



Reflection Report on:

*A*nnual

*P*oster

*P*resentation

*L*ecture

*E*vening

The 2012 Event is sponsored by:



Annual Poster Lecture Evening (APPLE) Reflection Report

Dr Frederick Osman
2012 APPLE Convenor

The Teachers' Guild of New South Wales held its third Annual Poster Presentation Lecture Evening on Monday 23 July 2012 at Trinity Grammar School, Dining Hall, from 6.00 to 8.00pm. The purpose of the Annual Poster Presentation Lecture Evening is to:

- Give presenters a chance to present their research work to a learned audience in the friendly environment of a school setting.
- Allow for reflection of the presenters' proposed research and progress achievements.
- Recognises a research-based contribution to improve classroom practices.
- Give the presenters the opportunity to liaise with other presenters, students, academics, staff, visitors and past students.

These awards were created to encourage excellence in research work, and all nominees that participated in these awards had an opportunity to compete for the \$1000 Guild Research Award Prize, \$500 COOP Bookshop prize and special certificate that recognises the nominee's high standing.

This new format and approach to presenting current research to peers in education, highlights the positive work being done to ensure education continues to move forward into the future. Each presenter had one poster board (2.1 metres high by 1.2 metres wide) to present their research work. The poster presentation session was designed to be a powerful alternative presentation using stimulating layout and interactive discussion. The presenters were given five minute introductions to "sell" their posters to the audience. The five minute introductions gave a much higher profile to the posters, which was intended to "break the ice" for further discussions during the poster sessions. I would like to thank our judging panel for their time and dedication in judging the posters:

- Dr Norman McCulla – Macquarie University
- Mr Stuart Braga
- Ms Erin Mackenzie – Meriden School
- Ms Michele Hanwell-Short (Chair of judging panel) – Meriden School

The judges ranked the candidates according to: (1) content and scientific quality, (2) clarity and (3) presentation skills and determined the winners for the following categories:

- ⇒ Guild Research Award Winner: Noelene Callaghan from Macquarie University
- ⇒ Highly Commended Award: Nola Norris from the University of Wollongong
- ⇒ Encouragement Award: Clint Sheehan from the Australian Catholic University



2012 APPLE Presenters:
Noelene Callaghan, Clint Sheehan, Suzana Sukovic, Nola Norris, Sue Wilson and Dr Fred Osman

It was wonderful to see so much diversity and such talented educators presenting at APPLE. The Guild would like to acknowledge the wonderful posters from the participants and wish them all the very best for the future. The poster summaries of all the presenters are included below.

I would like to thank our sponsor, the COOP Bookshop, for contributing towards the prizes of this event. To Mr Milton Cujes, Headmaster of Trinity Grammar School we extend our thanks for his continued support of the Teachers' Guild and his readiness to allow the school to host our functions.



***2012 APPLE Judges:
Michele Hanwell-Short, Erin Mackenzie, Dr Norman McCulla, Stuart Braga and Dr Fred Osman***



From left to right: Irene Holt, Leanne Claringbold, Dr Bill Kneprath and Stuart Braga



Poster 1

***iTell*: digital storytelling in the National Year of Reading**



SUZANA SUKOVIC

St. Vincent's College, Potts Point

The project *iTell* has been conceptualised within the framework of the National Year of Reading 2012 aiming to promote reading and literacy in a school context while contributing to the wider national initiative. The project has been envisaged as an opportunity to explore reading and writing in our increasingly technological environment. The importance of a traditional and digital literacy for a successful participation in the contemporary society has been well recognised. *iTell* aims to explore areas where different literacies meet and blend, hence a focus on issues of transliteracy. The project will also contribute to discussions about the value of technology in learning, which has been often promoted or disputed with little research-based evidence.

iTell involves work with students during a period of two terms when they will develop their digital stories as a response to fictional and historical texts. Research aims are focused on investigating the following areas:

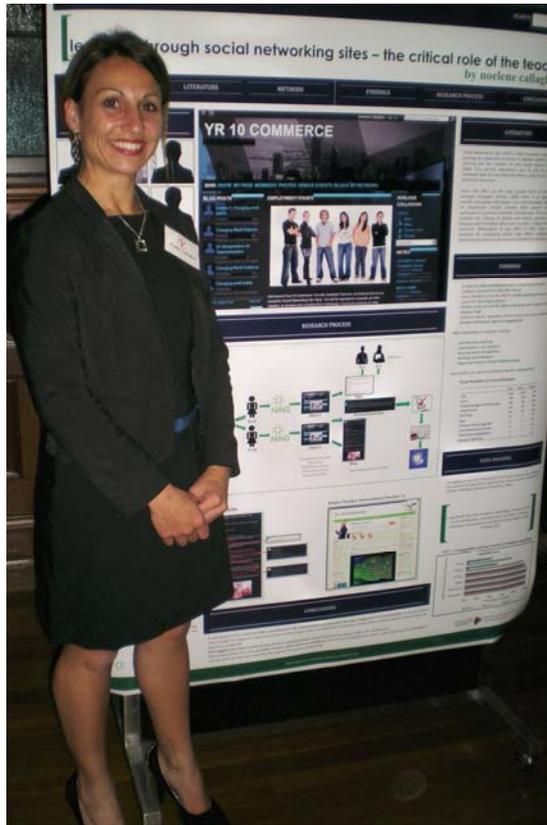
- ⇒ any development of students' transliteracy skills during the project
- ⇒ students' engagement and learning during the project
- ⇒ any effect of the project on students' literacy skills.

Research methodology has been developed in the framework of action research and uses a combination of qualitative and quantitative research methods. Student-participants range from Year 8 to Year 10, including a group of GAT and high-achieving students, Indigenous students and any student who wished to participate and provided teachers' written recommendations. Digital storytelling has been offered as an extracurricular activity in the library.

iTell has been developed at the Learning Resource Centre at St Vincent's College, Potts Point with a view of collaborating and sharing data with other schools.

Poster 2

Investigating interactions in a student-directed social networking learning environment



**NOELENE CALLAGHAN
Macquarie University**

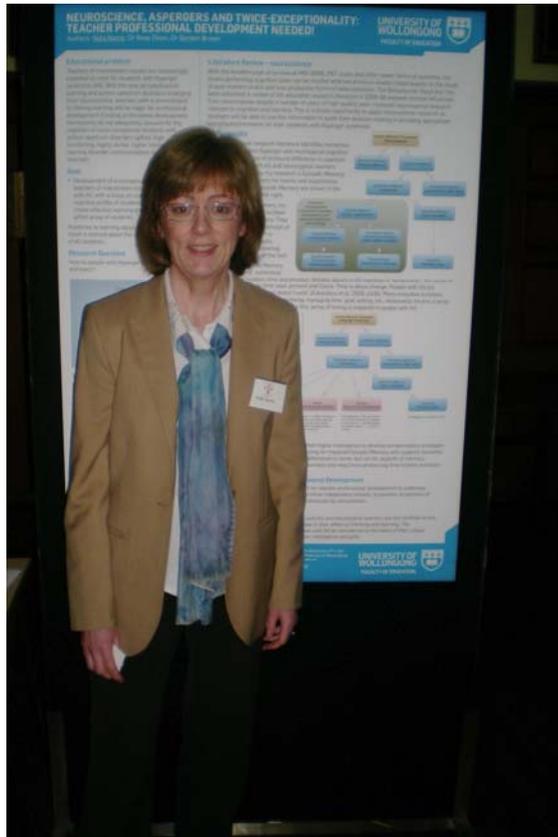
The paper identifies the way in which Social Networking Sites (SNS's), in particular Ning, can contribute to the teaching and learning of secondary students via a multiple case research study.

SNS's are recognised at enabling its users to indentify, analyse, synthesise and evaluate information within a classroom context as they provide opportunities for learning that transcend traditional education. Thus, they a promising new tool for educators and will be able to contribute to improving pedagogies in the classroom.

Learning through SNS's was found in one of the two participating classrooms based on an existing classroom climate that was regarded as strong and manageable. This permitted an enhancement of engagement, self directed learning, connectivity and social rapport between secondary teachers and their students as well as the attainment of learning outcomes. This also led to the observation of social and leaning behaviours through contributions posted online by students.

Poster 3

Neuroscience, Aspergers and Twice-Exceptionality: Teacher Professional Development needed!



NOLA NORRIS
University of Wollongong

1. Educational problem

Teachers of mainstream classes are increasingly expected to cater for students with Asperger syndrome (AS). The assumption that students with AS will learn in the same way as typically developing children is questioned. Students with AS have problems with flexibility and adaptability, yet are expected to adapt to mainstream pedagogies which do not take their specific learning needs into account.

With the new perspectives on learning and autism spectrum disorders emerging from neuroscience, teachers with a commitment to lifelong learning will be eager for professional development. Existing professional development frameworks do not adequately account for the cognition of twice-exceptional students with autism spectrum disorders (gifted, high-functioning, highly verbal, higher intelligence, learning disorder, communication disorder, social disorder).

The purpose of this doctoral research is the development of a conceptual framework for teachers of mainstream classes with students with AS, with a focus on understanding the cognitive profile of students with AS in order to create effective learning environments for this gifted group of students.

Incidental to learning about Asperger cognition, much is learned about the cognition and learning of all students.

2. Research Project

Research Question: How do people with Asperger syndrome think and learn?

3. Early results

Among others, three areas of profound difference in cognition between people with AS and neurotypical people have been identified from the research literature and which are supported by my research data: Attentional shifting particularly with reference to pronoun reversal, Prototype formation & Episodic memory.

4. Professional Development

The implications for education and teacher professional development are taking shape and, at this mid-stage, area work in progress. The continuous development of a conceptual framework for teacher professional development is underway and professional development sessions have been presented to teachers at three independent schools, to parents, to partners of people with AS, and to individuals by consultation, based on this framework.

Poster 4

Intersection: Factors affecting the formation of e-learning pedagogy by early career teachers in the History classroom



CLINT SHEEHAN

Australian Catholic University

Keywords: ICT, pedagogy, e-learning

Information and Communication Technology (ICT) is increasingly viewed as a powerful aid that offers new and unique ways for teaching and learning occur (Roschelle, Pea, Hoadley, Gordin and Means 2000). Teachers are currently facilitators of dynamic learning in a technologically rich space. The Australian National Curriculum (2011) has further promoted increased integration of ICT in the 21st century classroom (Board of Studies, 2011) and increased demands on early career to successfully design and implement effective e-learning pedagogy.

This paper reports on emerging trends from a study of 113 pre-service teachers surveyed at the completion of their final ten week internship as part of a Bachelor of Teaching / Bachelor of Arts degree. The survey instrument utilised a five point Likert scale with participants responding to sixty four statements.

The preliminary data forms part of a PhD thesis that intends to contribute to the body of knowledge on pedagogical reasoning, an area identified as needed further research especially in the History classroom, (Becta, 2004 and Romeo, 2003).

Factors affect teachers' formation of pedagogy in the classroom. This includes access to appropriate learning software and websites, levels of student engagement with technology, peer and colleague influences, government policy frameworks and syllabus documents. Internal factors that can enable or disable e-learning pedagogy include teacher self-efficacy with technology in the classroom, previous experience, and teachers own teaching philosophy.

The paper reports on the factors that influence and limit early career teachers' experiences and formation of e-learning pedagogy in the classroom.

References:

Board of Studies NSW. (2011) History K-10 Draft Syllabus. Board of Studies, Sydney, Australia.

Cox, M., Webb, M., Abbott, C., Blakeley, B., Beauchamp, T., & Rhodes, V. (2004) ICT and Pedagogy: A review of the research literature. British Educational Communications and Technology Agency (BECTA) London.

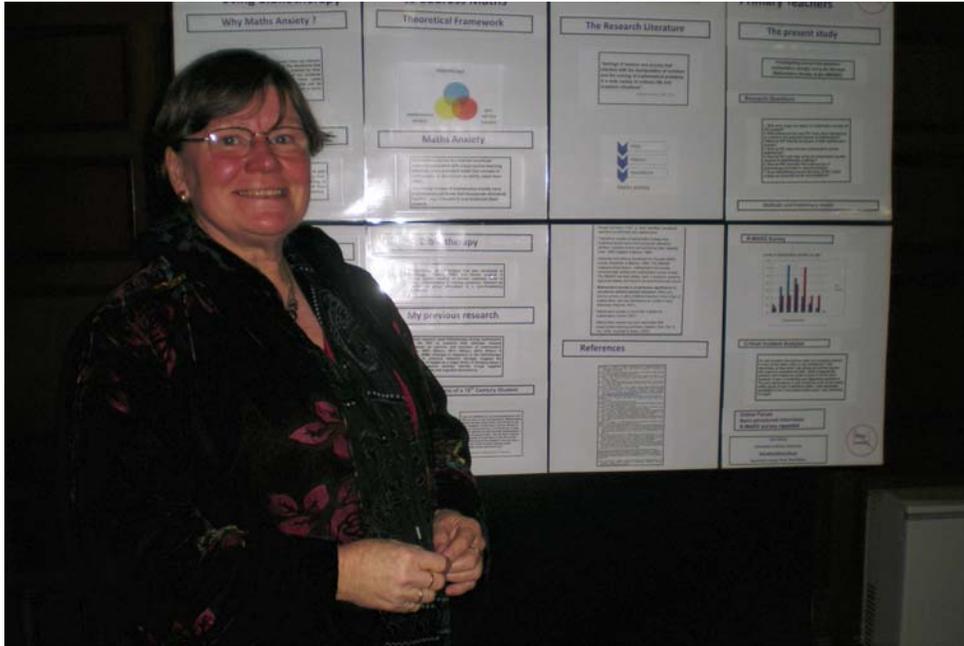
Creswell, J. W., (2009). Educational Research: Planning, conducting and evaluating quantitative and qualitative research. (3rd Ed.) Upper Saddle River, New Jersey: Pearson.

Romeo, G. (2003). ICT in History Education: A Brief Overview. National Centre for History Education – Commonwealth History Project.

Roschelle J., Pea R., Hoadley, C., Gordin D. & Means B. (2000) Changing How and What Children Learn in School with Computer Based Technologies. The Future of Children, Children and Computer Technology. Vol 10, No. 2 pp76-103.

Poster 5

Using Bibliotherapy to address maths anxiety in pre-service primary teachers



SUE WILSON

Australian Catholic University

Mathematics (maths) is important in a changing, economically and technologically competitive world. However, the impacts of maths instruction produce for many an enduring state of maths anxiety. Maths anxiety leads to avoidance of maths, limiting opportunities for people to pursue and achieve goals, and reach their full potential.

Researchers have identified high levels of maths anxiety in pre-service primary teachers (PST) that affect their future teaching of maths making them less likely to engage with maths, and impacting on their students. Hence maths anxiety can be perpetuated in classrooms. Teacher education is a crucial site for research to break this cycle. Negotiating this issue and promoting positive change for future teachers has the potential to transform learning and teaching beyond that of the PST to their future students.

Bibliotherapy has shown potential in addressing maths anxiety in primary PST allowing them to reflect on their school experiences and reconstruct their assessment of their capacity to learn and teach maths.

The purpose of this research is to explore the use of bibliotherapy as a tool for reflecting on PST affective responses to maths and enhancing their engagement with maths. First year PST are surveyed to assess their level of maths anxiety and encouraged to examine their images of themselves as learners and doers of maths through critical incident methodology and bibliotherapy. Methods include a combination of quantitative (pre- and post – survey – using the Revised Mathematics Anxiety Rating Scale) and qualitative (critical incident analysis, interviews, bibliotherapy, written reflections and journals and semi-structured interviews).

Supporting PST to develop reflective and metacognitive skills enables them to take these skills into the classroom, and monitor their practice. The existence of well-prepared teachers in schools who are comfortable with teaching maths is a key factor in engaging students and enhancing their learning.



Collage of Photos during APPLE - 2012

