

Prim Key	Fac	Sch	Pub yr	Pub'n Cat	Publication Title	All Authors	Code	Publisher	Journal Name	Vol	Iss	Start Page	End Page	ISSN	Scopus ID	DOI	Proceedings Title	Conf. Loc'n	Conf. Dates	Conference Name	Book Title	ISBN	FULL CITATION
1	LEBA	Educ	2011	C1 - Journal Article (DIISR)	Investigation of Teachers' Verbal and Non-verbal Strategies for Managing Attention Deficit Hyperactivity Disorder (ADHD) Students' Behaviours within a Classroom Environment	<b>01 Geng Gretchen</b>	Grant	Edith Cowan University	Australian Journal of Teacher Education	36	7	17	30	0313-5373	2-s2.0-84871789743	-	-	-	-	-	-	-	Geng, G. (2011). Investigation of teachers' verbal and non-verbal strategies for managing attention deficit hyperactivity disorder (ADHD) students' behaviours within a classroom environment. <i>Australian Journal of Teacher Education</i> , 36(7), 16-30. doi: 10.14221/ajte.2011v36n7.5
2	LEBA	Educ	2011	C1 - Journal Article (DIISR)	Investigation of factors that influence collaboration within an online learning context	<b>01 Geng Gretchen</b>	Grant	Inderscience	International Journal of Technology Enhanced Learning	3	2	176	189	1753-5255	2-s2.0-84869802150	10.1504/IJTEL.2011.039401	-	-	-	-	-	-	Geng, G. (2011). Investigation of factors that influence collaboration within an online learning context. <i>International Journal of Technology Enhanced Learning</i> , 3(2), 176-189. doi: 10.1504/IJTEL.2011.039401

3	LEBA	Educ	2011	E1 - Conference Publication (DIISR)	A Need of Technology-Assisted Physical Activity in Young Indigenous Children's Health and Physical Education	<b>01 Geng Gretchen - 02 Disney Leigh</b>	Grant / PhD	International Association of Science and Technology for Development (IASTED)	-	-	-	-	-	-	-	-	-	Technology for Education and Learning Conference Proceedings	China	24-25 October 2011	Technology for Education and Learning	-	-	Geng, G., & Disney, L. (2011). A need of technology-assisted physical activity in young indigenous children's health and physical education. In R. Huang (Ed.), <i>Technology for Education and Learning Conference</i> . China, Beijing. Retrieved from URL <a href="http://www.actapress.com/Abstract.aspx?paperId=452645">http://www.actapress.com/Abstract.aspx?paperId=452645</a>	
4	LEBA	Educ	2011	C1 - Journal Article (DIISR)	Cracking the language code: NAPLAN numeracy tests in years 7 and 9	<b>01 Quinnell Lorna - 02 Carter Lyn</b>	PhD	Australian Literacy Educators' Association	Literacy Learning: The Middle Years	19	1	49	53	1320-5692	-	-	-	-	-	-	-	-	-	-	Quinnell, L., & Carter, M. (2011). Cracking the language code: NAPLAN numeracy tests in years 7 and 9. <i>Literacy Learning: The Middle Years</i> , 19(1), 49-53. Retrieved from <a href="http://search.informit.com.au/documentSummary;dn=730991076578803;res=IELHSS">http://search.informit.com.au/documentSummary;dn=730991076578803;res=IELHSS</a>

5	LEBA	Educ	2012	C1 - Journal Article (DIISR)	Investigating the use of text messages in mobile learning	<b>01 Geng Gretchen</b>	Grant	Sage Publications Ltd.	Active Learning in Higher Education	0	0	1	11	1741-2625	2-s2.0-84875119741	10.1177/1469787412467122	-	-	-	-	-	-	Geng, G. (2012). Investigating the use of text messages in mobile learning. <i>Active Learning in Higher Education</i> , 14(10), 77-87. doi: 10.1177/1469787412467122	
6	LEBA	Educ	2012	B - Book Chapter (DIISR)	A Precarious Path.... With Heart	<b>01 Smith Sue</b>	Grant	Sense Publishers	-	-	-	133	146	-	-	-	-	-	-	-	-	Reflections on Learning, Life and Work - Completing Doctoral Studies in Mid and Later Life and Career	978-94-6209-023-1	Smith, S.E. (2012). A Precarious path: with heart. In M. Ryan (Ed.), <i>Reflections on Learning, Life and Work: Completing Doctoral Studies in Mid and Later Life and Career</i> , (pp. 133-145). The Netherlands: Rotterdam Sense Publishers.

7	LEBA	Educ	2012	C1 - Journal Article (DIISR)	A Dialogic framework for embedding graduate attributes in discipline-based degree curricula	<b>01 Lian Ania</b>	Grant	Rangsit University	Rangsit Journal of Arts and Sciences	2	1	1	14	2229- 063X	-	-	-	-	-	-	-	Lian, A. (2012). A dialogic framework for embedding graduate attributes in discipline-based degree curricula. <i>Rangsit Journal of Arts and Sciences</i> , 2(1), 1-14. Retrieved from <a href="http://rjas.rsu.ac.th/article.php?id=89">http://rjas.rsu.ac.th/article.p hp?id=89</a>	
8	LEBA	Educ	2012	C1 - Journal Article (DIISR)	A picture is worth a thousand words: An approach to learning about visuals	01 Carter Merilyn - 02 Hipwell Patricia - 03 <b>Quinnell Lorna</b>	PhD	Middle Years of Schooling Association	Australian Journal of Middle Schooling	12	2	4	15	1445- 2928	2-s2.0- 8488417 3389	-	-	-	-	-	-	-	Carter, M., Hipwell, P., & Quinnell, L. (2012). A picture is worth a thousand words: an approach to learning about visuals. <i>Australian Journal of Middle Schooling</i> , 12(2), 5-15. Retrieved from <a href="http://eprints.qut.edu.au/55420/">http://eprints.qut.edu.au/55 420/</a>

9	LEBA	Educ	2012	C1 - Journal Article (DIISR)	Jabberwocky: The complexities of mathematical English	01 Carter Merilyn - <b>02 Quinnell Lorna</b>	PhD	Australian Association of Mathematics Teachers (AAMT)	Australian Primary Mathematics Classroom	17	2	3	9	1326-0286	-	-	-	-	-	-	-	-	Carter, M., & Quinnell, L. (2012). Jabberwocky: the complexities of mathematical english. <i>Australian Primary Mathematics Classroom</i> , 17(2), 3-9.
10	LEBA	Educ	2012	C1 - Journal Article (DIISR)	Greek or not: The use of symbols and abbreviations in mathematics	<b>01 Quinnell Lorna</b> - 02 Carter Merilyn	PhD	Australian Association of Mathematics Teachers (AAMT)	Australian Mathematics Teacher	68	2	34	40	0045-0685	-	-	-	-	-	-	-	-	Quinnell, L., & Carter, M. (2012). Greek or not: the use of symbols and abbreviations in mathematics. <i>Australian Mathematics Teacher</i> 68(2), 34-40.

11	LEBA	Educ	2013	E1 - Conference Publication (DIISR)	Mia Marama Te Au Tauria Ite 'Aite'anga Ote Au Peu 'UiTupuna: students' perceptions of cultural activities in Physical Education	01 Te Ava Aue	ECR	Australian Council for Health, Physical Education and Recreation (ACHPER)	-	-	-	171	177	-	-	-	A Defining Time in Health, Physical Education, Sport & Recreation: Proceedings of the 28th ACHPER International Conference	Melbourne, Australia	27-29 November 2013	28th ACHPER International Conference	-	978-0-646-91156-4	Te Ava, A. (2013). Kia Marama Te Au Tauria Ite 'Aite'anga Ote Au Peu 'UiTupuna: students' perceptions of cultural activities in physical education. In J. Quay, & A. Mooney (Eds.), <i>A Defining Time in Health, Physical Education, Sport &amp; Recreation</i> : Proceedings of the 28th ACHPER International Conference. Melbourne: Australian Council for Health, Physical Education and Recreation, 171-177. Retrieved from <a href="http://www.achper.org.au/documents/item/266">http://www.achper.org.au/documents/item/266</a>
12	LEBA	Educ	2013	C1 - Journal Article (DIISR)	Akaoraora'ia te peu 'ā to 'ui tūpuna: Culturally Responsive Pedagogy for Cook Islands Secondary School Physical Education	01 Te Ava Aue - 02 Rubie-Davies Christine - 03 Ovens Airini - 04 Ovens Alan	ECR	Cambridge University Press (prev published by University of Queensland: Aboriginal and Torres Strait Islander Studies Unit)	The Australian Journal of Indigenous Education	42	1	32	43	1326-0111	2-s2.0-84906667867	10.1017/jie.2013.12	-	-	-	-	-	-	Te Ava, A., Rubie-Davies, C. , Airini, & Ovens, A. (2013). Akaoraora'ia te peu 'ā to 'ui tūpuna: culturally responsive pedagogy for Cook Islands secondary school physical education. <i>The Australian Journal of Indigenous Education</i> , 42(1), 32-43. doi: 10.1017/jie.2013.12

13	LEBA	Educ	2013	C1 - Journal Article (DIISR)	Influences of Indigenous language on spatial frames of reference in Aboriginal English	<b>01 Edmonds-Wathen Chris</b>	Grant	Springer Netherlands	Mathematics Education Research Journal	Online	-	1	24	1033-2170	2-s2.0-84901619869	10.1007/s13394-013-0085-4	-	-	-	-	-	-	Edmonds-Wathen, C. (2013). Influences of Indigenous language on spatial frames of reference in Aboriginal English. <i>Mathematics Education Research Journal</i> , 26, 169-192. doi: 10.1007/03394-013-0085-4
14	LEBA	Educ	2013	A1 - Book Authored (DIISR)	Buddhist Voices in School: how a community created a Buddhist education program for state schools	<b>01 Smith Sue</b>	Grant	Sense Publishers	-	-	-	-	-	-	-	-	-	-	-	-	-	978-94-6209-414-7 Smith, S. E. (2013). <i>Buddhist Voices in School: how a community created a Buddhist education program for state schools</i> . Rotterdam, The Netherlands: Sense Publishers.	

15	LEBA	Educ	2013	E1 - Conference Publication (DIISR)	Great Expectations: Teaching Mathematics in English to Indigenous Language Speaking Students	<b>01 Edmonds-Wathen Chris</b>	Grant	Mathematics Education Research Group of Australasia (MERGA)	-	-	-	266	273	-	-	-	Mathematics Education: Yesterday, Today and Tomorrow: Proceedings of the 36th annual conference of the Mathematics Education Research Group of Australasia (MERGA)	Melbourne, Australia	7-11 July 2013	Mathematics Education: Yesterday, Today and Tomorrow: 36th annual conference of the Mathematics Education Research Group of Australasia	-	978-0-7340-4844-8	Edmonds-Wathen, C. (2013). Great Expectations: Teaching mathematics in English to Indigenous language speaking students. In V. Steinle, L. Ball & C. Bardini (Eds.), <i>Mathematics Education: Yesterday, today and tomorrow. Proceedings of the 36th annual conference of the Mathematics Education Research Group of Australasia</i> . Melbourne: Mathematics Education Research Group of Australasia, 266-273. Retrieved from <a href="http://www.cvent.com/events/merga-mathematics-education-yesterday-today-and-tomorrow/archived-b24c5987384e4549a7a0eb504364e06b.aspx">http://www.cvent.com/events/merga-mathematics-education-yesterday-today-and-tomorrow/archived-b24c5987384e4549a7a0eb504364e06b.aspx</a>
16	LEBA	Educ	2013	E1 - Conference Publication (DIISR)	A Case Study: Exploring Video Deficit Effect in 2-Year-Old Children's Playing and Learning with an iPad	<b>01 Geng Gretchen - 02 Disney Leigh</b>	Grant / PhD	UHAMKA Press	-	-	-	493	501	-	-	-	Proceedings of the 21st International Conference on Computers in Education 2013	Bali, Indonesia	18-22 November 2013	The 21st International Conference on Computers in Education	-	978-602-8040-71-6	Geng, G., & Disney, L. (2013). A case study: exploring video deficit effect in 2-year-old children's playing and learning with an Ipad. In Wong, L.H. et. al. (Eds.), <i>Proceedings of the 21st International Conference on Computers in Education</i> . Indonesia: Asia-Pacific Society for Computers in Education, 493-501. Retrieved from <a href="http://www.apsce.net/icce/icce2013/proceedings/">http://www.apsce.net/icce/icce2013/proceedings/</a>



17	LEBA	Educ	2013	C1 - Journal Article (DIISR)	Gibberish or What? Use of Symbolic Language in Primary Mathematics	<b>01 Quinnell Lorna</b> - 02 Carter Merilyn	PhD	Australian Association of Mathematics Teachers (AAMT)	Australian Primary Mathematics Classroom	18	1	8	14	1326-0286	-	-	-	-	-	-	-	Quinnell, L., & Carter, M. (2013). Gibberish or what? Use of symbolic language in primary mathematics. <i>Australian Primary Mathematics Classroom</i> , 18(1), 8-14.
18	LEBA	Educ	2013	B - Book Chapter (DIISR)	Virtually There: Considering the Research Potential of Cyborgs	<b>01 Crerar Janice</b>	PhD	Sense Publishers	-	-	-	57	66	-	-	-	-	-	-	-	-	Discourse, Power, and Resistance Down Under Volume 2 978-94-6209-507-6 Crerar, J. (2013). Virtually there: considering the research potential of cyborgs. In M. Vicars & T. McKenna (Eds.), <i>Discourse, Power and Resistance Down Under</i> Vol. 2 (pp. 57-66). Rotterdam, The Netherlands: Sense Publishers

19	LEBA	Educ	2013		Observation of Children's Engagement when Playing iPads	<b>01 Disney Leigh</b> - 02 Barnes Alan - 03 McDowall Janet - <b>04 Geng Gretchen</b>	PhD / Grant	UHAMKA Press	-	-	-	602	607	-	-	-	Proceedings of the 21st International Conference on Computers in Education 2013	Bali, Indonesia	18-22 November 2013	The 21st International Conference on Computers in Education	-	978-602-8040-71-6	Disney, L., Barnes, A., McDowall, J., & Geng, G. (2013). Observation of children's engagement when playing Ipads. In Wong, L.H. et. al. (Eds.), <i>Proceedings of the 21st International Conference on Computers in Education</i> . Indonesia: Asia-Pacific Society for Computers in Education, 493-501. Retrieved from <a href="http://www.apsce.net/icce/icce2013/proceedings/">http://www.apsce.net/icce/icce2013/proceedings/</a>	
20	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Exploring the differences in teaching perspectives between Australian pre-service and graduate physical education teachers	<b>01 Hyndman Brendon</b>	ECR	Editura Universitatea din Pitesti	Journal of Physical Education and Sport	14	4 Art No 67	438	445	2247-8051	2-s2.0-84920041298	10.7752/jpes.2014.04067	-	-	-	-	-	-	-	Hyndman, B. (2014). Exploring the differences in teaching perspectives between Australian pre-service and graduate physical education teachers. <i>Journal of Physical Education and Sport</i> , 14(4), 438-445. doi: 10.7752/jpes.2014.04067

21	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Influences on teachers' use of participatory learning strategies in health education classes	01 Cahill H - 02 Coffey Julia - 03 Lester Leanne - <b>04 Midford Richard</b> - 05 Ramsden R - 06 Venning L	Grant	Sage Publications	Health Education Journal	73	6	702	713	0017-8969	2-s2.0-84910087449	10.1177/0017896913513892	-	-	-	-	-	-	Cahill, H., Coffey, J., Lester, L., Midford, R., Ramsden, R., & Venning, L. (2014). Influences on teachers' use of participatory learning strategies in health education classes. <i>Health Education Journal</i> , 73(6), 702-713. doi: 10.1177/0017896913513892
22	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Preventing alcohol harm: Early results from a cluster randomised, controlled trial in Victoria, Australia of comprehensive harm minimisation school drug education	<b>01 Midford Richard</b> - 02 Mitchell Johanna - 03 Lester Leanne - 04 Cahill Helen - 05 Foxcroft David - 06 Ramsden Robyn - 07 Venning Lynne - 08 Pose Michelle	Grant	Elsevier	International Journal of Drug Policy	25	-	142	150	0955-3959	2-s2.0-84892998591	10.1016/j.drugpo.2013.05.012	-	-	-	-	-	-	Midford, R., Mitchell, J., Lester, L., Cahill, H., Ramsden, D, ... Pose, M. (2014). Preventing alcohol harm: early results from a cluster randomised, controlled trial in Victoria, Australia of comprehensive harm minimization school drug education. <i>International Journal of Drug Policy</i> , 25(1):142-50. doi: 10.1016/j.drugpo.2013.05.012

23	LEBA	Educ	2014	E1 - Conference Publication (DIISR)	Real, Relevant or Redundant: Positioning and Re-Positioning Buddhism in Australia as an Education Paradigm	01 Smith Sue	Grant	The International Academic Forum (IAFOR)	-	-	-	127	139	-	-	-	The Asian Conference on Psychology and the Behavioral Sciences Osaka, Japan Conference Proceedings 2014	Osaka, Japan	27-30 Mar 2014	The Asian Conference on Psychology and the Behavioral Sciences	-	2187-4743	Smith, S.E. (2014). Real, relevant or redundant: positioning and re-positioning Buddhism in Australia as an education paradigm. In <i>The Asian Conference on Psychology and the Behavioral Sciences 2014 Official Conference Proceedings</i> . Osaka: 127-138. Retrieved from <a href="http://iafor.org/conference-proceedings-the-fourth-asian-conference-on-psychology-and-the-behavioral-sciences-2014/">http://iafor.org/conference-proceedings-the-fourth-asian-conference-on-psychology-and-the-behavioral-sciences-2014/</a>
24	LEBA	Educ	2014	C1 - Journal Article (DIISR)	"New Learning" and CALL: a DIY paradigm	01 Lian Ania	Grant	The Asia Association of Computer-Assisted Language Learning	The AsiaCALL OnLine Journal	9	1	14	26	1936-9859	-	-	-	-	-	-	-	-	Lian, A. (2014). "New learning" and CALL: a DIY paradigm. <i>AsiaCALL Online Journal</i> , 9, 1-13. Retrieved from <a href="http://asiacall.info/acoj/acoj-2014/">http://asiacall.info/acoj/acoj-2014/</a>

25	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Cannabis and Harm Minimisation Drug Education: Findings from the Drug Education in Victorian Schools Study	01 Lester Leanne - <b>02 Midford Richard</b> - 03 Cahill Helen - 04 Mitchell Johanna - 05 Ramsden Robyn - 06 Foxcroft David - 07 Venning Lynne	Grant	AVENS Publishing Group	Journal of Addiction & Prevention	2	1	1	7	2330- 2178	-	-	-	-	-	-	-	-	Lester, L., Midford, R., Cahill, H., Mitchell, J., Ramsden, R., Coxcroft, D.R., & Venning, L. (2014). Cannabis and harm minimisation drug education; findings from the drug education in Victorian schools study. <i>Journal of Addiction &amp; Prevention</i> , 2(1), 1-7. doi: 10.13188/2330- 2178.1000012
26	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Exploring Pre-service Teachers' Knowledge of and Ability to Use Text Messaging	<b>01 Geng Gretchen - 02 Disney Leigh</b>	Grant / PhD	Edith Cowan University	Australian Journal of Teacher Education	39	7	173	182	0313- 5373	-	-	-	-	-	-	-	-	Geng, G., & Disney, L. (2014). Exploring pre-service teachers' knowledge of and ability to use text messaging. <i>Australian Journal of Teacher Education</i> , 39(7), 172-182. doi: 10.14221/ajte.2014v39n7.4

27	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Enhancing the teaching and learning of mathematical visual images	<b>01 Quinnell Lorna</b>	PhD	Australian Association of Mathematics Teachers (AAMT)	Australian Mathematics Teacher	70	1	18	25	0045-0685	-	-	-	-	-	-	-	Quinnell, L. (2014). Enhancing the teaching and learning of mathematical visual images. <i>Australian Mathematics Teacher</i> , 70(1), 18-24.
28	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Scaffolding understanding of tables and graphs	<b>01 Quinnell Lorna</b>	PhD	Australian Literacy Educators' Association	Literacy Learning: The Middle Years	22	2	15	21	1320-5692	-	-	-	-	-	-	-	Quinnell, L. (2014). Scaffolding understanding of tables and graphs. <i>Literacy Learning: The Middle Years</i> , 22(2), 15-21. Retrieved from <a href="http://search.informit.com.au/browsePublication;py=2014;vol=22;res=IELHSS;issn=1320-5692;iss=2">http://search.informit.com.au/browsePublication;py=2014;vol=22;res=IELHSS;issn=1320-5692;iss=2</a>
29	LEBA	Educ	2014	E1 - Conference Publication (DIISR)	Talking Like a Teacher: Identifying as a teacher and enhancing capacity building potential	<b>01 Buckworth Jenny - 02</b> Robinson Jennifer - 03 Kell Marilyn	PhD	Australian Collaborative Education Network (ACEN) Limited	-	-	-	27	31	-	-	-	Work Integrated Learning: Building Capacity Conference Proceedings	Tweed Heads, NSW	1-3 October 2014	Australian Collaborative Education Network National Conference (ACEN) 2014	978-0-9805706-0-1	Buckworth, J., Robinson, J., & Kell, M. (2014). Talking Like a Teacher: Identifying as a teacher and enhancing capacity building potential. In Moore, K. (Ed). <i>Work Integrated learning: Building Capacity - Proceedings of the 2014 ACEN National Conference</i> , (pp. 26-30). Tweed Heads, 1st - 3rd October, 2014. Retrieved from <a href="http://acen.edu.au/2014Conference/2014-ACEN-Conference-Full-Proceedings.pdf">http://acen.edu.au/2014Conference/2014-ACEN-Conference-Full-Proceedings.pdf</a>

30	LEBA	Educ	2014	E1 - Conference Publication (DIISR)	Who do you think you are? Nurturing Preservice Teacher Identity in a World of Increasing Globalisation and Emergent Risks	<b>01 Buckworth Jenny</b>	PhD	The International Academic Forum (IAFOR)	-	-	-	204	216	-	-	-	The Asian Conference on Arts and Humanities Conference Proceedings 2014	Osaka, Japan	3-6 April 2104	The Asian Conference on Arts and Humanities (ACAH) 2014 5th	-	2186-229x	Buckworth, J. (2014). Who do you think you are? Nurturing preservice teacher identity in a world of increasing globalisation and emergent risks. In <i>The Asian Conference on Arts and Humanities Conference Proceedings 2014</i> . Osaka: International Academic Forum, pp. 204-216. Retrieved from <a href="http://iafor.org/archives/proceedings/ACAH/ACAH2014_proceedings.pdf">http://iafor.org/archives/proceedings/ACAH/ACAH2014_proceedings.pdf</a>
31	LEBA	Educ	2014	E1 - Conference Publication (DIISR)	Investigating 3-5 Year-Old's Parents' Attitudes Towards use of ipad	<b>01 Disney Leigh - 02 Geng Gretchen</b>	PhD / Grant	Australian Council for Computers in Education	-	-	-	127	134	-	-	-	Conference Proceedings of the Australian Computers in Education Conference 2014	Adelaide, Australia	30 Sep-3 Oct 2014	Australian Computers in Education Conference 26th (ACEC2014)	-	978-0-646-92095-5	Disney, L., & Geng, G. (2014). Investigating 3-5 year old's parents' attitudes towards use of iPad. In <i>Conference Proceedings of the Australian Computers in Education Conference 2014</i> . Adelaide: Australian Council for Computers in Education, pp. 127-134. Retrieved from <a href="http://acec2014.acce.edu.au/sites/2014/files/2014ConfProceedingsFinal.pdf">http://acec2014.acce.edu.au/sites/2014/files/2014ConfProceedingsFinal.pdf</a>

32	LEBA	Educ	2014	C1 - Journal Article (DIISR)	Online Responses towards Parental rearing Styles Regarding hand-held Devices	<b>01 Geng Gretchen - 02 Disney Leigh</b>	PhD / Grant	Ali Simsek Ed & Pub	Contemporary Educational Technology	5	4	275	285	1309-517X	-	-	-	-	-	-	-	Geng, G., & Disney, L. (2014). Online responses towards parental rearing styles regarding hand-held devices. <i>Contemporary Educational Technology</i> , 5(4), 275-285. Retrieved from <a href="http://www.cedtech.net/articles/54/541.pdf">http://www.cedtech.net/articles/54/541.pdf</a>	
33	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Where to Next for School Playground Interventions to Encourage Active Play? An Exploration of Structured and Unstructured School Playground Strategies	<b>01 Hyndman Brendon</b>	ECR	Routledge Journals	Journal of Occupational Therapy, Schools and Early Intervention: innovations in practice, theory, and research	8	1	56	67	1941-1243	2-s2.0-84930152999	10.1080/19411243.2015.1014956	-	-	-	-	-	-	Hyndman, B. (2015). Where to next for school playground interventions to encourage active play? An exploration of structured and unstructured school playground strategies. <i>Journal of Occupational Therapy, Schools &amp; Early Intervention</i> , 8(1), 56-67. doi: 10.1080/19411243.2015.1014956



34	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Exploring the seasonal Influences on Elementary School children's Enjoyment of Physical Activity during School Breaks	01 Hyndman Brendon - 02 Chancellor Barbara - 03 Lester Leanne	ECR	Paris Scholar Publishing Ltd.	Health Behavior and Policy Review	2	3	182	193	2326-4403	-	<a href="http://dx.doi.org/10.14485/HBPR.2.3.2">http://dx.doi.org/10.14485/HBPR.2.3.2</a>	-	-	-	-	-	-	Hyndman, B., Chancellor, B., & Lester, L. (2015). Exploring the seasonal influences on elementary schoolchildren's enjoyment of physical activity during school breaks. <i>Health Behaviour and Policy Review</i> , 2(3), 182-193. doi: 10.14485/HBPR.2.3.2
35	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Exploring the Relationship between Elementary School Children's Enjoyment of School Playground Activities and Participation in Physical Activity during School Lunchtime Recess	01 Hyndman Brendon - 02 Lester Leanne	ECR	University of Colorado	Children, Youth and Environments	25	1	1	20	1546-2250	-	-	-	-	-	-	-	-	Hyndman, B., & Lester, L. (2015). Exploring the relationship between elementary school children's enjoyment of school playground activities and participation in physical activity during school lunchtime recess. <i>Children, Youth and Environments</i> , 25(1), 1-20. Retrieved from: <a href="http://www.jstor.org/action/showPublication?journalCode=chilyoutenvi">http://www.jstor.org/action/showPublication?journalCode=chilyoutenvi</a>

36	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Should educators be 'wrapping school playgrounds in cotton wool' to encourage physical activity? Exploring primary and secondary students' voices from the school playground	<b>01 Hyndman Brendon</b> - 02 Telford Amanda	ECR	Edith Cowan University	Australian Journal of Teacher Education	40	6	60	84	0313-5373	2-s2.0-84931061253	-	-	-	-	-	-	-	Hyndman, B., & Telford, A. (2015). Should educators be 'wrapping school playgrounds in cotton wool' to encourage physical activity? Exploring primary and secondary students' voices from the school playground. <i>Australian Journal of Teacher Education</i> , 40(6), 59-84. doi: 10.14221/ajte.2015v40n6.4
37	LEBA	Educ	2015	E1 - Conference Publication (DIISR)	Engaging students in activities beyond the classroom: A social-ecological exploration of primary school students' enjoyment of school-based physical activities	<b>01 Hyndman Brendon</b>	ECR	Australian Council for Health, Physical Education and Recreation (ACHPER)	-	-	-	80	88	-	-	-	29th ACHPER International Conference Proceedings	Prince Alfred College, Adelaide	13-15 April	29th ACHPER International Conference	-	978-0-9941752-3-6	Hyndman, B. (2015). Engaging students in activities beyond the classroom: a social-ecological exploration of primary school students' enjoyment of school-based physical activities. In the <i>29th ACHPER International Conference Proceedings</i> . Adelaide: The Australian Council for Health, Physical Education and Recreation, 80-88. Retrieved from <a href="http://www.achper.org.au/documents/item/433">http://www.achper.org.au/documents/item/433</a>

38	LEBA	Educ	2015	E1 - Conferenc e Publicatio n (DIISR)	Looking beyond the classroom walls: An insight for teachers of primary and secondary students' perceptions to enhance the school physical activity environment	<b>01 Hyndman Brendon</b>	ECR	Australian Council for Health, Physical Education and Recreation (ACHPER)	-	-	-	89	101	-	-	-	29th ACHPER International Conference Proceedings	Prince Alfred College, Adelaide	13-15 April	29th ACHPER International Conference	-	978-0- 9941752- 3-6	Hyndman, B. (2015). Looking beyond the classroom walls: an insight for teachers of primary and secondary students' perceptions to enhance the school physical activity environment. In the <i>29th ACHPER International Conference Proceedings</i> . Adelaide: The Australian Council for Health, Physical Education and Recreation, 89- 101. Retrieved from <a href="http://www.achper.org.au/documents/item/433">http://www.achper.org.au/d ocuments/item/433</a>
39	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Understanding the Importance, Dimensions and Settings for Developing Children's Physical Activity Behaviour	<b>01 Hyndman Brendon</b>	ECR	Unknown	Journal of Physical Activity, Sports & Exercise	3	1	1	13	2289- 5817	-	-	-	-	-	-	-	-	Hyndman, B. (2015). Understanding the importance, dimensions and settings for developing children's physical activity behaviour. <i>Journal of Physical Activity, Sports &amp; Exercise</i> , 3(1), 1-13. doi: 10.2139/ssrn.2656026

40	LEBA	Educ	2015	C1 - Journal Article (DIISR)	The Effect of an Emerging School Playground Strategy to Encourage Children's Physical Activity: The Accelerometer Intensities from Movable Playground and Lunchtime Activities in Youth (AIM-PLAY) Study	<b>01 Hyndman Brendon</b> - 02 Lester Leanne	ECR	University of Colorado	Children, Youth and Environments	25	3	109	128	1546-2250	-	10.7721/chilyoutenvi.25.3.0109	-	-	-	-	-	-	Hyndman, B., & Lester, L. (2015). The effect of an emerging school playground strategy to encourage children's physical activity: the accelerometer intensities from moveable playground and lunchtime activities in youth (AIM- PLAY) study. <i>Children, Youth and Environments</i> , 25(3), 109-128. doi: 10.7721/chilyoutenvi.25.3.0109
41	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Engaging children in activities beyond the classroom walls: a social-ecological exploration of Australian primary school children's enjoyment of school play activities	<b>01 Hyndman Brendon</b> - 02 Chancellor Barbara	ECR	The Policy Press	Journal of Playwork Practice	2	2	113	136	2053-1621	-	10.1332/205316215X14454218579212	-	-	-	-	-	-	Hyndman, B., & Chancellor, B. (2015). Engaging children in activities beyond the classroom walls: a social-ecological exploration of Australian primary school children's enjoyment of school play activities. <i>Journal of Playwork Practice</i> , 2(2), 117-141. doi: 10.1332/205316215X14454218579212

42	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Indigenous Language Speaking Students Learning Mathematics in English: Expectations of and for Teachers	<b>01 Edmonds-Wathen Chris</b>	Grant	Cambridge University Press (prev published by University of Queensland: Aboriginal and Torres Strait Islander Studies Unit)	The Australian Journal of Indigenous Education	-	####	1	11	1326-0111	2-s2.0-84929448089	10.1017/jie.2015.9	-	-	-	-	-	-	Edmonds-Wathen, C. (2015). Indigenous language speaking students learning mathematics in English: expectations of and for teachers. <i>The Australian Journal of Indigenous Education</i> , 44(1), 48-58. doi: 10.1017/jie.2015.9.
43	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Alcohol Prevention and School Students: Findings From an Australian 2-Year Trial of Integrated Harm Minimization School Drug Education	<b>01 Midford Richard</b> - 02 Ramsden Robyn - 03 Lester Leanne - 04 Cahill Helen - 05 Mitchell Johanna - 06 Foxcroft David - 07 Venning Lynne	Grant	Baywood Publishing Co. Inc.	Journal of Drug Education	44	####	71	94	0047-2379	-	10.1177/0047237915579886	-	-	-	-	-	-	Midford, R., Ramsden, R., Lester, L., Cahill, H., Mitchell, J., Foxcroft, D.R., & Venning, L. (2015). Alcohol prevention and school students: findings from an Australian 2 year trial of intergrated harm minimization school drug education. <i>Journal of Drug Education: Substance Abuse Research and Prevention</i> , 0(0), 1-24. doi: 10.1177/0047237915579886

44	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Investigating First Year Education Students' Stress Level	<b>01 Geng Gretchen - 02 Midford Richard</b>	Grant	Edith Cowan University	Australian Journal of Teacher Education	40	6	1	12	0313-5373	2-s2.0-84931031570	10.14221/ajte.2015v40n6.1	-	-	-	-	-	Geng, G., & Midford, R. (2015). Investigating first year education students' stress level. <i>Australian Journal of Teacher Education</i> , 40(6), 1-12. doi: 10.14221/ajte.2015v40n6.1	
45	LEBA	Educ	2015	E1 - Conference Publication (DIISR)	Graduate outcomes: A generative curriculum model for international students	<b>01 Budd Yoshi - 02 Kell Marilyn - 03 Humphry Nicoli</b>	Grant	Higher Education Research and Development Society of Australasia (HERDSA)	-	-	-	21	30	-	-	-	Learning for Life and Work in a Complex World	Melbourne, Australia	6-9 July	38th HERDSA Annual International Conference	-	978-0-908557-96-7	Budd, Y., Kell, M., & Humphry, N. (2015) Graduate outcomes: A generative curriculum model for international students. In T. Thomas, E. Levin, P. Dawson, K. Fraser & R. Hadgraft (Eds.), <i>Research and Development in Higher Education: Learning for Life and Work in a Complex World</i> . Melbourne: Higher Education Research and Development Society of Australasia (HERDSA), 1-10. Retrieved from <a href="https://herdsa.org.au/publications/conference-proceedings/research-and-development-higher-">https://herdsa.org.au/publications/conference-proceedings/research-and-development-higher-</a>

46	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Including children's perceptions from meditation in a discussion about reflective practices in education	<b>01 Smith Sue</b>	Grant	Centre for Research and Learning in Regional Australia	Learning Communities: International Journal of Learning in Social contexts	18	Special Issue : Narrative Inquiry	88	98	1329-1440	-	-	-	-	-	-	-	Smith, S.E., (2015). Including children's perceptions from meditation in a discussion about reflective practices in education. <i>Learning Communities: International Journal of Learning in Social contexts, [Special Issue: Narrative Inquiry]</i> , 18, 88-98. doi: 10.18793/LCJ2015.18.09.
47	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Investigating the Stress Levels of Early Childhood, Primary and Secondary Pre-service Teachers during Teaching Practicum	<b>01 Geng Gretchen - 02 Midford Richard - 03 Buckworth Jenny</b>	Grant / PhD	Edith Cowan University	Australian Journal of Teacher Education	17	1	35	47	0313-5373	-	10.1515/jtes-2015-0003	-	-	-	-	-	Geng, G., Midford, R., & Buckworth, J. (2015). Investigating the stress levels of early childhood, primary and secondary pre-service teachers during teaching practicum. <i>Journal of Teacher Education for Sustainability</i> , 17(1), 35-47. doi: 10.1515/jtes-2015-0003

48	LEBA	Educ	2015	C1 - Journal Article (DIISR)	Reflective narration: Impact of Observing Young children's use of iPad on Lecturers' Teaching Approaches in Higher education	<b>01 Geng Gretchen - 02 Disney Leigh</b>	Grant / PhD	Centre for Research and Learning in Regional Australia	Learning Communities: International Journal of Learning in Social contexts	18	Speci al Issue : Narr ative Inqui ry	80	87	1329- 1440	-	-	-	-	-	-	-	-	Geng, G., & Disney, L. (2015). Reflective narration: impact of observing young children's use of iPad on lecturers' teaching approaches in higher education. <i>Learning Communities: International Journal of Learning in Social contexts, [Special Issue: Narrative Inquiry]</i> , 18, 80-87. doi.org/10.18793/LCJ2015.18 .08
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main focus - 200words	Population	Definitions of education and health terms	Summary of theory, findings / argument - 200 words	Links with other DARS papers	Links to any grant / research activity proposals	Key Words
<p>The focus of this research was the verbal and non-verbal strategies used by teachers in classrooms to manage the behaviour of students diagnosed with ADHD. ADHD students face a difficult schooling trajectory as a result of behaviours associated with their diagnosis including a lack of concentration and the inability to self-regulate their behaviours. The intended audience for this paper includes both pre-service and in-service teachers and education and health researchers.</p>	<p>Teachers in a mainstream physical classroom setting managing students diagnosed with ADHD.</p>	<p>The Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 1995) was relied upon for the definition of ADHD.</p>	<p>The study was conducted by five researchers in three Australian states observing six students diagnosed with ADHD in a classroom environment. Field observations were employed across the school day with researchers using the same tool to record their observations using a semi-structured format. Researchers were examining the student's ADHD behaviours, the teacher's verbal and non-verbal classroom strategies, and the student's response to the teacher's strategies. The study identified that although each case of ADHD varies and there is no one strategy that will work for every student, there are helpful strategies that teachers can generally apply. The choice of teacher's communication strategies can influence the outcome of an interaction with a student, and calmness, support by a knowledge of the individual student's behaviours and medical intervention is most likely to be successful. The researchers identified that some teachers appeared to become quite stressed by students continually challenging behaviours. Given that calmness is key in controlling interactions, the author recommends future research into how teachers can best manage their stress responses in these circumstances. This research was undertaken from an educational perspective but was informed by both health and education research.</p>	<p>None identified</p>		<p>ADHD, primary school, teacher strategies</p>
<p>This study focused on the perceptions of university students in relation to their experiences of collaboration in online learning environments. Collaborative online learning is increasingly observed as technological advances improve both access to technology and learning opportunities offered through technological platforms. The approach is similar to traditional classroom learning as students can work together to solve problems, support each other and enhance learning opportunities by sharing knowledge and other resources. However they are also divergent as interaction and communication take a different form. Although significant research has been undertaken on issues around online learning, the author suggests that factors that may influence collaborative learning are under researched and require further investigation to enhance the learning experiences for online students.</p>	<p>Full-time students in Changzhou University China</p>		<p>One hundred and fifty-two English language university students in China participated in the study by completing a questionnaire. The survey was administrated through the university and collected self-report data on a range of factors relating to experiences with online learning. Quantitative analysis was undertaken and revealed findings that were largely consistent with previous studies. Students ranked all factors included in the survey questions as somewhat influential in collaborative online learning with support from teachers rated the highest, implying that teacher support was considered the most useful resource and represented a significant contributor to the online learning experience. Students who rated themselves as successful in previous online learning rated the assistance of other students as relatively useful which could indicate that interaction with other students can provide a range of benefits including giving and receiving feedback, exchanging resources and sharing knowledge with other students. The findings also showed that technological competencies contributed to the online learning experience .</p>	<p>None identified</p>		<p>collaborative online learning, support from teachers, assistance from other students, technology</p>

<p>This study investigated whether technology assisted physical activities could be implemented in schools to support Indigenous children, and more broadly as a means of promoting health and physical education in remote Indigenous communities. It follows an emerging awareness that non Indigenous teachers in remote communities, think Indigenous students do not need physical activity in school because they are already very active. However remote schools in the Northern Territory often do not have physical education specialists and there is no physical education curricula designed to support the challenges faced by remote schools or Indigenous students. These circumstances continue despite significant evidence that physical activity improves a range of social outcomes while Indigenous students currently face poorer health outcomes compared to the general population. The intended audience for this study includes teachers, curriculum designers and health and education researchers.</p>	<p>Non-Indigenous primary school students</p>		<p>Although the aims of the research were focused on supporting Indigenous students, this pilot study was conducted with non-Indigenous students. The participants were seventeen five year-old children, English speaking and with no disabilities. Field observation was undertaken of the children while they were participating in physical activity which was also filmed. The students were asked to participate in traditional running activities and a technology assisted running program using Nintendo Wii. The Department of Education and Children's Services Involvement Scale (2008) was used to support the collection and analysis of data. The scale allows involvement in an activity to be rated across a number of continua. Findings supported previous research that there was a higher energy level involved in technology-assisted activities, children enjoyed using the Nintendo Wii, and that overall involvement was rated higher with the Nintendo Wii compared to traditional running. This research demonstrated that non-Indigenous children can participate in technology assisted physical activity following simple instructions, and while this study is not generalisable to Indigenous children, the authors propose the potential of implementing technology assisted physical activity in remote schools was demonstrated. This research was conducted in a school environment from a technology assisted health and well-being perspective.</p>	<p>None identified</p>		<p>primary school, physical activity, technology assisted physical activity</p>
<p>This research focuses on language in teaching and learning mathematics. The paper examines the language used in mathematics with specific reference to the National Assessment Program: Literacy and Numeracy (NAPLAN) tests for students in years seven and nine. Vocabulary is an important aspect of teaching and learning mathematics and teachers must ensure students have a sound knowledge of mathematical English to ensure they feel prepared for testing. The intended audience is primary school teachers of mathematics.</p>	<p>n/a</p>		<p>The authors reviewed previous NAPLAN numeracy tests and make a case that many questions require an understanding of both everyday English and mathematical language. Students who are not fluent in the language used in mathematics may have problems interpreting questions so that their performance is not necessarily an indicator of their mathematical skills but may reflect inadequate linguistic skills. This issue arises as mathematics requires interpretation of language prior to computations being made. The authors discuss numerous examples of language complexities that learners may encounter and provide suggestions for teachers on how to support students to overcome them. The authors exhort mathematics teachers to explicitly teach mathematical English in their classes essentially becoming teachers of language and literacy. This paper was a collaboration between Charles Darwin University, School of Education and an industry consultant.</p>	<p>None identified</p>		<p>secondary school, NAPLAN, numeracy, mathematical English</p>

<p>This study aims to investigate the use of text messaging among tertiary students. As learning can occur in a range of environments outside traditional lecture theatre settings, text messaging is an inexpensive and easily accessed form of communication offering potential opportunities to support students. The author specifically examined how many text messages were being sent between students and lecturers, whether length of time using text messages influenced skill level and any correlation with general reading and writing skills. The intended audience includes teacher educators, researchers and curriculum designers.</p>	<p>On campus undergraduate and post graduate pre-service teachers in the school of education, CDU</p>	<p>M-learning is based upon a contemporary account of practices that can enable successful technology-supported learning (Sharples et al., 2005) and a theory of learning that is underpinned by the view that learning occurs outside classrooms and lecture halls as people initiate and structure their activities to enable educational processes and outcomes (Sharples et al., 2005). It is based upon the notion that learning cannot easily be separated from other everyday activities, and these activities can be resources and contexts for learning.</p>	<p>The author took the position that learning is entangled with everyday activities, and resources used in those activities could also be used to support learning. The participants consisted of fifty-three on campus undergraduate and postgraduate students from the School of Education, Charles Darwin University. Students completed questionnaires seeking self-report data on reading and writing ability and information on the number of text messages they sent daily, in addition to exercises requiring the translation of Standard English to text and creation of text messages based on scenarios. A mixed methods analysis was undertaken and the more significant findings included that text messaging skills were positively correlated with higher self-reported reading and writing skills, which may contradict previous research that found a negative correlation; and that text messaging was being variably employed for communication between students and between students and lecturers, revealing it as an emerging tool to support learning. The findings extend the literature as school students have been largely the focus on previous research on text messaging. The author identifies limitations of the study including the self-reported nature of reading and writing ability, conflation of those skills, and the predominantly female participants. The research was conducted from an education and technology perspective.</p>	<p>This paper reports on the same study as item number 27</p>		<p>university students, text messaging, literacy, mobile learning, technology</p>
<p>In this paper the author reflects on her journey undertaking a doctorate in mid and later life. As an experienced teacher and personally pursuing Dharma in study and practice, it became apparent that students were the poorer for lack of wisdom and kindness, although those features should be implicit in education. The author decided she wanted to draw on Buddhist epistemology to extend discourses in education and specifically the teaching of ethics and well-being, so the doctoral journey was undertaken around a busy life of family commitments and work. Spiritual and intellectual challenges followed as the author attempted to balance myriad considerations including adapting mindfulness techniques to be taught to children without a religious imperative while trying to support a program express itself authentically. A significant feature of the journey was the critical and open minded support of the Principal Supervisor and inspiration drawn from other students.</p>	<p>n/a</p>		<p>The author's doctoral journey became a phenomenological study employing post-structural hermeneutics and significant spiritual and cultural sensitivity to ensure the research methodology was consistent with Buddhist principles and standards of academic rigour. The study was conducted with the Buddhist teachers and students as research inquirers with the goal of determining whether the students felt the classes were beneficial. The author eventually became the coordinator of the Buddhist Education in Victorian Schools Program, allowing her to explore western and eastern epistemologies within the context of existing educational practices. Lessons from that program were subsequently adopted in three Australian states. The author has since joined an academic community and continued to contribute to an emerging national curriculum while being sought by Buddhist communities to advise on student well-being programs.</p>			<p>Buddhist, meditation, Religious Instruction,</p>

<p>The author proposes a dialogic model and describes a supporting methodology that would enable the integration of graduate attributes into curricula. The agenda of integrating graduate attributes into academic curricula has been driven by the need for universities to provide higher teaching standards and to assure superior learning for students in an increasingly competitive environment. However there has been no clear rationale explaining how to incorporate graduate attributes or how they should relate to one another to extend the learning experiences of students. As a result it has been an ongoing challenge to embed the attributes into curricula. The primary audience for this paper includes education researchers and curriculum designers.</p>	n/a		<p>The author takes a critical theory, critical pedagogy and dialogic learning perspective, concerned that western educational systems have a propensity to reproduce the dominant forms of power and capital. The author argues that graduate attributes in and of themselves do not have meaning which is why a dialogic approach is necessary in attempting to embed them in curricula. In a dialogic curriculum, the role of graduate attributes is to support knowledge construction providing curriculum designers with “intentions”, or points of focus, for activities and tools that provide a platform for interactive and informative learning experiences. Pedagogic objectives would become the driving influence behind curriculum design with graduate attributes playing a supporting role. A dialogic model will therefore refocus teaching away from a linear model of content transmission that is predominant across Australian universities, to one that is more responsive to students’ learning needs, with contextualised and more meaningful assessments.</p>	nil		<p>graduate attributes, graduate capabilities, dialogic learning, dialogic curriculum,</p>
<p>The focus of this article is teaching visual literacy in mathematics. Visual representations (visuals) include a diverse range of diagrams, illustrations, photographs, artworks, scale drawings, maps, charts, figures, icons, graphs, plots, networks, sketches, animations, and plans. In the middle years of schooling, visual literacy becomes more challenging as students are required to interpret an expanding range of more complex and unfamiliar visuals. Visual literacy is the ability to encode and decode these visuals and is an expectation of NAPLAN numeracy tests. The primary audience for this paper is mathematics teachers.</p>	n/a		<p>The traditional approach to the teaching of visuals has involved exposing students to different visuals in accordance with the purpose of each visual, however this provides little opportunity to transfer knowledge of visuals between contexts. The significant number of visuals makes it difficult for teachers to expose students to every possible visual, so the traditional approach that tries to teach students about every variation of each type of visual is neither practical nor likely to be successful. To help students learn to understand visuals, the authors propose a six-part classification of visuals including one-dimensional, two-dimensional, maps, shapes, connections, and pictures. The classification is based on the properties of the visual rather than its purpose. By identifying a visual as belonging to one of the six categories, students are able to transfer the skills used to decode familiar visuals to unfamiliar visuals in the same category. The authors use extensive examples and suggest a range of teaching methods that could assist students to develop visual literacy, many of which they adapted from strategies used to teach reading. This paper was a collaboration between Charles Darwin University, School of Education and industry consultants.</p>			<p>visual literacy, mathematics, numeracy</p>

<p>This article focuses on mathematical English – the use of language in mathematics, and the complexities for teachers and learners in the context of NAPLAN numeracy assessments. Lack of proficiency in mathematical English may affect students in written assessments as interpretation of the question precedes computations. Ability to communicate effectively in English does not translate to a proficiency in mathematical English as the languages are separate and need to be individually learnt. Teachers need to have an understanding of the challenges students encounter in order to position themselves to more effectively help learners. The intended audience for this paper is primary school teachers of mathematics and those who design mathematics assessments.</p>	n/a		<p>The authors use examples from the 2010 year seven NAPLAN numeracy assessments to demonstrate the range of barriers that learners can encounter when trying to interpret questions. Mathematics is a unique language with discrete symbols, vocabulary, grammar and semantics, and a written form that can take numerous configurations, such as charts, graphs and algorithms. However some of the difficulty in understanding mathematical English results from it borrowing aspects from English creating confusion for example, when the same word can have very different meanings. A number of strategies are presented throughout the paper which the authors derived from literacy teaching and that can be used to help students develop their skills in mathematical English. In addition to teaching strategies, the authors call for mathematics assessments to employ only necessary linguistic complexity in mathematical English in an effort to minimise confusion and ensure students are being assessed on mathematical skills and not literacy. This research focuses on teaching and learning mathematics in secondary schools. This paper was a collaboration between Charles Darwin University School of Education and an industry consultant</p>	None identified		<p>primary school, mathematical English, NAPLAN, mathematics, numeracy</p>
<p>This paper examines some of the complexities around symbols used in mathematical language in the context of NAPLAN numeracy assessments. Symbols play an important role in mathematics because they allow a great deal of precise information to be recorded concisely with very little text. The symbols themselves are generally not complex, but rather it is the meanings they hold, the functions they represent and the ways in which they are used that generate complexity for learners of mathematics. The more familiar teachers are with the difficulties that students are likely to face, the more effective they will be in supporting learners develop the necessary interpretative skills. The intended audience for this paper is primary school teachers.</p>	n/a		<p>The authors use examples from the 2010 NAPLAN numeracy assessments to illustrate some of the complexities learners can face in accurately interpreting mathematical symbols. Mathematical symbols are embedded in the language and learners must be able to articulate them precisely in context to ensure the correct meaning is employed for the calculation. However the complexity around symbols exists on multiple planes, for example a number of different words can be used to represent a single symbol, although the meanings of each may be different, and the symbolic language of mathematics is not read in the same way in which text is read, but can be read from different directions and in a different order depending on the context. This level of intricacy requires students to develop highly nuanced understandings and interpretive skills. The authors advise teachers that effective mathematics teaching requires a focus on the use of language. This paper focused on teaching and learning primary school level mathematics. The paper was a collaboration between Charles Darwin University, School of Education and an industry consultant</p>			<p>primary school, mathematical symbols, numeracy, mathematics</p>

<p>This paper reports on the qualitative component of a larger study that examined the introduction of indigenous cultural activities in physical education classes in secondary schools in the Cook Islands. The study explores the perceptions of secondary students in the Cook Islands on lessons incorporating traditional cultural values. The research question was 'Do students perceive that teaching which includes cultural activities had an emphasis on Cook Islands traditional values and how could this influence their learning, participation and enjoyment in physical education?'. The intended audience includes teachers of physical education and culture, researchers and curriculum designers.</p>	<p>Year 9 and 10 physical education students in the Cook Islands</p>		<p>One hundred and one year nine and ten students from three different schools in the Cook Islands participated in the study with ninety-five percent of the student participants being Cook Islanders. The students completed a questionnaire that asked them to rate their perceptions across a number of criteria and included the opportunity to comment on the ratings they provided. Both quantitative and qualitative analysis was undertaken. The study revealed that most students believed their families valued cultural activities as part of physical education, perceived the inclusion of cultural activities positively, and perceived physical education as an important part of their life because of the personal benefits of physical education. The author contends it would be beneficial to educate students about the value of cultural activities, particularly as the prevailing influence of western physical education encourages competition, as opposed to the participative and inclusive approach fostered by the addition of indigenous cultural activities. The author proposes a number of actions that could be taken to support the ongoing inclusion of cultural activities in physical education curriculum in schools. This study is undertaken primarily from a physical education perspective incorporating cultural identity.</p>	<p>same study as number 13</p>		<p>secondary school, physical education, cultural identity, culture, indigenous, Cook Islands education, culturally responsive pedagogy</p>
<p>The focus of the paper is an exploration of the journey of teachers in the Cook Islands to understand, create and implement a culturally responsive pedagogy in secondary school physical education classes. Education systems in the Cook Islands are influenced by dominant western values and in particular New Zealand education systems resulting in disengagement from Cook Island cultural values. Indigenous cultural practices around learning in the classroom had been discontinued over time as the curriculum focused on individual academic achievement over a participatory, community philosophy. Not all teachers are from the Cook Islands and therefore not proficient in the language nor familiar with local cultural practices. This study highlights ways in which teaching can have an inclusive effect in the community bringing together previously isolated members and marginalised cultural values.</p>	<p>Teachers of physical education in Cook Islands secondary schools</p>		<p>This was an Action Research project where community elders were consulted to identify local cultural values that could be incorporated into the physical education curriculum. This involved changes to the content, structure and language of lesson plans. Five physical education teachers (not all Cook Islanders) from three different schools participated in the research. Data collection included participant journals, observation of participant teachers delivering amended lessons, researcher reflection and field notes, and discussions with teachers during research group meetings. Findings highlighted the challenges of adjusting the existing curriculum to create a culturally responsive curriculum; revealed an enhancement of student learning outcomes and positive changes to student behaviour; and new opportunities for professional collaboration between teachers. The research elicited a new teaching approach in the Cook Islands based on the integration of activities demonstrating cultural values. The author described the teachers as becoming professional knowledge makers bridging a divide between cultural theory and translation of those cultural values to the classroom. The author identified a number of limitations to the study including the short research period and amendments being made to only two lessons. This research was undertaken from an educational perspective with acknowledgement that cultural values are integral to pedagogy.</p>	<p>reports on the same study as number 12</p>		<p>secondary school, physical education, cultural identity, culture, indigenous, Cook Islands education, culturally responsive pedagogy</p>

<p>This paper focuses on the influence of Australian languages on students' use of spatial concepts in English spoken by a group of Indigenous language-speaking children in a remote school in the Northern Territory. It concentrates on the terms "in front", "behind", "front" and "back". The author proposed that an understanding of how these concepts were expressed in an Aboriginal language could help teachers teach mathematics to Indigenous language-speaking students. Language is a crucial factor in learning mathematics which is assessed in Standard Australian English. Indigenous students whose home languages are Indigenous languages have lower numeracy levels than those who speak Standard Australian English. In many remote schools all or most students speak Australian languages at home and many begin school with little or no Standard Australian English, however teachers in these schools tend to be inexperienced, do not speak Indigenous languages and often have no formal training in teaching ESL. The primary audience for this paper is teachers of Indigenous students, language and education researchers.</p>	<p>Teachers of Indigenous students</p>		<p>The study was ethnographic in approach, with the researcher employing participant-observation while working as a part-time teacher in the school in addition to teacher interviews, document analysis, and a set of cognitive linguistic quasi-experiments. This paper examines one of the experiments designed to elicit spoken frames of reference in a local Indigenous language. Research tools from cognitive linguistics were used in the experiment which have previously had little application to research in the context of teaching mathematics. Findings revealed that students were using English spatial terms consistently in the context of their Indigenous language, however the use was not correct according to Standard Australian English. The author argues that a teacher's failure to understand subtle differences in concepts between languages can lead them to underestimate students' intelligence and capacity, in addition to which students may not understand the criticism of the teacher. It would be helpful for teachers to understand relevant aspects of the languages their students speak so they can explicitly focus on explaining these to the students. The research was conducted from an educational perspective and informed by cognitive linguistics. The research was supported by a grant from the Australian Institute of Aboriginal and Torres Strait Islanders Studies.</p>	<p>None identified</p>		<p>Indigenous Australian language, Aboriginal English, remote school, language and cognition, spatial references,</p>
<p>The fundamental Buddhist tenets include wisdom and kindness and the continuing pursuit of self-knowledge. However Buddhists are disparate and diverse and as they do not proselytise their voices are rarely heard in Australian society. This book describes how the Buddhist Education in Victorian Schools Program (BEVSP) was developed and implemented in a number of primary schools as part of Religious Instruction. An historical overview of Buddhism in Australia, description of the state education system and explanation of Buddhist Dharma provides a contextual introduction for a description of the program implementation, including the author's research. The author records the voices of others including the volunteer teachers, students and parents and therefore a sector of our communities that is not generally heard. Throughout the development and implementation of the program the author's fundamental concern remains how to enrich the learning experiences of students.</p>	<p>Primary school students in Victoria</p>		<p>The BEVSP was a weekly, thirty-minute meditation session delivered in primary schools that used reflection to teach Buddhist values. Implementation identified a range of challenges including time of day the lessons were held, facility, volunteer teacher experience and student background which differentially affected the effectiveness of the lessons. There were cultural considerations as the graphic, storied metaphors required the sensitivity of teachers to introduce into the Australian classroom, in a way that retained Buddhist integrity while enabling students. The author's research led to the development of a happiness scale to obtain data from the students on how they were experiencing the lessons. Children drew their own three-point happiness scale using their version of a happy, neutral and unhappy face and placed themselves on the scale before and after the session. The scale and written comments provided the author with an opportunity to appreciate the range of experiences felt by the children as a result of the sessions. The program evolved over time, for example the role of the teacher became more important as debriefing and contextualising the students' experiences became necessary.</p>			<p>Buddhist, meditation, Religious Instruction,</p>

<p>This study reported from a larger ethnographic case study of language and mathematics education in a remote community in the Northern Territory. The paper focuses on teachers and whether they perceive the expectations placed on them in remote schools as fair.</p> <p>The numeracy and literacy outcomes of Indigenous students in remote schools in the Northern Territory are the lowest in Australia. Standard English is not the first language of Indigenous students in many remote schools, the teachers are usually non indigenous English speakers and relatively inexperienced. The institutional expectation however is that these students will learn mathematics in English and achieve the same educational outcomes as students for whom English is their first language. Improving educational outcomes for Indigenous students is a matter of urgency. The intended audience includes teachers, researchers and policy makers.</p>	<p>Primary school teachers in a remote indigenous school teaching mathematics to indigenous students for whom English is not their first language</p>		<p>Data collection was undertaken by a participant-observer relief teacher and included semi structured interviews with teachers about their understanding and perceptions of the mathematics curriculum they were required to teach. The teachers revealed that the lack of a common language between them and their students increased difficulty in terms of both teaching and assessing the students' capability in mathematics. As a result, the teachers at times felt they had to focus on teaching the English needed to understand mathematical concepts rather than the mathematics curriculum at an age appropriate level. It was the students' ability to communicate in Standard English that served as the primary influence on the teachers' decision regarding which level of mathematics to teach the students. The author concluded that the teachers demonstrated sound pedagogical practice in determining the level of mathematics to teach the students based on their assessments of the students' level of English. The author proposes that teachers could be better supported with ESL training, and acknowledgement of the additional time and support required to teach Indigenous students for whom Standard English is not a first language. Acknowledgement of the challenges faced by both teachers and students in these circumstances should result in more equitable expectations.</p>	<p>reports the same study as item number 43</p>		<p>primary school, remote school, indigenous numeracy, mathematics, Northern Territory school, Indigenous education</p>
<p>The focus of this research is the "video deficit effect" in relation to the use of technology by young children in learning and play. This effect refers to the diminished ability of young children to transfer learning from a two dimensional experience to a real life situation, when compared to the learning that takes place in real circumstances. With increasing access to, and acceptance of technology as a learning medium, questions around technology supported learning and its cognitive effects are being asked by researchers and educators. An iPad was chosen as the tool for this research as the gestural interface seems to fit well with early childhood pedagogies and the fine motor development of young children.</p>	<p>Two year old children using touch screen technology</p>		<p>This observational case study focused on one two-year old child in a home environment who was initially given a game about animals to play on an iPad. The game displayed images of a cat after which the child was asked to draw a picture of a cat and describe her drawing to the researchers. The child was next given the opportunity to play with a live cat and was asked to draw the cat while it was still present. The child was again asked by the researchers to interpret her drawing. Qualitative analysis of the images and the child's description of the images led the authors to conclude that there was a "video deficit effect" experienced by the child. The authors propose that children need to be exposed to a variety of different experiences to enhance their learning. The findings of the study reinforce those of previous studies. Further research opportunities were identified including observing children from other age groups and having children drawing in pairs or groups. This research is informed by child development, psychology and education.</p>	<p>None identified</p>		<p>pre-school children, video deficit effect, iPad, touch screen technology,</p>



<p>This article considers the extensive range of symbols, abbreviations and conventions used in mathematics with particular attention to those taught in primary school and discusses the challenges encountered by students learning these symbols. Symbols and abbreviations in mathematics concisely convey a great deal of information, however that feature also creates complexity for learners trying to interpret those symbols. A detailed understanding of the barriers to learning this aspect of mathematics can help teachers in providing more effective support to learners. The intended audience is primary school teachers however it is also relevant to secondary mathematics teachers.</p>	n/a		<p>The authors indicate that symbols and abbreviations are being used more extensively in mathematics providing a pressing need for teachers to understand the barriers their students encounter when learning how to interpret them. The variety and complexity of symbols and abbreviations means this aspect of mathematics is particularly critical to developing an understanding of the subject. The authors break down the symbolic language of mathematics and discuss the main barriers to learning including the transposing of words into mathematical symbols and the translation of symbols into words. Examples from the 2010 NAPLAN numeracy tests are used throughout the paper to demonstrate some of the challenges faced by learners. The authors conclude with a number of suggested strategies that teachers can employ in supporting students. This research is focused on teaching and learning mathematics. The paper is a collaboration between Charles Sturt University School of Education and an industry consultant.</p>	None identified		<p>primary school, NAPLAN, mathematical symbols, numeracy, mathematics</p>
<p>This book chapter is a reflection by the author on her doctoral studies and interest in investigating the prevailing discourses in science and science education. The platform for the doctoral research was to be an online forum with the discussion space co-created with women science teachers as a safe place to discuss science discourses from their female perspectives. A safe space would provide the participants with control and opportunities for science discourses to emerge distinct from the existing dominant discourses. Fundamentally the author wanted to facilitate opportunities where the tensions between dominant western science and a different way of knowing can create something new - a vision of how women embody science. The primary audience for this paper includes researchers of power, gender, and women in science.</p>	n/a		<p>The author argues the need to investigate gender differentials in science education and science professions more generally through a feminist epistemological lens, as western science is largely shaped by men. She turns to Feminist Standpoint Theory as an enabling approach to social research allowing the perspective of women to be prioritised. Feminist Standpoint Theory does this by identifying the politics that actively seek to obstruct the growth of other ways of knowing so they can be recognised and neutralised. The author considers issues around whether the online environment is disembodied and genderless but ultimately suggests a “cyberfeminist” approach as a way of acknowledging the embodied and gendered presence of the participants in the online environment. There is consideration of whether online focus groups could provide opportunities for the creation of alternative science discourses, and the author concludes that it will be necessary to view them in a different way - as a lens which exposes differences. The author further ponders how to balance methodological considerations against ensuring a discussion space controlled by the participants where their voices can be expressed.</p>	None identified		<p>feminist standpoint theory, gender and science, women in science, cyberfeminist, online focus groups,</p>

<p>This conference paper reported on a study investigating the engagement of young children while playing with iPads. Specifically the authors wanted to discover if and to what degree young children were able to engage with games using touch screen technology in early childhood educational settings. As early childhood learning is child-centred, where the child initiates learning during play, tools such as iPads offering a gestural interface could potentially support play based learning, which in turn can provide opportunities across all domains of early childhood development. iPads are experiencing increasing popularity as an appropriate tool for young children. The intended audience is early childhood educators.</p>	<p>Children attending child care centres in Australia</p>		<p>Data collection was undertaken using semi-structured field observation of eighty children in child care centres in two Australian states. Each child was observed for two minutes on six occasions. Existing instruments were used in recording observations and analysis. The participants were aged between 36 months and 59 months. Quantitative analysis provided findings consistent with previous research highlighting that children can actively engage with iPads in a range of ways, that children experienced fun during play, and the gestural interface of the iPad was a more effective learning tool than a mouse and keyboard. The authors suggested further directions for research including a more detailed exploration of children's enjoyment levels, the types of games that could best support learning with iPads, and how the attitudes of educators and parents could influence children's learning opportunities using the devices. The research was undertaken from the perspective of technology assisted learning in early childhood and also informed by psychology. Researchers were from the School of Education at Charles Darwin University and the University of South Australia.</p>	<p>None identified</p>		<p>pre-school, touch screen technology, gestural interface, play based learning</p>
<p>This study focuses on the teaching perspectives of pre-service and graduate physical education teachers and specifically whether there are differences between the two. Physical activity plays an important role in children's physical, cognitive and social development and can promote active lifestyle habits that can continue into adulthood. The author identifies teachers as the gate-keepers informing school physical activity policies, planning and delivery. The teaching perspectives of these gate-keepers may influence how teachers deliver physical education to students and therefore the outcomes for those students. The primary intended audience includes curriculum developers and teacher educators however it also holds relevance for in-service physical education teachers.</p>	<p>Australian pre-service and graduate physical education teachers</p>	<p>"A teaching perspective is defined as teachers' view of 'what it means to teach'" (Collins &amp; Pratt, 2010). P. 439</p>	<p>School physical education programs provide a major opportunity for teachers to impact on the development of children, however physical education teaching time in many schools is declining and there are a number of teacher-related barriers affecting the delivery of physical education. Although extensive research has been conducted into teaching perspectives, the author identifies a gap in the research relating to physical education teachers. The study was informed by socio-cultural theory, positing that teacher training programs can influence individual teachers by broadening their teaching perspectives. The research was undertaken as a quantitative, cross sectional and comparative study with 105 pre-service teachers and thirty-seven graduate physical education teachers completing the Teaching Perspectives Inventory (TPI), which examines teaching perspectives. The author indicates the point of difference in this study was the use of quantitative analysis. Findings revealed that teacher training can influence and broaden perspectives. Limitations of the study include that it was conducted in a single university with a relatively small sample of graduate teachers.</p>	<p>None identified</p>		<p>teaching perspectives, physical education, pre-service teachers, graduate teachers,</p>

<p>This study investigates the perspectives of high school health education teachers to identify the factors that influence their use of participatory learning strategies. In-school health education programs are structured around core participatory learning strategies however use of participatory methods is not the approach usually used by school teachers. However modifications to the delivery of health education programs can result in decreased reliability and poorer learning outcomes for students. A greater understanding of the influences on teacher choices can contribute to the design of in-school health education programs and enhanced professional support for teachers. The intended audience includes teacher educators and professional trainers who deliver health education training to teachers.</p>	<p>Australian high school health education teachers</p>	<p>The term 'participatory methods' loosely groups together co-operative learning tasks which are dialogic in nature and involve student-to-student interaction, rather than just teacher-student interaction. They include activities such as role play and simulation, small group problem-solving discussions, critical thinking tasks, skills development exercises and themed games. These activities commonly house both critical thinking work and skills development exercises (Cahill, 2006). They call on the teacher to exercise a high level of facilitation as they organise and moderate students' interactions both with peers and with the task. p. 703</p>	<p>The literature indicates that teachers are a significant factor in the successful delivery of participatory learning practices however teachers demonstrate significant bias towards teacher-centric delivery strategies generally, even when they have received training. This study surveyed seventy-five Australian high school health education teachers about their teaching choices and strategies. The teachers attended a two-day training event to support the upcoming implementation of the Get Ready harm minimisation program they would be delivering to students in years eight and nine. The highly participatory lessons addressed issues around the use of multiple drugs. The most significant finding indicated that most teachers favoured teacher-centric delivery strategies over participatory strategies. The authors suggest the data provide opportunities for teacher educators to deliver more training and guidance to teachers on the benefits of participatory strategies. However they also note this will require a shift in teaching norms and significant professional support for teachers to fundamentally address their classroom management strategies. This research focused on teaching strategies and impact on health outcomes for students. This study was jointly funded by the Australian Research Council and the Victorian Department of Education and Early Childhood Development</p>	<p>None identified</p>		<p>secondary school teachers, health education, participatory learning strategies, participatory learning practices,</p>
<p>This paper evaluates the effectiveness, in relation to alcohol harm prevention, of the Drug Education in Victorian Schools (DEVS) programme, nine months after implementation. This intervention dealt with both licit and illicit drugs, employed a harm minimisation approach that incorporated interactive, skill based, teaching methods and capitalised on parental influence through home activities.</p>	<p>Australian high school students</p>		<p>In comparison to the controls, there was a significantly greater increase in the intervention students' knowledge about drugs, including alcohol (<math>p \leq 0.001</math>); there was a significant change in their level of communication with parents about alcohol (<math>p = 0.037</math>); they recalled receiving significantly more alcohol education (<math>p &lt; 0.001</math>); their alcohol consumption increased significantly less (<math>p = 0.011</math>); and they experienced a lesser increase in harms associated with their drinking (<math>p \leq 0.001</math>). There were no significant differences between the two study groups in relation to changes in attitudes towards alcohol or in the proportion of drinkers or risky drinkers. There was, however, a notable trend of less consumption by risky drinkers in the intervention group.</p>			<p>Alcohol, Australia, Controlled trial, Education, Harm Minimisation, Prevention, Schools, Students</p>

<p>This conference paper seeks to determine what relevance the teachings of Buddha might have to contemporary education in Australia. With youth resilience a growing and recognised priority it is timely to examine the importance of values such as love and kindness as part of an education paradigm. The Buddhist population has increased over a relatively short time in Australia, however as they do not proselytise, have not established a series of schools, and administer largely volunteer programs, their voices are not often heard. As a result, Buddhists and their teachings are not well known. The Buddhist path esteems education although how this could translate into contemporary education has not been considered. The primary audience for this paper includes curriculum designers and teachers.</p>	<p>Australian school students</p>		<p>Education is central to Buddhism with the goal to develop wisdom, compassion, awareness and responsibility. Buddhist institutions offer courses in skilful living arousing minds from ignorance and promoting individual empowerment. In a Buddhist approach values are never abstract but come with expectations they will be nurtured and practised. A feature of a Buddhist pedagogy would be students learning how to think rather than what to think, which is consistent with the child-centred, inquiry based and experiential approaches endorsed in the Australian educational context. The author proposes a Buddhist conceptualisation of education, including the nurturing of values such as charity (giving), morality (ethics), concentration (focused attention), patience, joyful endeavour (effort) and reflection (insight). This pedagogy has a focus on developing individual resilience and engaged citizenship, underpinned by inclusive strategies targeted at improving students' wellbeing. However education in recent years has become increasingly focused on attaining measurable outcomes which is not consistent with a values based pedagogy even though the values proposed by the author underpin lifelong learning. This research considers the well-being of students through the incorporation of Buddhist values into curriculum.</p>	<p>None identified</p>		<p>Buddhism, values based pedagogy, resilience, wellbeing,</p>
<p>This paper provides a discussion of the opportunities and transformative potential offered within the culture of "new learning" which is emerging due to advancements in digital technology. Traditional pedagogies in second language learning in particular continue to dominate despite being challenged by the dialogic possibilities of digital technology. People are becoming increasingly self-reliant resulting in modern learners able to engage with information in ways that support their autonomous but also connected way of living. Technological advancements offer increasingly sophisticated tools with which learners can indulge their individual needs for meaning making. The primary audience for this paper includes language teachers and researchers.</p>	<p>n/a</p>		<p>Second language pedagogies continue to fail to integrate students' voices resulting in diminished opportunities to make meaning. In response to this the author proposes a framework for a dialogic model of second language learning centred around three core concepts of engagement, effect and power. Fundamentally, the role of the teacher is to facilitate the students in meaning making using their own personal histories. Technology can facilitate this, supporting teachers and language learners in a personalised and dialogic way because it is flexible, provides diversity in access and form, allows multiple changing networks, and greater opportunities for students to make meaning by engaging their histories. However the author warns that the promise of "new learning" that technology has brought with it will not translate into outcomes unless teachers and researchers problematise historical discourses around second language learning and construct entirely new relationships with students and tools. Teachers need to create the environment within which this can take place by integrating a new set of principles including expansion, autonomy, flexibility and learner self-reliance.</p>	<p>None identified</p>		<p>new learning, CALL, CALL technology, inclusive learning, second language learning.</p>

<p>The aim of this research was to evaluate the effectiveness of the Drug Education in Victorian Schools (DEVS) program in terms of reducing cannabis use and harm. The DEVS program was designed to provide young people with the practical knowledge and skills to enable them to prevent or minimise the harms most likely to be encountered due to drug use, both their own, and others. Cannabis is the most widely used drug in Australia after tobacco and alcohol, and its use is associated with a range of harms. In Australia most school drug education takes a harm minimisation approach in accordance with the framework of the National Drug Strategy. The primary audience for this paper includes policy makers, teachers and those involved in health education programs</p>	<p>Secondary school students in Victoria from year 8 to year 10</p>		<p>This was a cluster randomised controlled trial, conducted with students in years eight to ten in secondary schools in Victoria, Australia. The program consisted of eighteen lessons, covering all drugs, employed a harm minimisation approach and engaged parental influence through home activities. Intervention students received the full DEVS program and control students received the education normally delivered by their school. Students in both groups completed questionnaires which were used to undertake comparisons. There were a number of findings including no significant differences between the two study groups in relation to the proportion of cannabis users, although the increase in level of use by intervention students was significantly less and they experienced a smaller increase in associated harms. Intervention students also continued to use cannabis less frequently the year after the DEVS lessons had ceased. The authors conclude that the DEVS program was successful in meeting its objectives. This research focused on the health of students. This study was a collaboration between the Victorian Department of Education and Early Childhood Development, Charles Darwin University School of Education and Menzies School of Health, University of Western Australia, Curtin University, University of Melbourne, Royal Far West Health Services and Oxford Brookes University.</p>	<p>Reports on same study as item number 44</p>		<p>secondary school, harm minimisation, drug education, DEVS, cannabis</p>
<p>This study investigated pre-service teachers' skill in using text messages to determine whether specific development in technological literacy was necessary for them to meet their teaching obligations. Standard 2.6 of the Australian Professional Standards for Teachers requires a graduate teacher to implement teaching strategies for using Information and Communication Technologies to expand curriculum learning opportunities for students. Because text messaging does not follow the grammatical rules of Standard English it is necessary to specifically measure text messaging literacy levels and whether these are sufficient to facilitate teaching and compliance with standard 2.6. The intended audience includes those who design and deliver teacher education.</p>	<p>Australian pre-service teachers at Charles Darwin University</p>		<p>Fifty-three on campus undergraduate and post graduate pre-service teachers from the School of Education, Charles Darwin University participated in this study. In the first stage, data collection involved completion of a questionnaire that included a self-rating on reading and writing, followed in the second stage by the completion of exercises requiring translation of Standard English to text and the creation of two text messages from pre-prepared scenarios. Both quantitative and qualitative analysis was undertaken. The main findings confirmed that most pre-service teachers had sufficient text messaging literacy to support their teaching however a small percentage of students would likely benefit from additional professional development in technological literacy. The authors identified limitations including participants being mostly female, from one school and the reading and writing subject to a self-rating and not objective assessment. The authors identify a number of research directions including an objective assessment of the pre-service teachers' reading and writing ability; data gathering from other universities; examining pre-service teachers' attitudes to using text messaging in classroom teaching, and investigating how text messaging literacy levels could be improved.</p>	<p>This reports the same study from item number 6 in more detail. Item 6 is a focus on use of technology in a learning environment for tertiary students, this item reports on text literacy of pre-service teachers in the context of their future capacity to use text messaging in their classes as a teaching tool.</p>		<p>pre-service teachers, text messaging, text messaging literacy, technology</p>

<p>The paper focuses on the literacy challenges associated with mathematics and in particular teaching and learning visual images. The author discusses strategies that can be used to scaffold the teaching and learning of mathematical visuals. The accurate interpretation of visuals is contingent on developing sufficient mathematical literacy, however teachers at times assume learners have sufficient skills. The intended audience is mathematics educators.</p>	n/a		<p>The author exhorts teachers to not assume learners have sufficient knowledge of mathematical semiotics owing to its complexity and its fundamental importance to mathematical literacy. While there is a significant body of research on the challenges associated with learning and teaching visual images, the author indicates there is little practical assistance available to support teachers and learners. To bridge this gap, the author modifies a model from literacy teaching to create a heuristic that can be used to scaffold both teaching and learning of mathematical concepts. The model breaks down mathematical literacy into discrete skills that can be approached individually and demonstrates in the paper how the heuristic can be effectively used. The author also proposes a word and visual association process as an additional strategy to support teaching and learning, and provides examples by way of application. This research focuses on learning and teaching mathematical concepts and is informed by concepts in literacy.</p>			<p>primary school, mathematical visuals, visual images, numeracy, mathematics</p>
<p>This paper focuses on the challenges around interpreting visuals in mathematics and the efficacy of tools such as a heuristic to help interpret those visual representations. This paper draws from a larger case study which investigated strategies to scaffold both teaching and learning of visuals by developing pre-service teachers' literacy in mathematics. Tables and graphs are two of a number of visuals that are employed for many purposes in everyday circumstances and accurate interpretation is contingent on decoding the information they contain. The primary audience for this paper is primary school teachers, although it would also be relevant to secondary mathematics teachers.</p>	Pre-service teachers		<p>The author adapts a learning model from literacy education to communicate the array of competencies needed to understand mathematical visuals such as tables and graphs. The author devised the heuristic for a doctorate study where it was used to teach twenty-one pre-service teachers how to interpret tables and graphs. Data were gathered through audio recordings of the sessions, researcher observations and field notes, and participant work samples and reflections. The heuristic was successfully employed bridging a number of gaps in the participants' knowledge in interpreting mathematical visuals. The study demonstrated how this type of tool could be used to effectively scaffold activities to support the development of mathematical literacy. This research focused on teaching and learning mathematics.</p>			<p>primary school, mathematical visuals, mathematical literacy, numeracy, mathematics</p>
<p>This conference paper reports on the initial analysis of a project delivered by Charles Darwin University called Talking Like a Teacher. Experience had demonstrated that many international pre-service teachers (IPSTs) at the university were failing their mandatory school placements because of their inability to navigate the different Australian classroom culture. Talking Like a Teacher was a pilot program delivered in 2013 to help IPSTs acculturate to the Australian classroom environment prior to their first placement. The goal was to prevent IPSTs from being rejected by host schools in their first placement. The intended audience for this paper includes both in-service teachers, pre-service teachers and teacher educators of international students.</p>	International pre-service teachers studying at Charles Darwin University		<p>The program was structured into two components. The first included seven sessions over twelve weeks where the students attended a tutorial that had been staged like a staffroom where local teachers and academics would interact with the IPSTs, providing opportunities for the IPSTs to practice a range of interpersonal activities that might take place in the staffroom. The IPSTs were required to participate as active members of staff, not students merely listening to teachers. In support of this the IPST would spend a total of six hours observing different Australian classrooms. The program was designed with a focus on the staff room rather than the classroom so the IPST could interact with experienced teachers and develop understanding and confidence in the Australian cultural context. The evaluation of the program consisted of individual interviews with each of the five participating IPSTs. A three stage interpretive analysis identified six main themes. The authors report the program made a significant contribution, including reducing the gap in knowledge of the IPSTs, developing a sense of collegiality, and the confidence to discuss challenging issues with experienced teachers. The program was received positively by the IPSTs involved. The research was focused on pre-service teacher education, cultural competency.</p>	Reports on same study as number 46		<p>teacher education, professional experience, acculturation, risk</p>

<p>The focus of this paper is on pre-service teachers and the challenges experienced during their professional placement with particular attention to the formation of professional identity. The author considers this in the context of ongoing change for both pre-service and in-service teachers requiring their continual re-negotiation of professional identity. Change must be managed by pre-service teachers on a range of levels from a personal one through to change resulting from globalised and increasingly diverse communities. The author states her paper has a dual purpose of identifying challenges inherent in pre-service teacher placements and examining the extent to which identity formation may be compromised for preservice teachers. The intended audience for this paper is teacher educators, curriculum designers and researchers.</p>	<p>Pre-service teachers from Australian universities</p>	<p>Self-identity, more than merely an inherited trait, is an ongoing reflective, constructive process, an effort that we continuously work and reflect upon. (Giddens, 1991) p. 206</p>	<p>The author examines the complexities and shifting nuances in the professional identity of teachers, and the emergence of “risk societies” that experience the breakdown of valued social norms. The author develops a framework that links pre-service teacher identities with contemporary issues of globalization, modernization and emergent risk societies. The practicum is discussed as a particular challenge for pre-service teachers as the social norms they are familiar with may be contested during a period of navigating unknown environments and new relationships. The paper reports on a PhD study using a constructivist perspective. Ten graduate pre-service teachers studying at a number of Australian universities were interviewed using a phenomenological approach to obtain their reflections on their professional transition. Following qualitative analysis the author proposes reflective teaching as key to the nurturing of individual pre-service teacher identities as they undergo a significant professional transformation during their education. Reflexive practices are viewed as an enabling strategy that can support ongoing re-negotiation of identity, while maintaining strong social and personal connections in a context of continually shifting social norms. This research focused on pre-service teacher experiences in the practicum and identity formation.</p>	<p>None identified</p>		<p>teacher education, pre-service teachers, professional identity, professional experience</p>
<p>This paper investigated the opinions of parents of three to five year old children regarding the use of iPads in early childhood education. As society experiences rapid technological change, children are able to access and experience information in ways entirely different to their parents and teachers. Educational media such as the iPad are becoming more acceptable in early childhood educational environments as valid pedagogical tools. In order to effectively educate the ‘digital child’ parents need to understand and address their own attitudes towards the use of technology in the education of young children. Parents and early childhood educators may have conflicting views about the role and value of educational media in early childhood education. The primary audience for this paper includes early childhood educators and researchers in education and technology.</p>	<p>Parents of children aged three to five in child care centres in NT and SA</p>		<p>The authors adopt the position that devices that use a gestural interface such as the iPad, provide developmentally appropriate fine motor controls for young children and therefore presented an appropriate tool for this research. A written survey was completed by eighty parents of children between the ages of three and five years old from two childcare centres in South Australia and the Northern Territory. The survey instrument and analysis was informed by the Unified Theory of Acceptance and Use of Technology. The quantitative survey instrument was developed specifically for this study. The findings largely supported previous research with a significant percentage of parents indicating they were comfortable with technology and recognised the value of iPads in terms of the ease of interface and educative potential. However unlike previous studies parents did not believe that media such as the iPad could support social development, although it could support development in other ways.</p>	<p>None identified</p>		<p>pre-school, iPad, gestural interface, technology, parents,</p>

<p>This study investigated parental rearing styles and the use of strategies to promote positive learning and play environments for young children using hand-held devices. Society is undergoing rapid technological transformation and children are learning in a digital age where how they access and experience information is significantly different to that of their parents and teachers. The use of hand-held devices is becoming increasingly accepted in terms of providing developmentally appropriate learning for young children. Research shows that play in the early years of childhood is critical to providing meaningful opportunities to enhance the cognitive and social development of young children, and parental rearing styles has significant potential to impact this. The primary audience for this paper includes researchers, educators of young children and parents.</p>	<p>Parents of young children</p>		<p>The authors review the literature in relation to four child rearing styles - authoritative, authoritarian, permissive and uninvolved and conclude the optimal rearing style in most circumstances is authoritative. The authors chose an online discussion platform that had focused on children's use of handheld devices as the source of data for this research. The particular discussion relied on for had attracted one hundred and twenty-five commenters including thirty-five parents from around the world. Critical discourse analysis was employed to analyse the online responses. The analysis revealed that most of the parents were demonstrating use of an authoritative rearing style and that while technology can be used to support all four parenting styles, those comments demonstrating authoritative rearing styles appeared to be the most successful in terms of allowing technologies to enhance children's learning. A number of positive parenting strategies were evident in the discussions as were dilemmas for parents who did not understand the potential benefits of technology for their children. The authors identified the primary limitation as the data collection method. This research was informed by technology assisted learning, early childhood development and parental rearing styles.</p>	<p>None identified</p>		<p>hand held devices, parental rearing style, online forums, parenting strategies, technology</p>
<p>This article provides a literature review and commentary on a range of school playground interventions encouraging both structured and unstructured active play. The promotion of regular physical activity across society is a major public health objective and childhood is a crucial period for developing healthy behaviours such as being physically active that can continue into adulthood. Physical activity can have a major influence on the development of children including social and cognitive skills. Despite childhood being an essential stage to develop active play habits, our understanding of how to enhance and maintain the health of school children using active play opportunities remains underdeveloped. Children spend more than thirty hours a week in school making schools an obvious setting to promote and implement active play interventions. The primary audience for this paper includes teachers, teacher educators, playground designers, researchers and play professionals.</p>	<p>n/a</p>	<p>A structured physical activity is an organised activity characterised by specified locations, time schedules and adult supervision (Sener, Copperman, Pendyala, &amp; Bhat, 2008). P. 5 Unstructured active play is defined as the activities children participate in that are spontaneous and without a set regime or purpose (Sener et al., 2008) p. 10</p>	<p>The author considers numerous studies including international research around active play, although most studies are short term with only one identified as measuring activity over an extended period of two years. Most studies measure one dimension of active play only so that comprehensive measures are lacking. The review revealed that studies on the transferability of interventions to other schools are limited, but the little data that is available highlights the need for low complexity in the activity and positive teacher support to enhance transferability. An increasing number of studies indicate different play options engage children differently across gender and age and recent emerging school playground interventions such as greening activities and moveable recycled materials appear to respond to some of these concerns. The author concludes that further research is needed to evaluate school-based active play interventions by employing a combination of subjective and objective measures, longer term studies, gender preferences for activity, mediators of physical activity and evaluation of transferability so that schools can replicate the benefits on a wider scale. The goal of studies should be to improve active play opportunities to support sustainable health outcomes but without placing a greater burden on already busy teachers. This research investigates child health in schools from the perspective of sustainable public health.</p>	<p>None identified</p>		<p>active play, playground, intervention, recess,</p>



<p>The purpose of this study is to explore the seasonal influences on school children's enjoyment of physical activity during school breaks, including gender-specific influences. The facilitation of children's physical activity through non-curricular play during school breaks is becoming an important consideration in dealing with childhood obesity issues. Over the course of a school year, children can participate in hundreds of school breaks which offer substantial time for children to be involved in active play, and which has the potential to contribute to the physical, cognitive and social development of children. Importantly, the physical activity which children engage in during school breaks is chosen by them rather than being teacher driven, so schools must provide appealing opportunities. Understanding children's enjoyment of physical activity during school breaks across an entire school year can assist schools in effective playground design and management strategies. The primary audience is teachers, playground designers, researchers, and health professionals.</p>	<p>Catholic Primary school students in regional Victorian school physical activity during breaks</p>		<p>While there is some literature exploring enjoyment and physical activity, the author states this is the first study which explores schoolchildren's enjoyment of physical activities during school breaks across a school year, examining how student enjoyment can vary. A social-ecological model was relied on for the theoretical foundation of the study. Eighty students from years three to six from a Catholic co-educational school in regional Victoria, Australia participated in the longitudinal study. Measures were taken at four points over the course of a school year where students completed both the Lunchtime Enjoyment of Activity and Play questionnaire and the Physical Activity Children's Enjoyment Scale questionnaire to measure both enjoyment and participation. A number of findings came from the study including gender reporting differences that were both consistent with and in contrast to previous studies in children. The author advances suggestions on why the reported enjoyment levels vary and puts forward recommendations for schools on how they could respond to children's varying enjoyment of physical activities over the course of a year. Limitations of the study include a small sample size from a single location. This research examined children's physical activity in the context of public health. The study was a collaboration between Charles Darwin University and RMIT School of Education and University of Western Australia School of Sport Science and Exercise Health.</p>	<p>unsure</p>		<p>primary school, elementary school, physical activity, playground, enjoyment, school, seasonal,</p>
<p>This study addresses a gap in the literature by exploring whether children's enjoyment of school playground physical activities can predict objectively measured participation in physical activity during lunchtime recess. Childhood is a crucial time for developing habits around physical activity that can prevent chronic diseases associated with sedentary behaviour. Physical activity during school recess is now recognised as the major source for children's physical activity contributing up to half of children's recommended daily physical activity. Investigating children's enjoyment of school playground activities may provide valuable insight in relation to the design of space and activities that promote increased physical activity. The primary audience includes pre-service and in-service teachers, school decision-makers determining school playground design and activities.</p>	<p>Primary school children in regional Victoria</p>	<p>Researchers define enjoyment of PA as "a positive affective response to an experience that reflects generalized feelings such as pleasure, liking, and fun" (Scanlan and Lewthwaite 1986, 32) p. 2</p>	<p>The researchers situated their study within a social-ecological model, which highlights interactions between individual, social and environmental factors, and Self Determination Theory which stresses the importance of intrinsic factors in physical activity, which for the present study was enjoyment. The Lunchtime Enjoyment Activity and Play (LEAP) questionnaire and the Physical Activity Children's Enjoyment Scale questionnaire were completed by 105 children between the ages of eight and twelve years to measure their enjoyment of playground activities. Pedometers were used to measure the children's steps over the lunchtime recess. Participants were in years three to six at two Catholic co-educational primary schools in regional Victoria, Australia. Quantitative analysis was undertaken to investigate the relationship between the enjoyment of physical activities and physical activity over the lunchtime recess. Findings revealed that children's enjoyment of vigorous school playground physical activities were significant predictors of children's activity during school lunchtime recess. The study also identified several significant gender based differences in relation to enjoyment of and engagement in physical activity. This research focused on the health of school students and was informed by psychology. This study was a collaboration between Charles Darwin University School of Education and the University of Western Australian, School of Sport Science, Exercise and Health.</p>	<p>unsure</p>		<p>primary school, elementary school, school, physical activity, playground, lunchtime, enjoyment,</p>

<p>The aim of this study was to explore primary and secondary school students' perceptions of playground safety influences on their physical activity during school breaks. As primary users of playgrounds, student perceptions can inform future design in respect to providing safe, inclusive playground activity opportunities. Notions of safety have become increasingly influential in playground activities to the point where "surplus safety" has come to characterise approaches to playground design and use. A greater understanding of how students perceive play spaces can assist teachers meet their obligations under the Australian Professional Standards for Teachers and the Australian Health and Physical Education curriculum, which encompass safe playground participation. The primary intended audience includes teacher educators, teachers and playground designers.</p>	<p>Primary and secondary school students in Victoria</p>	<p>Physical activity is defined as any bodily movement produced by skeletal muscles that expends energy (Caspersen, Powell &amp; Christenson, 1985) p. 60 A playground is defined as (i) an outdoor area provided for children to play in, especially at a school or public park; (ii) a place where a particular group of people choose to enjoy themselves (Oxford Dictionaries, 2015) p. 61</p>	<p>There are many opportunities over the school year for students to engage in physical activity during school breaks and physical activity is acknowledged as an important factor in the social, physical and cognitive development of children. However, there has been a reduction in students' active play opportunities in Australian schools which could be attributed to a growing culture of "risk anxiety" experienced by many adults. As a result, playground activities have become highly planned and more carefully supervised by teachers. In Victorian schools, all educators are allocated to undertake playground supervision during school breaks and the impact of a "surplus safety" supervision approach on students' play opportunities is not understood. The authors used the Social-ecological model as the theoretical foundation of the study informing the design of the focus groups and analysis. Primary and secondary students from four schools in regional Victoria, Australia participated in thirty to sixty minute focus groups employing a semi structured model. Qualitative analysis of the data revealed that students identified a range of safety influences on their participation including personal, social and environmental. This research focused on the health of school students. The study was a collaboration between Charles Darwin University, School of Education and RMIT, Melbourne, School of Medical Sciences.</p>			<p>primary school, secondary school, student perceptions, playground, physical activity, school breaks, safety,</p>
<p>The purpose of the study was to assess student's enjoyment of school based physical activities beyond the health and physical education classroom including the types of activities they play and their level of enjoyment. The author identifies this as the first study to report on the age and gender of children's enjoyment of school-based physical activities beyond the classroom. Teachers and school decision makers can use the insight gained in this study to inform the design and implementation of physical activities in schools in the future, addressing age and gender related factors. The primary intended audience includes teachers, researchers and playground designers.</p>	<p>Primary school children in regional Victoria</p>	<p>Enjoyment stems from kinaesthetic experiences and the achievement of personal goals and is defined as "a positive affective response to an experience that reflects generalised feelings such as pleasure, liking, and fun" (Scanlon &amp; Lewthwaite 1986) p. 80</p>	<p>The author discusses emerging research on the relationship between enjoyment and children's participation in physical activity, arguing that enjoyment is a mediating factor for participation in physical activity for children. The study was informed by a Social-ecological model of human behaviour which emphasizes the interaction between individual, social and environmental factors and Self-determination Theory which highlights the importance of enjoyment as an intrinsic motivator. The Lunchtime Enjoyment of Activity and Play (LEAP) questionnaire was administered to 281 students aged between eight and twelve years of age attending three primary schools in regional Victoria, Australia. Quantitative analysis was conducted to investigate gender and age comparisons. Findings included that enjoyment of physical activity declined with the age of students and that females had a generally higher enjoyment for the majority of school based physical activities. The author cautioned against simple interventions in response to questions of promoting physical activity due to the complex interaction of influencing factors. This research focused on the health of school students and was informed by psychology.</p>	<p>This paper reports on the same study as item number 42</p>		<p>primary school, physical activity, enjoyment, recess,</p>

<p>This study aimed to provide insight into the perceptions of primary and secondary students about features they believe would enhance the school physical activity environment. Despite students being the main consumers of playgrounds, adults are the decision makers in terms of design and planning. Increasing physical activity is viewed as a priority to manage growing public health concerns around obesity and chronic illness. Schools are viewed as a site to achieve this and an understanding of student perceptions could assist with more engaging design of school playgrounds. The primary intended audience is in-service teachers, researchers, those responsible for school playground design and management.</p>	<p>Primary and secondary school students in Victoria using school playgrounds</p>		<p>Participants were years 5 and 6 students from two primary schools and years 7 and 8 students from two secondary schools in regional Victoria, Australia. The researcher employed a Grounded Theory approach in the study design and analysis. A series of focus groups was held using a semi structured interview format over a period of 30 to 60 minutes. Questions included “If you were designing your ideal school environment to encourage physical activity, what would you include?” and “Why would you include these features to enhance the school physical activity environment?”. A separate map drawing exercise was undertaken where students were asked to draw “their ideal space for physical activity”. Students were subsequently invited to explain their maps during which they were audio recorded. The students proposed a range of features that were both common to and not generally found in school environments and ranged from fixed equipment through to organised activities and excursions. Issues of policy were also raised as a factor that impacts physical activity, for example equipment borrowing policies. There was some similarity in the responses of both primary and secondary students.</p>	<p>This may be reporting the same study as item number 37</p>		<p>primary school, secondary school, student perceptions, playground, physical activity,</p>
<p>The aim of this paper is to outline the importance of physical activity in preventing chronic diseases and enhancing general health, and to describe a range of methods, behaviour models, mediators of behaviour and activity settings to help measure different dimensions of children’s physical activity. Despite childhood being a crucial period for developing good physically active behaviour, there is a limited understanding of children’s physical activity and a need to conduct further research. The primary intended audience is physical activity researchers.</p>	<p>n/a</p>	<p>Mediators are defined as, “intervening causal variables that are necessary to complete a cause-effect pathway between an intervention and physical activity” (Bauman, Sallis, Dzewaltowski, &amp; Owen, 2002). P. 5 is defined as “a positive affective response to an experience that reflects generalised feelings such as pleasure, liking, and fun (Scanlon &amp; Lewthwaite, 1986) p. 6</p>	<p>The author reviews literature on the significance of physical activity to counteract obesity, Type 2 diabetes and cardiovascular disease, and its importance in enhancing bone density, mental health and cognitive functioning. National and international guidelines recommending physical activity for children and international trends in physical activity are included. A discussion of objective and subjective measures that can be used to evaluate different dimensions of children’s physical activity is provided accompanied by a brief discussion of their limitations. The author suggests a combination of methods will be most effective. Mediators of behavioural change and an emerging research focus on enjoyment as a mediator of physical activity is outlined. There has been no single theory relied upon to explain physical activity and child behaviour, however the author proposes a Social-ecological model as most effective because it takes into account the interaction of factors at the individual, social and environmental levels. Although many studies have explored home and community settings for children’s physical activity, schools provide greater opportunities for public health interventions due to the amount of time that children spend in the environment.</p>	<p>None identified</p>		<p>physical activity, school, mediators of behaviour,</p>

<p>The focus of this study was the activity levels of school students from prep to year six during school lunch breaks. Specifically, the aim of this study was to evaluate the effects of a movable, recycled materials playground intervention, on the individually measured physical activity intensities and sedentary behaviour of school children. Children have hundreds of opportunities to engage in active play over the course of a school year and increasing the physical activity of children is a public health priority to prevent chronic diseases. While effective school playground strategies during break periods have the potential to promote children's physical activity, many Australian schools have experienced the replacement of playground facilities, over-crowded play areas, and restrictive play policies that can negatively impact the levels of children's physical activity. The primary audience for this paper includes teachers and those making decisions regarding playgrounds and playground activities.</p>	<p>Australian school students in regional Victoria from prep to year 6</p>		<p>The intervention consisted of introducing movable, recycled materials with no fixed purpose to a grass field at one school for thirteen weeks while a control school was not provided any additional materials. Examples of materials included hay bales, boxes, buckets and milk crates. Accelerometers were used to measure the proportion of lunch breaks that children spent in each physical activity intensity level or sedentary behaviour levels. Measures were taken over three lunchtimes, then at seven weeks and a final eight month follow up. The participants were students aged five to twelve years at a Catholic co-educational school. Findings from the quantitative analysis revealed that the effects of the movable, recycled materials on physical activity and sedentary behaviour could be sustained over eight months above baseline levels. The study demonstrates that although children can use different school areas to engage in physical activity, the quality of opportunities determines how successful the environment will be in encouraging activity in school children. Movable, recycled materials are a cost-effective option for schools to offer students and reflect contemporary educational philosophy on student-directed physical activity. This research focused on the health of school students. This research was a collaboration between Charles Darwin University School of Education and the University of Western Australia, School of Sport Science, Exercise and Health.</p>	<p>unsure</p>		<p>primary school, elementary school, physical activity, school playground, school recess, movable recycled materials.</p>
<p>The purpose of this study is to assess students' enjoyment of play activities outside the classroom including the type of play activities and age and gender specific enjoyment levels. Many children do not reach recommended physical activity levels yet physical activity has been associated with positive cognitive, social and physical development. Children spend a significant portion of their time in school and participate in hundreds of recess breaks each year, so schools provide an important setting to develop children's health, wellbeing and physical activity habits. Emerging research suggests that schools need to consider strategies beyond the classroom curriculum such as school play activities to ensure students have the opportunity to meet national physical activity guidelines. A greater understanding of how children enjoy play activities could assist with more effective design of playgrounds to encourage children to be physically active. The primary audience for this paper is teachers, school decision makers, playground designers and researchers.</p>	<p>Primary school students in Victoria</p>	<p>Enjoyment has been defined as 'a positive affective response to an experience that reflects feelings such as pleasure, liking, and fun' (Scanlon and Lewthwaite, 1986, 32) p. 118</p>	<p>The authors rely on a Social-ecological model as the theoretical basis for the study arguing that to understand children's play behaviour it is necessary to consider the interaction of multiple social and environmental factors that influence health and behaviour. Self Determination Theory which emphasizes the association between enjoyment and behaviour also informs the research. The Lunchtime Enjoyment of Activity and Play (LEAP) questionnaire was administered to 281 children aged between eight and twelve years of age attending three primary schools in regional Victoria, Australia. The questionnaire is used to measure school children's enjoyment of school play activities outside the classroom and consists of thirty-nine items. The quantitative findings revealed gender and age were correlated with the enjoyment of specific physical activities. In response to the findings the authors provide suggestions to help schools enhance opportunities for students to engage in physical activity. The research is focused on the health of school students and is informed by psychology and child development. The study was a collaboration between Charles Darwin University School of Education and RMIT, Melbourne, School of Education.</p>	<p>Reports on same study as item number 38</p>		<p>primary school, physical activity, enjoyment, school play activities, school playground,</p>

<p>This article reports on the experiences of a group of non-Indigenous teachers in a remote Northern Territory primary school, and the challenges they face teaching mathematics to Indigenous students whose first languages were Indigenous Australian languages. The numeracy and literacy outcomes of remote Indigenous students in the Northern Territory are the lowest in Australia. Unlike other Australian jurisdictions, a very high proportion of Indigenous students in remote Northern Territory schools are first language speakers of Indigenous Australian languages. The language of school instruction is Standard English and most teachers are non-Indigenous. The author's goal is to propose practical changes that could be made at a policy level to enhance teaching in these circumstances in remote schools. While the paper provides a forum for the voices of non-Indigenous teachers, the author indicated there were difficulties that excluded the inclusion of Indigenous voices. The intended audience is educational policy makers, curriculum designers and teachers of Indigenous students.</p>	<p>Non Indigenous teachers teaching Indigenous primary school students in remote Northern Territory</p>		<p>The author explicitly situates her critique within the Australian political educational discourse and does not rely on theoretical perspectives. She critiques the concept of "equity" as it has been used in in the context of Indigenous education as the expectation to both learn the curriculum and learn it in an additional language. However this is a burden and expectation that is not held of English speaking students who receive instruction in their first language. The study was part of a larger ethnographic case study of language and mathematics education in a remote school. The researcher was non Indigenous. Participant-observation was employed as the researcher was a teacher in the school in addition to semi structured interviews with the teachers. The students were in the early years of primary school from transition to year four. The study revealed a tension between the desire of the teachers to set high expectations of learning by their Indigenous students and the desire to make learning accessible. Teachers felt burdened by unrealistic expectations in a teaching environment where teachers and students do not share a common language. The article concludes with recommendations and suggests a reformulation of the concept of "school readiness" which currently does not accommodate Indigenous language speaking students or prepare and support teachers.</p>	<p>An earlier version of some of this article was presented at the 36th Annual Conference of the Mathematics Education Research Group of Australasia, Melbourne Refer to item no.16</p>		<p>primary school, remote school, Northern Territory school, remote teaching, equity, mathematics, language,</p>
<p>The purpose of this research is to evaluate the effectiveness of the Drug Education in Victorian Schools (DEVS) program. The DEVS program was designed for delivery in secondary schools using a harm minimisation approach and covering both licit and illicit drugs. The program also engaged parents by encouraging students to talk to their parents about drug issues. The goal was to provide students with the practical knowledge and communication skills to enable them to minimise the harms most likely to be encountered because of drug use, however the primary outcome sought was a reduction in risk and harm associated with alcohol use. Australian drug strategy explicitly endorses a harm minimisation approach, however while the government school sector in Australia has generally embraced harm minimisation, operationalisation at the program level has faced challenges. The primary audience for this paper includes policy makers, program designers, teachers and those delivering health programs.</p>	<p>Secondary school students in Victoria from year 8 to year 10</p>		<p>This research is part of a three year, cluster-randomised, control study that followed a cohort of students from the start of Year eight to the end of Year ten in secondary schools in Victoria, Australia. The intervention students received eighteen lessons while the control students received the drug education usually provided by their school. The study compared the outcomes of the intervention group and the control group across a range of indicators. The data was obtained from students' self-report surveys. The evaluation revealed a number of important findings including intervention students were more knowledgeable about drug issues and talked more to their parents about alcohol; intervention students had a significantly lower increase in consumption of alcohol; risky drinking intervention students had a reduced increase in alcohol consumption; and the harms experienced by intervention students decreased. While the program did not stop students drinking alcohol, it did reduce their consumption. The authors conclude the DEVS program was effective in relation to its stated aims and that an integrated, harm minimisation school drug education program delivered by trained teachers, is capable of positively influencing students behaviour. This study was funded by an Australian Research Council Linkage grant and was a collaboration between the Victorian Department of Education and Early Childhood Development, Charles Darwin University School of Education and Menzies School of Health, University of Western Australia, Curtin University, University of Melbourne, Royal Far West Health Services, Oxford Brookes University.</p>	<p>Reports on same study as item number 26</p>		<p>secondary school, harm minimisation, drug education, DEVS, alcohol</p>

<p>This study focused on the experiences of first year pre-service teachers undertaking their practicum. The aim of this research was to investigate the nature and level of stress experienced by first-year pre-service teachers compared to that experienced by pre-service teachers further advanced in their studies. While considerable research has been conducted on first-year students' learning experience, limited research has focused on stressors experienced by first-year students during the practicum. This is important as it can inform the future development of strategies to help reduce stress levels and support students achieve their study and career goals, improve education course completion rates and the skill level and job satisfaction of earlier career teachers. The intended audience includes teacher educators, researchers and schools that host students undertaking their practicum.</p>	<p>First year Education students in an Australian university undertaking their practicum</p>		<p>139 first year pre-service teachers and 143 pre-service teachers from other years at one Australian university participated in phase 1 of the study by completing the PSS – 10 perceived levels of stress questionnaire. In Phase 2, first-year students only completed a purpose designed online questionnaire. Both quantitative and qualitative analysis was undertaken. Consistent with previous research it was found that education students' stress levels were much higher than the general population; first-year education students' stress levels were significantly higher than those of students in other years; first year students spent most of their time on academic commitments and the completion of assessments contributed to their stress; and financial concerns impacted stress levels. The study identified three stressors were within the university's sphere of influence, those being academic work commitment, completion of assessments and good understanding of the teaching profession. This knowledge provides pathways for further research potentially leading to better support frameworks for pre-service teachers and improved student experiences.</p>	<p>Likely reporting on the same study as item number 48 but not clear</p>		<p>pre-service teachers, stress, practicum,</p>
<p>This paper evaluates the effectiveness of a generative curriculum model implemented at one Australian university to address the learning needs of international students studying in Masters programs, and to facilitate the development of graduate outcomes. Implementation took the form of a series of workshops with the specific aim of supporting international students who would likely be unfamiliar with the academic research culture of Western universities. The strategic plan for Charles Darwin University, Australia articulates a plan to expand international connections and research partnerships. In order to attract international students, Australian universities must establish a strong international reputation. For this to succeed, appropriate pedagogical structures need to be in place to support the complexities of closer international relations. The primary audience includes curriculum designers and teacher educators.</p>	<p>International pre-service teachers studying at Charles Darwin University</p>	<p>Altbach and Knight's (2007) broad definition of internationalization as "the policies and practices undertaken by academic systems and institutions – and even individuals – to cope with the global academic environment" (p. 290) p. 21</p>	<p>The series of eight workshops was additional to the students' Masters courses. The first workshop was designed by the facilitator and the remaining seven determined by students. Eight international students and four staff members participated, with students completing an online questionnaire after each workshop. Interviews with students were conducted at the end of semester. The conceptual framework for analysis consisted of a list of generic graduate outcomes. A thematic analysis revealed the workshops fostered a more genuinely inclusive academic culture, demonstrated mutual benefit in terms of enhancing intercultural understanding, and provided opportunities for other graduate outcomes to be evaluated. Interviews and surveys indicated that all participants felt they benefited from the workshops, but the authors note this was not necessarily reflected in their subsequent behaviours. The authors comment on the challenges of designing a more systematic process of mapping graduate outcomes in the program but without undermining the generative model.</p>	<p>Reporting the same study as in number 30</p>		<p>international students, graduate outcomes, generative curriculum,</p>

<p>The focus of this study are the experiences of a class of year five and six students attending a weekly half hour meditation lesson in school. There has been increasing interest in meditation and mindfulness practices in education as an additional strategy for nurturing the wellbeing of students and providing them with strategies to manage their own resilience. Mindfulness exercises and meditations are also consistent with the reflective practices that have become established in contemporary teaching, learning and research. The primary audience for this paper includes teachers, researchers and those designing and delivering wellbeing programs for students.</p>	<p>Students in year 5 and 6 in an Australian primary school</p>		<p>This study is a co-constructed narrative comprising inputs from the students and their teachers as research inquirers. The Religious Instruction classes were situated in a Buddhist framework. There were twenty-two students most of whom had been taking the classes for an extended period of time when the study commenced. The author developed a happiness scale that required the children to draw their own representation with a sad, neutral and happy face at three points. Children would draw their scale before and after each lesson and place themselves on that scale according to how they felt at the time. The author carefully designed the study so the methodology was consistent with the mindfulness philosophy underpinning the lessons. The period of the study was twenty-two weeks during which time the author observed the lessons and collected the scales drawn by the students. The author's analysis found that a consistent theme was the students noticing they were calmer after meditation. This study illustrates the potential for meditation and mindfulness practices to be integrated into existing learning. This research focused on the wellbeing of school students through mindfulness.</p>	<p>Reports on same study as number 30</p>		<p>primary school, mindfulness, Buddhism, wellbeing, resilience,</p>
<p>This study focused on the experiences of early childhood, primary and secondary pre-service teachers during their practicum and the role of school climate in affecting their stress levels. Specifically, the study examined the completion of teacher tasks and awareness of and access to support systems. The authors sought to contribute to the development of improved support frameworks to help pre-service teachers during their practicum. The particular contribution of this study was the identification of differences in stress levels between pre-service teachers in the three teaching contexts, where there was previously limited research in relation to the early childhood context; and the investigation of the relationship between stress levels and teaching contexts using quantitative analysis. The intended audience is teacher educators however it is also relevant to mentor teachers at schools hosting practicum opportunities.</p>	<p>Pre-service teachers from one Australian university undertaking their practicum</p>	<p>school climate was viewed as the atmosphere, culture, resources and social networks of a school p. 35</p>	<p>This study employed both quantitative and qualitative methodologies, with participants providing data online. Quantitative data were collected using the Perceived Stress Scale (PSS)-10, self-report instrument and qualitative data were collected through a purpose designed questionnaire. 291 pre-service teachers (PSTs) participated, across early childhood, primary and secondary. A number of findings contributed to the literature. PSTs from all three teaching contexts were found to have higher stress levels than the general population, with the stress level of secondary PSTs found to be the highest and early childhood PSTs significantly lower. Although PSTs from the three teaching contexts mentioned the importance of mentor teachers, their expectations in different teaching contexts varied, and although previous research found that female teachers had higher stress levels than male teachers, the present study found it did not apply to this group of secondary PSTs. Limitations of this study included data being drawn exclusively from one Australian university. This research was informed by both education and health (well-being) disciplines.</p>	<p>Likely linked to study in item number 45 but not clear</p>		<p>pre-service teachers school climate, professional experience, practicum, stress,</p>

<p>The husband and wife authors reflect on their experiences in bringing up their daughter in the context of mobile technology and the learning opportunities this subsequently opened up in the home environment. In particular the iPad with its gestural interface and diverse range of available applications is discussed as a highly interactive learning tool. Intertwined with these observations is reflection on the evolution of the authors' own professional interests and development. The authors hope to provide a stimulus for other researchers and educators to reflect on their practice and to demonstrate how this could be done, particularly as the Australian Professional Standards for Teachers in standard 2.6 requires a graduate teacher to implement teaching strategies using ICT to expand learning opportunities for students. The intended audience includes early childhood teachers and researchers, teacher educators and those teaching information technologies in education more broadly.</p>	<p>n/a</p>		<p>The authors are both teacher educators with expertise in the use of technology and learning, and use reflective narration to illustrate how they have taken advantage of reflective practice in their individual professional trajectories. Both have, over time developed an interest in mobile learning technologies (smaller, portable devices) and their reflections describe aspects of that journey. The authors discuss the value of reflective practice for themselves personally and professionally in terms of the evolution of their respective pedagogies. They comment on the transformation of higher education with the changing student population and evolving technologies driving new approaches through the transformation of tools for students to use both in and out of the classroom. The authors make it clear that teachers have an obligation to commit to the continuing exploration of learning approaches and reflective practice is a valuable enabler. This reflection focuses on school and home environments from an educational perspective with consideration of technology and it's impact on child development.</p>	<p>None identified</p>		<p>reflection, pedagogy, iPad, technology, mobile technology, ICT,</p>
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