

Welcome to the latest and final edition of the Faculty of Education's Bulletin for 2015. A year of changes and opportunities. This is the final bulletin under the watch of Brian Hemmings as Sub-Dean Graduate Studies as he retires after 30 years of service to CSU, the past 7 in the Sub-Dean role. Thank you Brian! As mentioned in the last bulletin Deb Clarke has been appointed as the acting Sub-Dean, Graduate Studies.

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➤ **HDR Candidate News**

- **Congratulations**

Over the past 6 months, the following candidates have had their research proposal formally approved by the Research Advisory Committee and can now move on to the next exciting step in their doctoral research.

School of Teacher Education

Kathy Hendy-Ekers – *How teachers use art museums to enact curriculum*

Ben Pham – *Children's acquisition of consonants, semivowels, vowels, and tones in Northern Viet Nam*

Nick Ruddell – *Decolonising school science education: The Sky Stories Project, towards a framework for contemporary school science*

Myra Singh – *Identity and success in higher education for Aboriginal and Torres Strait Islander students*

School of Education

Letitia Galloway - *A study of the impact of the Australian curriculum: History on pedagogical practices of rural NSW primary teachers*

Stephanie Garoni – *Accomplishing Transition: Investigating talk practices as students move between primary and secondary school*

Sarah Hayton – *Different sides of the same coin? Cyberbullying and the positive uses of social networking: examining perspectives from culturally diverse youth*

James Purkis – *A study of the interrelationship between school and out-of-school uses of collaborative digital technology by Australian secondary school students using activity theory*

George Variyan - *Teacher agency in neoliberal spaces: The elite private school teacher in the 21st century*

School of Information Studies

Alison Hicks – *Learning a different language: Information literacy in transition*

A further number of candidates have recently presented their research proposal via the endorsement of candidature seminar and are awaiting confirmation of approval.

- **Graduations**

As announced in last fortnight's bulletin, a number of candidates from the Faculty of Education will be graduating at the Bathurst graduation ceremony on Wednesday 16th December. If you can, do come along and show your support to Dr Tamara Cumming, Dr Erin Hunter, Dr John Rae, Dr Tina Stratigos, Dr Sarah Verdon, and Dr Lucie Zundans as they celebrate this wonderful achievement.

- **Reminder to new candidates**

The University Research Office has a range of workshops for Higher Degree Research (HDR) students, most importantly is the HDR Candidate Induction, which can be found along with other helpful workshops via the [Professional Development Calendar](#) . The dates and workshops for 2016 will be available shortly.

You should also have a look around the [Faculty of Education's Home](#) page as well as the [Graduate Studies page](#) which has information about milestones the Faculty expects you to meet, including the 'Endorsement of Candidature' seminar. You'll see there's a candidate profile page – If you would like a profile page created, please let me know via facedrgso@csu.edu.au and we'll get it started.

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- **ERA results**

You would have seen by now the announcement from Professor Mary Kelly DVC(RD&I) regarding the ERA results. Key documents can be found on [ARC's ERA 2015 website](#) and CSU's ERA data for all three exercises can be found at the Office of Strategic Planning and Information's [Research](#) page. Using Tableaux software, it's possible to drill down into the data for each 4-digit code for publications, income, and participation.

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- **No more boring writing! Professor Bill Green speaks on professional education and practice**

“On 14 October 2015 the University of Technology, Sydney (UTS) School of Education hosted Professor Bill Green (Charles Sturt University) as a speaker in the School seminar series. The talk was attended by staff and research students, representing diverse interests not only across the School, but also the Faculty of Arts and Social Sciences, and UTS more widely.

As a highly accomplished scholar in educational research, Professor Green offered both a retrospective account of the ideas that have driven him in his later work, but also a prospective thinking through of where key parts of our field might, or should be, heading. He began by noting that in this late-career stage, he no longer has to steer a path 'between fashion and performativity'. Instead his reflection and vision are driven uncompromisingly by both philosophical and practical rigour.

Bill posed several deceptively simple yet provocative questions, such as: Can thought go on without a body? Can practice go on without a body? In responding to such prompts, he engaged with literature that, he admitted, does not necessarily leap off the page to us. However, he argued that time and effort spent grappling with the likes of Derrida, Deleuze, and Schatzki, can reap significant rewards. Indeed he showed in particular how Merleau-Ponty's work on the body can help us engage productively with immediate and concrete questions in teaching, teacher education and other professional fields. Questions such as: How are things maintained? How do we pick up what is intelligible, and move on?

Within his specific focus of connections between practice and the body, philosophical and empirical modes of enquiry, Bill made a case for revisiting Merleau-Ponty, someone we have 'left behind'. However he also struck a wider chord in his reflection on the risks associated with language becoming a blunt instrument in scholarly work. Noting that writing in our field can at times be 'functional but boring', he laid out a challenge to academics to write engagingly, and to support research students in doing the same.

<http://www.uts.edu.au/future-students/education/about-education/news/no-more-boring-writing-professor-bill-green-speaks>

Maybe we could ask Bill to speak on this topic in the new year!

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➤ **ACSPRI courses in Social Network Analysis, Social Media Analysis, and Big Data**

ACSPRI is offering courses in Social Network Analysis, Social Media Analysis, and Big Data in our **Summer 2016** program at the ANU and University of Melbourne. Places are filling quickly. For more information click through the links to our website:

Introduction to Social Network Research and Network Analysis - Feb 1-5, University of Melbourne
Social Network Analysis is a strategy for investigating social structures through the use of network and graph theories. It characterizes networked structures in terms of nodes (individual actors, people, or things within the network) and the ties or edges (relationships or interactions) that connect them. This course is an introduction to information and data collection methods used by social scientists working on social networks. The course familiarises participants with the principal software packages used in social network analysis (UCINET and Pajek) and provides hands-on experience of working with these packages. Participants will carry out a small network project of their own to develop a real familiarity with methods and techniques of social network research and data analysis.

Social Media Analysis - Feb 1-5, University of Melbourne

This course is designed for social researchers interested in studying social media, and covers methods of accessing and analysing digital trace data (also known as "big data") from websites, blogsites, Twitter and Facebook.

While there is emphasis on techniques from social network analysis (for analysing, for example, WWW hyperlink networks, follower networks in Twitter, friendship networks in Facebook), the course also covers analysis of text content. The course also provides practical training in three software tools that can be used for social research using digital trace data: VOSON (for hyperlink network construction and analysis), NodeXL (an Excel 2007/2010 template for collecting and analysing social media data) and Gephi (for network visualisation). The course also provides a broad overview of online research methods, including an introduction to using Virtual Worlds (e.g. Second Life and Massively Multiplayer Online Games) and online experiments for social research.

Big Data Analysis for Social Scientists - Jan 18-22, ANU

This course introduces you to the collection and analysis of socially-generated 'big data' using the R statistical software and Gephi network visualisation software. The focus is on programmatic approaches for collecting and analysing big data from social media and the WWW.

In this course, you will learn how to:

- Collect data from Twitter, Facebook, YouTube and Web 1.0 websites. Who are the actors, and what actor attributes are available for them?

- Construct, analyse and visualise networks of people and organisations (social networks) and terms (semantic networks). How can we find connections between actors, and how can we use social network analysis to understand the social scientific meaning of such connections?
- Extract and analyse text data. What text can be attributed to these actors, and what does analysis of this text tell us about the actors and society as whole?
- Conduct temporal analysis. How can we study behaviour over time, identifying significant events or trends?
- Identify and engage with advanced techniques for dealing with very large datasets, including software optimisation and sampling techniques.
- Utilise social theory to engage with and reason about the challenges and opportunities of big data, including the interpretation of findings and methodological considerations.

Introduction to Data Mining for Large and Complex Data Sets - Feb 1-5, University of Melbourne

Data mining covers a wide range of techniques useful for anyone wanting to explore within and between large, complex datasets. Data mining is a multi-disciplinary field involving methods from artificial intelligence, machine learning, statistics, and database systems. Within this course we will discuss pattern recognition techniques such as regression (for describing the relationship between variables), data linkage, variable reduction (merging similar variables into combined scores), clustering (grouping together observations with similar characteristics), anomaly detection (where the research question is to identify those observations different to the norm) and visualization. This course is designed to introduce participants to this range of techniques where only a basic prior knowledge of statistics will be assumed at the start of the course. The course is designed as an applied introduction to the field of data mining and will cover such topics as pattern recognition, data linkage, variable reduction, clustering, anomaly detection and visualization. The target audience for this course is researchers working with large, complex datasets that are asking initial questions about what to do with these datasets.

For more information about these and all our other Summer courses, visit our [Summer 2016](#) program page, or feel free to contact me on 03 8376 6496 or info@acsprri.org.au.

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➤ **School of Indigenous Australian Studies/Faculty of Education Indigenous Research Summit**

Thanks to everyone who contributed to the wonderful conversations at the Summit last week! Recordings and resources from the Indigenous Research Summit will be available shortly at the Faculty's [Indigenous Research Summit](#) page.

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➤ **DFAT Business Matching Platform**

DFAT has recently launched its new Business matching Platform to encourage collaboration between industry (including universities) and DFAT in aid and development.

Background

Expressions of Interest (EoIs) are now open for DFAT's Business Partnerships Platform (BPP). As announced on 31 August 2015 at the launch of [the Ministerial Statement on engaging the private sector in aid and development](#), the BPP is a new platform that will support partnerships between DFAT and businesses on investments in developing countries that deliver a combined social and commercial return. The BPP includes support from [DFAT's Gender Equality Fund](#), and EoIs that focus on improving economic and social outcomes for women through business are strongly encouraged.

The BPP will co-invest between \$100,000 and \$500,000 with organisations who wish to explore, pilot or expand commercial opportunities that also create development impact in DFAT priority countries and sectors. Funds provided must be matched at least 1:1 with investment by the business.

Eols will ideally be made by businesses working with NGOs or community organisations, however, this does not exclude businesses or NGO's undertaking commercial development from participating. Flexibility is at the core of the BPP and the application process is designed to accommodate a variety of partnership models.

Eols will be accepted until Friday 18th December, 2015. Further information on the application process, including guidelines and a list of priority countries and sectors for potential partnerships, is available at <http://dfat.gov.au/aid/who-we-work-with/private-sector-partnerships/opportunities/Pages/business-partnerships-platform.aspx>

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➤ **And finally, a present for Christmas...seven hand gestures that make you look like a real intellectual**



Use it wisely.

<http://www.wired.com/2014/01/use-hand-gestures-look-like-real-intellectual/>

Thanks especially to DR Tamara Cumming for this gift ☺

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Merry Christmas, have a fun and safe holiday break and see you in the New Year!

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