



HDR Support & Development

Fostering critical, reflexive practice in research training

APRIL EDITION

2019: Research - Facts & Fiction

As you go through HDR candidature, you're going to hear a lot of truths and half-truths. You'll be told there are no research or academic jobs, or that you'll never make friends doing a PhD. There's also even outright deception in the form of research misconduct or predatory publishing. Amongst the skills we learn as researchers is the ability to scrutinise what were told and work out for ourselves what's true and what's not. This applies to the practical matters of candidature as much as our actual research projects. We need to remember to be creative as well, and make new paths open where there weren't any before.

This will be the final HDR Support & Development newsletter. We are working on a new newsletter which will combine this newsletter with the HDR Matters newsletter. Look out for the new combined newsletter in your inbox in May (all going well!).

A big thank you to all our readers for their invaluable support.

Professor Nick Mansfield, Pro Vice-Chancellor, Higher Degree Research Training and Partnerships

HDR Learning Skills: The Seven Myths of Thesis Writing



Photo by [Karen Powers on Unsplash](#)

There's a lot of advice out there on how to write a thesis. There are also plenty of myths and misconceptions about thesis writing that can send you up the garden path and waste a lot of your time.

In this piece I expose some common thesis writing fictions you may be entertaining and arm you with facts that may make your writing journey smoother, more successful and even more enjoyable!

All the best,
Juliet,
HDR Learning Skills

Fiction #1: You can't start writing until you have some answers

Fact: It's never too early to start writing. In fact, writing breeds ideas – and better, sharper ones! You can more easily scrutinise and hone your theories when they are written down than when they're rattling around in your head. Similarly, you can get deeper, more useful feedback on written ideas than spoken ones.

Also, writing well takes practice, so it's best not to leave it until your last semester.

Fiction #2: Your thesis should report everything you did in the order you did it

Fact: In real life, you may chance upon some phenomenon quite unexpectedly while examining something else. This phenomenon could lead you to make an hypothesis, which can be tested properly under controlled settings. Results from those tests will have implications that you can link to an existing research problem. The most strategic way to present this chain of events is to report it rhetorically rather than chronologically: start with the research problem, then pose the hypothesis, outline the method for testing it, report the results, and show how they answer the research problem. Voila: persuasive argument at your service!

Similarly, using your thesis to present every text you've read on the topic does not prove that you are a scholar; it just shows that you cannot discriminate between the most relevant and the irrelevant. It may bulk up your thesis word-count, but it will annoy

your examiner, and you don't want a crabby examiner assessing your 3 long years of hard work.

Fiction #3: Your supervisors will read and critique everything you send them within a week

Fact: Supervisors are busy people, and your PhD is not the only thing they're thinking about. They have other research students, classes, papers, meetings and admin, and their own research projects.

Some supervisors do have a fast turnaround time and may be able to discuss your drafts within a week. It depends on how much you're asking them to read, the time of year, what else is on their plate, and whether they're expecting to receive a draft from you. (And how bad your writing is!)

Best to discuss expectations with your supervisors early: Will you meet regularly or on an ad-hoc basis? If ad-hoc, how much in advance would your supervisor like to receive your draft to discuss?

Fiction #4: Your thesis examiner will easily spot what is novel about your research

Fact: Sue Johnston's 1997 study of PhD examiners reports advised that

Examiners require all of the normal forms of assistance which should be provided to any reader. They appreciate work which is logically presented, focused, succinct, summarised and in which signposts are used to help readers to understand the path they are taking through the work.

So, don't just assume that the examiner will easily spot what is novel about your research. What you should do is highlight the originality of the thesis explicitly up front – yes, in the first chapter.

Fiction #5: Spelling, grammar and formatting errors are trivial

Fact: Johnston found that "the most common type of comment thesis examiners make relates to the writing and editorial presentation of the theses being examined." (p.339)

Whenever you're writing, remember that the reader is creating an impression of you in their mind. A thesis examination is like a job interview. Just as you would spend time scrubbing up, choosing the right clothes, and using the right sort of posture, facial expressions and language for a job interview, so should you take care with the presentation, formatting, grammar and spelling of your thesis.

Sloppy presentation implies sloppy thinking.

Fiction #6: Your supervisor is your only source of feedback

Fact: You can and should seek feedback on your ideas from a range of people: academics and professionals in the field, friends and family, social media contacts and new acquaintances. And don't shy away from people most likely to criticise your theories; in fact, seek them out!

Reflect on negative reactions. Is there some truth in the criticism? Do you need to hone your communication skills so that people more readily grasp the beauty of your

theories? Can you include their objections as counterarguments in your thesis that you can then skilfully dismantle?

Fiction #7: Now that there's online submission, you can be writing your thesis right up to the thesis submission date

Fact: Things always take longer than you anticipate, so plan to finish writing at least a month before your thesis submission date.

Check that the concluding chapter is consistent with the intro chapter. The intro chapter should not set up expectations that are not fulfilled in the concluding chapter. Remind the reader of what you set out to do and tell them that you have done this. Use the same terminology in your Introduction and Conclusion chapters.

Factor in time to copyedit or at least proof read the thesis, preferably by someone else.

And no, not everyone gets an extension.

HDR Career Paths: What are the facts?



Photo by [Ian Schneider](#) on [Unsplash](#)

Master of Research and PhD candidates choose to undertake a research training programs for different reasons. Some want to follow an academic path, others want to work in high level roles in another sector, some are not sure what else to do following their undergraduate study, others have a burning research problem that they want to solve, and others hold an academic position overseas where a PhD is a requirement for tenure. The reasons are varied and complex.

Whatever the reasons behind the initial decision, as time progresses, the HDR candidate can become so focussed on their research project that they avoid thinking about career plans or what they can do to increase their chances of achieving their future goals. Those of us who have experience in recruitment and career development have met with many people who reach the end of their study program who are shocked to discover that their network has narrowed and that the competition is fierce - both within the academy and in other employment sectors.

A research training program provides excellent opportunities to develop [skills which are needed in a range of sectors](#). Being able to translate these skills so that employers recognise their value is crucial as is building a strong and open network during candidature. The old adage ... 'it's who you know, not what you know' holds a fair amount of truth so build your network, learn your values, audit your skills and strengths, gain experience, find a mentor and reflect on experiences - analysing their value to you and potential employers and learn the language of the sector you are targeting.

[HDR Professional Development iLearn](#), [MyRDC - workshops](#), [MQ Career & Employment Service](#), [Factors influencing the employment of Australian PhD graduates](#), [The Thesis Whisperer - anti-PhD attitudes?](#)

Sally Purcell HDR Professional Development

HDR Mentors: Keeping it real



In a make-believe world, the PhD journey is a unique blend of passion, joy and achievements. Realistically speaking, it is a confluence of many high and lows. During the journey, one can feel very turbulent from self-doubt, delays and rejections. There is an overarching aspect I feel can help research candidates thrive in what can seem a very overwhelming and lonely journey. The litmus test and key approach is to stay inspired. I am true believer of no matter how hard things get; we can always get through it with the right kind of support.

[HDR Mentors](#) offers the perfect platform by extending peer to peer support to research candidates to smoothly navigate through this journey. The idea is to make it less tragic than it may seem or feel on most days. To add a little joy to this insane journey, we organize a plethora of social events and monthly meet up sessions! We kick started the year with a super-fun "Welcome Lunch" for all new HDR candidates.

Know it is possible to enjoy the hustle, and let us show you how!

Check us out at [HDR Mentors](#) | Connect with us via [Facebook](#) and [Twitter](#)

Have Questions? Email us @ hdrmentors@mq.edu.au

Vani Kakar

PhD Candidate (Department of Psychology) & HDR Mentor

Find out the facts about MRES701 PACE: Research internships



Later this year, first year Master of Research students will be available to undertake research internships as part of the unit MRES701 PACE for Research. As part of the unit, the students must carry out a defined, mutually-beneficial research activity that can be completed in about 100 hours between August and November.

Students can intern with a variety of organisations, either at Macquarie or with an external company/institution, in their own department or another. Projects may consist of a range of activities but need to involve a problem or issue that the intern can grapple with using their research skills. For instance, they may be required to analyse and catalogue complex data to produce a searchable database, or to use their research skills to propose recommendations addressing a known problem. If you would like to submit an internship project for our review, please submit a brief project plan by 17 May 2019 using this Expression of Interest form.

For more information on how to engage with Macquarie HDR candidates you are welcome to contact [Catherine Ennis](#), HDR Industry Engagement and Placements Manager and [Juliet Lum](#), MRES701 Unit Convenor.

Interested students please note: This unit is almost at capacity. If you are considering taking this unit we would encourage you to enrol as soon as possible to ensure your place.

2019 Industry Mentoring Network in STEM Program – Applications open!



If you have been looking for an opportunity to engage with industry, expand your professional networks and develop your career skills then the Industry Mentoring Network in STEM (IMNIS) could be the program for you!

The Office of HDR Training and Partnerships (OHD RTP) in collaboration with Macquarie University faculties are seeking expressions of interest from doctoral candidates, ideally in their second year of study, that would like to participate in the 2019 IMNIS mentoring program.

IMNIS is an award-winning industry-led initiative of the Australian Academy of Technology and Engineering. IMNIS connects motivated PhD students (mentees) in science, technology, engineering and mathematics (STEM) with outstanding high-level industry leaders (mentors) in a one-year industry mentoring program. More information about the program is available on the [IMNIS website](#) and on the [HDR Professional Development iLearn](#) page.

How can I apply?

All PhD Candidates have been emailed a unique trackable expression of interest form link. The application deadline is Wednesday April 10th. If you need any further information in the meantime, please send us an [email](#)

Where can I find out more? Come to the IMNIS On-Campus Information Session!

You are invited to attend an information session on Tuesday 9 April 10am-11am to learn more about the program. Meet past Mentees and hear about their experiences of the program. Please register your attendance via this [link](#).

Research Supervision Associate Fellowship: Dr Rimante Ronto

**Tell us a little bit about your background**

I grew-up in Lithuania which is a small country in Eastern Europe. I studied public health at Lithuanian University of Health Sciences. During my master's program I had an opportunity to come to Australia (Griffith University) as an exchange student. I fell in love with Australia and decided to do a PhD here. My project focused on the role of food literacy in shaping adolescents' dietary behaviours.

Why did you come to MQ and/or Australia?

I came to MQ in July 2018 as a lecturer in public health/health promotion in the Department of Health Systems and Populations. My role involves teaching, research and supervision. I was excited to join this department as our program is still very new. I saw it as an excellent opportunity to contribute to its further development.

Tell us (in lay terms) about your current research and/or your work to support the student learning/research experience

My research interests are in nutrition related disease prevention, school food and nutrition policy and education, community gardens, food environments and sustainable dietary behaviours. I supervise or co-supervise PhD, MRes and project-based research students in areas such as school lunch boxes, MQ community garden, healthy university and meal kit delivery services. I encourage my students to look for opportunities during their candidature e.g. to promote their research at conferences, build new skills by attending workshops and seminars and build networks.

Why to you decide to take part in the MQ HDR Supervision Associate Fellow Program?

I strive for excellence in my teaching, research and supervision. I want to be the best supervisor I could be for my students. I want to help my students to succeed during and post their candidature.

What is the most important thing you have learnt from the program (so far)?

The program just started but I think the most important thing that I learned in the last few weeks was that the supervision is not just about supervising a student on their research project. It also includes mentoring, engaging in evidence-based supervision pedagogy and reflective practice. I am looking forward to the next workshops.

What changes will you make to how you approach work (if possible, to say so early on in the prog)?

First, I will complete mental health first aider in order to be able to help my students as research can be quite challenging and stressful. I will be more structured in terms of meetings and documentation processes. Also, I will reflect on my supervisory practice regularly and seek for feedback from my students and colleagues.

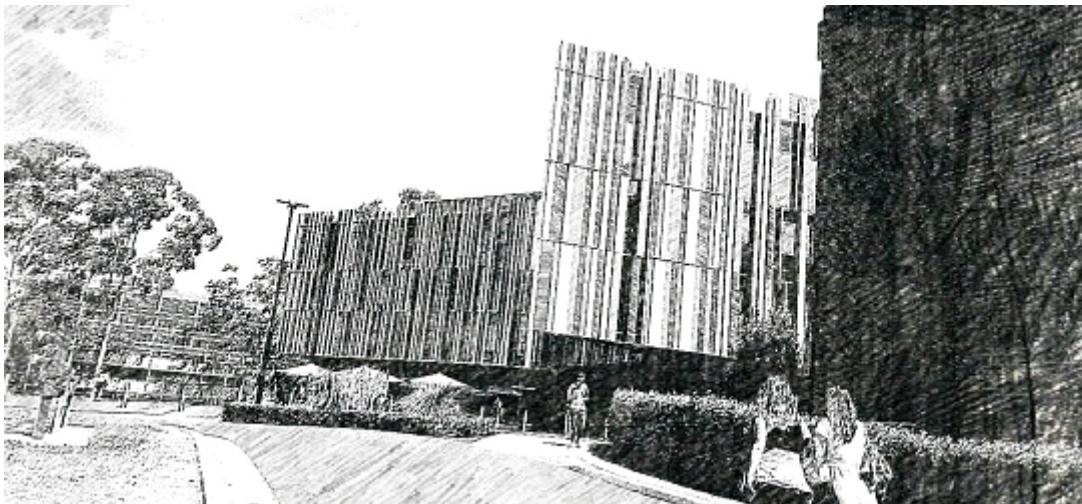
What's your future aspirations relating to your contribution to the HDR candidate experience?

I would like to establish a mentorship program and networking opportunities for HDR students. I would like to improve my supervision practices through student and peer evaluations, reflective practice and engaging in supervision pedagogies.

What is next for you - your top three goals?

This year, I am aiming to apply for a few grants so I can continue my research and have HDR students. I want to help my current students successfully complete their research program and apply for scholarships for further studies (PhD). Also, my goal is to develop strong applications for learning and teaching and other available awards.

Resourceful HDR Podcast - 4 episodes & counting



There are now 5 episodes on the ResourcefulHDR podcast. Hear different perspectives on the HDR experience - Dr. Agnes Bosanquet, Prof Nick Mansfield, Wasin Praditsilp (recently submitted PhD), Dr Karina Luzia. This week another episode will be added with Luke Mills (current PhD candidate) as the ResourcefulHDR podcast guest.

Please get in touch if you are interested in being part of the ResourcefulHDR podcast or have some suggestions for themes and/or content please contact [Sally Purcell](#)

The ResourcefulHDR podcast is available on a range of platforms - Anchor, Apple Podcasts, Google Podcasts, Spotify, Breaker, Overcast, Pocket Casts and Radio Public.

You can also listen to the [ResourcefulHDR podcast](#) on the HDR Professional Development [iLearn](#) site and find lots of other great resources focussed on HDR Professional Development - useful for HDR candidates, Supervisors and to anyone interested in HDR professional skills, placements, mentoring, career development & employability.

Twitter: [@resourcefulHDR](#)

Important Notices

New Peer Writing Assistance (PWA) Program Website & Booking Process

The PWA Program has launched a [new website](#) and booking process, starting April 1.

Moving forward, register your interest for a session via the website. After registering your interest, a peer writing assistant will contact the candidate to organise a suitable meeting time and venue.

Head to the website for information on the program, what to expect and to register!

Expression of Interest: Make your Mark at Macquarie

Do you want to improve Macquarie University? Do you have an idea on a project that you wish to lead that will have a lasting impact?

We invite expressions of interest to participate in the Make your Mark on Macquarie initiative, organised by Mauricio Marrone and Marie Herberstein.

In this 9-month support program, up to five applicants will undergo a six-month leadership development process, mentored by senior members across the university. Selection into the program will be based on the projects that you wish to lead and the impact that these projects will have on the University, or the broader community. Please submit your expression of interest to be one of the five participants [here](#).

Applications close on the 12th of April. and successful applicants will participate in a kick-off meeting on the 30th April.

Over the following nine months (lasting until the beginning of December), participants will lead their project to completion, with the support of their mentors, all while developing their leadership skills. At the end of the nine months, a networking event will be organised and participants will share their projects and the lessons learned during the process.

Expression of Interest: Participation in Sydney ResBaz 2019 Organising Committee

We are pleased to announce that Sydney ResBaz (Research Bazaar) 2019 has now been scheduled on 10 – 12 September 2019 at the University of New South Wales campus in Kensington.

The 2019 organising committee has kicked off planning for this exciting three-day event when researchers gather to upskill in next generation digital research tools and scholarship. If you attended ResBaz at Macquarie last year, you'll remember the buzz during the training sessions, the talks and the opportunities to network with other researchers from across NSW.

An opportunity is available for an enthusiastic researcher to be part of this year's organising committee, representing Macquarie University. Membership in the committee will give you experience in working with a multi-university team to plan and execute a conference, a valuable item in your professional profile, as well as broaden your exposure to eResearch across domains.

Last year's ResBaz was attended by more than 300 people. Here's a [blogpost](#) about the 2018 ResBaz at Macquarie.

If you are interested or have any questions about what's involved, please contact Odette Subijano at resbaz@mq.edu.au

The UniWellbeing course

Learn skills to manage:

STRESS, WORRY, ANXIETY, LOW MOOD, DEPRESSION

Register for the UniWellbeing course now ... It's FREE!

Contact Campus Wellbeing:

- Call: 9850 7497
- Visit: Level 2, 16 Wally's Walk
- Email: [campuswellbeing](#)

The Macquarie University Higher Degree Research Supervision Fellowship: NEW Specialisation – Supervision in the Digital Age

The Macquarie University Higher Degree Research Supervision Fellowship: NEW Specialisation – Supervision in the Digital Age

As part of our commitment to 'support the candidate to develop digital literacies as part of their research training for real-world engagement' from mid – February 2019, we will be offering opportunities – Associate Fellow (Training pathway) only – to be recognised as a specialist HDR Supervisor in the Digital Age.

If you would like to learn more, please email: [Dr Bill Ashraf](#)

APR.Intern

[APR.Intern](#) is driving innovation through short-term 3 to 5 month PhD industry internships. A new Australian Government rebate is now available to all Australian businesses through the program. Through these internships, APR.Intern aims to support industry-based training of PhD research students, giving them the opportunity to apply their research skills in an industry setting.

If you or your academic supervisor are connected to an external organisation you may like to consider if they would be interested in hosting a student on an internship facilitated by APR.Intern and Macquarie University.

Internships from other organisations are regularly advertised on their [website](#). Eligibility criteria for the internships can differ so please review individually.

If you would like any further information on the scheme at Macquarie University please email: [Catherine Ennis](#), HDR Industry Engagement and Placements Manager.

HDR Statistical Consultancy Service

Just a reminder that you can access advice on all things statistic from the HDR Statistical Consultancy Service!

Associate Professor Peter Petocz from Macquarie's Department of Statistics is happy to have a look at your data and analyses and to discuss with you what the numbers seem to be saying. You're also welcome to bring your supervisor along to the consultation!

The HDR Statistical Consulting Service is available on Wednesdays 10am - 1pm in Room 609, 12 Wally's Walk. Bookings are preferred (email Peter), or you can just turn up and wait to be seen.

Email [A/Prof Peter Petocz](#) or call him on Wednesdays on 9850 9174.

Fulbright Future Scholarships: Information Session for Research and Study in the United States in 2020

About: The Australian-American Fulbright Commission offers Scholarships to Australian citizens across all career stages (postgraduate, postdoctoral, professional, associate and full professor). Awardees take part in a bi-lateral academic and cultural exchange, pursuing research or study at a U.S. institution, experiencing life in the United States of America, and bringing back their knowledge and experience to share with their communities in Australia.

A Fulbright Award is more than a Scholarship – it is, in the words of Senator Fulbright, a means of fostering “leadership, learning, and empathy between cultures... It is a modest program with an immodest aim – the achievement in international affairs of a regime more civilized, rational and humane than the empty system of power of the past.”

Applications will be open from **4 February 2019**, closing on **15 July 2019**. Applicants should be prepared to commence their program in the following U.S. academic year (between July and the following June – e.g. apply in 2019 to start after July 2020, before end June 2021). This workshop will describe the various scholarships on offer, the benefits of becoming a Fulbright Scholar, selection and eligibility criteria, and the application process.

Date: Wednesday 10 April 2019

Time: 10:00-11:30

Location: Australian Hearing Hub, 16 University Avenue, Level 1, Lecture Theatre

Speaker: Tara Hawley (Australian-American Fulbright Commission) and Michael Donovan (Walanga Muru)

Software Carpentry Workshop in SQL

The **Data Science and eResearch** team are pleased to announce a **Software Carpentry Workshop in SQL** at Macquarie University scheduled on **17-18 April 2019**.

Software Carpentry aims to help researchers get their work done in less time with less pain by teaching them basic research computing skills. This hands-on workshop will cover basic concepts and tools, including program design, version control, data management and task automation.

The workshop is open to all, especially postgraduate students, researchers and research support staff. **A nominal fee of \$25 will cover lunch over the two days.**

To register, go to the [SQL Eventbrite page](#).

Details of syllabus and laptop setup instructions may be found on the workshop web page.

These workshops are very popular and usually sell out quickly so we encourage anyone interested to register today. If you have any questions, please contact us on swc@mq.edu.au.

Mindfulness meditation practice sessions

This event is for anyone interested in learning mindfulness meditation or practicing regularly with a group. These fortnightly sessions offer instruction in insight meditation, guided practice and time for questions. Join us for a healthy pause in your work day.

When: 2-3pm, 8 April, 22 April, 6 May

Where: Recreation Room, Level 2, Australian Hearing Hub

Registration: <https://myrdc.mq.edu.au/>

Enquiries: michelle.jamieson@mq.edu.au

HDR:Behind the Scenes

A/Prof Bill Ashraf, Supervision Enhancement Program



What do you like most about your role at MQ?

The enthusiasm of our Early Career Researchers; their can-do attitude and willingness to excel. It's infectious!

Before working at MQ, what was the most unusual or interesting job you've ever had?

During the first year of my degree I obtained an internship, over the summer, and conducted research on oil pollution. Part of my time was spent undertaking research and collecting samples in the North Sea on and around British and Norwegian Oil Platforms.

What has been your favorite project at MQ?

Working with my colleague A/Prof Marilyn Childs on developing and implementing the HDR Supervision Fellowship Program.

If you were on an island and could only bring three things, what would you bring?

My iPhone (with all my music and audiobooks), water-proof Kindle e-reader (with all my e-print books) and the book 'Mythos' by the wonderful Stephen Fry. I hope there is a power supply and free WiFi!

What is the funniest thing that has happened to you recently?

My favourite RM Williams boots went missing for week! I discovered that my new Aussie mate Tilly (picture below) – a Kelpie puppy – had hidden them in the garden. Fortunately, they were not buried and were returned unchewed.



WORKSHOPS

Find all HDR Workshops [Here](#)



Mendeley Workshop

Thursday 04 April 2019, 2:00pm-3:30pm

Mendeley is a program which enables managing and sharing research papers, discovering research, and collaboration. It combines Mendeley Desktop, a reference management application, with Mendeley Web, an online social network for researchers.

All participants must have Mendeley Desktop installed on their laptop before the session - see registration page

Click [here](#) to register.



Survey Design Using Qualtrics

Tuesday 09 April 2019, 10.00am-1.00pm

This 3-hour workshop is designed to give participants an introduction to the practice of designing and implementing a survey for research purposes.

Click [here](#) to register

Wellbeing: Resilience & Motivation

**Tuesday 09 April 2019, 10.00am-12:00pm**

Resilience: Explore your own resources of resilience, looking at your strengths and skills. You will explore how to see and respond to challenges as ways to grow, personally and professionally.

Motivation: Understand your own motivational patterns and explore your core values.

Click [here](#) to register

**Writing Research in Business and Economics: Literature Reviews****Wednesday 10 April 2019, 2:00pm-4:30pm**

This 3-week course is focused on key topics and skills for writing research articles and theses in Business and Economics. The course aims to foster a more developed understanding and sharper writing performance. The course covers two building blocks: core components of the research article and academic language style.

There are two 2½-hour classes each week, covering the following topics:

- Critical literature reviews and stance
- Introductions: hooking your audience
- Research questions and hypotheses; Methods and Results
- Discussions and Conclusions: interpreting your results
- Presenting your argument and enabling flow
- Enhancing your language style

You may choose to attend individual classes; however, given there is interrelatedness between the topics, those who attend all 6 sessions are likely to get the best possible learning outcomes.

Click [here](#) to register for the first session.

**Thesis Formatting Workshop (for Mac)****Thursday 18 April 2019, 9:15am-4:00pm**

Formatting long documents with Microsoft Word can sometimes be challenging without certain word skills and knowledge.

This course will give you the right tools to handle large, multi-page documents, such as your thesis and will be used during all stages of your thesis documentation. Therefore it would be useful for you to attend as soon as possible.

Participants need to bring their own Mac laptop to the workshop.

Click [here](#) to register.



Lyndell Nagashima, Dept. of Linguistics

How did you come to know each other?

I visited MQ to meet a potential supervisor to get into the MRes and contacted John because I'm interested in his field. After returning home, the original supervisor was no longer available so I sent my MRes proposal to John and he generously accepted to take me on.

What do you each bring to the professional relationship?

I bring my project based in Japan, my experience living there and the questions I hope to answer. John has extensive knowledge living abroad in addition to the analysis theory I plan to use on the data. He also tells me the questions I won't answer!

What do you appreciate most about John?

No matter what I say with my limited knowledge John doesn't judge but asks about my opinions to draw out what I do know. He is also encouraging and constantly builds my confidence as a researcher. I feel very lucky to have John, as an established academic, keep everything real and relatable. That I will eventually get there and he 'has my back'.

What have you gained through this collaboration?

A solid and interesting introduction into linguistic research, connections to current professors teaching and



Dr John Knox, Dept. of Linguistics

How did you come to know each other?

Lyndell lives in Japan and is studying her MRes by distance. Before she began, she came to Macquarie to talk to academic staff, and asked to talk to me about her potential project. We discussed the possibilities and then a while later she asked whether I'd be willing to supervise her.

What do you each bring to the professional relationship?

As supervisor, I bring experience of the process of doing research and completing a research degree. Lyndell brings detailed and wide-ranging knowledge and experience of her topic. And Lyndell brings order and organisation.

What do you appreciate most about Lyndell?

Lyndell's positive and 'can-do' attitude are extreme pluses. She is also a 'people person' and has made friends with many people - fellow and former students, high-ranking researchers, and everyone in between. Some people call it networking but that is too calculating a term. Lyndell is a genuine person. Also, her work ethic and organisational skills are important assets.

What have you gained through your collaboration?

For me, a better understanding of Japan, of the English-language teaching (ELT)

publishing and access to a variety of resources to enable me to do my best.

From this relationship, what do you think you will take with you into your professional/research future?

Speaking succinctly to convey what I mean. From John's input and feedback I'm beginning to understand my ideas are valid. People are more likely to respond if I value myself.

industry in Japan, and a chance to work with Lyndell, and her Associate Supervisor Mio Bryce.

From this relationship, what do you think you will take with you into your professional/research future?

It's early days in this project, but I'm really looking forward to learning more about Japanese universities and the Japanese language. I have a lot to learn from Lyndell in terms of the way she goes about her work and 'dives in' in terms of finding out who to talk to, and then talking to them.

Interested in being featured in HDR Dynamic Duo?

The HDR Support & Development team is seeking contributions to the HDR Dynamic Duos section of our newsletter. The people featured might be... HDR candidate & supervisor, HDR Mentor & HDR Mentee, HDR Candidate and Industry placement supervisor.

If this is of interest to you, please head to our [website](#) for further information on how to contribute.



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