**Fifth Annual Higher Degree Research Student-Led Conference**

**Date:** Friday, July 17, 2015  
**Time:** 8:45am – 4:30pm  
**Venue:** Central Lecture Block (CLB) Building, Theatres 1 & 2  
UNSW

### Morning Session

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic/Presenter/ Room</th>
</tr>
</thead>
</table>
| 08:45 – 09:30 | Registration  
Room: CLB Foyer, Ground Floor                                                   |
| 08:45 - 09:00| **Welcome to Conference**  
Professor Colin Evers, Acting Head of School, School of Education, UNSW  
Room: CLB Theatre 1 |
| 09:00 - 10:00| **Keynote Address**  
Professor Andrew Martin, School of Education, UNSW  
Navigating uncertainty and adversity: Exploring young people’s adaptability, academic buoyancy, and academic resilience  
Room: CLB Theatre 1 |
| 10:00 – 10:20| **Morning Coffee/Tea Break**  
Room: CLB Foyer, Ground Floor |

### Student Presentations

<table>
<thead>
<tr>
<th>Time</th>
<th>Room: CLB Theatre 1</th>
<th>Room: CLB Theatre 2</th>
</tr>
</thead>
</table>
| (Session 1)  | Teacher knowledge about phonology, morphology and the Australian curriculum  
Alison Seymour  
University of Wollongong  
Chair: Emily Edwards |
| 10:20 - 10:40| Mentoring support as a key success of novice teachers’ professionalism: A case study on a “lesson study” teaching observation program in secondary education in Indonesia  
Siti Nurul Hidayah  
University of Wollongong  
Chair: De Phung |
| (Session 2)  | Do the effects of parents’ SES on their child’s educational opportunities change since the implementation of quality-oriented education policy in China?  
Jie Wang  
UNSW Social Policy Research Centre  
Chair: Nur Putro |
| 10:45 - 11:05| Research on the effect of using classroom scaffolding activities with adult ESL learners to improve academic English writing  
Megan Pedler  
UNSW  
Chair: Xi Luan |
<table>
<thead>
<tr>
<th>Time</th>
<th>Room: CLB Theatre 1</th>
<th>Room: CLB Theatre 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Session 3)</td>
<td><strong>Reflections on emerging data from &quot;Classical mythology an interpretive tool in analysis of English texts&quot;</strong></td>
<td><strong>What more can Vygotsky teach us about conceptual learning, and what does this have to do with critical thinking?</strong></td>
</tr>
<tr>
<td>11:10 - 11:30</td>
<td><strong>Leonie Pares</strong>&lt;br&gt;<strong>University of Western Sydney</strong></td>
<td><strong>Rachel Thompson</strong>&lt;br&gt;<strong>UNSW</strong></td>
</tr>
<tr>
<td></td>
<td>Chair: Nhu Hien Luong Phan</td>
<td>Chair: Yuhua Li</td>
</tr>
<tr>
<td>(Session 4)</td>
<td><strong>The impact of segmentation on written and spoken explanations involving complex explanatory text</strong></td>
<td><strong>The role of schooling in modernization of China</strong></td>
</tr>
<tr>
<td>11:35 - 11:55</td>
<td><strong>Anne-Marie Singh</strong>&lt;br&gt;<strong>UNSW</strong></td>
<td><strong>Xi Luan</strong>&lt;br&gt;<strong>UNSW</strong></td>
</tr>
<tr>
<td></td>
<td>Chair: Ha T. Ngo</td>
<td>Chair: Roshini Chandroo</td>
</tr>
<tr>
<td>(Session 5)</td>
<td><strong>The on-going impact of action research on ELICOS teachers</strong></td>
<td><strong>Investigating overseas students' identity movements with Bourdieu's field, capital and habitus</strong></td>
</tr>
<tr>
<td>12:00 - 12:20</td>
<td><strong>Emily Edwards</strong>&lt;br&gt;<strong>UNSW</strong></td>
<td><strong>Jasper Kun-Ting Hsieh</strong>&lt;br&gt;<strong>UNSW</strong></td>
</tr>
<tr>
<td></td>
<td>Chair: Anne Marie Singh</td>
<td>Chair: De Phung</td>
</tr>
<tr>
<td>12:20 - 13:40</td>
<td><strong>Roundtable Research Discussion + Lunch</strong>&lt;br&gt;Rooms: John Goodsell Level 1 Rm 119; Level 2 Rm 221/223; and Level 2 Rm 228</td>
<td></td>
</tr>
</tbody>
</table>

**Afternoon Session**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room: CLB Theatre 1</th>
<th>Room: CLB Theatre 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Session 6)</td>
<td><strong>Hearing voices: An art-based participatory study on children’s experiences of inclusion in primary schools in Indonesia</strong></td>
<td><strong>Young children’s use of drawings to facilitate their learning of mathematics concepts</strong></td>
</tr>
<tr>
<td>13:45 - 14:05</td>
<td><strong>Elga Andriana</strong>&lt;br&gt;<strong>University of Sydney</strong></td>
<td><strong>Kamariah Hj Abu Bakar</strong>&lt;br&gt;<strong>University of Sydney</strong></td>
</tr>
<tr>
<td></td>
<td>Chair: Ha T. Ngo</td>
<td>Chair: Nhu Hien Luong Phan</td>
</tr>
<tr>
<td>Time</td>
<td>Room: CLB Theatre 1</td>
<td>Room: CLB Theatre 2</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| (Session 7) 14:10 - 14:30 | **The evolutionary advantages in learning with animation:**  
Mona Wong  
UNSW  
Chair: Roshini Chandroo | **High stakes, high pressure: The relationships between academic pressure and learning orientations in high stakes assessment contexts**  
Benjamin North  
UNSW  
Chair: De Phung |
| (Session 8) 14:35 – 14:55 | **Self-identity of English teachers for accounting purpose: Education and trainings, self-development, and professional development**  
Nanis Setyorini  
UNSW  
Chair: Xi Luan | **Dimensionality of reading interests**  
Nur Hidayanto PSP  
UNSW  
Chair: Yuhua Li |
| (Session 9) 15:00 – 15:20 | **Does the flipped learning model support self-regulated learning in higher education context?**  
Adel Alamry  
University of Western Sydney  
Chair: Anne Marie Singh | **Parents, teachers and peers: The role of influential others in students’ motivation, engagement and achievement at school**  
Tamica Martin  
UNSW  
Chair: Roshini Chandroo |
| 15:30 - 16:30 | **Wrapping up: Coffee/Tea**  
Room: CLB Foyer, Ground Floor |