

## Monday, 8<sup>th</sup> December

Time	Event	Presentations & Venue (Plenary Session Room: 424)			
8.15-9.00	Registration	Foyer, Education Building, A 20			
9.00-9.15	Welcome	<b>Fran Christie</b>			
9.15-10.30	Plenary	<b>Peter Freebody</b> *Bev Derewianka Why Knowledge Is Good For Education: Teaching, learning and knowledge-in-practice			
10.30-11.00	Morning Tea				
11.00-12.15	Plenary	<b>Jim Martin</b> *Sumin Zhao Bridging troubled waters: interdisciplinarity and what makes it stick			
		<b>Room 458</b>	<b>Room 452</b>	<b>Room 459</b>	<b>Room 436</b>
12.15- 1.00	Parallel Papers	<b>David Hogan</b> *P. Doyle Researching disciplinarity in Singapore's education system	<b>Love, Kristina &amp; Joan Greig</b> *J. Taylor Senior tutors as recontextualizing agents in a 'New Generation' degree	<b>Kathy Luckett</b> * K. Maton Operationalising Bernstein's concept of grammaticality in the discipline of Sociology using systemic functional linguistics	
1.00-2.00	Lunch				
2.00-2.45	Parallel Papers	<b>Susan. Hood</b> *E. Chan Tracking inscriptions of knowledge and knowers in academic writing	<b>Emily Purser, et al</b> * R. Woodward- Kron Reflections on the formation of central ideas in the margins	<b>James Albright &amp; Christopher Walsh</b> *M. Macken-Horarik What is disciplinary in transdisciplinary pedagogy?	<b>Anna. Phillips</b> * P. Chappell Revised abstract: Disciplinarity, knowledge, language and the multilingual student
2.45-3.30		<b>Sally Humphrey</b> *E. Chan Developing a civic literacy pedagogy	<b>Alfred Kah Meng Pang &amp; Pixian Wong</b> *R. Woodward-Kron Evaluating 'Evaluation': A case study of the application question in the general paper	<b>Rainbow Chen</b> * M. Macken-Horarik Knowledge and knowers in online learning: What constructivism does to students	<b>Andrew. Comrie</b> * P. Chappell 'What do you mean?' Improvised classroom discussion in Literature
3.30-4.00	Afternoon Tea				
4.00-4.45	Parallel Papers	<b>Sumin Zhao</b> *F. Christie Image, visual metaphor and visualisation: Grammaticality in multimodal discourse analysis (MDA)	<b>Anna-Vera Meidell Sigsgaard</b> * S. Feez Danish as a second language- Curriculum guidelines and educational practice	<b>Beryl Exley</b> *Liu Yu Knower identities for offshore English language teachers: Countering dominant grand narrative discourses	<b>Jeanne Gamble</b> *C. Poulet Practical knowledge: A contradiction in terms?
4.45-6.00	Plenary	<b>Joe Muller</b> *Jeanne Gamble Qualifications, curriculum, and the disciplines			
6.30	Book Launch	Gleebooks, 49 Glebe Point Road, Glebe 2037			

\* Session Chair

Tuesday, 9<sup>th</sup> December

Time	Event	Presentations & Venue (Plenary Session Room: 424)			
8.30-9.00	Registration	Foyer, Education Building, A 20			
9.00-10.15	Plenary	<b>Rob Moore</b> *Karl Maton Behind Breaks with Discipline: Why intellectual fields move from perspectives to paradigms			
10.15-10.45	Morning Tea				
10.45-12.00	Plenary	<b>Susan Feez</b> * Clare Painter Liberty, discipline and pedagogy: mapping pathways towards social and cultural independence through the regulation of activity and attention in a Montessori classroom			
12.00-12.45	Parallel Papers`	<b>Room 458</b>	<b>Room 452</b>	<b>Room 459</b>	<b>Room 436</b>
		<b>Alyson. Simpson &amp; Christine. Preston</b> * K. Zammit Developing scientific literacies for the Primary school classroom: Disciplined by knowledge	<b>Peter Moraitis</b> * P. Walsh Shifting identities: Towards legal discourse pedagogy	<b>Catherine Doherty</b> * P. Singh Doing business: Performing identities and knowledges in the internationalised business curriculum.	<b>Robyn Woodward-Kron</b> * P. Harris Disciplinary, knowledge and language in the Health Sciences: Distilling what counts to support students
12.45-1.45	Lunch				
1.45-2.30	Parallel Papers	<b>Victor Lim Fei</b> *M. Cross Exploring multimodality in the classroom	<b>David. Rose</b> *G. Baker Metatheory, metalanguage and metapedagogy: Disciplines for teaching	<b>Liu Yu</b> *P. Rennie Exploring literacies in the multimodal discourse of upper secondary chemistry	
2.30-3.15		<b>Hong Huaqing</b> * M. Cross From discourse patterns to knowledge construction: A corpus approach to disciplinary variation in classroom talks	<b>Joan Rothery</b> * G. Baker Fragmentation and Chaos: A small study of School Assessment in H.S.C. English in New South Wales	<b>Lucila Carvalho &amp; Andy Dong</b> *P. Rennie Recognising and realising legitimate disciplines of design	
3.15-3.45	Afternoon Tea				
3.45-4.30	Parallel Papers	<b>Graeme Baker</b> * E. Matruglio Sustaining the pedagogical rights of teachers in times of curriculum change	<b>Shoshana Dreyfus &amp; Pauline Jones</b> *D. Coleman-George Working with verticality: The loaded circumstances of school social sciences	<b>Christine Lindstrom et al.</b> *D. Hogan Motivation-a portal to knowledge	
4.30-5.45	Plenary	<b>Frances Christie &amp; Mary Macken-Horarik</b> *Sally Humphrey Disciplinary and the case of school subject English			
6.30	Dinner	Kammadhenu N 171 King Street, Newtown			

\* Session Chair

## Wednesday, 10<sup>th</sup> December

Time	Event	Presentations & Venue (Plenary Session Room: 424)			
8.30-9.00	Registration	Foyer, Education Building, A 20			
9.00-10.15	Plenary	<b>Parlo Singh</b> *Beryl Exley Teachers, Curriculum Work, and Pedagogic Identities			
10.15-10.45	Morning Tea				
10.45-12.00	Plenary	<b>Kay O'Halloran</b> * Kristina Love Accumulating Mathematical Knowledge across Semiotic Resources and Modes			
12.00-12.45	Parallel Papers	<b>Room 458</b>	<b>Room 452</b>	<b>Room 459</b>	<b>Room 436</b>
		<b>Pauline Harris &amp; Chen Honglin</b> *A. Phillips Recontextualising pedagogic discourse: A case study of a Kindergarten teacher	<b>Paddy Walsh</b> * B. Dare "Learning to learn?": addressing underachievement in inner-city Birmingham.	<b>Célia Poulet</b> * K. Lockett Disciplining Knowers: Masonic recruitment and apprenticeship	
12.45-1.45	Lunch				
1.45-2.30	Parallel Papers	<b>Guo Libo, et al</b> * M. Hallpike Knowledge Discourse in Science and History Classrooms in Singapore	<b>Jen Tindale</b> * P. Freebody Recontextualising professional knowledge in postgraduate classrooms	<b>Erika Matruggio</b> * S. Dreyfus Semantic gravity meets Appraisal-What knowledge in schools?	<b>Katina Zammit</b> * L. McDonald English in the primary years: Moving from print to digital texts
2.30-3.15		<b>Du Hui</b> * H. Chen How far is it from the reality to the goal?: Reflections on the goal of College English teaching in China		<b>Mary Schleppegrell</b> * S. Dreyfus The construct historical thinking in arguments for history education	<b>Philip Chappell</b> * L. McDonald Interaction, imitation and internalisation: Radicalising second and foreign language pedagogy
3.15-3.45	Afternoon Tea				
3.45-4.30	Parallel Papers	<b>Paul Grahame Doyle</b> *A. Simpson Lexical bundles in teacher talk: A corpus-based approach to tracing disciplinarity	<b>Nazhatulshima Nolan</b> * D. Coleman-George APPRAISAL in Corporate Annual Reports	<b>Mantana Meksophawannagul</b> *Hui Du Development of an online CBCLModule for business English for communication course	
4.30-5.45	Plenary	<b>Karl Maton</b> *Cathie Doherty Knowledge-Building: How can we create powerful and influential ideas?			
5.45	Closing	<b>Karl Maton &amp; Jim Martin</b>			

\* Session Chair