Welcome to the latest addition of the Graduate Studies Bulletin. This bulletin contains lots of news about HDR candidates including a list of ALL the Faculty’s doctoral graduates of 2013, upcoming Supervisor Seminar with Bob Perry and Sue Dockett plus an exciting event in June – Docfest! Which will feature a number of sessions with @thesiswhisperer Dr Inger Mewburn.

And also...

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- And finally…. Like the Bubble O’Bill ice-cream only cooler.
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HDR Candidate news

- Endorsement of Candidature presentations
  
  There are a number of endorsement sessions coming up in March will be announced through this Bulletin. The Faculty Research Office is going to run some trials using Adobe Connect to allow distance education candidates to either present, or watch these endorsement sessions. Using Adobe Connect will also allow external panel members easier access to the presentation.

  **Daryl SOUTH** Tuesday 11 March at 1.00pm in the Creswell Room, Bathurst, and via Adobe Connect.

  **Influence of a resilience intervention on Heart Rate Variability and performance and decision-making in stressful environments**

  **Helen REID**, Wednesday March 12 at 8.00am in the School of Information Studies Seminar Room, Wagga

  **Learning on the job. How can academic librarians keep up to date with emerging technologies**

  **Leonie MCINTOSH** Tuesday 18th March at 10.30am in the Barb Sparrow Room, Thuringowa

  **Gaagu-ma-rra Gurray: Aboriginal children, families and communities starting school**

  **Balvinder SINGH** Friday 28 March at 8.00am in the Barb Sparrow Room, Thuringowa

  **Title to be confirmed**

- 2013 Higher Degree by Research Graduates

Thanks to the Research Office Bulletin here are details of all our 2013 graduates.

**Terryl Mitchell ASLA** – Faculty of Education, Doctor of Philosophy

**Thesis Title:** The Fourth Age: Human Information Behaviour and Successful Aging
Synopsis: The world population is aging at a hitherto unprecedented rate. The fastest growing segment is those in the Fourth Age, the so-called ‘disability zone’. This PhD study explored the roles that information and environment play in the successful aging of 25 individuals in, or on the cusp of, the Fourth Age. The bad news was that information needs and information seeking decline in the Fourth Age; the good news was that a stimulating information environment can slow that decline.

Kathryn Margaret CROWE – Faculty of Education, Doctor of Philosophy
Thesis Title: Multilingual Children with Hearing Loss: Communication and Choice

Synopsis: Children with hearing loss communicate in many ways. This study of over 400 young children with hearing loss found that 17% spoke a language other than English, 25% use signed communication, and 13% were multilingual. Caregivers making decisions about how children would communicate placed importance on children’s hearing skills, future education and relationships, and belonging to their family and community. This research assists professionals in supporting families of children with hearing loss making decisions about their children’s communication.

Amanda Jane DAVIES – Faculty of Education, Doctor of Philosophy
Thesis Title: The Impact of Simulation-Based Learning Exercises on the Development of Decision-Making Skills and Professional Identity in Operational Policing

Synopsis: This study used case study methods to explore technology based simulation exercises in New South Wales Police Force decision-making training. The findings informed by Communities of Practice and Bourdieuian sociological theories affirm the key design elements in simulation exercises which support novice and experienced officers to transfer theory into practice and build their professional identity. The findings will provide guidance to the education community and in particular Police Forces in design, development and implementation of simulation based learning exercises to improve practice.

Cheyne Eric DONGES – Faculty of Education, Doctor of Philosophy
Thesis Title: Differential Effects of Resistance, Aerobic or Concurrent Exercise on Acute and Chronic Molecular, Metabolic, and Cytokine Responses in Sedentary Overweight Middle-Aged Men

Synopsis: In sedentary overweight middle-aged men, acute post-exercise and chronic training responses were compared between resistance, aerobic, or same-session concurrent resistance and aerobic exercise. Acute responses showed that concurrent exercise evoked a reduced magnitude of beneficial molecular, metabolic, and cytokine responses compared to the respective individual modes. However, prolonged exercise training responses showed that while resistance training and aerobic training induced significant mode-specific adaptations; concurrent exercise training mediated a considerable extent of both the isolated mode-specific adaptations.

Jane Kathryn GREENLEES – Faculty of Education, Doctor of Philosophy
Thesis Title: Looking Beyond the Answer: The Code-breaking World of Mathematics Assessment

Synopsis: The National Assessment Program: Literacy and Numeracy (NAPLAN) has received a lot of political and public attention recently in Australia with increased accountability being placed on teachers and schools. This study examined the changed behaviour and performance of students as they solved a selection of items taken from the NAPLAN that had been modified in relation to its language, graphics, context or features. There were a number of implications arising from the research including the dramatic effect a slight change in test design can have on student’s sense making and the need to better equip students to be empowered in high stakes testing situations.

Christine Rose GRIMA-FARRELL – Faculty of Education, Doctor of Philosophy
Thesis Title: Identifying factors that bridge the research-to-practice gap in inclusive education: an analysis of six case studies

Synopsis: This study addresses the longstanding and profound challenge associated with closing the research-to-practice gap in education. A cross-case comparative approach was employed to examine six research-to-practice initiatives in inclusive education settings. The study identified critical factors and relationships in the both enable and impede the way applied research is taken
up in the field. These findings were employed to build a model for change that can be employed by researchers and practitioners seeking to bring better practice to inclusive education settings.

Noelene Elizabeth HICKEY – Faculty of Education, Doctor of Philosophy
**Thesis Title:** Tracking Double Degree University Students’ Transitions, Career Development and Professional Choices in a Rural Bachelor of Nursing Program

Synopsis: This research provides insights into the newest generation of nursing students and graduates – those enrolled in multidisciplinary double degree programs. The study used a mixed method design with multiple cohorts of undergraduate students and a 2-year study of graduates. This showed students enrolled in nursing double degrees were younger and wanted more career options than those in a single degree. By graduation many were attracted to nursing though a significant number remained undecided or uninterested in nursing. The research concludes that improvements in higher education are needed to ensure that these multi-skilled graduates are attracted to the nursing profession.

Catherine Anne KAPLUN – Faculty of Education, Doctor of Philosophy
**Thesis Title:** The Starting School Study

Synopsis: The Starting School Study documented the transition to school experiences of families and children living in complex circumstances, following participation on the first Australian randomised-controlled trial of a nurse home visiting intervention. Factors that supported and challenged these families and children in transition to school were identified. Life circumstances and parental experiences of school added to the personal nature and complexity of the transition experiences. Impacts from the home visiting intervention were minimal.

Markus James KLUSEMANN – Faculty of Education, Doctor of Philosophy
**Thesis Title:** Evaluation and Development of Physical Preparation Programs in Elite Junior Basketball Players

Synopsis: Olympic-level basketball players need to be developed towards the physical, technical and tactical demands of international tournament competition. Players must maintain high-intensity movements throughout tournaments and coaches need to focus on half-court tactics. Scoring is a key technical skill at senior World Championships. However, three-point shooting cannot be altered by 30 min video-based flotation tank interventions of three weeks duration. To ensure long-term physical development, online video-based resistance training can elicit improvements in junior athletes when direct supervision is unavailable.

Peter Steve MICALOS – Faculty of Education, Doctor of Philosophy
**Thesis Title:** The Effect of Aerobic Exercise on Pain and Neurosensory Modulation in Healthy Participants and with Chronic Pain Disorder

Synopsis: This research details the neuro-sensory processing of pain-related signalling following aerobic exercise in healthy pain-free participants and in individuals with chronic pain disorder. The outcomes of this research revealed that aerobic exercise inhibits the central responses to pain-related stimuli in healthy people and reduced the reporting of pain in people with chronic pain disorder.

The findings from this thesis provide further evidence that pain processing can be altered and enhanced through specific exercise rehabilitation programs. The studies comprising the thesis have been submitted for publication in peer reviewed journals dealing with the neuroscience of pain and rehabilitation.

Rebecca Heather MILES – Faculty of Education, Doctor of Philosophy
**Thesis Title:** Practicing Place and “Learning to Love the World”: An Exploration of Place, Knowledge and Practice in Environmental Education

Synopsis: Engaging with place is central to environmental education. This study of place learning and primary schools explores the educative significance of childrens experiences in the natural world. The research contributes to the field through developing a rich understanding of the relational and interconnected nature of place, knowledge and practice in environmental education, with a particular focus on primary schooling and place-conscious education.
Geoffrey Mark MINETT – Faculty of Education, Doctor of Philosophy  
**Thesis Title:** Cooling for Protection and Recovery from Exercise – and Environment-Induced Heat Stress in Medium-Fast Bowlers  
Synopsis: The thesis comprises studies examining the physiological, neuromuscular and perceptual responses to cooling for the protection and recovery of exercise in the heat. The findings highlight the dose-response of pre- and post-exercise cooling on the neuro-physiological and perceptual benefits of such an intervention. The thesis offers a cooling intervention which is able to maintain performance and improve recovery in hot conditions. The studies have been published in international journals such as the European Journal of Applied Physiology and the Scandinavian Journal of Medicine and Science in Sports in addition to being presented at International conferences.

Maria Luisa NIBALI – Faculty of Education, Doctor of Philosophy  
**Thesis Title:** Factors Modulating Post-Activation Potentiation: Implications for the Acute Enhancement of Muscular Power in Field-Sport Athletes  
Synopsis: Post-activation potentiation (PAP) is a phenomenon characterised by the acute facilitation of muscular performance in response to prior activity. PAP is the premise of complex training, which involves the application of a heavy load exercise followed by an explosive movement to enhance speed-strength performance in athletes. The timing between these two exercises determines the extent to which muscular power can be developed in the explosive movement. Stronger athletes, and those with a higher power-strength ratio, demonstrate a more pronounced benefit in power production compared to weaker athletes. Although the timing is highly individualised, the application of complex training should involve a 4-minute recovery between exercises.

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**Docfest – Save the date!**

From the 23rd to the 25th of June is Docfest: a fancy new pilot event for all research candidates in the Faculties of Arts, Education & Business. Events will be happening simultaneously online and in Wagga, with lots of useful sessions for people at all stages in their candidature.

Dr Inger Mewburn (@ThesisWhisperer) is coming!  
Details coming soon – watch this space and save the dates!  
For more information contact Lisa McLean (lmclean@csu.edu.au), Cassily Charles (ccharles@csu.edu.au) or Hayley Gifford (hgifford@csu.edu.au)

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**Supervisor Seminar Series – Bob Perry and Sue Dockett**

Professors Bob Perry and Sue Dockett will be presenting the first of 2014’s Faculty Supervisor Seminar Series from 1.00pm on Friday 14th March, leading a discussion on best practices in HDR supervision.

Bob and Sue will be presenting from the Barb Sparrow Room on the Albury/Wodonga campus with VC links to Bathurst (Creswell) and Wagga (SIS). You can also join via MS Communicator using bridge MCU5 or dialling (693) 34758 and entering 504# as the conference ID.

The bridgit conference name will be ‘supervisor’ – if you are in a VC unit please ensure that someone (you) log on to the computer in the room and join the bridgit meeting.

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Bootcamp wants YOU!

The January Bootcamp was such a popular and effective kick-start for research writers, we have scheduled more.

March Bootcamp: 2pm-5:30pm every day in the week from Monday 10th March to Friday 14th of March

The aim of Bootcamp is to get a burst of progress on your research writing, away from interruptions and alongside like-minded witnesses. Research candidates, other staff and students are welcome. We will meet simultaneously online and face-to-face in Wagga.

How to join:
- Write your Bootcamp goals in this shared document, before Bootcamp starts: http://bit.ly/1bUq6el
- If you are in Wagga, join us in Meeting Room 1, Building 475, James Hagan Court
- If you are in Bathurst, Salzburg, Leeds, Capetown or Thurgoona, join us here: http://connect.csu.ecu.au/bootcamp (Meeting times are Australian Eastern Daylight Time = UTC +11 hours)

Any questions? Want Outlook meeting invitations for your calendar? Email ccharles@csu.edu.au

Concerns about an apparent expiry of NVivo licence

We're aware that some concerns have been raised by some research students who are unable to access their data due to an apparent expiry of the CSU NVivo licence. Advice from DIT is that this appears to be an issue relating to updating the software from Version 9 to Version 10 (or in some instances to remote update of the Version 9 software key, which requires a logout of the computer to take effect). For HDR candidates using NVIVO 9 on their own PC, you will need to download the new version 10 from DIT's software downloads page. Go to the Software Installation page on the DIT website https://online.csu.edu.au/division/dit/software/nvivo-terms.htm For HDR candidates using NVIVO on a CSU computer, you will need to run NVIVO 10 from the install software list on your desktop. Or, to continue using NVIVO 9, log out of the computer for a few minutes so the license key can update. For NVIVO 9 already installed on a staff computer, DIT pushed out an updated license key to these computers. This will update when the user logs out of their computer so it does not interfere with the use of NVIVO. There may be some staff who have not yet logged out of their computer in the last few weeks. NVIVO 10 is the latest version and staff can download this via the Install Software Icon on their desktop. If problems persist, please contact the friendly DIT Service Desk for assistance.

HDR Supervisor Series: Module 1 workshop now open for registration

**HDR Supervisor Series - Module 1: What happens in the first session of enrolment?**

The first module of the HDR Supervisor Series workshops is now open for registration. Module 1 will explore what should happen in the first meeting including:

**Determining the HDR candidate’s research interests**

- Developing candidate/supervisor expectations, roles, responsibilities
• Discussions around resourcing, resource needs, training needs, professional development

**Module 1 will also explore what should happen in the first session of enrolment including:**

• Refining the research topic
• Commencing the literature review
• Developing research aims
• Commencing discussions around possible methodologies available to conduct the research

This workshop will be run online via Adobe Connect, and you can register at:


For further information on the Supervisor Series modules please go to:


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> **International summer school - Qualitative research methods in education**

**Grounded theory for social justice with Kathy Charmaz**

The Department of Psychology and Cognitive Sciences, University of Trento, in collaboration with Department for Life Quality Studies, University of Bologna, organizes the fifth edition of the **International Summer School in Qualitative Research Methods in Education**, this year focused on Grounded Theory for Social Justice.

Graduate students, post doc and other researchers who are interested in social justice - or equity-oriented research and/or had had some training pertaining to SJ and GTM are welcome. The course will be held in English.

During the Summer School students will have the chance to discuss their research projects and their data as well as to practice with some coding workshops and other hands-on laboratory activities.

The Summer School will take place in Rovereto from June 18th to 21st, with the scientific coordination of Prof. Massimiliano Tarozzi and internationally renowned faculty of Kathy Charmaz (Sonoma State University, USA) and Penny Burke (University of Roehampton, UK), who have confirmed their participation.

More details will be posted on the website (under construction) with all the info, including the application, the detailed program and the cost of the Summer School.

Meanwhile, do not forget to SAVE THE DATE!

For more info, email to gt-summerschool@unitn.it

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> **Emerald HETL Education Outstanding Doctoral Research Award**

Emerald Group Publishing and the International Higher Education Teaching and Learning Association (HETL) are delighted to offer a grant award for a doctoral research project in the field of education. The award recognizes excellence in research in the field of education.

**How to apply**
Researchers must apply online using the application form at: [http://ww2.emeraldinsight.com/awards/hetl.htm](http://ww2.emeraldinsight.com/awards/hetl.htm) Full details of submission criteria and application requirements can be viewed online at: [http://www.emeraldinsight.com/research/awards/hetl.htm](http://www.emeraldinsight.com/research/awards/hetl.htm)

**Prize**

The winner will receive a cash prize of $1,500, an award certificate, free registration to a HETL conference where they will have the option to present their paper, and one free copy of an Emerald/HETL book. In addition to the research award it is also hoped that the findings of the research can be published in the *Journal of Applied Research in Higher Education (JARHE)*. Two Highly Commended Doctoral Research Awards will also be bestowed. Each winner will receive an award certificate and one free copy of an Emerald/HETL book.

**Awards topics**

The dissertation topic must be in the areas of higher education, teaching/instruction, learning, curriculum, assessment, service, or any directly related area such as educational leadership, management, policy, development, research, technology, internationalization, teacher preparation, counselling, etc. See *Journal of Applied Research in Higher Education* for topic examples.

**Eligibility**

Global submissions are encouraged. To be eligible for the award, the research must address an issue or topic that is innovative, original, meaningful, and potentially highly impactful to the field of education. The award is open to those who have completed all doctoral degree requirements (e.g. coursework, examinations, dissertation) and have been awarded a doctoral degree (e.g. EdD, PhD) or will do so between 1 August 2011 and 1 August 2014.

**Key dates**

Deadline for Submissions: **1 August 2014**

**Further details**

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➢ **Faculty of Education HDR social media**

Don’t forget you can find us on Facebook here [https://www.facebook.com/csufoehdr](https://www.facebook.com/csufoehdr) or follow us on Twitter [https://twitter.com/#!/CSU_FoE_HDR](https://twitter.com/#!/CSU_FoE_HDR). A great way to get to know each other – post to the page, tweet your thesis or share ideas.

➢ **The Amazing Adventures of the Comic-Book Dissertator**

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➤ **And finally….**

Like the Bubble O’Bill ice-cream only cooler (if that’s indeed possible).


Have a good weekend.

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