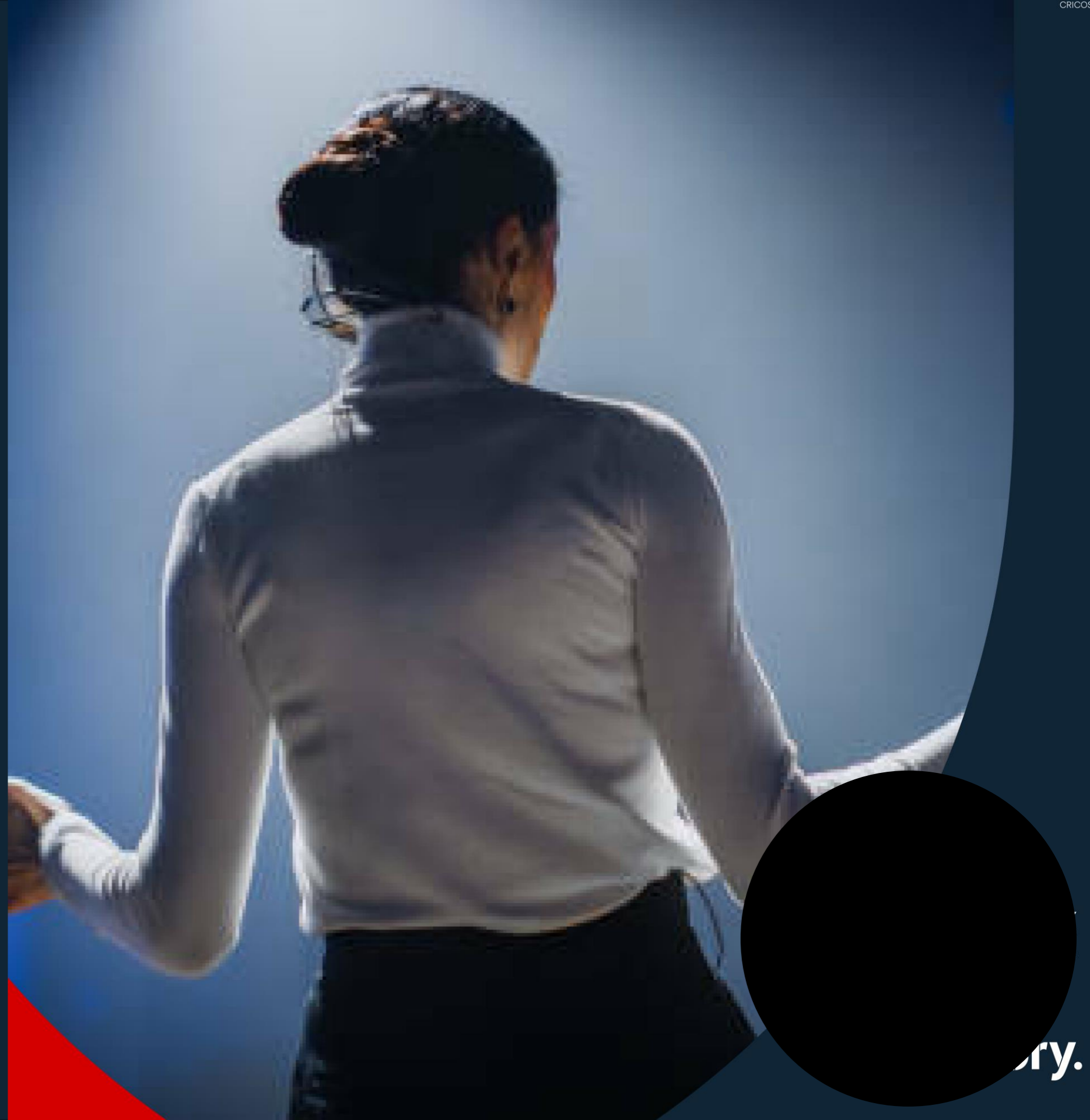# Inauguaral ABLE Higher Degree by Research Conference

12 April 2023

National Wine Centre

Broughton and Ferguson

Session 1

Memory, Identity & Action

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make
history.

Robert Bartnik
Humanities (Historical and Classical Studies)

The Memory of Bolesław Bierut as the Architect of Poland's Stalinisation

make history.

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Bierut as the "architect" of Stalinist Poland

Bierut visits workers rebuilding the Poniatowski Bridge in Warsaw, 1946.

"The man in the white coat"

Bierut's grave, Powązki Military Cemetery, Warsaw, 2016.

Grace May Howe

Humanities

'Briefly, of all those vertues and qualities required of S. Paule in a good bishop in his epistle to Timothe, I know not one in this good bishop lacking': The Marian Clerical Martyr Archetype

make history.

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John Foxe's *Acts and Monuments* and the Marian Persecutions

I. 285 Protestant martyrs executed during the reign of Mary I (1553-1558);

II. Various demographics: clergymen, social elites, wives/mothers, and disadvantaged and disabled martyrs;

III. With so many executed, Foxe organised his martyrs into categories, devising demographic-specific tropes & plotlines;

IV. Tropes/plotlines played on performative social role, framing them as exemplars of their class…

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…The Clerical Martyr Archetype: The Case of John Bradford (1555), prebendary of St. Paul's Cathedral

I. **23 clerical martyrs executed by Mary I – imprisonments & martyrdoms situated in their ecclesiastical duties (performative social role);**

II. **E.g., Theological writings, preaching, charity, and converting Catholics.**

The burning of John Bradford (right) and John Leaf (left), *The Acts and Monuments*, ed. 1563.

The Marian Clerical Martyr Archetype: The Case of John Bradford (1555).

I.   Transformed prison cell into a church – making his incarceration an extension of his outside ministry;

II.   Each day centred around ministerial duties: 'counted that houre not well spent, wherin he did not some good, either with his pen, study or in exhortyng of others'. (Foxe, *A&M*, 1819);

III. Charity: 'once a weeke hee visited the theeues, pickpurses, & such others, that were with him in the prison… distribute among them some porcion of money to theyr comfort'. (Foxe, *A&M*, 1819)

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The 5 C's

1. **The consensus:** Grand challenges are the most significant challenges of our time

2. **The complication:** Such challenges are surrounded by competing rhetoric which influences the way in which scholars, practitioners, and society frame and address them. Yet, rhetoric is underexplored in grand challenge literature.

3. **The concern:** Scholars and practitioners are operating on 'one side of the story' and it is undetermined whether this facilitates or hinders collective action.

4. **Course of action:** Illustrative examples of Australia's youth mental health systems are used to support our theory building endeavour. This includes field observations, interviews and document data.

5. **The contribution:**

   - First, we deduce three types of rhetoric in the context of grand challenge literature: policy, practice, public.

   - Second, we show how rhetoric facilitates collective action despite tensions existing between rhetoric (e.g., grand challenge viewed as a wicked challenge, versus grand challenge).

   - Further, actors of low instrumentality can be motivated to change and to facilitate collective action, if attention is directed to practice rhetoric, rather than public or policy rhetoric.

Rhetoric types

Policy rhetoric

- Grand visions and values
- Generalized to all of society
- Rooted in idealism
- **Grand challenge solvable through collective action**
- **Change and collective action is needed**

Example: "Our vision is for young people to achieve their maximum potential, to be genuinely connected and have a strong sense of belonging" (OCP, 2022)

Practice rhetoric

- Rooted in realism
- Progressive and optimistic
- Objective
- Steady interface between policy and practice rhetoric
- Not public knowledge
- **Grand challenge solvable through collective action**
- **Change and collective action is needed**

Example: "It's not as dire as everyone think it is. We're making steady strides in change, which are more responsible than responsive to situations" (Interview Participant 4)

Public rhetoric

- Highly emotive and graphic
- Frames issues from perspectives of pessimism, vulnerability and disadvantage
- Thrives on controversy
- Creates an us versus them effect
- Responsibility shifting
- No accountability
- **Wicked problem, which is difficult to solve**
- **Change and collective action is needed**

Example: "If you can't get a suicidal child into a public health environment, there is something seriously wrong with our system" (Cunningham, 2023)
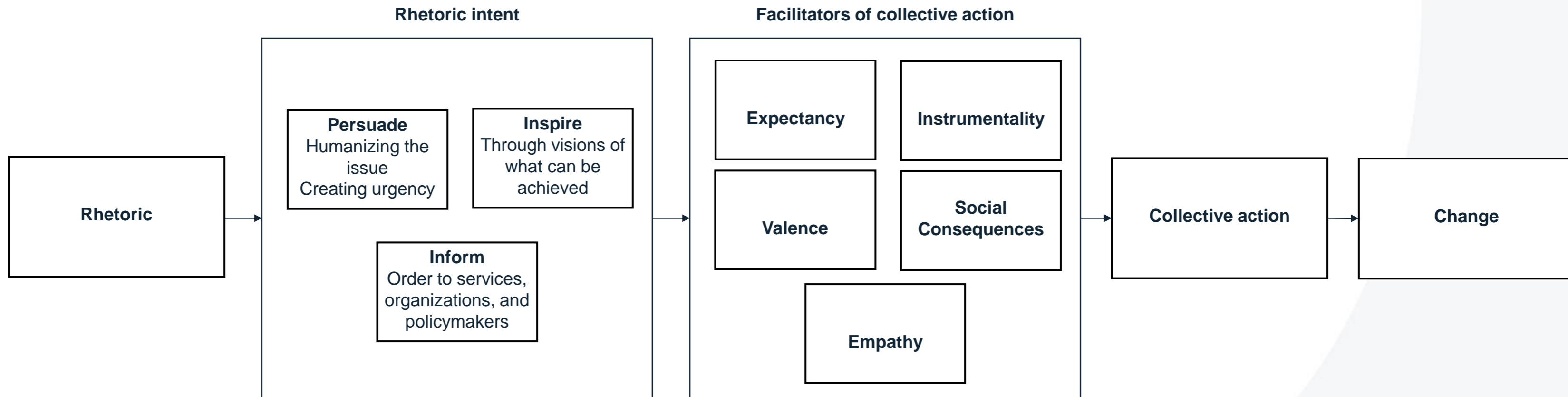
Sonder
Better Care Better Health

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Proposed process model

Theoretical Framework

For organisations to shift their focus from short-term profits to a higher social purpose, it is important to establish collective engagement

Research Gap

- The existing literature has primarily centred on engagement at an individual level with little consideration of engagement at collective level

- Despite recent conceptual advances (Kleinaltenkamp et al., 2019), a scale to empirically investigate collective engagement has not been developed yet

Research Objective

To empirically develop a robust scale of collective engagement and examine its nomological network
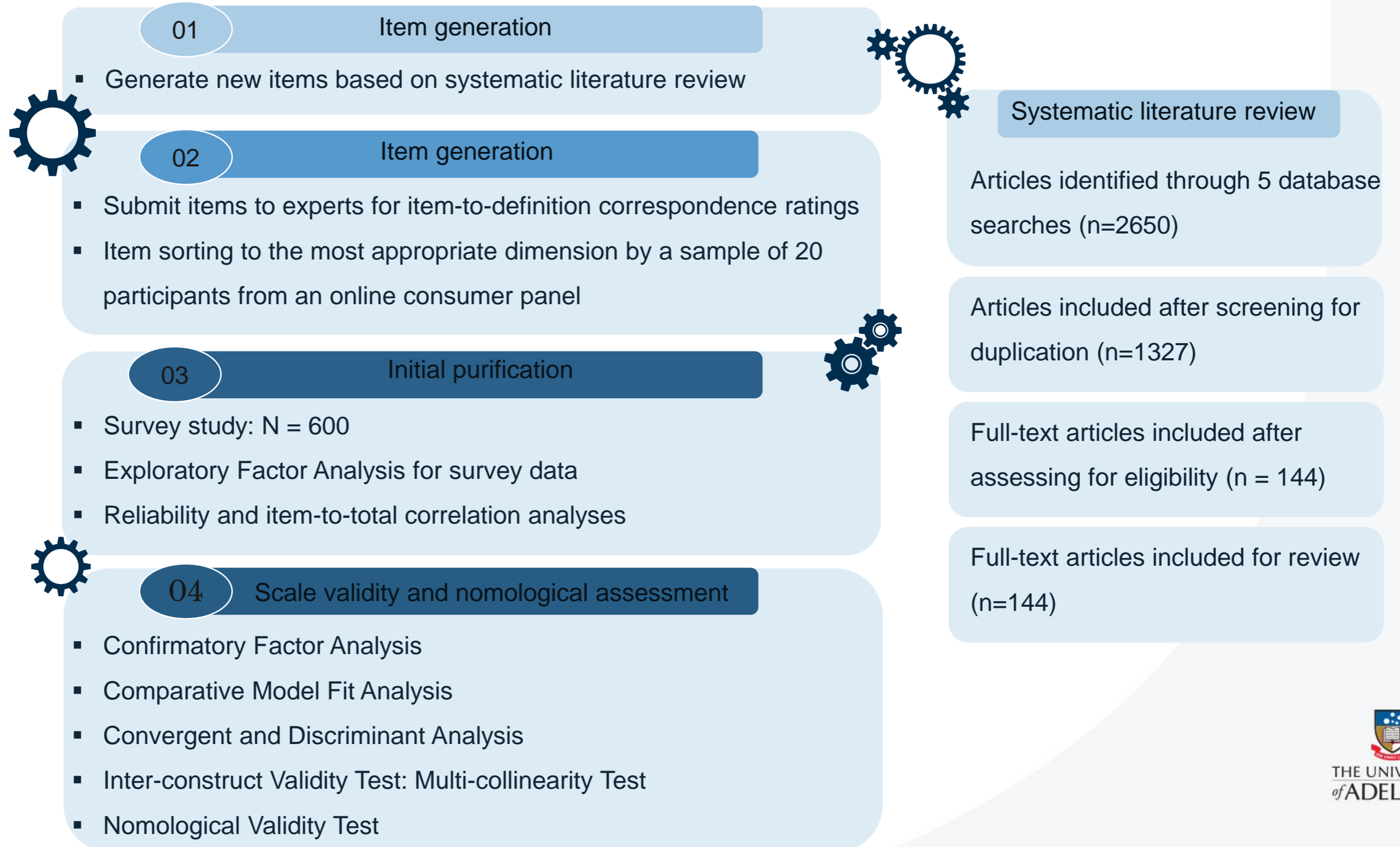
Definition

- Collective engagement is defined as **'multiple actors' shared** cognitive, emotional, and behavioural dispositions, as manifested in their interactive efforts devoted to a focal object' (Kleinaltenkamp et al., 2019)

- Manifest at a **group level**

- Three main dimensions**: cognitive, emotional and behavioural** dimension

Research Approach

The established measure development procedure will be followed (Anderson & Gerbing, 1988; Churchill, 1979)

01 — Item generation
- Generate new items based on systematic literature review

02 — Item generation
- Submit items to experts for item-to-definition correspondence ratings
- Item sorting to the most appropriate dimension by a sample of 20 participants from an online consumer panel

03 — Initial purification
- Survey study: N = 600
- Exploratory Factor Analysis for survey data
- Reliability and item-to-total correlation analyses

04 — Scale validity and nomological assessment
- Confirmatory Factor Analysis
- Comparative Model Fit Analysis
- Convergent and Discriminant Analysis
- Inter-construct Validity Test: Multi-collinearity Test
- Nomological Validity Test

Systematic literature review

Articles identified through 5 database searches (n=2650)

Articles included after screening for duplication (n=1327)

Full-text articles included after assessing for eligibility (n = 144)

Full-text articles included for review (n=144)

Research Contribution

Theoretical Contribution

1 The first study to empirically develop a measurement scale of collective engagement

2 Enable in-depth empirical examination of collective engagement concept in the future

3 Enhance our understanding of collective engagement and its effects on critical relational outcomes through the test of its nomological network

Practical Contribution

1 Offer a useful diagnostic tool for organisations aiming to achieve social purpose to measure their own level of collective engagement

2 Support leaders in identifying factors associated with collective engagement that are within or beyond the control of the organisation

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Our Team

Abdul Abbasi
Industry Engagement Coordinator

Saba Ashraf
Senior Research Internships Coordinator

Mark Neuendorf
Industry Engagement and Internships Support Officer

Carolin Plewa
PVC (Researcher Education and Development) & Dean of Graduate Studies

Doreen Krumbiegel
Director, Adelaide Graduate Research School

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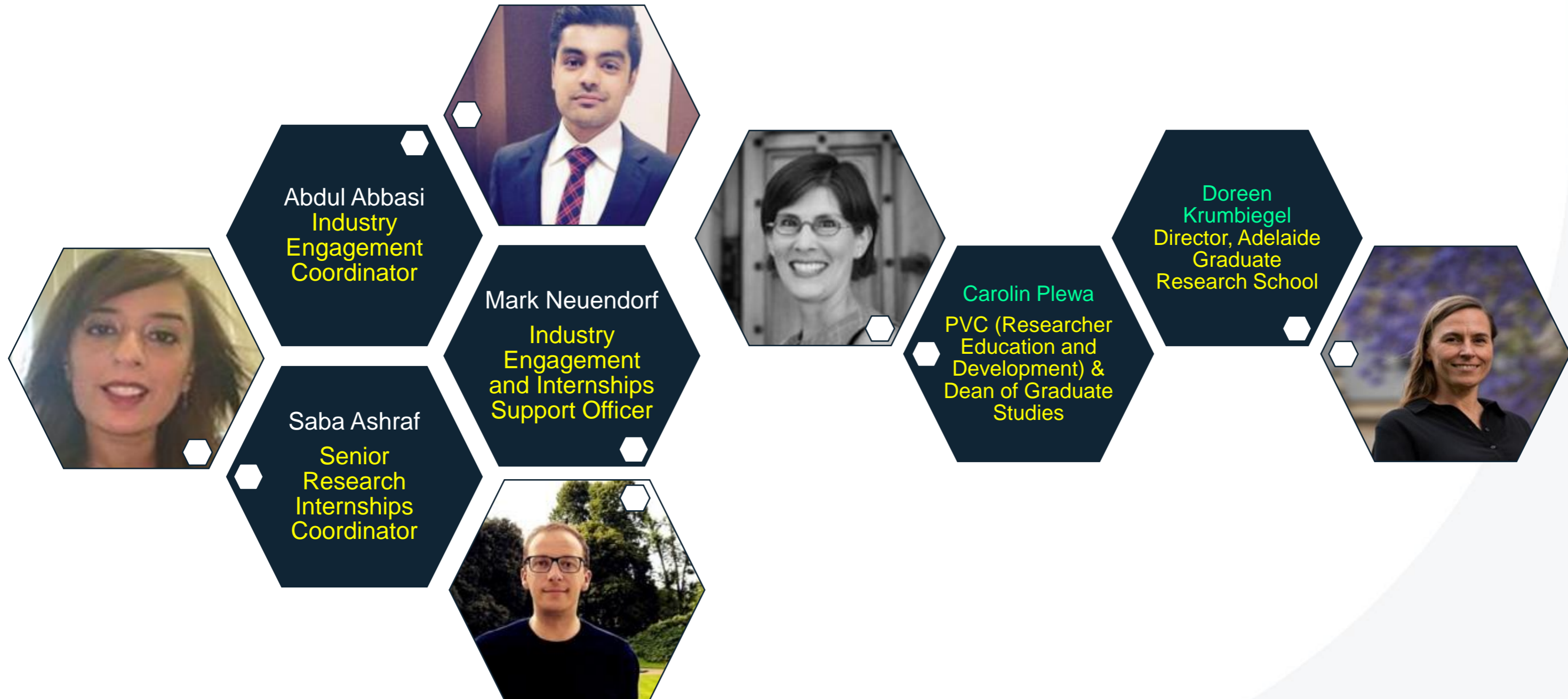
The Internships for PhDs Supported with a Scholarship

an internship with a partner organisation (research end-user)

where a PhD student, progressing satisfactorily, undertakes research and development activities for 60 FTE business days over 3 calendar months

related to their area of research

that was agreed in written form within 18 months of the student's PhD commencement (or 36 months for a part-time student)

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Eligible Partner Organisations

🔊 Research end-user is an individual, community or organisation external to academia that will **directly use or directly benefit from the output, outcome or results of the research**

Specific exclusions of research end-user are:

☠ Other higher education providers

☠ Organisations that are affiliates, controlled entities or subsidiaries (such as Medical Research Institutes) of a higher education provider

☠ Equivalents (international or domestic) of the above exclusions

(Research end-user | TCSI Support)

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Benefits

60 business days research internship scholarship

Official recognition in transcript

New research ideas

Professional workplace experience
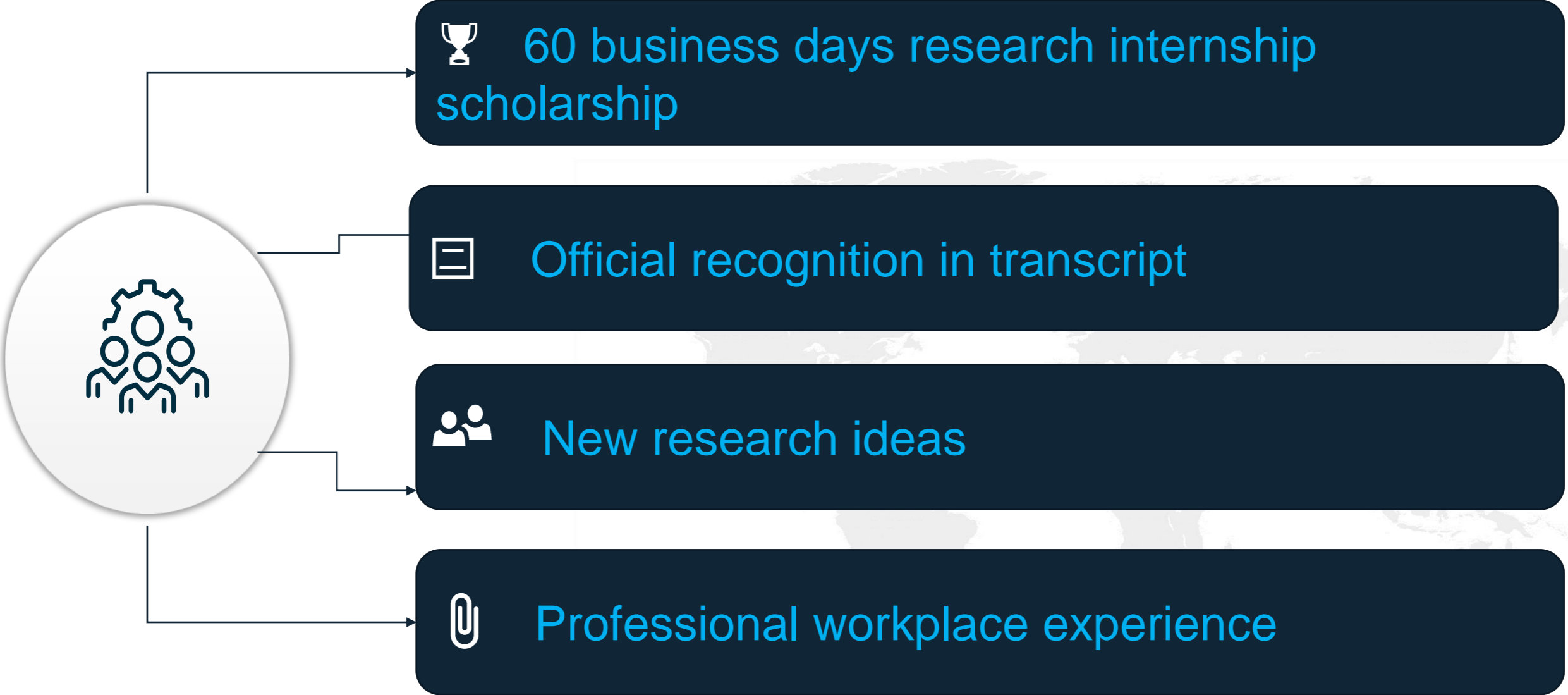
Additional Benefits

- Real-world contribution
- Knowledge transfer and sharing
- Networking with industry partners
- Learning from experts
- More employment pathways

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How to Start

Talking to your supervisors & friends

Monitoring Internships Website/CareerHub

Submitting the webform and PhD Toolkit

Email: hdr_internships@adelaide.edu.au

Contacting HDR Internships Team

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Find more information

Website: https://www.adelaide.edu.au/graduate-research/industry-opportunities/research-internships

What's next

Letter of Intent

Research Internship Proposal

Next Steps

Research Internship Agreement

Student IP Deed Poll

Enrol in Preparing for your PhD Internship

You are already enrolled in **Preparing for your PhD Internship.**

https://myuni.adelaide.edu.au/enroll/KJH3W9

Completing CaRST Module

Research Internship Reflection

Following the reflection session, please complete the following table:

Through the research internship experience, I was able to:	Tick one of the check boxes	
1. Identify skills and capabilities that intersect effectively between the needs of industry* and higher education research	☐ YES	☐ NO
2. Apply and practice good communication and presentation skills in a professional and/or cultural context	☐ YES	☐ NO
3. Demonstrate the application of research skills to critically evaluate information and seek solutions to industry* problems	☐ YES	☐ NO
4. Work cooperatively as a team member, and contribute to team leadership as the situation required and where appropriate	☐ YES	☐ NO
5. Reflect and evaluate on experiences that might lead to future employment, whether that might be in academia or other sectors	☐ YES	☐ NO

*Note the term industry is used in broad terms and is inclusive of a variety of partner organisations

Research Internship Reflection Form

⭐ At internship start and completion, notify HDR Internships Office.
⭐ At the internship end, discuss the experience with the supervisor and submit Reflection Form.

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Talk Time

Questions

Morning Tea

30 mins

Kostya Kuzmin
Law School

The title of the presentation: The Actual and Suspected Fraud in Visa Applications

make history.

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Australia's intolerance to bogus documents and false information in visa applications

- affect the integrity of the system;

- distort the expected outcomes of migration programs;

- allow underserving migrants to come;

- are simply ethically and morally wrong.

In 1986, the then existing Administrative Review Council in its report 'Review of Migration Decisions' has highlighted the Department's concern about the *difficulties of guarding against fraudulent or misleading documents or testimony*, particularly in relation to documents which may have been *obtained improperly overseas*. [1]

1. Administrative Review Council, *Review of Migration Decisions*, Report No 25 (1986) 85.

Factually bogus documents become 'suspected' bogus documents - PIC 4020

<u>Before PIC 4020</u>

The person **must not produce a 'bogus document'** (the one that was not issued to them, 'was forged or fraudulently altered' or 'was obtained by making a false or misleading representation')

<u>After PIC 4020</u>

There must be **'no evidence' of a 'reasonable suspicion'** that the document provided has the qualities of a bogus document ('not issued in respect to the person', is counterfeit or altered by someone with no authority, 'was obtained because of a false or misleading statement').
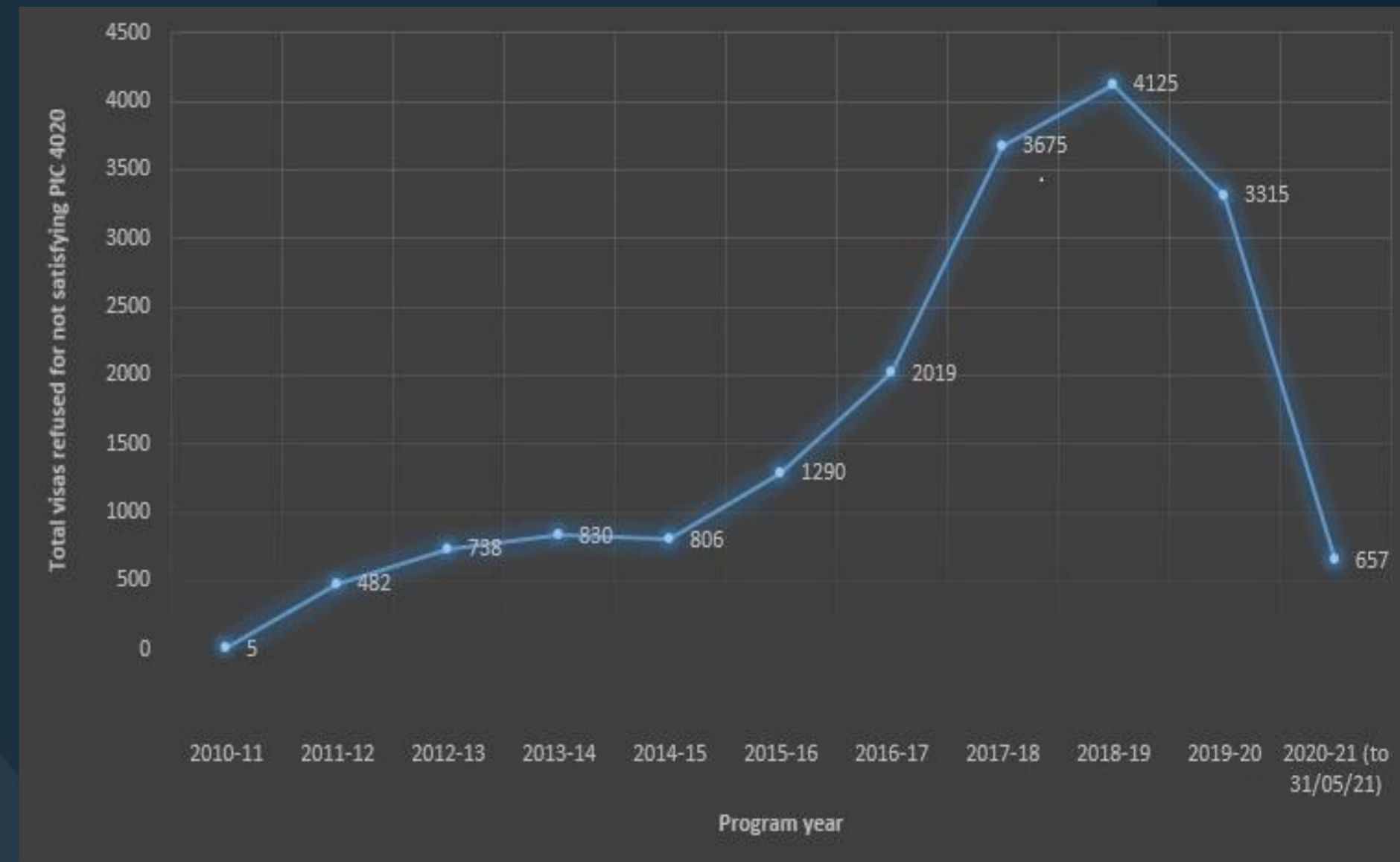
Two competing interpretations of PIC 4020

1. The *'absolute absence of evidence'* interpretation. Even a skerrick of adverse information about the applicant = visa refusal.

(the unlawful interpretation)

2. The *'totality of evidence'* interpretation. Totality of evidence should be considered, including the evidence provided by applicant to rebut the adverse finding.

(the lawful interpretation)

Published decisions reveal that decision-makers often apply the unlawful interpretation.

Zhang v Minister – investor visa refused after an adverse verification check outcome as to the authenticity of the tax payment certificate was received from the wrong taxation office. Certification of the receipt by the taxation office that had actually issued the receipt, obtained and provided by the applicant, was not considered by the case officer.

Salopal v Minister – decided that applicant had in fact not been employed for the required amount of hours, as specified in work reference, due to his draft reference being on the USB stick of a person known for supplying counterfeit references for other people. Statements by three witnesses who worked with the applicant were not considered by the Tribunal.

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PIC 4020 refusals are *significant* decisions with *limited* review rights

These refusals result in 3- and 10-year re-entry bans, after which the applicant may no longer meet the requirements for the visa.

Review rights are available only to applicants who are in Australia at the time of refusal or, if offshore, applied for family or employer sponsored visas.

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The law on PIC 4020 is good but primary decisions need to be scrutinised

- the shift from 'actual' to 'suspected' fraud is justified as the state requires protection from fraud;

- at the same time, even the 'suspected' fraud decisions need to be made *lawfully*, review can correct the mistakes made at primary level;

- distribution of review rights needs to change – instead of the offshore/onshore approach or family member/employer approach review rights should be provided based on the *significance of decisions* for the applicant;

- all decisions that have consequences like re-entry bans are significant decisions hence merits review rights should be provided in PIC 4020 cases universally to all applicants.

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Money system and meaning making

"Money is not a thing with me. I don't care about money. I know that sounds stupid because you need it. You have to have it to live."

"Money is a means to an end, not an end in itself. It's just like catching a tram when you want to go somewhere."

Tempo and rhythm: The function of money object and the notion of continuity

"Some things cost more when you are older. Some things cost more. For instance, I have to use taxis for some things. And maybe if I buy something in a flat pack, I have to pay to get it put together. I have to pay for it to be delivered to my house."

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Tempo and rhythm: The function of money object and the notion of continuity

"It's actually quicker in Aldi. I really got to get organised because it's quite leisurely at Coles and Woollies. You can chat. I like to talk to the people and be polite. But there, they just want to *whoosh whoosh* and through. I got to get round there and put a bag on straight in, in terminal efficiency. It's easier for me to be ready with a 50-dollar note to give to them, than them floating around here to get this out from one of those gliding things. I find it easier to pay cash at Aldi."

Memory: The function of money object and the notion of continuity

Motivation

1. Roughly 50% of US workers are paid by the hour in 2021

→ Transitory earnings volatility puts workers in ''low-wage occupations'' at risk

→ Fair Workweek Laws are limited to specific industries and regions

2. Work Hour volatility causes personal distress, poor sleep quality, and work-family imbalance (see, e.g., Kelly et al. 2014; Olson et al. 2015; Moen et al. 2016; Schneider and Harknett 2019)

3. Women have higher preferences for work schedule stability and predictability (see, e.g., Mas and Pallais 2017; Wiswall and Zafar 2018)

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Data Usage and Identification
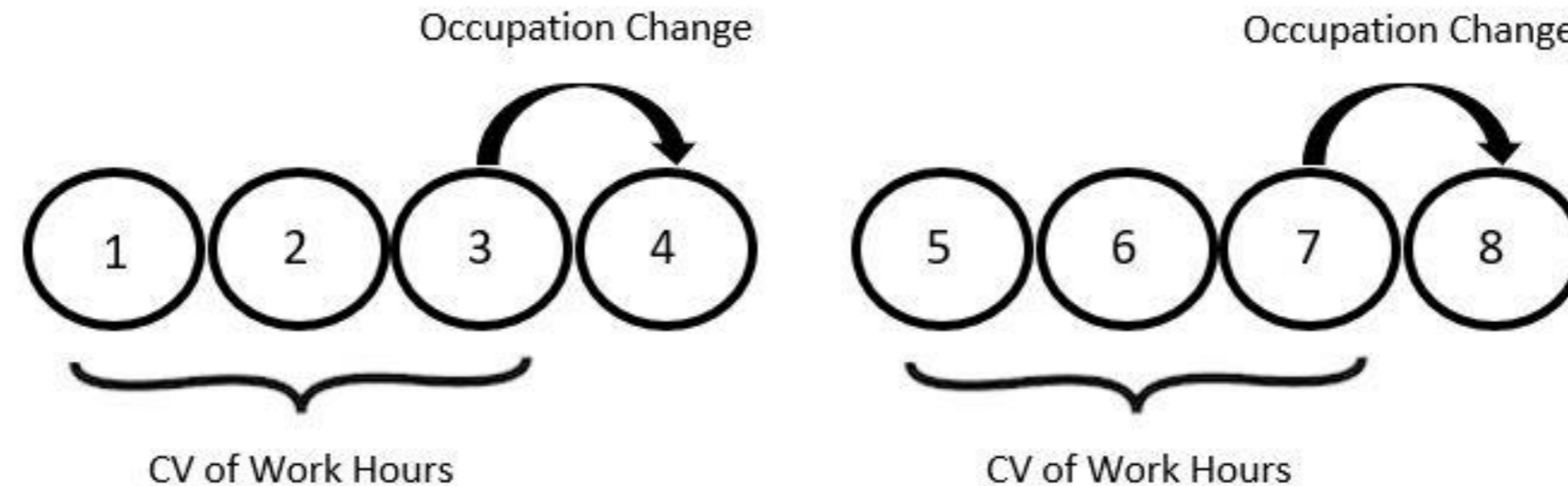
- Work Hour Volatility Measure = Coefficient of Variation of weekly work hours in the "main job" individuals held over the last three survey months

- I construct a balanced panel of 437 occupations based on Census Codes for the identification of occupational mobility

- Separate analysis for female and male labour markets

Table: Summary of Selected Occupations by Percentiles of Work Hour Volatility

Percentiles	Detailed Occupation	CV	Hypothetical Weekly Hours			
			1	2	3	4
Lowest	New accounts clerks	.021	39	41	39.5	40.5
1%	Insurance claims and policy processing clerks	.032	41.5	40	38	40.5
10%	Budget analysts	.043	38.5	41.5	38	42
25%	Logisticians	.052	39	43	38	42
50%	Security guards and gaming surveillance officers	.062	39	42	36.5	42.5
75%	Driver/sales workers and truck drivers	.079	36	42	38	44
90%	Millwrights	.099	34	43	39	44
99%	Fishing and hunting workers	.166	32	46	34	48
Highest	Crossing guards	.215	28	50	36	46

Notes: The 437 detailed occupations are ranked based on their weighted coefficient of variation (CV) in the pooled sample between 2003 and 2022. The hypothetical weekly hours refer to a full-time worker who works on average 40 hours per week. The reported hours are random choices that match the occupation-specific coefficient of variation across four survey months.

Main Results
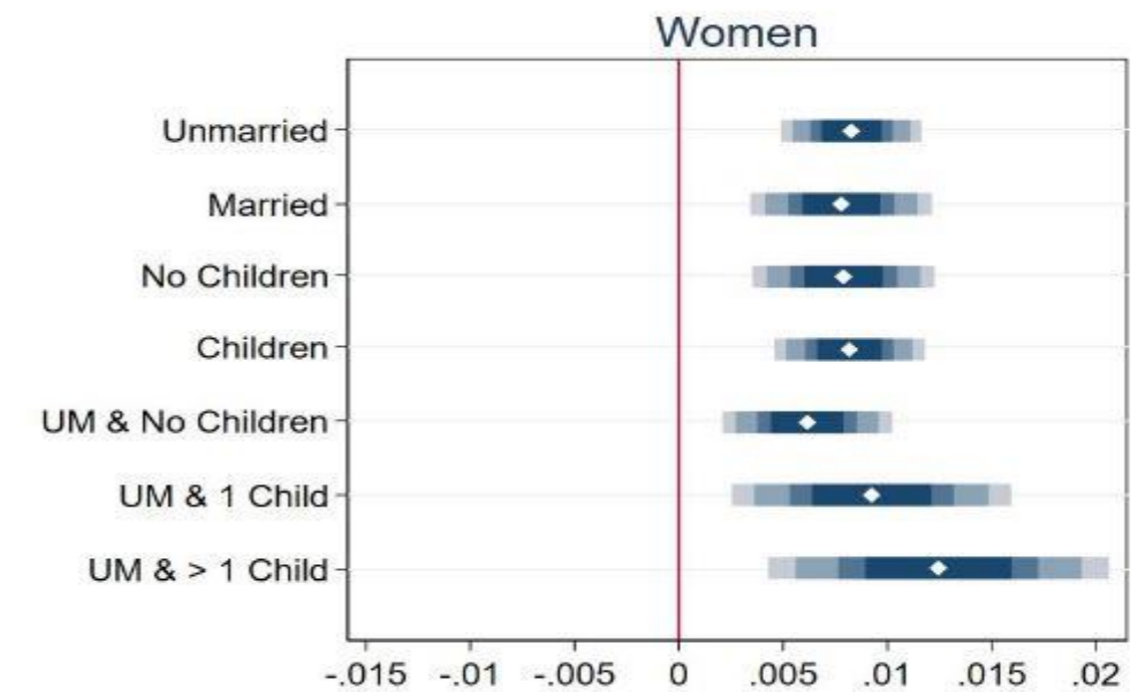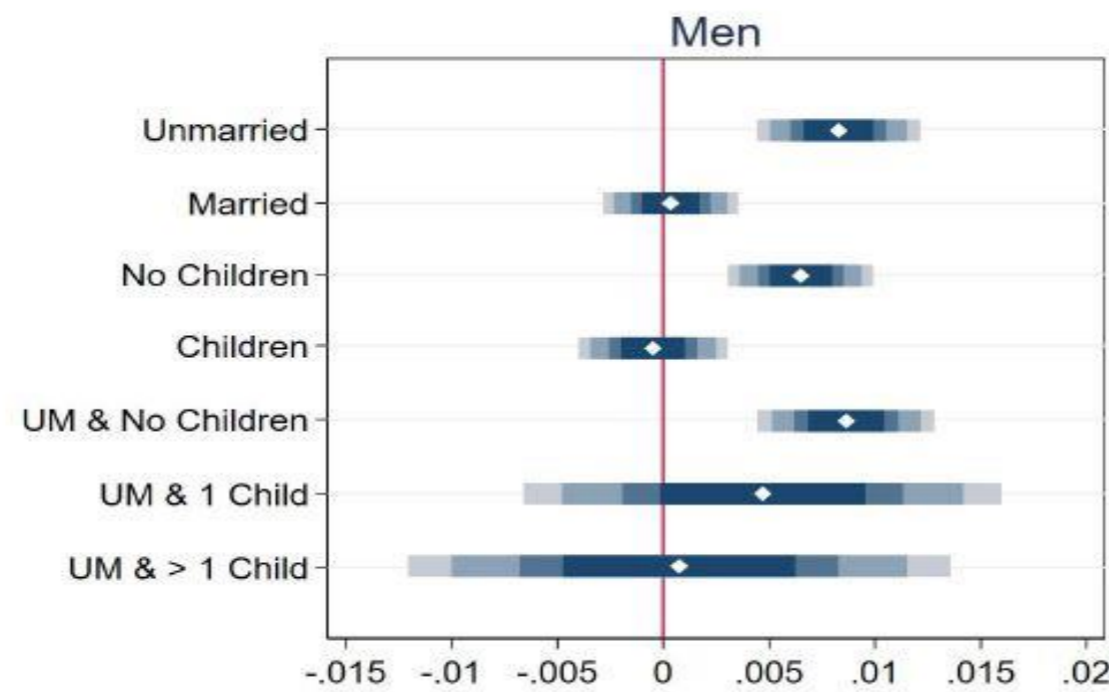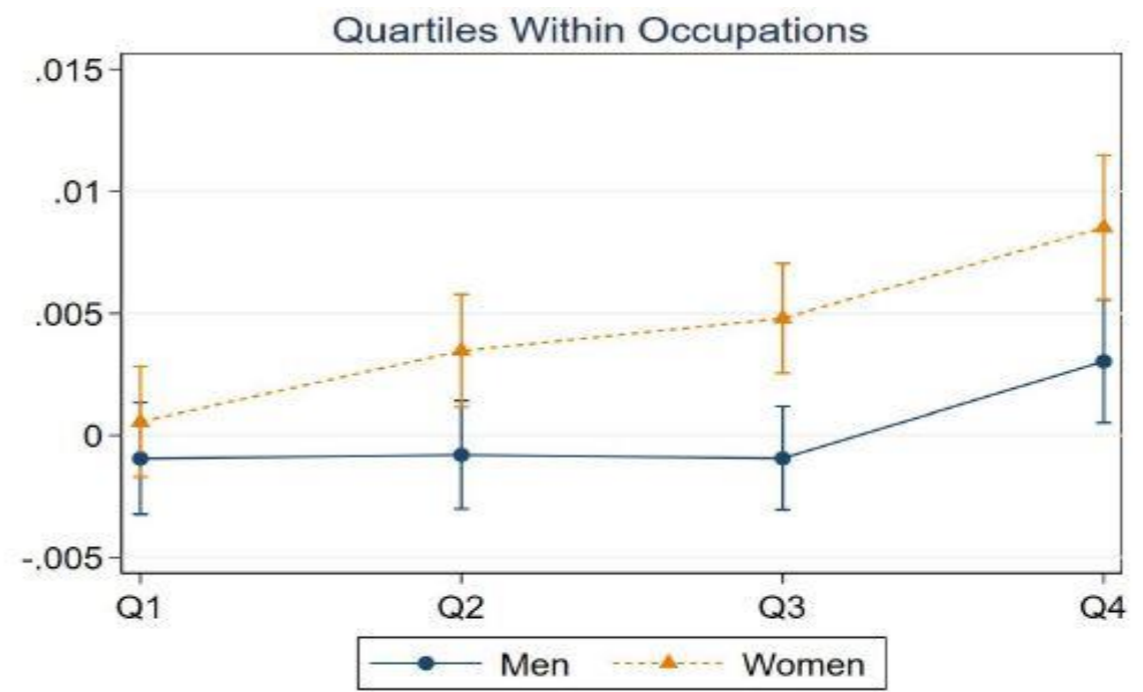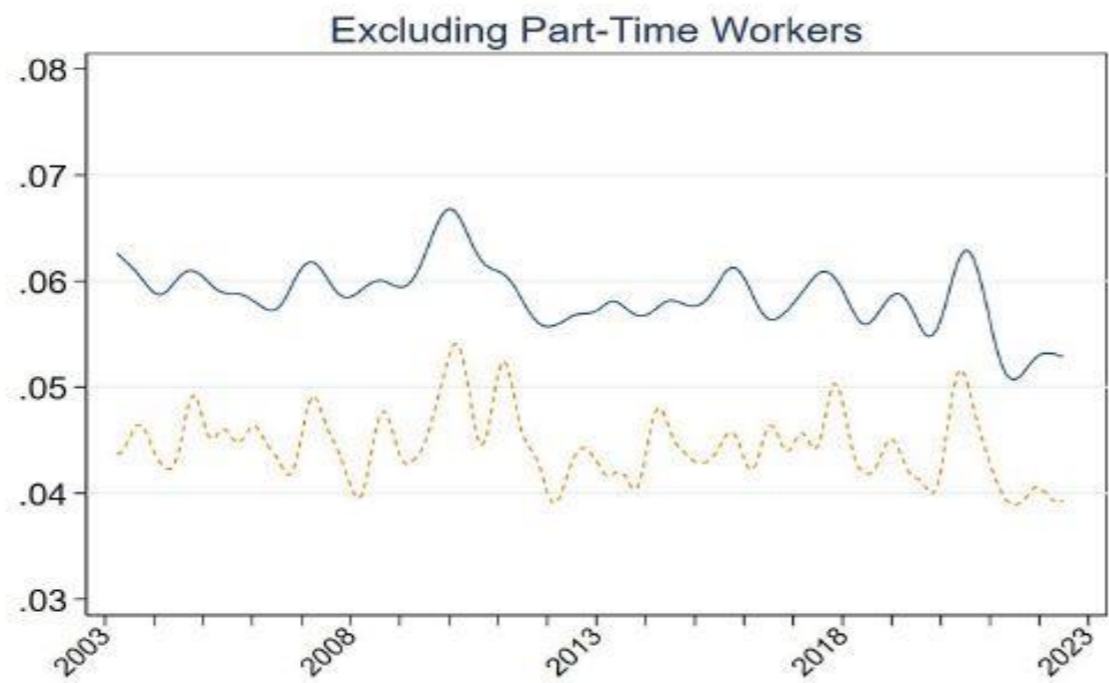
Conclusion and Policy Discussion

1. Work hour stability plays a crucial role for mobility (especially for women)

2. The traditional 'male breadwinner role' can explain the observed gender gap

3. Workers with high hour volatility sort themselves systematically into more stable jobs

<u>Relevance and potential policy implications</u>: understanding of human capital accumulation and destruction, active labour market policies, extension of Fair Workweek Laws to all occupations and industries

Broughton and Ferguson

Session 3

Migrants, Citizenship

&

Language

The Story – The Observation

- In Australia, India is the **3rd largest country of birth** and the **largest source of skilled-based migrants**.

Research Study**:**

- Observed phenomenon of **migrant entrepreneurial entry** in the **high-value sector** by **first-generation**, **middle-class**, **high-skilled professionals** from the **Indian** diaspora and the **venture durability**.

1st generation Indian high-skilled professional migrants in Australia

Employment – Negative Dispositional Affect*

Entrepreneurial Entry

High–Value(HV) Sector**

Re-imagined Entrepreneurship Transition (ET) model**

High–Value firm

Long-term Survival & Success*

*Nikolaev, B., et al. (2020). "Dispositional Positive and Negative Affect and Self-Employment Transitions: The Mediating Role of Job Satisfaction." Entrepreneurship Theory and Practice 44(3): 451-474.

**Jones, T., et al. (2017). Injecting reality into the migrant entrepreneurship agenda: 125-145.

Thank You
Q & A

First Language Attrition

L2 L2

What about my L1?

L2 L2

Negi (2021)

Pragmatic first language attrition

Challenges in understanding and producing contextually appropriate language

Sociolinguistic factors

Culture, community engagement, and social networks

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Methodology

PNS
N = 200

=

Monolingual
N = 100
Iran

+

Bilingual
N = 100
Australia

Speech Act Test (a subcategory of pragmatic)

Bilingual
N = 100

=

Early
Bilingual
N = 45

+

Late
Bilingual
N = 55

Sociolinguistic survey + interview

English language

English language

Age < 10

Age > 10
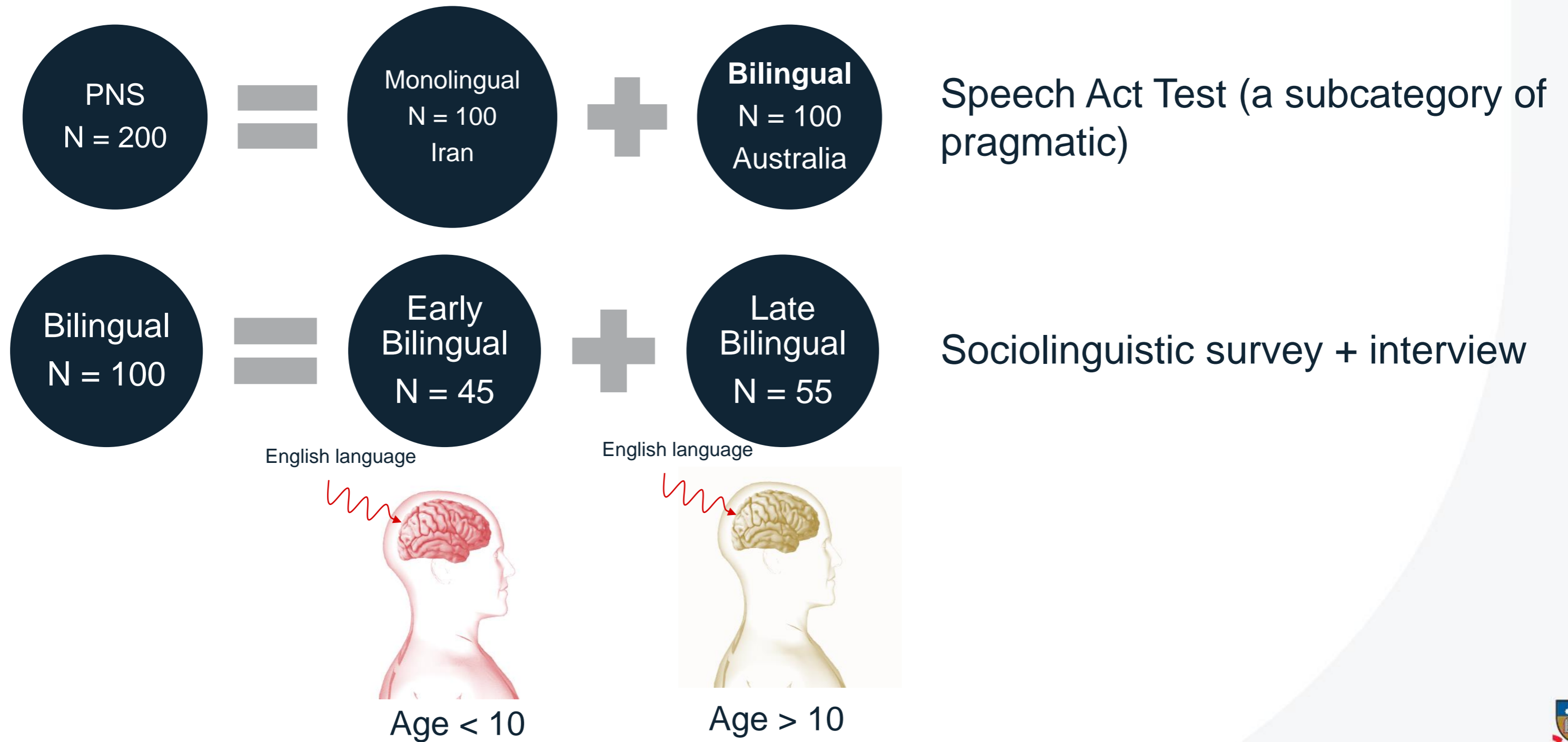
*Note: PNS = Persian Native Speakers

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Conclusion

- Persian language immigrants (Bilingual Group) underwent pragmatic language attrition.

- The rate of pragmatic first language attrition was higher among Early Bilinguals than among Late Bilinguals.

  - **Late bilinguals** showed greater interest in Persian **culture**, **lifestyle**, **arts**, and **food habits**, reinforcing their connection to their heritage language.

  - Late bilinguals had more **exposure to Persian language** and culture through participation in Iranian **communities**.

- Need to support maintenance and development of immigrants' first language, especially among younger generations, to prevent first language attrition.

Maggie Paul
Social Sciences

Bangladeshi "Infiltrator" and Contingent Citizenship in India

make history.

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Three passports (two expired, one current)

Election card

Aadhar card

Old cancelled ration card

Current valid ration card

Housing survey receipt

Housing Society letter

Passbooks of two bank accounts

Allotment letter of the govt allotted house

Electricity bills

Marriage certificate

Birth certificate of daughter and grandson

Their school certificates, Aadhar and other IDs

CERTIFIED

"INFILTRATOR"

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Ningfei Dang
Social Sciences

Apropos of ideology: a critique of relevance on official Chinese to English translation of government and party documents

make
history.

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T (Translation)Q (Quality) A(Assessment)

Liangxing Luo
Social Sciences

Translating Select Contemporary Chinese Literature into English: Some Problems, Approaches, and Solutions (1990-2020)

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My Research Project: Literary Translation Studies

An overview of translation studies and contemporary Chinese literature

Strategies for introducing contemporary Chinese literature

Case studies drawn from contemporary Chinese fiction

Case Study: Translation of Chinese Idioms and Poems

Which one do you prefer?

Chinese Idiom: Once you are bitten by a snake, you will fear a rope for ten years.

English Equivalent: Once bitten, twice shy.

When there is no equivalent in English, we search for a suitable substitute.

My translation in English of Ge Fei's novel *Spring Ends in the South of the Yangtze River*

The poem *Lotus,* in the novel, alludes to the land and its people.

I will attempt to create a version that is comparable.

My Research Endeavour

Identify the losses and gains that occur in literary translation

Analyse the texts using translation studies and discuss the strategies for the reception of contemporary Chinese literature in the English-speaking world

Consider solutions that will enable a broader sharing of literature and culture

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Katy Dolman & Trang Nguyen

3MT – What, Why, How?

Hickinbotham Hall

make history.

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Lunch

1 hour

See you at 1.30pm

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Law School
Social & Research Activities

Xuan W Tay – Law HDR Student Representative

xuanw.tay@adelaide.edu.au

Sylvia Villios – Law Postgraduate Coordinator

sylvia.villios@adelaide.edu.au

Law HDR Activities

community

social events   refreshments
guest speakers
hiking
pilates   yoga
research events   discussions
professional development

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History Circle

Julian Rawiri Kusabs

julian.kusabs@adelaide.edu.au

David Milazzo

Postgraduate Representative

david.milazzo@adelaide.edu.au

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School of Social Sciences
Adelaide Journal of Social Sciences

Ainoa Cabada

ainoa.cabada@adelaide.edu.au

Aisha Sultan

aisha.sultan@adelaide.edu.au

Jaye Litherland-De Lara

jaye.litherland-delara@adelaide.edu.au

If you want more information and want to contribute to ABLE HDR Conference Special Issue, see Ainoa & Aisha at Registration Desk during afternoon tea!

- ✓ **Multidisciplinary journal published by postgraduates**

- ✓ **Supports work of emerging scholars (postgraduates & early career researchers)**

- ✓ **Contributions on theoretical & empirical scholarship**

- ✓ **Do YOU want to publish in AJSS?**

Nicholas Scott

Philosophy

*Approaching Freedom:
Methodological Understandings
of Free Will*

make
history.

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Beginning of Research : Free Will

Started research in the field of free will

Focused on asking how we can both be free and make determined choices

I started off excited about the research but …

There were also concerns about the broadness of the topic

The First Failure

I had picked a dense, complicated area of research

I also felt that something was off in this field, but didn't know what that meant

More importantly, I couldn't explain what was wrong in the debate

Felt like I was sinking and had failed my HDR within a few months

Taking a Step Back and Reassessing

Talked to my supervisor about how I felt

It can be hard to remember to ask for help when you need it

Allowed me to take a step back, focus not on the free will debate, but what was wrong with it

Try to find out if the debate itself is healthy

Failing my original topic allowed me to ask a more interesting and engaging question

The Second Failure

Despite a renewed focus, I still was struggling

I wasn't sure what to look for that would prove a debate was unhealthy

I felt guilty, and a similar sinking feeling of having failed

Talked to my supervisor about the issue, and took a second step back

Ask how we can tell if a philosophical debate is healthy at all, and use free will as an example debate

Failing once again brought me towards a better thesis

Failing Forward

Failing has been my biggest strength during my HDR

From free will, to the state of the debate, to how we can tell the state of debates generally

Facing setbacks and asking for help made my thesis far better

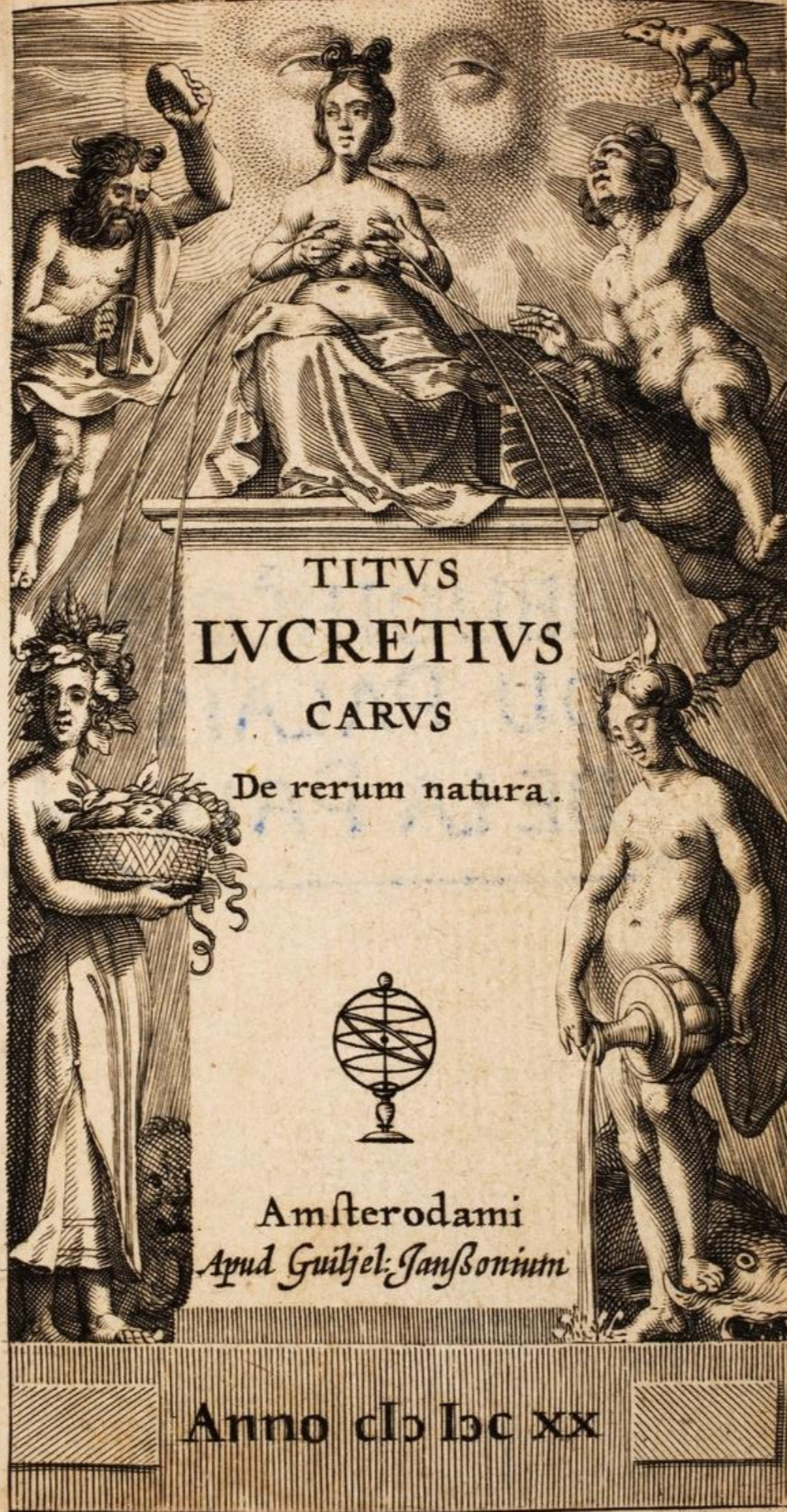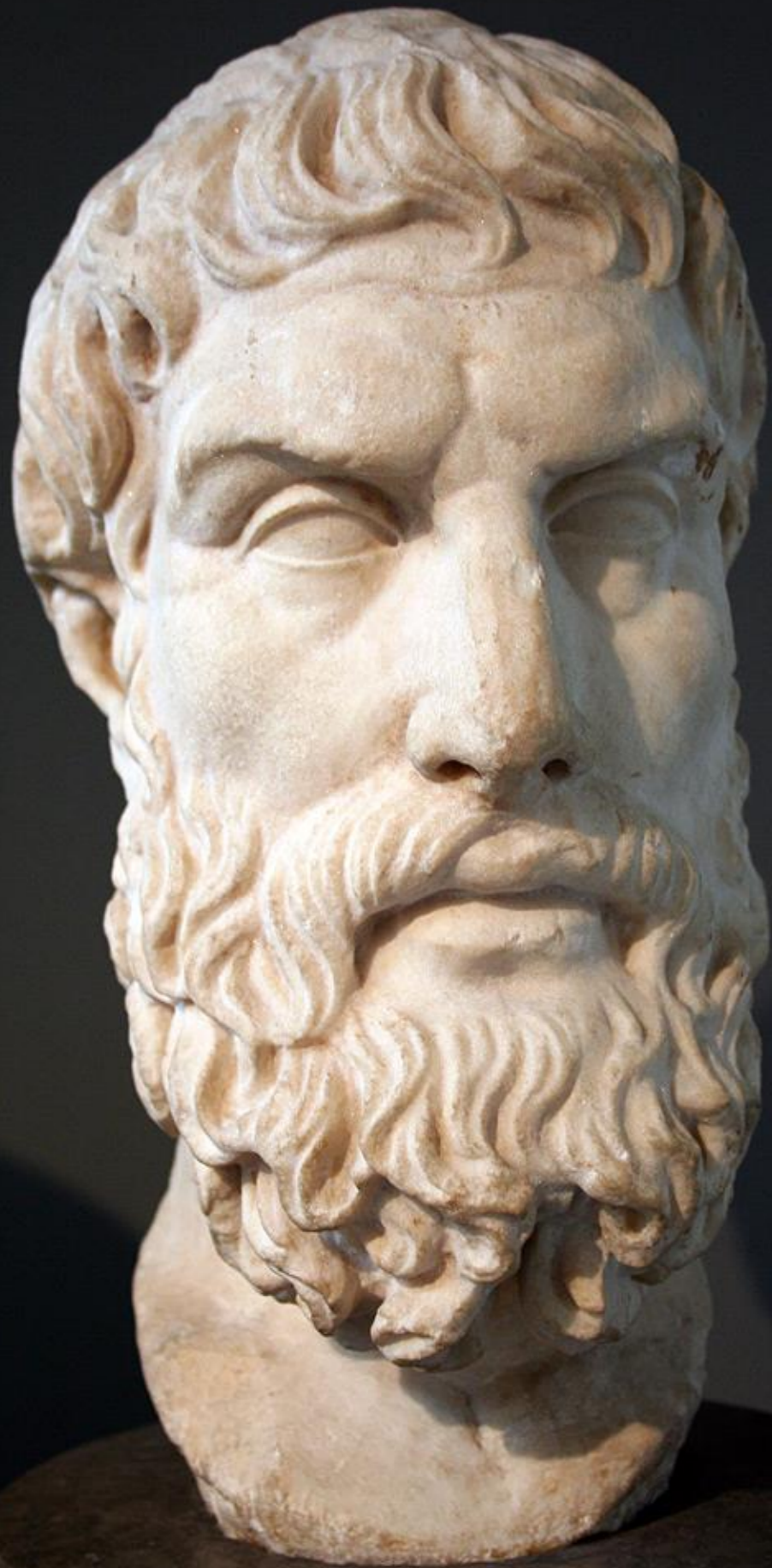I'm almost certainly going to fail again – I'm looking forward to it

Research problems:

Does Epicureanism have a political theory?

How were Epicurean ideas received by early modern audiences?

Which thinkers or traditions were influenced by Epicurean ideas?

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TITVS
LVCRETIVS
CARVS
De rerum natura.

Amsterodami
Apud Guiljel: Janßonium

Anno cIɔ Iɔc xx

M. Tul. Ciceronis
de Finibus bonorum & malo-
rum, ad M. Brutum
Liber Primus.

OMNIA MEA
MECVM PORTO

PARISIIS,
Apud Hæredes Mauricij à Porta, in clauso
Brunello ad D. Claudij insigne.
1558.

EPICURUS,
His LIFE and DOCTRINE.
Written by
PETRUS GASSENDUS.

CHAP. I.

Epicurus his Country, Parents, Brethren.

EPICURUS is by some conceived to have been a Samian; for *Timon* (in [a] *Laertius*) saith, He was the last of the Naturall Philosophers that came out of *Samus.* And [b] *Constantinus Porphyrogeneta* conceives, that he derived his originall from *Samus*, as well as *Pythagoras.* But the occasion of this was, for that he passed the first part of his younger years at *Samus*, with his father and brethren; for thither came his father, *Agripeta*, as [c] *Cicero* terms him, (that is, one who claimeth a portion in the division of lands.) Upon the like ground [d] *Strabo* conceives him a *Lampsacene*, for he lived at *Lampsacum*, and conversed with the chief personages there. But *Epicurus* indeed was by country an *Athenian*, as [e] *Laertius*, [f] *Suidas*, and infinite other Writers affirm; whence [g] *Laertius*, about to praise him, begins thus.
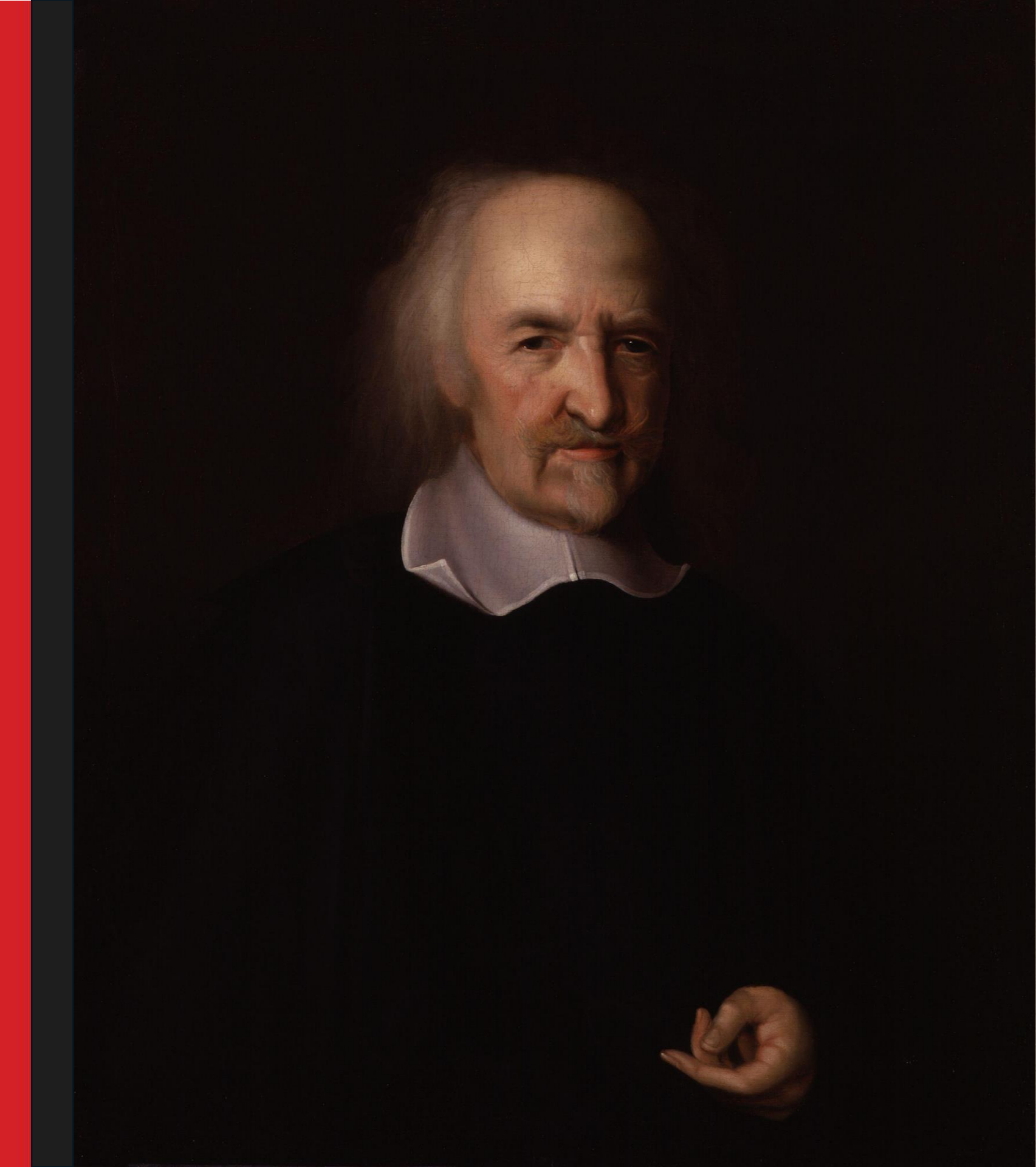
First Ceres-gifts to human indigence,
Renowned Athens did long since dispense,
And mens disordered waies by Laws redrest,
And first our life with greatest comfort blest,
When it produc'd a person of such worth,
Whose breast contain'd, whose lips all truth brought forth.

Now forasmuch as the Athenian people, being distinguished by Tribes, were dispersed into τȣς δήμȣς, the adjacent Towns, which were made free Corporations, even from the time of *Theseus*; *Epicurus* was born at *Gargettus*, a Town (as [h] *Hesychius* and *Phavorinus* describe it) belonging to the *Ægean* Tribe, where *Theseus* (saith [i] *Plutarch*) overcame the *Pallan-tida*,

[a] lib. 10.

[b] lib. 1. de Themat.

[c] de nat. deor. lib. 1.

[d] lib. 13.

[e] loc cic.
[f] in voce Epicurus.
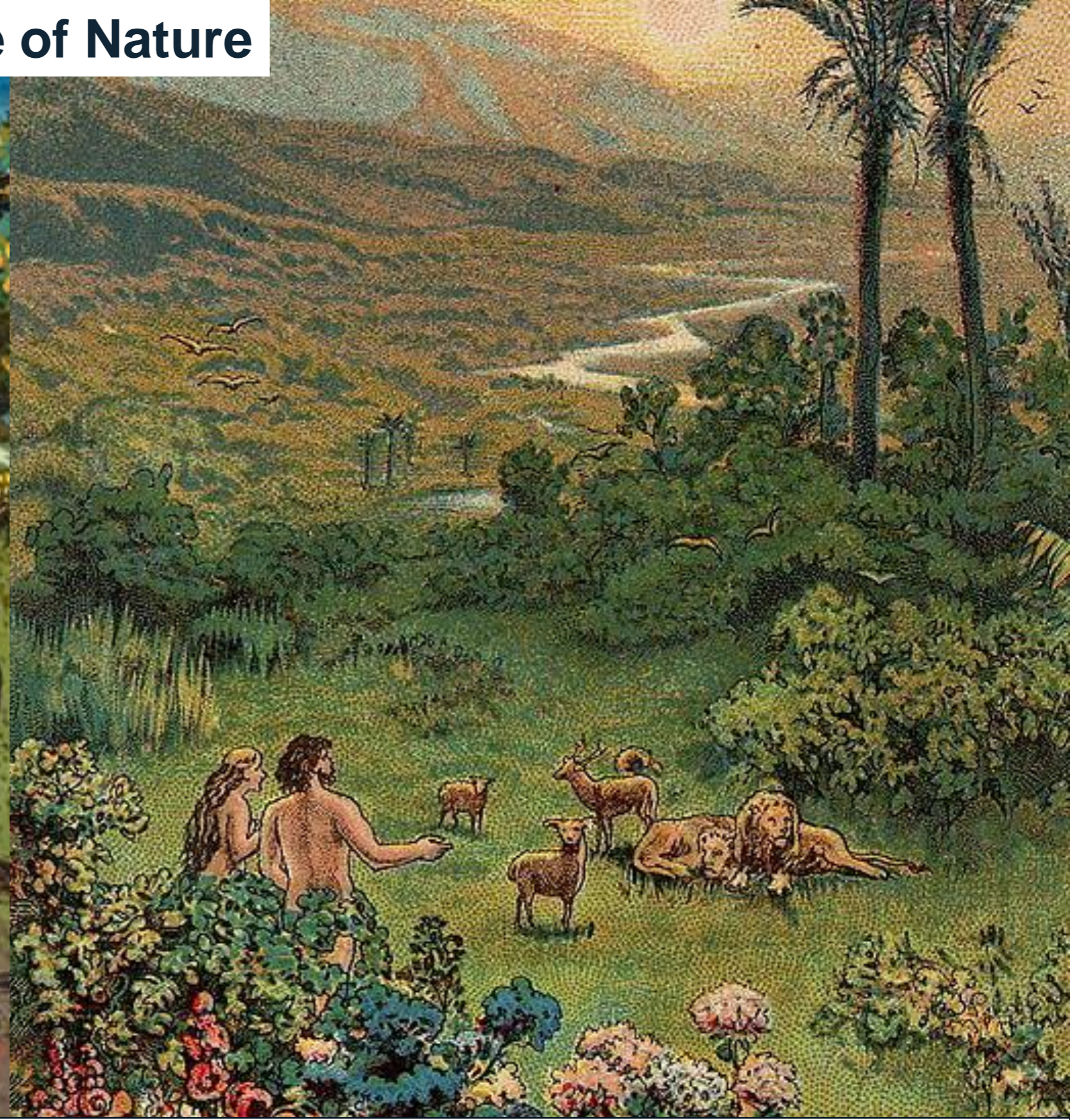[g] lib. 6.

[h] in Lexid.
[i] in Theseo.

Oooo 3

The State of Nature

This?

Or this?

Amy Robinson
Education

Teaching & Learning Beliefs of Pre-Service Teachers during a mandated Performance Assessment

make history.

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Background

TPA
- Assessment of graduate teaching skills
- ePortfolio
- The bar exam of education (Charteris 2019)

2015 TEMAG
- Advise government ITE programs: *Action Now: Classroom Ready Teachers*
- Recommendations to AITSL's EAG.
- EAG approve proposed TPAs.
- QITE-R (2022) recommendations post-EAG.

AfGT
- *Assessment for Graduate Teaching*
- Lead by University of Melbourne GSE
- Four assignments/elements
- Element 4 – focus of this project

The Problem

Question: How is performance influenced by demography and beliefs in a teaching performance assessment?

What: Performance in an Education "bar exam" (Charteris 2019).
    Teaching Performance Assessment (TPA) impact on classroom reflective/affective skills.

Why/Context: Federally mandated changes to graduate teaching assessments (TEMAG 2015; Department of Education, Skills and Training 2022).
Impact on developing professional judgement?
Measurement or definition of "Classroom Ready".

Who: 2nd and 3rd year BTch
    1st and 2nd year MTch

When: 2023-2026

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Methodology

What: Demographic characteristics

Beliefs about teaching and learning

Performance in a Teaching Performance Assessment (TPA).

How: a. Student record/Survey

b. Likert Scale Survey

c. Responses to TPA assignment #4

When: Before and after their placement in 3rd Year (& MTch equiv).

Before and after their final placement in 4th year (MTch equiv.)

Next Steps

What Next: Survey is with participants now

Background research on demography in an Australian context

Literature on current political context of TPAs internationally and locally

Organisation of tracking many cohorts over the two year period.

Scott Report (June 2023) for recommendations in TPAs in Australia.

Considerations: Are TPAs significant in developing "classroom ready" graduates?

How are reflective skills of teaching practiced and assessed?

How can the findings of this research impact TPA policy?

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