Adelaide
TITLE: Marginalising the Marginalised: Multicultural Perspectives and English Text Selection Practices under the National Curriculum in South Australia
KEYWORDS: national curriculum, multiculturalism in education, English text selection, teacher agency, sociology of education
ABSTRACT: *The Australian National Curriculum is presented as Australia's effort to modernize and, more importantly, standardize its curriculum/schooling. It is also the presumptive vehicle through which Australia recalibrates its perspectives towards Asia, towards the other. This research approaches the National Curriculum: English as a decidedly neoliberal—and politicized— enterprise, and the examination of multiculturalism in English education as a veritable echo chamber for the identification of the pitfalls of an audit culture evincing pragmatic aporias, critical disjunctures between the political rhetoric of the curriculum, its intention, and the reality of its enaction within schools and classrooms. The primary aim of this research is to examine the pedagogical restraints on the English curriculum in years 10 and 12 in South Australia through a humanistic sociological lens and a document analysis intended to uncover the institutional practices prescribing the communicative aims of the English curriculum. This study finds that the National Curriculum, as enacted in South Australia, produces a contraction of textual options to facilitate standardization and measurement in direct contravention to its stated aims and goals. This overall numerical contraction produces a concurrent and, perhaps, purposeful diminution of multicultural and diversity literature, informing a limitation of thematic and analytical plurality. It also raises critical questions concerning the restriction of teacher agency within the curriculum and, indeed, the classroom. This contraction certainly contributes to the alteration of education's relationship to its larger sociological function, may inform the well-documented deterioration of the public conversation concerning difference and, finally, challenges the modern Australian multicultural narrative.*

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| **NAME**: |
| Wai Wai Kyi |
| **AFFILIATION**: |
| School of Education The University of Adelaide |
| **TITLE:** |
| Person and Item Fit analysis of Multiple Choice Questions of Science Assessment in TIMSS 2015 of Australian Grade 4 Cohort using Rasch Measurement Model |
| **KEYWORDS:** |
| Person fit, item fit, Rasch measurement model, TIMSS 2015, science |
| **ABSTRACT:** |

Benchmark results from international assessments such as TIMSS and PISA impact significantly on the participating countries since these results led thought provoking insights into the policy makers regarding the education system, curriculum, instructions and assessment practice. In Australia TIMSS results may impact on policy changing regarding school curriculum and instruction. Thus, it is important to examine test item employed in TIMSS 2015- to obtain a precise estimate of students' cognitive abilities. In achieving this, this study examined the psychometric properties of 15 MCQ test items of TIMSS 2015 Science test Booklet 1 administered to the Australian fourth grade students (n=442). Utilizing the Rasch Measurement Model, person and item fit was examined. Person fit analysis revealed 20 underfitting persons and, were removed from the analysis. Subsequently, an item fit analysis was conducted. The INFIT MNSQs ranged from 0.89 to 1.10 and the OUTFIT MNSQs ranged from 0.94 to 1.05, indicating an acceptable fit. The Rasch item separation reliability was 0.98 and person reliability was 0.69, indicating replicability of items and consistent students' estimated ability scores. The difficulty levels for the 15 items ranged from -1.10 to +1.25 logits, associated with standard errors of 0.90 to 1.12 logits. Overall, all test items have good psychometric characteristics and the distribution of the persons is top-heavy compared to the item distributions. It is suggested to examine if there are items showing invariant properties among the different groups using DIF.

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NAME:
Thuy Hoang

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
Professional Development Policies for English Teachers: From Theory to Practice in a Multidisciplinary University in Vietnam

KEYWORDS:
Teacher professional development, English teacher, professional development policies, Vietnamese higher education

ABSTRACT:
Professional development (PD) for English teachers has been much under scrutiny in Vietnam due to the implementation of the first major project on Language teaching and learning entitled "National Language Project 2020". As stated in the project, English teachers at university are required to score C1 (advanced) and C2 (upper advanced) on the Common European Framework of Reference for Languages (CEFR) Band Scale to teach English as a subject and English as a discipline respectively. However, it is challenging for English teachers to participate in PD to improve their professional knowledge and skills because of a number of influential factors which are the main focus of the researcher's PhD project.

In this study, PD policies from theory to practice in a multidisciplinary university in Vietnam will be identified. Multiple research methods including document analysis, interview, and focus group have been applied to investigate the relationship between PD policies and teacher PD. The researcher has analysed both national and institutional documents, interviewed two institution level administrators and two faculty level administrators, and conducted 7 focus groups of 35 English teachers. The preliminary results show that the institution and Faculty have developed and applied various initiatives to motivate and somewhat force English teachers to engage in PD to meet new requirements. The prominent initiatives developed and applied by the institution and Faculty for teacher PD include financial policies (financial support, bonus, or payment rate); teacher evaluation regulations; teaching assigning policies; and contract renewing conditions. The findings will make a great contribution to the understanding of barriers and motivators in terms of rules and structures for teacher professional development.

NAME: Andi Miftahul Maulidil Mursyid	
AFFILIATION: School of Education, The University of Adelaide	
TITLE: Self-regulated Learning of High Achievers Students in State University of Makassar, Indonesia	
KEYWORDS: Self-regulated learning, high achievers' students	

ABSTRACT:

This research will obtain descriptive accounts how high achievers' students of English Education Program, Faculty of Languages and Literature, State University of Makassar are being self-regulated learning. In addition, this research will employ qualitative approach using case study methodology. the main variable of this research is self-regulated learning used by high achievers' students in State University of Makassar, Indonesia. Furthermore, this research will use semi structure interview to the participants and it will interview the participants using a tape recorder. Semi structure interview will be used because the researcher will seek deep explanations and strategies used by a high achievers' students. The participants consist of eight students which are four males and females. They are high achievers' students who are in the third years study in the State University of Makassar. The indication of high achievement that the researcher used is based on their grade point average (GPA). The method of the data analysis will employ interactive model proposed by Miles and Huberman (1994).

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NAME:
Safiah Nasser Hakami

AFFILIATION:
School of Education, The University of Adelaide
University of Hafr Al batin, Ministry of higher education, Saudi Arabia

TITLE:
Graduate Saudi Females: A Qualitative Approach to Explore the Motivations Behind Their Stories

KEYWORDS:
Saudi females, Saudi Arabia, king Abdullah scholarship program, KASP, motivations, accomplishments, experience of studying abroad

ABSTRACT:
The current globalized surrounding we live in motivates students to seek better chances of education through participation as international students in foreign institutions. One group of international students is the Saudi females. Since the announcement of King Abdullah Scholarship Program-KASP- back in 2005, the number of Saudi females applying for the foreign scholarships has increased. Saudi females want to fully benefit from the scholarships and want to obtain a Diploma, Bachelor, Master or PhD degree from internationally recognized institutions /universities. Many scholars have investigated the challenges and obstacles that Saudi females encounter during their foreign learning experiences. However, there is a lack in exploration and explanation to the motivations for these females to study at international institutions/universities and factors beyond their success of reaching the academic goal of holding an international degree. The current research intends to fill in the gap by contributing some knowledge on what kind of motivations do the Saudi females have when they apply for scholarships to study at foreign universities. Participants of this research will be 5 -7 Saudi female students, aged between 25-35 who availed (KASP) and hold Master degrees from foreign universities. This qualitative research will gather data through semi-structured interviews. A thematic analysis of the data gathered will be conducted to respond to the research question. Based on the findings, the future Saudi females as international students will have better understanding of the motivations while enrolling in foreign universities and will also help them to learn how the other females coped with any difficulties and challenges during the whole journey.

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SESSION B

NAME:
Yulia Linguistika

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
A Confirmatory Factor Analysis of Attitude Towards Science Questionnaire for Australian Grade 4 Students in TIMSS 2015

KEYWORDS:
Confirmatory factor analysis, students' attitude towards science, students like learning science, students' engagement in the science lesson, students' confidence in science

ABSTRACT:
Trends in International Mathematics and Science Study (TIMSS) provide information which can be considered as an insight into effective educational strategies for development and improvement. Accordingly, the instruments used in TIMSS should be valid and reliable, so that the findings obtained is accurate. However, not all countries do the validation of the instruments which may lead to the inaccurate results. The purpose of the study was to evaluate the construct validity and reliability of students' attitude towards science questionnaire for Australian Grade 4 students. The constructs which have to be validated were students like learning science, students' engagement in the science lesson, and students' confidence in science. The analysis of this study started by proposing four alternative models. The alternative models were compared to obtain the best fit model and its validity and reliability were evaluated by looking at the factor loadings and the proportion of variance. The findings reveal that the best fit models are four-correlated factors model and hierarchical model (CMIN=10120.283; NFI=0.889; RFI=0.868; TLI=0.972; CFI=0.892; RMSEA=0.074). The factor loadings range from 0.445 to 0.909 which is medium to high. It means that the factors represent the underlying constructs. The proportion of variances ranges from 0.326 to 0.888 which means that the reliability of the items ranging from medium to high. The implication of the study is that the findings can be used as the identification of the items' validity and reliability, then it would help the decision to keep the item or remove it from the instruments.

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NAME:
Abu Nawas

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
A Quasi-Experimental Study of Improving Indonesian Students' Speaking Skill through Contextual Teaching and Learning (CTL) Approach

KEYWORDS:
Contextual teaching and learning approach, CTL approach, speaking skill, oral performance, quasi-experimental study.

ABSTRACT:

In Indonesia, English language has been implemented as a compulsory subject in the secondary school curriculum since 1954. In this subject, students are required to be able to use English as a second language. However, while many students can use English in written form, they struggle to express orally due to limited ideas, confidence and vocabulary. Therefore, a Contextual Teaching and Learning (CTL) Approach is used to overcome the issue. The CTL approach helps students understand the material they are learning by connecting their subject with their lives' context (Johnson 2002). Thus, CTL could make teaching and learning situations more interesting, and stimulate students to speak confidently.

This proposed research aims to investigate the effectiveness of the CTL approach on improving the students' ability in speaking. This quasi-experimental study will be implemented using second-grade students of a senior high school in Makassar-Indonesia. The sample will be divided into two groups: Group A as the control class and Group B as the experimental class. Both groups will take a pre-test and post-test. However, only the experimental group will be delivered an intervention for the period of the experiment. After the treatment, the samples will be assessed by an oral test and the test result will be tabulated. Therefore, the result of this study will assess to what extent CTL approach improves the students' speaking ability. Data will be analysed by using the independent sample t-test in SPSS.

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NAME:

Khusaini

Dr. I Gusti Ngurah Darmawan

Prof. John Keeves

AFFILIATION:

School of Education, the University of Adelaide Australia

TITLE:

An Investigation of the Factors Influencing Physics Achievement of Year 12 Students in Malang Indonesia

KEYWORDS:

Factors, physics achievement, year-12 students, the multilevel model

ABSTRACT:

This study plans to investigate factors that may influence the Physics achievement of Year-12-students taking a science class in Malang, Indonesia. This study aims to give a more comprehensive understanding of factors influencing Physics achievement that can help policymakers or other stakeholders to develop evidence-based policy. Multilevel analysis strategies will be employed to gather comprehensive data regarding factors influencing Physics achievement of Year-12 students in Malang, Indonesia. Confirmatory Factor Analysis (CFA), Structural Equation Modelling (SEM), and Hierarchical Linear Modelling (HLM) will be employed to examine the relationship of factors at three different levels namely student level, teacher level, and school level. The semi-structured interview will also be employed to obtain comprehensive data regarding the context of factors underlying achievement in Physics.

NAME:

Kathryn Hardwick-Franco

AFFILIATION:

Flinders University, South Australia

TITLE:

Educational Leadership is Different in the Country: How Can We Support Rural School Principals?

KEYWORDS:

Rural education, educational leadership, professional development, rural leadership, school principal, training

ABSTRACT:

Research continues to show that school leadership is second only to classroom teaching as an influence on student learning. My presentation reports on a review of literature about educational leadership in rural contexts. Scholarship highlights that within the study of school leadership, the differentiated experiences of those leading 'small' schools has been overlooked and in Australia the majority of small schools are situated in non-urban locations. Further, Preston & Barnes, note that the context in which rural school leadership operates demands differentiated attention and there is a "paucity of research on this specialized focus" (2017, p. 6). The presentation argues that South Australia is in a unique position to fill this gap while simultaneously finding solutions for contemporary problems facing rural educational leaders.

Literature highlights ways in which the job of a school principal is different in the rural context, when compared with the urban. Yakavets, Frost and Khoroshash (2017) offer a useful model to explore the contexts in which school principals' work. This paper asks, "What andragogy and content is useful when providing professional development to rural school principals?" A particularly pertinent question at a time when 46% of Australian respondents to surveys said they had received no preparation to become a school leader (Halsey, 2011). I propose future research investigate how the training offered to rural school principals can implement androgogy and content that is differentiated for the rural context; where rural educational leaders work with training providers to co-create andragogy and co-create content of professional development programs.

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SESSION C

NAME: Lina Aviyanti Carol Aldous	

NAME:
Lina Aviyanti
Carol Aldous

AFFILIATION:
Flinders University, South Australia

TITLE:
Pre-Service Teachers' Scientific Reasoning and Physics Conceptual Understanding

KEYWORDS:
Scientific reasoning, physics conceptual understanding, pre-service physics teachers

ABSTRACT:
Pre-service teachers, particularly those who focus on STEM areas, need to develop continuously in both knowledge and skills in order to become professional educators in the 21st century. This study investigated Indonesian physics education, undergraduate students' scientific reasoning and conceptual understanding on the topics of 'Mechanics' and 'Electricity and Magnetism' across the year levels from year 1 to year 4, in both public and private universities using a cross-sectional design. The data were gathered using three standardized tests namely Lawson's test, FCI, and BEMA; as well as by semi-structured interview in order to gain a deeper interpretation of the quantitative findings. The results indicated that regardless of where participants attended university, the scores for scientific reasoning and for 'Electricity and Magnetism' remained nearly constant across the entire four years of higher education; while those for 'Mechanics' showed only minor variation. Further, a small gender difference in scientific reasoning and physics understanding was identified. Pre-service physics teachers at public universities showed noticeably higher scientific reasoning and physics conceptual understanding than those at private universities. The qualitative analyses found that while participants had an appreciation for the role of scientific reasoning and conceptual understanding in physics teaching and learning, their level of scientific reasoning and physics understanding improved only slightly during the course of their higher education studies. Overall, the study suggests an important need for developing an appropriate instructional method and a conducive learning environment, in order to enhance the development of scientific reasoning and physics understanding at the tertiary level.

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NAME:	
Ha Tran	

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
Interpretations and Perceptions of Learner Autonomy by Non-English Major Students in the Vietnamese Higher Education Context

KEYWORDS:
Autonomy, autonomous learner, self-regulation, self-initiative, language learning, Vietnamese higher education

ABSTRACT:

A significant body of research in language education over the last 4 decades has indicated considerable effort by both researchers and practitioners all over the world to understand and implement the concept of learner autonomy in different contexts. This study aims to investigate the subject matter of learner autonomy in the perception and interpretation of non-English major students at tertiary education level in Vietnam. Semi-structured interviews with 15 respondents from 3 different classes in a university in Vietnam were used to examine students' interpretation of the concept of learner autonomy, their description of an autonomous learner, the way they perceive themselves in terms of autonomous learning, and their perception of the importance of learner autonomy in language learning. The findings revealed that most of the students interpreted autonomy as students' self-regulation, self-initiative, self-awareness and self-control which mostly aligns with what is stated in the literature about the concept. In their view, autonomous learners possess a number of common characteristics which can belong to one of five broad categories: learning management, affective aspects, learning method, personal qualities and learning outcomes. Although students' self-evaluation of themselves as autonomous learner varied, they all perceived the important role of autonomy in language learning, indicating a positive attitude of non-English major students in Vietnamese higher education towards learning autonomously. This, to some extent, implies the practicability of autonomy development in the local context.

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NAME:
Ursula McGowan

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
Academic Writing: A Fundamental Outcome of a University Degree?

KEYWORDS:
Academic literacy, graduate attributes, learning outcomes

ABSTRACT:
The focus of this presentation is a case study of a discipline lecturer who met the challenge of integrating an academic literacy development focus into the content curriculum. In the context of Australian higher education in the 21st century, writing is still a major form of assessing students' learning of discipline content. Two contemporary factors that may impact on students' proficiency in academic writing stand out: the instant availability of online information, and the diversity of student intakes that include a high proportion of learners for whom English is an additional language (EAL). However, academic language can be viewed as a new language, not only for EAL students, but for all students learning a new discipline.

The literature on academic literacy has indicated that learning outcomes improve if students are inducted into academic reading (Rose & Martin 2012). It has also been suggested that discipline academics are best placed to induct student into their academic language (Wingate, 2006). Others have proposed that graduate attributes - that include 'communication skills' – should be taught and assessed within discipline curriculum as a fundamental learning outcome (Barrie 2006).

In this presentation the case study will be outlined of a STEM discipline lecturer who has adopted a pedagogy for inducting undergraduate students into a safe method for 'harvesting language' from academic journal articles (McGowan 2008). The study explores the contextual factors and conditions that indicate both possibilities for larger-scale adoption, as well as barriers to sustainability in the current Australian higher education context.

NAME:	
Ainun Najib Alfatih	

NAME:
Ainun Najib Alfatih

AFFILIATION:
School of Education, The University of Adelaide

TITLE:
The Impacts of ICT Familiarity on the Students' Science Performance-Based on Gender and Grade Difference in Indonesia

KEYWORDS:
ICT familiarity, science performance

ABSTRACT:
The research aims to examine the effects of four constructs of ICT familiarity towards gender and grade difference in science performance in Indonesia. The four constructs of ICT familiarity are (1) availability of ICT (2) use of ICT at home (3) use of ICT at school, and (4) attitude towards the computer. These constructs will be analysed by taking into account the two different constructs of science performance; knowledge subscale of science and competency subscale of science. The study uses Indonesian data drawn from the OECD's Program for International Student Assessment (PISA) conducted in 2015. In some countries, some research found that ICT involvement in the education has a significant impact on the students learning activities and performance by transforming teaching and learning process from teacher-centred to the student-centred learning. However, there is currently limited explicit research to support which specifically addresses that ICT has a direct and positive impact on students' achievement in Indonesia, particularly towards the four constructs of ICT familiarity. This paper highlight the analysis of Indonesian data of ICT Familiarity and their prediction of science performance. The implications for policy and pedagogy are discussed.

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CAMPUS MAP

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NAPIER BUILDING LEVEL 2

Napier Building (K12)
Second Floor Lecture Theatres (208, 209)

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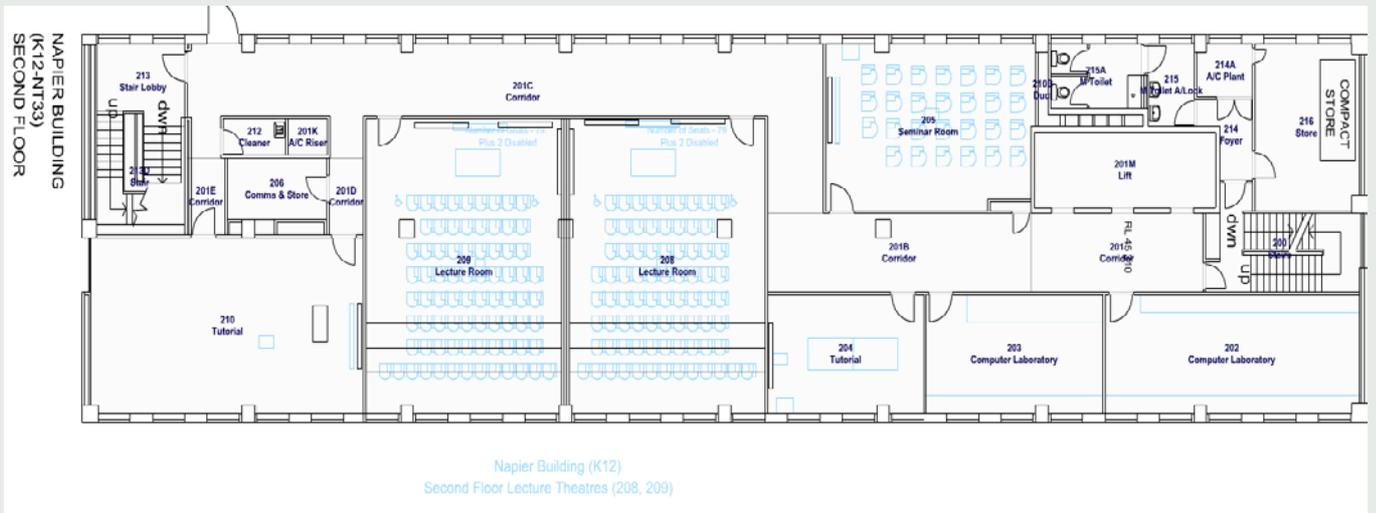
Feedback

Dear Conference Attendee,

Your feedback would be greatly appreciated.

Please email feedback to HDR Student Representative and PhD Candidature – Mr Chido Alozie at:

chidozie.alozie@adelaide.edu.au

We thank you for your participation in our event, and hope you enjoyed your time at the University of Adelaide.

Kindest regards,
2017 HDR Student Committee

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