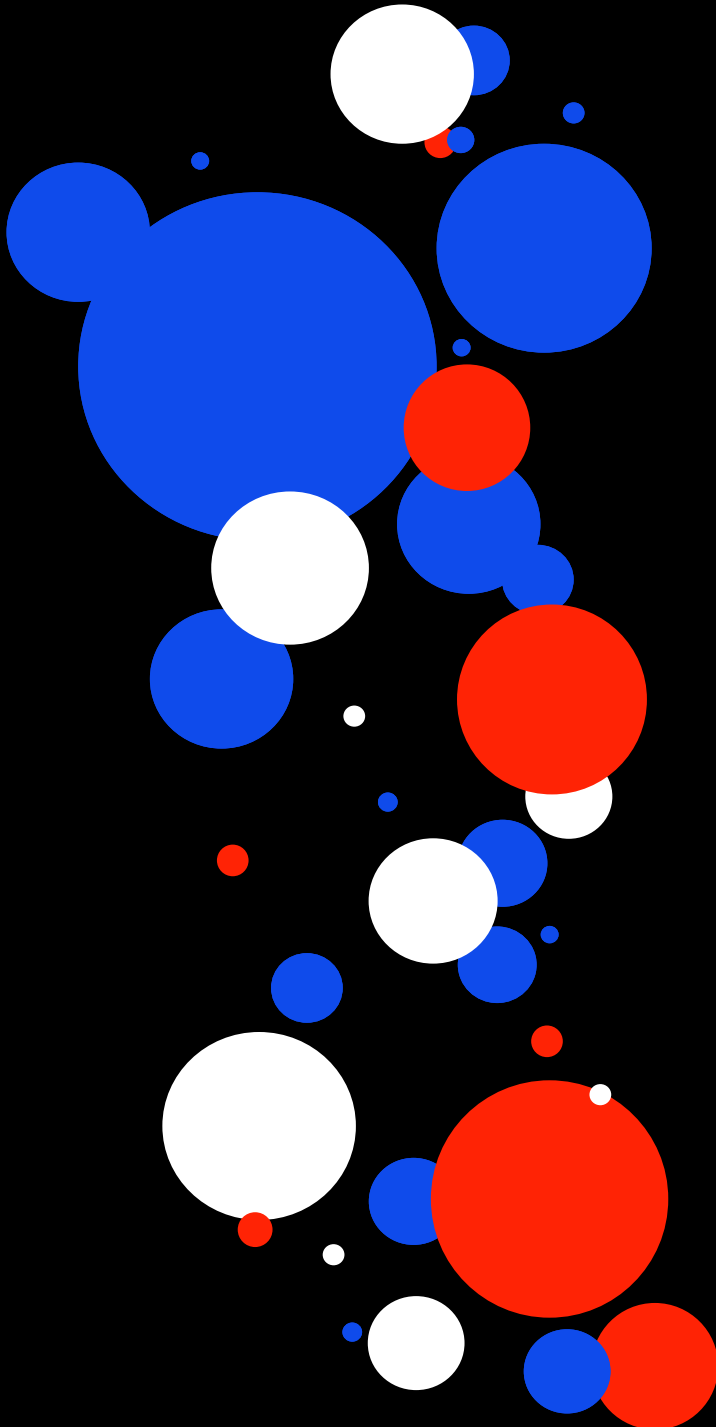




S O I S E

DIGITAL MAGAZINE

JAN 2021



**REFLECTIONS FROM
THE HEAD OF SCHOOL**

**HIGHLIGHTS FROM
AN UNPRECEDENTED
YEAR**

**HOW WE MOVED
ONLINE**

**NOTABLE PROJECTS
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SCHOOL OF INTERNATIONAL STUDIES AND EDUCATION

FACULTY OF ARTS AND SOCIAL SCIENCES

Reflecting on 2020



PROFESSOR LESLEY HARBON
HEAD OF SCHOOL



ASSOCIATE PROFESSOR ANDREW HURLEY
DEPUTY HEAD OF SCHOOL

Dear Friends of the School of International Studies and Education,
When our School merged over twelve months ago, we knew that there would be challenges to meet, but none of us predicted that Covid would add its own layer of complications.

Our team has enthusiastically launched into teaching online, and in the last session, has combined that with a phased return to campus for some activities. We negotiated the complications of placing International Studies students overseas and assisted those who could not travel to adjust their study plans. We reached agreements with our partner schools to place our pre-service teachers into classrooms so that they could assist in delivering school students' learning-- in class and at home--and prepare themselves for a changing profession.

All the while, we have needed to respond to the country's and our sector's swiftly changing financial outlook. One of the ways we have done so is to convene an Industry Advisory Board which will act as a reference point for the School's initiatives to help people of all ages continue with their lifetime of learning. The Board will also advise on our plans for learners to develop an international perspective that is all the more necessary in a world responding to the Pandemic, but also harder to achieve by actual mobility at present.

And of course we have been doing all of the research and other engagement and administrative things that you would expect if you have read previous editions of this newsletter.

So please read on to see what we have been doing, responding to Covid and generally, over the last year. We take this opportunity to thank our friends, including those of you who have volunteered for the Advisory Board, for your contributions to our School, and look forward to your continued interest and support.

Lesley Harbon, Andrew Hurley & Team

January 10th, 2021

HIGHLIGHTS FROM 2020

Jane Hunter interviewed UTS award winning alumni Science teacher extraordinaire from the ACT, Geoff McNamara AM, in a National Science Week webinar on 18 August that included participants from the US, Singapore and New Zealand. [Catch the recording here.](#)

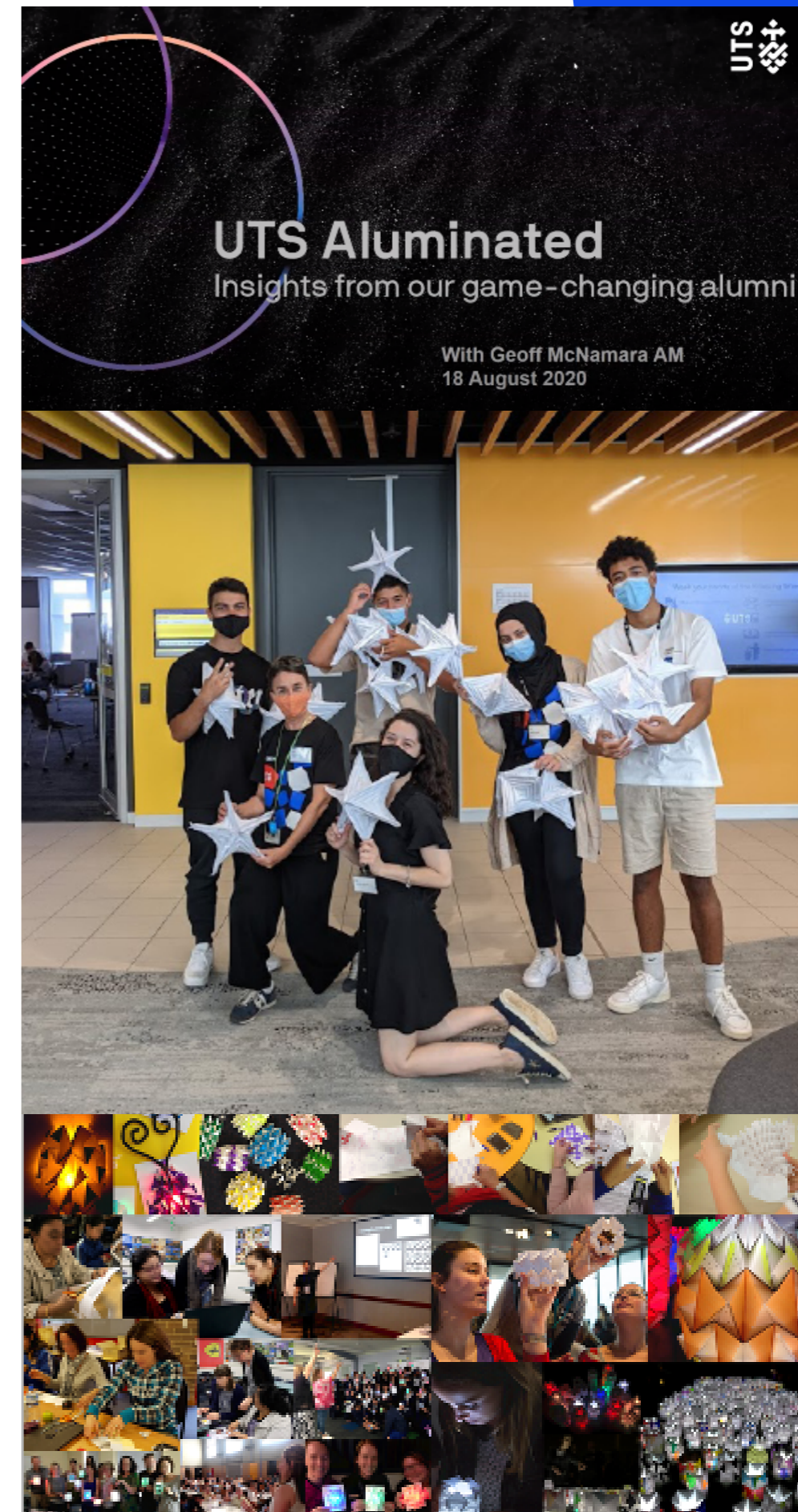
Narelle Fletcher was invited to speak on the ABC's Late Night Live programme, June 3rd, with Phillip Adams about the recent arrest of a Rwandan genocide perpetrator in Paris. [Listen here.](#)

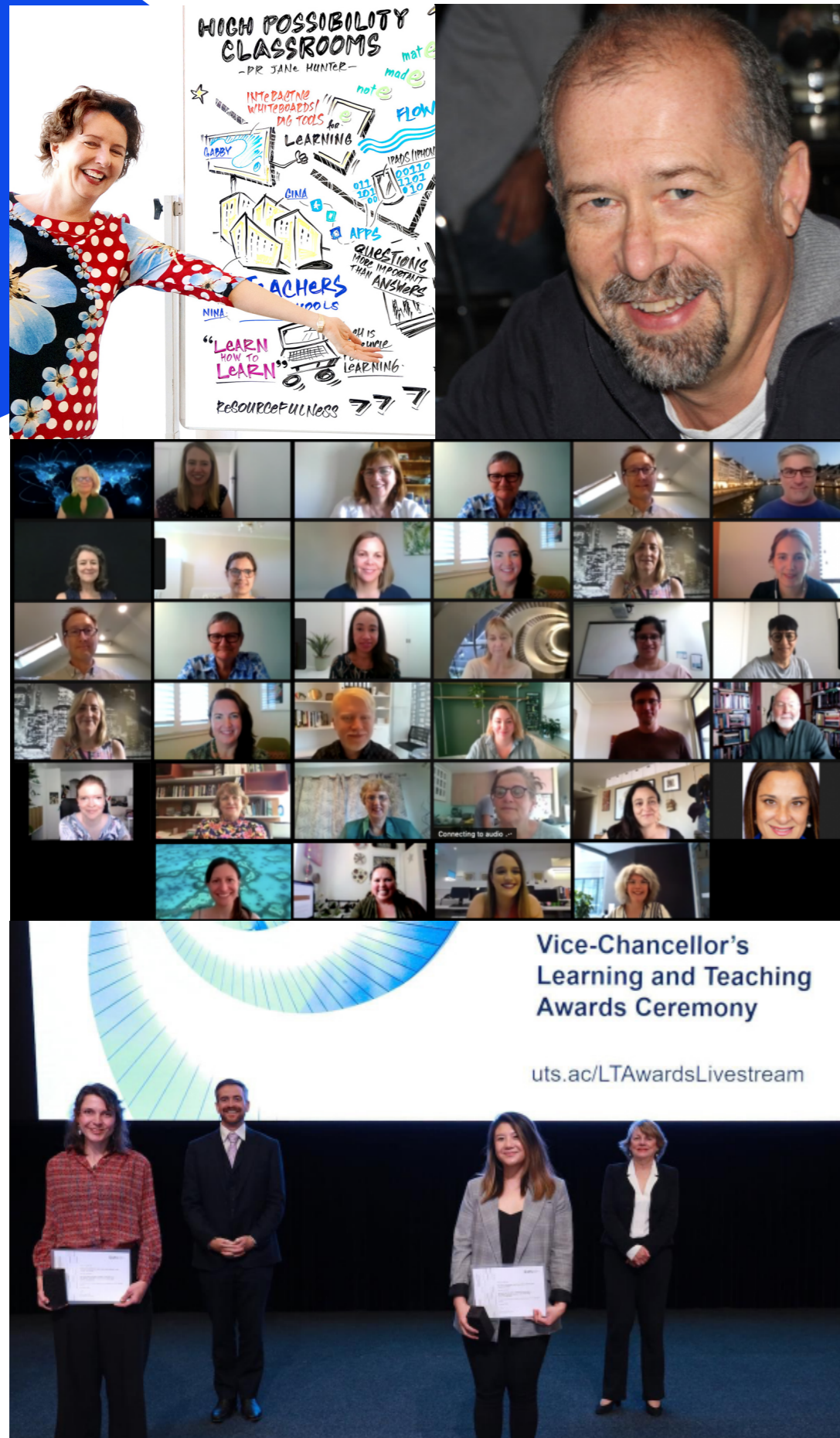
U@Uni Summer School ran In January 2021, seeing 78 potential future FASS students from South West Sydney take part in the Academy. This year, FASS ran two Summer Schools – one in media and one in education. The Education Summer School was run by UTS researcher Melissa Silk, and saw students experience first-hand the role of teaching and its benefit to society.

Carolyn Cartier served as the Chair of the Accreditation Panel for the Bachelor of Social Sciences (Hons) in Global and China Studies, Hong Kong Baptist University, which reorganised from Global Studies, and continued to serve as a standing member of the social sciences panel of the Hong Kong Research Grants Council. Continuing her work in Hong Kong, she gave a January lecture, 'The Country and the City in Chongqing', at the Chinese University of Hong Kong, Universities Services Centre, and an invited paper, 'Cultural Infrastructure and the Post/Socialist City', for the 'China's Domestic Infrastructure' workshop at the University of Hong Kong.

Lesley Harbon is now co-theme leader, with Ruth Fielding, of the CLIL Theme, for the Research in Primary Languages (RiPL) Network, UK. [More here.](#)

Melissa Silk's STEAMpop, which provides unique hands on, transdisciplinary experiences that show new ways of engaging with STEAM, engaged teachers online during National Science Week.





AWARDS AND COMMENDATIONS

Newly appointed Emeritus Professor, Alastair Pennycook, was listed as the 2020 leading researcher in the field of foreign language learning in The Australian. 24 scholars are selected for this honour, one from each discipline. They hold the highest number of citations from papers published in the top 20 journals in their field over the last 5 years.

Jane Hunter has been recognised for her work at the 2020 GESS Education Awards in Dubai. The GESS Education Awards commend quality and diversity in education services and products. Jane, in conjunction with Dr Carroll Graham of UTS and the development team at Knowledge Channel, were awarded gold in the category of 'Best CSR Programme for Education' for their STEAM Craft Edu program. STEAM Craft Edu provides access to STEAM education through a game-based learning platform, with a grant program focusing on delivering these services to some 30 less fortunate public schools in Manila. Jane has been conducting research and reporting on the program's outcomes, with aims to continue to expand her important work in this field.

Two of our staff, George Harb and Beate Mueller, were recognised at the VC Teaching and Learning Awards 2020.

Early Career Teaching Highly Commended: George Harb for education students to embrace 21st century skills and affect positive change.

Citation: Beate Mueller and Susan Oguro were awarded for strengthening the UTS Model of Learning by developing innovative, practice-based curriculum and resources that support the employability development of undergraduate students from all UTS faculties.

The LX Lab caught up with the 2019 VC Teaching and Learning Award winners – Kris Aquino, Cornelia Betzler and Ann El Khoury - on how they've been enhancing the student experience of work integrated learning in 2020. [Read more.](#)

LIFE MOVES ONLINE

Elena Sheldon organised 'Zoom an ally to advance literacy development' in Spanish Language and Culture 6. Students in the breakout rooms met their peers and built knowledge effectively, contributing to social change based on their understanding of social injustice in the Hispanic world. It acted as a highly engaging space for learning.

In August 40 teachers attended an online zoom seminar for National Science Week hosted by a team from the SOISE which included teachers from local schools.

Incoming students were able to get a window into UTS via the web, with our Spring Orientation moving online.

Throughout Autumn, the Marine Social Science Group did some fortnightly cooking classes by Zoom, with the host for each week sending out a shopping list the days before and then demonstrating the recipe on a Saturday afternoon. The group included international PhD students Raymond Ayilu and Mariëlle Klein Lankhorst, and finished PhD student Sonia Garcia who joined from Auckland, current PhD student Carla Sbrocchi, Michael Fabinyi and Andrew Song from SoComm, Kate Barclay, and Nick McClean. Some of the dishes cooked included: Appeltaart and pepernoten (Dutch), Jollof rice (Ghana), Fish and rice soup (Catalan), Glazed cinnamon scroll scones (Canadian), and Chicken stew with red capsicum (Basque).

Our school's research seminars moved to Zoom, but didn't slow down. See page 12 for the information on the Travelling Concepts seminar series.

UITS

Welcome to Communication and Education Undergraduate Orientation Webinar

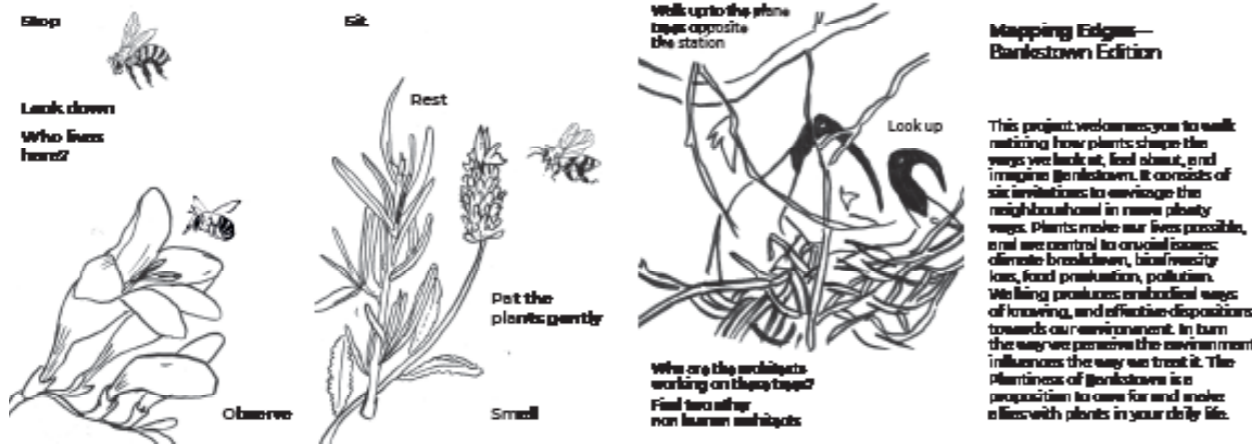
Wednesday, 22nd of July, 2020

Moderator: **Dr. Nick Manganas**
 School of International Studies and Education
Nicholas.Manganas@uts.edu.au

STEMinar for National Science Week 2020

What is new in STEM and STEAM in K-6 schools?

With
 Kimberley Pressick-Kilborn, Tracey-Ann Palmer, Mel Silk and and Jane Hunter from UTS
 Esra Smerdon from Parramatta Public School
 Trish Ryan from Wilkins Public School
 Lindsay Bosch from Newington College



PROJECTS IN THE SCHOOL

Beate Mueller and Susan Oguro were chosen by the Australian Collaborative Education Network (ACEN) to publish a case study on their website about the international Work-integrated Learning (WIL) opportunities offered through SoISE's International Internship subject. Beate and Susan's work has also seen them nominated for the ACEN Innovation and Excellence Award at the ACEN conference on 28 October 2020.

When the international travel bans were introduced, the International Intensive Electives offered in Winter and Summer sessions had to adjust to the new circumstances. SoISE's Beate Mueller, FASS' Associate Dean International Susan Oguro together with UTS' Global Short Programs moved quickly to offer students international virtual internships in Malaysia, Indonesia, the US and the UK; online language courses in New Caledonia and Germany, and Contemporary Society courses in Spain and Germany. Our student pioneers found the experiences to be very rewarding and enriching and overwhelmingly agreed that well-structured online experiences can also offer a high level of cultural engagement. [Read more here.](#)

Nick Hopwood is part of a research team raising funds to improve public awareness and understanding around tube-feeding in childhood. Many children need to use a feeding tube to stay alive, but they can still be happy, thriving, playful and full of joy! However, this isn't the general perception, and parents of children who tube-feed have been telling Nick and his team that it would make a huge difference if the wider public were more familiar with tube-feeding, and could feel connected and positive about it. So, Nick is working with families, clinicians, researchers, UTS students and artists to make this happen! They need \$10,000 and have a long way to go to reach this target - please consider donating, or sharing [this link](#) with your friends and colleagues.



Ilaria Vanni & Alexandra Crosby (Mapping Edges) were invited to the Bankstown Biennale (10 October - 21 November). They presented The Plantiness of Bankstown, a participatory design project to connect with local ecologies consisting of six invitations along a walking route to envisage the neighbourhood in more planty ways.

TRAVELLING CONCEPTS SEMINAR SERIES

In the second half of 2020, the International Studies and Global Societies cluster hosted the Travelling Concepts in International Studies and Global Societies lecture series.

Mieke Bal produced a rough guide to traveling concepts in the humanities (2002), arguing that (very much in the same way that it happens in our everyday lives in the International Studies and Global Societies cluster) when five scholars from five different disciplines talk together, in the same language, and using the same word – she used the example of the word subject – that word can actually mean five very different things, and each person is convinced that other speakers are confused, but does not question their use of the word.

This scenario leads to people switching off, or getting upset. Bal, instead, offers ‘ideas to those trying to find their way in the labyrinthine land of a humanities without boundaries. Such a land can only unify through travel, through learning foreign languages, through encounters with others.’ (8) She does so by exploring how different concepts travel across disciplines, and by offering examples drawn from a variety of humanities disciplines.

In this spirit, and with an upgrade to disciplines other than humanities, this seminar series showcased how researchers in the cluster think about concepts and ideas we all use, often giving them different meanings.

Gender: Kate Barclay looked at gender norms, relations and equities in Pacific fisheries

Place: Narelle Fletcher explored the relationship of place to life & death in Rwanda, and Leyla Stevens looked at understanding place through ever evolving trajectories in South Bali

Misplacement: Paul Allatson & Ilaria Vanni collaborated on the transculturalism of misplaced objects along the Cooks River and Alexandria Canal

Nation: Nick Manganas explored popular youth movements in contemporary Spain

Power: Luke Sharp & Jingqing Yang delved into the ways power manifests through the Japanese concept of kawaii in maid cafes

Translingualism: Emi Otsuji looked over the entanglements of time and space in a Bangladeshi store in Tokyo, and Alice Loda illuminated the evolution of literary translingualism over the past two decades.

RETHINKING REMOTE PROFESSIONAL LEARNING

Since the onset of COVID-19 early in 2020, professional experience for teacher education has presented a number of challenges and opportunities to rethink and redesign processes for student placements.

In response to the reconsideration of placements, the PEX team has implemented innovative strategies for tertiary supervisor support such as remote lesson observations using zoom. Using zoom, tertiary supervisors have been observing student lessons across a range of geo-locations in one day and collaboratively observe with another tertiary supervisor or academic for additional support and feedback.

To enhance and support the pre-service teachers experience the PEX team also introduced an e-Journal, a self-reflection report and new lesson observation formats, providing greater lesson structure and clarity for the pre-service teachers.

Remote tertiary supervision has been developed as part of a collaborative research project between UTS and academics from the University of Galway, Ireland, studying the affordances of remote supervision for teacher education students in both countries.



Warren Poole @poole_wj · Aug 26

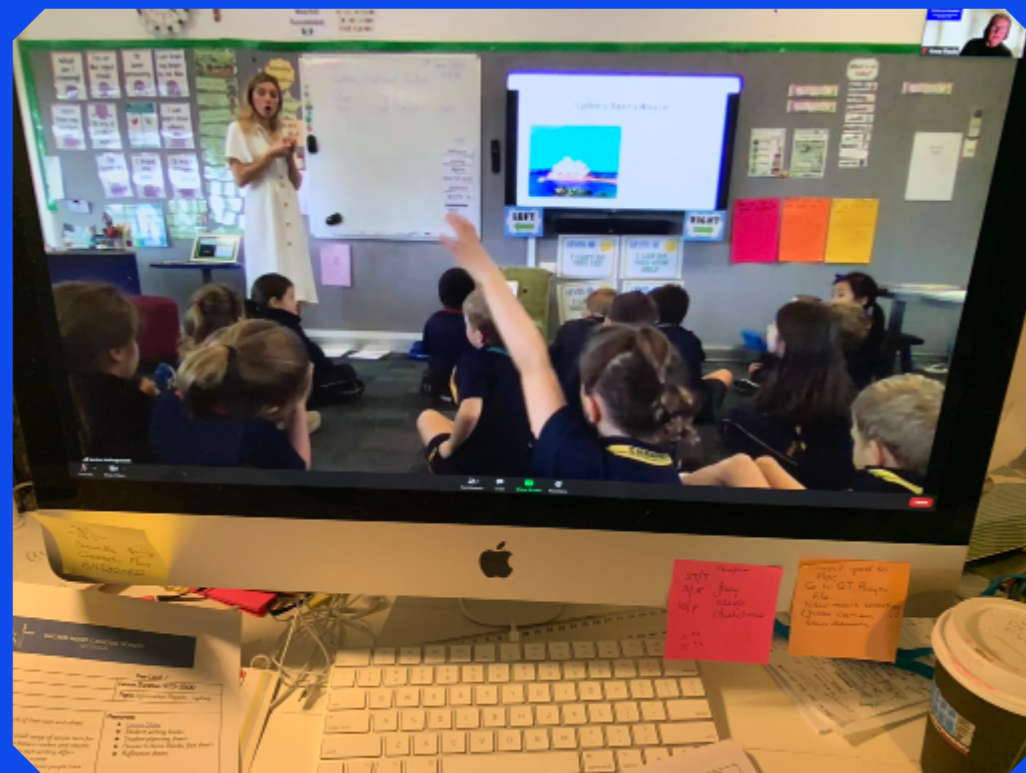
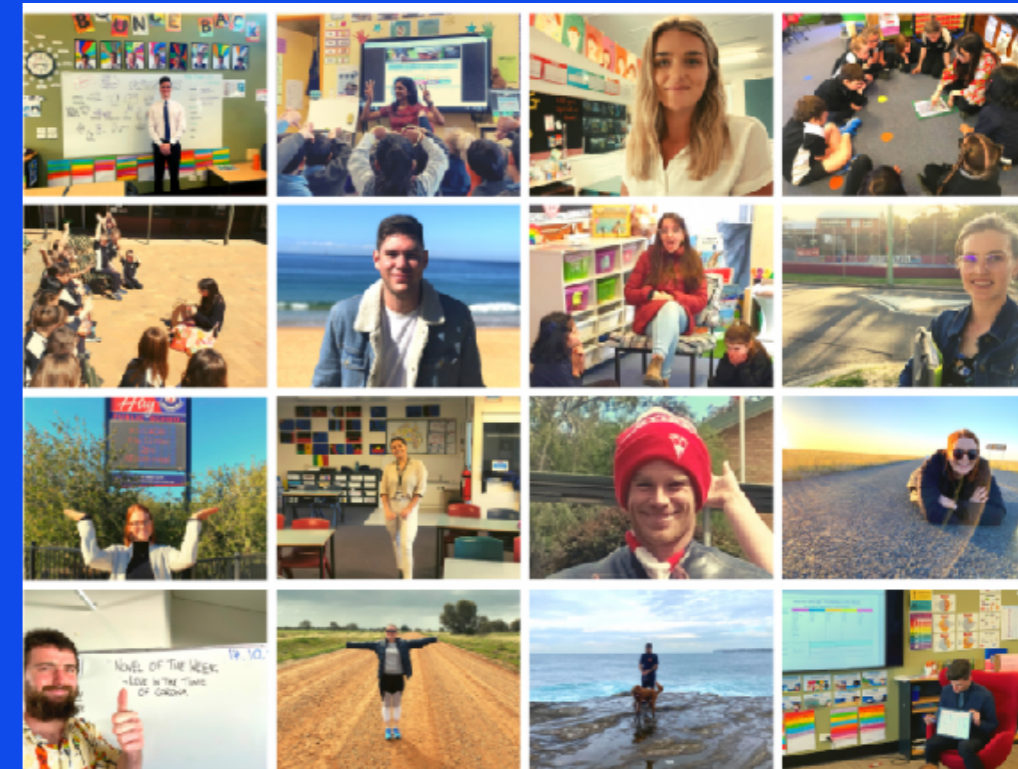
UTS Rural & Remote Professional Experience & zoom in action from Narrandera PS to Casino PS to Spring Hill PS, wonderful mentors supporting final year ITE. Big thank you to school communities for the amazing welcome . @schoolofintedn @teachNSW @nswppa



Together with our colleagues from Ireland, UTS PEx supervisors zoomed in for a remote lesson observation of fourth year teacher education students, Charlotte Bell at Kambala and Aimee Lanning teaching at Broken Hill. Spanning global time zones and locations, the affordances of observing lessons for teacher education students on professional placements using zoom provided the opportunity for collaboration, moderation and collective feedback discussions.

After the lesson, Aimee was able to have a collaborative feedback session and discussion with all observers - providing diverse perspectives to encourage continued development of teaching practices. Moments later, the group was now observing a lesson by Ella Stoddart in Hay, in the Riverina! We have also tested resources such as the SWIVL camera, with Adeline Cabral demonstrating a lesson using this resource from Parkes Public School, Western New South Wales.

On Monday, 12th October, UTS Teacher Education academics zoomed into Ireland with the University of Galway, to co-observe Initial teacher education students on professional experience in "remote" parts of Ireland. The pilot for the research study is underway with a collaborative project in early stages.



The PEx Team and tertiary supervisors have collectively zoomed into hundreds of classrooms across NSW observing and supporting UTS Pre-Service Teachers. We are currently collecting data and providing valuable feedback via focus groups and surveys as part of the continual improvement cycle for the teacher education students as they are immersed in professional experience during their journey towards teaching.

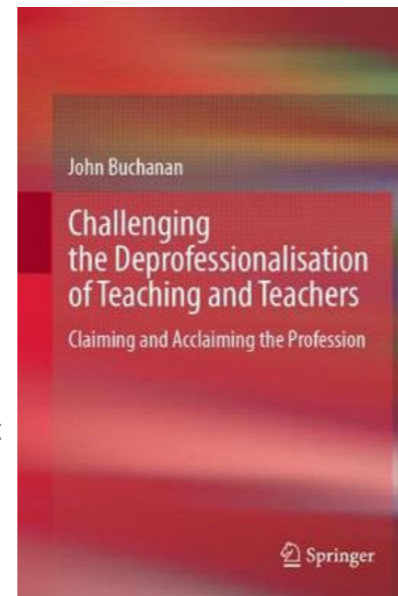
If you know a school that would like to offer placements to UTS preservice teachers in 2021, please [contact](#) our UTS Professional Experience office.

Annie Agnew
 Director of Professional
 Experience UTS

Warren Poole
 Tertiary Supervisor
 Co-ordinator UTS

SOISE BOOKS

Challenging the Deprofessionalisation of Teaching and Teachers by John Buchanan explores how best to invest in and nurture teachers. It examines deprofessionalisation and reprofessionalisation in the recent developments in the understanding of teaching and learning, including the effects of standardizing teaching, education shaped by student satisfaction data and basic skills tests. The book focuses on the Australian context and takes on an international perspective. It investigates fundamental issues affecting teacher quality, morale, attrition and retention, learner and teacher autonomy, and assessment and evaluation. It encourages teachers and teacher educators to assert centrality to teachers and question and challenge outside forces that suppress teacher autonomy and associated agency and creativity. It challenges administrators and educational jurisdictions to rethink their assumptions on their own capacities and limitations and teachers' capabilities to shape education in optimal ways and the impact of outcomes of the decisions they make.

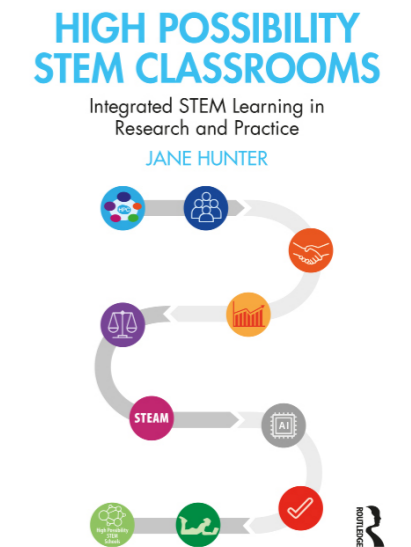


Precarious Objects: Activism and Design in Italy by Ilaria Vanni explores the traffic between design and activism by telling stories drawn from contemporary counter-precarity cases in Italy. As a category of labour and of global social experience in general, precarity is a wicked problem that affects all aspects of life, regulating the production and circulation of a wide range of material and immaterial effects. In this book, three microhistories of counter-precarity explore existent forms of resistance and resilience to precarity. Drawing on ethnographies and archives and bringing together debates from design theory, cultural studies and geography, this study shows how design objects and practices recode political communication and reorient how things are imagined, produced and circulated. It also shows how design as a practice can reconfigure material conditions and prefigure ways to repair some of the effects of precarity on everyday life.

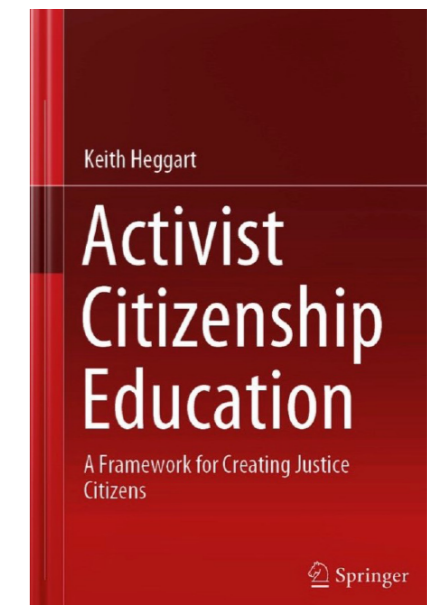


SOISE BOOKS

High Possibility STEM Classrooms: Integrated STEM Learning in Research and Practice By Jane Hunter offers a new, research-based approach to STEM education in early, elementary, and middle years of schooling, concentrating on building teacher agency and integrated approaches to teaching and learning in High Possibility STEM Classrooms. Hunter presents a globally oriented, contemporary framework for powerful Integrated STEM, based on mixed-methods research data from three studies conducted in 14 schools in language-diverse, disadvantaged, and urbanized communities in Australia. Theory, creativity, life preparation, public learning, and contextual accommodations are all utilized to help educators create hands-on, inquiry-led, and project-based approaches to STEM education in the classroom. A set of highly accessible case studies is offered that places pedagogy at the center of practice – an approach valuable for researchers, school leaders, and teachers alike. Ultimately, this text responds to the call for examples of what successful Integrated STEM teaching and learning looks like in schools.

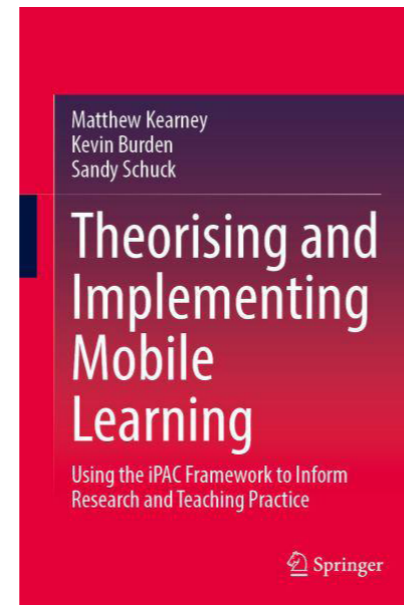


Activist Citizenship Education: A Framework for Creating Justice Citizens by Keith Heggart explores alternative models of civics and citizenship education. Specifically, it uses Justice Citizens, a participatory research and film-making project, as a tool to examine young people's ideas about active citizenship and participation in public spaces. It introduces a framework that seeks to explore the diverse and apparently contradictory nature of young people's active citizenship. The framework draws on complexity theory combined with critical pedagogy and democratic education to formulate an approach to developing active citizenship among young people. This approach extends theories of both critical pedagogy and education for citizenship, and by doing so seeks to explain the variegated nature of young people's engagement with civil society. This book contains a valuable repository of ideas and resources for application for teachers to use in schools and classrooms.

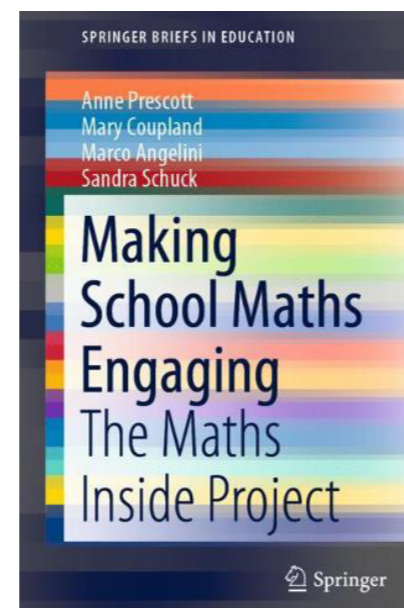


SOISE BOOKS

Theorising and Implementing Mobile Learning: Using the iPAC Framework to Inform Research and Teaching Practice by Matthew Kearney, Kevin Burden and Sandy Schuck focuses on teaching and learning with mobile technologies, with a particular emphasis on school and teacher education contexts. It explains a robust, highly-acclaimed contemporary mobile pedagogical framework (iPAC) that focuses on three distinct mobile pedagogies: personalisation, authenticity and collaboration. The book shows how mobile pedagogical practice can benefit from use of this framework. It offers numerous cutting-edge research resources and examples that supplement theoretical discussions. It considers directions for future research and practice. Readers will gain insights into the potential of current and emerging learning technologies in school and teacher education.



Making School Maths Engaging: The Maths Inside Project by Anne Prescott, Mary Coupland, Marco Angelini and Sandy Schuck provides an account of a large-scale, national STEM initiative in Australia, the Maths Inside Project, which is designed to increase secondary school students' engagement and participation in mathematics. Outlining the current debates concerning mathematics education in Australia and beyond, the book describes the development and implementation of the modules to guide their use by teachers in year 8-12 Australian mathematics classrooms. It concludes with a discussion of the research, showing how the project increased student engagement. The book discusses the partners involved in the project, including scientists, a national mathematics teachers' association and the authors' university. It also offers insights into how to embark on pedagogical improvement through collaboration between individual institutional stakeholders. This book is a useful resource for educators around the globe wanting to make mathematics engaging, topical and relevant for secondary school students.



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