Welcome to the latest edition of the Faculty of Education's Bulletin, where too much research and graduate studies is barely enough. Lots of news, including the HDR Forum, Lego for Battling Bootcampers, ATEA Awards and plenty more...

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- **HDR Candidate News**

Progress reports for the first session of the year are now due – be sure to check your email for advice from the Research Office!

  o **Congratulations**

Congratulations to Dr Kate Crowe who recently won the *Journal of Clinical Practice in Speech-Language Pathology* (JCPSLP) Editor's Prize for 2014, announced at the recent Speech Pathology Australia National Conference. The article written by Kate Crowe and Sharynne McLeod titled *Communication choices: Translating research to practice for professionals working with children with hearing loss* translated Kate's PhD research to a professional audience – so the award is not only for her article, but also for her outstanding PhD research.

  o **Three Minute Thesis Competition**

Twenty-two HDR candidates across the university have registered to present in the 3MT and will present their thesis in *three minutes* using *ONE slide* only, on 26 August commencing at 12.30pm at the Convention Centre in Wagga Wagga – either face to face or online.

www.csu.edu.au

CRICOS Provider Numbers for Charles Sturt University are 00005F (NSW), 01947G (VIC) and 02960B (ACT). ABN: 83 878 708 551

The Faculty of Education has five candidates in the competition, with Science 12, Arts 3 and Faculty of Business with one representative. Everyone is encouraged to come and be part of the audience either on-line or in person to support the presenters and vote in the People's Choice Award.

- o **Come one, come all to the 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 their supervisors are invited to attend either in person at the Convention Centre in Wagga, or online via Adobe Connect.

Please save the date! More information and registration forms can be found here http://www.csu.edu.au/faculty/educat/docfest

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.

Plus we will be screening not ONE but BOTH Jorge Chaim's PhD movies …!

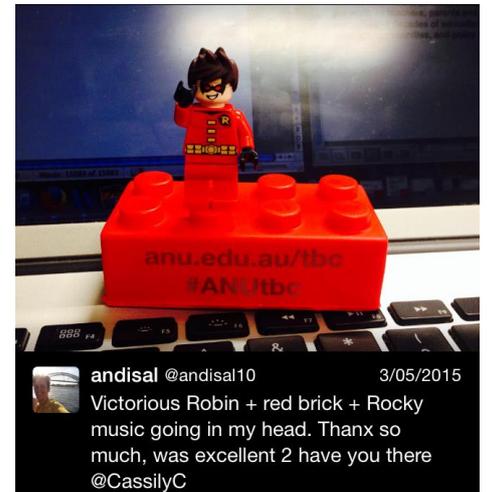Please note that you **MUST** register your attendance via the link above.

- o **FoE HDR participates in pilot of joint ANU + CSU Thesis Bootcamp**

Andi Salamon, PhD researcher in the School of Teacher Education, is among the CSU research candidates who were selected to participate in a joint ANU + CSU Thesis Bootcamp at the beginning of May. ANU runs word-count-intensive bootcamps four times each year, drawing on the model developed at Melbourne University by Liam Connell and Peta Freestone. Previously these have been only face-to-face in Canberra.

Research writing bootcamps at CSU run monthly in hybrid mode: simultaneously face-to-face in Wagga and online via Adobe Connect, with participants joining from around Australia and overseas. The pilot bootcamp in May was a collaboration between CSU (Faculty of Arts & Office for Students) and the Office of Research Training at ANU, with the aim of bringing together CSU's hybrid approach with the word-count-intensive style of bootcamp.

The pilot was facilitated by Inger Mewburn, Director of Research Training at ANU and Cassily Charles, Academic Writing Coordinator (HDR) / ALLAN Coordinator (Postgrad)) at CSU. (Observers from UNSW at the Australian Defence Force Academy also attended to learn about this model and are keen to apply a similar approach.) The results for participants were spectacular: many wrote more than 10,000 words over the weekend, and some wrote more than 20,000 words. CSU participants joined ANU participants both face-to-face at ANU in Canberra and online from locations around Australia as well as in New Zealand and Japan.

Bootcampers received 'Lego' bricks based on the number of words written... Andi Salamon told of her battle via Twitter...

andisal @andisal10   3/05/2015
@CassilyC There's a duel Cassily! Green and blue (complaceny) vs. Red (go hard)

andisal @andisal10   3/05/2015
Red wins!!! #ANUTBC #hybridTBC @CassilyC @EricaMcIntyre @CSUFoE_HDR @pinkbellee

andisal @andisal10   3/05/2015
Victorious Robin + red brick + Rocky music going in my head. Thanx so much, was excellent 2 have you there @CassilyC

➢ **Upcoming seminars**

   o **School of Information Studies**

Awards with rewards: Implications and perceptions for collection development for youth- BY Dr Kasey Garrison

Dr. Kasey Garrison is a lecturer with the Teacher Librarianship Team in the School of Information Studies at Charles Sturt University's Wagga Wagga campus in New South Wales, Australia. She earned a PhD in Education from Old Dominion University in August 2012. Her dissertation, entitled "'This intense desire to know the world:' Factors Influencing the Collection Development of Multicultural Children's Literature," was a mixed methods study focused on diversity within library collections and their surrounding communities.

Kasey's primary research areas focus on diversity within children's and young adult literature and reader responses to such titles.

The professional library literature is fraught with debates about the value and quality of children's book awards. Sometimes the crux of the issue in these discussions is the fact that adults are making the choice of the best books; these may not necessarily be the books that the intended audience (i.e., children) would choose as the "best" or books that they would even check out from the library at all. Hateley (2012) notes the importance of encouraging librarians and patrons to use a critical lens when evaluating award winners and to also examine the collection development policies in relation to such choices. In the United States, much controversy surrounds ethnic specific book awards including the Coretta Scott King Award, the Pura Belpré Award, and the Asian Pacific American Award for Literature. In this mixed methods study analysing the factors influencing the collection development of multicultural literature in children's collections, youth librarians revealed perceptions about these award lists and how/if they used them for collection development and reading promotion.

Additional information about Dr Garrison is available at:

http://www.csu.edu.au/faculty/educat/sis/staff/profiles/lecturers/kasey-garrison

Wednesday, 3 June 2015 12:00 PM-1:30 PM, School of Information Studies Seminar Room, Building 5, Wagga campus

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

- o **School of Teacher Education**

Academic text types and assessment design: Embedding literacy outcomes- BY Dr Jae Major

In the 21st century, tertiary students are asked to produce a wide variety of texts for assessment purposes. The introduction of the ALLaN (Academic Literacy, Learning and Numeracy) framework indicates the university's commitment to embedding and teaching literacy and numeracy outcomes within our subjects and assessments. But how many of us can and do identify the generic and discipline specific language and literacy features of the texts we ask our students to produce? And how clearly do we articulate these expectations to students? In this session we will discuss common academic text types and their features, and consider how to clearly identify and articulate the literacy aspects of our assessments for students.

Monday 1st June @1.00pm, Creswell Room Bathurst and via VC to Dubbo. Check check http://wsww01.csu.edu.au/vcbookings/ for updated information on how to join by phone/MS Communicator

- o **School of Education**

Australian National Assessment: What was and is and is to come- BY Dr Jane Greenlees

Abstract:

The National Assessment Program: Literacy and Numeracy (NAPLAN) of Australia has gained substantial political and public attention in recent years. Heightened levels of high-stakes testing typically impact on classroom practices, so it is imperative that such instruments inform assessment. Also of concern is what these assessments are attempting to measure, in this case a child's level of numeracy and the impact this has had on test item design. Of particular interest has been an increase in the use of graphical and pictorial representations and tasks embedded within 'real-life' situations. This seminar will focus on a number of Australian studies that have examined the behaviour and performance of primary-aged students as they solved standard and modified items similar to or sourced from the NAPLAN. They revealed a dramatic change in student performance based on modifications to graphic representations, language and item features.

Wednesday 3rd June @3.00pm, Seminar Room, School of Education Wagga and via VC to Albury. Check check http://wsww01.csu.edu.au/vcbookings/ for updated information on how to join by phone/MS Communicator

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- ➢ **Congratulations Professor Sharynne McLeod**

Sharynne was recently awarded Life Membership of the Speech Pathology Association of Australia.

Gaenor Dixon, Vice President, Communications, Speech Pathology Australia writes:

The Board of Speech Pathology Australia recognise the outstanding leadership and committed service to the Association and the profession that you have provided over many years. Therefore we would like to award you with the highest honour that we can provide; Life Membership of the Association.

Congratulations and thank you for your ongoing service to the Association and the profession in Australia and across the world.

1Sharynne with her colleagues and HDR candidates, Elise, Jane, Sharynne, Kate, Xuan, Sarah, Ben and Lindy at the recent Speech Pathology Australia AGM

➢ **School of Information Studies Research News**

Publications

Hider, P., Liu, Y-H., Gerts C, Daws, C., Dalgarno, B., Bennett, S., Spiller, B., Parkes, R., Knight, P., Mitchell, P., Macaulay, R., Carlson, L. (In Press) Developing a schema for describing the contents of the Office for Learning and Teaching's resource library. Australian Academic & Research Libraries.

Thorpe, Karen, Julie Hansen, Susan Danby, Filzah Mohamed Zaki, Sandra Grant, Sandy Houen, Christina Davidson, and Lisa M. Given. 2015. "Digital access to knowledge in the preschool classroom: Reports from Australia." Early Childhood Research Quarterly 32:174-182.

Conference Presentation

Given, Lisa M. 2015. User needs and means of communication: Targeting the message in the wine industry. Australian Grape and Wine Authority Extension Day. Adelaide, South Australia, May.

Given, Lisa M. and Megan Hill. 2015. Information seeking for research adoption: Targeting messages and media to the market. Australian Grape and Wine Authority Extension Day. Adelaide, South Australia, May.

Given, Lisa M. 2015. The medium is (not always) the message: Wine industry findings from an information behaviour perspective. Adoption of Grape and Wine Research and Development Outputs Workshop, Department of Economic Development, Jobs, Transport and Resources, Victoria. Melbourne VIC, Australia, March.

Given, Lisa M. 2015. Coding and categorisation: Laying the foundation for effective data analysis. Qualitative Methods – the 14th Annual Conference. Melbourne Australia, April.

Given, Lisa M. 2015. Building a persuasive argument: Using the literature to your advantage. Qualitative Methods – the 14th Annual Conference. Melbourne Australia, April.

Given, Lisa M. 2015. "Promoting your research: Using social media and other tools as pathways to impact." Qualitative Methods – the 14th Annual Conference. Melbourne Australia, April.

Hider, P., Spiller, B., Mitchell, P., Parkes, R., Liu, Y.-H., Gerts, C., Daws, C., Dalgarno, B., & Bennett, S. (2015). Improving subject access to the Office for Learning and Teaching's resource collection. Presentation at 2015 Australian Conference for Editors, Indexers, and Publishing Professionals. Canberra, Australia. May 7. More details can be found at: http://writeeditindex.net.au/program/

Willson, R. (2015). The check-in method: Collecting salient experiences over longer periods of time. 14th Qualitative Methods Conference. Melbourne, Australia, April.

Committee Appointments

Ying-Hsang has been invited to join the Editorial Advisory Board of Online Information Review, edited by Professor Gary E Gorman. The 2013 Impact Factor of this journal is 1.443. More details about the journal can be found at:

http://emeraldgrouppublishing.com/products/journals/journals.htm?id=oir

Ying-Hsang has been invited to serve as Assessor, Proposals for Discovery Projects 2016, Australian Research Council (ARC). More information about Assessors can be found at: http://www.arc.gov.au/applicants/assessor.htm

Ying-Hsang has served on the Program Committee for the 20th ACM Conference on Intelligent User Interfaces. He also served as on the Best Demo Selection Committee of the conference.

> **ACSPRI (Australian Consortium for Social and Political Research Incorporated) Winter Programs**

ACSPRI's Winter Programs has been announced! A number of staff and HDR candidates have attended these in the past and found them very helpful.

Qualitative Methodologies, Data Collection and Analytic Approaches - *Level 1*, (Brisbane and Perth) This introductory course is designed for the individual with no background in research or with no previous experience with qualitative techniques of data collection and analysis. The course will combine lectures and practical 'workshops'. Time will also be set aside for participants to discuss their own research. There are no prerequisites for this course.

Qualitative Research: Design, Analysis and Representation - *Level 2*, (Brisbane and Perth) This course is designed for participants who have undertaken a qualitative study in their work or study and would like to build their theoretical knowledge and applied skill base in qualitative research. Many of the examples will make reference to research in business, psychology and health. Please note the course provides only an overview of data collection methods. It is assumed that participants will have experience with methods. Instead the focus is on issues of design and positioning, analysis and representation of written research products. Participants will be expected to have experience with at least one qualitative research project or have undertaken an introductory level course in qualitative research methods.

Applied Computer-assisted Qualitative Data Analysis Using Nvivo - *Level 2*, (Brisbane) This course is for those already familiar with qualitative research approaches who are interested in using NVivo to assist with the tasks of qualitative data management and analysis. The main focus is on learning basic data analysis tools through hands-on experience. Participants will systematically apply software tools to the tasks of developing a research project including: planning for collection of data, preparation of data for analysis and beginning analysis. They will also be introduced to advanced analysis tools including those for theory building, validation and presentation of findings. Participants will explore applications of the software to their own research projects. Completion of an introductory ACSPRI course in qualitative research techniques or an equivalent tertiary course is required.No prior knowledge of NVivo is required.

Creative and Advanced Qualitative Analysis: Getting the Most From Your Data
(Melbourne, **2 day Master-class,** 30-31st May)
In this 2-day master class, you'll examine the ways in which qualitative data can be transformed into quantitive data and analysed statistically. This course is suitable for early career researchers as well as other researchers with some understanding of qualitative data collection ad analysis techniques

> **New National Science and Research Priorities**

The Commonwealth Government has announced new national Science and Research Priorities to ensure our high performing science, research and innovation system delivers maximum benefit.

The nine cross-disciplinary priorities are food, soil and water, transport, cybersecurity, energy, resources, advanced manufacturing, environmental change and health.

For more: https://www.pm.gov.au/media/2015-05-26/national-science-and-research-priorities

> **Research Recognition Award**

The ATEA Executive is offering an opportunity for new researchers in the first five years of their academic career to apply for an award that recognises high quality research pertaining to teaching and teacher education. TWO awards will be presented.

This award is for research that has been conducted and disseminated. All ATEA members who meet the following eligibility criteria may apply for this Research Recognition Award. ATEA will present TWO $1000 awards which can be used to support attendance at the 2015 conference.

Eligibility Criteria

Any ATEA member in their first five years of an academic appointment. It is expected that awardees will attend the 2015 conference in Darwin to receive their award and present a paper at the conference.

ATEA's Mission

This initiative is linked to one aspect of the mission of ATEA; namely, to promote research on teaching and teacher education as a core endeavour. We believe this research area will assist us in meeting several of the following key priorities to promote our total mission:

- o To foster development of initial teacher education;

- o To engage in national advocacy for teacher education;

- o To promote and support the teaching profession;

- o To form and support collaborative links between university and school based teacher educators;

- o To form strong links with individuals and organisations involved in educational change;

- o To improve the nature, quality and availability of professional development for teacher educators; and

- o To promote and disseminate research ideas and practices, innovation and evaluation in teacher education.

Application format

In no more than three pages provide the following information;

- o Personal Details

- o The Aims of the Research: State succinctly what the aims of the research were and their applicability to ATEA's priorities as listed above.

- o Findings and Impact: Outline the key findings of the research and their application to teaching and teacher education. Outline the key impacts the research had on teaching/teacher education.

- o Dissemination of Findings: Describe how the findings from this research were disseminated. List publications, conference presentations and other means of dissemination.

- o Future Directions of the Research: Outline any future directions identified and/or any further research undertaken as a result of the findings from this particular research.

Closing date for applications

Applications must be received by close of business **Friday 12 June, 2015**. Applications need to be sent as an attachment to Associate Professor Bill Eckersley at bill.eckersley@vu.edu.au

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➢ **Teacher Educator of the Year Award - 2015**

The aim of the award is to encourage and recognise innovative teaching practices in Teacher Education at a university level. Nominations are accepted from teacher educators whose primary activity is teaching in under-graduate or postgraduate Education courses.

Selection Criteria

The award recipient will be a current financial member of ATEA and will demonstrate evidence of such aspects as:

- o Interest and enthusiasm for teaching and for promoting student learning
- o Ability to organise course material and to present it cogently and imaginatively
- o Command of subject matter, including the incorporation in teaching of recent developments in the field of study
- o Capacity to incorporate innovative learning and teaching approaches
- o Provision of appropriate student assessment, including the provision of worthwhile feedback to students on their learning
- o Professional and systematic approach to teaching development
- o Participation in professional activities and research relating to teaching
- o Capacity to attend and present a paper at the ATEA Annual Conference: 2015

Conditions

- o Nominees must be current financial members of ATEA
- o No correspondence will be entered into
- o The judges' decision is final and they reserve the right not to make an award if the criteria are not met.
- o Entrants must be currently employed within an Australian or New Zealand university.
- o Maximum length of application: 5 A4 pages

Award

- o A framed certificate: Teachers Mutual Bank / ATEA Teacher Educator of the Year Award: 2015
- o $3000

Judges

The Teachers Mutual Bank / ATEA Teacher Educator of the Year Award will be judged by a panel of experienced ATEA teacher educators.

Applications

Applications are to be forwarded by email and attachment to: A/Prof Bill Eckersley - Bill.Eckersley@vu.edu.au

Closing date for applications: Friday June 12, 2015 (5pm)

➤ **And finally... guitar machine**

Bring out your inner guitarist – no need for strings!

http://www.guitarmachine.noisegames.com/

Have a great weekend!

Professor Lisa Given	Dr Brian Hemmings	Lisa McLean
Associate Dean (Research)	Sub-Dean Graduate Studies	R&GS Officer
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02 6933 4092	02 6933 2451	02 6338 4966

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