Australian Multicultural Interaction Institute

International Conference
Innovative Research in a Changing and Challenging World

16 – 18 May 2012

Phuket, Thailand

Conference Abstracts

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Welcome

On behalf of the Conference Committee, I would like to express my warmest greetings to you and particularly our profound appreciation of your contribution to the *International Conference: Innovative Research in a Changing and Challenging World* in Phuket, Thailand on 16-18 May 2012.

The Conference has attracted delegates from many countries in the world. They have brought to the conference not only their research expertise and achievements but also their linguistic and cultural backgrounds which have greatly enhanced the interdisciplinary and multicultural discourse of an international conference.

This is not just another research conference. Its aim goes beyond the academic research discourse. It is an opportunity to humbly contribute to the enhancement of global co-existence. You would be pleased to know that a part of your conference registration fees will be set aside to assist disadvantaged school children in developing countries through UNICEF and humanitarian organisations. Thus, we are deeply grateful for your participation in this conference.

We hope you enjoy the conference intellectually and socially and bring back to your universities and countries the fondest memories of the conference atmosphere and the tremendous hospitality of the friendly people of Thailand.

Dr Si Fan
Conference Convenor

Conference Organising Committee

The conference is organised in close collaboration between The Australian Multicultural Interaction Institute and the Faculty of Education, University of Tasmania, Australia

Conference Convenor

Dr Si Fan, The Australian Multicultural Interaction Institute

Conference Manager

Dr Yun Yue, The Australian Multicultural Interaction Institute

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- Dr Megan Short
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Conference Venue

The conference will be held at the Phuket Graceland Resort & Spa. It has been widely known as one of the best venues for international conferences in the world. We are proud that Graceland Resort is our conference venue!

The Conference Venue is located right in front of Patong Beach. Patong Beach is an astonishing combination of breathtakingly beautiful white sand beach edged by the glittering Andaman Sea, and the most concentrated area of tourist accommodations, shops, nightclubs, restaurants and attractions.

Traditionally research has been rigidly confined to a single academic discipline. This is important for maintaining its research vigour. However it can also create a discourse of research hegemony which can stiffen creativity and innovation. This conference promotes diversity and unity in research on an interdisciplinary basis. Phuket is chosen as our meeting place for sharing innovative research in a changing and challenging world.

CONTACT DETAILS

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Conference themes

- Conducting research in an intercultural context;

- Competing discourses of research;

- Research methodology issues;

- Challenges in conducting research in an interdisciplinary context;

- Language, literacy and communication in educational research;

- Health and environment issues in research;

- Science education research;

- Challenges to translating theory into research;

- Ethical issues in conducting research;

- Cognitive and affective dimensions in research;

- Research and social empowerment;

- Management issues in research;

- Innovative ideas and practices in educational research;

- Cultural and linguistic issues in conducting research;

- Technologies: new frontiers in research;

- Discourse analysis and critical discourse analysis in research; and

- Research and globalisation.

Keynote sessions

Keynote address 1– Intercultural research: A paradigm of planes

Dr Sivanes Phillipson

Monash University, Australia

ABSTRACT

Intercultural research is prevalent in many contexts, however it is one the most difficult research to pursue. Even at the basic level, defining intercultural as a multilayered interaction of culture and history initiates a conundrum of complexities associated with this research. Furthermore, any description and explanation that we must make in response to questions of intercultural phenomenon requires an acute examination of the processes of such phenomenon. As a possible way forward, I propose Lev Vygotsky's genetic-analysis method, which demonstrates that research at the cultural and historical level happens at two planes – the social plane and the person plane. The social plane lends the initial lens to the cultural layers that show the intricate webs of interactions between persons within social and historical institutional structures, whereas, the person plane pulls the researcher into the internal state and mind of the person through the use and engagement with cultural tools, and socially and culturally significant persons. Rooted within and between the two planes are multilayer of processes. These planes and the processes can become the focus of individual exploration and analysis of a whole system of process with the recognition that they are fundamentally fused and complementary. Such an approach gives researchers an opportunity to move beyond the dichotomy of the individual and the environment in an intercultural research context.

BIOGRAPHY

Dr Sivanes Phillipson is Senior Lecturer at Faculty of Education, Monash University Peninsula Campus and formerly an assistant professor in the Department of Education Studies at the Hong Kong Baptist University. She teaches in the broad area of educational psychology, classroom pedagogy and gifted education. Trained as an English teacher, Sivanes obtained her PhD from University of New England (Australia). Her research interests include the synthesis of structural models of academic achievement in relation to parental involvement and expectations. Sivanes has been awarded a number of research grants, resulting in research publications in

books and many international peer reviewed journals, including Educational Psychology. Sivanes is the co-editor of Talent Talks, official newsletter of the International Research Association of Talent and Development. With Prof Wilma Vialle, she is co-editor of Special Issue of Talent Development and Excellence Journal. She is also a member of the International Society for Cultural Activity Research, American Psychological Association (APA) and Association for Psychological Science (APS). Her latest project was a colloquium at the end of 2011 that resulted in a book entitled Constructing Educational Achievement: A Sociocultural Perspective due to published by Routledge Education by end of 2012.

Her recent selected publications:

– Phillipson, S. N., Phillipson, S., & Poon-McBrayer, K. F. (in press) An evaluation of the usefulness of video recordings in measuring the performance of student-teachers. *The Asia Pacific Journal of Education Researcher*.

– Phillipson, S., & Phillipson, S. N. (first online 13 Nov 2011). Children's cognitive ability and their academic achievement: The mediation effects of parental expectations. *Asia Pacific Education Review*.

– Phillipson, S. N., Phillipson, S., & Eyre, D. M. (2011). Being gifted in Hong Kong: An examination of the region's policy for gifted education. Gifted Child Quarterly, 55(4), 235-249.

– Phillipson, S. (2011). Evaluating tertiary student perception of English Teaching Assistants' role in teaching and learning: A Rasch analysis. In R. F. Cavanagh & R. F. Waugh (Eds.), *Applications of Rasch Measurement in Learning Environments Research* (pp. 245-262). Netherlands: Sense Publishers.

– Phillipson, S., & Forlin, C. (2011). Newly qualifying teachers' perspectives of diversity and inclusion: Understanding through visual representations. *International Journal of Whole Schooling, 7*(1), 1-19.

– Phillipson, S., & Phillipson, S. N. (2010). The involvement of Hong Kong parents in the education of their children: A validation of the Parents' Attributions and Perception Questionnaire. *Educational Psychology, 30*(6), 625-649.

– Phillipson, S. (2010). Parental role and students' cognitive ability: An achievement model. *The Asia-Pacific Education Researcher, 19*(2), 229-250.

Keynote address 2– Hegemony, empowerment and challenges in a global research discourse

Dr Thao Lê

University of Tasmania, Australia

ABSTRACT

Globalisation has permeated various domains, personally, socially and culturally. It is like a mighty river increasingly swamping the earth and presumptuously turning the culturally diversified world into a global village. While there are numerous movements and efforts to ensure that social justice and cultural respect are upheld, and peaceful co-existence among global villagers is cultivated, there are also waves of globalisation driven by commercialisation, self-interest and cultural ignorance or arrogance which deprive the global villagers of their cultural dignity, empowerment and meaningful interaction. This phenomenon in its dualistic manifestations has also taken place in the global research discourse.

Globalisation has become a social phenomenon and it has shaped the destiny of many people and countries. From the humanistic perspective, it cultivates both collaborative interaction and cultural understanding and mutual respect. This is the spirit underlying the existence of a number of world humanitarian organisations such as the Red Cross, UNICEF, and Médecins Sans Frontières. In education, globalisation opens many gates for students and academics of different countries to interact; particularly with the growing power of computer technologies, the spirit of education 'sans frontiers' has emerged in different discourses. The virtual world co-exists with the real world. However, globalisation also has its dark side. Hegemonic globalisation in the research discourse can be contaminated by profit-driven agenda particularly when internalisation of education is primarily viewed as an industry. Heavy emphasis is placed on reputation building, profit making, and power control. Ironically It still operates on the pretext that the world is a global village where some privileged villagers are more valued than others.

BIOGRAPHY

"*Once upon a peaceful day, I was born, long time ago. my mother told me that when I started to go to school at the age of childhood innocence, my country was crazily divided into two parts by powerful people in Geneva in 1954 . Like an unlucky star, my home province was chosen to be the place of political demarcation. From then, people in my village were like lost birds without a sense of direction. War and peace have danced as a tune in the stream of my life*" (T.L)

Dr Thao Lê completed B.A in English linguistics at Saigon University in 1969. With a special interest in ethnography and an enthusiasm of a young graduate, he moved on to undertake a research Masters in Jarai, a highland minority language in Central Highlands of Vietnam. However his dream of living with culturally isolated mountain people as a part of his research fieldwork was dashed due to the fierce war taking place throughout Vietnam at that time.

Finally in 1970 Monash University gave him a new direction. Like a lost bird, he started to learn to fly again in the far-away horizon of Melbourne where he gained M.A and PhD in theoretical linguistics.

Thao Lê was offered a lectureship at the University of Tasmania in 1974 and has been teaching in the Faculty of Education till now. He has held various positions and played important roles in the development of the University such as: Senior Lecturer, Assistant Dean, Director of the Masters Program, Graduate Research Coordinator and Associate Dean (Research). Currently, he is lecturing in postgraduate courses and supervising eighteen research students. He was awarded: University of Tasmania's Teaching Excellence Award and University of Tasmania's Award for Excellent Contribution to Graduate Supervision and Research.

Thao Lê has been invited to be a keynote speaker at international conferences in Phuket, Lisbon, Iloilo, Paris, Penang, and Istanbul on educational research, globalization, applied linguistics and computer-supported education. His new research books are:

- Lê, T. & Lê, Q. (in press): *Conducting research in a changing and challenging world*. New York: Nova Science Publishers.

- Lê, T. & Lê, Q. (2011). *Technologies for enhancing pedagogy, engagement and empowerment in education: Creating learning-friendly environments*. Pennsylvania: CGI Global.

- Lê, T. & Lê, Q. (2011). *Linguistic diversity and cultural identity: A global perspective*. New York: Nova Science Publishers.

- Lê, T. & Le, Q., Short, M. (2010). *Language and Literacy Education in a Challenging World*. New York NOVA Science Publishers.

- Lê, T. & Le Q. (2009). *Critical Discourse Analysis: An interdisciplinary perspective*. New York: Nova Science Publishers

Keynote address 3– Researching across boundaries

Professor Ian Hay

University of Tasmania, Australia

ABSTRACT

This presentation reviews research conducted by the author over the last 10 years within the theoretical framework: researching across boundaries. The research reviewed has an educational focus, but it also explores a range of designs and researched methods. The presentation supports the notion that to be an effective researcher across boundaries the researcher needs to perceive the research as multi-dimensional and multi-purposeful and able to be translated to different end users. Crossing boundary researchers need to welcome difference, respect others, and respond to the opportunities when boundaries are crossed.

BIOGRAPHY

Professor Ian Hay is the Dean of the Faculty of Education, University of Tasmania, which he was appointed to in 2007. Before coming to UTAS, he was Professor and Head of the School of Education, University of New England. He has also held Associate Professor positions at the University of Queensland and Griffith University. Professor Hay has published more than 100 book chapters, refereed journal articles, reports, and other articles in a range of international and national peer review publications. As a chief investigator, he has been awarded competitive research funds in excess of 1.25 million dollars, and has supervised some 20 higher degree research students. His main research interests are in the domain of students with literacy and academic difficulties, the role of motivation in learning, and students' cognitive development.

Professor Ian Hay and his research team have just been granted a major ARC research grant for four years to examine the factors that influence student retention in schooling beyond the compulsory years in rural, regional and disadvantaged communities. The goal of the project is to enhance the quality of education for a diverse population of students.

Selected recent publications:

– Hay, I., & Ashman, A.F. (in press). Self-concept. In R. J.R. Levesque (Ed.), Encyclopaedia of adolescence (pp xx xx). New York: Springer Publication. Hay, I., Fielding-Barnsley, R. (in press). Social learning, language and literacy. *Australian Journal of Early Childhood*.

- Hay, I., & Woolley, G. (2011). The challenge of reading comprehension. In T. Lê, Q. Lê & M. Short *(Eds.), Language and literacy in a challenging world* (pp. 123-136). New York: Nova Science Publishers.

- Hay, I., & Fielding-Barnsley, R. (2011). Responding to the challenge of transiting children into effective literacy. In T. Lê, Q. Lê & M. Short *(Eds.), Language and literacy in a challenging world* (pp. 209-222). New York: Nova Science Publishers

- Simmons, N., & Hay, I. (2010). Early adolescents' friendship patterns in middle school: Social-emotional and academic implications. *Australian Journal of Educational and Developmental Psychology*, 22, 59-69

Keynote address 4– Researching the rapidly changing communities that schools serve: A teacher's job?

Professor Peter Freebody, Dr Kelly Freebody

University of Sydney, Australia

This presentation will raise the need for the routine, ongoing conduct of research into communities as an integral element of teacher preparation and school planning. This point will be exemplified through a report of a project, supported by the Priority Schools Program, Department of Education and Communities, New South Wales, Australia. The project involved interviews and observations in a dozen rural, suburban, and urban schools selected on the basis of the variety and intensity of the challenges they faced from the rapid changes going on in the communities around them. It also involved a series of community-based interventions, adaptations of Design-Based Research, on the part of the teachers and school leaders on these sites, in collaboration with the researchers. The challenges the interventions addressed included: new levels of complexity of the linguistic and cultural setting for Australian education; new extremes in socio-economic status; the clear, dramatic, and ongoing shortfall in quality educational provision to Aboriginal students and communities; heightened expectations in curriculum complexity and extension of school-leaving age; schools' and individual teachers' increased accountabilities in terms of standardised test-scores; and increased expectations on teachers for innovation and the local adaptation of curriculum goals and processes. Findings address the issues of enhancing the amount versus the kind of community involvement, the growing intensity of communities' beliefs about the significance of schooling in the lives of their youngsters, and teachers' awareness that they occupied a distinctive position in the development and maintenance of the communities they served. Conclusions are also drawn about the larger methodological and conceptual point that researchers, like teachers, need to have a keen sense of the possible consequences for communities of socio-economic disadvantage and exclusion on levels of co-operation versus competition, stability versus volatility, and civility versus distrust and hostility.

BIOGRAPHY

Professor Peter Freebody is a Professorial Research Fellow in the Faculty of Education and Social Work at The University of Sydney. He is a Fellow of the Academy of the Social Sciences in Australia. His research interests include literacy education, educational disadvantage, classroom interaction and research methodology. He has published widely in these areas including in international handbooks and encyclopedias. He has served on several Australian state and national advisory groups in the area of literacy education and curriculum design. He was evaluator of the Australian national on-line curriculum initiative conducted

by the Australian Curriculum Corporation, and a co-founder of the Centre for Research in Pedagogy and Practice at the National Institute of Education, Singapore. He is currently a member of the New South Wales State Ministerial Advisory Group for Literacy and Numeracy, the Australian National Literacy and Numeracy Expert Group and the International Reading Association's Literacy Research Panel.

 Recent publications include:

- Freebody, P. (2010). Socially responsible literacy education: Toward an 'organic relation' to our place and time. In F. Christie and A. Simpson (Eds.), *Literacy and Social Responsibility: Multiple Perspectives*. London: Equinox. (pp. 40-55).

- Freebody, P. (2010). Research methods in teaching and learning the English Language Arts:Methodological choices and policy. In D. Lapp & D. Fisher (Eds.), *Handbook of Research on Teaching the English Language Arts*. NY: Routledge. (pp. 364-369)

- Freebody, K., Freebody, P. & Maney, B. (2011). Relating schools and communities in times of diversity, volatility and rapid change. In D. Bottrell & S. Goodwin (Eds*.) Schools, Communities and Social Inclusion*. London: Palgrave, (pp. 66-79).

- Freebody, P. & Freiberg, J. (2011). Teaching and learning critical literacy: Beyond the 'show of wisdom'. In M. Kamil, P.D. Pearson, E.B. Moje, & P. Afflerbach (Eds.) *International Handbook of Reading Research*, International Reading Association, Mahwah, New York: Routledge. (pp. 432-453).

- Markauskaite, L., Freebody, P., & Irwin, J. (2011, Eds.) *Methodological choice and design: Scholarship, Policy and practice in social and educational research*. Dordrecht, Netherlands: Springer Science (pp xii+312).

Dr Kelly Freebody is a lecturer in pre-service education at the Faculty of Education and Social Work, The University of Sydney, Australia. Kelly's teaching and research interests are in the areas of drama, social justice, school-community relationships and qualitative research methods, particularly the detailed study of talk-in-interaction. Her PhD used drama pedagogy to explore the ways young people in differing socio-economic situations understood and discussed their future prospects and pathways.
Her recent work has focused on the importance of teachers becoming researchers of the communities in which they work and school-community relationships in socio-economically disadvantaged areas.

Keynote address 5– Young people, their views, their visions: Cross cultural perspectives offer 'new' wisdom

Professor Margaret Robertson

La Trobe University, Australia

ABSTRACT

One of the hurdles facing researchers in social contexts is the need to accept the vagaries of what we mean by 'knowledge'. Our epistemological assumptions are invariably buried deep in our cognitive landscape. They push us into views about how to function in daily life as well as the bigger and more important elements of public policy including education, health and wellbeing. The dominant narrative that underpins schooling in any context is likely to be a response to a variety of deeply held beliefs and values considered to be 'right'. National identities rely on grand narratives so these assumptions do not seem wrong. However, in the current global complexity of the 'mobility turn' or freeing up of imaginative thinking via cyber tools the limitations of this approach seem to be obvious. Perhaps it is that pre-virtual world decision makers don't get it. But young people do and we have asked them for advice. In national settings that crisscross the continents the voices of young people have been heard on issues that range from local dilemmas to global diplomacy and sustainable futures. Regardless of socio-cultural context there are shared concerns about our planet earth and its future. There are views that reflect the local wisdom of family elders and communities. Importantly our common research approach has legitimized the voices of young people. They offer imaginative and creative responses to major problems which deserve close attention.

BIOGRAPHY

Professor Margaret Robertson is at La Trobe University. Her research interests include cross-cultural understandings, mobile learning and social media. Current projects include a cross-cultural study of adolescents' views and visions of their futures and an interest in the theme of schooling for sustainability. She has authored and edited more than 100 publications including 10 books, 30 book chapters and 30 articles in peer reviewed journals. Currently Margaret leads an ICSU funded project team investigating 'landscapes in transitions' in the Australasian region. She is a member of the Australian Curriculum, Assessment and Reporting Authority's reference committee for the development of the Australian Curriculum for Geography and is currently Deputy Chair of the Australian Academy of Science's National Committee for Geography.

Keynote address 6– Getting research into policy and practice: Reflections on a researcher's journey

Professor Sue Kilpatrick

Uuniversity of Tasmania, Australia

ABSTRACT

The ultimate purpose of research is not to discover what happens, why it happens or how it happens. Neither is it merely to understand how a particular slice of the world 'works'. The purpose of research is to be able to structure things to achieve a certain goal, or act in ways that align with some objective. For example, to increase productivity by reducing the proportion of people without post school qualifications, or to deliver chronic disease prevention health programs that cause overweight individuals to modify their diet and exercise behaviors. Getting research results adopted by government and translated into policy, or getting professionals or organizations to change the way they practice is challenging. Policy makers and practitioners rarely read our prized academic journal papers. Research translation requires a different set of tactics. This presentation draws out some messages through a reflection on my own research journey which has included some 'wins' and some pieces of research which are languishing on the shelf, that I, at least, think are worthy of implementation. Key messages for getting research adopted are: network with policy makers and practitioners and establish relationships with those who are interested in your research area; seek out applied research opportunities; write for non academic audiences and present at practitioner and policy maker conferences; and be available for media contact.

BIOGRAPHY

Professor Sue Kilpatrick is currently Director of Centre for University Pathways and Partnership at the University of Tasmania . She was Pro Vice-Chancellor (Rural and Regional), Deakin University. Professor Sue Kilpatrick was Director of the Department of Rural Health, University of Tasmania, Chair of the Australian Rural Health Education Network and previously Director of the Centre for Research and Learning in Regional Australia. She has had a career-long interest in rural and regional development through education and research. She has a PhD in the Economics of Education. She is passionate about higher education access for rural and remote students and lifelong learning. Her research interests are education and learning in rural and regional Australia, rural health systems, social capital, rural workforce, community participation, learning for natural resource management and primary industry, and community leadership. She has over 150 publications and has received numerous research grants in these areas besides working as a consultant with local communities.

Abstracts

Development of a blended learning environment tool for tertiary students of Isabela State University

Betchie E. Aguinaldo

Isabela State University, Philippines

Academic institutions embraced the power and strength of technology since its existence. It is evident that web-based technologies, online learning specifically offered educators the flexibility and convenience in disseminating knowledge and skills. Ringing of bells was eliminated and replaced by twenty-four hours and seven days a week information over the Internet. However, most of the time online learning developers are more concerned with showcasing the technology-enhanced products rather than enhancing the knowledge aspect as the heart of online learning (Tham & Tham, 2011). Moreover, several review of literatures discussed that social interaction is required for learning and still the best form of learning which apparently became the loophole of online learning. According to Bill Gates, "technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important." Blended learning attempted to merge the strength and influence of online learning and the traditional face-to-face learning. Blended Learning Environment Tool was developed to address the issues encountered in an online learning environment. Students' e-learning awareness and faculty e-learning readiness study was conducted to serve as an input on the development of the tool. The author adapted the actual curriculum of the university in the development. Learning content are generated by gathering subject experts in a forum to prepare instructional materials fit for online learning and tailor output-based activities that will drive the student to be active in a face-to-face environment. As an assessment to the activity, a rubric was constructed to gauge student's learning. Rapid Application Development (RAD) model was used in the development of the tool.

Social identities in second language talk: A conversation analytic research perspective

David Aline and Yuri Hosoda

Kanagawa University, Japan

This paper first discusses how social identities can be considered through the research method of conversation analysis and then introduces our study showing the various

identities second language learners locally invoke in order to construct social identities in their classroom tasks.Ever since Sacks (1967, 1972) introduced research concerning how and when social identities become relevant in interaction, the body of literature has grown considerably (e.g., Antaki & Widdicombe, 1998; Schegloff, 2007). Researchers have examined participants' practice of making relevant various identities related to cultures, nationalities, and institutional social roles. Analysts focused on endogenous constitution of identities, grounding their analytical claims in the conduct of the interactants themselves (Schegloff, 1991, 2006). We demonstrate how interactants in an educational context orient to various identities in interaction.

The data come from a set of six 60-minute group discussions in English as a foreign language classrooms in Japanese universities. The analysis showed that during the discussions the participants were demonstrably oriented to various aspects of their identities, such as (a) being a discussant, (b) being a student in a language learning task, (c) being a second language speaker, (d) being an English language learner, and (e) being a member of Japanese culture. Overwhelmingly, the discussants demonstrated their orientations to the contextually bound identities of the discussion task itself. However occasionally, social structural identities such as student, second language speaker, English language learner, member of Japanese culture, and so forth were made relevant and consequential in the talk. We conclude by observing that conversation analysis provides an innovative research method applicable to educational contexts.

Survey on environmental awareness among environmental specialists and secondary school science teachers in Malaysia

Zarrintaj Aminrad[1], Sharifah Zarina binti Seyed Zakaria[1], Abdul Samad Hadi[1], Mahyar Sakari[2]

[1]National University of Malaysia, [2]Universiti Malaysia Sabah

This paper aims to identify the status on the level of environmental awareness, knowledge and attitude in the concept of sustainable development among secondary school teachers and environmental specialists as club teachers. The survey was conducted on 35 science teachers and 20 club teachers of Form Four in the district of Kajang, Selangor. Dependents variables were the level of environmental awareness, knowledge and attitude in the concept of environmental education. Independent variables on the demographic factors were gender, urbanicity, ethnicity, living area and entertainments. The research instrument used was the questionnaire. Methods of analyzing data were descriptive T- test, one way and two way ANOVA using SPSS software ver. 19.5. Research outcomes showed that secondary school teachers and environmental specialists had moderate level" of environmental awareness, high level of knowledge and moderate level of attitude in the concept environmental education. As a result, a few ideas and suggestions were identified for a better implementation

towards environmental education.

Indian students choice of study destination: Reasons for choosing Singapore

Robyn Anderson & Abhishek Bhati

James Cook University, Australia

In recent years, there has been a marked increase in the number of students from India studying at Australian universities in Singapore while during the same period, there has been a corresponding decrease in the number of this group of students studying in Australia. The study aimed to understand why one current group of Indian students studying in Singapore chose to study at an Australian campus in Singapore rather than study in Australia or elsewhere in the world. While recent attacks on Indian students in Australia may have influenced Indian students' decisions to study in locations other than Australia, there may been other influences as well. These include the increasing strength of the Australian dollar as well as a tightening of the student visa applications.

The research design employed a qualitative approach using focus group interviews and descriptive statistics. Focus group interviews and an online survey used students from India studying in Singapore. The study found that for most students from India studying in Singapore, safety was the most crucial factor in determining their choice of study destination. Other factors included proximity to India, lower cost of living and the perception at there were better job prospects in Singapore on the completion of their degrees compared to other locations. The study highlights future recommendations for universities in attracting and catering for students from overseas countries.

Improving language teaching & learning through neurolinguistic programming

Christine Shobana Arthur

Sunway University, Malaysia

Research has shown that proficient language learners who are also called 'Self-Directed Learners' and 'Good Language Learners' constantly have successful language learning experiences. They are known to be motivated, independent, flexible and creative language learners compared to the less proficient learners. This leads us to the question, "Why do proficient English as Second Language (ESL) learners have more successful language learning experiences as compared to the less proficient ESL learners? Are the less proficient learners deemed to have bad language learning

experience all the time?" This paper suggests various Neurolinguistic Programming (NLP) models that can be used by the less proficient learners who can also reach autonomy in acquiring their second language. Therefore, this paper aims to connect language teaching and learners' cognitive behaviour in order to improve, particularly, the less proficient language learners' learning experience through NLP. The outcome of the present study would be useful to assist language instructors in helping the less proficient ESL learners to undergo a more effective and successful second language learning experience.

The challenges in Philippine maritime education and training

Angelica M Baylon, Vadm Eduardo Ma R Santos

Maritime Academy of Asia and the Pacific, Philippines

The importance of maritime education and training (MET) cannot be understated particularly with the current global market scenario and implementation of the 2010 revised Standard Training and Certificate Watch keeping (STCW) Convention and Code. Around 80 to 90 percent of maritime accidents are ascribed to human error. Hence, it is critical that seafarers be well-educated and trained, able to follow orders, manage risks, solves problems, and must be psychologically and emotionally happy to ensure safe, secure, clean and efficient operations for safety of life at sea. With this in mind, there are challenges in MET that the seafarers face which may also somehow directly or indirectly affect them, their family and the maritime industry in general . This paper presents the two main challenges in MET: the global market supply and demand scenario (covering the issues on shortage, recruitment, retention) and the implementation of the revised STCW Convention and Code (covering the issues on competency of seafarers) and the role of various stakeholders to recruit, train and retain the seafarers for the safe operation of their vessels.

Acemannan stimulated dentine sialophosphoprotein expression in Human Dental Pulp cell via p38 Mitogen Activated Protein Kinase

Wisakarn Boonpaisanseree[1] , Kwanta Jaru-Ampornpan[2], Sittichai Koontongkaew[3] , Pasutha Thunyakitpisal [4]

[1,2,4] *Chulalongkorn University,* [3]*Thammasat University, Thailand.*

Introduction: Acemannan, the polysaccharide extracted from aloe vera gel has been reported its efficacy to enhance oral wound healing and dentine regeneration. Acemannan was able to stimulate collagen, dentine sialophosphoprotein (DSPP) and mineral deposition in human dental pulp fibroblast. However, the underlying molecular pathway of acemannan stimulation on DSPP mRNA expression has not yet

been investigated.

Objective: In this study, effect of acemannan on dentine sialophosphoprotein expression in human dental pulp cell via p38 mitogen activated protein kinase (MAPK) signal pathway were investigated.

Methods: Human dental pulp fibroblasts were treated with acemannan. The expression of DSPP mRNA was determined by Reverse Transcription- Polymerase Chain Reaction (RT-PCR) technique. The phosphorylation of p38MAPK, with and without specific p38MAPK inhibitor namely SB203580, were determined by western blot analysis.

Results: Acemannan, at 4 mg/ml significantly, stimulated DSPP mRNA expression. The phosphorylation of p38 MAPK was reached the maximum level at 15 minute, and gradually declined from 30 to 60 minutes of incubation. At 15 minute incubation time, acemannan stimulated phosphorylation of p38MAPK up to 3.11 ± 0.09 fold compared with control group. Acemannan pretreated with specific p38MAPK inhibitor (SB203580) revealed fifty one percentage reduction of p38MAPK phosphorylation in comparison with acemannan-treated group.

Conclusion: With this study, acemannan was able to enhance the DSPP mRNA expression via at p38MAPK signaling pathway in human dental pulp cells.

Encouraging students to study science: A new model for universities to engage school students with science

Belinda Bray[1], Andrew Cridge[2]

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Year on year fewer students choose to study science at university. This trend is particularly affecting the study of physical sciences in the western world (e.g. physics in Britain). This situation has led universities and employers to try and encourage more students into science subjects through the development of numerous science outreach initiatives such as guest lectures and summer schools. However, much of this work is of an ad-hoc nature, with little understanding of the underlying motivations and conditions that guide student subject selection. Therefore, we have developed a simplified model for school student engagement that can guide university-initiated science outreach programs. This model takes into account factors such as the different life stages of the student, the myriad of influences that affect career decisions and resource availability. As part of this work we also present a synthesis of the research around increasing progression into higher education, with a particular focus on work with minority groups. As experienced practitioners and researchers in science outreach we have developed an easy to use set of guidelines that are applicable in the

real-world situation of limited budgets, time and staff resources.

Integrating practice, theory and research within the intercultural classroom: The challenges and the benefits

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For school based practitioners, educational theory and classroom practice are often perceived as distinct discourses. Educational literature often does little to dispel this perception. Long distance, modular research programmes, however may offer a solution, through encouraging practitioner research. Through such research, practitioners are able to challenge their pedagogical 'habits of thought' Bohm (1996) and turn Vygotskian 'everyday concepts' (1962) into 'scientific concepts'. This has had enormous benefits in previously little understood educational fields such as international schooling.   Integrating practice, theory and research into the classroom however, is not without methodological, theoretical and ethical challenges, especially within an intercultural context.

Reflecting on experiences as a practitioner researcher, this paper explorer some of these issues and argues that engaging in a truly 'dialogic' communication may be beneficial when attempting intercultural research. However, to do so one must first establish an effective method of engaging in 'genuine dialogue' (Buber, 1947, Pg 22). The concept of dialogue, however, is complex and for dialogue to move beyond 'monologue disguised as dialogue' (ibid) a number of prerequisites may be necessary. For Bohm (1996) these would include a certain degree of self-knowledge, alongside a willingness to be flexible in ones 'habits of thought' (Pg 8). For Bohm and Buber this can lead to the formation of 'hybridized 'knowledge and understanding. However, supporters of Activity Theory, such as Engestrom (2001) and Daniels (2001), would argue that Bohm's 'habits of thought' become embedded within the 'tools and artefacts' (Engestrom, 1999 a cited in Daniels 2000, Pg 90) including the rules and traditions, used by 'Activity Systems' (Engestrom 2001, Pg 133) such as schools, to recreate their underlying norms and values. Thus engaging in a more dialogic understanding may take commitment to challenge 'institutional' habits of thought as well as individual habits.

Perspectives on empirical data

Yoshi Budd

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Qualitative research is a complex field that reflects the dynamic nature of social worlds. Accordingly, for qualitative researchers, what counts as empirical data depends on a wide range of shifting human constructs: cultural values inform what is worth attending to, what questions to ask, and what counts as knowledge; and interpretations of research criteria such as rigour, accuracy, reliability and generalisability, signify the technical constraints that determine how researchers can know about the world. This paper examines what counts as empirical data in the context of a research study that draws from feminist and poststructuralist theories. The researcher's post-positivist methodological framework for educational research is examined in view of the research issues identified by examiners. The discussion comprises two parts: the first part argues the need for researchers to articulate a clear stance on ontological and epistemological issues; and the second part explains and illustrates the researcher's methodological approach, which combines the principles of Foucauldian genealogy, constructivist grounded theory, and critical discourse analysis. This paper argues that a multi-methods approach can be used to problematise dominant understandings of what counts as empirical data and explains how the concept of empiricism, as a neutral signifier, can work to suppress and invalidate marginalised discourses and the lived perspectives they represent. In addition, examples of the multiple perspectives emerging from one research context are presented in order to promote the need for research agendas that focus on the ethical dimensions of institutional practices rather than the truths of their enactment.

To swear or not to swear: The challenge of hip-hop in the language classroom

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This paper addresses one of the key challenges facing hip-hop pedagogies: the censoring of swearing. Drawing on three key publications in the field of hip-hop literacy (Morrell & Duncan-Andrade 2002, Fisher 2005, Hill 2009), this paper argues that current practice is often highly selective, either discouraging or simply avoiding swearing altogether. In presenting an idealized version of rap, it is argued that current practice fails to expose students to the 'reality' of rap – a typically aggressive, didactic, resistant voice. In response, this paper offers three potential solutions to the issue of swearing in the hip-hop language classroom: (1) permit swearing, without exception; (2) modify the form, and restrict the types of swearing; (3) do not permit swearing,

and instead, engage students in language systems such as *naming* and *negation*, both of which have a similarly 'resistant' function to swearing. The potential advantages and disadvantages of all three solutions are discussed, with preference given to the third solution. And while this paper acknowledges that language systems such as *naming* and *negation* can never completely substitute for the explicit teaching of swearing, the point is that students are taught to recognize the interpersonal function of resistant language practices, and in turn, recognize that what is taboo in the classroom, is nonetheless integral to a resistant, marginalized voice.

Innovation development of risk preventive management system for rubber smoked sheet flat plant

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Chulalongkorn University, Thailand

The objective of this research is to developing innovation management system of risk preventive for rubber plantation and rubber smoked sheet flat plant. Focus on developing system comply and support with ISO31000:2009 Risk Management. Which started from the design of framework for managing risk management following by ISO31000:2009 risk management process. Proceedings are follows; establishing the external and internal context of the risk management process, defining risk criteria and risk assessment (identify risk, analysis risk and evaluation risk) that covers all 5 sides are Strategic Risk, Operational Risk, Financial Risk, Hazard Risk and Environment Risk. This found that there are 3 extreme high risks and 9 high risks. So plan procedure for treatment risk then created system for monitoring and review. As the results after risk treatment follow procedure plan, it found that level of risk is decrease to the risk level that acceptable. In summary after have risk management system, it is found all extreme risk and high risk reduced to acceptable level of risk. It can also monitor and review risk consistently. It can prevent or decrease another loss and warning all of risk that may happen from risk or other problem related. That will support for rubber plantation and rubber smoked sheet flat plant operating effectively, achieve its goals, and have a risk management in organization properly.

Cross-cultural research in mathematics education: Challenges and opportunities

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Mathematics is often perceived as a culture-free, objective discipline. There is considerable evidence, however, that mathematics is inextricably linked to local

culture. The history of mathematics reflects the development of social culture, and branches of mathematics have developed, and continue to develop, to solve problems in a particular context. Mathematics as taught in schools is affected by the language, ethos and needs of the society. Curriculum development is not context free, and the choice of what mathematics to include, or at which point in schooling particular mathematics topics should be addressed is as much a political as an educational decision. Using experiences from Australia, Hong Kong and North Korea, examples of ways in which mathematics education is intertwined with society and the challenges that the links with local culture present for mathematics education will be explored. The implications for cross-cultural research will be discussed.

Teaching to learn – A case study of peer teaching

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Learning together and peer teaching are not new concepts. Vygotsky (1962) found that peer collaboration helps learners develop a range of skills that were greater than those developed through learning alone. Piaget (1971) believed that when peers cooperate, there is likely to be real discussion and thought. Known benefits of peer teaching include maximizing of student responsibility for learning and the enhancing of cooperative and social skills (Falchikov, 2001).

This paper reports on a study that assesses Grasha's (1972) 'teacher-of-the-day' technique of peer learning used in a communication module that teaches undergraduates basics of communication principles.

The study which used a questionnaire and student reflections to examine their responses to the technique, found that a large majority felt that the peer teaching exercise helped them to better understand the material of the course; a slightly smaller majority felt that the peer lecture helped them develop higher order thinking skills such as analysis and synthesis; a similar percentage said that the peer lecture gave them a sense of ownership of the teaching and learning process and of the knowledge found. As for usefulness of skills developed while undertaking the peer lecture, task management was the top choice, followed by time management and team collaboration. As anticipated, a third of the respondents rated presentation skills as being a *very* useful skill learnt.

The study is valuable in that peer teaching might well prove to be an alternative teaching mode that will enrich the learning experience, especially of undergraduates, and that one that might well overcome conventional, highly-structured, and restrictive classroom practices.

College students attitudes toward plagiarism

Tamil Chellvan, Lai Yee Mun

INTI International University, Malaysia

Purpose: The purpose of this research is to investigate the attitudes of college students toward plagiarism including the students' knowledge on the concept of plagiarism and the level of awareness on plagiarism in their assignments. Besides, this research is to evaluate how much students know about the effects of plagiarize.

Design/methodology/approach: The methodology approach implemented for this research paper are both quantitative and qualitative in nature. A total of 182 youth age 18 – 22 were surveyed using questionnaire within a university in Nilai, Malaysia. The questionnaire was given to the college students who are of different backgrounds such as gender, age, race and educational background. Upon analyzing the survey results, evaluations from a number of literatures were used and conclusions are drawn based on the quantitative analysis of the secondary research data.

Findings: The results of this research proves that gender do not directly affects the attitudes of students toward plagiarism. However, there is a slight relationship between the CGPA and students' understanding toward plagiarism. Currently though, the findings of this research has quite clearly proven that students are now more aware on plagiarism with the media and others influenced. Further elaboration of the findings through survey is evident that the elder the students are, the more knowledge they have on plagiarism.

Practical implications: There seem to be a need to understand the attitudes of students toward plagiarism now. From this study also, we can find out the students' level of awareness on plagiarism.

Originality/value: Though there have been other researchers done on college students' attitudes toward plagiarism, this research specific on the attitudes toward plagiarism among Malaysian college students is the first of its kind to be done. Thus, this research provides an insight into how much students aware on plagiarism and their understanding toward plagiarism in this digital era.

Urban renewal and belonging: Researching the affordances of studies of place for primary school children's literacy learning

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In the context of culturally diverse high poverty areas of Australia, we have conducted collaborative research with teachers and students in a primary school for more than a decade. Teachers have been exploring the affordances of place-based pedagogies (Gruenewald & Smith, 2008) for the development of students' spatial literacies and their understandings of the politics of places and built environments (Comber, Nixon, Ashmore, Loo & Cook, 2006; Comber, Thomson and Wells, 2001). This paper reports on the *New literacy demands in the middle years of schooling project* in which the affordances of placed-based pedagogy (Gruenewald & Smith, 2008) are being explored through teacher inquiries and classroom-based design experiments (Cobb, Confrey, di Sessa, Lehrer & Schauble, 2003). Located within a large-scale urban renewal project in which houses are being demolished and families relocated, the original school has been replaced by a 'Superschool' that serves a bigger student population from a wider area. In this paper we draw on the study to consider the challenges of working with teachers and students aged 10-13 to study innovative ideas and practices in educational research. Specifically we consider issues raised by collaborative studies of the affordances of cross-curricular projects focussing on environmental change to engage students in academic learning and expand their literate repertoires.

Filipino nurses' caring responses to transcultural encounters: A case in point for the hospital administration

Claudette Anne Cormary

St Paul University, Philippines

This study was conducted with the hope that the knowledge that was obtained can impact the nursing curriculum in the Philippines and prepare Filipino nurses to provide sensitive, safe, beneficial and meaningful care to people of different cultures.

Transcultural nursing has been recognized in nursing and other fields as one of the most significant and growing trends in the twentieth and twenty-first centuries (Leininger, 1997). This study aimed to determine the transcultural encounters and responses of the nurses in the selected tertiary hospitals in Iloilo City. It adapted the data gathering tool of Cang-Wong Murphy and Adelman which was developed in 2009. Another data gathering method employed was the focus group discussion (FGD). The researcher conducted the FGD in every hospital in separate schedules

depending upon the availability of the informants.

It has been evident that Ilonggo nurses are not indifferent to this phenomenon, finding it beneficial to practice the emergent "Makibagay Theory"- a culture engrained to any Ilonggo. This encompasses the value system such as compassion, respect and empathy. Thus, affirming the global image known as the **T**ender **L**oving **C**are of the Filipino nurse which reflects the Ilonggo nurse as highly value-oriented.

Mental issues in the 21st Century: The relationship between internet and social anxiety

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Given the rapid expansion of the Internet, numerous studies have focused on the association between Internet and a wide range of disorders. The presentation will focus on the role that new technologies play on mental disorders. The relationship between mental disorders and Internet in general will be explored, drawing upon a specific study carried out by the presenter, which examined the connection between social anxiety (SA) and networking sites, currently the most commonly used features of the Internet.

Managing technology in a language centre

Nuraihan Mat Daud

International Islamic University Malaysia

Language Centres tend to be conservative by nature. Many of its members are reluctant to move from face-to-face to online teaching and learning. This paper discusses measures taken by the top management of one such centre to encourage the integration of technology into language teaching. Balance Score Card, ISO and Key Performance Indicators (KPI) are adopted to ensure effective management of the centre. With over 300 language instructors teaching English, Arabic, Malay, Mandarin and Japanese courses there was also a need to adopt emergent strategy in the planning and management process. The technology was introduced to teachers teaching certain courses, and the implementation evaluated. The Institute for Higher Education Policy (IHEP) 2000 Benchmarks were adopted in the evaluation. The plan of action was modified to get more to join the bandwagon. This includes the appointment of technology savvy teachers as coordinators of CALL related projects and giving workshops to course coordinators. The cascade approach was adopted in some cases. After a long strenuous process, the centre is seeing more instructors using the technology. Some are actively researching on its use in their classroom. An

increasing number of courses are adopting the blended approach.

Investigating scientific literacy at the Australian science and mathematics school

Neil Davis, Terry O'Reilly

The Australian Science and Mathematics School

The Australian Science and Mathematics School (ASMS) is a specialist public school that caters for the three final years of schooling (year 10-12) before entry into higher education. Established in 2002, the purpose-built facility on the grounds of Flinders University in Adelaide, South Australia, is designed to promote and support highly collaborative, interactive, student-directed learning within an innovative curriculum. The two-year teaching cycle using vertical groupings (10 and 11) challenges traditional structures. The interdisciplinary approach focuses on deep learning and metacognition through the use of a fertile question and literacy incorporated across the curriculum.

Given the architectural design, interdisciplinary curriculum, professional development, meeting structure and general ethos and culture of the ASMS it is no surprise that we are developing an understanding of Scientific Literacy that appears to have a very different focus to other schools and administrations.

Authentic learning is demonstrated through innovative experiences such as The Earth Summit, Technohistory Museum, Town Meeting on Nanotechnology Issues, Nanotechnology Expo, JigSaw approach to problem based learning in Health Issues, Digital stories about Biological and Cultural diversity Within Ecosystems, Planning for A Sustainable Garden, all of which demand high levels of a range of forms of scientific literacy.

Our on-site research involving the teaching staff concerns the analysis of how oral, visual, digital, written and critical literacies are developed from year 10 to year 12. Our recent continuing research into scientific literacy has focussed on classroom practice involving design practicals and investigative reports. Our aim is to support the pursuit of deep learning and metacognition. We have investigated how scientific literacy is made more explicit via rubrics and student reflections and how differing views on metacognition and deep learning are emerging. Their influence on student motivation, the open digital learning environment and pedagogical intervention are additional concerns of our research.

Extended piano techniques and two examples

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The extended piano techniques aim is to produce a usual sounds and timbres with piano. Although the use of extended piano techniques were uncommon in the common practice period (c.1600 - 1900), extended piano techniques became more common in modern, classical music since about 1900. Many contemporary composers exploring the different possibilities of instruments' like piano. Of course this techniques increase the diversity of colors in instrumental contemporary works. Although composers in Turkey use these techniques in their works, the practice area is not common.

In this study, Mesruh Savaş's (1978-) two works which were composed for the project "Extended Piano Techniques and Teaching in Music Education Departments" were chosen as an example. The music analysis was made, their contribution to music literature and their place and importance was examined. According to the results the extended techniques were detected: (a) prepared piano, (b) string piano, (c) wwhistling, singing or talking into the piano, (d) silently depressing one or more keys, allowing the corresponding strings to vibrate freely; thus, creating a kind of reverb effect, (e) percussive use of different parts of the piano such as the outer rim, and (f) microtones.

According the limited literature about subject, like only one doctorate thesis in Turkey, by making this analysis this study will make important contributions to the literature.

Stress, rhythm and intonation at practice in EFL classes: A case study of Mostaganem University students, Algeria

Amel Derraz

Mostaganem University, Algeria

Arabic and English phonological systems vary widely. Teachers of the English language to Arab learners more often than not encounter problems due to the differences between the Arabic and English writing systems. Practically, teachers and learners of English as a foreign language in Algeria, face the same kind of problems. Two main questions are addressed in this paper. What are, then, the main problems learners of English face while learning and / or acquiring English stress, intonation and rhythm. Furthermore, in this paper, rhythmic structure of Arabic and English will be compared to try to explore the possibilities of finding the reasons lying beneath the mispronunciation or the mis-reproduction of English rhythm by Arabic speakers.

Although Arabic and English rhythmic modes are said to be similar to each other, Arabic speakers of English tend to miss the amount of reduction in duration (of unstressed syllables) and thus seem somehow unable to reproduce the correct English rhythm, to maintain the correct isochrony just as they are unable to maintain the correct stress English syllables have, or even perceive and interpret the English sentence intonation or worse reproduce it. This paper investigates the issues non-native learners of English of the English department of Mostaganem University-Algeria- face in Perceiving, interpreting and learning the English pronunciation. A greater emphasis on the teaching of the supra-segmental features in communication is advocated instead of its structural analysis in EFL/ ESL classrooms.

Communicative strategies in the Vietnamese cultural discourse

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Communication plays an important part in human life, socially, cognitively and emotionally. Broadly speaking, communication is a process in which the sender constructs a message and transmits it to the receiver. The main function of communication is to achieve the communicative goals set out by the sender. In other words, communication goes beyond sending a message as it aims at getting things done because what language is depends on what language can do for us. Thus, communicative strategies are often used in social interaction for a specific purpose. For instance, they are used to persuade someone to do something, to control certain behaviours, and to negotiate with others for some gains. Why there are different types of communicative strategies which are universal and occur in various contexts, culture plays an important role in shaping, selecting and executing the use of communicative strategies. A study was conducted to examine how communicative strategies are used in the Vietnamese cultural discourse, with a focus on variables such as age, gender and social economic background. The findings reveal that those variables are strong factors in deciding choices of communicative strategies.

Rethinking school-scientist partnerships for the 21st century: Challenges to establishing effective interactions

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Following U.S government initiatives in the mid 1980s to encourage business engagement with schools as a means of promoting improvements in curriculum and teaching, various programmes worldwide have attempted to develop models where

science organisations and scientists have partnered with schools in project-based learning experiences, often of significant duration. These have become known as school-scientist partnerships or SSPs. Literature suggests that successful SSPs are collaborative in nature, share common goals and responsibilities, position partners as equals in projects of common interest, and engage in science inquires of authenticity and mutual relevance (e.g., Caton, Brewer & Brown, 2000; Pelaez & Gonzalez, 2002; Tinker, 1997).

This paper presents and discusses findings of two, year-long SSPs between a New Zealand science research institute and two primary (Year 1-6) schools. Unlike other studies on SSPs it is not outcome-focused, but rather evaluates the processes involved in establishing the partnerships, using Grobe, Curnan and Melchior's (1993) typology of business-education partnerships as an analytical lens. Results indicate that forming successful partnerships aligned with the above principles in today's challenging economic climate is highly problematic, and that revision of the notion of partnerships and how they are established is needed, if they are to continue to be a viable means of enhancing science teaching and learning in the 21st Century. This paper uses findings from these partnership studies to suggest areas where such a revision is need, and suggests how this may take place.

EFL teachers' views towards language learning strategies: An intercultural perspective

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The paradigm shift from the instructionist perspective to the constructivist one has brought great attention to the active role of learners in the learning process. In second language learning, learners use a range of language learning strategies. Foreign or second language (L2) learning strategies are specific actions, behaviors, steps, or techniques students use, often consciously, to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1990). There are various factors, which affect the choice and implementation of learning strategies such as cognitive, social and affective factors. It is important for teachers to be aware of these factors to facilitate second language learning. This paper reports the intercultural perspective of EFL teachers on language learning strategies regarding significance of strategy, strategy instruction, self-development in teaching learning strategies and factors affecting the language learning strategies choice. Implications for language teacher education are discussed.

The role of community mental health nurses in promoting activity in community gardens for health, well-being and social inclusion for people with mental illness

Fran Gallagher

Griffith University, Australia

Town planners now identify community gardening as an example of social inclusion which offers mental health prevention and recovery opportunities.   Individuals in the general community with a mental illness are particularly vulnerable to the demands of social interactions.   Engagement in a gardening environment can enhance social interaction for individuals with a mental illness or even prevent relapse and sometimes the need for admission to a mental health facility.   A systematic literature review of professional health data bases about community gardening and how it offers positive aspects for individuals has been undertaken.

A number of projects worldwide indicate that gardens are viable for positive mental health.   Lau & Yang, (2009), in Hong Kong and Smilski's (2008) in Canada outline how gardens provide positive mental health as well as physiological benefits. In these locations significant funding is provided by both government and non-government bodies. In many other developed countries including Singapore, UK and USA community gardens are being encouraged and developed for the benefits of health both mental and physical.   Mental health nurses are liaising with these community garden organisations to provide an avenue for their clients to participate in voluntary work.   This provides opportunities for people to interact socially with the wider community, furthermore a number of these organisations are linked to government welfare payments for the long term unemployed – a reality for some with a mental illness.

Video review for psychomotor skill development: Does it suit all students?

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Curtin University, Australia

Aim: This preliminary study investigated the use of self and peer review for psychomotor skill development using a video analysis software, CRITIQUE. In particular, it evaluated its effectiveness for domestic and international students in Australia.

Background: The use of video technology in preparing health professionals for clinical skill performance is not new. However, the application of a learning tool that supports

the collaborative review of video recorded skills by self, peer and teaching staff is a newer application of the technology that shows potential.

Method: A quasi experimental study involved a convenience sample of undergraduate nursing students, comprising Australian domestic (n = 64) and international (n = 19) students studying in Australia. Students were exposed to CRITIQUE and its impact evaluated using a purpose-designed questionnaire.

Results: Whilst all students viewed CRITIQUE favourably, international students were less receptive to it than domestic students. Ratings satisfaction with the experience, and the affordances of the tools to support learning processes and reflective practice were all lower, although none were statistically different. The time required to use CRITIQUE for learning purposes was considered less manageable by international students (M = 2.50, SD = 0.71) than domestic students (M = 4.11, SD = 0.78), (p = .026).

Conclusion: CRITIQUE shows promise as a learning strategy to support psychomotor skill performance in domestic and to lesser extent international students. However, the numbers in this preliminary study were small and further investigation is warranted to validate these findings and to establish other student characteristics that may influence these results.

Ethical research in Indigenous Australian contexts and its practical implementation

Graeme Gower

Edith Cowan University, Australia

This paper is based on a five year longitudinal case study involving a number of Indigenous Australian communities in metropolitan, rural and remote settings. It will briefly discuss current ethical guidelines which have been developed by the National Health & Medical Research Council (NHMRC) for the conduct of research involving Indigenous Australian subjects (2003). These guidelines are in addition to the National Statement on ethical conduct in research involving humans (1999) and are aimed at incorporating values and principles of Aboriginal & Torres Strait Islander cultures in the conduct of research. In the case of Indigenous communities, research has historically been controlled and dominated by non–Indigenous researchers. In many cases, Indigenous involvement and ownership over the research activity has been minimal or nonexistent and the benefits of the research have not been shared by Indigenous participants and/or communities.

The main focus of the paper will discuss issues arising out of the research process that occurred during the longitudinal study that impacted on ethics and the research study

itself. Issues such as gaining consent from multiple sites, obtaining consent from afar, the wording of consent forms, the use of passive consent and the need for ongoing consent will be addressed. Despite following ethical research guidelines and promoting best practice in research, researchers in this study encountered factors which both supported and inhibited the research process. In closing, the paper will discuss the importance of observing Indigenous protocols during the research process and the need for Indigenous cultural competency training for researchers who research in Indigenous contexts.

What variables affect student error response patterns in a multiple choice reading comprehension test? Implications for primary teachers

Keith Greaney

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The recent introduction of the national Reading and Writing Standards in New Zealand and high stakes mandated testing regimes that are now present in many other countries, has resulted in more emphasis being placed on the use of various literacy assessments for accountability purposes. Furthermore, many of these mandated tests use various forms of multiple choice question-answer formats. While there are currently no mandated literacy assessments in New Zealand primary schools the teachers do have access to more assessments in literacy than for any other curriculum area. Between 1996 and 2009 there have also been a series of national surveys undertaken involving year 4 & 8 students' performances across all curriculum areas including reading. These surveys have been carried out by the Otago University National Education Monitoring Project (NEMP). One area that was surveyed in the 2008 evaluation project included reading comprehension. One particular task in the 2008 survey involved the silent reading of a prose passage followed by 18 multiple choice questions. An analysis of the question types, some text features and the students' response patterns for 15 of these questions was undertaken to investigate the possible reasons why particular incorrect options may have been selected by the students. Results from the analysis (including some teaching implications) will be discussed.

Paradigms in mixed methods social research

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The emergence of mixed methods as a methodology for social research has been

claimed to provide a solution to the paradigm wars between quantitative and qualitative research traditions. There has, however, been little agreement among proponents of mixed methods on choice of an appropriate paradigm to legitimate this approach. While some authors argue for an 'a-paradigmatic stance' where researchers just ignore the epistemological issues underlying their research others such as Teddlie and Tashakkori argue for a coherent rationale to justify mixed methods as a research methodology.

Choice of an appropriate paradigm is made difficult by the wide gap between those that underpin quantitative and qualitative research traditions. The differences between positivism or post-positivism on the one hand and constructivism or interpretivism on the other hand are so great as to make any compromise seem impossible. So, mixed methods researchers have devised alternatives that tend to sidestep these differences.

The most popular single paradigm for mixed methods research has been pragmatism, which focuses on outcomes rather than on underlying epistemological and ontological assumptions. Early forms of pragmatism outlined by Pierce, Dewey and James came under intensive criticism by Russel and others and these criticisms have been echoed by mixed method researchers such as Mertens who proposed a 'transformative perspective' as an alternative paradigm.

In this paper paradigms for mixed methods research will be analysed and it will be argued that neither pragmatism nor the transformative perspective provide an acceptable justification for mixed methods. An alternative realist perspective will be proposed similar to the critical realism of Bhaskar.

Health and wellbeing of intermarried Filipino women in rural Tasmania

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Intermarriage has become a social phenomenon for some Filipino women. This is particularly true in Australia, where most Filipino women have arrived on the basis of marriage. They bring with them their cultural values and beliefs which affect the way in which they view their new environment, through their cultural lenses and their views and attitudes may not be understood or accommodated by the mainstream. The main purpose of this research was to investigate the health and wellbeing of Filipino wives who came to Australia as a result of intermarriage and now live in rural parts of Tasmania. The focus was on the following aspects: acculturation problems, health concepts and health care in rural Tasmania, problems in access to health care services, and the social and cultural capital.

This study employed mixed methods with a combination of quantitative and qualitative approaches. Data analysis revealed that health and wellbeing were the two most important aspects in the life of the intermarried Filipino women in rural Tasmania. The main factors which significantly affect their health and wellbeing in their acculturation into rural Tasmania include: age gap, English language proficiency, highest level of education, and length of stay in Tasmania. The findings of this study also presented insights into the mental and emotional intelligence of the intermarried Filipino women as to how they handled possible culture shock and how they adapted to the mainstream culture throughout their interracial married life.

Conducting research in social media discourse: Ethical challenges

Sun Hee Jang, Rosemary Callingham

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A number of social media applications and platforms based on Web 2.0 technology have been extensively used in social science research and practice. Many researchers have discussed the possibilities and challenges in conducting research in these social media settings. The most frequently identified obstacles facing social media researchers pertain to ethical issues and questions of copyright. As data obtained from social media channels vary widely in complexity, the ethical issues attached to the process of data collection are complicated and controversial. This paper initially explores common ethical issues in the data collection phase, with a particular focus on the utilisation of platforms like blogs, social network sites, Twitter and YouTube. In order to offer an efficient guide for researchers, teachers and students, when using a social media application for their research studies, it provides suggestions as to how they can effectively ensure the validity of the data. At the larger managerial level, recommendations are made on how to manage ethical issues in the social media research landscape. This paper will be of interest to social media researchers, and those interested in ethics and copyright policies in online settings.

Innovative e-business phototype for e-auction and group purchasing

Akkarak Jirametakorn, Mongkolchai Wiriyapinit, Sukree Sinthupinyo

Chulalongkorn university

This research presents an innovative in e-commerce business with focusing on business-to-business market (B2B). There are many companies doing B2B businesses in Thailand especially small and medium enterprises (SME). Internet is an effective channel for communication, marketing, sales or branding. This includes a manufacturing sector that activates the channel through to the final customer. This study focuses on the e-auction trading and Group purchasing in B2B. The e-auction is

the idea to bring buyers and sellers around the world to the auction via the Internet. People who take the lowest bid (reverse auction) will get the right to sell. Group purchasing is the model that aggregates volume of purchasing to obtain discount or other special condition and increases of bargaining power of purchasing. This is a key factor of organization to succeed in reducing cost of product or service. The research result is leading to understand the process and operation of e-auction and group purchasing, and understand what could be trouble or benefit.

Striving for cultural competence: the impact of international clinical placements in Tanzania on nursing students

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This paper presents findings from a research project that aimed to evaluate cultural competence amongst twenty pre-registration nursing students from Schools of Nursing and Midwifery at the five Universities of Western Australia (WA). The universities form the foundation partners of the Global Health Alliance in the Department of Health WA, which through a successful partnership with Hubert Kairuki Memorial University in Tanzania, Africa, provides students opportunity to be involved in clinical practice programs within the Tanzanian culture. The aspects of the experience examined include the students' perceptions of culture and nursing in Tanzania, including their reflections on personal and professional growth. A mixed research methodology was used to address the aim of the project. This included the Campinha-Bacote (2007) Inventory for Assessing the Process of Cultural Competency-SV (IAPCC-SV), a Demographic Questionnaire, Group Semi-structure Interviews and Reflective Journaling. While the journey is in its infancy, sharing the lessons already learnt is invaluable. Recognition of individual partner's needs in the areas of regulation, education and practice is paramount to build international sustainable healthcare infrastructures. Financial support for the initiative was provided by the Department of Health, Western Australia.

Connections between oral competence and personality for study-abroad students

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Between 2008-2010, 29 university students of varying proficiency from a large university near Tokyo went abroad to Brisbane, Australia for one month to study English. Students were enrolled at a month-long university-administered English program in which they attended three hours of class per day, and were also hosted by

a family for the duration of their stay in Australia. Before leaving Japan, all students completed a personality survey before and after their study-abroad experience and a 10-15 minute phone interview when they returned. Personality survey results were analyzed using Rasch statistical software (Winsteps) to obtain a person measure of personality for each student. Results indicated that after just a month abroad, there was a significant increase in the personality measures extraversion, conscientiousness, and emotional stability. Interviews were transcribed and entered into the Linguistic Inquiry Word Count software (LIWC2007), which analyzed several word categories (such as use of function words, dictionary coverage, and emotion-related words). Paired sample t-tests were conducted using the pre-departure personality measures of students and post-return word count (interview) results. The results of the t-tests indicated that only those high in extraversion had a significant advantage in oral competence

Collaborative action research for changing science teachers' understanding and practice of inquiry

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This interpretive case study examined the changes of three science teachers' understandings and practices of inquiry-based instruction (IBI) as a result of their participations in the professional development program, entitled the collaborative action research program. The findings of this study were obtained from multiple data sources including individual interviews, teachers' lesson plans, teachers' written reflections, classroom observations and group meetings. The data were analyzed by using within-case and cross-case analyses. The results demonstrated an improvement of teachers' understandings and practices of IBI after attending the professional development program. The three teachers conceived and incorporated most of the key features of IBI into their practices. As a result, the professional development program that included basic elements of action research was seen to be effective in promoting science teacher's understandings and practices of IBI in classroom settings.

The use of citations in English and Chinese research article introductions: Corpus- based analyses and specialist informants' views

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The present study examines the use of citations in research article introductions in the

field of educational psychology using Swales's (1990) categorisation of citations as integral and non-integral. The corpus for this study comprises 40 introductions of research articles – 20 Chinese and 20 English – in the field of educational psychology. The first part of this study is a contrastive corpus-based analysis of the two sets of introductions on the use of citations. The second part elicits specialist informants' views on the importance in the use of citations for pedagogical purposes. Whenever applicable, specialist informants' views also offer additional insights into the findings in the corpus-based contrastive analysis. Ten professors affiliated with higher institutions in native English-speaking countries and six professors with higher institutions in mainland China participated as the specialist informants for the present study. These professors are academic writers who have published their articles in the two selected representative journals of the present study. The findings of the present study provide some insights into the teaching and learning of academic English writing for Chinese ESL students.

Nail biting and mineral deficiency among children

Thuy Lê, Quynh Lê

University of Tasmania, Australia

The paper is a report of a study examining the views of parents and health professionals on children's nail biting in terms of social, psychological and clinical dimensions; and to investigate the relationship between nail biting and mineral deficiency. It attempted to identify:

– the views of health professionals and parents of children's nail-biting on: a) possible causes of nail-biting (with some reference to mineral imbalances); and b) associated health issues of nail biting; and the treatment of nail biting.

– implications and recommendations for parents and health professionals in dealing with children with nail biting problems.

A mixed methodology was employed in the study. Quantitative and qualitative methods included surveys and in-depth interviews with health professionals and parents of nail biting children. A snowball recruitment method was used, starting with a few parents and health professionals of the researcher's professional network who agreed to distribute the information sheets amongst their network of parents and health professionals in Tasmania.

Based on some theoretical assumptions and explanations, it is anticipated that the most probable cause of nail biting in children is mineral imbalance. Co-occurring symptoms and health issues with nail biting were examined. The implications of the findings of this research is directed towards the development of both effective and long-lasting treatments and prevention strategies.

Navitas Eliascus

Chai Hong Iris Lee, Eliza Lokadjaja, Herdawati Suleiman, Imelda Asari, Mun Hong Lee, Libing NG, Chee Lin Ong, Chwee Li Tan

Elias Park Primary School, Singapore

In Elias Park Primary School (EPPS), several learning centres exist in support of the teaching and learning of Science. The learning centres are designed to cater to pupils' multiple intelligences (Gardner, 1983) and different learning styles. In addition, the learning centres allow for the incorporation of the 5Es – Engagement, Exploration, Explanation, Elaboration and Evaluation to enhance pupils' learning.

To further enhance the use of the learning centres, our curriculum project (CP) team, made up of heads of department, was tasked to craft an interdisciplinary lesson package. The school adopts a Constructivist Object-Oriented Learning (C.O.O.L) Approach which has elements of learning through Constructionism (Papert, 1991), Curriculum Knowledge Ladder (Kozma, 2010) and UbD (Wiggins, McTighe, 2007). The interdisciplinary curriculum encompasses themes related to the understanding of the environment which serves to unify these disciplines, while the elective modules and fieldwork round up the pupils' experience. Navitas Eliascus, or the Energy Hub, was chosen as the learning centre to be used for its theme on Energy Conservation. In our pre and post perception surveys, significant correlation (.633) is seen between students using Navitas Eliascus helped students to understand about renewable energy and knowing how energy is converted.

Cultural sensitivity and cross-cultural research: A responsible researcher

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Cultural sensitivity is an important issue in conducting research with people from different cultures. Cultural sensitivity is the understanding and approaches that enable one to gain access to individuals in a given culture, to learn about their actual lifestyles (beliefs, habits, needs, fears and risks). This is referred to as knowing the cultural context of the group that the researchers wish to work with. The researchers exhibit cultural sensitivity and competence through their knowledge of key values of the social groups. They need to also demonstrate culturally appropriate communication and willingness to learn. Without appropriate cultural sensitivity, misunderstanding (or worse) racist attitudes may surface and this will jeopardise the progress of research, or at the extreme level, the termination of the project. In conducting cross-cultural research, there are several cultural sensitivities to be

carefully considered. We need to learn about the cultures in which we wish to do our research. We have to get our pants dirty in order to build our good rapport and trust with our participants. There are many issues we need to consider but most can be done sensitively. These will be discussed in this paper. It is expected that these issues will allow cross-cultural researchers to have more confidence in performing their research.

Every contact leaves a trace – IPA as a method for social work research

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Morris (2006) argues that just as in practice, social work researchers would need a myriad of skills and knowledge in a range of paradigms, theories and methods. It was suggested that there is more than one way to conduct systematic social work research: positivism, post-positivism, critical theory and constructivism. It is in constructivism, through the use of Interpretive Phenomenological Analysis (IPA) that I situate my research topic to try and interpret and make sense of Muslim students lived experience in New Zealand schools.

In the study of forensic science, Locard was famous for saying that with every contact, a trace is left behind (Thornton, 1927). The premise behind Locard's theory is that we always take something with us and we also always leave something behind. In my study of Muslim student's lived experience in NZ schools, I see it as something located within Locard's theory whereby in each student's contact with another, be it individuals or groups, there is a contact. Through IPA I hope to discover how Muslim students make sense of this contact, interpret it and understand it.

An IPA study is about trying to understand the experiences of an individual in a certain phenomenon, how they made sense of it and what meanings those experiences hold (Smith, 2004). It has an idiographic focus and is based on two important underpinnings, phenomenology and hermeneutics.

IPA as a method in social work research is new and rare, however it is very much aligned with social work values of striving to give a voice to minorities, to empower and educate them, allowing them to tell their stories as it is, through a relationship that is built based on trust and respect – and for social workers, the opportunity to be objective yet empathetic, allowing them the opportunity to self-reflect and improve.

Overcoming the "shame" factor: Empowering indigenous people to share and celebrate their culture

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This paper explores the tenuous relationship between Indigenous perspectives and educational institutions. It discusses the importance of developing respectful dialogue between the two, along with the fundamental necessity of working within a community as opposed to upon it. These principles are demonstrated through the creation of a joint community cultural celebration involving local Indigenous communities, schools and their University. An evaluation of the event demonstrated how knowledge was enhanced and respectful relationships developed. The project "birrbam burunga gambay" – to play and learn together, involved over 350 people who participated in a shared cultural experience, where Indigenous perspectives were showcased by people within the local community. The project stimulated a sense of pride within the Indigenous people because their traditional knowledge was valued and respected by the local community. The result was a sense of connectedness for Indigenous people with the university and local schools, which arose from the close communication and consultation the project embodied. Respect for Indigenous people and their traditional knowledge and skills were shown by the local community at the cultural event. By overcoming the shame factor, birrbam burunga gambay has empowered Indigenous people to share and celebrate their culture with the wider community.

Parents: Advocates for reading success

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This paper explores why it is essential to educate parents in supporting their children at home with reading and writing. U-CAN READ: Literacy Intervention Years 3-10 is a free parent education program conducted at the University of Canberra and is designed to give parents strategies to eliminate the stress and anxiety often associated with working with struggling readers.

Evidence-based, prolonged research on the effectiveness of parent education programs is lacking. It appears that most programs are short-lived, often school based and predominantly designed for parents of children in the early years of school (P-3). Few parent programs, according to Wasik (2004), address the needs of children in the primary grades and beyond.

 Research conducted over the past three years indicates that parents desire to understand the reading process; they flounder when their children do not respond to

the limited strategies drawn from their own memories of learning to read; and they fear that not knowing what to do impacts on the relationship they have with their child. After ten hours of parent education, parents regain their sense of fun and joy around reading time and the children's progress in reading is evident.

Learning and living: The challenges facing Chinese students in the Australian context

Jinjin Lu

University of Tasmania, Australia

This paper examines the stressors that Chinese international students face while studying in Australian universities.. Three main factors hinder their effective studying and living in Australia. They are linguistic, social and learning style factors. Among these, linguistic factor plays the most significant part in determining the success or otherwise of their academic as well as social and emotional wellbeing. Lacking of sufficient language skills will impact on staff-students interaction, peer-cooperation, and intercultural acculturation..

Chinese students bring to a new cultural environment their cultural background which is so deep-rooted in their identities and personalities that the intercultural acculturation process can be impeded. This could lead to their preference for co-existence with other fellow students for interpersonal comfort and personal security. Others may take a different view point by consider ing the problems as needed challenges to improve their social and academic lives. There are implications for academic staff, university administrators and community leaders for enhancing Chinese international students ' achievements in Australia, socially and academically.

Border crossing networks: Virtual makes it real

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James Cook University, Singapore

Informed by new interdisciplinary network theories this paper outlines a research case study that analyses the use of blogs as a tool for intercultural interaction and reflection for students on international exchange.

The EU-AU 'Border Crossings: People and Places' joint mobility project between four European and four Australian universities (one of which is an international university with a campus in Singapore), aims to enhance understanding of the issues surrounding global migration which affect Europe and Australia within their wider geo-cultural contexts, including the Middle East and Asia. The project theme brings

together expertise in cross-cultural communication, international relations, languages, development studies, history, politics, law, humanities and social sciences. In it's primary objective to encourage innovative curricula, academic cooperation and student mobility, the project creates a network of exchanges involving students who crisscross the world to spend a semester at a partner institution, as well as academics and administrative staff who may undertake a two week exchange.

As part of its innovative intent, the project created a blog site. All students as they enter into the program are required to interact online through the blog. Thus, 32 students are linked in a web of relations that span across eight universities and five countries over four semesters between 2011 and 2012. In weekly blogs, student reflects upon experiences of place, space, movement, transition and culture – as well as addressing the themes of the project. Thus, the blog site is simultaneously the space in which to record the experiences of the global movements of education, and is instrumental in creating this sense of a network of global education.

The Border Crossings mobility program is more than the movement of bodies between institutions in geographical space, it is also crossing borders between notions of reality and virtuality – creating a new space and place for cross-cultural imaginaries.

'Out of depth': Untrained learning support assistants to deliver meaningful post-sixteen education?

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Education legislative frameworks in England, in which learning support assistants (LSAs), and all other college staff work and train, developed and intensified internationally, nationally and locally during the last three and a half decades. Policy developments became the springboard for modernisation in classroom practice striving towards equality and non-discrimination and advantaging *all* learners, including those with learning difficulties and disabilities (LDD). There is currently no national training framework for college LSAs who work with post-sixteen learners with LDD in England. This paper is drawn from ethnographic research carried out with LSAs who participated in an Enhanced Learning Support Assistant Programme (ELSAP) to develop their professional skills for changed classroom practice to benefit these learners with LDD. (ELSAP was developed by one of the researchers). LSAs professional learning journeys were explored through qualitative methods using; reflective diaries, written tutorials, participant observation and field notes. Narrative themes emerged upon critical engagement with the data to provide meaning and understanding of how policy development *failed* to provide a framework for the training and practice of LSAs. Critically it seems that with the LSAs to be most effective

in their roles, 'development' plays a vital part in the professional learning of educational staff. This paper aims to show that a lack of policy development to support LSAs professional learning hindered their development and thereby their efficacy in 'inclusive' classrooms at both macro (national) and meso (college) levels.

The ethics of educational and social research

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Developments in the field of social science in recent years have been accompanied by growing awareness of the attendant moral issues implicit in the work of social researchers and of their need to meet their obligations with respect to those involved in, or affected by, their investigations. An 'ethic' is a moral principle or a code of conduct which governs what people do. It is concerned with the way people act or behave. The term 'ethics' usually refers to the moral principles, guiding conduct, which are held by a group or even a profession (Wellington, 2000: 54). Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data. In theory at least, this means that each stage in the research sequence may be potential source of ethical problems (Cohen, 2000: 49). Informed consent, the nature of ethics in social research, sources of tension in the ethical debate, problems and dilemmas confronting the researchers, matters of privacy, anonymity, confidentiality, betrayal, deception and ethical problems endemic in particular research methods are the major ethical issues in educational and social research.

Covert research: Don't throw the baby out with the bathwater

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Covert research is not a method generally used in research due to ethical considerations but it should not be undermined as a valuable research method in particular research circumstances. This paper argues for the use of covert research as a complementary method in research when issues of gate-keeping and access to data obstruct the research process. Furthermore, I argue that covert research facilitates the emergence of rich nuanced data in a research context where there is an eclipse of data and where the sampling strategy can elicit concerns of validity. The data for this article draws from a multi-layered ethnographic doctoral study (2005)on teacher migration between South Africa and the United Kingdom at the height of teacher recruitment from developing countries in south to developed countries of the north, when there was an absence of research data on the phenomenon. Covert research

was used to glean critical data on the characteristics of teachers that were being sought by recruitment agencies for UK schools, the route traversed by migrant teachers in their recruitment from South Africa to the United Kingdom, as well as the role of recruitment agencies and their strategies in facilitating the migration of SA teachers.

A school of multi languages in Australia and its future vision of their survival in a mono-lingual context: A survey of the Victorian school of languages

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Australia is a country of significant migration and language diversity. Though it is an English language domain, due to the arrival of over 5 million migrants since 1947, the use of second languages and its learning has become a matter of policy as well as societal importance. Within Australia, Victoria is the State with the greatest presence of ethnic diversity and according to the latest census (2006) the State with the largest number of people born abroad and second language used in the home. It is also the State with the most unique school for second language learning - the Victorian School of Languages.

This school provides a supplementary support to the Education Department delivery of Languages other than English (LOTE) and on a parallel basis delivers 46 languages to over 15,000 students on a Saturday morning. It in effect supports what mainstream schools are unable to provide under the umbrella of the Department of Education. It has over 800 teachers of a multiplicity of languages distributed across 34 centres of delivery around the State of Victoria.

The nature of this research paper is to explore the character and views of this school and its mostly teachers. As these teachers of language are the coal face of language delivery to thousands of students they have views and opinions of LOTE which will be more advanced than mainstream opinion. An extensive survey was conducted of the staff 800 teachers and staff with over 552 responses. The responses provide not only an overview of this most precious cohort but views on central issues such as multiculturalism, multilingualism, teaching languages and their place in Australian society. This is a unique study of a critical cohort offering not only opinions on controversial matters surrounding languages but recommendations for policy makers on delivery and improving the effectiveness of LOTE delivery. The results are both predictable and yet diverse. The paper seeks to draw out some of these results and offer them to education policy makers and researchers of LOTE languages around the world.

Tech-Savvy students: Implications for teaching TESOL online

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As studying ESL online becomes increasingly important, through students taking advantage of its flexibility and convenience, questions are being raised about the effectiveness of this form of teaching. In particular, how the relationship between teacher and student can impact on learning. (Presky 2001, Queiroz 2003 and Ushida 2005)

It is suggested that the technological generation gap between the teacher and student could impact on their learning relationship. Many of today's language students include those born around the mid-1980s - referred to by Prensky (2001) as digital natives - have grown up with the Internet and are very familiar with communication and information technology tools such as email, Internet, blogs, instant and text messaging, video computer games and participation in Social Networking sites. In contrast their teachers, generally born in an earlier pre-digital era, and referred to by Prensky as digital immigrants, may struggle in teaching these individuals and may also exhibit a negative attitude towards some of this technology. It is suggested that these 'digital immigrants' may view social networking sites such as Facebook as addictive and a threat to 'normal' forms of socialising. It can seem that the technology generation gap is widening between students and teachers.

This paper critically examines the development and significance of communication and information technology tools in TESOL teaching – in particular those associated with the Internet. It will examine the relationship between student and teacher in an online ESL learning environment and how it impacts on the student's learning experience. It is suggested that many students have more knowledge and understanding of these newer forms of technology than their TESOL teachers, with students being likely to learn and process information differently from their teachers.

Pre-School teachers response towards including children with developmental needs into their classrooms in Singapore

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Teachers responses towards including children has had mixed responses depending on the degree and type disability (Ee et al., 2000; Nonis, 2006). Nonis (2006) reported that pre-school teachers of private and government pre-schools were supportive towards including children with special needs in their classrooms. However, class size.

type of disability and support for materials was of concern (Nonis, 2006).

The Mission I'm Possible was a collaborative initiative to address the needs of young children in the early stages of their development who were observed to have a lack in predominantly reading skills compared with their peers cohort in the same local kindergartens. The MIP provided therapy to children with developmental needs including the introduction of Learning Support Educators (LSeds) at the kindergarten level. This presentation will focus on the preliminary findings of the responses of the teachers towards including children with developmental needs in local kindergartens. To obtain the pre-school teachers response, the STARS Modified Survey Questionnaire – Teachers Version (Bruns &Mogharrenban, 2005) with 16 Items with a 5-point Likert Scale was used in this study. Prior to the surveys being sent out, the author conducted briefings with the local kindergartens about the content of the study and consent forms were obtained. The surveys were delivered to kindergartens after the completion of a 7 week in-house learning support to the children developmental needs in the study. Percentage responses were calculated based on the total number of teacher's responses (N = 43). The overall results were heartening in that pre-school teachers were positively supportive of including children with developmental needs into their classrooms. The author will present preliminary data in relation to the teachers concerns about support for resource and some challenges shared in relation to the LSeds.

Investigating academic literacy practices in English language: The case of Malaysia

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Universiti Kebangsaan Malaysia

This article discusses the findings of a study that examines and identifies academic literacy practices in English language among Malaysian bilingual learners in higher education. It focuses on a group of undergraduate students learning content subjects in English where English is not their first language. This article specifically explores the language-related problems that learners encounter as they participate in the class activities. Data were collected using focus group interviews, individual interviews, classroom observations and document analysis. Preliminary findings of the study indicate that learners tend to use Bahasa Malaysia to help them comprehend and produce text in English. The students also report that discussions and exercises in class are very important in their learning experience. This article suggests that teachers need to use more content-based activities in their teaching in order to induce English language use among Malaysian bilingual learners.

Effectiveness of the review center for teacher education in a state university of the Philippines

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This study analyzed the effectiveness of the Review Center for Teacher Education of the Nueva Vizcaya State University. Phase I aimed to describe the extent of effectiveness of the review program in terms of content, methodology, review materials, resource speaker, duration, venue and facilities, and review management; determine the areas or topics that need to be further clarified; determine the problems that the reviewees encountered during the review; and determine suggested changes/innovations to improve the review program.   For Phase II, the study aimed to determine the performance of the Center through: comparison of proportion of passers among the reviewees from the non-reviewees; and comparison of the LET performance rating of those who attended the review from those who have not attended the review. Descriptive-comparative survey method was utilized. The result revealed that the overall assessment of the respondents on the effectiveness of the review program was *moderately high*; the review materials used were the *most effective* of all the areas of the review program while the *least effective* was the duration of the review program; most respondents/reviewees found difficulty and needed further explanation in Mathematics under General Education, and Philosophical Foundations of Education under Professional Education; there was much problem on the ventilation and room space of the review hall and on lecturers/resource speakers who just read the handouts; and the venue of the review program should be wide enough to accommodate all the reviewees and should have enough ventilation. The Center produced a bigger proportion of passers among reviewees than the non-reviewees in general education, professional education, and in the over-all performance of both elementary and secondary levels. The LET performance rating of the reviewees was significantly higher than the non-reviewees in general education, professional education, specialization components, and over-all for elementary and secondary levels.

Outcomes of research degree training in higher education: conceptualization, measurement, and prediction

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The training of research degree students (PhD and MPhil) is an integral part of university education and one of the most costly investments in many societies. There

has been an increasing pressure from stakeholders on universities to assess the quality of their research degree graduates. We developed an outcome-based model to evaluate the quality of research degrees education in a major public university in Hong Kong. Three categories of outcomes were identified from the literature, namely, disciplinary knowledge and productivity, employability, and generic graduate attributes. Eleven factors were selected to predict the outcome, comprising pre-admission factors (e.g., gender, English proficiency), program factors (e.g., full- versus part-time study mode, PhD versus MPhil), quality and support of the learning environment during study (e.g., perceived quality of supervision, assessment), and students' academic acculturation and social integration. Regression analyses found that whilst no single contributing factor on its own made a significant prediction of the outcomes, they jointly explained a substantial amount of the variance, suggesting that education is a complex process made up of multiple contributing factors. Hence reliance on just a few indicators for achieving quality or outcome would be unwise.

Adapting established tools to a new research discourse: A case for language learning strategy questionnaire

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As evidenced by numerous studies, language learning strategies (LLS) play an important role in language learning. Therefore, the issue of LLS is enjoying widespread attention from researchers and practitioners alike, especially in the field of TESOL. Various types of strategy assessments, the most prevalent of which are questionnaires, have been devised to examine the strategy use of individual ESL/EFL learners worldwide. However, while LLS are believed to be culturally-situated, contextually-bound, and learner-dependent, there is always a need to adapt established tools to a new research discourse so that they can better reflect the actual LLS use among learners under study. This paper reports on the adaptation, development and validation of the Language Learning Strategy Questionnaire (LLSQ), which was employed in a mixed-methods research study on LLS among Vietnamese tertiary learners. Firstly, the need for the adaptation of the LLSQ is examined. Secondly, various steps in the adaptation and development of the LLSQ are described in details, including the review of relevant literature, discussions with survey experts and focus groups with target learners. Thirdly, the validation of the LLSQ is addressed through the processes of conducting informal expert reviews and field pretests. The reliability and validity of the LLSQ are then clearly articulated with statistical evidence. Finally, practical implications for future attempts are provided regarding the construction of reliable and valid questionnaires in a new research discourse.

A multilingual approach to languages and literacy education: What can synthesising theories, research and practice achieve?

Peter Nielsen, Barbara Nielsen

Flinders University, Australia

This paper will report on seven years of collaborative research with the Department of Education and Children's Services. It has been carried out in twelve primary schools using six languages. The longitudinal study examines the impact of a multilingual literacy approach as it has been applied in the teaching of French, German, Indonesian, Italian, Japanese and Spanish across twelve different school settings in South Australia.

The move to introduce the study of additional languages in Australian primary schools has yet to establish wide-ranging, on-going student engagement and often fails to progress students beyond simple pragmatic language use. In general, students are not leaving primary schools with a desire to continue languages learning.

It is argued a new approach that integrates languages in daily classroom literacy practices can redress this situation: a multilingual literacy approach. The theoretical framework that drives this approach draws form from the notions of universality and transfer that are established in the literature from applied linguistics and cognitive neurosciences to classroom pedagogy. This literature also supports the notion that phonological skills are the most significant predictor of reading success in and across languages. Results from this longitudinal study demonstrate that when the aforementioned theoretical notions bridge the research-practice divide and are adopted into daily classroom teaching and learning activities, there is a qualitative and quantitative improvement in student literacy learning. This paper will discuss the interactive mechanisms that enabled these notions to be translated for practice, implemented across languages and their ongoing impact on teaching, learning and research.

Key finding: the approach is working and evolving. Student engagement is on-going and measurable literacy outcomes are consistently achieved in and across languages. An interesting finding is that classroom teachers noted that students who struggle with English literacy can be helped through the study of more regular language codes.

Cross cultural probing: An examination of university student ICT ownership and use of e-learning materials in Thai and Australian contexts

Jeremy E. Pagram, Martin G. Cooper

Edith Cowan University, Australia

This paper reports on the second phase of an ongoing project being carried out at

Edith Cowan University (ECU) in Western Australia examining ECU Education students' ownership and use of information and communication technologies (ICT). It is critical that modern universities understand their students' ICT capabilities in terms of hardware ownership, software facility, and preferences in order that online course and content delivery may be tailored to deliver effective, usable and engaging learning resources. In addition, with more and more focus upon attracting students beyond the borders of any one country though e-learning, it is equally important that we understand these basic capabilities more globally.

In this second phase data was collected at two Thai universities as well as in Australia. The objective being to both inform the individual institutions, and to provide comparative data.

In particular the study gathered information concerning students' self-perceived software skills and frequency of use, hardware ownership and frequency of use, access to and location of Internet use, preference for various types of online learning materials, and access and use of university email and university online learning environments. An online survey (both Thai and English versions) was used that fed into a common database that ran an online student survey with separate language versions.

Online Student Information System (OSIS) of Benguet State University

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Changes in Information Technology (IT) allow schools to utilize databases and applications such as Online Student Information System (OSIS) thus making the accessing of records centralized. One of the changes that came about is the online-based applications. These applications improved the traditional manual-transaction processing systems. Thus, most universities switch to the online-based system because of its effectivity to acquire, process, store and retrieve information from the

Internet. Moreover, this system is accessible to all students' information.

Benguet State University (BSU) is still using the traditional manual and paper-based student information system. With the current system, the registrar and accounting staff finds it tedious in searching and preparing reports on student's information while the Office of Students Affair and Dean's Staff finds it laborious due to repetition of processes done in filing and updating of records. As main goals of the school "to generate and disseminate new knowledge and technologies that will promote sustainable resource development and enrich the academic programs of the university" and "to establish competent and effective services geared towards efficiency and economy" the current system is inconsistent with the asserted school's main goals.

The proposed OSIS of BSU would be a new way of record management and transaction processing that would achieve efficiency on processing student information. It would be a great help to the administrative personnel, academic personnel, grantors or stakeholders, parents and students in updating, retrieving and generating student data.

The improvement of the English reading ability by using extra exercises of technology computer students at Rajamangala University of Technology Srivijaya Songkhla

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The purpose was to improve the ability in reading English by using extra exercise of Technology Computer Students at Rajamangala University of Technology Srivijaya Songkhla. The population were 34 Technology Computer Students who took an English Reading Skill Course at the first semester 2010. The instruments were a Pre-test and a Post-test. The Pre-test was used after the study of reading strategy: reading for topic, reading for main idea, using context clues and reading comprehension. The score of each student was arranged from the highest to the lowest. From this the population were divided into three groups by using a percentile: good, moderate and poor. Extra exercises were given to those three groups. At the end of the first semester three groups of the students took a Post-test. The data from the two test were analyzed in terms of Mean , Standard Deviation and T-test.

The results from the Pre-test and the Post-test found that the mean score from the Post test was 20.79 which was higher than the Pre-test (16.32). Comparing with the score of a good students group found that the Post-test was higher than the Pre-test. That is 22.64 per 21.8.

The Post-test in a moderate group was better than the Pre-test. The mean score was 19.86 and 15.79. As for a poor group, the mean of the Post-test was 20.00 which was higher than the Pre-test which got 11.22. In general, the mean score of the Post-test after using the extra exercises was higher than the Pre-test in all three groups of the population.

Diverse applied linguistics theory and the participant relevant viewpoint

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Traditional applied linguistics theory does not always account for second language (L2) users' experiences. This presentation addresses poststructural theory that pertains to L2 learning sensitized to the contexts in which it occurs (Pavlenko, 2002). The presenters will discuss a poststructural approach for examining L2 learning as socialization, L2 users as legitimate speakers rather than failed native speakers, and explain irregularities that L2 users implement in order to challenge meanings and resist discriminatory practices. Poststructural tools for examining L2 use and its irregularities allow researchers to investigate how social meanings are challenged in order to develop rich analyses. Furthermore, the presenters will describe how the poststructural perspective conceptualizes access to linguistic resources as problematic and related to issues of power. This approach to applied linguistics research views interaction and communication as conjointly and publicly produced as they are made meaningful. The presenters will suggest through this type of research orientation, problems in communication are recognized as "problems of interaction and not problems of non-native speakers". The presenters will also highlight information about poststructuralism as an appropriate theory that employs a participant-relevant viewpoint incorporating the use of naturally occurring authentic data, participants' perspectives, and high levels of sensitivity to context.

An Alternative to Interviews: Participants' construct analysis

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In this paper, we will present an alternative research instrument to interviews. This innovative way to gather qualitative data is derived from Kelly's (1955) psychological therapy approach. Our research used the "Construct Analysis" approach to understand how participants viewed the evaluation of students at the university level. The professors were asked to characterise their language evaluation activities and to

hierarchize these characteristics (Philion, 2007). The participants co-constructed all the facets of the language evaluation activities, effectively presenting their reality without being prompted by an interviewer (Bourassa, Chevalier, & Buckles, 2010). Constructs were derived from elements and characteristics given by the participants, by examining the similarities and differences in the language evaluation activities using bipolar extremes. For example, participants identified a construct as teacher centered or student centered. Then, they had to assess, on a Likert scale, whether the language evaluation activities were completely – moderately teacher centered or more student centered giving the reasons for their assessment.

This method of data collection is done with and for the participants since they co-construct meaning with the researchers, learning about the research subject at the same time. This vision of research is pragmatic and centered on an integrative perspective. The use of a software (REP IV) serves to analyse the Likert scale data while a content analysis is done on the qualitative data recorded when the participants collaborate to establish the reasons for giving the assessment of each language evaluation activity. Conclusions will be presented on the use of this instrument for research in education.

Video recordings and the performance of student-teachers: Methodological issues and solutions

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The evaluation of student-teacher performance during their field experience remains an important component of their professional training. However, increasing pressure on university faculty has prompted a search for alternatives to the practice of on-site visits for this evaluation. This research investigated the usefulness of video recordings to evaluate student-teacher performance in a teacher education programme from Hong Kong. Based on assessments of the performance of 19 student-teachers and three university faculty during their field experience, this paper describes an analysis of the responses using Gwet's first-order agreement coefficient to estimate both intra- and inter-rater agreement of student-teacher performance, and a multi-facet Rasch model to study the interactions between student-teachers, raters and medium. The results show that video-recorded lessons can be an effective alternative to on-site evaluations of student-teacher performance.

Sorted vaporization for surface extracting buton natural asphaltene as unconventional hydrocarbon resources to avoid wastewater

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Asphaltene is the one of prospective unconventional hydrocarbon. The 1640 million tonnes deposit of natural asphaltene takes place on Buton Island, Indonesia. Several methods of extracting are surface mining, Steam Assisted Gravity Drainage (SAGD), Cyclic Steam Stimulation (CSS), and the newest one is Vapor Extraction (Vapex). The surface mining is the most efficient extracting method for the large amounts of asphaltene on surface. After excavation, hot water and caustic soda is poured to the sand to result the slurry for upgrading. On the other hand, the Vapex reduce the oil viscosity by diluting the oil viscosity with vaporized hydrocarbon solvents so that the diluted oil flow to surfce through the production well.

Conventional extracting method after surface mining needs lighter petroleum, warm water, and caustic soda to mix with asphaltene. To reduce utilizing light petroleum and producing of wastewater for extracting, we adopt vapex concept after surface mining. But, based on the laboratory experiment, the nonuniformity of grain size demanded the longest dilution time meanwhile the uniform grain size required relatively shorter time because the steam remain required to dilute hydrocarbon on the smaller grain whereas there is no more hydrocarbon in larger grain. To avoid ongoing heating the grain without dilution hydrocarbon, we offer mechanical sorting first before extracting with solvent. Uniforming grain and adopting concept of Vapex in closed system reduce utilizing and wasting water and caustic soda.

Innovative snack with nutraceutical, lycopene

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Gac (Momordica cochinchinensis Spreng.), or also known as Fak Khaao in traditional Thai medicine wisdom. Its aril stored Lycopene1 at 408 µg/g. However, the taste of Gac fruit is very bitter with strong smells. This pursue children to eat Gac fruit, the snack added Gac extract is used because eating habit of children is away reluctant to eat bitter.

This research is aimed to develop an innovative gummy snack and study potential market. First part is developing the ingredient, eliminate undesirable flavor from Gac. The solvent extraction is a process to extract phytochemistry from Gac fruit, solvent used being Ethyl acetate. Lycopene-absorbance test by Spectrophotometer at wavelength of 505 nm, found Lycopene contained 4.654 mg/g in the extract. The

second part is applied qualitative research to design product and study the commercialization, by using focus group discussion which each specialized experts interview altogether 7 experts in related field as marketing, dietitian, food product developer, entrepreneur, etc. A experts trial tasting products. Prepared to answer questions and discuss following. Thereafter, the data was analyzed by interpretation in the form of content analysis.

Based upon the results of this study, the data analyzed the possibility of launching innovation's product to market. Thereafter we can consider the costs profit to appropriate investments.

The importance of social networks in understanding of micro health insurance uptake in rural Cambodia

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Domrei Research and Consulting, Cambodia

SKY (Sokhapheap Krousar Yeung; Health for Our Families) micro health insurance is a voluntary, community-based health insurance program, relying on a monthly registration and premium collection system at the family level. It has been operating in Cambodia since 1998 through a non-profit organization as an innovative model for extending health insurance to underserved urban and rural poor.

Findings from quantitative surveys of over 5000 households have shown that SKY membership is clustered geographically. The Village Monographs are intended as a way of gathering the wealth of qualitative data surrounding the SKY micro-health insurance impact evaluation. The objective is to understand the reasons why people become and stay SKY clients, often in the face of contrary information and advice.

Seven villages were identified with particular emphasis on representing various trends in membership. Approximately thirty current and past SKY members were interviewed in each target village (in villages with less than thirty SKY members, all were interviewed). Teams also produced graphic representations of the social networks among SKY members in the villages by creating detailed village maps. Preliminary reports were analysed using open coding and then forming code families of like data. Code families were then explored in the framework of the initial generative questions to provide a comprehensive summary of responses.

This paper will examine the influences of social networks on SKY membership, including: how and why people become SKY members (primary and secondary members); influences on sustaining membership (why stay, why drop out, why rejoin); and, impact on health services. Recommendations for attracting new members and

sustaining membership are provided.

Higher order thinking skills and academic performance in physics of college students: A regression analysis

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The study determined the relationship between higher order thinking skills (HOTS) of students and the performance in physics. Specifically the study intended to determine and compare the HOTS along the areas: analysis, comparison, inference, and evaluation in physics of college students grouped according to gender; and to determine the regression correlation of the HOTS to academic performance in physics of students when grouped according to gender. The research was conducted at Benguet State University during the school year 2010-2011 and respondents were students enrolled in Physics. Result shows that on the analysis aspect of HOTS, a little more than 50% of male students are below average while almost half of the female students are average. On the comprehension aspect, almost 50% of both male and female students are below average. The HOTS on inference of more than half of the male and female students is average. The HOTS on evaluation of almost half of the male students are average while 40% of female students are average and the other 40% is below average. Male and female students have different level of HOTS on analysis, comparison, inference and evaluation. Moreover, analysis, comparison, inference and evaluation combined effect to the physics performance of male students is significant but among the four areas, only inference does not have a significant combined effect to the performance in physics of male students. Among the four areas of HOTS - analysis, inference and evaluation have significant effect on the physics performance of female students.

Teachers should incorporate teaching techniques in physics that enhance higher order thinking skills of students. Furthermore, seminars or trainings on enhancement of students' higher order thinking skills could be given to physics teachers. This would include formulation of activities in class and diagnostic tests or examination questions that will enhance the four areas of higher order thinking skills of students.

Institutional research: How conceptual mapping could make familiar data unfamiliar

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This paper has been conceptualised within a broader institutional research focusing on exploring student drop-out from higher education undergraduate studies. A case study of student drop-out, using a cohort analysis process, at a large multi campus, contact higher education institution provided the context for developing a research conceptual map that allows one to frame sub-studies in coherent conceptions. Through this conception, new lens emerge allowing one to generate hypothesis emerging from familiar data that are made unfamiliar through this mapping.

The paper presents some data (largely familiar data) on student drop-out, from which a conceptual map had been developed. The conceptual map shows how the mixed method approach to institutional research directs the research process of the project. Finally, the paper shows how, for example, insidious institutional violence becomes a focal concern in student drop out from higher education studies through conceptual mapping using the same data set but viewed differently.

Challenges of investigating second language development in the context of a theatrical performance

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Research of language development in the context of drama or theatre is not new. Current practice has been to mostly use qualitative methods, particularly a case study approach, because quantitative methods require a large number of participants for results to be considered valid and reliable. In addition, qualitative methods can provide in-depth investigation of second language development in a particular context. However, such approaches need further sharpening in pursuing a more rigorous research process. Using a dynamic assessment methodology in investigating second language development within a theatrical performance provides such rigor and sharpening. The scaffold method of investigation that happens within the dynamic assessment bases itself in an appropriate theoretical framework that seeks evidence of language usage and learning before, during and post a theatrical production. This paper presents a snapshot of socioculturally structured evidence collected and analysed from different timelines of a theatrical production to show the usefulness of dynamic assessment in researching second language development in the context of a theatrical performance in Hong Kong.

Exploring quality practice in contemporary indigenous education

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Most people would not dispute the need to improve education outcomes for our young Indigenous students in Australia. To make a difference, however, also means ensuring that our university graduates are competent in their knowledge and understandings about how best to teach Indigenous children to ensure best outcomes. This involves specific knowledge and skills about how these children may learn more effectively, and importantly, our attitudes and expectations about 'raising the education bar' for Indigenous children. The study reported here captured the perceptions, beliefs and experiences of key stakeholders involved in Indigenous education in Australia for children in primary school. The overall aim of this research was to build a holistic picture of the reported key principles that constitute high quality education for Indigenous students. The 26 participants in the research included fellow academics, recent graduates from the University of Tasmania teaching in Indigenous community schools, local and national experts in the field and key Indigenous education providers. The study was qualitative and employed an in-depth structured questionnaire. Irrespective of the numbers in this study being small, the findings indicate that teachers need to raise their education expectations concerning Indigenous children, particularly in the areas of literacy and mathematics. Cultural and contextual knowledge and understandings, including sensitivities and diversity were also highlighted, along with the need to identify when some areas of learning may be best taught more explicitly, rather than a reliance on inquiry based methods. Great importance was also placed on celebrating the children's learning and engagement at school.

A place for language in a community setting

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At the heart of many discussions on language maintenance is the topic of speaking one's mother tongue to identify who one is and where one comes from. For many Pacific people in New Zealand this topic of language and identity is contentious. On one hand there is an older generation of Pacific people who strongly believe that if one is unable to speak ones' mother tongue therefore one is not truly of a Pacific ethnicity. On the other hand, New Zealand-born Pacific people believe their strong connections to their families and cultural understandings are enough to identify who they are and where they come from. For the older Pacific people maintaining mother tongue in ones' ethnicity allows for interaction between generations. For them,

maintaining mother tongue is a symbol of where one comes from. For the new contemporary Pacific generation, their sense of place is in their choice to identify with their heritage. This is the future of Pacific people, where language is only one part of one's identity.

One way that language maintenance has been kept alive for many Pacific people in New Zealand is through being part of community groups such as church and cultural groups. In this abstract I argue that an appropriate strategy for contemporary Pacific generation is the value of being part of a community group and it is through this that language maintenance can be effectively implemented. Further, I support this argument through the use of case studies, to demonstrate the value of this approach to the contemporary Pacific generation in New Zealand.

Practical network security: A capstone post graduate hands-on security unit

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In the current era of network dependency in government and corporate enterprises it is essential for managers and professionals to appreciate the crucial importance of applying appropriate network and computer security measures. Traditional teaching approaches can explain and demonstrate the issues but are seldom able to instill the sense of reality involved in tackling real world situations. Such classes are usually constrained in what is acceptable practice by the policies of the teaching institution.

This paper describes a postgraduate capstone unit developed using the principles of problem based and experiential learning and reflects on our learning from 2 offerings of the unit. The unit commences with the development of an ethical behaviour policy by the students themselves and progresses via a case study for which students design and implement an enterprise network which conforms to the risk analysis and security policies they develop and is also constrained by equipment and software availability. Students experiment with various hacking tools and use them for penetration testing their implementation. All practical work is carried out using an isolated network environment on which a variety of hardware and software is available.

Over the past two years of delivery student feedback has been highly positive with students commenting on a sense of excitement and satisfaction with their learning experience and outcomes. They have internalized both the sense of 'victory' that can come from gaining control of a network plus the hours of patience that should be needed to be able to do so. As a result they develop realistic expectations of what needs to be done to create and maintain 'good enough' security in a network.

Rights and rhetoric for children with educational difficulties: A meaningful education?

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Despite activism and academic research driving 'special' and 'inclusive' education and disability studies into the public and academic arenas the benevolent rhetoric around 'inclusive education' and 'partnership' still exists for families and young people who are marginalised and considered difficult to educate. Meaningful education is a human right for all children and young people whatever their (dis)ability. It might be the case that we have lost sight of what learning and education actually is in privileging academic excellence. The assessment of which is governed, in the main, through structured tests and examinations enabling UK Government to penalise schools for 'failing' their students. League tables that highlight the 'good' schools from the 'bad' feed into public narratives around academic achievement leaving those who are unable to access education in this restricted way are at best excluded (in a variety of ways), at worst mistreated. This paper will focus on exclusion and inclusion discourses in education and on children identified with educational difficulties and their families within wider academic and policy debates. It will explore whether inclusionary policies across the board hide exclusionary tactics and if a meaningful education.

The prevalence of sexual orientation related problems among university student, Thailand

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This study aims to estimate the proportion of male students concerning about different sexual orientations and to explore the prevalence of sexual orientations related problems. Cross-sectional survey was collected, using a self-administered anonymous questionnaire among 1,602 of Prince of Songkla University male students from 5 campuses. The response rate was 92.0%. The completed questionnaires were entered into an EpiData database with double data entry. Statistical analysis were conducted using the R program (open software) and R-Epicalc. Chi-squire test and univariate logistic regression model was first conducted to test for statistical significance. Multiple logistic regression model was used. Results are presented with odds ratios (OR) and 95% confidence intervals (95%CI). The results were: the proportion of sexual orientations were 6.7% gays, 3.1% bisexual and 90.2% heterosexual. Regarding to the prevalence of common problems related with sexual

orientation such as physical abuse, sexual abuse, living problem, study/related activity, dressing and groom, STDs/HIV infected, substance use were discussed. The problems which homosexuals-or bisexuals (HB) encountered more often than heterosexuals were verbal abuse (OR, 2.7; 95% CI, 1.91-3.84), discrimination (OR, 2.7; 95% CI, 1.75-4.13), and mental health problem (OR, 1.8; 95% CI, 1.12-2.80). The percentages of being verbally abused and discriminated among HB were quite high at 54% and 39%, respectively. Of these, 32% also had mental problems. The conclusions were the problems related to sexual orientation among HB university students were still high. They encountered verbal abuse, discrimination, and mental health problems more often than heterosexuals.

Learning styles, personality and reading comprehension performance

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This study aims at reviewing the relationship between learning styles, personality and reading comprehension performance. In the last two decades, ample studies have been done to examine the relationship between learning styles, learner's personality and performance in academic settings. The reviewed studies substantiate that there is a relationship between personality types and/or traits of the learners, the way they establish their learning styles and their academic success in school and university both at an undergraduate and postgraduate level. Therefore, learners depending on the type of their personality resort to different learning styles or preferences which-in turn- affect their learning performance. However, there are no studies – either theoretical or empirical – examining exclusively the role of personality and learning styles on reading comprehension performance.

Moreover, the findings with regard to the bulk of research on the relationship between personality and success in reading comprehension- are not that congruent. Accordingly - due to the scarcity of the research on showing the relationship between personality, learning styles and achievement in reading comprehension, and also incongruity of the research results on personality and reading comprehension performance - the current study proposes that further research on the above areas would be of the great need.

The characteristic of root canal sealer with bacteria in dentinal tubules

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Root canal filling materials are believed to play role in managing endodontic bacteria. It is possible that bacteria remaining in inaccessible area such as dentinal tubules may be entombed by root canal sealers. Previous studies showed that flowability of AH plus were superior to Zinc oxide eugenol (ZOE) sealer. This study proposed that well-penetrated sealer may entomb bacteria better than poor- penetrated sealer. The objective of this study was to observe the characteristics of sealer with different flowability to penetrate the dentinal tubules of infected dentine. Five millimeters root segments that were infected with Enterococcus faecalis were prepared. After cleaning root canal upto size 50, samples were obturated with gutta percha and one of the sealers: AH plus or ZOE. After the sealers were set, the samples were split for further examination under Scanning Electron Microscope. The results showed that both sealers could penetrate inconsistently into the dentinal tubules containing bacteria. However, AH plus's sealer tags were more homogenous, longer and able to penetrated tubules in a higher number than ZOE. AH plus sealer appeared to seal the dentinal tubules better than ZOE. This study demonstrated a possible role of the root canal sealer as a physical barrier to block the bacteria from the dentinal tubules to reenter the root canal space. Applying sealer with superior flowability may be beneficial to bacterial management. However, further study should conduct to observe the effect of the sealers to prevent remaining bacteria to reenter root canal space. This will provide more comprehensive information in bacterial management.

Homestays and service learning: Understanding the community in ecotourism

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Existing literature on ecotourism identified positive and negative impacts on local communities. However, they are mainly targeted to identify difference of perceptions in hosts and tourists, and not so much in understanding the term "community" in terms of multi-sector engagements or interdependence. This study argues that in order to provide an understanding of the interrelationships between sectors within indigenous communities located in ecotourist destinations, researchers need to embark on a participatory approach to data gathering.

This study explores the literature on the development of indigenous housing and

service learning programs as mutually beneficial to both the hosts and participants, in particular, those undertaking tourism education and research in developing countries. It is recognized in this study that a growing number of studies on community-based ecotourism demonstrate how tourists are attracted to an experiential learning of local culture and how it contributes to the sustenance of the host community.

Indeed, combining nature tours with a social contribution provide a richer and more meaningful tourist experience. In essence this paper demonstrates that the same benefit for tourists applies to researchers. Experiential research increases the potential of the research investigator to integrate a wider sector of influences to the phenomena being studied.

This research also investigates community housing in various ecotourist destinations in the Philippines, in particular, the *Gawad Kalinga* Villages in Cam Sur, Philippines that are seen as tourist attractions aside from its natural resources. The GK communities are implemented through self-help housing provision for the poor and homeless residents through *Bayanihan* (voluntary mutual help) spirit. The homestay experience was found as a useful approach in effectively conducting participatory observation, FGD workshops, interviews and suveys. The data gathered led to a model that establishes the influence of housing strategies on ecotourism development in terms of community participation.

What do we learn from prison theatre research?

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This paper will look at the work of the Maori theatre in education company: Te Rakau Hua O Te Wao Tapu. For the last few years the company has worked in prisons, youth justice centres and in the community, employing techniques from group therapy, anger management and addiction therapy to enable participants to present public theatre about their lives to a paying audience. The theatre is also political theatre, challenging both participants and audiences to analyse where the responsibility for crime lies. Using elements of Maori ritual such as karanga, waiata and haka, the company breaks with the cultural form of conventional Western theatre to produce a bicultural theatre practice. The aim of the bicultural practice is to use theatre as a form of rehabilitation and to apply theatre to the purpose of change. At the same time, Te Rakau's brand of applied theatre has explored the research question: What is it that turns people to lawlessness?

By exploring and uncovering the distressing and abusive childhood experiences of prisoners and at risk youth, the company has provided a unique insight into the causes of crime. At the same time, it has revealed the interconnections of race, class and gender in relation to crime in New Zealand society and provided insights into

human nature and issues of social empowerment. This paper will outline Te Rakau's innovative and creative approach to research into youth offending and discuss its findings. The paper also investigates the implications arising from the work in relation to what is to count as research, how it is to be promulgated and whether research that uses an arts based practice and methodology is problematic.

Taxi friend: Innovation application for taxi passenger

Ramana Seesan

Chulalongkorn University

Taxis are popular in Bangkok. Because hot weather of tropical zone and travel by taxi is very convenient. It is quick and the cost is not too expensive than the cost of living and traveling by private cars. But travelling by taxi can be problematic as well, especially on the safety. Taxi-associated crimes are a concern for passengers. Safety strategies include: passengers call close friend and give identity of the vehicle and driver. There is also problem about mistrust

In recent years smartphones have been popular. This is a mobile trend and the development of 3G network changes their lifestyle. TAXI Friend application was developed from survey of user demand to assist in the journey. Users can check detail of driver and car. Track route and speed of the car and share to others via SMS or SNS. The use of Taxi Friend is examined in this paper.

To analyze the completeness of Electronic Medical Records (EMRs) during tele-consultation for making diagnosis at provider end

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Telemedicine is aimed to provide health care to rural populations, especially where there is a scarcity of resources. As telemedicine is unique among health care services, especially in developing countries, in lacking evidence of its effectiveness; the increasing demand advocates the clinical telemedicine to undertake more and better evaluations of its practicality, value, and affordability. To analyze the completeness and practicality of EMR Performa for making diagnosis at provider end during Tele-consultations, a study was conducted in PGIMER, a tertiary multispecialty referral institute that has been providing Tele-consultations to twenty partner sites. The

clinicians were requested to fill up a Pre-tested close ended Questionnaire after their Tele-consultation session was over. Out of 367 Tele-consultations received during study period, it was found that in 231 (62.9%) cases diagnosis could be made, while 136 (37.1%) cases remained un-diagnosed. On further analysis, it was found, that chief complaints were enumerated in 232 (63.2%) cases, History explained completely in 166 (45.2%) cases and Personal history in 194 (52.9%) cases. In 74 (20.1%) Tele-consultations, Vitals had been recorded, filled and GPE done in 164 (44.5%) of cases. Investigations and diagnostic tests had been done in just 194 (52.9%) of cases. Pediatricians referred to this Telemedicine service (19.5% cases) more frequently than other specialties.

Thus, stress was needed to be focused on developing an appropriate and simple EMR Performa which may be filled easily and need modifications specialty wise, and, also the referring physician need to be motivated to supply all the necessary clinical details to facilitate the Tele-consultant at provider end in making correct diagnosis.

Are Muslim women behind in their knowledge and use of contraception in India?

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This paper uses District level House Survey (DLHS) and National Family Health Survey (NFHS) data to investigate the use and knowledge of contraceptive methods within two religious communities in India, Muslim and Hindu. The religious obligation and tenets of their religion require Muslim women to defer from using any contraceptive method. Such commitments to one's faith may turn out to be a deterrent in the use of contraception by this community. Given the data for Hindu and Muslims, it was found that use and knowledge of Traditional methods was significantly higher within Muslim women compared to Hindu Women. Consequently, Traditional use also showed a higher prevalence among Muslims. Multivariate logistic regression was used to determine the factors affecting use of traditional methods. The results showed that education significantly contributed to the use of traditional contraception in India. Age, rural residence, and wanting another child were significant in the socioeconomic factors examined. The results also suggest that education does not affect traditional method use among women contraception when controlling for other factors.

Learning from experience: Reflections on the challenges of researching across borders

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Research projects in their final presented form often appear well-ordered and tidy. However, the reality of the process can be quite different.

In an increasingly complex research environment, researchers are frequently finding themselves working across 'cultural' divides, and needing to negotiate the challenges that come with such situations. This paper reflects on the learning from the process of conducting three research projects undertaken by the author in recent years, either alone or as the leader of a team. Each of the projects involved working - or attempting to work – across borders - borders created by either the nature of the personnel involved or the subject material of the project. There was a need to acknowledge multiple sets of values and perspectives, and yet create a coherent finished product acceptable to a funding or commissioning agency. The divides were of differing types – cultural, methodological, ethical – but there are similarities in the three working-across-borders experiences that merit consideration of the projects as a group.

For the purpose of the reflection, the analogy of an art gallery is used, and the roles of subject, artist, curator and gallery owner are used as metaphors to consider the rights and responsibilities of participants, researchers and funding agencies.

Issues of researcher identity and integrity, ownership, and collaboration and teamwork are discussed in the hope of learning from experience.

The development of pre-service science teachers' teaching assessment standard criterion for supervision

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The purpose of this descriptive research is to develop a criterion for evaluating pre-service science teachers' teaching practices based on cooperating teachers and university supervisors' views. The views of cooperating teachers and university supervisors in schools and science teacher preparing institutes in Thailand on pre-service science teachers' teaching practices were collected by questionnaire. The data was analyzed and served as a basis for developing the standard criteria. The meeting was conducted with five experienced cooperating teachers and five university supervisors to modify the standard criterion. The findings showed three aspects of

planning instruction, teaching, and learning environment should be included in the standard criterion. In aspect of planning instruction, there were six criteria including understanding about curriculum, content knowledge, teaching strategies/techniques, students learning, learning media and resources and assessment techniques. In aspect of teaching, there were six criteria including effective instruction, meaningful learning, appropriate assessment and effective communication. The learning environment included care and respect to students, physical environment, motivated student learning, and classroom management. Moreover, the indicators of performances that describe what pre-services science teacher should demonstrate in each criteria are informed. The findings of this study will be used to be a guideline for cooperating teachers and university supervisors for supervising student teachers during field experience.

Improving child safety in schools: Implementing a safety suggestion system based on the principles of lean management

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Child safety in school is the most important concern for parents and suggestion system is used to help improving child safety in some schools of Thailand. Schools are concerned about student as once accidents or injuries occur in the school, significant issues must be solved. School might lose parent satisfaction and trust which is difficult to regain and for private schools may result in loss of students, and ultimately could affect financial sustainability. Suggestion system is a method by which the ideas and suggestions of the teachers and parents are communicated to school through the provided channels. Teachers and staff have many ideas that would greatly help to improve any school endeavor by soliciting suggestions. As a result the administrators are able to identify safety-related issues and find solutions. On the other hand, collecting suggestions from parents can reflect the school's image and the vision. However, a suggestion system for child safety has its own limitations. Some suggestions use a lot of time and effort to implement. Key school stakeholders, which are teachers, staff and parents, have to be involved. People involve often waste time with no great result. And the last limitation is the effectiveness of the suggestion. After money, time and effort have been used to implement such suggestions, there might no impact in terms of solving the problem of child safety. Therefore, implementing a safety suggestion system based on the principles of lean management can help in filtering suggestions, and also in improving the suggestion system itself. Lean principles would be applied to filter the suggestions in analyzing as MUDA, MURA and MURI to reach the goals of child safety in school.

Assessing the effect of studying abroad on the global awareness of engineering and technology students

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Study abroad was one way to engage students in the global market, and is used by many institutions of higher education to introduce their students to globalization. The specific problem to be addressed by this quantitative study is whether study abroad is a suitable educational method that will endow engineering and technology students with the global awareness and motivation to pursue international careers. The participants for this study were undergraduate students enrolled in the college of engineering and the college of technology at Purdue University. This quantitative study utilized an ex post facto design, and a web based survey was used to collect evidence from students. The response rate for the study abroad group was 56.5% (N=111) and the response rate for the non study abroad group was 51.5% (N=103). A post hoc power analysis indicated that the sample size was sufficient. An analysis of the demographic data revealed that gender, age, and academic classification were possible confounding variables. The results of the independent t tests for global awareness and motivation to pursue an international career indicated that the effects of study abroad were statistically significant. The factorial ANOVA for in between-subject effects for both global awareness and motivation to pursue an international career indicated that the effect of the independent variable study abroad was statistically significant. The effect of cofounding variable gender was also statistically significant. The effects of age and academic classification were not statistically significant. The conclusion of this research is that university administrators, faculty, and personnel involved in study abroad should promote and expand study abroad opportunities for engineering and technology students and integrate study abroad in the curriculum to prepare students for a global workforce.

The use of table Ideas, Facts, Learning issues and Action plan (IFLA) - Focusing on entrepreneurship in learning basic chemistry

Nancy Susianna

Universitas Pelita Harapan, Indonesia

The purpose of this research is to find out how to use of the IFLA table in learning chemistry and to find out whether or not there is improvement in interpersonal relationships which constitutes one of the aspects of general entrepreneurial competencies. The research method is mixed: quantitative – qualitative research. The mixed   method design type is Concurrent Triangulation QUAN + QUAL. The subjects

of this research are 38 student teachers. The research instruments used to answer the question on how to use the IFLA table in learning chemistry are documentation, observation and interview. The instrument used to investigate interpersonal relationships improvement is a rubric. The rubric is used for self assessment and peer assessment. Based on the analysis of the data and discussion, the conclusion of this research is as follows: 1).The use of the IFLA table in the Authentic Problem Based Learning (APBL) is according to scientific method. The scientific method constitutes a process to understand science including chemistry. The knowledge and understanding of the subject of the research methodology helps the students participate in learning chemistry using IFLA table. The IFLA table is used to decide the product that sells well in accordance with the need of the consumers. 2).The APBL may improve of interpersonal relationships which constitutes one of the aspects of general entrepreneurial competencies.

Students' perceptions of the blended learning environment in EFL instruction

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Naresuan University, Thailand

The tertiary EFL instruction in the Information age needs to keep up with the trend of using ICT to enhance students' language learning as well as to promote students' learning autonomy. This paper aims to investigate students' perceptions about their learning in a blended environment in which face-to-face instruction and online activities were incorporated. The survey questionnaire was administered to 33 students of an academic reading class in which students required to practice academic reading skills in both online and face-to-face environments. The results reveal that students found the online exercises and materials useful for their language learning as they feel positive about having control over their own language learning and practices. Although students expressed positive attitudes towards using technology to enhance English language learning, they mentioned that teacher support is greatly needed in the blended environment.

The effectiveness of constructivist approach-based experiments in teaching selected physics concepts

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The study developed constructivist approach-based experiments to determine its effectiveness in teaching physics concepts. In the conduct of the study, the quasi-

experiment following a non-equivalent control group design was used. The study started with the administration of pre-test and attitude inventory test. The teaching making use of constructivist approach-based experiments for the experimental group and traditional experiments for the control group followed. Finally, it ended with the administration of the post-test and attitude inventory test.

The control group and the experimental group were equal in terms of cognitive level in physics. However, the students exposed to the constructivist approach had significantly higher post-test scores and higher mean gain scores than the students exposed to traditional approach. The study also revealed that the experimental group developed a more positive attitude towards physics than the control group. There was a significant difference between the post achievement scores of the students exposed to constructivist approach-based experiments and traditional experiments.

As revealed in the study, the Constructivist Approach-Based Experiments are effective in enhancing students' achievement and in developing a more positive attitude towards physics than the Traditional Experiments. Furthermore, the students' achievement and attitude towards the subject can be intensified when they work cooperatively, providing them with more opportunities to apply their own skills and make their own decisions thus overcoming their misconceptions on the subject.

The constructivist approach-based experiments really affirmed its worth and advantage as instructional material in teaching physics concepts.

English for non-English speakers – Multi-level classroom management

Edwin Celestine Tan

Training Vision Institute, Singapore

Most of my adult students are linguistically, culturally and ethnically diverse; therefore, I am often faced with formidable challenges in teaching. By far, managing multi-level English classes is most challenging for me. When I have a mix class of local-born Singaporeans and foreign students in the same class, the language issue becomes more obvious. Thus, my lesson plans are often written with multilevel activities that cater to students with different strengths.

Interestingly, I realized that not all students of a particular nationality are weak in English language. Therefore, I would say that it is essentially important for the teacher to have strong classroom management skills.

For instance, when doing pair or group work, the teacher should make sure that stronger and weaker students have opportunities to interact and learn from each other. Though in the past I often placed stronger and weaker students together which

is a rather traditional practice, I now learn to apply multi-level management in class. In such a context, strong and weak students are formed into separate clusters to work on their respective tasks. When they have completed their tasks, individuals will share within their own group and the whole class will also learn from the teacher. It is expected to have some resistance when adopting this method, but students generally feel a greater sense of achievement within their respective clusters.

International medical graduates in Tasmania: Issues, and acculturation in the rural and remote context

Daniel Robert Terry, Quynh Lê, Jess Woodroffe, Kathryn Ogden

University of Tasmania, Australia

An Australian wide shortage of doctors has led to an increased reliance on International Medical Graduates (IMGs) recruitment. Under current policy mandates, IMGs are often placed in rural and remote areas where a shortage and maldistribution of doctors often exist. Concerns regarding immigration, appropriate support and ongoing examination processes have been expressed by IMGs; however there is very little insight into the integration and acculturation of IMGs as they reside in the rural Tasmania context.

The study aims to explore the experiences and challenges of IMGs living and working in rural and remote Tasmania, and how this informs the acculturation process. It attempts to identify:

- the barriers and enables which IMGs face as they work in Tasmanian communities;

- the acculturation process and strategies which facilitates acceptance of IMGs by other health service providers and the community; and

- strategies used by IMGs to improve community engagement and integration.

A mixed methodology will be employed in the study. Quantitative and qualitative methods including surveys and in-depth interviews with IMGs working in rural and remote Tasmania will be used to inform the research aims.

Based on current literature it is anticipated IMGs in rural Tasmania may be comparable to IMGs in other Australian rural settings. For example, integration and acculturation is likely to occur rapidly among higher educated migrants, IMGs with Australian spouses and those who have practiced in rural settings prior to migration. However, maintaining cultural and religious connectivity may be challenging in Tasmania. It is also expected a community's awareness and ability to embrace an IMG and his/her family's cultural differences will remain crucial for acculturation and

retention in Tasmania.

Developing the theoretical framework for topic knowledge transferring in second language writing

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The paper aims to discuss the importance of understanding theoretical elaboration on topic transferring knowledge from L1 to L2 in Second Language Writing (L2 Writing). With the hope to build a thorough theoretical framework in the transferring knowledge activity, the paper will make an attempt to move from the limit of understanding transferring knowledge in L2 writing as the L2 translating activity; rather, it should be the role of interaction that will amend the cognitive and affective dimensions in exploring the topic knowledge transferring in L2 writing at the deeper level. The paper is supported by the key argument that topic knowledge transferring activity for L2 Writing should be the results the dual cycle of interactions between the external environment and individual internal construction of in-knowledge and out-knowledge with an emphasis on the role of language and communication in human cognition. The dual cycle of interactions as illustrated in theoretical framework and the model sketch are integrated in planning and revising behaviours as the initial and final stages of topic transferring activity. An important implication of the paper is to open new directions for future research in topic knowledge transferring in L2 writing. Suggestions for new directions for future research are conducted from the elaborative literature reviews of the role of communication in L2 Writing, L2 writers' cognitive constraints and research in planning and revising behaviours.

A pseudo-phenomenological inquiry on the anatomy of the outstanding teacher educators in a state university in the Philippines

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Nueva Vizcaya State university, Philippines

This study was envisioned to investigate the variables that craft the teaching effectiveness of outstanding teachers of the College of Teacher Education at the Nueva Vizcaya State University Bayombong Campus during the school years 2007-2008 and 2008-2009 and to come up with a collection of attributes that make up an effective teacher.

This research utilized the integrative approach: a combination of quantitative research (descriptive survey) and qualitative research (phenomenological inquiry). The

respondents were categorized as research participants and research informants. Surveys, documentary mappings, interviews, and classroom observations were done to substantiate the theme of the study.

The inquiry authenticated that an outstanding teacher upholds excellence and is highly optimistic, positive, enthusiastic, idealistic, task-oriented, risk taker, well-organized, prioritizes work, sensible, humorous, balances compassion with rules, puts primordial importance to long-cherished values. He promotes trust and understanding in building community partnership; brings learning experiences to maximum level; displays a sensitive awareness of students' feelings; designs meaningful learning experiences; adjusts learning environment, employs group focus; delegates learning tasks; integrates conventional technology with modern know-how; directs/redirects his students' courses of action; drives his students to bring out their resourcefulness, creativity, independence and diligence and offers improvement to the educative process through innovative techniques derived from researches.

The examination of the learning variables of students at secondary vocational schools

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In the present paper an attempt is made to explore the learning characteristics of vocational school students in Budapest (Hungary), applying a former version of Kolb's Learning Style Inventory. First the theoretical background to the research then the circumstances of the examination are formulated.

Our four-year longitudinal examinations were performed between 2007 and 2011 in which about 5000 students took part. In our representative examination Kolb's Learning Style Inventory was used, specially adapted for students at secondary vocational schools in Hungary. An online version of the inventory was prepared.

Instead of making a hypothesis test often applied in pedagogical research, questions were constructed because research focusing only on the verification or dismissal of hypotheses would have limited the recognition of deeper and more complex connections.

The most important question to be answered by the present research is whether learning variable may be interpreted as an attitude of characteristically individual cognitive strategy, which, as a part of the personality, mostly expresses a relation to the acquisition and application of information, that is learning in one word.

Differences among students with respect to concrete information acquisition deepen in higher years. With respect to the other learning variables change is minimal or

seems attitudinal.

Policy for all? The impact of centrally developed, universally applied policy on decision-making in Western Australian public schools

Karen Trimmer

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In many organisations, policies and procedures are developed to be followed and complied with by all managers and staff in each branch, geographical location and community. These centrally developed governance frameworks are deemed to apply to all decision-making regardless of contextual circumstances that apply locally. Government schools are no exception. In Western Australia (WA) principals of public schools are provided with guidance for their decision-making by centrally developed educational policy and procedures included on a regulatory framework. Policy writers within the central office have worked under the assumption that policies and procedures can be developed that will apply universally to all schools and circumstances.

This paper considers the impact of this assumption on risk-taking in decision-making by principals in schools that have different characteristics within the school community. The paper reflects on a study of principals in a stratified random sample of 253 WA public schools. It was found that principals of schools where local circumstances were different, including geographical and cultural factors, were more likely to take risks in decision-making. As a consequence these principals were not compliant with the Departmental regulatory framework.

Interviews with principals also indicated that policies created centrally were often not applicable to schools in remote locations or with different cultural characteristics, such as high proportions of Indigenous students or students from a wide range of cultural backgrounds with English as a second language. The dilemma for principals is to be able to translate locally identified needs into a local educational program within a school and simultaneously comply with all State and Commonwealth departmental requirements.

Intercultural communication: The need for 'messy research'

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University of Antwerp, Belgium

In this presentation I will critically review various research methodologies that have been applied to the field of intercultural communication : sociology (e.g., Hofstede),

anthropology (e.g. d'Iribarne, cross-cultural psychology (e.g., Nisbett) and linguistics (discourse analysis or conversational analysis, e.g., Gumperz).

I will argue that all of these methods have their setbacks, and that therefore only a multipronged approach will allow us to shed some light on the complex field of intercultural communication: doing what Usunier calls 'messy research'.

Regrettably, most of the research that is carried out nowadays in the field is inspired by sociology: it is survey-based and quantitative. An inventory of articles in the *International Journal of Intercultural Relations* shows that approximately 90% of all published articles are quantitative. This may be due to Hofstede's overwhelming influence, but also to the pressure to publish: it is easier and quicker to organize a survey (possibly with a captive audience such as one's own students) and process it statistically than to carry out qualitative, fieldwork-based studies. There is a pressing need for more qualitative research in a field such as intercultural communication where numbers and figures can only plead to very partial analysis and understanding.

Strengthening the teaching and learning of English language and literacy in Thai schools

Mark Vicars[1], Nuntiya Doungphummes[2,] Marcelle Cacciatollo[3], Tarquam Mckenna[4], Shirley Steinberg[5]

[1,3,4] Victoria University, Australia; [2] Suan Dusit Rajabhat University, Thailand ; [5]University of Calgary, Canada

Our paper will examine the implementation of an English Language and Literacy research project conducted in Bangkok, 2011 between educational researchers at Victoria University in Melbourne, Australia and Suan Dusit Rajaphat University, Bangkok, Thailand. The objective of the joint research project was to develop and support culturally relevant innovations in teaching and learning of English at primary and secondary schools in Thailand. Drawing on the principles of praxis inquiry, the project sought to generate reflexive self-sustaining professional teaching and learning networks between Thai teachers and Thai/ Australian educational academics. Embedded within the project was a commitment to encourage and provide on-going academic and pastoral support to the Thai primary and secondary teachers and to encourage practitioner investigations of English language teaching and learning in large mixed ability EFL classes. An integral focus of our collaborative work was to maximize opportunities for developing models of practice that best supported the implementation of communicative student centred approaches to the teaching and learning of English language and literacy. To achieve this objective we implemented a number of blended teaching approaches in Thai primary and secondary schools. In documenting the first phase of the research, we offer an emergent analysis of the praxis of intercultural ethnographic orientated research approaches and reflect on and share experiential data drawn from our experiences of working collaboratively.

Exploring academic literacies of ESL undergraduate students

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The University of Western Australia, Australia

While there have been a number of studies on undergraduate students' academic literacies in higher education worldwide, such studies are largely confined to the experiences of English-as-a-second-language (ESL) and non-native speakers of English (NNSE) students in the English as first language (L1) or target language milieu. Informed by theories of literacy as a social practice, this paper describes an exploration of undergraduates' academic literacy practices and experiences within the context in which English is regarded as a second language (L2) while the widespread use of Bahasa Melayu as L1 is predominantly evidenced. Specifically, this paper reports the findings of a doctoral study on how Malaysian undergraduate students acquire and exploit knowledge in their quest to meet the demands placed upon them by their higher learning institution. Employing a qualitative case study approach, this paper draws on data gathered from focus group and individual interviews with the students and supplemented by classroom observations. Key findings centre on the complexities of students' English language academic literacies, constituting a rich blend of multiple literacy practices, encapsulating a variety of academic discourses and mixed choices of language use to serve a wide range of learning purposes at the tertiary level. The research findings also call attention to the students' technical difficulties and pessimistic outlook on their academic literacy practices and competencies in English.

Teaching English for global engagement - An innovative and alternative teach abroad project

Y. Wannie Wang & Jamie Caroccio

St. Lawrence University

Globalization and technology have significantly enhanced the landscape of teaching and learning, but issues around the quality of education and social engagement in the rapidly advancing world remain an important concern. Schools equipped with computers and Internet do not necessarily have access to highly qualified teachers. The changing technological platform for interpersonal communication and interaction pose challenges to traditional means of social involvement. This article presents a project-based learning course that addressed these concerns. In this course, U.S. college students used Skype, complimented with an on-site summer camp and a package of Lessons via YouTube, to teach English to children in Taiwan. The children and their school were recovering from a deadly typhoon at the start of the project. Assuming the role as the school's only English teachers, the college students designed

the lessons within a sensitive frame to help the children regain a positive affiliation with studying and to move forward in life after the disaster. The children and their college student teachers built a special intercultural friendship; each learned about a new culture. While the college students developed more empathy, the children residing in rural mountains were given a rare and valuable opportunity to interact with the outside world. The execution of the project required these college students to utilize higher-level skills of research, teamwork, and problem solving. Each has transformed from a student to a student teacher, and an agent of change who understands the meaning of commitment in social engagement on a global scale. Project challenges and a sustainable plan are also discussed.

The role of intercultural awareness in foreign language teaching and learning

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In Australia, Chinese is recognized as one of the fastest growing languages and has one of the largest groups of non-English background speakers. A considerable number of universities, colleges and schools with different backgrounds and settings are strengthening or establishing their own Chinese language programs. However, students in different programs generally exhibit collective differences in learning objectives, motivation levels, academic abilities, learning styles, committed studying time frames and expectations of learning outcomes. How to create a better language environment to facilitate students' development of all four-macro skills in their Chinese study? What are the principles and practical ways of adopting teaching to cater the needs of different students' bodies?

This paper begins with a description of the current trends, issues and challenges of Chinese language education in the multicultural society of Australia; the second part of the article is a brief overview of language policies in Australia and the development of Chinese language learning; the third part of the article deals with the findings of a case study and an action research study; the article concludes with some concrete suggestions for the design and implementation of teaching methods that facilitate effective Chinese teaching and learning.

Non-native English-speaking novice researchers developing research skills in the ESL/EFL research community

Ruth M. H. Wong

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How do non-native English-speaking (NNES) novice researchers develop their research skills and seek participation in the ESL research community? The aim of this paper is to compare novice NNES researchers' and experienced NNES researchers' research practices. The study surveys participants working in ESL teacher education or ESL teaching in Vietnam, Cambodia, Laos, China and Thailand. All are non-native speakers of English whose ages range from mid-thirties to early sixties and with research experience ranging from one to twenty years. The participants were categorized according to their years of research experience: those with less than five years of research experience were considered "novices" whereas those with ten or more years of experience were considered "experienced" researchers.

Some of the problems novice researchers encountered when conducting research are identified. This paper also examines how experienced NNES researchers' practices can be categorized under Zimmermann's (1998, 2000) self-regulated framework so that this framework can serve as a road map for novice researchers to develop their research skills and move from the research periphery to the centre.

Innovative approaches to ethnographic case design for large projects

Annette Woods, Val Klenowski

Queensland University of Technology, Australia

Large educational research projects with a qualitative component bring added complexity to design, data collection and data analysis for a variety of reasons, not least of which is the problematic of dealing with data that has been collected by multiple researchers across multiple sites. It is difficult in such a research context to support an approach that goes beyond the presentation of descriptive case studies, written by individual researchers by drawing on data that they have collected themselves. In this paper we present an approach designed to enable a large team to work across data sets collected by individual researchers in the team as part of a large-scale evaluation of a national network of schools in Australia. The approach set up an iterative and dialogic analysis space where narrative accounts, descriptions of data after coding according to a set of analytic questions, and interpretive discussions of the data by the whole team - which in themselves became part of the data set - were called on to produce analytic case reports of individual sites. The approach

ensured that the individual sites were not positioned in isolation amongst other cases, but instead that an overarching analysis of the case sites as they work within a network of schools was achieved. In this way the focus remained on the network of schools and how individual schools or cases worked within that network, and not on the presentation of individual case study reports. The paper ends with a discussion of the challenges of attempting to work in innovative ways within large research teams and the implications of this for analysis of qualitative data sets in large-scale research projects in education.

A study on key performance indicators (KPIs) for basic education in Taiwan

Ching-Shan Wu, Robin Jung-Cheng Chen

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The origin of key performance indicators (KPIs) for education can be traced back from the requiring of accountability among higher education institutions. According to the significant and positive impact on higher education, KPIs for basic education can also be regarded as the main reference of school management, effectiveness and competitiveness. Nevertheless, utilizing the framework or concept of KPIs to the basic education is quite rare, even though some certain performance indicators are getting influential while running the schools. Based on above situation, this paper will explore the possible and appropriate ways of doing KPIs in elementary and junior high schools in Taiwan. Due to Taiwan wins very high reputation with various international academic achievement tests of basic education, it is worth of using KPIs as a mean to illustrate the successful experiences coming from Taiwan.

This paper will argue the suitability of KPIs for basic education by going through four dimensions, respectively, exploring the strategies, factors, characteristics and models that demonstrate the practice of using KPIs in elementary and junior high schooling. In order to successfully transfer KPIs from higher education to basic education, this study adopted both qualitative and quantitative methods to conduct the research, including in-depth interviews, focus groups, and statistical analysis of questionnaires collecting from school leaders.

A methodological dilemma in cross-cultural and interdisciplinary research

Yang Yang

University of Tasmania, Australia

This paper draws together issues of 'cross-culture' and 'interdisciplinary' in conducting research. Cross-cultural and interdisciplinary research is highly complex as it involves a range of factors which can be considered from many different, even conflicting points of view. This paper firstly defines the use of these two terms in research design. It attempts to examine some methodological challenges in conducting a mix-methods research, particularly focusing on the ways in which these issues impinge on both data collection and analysis research process. It is argued that the design of a cross-cultural and interdisciplinary study not only depends upon the research aims and questions, but also requires some conceptual and socio-cultural consideration.

A study on students' learning perceptions and satisfaction at graduate school of education, Assumption University of Thailand

Yan Ye

Assumption University, Thailand

This study was mainly a comparative research, which firstly aimed to identify the demographics of the students; then to compare the different students' perceptions towards their learning including the learning styles, learning difficulties, learning activities, and learning differences compared with their latest learning institutes; lastly to determine their learning satisfactions at Graduate School of Education, Assumption University, Thailand.

The research used descriptive statistics, including frequency, percentage, means, standard division and t-test to do with the data. All the present students at Graduate School of Education, Assumption University were used as the sample for this study.

Analyzing of the collected data, this research found that significant differences among students' learning styles, learning difficulties, learning activities, and learning differences compared with their latest learning institute were determined related to different students' demographics, namely, studying program, age, years of studying current jobs and nationalities. And students were satisfied with the learning at Graduate School of Education, Assumption University.

Findings were discussed and recommendations concentrated on how to improving

the present programs, the quality of learning; and the learning effectiveness at Graduate School of Education, Assumption University.

The challenges of international research students studying in an Australian university Context

Joanne Sin Wei Yeoh

University of Tasmania

The flows of international students study aboard in Australia increase year by year. It is a challenge for them in a new environment. This paper is about a study involving postgraduate research students. This study aims to provide insightful information and guidance not only for current and future international research students in Australian universities, but also for various educational services and relevant government agencies to provide more effective support to them. Qualitative research method was used to gain deeper insights of the issue. Semi-structured interviews were conducted on ten participants who are selected randomly from different faculties. The interview were conducted face-to-face and individually with each participants. All collected qualitative data were analyzed by Nvivo (version 8). Constructivist grounded theory was the basis of qualitative data analysis. The findings indicated that academic factors, supportive environment, interpersonal relationships with supervisors, physical health and psychological wellbeing are challenges related to academic and daily lives of international research students when they were studying in the Tasmanian tertiary education context. Demographic factors including cultural background, educational background and length in research are influential factors identified in this study. Lastly, coping strategies used by international research students in handling physical health and psychological wellbeing in Tasmania are examined to give references for current and prospective international research students in the Australian university context.

Social support to international tertiary students in an Australian regional context

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Cultural transition can lead to acculturative stress which has a huge impact on the academic and emotional life of international students. A study was conducted in an Australian university context to examine the problems facing Asian-background international students in their acculturation into an new cultural and environment. In this study, a total of 20 international students and 5 university

staff were recruited in the semi-structured interviews to give their understanding of social support system in a regional area in Australia. Four vital sources of social support were identified: family, friend, university and community. Depending on different factors, each source of social support plays distinct roles in assisting international students. Evaluation to these sources of social support was also discussed in this study. In order to release their pressure and enhance their psychological and social wellbeing, a system of social support should be established to help these students to adjust to the new discourse.

Plagiarism and research: International students' perspective

Songtao Zhao

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Plagiarism has received great attention in teaching and learning as students are required to submit their academic works for assessment. It is expected that students will be more aware of plagiarism when they have gone through the undergraduate phase of their academic journey. However, this may not be the case as research students may not be familiar with many aspects of plagiarism in the research discourse. International students can easily commit plagiarism unintentionally if the concept 'plagiarism' is not clearly defined and categorised. For examples, students may not be aware that plagiarism also includes 'copying' someone's ideas. This may be due to the failure to identify public domain and private domain in research.

Use of Defining Issues Test (DIT) to assess children's social emotional competence

Mingming Zhou, Jessie Ee

Nanyang Technological University, Singapore

This paper reports on the development of a research instrument designed to explore the social emotional competencies (SEC) of primary school children in Singapore. This research instrument was designed based on the Defining Issues Test (DIT) originally developed by Rest (1975), by integrating Kohlberg's dilemma. The DIT was adapted to focus specifically on social emotional development by presenting one scenario most likely to be encountered by the children in school. It described a fourth grader who witnessed his best friend being bullied in school. The paper explores reasons for developing a context-specific, real-life test, and details the manner in which this was undertaken. By answering five questions related to the scenario, responses from 279 fourth graders (52% boys) were evaluated by matching to the five SEC identified in CASEL's social emotional learning (SEL) model, namely, self-awareness, social

awareness, self-management, relationship management, and responsible decision-making. In general, when asked about what they would do if they are bullied, 12.9% of them reported a high level of responsible decision-making by confronting the situation in a peacefully way versus 9.0% with a low level of responsible decision-making through retaliation. Also, 90% of the children were able to understand the other person's feelings and needs. When questioned about what they would do when they saw their friend being bullied, 96.4% reported a high level of responsible decision-making by helping their friend or using strategies to stop the bully versus ignoring the situation or fighting back (4.3%). 36.2% of the respondents chose to help their friend out or apologizing for not helping on the spot after the incident indicating a high level of relationship management. The focus on instrument development to measure one's SEC contributes to the literature on research methods in SEL and will facilitate cross-gender/cultural comparisons.

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