

Welcome to the first edition of the Faculty of Education's Bulletin for 2015 - happy new year to all staff and students!

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➤ **HDR Candidate News**

- **Welcome to new candidates**

A very warm welcome to our new HDR candidates...

Helen Blake, School of Teacher Education – working with Prof Sharynne McLeod. Helen is a full time HDR candidate studying via distance through Bathurst campus.

Natalie Thompson, School of Education – working with Dr Noella Mackenzie. Natalie is a full time HDR candidate based at the Albury campus.

Weidong Zhang, School of Teacher Education – working with Prof Jennifer Sumsion and A/Prof Felicity McArdle. Weidong is a full time HDR candidate and will be based at the Bathurst campus.

- **Recent publications by HDR candidates**

Alison Hicks is a part time HDR candidate in the School of Information Studies, supervised by Anne Lloyd and Lisa Given and recently had an article published in *Research in Learning Technology*

Critical connections: personal learning environments and information literacy

Details can be found at <http://www.researchinlearningtechnology.net/index.php/rlt/article/view/21193>

- **Endorsement of Candidature Presentations**

Tim Dolby, School of Information Studies – 1.00pm, Tuesday 17th February.

Information behaviour in citizen science: An examination of the activities, roles, perceptions and information behaviour of citizen scientists

The systematic collection of information by volunteers in environmental citizen science projects provides a wide range of benefits for the research and conservation communities. These include answering the scientific community's need for large numbers of researchers (Dickinson et al., 2012a), creating increasingly large data resources (Mansell, 2013), using volunteers to save time and expense (Thelen & Thiet, 2008) and improving relationships between scientists and the public (Dickinson, Zuckerberg & Bonter, 2010). As a result, volunteer participation in citizen science projects has become a "mainstay of research aimed at the conservation of biodiversity" (Dickinson et al., 2010, p.150). The literature suggests that volunteers receive benefits such as engaging with nature, interaction with people that have common interests, and potential satisfaction of a desire to increase knowledge and skills (Bell, 2008, p. 3453). However, despite a proliferation of citizen science projects across a wide range of fields, and an enormous amount of information collected in these projects, there is little research on the information behaviour of volunteers who participate in environmental research.

As a result of this gap in the research, there is a need for a better understanding of information behaviour in citizen science. This proposal describes a study designed to do this by exploring three main themes: 1. the activities and sources that facilitate the information behaviour of citizen scientists and the meanings participants give to these activities and sources; 2. the role that digital resources play in the information behaviours of citizen scientists; and 3, the contextual and social factors that shape citizen scientists' engagement in the research process, including their experiences and motivations for participating in environmental research. This proposal is for a qualitative study using a constructivist grounded theory approach, which addresses the following overarching research question:

What is the nature of citizen scientists' information behaviours when engaging in environmental research?

Tim will present his proposal from the School of Information Studies Seminar room with a VC connection to Sydney (Homebush). If you wish to listen to the presentation via telephone/MS Communicator please dial (02) [693] 34758 or join MCU5 and use 511# as the conference ID. A Bridgit session will also be set up – look for Tim's name in the list of meeting creators.

James Purkis, School of Education/RIPPLE – 1.00pm, Thursday 19th February.

A comparison of home and school uses of collaborative digital technology in an Australian secondary school using activity theory

This research proposal explores the ways in which young people use collaborative digital technology at school and in the home. It begins by examining the literature related to the use of digital technology by young people and the apparent contradiction between home and school use. That is, despite the use of digital technology being common for many students outside the classroom, the use of the same or similar technology in the classroom has been argued to be underperforming and has also been met with resistance by some students. In particular, the literature examined will focus on the use of collaborative digital technology, such as social networking sites, wikis and blogs, and the ways in which this technology has been investigated by educational researchers. A case study methodology using activity theory as a theoretical framework will then be used to compare the ways in which young people use collaborative digital technology in the classroom and at home. Specifically, observations, interviews and document analysis will be used to examine the cases of four to six students from a secondary classroom. Data analysis will involve using third generation activity theory to model then examine the interaction between the home and school activity systems. It is intended that this research will provide insight into the contextual factors surrounding the use of collaborative digital technology in education so that future use will be more appropriate and effective.

James will present his proposal from the RIPPLE seminar room in Wagga, with VC link to School of Education in Albury. If you wish to listen to the presentation via telephone/MS Communicator please dial (02) [693] 34758 or join MCU5 and use 508# as the conference ID. A Bridgit session will also be set up – look for James’ name in the list of meeting creators.

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➤ **School Seminars**

○ **School of Information Studies**

Date and time: Wednesday 4 February 2015 @12.00 – 1.30pm

Does Guided Inquiry Enhance Learning and Metacognition? – Lee FitzGerald

Ms. Lee FitzGerald joined CSU School of Information Studies in January 2014, following a career as a teacher librarian in school libraries.

She has a passion for teacher librarianship and the burgeoning theory and practice of Guided Inquiry. Her research interest is to confirm the growth of deep learning through inquiry.

In recent years Lee has worked with the Loreto community in Darjeeling District in India to set up and maintain a small, manual library in the tea gardens district below the Himalayas at Loreto Panighatta near Siliguri.

She is writing a book for ABC Clio in the Guided Inquiry series, tentatively entitled: Implementing Guided Inquiry in a time of Global Curriculum Reform.

This presentation reports on a study of Year 11 Modern and Ancient History students at Loreto Kirribilli in 2014. The Ancient History class was scaffolded by Guided Inquiry curriculum design and support, while the Modern History class conducted their investigation independently, though not entirely without scaffolding. Students in the Guided Inquiry group did demonstrate deep learning and a high level of metacognition, some of which may be attributed to Guided Inquiry methods.

Additional information about Ms. Lee FitzGerald is available at:

<http://www.csu.edu.au/faculty/educat/sis/staff/profiles/lecturers/lee-fitzgerald>

Locations: WW School of Information Studies Seminar Room, Bldg 05

This session will also be broadcast and recorded using Adobe Connect: <http://connect.csu.edu.au/infostudies-seminar/>

If you have never attended an Adobe Connect meeting before, CSU Online Meeting help is available at <http://www.csu.edu.au/division/landt/interact/help/adobeconnect.htm>

To test your connection: http://connect.csu.edu.au/common/help/en/support/meeting_test.htm

For additional information about this session, please contact: DrGeorge Yi, Phone 02 6933 2416

Email gyi@csu.edu.au

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➤ **My Research Career – Training for Early Career/Developing researchers:**

In 2015, the Research Professional Development team will be launching the ‘My Research Career’ training program. The program is targeted at early career or developing researchers who wish to advance their research careers. This includes higher degree research students who are close to graduating and may be considering a career in research.

The program consists of 6 core on-line modules run throughout 2015. Module content is as follows:

- Module 1: Introduction to research at CSU, the broader research landscape, strengthening priority and time management skills
- Module 2: Developing an effective research strategy
- Module 3: Building and presenting a strong research track record, improving your web presence
- Module 4: Navigating the publication process, targeting publishing outlets, improving publication success
- Module 5: Strengthening grant writing skills, improving funding success
- Module 6: Building research networks, working with collaborators, managing other researchers

We also hope to run some advanced modules that will be targeted at more experienced researchers that will cover working with the media, grant and budget administration, commercialisation and intellectual property.

Commitment to the program will require:

- Registering for and attending on-line sessions (typically 2-hr duration)
- Completing designated follow-up tasks (which will be reviewed by the program coordinator),
- Sourcing support documents via the Research Office Interact site, and
- Engaging with other staff registered in the program.

Staff/students who complete all 6 of the core modules and associated tasks will qualify for a completion certificate. Modules can be completed over multiple years and not necessarily in order (although this is preferable). Staff/students who do not wish to complete the entire program can register for individual modules as required.

Module 1 will be run on Wednesday 18th February 2015 from 9.30 to 11.30am. Module 2 will be run on Tuesday 24th March 2015 from 9.30 to 11.30am. Further details and registration information on this program are available on the Professional Development Calendar <http://www.csu.edu.au/research/professional-development/program-calendar>

Dates and times for other modules will be posted on the Professional Development Calendar in due course. Please keep an eye on the calendar for these details.

For further information please contact the Program Coordinator: Professor Gary Luck – email, galuck@csu.edu.au

<http://www.csu.edu.au/research/professional-development/program-calendar>

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➤ **Research Support Workshops – Wagga Wagga**

The Wagga Wagga Faculty Liaison Librarians will be holding Research Support workshops for staff and HDR students from January 2015. All workshops will be in the Wagga Wagga Library Training Room 212 Building 13.

January 27th 11:30-1:00 pm - Researcher ID

This workshop will help you set up a number of different Researcher IDs. Setting up your online Research Profile can make your research visible to others. By bringing all your research articles, conference papers and other publications together into an online profile you will be promoting your work and opening up the opportunity for collaboration with other researchers in your field.

February 3rd 11:30-1:00 pm - Research Professional.

Participants will learn how to use Research Professional to find grant funding opportunities:

- ♣ Find funding with Search and Advanced Search
- ♣ Save searches and create email alerts
- ♣ Bookmark searches
- ♣ Create and share Calenders
- ♣ Download Calendars including multiple funding opportunities calendars

February 10th 11:30-1:00 pm - Finding Journals with good Impact: increasing your citation metrics. (Repeat)

This workshop will highlight ways of finding impact factors. Your Research Impact can be enhanced by submitting your articles to journals with high impact or rank. You can find information about various citation metrics available to help you assess your own research impact for grant applications or promotion.

February 17th 11:30-1:00 pm - Researcher ID (Repeat)

This workshop will help you set up a number of different Researcher IDs. Setting up your online Research Profile can make your research visible to others. By bringing all your research articles, conference papers and other publications together into an online profile you will be promoting your work and opening up the opportunity for collaboration with other researchers in your field.

February 24th 11:30-1:00 pm - EndNote and Nvivo: Improving Your Literature Review

This Information session demonstrates combining EndNote with NVivo 10 for Windows to produce a literature review.

- ♣ This short demonstration looks at how to:
- ♣ Identify frequently used terms
- ♣ Locate key terms in your various resources
- ♣ Code (or tag) important themes or concepts in your resources
- ♣ Track your thoughts and insights
- ♣ Display your information to easily look across authors and themes

March 3rd. 11:30-1:00 pm - Advanced Databases Q & A Session

Description: This is an open question and answer session. We will work through your questions and try to answer them for you. We will discuss alerting features, search strategies and personal accounts linked to databases. A basic familiarity with searching subject specific databases is required

Please email Kmackney@csu.edu.au or Imcinerney@csu.edu.au if you wish to attend.

If these times are not suitable please contact Lee-Anne or Karen to arrange an alternative time.

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➤ MASK – A one day symposium on Performance, Performativity and Communication in the Professions and Creative Industries

Charles Sturt University's School of Communication and Creative Industries (SCCI) is holding a one-day symposium on **April 17, 2015 at its Bathurst** campus, NSW, Australia.

There are two key aims:

- 1) To provide space for interdisciplinary exchange of ideas and creative works around the themes of performance, performativity and communication, with an emphasis on the performance of professional identities, individually and collectively
- 2) To offer opportunities for early career researchers to discuss, refine and publish ideas and works in this emerging field

Background

The theoretical underpinnings of this project are found in the work of Erving Goffman, for example, *Presentation of Self in Everyday Life* (1959) and its application to professions; Bourdieu's (Bourdieu, 1984; Bourdieu & Nice, 1977) concepts of practice, habitus and field in reproducing norms in social organisations, including professions; and concepts of performativity, power and embodiment from Judith Butler (1997, 2013). These scholars help explicate the formation and maintenance of identity in changing social conditions.

There is a renewal of interest in these questions as social pressures and digital media create a climate of permanent performance, at work, leisure and home. Together with aspects of surveillance in contemporary western cultures it is hard to know when one is 'off' camera. Some writers, (e.g. novelist Marilynne Robinson, 2010) suggest this is leading to societies where inner experience is devalued in preference for the consumption and exchange of outward appearances; others (Finkelstein, 2007) point to time and places such as the French Imperial courts where similar pressures prevailed. There is also recent research on performance as methodology (Haseaman, 2006; Hadley, 2013).

These debates have implications for scholars in the field of theatrical performance itself, however mediated, as well as cultural commentators and those researching professions, identity and the challenges of the changing communication environment.

Our sense of the themes emerging from this debate include:

- Performing professional identity – across professions (e.g. nursing, law, education)
- Embodied performance
- Performance and pedagogy, learning through doing
- Behind the mask – performing the self in anxious times
- Research methods for performative communication
- Performative ethics
- The performance society

The above list is not exclusive: we hope to give space for a wide range of voices and perspectives and encourage contributions from established and emerging academics, including doctoral students.

The key note address will be given by Professor David Marshall, of Deakin University, who has published extensively in this field (see <http://www.personastudies.com/>) and is launching a journal, *Persona Studies*, in 2015.

Formats and key dates for contribution to the symposium

We encourage contributors to use different forms of presentation and performance.

- Short papers of 2-3k words
- Longer essays of 5-8k words
- Performance and other creative works

Papers and works can be presented in person or virtually. All submissions will be peer-reviewed. Please submit abstracts containing: title, authors, institutional affiliation, type of contribution, & email address of corresponding author to: mask@csu.edu.au by the following deadlines.

- Abstracts/descriptions – 500 words – December 19, 2014
- Notification of acceptance – January 16, 2015
- Full papers due – February 20, 2015, for pre-event feedback, OR March 23, for standard peer reviews.

Publication opportunities:

- Selected papers and works will be published in a special edition of the Charles Sturt University/University of Lincoln online journal, fusion, dedicated to this event. This journal has the capacity to include written and creative works – see submission details at <http://www.fusion-journal.com/>
- The conference organisers are also negotiating with Routledge for the possibility of an edited book on the conference themes.

Further information

Details about registration, accommodation and directions will be uploaded to <http://www.csu.edu.au/faculty/arts/mask>. Enquiries can be addressed to the organising committee or mask@csu.edu.au.

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➤ **Change to DECRA guidelines / family care**

The ARC have announced changes to the Discovery Early Career Researcher Award (DECRA) programme. The requirement to have completed a PhD no more than FIVE years previous has been extended for family primary care givers to a maximum of two years each for two children.

Details can be found on the ARC site <http://arc.gov.au/ncgp/decra/instructions.htm>

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➤ **Australian Library and Information Association – Research Grant award**

The Australian Library and Information Association invites applications for its research grant award. This enables research programmes on a selected library or information issue of present or future relevance to the development and improvement of library and information services in Australia.

This grant is open to library practitioners or early career library and information science researchers who have been financial members of ALIA for at least two years. Early career researchers are those who normally have been awarded a PhD or equivalent research doctorate within the five years before submitting your application.

The award is worth up to AU\$5,000.

[Visit funder's web page for this opportunity](#)

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➤ **European Union Erasmus + Program Call for Proposals**

Erasmus+ will provide opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad. Erasmus+ will support transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

It will also support national efforts to modernise Education, Training, and Youth systems. In the field of Sport, there will be support for grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.

Erasmus+ brings together seven existing EU programmes in the fields of Education, Training, and Youth; it will for the first time provide support for Sport. As an integrated programme, Erasmus+ offers more opportunities for cooperation across the Education, Training, Youth, and Sport sectors and is easier to access than its predecessors, with simplified funding rules.

Program countries are the EU 28 + Norway, Iceland, Liechtenstein, Turkey and the Former Yugoslav Republic of Macedonia, i.e. all countries that contribute financially to the programme and have a National Agency to manage it. Partner Countries are all other countries throughout the world including Australia, Australia is a Partner Country in Region 13.

Three international actions in higher education are open to cooperation with Partner Countries:

1. Mobility
 - i) Credit mobility : International credit mobility of students and staff
 - ii) Degree mobility: Erasmus Mundus Joint Master Degrees promoting the mobility of learners and staff to and from Partner Countries. Deadline for applying: 4 March 2015.
 - iii) Capacity Building projects in higher education promoting cooperation and partnerships that have an impact on the modernisation and internationalisation of higher education institutions and systems in Partner Countries (excluding those that come under ICI, i.e. Australia).
2. Jean Monnet activities support teaching, research and cooperation in the field of European Union studies worldwide. Deadline for applying: 26 February 2015.
3. Strategic Partnerships and Knowledge Alliances

Universities from Partner Countries will be able to take part on the condition that the project demonstrates a very clear added value that the Partner-Country participation brings.

Strategic Partnerships foster quality and innovation in higher education institutions through stronger cooperation including with enterprises, research organisations and social partners. This action is open to participation from higher education institutions worldwide, though only institutions from Programme Countries can submit applications to their National Agency.

More information

Information on the Erasmus+ Program is frequently updated on two key websites:

- Erasmus+ Commission site - http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
- Erasmus+ EACEA site for information on applying for Calls for Proposals: http://eacea.ec.europa.eu/erasmus-plus_en

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➤ **New Year's resolutions for doctoral writers**

“Years matter to doctoral progress, with increasing pressure to finish within a certain number of them. The idea of New Year's resolutions implies that you are not satisfied with your own performance in the year that you are leaving behind. Even if you are, it seems reasonable to take up a seasonal sense of deliberate progression at the cusp of a new year when you are thinking about doctoral writing.”

Read the rest of this excellent post on the Doctoral Writing SIG blog - <https://doctoralwriting.wordpress.com/2015/01/13/new-years-resolutions-for-doctoral-writers/>

Or follow on Twitter @DocwritingSIG

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➤ **And finally...forget Roget**

Here's a thesaurus containing almost 800,000 from Old English to today. Want to know how the Old English-ians used the word 'holiday?'

<http://historicalthesaurus.arts.gla.ac.uk/>

Have a great *vacance-time*!

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