TOP MARKS
How do we measure a child’s worth?

CONSTRUCTING FUTURE ENGINEERS
Inspiring students to apply research to practice

FROM LITTLE THINGS BIG THINGS GROW
Small steps to inspire global change
How is technology transforming teaching, learning and new student spaces at UTS?

There are several kinds of technologies shaping teaching and learning at UTS. The first is around the significant change we are making in the design of learning and teaching spaces to ensure we’re building a campus to facilitate learning for the future, rather than learning approaches from the past.

We want our campus to be a ‘sticky’ one – a place where students choose to spend time both learning and socialising. In terms of the former, we’re building spaces that facilitate students working together to build a deeper understanding of what they’re learning, and in so doing, develop the skills employers continually tell us they want – the ability to work in groups, to resolve conflict and to make decisions informed by different perspectives.

The second is the increased use of the internet and how new ideas can be explored and investigated using digital technologies. These spaces are technologically enabled to support students’ project work in a digital world. For example, students can now book groupwork spaces that provide access to others around the world via videoconferencing, they have electronic whiteboards, document visualisers, as well as computers and internet access. Our new large collaborative spaces (previously called lecture theatres) are WiFi-enabled and include lots of powerpoints as a result of student feedback.

What brings you the most joy these days?

A number of things. I love coming to work at UTS. It is such a privilege to work in an environment where I get to engage with really smart people (students and staff) every day. It’s my idea of paradise.

I also derive great joy from my two little grandsons who constantly challenge me with very difficult questions such as, ‘How does our hair stick to our head?’ and ‘Why don’t spiders get caught in their own webs?’ I’m also in the process of replacing my bike – after 20 000 kilometres, it’s ready to be handed down. I just love spending hours in bike shops, deciding on frames and groupsets.

What book are you currently reading?

I recently read the biography Steve Jobs by Walter Isaacson. For me, its theme is precisely what we think and say about UTS – we’re a university where creativity meets technology. Without the combination of Jobs’ technical genius and his focus on aesthetics, we would never have these wonderful, innovative devices.

Photographer: Joanne Saad

IS MEDICARE A VITAL PART OF OUR UNIVERSAL HEALTH CARE SYSTEM, OR IS IT INCREASINGLY BECOMING A MIDDLE CLASS WELFARE PROGRAM?

I think Medicare still works well in emergency situations. Processes can always be improved, but from my experience we have a world-class health service. It’s when you don’t have a life threatening illness that middle class welfare occurs – people jumping specialists queues and the like. Access to specialists and surgery is available far more quickly to those with money even though the situation is not life or death. I would hope specialists who give their time to working in the public environment would see those first in line, rather than those with more money.

Therese Blakemore Saffery

I’d like to see the government extend Medicare benefits to include dental health. Research has shown a huge disparity between levels of dental health in low and high socio-economic areas, as well as a correlation between poor dental health and other serious medical problems, such as heart disease. It would make sense to ensure more equitable access to dental health care by bringing it under the Medicare umbrella.

Pietre

NEXT MONTH’S QUESTION
What are the measures of a good education?
Read John Buchanan’s opinion piece on page 6 and email your answer and response to u@uts.edu.au or comment online via newsroom.uts.edu.au
The Australian Broadcasting Corporation’s (ABC) loss is UTS’s gain with the appointment of Murray Green as Research Associate in the UTS Communications Law Centre (CLC).

Having been with the ABC for over 20 years, the former Director of ABC International will be moving down the road to share his expertise as a lecturer in the Master of Communications Law program. He’ll explore the complex areas of freedom of speech, media ownership and broadcast law as well as look at how the Australian legal system applies to the media communications landscape today.

Director of the CLC Michael Fraser says Green’s move to UTS is a coup for the centre. “Murray’s always been interested in communications law and in leading-edge policy and its development. He’ll be looking at how we can further collaborate with our neighbours and share our knowledge and expertise in ways they might be able to use in media and in broadcast journalism.”

Green has had a long and industrious career at the ABC. His most recent role saw the ABC’s exposure in the Asia Pacific significantly expand and included long-term partnerships with AusAID projects. One of Green’s enduring legacies was the December 2011 decision by Cabinet to permanently award the ABC the Australia Network (the country’s international television broadcasting service). In the midst of this, he graduated last year with a doctorate in law from the University of Melbourne.

Green will also provide postgraduate students with grounding in broadcast law and insight into how the Australian legal system applies to the media communications landscape. With communications in this area rapidly evolving because of changes in technology and the way people use it, the CLC is exploring how policy can develop and inform the law reform process, enabling new services to be regulated.

“Communications laws are often 10 to 15 years out of date. It’s almost impossible for governments to legislate at the pace the world is changing in areas like broadcast and telecommunications regulation, classification, copyright and cybercrime,” says Fraser. “We need to look more closely at some industry codes of practice to try and keep up.”

Fraser says Murray’s practical experience will enrich UTS’s great reputation in communications and media in the faculties of law and arts and social sciences. “The issues that confront us are multidisciplinary, and the policy challenges confronting the nation can only be addressed by creative, broad-based thinking – not only from a legal point of view, but also from a public policy point of view. A centre such as the CLC is a necessary element in the conversation about how we develop communications in the media today. There are many powerful interests at play, but we speak for the public interest.”

Green concurs. “The work of the Communications Law Centre is so strategic as we wrestle with regulatory responses to the converging media world. I’m looking forward to being part of that ongoing challenge.”

Tanya Gerrie
Marketing and Communication Unit
Photographer (Haymarket wall): Joanne Saad
Photographer (M Green): Paul Wright Photography
Comment on this article at newsroom.uts.edu.au/news/2012/4/a-law-unto-himself
Tucked away between the fire stairs and the lifts on level 2 of building 2, the Broadway Food Co-op has in its 10 years developed from a small, shared operation that alternated weeks between UTS and Sydney University, to a shop in its own right operating weekly on the UTS City campus.

“It’s grown a lot over the last couple of years,” says the co-op’s volunteer coordinator Ann-Marie Rohlfs, a UTS PhD student in aquatic ecology. “It has a solid core of 10 to 15 volunteers who come regularly every week, and members who occasionally come to help out on top of that.”

Grounded in an ethic of avoid, reduce, reuse and then recycle, the co-operative work together to take back control of our food, providing certified organic produce to UTS staff and students. ABC staff and TAFE students and staff are also among the co-op’s customer base.

This year the co-op will further widen its reach through anniversary events on campus. They’ll also collaborate with a Year 1 class at Ultimo Primary School starting a veggie garden as part of a project for the 2012 International Year of Co-operatives (as recognised by the United Nations).

“Organic food can be inaccessible and unaffordable, particularly for students,” says Rohlfs. “It’s good to be able to make that a possible option for a lot of people.”

Fruit and veggie boxes start at $15 for co-op members and $18 a box for non-members. Packing and pickup take place on Tuesday afternoons, with orders and payments finalised online the week before.

“We try to put as big a variety as we can into the boxes. You’ll probably get a few root vegetables, green leafy vegetables and fruit. You might get five or six different varieties – possibly more if you get a larger box.”

The co-op also sells dry foods such as nuts, pulses, legumes, tea, coffee and chocolate, with eggs and herbs also stocked every few weeks. All produce is sourced from within Australia, mostly from the east coast.

Rohlfs sees the connections the co-op fosters across the university as one of its main benefits. “I think UTS can seem very compartmentalised sometimes; it’s often difficult to have contact with people outside your particular area. The co-op lets you connect with other people from across the university who are interested in the same principles and philosophies.”

Rohlfs also enjoys the feeling of achieving something tangible in terms of sustainability. “A lot of other environmental issues can really wear you down – complex issues like climate change or coal seam gas mining – so it helps to balance that frustration. I’m still involved in those other things, but I’ve found the co-op a good way to satisfy the feeling that you want to see something change.

“It’s a very hands-on way to feel like you’re contributing to a better system.”

For more information about ordering food through the co-op, visit broadwayfoodcoop.wordpress.com

Rachael Quigley
Marketing and Communication Unit
Photographer: Melissa Mundschken
Comment on this article at newsroom.uts.edu.au/news/2012/4/grow-share-eat
The children of Shanghai and Finland are outperforming Australia’s children in maths. Then again, the surf is better around here. The observation is only partly facetious. In this pursuit of first-in-the-world maths, I wonder what (leisure, socialisation), and who, is lost? What about the children in Africa? Should we spare a thought for them in our quest to out-math Shanghai’s kids?

You probably know of kōans, those Zen Buddhist riddles admitting no rational solution: the sound of one hand clapping, a one-ended rope, a one-sided coin. Or a one-sided anything for that matter, such as an argument. With education, when I feel I finally know something for sure, something or someone always tells me the opposite, and it often seems to make some sense as well. I use these examples because so much of Gonski has me saying, ‘Yes, but…’

Gonski is big on motherhood statements: ‘resources where they’re needed’ or ‘best teachers’. They’re admirable, noble aspirations but they beg more scrutiny, and achieving them is likely to be highly problematic. Moreover, many of these outcomes are difficult or impossible to quantify, yet much of the evidence used (such as the annual National Assessment Program - Literacy and Numeracy (NAPLAN) results, where Years 3, 5, 7 and 9 students are assessed nationally in reading, writing, language conventions and numeracy) are numeric in nature.

Having said this, Gonski – not a teacher by profession – recognises excellence in schooling, teaching and learning transcends the measurable that are the focus of the report. He acknowledges schools contribute to a much broader range of outcomes for students than those currently measured by government, and that education needs more than money in order to address the challenges before it.

Gonski describes current funding arrangements as uncoordinated, inefficient and inequitable. He alerts us to two problems with Australian educational performance standards: a recent decline in Australia versus some other countries (we’ve fallen, but only slightly, down the merit ladder internationally), and a widening gap between Australia’s most disadvantaged and most privileged children.

The recent Gonski Review of school funding recommended an injection of $5 billion into the education sector, three-quarters of which would go to public schools. Senior Lecturer in the Learning Cultures and Practices Group John Buchanan reflects on the review’s findings and raises some questions about the feasibility of an efficient and equitable future funding model.

I wonder if these problems are opposite in kind – on the one hand, trying to beat everyone else internationally, while trying to minimise metaphorical beating-or-being-beaten domestically. Might tackling these issues as one risk tearing educational and social fabrics in opposite directions?

As part of the visions set out by the Gonski Report, funding for public schools is to be allocated on a per-student basis according to a formula called a Schooling Resource Standard (SRS). Each child would attract base level funding: at least $8000 for primary students and $10 500 for high schoolers, with some children, such as Aboriginal Torres Strait Islanders or those in lower SES or remote areas, attracting additional funds for their school. Non-public schools would attract between 20 and 90 per cent of this SRS funding based on anticipations of the local community’s ability to support the school. Charging higher fees would result in reduced government funding.

The bulk of the $5 billion increase in funding, 30 per cent of which is to be paid by the Federal Government, would accrue to public schools, with funding allocations to be overseen by an independent body (National Schools Resourcing Body) in an effort to maximise efficiency and equity.

The report identifies weaknesses in current ways of measuring social disadvantage and recommends the development of an improved and more accurate means of understanding and measuring this. The report also envisions that 80 per cent of schools should be performing above NAPLAN minimum standards. This is a vast increase on the proportion of schools currently achieving this.

Allocating more funds to disadvantaged students might make them more attractive to schools, however these schools might still lose out in the other currency, for example, student test performance, by accepting these students. Naturally, schools will wish to maximise their NAPLAN scores, so they may also be tempted to overstate the extent of their social disadvantage.

One aspect I’m more cynical and less optimistic about is the political will for the current or future federal governments to provide the funding Gonski recommends. Moreover, I’m unconvinced how helpful and reliable international comparisons are. What proportion of children in other ‘comparable’ nations are immigrants who don’t speak the language of instruction? How many of those countries have first nations peoples who might also be marginalised, trying to straddle two or more cultures and languages? How debilitating, if at all, is the remoteness that besets much of Australia geographically, if not demographically? What costs are incurred in addressing this remoteness?

Devising a unit of quality in teaching and learning is also problematic. It’s difficult to confidently test, measure and compare – and thereby know you’re improving – even the basics. Comparing two cities such as Shanghai and Sydney would have greater credibility than comparing Shanghai and Australia, as this would eliminate some variables and diminish others.

A culture of learning is arguably another important variable in any education equation. I sometimes lament the contempt accorded to education in Australia – something of a taken-for-granted and a burden. How might a culture of pedagogy contribute to, or detract from, quality learning in various international contexts?

If we fail to educate our kids well, they’re going to end up costing us more; of that, I’m sure.

John Buchanan
Senior Lecturer
Learning Cultures and Practices Group
Photographer (J Buchanan): Joanne Saad
Photographer [children in classrooms]: Anna Zhu

U: SAID IT QUESTION
What are the measures of a good education?
Comment online at newsroom.uts.edu.au/news/2012/4/top-marks
“There’s a limited extent a student can learn if you only teach them one way. I try to combine traditional classroom teaching with a multi-faceted education mode.”

Engineering is perhaps one of our most practical disciplines, so it makes sense to apply a teaching model structured around a practical approach. In training the civil engineers of tomorrow to be lifelong learners, Senior Lecturer in the School of Civil and Environmental Engineering Behzad Fatahi believes the secret lies in engaging students both in and out of the classroom.
In today’s technologically dependent world, the civil engineering industry is one of the most progressive and vital to our urban environments. As a recent recipient of a UTS Learning and Teaching Citation, Senior Lecturer Behzad Fatahi is an advocate for using varied teaching styles to ensure civil engineers graduate as research-oriented, practical thinkers.

“There’s a limited extent a student can learn if you only teach them one way. I try to combine traditional classroom teaching with a multi-faceted education mode.”

This includes taking his students out of the classroom as much as possible. He uses the collapse of Sydney Lane Cove Tunnel as an opportunity for class discussion combined with a site excursion. In 2005, the road above the tunnel began to give way and a nearby three-story building almost collapsed into the affected area. Geological conditions of the site were largely to blame.

“If you construct something on top of dyke – a soft material that suddenly appears between various strong rocks – that’s a problem. It was one of the contributing factors to the tunnel’s collapse.

“It’s very hard to find dyke when you’re in the initial stages of building. I take my geology students to Kurnell where there are good examples of it so they can see for themselves what dyke looks like.”

With his main area of practice being ground improvement, Fatahi is using examples that are immediately relevant to Australian students for discussion in class. These include the construction of the Ballina Bypass and the Port of Brisbane as well as our recent natural disasters.

“The issue of flooding is hot news in Australia at the moment, so we discuss soil erosion and how it’s impacted on our flooded towns. When I talk about it everyone really pays attention because they’ve seen it on the news.

“It’s the same with last year’s Japanese earthquakes and tsunami – at the time we discussed how tsunamis happen and how they impact the ground. We even gave one-minute silence for the tsunami victims; it allowed students to really reflect and ponder further why and how the disaster happened. That’s what you want – you want to learn in different modes, rather than just read PowerPoint slides.”

With the interests and strengths of his 200 students in mind, Fatahi – with help from his PhD students – tailors and allocates different research projects to his undergraduate students after meeting with each of them face-to-face. He reasons that if the student is engaged in the activity, they’ll be inspired to think outside the box and come up with innovative ideas and solutions.

“I spend time going through the topics to see which ones the students are interested in before they choose one. An added bonus is that some of them are allocated to work with a PhD student, giving them the chance to strengthen their research abilities.”

Fatahi emphasises strong research skills are just as important, if not more so, as learning disciplinary information. “Innovation comes from discovering what’s already there, doing more research, considering the needs of the industry or public, and combining them with ideas to come up with something new. If you don’t have the skills to carry out good research, you won’t be able to deliver. This is why we really focus on a research-inspired teaching and learning environment.”

Fatahi’s focus at the moment is to develop an advanced computer modelling game to encourage creative and critical thinking, enhance problem-solving skills and develop students’ lifelong learning abilities.

“Second and third year civil engineering students compete against PhD students to design, for example, a dam. Whoever designs a dam using the least amount of soil in the fastest construction time is the winner. They obviously need to address the safety of the structure and consider the volume of materials being used too.”

Adopting research-based computer games into teaching is a novel concept, but it’s one Fatahi believes is the way forward for a generation consumed by the latest technologies. His citation is testament to how highly regarded his approach to education is. The awards are given for significant and sustained contributions to student learning, student engagement and the student experience, and include a substantial financial contribution as well as industry recognition.

The success of Fatahi’s teaching methods is also evident in his role as supervisor to civil engineering students’ capstone projects. In the past two years, several of his students have been named best quality capstone, with one also winning a university medal. Another was a Dean’s Capstone Presentation Winner.

Fatahi remains modest over the positive feedback to his teaching. “When the students give you good comments, and you see them excited about what they’re learning and how it will influence their future, I get excited. These students will not only represent UTS once they graduate, they’ll also represent our civil engineering group.

“The true satisfaction comes from knowing students’ knowledge will be enhanced and that they appreciate my efforts. I can see they’re engaged and that makes me happy.”

Katia Sanfilippo and Rebecca Lawson
Marketing and Communication Unit
Photographer (B Fatahi): Joanne Saad
Images of students on Kurnell site visits supplied by: B Fatahi
Comment on this article at newsroom.uts.edu.au/news/2012/4/constructing-future-engineers
“IT’S ABOUT PERSONALISING THE CAUSE, BUT IT’S ALSO ABOUT SHOWING HOW LOCAL ACTIONS CAN GENERATE ENGAGEMENT AROUND GLOBAL AID AND DEVELOPMENT ISSUES.”
When Oxfam Australia created its 3things initiative, the aim was to ensure today’s youth continue the movement against poverty and injustice well into the future. From developing a marketing and communication strategy to designing visual branding, the 3things Design for Change program – established by a UTS School of Design graduate – is allowing final year UTS students to see how their classroom ideas can make a difference in the real world.

If you could do three things to help change the world, what would they be? This is the question 3things prompts young people to consider. Running since 2008, the Oxfam initiative is based on the belief that small actions can have a flow on effect and impact the wellbeing of our poorest and most marginalised neighbours and the environment.

"3things came about by breaking down the barriers that inhibit people from getting involved in global poverty issues, because sometimes they can seem so overwhelming and daunting," says 3things Design for Change Program Coordinator Sophie Weldon.

"It’s about personalising the cause, making it meaningful to you but also showing that small, local actions can really have a positive impact on the global scale and generate community engagement around aid and development issues."

The Design for Change program, one of the many projects born out of the 3things initiative, works with tertiary communication, design and marketing students to use their skills to give back to local and global communities.

In 2007, UTS was the first university to take part in the Design for Change pilot program, with visual communication students designing the initial 3things branding and engagement strategy. As Senior Lecturer and Director of Teaching and Learning in the Faculty of Design, Architecture and Building, Darrall Thompson has seen firsthand how the collaboration between students and Oxfam has produced positive results.

“We’ve done 10 projects with Oxfam over the last three years. They’ve all been part of a core subject taken by third year students to develop young designers’ ability to respond to intercultural issues and develop a sense of social responsibility.

“Design for Change, along with many other youth-targeted programs, was actually developed by one of the graduates of our visual communication degree, Mitra Gusheh. It’s a good example of how UTS graduates can have an impact on large charitable organisations like Oxfam.”

One of the Oxfam initiatives supported by the Design for Change program is GROW, a campaign looking at why one in seven people still go hungry. Visual communication students were briefed to develop fun, engaging ways to communicate to the general public how they can better grow, consume and share food.

“They created collateral pieces like bags, postcards and seed packets to get people planting their own seeds," says Weldon.

“It was basically a way to make people aware of the GROW campaign without giving them a lot of dense information to take in.”

In the past, Oxfam has distributed more than 50 000 postcards and produced thousands of t-shirts using student designs. "The latest GROW designs the Visual Communications students developed last semester are now being looked at by our marketing department. They’re keen to produce some of them in the near future. People have just been so impressed with the ideas coming out of the project," says Weldon.

Last year the Design for Change program expanded to include students from the Faculty of Arts and Social Sciences. As part of the curriculum for the new capstone subject Integrated Communication, public communication students looked at what activities could be done across communities and networks to engage more young people in what three things they could do to change the world.

Oxfam briefed the students about their campaign. The students then put together a strategy in response to the brief and developed suitable communication tools.

"Some of the ideas were about connecting with 17- to 18-year-old school students, building on increasing their engagement as they finish school and move on to think about their practices in life,” says Lecturer Vicki Bamford.

"Being university students themselves, others came up with ideas that suited their demographic, such as setting up community networks around a number of different universities so students could express their commitment or ‘three things’ through university games or challenges on certain themes. Between them they developed banner ads, websites, community events, YouTube clips, viral and social media campaigns and audio ads.”

Bamford believes the experience is invaluable for students and benefits all parties involved, with many of the students’ ideas being looked at and potentially implemented by Oxfam’s campaign and marketing divisions.

“For students to be able to work with an actual client and see their projects come to fruition is an amazing personal experience and excellent for their CVs.

Some students may be offered internships so they can continue working on those projects further down the track. It’s been really fantastic and we are just kicking off again for 2012," says Bamford.

This semester students will be involved with four other clients in addition to Oxfam. “With 130 students involved the last time, Oxfam found it a bit overwhelming and a bit crazy in terms of managing the logistics," explains Bamford. "So this time we’re doing the same thing but across a number of organisations.”

The Design for Change program will also be extended this semester to work with the Business School’s marketing students. With 5500 people visiting the 3things website a month and 6500 friends on Facebook, Weldon hopes to extend their online community further and get their social media audience more involved in Oxfam’s campaigns.

“This semester, marketing students at UTS are coming up with strategies to assist 3things in being the ‘go to’ place for young people to engage in aid and development issues. We want to sustain our position in the youth market and continue to provide relevant opportunities for young people to contribute to the world in ways meaningful to them. At the end of the semester, students will present their ideas back to us – we can’t wait to see what they come up with!”

Weldon reinforces the Design for Change program is also about creating a level of meaningful engagement for students in exchange for the pro bono work done, with guest speakers often attending UTS lectures and students invited to Oxfam’s Sydney-based office in Surry Hills.

“We particularly target universities like UTS because they harness the emerging leaders in their fields. We want to give them a really immersive experience so they not only understand Oxfam’s vision and what 3things is all about, but they also feel empowered to continue their journey of creating positive social change using their skills and profession – whether it’s with us or another cause they believe in.”

Katia Sanfilippo
Marketing and Communication Unit
Photographer: Joanne Saad
GROW visuals supplied by 3things
Comment on this article at newsroom.uts.edu.au/news/2012/4/from-little-things-big-things-grow
Michelle Muchatuta has great "guns": toned, solid and strong. And though she spends the majority of her week behind a desk at UTS as the Senior Governance (Electoral) Officer, Muchatuta has not gained her muscles by pushing paper. In her spare time you'll find her gloved up and dancing round the ring at Joe's Boxing in Five Dock.

"Boxing isn't necessarily my life, it's just a pastime I really enjoy. I do like a good biff," she confesses cheekily, "but you wouldn't be able to tell because I'm so pleasant!"

Until recently, there was a 22-year state-wide ban on competitive female boxing in NSW. In November 2009, it was lifted, and with that, Muchatuta stepped into the ring.

"I've had four fights with notable contenders. One was an exhibition (a show fight), two were wins, and the last was a respectable loss against the national master's champion. I lost on points so it made me think, 'I can do this.'"

Muchatuta admits she has a natural talent for boxing, and it's part of the reason she's thinking big. "I'm aiming to compete in the 2016 Olympic Games. Until a recent decision by the International Olympic Committee to include female boxing in the games, the sport was the only discipline in which women were not represented.

In 2011, Muchatuta established the Sydney Women's Amateur Boxing Club. "There are all these girls who want to dispel the myth about boxing being for violent louts – it’s a lot more technical and strategic. Boxing's just like chess, only you get the opportunity to say, 'Oooh, ahhh!' It's a new sport trying to find its place within elite sports and we want it to be respected," says Muchatuta.

She’s aware of the risks involved with the sport. "I'm cognisant of the fact that you can't get hit too much." Tapping her head, "This is my asset, my money maker, and I've got to protect it, but I do love boxing – and it influences other parts of my life. I'm more calm and tempered because I'm more sure about myself and my abilities."

Muchatuta says there are similarities between her role at UTS and women's boxing. "Both are fighting for wider recognition of their intrinsic value. I manage the electoral portfolio in its entirety, from administration through to sourcing staff and student representatives for boards, committees and Council.

"We need the best university community representation on governance bodies to make sure we've got the best people giving us a voice. I'm constantly adapting to issues in my job – and that's a quality you need to have in boxing too."

This year Muchatuta will be going to the state championships and competing in the light-heavy weight range (76 to 81 kilos). She says she's excited to be fighting good opponents and testing her skill. "I like that you're just relying on yourself, and any mistakes you make are your own. You can't hide in boxing. It strips you bare and allows you to evaluate yourself and your responses."

As for finding the motivation to see her Olympic dream through, Muchatuta says, "All Olympic sport is amateur – it's within everyone’s reach, we're all capable. What separates the average person from an Olympian is their determination and drive; it's just down to focus."

Izanda Ford
Marketing and Communication Unit
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2012/4/packing-a-punch
**THE SLOPES TO SUCCESS**

Soft powdery snow, international travel, gold-medal winning Olympic athletes and a gym equipped with state-of-the-art equipment – a dream job for any sports fan. Yet it’s just another day at the office for Strength and Conditioning Coach with the United States (US) Ski Team Alex Moore.

The big question is how does one land such a position? Completing a Bachelor of Human Movement followed by a master’s by research in sports studies at UTS, Moore credits his third-year placement as the catalyst for his career.

“I was originally planning to be a PE teacher, but I spoke to my supervisor Professor Aron Murphy and he got me positions at the Sydney Academy of Sport and Recreation and the Waratahs Rugby Union Football Club. I was later offered full time jobs at both places. After I realised a career in strength conditioning was possible, I went for it.”

While he was at the academy, Moore began training the Australian alpine and mogul ski teams, which eventually provided a direct path to the US and his current success. Moore says the move wasn’t in his original plan.

“I had never really considered a career in strength and conditioning before because there are no full time jobs in skiing in Australia – I just imagined I’d stay in football. But once the job came up in the US, it was too good not to take.”

The role of a strength and conditioning coach is vastly different from that of coach. Firstly, the majority of Moore’s training with the athletes is done off-season. His focus is on physical preparation, keeping the team in top shape even when they are not competing. Any technical development is left entirely in the hands of the coach, and Moore says that’s lucky because he couldn’t ski when he first began working with the Aussie skiers.

“I had to learn to ski really quickly – I did a crash course, literally! But I fell in love with it and have been skiing for nearly 10 years now. I can get around with the athletes, but I can’t keep up, of course.”

Another important training aspect Moore helps address is the athletes’ mental preparation. The importance of a healthy and focused mind when competing is well documented, and although the team has official psychologists, Moore spends more time with the athletes.

“I work closely with them for eight months straight; we live in a small town and I often see them outside work, so we develop really close bonds. It’s a little different to working with a rugby club where you’ve got 50 odd people to train. I only work with 22 athletes – I get to know them very well and am able to really help prepare them on a mental level as well as a physical one.”

With a job like his, it’s understandably difficult for Moore to name career highlights, but he finally settles on one. “The US Ski Team is a pretty big brand name and they attract world leaders in sports science and exercise physiology. I’ve been able to learn a lot. Oh, and going to the Olympics was pretty cool.”

Rebecca Lawson
Marketing and Communication Unit
Photographer (A Moore): Eric Schramm
Photographer (aerial skier): Kirk Paulsen
Comment on this article at newsroom.uts.edu.au/news/2012/4/the-slopes-to-success
My year long sabbatical to Granada in 2011 turned into a year and a half. I'm originally from Gibraltar, about two hours from Granada, but that's not why I chose to go there. It was because the pharmacy practice research undertaken at the University of Granada is very similar to what we do here at UTS. A national Spanish project was set up with six Spanish PhD students, which I co-supervised while I was there and still do. Victoria is one of them. She'll be here until July. The rest of the group will also come over but all at different times.

I always make sure my own PhD students spend six months overseas. It's such a good experience for them. They develop relationships with other international researchers on the same level and can develop longer-term research collaborations. Likewise, when my colleagues overseas have students, they will often send them over here.

Since my kids have been young, we've always had international guests stay with us. I like to make sure visiting students are safe so they usually spend their first month with my family until they settle in. It's a great way for them to get a flavour of Australian life. Plus, it gives the student some stability when they first arrive. Victoria cooks Spanish food for us – her pasta with calamari and prawns is fantastic! Things like that are really nice. When our PhD students go overseas, the supervisors return the favour and look after them.

The relationship you have with your students can only go so far academically and socially. However, when you have one of them living with you, it allows for a different kind of relationship. Victoria loves soccer – she's a huge Real Madrid supporter. I love soccer too, so we've had loads of debates about the game. She's also been going out socially with my daughters who happen to be the same age, so that sort of interaction works really well – the bonding that comes out of the situation.

The new UTS Pharmacy degree has been referred to as the tipping point in Australian pharmacy. The fact we have a UTS learning and teaching model that's very close to industry gives us a major advantage. We're practice-orientated, research-led and technologically advanced with an international flavour. The pharmacy master's degree was framed within that concept from scratch. It's been much easier to build the curriculum around this model. In 2011, UTS had nearly 300 applications for the 64 places we were offering this first year.

I find PhD students are changed people when they go back to their own country. They have a much broader perspective after experiencing another culture, and in my view, they become better researchers. Yes, Victoria's come to write up her thesis, but there's a real hive of activity happening around the university and she should participate in as much of it as possible.
Sydney’s totally different to what I thought it would be – in a good way. I thought it would be like a European city with older buildings. Instead, it’s a mixture of tall new buildings, like New York, and smaller suburbs with villages that have a main street with little shops and restaurants. I really like it. In comparison, Granada is an old city with old cathedrals and buildings, like the Alhambra – an amazing old palace that everyone should visit.

When I was a child, I used to go to my mother’s pharmacy and dress up in a white coat. I’ve always known I wanted to become a pharmacist just like her. Since meeting Charlie I’ve become more interested in the research side of pharmacy practice. Here your method of teaching is more case study and practice based. I also saw students in a class do some role-play with one student playing the pharmacist and the other student the patient, using a pharmacy counter set up. They recorded it and could look back at how it went. They’re such amazing facilities.

I’ve known Charlie for three years and know him and his family well. I met Charlie when he was based in Granada. I started my PhD with him as one of my supervisors. When he left Granada, he said I could finish my PhD in Australia once I’d completed all my fieldwork. I’m very lucky – Charlie and his wife Wendy are like my parents here in Australia.

I miss jamón, and I’m getting used to not being able to have a siesta. Charlie jokes that I’m used to three-hour naps during the day in Granada but really, it’s only half an hour. We work back later in Spain than you do here. I love the variety of food available in Australia. We always have Spanish food back home. I also like how you can meet people from so many different countries here. Spain, of course, has the same, but in Australia it’s on a bigger scale. I would love to stay here but my parents and boyfriend are in Spain. It’s a shame Australia is so far away from Europe. I really like Sydney – you have a real high quality of life.

In the last decade, pharmacists have changed their role in the health care system. They’re developing clinical services in addition to their traditional dispensing activity. These involve home medication review, chronic disease management, health screening and healthy lifestyle support. It’s a shift to a more patient-orientated role. The development and improvement of this professional service is essential since pharmacists can help patients meet all of their drug related needs and can assist them in achieving their medical goals through collaboration with other health professionals. In my opinion, everybody would benefit from this change.

Katia Sanfilippo
Marketing and Communication Unit
Photographer: Tanya Gerrie
Comment on this article at newsroom.uts.edu.au/news/2012/4/pharmacy-with-flavour
With his ready smile and friendly enthusiasm, it’s easy to imagine Alessandro Albanese earning accolades for his customer service. The law and international studies student was recently awarded runner up Notetaker of the Year by UTS’s Student Services Unit for his role within the Special Needs service.

Albanese is one of around 150 students employed to take notes during lectures, tutorials and seminars for students with a range of disabilities and medical conditions. “The awards are based on attendance and punctuality, the quality of your notes and how you’re communicating with your student – if you’re meeting their needs,” says Albanese. “It’s very complimentary to know I’m doing work at a high standard and to be recognised for it.”

Albanese speaks to students or corresponds with them via email before semester starts to establish the best way to meet their needs. “It’s very specific to the individual student and their disability. Our job as notetakers is to talk to the students we’re matched with and work out how to get information across from the lectures in the most easily accessible way.”

He also asks for feedback on a regular basis. “Some students might be a bit timid to give advice, but I find all the criticism constructive. I tell them, ‘I’m here to provide helpful notes so the more you tell me, the more I can help you with your studies.’

Albanese applied to become a notetaker in his first year, after seeing positions advertised through the Law Students’ Society. His initial interest in the role stemmed from the fact it was on campus and would help him productively fill some of the bigger gaps he had between classes. However, through the notetaker recruitment and training process, Albanese says he quickly became aware of how important the service is to students with disabilities.

“Hearing the feedback from some of the students saying that without these notes it would have been really hard for them to pass or get the marks to achieve the goals they’re striving for, you realise the Special Needs service is a necessity for them to gain equality and equity in their studies.”

It was this concern for equality that first attracted Albanese to a career in law. “I did legal studies in Years 11 and 12 and I was hooked on law from there,” he says.

“I’m looking towards criminal law because it’s about notions of justice and fairness and equality. It’s such a big part of society.”

While none of Albanese’s relatives practice law – a fact he describes as “a bit uncommon” for a law student – his family played an important part in his choice of Italian as his international studies major. “I’ve got a lot of older relatives who only speak Italian. I thought it’d be a great opportunity to reconnect with them, especially because family is such an important value to me.”

Now in his third year, Albanese will undertake his in country study in Italy next year. “I think it will be really good – the life experience, living overseas by myself, being independent. I’m definitely looking forward to it!”

Rachael Quigley
Marketing and Communication Unit
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2012/4/the-write-stuff
When academics describe their teaching and learning in informal conversations with others, the accounts they offer tend to be vivid, exciting, colourful. What is talked about typically is the way the labour of teaching actually feels: the piles of essays to mark and double-mark, the students seeking special consideration; the learning management system gone awry. However, for some reason, when there is a move from talking about teaching and learning to the writing of it, a choice is made somewhere along the way to publish ‘neat texts’. Peter Kandlbinder together with Tai Peseta from La Trobe University has published an anthology that can help academics theorise their teaching practice in a way that combines both colour and neatness. The virtue of this useful book is the clear framework they have researched and developed to locate papers about teaching in higher education. There are five key concepts the editors use to organise the book: reflective practice, constructive alignment, approaches to learning, assessment for learning, and scholarship for teaching. They introduce each concept and this is followed by a selection of articles that have had the highest impact in the field. This book provides a wonderful introduction to understanding teaching in higher education as a field of scholarship and enquiry.

Rick Flowers
Faculty of Arts and Social Sciences

Peter Kandlbinder is a Senior Lecturer in the Institute for Interactive Media and Learning. He’s also the author of Making a Place: An oral history of academic development in Australia.

What happens when the world’s largest corporation encounters the world’s biggest country? This question opens what is a long investigation on the impact of the American retailing giant on the supply chain and retail business in China. As with many other transnational companies, in the last decade Walmart has been repeatedly accused of contributing to the drop in Chinese labour standards. The essays in the book confirm these accusations, underlining how Walmart’s continuous search for the ‘lowest price’ has simultaneously driven down workers’ wages in supplier factories. At the same time, the various contributors don’t miss the opportunity to offer a complete and nuanced picture of the factors and the actors involved, giving the reader a cross-section of the Chinese working world, from the highest level managers to the production line workers, from the trade unions to the civil society organisations. Although the book is essentially about Walmart, its analytical value should not be underestimated. The realities described by Anita Chan and her contributors go far beyond this single company, reflecting broader global dynamics in the ‘race to the bottom’ in labour standards.

Ivan Franceschini
The Australian National University

Anita Chan is Research Professor in the UTS China Research Centre. While she mainly focuses on Chinese and Vietnamese labour issues, she’s also published on rural China, Chinese students and the cultural revolution.

The blending of real world issues and academic literature is what makes this 20th anniversary edition of the Journal of Sustainable Tourism so relevant. Whether it’s the effects of climate change on Alpine tourism in the Bavarian Alps, or the incorporation of seismic scenario planning in sustainable tourism strategies in New Zealand, this diverse compilation of papers attends to current real world tourism topics. From two issues per year in 1993 to some eight issues annually from 2012, the journal reflects on the past 20 years and draws attention to the importance of innovation in future tourism research. Case studies in this issue span the globe, with study sites such as Australia’s Great Barrier Reef and Canada’s Rideau Canal World Heritage Site to name but a few. The breadth of papers demonstrates high quality research being conducted globally, addressing unique challenges of sustainable tourism in the 21st century. This issue also includes a paper co-authored by Stephen Wearing on whaling versus whale watching in Japan and Iceland. The article brings to light the coexistence of a sustainable whaling industry and whale watching industry and the influence of political cultural rhetoric in both countries.

Amy Bott
UTS Business School

Stephen Wearing is an Associate Professor in UTS Business School and a core member of the UTS Cosmopolitan Civil Societies Research Centre.

U:BOOKWORMS

During April, the Co-op Bookshop on Broadway is offering Co-op members a 20 per cent discount on Anita Chan’s Walmart in China. For more details, email uts@coop-bookshop.com.au
On 21 June 2011, the Federal Government launched a discussion paper about what may replace the controversial Northern Territory Intervention, due to expire in August 2012. The paper identified eight priority areas to be discussed at community consultation meetings and resulted in proposed new legislation. The report, Listening but not Hearing, released by Jumbunna Indigenous House of Learning on the 8 March to national interest, questions the legitimacy of what ensued.

Whether the government’s Stronger Futures law reforms will aid Indigenous communities or further divide Australia’s people is the basis of the UTSpeaks public lecture ‘More intervention’ on 24 April. Senior Researcher in Jumbunna Nicole Watson found the consultation process questionable from the start.

“Aboriginal Australians had no input into the discussion paper. It wasn’t translated into any Aboriginal languages and the consultation meetings only started a few days after the release of the discussion paper. A lot of people didn’t have time to read the report, let alone discuss it within their communities."

“People may not be aware there are new criminal and civil penalties in this legislation. In addition, there’s a sunset clause attached to the bills of 10 years, so these measures are quite profound over a long duration.”

Watson, who will be speaking on the matter at the UTS public lecture with fellow Senior Researchers in Jumbunna, Craig Longman and Alison Vivian, says it’s critical Indigenous Australians are properly consulted.

“The government has consistently claimed this legislation was informed by community consultation. The Aboriginal people who participated in the meetings had some really great ideas. For example, in the transcripts we have, people commonly talked about the importance of bilingual education. Yet that’s not mentioned at all in the legislation. It belies belief.”

UTSpeaks: More intervention will be held on the 24 April at 6.30pm in UTS University Hall.

Tanya Gerrie
Marketing and Communication Unit
Photographer: Joanne Saad
Comment on this article at newsroom.uts.edu.au/news/2012/4/listening-but-not-hearing
**WHAT’S ON**

**APRIL**

**5 ORIENTATION FOR NEW RESEARCH STUDENTS**
Providing useful information to new local and international research students on how to settle comfortably into the research community
12 noon to 8pm / Tower building
belinda.lee@uts.edu.au

**6 GOOD FRIDAY PUBLIC HOLIDAY**

**7 EASTER MONDAY PUBLIC HOLIDAY**

**11 RECORDKEEPING ESSENTIALS TRAINING**
Designed to give staff an overview of how the records system works and what’s required to ensure records are created, captured and managed
2pm to 3pm / HR training room 2, building 10, level 6, room 430
sharron.baker@uts.edu.au

**12 HEALTH MANAGEMENT POSTGRADUATE INFO EVENING**
postgraduate.uts.edu.au

**18 SCIENCE / NURSING AND MIDWIFERY / LAW POSTGRADUATE INFO EVENINGS**
postgraduate.uts.edu.au

**19 BUSINESS SCHOOL POSTGRADUATE INFO EVENING**
postgraduate.uts.edu.au

**23 VICE-CHANCELLOR’S WEEK**
Until 27 April

**24 UNIVERSAL REMOTE EXHIBITION OPENING**
Employing robotics, immersive and interactive installation, performance and sound to suggest an alternate world
6pm to 8pm / UTS Gallery, building 6, level 4
utsgallery.uts.edu.au
Exhibition open until 1 June

**25 EDUCATION POSTGRADUATE INFO EVENING**
postgraduate.uts.edu.au

**26 ANZAC DAY PUBLIC HOLIDAY**

**30 MAY SESSION COMMENCES**

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**ART & U**

Matthew Sleeth, Southern Lights, Shinjinku Southern Terrace (Tokyo), 2006, C type photograph.
UTS Art Collection, gift of Patrick Corrigan AM, 2011

Two young women sit alone on either side of a cafe, engrossed in their phones. On the window outside, the reflected lights of the city create an aura of connectivity between these two solitary figures.

Currently on display on level 5, Tower building, Southern Lights, Shinjinku Southern Terrace [Tokyo] is the work of Australian photographer Matthew Sleeth.

Newly acquired by the UTS Art Collection courtesy of donor and legendary benefactor Patrick Corrigan AM, Sleeth’s photographs are seductively beautiful and disarmingly immediate, like snapshots taken on a trip abroad. And yet there is something else at play here: the reflexive eye of the artist.

“I want my photography to depart from the traditions of orthodox documentary. I want to engage with my times — to make pictures that grapple with social and political ideas,” says Sleeth.

His works are a familiar sight on the walls of UTS. Over the years, several works have been here on loan from the Corrigan Collection, including work from the artist’s travels in Japan, Switzerland, East Timor, and closer to home, Melbourne (check out the wall between the level 5 lifts).

The newly donated photographs are from four different series and give a good overview of Sleeth’s preoccupations with light and shade, tourism and urbanisation.

To find out more, visit the UTS Art Collection’s blog: utsartcollection.wordpress.com

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Email your events for May 2012 to u@uts.edu.au by 17 April.
A DIFFERENT REALITY

Practicing at the forefront of art and technology, Dr Wade Marynowsky’s work crosses both artificial life and live art. In Universal Remote, he employs robotics, immersive and interactive installation, performance and sound to suggest an alternate world where nostalgia for obsolete futures is a commonplace reality.

Universal Remote opens at the UTS Gallery on 24 April and runs to 1 June.


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