2025 ABLE Higher Degree by Research Conference
30 April 2025
National Wine Centre

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We acknowledge and pay our respects to the Kaurna people, the traditional custodians whose ancestral lands we gather on.

We acknowledge the deep feelings of attachment and relationship of the Kaurna people to country, and we respect and value their past, present and ongoing connection to the land and cultural beliefs.

make history.

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Official Opening and Welcome

Professor Jodie Conduit

Interim Executive Dean, Faculty of Arts, Business, Law and Economics

House Keeping – *Dr Sylvia Villios (Associate Dean of Graduate Studies)*

➢ Program – Scan the QR code

➢ Research Centres are present from 9.30am to 2.30pm at the Exhibition Hall

➢ Up-cycle Adelaide is present from 9.30am to 2.30pm at the Exhibition Hall

➢ Professional Development Sessions – all students to join

- Plenary 1 at 11.30am in the Hickinbotham Hall – **Designing Your Ultimate HDR Experience – Thrive with Purpose**

- Plenary 2 at 3.30pm in the Hickinbotham Hall - **Stand UP, Speak Out, Be Heard by Matt Hyde**

➢ HDR Awards

➢ Headshots – between the student presentations. Will not be taken during plenary sessions. Check your name and e-mail address is correct to receive your photo.

➢ CaRST Credits – Attending for morning and afternoon sessions, Presenting, Helping with the Organising committee

➢ Questions or Problems? Ask at Conference Registration Desk, or Room Coordinators in Hickinbotham, Vines & Broughton/Ferguson.

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Utsha Roy

Media Studies

Listening through the Static: Chapter 2.

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PROJECT DETAILS:

My project explores the relationship between the British Imperial administration and the BBC Eastern Services in the final three years preceding Indian independence, with a particular focus on religious separatism or Communalism.

Research Questions:

❖ **Did the administration's communal policy impact the Eastern Services' editorial policy?**

- **If so, how did it impact the Corporation?**

❖**Did administrative influence result in a uniform editorial policy between 1945-47?**

My project aims to answer these through an analysis of administrative and BBC archival records.

4/22/2025

Labour Conciliation Policy.

- The Labour administration attempted to promote co-operation between the two major political parties in India.

- However, unlike the previous administration, these efforts remained confined to the political field.

BBC's Editorial Alignment

- Following the implementation of the Labour administration's 'Conciliation Policy', the Eastern Services adopted an editorial policy of Alignment.

- This new editorial policy was quite different from the editorial policy they had followed in the first half of 1945.

4/22/2025

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Reasons for the BBC's alignment with the Labour Administration's Communal Policy.

- **Institutional Reasons:**

  o Falling listener engagement of the BBC, despite their adoption of the "Circumvention Policy" in 1945.
    - Raising factionalism within the BBC Eastern Services
      - Prospect of future gains.

- **Larger Socio-Economic Reasons:**

  o Labour administration's declaration of independence for India.
    - Relative popularity of the Labour administration in comparison with the Eastern Services.

Conclusion:

Under the Labour administration, the BBC abided by administrative directives to support the "Conciliation" program.

A detailed study of the Cabinet Mission shows substantial concurrence between the directives sent by the administration to the Eastern Services and the editorial program "India" broadcasted by the Corporation during the period, as well as, the Special program broadcasted to cover the Cabinet Mission.
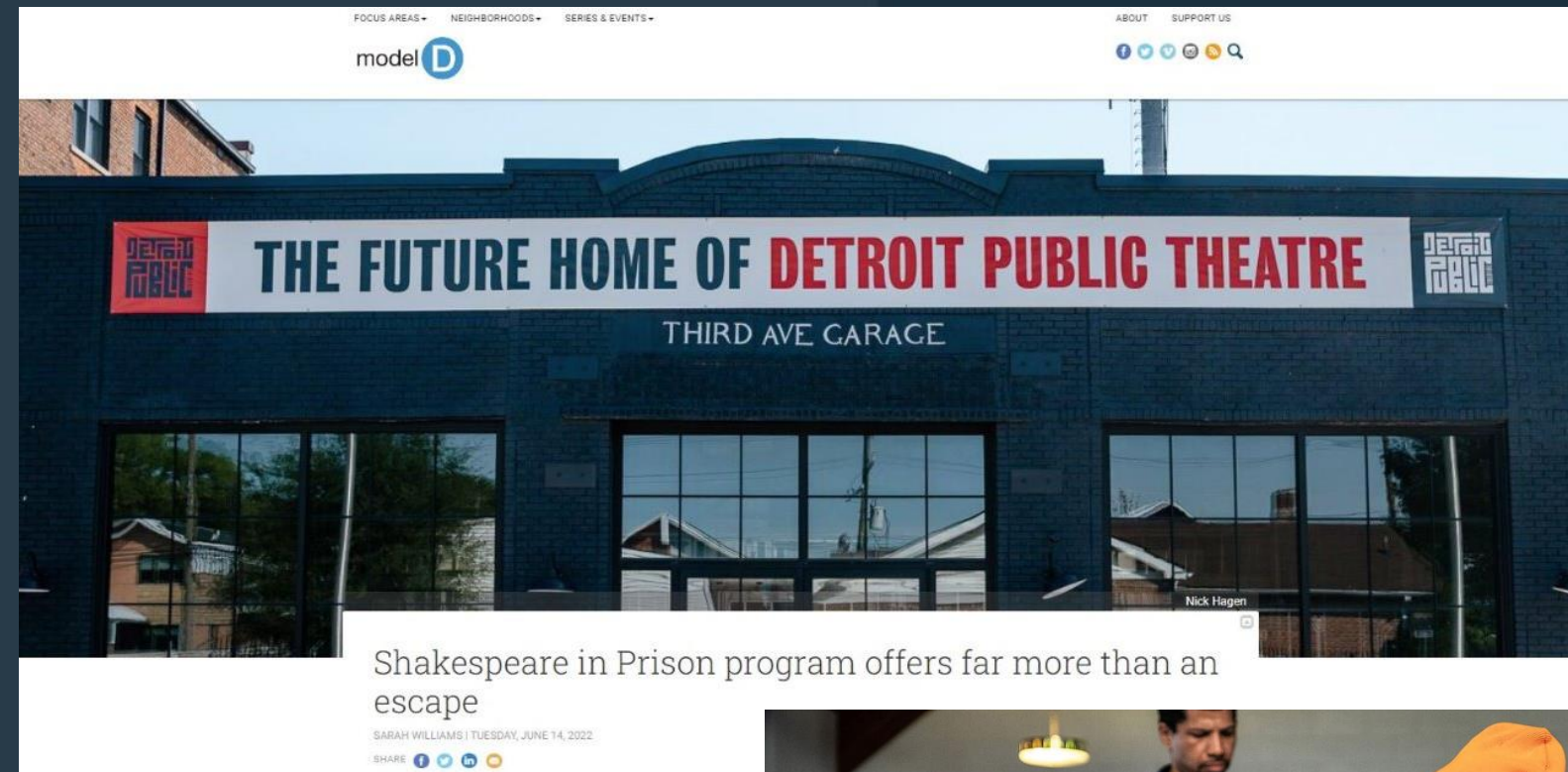
Solutions Journalism is rigorous reporting on a response to a problem

Be it a response that is successful, partially successful, or failed — and the associated results, usually with a narrative that seeks to reveal how the results were produced and explore what can be learned from the effort.

Source: Solutions Journalism Network

Solutions Journalism:

Focus on response

Evidence

Insights

Limitations

Photos: Nick Hagen and Chuck Nowak

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Literature...and gaps

Positivity and Interest

Civic Engagement

Objectivity

Connection with students

Engagement, revenue

Trust

Does solutions journalism do any better than traditional reporting at including marginalised voices and sources in our news?

Research Questions

How, and how often, are marginalised sources used in solutions journalism, compared to traditional news stories?
Content analysis, Framing theory

Do journalists engage differently with sources while practicing solutions journalism in Australia?
Semi-structured Interviews with Australian-based solutions journalism reporters, thematic analysis

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Next steps...

Data collection

125 Australian-based solutions journalism stories, 35 of which were produced by Australian outlets

Analysis

QDA Miner, quantitative and qualitative content analysis

Interviews

15 Australian journalists (45 – 60min in-depth interviews with at least 10)

With limited research outside of a U.S. context (see, for example, Usery 2022; Wenzel et al. 2018, Cox et al. 2024), this research adds to greater understanding of a counter hegemonic journalism approach by exploring whether solutions journalism includes more diverse voices in an Australian news context, as the profession attempts to mitigate news avoidance trends.

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Saha Bajraktarevic
School of Education

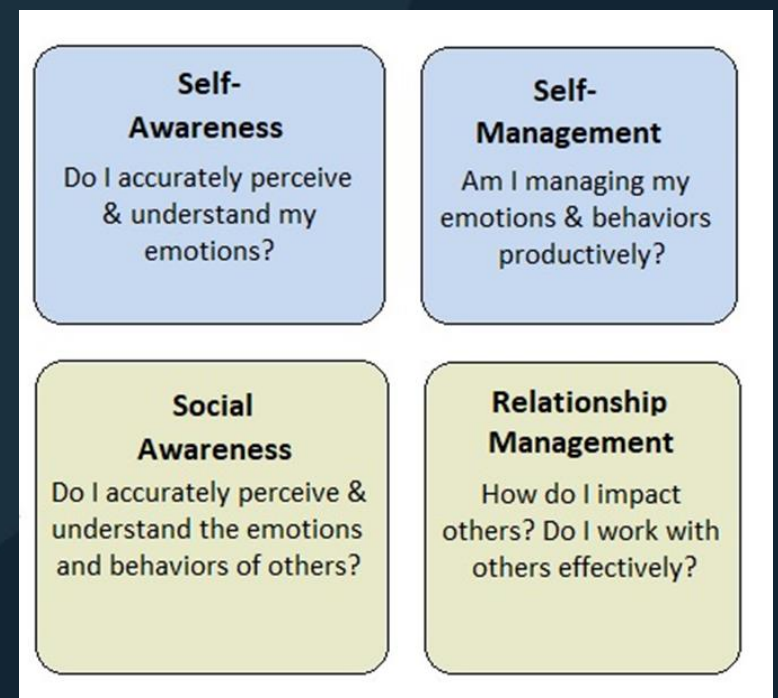**Readiness to Teach: Teachers' Perception of their Emotional Intelligence (EI)**

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Is Teaching Really an Easy Job?

- Often seen as an easy profession with long holidays and manageable working hours (Ashiedu & Scott-Ladd, 2012; Atalay & Kepenekci, 2023).

- These perceptions can lead prospective teachers to unrealistic job expectations (Atalay & Kepenekci, 2023).

- Teachers face constant pressures from student behaviour, administrative duties, and the need to meet the academic, emotional, and social needs of students (Joffe-Luiniene et al., 2021; Pelletier & Sharp, 2009; Jennings, 2020), each shaped by unique values, beliefs, and behaviours (Bronfenbrenner, 1976; Johnson & Puplampu, 2008).

- Significantly affect teachers' well-being, contributing to stress and burnout (Agyapong et 2022) and leaving the profession.

- To cope in a demanding environment, teachers need strong EI skills.

Self-Awareness — Do I accurately perceive & understand my emotions?

Self-Management — Am I managing my emotions & behaviors productively?

Social Awareness — Do I accurately perceive & understand the emotions and behaviors of others?

Relationship Management — How do I impact others? Do I work with others effectively?

The Importance of *EI* in *Teaching*

- While most teacher training programs focus on academic knowledge, they often overlook a critical skill, EI

- Teachers with high EI experience greater job satisfaction and are less likely to burn out (Brackett et al., 2010; Corcoran & Tormey, 2012).

- Teachers with higher EI manage their own emotions better and handle classroom challenges better (Kremenitzer & Miller, 2008), leading to improved well-being and student outcomes (Latif et al., 2017).

- Since 2019, the New South Wales government has implemented psychometric testing for prospective teachers (NSW Government, 2018), and they must show a 'Superior EI.'

- This preassessment ensures that candidates have not just academic qualifications but also the emotional and personal qualities necessary for effective teaching.

- Despite evidence supporting the benefits of EI in teaching, it has not yet been fully integrated into teacher preparation programs (Valente & Lourenço, 2020).

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Mixed Method

- Quantitative methods provide numerical data, while qualitative methods offer an in-depth understanding, both contributing to a more comprehensive view of the research.

- The research questions:

    1. To what extent do teachers feel emotionally ready to enter the classroom?
    2. What is teachers' perception of their emotional intelligence?
    3. How do teachers perceive their practice changing as their emotional intelligence develops?
    4. What is their perception of the ITE's role in shaping teachers' EI classroom readiness?

Framework
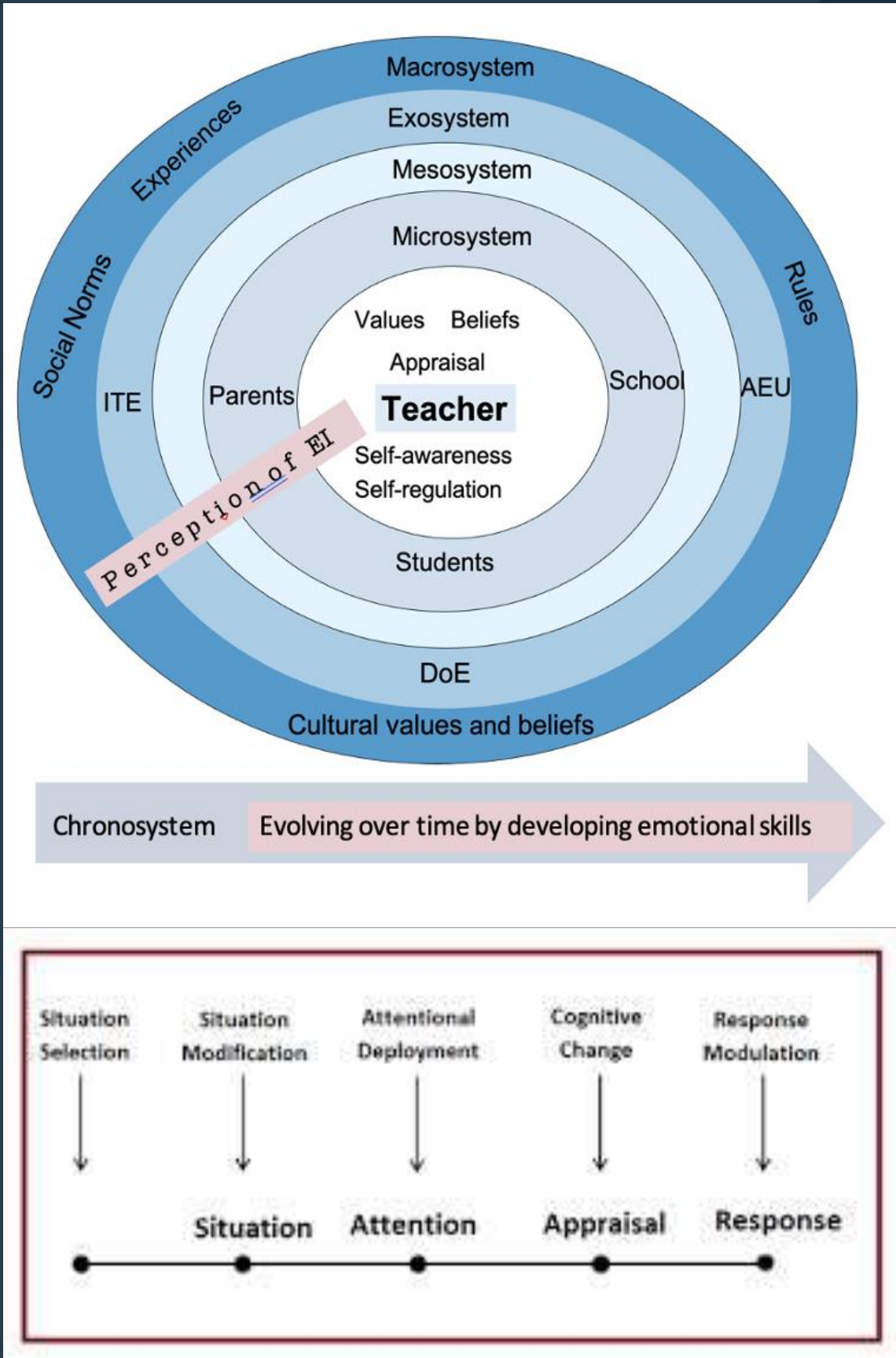
- **Bronfenbrenner's Ecological Theory** provides a view of how the environment, school, community and time shape teachers' emotional development and classroom experiences.

- **Fried's Teachers' Emotional Personal Characteristics Model** focuses on how traits like beliefs, values, and cognitive appraisals influence emotional regulation and responses in teaching situations.

- **Gross's Process Model of Emotional Intelligence** explains how teachers regulate emotions in response to classroom stressors and challenges, employing strategies like cognitive reappraisal.

- Holistic understanding of how environmental factors, personal characteristics, and emotion regulation strategies influence teachers' EI readiness and effectiveness in the classroom.

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Elmira Nouri
School of Humanities

#MeToo Across Borders: A Global Comparative Study of Online Feminist Movements Against Sexual Violence

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A comparative review study focusing on similarities and differences of the #MeToo around the world. This research is about seeing how global feminist movements can learn from one another.

Who is the activist?

Understanding the diverse profiles of activists in the #MeToo movement based on their cultural context, from grassroots organisers to high-profile public figures.

Who is the target?

Identifying the individuals and social systems challenged by the #MeToo movement with a focus on perpetrators of sexual violence, power structures, and institutions.

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In some regions, #MeToo emerged as an extension of local feminist movements, closely aligning with and advancing the goals of these prior movements.

What types of violence?

- Sexual harassment and power dynamics in professional settings
- Sexual harassment within intimate relationships

This research will contribute to a deeper understanding of concepts such as intersectionality in feminist movements like the #MeToo, highlighting the potential influence of cultural, social, and structural differences on these movements.

Ahmed Alharfi
School of Education

Belonging to a University in the Gulf Countries Universities: A systematic review

Supervisors:
Professor Chris Boyle
Dr Nina Maadad
Dr Igusti Darmawan

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Introduction and Rationale

Definition of "Sense of Belonging": The feeling of being accepted, valued, and included in academic environments.

Importance in higher education: linked to academic performance, retention, and overall well-being.

Research Gap: Limited studies in the GCC context (only 29 studies since 2015).

Methodology

Approach: Systematic review using PRISMA guidelines.

Databases: Web of Science, Scopus, ERIC, EBSCOhost, Taylor & Francis, PsycINFO, and ProQuest Central.

Inclusion Criteria: Peer-reviewed articles, GCC higher education students, full-text available, 2009-2024.

Final Selection after screening: 29 studies.

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Key Findings

•**Factors Influencing Belonging:**

- Social & Cultural Integration (peer connections, extracurricular activities).

- Teacher Behaviours (supportive vs. hostile interactions).

- Psychological & Emotional Impacts (stress, isolation, well-being).

- Language Barriers (use of English vs. Arabic).

•**Outcomes of Belonging:**

- Academic and professional success.

- Psychological and emotional well-being.

Recommendations & Implications

• Adopt inclusive curricula and environments.

• Provide faculty professional development and hire culturally-aligned educators.

• Enhance online learning communities and ensure accessibility for special needs students.

• Address language barriers (implement bilingual tracks).

• Encourage future research: discipline-specific, longitudinal studies, balanced representation across GCC.

Introduction – Background and Context

Pakistan's rank in the Global Gender Gap Index (GGGI) 2024 is 145 out of 146 countries, declining from its 142nd position in 2023 (Kusum et al. 2024).

Invisible Faces & Unheard Voices

Women Missing from the Leadership Stage

Interviews: *truth telling* spaces

—Interview as conversation (Gadamer, 2013)

—Critical approach to highlight the essence of experience through their orientation and relation to being *in* the experience (Guenther 2020).

—Blue's *truth-telling* during the interview

—Unveiling risk, courage, uncertainty, and manifestation of truth through freedom of speech.

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Unveiled: Being *in* gendered spaces

— **Being excluded from power discourses**

— **Being confined within ingrained gender stereotypes**

o We are invisible to the high ups until we make them realise our presence.

o I often reflect on this bias and wonder, "Why do we (as a society) see girls as less deserving of an education, or ….decide their profession?"

o Sometimes, *I even crave that cup of tea someone makes me when I get home after work.*

Seeking Possibilities – Concluding Thoughts

❑ ***Truth-telling* as refusal** to be subjects of hegemony and creating a transformative space of autonomous subjectivation (Ball, 2019; Foucault, 2010).

❑ Transformative display of **self-formation** through their *truth-telling* and *truth-living*, thus *possibilising* freedom (Ball, 2019; Oksala, 2005).

Morning Tea

see you in 30 mins

Hickinbotham Hall Session 2
Collaboration, Networks and Participation

Chair: Nchimunya Ng'andu (Chimy)
Room coordinator: Natalia Ciecierska-Holmes

Introduction

Input

An investor

Output
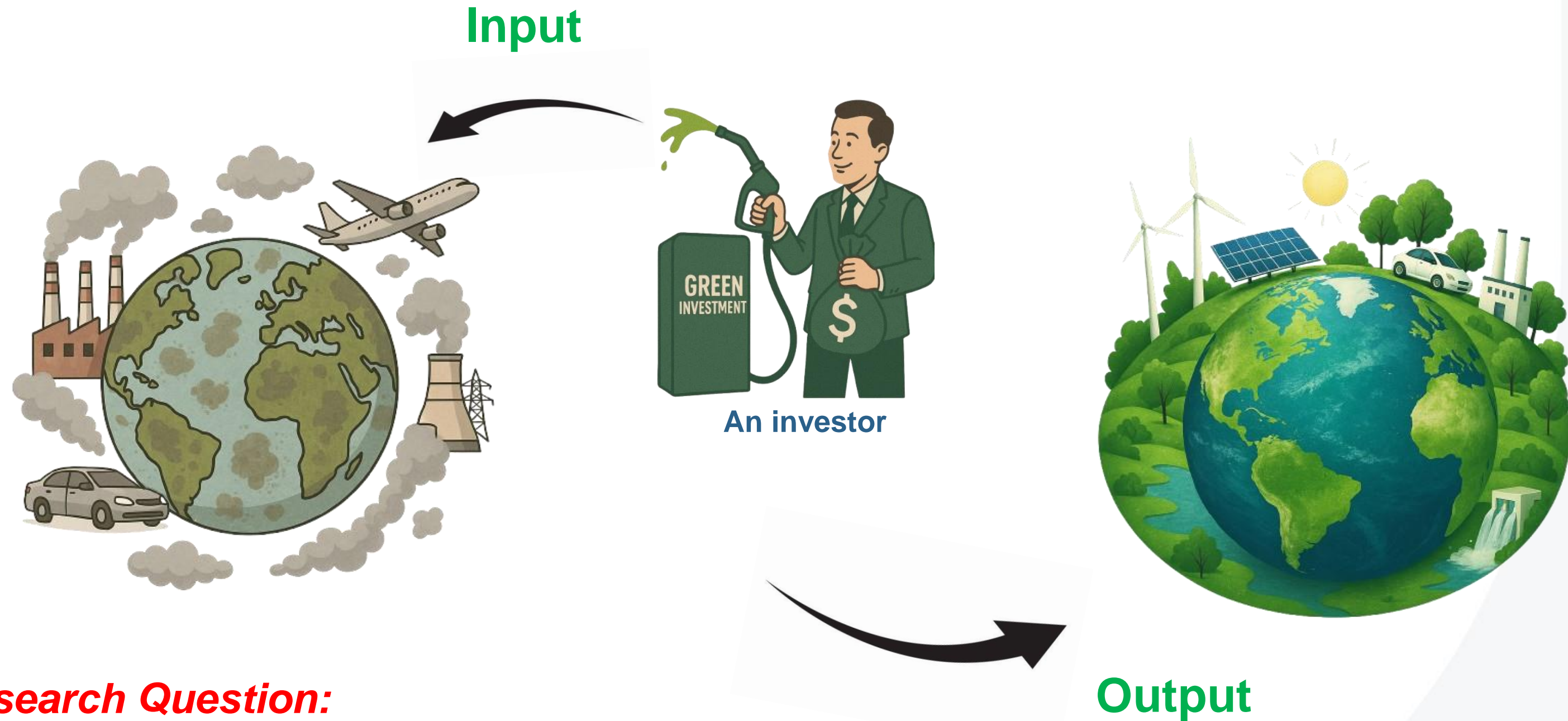
Research Question:

What motivates investors and policymakers to favour sustainable investment vehicles?

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Investor's choice

Stock Market

FinTech
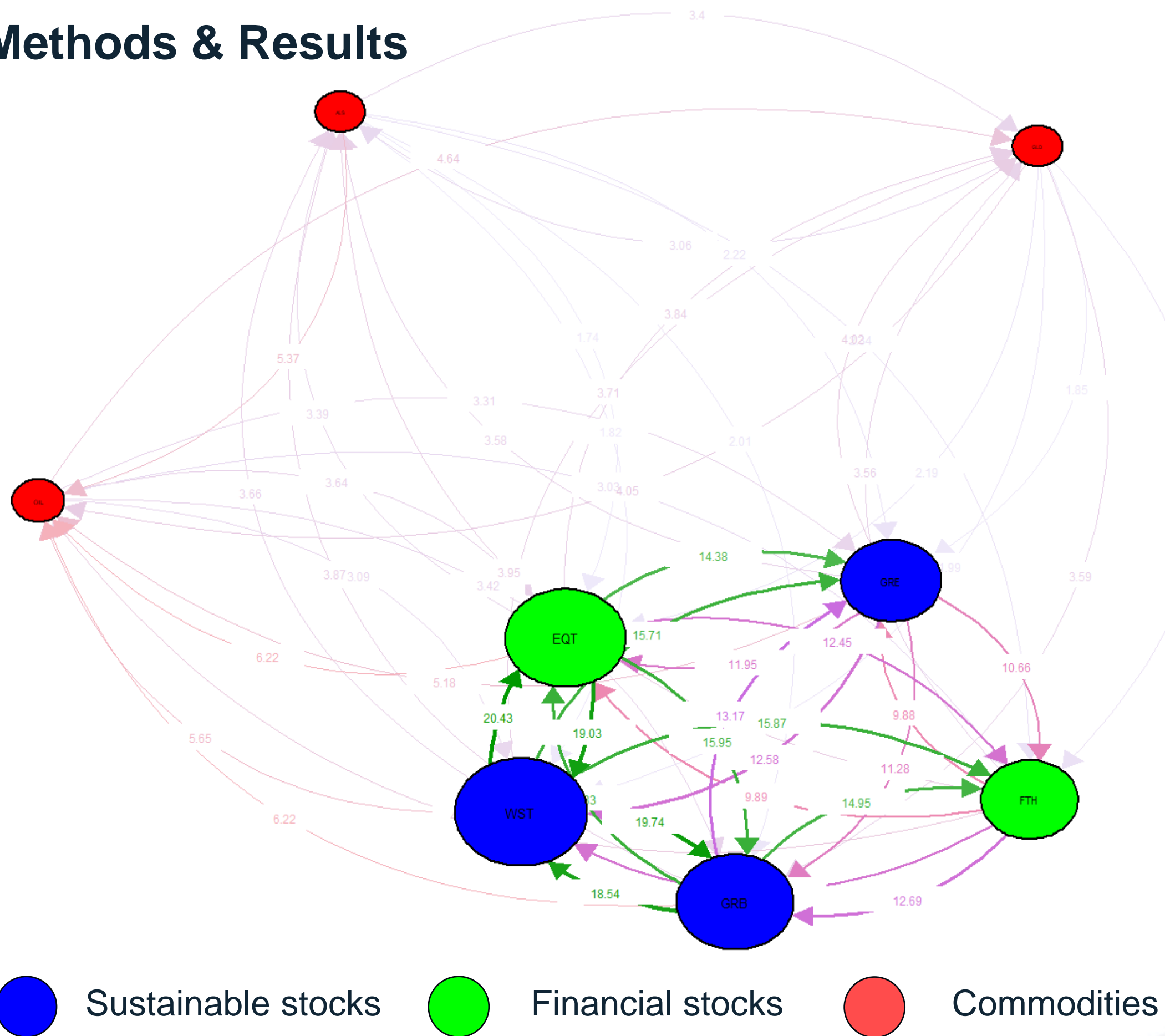
Financial

Water Stock

Green Bonds

Green Energy

Sustainable

Commodities

Agricultural stock

Gold

Crude Oil

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Methods & Results

Sustainable stocks   Financial stocks   Commodities

Key Takeaways

❑ **Sustainable stocks lead the volatility**

❑ **Eco-Fidelity Pledge**

Policy Implications

❑ **Focus on sustainable investment vehicles**

❑ **Investing in Agriculture**

Marsh v Baxter: Quick and Dirty

* A 'wholly novel' case

* Marsh lost certification over 70% of his farm; $85,000 in losses

* Marsh's use of land = 'abnormally sensitive'

* Decided (by the Court at trial and on appeal (2:1)): No negligence; no nuisance

* The case left a number of uncertainties

ARC TRAINING CENTRE FOR
FUTURE CROPS
DEVELOPMENT

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How can regulation foster the coexistence of GM and non-GM crops in Australia?

* There is no defined coexistence legislative framework

* Moratoria remain in Tasmania, ACT and Kangaroo Island (SA)

COEXISTENCE
REGULATION
GM CROPS
INTERESTED PERSONS

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FUTURE CROPS
DEVELOPMENT

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Interested Persons and Where to Find Them

FARMERS
SCIENTISTS
POLICYMAKERS
CORPORATIONS

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Methodology & Observations

FISWI = Filmed In-depth Semi-structured Walking Interviews

Semi-structured: Conversational, whilst maintaining structure

Walking: Informing discourse with visual and aural cues

Filmed: Filmic output as a publicly accessible – and engaging – medium

Linda Magin
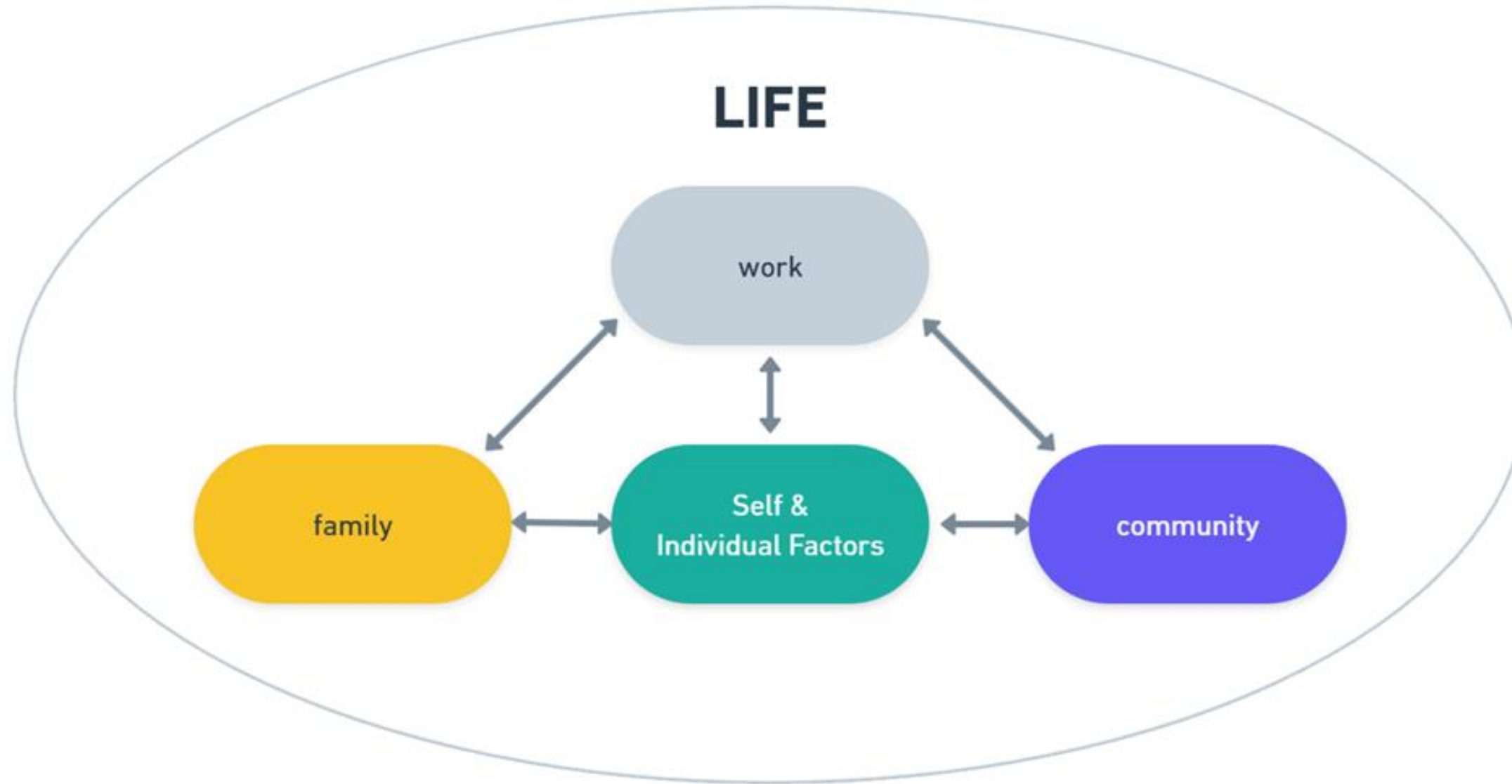**Adelaide Business School**

The Kaleidoscope Model of Life –
Time to Rethink Work And Life in Two
Separate Domains

make
history.

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Life Encapsulates Work

The Kaleidoscope

The Kaleidoscope Life Model
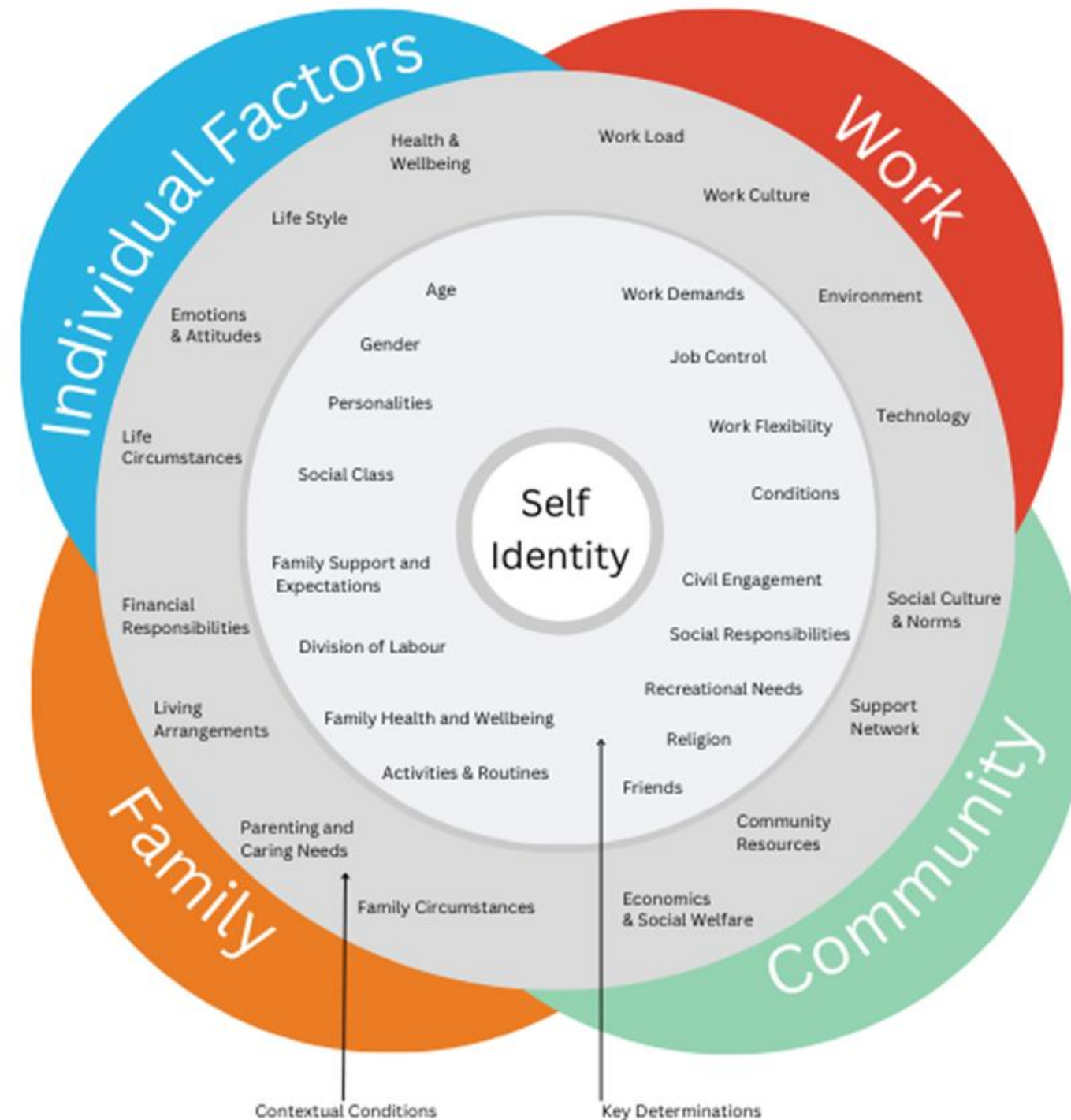
Kaleidoscope Model of Life: time to rethink work-life

This proposed conceptual paper **aims** to:

- Present the concept of "**life encapsulate work**" and look deeply into relationships between work, family, individual factors and community.

- **Present a theoretical framework** to holistically understand life domains using a kaleidoscope Model.

I wanted to ask some fundamental questions:

- What are the concepts of life and work?

- why work is part of life?

- How does self-identity link with different life domains?

Conclusion:

Life encapsulates work and other nonwork domains, and the conceptualisation of life integration requires broadening to meet the needs of changed constituencies, family types, workforce, life changes, employments and occupational groups.

The Problem…

➢ The student perspective: rise of online blended learning environments (OBL), current research is **conflicted** on whether this positively impacts student motivation…

–Flexibility
–Increase enrolment
–Inclusivity
–Accessibility

–Social environment
–Valuable resources
–Educator role
–Face-to-face discussions

Methodology
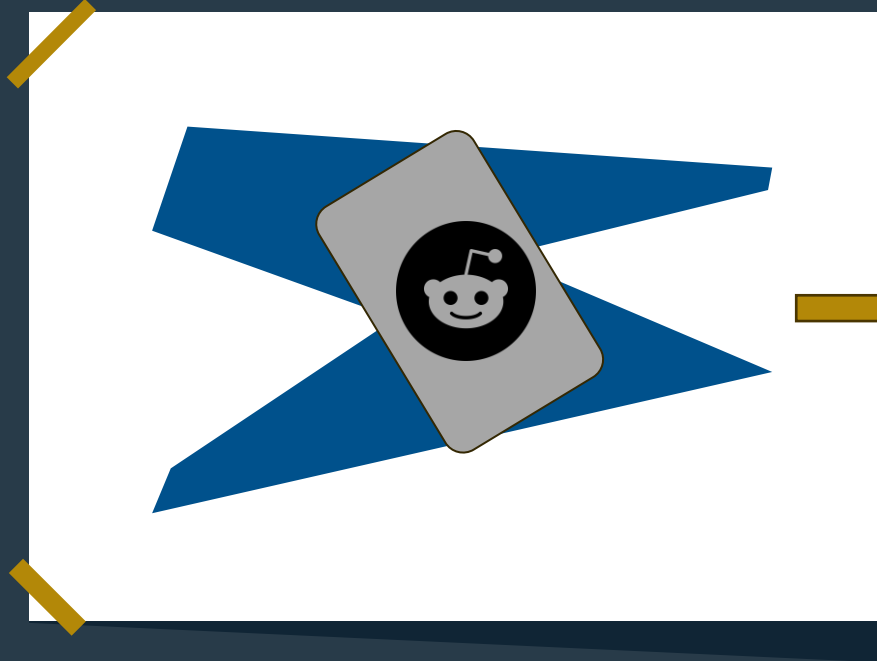
Exploration

Data scraping of Reddit to understand discussions relating to motivation of tertiary level students currently enrolled within an Australian institution

Depth of Understanding

Semi-structured interviews conducted with tertiary level students currently enrolled within an Australian institution
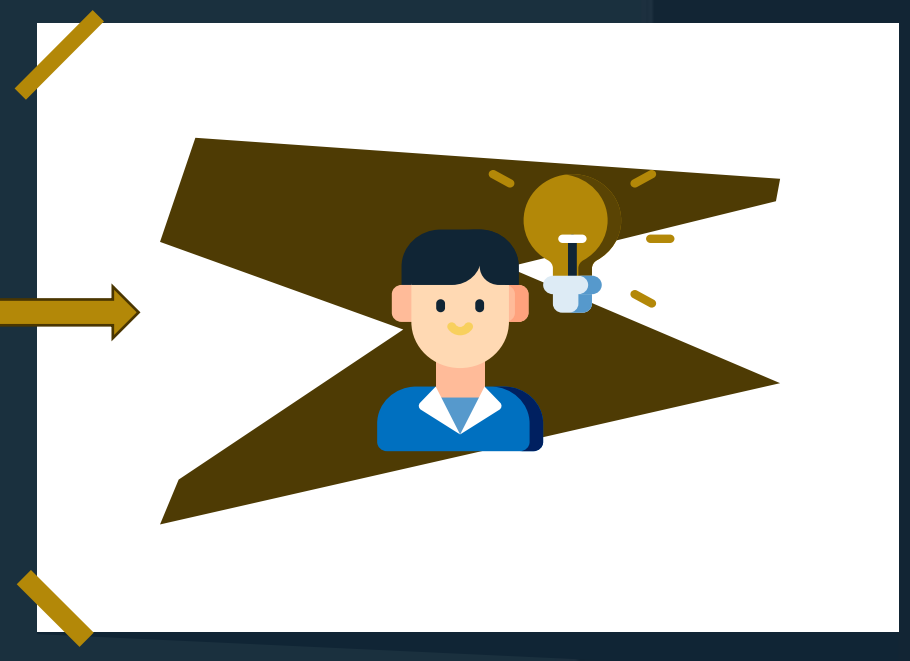
Construction

Comprehensive model constructed on the basis of the MEF to involve extrinsic factors

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Impact of My Research

- Multi-dimensional approach: intrinsic & extrinsic
- Development of model
- Contribution to literary discussion

- Educator approach/understanding
- Enhanced student education experience
- Satisfaction with education outcomes

- Bring to attention of policy makers
- Potential change to current approach
- Comprehensive approach

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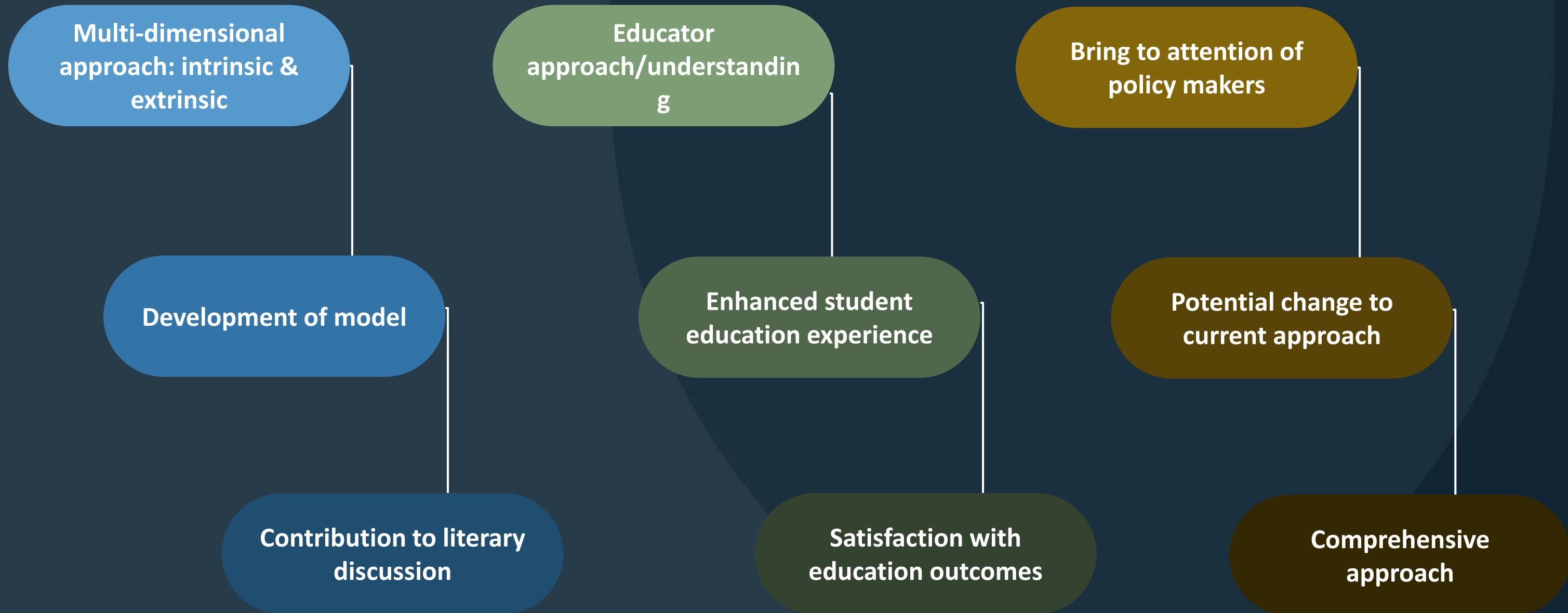
Reflections on supervision practices & student learning experiences forty years on.

The Doctor of Philosophy & other HDR

*Philosophiae **doctorem***

Doing a PhD is a long learning & transformative journey

"天将降大任于斯人也，必先苦其心志，劳其筋骨，饿其肌肤，空乏其身，行拂乱其所为，所以动心忍性，增益其所不能。"孟子 (公元前 370-286)

My working model of HDR advising

- Actively support the long-haul & **shared learning journey** as **'guide, philosopher & friend'**

- Do what it takes to make the learning journey enjoyable and memorable. It is privileged work.

- Focus on the core essentials of the research process **(3'I's)**

- Use **questions** to focus the research process **(Q&A).**

- Explore ways and means of **applying** new knowledge to organisational change management (OCM) (the **fourth 'I'** of practical **implications**).

- Empower personal **agency** by developing the big **'C's.**

- Use **INSTRUMENTAL ADJUSTMENT** to maintain momentum combining practicality & flexibility with intuition & empathy. Let the alchemy work freely.

Being 'learner-centred' means:

- Pay attention to what makes the HDR student 'tick' (motives, ambitions, goals and lived experiences) as a learning resource.

- Draw from their lived experience & interpretation of WIGO (what is going on?) and anything else useful to the learning journey. They know more than I do.

- Sustain the learning process as a continuous discourse based on 'soft talk' conversations about WIGO (you & the topic) and 'hard talk' discussion about all aspects of research design, data analysis, structure & content, and so on.

- Synergy comes from knowledge co-creation & academic discourse as a joint venture.

- Learner-centred is being 'guide, philosopher & friend' in practice. I call it **phenomenology in action**.

The lonely or shared journey? Proactive engagement is vital to success.

- Dr. Amina Omarova in her 2016 PhD Acknowledgements wrote-

- **"A PhD journey is not a lonely journey. To reach this point I contacted, collaborated and worked with many people who contributed to the success that I perceived as our common goal".**

- *The Australian Army in the 21st Century: Organisational Adaptation to New Conditions of Military Engagement- A Complex Adaptive System Perspective" 2016.*

Your Part in co-creation & synergy with supervisors

- Don't wait to be 'supervised' and told what to do. Get into the driving seat early but keep open to the free exchange of ideas in a shared learning process.
- The HDR journey comprises both **cognitive** (intellectual and academic) activity that often produces self-doubt and uncertainty as well as **existential** challenges when life intrudes. Share your ideas, thoughts and feelings about what is going on (WIGO) with other students and especially your supervisors. We have been there and done that. The western mind values openness.
- Reach out to others that have lived experience to share. Avoid being too dependent on reading papers. Share your learning journey with those willing to listen and talk.
- When the going gets tough keep going. Tenacity matters.

All's well that ends well

Designing Your Ultimate HDR Experience – Thrive with Purpose

Hosted by Sylvia Villios

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Meet Our Expert Panellists

Dr Barry Elsey - Order of Australia Awardee 2024
Adelaide Business School

HDR supervision and how students can build productive relationships with their supervisors.

Professor Peter Draper
School of Economics and Public Policy

Highlighting the role of Research Centres and their significance for HDR students

Dr. Jared Dmello
PGC School of Social Sciences

Pathways to enhance HDR success and overall learning experiences.

Dr. Anna Henwood
Elder Conservatorium of Music

Sharing her experience with the oral examination process and her journey to receiving a University Medal
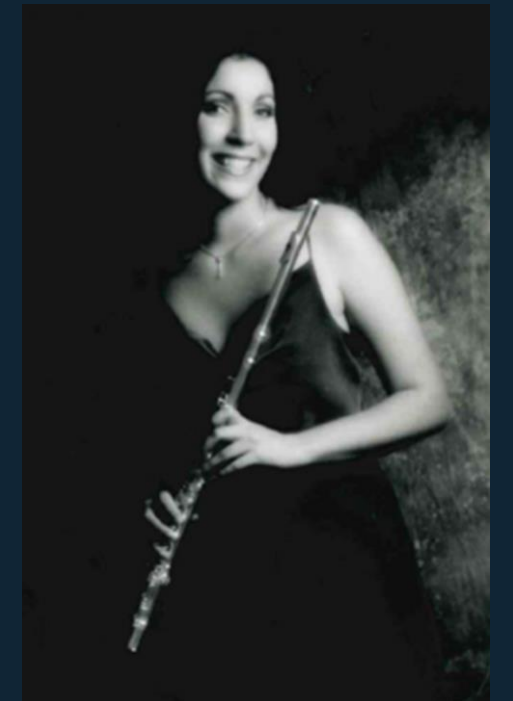
Jemma Holt
Higher Degree by Researcher – Adelaide Law School

Sharing insights from her internship and industry engagement, offering practical advice on leveraging external opportunities.

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Lunch

1 hour

See you at 1.30pm

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The Problem

POPULATION GROWTH ⬆

AUDIENCE NUMBERS ⬇

AVERAGE AUDIENCE AGE ⬇

PROGRAMMING ⬌

PUBLIC & PRIVATE FUNDING ⬇

COMPETITION ⬆

BOX OFFICE REVENUE ⬇
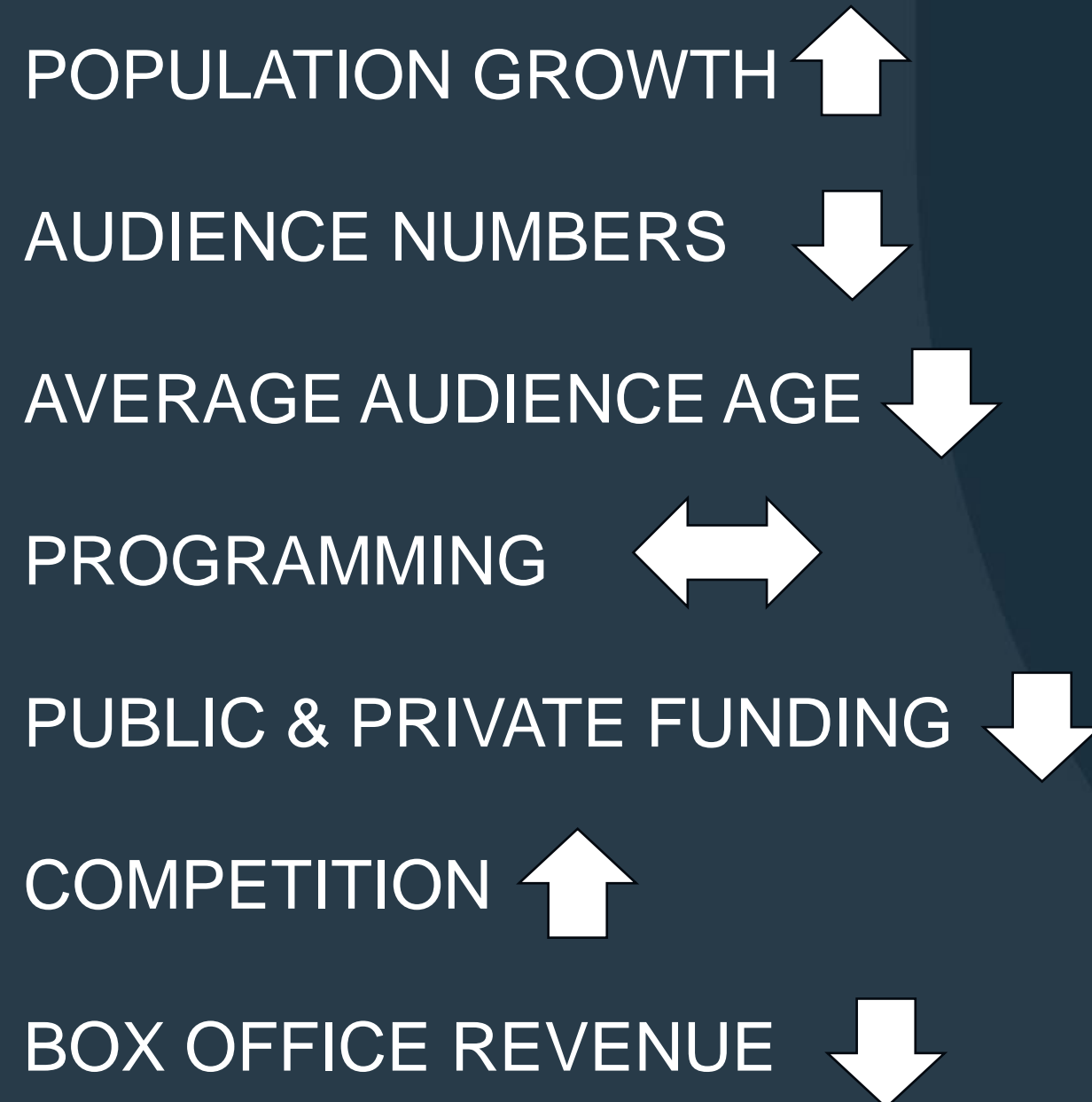
Markets & Market Shaping

Simple Market View – Buyers and Sellers

Traditional Market View – What does the customer want or value and how can I provide a product or service to match?

Market Systems View – Where the market is a complex and social system consisting of interactions with many more participants than just those involved in buying and selling

Market Shaping – proactively collaborating with all market system participants with a view to changing the system to improve the outcomes for everyone!

Approach

What if Australian Performing Arts Organisations chose to proactively shape their market rather than passively adapt to it?

Three interlinked studies

1) A systematic literature review to explore how globally based PAOs respond to market decline

……The collaborate with senior Australian Performing arts sector managers to:

2) Understand their management responses to their specific challenges; and

3) Co-create real-time, real world market shaping strategies to improve long term

Impacts

AI is poorly defined

We (researchers) haven't really agreed on that yet...

- "What is AI?" is an abstract, historically debated, and often unhelpful question in research

- AI means different things across fields—definitions are often circular or superficial

- Misalignment between intent, understanding, and use of AI creates theoretical and methodological risks

The Two Roles of AI in Research

- **Studying AI**: AI is the object of inquiry (its nature, impact, limitations)

- **Using AI**: AI is a tool in the research process (e.g., for analysis, data collection)

The Dual Role Framework (D-CUER)

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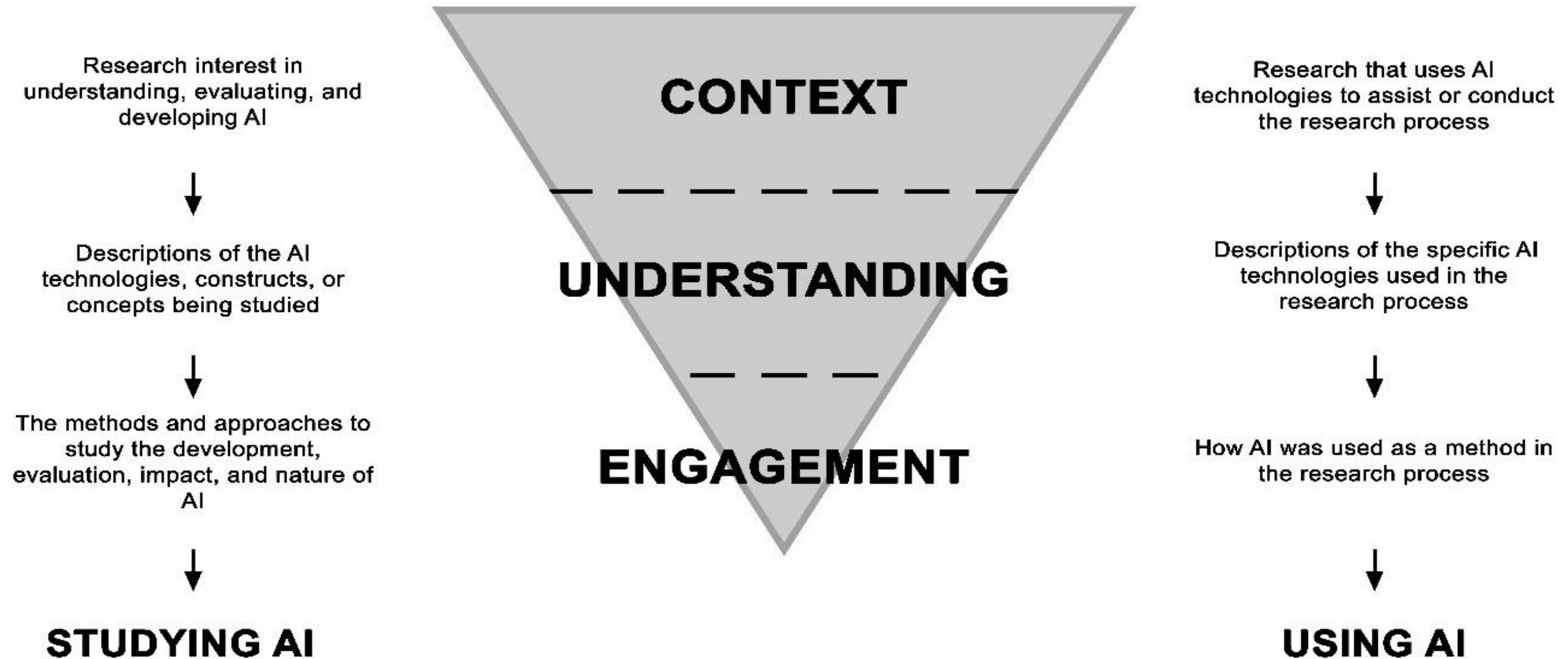
This review aimed to study the financial impacts of large language model (LLM)-powered chatbots on the revenue generation of sales teams using meta-analysis. Studies were included if their discussed context, understanding, and engagement with LLM-powered chatbots met the dual role framework definition of studying AI.
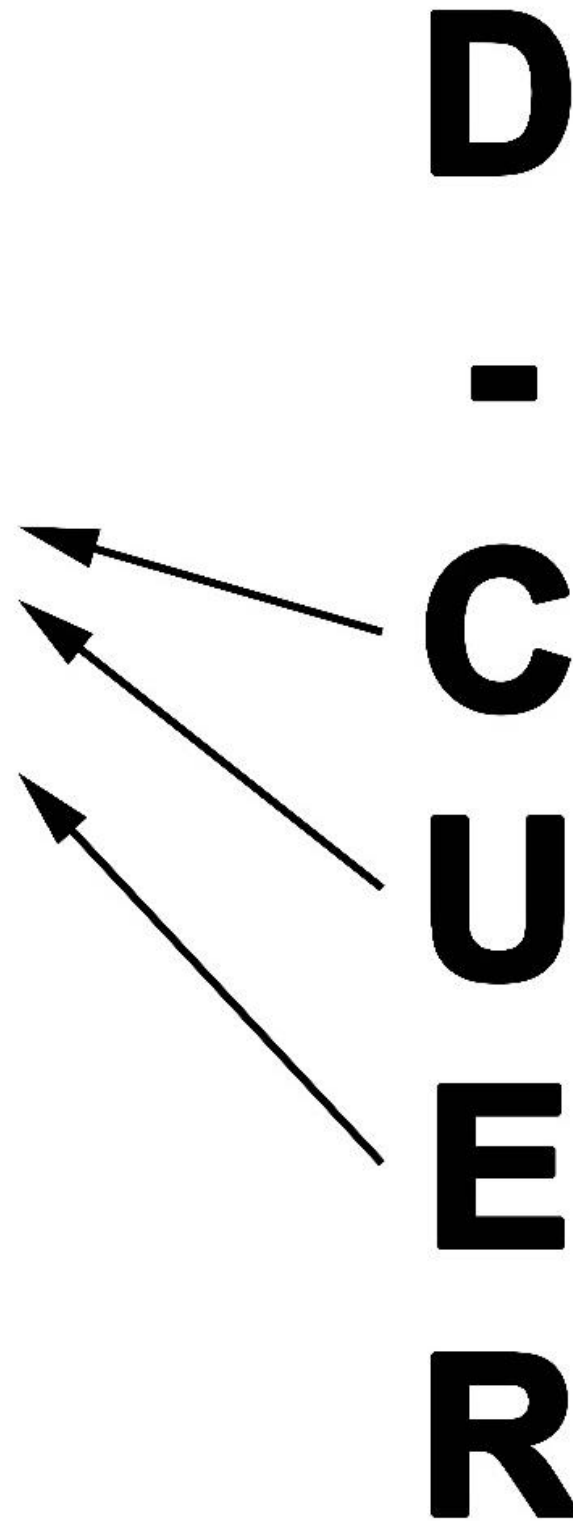
A 3-layer framework to clarify AI's role in research:

- **Context** – What is the research trying to do?
- **Understanding** – What does the researcher say about AI?
- **Engagement** – What does the researcher actually do with AI?

Reflection – do these layers add up?

We'd love feedback

You can help by…

- Adopting and refining the framework

- Using it across disciplines and roles

- Incorporating it into research design, education, and review processes

Read the paper when its published

Bahare Dadgar
School of Economics and Public Policy

Predicting the Likelihood of Cyber Incidents

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Motivation

Cybersecurity is entering an era of unprecedented complexity, driven by:

- Geopolitical tensions
- AI advancements
- Supply chain vulnerabilities
- Rising cybercriminal activity

Cyber incidents— disruptions caused by malicious network or system breaches — impose financial losses, social costs, and erode trust in the digital economy.

Predicting cyber incidents based on firm-level characteristics is crucial for:

- Customers
- Investors
- Policy makers

Key limitation: Firm underreport cyber incidents and withhold negative unobservable information.

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Cybersecurity Incidents in United States
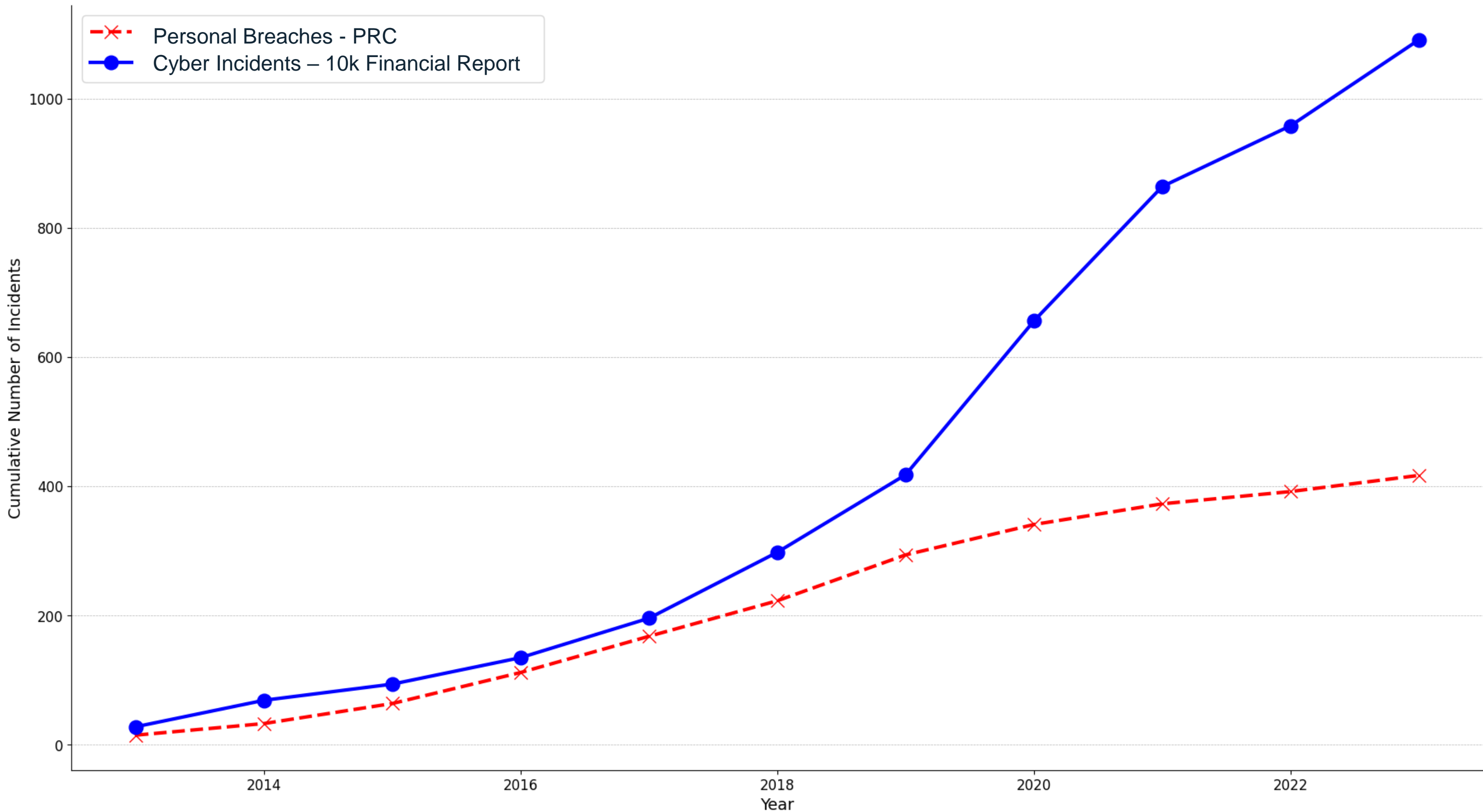
Result
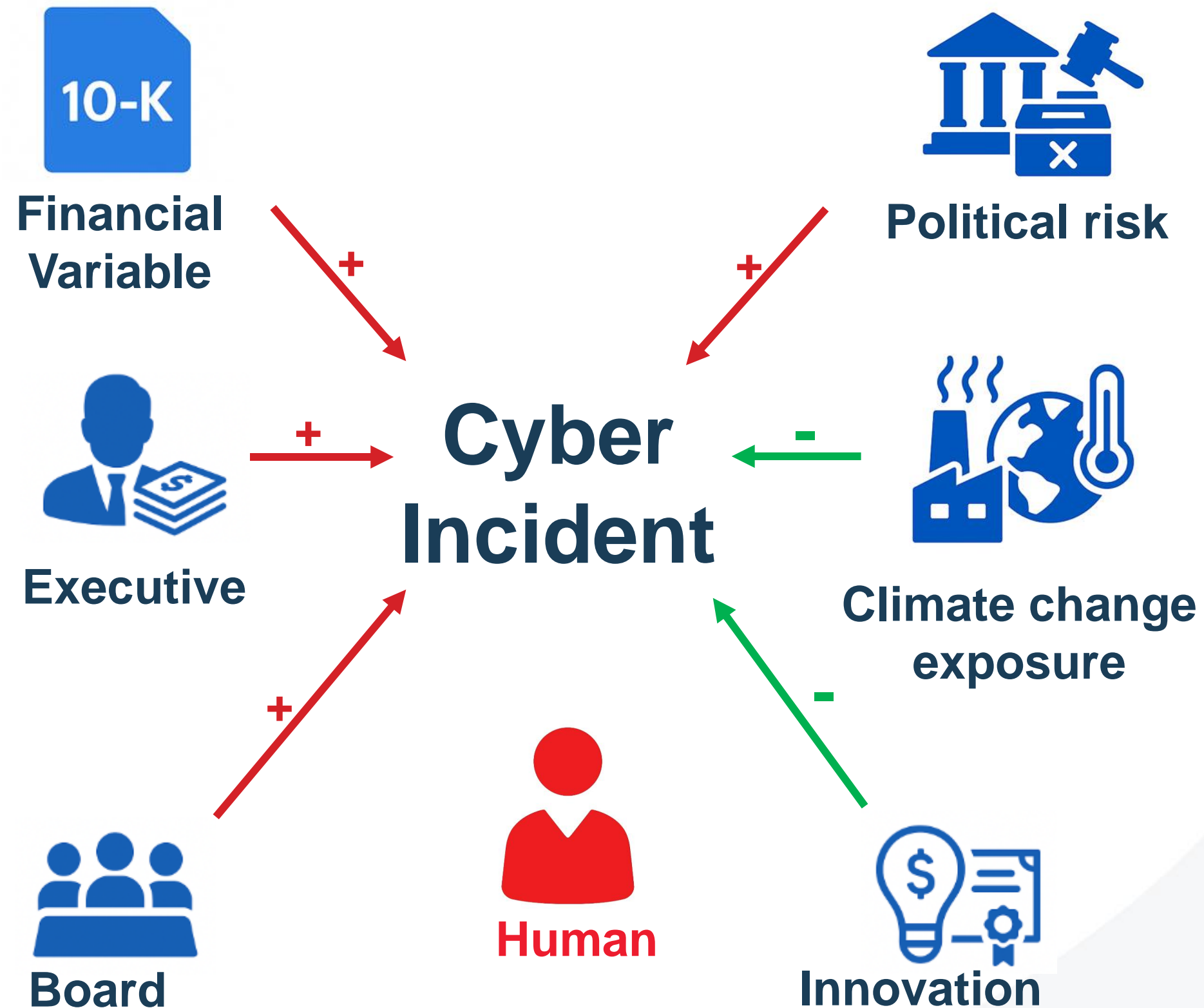
Are we surfing alone?

JAN 2025, Seaford Beach, SA

We are certainly better connected, aren't we?

How to connect digital and social connectedness?
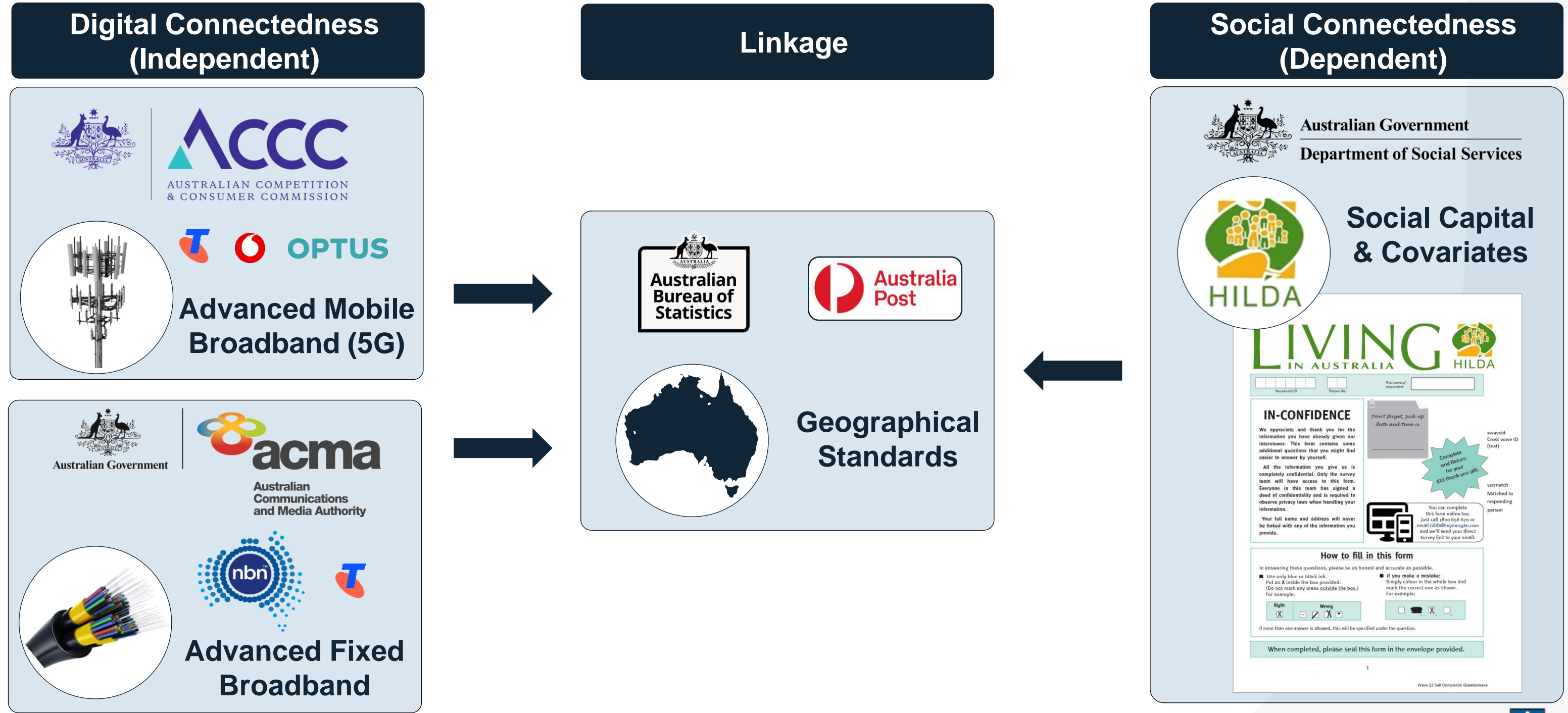
Three main and three supporting data sets are linked.

What are the main variables of interest?

5G infrastructure heatmap 2023 in ArcGIS PRO
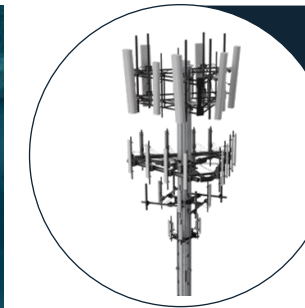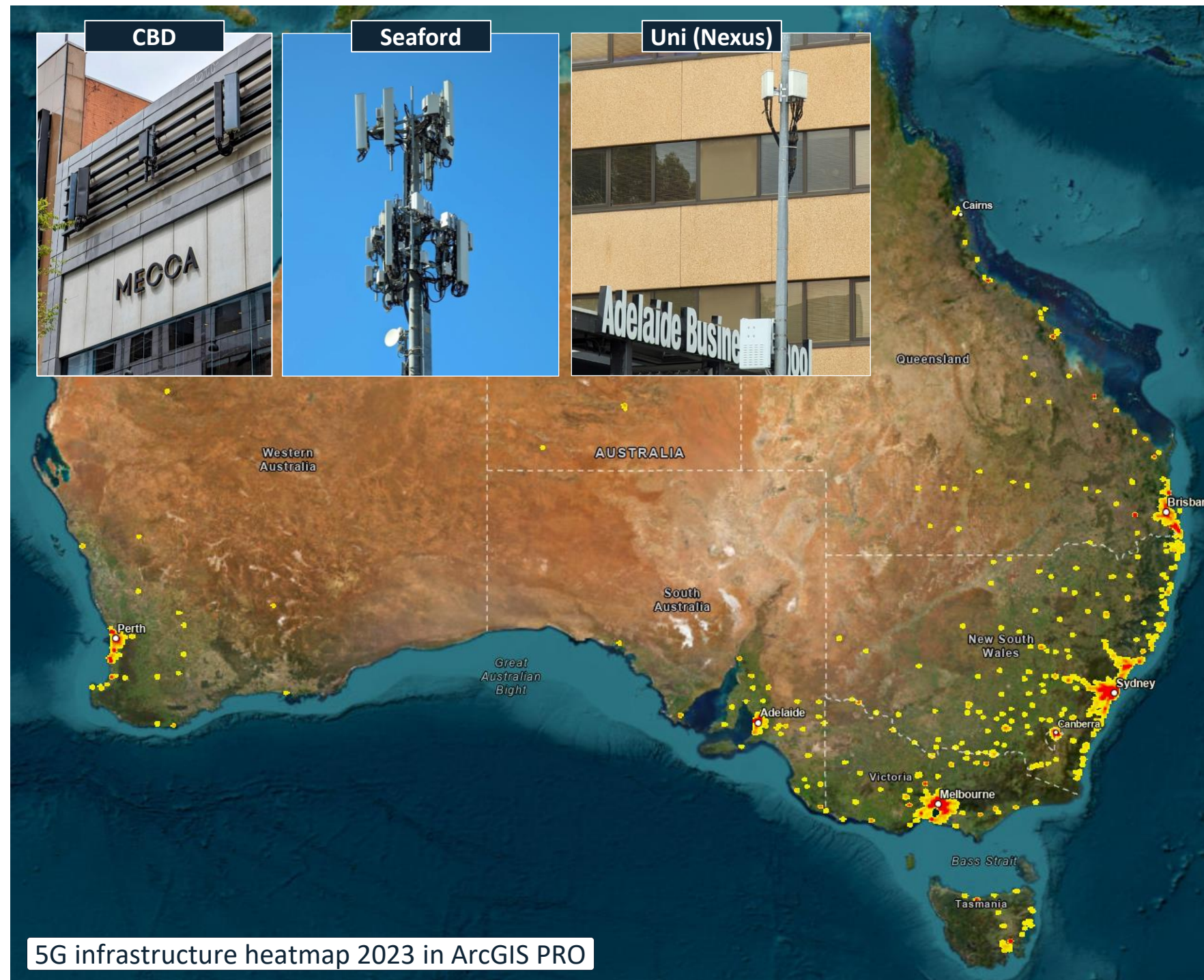
Mobile Broadband (5G)

- **5G mobile broadband availability**
- Number of 5G mobile sites in t-1
- Number of mobile network operators

Fixed Broadband (NBN)

- **NBN fixed broadband availability**
- Number of activations since rollout started
- Time in months since rollout commenced

Social Capital Dimensions

- **Six** individual dimensions
- **Two** aggregated dimensions

Technology as independent and Social Capital as dependent variable.

Do 5G and NBN affect social connectedness?

Variables	(1) Informal Social Capital	(2) Social Cohesion	(3) Trust	(4) Reciprocity	(5) Civic Engagement	(6) Political Participation
5G availability	-0.444*** (0.148)	-0.165 (0.169)	-0.310* (0.187)	-0.455*** (0.195)	-0.328** (0.152)	-0.258* (0.157)
NBN availability	0.020 (0.015)	0.008 (0.018)	0.031 (0.190)	0.018 (0.020)	0.003 (0.0153)	-0.006 (0.0162)

Variables	(7) Social Capital Composite I
5G availability	-0.395*** (0.141)
NBN availability	0.023 (0.014)

Gender	Location	Age
No difference	Regional – stronger	Younger – stronger

Variables	(8) Social Capital Composite II
5G availability	-0.273** (0.140)
NBN availability	-0.003 (0.014)

Gender	Location	Age
Female - stronger	Regional – stronger	Older – stronger
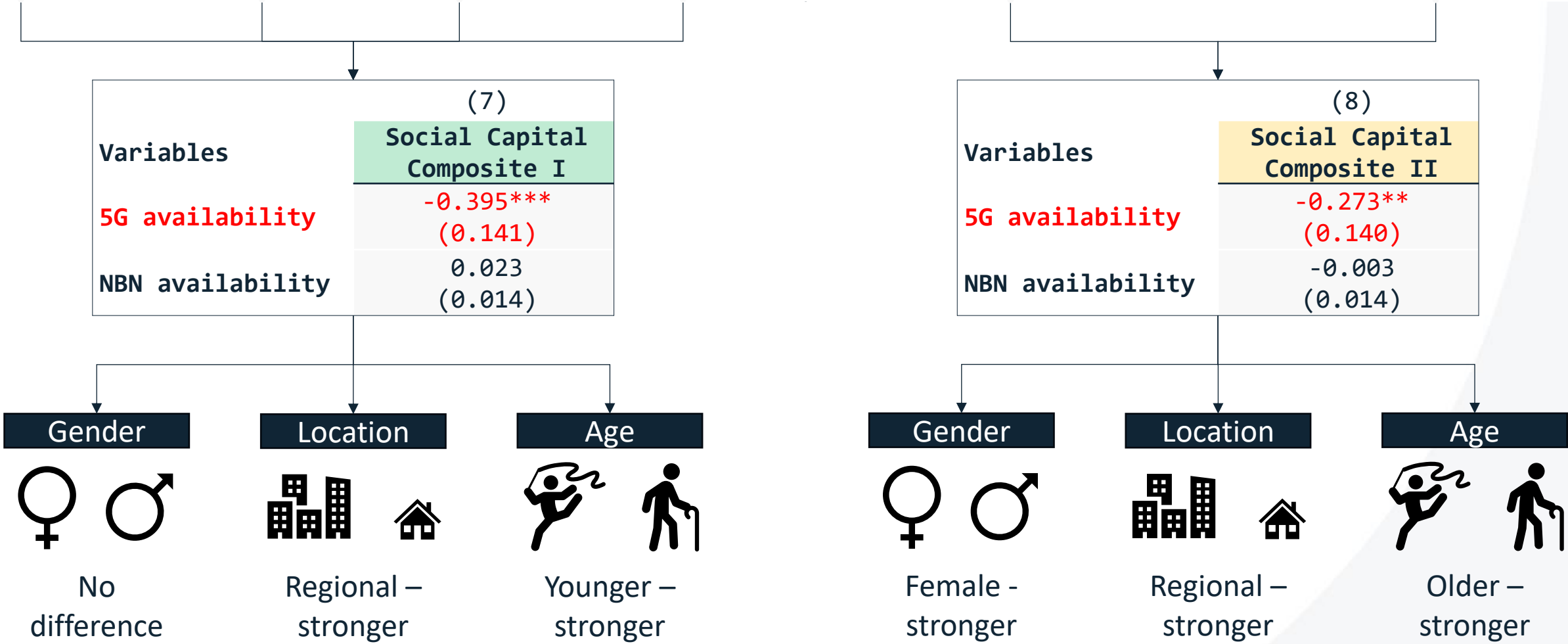
5G shows a negative impact on social connectedness. NBN does not.

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Rationales

❖ What is ***student engagement*** in online lessons?

❖ The most prominent issue in engagement area is ***the lack of a universal definition*** due to diverse contexts (Reschly et al., 2020).

❖ Academics suggest that any study on student engagement should clarify its conceptualisation to fit the specific context first (S. Christenson et al., 2012; Kahu, 2013).

• Christenson, S., Reschly, A. L., & Wylie, C. (2012). *Handbook of research on student engagement* (Vol. 840). Springer.
• Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in higher education, 38*(5), 758-773.
• Reschly, A. L., Pohl, A. J., & Christenson, S. L. (2020). *Student Engagement Effective Academic, Behavioral, Cognitive, and Affective Interventions at School* (1st ed. 2020. ed.). Springer International Publishing. https://doi.org/10.1007/978-3-030-37285-9

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Hypothesis

Student Online Classroom Engagement

A sense of belonging to school

valuing school

feelings towards online environment

feelings towards instructors

feelings towards peers

feelings towards academic

positive high-activation emotions

positive low-activation emotions

negative high-activation emotions

negative low-activation emotions

School connectedness

Attitude towards online classroom

Subjective emotional well-being

Emotional Engagement

master desired knowledge and skills

Psychological investment in learning

seek beyond requirements

Cognitive Engagement

Behavioural Engagement

Involvement in learning materials

effort and persistence

active learning time

asking for help

using strategies to learn online

applying metacognitive strategies to manage cognitions in online settings

Being Strategic

VOLITION

Participation in classroom activities

positive conduct

participation in academic activities such as discussion

higher-order social participation, such as working cohesively and respectfully

Quiz grade

Student Online Classroom Engagement Questionnaire

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Methodology

Participant	Procedures	Data Collection	Data Analysis				
392 Year 8 Students from 2 Chinese Public Schools in Zhuhai City, Guangdong Province	Pilot study	SOCE Questionnaire	EFA		CFA		
	Online Lesson 1	SOCE Questionnaire	EFA	Validate Construct of Each Aspect	CFA	Validate Construct of Student Engagement
	Online Lesson 2	SOCE Questionnaire	EFA		CFA	
	Online Lesson 3	SOCE Questionnaire	EFA		CFA	

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Results

Revised Student Online Classroom Engagement

- A sense of belonging to school
- valuing school
- feelings towards instructors
- feelings towards peers
- feelings towards academic
- Subjective emotional well-being

General Emotional Engagement

Classroom Specific Emotional Engagement

Emotional Engagement

Cognitive Engagement

Behavioural Engagement

- master desired knowledge and skills
- seek beyond requirements
- using strategies to learn online
- applying metacognitive strategies to manage cognitions in online settings
- VOLITION

- effort and persistence
- active learning time
- asking for help
- positive conduct
- participation in academic activities such as discussion
- higher-order social participation, such as working cohesively and respectfully

Revised Student Online Classroom Engagement Questionnaire

Nosology; the classification of disease

Psychiatry defines illness in terms of *symptoms*.

Wider medicine defines illness in terms of *pathology*.

Symptoms are the observable markers of an illness.
 i.e. the effect.

Pathology is the underlying bio-mechanistic process or dysfunction itself.
 i.e. the cause.

Operating only on the side of the former presents significant problems for medical practice, both for treatment and diagnosis.

Why has Pathology Eluded Psychiatry?

One reason is the relative complexity of the relevant biological substrate.

Another is the obscurity of the relationship between the relevant symptoms and that substrate. These are, in the case of psychiatry, mental.

Whilst it is intuitive that a dysfunction of the body can be explained by reference to the body, it is not so clear how a dysfunction of the mind can be explained by reference to the brain.

Computation and Levels of Description
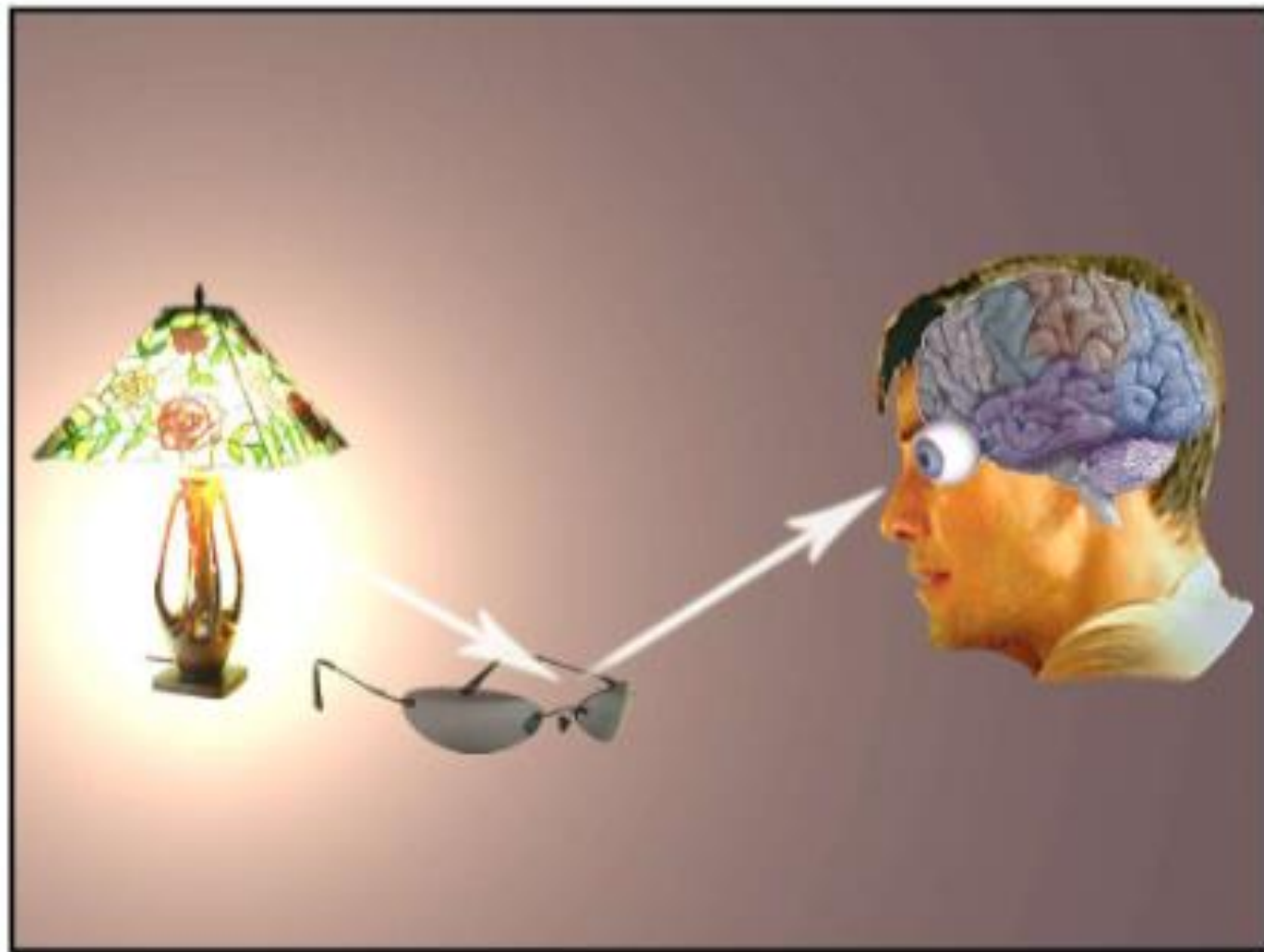
A

Goals
"what does the brain do?"

Algorithms
"how does the brain do it?"

Physical realization
"what neural substrates?"

Marr's tri-level of analysis

Computational Psychiatry as a Method

1. First forward a computational problem as sufficient to account for some mental or psychological function.

2. Operationalise this problem as an appropriate relationship between quantifiable variables.

3. The set of mathematical operations or algorithms that the brain could implement to solve the problem can then be formulated as a model.

4. Find a plausible biophysical implementation, converting a mathematical formulation of behaviour into a plausible underlying mechanism for that behaviour.

Cognitive Interview

What is a cognitive interview?

- A method to validate a survey instrument's face validity and improve item interpretation (Hiratsuk et al., 2024).

- Helps uncover how respondents interpret and process questions

Think Aloud

Ask Question

Verbal Probing

Identify Issues
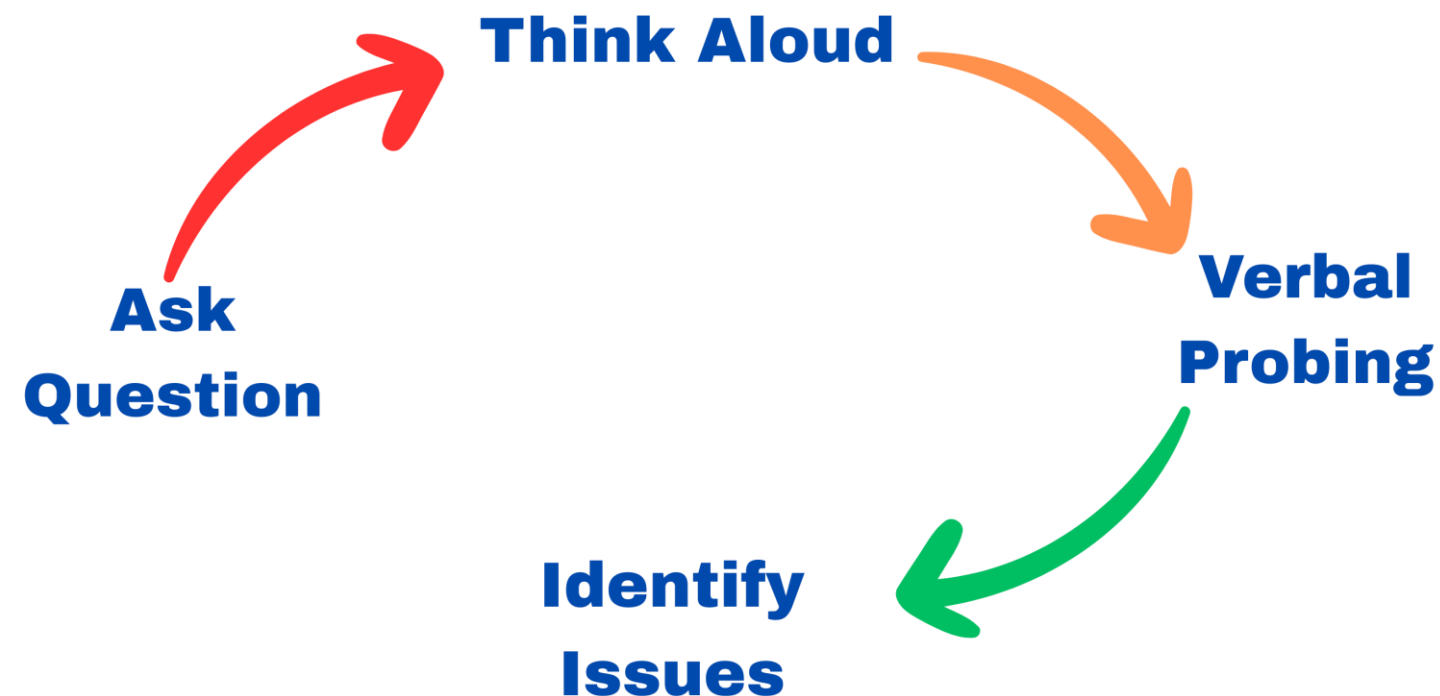
Study Design

- One-on-one interviews (4 PhD Students + 1 PhD Research fellowship)

- Follow two strategies: (1) Think aloud and (2) Verbal Probing (Howlett et al., 2018).

- Interview transcribed and analysed responses to assess question comprehension and gather improvement suggestions

"Can you explain what you think this question is asking?"

Findings and Survey Revisions

- Nine items were identified as unclear among 23 Likert Scale items

Usefulness of AI	P1	P2	P3	P4	P5
Item 1					
Item 2					
Item 3					
Item 4					

Item 2: AI will make teaching tasks more effective.

Revision: AI will help me take less time to prepare lessons.

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Conclusions and Implications

Summary

- Cognitive interviews improved the survey's face validity.

- Untapped potential use in educational research

Implications

- The revised survey is now collecting data for the research project

- Suggest using cognitive interviews in social sciences

Cognitive Interview = Better Survey

Ranjani Ragotham

Media

The commercialisation of happiness:

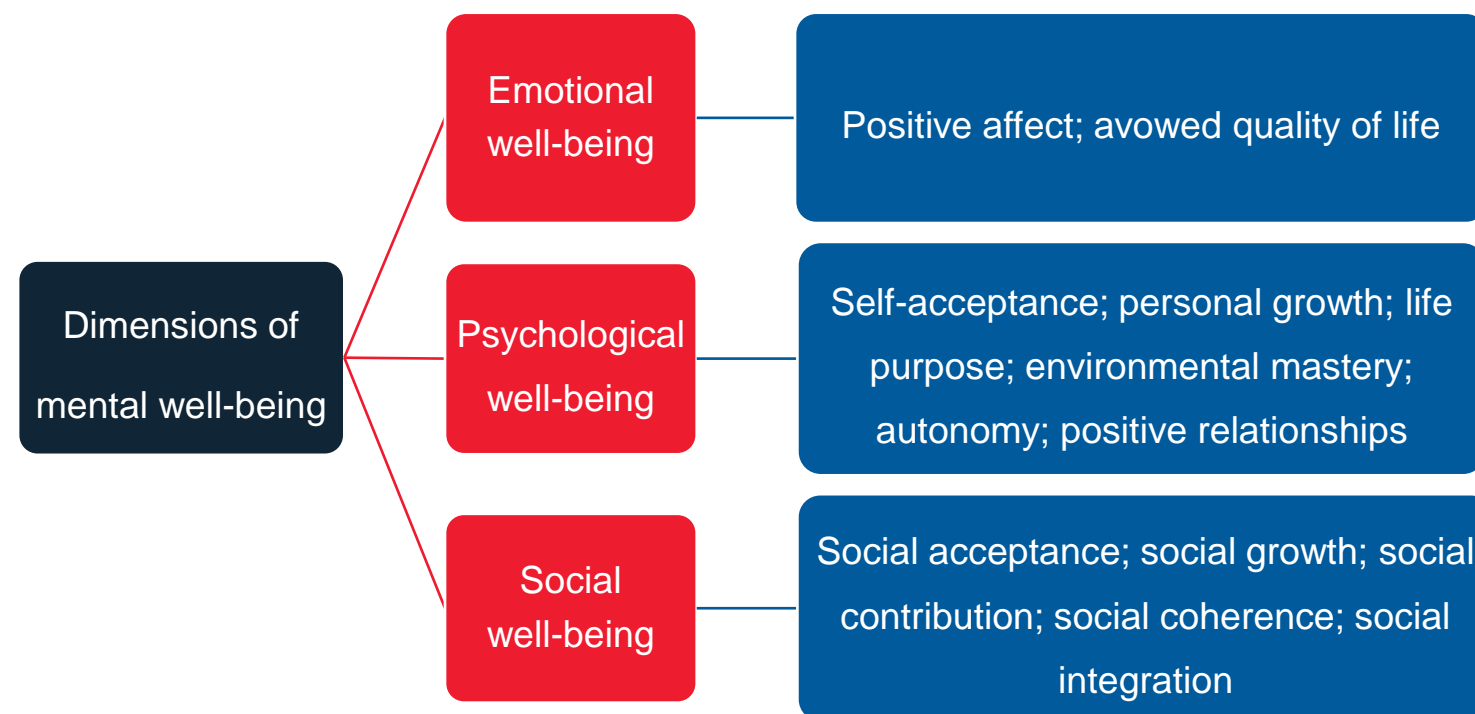*The depiction of mental health in the consumer social media marketing strategies of global cosmetic brands*

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Overview of literature

"Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society." (Galderisi et. al., 2015)

Dimensions of mental well-being

- Emotional well-being — Positive affect; avowed quality of life
- Psychological well-being — Self-acceptance; personal growth; life purpose; environmental mastery; autonomy; positive relationships
- Social well-being — Social acceptance; social growth; social contribution; social coherence; social integration
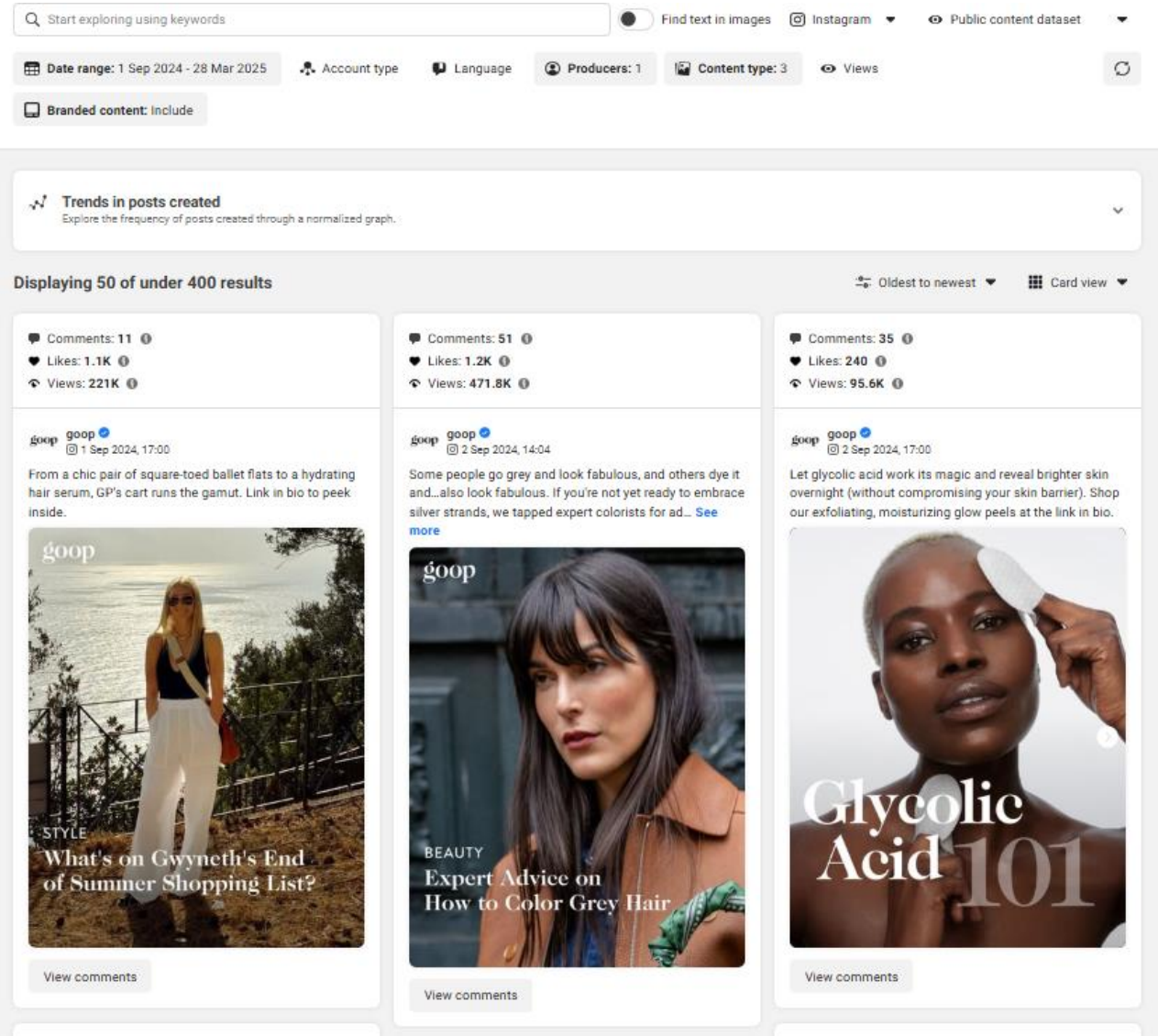
(Keyes, 2014)

Types of mental health content in user-generated social media posts (Milton et. al., 2023):

- Clinical/Informational content
- Pragmatic content
- Comfort content

Types of message appeals (Yap et. al., 2019):

- Rational/Informational message appeals
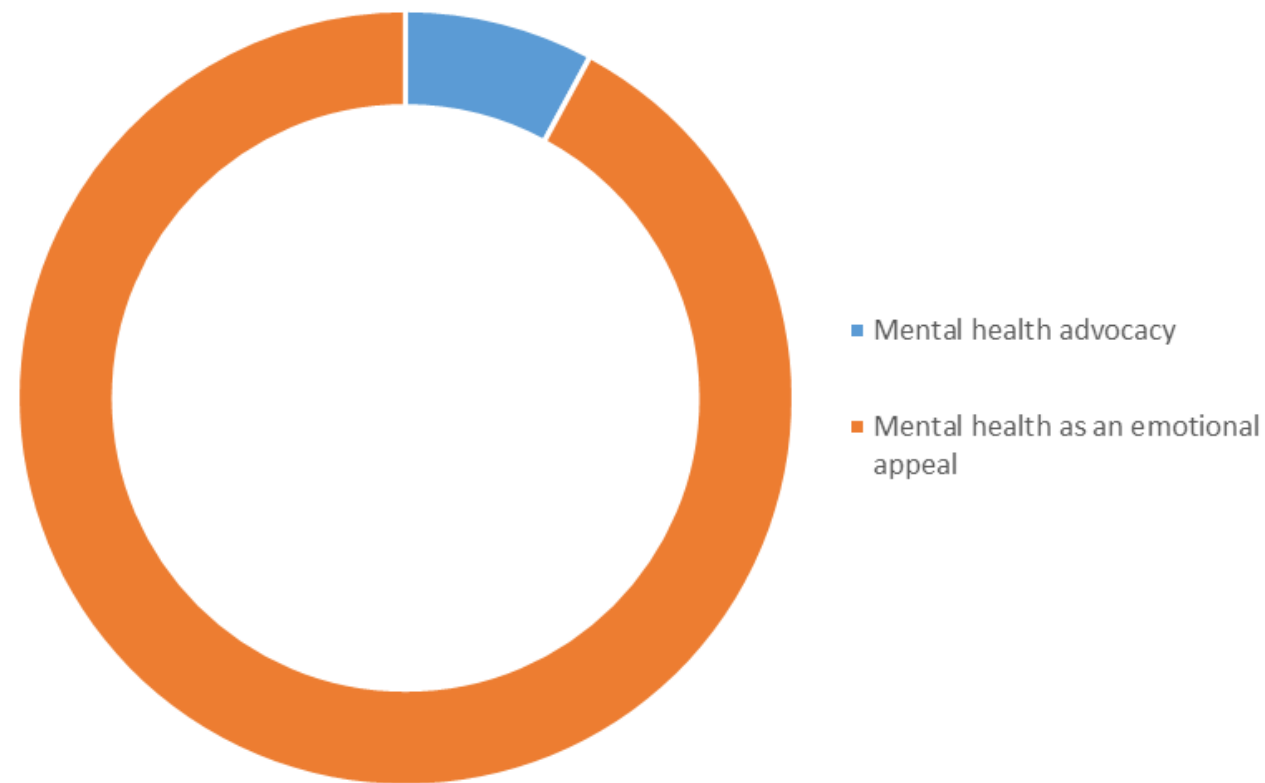- Emotional message appeals

Methodology

Social media posts were sourced using the Meta Content Library.

Sr. no	Brand name	Instagram handle	# of followers (in millions)	# Posts surveyed	# Mental health Posts	% of MH Content
1	Tarte Cosmetics	tartecosmetics	10.1	15	3	20%
2	Bath & Body Works	bathandbodyworks	7.3	15	3	20%
3	Sugar Cosmetics	trysugar	2.9	35	7	20%
4	Vichy Laboratoires	vichylaboratoires	2	10	2	20%
5	Goop	goop	1.8	29	6	21%
6	Maybelline New York	maybelline	12.4	33	7	21%
7	Coco & Eve	@cocoandeve	1	14	3	21%
8	Chanel Beauty	chanel.beauty	6.6	9	2	22%
9	Gisou	gisou	1.7	13	3	23%
10	IT Cosmetics US	itcosmetics	1.9	17	4	24%
11	La Roche-Posay International	larocheposay	4	4	1	25%
12	Clinique	clinique	3.8	8	2	25%
13	Pixi by Petra	pixibeauty	2.7	20	5	25%
14	Hismile	hismile	1.6	4	1	25%
15	Make Over Cosmetics	makeoverid	1.3	16	4	25%
16	Glow Recipe	glowrecipe	1.8	19	4	21%
17	Jo Malone London	jomalonelondon	2.2	7	2	29%
18	Wahl Professional USA	wahlpro	1.4	7	2	29%
19	Hourglass Cosmetics	hourglasscosmetics	2	20	4	20%
20	eos Products	eosproducts	1.6	10	3	30%
21	Caudalie	caudalie	1.2	13	3	23%
22	Estée Lauder	esteelauder	4.5	16	5	31%
23	Dior Beauty	diorbeauty	13.2	31	10	32%
24	Florence by Mills	florencebymills	3.2	12	4	33%
25	The Original Makeup Erasure	makeuperaser	1.2	14	5	36%
26	Jouer Cosmetics	jouercosmetics	1	14	5	36%
27	Tatcha Beauty	tatcha	1.3	11	4	36%
28	YSL Beauty	yslbeauty	11.8	8	3	38%
29	Aesop	aesopskincare	1.1	8	3	38%
30	Kayali Fragrances	kayali	1.1	13	5	38%
31	Kay Beauty by Katrina	kaybykatrina	1.5	20	8	40%
32	Lancôme	lancomeofficial	6.6	21	9	43%
33	Shiseido	shiseido	1.4	14	6	43%
34	coverfx	coverfx	1	7	3	43%
35	Lakmē	lakmeindia	2.3	40	19	48%
36	Laboratoire Dermatologique Avène	avene	1.3	2	1	50%
37	Dove	dove	1	8	4	50%
38	Rare Beauty by Selena Gomez	rarebeauty	7.7	23	12	52%
39	Le Labo Fragrances	lelabofragrances	1.6	6	5	83%
40	Bevel	bevel	117 K	2	2	100%

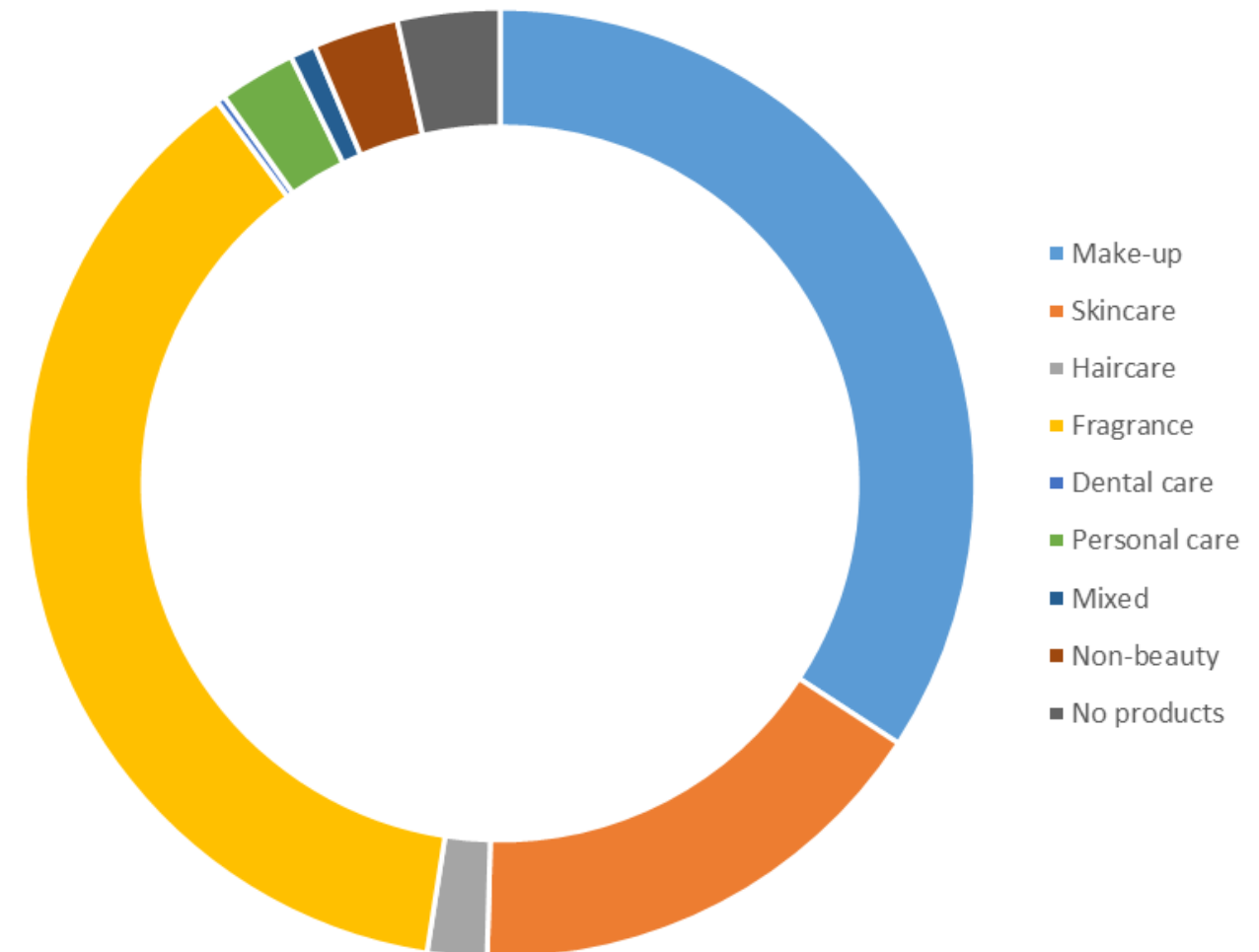Secondary data sample (Brands containing mental health narratives in at least 20% of their Instagram posts).

Preliminary results of the quantitative analysis

Types of mental health content present in the Instagram accounts of global cosmetics brands

- Mental health advocacy
- Mental health as an emotional appeal

Category break-up of posts containing mental health narratives

- Make-up
- Skincare
- Haircare
- Fragrance
- Dental care
- Personal care
- Mixed
- Non-beauty
- No products

Total number of brands with mental heath narratives: 88 (61%)

Total number of posts with mental heath narratives: 271 (12%)

Preliminary results of the quantitative and qualitative analysis

Features of the 40 selected brands:

- 48% are American-based brands.
- 90% are available for purchase globally.
- 83% have been operating for over a decade.
- 63% are relatively affordable.
- 15% are owned by celebrities.

Emerging mental health narratives identified so far:

Psychological well-being	Emotional well-being	Mental health advocacy
• Confidence • Self-care • Self love • Positive relationships • Mindfulness	• Mood • Positive emotions • Negative emotions	• World Mental Health Day • Women's mental health

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Name: Michael Lazarou
School: Humanities

AI Agents, Accountability, and Explanation

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AI Agents - Examples

E-Commerce/Sales Agents

Content Recommenders

Autonomous Vehicles

Criteria for (Minimal) Agency

Representational States (encode an entity's 'beliefs' about how things are)

Motivational States (encode 'desires or 'goals' as to how it would like things to be)

Capacity to interact with the environment (encodes 'actions' in pursuit of 'desires or goals' in line with 'beliefs')

Accountability

Thought: Keep humans "in-the-loop"

Explanatory Worry: Opacity in Distributed Agency

Thought: Limit deployment until artificial systems possess sufficiently advanced agentic features

Explanatory Worry: Opacity in Functional Explanation

Explanation and Explanatory Targets

Accounting for Opacity in Distributed Agency

Explaining Collective Agents

Accounting for Opacity in Functional Explanation

Explaining Minds

Afternoon Tea

See you at 3.20pm

Visit the Registration Desk to register for the upcoming Professional Development Session and receive CaRST points

Coming up next…

Stand Up. Speak Out. Be Heard.

Hosted by Matt Hyde

make history.

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Matt Hyde

Matt Hyde trained as an actor in London and for twenty years worked in theatre, film and TV. For the past decade Matt has coached communication and public speaking skills to clients in London, Sydney, Melbourne, Adelaide, Brisbane, Perth and Malaysia.

Clients include; Mercedes-Benz, SA Water, Gough Recruitment, Royal Adelaide, Hospital, SA Power Networks, Telstra, Department for Education, PIRSA, Journey Beyond, Fuller Brand Communication, Commission Factory, Energy One, Police Health, London Metropolitan Police, National Crime Agency, British Transport Police, National Health Service and most major London hospitals.

Matt founded Speakers Corner in 2019 www.speakerscorner.com.au and brings his training as an actor to the forefront of all his courses. For over a decade he has coached businesses, teams, organisations and individuals to reach their fullest potential through the power of communication so that they can leave their mark on the world.

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2025 ABLE HDR Awards

2025 ABLE HDR Strategic Collaboration Award

2025 ABLE HDR Research Excellence Award

2025 ABLE HDR Community Contribution Award

2025 ABLE HDR Education Excellence Award

2025 ABLE HDR Student Well-being Award

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2025 ABLE HDR Research Excellence Award

2025 ABLE HDR Strategic Collaboration Award

JOINT AWARD WINNERS

2025 ABLE HDR Community Contribution Award

2025 ABLE HDR Education Excellence Award

2025 ABLE HDR Student Well-being Award

Team Award

Congratulations to our 2025 ABLE HDR Award Winners!!

Karri Rushworth-Nott & Syuzanna Mosikyan
Strategic Collaboration Award

Linda Magin
Community Contribution Award

Ngoc Hanh Thi Tran
Research Excellence Award

Madeleine Perrett Education
Excellence Award

Up-Cycle Adelaide Team
Student Well-being Award

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Thank you to our student volunteers and conference committees

- Abstracts and Program Committee
- Recruitment Committee
- Faculty of ABLE HDR Awards Committee
- Research Centers

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Mahsa Javdanmehr	Adelaide Business School
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Claire Walker	PGC Humanities
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Indrit Troshani and Wei Li	PGCs Adelaide Business School
Rachel Bleeze	PGC – School of Education
Natalie De Favari	ABLE Ops Team
Jennifer Peters	Adelaide Graduate Research School

And all the staff and student representatives from the faculty and AGRS who attended at the session today.

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Kim Barbour   PGC – School of Humanities

Alexandra Peralta   PGC – School of Economics and Public Policy

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Sylvia Villios Associate Dean of Graduate Studies

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Thank you

Chris Ford and the **AGRS Team**

Faculty
Jodie Conduit
Russell Brewer
Natalie De Favari, ABLE Marketing Team, Ryan Cortazzo and the Ops Team

All presenters, room chairs and room coordinators
Attendees
Wine Centre Staff

Thank you for attending the ABLE HDR Conference 2025

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