

Welcome to the latest edition of the Faculty of Education's Bulletin, containing news of some wonderful achievements by a [PhD candidate](#) as well as two of the [Faculty's more established academics](#). Plus a reminder expressions of interest to the [OLT Seed Grant scheme](#) are due in the Faculty/RIPPLE next week. And also...

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➤ **HDR Candidate News**

- **New PhD student?**

Are you a new PhD student? Do you have a profile page on the Faculty of Education Graduate Studies page? If not, and you would like to please contact Lisa ([lmclean@csu.edu.au](mailto:lmclean@csu.edu.au)). These pages are helpful particularly if you are contacting people throughout your project and can provide a snapshot of you and your doctoral work.

The current student profiles are here <http://www.csu.edu.au/faculty/educat/graduate/profiles>

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- **Congratulations – Sarah Verdon**

As announced in the bulletin in April Sarah Verdon's thesis was one of three PhDs from around the world selected in the [Bloorview Research Institute Pursuit Awards](#) for childhood disability research.

Sarah's thesis is titled *Embracing diversity, creating equality: Supporting the speech, language and communication of culturally and linguistically diverse children*.

Sarah presented a synopsis of her work at the Awards Ceremony on May 5, in Toronto, Canada and was presented with a beautiful crystal trophy

Well done Sarah!



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○ **HDR writing groups**

Lots of people have expressed interest in joining a peer-feedback writing group for researchers. Writing groups like this are often extremely useful for higher degree research candidates and other research writers, as we've seen demonstrated here at CSU and elsewhere (e.g. see Aitchison & Guerin (2014)).

The existing writing groups are full, so we're meeting to set up 2 new groups - one in Wagga and one online.

Not sure? Just curious? Come along anyway. No need to register. Email me if you'd like a calendar invitation - [ccharles@csu.edu.au](mailto:ccharles@csu.edu.au)

- 1) Wagga: Monday, 18th May, 2pm-3pm - Meeting Room 1, Building 475, James Hagan Court
- 2) Online: Friday, 29th May, 9:30am-10:30am - <https://connect.csu.edu.au/academicwritingcoordinator-hdrstudents/>

**Thank you to everyone who joined in the massive online research writing Bootcamp yesterday (14/5/15)** – we had 33 participants from around the corner, around the country and around the world, joining online for a day of concentrated ShutUp&Write. If you are interested in how the online writing groups work, why not join on 29 May to have a peek.

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➤ **Joint Faculty of Arts/Education HDR Forum – Arts/Education DocFest15**

Great news! Save the date for the joint Faculty of Arts/Faculty of Education HDR Forum – which we're calling "Arts/Education DocFest15"

All HDR candidates and supervisors are invited to attend either in person at the Convention Centre in Wagga, or online via Adobe Connect.

Please save the date and register through this link <https://www.surveymonkey.com/s/KR6R5WC>

More details and program coming soon – but we can announce that we have secured Dr Cally Guerin and Dr Michelle Picard both from the University of Adelaide– if you want to know more about them:

- <https://adelaide.academia.edu/CallyGuerin>. Cally is also editor of the @DoctoralWriting SIG <https://doctoralwriting.wordpress.com/about-us/cally-guerin/>
- <http://www.adelaide.edu.au/directory/michelle.picard>

Both Cally and Michelle will be presenting online and have generously agreed to do two sessions for us.

Please note that you MUST register your attendance via the link above.

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➤ **Upcoming seminars**

○ **School of Teacher Education**

***Understanding the transition to university: How can kindergarten children help us understand tertiary transition?*** BY Dr Libby Murray

With a strong focus on transitions in education and the promotion of wellbeing and resilience in both children and adults in Australia, it is timely to think about how we can best support tertiary student transition and adjustment. CSU has shown significant support for the transition experiences of its students and the Faculty of Education in particular has been instrumental in starting to understand the needs of first year students, so it is important to continue this work and draw on the work previously done in education, to inform new ways of thinking. There has been a significant amount of research undertaken in the area of transitions for young children starting school (e.g., Harrison & Murray, 2014; Dockett & Perry, 2005), and it is through my own research with kindergarten children as well as my work with first year tertiary students, that I have noticed similarities with the types of stressors, and also the types of coping mechanisms, between these two groups. In particular, and in line with what kindergarten children tell us, it seems that the personal, interpersonal and institutional aspects of adjusting to a new environment are still in play when considering the transition to tertiary education. The purpose of this presentation is to highlight the similarities between kindergarten and tertiary transition, present new ways of thinking about tertiary transition and draw on the expertise of colleagues in the Faculty of Education to deepen our understandings about, and support of, transition and adjustment for tertiary students.

Monday 18 May @1-2pm, Creswell Room, Bathurst and via Videoconference to VC Admin Dubbo 708)

For those wishing to join via telephone or MS Comms check <http://wsww01.csu.edu.au/vcbookings/> for updated information

○ **School of Education**

***Taking their skills with them: Seeking to find out whether ePortfolio skills transfer from degree programs to the classroom*** – BY Dr Jenni Munday

**Dr Jenni Munday** is Associate Head of School and a Senior Lecturer at the School of Education in Albury/Wodonga, Charles Sturt University. Her current research interests are divided between:

Scholarship of Teaching – writing and researching about embedded ePortfolios and student ‘sense of self’ carried into classroom practice, and; Creative Work – a theatre arts and history project called Bedlam, based on and around Mayday Hills, the former mental asylum in Beechworth.

**Wednesday 20th May @3-4PM, School of Education, Albury/Wodonga**

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➤ **Congratulations Sue Dockett and Bob Perry**

Professor Sue Dockett, RIPPLE and the School of Education was recently recognised as a Visiting Professor at Mälardalen University, Västerås, Sweden. Sue’s recognition was in honour of Alva Myrdal, who was a Swedish sociologist and politician who received the Nobel Peace Prize in 1982 and was a driving force in the creation of the Swedish welfare state.

Sue wrote about Alva Myrdal in the RIPPLE relay recently...

I knew very little about Alva Myrdal before coming to Sweden. Yet this was an amazing woman. With her husband Gunnar Myrdal, a renowned economist, she co-authored a book in Swedish in 1934 entitled *Crisis in the Population Question*. The book argued for increased knowledge about parenting, new methods of child care, social reforms including good medical care, decent housing for all, study loans, free access to contraception and child allowances; in other words, that nations had to be child-friendly and supportive of parents (particularly women) if they were to support a growing population. She talked about cities being child-friendly places. The book caused great controversy, but Sweden did adopt many of the changes and Alva Myrdal became known as the mother of the welfare state. She advocated for child care and the training of early childhood educators, setting up a training college in Stockholm.

What an amazing honour and congratulations to Sue!

Professor Bob Perry, RIPPLE and the School of Education, was awarded an Honorary Doctorate from the same institution, Mälardalen University, for his lifetime research achievements and contribution of his joint research work with colleagues from Mälardalen. As is the Scandinavian way, Bob received a top hat and a gold ring.



Outstanding achievements! You can read more about the ceremony [here](#) on the Mälardalen University website.

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#### ➤ Endeavour research fellowships for indigenous Australians

The Australian Department of Education invites applications for its Endeavour research fellowships for indigenous Australians. These provide financial support for indigenous postgraduate students and postdoctoral fellows to undertake short term research towards an Australian master, PhD or postdoctoral research in any field of study in participating countries overseas. These include countries from the Asia-Pacific and Middle East region, the Americas and the Caribbean, and Europe.

Each applicant must be identified as an Aboriginal or Torres Strait Islander person. Applicants must also be citizens or permanent residents of Australia and must remain so for the duration of their programme. Applicants must be aged at least 18 years and not currently hold or have completed, since 1 January 2014, an Australian government sponsored scholarship or fellowship.

Awards are worth up to AU\$24,500 for up to six months and cover a travel allowance of AU\$3,000, an establishment allowance worth AU\$2,000, a monthly stipend worth AU\$3,000 as well as health and travel insurance.

Closing date 30 June 2015

<https://internationaleducation.gov.au/Endeavour%20program/Scholarships-and-Fellowships/Pages/default.aspx>

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➤ **Expressions of Interest Office of Learning and Teaching (OLT)'s Seed Grant scheme**

The call is now open for “Expressions of Interest” for funding under the Office of Learning and Teaching (OLT)'s Seed Grant scheme (see <http://www.olt.gov.au/grants-and-projects/seed-projects>). This scheme provides funds for pilot projects related to specific priority areas, which are outlined on the website. The Research Office has advised that applicants must submit a Notice to Submit (NTS) form and a mature draft of the proposal by 1 June 2015. The University must advise OLT as to which applications CSU will be submitting by 15 June 2015, one week ahead of the formal submission deadline of 22 June 2015.

Thank you to those of you who have already been in touch about your plans to submit under this scheme! If you plan to apply and have not already been in touch, please email Lisa Given (as Associate Dean, Research), along with the Prof Jennifer Sumsion, Director of RIPPLE (for RIPPLE members) and your Head of School so that we are aware of your intention to apply. Given the tight deadlines we would like to receive draft applications by **22 May 2015** providing time for the Faculty/RIPPLE to provide advice for possible revisions ahead of the Research Office deadline. If you have questions as you are preparing your draft, please feel free to get in touch.

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➤ **Nerd Nite has made its way to Wagga!**

The world wide phenomenon Nerd Nite has made its way to Wagga! The formula is simple, three presenters get 30 minutes each to share a topic they're passionate about and take questions from the audience. Because Nerd Nite goes down in a bar, there is a break in between each speaker so you can fill your glass. It's academics sharing their research and passion with the community. So pull up a chair, grab a drink from the bar, and get ready for Nerd Nite Wagga. Nerd Nite 1 erupts May 28th at 8:00 (doors at 7:30); tickets are \$10 (free drink with pre-purchase); full details and tickets available from [wagga.nerdnite.com](http://wagga.nerdnite.com) .

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➤ **How to become a literature searching ninja – from The ThesisWhisperer**

We often talk about ‘searching the literature’ – but how do you actually do it?

Literature searches are one of those skills that we assume students already have when they get into a PhD. As a consequence we rarely make time to explicitly teach the skills, so it's probably not surprising that **I meet many students who feel like they aren't doing it 'right'**. Many of these confused students are too afraid to ask for help from their supervisor. I think the fear comes from the feeling that you *should* know, even if you have never been properly taught.

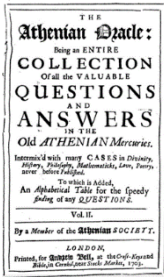
This fear, by the way, is a good example of the effects of what my friend Dr Mary-Helen Ward would call the [‘hidden curriculum’](#) of the PhD. The hidden curriculum is created by the environment in which you are located and instills you with the norms and values of your academic culture. Think about it: **admitting incompetence is a loss of face and undermines your academic authority with your peers**. Hence the fear of admitting you might not *really* know how to search the literature thoroughly or efficiently.

To read the rest of this brilliant post, go the [The ThesisWhisperer](#) Blog

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➤ **Q. Dancing, is it lawful?**



The answer to this and many other questions asked of advice columnists in 1703 can be found here in [The Athenian Mercury](#).

Just watch out for learned women.

[A: Dancing seems in some sort *natural*: It's difficult not to leap for joy and the whole body seems almost necessarily to follow the motion of the spirits and blood ... this natural way of expelling mirth, which is also a healthful exercise to the body.]

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Have a great weekend – do some dancing.

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