Post-Graduate student newsletter

UTAS Faculty of Education

Welcome & Purpose
Hello and welcome to the first newsletter for post-graduate coursework students. The intent behind this innovation is purely and simply to keep you informed of Faculty, University of Tasmania (UTAS) and course relevant information that will help you better undertake your studies and develop a community-of-learners.

I would also like to use this newsletter to give you our PG students a voice into our courses and Faculty. This is your newsletter so I welcome suggestions and stories. I intend to get a newsletter out every two-months, so articles should come to me by the beginning of the month-so by May 20 for June edition.

Greetings from the CC
As I settle into my new role as the PG Course Coordinator (CC) I wish to extend my THANKS to Dr Paul Kebble for his previous leadership and guidance. I also wish to acknowledge and thank our Course Support Officer Vanessa Donald for her BRILLIANT support and guidance of staff and students.

Congratulations!
We say goodbye to our graduates and wish them well for the next phase of their careers, be it RHD, teaching positions, or other exciting ventures.

Graduation December 2015

Graduate Certificate
There were 56 graduates

This is where I want to celebrate your achievements-see Alumni News-please give me some!! So please keep me up-to-date with them 😊

March 2016

Happy 60th Birthday A/Professor Karen Swabey (A/Dean & Head of School). We wish you all the best 😊

To Professor John Williamson best wishes with your retirement.

Please let Darren know of these important celebratory events!!!
without such professional staff we would all struggle.

Know your teachers
As I took on my new role I looked at the staffing list and realised that I didn’t even know some of the people and others I knew their names but not too much else. So over the coming months I’m wanting to share a little bit about each staff member – which should help you understand who we are and for your research units help you in selecting a supervisor.

To get the ball rolling we will start with me:

Darren Pullen - I have been working in the Faculty of Education for 11-years and before that as a Research Fellow in the Tasmanian School of Nursing and University Department of Rural Health. Prior to UTAS I was a coordinator of Continuing Medical Education for GPs, Project Manager in Community Health for an NGO, High School-College teacher and a former nurse specialising in Emergency Medicine and also Community Palliative Care. In my last Health Department role as a Team Leader of a multidisciplinary resource team (GPs, OTs, Physios, speech paths., nurses & psychologists) I worked to place former Willow Court institutional patients into community-based supportive homes. So I have had a few hats 😊

I hold undergraduate degrees in nursing, education, post graduate degrees in administration and information systems, Master degrees in medical and educational research and a PhD in educational and sociological ICT. In our Faculty I teach units in the BEd on health and well-being and a Master of Teaching unit on HPE. In the postgraduate space I teach a unit on e-pedagogy. My teaching and research passion are on the use of technology to enhance our well-being and learning.

Some things that you probably don’t know about me are that I’m preparing for my 3rd Dan qualification in Taekwondo and have commenced the accreditation process to become an instructor, I’m a Justice of the Peace and a Volunteer Fire Fighter. I’m also on a Board of Governance for a State educational organisation. In my free-time I love cycling, bushwalking, gardening, reading and spending time with my family.

Peter Brookes - has been working at the University and its previous incarnations: the Tasmanian State Institute of Technology; and Tasmanian College of Advanced Education since 1978, except for an eighteen-month period in 1998/1999 when he worked for the University of Cambridge as the Assistant Administrator for the Cambridge Institute for Medical Research. Previous roles at the institution include, Cashier, Assistant Paymaster, Administrator – Business and Computing, and Executive Officer for the Faculty of Commerce and Law.

Peter has been in his current role as Manager Academic Administration – Education since 2013, and prior to the relocation of the role from the Faculty of Education to Student Services, has been in the same role, with a different, since December 2000. Peter is responsible for the provision of academic administration for the Faculty of Education. This includes ensuring that his team assist all students across their student lifecycle from admittance and enrolment to graduation.

Vanessa Donald - has been working with UTAS in various roles since 2000 and commenced when the Faculty of Education was a 2 school stream – Early Childhood and Primary. Her earlier position was Assistant to the then Head of School (Early Childhood) and Course Support Officer for the BEd (ECE/Primary) cohort.

Over the last 15 years Vanessa has worked across a few different BEd Programs – Early Childhood, Primary, Health & Physical Education and most recently (since last
year) the Postgraduate Coursework area.

In 2015, Course Support Officers were relocated from the Schools/Faculties into the central Student Centre and that is where you will find Vanessa on Launceston Campus daily from 10-3. However, even though she may not physically be in the School it is still her (much loved) role to assist our Postgraduate students in the administration aspects of their Courses – covering their UTAS lifecycle from initial application through to course progression/completion and graduation.

Andrew Fluck- trained as a teacher in Bristol, England. He has taught science, mathematics and computing in Nigeria, England and Australia. He is a past secretary of the Australian Council for Computers in Education (ACCE), and is now a senior lecturer in information technology education at the University of Tasmania. His numerous publications reflect his research interests in the transformational potential of computers in education. He was a co-author of the government report Making Better Connections and the book Seven steps to ICT integration. His funded research investigates the use of computers to teach integral calculus and quantum mechanics in primary schools; and eExaminations, where students take their own computers into the exam hall. He is the co-chair of Working Group 3.3 (research into educational applications of information technologies) for IFIP/UNESCO.

Andrew is also an avid longbow archer and continental archery judge. See more details at http://Andrew.Fluck.id.au

In the Post-graduate courses in the Faculty he coordinates the Graduate Certificate in Teaching Digital Technologies (more on this later).

PG Student Representative

Your PG Student voice
My name is Ian Ayre, and I’d like to introduce myself as the 2016 postgraduate representative on the Faculty of Education Teaching and Learning Committee (FELTC). As such, I represent PhD/EdD candidates, Master of Education (Research), Master of Education (Coursework) and BEd (with professional honors), Graduate Certificate students on FELTC.

Who am I?
As a teacher, I have 17 years of classroom experience in secondary schools, specialising in Geography, English and SOSE (now Humanities and Social Sciences). Most of my teaching has been in Queensland, but I have also worked in the UK and Tasmania. I moved to Tasmania, with my wife and three primary school aged children, about 4 ½ years ago for the lifestyle, and have never looked back! Fifteen years ago I completed a Master’s degree in education (GU) in environmental education. That has remained a passion during my teaching career, and I am currently starting the third year of my PhD in the area of sustainability education.

As your representative … I am aware that many MEd (Coursework) students do not always get onto campus as often as some other postgraduate students, however your interest and concern in issues around teaching and learning at UTAS are no less. The Faculty of Education Learning & Teaching Committee (FELTC) meets monthly to provide advice to the Associate Dean (Learning and Teaching) on:

- proposals for new courses and amendments for existing courses;
- entry requirements;
- academic assessment; and
- teaching and learning issues within the Faculty.

Essentially FELTC’s purpose is to “determine areas of strategic importance / need in relation to learning and
teaching and instigate appropriate processes to investigate and/or implement improvements.” As a Master’s student, if you have any issues or concerns related to teaching and learning within the Faculty of Education, I encourage you to contact me and I will represent these to the best of my ability at the monthly meetings. These would be issues which affect MEd students generally, not individual concerns and problems that would be dealt with by your unit or course coordinator. I will report back to you regularly on deliberations within FELTC on issues you have raised, as well as news from FELTC generally.

My email address, which is the best method for getting in touch, is Ian.Ayre@utas.edu.au

I look forward to hearing from you, and representing your interests on this Committee.

Ian

Post script as your course coordinator I would encourage you to contact Ian and myself with any course specific concerns, suggestions or appreciation messages. Darren

PG Students voices

Your Student voice in this space I am wanting to share your stories. So please send them to me Darren.Pullen@utas.edu.au

Tony Rahal

I immigrated to Australia in 1998 following completion of undergraduate studies in Beirut, Lebanon. Since arriving in Australia I have settled in Sydney which I find to be a vibrant international city. I have many family members living in Sydney which also helped me to choose Sydney as a destination. I have completed a Master of Business Administration from Western Sydney University, as well as a Graduate Diploma in Hotel Management from the Blue Mountains International Hotel Management School. In terms of my career I have a long-standing background in hospitality, revenue management and consulting and have worked with leading Australian hotels such as Accor, Stamford and the Radisson Groups. I have also been teaching domestic and international students at Southern Cross University and other providers since 2009, in business management, marketing and hospitality. I am currently a course coordinator at Open Colleges the largest provider of online education in Australia, with plans to expand internationally.

I have an interest in traveling and meeting people from different backgrounds. As such, have lived, travelled and studied in Europe, Asia, and many parts of Australia. I believe in lifelong education. I have chosen to complete the Bachelor of Education with Professional Honours majoring in Global Education, partly as I have a fascination with our world and its people, because I recognise that Australia is a major player in the global education market and most importantly to ensure I keep up to date with the latest teaching practices and research, so that I can be the best educator I can be for my students and colleagues. The University of Tasmania appeals to me as it is both a leading research university and a regional university focusing on quality education to meet the needs of Tasmanian society and beyond.

Emma Callanan

I was born in England and moved from London with my husband and children to Tasmania in 2009. In 2010 I decided to enrol at UTAS and start my Bachelor of Education in Early Childhood and I graduated in August 2014.

I currently work as a Centre Director and Early Childhood Teacher in a Long Day Care Centre. I decided to study again with UTAS this year as I wanted to further my professional qualifications and...
develop and build on my knowledge. This year I have enrolled in the Bachelor of Professional Honours – Inclusive Education. I enjoy studying and I am always keen to learn, and, there is always something new to learn in the educational industry. I also want to promote learning and development through my centre. I want to lead by example and demonstrate that skill development and theoretical understanding and knowledge is ongoing. I believe that it is important to show children that adults are always learning too. Working in an educational setting we promote mutual learning and investigation.

Within education my areas of interest are inclusive education, creating environments and experiences that are inclusive for all students and sustainability and global citizenship.

In my down time I am an avid motorsport fan – Formula One and V8’s, and I also enjoy watching Tennis. I like to read and enjoy the beautiful outside space that is available to us in Tasmania.

**Paula Xiberras**

Returning to university a lifetime after completing my first degree was a daunting experience as things had changed enormously. Amazingly to students today, I had managed to get through my first degree without the aid of a computer! My assignments were handwritten, not even typed! Now as an external student I had to become acquainted with MYLO and submitting assignments into a virtual drop box. Even without all the modernity of today’s Uni and maybe because of it, my first time at Uni was a thrilling experience.

When I obtained my degree, a BA in English and Political Science and a Dip Ed I ventured out to be a high school English teacher but things didn’t turn out that way. I began teaching at TAFE and later I did some training in office skills, worked as a records clerk and volunteered for office work at a migrant centre which also taught ESL classes. I would see the students pass by the office on the way to their class. It wasn’t long before I was recruited and spent some of my happiest and most fulfilling time teaching ESL. I eventually procured a paid ESL job at another organisation. In my time as an ESL teacher I met students who had been beauty therapists and Chemists from Iran, bee keepers from Chile, Chemical engineers from Iraq and professors from China. Many of my students were learning English to requalify in Australia. I got to experience my student’s cultures, I attended Chinese tea ceremonies, Ethiopian coffee ceremonies, and Injera became a regular component of my diet at class celebrations. I also learned much about the struggles and endurance of our many refugee students. Our students often had more on their mind than study, such as being separated from family, yet they retained optimism and a yearning to learn. A few years ago teaching ESL required a Graduate Certificate in Education ESL and that marked my return to university. I wanted to continue with my study so went on to complete the Bachelor of Education with professional honors. And am now enrolled in the Master of Education ESL.

I have been a part time journalist for around 4 years. This answers my need for writing in a non-academic sense! I have been lucky to have interviewed interesting personalities ranging from Miriam Margoyles to Barry Jones.

My original aim was to be a conventional high school English teacher and although I do miss not having had the opportunity as yet to teach Shakespeare and the classics of literature I have been granted a much greater reward.

**Course News**

As of March we had made over 190 offers to students to enroll in one of ten (10) BEd
Professional Honours courses. As we move forward we need to consider what makes our courses distinct and unique in a crowded higher education market. So please let me know why you chose to return to study and why at UTAS.

During the Spring Semester Dr Paul Kebble ran a highly successful TESOL unit and A/Professor Marion Myhill ran the Global Education Conference. More details of both of these events will be in our next newsletter.

**Administration**

**Course Support Officer updates for students:**

- Our August Potential Graduates are currently being identified. If you are eligible to “exit” your Course, with a Graduate Certificate, you will be contacted shortly.

- If you have a “Sanction” showing on your enrolment this is usually due to unpaid Student & Service Amenities Fees (SAAF).

A Sanction will prevent you from seeing your enrolment and results (Sem 1 released on 6th July) until outstanding fees are paid. The Finance tab in your eStudent Study Plan lists options for payments.

- You should start considering your options for enrolment in Semester 2.

**Learning & Teaching changes**

Please let Darren know of any specific learning issues that you would like explained in more detail. Make sure you regularly visit our Faculty L&T webpage for important information on assessment, word count penalty changes, accessing Office 365 (free) and MyLO etc.

http://www.utas.edu.au/education/student-resources

For specific help on academic writing and APA log onto this site

https://secure.utas.edu.au/education-staff-students/documents/learning-and-teaching/FacultyGuideToWritingAndReferencing_v4.0May2014.pdf

**PG. students with a Learning Access Plan (LAP)**

Just a reminder that that if you require academic or personal support UTAS has a range of people and services that are here to assist you. The best place to start to find out what is available is

http://www.utas.edu.au/first-year/support-finder

As your course coordinator I also encourage you to chat to me if you have any generic or specific learning needs or study limitations so that we can work together to support your learning.

**New PG. students**

A useful website for new PG students, and indeed as a reminder for others, is the 1st Year Student Homepage where you will find vital Checklists, Advice and Checkpoints. It is a little-bit undergraduate focused but still useful for those of you who haven’t studied for some time.

It is also worth noting that a Graduate Certificate or Master of Education Course incurs full fees, whereas a Bachelor of Education (Professional Honours) Course is HECS Supported. A HECS-Wavier Scholarship cannot be applied to a Grad Cert or MEd Course. It is your (student’s) responsibility to Apply for a Scholarship in eStudent if you believe that you are eligible.

**MyLO support**

Having trouble with an aspect of MyLO such as accessing class notes, recordings or using ULTRA for web conferencing etc. then check out:

http://www.utas.edu.au/mylo/student-support
A course in focus

Graduate Certificate in Teaching Digital Technologies. Many teachers will need to become familiar with this new subject which was endorsed December 2015 for the Australian Curriculum K-10. It is quite distinct from ICT which supports learning in all areas, and is vital for future prosperity in the information economy. Computational Thinking is at the core of the new Digital Technologies subject, giving students a chance to learn through robots, to code and create their own software applications. The Graduate Certificate can be studied in 6 months (full-time), up to 2 years (part-time). Students will study fully online, utilising a range of learning resources that facilitate and promote interaction with professional peers and teaching staff. Students are given opportunities to:

- Demonstrate educational knowledge and its application in the provision of effective education to their students with a particular focus on Digital Technologies.
- Demonstrate a capacity to devise digital solutions and facilitate this in others.
- Demonstrate the ability to apply research findings and emerging technology to the area of teaching digital technologies.

The course consists of two core units, ESG799 Teaching Digital Technologies and ESG747 Education Project, and a choice of two optional units which provide more depth in computational thinking.

Post script - In coming newsletters we will be highlighting other courses.

Research units

As you may be aware we have several research units in the BEd (Prof Hons) / MEd (coursework) programs. Some of these units are worth 12.5% and others 25%, some internally assessed by the supervisor and others externally assessed. So we thought it would be timely to provide a quick snap shot of those units.

For those of you who have not yet completed your research units this section might be helpful in deciding which units to do and using the staff profiles helpful in finding a supervisor.

If you are yet to undertake your research units I would encourage you to make contact with me, so that we can talk about what units and what your project might be on, especially if ethics approval is needed. We will also talk about what specific learning requirements you have in relation to undertaking an independent inquiry or a research investigation.

From semester 2 I plan on adding a coffee shop to your research units so that you can communicate with your fellow students and ask me for support and/or resources. If you are currently undertaking a research unit, please can you let me know what you would have liked to have done or seen in that unit to assist you in preparing or studying the research unit.

The units ESM720 and ESM721 may be removed from offering from 2017 as we look to make two distinct MEd (coursework) pathways: 1. Non-PhD/EdD eligible, and 2. PhD/EdD eligible. More details will be provided in due course.

ESG747 is weighted at 12.5% and students work with a supervisor on a student directed inquiry. The inquiry is presented in a negotiated form, like a conference paper or an academic essay, and is the equivalent of 5,000 words. Ethics should not be required for this project. The Supervisor marks this piece of work.

ESG748 is weighted at 25% and students work with a supervisor on a student directed inquiry. The inquiry is presented in a negotiated form, like a journal article or mini-thesis, and is the equivalent of 10,000 words. The Supervisor marks this piece of work.

ESG704 and ESG705 are
each weighted as 12.5% and are taken consecutively (i.e. semester 1 ESG704 then ESG705 in semester 2). The combined word count for these two project units is 12,000-15,000 words. The project may or may not require ethics. The final project is to be written as a thesis which is examined by two (2) external examiners, who the supervisor needs to nominate a month prior to thesis submission. The student award for these two units is the average of the two examiner marks. These two units should be studied by domestic students.

ESG706 is weighted at 25% and students work with a supervisor on a large student directed research project. This project may or may not require ethics approval. The final project is to be written as a thesis which is examined by two (2) external examiners, who the supervisor needs to nominate a month prior to thesis submission. The student award for this unit is the average of the two examiner marks. This unit should be undertaken by international students, due to time limitations of study and visa requirements.

The two units below, are included here as they are currently offered, but it is my intention to remove them from 2018 in order to clearly articulate two distinct pathways of MEd (coursework) 1. PhD/EdD non-eligible, and 2. PhD/EdD eligible.

ESM720/721 are each weighted at 25% and both are around 8,000-10,000 words. The difference between the two units is that 720 is a practice based enquiry, or an investigation into a practice based issue, whilst 721 is an account of how you implemented your practice based change. These two units are examined by the supervisor.

For the dissertation style units, those that are externally examined, once the result is given to the student, supervisors will consult with you (the student) on the final presentation of the dissertation. When you are both happy with this, the dissertation then gets emailed to Vanessa (CC in Course Coordinator) for final printing/binding, at Faculty expense.

### PG News

In this section I would like to share your ‘good news’ stories, conference presentations, promotion, new roles or moving to a new workplace. So please as they have been formally announced let me know so I can share the information here with some of our PG colleagues (staff and students) who may not be based at UTAS.

Dr J-F has had his research and expertise featured recently in a number of newspaper articles focusing on school truancy. In those articles Dr J-F has said that school truancy is a problem that needs to be urgently addressed. While truancy can lead to a number of concerns and problems, at its core within a school context, it translates to a loss of curriculum time and consequently leads to deficits in the learning experience and content knowledge. While programs, initiatives, and interventions tackle the problem at the micro level, a bigger conversation is needed to explore cultural, social and policy aspects that perhaps hold the key to fully understanding truancy.

Links to articles


Alumni News
This is the section where I want to share stories from you-our graduates and potential graduates. So if you have any or know of any student who I should approach let me know.

For example, (a fictions case):

Kevin Hrycay (Grad Cert Digital Technology, ’13) after finishing his graduate certificate degree, Kevin moved from Launceston and now teaches ICT at Cosburn Middle School in Toronto. Since his studies at UTAS, Kevin has won the Prime Minister’s Award for Teaching Excellence and has been twice nominated for the Ontario Premier’s Award for Teacher of the Year.

Important dates
This is the section to keep in mind as the semester and year progresses for important dates and timelines.

- Semester 1 concludes Friday 27th May
- Semester 2 commences Monday July 11
- Semester 2 Census Date 10th August
- Semester 2 concludes Friday October 10
- Spring School dates TBC

Items for sale/swap or wanted
In this section we can post ads for things we want or want to get rid of!

I have X1 copy of the following to give way for free (YES I can post them to you):
- Using Social Media in the Classroom by Megan Poose
- Educational Psychology by Sue Duchense & Anne

Thanks
I would like to acknowledge that this newsletter is OUR PG Student newsletter. So thank-you to the many people who have helped with content and getting it off the ground.

Next copy due out End of June. So articles to me by May 20.

A teacher who loves learning earns the right and the ability to help others learn.
Ruth Beechick