Welcome to this fortnight's edition of the Faculty of Education Research Bulletin. This bulletin contains lots of information about the definition of research, the revised HERDC specifications along with news from across the Faculty, and new punctuations marks to write how you really feel.

✔ School Seminars
  School of Teacher Education
  Indigenous Sky Stories with David McKinnon and Lena Danaia
  The Fairy Who Wouldn’t Fly’ Revisited: Playing With and Against the Forces of Normalisation: Feminist Narratives and Lines of Flight a public lecture presented by Dr Bronwyn Davies

School of Information Studies
  Place-Making: Rethinking Technology Adoption as Appropriation into Social Practice

✔ Grant Success

✔ Research News from the School of Information Studies

✔ CSU Sustainability Grants

✔ Faculty Small Grants

✔ 2013 HERDC Specifications

✔ Definition of research

✔ Publications in CRO

✔ EFPI (Education for Practice Institute) PBE Summit

✔ EFPI bulletin

✔ Research Professional

✔ RIBG (Research Infrastructure Block Grants) now open

✔ Tony Adams fund – international education

✔ New punctuation marks

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✔ School Seminars
  School of Teacher Education
  Indigenous Sky Stories with David McKinnon and Lena Danaia

This project uses Indigenous Sky Stories and Astronomy to engage middle-school (Years 5-8) Australian Indigenous and non-Indigenous students in science, technology, engineering and mathematics (STEM). Students undertake investigative science and teachers develop their pedagogical skills to deliver National Curriculum content. Community involvement of parents and guardians is a major component of this project. Through acknowledging the link between individual, family, community and their sky stories, new ways of investigating school science can emerge. Collaboration with science education experts, communication and media scholars at Charles Sturt University will develop the students’ skill base to prepare their digital sky stories for upload to both public and private forums and repositories.

The project also involves students and their teachers remotely controlling online telescopes in the USA during their daytime classes to acquire scientific images that will provide the raw data for in-class study. In addition, while engaged with acquiring and processing the images, they will learn both about the contents of the universe and how objects within our Solar System move. Such knowledge is integral content for the National Science Curriculum Earth and Space strand. In addition, Indigenous students and their non-Indigenous counterparts will share their cosmogonies with Sioux, Arapaho and Crow Nation students in North and South Dakota and Wyoming, USA. The interaction within and between nations will allow communities to share, compare and contrast their “sky stories”. A professional learning program will be implemented to prepare teachers and Aboriginal Education Officers for the implementation of the study.

www.csu.edu.au
During this session, we will share the antecedents that led to the creation and funding of the Indigenous Sky Stories project. We will outline the purpose of the project, describe the research that underpins the project and share with you some of the learning materials that we intend to use within the project. We also seek your feedback, ideas and input on our project proposal.

Monday 27th May, 2013, 1pm-2pm

Cresswell Room Bathurst (and via Videoconference from VC Admin Dubbo 708 & VC Library Orange 734)

For those wishing to join via telephone: Telephone No.= 02 693 34757 Conference Id = 402 or check http://wsww01.csu.edu.au/vcbookings/ for updated information.

School of Information Studies

**Place-Making: Rethinking Technology Adoption as Appropriation into Social Practice**

**Kai Riemer** is Associate Professor and Chair of Business Information Systems at the University of Sydney Business School. Prior to this Kai was Assistant Professor at Münster University in Germany. Kai’s expertise and research interests cover the areas of Social Networking, Technology Appropriation, Enterprise 2.0, Virtual Work, Digital Disruption and Philosophy of Technology. His research focuses on the application and use of communication media and collaborative systems and their impact and effect in virtual work contexts (e.g. virtual teams, distributed projects), particularly those resulting from Web 2.0 technologies such as Enterprise Microblogging platforms. A second stream of research focuses on the conceptualization of the IT artifact through the lens of existential philosophy and the philosophy of technology. Kai is a board member of the Journal of Information Technology, Electronic Markets, and the International Journal of e-Collaboration.

**Abstract:** The topic of this talk is the introduction of new technologies into (organisational) practices. Research into information systems adoption is moving away from traditional approaches that view the introduction of IT as a decision process to a view that characterizes IT introduction as a time-extended appropriation process, whereby users adapt and integrate a technology into their everyday practices. However, research in this field, typically aimed at explaining the variation in (unintended) outcomes, has struggled to grasp how both the technology and the practice change during appropriation. We argue that research has been limited by certain commitments at the ontological level to a widely held dualist worldview. Against this background we develop a phenomenological theory of appropriation based on Martin Heidegger’s analysis of equipment. On this view, technology goes from being an object with properties when inspected upon first encounter, to a specific means for the enterprise of the practice, captured in the notion of equipment. Equivalently, we can say that technology moves from the foreground as a thing to be evaluated, to the practice background where it lends intelligibility to other entities and events. We show that this transformation occurs through a practice of actively performed place-making in which the technology is accommodated among existing equipment, practical logics and social identities. We illustrate our theory with a rich case study of social media appropriation, making methodological use of the self-referential user conversations that are captured by the technology to provide evidence for our view of the appropriation phenomenon. The talk contributes a more nuanced sociomaterial account of the simultaneous transformation of technology and practices occurring in technology introduction.

**EVENT DETAILS:** Wednesday, 29 May 2013, 12:00-1:00pm

**VENUE:** School of Information Studies Seminar Room, Building 05, VC Admin Sydney & Canberra

**Bridgit SIS Seminar / Password** <no password required>

For additional information please contact: Dr. Paul Scifleet02 6933 2744 / pscifleet@csu.edu.au

School of Teacher Education

**The Fairy Who Wouldn’t Fly’ Revisited: Playing With and Against the Forces of Normalisation: Feminist Narratives and Lines of Flight** a public lecture presented by Dr Bronwyn Davies

In this paper I re-examine two versions of an Australian children’s story, and introduce a third version, written as an experiment in materializing the concepts and ideas in Barad’s material feminism. *The Fairy Who Wouldn’t Fly* was written
by Pixie O’Harris in 1945. The second version, “re-told” by David Harris in 1974, makes significant and surprising changes to the story. The third version was written by me in 2011. The 2011 version *intra-acts* with Barad’s philosophy, opening up her concepts and ideas to new understandings while at the same time opening up the story itself in new and exciting ways. In this experiment art and philosophy work together to inform something new (cf. Davies, 2009).

**Bronwyn Davies** is an independent scholar based in Sydney, Australia. She is also a Professorial Fellow at the University of Melbourne. The distinctive features of her work are her development of innovative social science research methodologies and their relation to the conceptual work of poststructuralist philosophies. Her research explores the ethico-onto-epistemological relations through which particular social worlds are constituted. She is best known for her work on gender, for her development of the methodology of collective biography, and her writing on feminism and poststructuralist theory. You can read more about Bronwyn’s work on her website ‘Narratives of Living’. [http://bronwyndavies.com.au/](http://bronwyndavies.com.au/)

Thursday, 13th June, 2013 at 1 - 2 pm

Face to face at Bathurst, Broadcast to Albury-Wodonga, Wagga Wagga and Dubbo campuses

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**Grant Success**

Congratulations to Dr. Rylee Dionigi in the School of Human Movement who has been successful in gaining Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grant funding (CAD$199,492 over the next 5 years) with colleagues through the University of Windsor for their project entitled *The Meaning of Sport in the Lives of Older People Across the Physical Activity Spectrum: Towards Policy Recommendations*. The team includes: Drs Sean Horton and Patricia Weir (University of Windsor, the administering organisation), Dr. Joseph Baker (York University), Dr. Michael Gard (Southern Cross University) and Dr. Rylee Dionigi (CSU).

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**Research News from the School of Information Studies**

All schools are invited to send details of their research activity for inclusion in the bulletin!

**Publications**


CSU Sustainability Grants

CSU Green are pleased to announce the new funding stream of the CSU Sustainability Grant program for 2013. As the result of interest from researchers for funding support in previous years, the annual grant program has been modified to include a pool of funding for sustainability-related research funding support. I have included a the blurb describing the Stream Two research support.

Stream Two – research support: The maximum funding for any one project is $10,000 with a total funding pool of $40,000 available. Co-funding from other sources is encouraged. The Evaluation Committee may elect to not allocate the full $40,000 if the applications received are not deemed to be of a suitable standard.

Please contact facedrgso@csu.edu.au if you would like the application forms.
Faculty Small Grants

Faculty Small grants are currently on hold and an announcement will be made in August regarding a call for applications this year. All staff who received a Small Grant, New Staff Grant or Research Development/Program funding in 2010 or 2011 and have completed the research project are reminded to report on the outcomes of that funding. You can do this via the final report form on the Faculty Research website [http://www.csu.edu.au/faculty/educat/research/funding-opportunities#final-reports](http://www.csu.edu.au/faculty/educat/research/funding-opportunities#final-reports).

2013 HERDC Specifications

The 2013 HERDC Specifications for the collection of 2012 data are now available. The 2013 HERDC Specifications have been revised taking into account the work undertaken by the Higher Education Research Data Committee's HERDC Publications Review Working Group, as well as comments received from the sector. The 2013 HERDC Specifications were endorsed by Universities Australia (via its Pro and Deputy Vice-Chancellors (Research) (P-DVC-R) Committee) on 3 May 2013.


Definition of research

Also at the site above is outlined the definition of research. Research is defined as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes.

This definition of research is consistent with a broad notion of research and experimental development (R&D) as comprising of creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications.

This definition of research encompasses pure and strategic basic research, applied research and experimental development. Applied research is original investigation undertaken to acquire new knowledge but directed towards a specific, practical aim or objective (including a client-driven purpose).

Activities that support the conduct of research and therefore meet the definition of research include:

- professional, technical, administrative or clerical support staff directly engaged in activities essential to the conduct of research
- management of staff who are either directly engaged in the conduct of research or are providing professional, technical, administrative or clerical support or assistance to those staff
- the activities and training of HDR students enrolled at the HEP
- the development of HDR training and courses
- the supervision of students enrolled at the HEP and undertaking HDR training and courses
- research and experimental development into applications software, new programming languages and new operating systems (such R&D would normally meet the definition of research)

Activities that do not support the conduct of research must be excluded, such as:
• scientific and technical information services
• general purpose or routine data collection
• standardisation and routine testing
• feasibility studies (except into research and experimental development projects)
• specialised routine medical care
• commercial, legal and administrative aspects of patenting, copyright or licensing activities
• routine computer programming, systems work or software maintenance.

All researchers are encouraged to read the HERDC specifications, and definition of research.

**Publications in CRO**

All researchers are encouraged to include all publications into CRO, even if you don't think it meets HERDC criteria. One of the functions of CRO is to showcase researchers’ publications – particularly through the use of a link in your email signature to your publications in CRO (as outlined here [http://researchoutput.csu.edu.au/R?func=search&local_base=GEN01-CSU01](http://researchoutput.csu.edu.au/R?func=search&local_base=GEN01-CSU01)). When entering publications into CRO that you are sure do not meet the criteria, use the Category ‘Other’ which will ensure your publication is included in your list of publications.

**EFPI (Education for Practice Institute) PBE Summit**

EFPI would like to thank everyone who took part in the 2013 PBE Summit held in early April and making it a success. The Summit was a truly international event with 71 delegates from across Australia, New Zealand, Austria, Norway, The Philippines, India, Saudi Arabia and Canada. According to feedback, the Summit found the right balance between the range of presentations, speakers' views and the level of stimulating conversations. Most also enjoyed the size of the event allowing for great diversity while remaining small enough to enable immersion in the learning community and quality exchanges with other delegates.

You can now download the Summit's presentations from [here](http://researchoutput.csu.edu.au/R?func=search&local_base=GEN01-CSU01).

**EFPI bulletin**

The Education For Practice Institute's latest issue of the EFPI Bulletin is now available [online](http://researchoutput.csu.edu.au/R?func=search&local_base=GEN01-CSU01).

The May issue includes reports on:
• The 2013 PBE Summit
• International visitors
• New resources
• Leadership for Interprofessional Education and Practice project
• Conferences
• and more...
Research Professional

A reminder to staff of the fantastic resource you have at your fingertips in Research Professional (RP). After logging into RP (http://www.researchprofessional.com/) you can search for funding opportunities around the world by discipline or keyword. If you would like a demonstration on how easy it use RP, please contact us here in the Faculty Research Office.

RIBG (Research Infrastructure Block Grants) now open

The call is now open for applications for funding under the Research Infrastructure Block Grant Scheme (RIBG). Please refer to the link below for details on purpose, eligibility, application process and timelines: http://www.csu.edu.au/research/support/researchers/funding/internal/ribg

Applications must be received by the relevant Faculty Office by June 19th. Where an application has a strong alignment with a Research Centre, please ensure endorsement is received from Centre Director before forwarding to the Faculty by June 19th. See application form regarding submissions considered not to align with any Faculty.

Note that funding received under this scheme must be fully expended by December 31st 2013.

RIBG Aims

Research Infrastructure Block Grants (RIBG) is a Research Block Grant scheme that provides funds to eligible higher education institutions to maintain and strengthen Australia’s knowledge base and research capabilities by developing an effective research and research training system.

The objectives of RIBG are to:

- Remedy deficiencies in current research infrastructure;
- Enhance support for areas of research strength; and
- Ensure that areas of recognised research potential, in which institutions have taken steps to initiate high quality research activity, have access to the support necessary for development.

Guidelines

CSU administers the RIBG scheme allocation on behalf of the Department of Innovation (DIICCSRTE). Full detail of the conditions for RIBG are provided here.

Applicants are directed in particular to Section 2 of the Conditions document, which states:

2.3 The RIBG Grant must be used only for any one or more of the following purposes:

- 2.3.1 non-capital aspects of facilities such as libraries, laboratories, computing centres, animal houses, herbaria, experimental farms;
- 2.3.2 equipment purchase, installation, maintenance, hire and lease;
- 2.3.3 salaries of research support staff (including research assistants; accounting and administrative staff; and technicians) employed to provide general support activity in a given area (e.g. a research assistant providing support for a number of research projects but not a research assistant dedicated to a particular project);
- 2.3.4 provide for travel costs to allow participation in international consortia.

2.4 The RIBG Grant must not be used for:
• 2.4.1 capital works (i.e. construction of buildings);
• 2.4.2 rental of accommodation;
• 2.4.3 salaries of teaching and research, and research-only academic staff (including the cost of ‘buying time’ to free such staff to do more research);
• 2.4.4 salaries of staff supporting research at the institutional level (e.g. Deputy Vice-Chancellor (Research), Research Grants Officer);
• 2.4.5 stipends of postgraduate research students; or
• 2.4.6 travel costs directly associated with individual projects with the exception of travel costs to allow participation in international consortia.

Selection Process
The Selection Committee will comprise the DVC (Research) & selected members of the Research Advisory Committee. The RIBG grant amount is determined on the basis of each institution's relative success in attracting research income from competitive funding schemes listed on the Australian Competitive Grants Register (ACGR). Accordingly, priority may be given to applications for projects directly related to or stemming from ACGR income.

Conditions of grant
Under the conditions of this funding from DIICCSRTE, awards made under the RIBG Scheme will run until 31 December 2013. All funds must be fully expended by the end of 2013 and no requests for carry forward will be considered.

Tony Adams fund – international education
The Tony Adams Fund is pleased to announce that applications for 2013 are now open.

The fund aims to continue the work of Professor Tony Adams, who was a revered leader and highly-regarded mentor to many people working in international education. He was also IEAA’s Foundation President.

Annual financial grants are available to staff working in the industry to pursue professional development activity or international education research. Applications are open to individuals from Australia and overseas in the following categories:

• Professional Development
  This grant is open to academic and administrative staff working in the field of international education who wish to pursue further professional development in internationalisation of education. Grants are available for up to AUD$1,500.

• Research in International Education
  This grant is available to those undertaking research or doctoral studies in internationalisation of education. It provides funding up to AUD$3,000 for a research project or AUD$1,500 for each year of a doctoral study (up to 3 years).

For more information, please visit www.ieaa.org.au/tonyadamsfund.

Applications close Wednesday 31 July 2013.

And finally... new punctuation
New punctuations marks for when a semi-colon just doesn't cut it. (and you can find them here http://www.collegehumor.com/article/6872909/download-the-collegehumor-punctuation-font)
The “I’m Not Angry” Mark
Usage: When you need to be brief, but you’re not angry.
Example: We need to talk.

The Sincereoid
Usage: When you want to break out of your cynical shell and be truly honest with someone.
Examples: Oh, wow. Thank you, this sweater is just what I wanted.

Sarcastises
Usage: The opposite of the sincereoid. Use when you want to be sarcastic, but in a way that’s totally different and better from whatever system you’re using now.
Examples: (Oh, wow. Thank you, this sweater is just what I wanted.)

Hemi-Demi-Semi Colon
Usage: If you don’t know when it’s appropriate to use a semi-colon, and you’re too lazy to learn, you can use this in place of commas, semi-colons, and periods. Pretty much whenever you feel like it.
Examples: Now I can act superior and avoid learning anything. I’m a master on humanity.

Andorpersend
Usage: One simple symbol for “and/or”
Example: Some people hate the very existence of the phrase “and/or,” but these people are unpleasantly stupid.

Mockqutation Marks
Usage: For quoting something that someone didn’t say, but totally would say with the way they’re being right now. The written equivalent of doing an impression of someone by saying “Look at me, I’m your dad” and wiggling your eyebrows by your beard, and speaking in a high-pitched voice.
Example: “I’m Stacey. I’m going to complain about being hungry but not offer any suggestions of my own,” said Stacey.

Superellipses
Usage: For an extreme-dramatic pause. When you want the reader to wait a good 20 seconds before reading the next part of the sentence. Maybe even imagine the lights flickering and some thunder rumbling.
Example: He paused, cautiously, as he approached the superellipses. On the other side his friend, “more words!”

Morgan Freemark
Usage: Reminds readers that they can read words in any voice they want, so maybe they should read these words in Morgan Freeman’s voice.
Example: As told to, Kevin took this big swing of cocktails and straight-up ran head-first into the wall.
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