

Welcome to the latest edition of the Faculty of Education's Bulletin, where too much research and graduate studies is barely enough. Links to ARC and Library resources, information for supervisors about the nomination of examiners, HERDC deadlines and plenty more...

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➤ **HDR Candidate News**

- **Welcome to new candidates**

A very warm welcome to our newest HDR candidate...

**Narmin Ali**, School of Teacher Education – working with Prof Tara Brabazon and Dr Richard Liu. Narmin is an off-campus candidate researching the use of social/online media in *English as a Foreign Language* classrooms in Kurdistan.

- **Endorsement of Candidature**

There have been a number of endorsement sessions lately with a few off campus students joining the audience of the presentations via telephone/Bridgit. This week Kathy, an HDR candidate in the School of Teacher Education due to present her session shortly, listened to the presentation from the back of a theatre in a church hall in Horsham(VIC). At this time, she was running a professional development session with 60 students and their teachers from the Wimmera area as far as Castleton, Rainbow and Mildura. Kathy says this helped her for her own proposal presentation and demonstrates how easy it is to join, especially for 'pre endorsement' candidates.

Details of how to join these sessions will be provided in these bulletins, but if you need further assistance don't hesitate to contact Lisa McLean ([lmclean@csu.edu.au](mailto:lmclean@csu.edu.au))

- **Congratulations**

Congratulations to **Sarah Verdon** from the **School of Teacher Education** who is a finalist in the **NSW/ACT Young Achiever Awards** in the Science Leadership Category. Winners will be announced in March, and shortly you'll be able to cast a vote for Sarah in the People's Choice category via the [YAA Facebook page](#)

**Kathryn Dalton** is an Educational Designer in the **School of Education** and her Honours research study has been featured in CSU news here: <http://news.csu.edu.au/latest-news/education/hearing-parents-research-to-examine-effective-school-relationships> to promote participation in her survey. Kathryn says CSU Media have been outstanding with their support and would recommend anyone doing their research to reach out to the media department for some extra publicity. The day after the media release went out, Kathryn had 6 interviews with magazines and radio to promote her study.

<http://news.csu.edu.au/supplemental/contact-us>

- **Postgraduate Superpowers**

<http://bit.ly/1FAyBev>

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➤ **Upcoming seminars**

- **School of Information Studies**

***Digital Inclusion Factors among Middle-Class Women in Kerala India***- BY Dr. Kim M. Thompson

Wednesday 25 February @ 12.00p

The ability of the individual to participate fully in society is increasingly tied to the ability to access and to use digital technologies in a meaningful way for social, political, and economic participation, making digital inclusion a key component of modern social justice.

This study explores digital inclusion issues beyond physical access to digital information technology. The research is based on a series of in-depth interviews with women in Kerala, India who have had access to digital information technologies for at least five years. The collected data have been analysed for evidence of factors beyond physical access to technology and basic literacy skills that affect information and communication technology access and use.

School of Information Studies Seminar Room, Building 05, Charles Sturt University, Wagga Campus

This session can be attended remotely via Adobe Connect: <http://connect.csu.edu.au/infostudies-seminar/>

For additional information please contact: Kim M. Thompson, [kithompson@csu.edu.au](mailto:kithompson@csu.edu.au)

- **School of Teacher Education**

***Early School-Based Parent Involvement, Students' Self-Regulated Learning and Academic Achievement among Australian Primary School Children: A Longitudinal Study***- BY Audrey WANG and Graham DANIEL

Monday 23 February @ 1.00pm

Research findings on the efficacy of school-based parent involvement to promote child outcomes have been inconsistent. While some research has found positive associations between school-based involvement and academic outcomes (Kim, 2009; Pomeranz et al., 2007), other research has found no evidence of these links (Avvisati et al., 2010; Robinson & Harris, 2014). Recent research has also

indicated the importance of self-regulated learning behaviours (SRL) in influencing student academic performance (Xu et al., 2010).

We propose that early parental school involvement influences later students' outcomes through its association with students' SRL. The present study investigated these relationships over time using data from The Longitudinal Study of Australian Children (LSAC) for the Kindergarten cohort (N=2616, 48.5% girls). We examined how parental school involvement and children's SRL measured at Year 1 of school (age 6-7 years) jointly predicted children's reading and numeracy NAPLAN scores at Year 3 of school (age 8-9 years). We estimated these relationships while controlling for family characteristics and children's IQ and gender. Family characteristics of interest in the analyses were socio-economic position (SEP), Aboriginal and Torres Strait Islander status (ATSI), and language background other than English (LBOTE).

Structural equation modelling results showed that a mediation model was a significantly better fit to the data than the direct path model ( $\Delta\chi^2=314.08$ ,  $\Delta df=54$ ,  $p<.001$ ). Parental school involvement at Year 1 related positively to students' SRL which in turn, positively related to Year 3 reading and numeracy achievement. Students' SRL mediated the relationships between parental school involvement and reading and numeracy, even after controlling for family and child characteristics. ATSI status was related to less parental school involvement but not to SRL or academic outcomes. Families with LBOTE showed less parental school involvement but children had higher SRL. Higher family SEP was linked to higher parental school involvement, SRL and academic outcomes.

Cresswell Room Bathurst (and via Videoconference to VC Admin Dubbo 708)

For those wishing to join via telephone: Telephone No.= 02 693 34757 Conference Id 501 = or check <http://wsww01.csu.edu.au/vcbookings/> for updated information.

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### ➤ **Appointment of Examiners for PhD theses**

When submitting a recommendation for Appointment of Examiners (Notice to Submit), supervisors **MUST** include a full CV of each proposed examiner. This allows the Director, Research a view of the background of proposed examiners to consider when endorsing (or not) the supervisors recommendations.

Things that are considered include qualifications, where they've worked and lists of grants, publications, and possibly students they've supervised, to consider both alignment for the proposed examination and if there may be any real or perceived conflicts of interest.

These forms are to *recommend* examiners, and to ensure that the examination process is robust, for the benefit of their student, for supervisors and for the reputation of CSU HDR qualifications. There are guidelines available regarding the nomination process:

[http://www.csu.edu.au/data/assets/pdf\\_file/0011/189650/Appointment-of-Examiners\\_guidelines\\_Aug11.pdf](http://www.csu.edu.au/data/assets/pdf_file/0011/189650/Appointment-of-Examiners_guidelines_Aug11.pdf)

and conflict of interest guidelines:

[https://www.csu.edu.au/data/assets/pdf\\_file/0003/189651/Conflict-of-interest\\_guidelines\\_Aug11.pdf](https://www.csu.edu.au/data/assets/pdf_file/0003/189651/Conflict-of-interest_guidelines_Aug11.pdf)

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### ➤ **3-Day Research Writing Bootcamp**

Hungry for more concentrated research writing focus?

There is a 3-Day Research Writing Bootcamp coming up, from the 11th to the 13th of March. (There is the option to take part in only 1 or 2 days.)

Research candidates, other staff and students all welcome.

You can join either online in Adobe Connect, or in person in Wagga Wagga.

If you would like an Outlook calendar invitation with the links and location, or if you have any questions, email [ccharles@csu.edu.au](mailto:ccharles@csu.edu.au)

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#### ➤ **Australian Information Industry Association - iAwards**

The iAwards cultivates, communicates and celebrates excellence in Australian innovation at both the state and national level. Through the iAwards journey, individuals and organisations build their capacity and confidence to shape the future of Australia. The iAwards provides a platform to showcase innovation, honouring companies at the cutting edge of technology innovation and through the Student Domain and the Hills Young Innovator Award, celebrating young innovators. They discover, recognise and reward ICT innovations that have the potential to, or are already delivering significantly benefit to our economy.

Nominations for the 2015 iAwards Program opened in January and I am writing to you to seek your support in creating awareness of the iAwards program within your community of interest and to encourage nominations for this year's campaign. There are five domains and 17 categories [available](#) this year providing many opportunities to showcase Australian innovation. iAwards nominations will close on 25 March.

In 2015 the iAwards has a particular focus on young innovators. Students are encouraged to showcase their innovative technology in the secondary, postgraduate or undergraduate student categories, or share in \$25,000 prize money under the Hills Young Innovator Award, for those individuals aged under 25. Entry is free across all student categories.

We are also encouraging innovative individuals and organisations from across all industry and business sectors, research hubs, innovation centres, and teaching programs to nominate their projects, products or solutions in any of the relevant iAwards [categories](#).

Nominations can be made [online](#) prior to the closing date of 25 March. State judging occurs online throughout April and May, with State iAward winners announced at State events being held in June. Winners and merit recipients go on to compete at the National iAwards in Melbourne on 26 and 27 August.

You can follow the iAwards on [Twitter](#), [Facebook](#) or [LinkedIn](#) and can participate in the iAwards discussion using #iAwards.

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#### ➤ **MyResearch / HERDC deadline**

Academic staff will soon receive an email from the Research Office containing a list of the publications that are currently entered into the system against your name. This will assist you to identify any missing publications so you can enter them into MyResearch before the **HERDC submission deadline of 27<sup>th</sup> March**.

The Research Office will be running 2 sessions on entering publications into the MyResearch system and the link to register for those sessions will be included in the email you receive with the list of their publications.

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#### ➤ **Bright Sparks PhD Pitch Night**

AMP, in partnership with the crowdfunding platform Pozible, is holding an event for PhD students to present their research in 150 seconds and possibly win \$5000.

Further information can be found [here](#) on the Bright Sparks webpage.

If you are thinking about participating please ensure you read ALL terms and conditions carefully and discuss your participation with the Research and Legal Office to investigate any intellectual property or copyright implications.

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### ➤ **Research Impact Principles and Framework**

The ARC has developed a resource to support reporting and promoting the impact of research. It's a great resource and includes a Research Impact Pathway Table. Further information is found on the ARC site <http://www.arc.gov.au/general/impact.htm#impact>

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### ➤ **Beware of predatory publishers!**

There has been some recent examples of more experienced researchers being caught off guard by predatory publishers.

The Library Faculty Liaison staff can help you in regard to getting your research published including information on [quality assurance & peer review information, including predatory publishers.](#)

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### ➤ **Apples and Oranges -- A Comparison**

by Scott A. Sandford, NASA Ames Research Center, Mountain View, California

We have all been present at discussions (or arguments) in which one of the combatants attempts to clarify or strengthen a point by comparing the subject at hand with another item or situation more familiar to the audience or opponent. More often than not, this stratagem instantly results in the protest that "you're comparing apples and oranges!" This is generally perceived as being a telling blow to the analogy, since it is generally understood that apples and oranges cannot be compared. However, after being the recipient of just such an accusation, it occurred to me that there are several problems with dismissing analogies with the comparing apples and oranges defense.

First, the statement that something is like comparing apples and oranges is a kind of analogy itself. That is, denigrating an analogy by accusing it of comparing apples and oranges is, in and of itself, comparing apples and oranges. More importantly, it is not difficult to demonstrate that apples and oranges can, in fact, be compared (see figure 1).

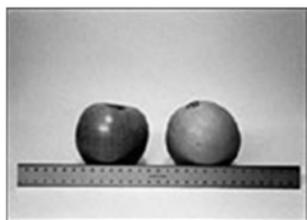


Figure 1. Granny Smith Apple and Sunkist Orange

### **Materials and Methods**

Both samples were prepared by gently desiccating them in a convection oven at low temperature over the course of several days. The dried samples were then mixed with potassium bromide and ground in a small ball-bearing mill for two minutes. One hundred milligrams of each of the resulting powders were then pressed into

a circular pellet having a diameter of 1 cm and a thickness of approximately 1 mm. Spectra were taken at a resolution of 1 cm<sup>-1</sup> using a Nicolet 740 FTIR spectrometer. Figure 2 shows a comparison of the 4000-400 cm<sup>-1</sup> (2.5-25 μm) infrared transmission spectra of a Granny Smith apple and a Sunkist Navel orange.

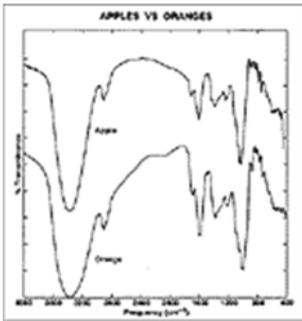


Figure. 2

### Conclusions

Not only was this comparison easy to make, but it is apparent from the figure that apples and oranges are very similar. Thus, it would appear that the comparing apples and oranges defense should no longer be considered valid. This is a somewhat startling revelation. It can be anticipated to have a dramatic effect on the strategies used in arguments and discussions in the future.

Thanks to Emma Kearney for this vital piece of research.

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### ➤ And finally...Data Driven DJ

#### *Sonification of Income Inequality on the NYC Subway's 2 Train*

I can't explain it any better... <https://vimeo.com/118358642> "a series of music experiments that combine data, algorithms, and borrowed sounds".

Have a great weekend!

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