



How to flourish through writing groups

Cassily Charles for Digital Health CRC – October 2020

Introductions

- Cassily Charles
- Now you ...

What is your discipline and what are you researching?

Why are you interested in writing groups?

Plus a 'bonus' fact about you

Outline

- Writing products & writing processes
- Types & purposes of writing groups
- Practical basics
- Doing it online
- Culture of writing groups
- Skilful feedback: Giving it and getting it
- Resources to follow up

Writing: Product & Process



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Literature review: *Dryland Salinity and Arbuscular Mychorrizal Fungi (AMF)*

- 2.1 Introduction
- 2.2 Types of salinity
- 2.3 How salt affects plant growth
- 2.4 Managing and reversing the effects of dryland salinity
- 2.5 Arbuscular mychorrhizal fungi
 - 2.5.1 Roles of arbuscular mychorrhizal fungi
 - 2.5.2 Taxonomy and characteristics
- 2.6 The role of AMF in the amelioration of salt stress
- 2.7 AMF growth and morphology in saline environments
- 2.8 Investigating the diversity of AMF
- 2.9 Gene selection for amplification by PCR
- 2.10 Genetic diversity of AMF in saline environments
- 2.11 Conclusion













NAME School. WSTU 400

NO.

NAME School Records

NO.

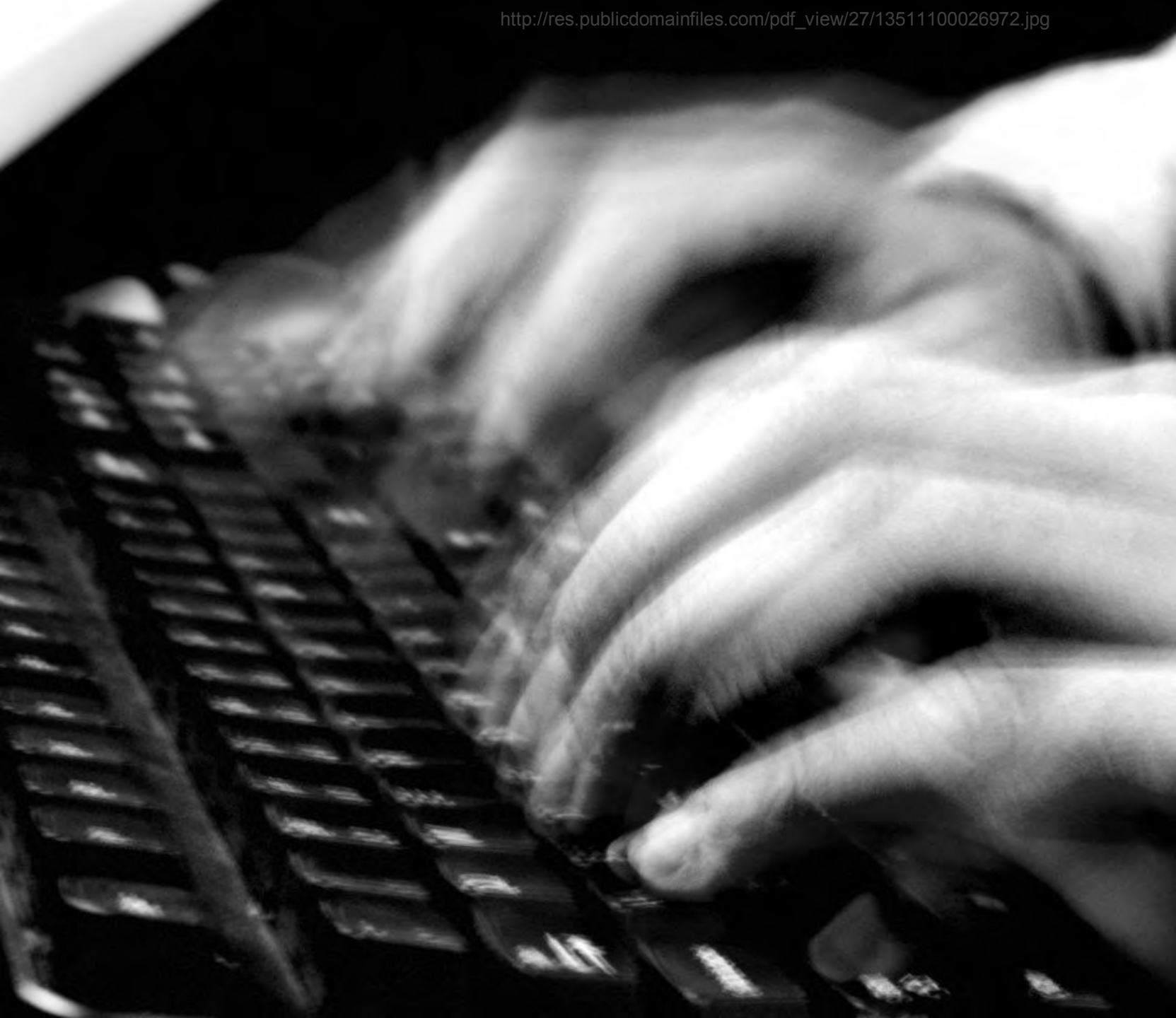
NAME Memories

NO.

NAME Letters

NO.



















Self-Portrait in a group (José de Souza Costa) 1925 https://c2.staticflickr.com/4/3931/15252224819_5536efed76_0.jpg











2011

STJ Walker: Gym
UC: Gym RW: B17
SPC: 801 RW: 807
RW: Gym RW: A
RW: 50 Gym RW: 915
RW: 50 Gym
RW: 812

Transport
Pager: 4-5142
Karen: 4-6008
Desk: 7-0658





























Types & purposes

- Shut up & write
- Bootcamp / retreat
- Peer feedback circle

But also ...

- Writing development group
- Support / special interest group

... and variations, merged or evolving purposes...

All might be with/without a facilitator or invited speakers

Practicalities

Logistics are really important to negotiate early, explicitly & often

- Regularity of meetings (e.g. recurring calendar items)

Recurring Meeting Insert Format Text

Cancel Meeting Forward Appointment Scheduling Assistant Tracking Add or Remove Attendees Message to Attendees Meeting Workspace Show As: Busy Reminder: 15 minutes Recurrence Time Zones Categorize Spelling Proofing

4 attendees accepted, 0 tentatively accepted, 1 declined.
10 instances of this recurring appointment conflict with other appointments on your Calendar in the next 13 months.

Send Update

To... MacDonald, Jasmine; Lileko Lishomwa; Moloney, Claire; Rosser, Elise; Tinkler, Jacqueline; Gater, Bruce; McIntyre, Erica; Mukhopadhyay, Soumi; Ovington, Linda

Subject: BWC - Bruce's Writing Circle

Location: Meeting Room 1, building 475 Rooms...

Recurrence: Occurs every Friday effective 29/11/2013 from 1:15 PM to 3:15 PM (UTC+10:00) Canberra, Melbourne, Sydney.

Bruce's Writing Circle

We are trialling the following format, until/unless it needs to be adapted:

- Each week, half of the group (3 or 4 people) will receive feedback on their writing. We will decide the week before whose turn it is.
- The following week, the other half will receive feedback.
- When it is your week to receive feedback, send your writing (maximum 2 pages) to everyone in the group
- Give the group guidance about what you specifically want feedback on (see the template below)
- The deadline to send your writing is lunch time on Thursday (the day before the meeting)
- Before the meeting, read and make some written notes/comments/tracked changes on each person's writing.
- Send your written comments to the author, either before or after the meeting.
- Send a copy also to other members of BWC

Here's a suggested template you can either use, evaluate, reject or alter...

1. What stage of thinking/writing does this work represent?
 - a. Early / very rough, structure and content still changing
 - b. Middle / not polished yet, content is mostly set but might still change the structure
 - c. Mature / structure is set, now tweaking style and editing for grammar & formatting
 - d. Other....
2. What is your one top priority for feedback?

In Shared Folder: Calendar

http://connect.csu.edu.au/shutunandwrite

Tasks: 156 Active tasks, 0 Completed tasks

All folders are up to date. Connect

Practicalities

Logistics are really important to negotiate early, explicitly & often

- Regularity of meetings (e.g. recurring calendar items)
- Means of sharing docs & info (e.g. email, Dropbox, Google docs)

Message



You replied on 27/03/2015 2:29 PM.

From: McIntyre, Erica
To: Ovington, Linda
Cc: Gater, Bruce; Charles, Cassily; Moloney, Claire; MacDonald, Jasmine
Subject: Erica BWC - 27th March

Sent: Fri 27/03/2015 12:47 PM

Hi all

Here are my two pages and a couple of sentences :)

I think you've seen earlier versions of this. It's the introduction to my qualitative article. I've incorporated the feedback from my supervisors. I've highlights the two paragraphs I've added/edited. My feedback was that the argument for the research wasn't quite strong enough, so if you could see what I've done (particularly with the two highlighted paragraphs) and let me know if you think this is ok that'd be great.

Cheers
Erica

On 23 Mar 2015, at 9:45 am, Ovington, Linda <lovington@csu.edu.au> wrote:

Hi Everyone,

This week it is:

Bruce
Erica
Linda

I'm not sure if I'll be needing feedback – see how the time goes.

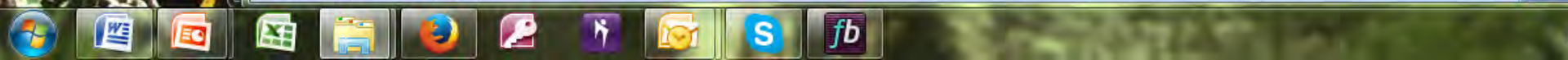
Charles, Cassily > Dropbox > NewOnlinePeerFeedbackGroup > June2015 > 5jun15 Search 5jun15

Organize Include in library Share with Burn New folder

- ★ Favorites
 - Downloads
 - Recent Places
 - Dropbox
 - Desktop
- Libraries
 - Documents
 - Music
 - Pictures
 - Videos
- Computer
 - System (C:)
 - Storage (D:)
 - ccharles (\\fsw01\userdata\W
 - Local Disk (Q:)
 - csushared (\\fsw01.csumain.
- Network

Name	Date modified	Type	Size
Anne W. Writing example 1 June..docx	1/06/2015 8:26 AM	Microsoft Office ...	21 KB
Anne W.FeedbackFromJenni Writing exa...	4/06/2015 11:56 AM	Microsoft Office ...	26 KB
AnneFeedbackFromCassily4jun15.docx	4/06/2015 4:30 PM	Microsoft Office ...	23 KB
AnneFeedbackFromJennyF2June15.docx	2/06/2015 5:21 PM	Microsoft Office ...	59 KB
AnneFeedbackFromSabrina1June.docx	2/06/2015 10:05 AM	Microsoft Office ...	13 KB
Jenny F findings chapter.docx	2/06/2015 12:08 PM	Microsoft Office ...	55 KB
JennyF FeedbackFromAnne2June15.docx.	2/06/2015 8:00 PM	Microsoft Office ...	14 KB
JennyFeedbackFromJenni F findings cha...	4/06/2015 11:05 AM	Microsoft Office ...	57 KB
JennyFFeedbackFromCassily4jun15.docx	5/06/2015 8:54 AM	Microsoft Office ...	18 KB
Mervyn feedback from Jenny F 2 June15....	2/06/2015 1:34 PM	Microsoft Office ...	52 KB
MervynFeedbackFromAnne1June15.docx	1/06/2015 6:13 PM	Microsoft Office ...	14 KB
MervynFeedbackFromCassily5jun15.docx	5/06/2015 9:27 AM	Microsoft Office ...	278 KB
MervynFeedbackFromJenniONLINE PEER...	4/06/2015 11:35 AM	Microsoft Office ...	280 KB
MervynFeedbackFromSabrina1June.docx	2/06/2015 3:46 PM	Microsoft Office ...	13 KB
MervynONLINE PEER FEEDBACK.docx	1/06/2015 4:55 PM	Microsoft Office ...	275 KB
Sabrina Feedback from Jenny F 2 June.d...	2/06/2015 12:52 PM	Microsoft Office ...	27 KB
Sabrina RP - V2.0 - 2pg draft.docx	29/05/2015 3:06 PM	Microsoft Office ...	28 KB
SabrinaFeedbackFromAnne1June15.docx	1/06/2015 8:41 AM	Microsoft Office ...	14 KB
SabrinaFeedbackFromCassily5jun15.docx	5/06/2015 9:16 AM	Microsoft Office ...	35 KB
SabrinaFeedbackFromJenni RP - V2.0 - 2...	4/06/2015 12:19 PM	Microsoft Office ...	37 KB

20 items



	A	B	C	D	E
1	Name	Brief introduction - e.g. where are you? what are you researching?	Your goals for the day	Your achievements on the day	Notes - e.g. What is your mission?
15	Willhemina Wahlin	Doctor of Philosophy: the design of the typographic elements of 'difficult exhibitions', especially visual typographic representations of people's stories of traumatic events.	Writing a section of my case study chapter that reviews the stakeholders of the "Inside" exhibition of the National Museum of Australia. Go through the interview recording and select parts to use, then write them into the stakeholders section of the case.	I have finished transcribing the interview and have so mch great material to start adding into my case study chapter. I've also written a page and half today, and will rework that material in.	Once this is done, I can get this mission!
16	isabel paton	PhD-CSU Collaborative learning and teaching practices in professional education	-500 words for study 1, transcribe 1 interview, update research diary, outline draft for abstract for ATBH conference		
17	Justin Whitney	PhD - ANU (Learning from Natural Disasters - Crisis Response Practices in Japan), Lecturer - Nagoya University Japan	Complete second draft of Chapter 2	Nowhere near completed but still happy with progress. Worked on reverse outline. Drafted new chapter outline. Working through main points of each chapter. Another few days and I should be able to go back to original text and move the paragraphs around so that they are in the new order.	Next step: days. 2) F
18	Amelia Walcott	PhD - CSU, Albury - Frog community responses to environmental change	Draft broadscale occupancy chapter	Made significant progress on my draft chapter.	
19	Jasmine MacDonald	PhD - School of Psychology - Wagga. Trauma exposure and reactions in TV news workers	Anecdotal Thematic Analysis chapter - complete intro and start method	Reached my goals and returned to my office to plan the next section of writing	
20	Sue Fitzpatrick	Doctr of Health Science - CLinical supervision in allied health	Complete 3rd draft of introduction		
21	Melinda Cousins	PhD Theology, CSU (in Adelaide), Psalms	Finish draft of chap 5		
	Judy Redman	PhD (UNE) Studies in Religion, Gospel of Thomas (chaplaincy coordinator, Albury-Wodonga)	Try to find a way to present material for ch 6 - I am stuck!!	I did something entirely other today as a result of an insight that I had due to Katherine's input. I spent the day looking at	I think I have what I am material

Practicalities

Logistics are really important to negotiate early, explicitly & often

- Regularity of meetings (e.g. recurring calendar items)
- Means of sharing docs & info (e.g. email, Dropbox, Google docs)
- Quantity of text to read (e.g. page limit, take turns)

Run your own writing group.pptx - Microsoft PowerPoint

Home Insert Design Animations Slide Show Review View

Charles, Cassidy > Dropbox > Wednesday online writing group (WOW group)

Name	Date modified	Type
Monique intro to Proposal WWW group....	1/11/2015 8:45 PM	Microso
Plan for Wednesday Online Writing.docx	9/09/2015 2:40 PM	Microso
.dropbox	2/09/2015 2:41 PM	DROPBO
For Wednesday 4 November	5/11/2015 1:08 PM	File fold
For Wednesday 21 Oct	21/10/2015 3:07 PM	File fold
For Wednesday 23rd Sept	15/10/2015 12:35 ...	File fold
For Wednesday 7 Oct	9/10/2015 12:12 PM	File fold
For Wednesday 9 Sept	23/09/2015 12:41 ...	File fold

Plan for Wednesday Online Writing.docx Title: Add a title Size: 11.1 KB
Microsoft Office Word Document Authors: ccharles Date modified: 9/09/2015 2:40 PM

Plan for Wednesday Online Writing.docx - Microsoft Word

Home Insert Page Layout References Mailings Review View NORFOLK CS

Calibri (Body) 11

Clipboard

Font Paragraph

AaBbCcDc AaBbCc
Normal No Spa

Schedule for Wednesday Online Writing (WOW) group

- Drafts are a maximum of 3-5 pages
- Put drafts into the Dropbox by Monday lunch time
- Feedback saved in the Dropbox by Tuesday night
- No need to ask for feedback every week
- Do your best to give feedback for everyone each week. If you have other workload, it's ok
- When giving feedback, save to the same document as yours. (Happens automatically in Word and Dropbox)

Page: 1 of 1 Words: 91

Slide 50 of 57 "Office Theme"

65%

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- Deadlines for submitting drafts & when to give feedback
- File & folder names

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- File & folder names
- What to share for feedback (e.g. draft, outline, visuals, talk)
- Locations (e.g. cafe, library, Skype) & times (e.g. scheduling poll)

Select 'Enter as a Guest' and type in your name. (Please ignore the text about the recording of sessions. We don't record the Shut Up & Write meetings.) Click on the microphone button to set up your audio and you should be good to go.

[Top of page](#)

When are the Shut Up & Write meetings?

Day & Time	Mode & Location	Contact
Monday, 10:00am	Online	Erica McIntyre - emcintyre@csu.edu.au
Tuesday, 7:00pm	Online	Judy Redman - jredman@csu.edu.au
Wednesday, 10:30am	Online	Cassily Charles - ccharles@csu.edu.au
Friday, 11:00am	Face to face Wagga Wagga Meeting Room 1 Ground floor, Building 475	Cassily Charles - ccharles@csu.edu.au
Saturday, 7:30pm	Online	Judy Redman - jredman@csu.edu.au
	Face to face Bathurst	Dan Aubin - daubin@csu.edu.au
	Face to face Orange	Chontel Gibson - cgibson@csu.edu.au Pip Southwell - psouthwell@csu.edu.au



Polls

This poll is to find a time for the first meeting of the online peer-feedback research writing group.

Please select ALL the times below which are possible for you.

The time which is possible for the most people will go ahead.

Next week I'll send out a calendar invitation with the time and the link to join in Adobe Connect.

- Monday, 12th of May, 4pm-5pm
- Wednesday, 13th May, 4pm-5pm
- Wednesday, 20th May, 9am-10am
- Thursday, 28th May, 12pm-1pm
- Friday, 19th May, 9:30am-10:30am

[Vote](#)[View results](#)

Shut Up and Write!

HERE

Tuesdays, 9.00 – 10.00am



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- What to share for feedback (e.g. draft, outline, visuals, talk)
- Locations (e.g. cafe, library, Skype) & times (e.g. polls)
- Contact person (e.g. facilitator and/or rotating coordinator)

From: McIntyre, Erica
To: Ovington, Linda
Cc: Gater, Bruce; Charles, Cassily; Moloney, Claire; MacDonald, Jasmine
Subject: Erica BWC - 27th March

Hi all

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Cheers
Erica

On 23 Mar 2015, at 9:45 am, Ovington, Linda <lovington@csu.edu.au> wrote:

Hi Everyone,

This week it is:

Bruce

Erica

Linda

I'm not sure if I'll be needing feedback – see how the time goes.

Cheers,
Linda.

<image001.jpg>

Practicalities

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- What to share for feedback (e.g. draft, outline, visuals, talk)
- Locations (e.g. cafe, library, Skype) & times (e.g. polls)
- Contact person (e.g. facilitator and/or rotating coordinator)
- Procedure of meeting (e.g. reading, discussion, talking feedback)
- Size of group & process for joining the group

Practicalities

- What keeps a group going?
 - Responsive central coordination
 - Negotiated to fit the needs of all the members & the context
 - Adaptive over time, depending on changing needs of members
 - Build-up of trust and community
- What if a group doesn't keep going?
 - That's ok 😊
 - It's common for group membership to change over time
 - Individual people move on, and groups may dissolve & reform
 - Each group has a different lifespan – e.g. BWC = 3 years, NESB = 2 years, Writing Square = Winter, Writing Cube = 2 meetings

Doing it online





Share My Screen



Cassidy Charles



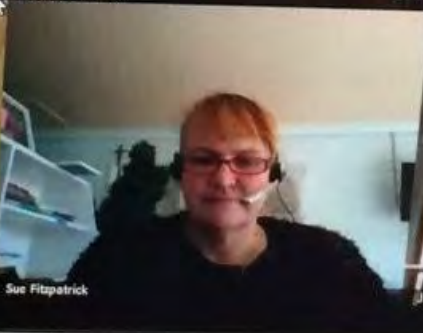
mervyn Lander 2



Anne Whisken



Jenni M



Sue Fitzpatrick



Jenny Fafeita

Chat (Everyone)

Jenny Fafeita: Sue, I think it is an Adobe Connect problem today.

mervyn Lander 2: fine

Jenny Fafeita: Sure, provided you airbrush!!!

Anne Whisken: Yep, all good, I'll just check what frozen view is presented there!

Jenni M: Would you like me to try to be less dark - happy to give permission.

Sue Fitzpatrick: ok, perhaps shall I go and get the lippy and brush?

Jenny Fafeita: yep - with the airbrush

Attendees (6)

- Hosts (1)
- Cassidy Charles
- Presenters (5)
- Anne Whisken
- Jenni M
- Jenny Fafeita
- mervyn Lander 2
- Sue Fitzpatrick
- Participants (0)

ADOBE CONNECT™

Time left until the end of the pomodoro/break:

22

minutes

21:50

[Stop] [Set Time] [Cancel]

Cassidy Charles Judy Redman
Linda Ovington Lileko

Chat (Everyone)

David Gaten: Judy going out and coming back
Judith Redman: Hi sue. Welcome!
Sue Fitzpatrick: You said hell other went silent and you and Lileko are the only ones not forzen
Judith Redman: I think tis is a problem at your end. Everyone else seems to be hearing everyone else quite happily. Maybe you need to go out and in again?

Everyone

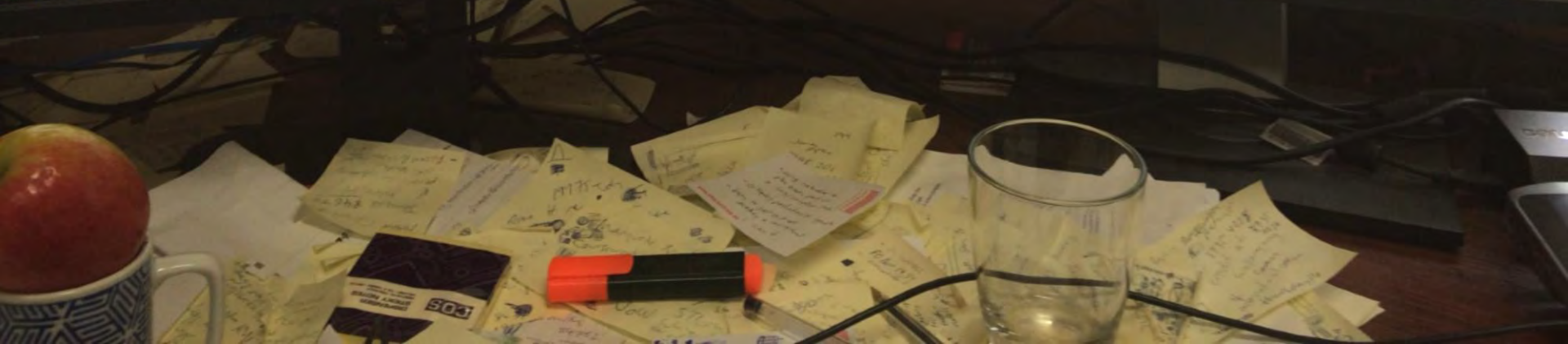
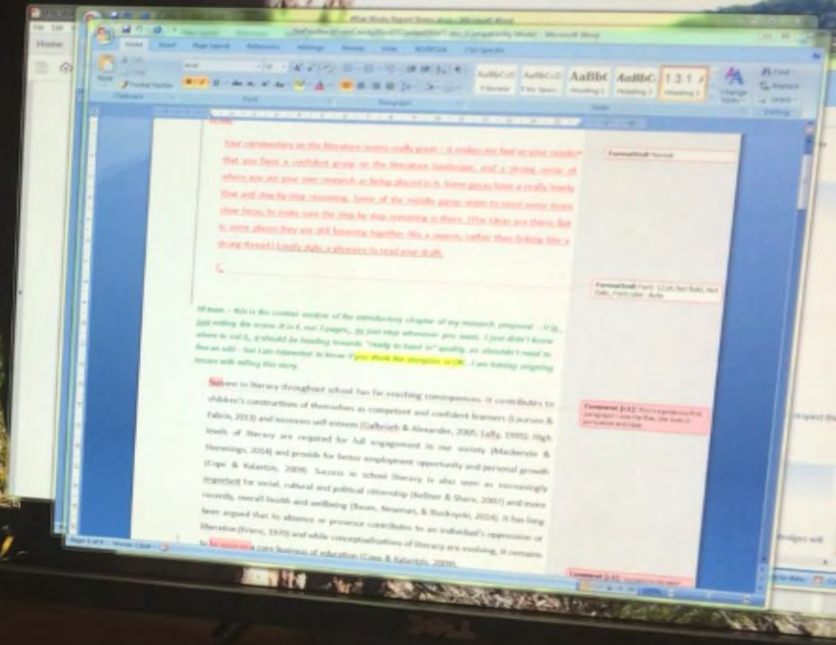
Writing goals

Judy: Progress report and then edit revisions of methodology chapter.
Linda: SEM chapter
Cassily:
Any questions about online 'Shut Up & Write'? Please contact Cassidy Charles (ccharles@pcsu.edu) or Judy Redman (redman@pcsu.edu) *****

Attendees (4)

- Hosts (3)
 - Cassidy Charles
 - Judy Redman
 - Linda Ovington
- Presenters (1)
 - Lileko
- Participants (0)









Write your name under the milestone when you reach it
Your badge will be issued to you
... because you rock.

People who have reached 5,000
... - Green block badge

- Chapman
- Anna Groth
- El Feller
- Dee Cash
- Erin Amos
- La Thompson
- El Gibson

Video

Lisa Chapman Seminar Room Justin

Crisley Charles Sue Fitzpatrick Lindy Cavanagh Stacey Jenkins

Belinda Cash Sandra NZ Tegan Kastelein Chantal Z

Day (Thursday)

... copies and had about 5 months of them sitting here. Sent shelly first draft to my supervisor last Oct. Haven't been able to reflect
... here

... Proud of you Sandra after talking to you earlier this week. (June))

... you're going to appear on Theresa's camera)

... could have if you have done this, but please save your precious words now

... able to reflect comments with you

- Attendees (14)
- Belinda Cash
 - Belinda Thompson
 - Carmen Amos
 - Chantal Z
 - christine chin
 - Denial AUT Auckland
 - Justin





Belinda Cash @pinkbellee · May 3
Huge thank you @thesiswhisperer @CassilyC for epic weekend of #ANUTBC #hybridtbc So many new words, such great support and forward momentum!

Retweet 6

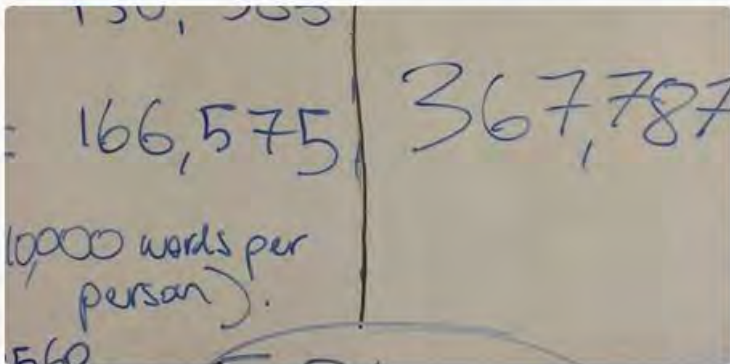


Dr Inger Mewburn @thesiswhisperer · May 3
Our #ANUTBC #hybridTBC has cracked half a million words! #epic!
[instagram.com/p/2NtQ85Lr_K/](https://www.instagram.com/p/2NtQ85Lr_K/)

Retweet 3



Catherine Ayres @catherinetayres · May 3
Holy bootcamp batman! A whopping 534,362 words written at #anutbc #hybridtbc



Retweet 2 Like 10



Erica McIntyre @EricaMcIntyre · May 3
Nearly killed me but I got the red brick *cheesy grin* 15,455 words #ANUTBC #hybridTBC #CSU





#LTUsuaw



Top

Latest

People

Photos

Videos



La Trobe Researchers @LTUresearchers · 5 Oct

We're done for today's #LTUsuaw! How did you go? Hope it went well for you.

Have a great week, all, and we'll see you again next Mon 2pm!



1



1



La Trobe Researchers @LTUresearchers · 5 Oct

We're on the last pomodoro - timer on! See you in 25 mins. #LTUsuaw



La Trobe Researchers @LTUresearchers · 5 Oct

3rd sprint over - 3/4 of the way through our #LTUsuaw session today! Time to rest your eyes for a bit.

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Plus, keep an eye out for extra events in November, which is Academic Writing Month

#acwrimo

Writing group culture

When you imagine an ideal writing group, what is it like?

How does it feel?

How do facilitators and members nurture that culture?

- Risk, safety & trust
- Accessibility & fairness
- Respect
- Outsiders & insiders
- Multiple identities
- Evolution & adaptation
- Open & closed groups

Feedback

Think of 1 negative feedback experience you've had.



Feedback

Think of 1 negative feedback experience you've had.

Now remember 1 positive feedback experience.

What makes the difference?

Feedback

1) Seeking feedback

- How do you guide people to give you the feedback you need?
e.g. cover sheet, emailed instructions, asking targeted questions
- How do you *know* what kind of feedback you need?
e.g. suggestions about content/literature, global structure, style, clarity, amount of critique, grammar...
- How can you reflect on & articulate your own writing processes?

Understand your process: e.g. Planner? Drafter?

Drafters

- Write as a form of thinking
- Begin writing very early
- Write many, many drafts
- When they get stuck: Endless editing, or can't see big picture

Planners

- Use mind maps, outlines, talking, tables, mental landscapes
- Need time to do this before writing, so they start writing later
- Write fewer drafts
- When they get stuck: Find it hard to get any words on the page

Understand your process: e.g. Lit review stages

**Beginning:
Chaos! Rich**

**Finished:
Order!
Selective**



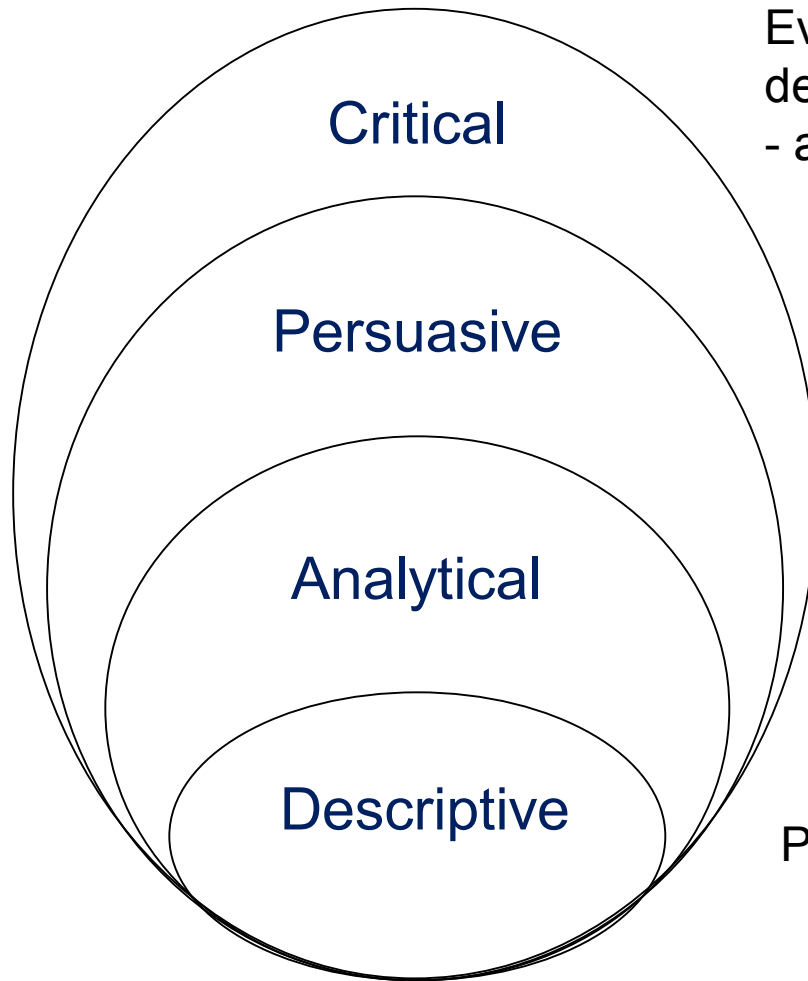
Capturing
richness of
ideas and
information

Categorising
& analysing
ideas &
information

Mapping
categories
onto the
structure of
your writing

Editing for
clarity, style,
format &
grammar

Understand your process: e.g. The Onion



Evaluating others' work, entering a debate, considering alternatives
- at least 2 positions, including yours

Taking a position, making a claim, developing an argument

Re-organising information:
applying models to data,
comparing, finding patterns &
categories

Providing information & facts

Feedback

2) Giving feedback

- Do you know what type of feedback the person wants?
- How will this influence the way you read someone's work?
- Gold principles...
 - Safety first
 - Look for the things that are working well
 - Questions
 - Actionable comments
 - Acknowledge uncertainty and variation

Specific research questions:

- What are the issues and barriers to clinical supervision in allied health? (Aim 1)
- What are important inclusions for clinical supervision in allied health? (Aim 1)
- Can action research be used as a policy development tool? (Aim 2)
- How is clinical supervision policy developed by clinicians and for clinicians different?(Aim 3)

The aims of this research study were grounded in a need to produce a clinical supervision policy, to understand what that should include, look like and the best way to accomplish this. It was hoped that this would form a foundation for future approaches to clinical supervision development in allied health. The aims relate to four distinct aspects of the study: understanding of the clinical supervision experiences of allied health clinicians, developing a readily accepted and implemented policy of clinical supervision, investigating action research as a possible approach to supervision policy formation, and providing a foundation on which to base clinician-focused supervision implementation and policy development. These aims guided the methodological decisions and comprise four distinct aspects of the overall outcome and therefore will be discussed in this chapter within the context of each aim, followed by the resultant findings.

This chapter synthesises key findings in this study with a clinical supervision framework and an approach to policy development. It expounds a process for achieving successful clinical supervision for allied health that can be implemented within the workplace.

The implication of these findings are:

- Viewing policy and policy development as more than just the words on a page (with didactic intention).
- Acknowledging that knowledge and expertise come in different forms and are equally valuable.
- Practice change should be open and transparent
- Exploring implementation through a collaborative process rather than didacticism begins the process of sustainable clinical supervision.
- Action research gave-gives clinicians power to implement and propel the policy and practice themselves through empowerment and ownership.

Comment [c10]: I really like this paragraph. It looks like a very 'mature' one, that has had plenty of planning/re-drafting/editing attention over time. It has a great story and flows well. By contrast, the introductory paragraphs above look much 'younger', as they are still on the way to growing a clear story and structure, through subsequent re-drafting and editing.

Comment [c11]: Have you introduced this previously? Will 'didactic intention' be recognisable to readers either from the discipline or from your earlier chapters? If not, might be nice to unpack this a little bit – not only for clarity but to bring it into line with the 'plain English' style of the rest of the implications, as you've articulated them here.

Comment [c12]: Do you mean that knowledge is equally valuable as expertise? Or do you mean that the different forms of knowledge are equally valuable, and ditto the different forms of expertise? If the later, how about replacing 'and' with 'which'?

Formatted: Highlight

Comment [c13]: Again, both of these are grammatically correct, but the meaning in context is fairly different. If you use simple past tense 'gave', you are commenting solely on what you observed in your own study, and leaving it in the realm of 'data'. If you used present tense 'gives', you are now making an interpretation – a generalisation about what is/might be true in other cases – i.e. that action research has the ability to give clinicians the power to implement.... etc. – not just in this one case but in future.

The naturally occurring bioactive compounds in rice bran, mainly the γ -oryzanol, tocopherols, tocotrienols, phenolic acids and ferulic acids, have a role in the defence of oxidative stress (Friedman, M. 2013). The present research focuses on investigating the antioxidant capacity of the rice as well as the impact of processing on the bioactivity, and the in vitro bioaccessibility of bioactive compounds in stabilised rice bran (SRB) supplied to...

Varietal differences of Australian rice bran

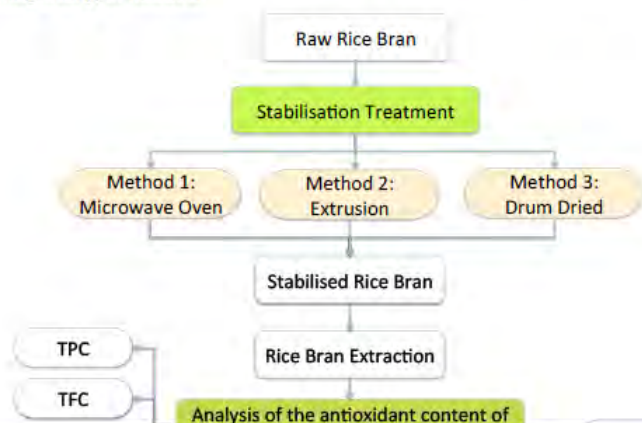
Rice bran chemical profiles differ across rice varieties. Rice breeds in Australia have not yet been investigated for potential differences in their bran antioxidative content and bioactivity. Hence, screening tests of the antioxidant capacity of the Australian rice bran breeds are needed for the potential development of functional foods.



Figure 1. Australian rice varieties to research

Stabilisation

One of the restrictions to the use of rice bran in human diet is the fast development of rancidity and unpleasant odours. The high susceptibility of milled rice bran to oxidation and autoxidation processes makes stabilisation as the first crucial step in the utilisation of rice bran as a functional food ingredient for human consumption. Different stabilisation methods may reduce enzymatic activity at a different degree, resulting at different levels of yield in oil extraction and nutrition preservation. However, conflicting results of the impact of different stabilisation techniques on the changes of bioactive compounds were reported (Yılmaz, Tuncel, & Kocabyk, 2014; Wanyo *et al.*, 2014). These contradictory findings might be in part be explained by the use of different levels of radiation, treatment times and particle sizes. Therefore, further investigation under a more controlled condition, such as using a consistent particle size to maintain the homogeneity, is needed.



Food application

In general, rice bran extracts showed promising potential content, in respect of dietary fibre, protein and bioactive and rheological characteristics of the supplemented products (Krishna & Urooj, 2011). However, using the whole rice bran for the fortification of liquid milk and breakfast muesli bars, its nutritional value has not yet been reported.

Food systems:

- 1 Rice bran fortified whole milk
- 2 Defatted rice bran fortified lite milk
- 3 Rice bran fortified breakfast muesli bar

Physical-chemical properties

Shelf life

Consumer overall acceptability

Figure 2. Valued-added food applications

Bioaccessibility

Gastrointestinal digestion, the first step in evaluating the bioaccessibility of bioactive compounds, has significant impact on the release of bioactive compounds available for absorption (Rodríguez-Roque, 2013). Literature in the bioaccessibility of bioactive compounds in food products. To the best knowledge of the investigator, the present research focuses on investigating the changes in bioactive compounds during the in vitro gastrointestinal digestion of SRB supplied to...

In vitro gastric digestion

Food Product + Pepsin

- 1 Rice bran fortified whole milk

ccharles

I really like the fresh colours and clear layout of this poster!
Will it be very large size?
It is a lot of text for a smaller poster - e.g. will it be A1 size?
Gail Fuller at SPAN has lots of experience with poster layout and...

ccharles

The noun group is very long here before the verb which makes it feel less clear to the reader. Can you move the verb to the front? e.g. However, there is as yet no study on using the whole...

14/08/2015 13:27 GMT

ccharles

resulting in

ccharles

findings

ccharles

ccharles

on/about the bioaccessibility

ccharles

This last hypothesis is a bit surprising to me as an outsider to the field. i.e. why would you make a general hypothesis that in vitro digestion has 'an impact' - it seems quite general. It looks like you have a more specific research question - i.e. what bioactive...

Resources

- Aitchison, C., & Guerin, C. (2014). Writing groups for doctoral education and beyond: Innovations in practice and theory. London: Routledge.
- New writing groups starting at Digital Health CRC
Shut Up & Write
Mondays 6pm-8pm, Tuesdays 12pm-2pm
19/10, 20/10, 26/10, 17/10, 2/11 and 3/11
<https://zoom.us/meeting/register/tJlscOuvpjlShtyMansOAlAwnTysOysAt746>
<https://zoom.us/meeting/register/tJEpdeCuqjwpGNaYZFr5hEszkVaw5QIX3uiX>
Feedback about days/times of these sessions to Dr. Mel education@dhcrc.com
See all current sessions here dhcrc.com/webinars
- Dr Juliet Lum & Dr Olga Kozar
Tool-kit for writing groups - <http://www.phd-writing.com/tool-kit.html>

Resources

- Useful blog posts

- <https://doctoralwriting.wordpress.com/2014/05/28/is-your-babys-head-non-standard-tailoring-writing-groups-for-off-campus-phd-students/>
- <http://thesiswhisperer.com/shut-up-and-write/>
- <https://doctoralwriting.wordpress.com/2015/09/10/all-in-the-room-together-doing-things-with-writing-in-real-time-online-with-web-conferencing/>
- <http://patthomson.net/2015/03/19/4033/>
- <http://patthomson.net/2015/06/04/lessons-learned-from-a-doctoral-peer-writing-group/>
- <http://www.phd2published.com/2013/11/06/running-writing-groups-by-charlotte-frost/>



Writing Groups for Doctoral Education and Beyond

Innovations in practice and theory

Edited by Claire Aitchison and Cally Guerin



Closing

- Any further ideas or questions?
- What are your **next steps**?

Happy writing 😊