

EGSA's Newsletter

January 24, 2012

By: Brenna Quigley

Welcome

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Special points of interest:

- **World Café:** Jan. 31
- **Cabin Retreat:** Feb. 12-13
- **Grad Student Writers!**
- **Call for Submissions** for Winter Issues (Students and Faculty)

Hello!

Welcome to all the new graduate students in the Faculty of Education, and welcome back to all those returning this semester!

For those of you who are new readers of the *EGSA's Newsletter*, you can find previous issues at <http://egsaaede.wordpress.com>. In each issue, you will find a number of helpful resources and information about the Fac-

ulty, the EGSA (*The Faculty of Education's Graduate Students' Association*), and a variety of University groups and services that may be of assistance to you throughout the semester.

The EGSA is currently busy organizing a number of upcoming events, and we would especially like to highlight the **World Café** on ethical inquiry taking place **Tuesday, January 31st** (see pp. 3-4), which will be an opportunity for graduate stu-

dents, professors, and Faculty members to meet and exchange ideas relevant to educational research. We hope to see you at this event! **Email us to let us know you are coming, egsa.aede@gmail.com.**

We are also organizing a Winter Retreat for Feb. 12-13 (see p. 6). Please RSVP.

Upcoming deadlines to submit for the Winter issues (vol. 2, issues 2-5) are listed on p.17.

Thank you!

Developing a Global Perspective for Educators

Seminar: Exploring Democratic Spaces, Places and Perspectives in Education

Wednesday, Jan. 25th @ 12:00-12:50pm (LMX 477)

How can we as educators mobilize youth toward peace and democratic engagement? This participatory seminar will examine the above question through various lenses including a CBC Podcast of Ursula Franklin (May 2010) speaking on Peace, Democracy and her

notion of "scrupling"; a recent essay by Brigette DePape, the rogue Page; the recent Occupy Wall Street Movement and more. Participants will also explore the deficit, as indicated in educational research, of youth's lack of knowledge on democratic process as well as discuss ways in which youth can and are (peacefully) engaging in social change movements.

Seminar Series Facilitator: Lisa Glithero. For more information, please contact Lisa Glithero at

eglit017@uottawa.ca.

To register, please visit www.education.uottawa.ca/en/events.

See the poster at: http://www.developingaglobalperspective.ca/wp-content/uploads/2011/09/Seminar_20112012_3.pdf.



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Faculté d'éducation
Faculty of Education

Reminder: Call for Papers: GSAÉD's Conference

15th Interdisciplinary Conference of the GSAÉD

March 26, 27, and 28 2012
DMS 12102 (Desmarais)

- Deadline to submit the summary (250 to 500 words): **Monday, January 30, 2012**
- Confirmation of acceptance: **Friday, February 10, 2012**
- Deadline to submit the academic article (3 000 to 5 000 words): **Monday, March 12, 2012**

Submissions and additional information:

university@gsaed.ca or
www.gsaed.ca

Objectives of the 15th Interdisciplinary Conference

The 15th Interdisciplinary Conference of the GSAÉD offers the opportunity for graduate students to present their research to the university community. The Conference will foster critical dialogue across the many fields of academic research, including the social sciences, the natural sciences, applied sciences and the professions.

The goal of this conference is to interrogate the broad themes stemming from our fast approaching and diverse future(s) from the specific and multifaceted perspectives of graduate student researchers.

Theme of the 15th Interdisciplinary Conference

The Interdisciplinary Conference "Near Futures" invites a reflection on global contemporary issues and possible developments/innovations stemming from current events.

Theme subcategories: Panels

The 15th Interdisciplinary Conference will include the following theme subcategories:

- ◇ Philosophy and society in the XXI century;
- ◇ Human behaviour
- ◇ (Inter)national norms;
- ◇ Local vs. global: new social approaches;
- ◇ Political movements and civil society beyond the borders;
- ◇ Crises and international solidarity;



- ◇ Law "of whom, for whom?": transnational perspectives;
- ◇ Global governance;
- ◇ Policies of security;
- ◇ Questions of (over) population and migrations;
- ◇ Food sovereignty;
- ◇ (Bio)diversity;
- ◇ Climate change;
- ◇ Energy (in)dependence;
- ◇ Bridges between activism and academics;
- ◇ Critical methodologies;
- ◇ (De)colonization, on the land and in research;
- ◇ Commercializing health, knowledge, and life;
- ◇ Pandemics;
- ◇ (Re)productive technologies;
- ◇ Future of the sciences;
- ◇ Neuroscience, nanoscience, artificial intelligence and the virtual world;
- ◇ Other.

All communications will be regrouped in nine (9) thematic panels.

For more information, see the last issue of the EGSA Newsletter, and visit gsaed.ca.

Appel à communications - Call for papers

Futurs proches Near Futures

15e colloque interdisciplinaire de la GSAÉD
GSAÉD's 15th Interdisciplinary Conference

Les 26, 27 et 28 mars 2012
March 26, 27 & 28, 2012



EGSA's World Café on Ethical Inquiry (Jan. 31)

The EGSA-AÉDÉ is hosting a World Café on ethical inquiry.

January 31, 2012

2:00-4:30pm

LMX 477

A World Café is a structured event where participants take part in a variety of discussion groups. During the event you sit at tables of 4-6 people café style. A question is posed to the everyone, and in your tables you are invited to introduce yourself, discuss the question, write notes, and draw using the markers and paper provided. After an amount of time, the host will ask everyone to randomly move to another table, providing participants an opportunity to chat with different people, and a new question will be posed. The process repeats for a minimum of three questions. Our primary goals for

this event are to build community between graduate students and faculty members, and to engage in meaningful conversations about research in education.

Professors, Faculty members, and graduate students are invited to participate in this event.

Please RSVP to let us know that you would like to attend by email to egsa.aede@gmail.com

or here <https://docs.google.com/spreadsheet/viewform?formkey=dE5VV0JJZ2wzMkdVT3JYZEFmd2dkSnc6MQ>.

Bring your own mug. Refreshments and a light snack will be provided.

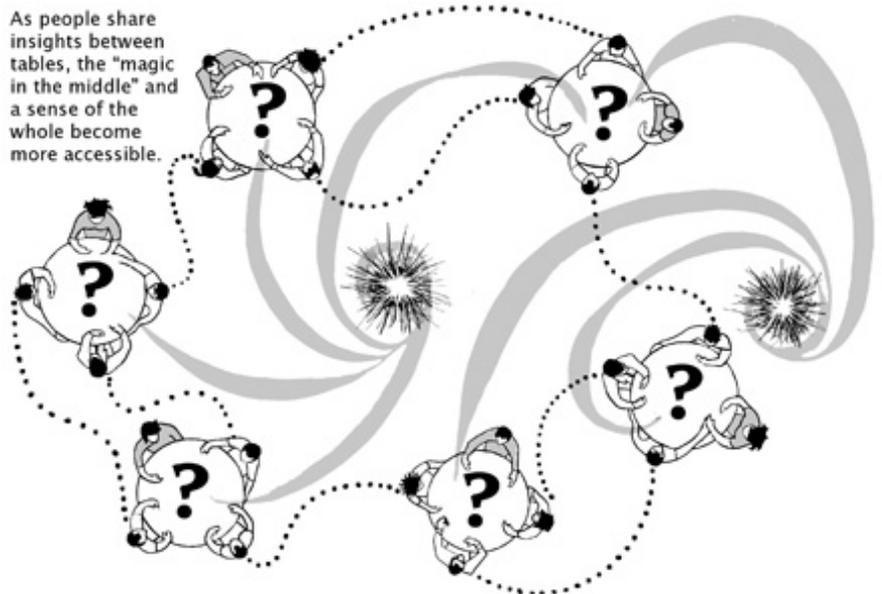


If you have any suggestions for ethics related questions, please submit them here: <https://docs.google.com/spreadsheet/viewform?formkey=dHJkYXVIQWc2dHRsNWRkWWtQZXRyYUE6MQ> or email them to egsa.aede@gmail.com.

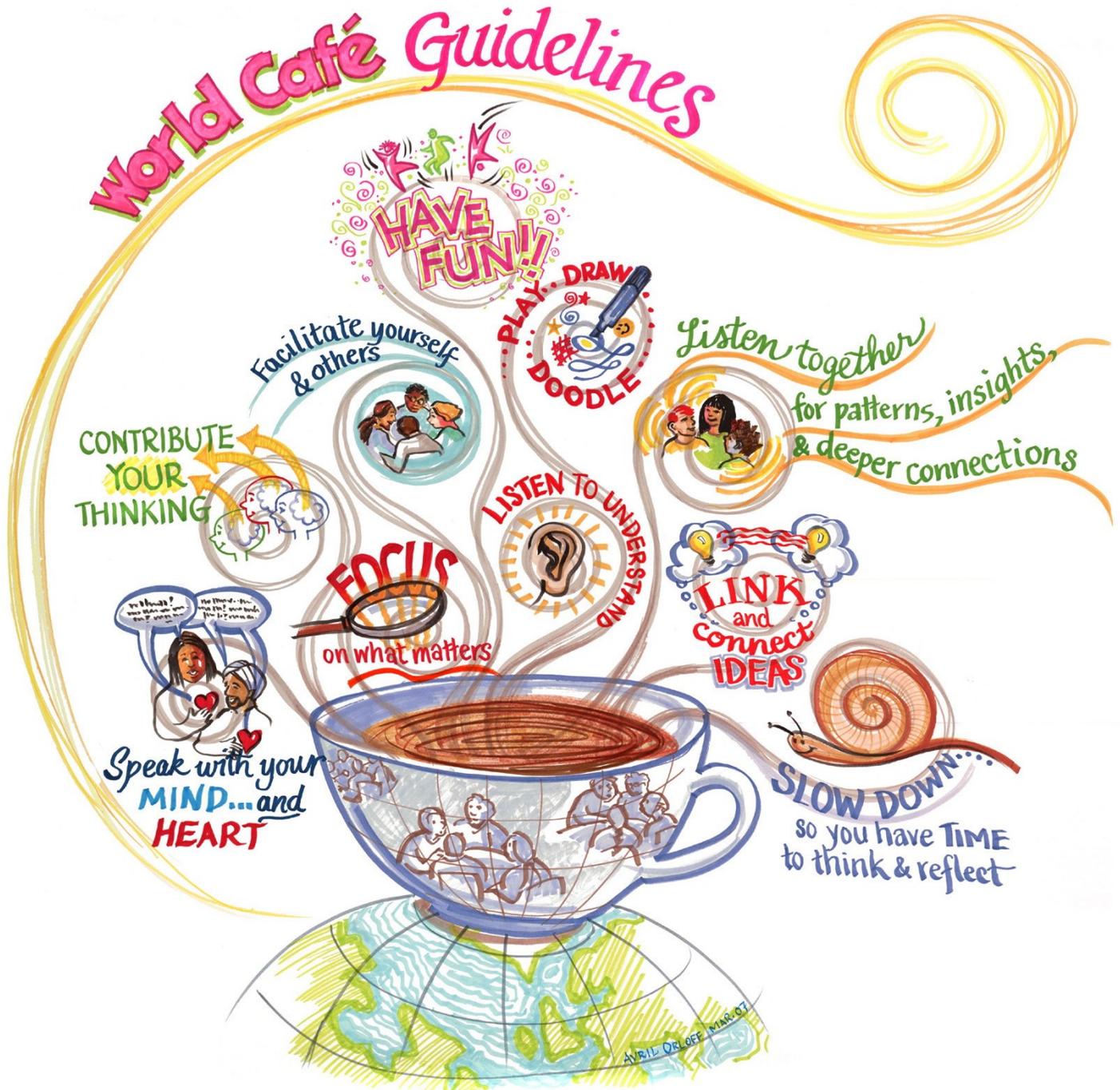
For more information about World Cafés, visit: <http://www.theworldcafe.com/tools.html>.



As people share insights between tables, the "magic in the middle" and a sense of the whole become more accessible.



EGSA's World Café on Ethical Inquiry (Jan. 31)



National Day of Action (Feb. 1)

ALL OUT FEB 1

REDUCE TUITION FEES • DROP STUDENT DEBT • INCREASE EDUCATION FUNDING

NATIONAL DAY OF ACTION

Morisset Terrace @ 10:30 am, Rally & March to Parliament Hill

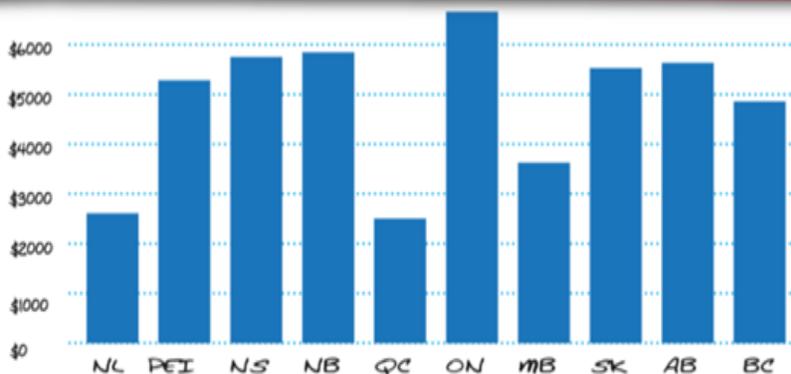
For more information, visit:

<http://sfuo.ca/en/calendar/24/month/2/year/2012>

<http://www.gsaed.ca/>

<http://www.educationisaright.ca>

UNEQUAL ACCESS: AVERAGE TUITION FEES ACROSS THE COUNTRY



Students should have access to an affordable post-secondary education no matter where they live. Education is a right!

Get involved!

There are many issues surrounding post-secondary education such as:

Tuition Fees

Ontario has the highest tuition fees in the whole country.

Student Debt

By January 2013, federal student debt will reach more than 15 billion \$.



Reduce

TUITION FEES & STUDENT DEBT

Feb 1st ALL OUT

NATIONAL DAY OF ACTION

Planning meetings every Thursday (Café Alt 6PM)

Black History Month Gala (Feb. 4)

Mois de l'histoire des noirs
Black history month

2012 Gala
Feb. 4 fev.
18h00

Les Portes ouvrent à 17h
Doors open at 5 p.m.
FREE admission - Entrée LIBRE
DONATIONS are greatly appreciated
LES DONNS sont grandement appréciés
spots are limited - places limitées
please register at - svp s'enregistrer à
ihouse@sfuo.ca

With Special Guests:

Actress/Actrice
Tré Armstrong

Model-Mannequin
Stacey McKenzie

Fashion Designer
Ralph Leroy

Lieu - Location
Tabaret 112
Souper - Remise de prix
Soirée dansante
Award Ceremony - Dinner
Dance Party

Saturday, February 4, 2012
6:00 pm
Tabaret Hall (TBT) 121

According to GSAÉD, "This year the Gala will welcome the University's new chancellor, her Excellency the Right Honorable Michaëlle Jean, as well actress and choreographer Tre Armstrong, designer Ralph Leroy and many more. Food (a 3 course meal) will be served and you will have the occasion to

watch a great show (with Burundi drummers and many other artists). Tickets will be available for purchase at GSAÉD, the SFUO and the International house as of Tuesday January 17th 2012."

For more information, contact studentlife@gsaed.ca, and visit <http://gsaed.ca/>

EGSA's Winter Cabin Retreat (Feb. 12-13)

Ever wanted to spend a night in a secluded cabin, heated by a wood stove, with no electricity in the middle of winter? This is your chance! The EGSA is hosting a winter retreat to Browns Cabin in Gatineau Park on the evening of **Sunday, February 12th**.

If you are not familiar with the park, you can learn more at this website: <http://www.canadacapital.gc.ca/places-to-visit/gatineau-park>.

To reach the cabin you must be able to ski/walk/snowshoe 2.5 km with your overnight gear and food. This is not a

far distance, so it is reasonable for beginners, as long as you are in good health. The ski will take between 30-90 minutes depending on how fast you ski, the snowshoe will take about 60-120 minutes. It is possible to rent snowshoes at Gatineau Park (cost \$25).

Cost is between **\$25-\$40** depending on number of people.

We will have a pre-planning meeting to arrange food, carpooling, and logistics. In addition, those we will provide an orientation/advice for those who are not familiar

with winter camping.

Approximate timelines:

Depart Ottawa U, Sunday 12 February 1 pm.

Arrive back at Ottawa U, Monday 13 February 1 pm.

Reserve a bunk now as space is limited (<https://docs.google.com/spreadsheets/viewform?formkey=dDJqb0dINUpEQ0RiU080VWQ2MnpPbVE6MQ>).



The Forum

The Language of Education

Column Editor: Osnat Fellus

This column will explore the ever-changing, multi-layered, and complexified nature of theory and practice in education. It will be open to possibilities, and not only limited to just etymology, but will also include terms that are pertinent to the work of the practitioner and the theorist. You are invited to engage in discussion and respond to the entries.

Curriculum

by Osnat Fellus

The terms ethos and education that were discussed in previous issues are contextualized within what we do in schools, i.e., teach a curriculum. We teachers and educators, upon hearing a student's question, more often than not, think: "I don't have time to deal with this question now. I need to cover the unit. Exams are coming up and there is a curriculum to follow." However, this thought may stand in opposition to what the word curriculum means. Etymologically, the word *curriculum* is derived from the Latin word *currere* which refers to "the running of the course" rather than the "course to be run" (Pinar & Grumet, 1976 in Davis, 1996, p. 90). From this we can understand the word *curriculum* as a trajectory or a selected

path for learning. Now, the question is: Who is doing the running? Who is determining the path for learning? Who determines what to learn, how, and when?

As it happens, curricula in most schools in the Western world are determined by the local ministries of education or school boards. Which begs the question: to what extent, if at all, is there room for trajectories of learning that are determined by the learners and their respective interests? In other words, should our teaching practices allow learners to decide what to learn, how, and when? Are we to treat schooling as places of mass production of ranked and filed people—much like espaliered trees—through a compartmentalized, one-size-fits-all curriculum? Visualizing schooling as webs of interaction among participants who *choose* which trajectories of learning to explore is conducive to our understanding of learning as an action that is free from a prescriptive frame. This takes a reconceptualization of the word *curriculum*. Ivan Illich, who has discussed extensively how schooling—as we know it—is counter-productive to learning, teaches us that education should be "...webs which heighten the opportunity for each one to transform each moment of his living into one

of learning, sharing, and caring" (Illich, 1970, p. v). He translates this idea into the formulation of groups of interest. We as educators, and by extension our students, will likely benefit from such a rethinking.

References

Davis, B. (1996). *Teaching mathematics: Toward a sound alternative*. New York: Garland Publishing.

Illich, I. (1972). *Deschooling society*. New York: Harrow Books.



Image (below) retrieved from <http://americangardenhistory.blogspot.com/2009/09/trees-espalier.html>.



Recommended Resources for Graduate Students

by Dr. Douglas Fleming

Hornberger, N. (Ed.). (2008). *Encyclopedia of language and education* [electronic resource]. New York: Springer.

Johnson, K. E. (2010). *Second language teacher education: A sociocultural perspective*. New York: Routledge.

Morgan, B. (2010). *Fostering conceptual roles for change: Identity and agency in ESEA teacher preparation*. *Kritika Kultura*, 15, 034-055.

Norton, B. (2000). *Identity and language learning*. Harlow: Pearson.

Stern, H. H. (1991). *Fundamental concepts of language teaching*. Hong Kong: Oxford University Press.

It's hard to come up with a few titles in such a varied field as second language education. Here are my best guesses.

Stern remains the best overview of the history and fundamental aspects of the field. **Norton's** text is the most influential. **Johnson** is the most important recent publication. Roy and Galiev from the University of Calgary are among the most important Francophone researchers in Canada doing

critical work today in second language education. The **Hornberger** Encyclopedia contains hundreds of chapters from seminal authors in their respective niches and can be accessed without charge through the library database. Finally, anything **Brian Morgan** does is cutting edge in terms of critical work. His latest effort, listed above, can be accessed electronically through the library, as well.

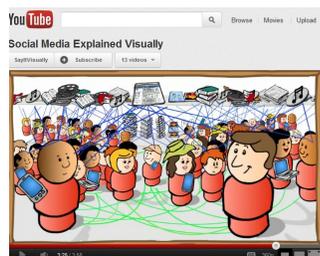


Grad Student Writers

For this issue, the Grad Student Writers were each invited to explore "**Social (Media) Networking and the Grad Student Experience.**"

The Prompts

Check out this YouTube video (3:58 minutes) by *Say it Visually* to prompt your thinking about social media networking:



http://www.youtube.com/watch?v=SgNIIUD_oQg

Here are a few **questions** for further consideration:

- How 'connected' are you?
- How has social media networking had an impact on your graduate studies and your student experience?
- How do you handle information overload during grad studies?
- What are you contributing as a member of a number of continuously evolving social (media) networks?
- How do you determine your

role, your purpose, and your sense of belonging or identity in social networks of any or all sorts?

If you would like to add any comments to the conversation, email egsa.aede@gmail.com.

If you have not yet had a chance to read the introductory entries by each of the Grad Student Writers, be sure to check out the last issue of the EGSA's Newsletter available at <http://egsaaede.wordpress.com>.



Maria Bastien

At this point in my career as a graduate student, social media networking equals a great deal of stress. You're probably wondering how Facebook or Twitter can equal stress, unless I'm talking about how I spend an hour playing on my computer, instead of reading the article for class tomorrow, but that's not what I'm referring to. As *Say it Visually* points out, social media (and the internet in general) allows us to have different types of conversations than we would have had in past years. What I'm stressed out about is how one manages their social presence as a professional online and effectively uses social media networking to have the type of conversations that lead to new ideas, new types of knowledge, and even collaborative projects. As you can see, I don't have any of the answers. What I do have is questions

that I am developing to guide my professional relationship with social media networking.

Do professionals in my field of interest use this platform?

Over the last year I have received numerous invitations to one reputable networking website, yet I'm hesitant to sign up. Why? Because while I have a personal relationship with most of the people who have invited me, their fields of professional interest are far from my own (i.e. airline pilot, lawyer, etc.). You might think I'm cutting myself off from possible opportunities here, but let me get to the next question to explain more.

Do I have the time to use this platform well?

The way I look at it, if I am not able to keep my profile up-to-date, and actively use the networking features the site provides, I am better off not using it at all.

A profile that has never been updated is not useful for people who are trying to connect with you professionally, and just because a site can help you network doesn't mean it will if you don't put in the time and effort to use it well. Linking with the previous question, as few professionals in my interest areas use the site in question, my time might be better spent elsewhere where I know I can make the connections I need.

Do I need to do this right now?

This is probably the question that I struggle with the most this year. Colleagues from my master's program are now in active job search mode. They share stories of online dossiers, professional twitter accounts, and how so-and-so's friend got their dream job because an employer saw their profile on a

particular site. Looking at my own situation, what I need the most is a support network within my cohort, to network with graduate students in other institutions, and a way to keep on top of conference and publication opportunities. Knowing what I need will help me know what kinds of social media networking will be the most useful to me now, as opposed to things that might become more pertinent when I begin my own job search.

Julie Comber

I had just returned from Tanzania in July 2007, and was trying to get my groove back in Ottawa before starting my PhD in September. I had a vague sense there was some thing called Facebook that kept popping up in conversations, but didn't really understand what it was. I was deeply suspicious it was some outlet for Narcissists. My younger brother took it upon himself to enlighten his Luddite sister, and showed me his Facebook page, his cleverly captioned photos, and

witty repartees with friends.

My brother brought me to The Dark Side. I was hooked. It's fun!¹

Like most grad students, there have been periods in the graduate journey when I felt isolated. For me, Facebook is no substitute for in-person interaction with other students and faculty, especially the little support group formed from the 10 person 2007 PhD cohort. But I do think social media can play a critical role

in helping there be more in-person interactions. As the past Communications Officer for EGSA, I established our Facebook page, and used it and a blog to promote our on-campus events. It was a cheaper, more environmentally friendly, and more targeted approach to promote EGSA events than posters.

The above illustrates that social media is a tool. A hammer can be used to build a home or smash a skull. Social

media can be used to build vibrant communities... or as a way to procrastinate, pretend you're connected with many virtual "friends" vs. spend time with real friends, get overwhelmed by information overload, and to compare oneself to others. The last I'll highlight, because I feel it is particularly toxic to graduate students who have a long history of being graded. Getting caught up in comparing . . .

(continued)

Julie Comber (Continued)

... your real self to the manicured virtual identities of others is a recipe for insecurity. It's best to stay connected with why you're doing your degree, and stay grounded in your own game.

Speaking of grounded, I worry sometimes social media can un-ground us and distract us away from our Inner Wisdom. When I look for answers, I go to Nature. Last weekend, in the midst of an unexpected full blown financial crisis², a dazzling opportunity for my Thesis that seemed out of reach, and chronic health problems, I asked Algonquin Elder Albert

Dumont for suggestions about a Ceremony I could do. He offered to do a Ceremony with me, and we ended up with other visitors at the 300 year old Pine Tree in Wakefield that will be destroyed if the Highway 5 expansion is executed according to the current plan³. Along with a Sacred Fire ceremony, I got to climb the Tree. It is truly awe-inspiring to be in the presence of a being that has lived that long.

You don't get that from Facebook.

But the pictures and the vlog

are posted on Facebook.

And therein lies the contradiction: I feel the skin to bark meeting of energies can only happen in person, yet I feel compelled to post the pictures & the vlog, anyway. The conscious, strategic, Activist mind reasons that the pictures might prompt you to go in person, or at least care enough so that you won't want the Tree to be killed. But what lies beneath in the subconscious is likely a mix of my Ego wanting to be seen, and my Inner Wisdom longing to bring you there with me to share this wonderful, deep

experience of interconnectedness with all Life.

1. The Twittiverse, however, is still marked with "Here thar be Dragons" on my map.

2. I had to borrow from family to pay Tuition; more on that – and how you can avoid this wretched fate - in a future post.

3. <http://www.a5x.org/index.html>



Maria Gordon & Osnat Fellus

Osnat: Because interconnectedness and networking is the focus of this issue's Grad Writers' section, I think it is appropriate to mention John Donne—a 17th century English poet, lawyer, and satirist—who wrote in his *Devotions Upon Emergent Occasions under Meditation XVII*: "No man is an island entire of itself." Although John Donne wrote and lived in a context that is different from ours in many levels, the message still remains relevant. People are interconnected and even though there are times in which we may feel isolated, interconnectedness underlies

humanity's functioning. Do you see this as relevant to your experience as a PhD student?

Maria: I see what you mean. Being a PhD student, there have been times when I felt so deeply immersed in solitary work, such as reading for the comprehensive exam, that I felt disconnected from students, professors and activities in our faculty. It came to me as a surprise really. Osnat did you ever feel that way?

Osnat: Yes. In addition to reading for the Comprehensive Examination, writing it is

an experience you must go through all by yourself. Writing in complete seclusion may be quite daunting. There are times that you have to work on your own. The question is what did you do, Maria, to fend off this isolation when you could?

Maria: To overcome feelings of isolation, I would seek out conferences to attend. I have always enjoyed attending conferences in Education and other fields. In a way, going to conferences, allows for many opportunities for exponential learning. I would encourage all

students to go. It's a great opportunity to not only meet other students and professors and to learn but also to travel and have fun!

Osnat: I just noticed that the dialogic nature of the interconnectedness we have been discussing mirrors the written format that we have been using for the Grad Writers' section. That is, it is through dialogue that we write about interconnectedness in our experience as PhD students. How cool is that?

Rebecca Hogue

When I began my PhD, I knew there had to be some way to manage references and PDF documents. Since I made the move to a Mac, I decided to see what options were available. I decided to try out Bookends, a Mac only solution. The key features that mattered to me were the ability to contain all my citation information, integration with Microsoft Word, ability to automatically generate my reference list in the correct format, some way to organize my PDF documents (mostly annotated journal articles), a way to associate notes with references, and good search capabilities. Bookends did it all, and I was quite happy with that option. It is free for the first 50 entries, then costs about \$50.

I thought I had found a solution that I could live with throughout

my PhD. The only problem was, I wasn't sure I would be creating my thesis on my Mac. I find that Word for Mac is missing some key functionality that I can get with Word for Windows. I wasn't sure I would be happy using only Word for Mac, but Bookends is a Mac only solution.

Fortunately, at an EGSA meeting this fall, Noah mentioned Mendeley. Now, I had heard of Mendeley from some folks on #phdchat, but I had not really looked at it. I thought I was happy with Bookends, but then Noah mentioned that Mendeley has a social media component that allows you to share your references with others. I thought that idea was pretty cool - and potentially very useful, especially as the number of people that use Men-

deley grows. Since it works on both the Mac and PC, so I figured I'd give it a try.

When I tried it out, I was amazed. I feel like I totally missed the boat when I chose Bookends. Mendeley is so much easier to use - in many cases, I can just drag a PDF file containing an article to the Mendeley desktop application and it automatically loads all the citation information. Oh ya, and Mendeley is free (at least until you use up your allotted disk space). The social media aspects of Mendeley are still a little weak - but I'm sure that will change as the product becomes more mature and more users sign up. So, if you are still manually entering your reference information, save yourself oodles of time and headaches and check out [http://](http://mendeley.com)

mendeley.com.

Above, I made a reference to #phdchat. It is another use of social media to support learning. #phdchat is a group of PhD students that provide support for one another throughout the PhD process. They get together over Twitter once a week to chat about various PhD related things (Wednesday's 2:30 p.m., check out #phdchat). In addition, they share resources and chat randomly at other times throughout the week. Recently, when I was looking for an application to count word frequencies in my transcripts, I sent a quick inquiry out to #phdchat and had a reply within 15 minutes. Very handy!

Eugene Lee

Ah! Social Media! Some would argue it is amongst the greatest inventions/developments of the modern technological world. (There must be a reference online somewhere.) It has allowed us to find our long lost friends, relatives, or acquaintances that we may want to reconnect with. It has also allowed the same people to virtually "creep" us and see or read about everything we are doing or thinking should we choose to share this information with the whole world. Social media sites like Twitter or Reddit allow users to share breaking news (or fake news) from wherever they can find an internet connection. Users can comment on posts, vote them up or down, thus giving the users the power to spread a piece of information around the

internet like wildfire or bury them to the depths of the internet regardless of the actual relevance, importance, or truth of the news. We, the users, have been empowered, so it seems.

Upon further thought, I really wonder if it is the users who have been empowered, or if it is the social media machines who hold power over us. As we can see from TV shows, people are constantly bombarded with bits of information via status updates, tweets, RSS feeds, push email, or a myriad of other ways. As a grad student, I already have enough things going on that I wonder if it is necessary to be constantly buzzed or updated on my cell phone about a friend who is eating or who

takes a photo of a certain high calorie food. I must admit that I am also guilty of doing this. I wonder how many times my updates have interrupted a grad student in deep thought or reading a journal article and broken their train of concentration. I must admit without shame that I am somewhat of a recovering social media addict. (Hey, admitting your problem is the first step, right?) I moved from Friendster, to Hi5, and now to Facebook and the Chinese version, Renren (李智信 add me! I'm recovering, not recovered.) I used to love creeping people's pages and trying to identify if there was anybody I knew that I could become virtual friends with. I somehow managed to get over 500 friends on Face-

book. I was very connected to online forums and groups and would have been content on not leaving my seat in front of the computer. I have never been really comfortable in social situations in real life; the online domain was my world! I luckily figured out that I did want to go out to eat good food. I did want to listen to my friends' strange stories and have a good laugh. I did want to deepen my connections with people, and I did want to pay attention to the news of my friends and family. That is what I feel is more important. So, add me on Facebook and let's go skating, eat beaver-tails, and enjoy Ottawa IRL (in real life). :P

Lynnda Proulx

Je fais partie de la génération qui a vu apparaître l'ordinateur alors que j'étais à l'école secondaire. Seul les vrais mordus pouvaient toucher au clavier et croyaient dur comme fer en son utilité. Moi non. Quand j'étais au Cégep, je faisais parties de ceux qui craignaient de faire exploser la bête seulement en l'ouvrant. Finalement, rendu à l'université, un cours en communication et pédagogie m'a permis, l'espace de quelques heures, de toucher à la souris d'un McIntosh, d'en extraire quelques images et de me faire reconnaître que mes craintes étaient

non-fondées. C'était suffisant pour que je poursuive l'exploration de cet engin. J'ai appris en autodidacte le fonctionnement des logiciels et l'utilisation d'Internet. Je suis même devenue experte à identifier les sites que mes étudiants utilisent pour plagier dans leur travaux écrits. La réalité du plagiat par l'utilisation du « copier-coller » me semble avoir abruti certains jeunes... Ils manquent de sens critique et croient faussement que ce qui est sur la toile appartient à tout le monde.

Je rêve depuis longtemps d'être le maître d'œuvre d'un

blog sur la langue française en milieu francophone en situation minoritaire... je dis bien « je rêve » car je n'ai jamais osé mettre mon rêve à exécution et le rendre réel. Pourtant, ce n'est pas les peines ni les bons coups sur le sujet qui fassent défauts! Alors pourquoi dame je n'ai jamais osé, direz-vous? C'est tout simple, c'est une question de temps – les médias sociaux exigent du temps et bien que j'ai du temps pour naviguer ici et là pour élargir mon espace mental et mes réseaux sociaux à travers la toile, pour échanger avec

quelques personnes sur des sujets variés à travers les Facebook, LinkedIn, Orkut, YouTube, etc. et les nombreuses identités que j'ai développées avec le temps par l'utilisation de mes multiples adresses courriels, je n'ai pas suffisamment de temps pour développer un blogue. Écrire des billets pour le journal étudiant de mon association suffit pour l'instant. Je passe aussi du temps à effacer mes traces sur le Web plutôt que d'en laisser trop. Avez-vous déjà essayé de faire une recherche ...

(continued)

Lynnda Proulx (Continued)

... avec votre nom et prénom entre guillemets sur le moteur de recherche de Google par exemple? Combien en trouvez-vous? Êtes-vous surpris chers lecteurs de voir que vous avez 0 lien qui croise votre vrai nom? Ou au contraire de voir que vous avez un certain impact et que votre pseudonyme préféré a même un indice Klout confirmant votre popularité dans vos réseaux virtuels?

Sur Facebook, *Justine Grandger* avait créé un groupe [Doctorat students -Étudiants au doctorat](#) pour rejoindre le plus de monde et aussi pour sortir de l'isolement où elle se sen-

tait au cours de ses études. Lorsqu'elle a quitté le programme (pour des raisons que je vous raconterai dans un autre billet), elle m'a passé le groupe et je le continue à sa place. Vous êtes d'ailleurs les bienvenus à le rejoindre! Différents liens qui ont rapport aux doctorants y sont insérés et votre contribution ne pourrait qu'enrichir le groupe. Les articles, vos commentaires, vos bons et vos mauvais coups ne pourraient que venir aider ceux et celles qui débudent ou qui sont dans un creux de vague. D'ailleurs, la technologie, grâce au téléphone

intelligent, ne nous permet-elle pas plus d'interaction que jamais auparavant? On peut maintenant photographier, filmer le moindre événement qui arrive en notre présence et envoyer surfer notre mini-film ou image d'un bout à l'autre de la planète sans se soucier de payer des taxes pour passer la douane ou pour toutes les traces que l'on laisse sur la toile et qui signalent qu'on y est passé, un peu comme un graffiti sur un arbre ou sur un mur de toilette dans un bar ou un restaurant. Alors, je vous lance un défi! Je lance le défi à tous ceux

qui lisent ce billet d'ajouter leur nom au groupe de Facebook, [Doctorat Students/Étudiants au doctorat](#) et de poster l'hyperlien le plus original ou le plus populaire grâce aux commentaires que vous recevrez! C'est à cela que servent les médias sociaux, non? Bonne année tout le monde et je vous souhaite tout le succès possible dans vos études!

Jenn Rottmann

My first reaction is to (prematurely) argue that social media and networking can be a waste of precious time. However, setting aside the argument that one can spend countless hours reading mind-numbing status updates on Facebook, social media connects people and ideas easier and faster than previously attempts. It is not only difficult to think about what those previous attempts even were, but it is difficult for most to fathom our current lives without some sort of social networking available at our fingertips. Now, some bold individuals many attempt to escape the clutching tentacles of Facebook and prefer to refrain from broadcasting their private lives with 1000+ of their closest friends. To those lone soldiers out

there, I salute you! Try as one graduate student might to resist the pull to join a social media or network of some sort, the luring promise of connecting to likeminded (or not so likeminded others) via Facebook, Twitter, YouTube, or the new professional LinkedIn that everyone is raving about, is often too much to bear.

The reality is that graduate studies are not an inherently social undertaking. It can be a lonely trek into a life of isolation and mental anguish. Although grad courses offer the illusion of social and academic cohorts, once those courses are over, the long (not so yellow brick) road of solitary reading and writing lies ahead. Comprehensive exams, thesis proposals, data



collection, data analysis, and thesis writing are anything but social activities. Sure, an interview or a focus group has the potential to be social but the 5+ hours of transcription is not a conversation with anyone

else, except yourself. While I applaud our EGSA for arranging social nights at Nostalgia and such, most of us need some sort of human contact. .

(continued)

Jenn Rottmann (Continued)

... more than once a month. Maintaining regular, real "live" social relationships with other graduate students can be challenging unless you are always on campus and/or have a knack for hawking tables at Ecolo café.

This inevitable isolation that I would bet we all feel at some point is one reason that social media and networking is, arguably, essential for most grad students. At the very least, one

can find links to readings of interest, conferences and associations posted on Facebook and the like. Forums are great ways to interact and argue about ontological stances or whatever else one chooses to debate out. At the other end of the spectrum, one can spend countless hours procrastinating for days on end playing Scrabble with one's aunt but at least they will feel connected. Who

wants their best friend to be their laptop? It can't agree with you, challenge your claims, refute your argument, nor introduce you to some philosopher that is going to change your entire epistemological stance? But social media can offer a means for individuals to do so. Although I still want to pull my hair out when I read contact status updates (e.g. "I feel like making muffins, "Muffins are in the

oven and smells great ☺", "My homemade muffins sure taste swell ☺"), I wholeheartedly believe that social media is essential for graduate students to feel connected.

Image retrieved from <http://www.4socialmediaconsulting.com/sm/Social-Media-Collage.jpg>.

Shannon Sweeney

During my B.Ed practicum I had the unique experience of teaching a social media unit to adults. My teacher recommended turning the traditional media unit into a social media unit as it would be beneficial to the ESL adult learners. This sounded like the easiest task of my life! Teach people about what I already spend hours doing every day. Piece of cake! I was in for quite a surprise when I discovered that many of the students had never heard of Twitter. I began with the basics: What is social media? How does it differ from traditional media? Why would one use social media? What are the advantages and disadvantages? What is a profile? To anyone using social media, the answers seem all too obvious, but to people without computers and limited English vocabulary, this took a few lessons to teach.

For the final assignment, I

asked the students to create a fake Kijiji/Craigslist advertisement to sell one of their possessions. To ensure they understood the concept, we created an advertisement during class to sell a student's coffee mug. The class was so engaged in the activity and I was sure they would all succeed. After all, there are millions of advertisements online for them to use as support, what could go wrong? One of my students plagiarized. Ironically, I caught him by doing a Google search.

Since this experience, I have reached the conclusion that social media is not for everyone. You have to want to use it. I am one of those people who *need* to use it. Blogger, Facebook, LinkedIn, Reddit, Skype, Twitter, YouTube. Self described avid user with a high proficiency. How else can one have a social life on a graduate student budget?

I am one of those people who *need* social media. Blogger, Facebook, LinkedIn, Reddit, Skype, Twitter, YouTube. Self described avid user with a high proficiency. You can bet I'm using Facebook right now as I respond to this prompt, with Skype in the background as I wait for my friends to sign in, and YouTube playing my favourite songs. Why do I *need* social media? It's not because I want to reconnect with old friends or find like minded people – it's because I'm cheap. My favourite mode of social media is deal websites. I think I'm an addict. I start my mornings with a search of the ...

(continued)



Shannon Sweeney (Continued)

... the daily deals (Groupon, LivingSocial, Wagjag, etc.), followed by a review of the recent forum discussions on flyers, promotions, and coupons. On a student budget, how else can I afford to have fun? Often in the form of blogs, the deal websites update you on the free/cheap local events, promote contests that you could actually win, and direct you to companies offering free samples or coupons. I feel compelled to read everything to ensure that I'm getting the best deals possible. To date this daily research has provided me the opportunity to attend free pre-screenings of movies, create a stockpile of free samples, and attend fancy restaurant or events for a fraction of the regular cost. Of course dedication is required as freebies go quickly, but diligent work is exceptionally rewarding.

Did you know there are deal

forums solely for people to associate coupons with products found in flyers? For me, reading the store flyers from each store is overwhelming. How do I know which deals are good? Contributors to forums will actually provide you with a link to an internet coupon and associate it with the product in the flyer so that many items become free. So far I've been able to make many of these associations to obtain free cereal, free granola bars, free juice, free yogurt, free gum, free bread, free chicken... all helping to make graduate student living more affordable!

Another way I reduce the information overload is to have each deal sent to my mobile device so that I can consider them one at a time, instead of being bombarded by deals when I log into your email account. However, this may lead to becoming more impul-

sive – which is how I've purchased BOGO museum entries, restaurant food, and clothing.

As much as I am addicted to more traditional forms of social media, such as Facebook

and YouTube, I believe that social media should benefit you in multiple ways. If I'm wasting so much time online anyways, why not get free stuff?



Zhuo Echo Li

The light came through the window

Straight from the sun above

And so inside my little room

There plunged the ray of love

— Leonard Cohen (*Love Itself*)

I see the light through my window quite often in the morning in my little room usually when it is the end of a semester.

Yes, I am a night owl, and I love staying up for papers. Maybe love is not the right word for it. Maybe I don't like studying in the day is a more appropriate explanation.

Happiness is what I feel in the morning light for what I have accomplished from the light and everything seems to be better in the morning light. Graduate studies can be hard sometimes, but I try not to isolate myself with just study-

ing.

One of the ways I stay connected with the outside world and others is to use one of the most popular social networking websites Facebook. My night of writing papers is usually combined with activities on Facebook. I have read books about the more connected you are with Facebook, the more you are disconnected with the real world. And yes, I have attempted to

quit Facebook so many times. However, I have found that Facebook can be my comfort for the night of working. It is like a head quarter for battles where I can see my alliances' progress. "56.3% is done" "why do I also do things at the last minute" "I am the biggest procrastinator!" It always feels good when you know you are not alone.

(continued)

Zhuo Echo Li (Continued)

Another way of staying connected for me is to stop using a cell phone. As a graduate student, we seem to stay on computers a lot. Being outside is very nice sometimes. Often on a bus or in a restaurant, I see how people are hooked to their cell phone for music,

chatting with people. Their eyes never leave their phones. Well, almost never leave their phones, you've got to look elsewhere to make sure you are getting off the bus at the right stop or not to put food in your nose. They try their best to ignore every-

thing around them to stay updated to everything that's online in the network, and to avoid awkwardness of encountering real life people. I did that for several months, and I was addicted. I am still tempted to do that. However, I am in love with my new addic-

tion—being without a cell phone.

These are my ways of staying connect with or without social media. Everyone has their own version, after all as it was said in Little Prince "La Terre n'est pas une planète quelconque!"

Grad Student Writers—What's the topic/prompt for the next issue?

In the next issue, the writers will each continue sharing with you their experiences with teaching, learning, research, etc., while also all engaging with a specific topic and responding to a set of prompts or questions. This will help promote the 'interconnectivity' of many of the entries, while also promoting dialogue within the Faculty.

For the next issue, Grad Student Writers will be invited to explore: "**Knowledge Mobilization.**"

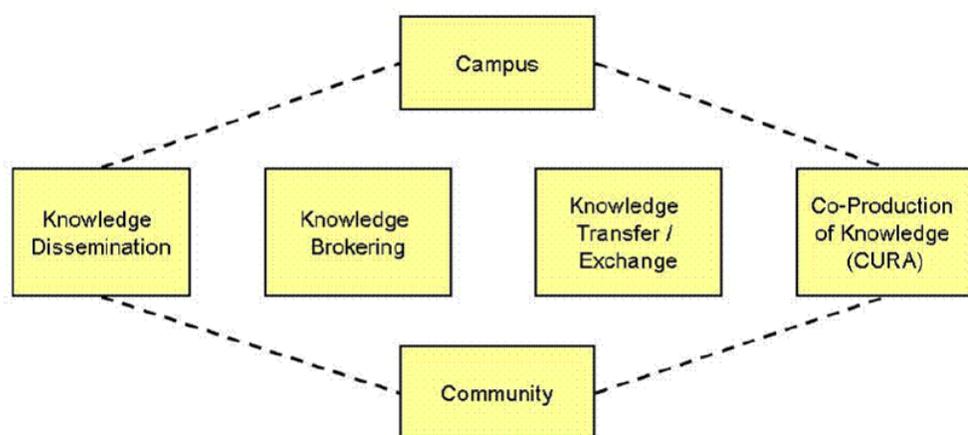
The Prompts

Take a look at the following article in *University Affairs* by Dr. Ben Levin on 'Knowledge mobilization' and 'sharing our research effectively' available at: <http://www.universityaffairs.ca/mobilizing-knowledge.aspx>.

"Graduate students can act as bridges. In many fields, notably the professions, graduate stu-

dents are also experienced practitioners who have the potential to connect research to practice in effective ways. Yet universities often ignore students' practical experience while their work settings denigrate the value of research. If graduate students were trained explicitly in how to act as knowledge brokers, they could make a huge contribution."

Perhaps also consider the image above from SSHRC's 'Knowledge Mobilization



Strategy' available at: http://www.sshrc-crsh.gc.ca/about-au_sujet/publications/KMbPI_FinalE.pdf.

Here are a few **questions** for further consideration:

- What are your thoughts on Dr. Levin's remarks about graduate students? Do you act as a bridge or as a knowledge broker?
- Is it important to you to connect research to practice?
- Do you share your work with your peers? If so, how and why?
- What have your experiences with conferences and publish-

ing your work been like? What have you shared, and what have you gained?

As always, you are invited to make your entry your own, and to take this topic in whatever direction you choose.

To readers, how do you, or don't you, relate to this community we are building?

Whether you are a student or a Faculty member, come join in the discussion and send in your comments to egsa.aede@gmail.com and help us expand the intra-Faculty dialogue.

Call for Submissions: Interest Form



Please complete this form to indicate your interest in submitting to the **Winter issues** of the *EGSA's Newsletter*. The following list of opportunities is an **invitation for both graduate students and Faculty members** to contribute.

https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dFNmMnVXX29sWnB2cThURHhIQUIRQ1E6MQ#gid=0

Deadlines to submit for upcoming Winter issues:

- Vol. 2, **Issue 2**: Wed. Feb. 8, 2012
- Vol. 2, **Issue 3**: Wed. Feb. 29, 2012
- Vol. 2, **Issue 4**: Wed. Mar. 21, 2012
- Vol. 2, **Issue 5**: Wed. Apr. 11, 2012

Please submit your newsletter contributions to egsa.aede@gmail.com.

Thank you!

Thank you to everyone who contributed to this issue, and offered suggestions:

Maria Bastien
Julie Comber
Osnat Fellus

Douglas Fleming
Maria Gordon
Rebecca Hogue

Eugene Lee
Lynnda Proulx
Jenn Rottmann

Shannon Sweeney
Zhuo Echo Li

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Building Grad Student Community

