

After the conference



# International Evening

Beginning at 6 pm in the Common Room (Level 0)

- ☞ Halal meat
- ☞ Tennis facilities
- ☞ Volleyball
- ☞ Movies for young ones

Families and friends most welcome

There is no charge for attending the meal

Registration required for catering purposes

(Gold coin donation gladly accepted)



## 22 November 2007

ORGANISED AND SPONSORED BY:



**Flinders University Institute of  
International Education**

**Centre for Analysis of  
Educational Futures**

**School of Education  
Flinders University**

**FURTHER INFORMATION**

<http://caef.flinders.edu.au/index.html>

**WHEN** 22 November 2007

**WHERE** School of Education  
Sturt Building, North Campus  
Flinders University, Bedford Park, South Australia  
The Opening and Closing Sessions will be held in the Sturt Theatre  
(Access from the car park 14)

## **CONFERENCE STRANDS**

COGNITIVE THEORY AND EDUCATION

ICT AND EDUCATION

ISSUES IN EDUCATION

SURVEY RESEARCH IN SCHOOLS

"TALK ABOUT A TEXT"

TEACHER PROFESSIONAL DEVELOPMENT

WELLBEING AND EDUCATION

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## **Acknowledgements**

We would like to acknowledge the help with organisation of the ERC 2007 that we obtained from many staff members and postgraduate students to mention a few:

**Rasyid Muhammad Nur Akbar, Ngadiman Djaja, Juniar Ernawaty, George Filipov, Kelvin Gregory, Diane Harris, Polly Holmes, Rosalind Murray-Harvey, Judith Peppard, Marietta Rossetto, Pawel Skuza, Suyantiningsih, Jeni Thomas, Diah Wihardini, Kay Whitehead, Aryani Wrastari**

## **Flinders University Institute of International Education**

The Institute draws together staff and higher degree students at Flinders University who have shared interests in the field of international education, through an integrated approach to research, teaching and community service. FUIIE is based in the School of Education, Flinders University.

[www.flinders.edu.au/education/fuiie](http://www.flinders.edu.au/education/fuiie)

## **Centre for Analysis of Educational Futures**

The Centre for Analysis of Educational Futures is an independent research body which specialises in identifying and carrying out research that provides evidence-based strategies for future educational action.

Educational Futures represents an area in which Flinders University has considerable research strength and is the only centre in South Australia to focus on multidisciplinary research relating to the educational future of Australia. Established in 2006, the Centre brings together researchers from across a range of disciplines - a feature absent in much traditional educational research.

We work with government and industry partners to deal with real world educational issues and problems throughout Australia as well as on an international basis.

[www.caef.flinders.edu.au](http://www.caef.flinders.edu.au)

## **School of Education**

The School of Education at Flinders University offers a comprehensive range of teaching programs from first year through to the Honours, Masters and Doctoral levels. These include teacher education programs as well as programs where education is the focus of study (for example, as part of the BA). The strong research orientation within the School contributes to a vibrant Honours Program as well as attracting many local, interstate and international students to its several Masters and two doctoral programs (PhD and EdD). Located in the foothills of Adelaide within view of both the sea and downtown, the School of Education is an ideal place to study. The academic staff include scholars with international reputations.

[www.flinders.edu.au/education](http://www.flinders.edu.au/education)

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## Late Afternoon "Talk about a Text" Session – ROOM N318

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3:45–4:00 pm

**Kay Whitehead**

### *Remembering the past, envisaging the future in Victor Pavia's eulogy*

This presentation examines a short eulogy to Victor Pavia in the SA Teachers Journal on the occasion of his retirement in December 1927 after 'fifty-one years of useful service' in the South Australian Education Department. It offers an interpretation of Pavia's work that focuses on the concepts of vocation, career and character, all of which featured prominently in male teachers' lives and work in the late nineteenth and early twentieth centuries. A vision of the future as challenging and everchanging, but ultimately progressive and manageable is also embedded in this particular text. In essence, my talk constructs Pavia as a modern, manly teacher.

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4:00–4:20 pm

**Risti Permani**

### *Pesantren Islamic Boarding Schools)in Indonesia: The Trade-offs between Religious and Academic Attainments*

This study concludes that there has been significant reduction in Pesantren religious courses and religious courses impacts on overall Pesantren performance. Based on a qualitative survey, apparently, this change is to meet demands from student's parents as well as the job market. This is supported by empirical evidences using three-stage least square estimations resulting that there is not enough empirical evidence to conclude that religious attainments are important income factors, while academic qualifications have significant impacts on regional incomes. If this trend continues in the long run, the existence of Pesantren as the Islamic education centre in the future is questionable.

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4:20–4:40 pm

Questions and discussion time

## Conference Program

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8:15 am (Sturt Theatre)

Registration

9:00 am (Sturt Theatre)

Welcome - Professor Faith Trent, Executive Dean

9:15 am (Sturt Theatre)

**KEYNOTE LECTURE**

Chair: Prof. Rosalind Murray-Harvey

Key Note: Dr. Paul Kilvert

Chief Executive Officer,

SSABSA

Title: Upper Secondary Education: who assesses?

10:30 am (N330)

Morning Tea

11:00 am

**Concurrent Sessions**

12.30 pm

**LUNCH**

1:15 pm

**Concurrent Sessions**

2.45 pm (N330)

Short Afternoon Break

3.00 pm

**Concurrent Sessions**

4:45 pm (Sturt Theatre)

**THE JIM RICHARDSON LECTURE**

Chair: Assoc. Prof. Kay Whitehead

Speaker: Ms Julie Roberts

Manager Curriculum Frameworks

DECS

5:30 pm (Sturt Theatre)

**Drama Presentation: Educating Fronnie**

6:00 pm (Common Room)

**BBQ and INTERNATIONAL EVENING**

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## ISSUES IN EDUCATION

### Morning Session - Room N220A

**CHAIR: Dr Marietta Rossetto**

**Technical Assistant: Rasyid Muhammad Nur Akbar**

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**11:00 am**

**Marisa Young**

*Envisaging the future of art, design and craft education. Cautionary tales from South Australia's colonial past*

**11:30 am**

**Sofkhatin Khumaidah**

*AusAID funded students: should they be single?*

**12:00 noon**

**Melanie Baak**

*An examination of the educational experiences of Sudanese refugee students in South Australian schools*

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### **LUNCH**

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### Afternoon Session - Room N220A

**CHAIR: Dr Judith Peppard**

**Technical Assistant: Rasyid Muhammad Nur Akbar**

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**1:15 pm**

**Dominic Keuskamp**

*A review of the educational outcomes of course choice across secondary and tertiary education*

**1:45 pm**

**Dedy Gunawan**

*Solving the Indonesian national examination problems: Ethical strategies*

**2:15 pm**

**Adi Suryani**

*The ethics of making up students' test scores: A case study*

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### Late Afternoon "Talk about a Text" Session - ROOM N318

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**3:00-3:15 pm**

**Marietta Rossetto**

#### *Interpreting Visuals*

This presentation explores a tapestry that gives a memoir account of the migration experiences of eighteen Greek and Italian women, who journeyed to Australia in the 1950s. Through semiotic analysis the meaning of the tapestry is explored, uncovering visual representations of diverse and/or shared values, visions, and resettlement experiences. It is an invaluable visual documentation of migrant women's reflections.

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**3:15-3:30 pm**

**Aryani Wrastari**

#### *Teachers as learners: perceptions of teachers from low social economic schools in Indonesia*

Learning is fundamental to teaching. According to Fullan (2007), the future improvement of education in school starts from how teachers perceive their profession as a learner since it is believed that "student learning depends on every teacher learning all the time"(p. 35). Moreover, taking into account of the problems of quality education faced by low social economic schools in Indonesia, this paper believes that having an understanding of teachers' value in learning process will be one crucial steps of implementing effective school reform program for such schools. This is an in-progress research project, aiming at exploring how teachers in low social economic schools in Indonesia understanding themselves as learners.

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**3:30-3:45 pm**

**Judy Beal**

#### *Moral Competence in the Digital Age - Developing ethical behaviour & moral competence, in an online world*

Teaching students about Internet Safety in our Digital Age is very important but perhaps there is an element missing in some of the fantastic Internet Safety programmes. If we are only teaching students about the issues involved in their personal safety online, are we missing the importance and value of teaching them to be more responsible global citizens and better decision makers? Explicit teaching of ethics may empower students with moral competencies which could well support their futures. The core purpose of this unit of work is that students learn about ethics, in order to develop their moral competence.

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## Late Afternoon ICT Session – ROOM N 317

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3:50–4:15 pm

**Hua Geng**

### *Investigation of the Support provided by Educational Websites that Influence the Interaction between Students and Websites*

This paper reports a study which examined the usefulness of the three kinds of support provided by educational websites in relation to the interaction between students and educational website in an online learning context: Technical support, academic support, and administrative support. 152 students who studied an online language course at a university in China were first surveyed via questionnaires and 20 of these students were then interviewed. Students were asked to rate and provide reasons why the support provided by educational websites in the project was useful to their success in online learning. The results of the study indicated that academic support was reported most useful in relation to the interaction between students and educational websites followed by administrative supports and finally technical supports. The findings also showed that students reported that all the support helped them achieve more productive usage of educational websites and communicate with teachers and other students. Website designers and online teachers may find these results useful in enhancing the effectiveness of online teaching as well as designing and using instructional programs.

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4:15–4:40 pm

**Wing Au**

### *Integration of ICT in Chinese schools: Some problems and issues*

The Chinese government has made substantial investment in the integration of ICT into schools in China. However, little has been published about the problems and issues encountered. This paper reports on a survey of about 200 teachers in a city in the Jiangsu Province in China. These teachers came from a variety of learning areas and the survey results will highlight some of the problems that they have experienced including the lack of professional development, the lack of equipment and the lack of resources.

## COGNITIVE THEORY AND EDUCATION

### Morning Session – Room N220B

**CHAIR: Prof. Rosalind Murray-Harvey**

Technical Assistant: Pawel Piotr Skuza

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11:00 am

**Mike Lawson**

*Constructivist teaching?*

11:30 am

**Lihui Wang**

*Imagery training for facilitating reading comprehension in EFL learning: Effects of individual differences*

12:00 noon

**Mirella Wyra**

*Students' knowledge of L2 strategy*

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**LUNCH**

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### Afternoon Session – Room N220B

**CHAIR: Dr Helen Askeff-Williams**

Technical Assistant: Pawel Piotr Skuza

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1:15 pm

**Wing Au, Hesham Alomyan**

*An investigation of the effect of cognitive style and different presentation strategies on students' information retrieval in a web-based learning environment*

1:45 pm

**Dianti Kusumawardhani**

*The influence of teaching self-regulated learning strategies on mathematics and biology learning: A study carried out in high schools in Indonesia which conducted accelerated program for the gifted.*

2:15 pm

**Sri Rejeki Murtiningsih**

*An explanatory study into contributing factors to transition to university and academic life in Australia: A case study from South Australia*

## WELLBEING AND EDUCATION

### Morning Session - Room N317

**CHAIR: Assoc. Prof. Larry Owens**

**Technical Assistant: Ngadiman Djaja**

**11:00 am**

**Judith Peppard, Carolyn Palmer, Felicity Lewis, Julie McMillan**

*Promoting family health and wellbeing: An evaluation of the family learning network project*

**11:30 am**

**Carolyn Gregoric, Larry Owens**

*Shop, drop and plop: Exploring the complexities of three school-community partnerships*

**12:00 noon**

**Leigh Burrows**

*I feel good, nice, happy, like I want to do my drawings and stuff. Enhancing wellbeing for a student on the autism spectrum using a multidimensional approach*

**LUNCH**

### Afternoon Session - Room N317

**CHAIR: Assoc. Prof. Larry Owens**

**Technical Assistant: Ngadiman Djaja**

**1:15 pm**

**Barbara Spears, Larry Owens**

*Cyber-bullying: Students and teachers tell their stories*

**1:45 pm**

**Leanne Clark, Barbara Spears**

*Understanding cyberbullying: Year 7's experiences, knowledge and attitudes towards reporting*

**2:15 pm**

**Carolyn Palmer, Robin Ryan**

*Training for Sustainable Leadership in South Australian Schools: Principals' Perspective*

### Late Afternoon ICT Session - ROOM N 317

**3:00 - 3:25 pm**

**Wing Au, Hesham Alomyan**

*The design of web-based learning packages and instructional strategies*

Web-based learning has become increasingly popular but there is a lack of research on web-based learning and individual differences. It is important to examine how the adoption of instructional strategies in web-based learning would help to address this issue. Our research has found that more structured instructional strategies would facilitate field-dependent learners in web-based learning. This paper reports on two instructional strategies in the design of a web-based learning package, viz., interactive concept maps and illustration with embedded text. Theoretical supports, research and examples will be presented in this paper to highlight the importance of adopting appropriate instructional strategies to facilitate learning.

**3:25-3:50 pm**

**Hua Geng**

*Investigation of the Support from Teachers that Influence the Interaction between Students and Teachers*

This paper reports a study which aimed to identify the usefulness of the support from teachers in relation to the interaction between students and teachers in an online learning context. This study used quantitative and qualitative methods across three phases: A pilot study, for purpose of instrument development; a questionnaire survey, designed to examine students' perception of factors involved in online learning experience; and some follow-up in-depth interviews, designed to investigate further the reasons why the identified factors were benefits or barriers in students' success in online learning. The sample of the questionnaire survey study comprised 152 students from a language course in a University in China. Twenty students of the 152 were selected to participate in the in-depth interviews. Students were asked to rate and provide reasons why the support from online teachers in the project was useful to their success in online learning. The results of the study indicated that students possessed remarkably clear views as to the nature of the identified pedagogical support from teachers that influenced their online learning results. The findings also showed that students reported that all the support helped them achieve more productive usage of educational websites and communicate with teachers and other students. Online teachers may find these results useful in enhancing the effectiveness of online teaching. The support may also assist in students' developing problem-solving skills, reaching deeper understandings, and achievement in successful online learning.

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 Afternoon Concurrent Session
 

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2:15–2:45 pm

**Room N317****Carolyn Palmer, Robin Ryan***Training for Sustainable Leadership in South Australian Schools: Principals' Perspectives*

There is minimal research evidence to show how and whether leadership training programs have assisted school leaders to achieve and sustain leadership positions in South Australia. The study reports data from some 70 surveys of Principals supported by 14 in-depth interviews. The findings identified a widespread lack of formal training and a generally unsystematic use of mentoring and networking. While the majority of Principals were ambivalent about the degree to which formal training assisted them to achieve leadership positions, a high proportion believed they would benefit from ongoing training

**Room N318****Shirley Yates, Anne Bayetto***Primary teachers' views about the use of calculators by students with learning disabilities*

Calculators were introduced into Australian schools in the 1980s but their use by students with learning difficulties (LD) remains controversial. Forty-nine teachers who had voluntarily enrolled in a professional development (PD) programme focused on using calculators with LD students were surveyed concerning their beliefs about mathematics, its teaching and learning and views about calculator use by students with LD. Results confirm a range of teacher opinions, with those scoring high on constructivist approaches to teaching mathematics expressing more favourable attitudes towards calculators as did those espousing strong beliefs about the meaningfulness of mathematics. These findings have implications for teacher PD.

**TEACHER PROFESSIONAL DEVELOPMENT****Morning Session - Room N318****CHAIR: Assoc. Prof. Carolyn Palmer****Technical Assistant: Aryani Wrastari****11:00 am****Elsa Noviliyanti***Protecting intellectual property in university***11:30 am****Muhammad Adib Abdushomad***Leadership style and the challenges in adopting learning organization philosophy in the Directorate of Islamic Higher Education (DOIHE) Ministry of Religious Affairs Jakarta***12:00 noon****Shirley Yates***Teachers' views of past curriculum reforms and professional development in mathematics***SURVEY RESEARCH IN SCHOOLS****Afternoon Session - Room N318****CHAIR: Dr Kelvin Gregory****Technical Assistant: Aryani Wrastari****1:15 pm****Penny Van Deur***Assessing the effect of explicit teaching on primary students' knowledge of self-directed learning***1:45 pm****Rosalind Murray-Harvey***Teacher, peer and family Influences on students' social/emotional and academic experiences of school***2:15 pm****Shirley Yates, Anne Bayetto***Primary teachers' views about the use of calculators by students with learning disabilities*

## ICT AND EDUCATION

### Late Afternoon Session - Room N317

**CHAIR: Dr Kelvin Gregory**

**Technical Assistant: Rasyid Muhammad Nur Akbar**

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**3:00 pm**

**Wing Au, Hesham Alomyan**

*The design of web-based learning packages and instructional strategies*

**3:25 pm**

**Hua Geng**

*Investigation of the support provided by educational websites that influence the interaction between students and websites*

**3:50 pm**

**Hua Geng**

*Investigation of the support from teachers that influence the interaction between students and teachers*

**4:15 pm**

**Wing Au**

*Integration of ICT in Chinese schools: Some problems and issues*

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Afternoon Concurrent Session

2:15-2:45 pm

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### Room N220A

**Adi Suryani**

#### *The Ethics of making up students' test score: A case study*

Many academics will probably say that making up students' scores is obviously unethical behavior. They may simply say making up our students' score means we are cheating, we are impairing our integrity or even we are being immoral. However, behind this question, there is a series of ethical thinking processes which we could consider before arriving at the final decision. This presentation will use a case study of institutional policy in one institution in Indonesia (the name of the institution will be kept to ensure its confidentiality) as a sample for us to understand the ethical thinking processes. The institutional policy requires the students who are in the last semester to pass TOEFL with minimum score 475. Many students fail. This circumstance poses an ethical dilemma for the English lecturers, is it all right or not right to help some students pass their TOEFL by making up their TOEFL score? The decision of this ethical dilemma will be analyzed based on principles, consequences, virtues, and agreement by balancing the yes and no arguments. Based on principles, we may say we should not help since it means breaking the rules, cheating, not trusting the students' competency and being unfair to other students. Conversely, helping them means respecting the students' dignity, worth, and uniqueness, making them happy, and protecting them from harm and pain. Based on virtues, making up their score applies several virtues, such as courage, empathy, care, wisdom, and humanitarian. Conversely, not making up their score means being honest, truthful, and trustworthy, and being fair and loyal. Making up the students' scores will bring bad as well as good consequences for the students themselves as well as for the lecturers and other people. Based on agreements, making up the students' score means violating our professional ethics and our community expectation. Moreover, what will happen if everyone broke these agreements? However, should we keep on following that agreement and not helping the students if we are not involved in the process of reaching that agreement? We also should be aware of the hidden intention behind that agreement.

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### Room N220B

**Sri Rejeki Murtiningsih**

#### *An explanatory study into contributing factors to transition to university and academic life in Australia: A case study from South Australia*

The objectives of this study which is still in progress are to explore the challenges faced by Indonesian post-graduate students in the transition process at Flinders University and the coping strategies used to deal with them. The study also aims to determine whether gender is a factor influencing them. One female and male group of Indonesian post-graduate students were invited to focus group discussions. Another focus group of international students consisting international students other than Indonesian was also formed. The preliminary analysis of the data shows that women faced more challenges and reacted more negatively when dealing with linguistic, academic and social adjustment issues than men. The female students were less confident and experienced more stress than males. The data, also showed that male Indonesian students are less opened in terms of seeking help. They utilized the university support services less than their female counterparts. Both female and male students pointed out that the transition programs lacked social skills materials which could help them socialize and make friends with the local people. Indonesian students' experience will be compared with other international students.

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 Afternoon Concurrent Session

1:45 -2:15 pm

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**Room N318**
**Rosalind Murray-Harvey**

*Teacher, peer and family influences on students' social/emotional and academic experience of school*

While the focus on academic performance as an indicator of the quality of students' experience of school is indeed important, closer attention needs to be paid to more broadly based outcomes that include social/emotional adjustment as these also impact on students' lives at, and beyond school.

For this study, students' academic performance and social/emotional adjustment data were collected from both students and teachers. Year 5-9 teachers in 58 classes across 21 South Australia schools reported on randomly selected students in their classes yielding data for 888 students. Students reported on their relationships with family, peers and teachers; psychological health; coping strategies; their academic performance; and, feelings about school.

Effects of a path model of hypothesized influences on students' social/emotional adjustment to school were estimated. The model fit the data well. The quality of a student's experience of school is most accurately represented by the inter-relationship of both academic and social/emotional outcomes which are influenced in large part by the quality of the students' relationships (supportive or stressful), not only with peers and families but also with teachers who exert just as strong, and a sometimes stronger influence, on students' wellbeing.

**TALK ABOUT A TEXT****Late Afternoon Session - Room N318****CHAIR: Assoc. Prof. Kay Whitehead****Technical Assistant: Pawel Piotr Skuza****3:00 pm****Marietta Rossetto***Interpreting visuals***3:15 pm****Aryani Wrastari**

*Teachers as learners: perceptions of teachers from low social economic schools in Indonesia*

**3:30 pm****Judy Beal**

*Moral competence in the Digital Age – Developing ethical behaviour and moral competence in an online world.*

**3:45 pm****Kay Whitehead**

*Remembering the past, envisaging the future in Victor Pavia's eulogy*

**4:00 pm****Risti Permani**

*Pesantren Islamic Boarding Schools)in Indonesia: The Trade-offs between Religious and Academic Attainments*

**4:20 pm - 4:40 pm****Questions and discussion time**

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Morning Concurrent Session

11:00 – 11:30 am

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**Room N220A**

**Marisa Young**

*Envisaging the future of art, design and craft education. Cautionary tales from South Australia's colonial past*

Reformers frequently present glorious visions of educational futures in order to promote changes to classroom activities. However, the history of education has revealed that significant gaps can emerge between a reformer's rhetoric and the everyday progress of these reforms. This presentation will provide an overview of the relationship between the ideals espoused by the reform movement associated with changes to art, design and craft education in colonial South Australia and the actual outcomes of attempts to instigate reforms. The presentation will outline the ways in which the implementation of an educational reform scheme was influenced by the career paths of key educators, the continuing availability of financial resources, the impact of local cultural preferences as well as social attitudes, and the difficulties brought about by war. Colonial South Australian reformers' ideas about educational change developed through cultural transfer and their visions of the future of local art, design and craft education became prey to the ambitions of educators who implemented these schemes, the aspirations of students, and the consequences of unforeseen social and economic upheavals.

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**Room N220B**

**Mike Lawson**

*Constructivist teaching?*

In this paper I consider the current status of arguments made in local and international literature about the wisdom of pursuing a constructivist teaching approach. I argue that the adoption of a basic psychological constructivist position provides a sound basis for generation of teaching actions that can be expected to have a positive impact on student learning.

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Afternoon Concurrent Session

1:45 – 2:15 pm

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**Room N317**

**Leanne Clark, Barbara Spears**

*Cyberbullying: Year 7's experiences, knowledge and attitudes towards reporting.*

Bullying is a complex phenomenon that has been the focus of worldwide research now for some 30 years (Smith, Pepler and Rigby, 2004). However, with the growth in technology and an increase in the use of on-line environments and mobile phones to communicate, the face of bullying appears to be changing. The shift to cyberspace has heralded new opportunities for such behaviours as bullying. One dark aspect of cyberspace is cyberbullying: using technology to bully, intimidate, harass and victimise others.

A small, qualitative, pilot study was designed to explore pre-adolescents' knowledge of cyberbullying and their attitudes towards reporting it. The results of the study indicated that the lived realities of some 31, Year Seven students was in concert with that which is already known from existing quantitative studies: they clearly understood and had had experiences of cyberbullying across a range of media (Internet such as email and MSN and mobile phones such as text messaging and camera phones). Their reluctance to report it, also reflects the extant literature on reporting in traditional playground bullying, however, emerging themes which shed light on their attitudes to reporting cyberbullying, include (lack of) trust and the quality of relationships with adults and friends.

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 Afternoon Concurrent Session
 

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1:45 -2:15 pm

**Room N220A****Dedy Gunawan***Solving the Indonesian National Examination problems: Ethical strategies*

This is a small study discussing about the national examination in Indonesian secondary schools. Since the first time of its implementation in 2003, this new type of examination, to some extent, has failed to evaluate the real competence of the students. This study tries to explore the problems behind this failure. However, particular focus will be given to the problems of dishonesty that massively happened in some schools during the national examination in 2007. Rather than suggesting new system of examination, this study offers Ethical Strategies by combining principles, agreements, virtues, and end consequences considerations to solve the problem. This study also proposes some recommendations that should be done by all stakeholders involved in the national examination.

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**Room N220B****Dianti Kusumawardhani***The influence of Teaching Self-Regulated Learning Strategies on Mathematics and Biology Learning (A study carried out in High Schools in Indonesia which conducted accelerated program for the gifted)*

This study examined the influence of Self-Regulated Learning Strategies on facilitating students' achievement in Mathematics and Biology. Indonesian first year high school students (N=240) from accelerated and regular classes were assigned to an intervention and a non-intervention condition. The purposes of the study were examining the effects of the intervention on Mathematics and Biology learning. At exploratory stage, PLSPATH, AMOS, and HLM programs were used to examine the pattern of relationships among the latent constructs. The results showed the variations of effects of the intervention on Self-Regulated Learning, Self-Efficacy, and Achievement in Mathematics and Biology learning.

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 Morning Concurrent Session
 

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11:00 – 11:30 am

**Room N317****Judith Peppard, Carolyn Palmer, Felicity Lewis, Julie McMillan***Promoting family health and wellbeing: An evaluation of the family learning network project*

Community capacity building and coordinated and consistent service delivery have the potential to impact on student achievement, quality family support and student engagement in personal, social and educational pathways. This paper reports on the first stage of the evaluation of a collaborative service model to promote primary school students' academic achievement through service coordination and community development. A combination of qualitative and quantitative methods is used to elucidate the views and experiences of teachers, parents and children. The findings show the importance of the social environment and social health factors in student achievement and family participation in school life.

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**Room N318****Elsa Noviliyanti***Protecting Intellectual Property in University*

Developing people by giving them professional development programs can be a large financial commitment for an organisation, yet these professional development programs may affect little benefit for an organisation. In the university sector, for example, some lecturers in public universities, who have several side jobs lecturing in private universities, may prefer to share the new knowledge from such development programs provided by the public universities in other places. The reason is that other organisations, such as private universities may pay the lecturers more than the public university that provides the professional development program. That kind of case is may be difficult to prevent, especially in universities in developing countries such as Indonesia. There are solutions to deal with the problem of knowledge being irresponsibly shared: to give lecturers a higher salary; and to enforce an intellectual property (IP) policy to lecturers. This paper aims to distinguish which knowledge is supposed to shared and which is not; to construct strategies to approach its stakeholders in enforcing IP policy; and to come up with solutions of financial challenges that would occur in the efforts of protecting IP within the context of an Indonesian public university.

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 Morning Concurrent Session

11:30 am – 12:00 pm

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**Room N220A**
**Sofkhatin Khumaidah***AusAID funded students: should they be single?*

With the policy of cutting the family allowance (AusAID, 2006), AusAID funded students who have their children with them here have to live with the single allowance of AU\$751.10 which is not sufficient for a number of their basic needs. Consequently, married awardees are likely to have dilemma, leaving their family in their home country or take them to Australia both entail difficulties. This seems to be similar with a marriage ban in the Western history of Education (Dwyer, 2006; Cavanagh, 2005; Whitehead, 2007; Theobald, 2006). If the ground for giving scholarship is the value of generosity (AusAID, 2006), AusAID should have not issued the policy of family allowance cut. Or if it should be so, instead of requiring the awardees to come to Australia, AusAID should give alternatives such as distance learning or establishing corporation with the most leading universities in Indonesia, because even the single allowance is more than enough to support their need of study and life in Indonesia.

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**Room N220B**
**Lihui Wang***Imagery Training for Facilitating Reading Comprehension in EFL Learning: Effects of Individual Differences*

There has been substantial research on visual mental imagery use for facilitating reading comprehension. This provided affirmative evidence. However, very little research has been conducted to apply the technique in EFL learning practice. There have also been developments in theory about the role of individual differences in visual mental imagery use. The new developments need to be taken into account when considering how to help EFL learners with their reading comprehension. This study attempts to investigate the effect of visual mental imagery use in EFL reading comprehension learning and contribute to research in this area by providing stronger predictive power regarding individual differences in imagery ability.

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 Afternoon Concurrent Session

1:15 – 1:45 pm

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**Room N317**
**Barbara Spears, Larry Owens***Cyber-bullying: Students and Teachers Tell their Stories*

While there is an extensive literature on overt and indirect forms of bullying, little is known about the more recent phenomenon of cyber bullying. As part of a larger DEST funded study into the nature and prevalence of covert bullying in Australian schools, we digitally recorded approximately 100 stories from students (aged 12 to 18 years), teachers and parents in a diverse range of South Australian schools. A vast majority of these stories involved cyber-bullying, indicating that this was an increasingly prevalent form of indirect or covert bullying. Preliminary findings from thematic, narrative and case study analyses of the stories indicate that cyber bullying is clearly understood and occurs across school communities regardless of the setting, gender, or age of students and includes a diversity of behaviours. The emerging themes concern friendships and relationships, with cyber-bullying uniquely linking covert behaviours such as exclusion, isolation and manipulation of the peer group with the overt behaviours required to forward messages, put up websites, and spread images. Denigrating others via text messages, withholding passwords, deliberately stalking across cyber space, and blackmailing are distinctly overt behaviours, whereas the covert acts involve concealing identity and manipulation to achieve the domination and intimidation associated with bullying. An on-line story book, which can be pod cast from a website is under construction so school communities can access it as a resource for policy and staff development, parent education and supporting students

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**Room N318**
**Penny Van Deur***Assessing the effect of explicit teaching on primary students' knowledge of Self-Directed Learning*

This paper reports on an assessment of Self-Directed Learning (SDL) in primary school students. Children in six Year 5 classes participated in an intervention study in which they were taught about SDL and assessed on their knowledge on 4 occasions over six months. The results of multi-variate and multi-level analyses show that students' gender contributed most to development over time in students' knowledge of SDL. In the paper it is argued that SDL involves process knowledge that can be assessed and developed by teachers in classrooms and that assessments of knowledge of SDL should be used to guide the development of effective self-directed learners in primary schools.

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 Afternoon Concurrent Session
 

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1:15 – 1:45 pm

**Room N220A****Dominic Keuskamp**

*A review of the educational outcomes of course choice across secondary and tertiary education*

Students of secondary and tertiary education make substantial decisions about course choice, and the educational outcomes of those decisions are key foci for research. However, there has been limited review of the literature to determine with specificity how course choice is linked to its outcomes. This paper reports the findings of a review aimed at summarising the empirical evidence for the educational outcomes of course choice in secondary and tertiary education. Relatively few studies provided unbiased data on the topic of the review. Nonetheless, the perpetuation of inequality across sectors remained evident from patterns of course differentiation and educational outcomes.

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**Room N220B****Wing Au, Hesham Alomyan**

*An Investigation of the Effect of Cognitive Style and Different Presentation Strategies on Students' Information Retrieval in a Web-based Learning Environment*

This paper reports a study which investigated whether different presentation strategies might interact with individual's cognitive style in learning. A web-based learning package was designed employing three strategies, Interactive Concept Maps, Illustration with Embedded Text and Text-Only. Group Embedded Figure Test was administered to 178 university students to identify their cognitive style as field dependent or field independent. Findings showed that no significant difference in performance was found between field dependents and field independents in Concept Maps and Illustration with Embedded Text treatment condition. However, a significant difference was found between field dependents and field independents in the Text-Only treatment condition. Also significant interaction was found between cognitive style and treatment type.

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 Morning Concurrent Session
 

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11:30 am – 12:00 pm

**Room N317****Carolyn Gregoric, Larry Owens**

*Shop, drop and plop: Exploring the complexities of three school-community partnerships*

Increasingly schools and teachers are partnering with their communities to support students. Schools are partnering with an array of organisations across a broad spectrum of activities. Working with the community can provide additional assistance to enhance students' learning and wellbeing beyond that which schools could accomplish independently. In this presentation three case studies involving activities undertaken by a program for disengaged girls, a project involving youth at risk of offending and a school based environment group are examined. The case studies illustrate the dynamics and complexities of activities and services provided to schools by the wider community.

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**Room N318****Muhammad Adib Abdushomad**

*Leadership style and the challenges in adopting learning organization philosophy in the Directorate of Islamic Higher Education (DOIHE) Ministry of Religious Affairs Jakarta*

In the twenty first century, we are living in a rapidly changing, post-industrial society, which is becoming more knowledge based. Situated in this complex, fast paced environment, The Directorate of Islamic Higher Education (DOIHE), needs to make changes in order to succeed, in relation to the supervising qualities of Islamic universities in both the private and public sectors. The way forward for DOIHE will be to revise their existing position and become a functional of learning organisation. Implementing these new ideas will certainly help DOIHE grow into healthy organisations in today's global, complex society.

In order to do so, people development within the DOIHE is an important issue. This can be obtained through "positive collective change" and for all of the staff to understand what is meant by the learning organization. (Senge, 1991 & Argyris, 1990). In this, the position of leadership is crucial. This research attempt to define what is the type of leadership that is suitable to enhance a learning organisation in my department.

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Morning Concurrent Session

12:00 – 12:30 pm

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**Room N220A**

**Melanie Baak**

*An examination of the educational experiences of Sudanese refugee students in South Australian schools*

This paper explores the educational experiences of six Sudanese refugee students in Years 6-8 at South Australian schools through conducting in-depth interviews with the participants. The paper examines the educational experiences of Sudanese refugees both in their initial countries of asylum and in Australia and suggests implications for educational provision for Sudanese refugees in South Australia.

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**Room N220B**

**Mirella Wyra**

*Students' knowledge of L2 strategy*

Explicit instructions in the encoding and retrieval processes in the use of the keyword method were given to Year 7 students in two experimental conditions. Students then used the keyword method to learn Spanish-English word pairs and were tested in two directions of recall. Five weeks after the training KWM Knowledge Questionnaire was administered to examine what students know about the strategy. The data analyses examine students' knowledge and how this knowledge affects their performance on second language vocabulary test.

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Morning Concurrent Session

12:00 – 12:30 pm

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**Room N317**

**Leigh Burrows**

*'I feel good, nice, happy, like I want to do my drawings and stuff'. Enhancing wellbeing for a student on the autism spectrum using a multidimensional approach*

This paper uses a case study methodology to demonstrate how an holistic intervention to enhance wellbeing for a child on the autism spectrum was designed and tailored for the particular needs of an eleven year old boy and his family who severely challenged the education system to provide for his learning and behavioural needs.

This multidimensional and strengths-based approach incorporated elements such as: solution-focused counselling; the use of therapeutic stories and sandtray, working closely with parents and connecting with teachers, outside agencies and the community. The child and family's individual strengths and resources were observed and utilised in order to design a highly effective intervention which in this case was shown to lead to changed behaviours as well increased school attendance, engagement, learning and wellbeing.

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**Room N318**

**Shirley Yates**

*Teachers' Views of Past Curriculum Reforms and Professional Development in Mathematics*

Mathematics curriculum reform failures are a significant problem worldwide, with most teachers still using traditional pedagogies. Teachers hold the key to reforms, with professional development (PD) seen as the panacea of reform efforts. However, few studies have investigated teachers' experiences of reforms and associated PD. This study examined 293 teachers' views garnered over multiple mathematics reform experiences. Teachers differed markedly in their beliefs about mathematics and its teaching and learning and while they had experienced several reforms reported receiving little PD. Challenges posed by the paucity of reform-oriented PD must be addressed for more effective reform implementation in the future.