

Issue 12
November 2013

FINE TIMES

A newsletter of the Universitas 21 Forum for International Networking in Education

Welcome.

One of the aims of FINE is to support opportunities for networking and collaborations. There are a number of ways to do this, and in this issues, we tell you about the experience of University of Auckland and Hong Kong University. We would like to hear about your experiences too, so please write in to tell us about them.

We have a number of new representatives, we introduce some of them in this issue.

Do not forget our usual careers corner and 'just for laughs'.

Nancy Njiraini

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About FINE !



FINE - Forum for International Networking in Education is an international group of post-graduate Schools of Education students from Universitas 21's (U21). Our aim is to network and collaborate in order to better understand educational issues from a global perspective.

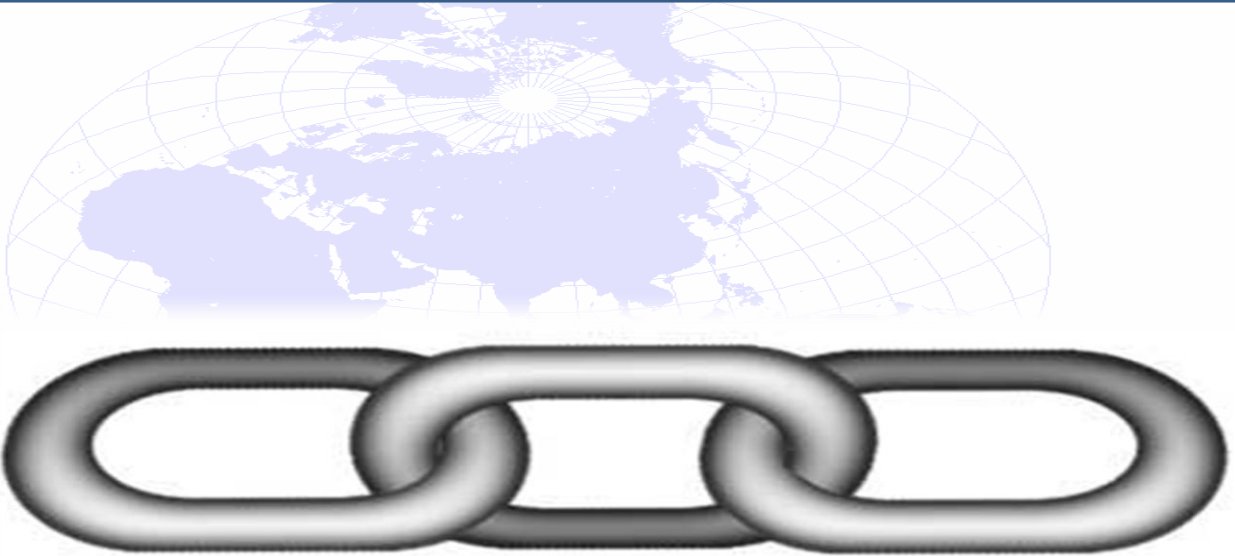
FINE seeks to:

- (i) provide opportunities for social and professional networking
- (ii) increase possibilities for collaborative research
- (iii) enhance academic and career prospects

The FINE group was formed in 2007 in Chicago, during the American Educational Research Association (AERA) annual meeting. This group was and still is under the leadership of Professor David Clarke (University of Melbourne) and Professor Lynne McAlpine (then at McGill University), and the co-ordination of student volunteer Radhika Gorur (University of Melbourne). FINE has continued to meet, mainly during American Educational Research Association (AERA) annual conferences and has also held meetings during other major educational conferences such as EARLI and ECER.

For more information;

<http://www.universitas21.com/article/research/details/63/forum-for-international-networking-in-education>



Would you like to connect with and get to know other FINE members? How about you start by sharing some of your experiences, your research, or a local academic event? You can send us your contribution a few weeks before we publish our newsletter. We aim to publish 'FINE TIMES' 3 times a year. The next newsletter will be in March 2014, so please send us your contributions by January 20th, 2014.

Ideas for contribution could include

- Your research progress or general research interests
- Your collaborations, connections or experiences
- Thoughts, jokes or interesting stories to inspire fellow students
- Web links to useful resources or upcoming academic events
- Tips on how to manage life as a graduate student

If you are sending a write up, it should be under 500 words and can include one photo. Send it to fine.u21@gmail.com. Please title the subject of your email 'FINE NEWSLETTER'

HKU-UoA reciprocal exchange

By Jennifer Tatebe & Molly Mullen

“The opportunity to visit another institution can be an important part of your academic development. It exposes you to different institutional and national cultures, provides access to different conversations and can be both intellectually and personally rewarding. It does take time to set up these kinds of exchanges but the chance to work with world experts or to research in another context are well worth the effort. Just make sure you start early and we will support you as much as we can.”

Associate Professor Toni Bruce, Associate Dean Postgraduate, University of Auckland

The Host Perspective

This article discusses a student-led academic exchange between the Faculties of Education at the University of Hong Kong (HKU) and the University of Auckland (UoA). From the beginning, the objective was to design a student-led exchange platform that could be followed by others sharing our interest in promoting international collaboration.

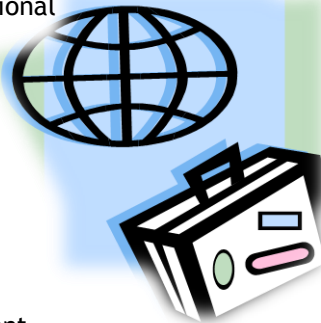
As doctoral students, organising an international exchange is no small undertaking. Our first step was to develop a proposal for the exchange. We discussed what we could offer a doctoral researcher that would benefit their immediate studies as well as their wider career development. We looked for existing events that a visitor could get involved with. Our faculty has a biennial Postgraduate Symposium, weekly seminars, and bi-weekly postgraduate student research discussion group meetings. These academic events provided a structure for our exchange. Next, we sought approval for the exchange at Faculty and Department levels. Once the proposal had been approved, we were able to move forward with arranging the visit. A formal invitation from our Head of Department confirmed the support offered to the visiting doctoral scholar.

From this point onwards, our key contacts here at the UoA were our Associate Dean Postgraduate, our Head of Department in the School of Critical Studies in Education (CRSTIE), and our CRSTIE Postgraduate Committee Chair and School Manager. The support we received from these academic and professional staff members was critical to the success of the exchange. We also were in touch with our International Officer here at the Faculty of Education, and her counterparts at the city campus.

Our International Office was helpful in directing us to established U21 exchange/hosting protocol that provided us with welcomed information about the resources and support we could offer our HKU scholar.

Communication was arguably the most important aspect of the Faculty of Education’s first student led exchange. Throughout the process we maintained contact with all the staff mentioned here through email and regular meetings. Based on our personal connections we drew on Jen’s role on the FINE leadership team which provided us with the opportunity to write about this student-led exchange in the FINE newsletter distributed throughout the U21 network. Molly was our liaison between HKU and the UoA. She liaised with a Senior Manager at the University of Hong Kong’s Faculty of Education, who was organising the information that would go to their students. A senior member of staff in our School/Department acted as the main contact for all issues that needed official input and approval. HKU oversaw the process of promoting the opportunity to their Doctoral students and selecting from amongst the applicants. Once we knew that Violet Iu had been selected, we were able to finalise the arrangements for her visit.

We offered Violet a schedule of formal and informal opportunities to present and discuss her research. These opportunities included presenting at the Faculty Postgraduate Symposium, a Department seminar, participate in a postgraduate research discussion group, and engage in informal conversations within our Department doctoral-staff community.



We also arranged for a permanent workspace for Violet in our Faculty. For many universities space can be limited, but we would advise others to make this a priority if you are organising an exchange. We liaised with IT to get temporary access to the internet and library; there was an existing pro-forma for visitors to complete which made this quite straightforward. We contacted security to make sure Violet could get into the office, and have temporary access to printing and copying services.

One of the biggest issues for students participating in exchange visits is the cost. We wanted to reduce the cost of our exchange by offering Violet free accommodation in the homes of other postgraduate students. We appealed to students by email and were able to find two hosts. While this may not be feasible in all instances, making sure visiting students have information about affordable accommodation with easy access to the University is important. We advise looking into what grants, awards and scholarships exist in both institutions that could help with covering costs associated with an international exchange. In this instance the University of Hong Kong had a travel support grant for its doctoral researchers and they suggested this could be used towards the cost of the exchange.

While the process of setting up the exchange was at times challenging, it was a rewarding and valuable experience. It was made easier because the University of Auckland is actively committed to encouraging and facilitating postgraduate research student mobility. The UoA's Universitas 21 Visiting Postgraduate Research Student Protocol was a useful reference point and guide. If you are thinking about setting up an exchange, a good place to start would be to look for any existing policy or protocol within your institution. Based on our experience, we would also suggest a time frame of at least six months for arranging a student-led exchange. The process was invaluable. Meeting Violet and seeing the impact of her experience confirmed the importance and value of creating opportunities for international collaboration. We hope that this article provides others with similar interests with some inspiration and direction on how to begin organising an exchange at your university.

Visiting PhD Scholar Perspective

The research visit to the School of Critical Studies in Education (CRSTIE) in the Faculty of Education at the University of Auckland was a wonderful and fruitful experience to me. It granted me a range of academic opportunities to share my insights with and learn from international scholars.

During the three-week visit, I had precious opportunities to present my study at the Faculty's 2013 Doctoral and Postgraduate Symposium, a CRSTIE department seminar and a research discussion group held by the Postgraduate Student Association. I was very delighted to receive valuable feedback and questions from members of staff and postgraduate students in the Faculty, which engaged me in critical reflective conversations and collective thinking. I also met and engaged in discussions with professors, attended the Knowledge and Education Research Unit (KERU) 2013 Seminar Series, and CRSTIE research seminars. These academic networking opportunities showed me that CRSTIE in the University of Auckland is an ideal learning arena which provides scholars with plenty of space to look into issues concerning education through reflecting on a range of critical theoretical and methodological orientations. It is an honor for me to visit the University, which has brought tremendous contributions to the writing up of my PhD thesis.

The research visit was not just an opportunity for me to be involved in academic networking with scholars in the University of Auckland but also a marvelous cultural exchange experience. More importantly, I was inspired by the seriousness in learning and keenness on pursuing professional advancement of doctoral students in the University of Auckland. They have motivated me to strive for excellence in polishing and developing what I have been writing for my study. Last but not least, I must express my gratitude to the University of Auckland for allowing me to have such a meaningful research visit, and to everybody in CRSTIE for their thoughtful arrangement and caring concern that made my visit a wonderful one.

Meet our new representatives



McGill University

Jennie Ferris



I am pleased to have the opportunity to serve as the McGill University FINE student representative! I am in my second year of the Department of Integrated Studies in Education (DISE) doctoral program at McGill, with a research focus on instructors' approaches to teaching in legal education. I also work at the university's Teaching and Learning Services, where I focus upon program-level curricular initiatives, teaching and learning spaces, and the development and synthesis of resources to support instructors in their teaching. I grew up in Vermont, and have lived in Montréal for about six years. In my free time, I enjoy playing fiddle in a traditional Irish band.



University of Birmingham

Kumba Jammeh



I am a year two PhD student in the school of Education at the University of Birmingham. My research is focused on academic perceptions of research in universities in my country. I have worked in higher education and I am delighted to be a FINE representative for my school. I have always wanted a career in education and FINE has provided me the first step in realising this dream - networking. My experience of working as a FINE representative has been educative, informative and interesting as I get first-hand information about current educational networking events that are valuable for people with my type of career prospects.



University of Hong Kong

Qin Yunyun



Hi, everyone. I am QIN Yunyun, Year-1 PhD student from Division of Policy, Administration and Social Sciences Education, Faculty of education, the University of Hong Kong. My research interests include sociology of education, higher education and comparative education. It is my great honour to become the student representative of FINE. I find the newsletters and website of FINE are very useful for our research and academic networking. I have also received a lot of positive feedback about FINE from my peer friends. Academics never read and write alone, I hope through FINE, we can make more friends around the world and make fascinating collaborative research together.



University of Connecticut

Janice Kooken



Janice Kooken is a fourth year doctoral student in the Measurement, Evaluation and Assessment Program at the University of Connecticut. Her methodological research interests include validation in longitudinal research, instrument design, hierarchical linear modelling, and latent class growth analysis. Her substantive interests include the study of non-cognitive traits such as motivation as they apply to the study of mathematics, measurement of classroom behaviour, and improvement of mathematics education and assessment. Currently, she works as a research assistant on the Viable II grant on Direct Behaviour Ratings in the Center for Behavioural Education Research at Uconn. Janice has already collaborated with international scholars in her research, and sees FINE as an opportunity to expand on that. Upon completion of her degree, she is interested in exploring faculty positions both in the US as well as internationally.



University College Dublin

Anna Kelly



Anna M. Kelly, DipEd(HEc), MEd(SEN), MSc(Mgt) is the Director of Access & Lifelong Learning at University College Dublin (UCD). Anna is passionately committed to developing higher education opportunities and pathways for students constrained by personal or professional circumstances, or economic or social disadvantage. She works with academic and professional colleagues in UCD to foster an inclusive learning environment and to embed and mainstream access through all facets of the university.

Anna is also the Convenor of the DRHEA Widening Participation Strand - a collaborative initiative between 12 higher education institutes in the Greater Dublin region. This Alliance works collectively to develop strategies that provide increased opportunities for participation of under-represented groups in higher education, and to promote engagement with communities in mutually beneficial partnerships.

Anna represents Ireland on the Executive Board of the European Access Network (EAN) and will present a paper at the EAN World Congress on Access to Post-Secondary Education, in Montreal in October.

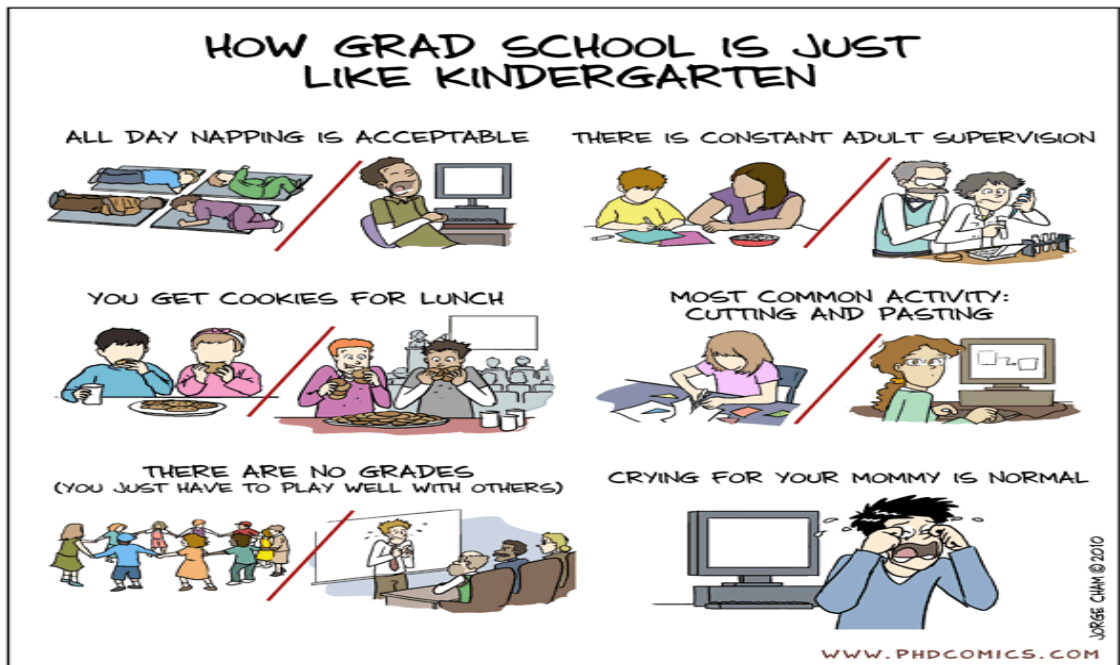
Anna is undertaking a doctorate in education in UCD SMARTLab under the guidance of Professor Lizbeth Goodman, Director SMARTLab and Dr Joe Eyerman, Director UCD·RTI Applied Research Centre (ARC). Her area of interest is the implementation of access policy in higher education.

Just for laughs...

WHAT YOU BROUGHT TO SEMINAR AND WHAT IT SAYS ABOUT YOU:



WWW.PHDCOMICS.COM



WWW.PHDCOMICS.COM

Careers Corner

Santiago, Chile

The School of Education at Universidad de los Andes is seeking applicants for an Assistant Professor to begin Fall Semester 2014 (March 1, 2014). This is a tenure track position for a candidate with an earned doctorate and a record of teaching, research, and service appropriate for appointment rank. This is a twelve-month appointment. Required qualifications include: Earned doctorate in assessment and/or mathematics education or related field such as curriculum and instruction and/or K-12 education with an emphasis in math education from an accredited institution. Two years of successful teaching in K-12 settings. A record of scholarly productivity and/or research agenda in assessment and/or math education. Knowledge and mastery of Spanish. Knowledge and experience in the following areas of study: Approaches to math education; Content area in mathematics; Pre-service and in-service training for mathematics educators; Expertise in assessment. Responsibilities will include: Teaching undergraduate and graduate pre-service or practicing teachers in mathematics education, advising students enrolled in education programs, serving on committees and other activities as assigned. Scholarly work including research and publication as well as service contributions are expected for tenure and promotion. For more information, go to:

http://www.jobtarget.com/c/job.cfm?job=15014556&vnet=0&max=25&site_id=557&t735=162

Philadelphia, USA

The University of Pennsylvania, Graduate School of Education is hiring a 12-month post-doctoral fellow. Preferred start date is between May and September, 2014. The fellowship, which allows 50% of time to be spent on the fellow's independent research, includes a salary of \$50,000 per year, plus health insurance, and generous funding for conference travel, professional development, and a computer fund. This post-doctoral fellowship is designed to foster fellows as independent scholars. Emphasis is on developing and/or refining the fellow's methods, design, fieldwork and/or substantive area expertise in education impact research, providing opportunities for scholarly publication, and the development of the fellow's independent research agenda. No teaching is required for this position. Approximately half of the fellow's time will be spent on their own independent research, and half on collaborative research projects, described below. Applicants from education, sociology, economics, psychology, political science and other disciplines are encouraged to apply. The postdoc provides an opportunity to deepen research design, measurement and analysis skills, as well as provide opportunities to conduct field-based research in schools in the context of randomized control trials. A letter of interest, and curriculum vitae should be emailed to Professor Laura Desimone at lauramd@gse.upenn.edu. In your letter of interest, please specify how your interest, expertise, and targeted areas for development fit with the proposed projects, especially in relationship to your methodological expertise and your research interests, and what you hope to gain from a post-doctoral fellowship position. We will begin reviewing applications on November 1, and will continue to review applications after that, as needed. Please direct inquiries to Professor Laura Desimone at lauramd@gse.upenn.edu.

University of Roehampton

Lecturer/Senior lecturer, Early Childhood, Full time, permanent position

The University of Roehampton is currently seeking to appoint ambitious academic staff in the discipline of education. We have a very strong research profile, with some of the highest regarded academic departments in the country. We place great emphasis on supporting our students to reach their full potential and helping them to launch themselves onto successful graduate careers.

Roehampton has a beautiful parkland campus, located in the heart of south-west London. Our campus offers excellent facilities for staff and students.

For further information and closing date please visit www.roehampton.ac.uk/jobs Email:

hr@roehampton.ac.uk

Chicago, USA

The School of Education, Loyola University Chicago announces a tenure-track position at the Assistant or Associate level with primary teaching, research and service responsibilities in International Higher Education. The selected individual will join faculty in the Cultural and Educational Policy Studies and Higher Education programs who teach in the School's NCATE-accredited undergraduate and graduate programs, all of which are shaped around the School's conceptual framework of advancing professionalism in the service of social justice. Loyola's new International Higher Education graduate program currently offers a global online cohort M.Ed. degree which draws together the fields of comparative, international and higher education. The selected individual will teach graduate courses in international higher education and additionally in such areas as leadership, student development, social justice, history of higher education, education abroad, policy analysis and comparative education. The selected individual will supervise master's theses and doctoral dissertations and conduct an active research and publication program. An individual hired at the Associate rank will be expected to contribute to the International Higher Education program in a leadership role. Required qualifications include: earned doctorate in relevant field; teaching experience at the post-secondary level, including experience with online education; a demonstrated commitment to social justice and diversity; and evidence of scholarly work appropriate to rank. Desirable qualifications include higher education work experience outside the United States and/or work in international settings. Applicants at the Associate level should have relevant academic leadership skills and experience. Review of applications will begin November 18, 2013 and continue until the position is filled. Position to begin August 11, 2014. Applications must be submitted to www.careers.luc.edu. Applicants are asked to submit (1) a letter of interest, (2) curriculum vitae, (3) two samples of scholarly work, (4) copy of the doctoral degree transcript, and (5) the names and contact information of three individuals prepared to provide professional references. Inquiries may be directed to: Dr. Noah Sobe, Chair, Search Committee, School of Education, Loyola University Chicago, 820 N. Michigan Avenue, 11th Floor, Chicago, IL. 60611, email address: nsobe@luc.edu

Toronto, Canada

The Faculty of Education at York University invites applications for an Associate or Full Professor in Education and Social Innovation for a Tier I Canada Research Chair in the Scholarship of Socially Engaged Research. The incumbent will be a senior academic with an outstanding record of leadership in the scholarship of socially engaged research as it relates to the primary or secondary education system and on improving the physical or mental well-being of children and youth, and the scholar's work will have influenced local, provincial, or national policy and/or practice. The applicant will have extensive experience in studying how to build positive relationships and engage in collaborative research with partners from schools and the communities of which they are a part. Additionally, the successful candidate will have a PhD in Education or a related field, produced a substantive body of internationally leading research, have a strong track record of external funding, and have demonstrated excellence in teaching to support a tenured appointment at the Associate or Full Professor level. The individual will provide leadership in the Faculty of Education's research area of Community Engagement and Social Innovation and also play a key pan-University role in the strategic research opportunity of the Scholarship of Socially Engaged Research as articulated in York University's Strategic Research Plan, *Building on Strength* (<http://srp.info.yorku.ca/>). Additionally, the candidate will be expected to develop courses and teach in the undergraduate and graduate program as well as supervise graduate students. During the first year of appointment the candidate will be required to prepare and submit an application to the Canada Research Chairs Program (<http://www.chairs-chaire.gc.ca/>). Tier 1 candidates are expected to be outstanding researchers acknowledged by their peers as world leaders in their fields. Submission deadline is December 15, 2013 but applications will be accepted until the position has been filled. Applications accompanied by a cover letter describing the impact of the candidate's scholarship on policy and/or practice, a curriculum vitae, several sample publications, a research plan including a vision for the CRC, and names of three references should be directed to: Dr. Ron Owston, Dean, Faculty of Education, 242 Winters College, York University, 4700 Keele St., Toronto, ON M3J 1P3.

York St John University

Department of Languages and Linguistics
 Lecturer in English Language and Linguistics
 £30,424 – £35,244 pa (1.0 fte)
 Ref: BS/ELL/AC13/THES

You will be able to contribute to existing modules on our undergraduate programme in English Language and Linguistics and to our online MA in English Language and Linguistics.

You should have, or be near to completing, a doctorate in a relevant area and be actively engaged in research. Your areas of expertise will include corpus linguistics or forensic linguistics. For an informal discussion please contact Dr Rachel Wicaksono, Head of department on 01904 876965 or email: R.Wicaksono@yorks.ac.uk.

Please visit our web site www.yorks.ac.uk/vacancies to view further details about the position and complete the electronic on-line application form. **Closing date: 4 November 2013 at 5pm.**

Austin, USA

The Human Development, Culture and Learning Sciences area of the Educational Psychology Department of the University of Texas at Austin is seeking a tenure-track Assistant Professor with strong research and teaching interests in one or more of the following three areas: cognitive processes involved in learning; instructional psychology, the application of learning principles to instructional practice, and/or faculty development; the retention of under-prepared college students and/or the high school to college transition. Candidates with expertise in doing research on practice and policy relevant educational interventions are of particular interest. The position will begin in the Fall 2014 semester. The department offers doctoral degrees in Educational Psychology within the specializations of (a) Human Development, Culture, and Learning, (b) Quantitative Research Methods, (c) Counseling Psychology, and (d) School Psychology. The Human Development, Culture and Learning Sciences area also offers master's degrees for those seeking to enter a Ph.D. program and specialized programs for teachers and others seeking master's level work.

Please visit our website for information on areas represented by the faculty.
<http://www.edb.utexas.edu/education/departments/edp/doctoral/hdcls/>

Virginia, USA

The Early, Elementary and Reading Education Department within the College of Education invites applications for a tenure-track, faculty position in Inclusive Early Childhood Education. This faculty position includes serving as director for the university-based early learning program, the Young Children's Program (YCP), beginning August 2014. Inclusive Early Childhood Education faculty at James Madison University fulfill needs in the following areas: teaching graduate and undergraduate courses in inclusive early childhood education; engaging in scholarly research; advising students; supervising field experiences and working collaboratively in and outside of the university. Faculty members in inclusive early childhood education teach students in the Early Childhood Education Program and the Inclusive Early Childhood Education Program. Courses include curriculum and assessment for birth to age eight, programming and practices, diversity, individualized behavior and intervention, development and assessment of infants and toddlers and general methods in teaching young children. Candidates must have an earned doctorate in Early Childhood Education, Inclusive Early Childhood Education and/or a related field, along with a minimum of three years of experience in an inclusive early childhood setting. Additional minimum qualifications include a record of scholarly accomplishment appropriate to the stage in his or her academic career and a demonstrated performance or potential in obtaining external funding. Qualified applicants are also collaborative individuals who are committed to teaching and to modeling exemplary methods for working with all learners and families of children, birth to age eight. Desired qualifications include a record of excellence in college teaching, substantial experience in an inclusive early childhood setting, the ability to direct and maintain a nationally recognized young children's program and laboratory school, the potential to maintain and develop strong collaborative ties with disciplinary departments across campus (e.g., occupational therapy, speech and language pathology, and music), the potential to maintain and develop collaborative partnerships with stakeholders outside of the university and experience working with early childhood centers, classrooms, schools and teachers in professional development activities. To apply go to JobLink.jmu.edu and reference posting number 0405601. Salary shall be commensurate with experience.



FINE Contacts

FINE Leadership Team 2012-13

- ✓ Jennifer Tatebe (University of Auckland)
- ✓ Juliette Lyons-Thomas (University of British Columbia)
- ✓ Nancy Njiraini (University of Glasgow)

If you have any queries or comments, please e-mail the FINE Leadership Team : fine.u21@gmail.com

Academic Facilitators and “Friends of FINE”

Professor David Clarke, University of Melbourne
d.clarke@unimelb.edu.au

Professor Lynn McAlpine, Professor Emerita at McGill University
lynn.mcalpine@mcgill.ca

Visit our Website

<http://www.universitas21.com/collaboration/details/17/forum-for-international-networking-in-education>