Two new Tassie spuds could capture the world’s chip market when a business partner is found to develop them commercially.

Associate Professor Calum Wilson from the Tasmanian Institute of Agriculture has made the world’s most popular French fry potato, the Russet Burbank, even better by creating the disease-resistant Tassie Russet and Tassie Tater.

One of Australia’s leading research commercialisation companies, UniQuest, is now working with Dr Wilson to get his new potatoes onto the market.

Dr Wilson’s Horticulture Australia-supported research has resulted in disease-resistant variants of the Russet Burbank potato which have received plant breeders’ rights.

He said his “super Russet” not only has improved disease resistance but also has a better yield.

“The potato industry is excited we have improved on what we have already got and it can see the benefits of buying into that,” Dr Wilson said.

“UTAS has a strong track record in developing varieties of Russet Burbank which have received plant breeders’ rights.

With more than 20 years of research behind him, Dr Wilson recently was recognised for his contribution to the vegetable industry when he was awarded the prestigious AUSVEG Bayer CropScience 2012 Researcher of the Year award at the AUSVEG National Awards for Excellence held in Hobart in May.

To be considered for the award, researchers must have a track record of research or extension work advancing the vegetable industry, offering long-term industry benefits, actively communicating research outcomes and encouraging uptake.

A chip off the old spud: Dr Calum Wilson from the Tasmanian Institute of Agriculture has developed two disease-resistant varieties of the Russet Burbank potato used for most of the world’s fries, the Tassie Russet and the Tassie Tater.

The Russet Burbank

Luther Burbank developed the Burbank potato in Lunenburg, Massachusetts, in the early 1870s. In 1875, Burbank sold his farm and the rights to his potato, and moved to Santa Rosa, California. Later, a natural descendant of the Burbank potato, but with russetted skin, was selected and named the Russet Burbank potato. The Russet Burbank is now the most common potato variety grown in the world.
UTAS’ Bookend Trust is conservationist of the year

Conservationist of the year and winner in community outreach: The Bookend Trust team – media producer Ninna Millikin; cameraman Peter Harcourt; academic director Dr Alastair Richardson; director Dr Niall Doran; adventure teacher Andrew Hughes; envirothon planner Felicity Wilkinson; envirothon coordinator Dr Regina Magierowski.

BY SHARON WEBB

A UTAS-based organisation running world-wide environmental education programs has been awarded the Conservationist of the Year Award by the Australian Geographic Society.

The Bookend Trust is a not-for-profit education initiative seeking to inspire students and their communities about the positive environmental careers they can build, making the world a better place.

The UTAS Vice-Chancellor, Professor Peter Rathjen, congratulated the trust on the award. “UTAS staff and alumni contribute greatly to the Bookend Trust, helping to give young people an understanding of environmentalism and providing student scholarships. “Many Tasmanians who become involved in Bookend Trust programs come to UTAS to study in environmentally-related areas so that they can contribute to the community in the careers they choose.”

Bookend Trust director Dr Niall Doran said he and his trust colleagues are honoured by the award, especially as it is usually given to an individual. “Bookend is a positive philanthropic initiative created and run by UTAS staff and alumni who are concerned about building a positive and co-operative environmental future for our students and community,” he said.

“We started this work voluntarily as we feel privileged in our careers and wish to pass this inspiration and opportunity to the next generation. It is available online to interested schools, students and interested individuals anywhere around the world. “Although our work started in Tasmania we now have projects across Australia with schools and regional communities from Darwin to Geraldton. Our strength lies in the diversity of our projects and partnerships.”

The Australian Geographic award is the third national award won by the Bookend Trust recently. In April adventure teacher Andrew Hughes won Penguin Australia’s Power of One Award for two programs he runs; a week ago the United Nations Association of Australia awarded the trust its World Environment Day Award for Community Outreach.

At the UN awards presentation, MC Rob Gell said the judges made the award to the Bookend Trust because the program is strongly grounded in the community and is achieving inspiring environmental and personal outcomes for participants and the broader community. “Bookend is a positive example of an engaging educational model that could be applied more broadly and its motto of ‘We need to inspire, not terrify the next generation’ is one we should all embrace whole-heartedly,” he said.

On campus

They shall eat cake

ADMIN ASSISTANTS Leanne Costello and Cathy Dunham from the School of Nursing and Midwifery were quick to buy some treats from the cake stall fundraiser organised by the UTAS Campus Community Builders group.

The recent Campus Community Builders cake stall on the Newnham campus attracted sweet toothos from all over the university who walked away with goods ranging from meringues to carrot cake to chocolate brownies.

All the donated food quickly sold out and $250 was raised, adding to $400 the Farmers Market back in March.

The Royal Commonwealth Society has also added $200 to the coffers and all money raised will go towards a 2013 scholarship for an incoming student from Launceston’s northern suburbs.
Sea-ice expedition to measure ice thickness

BY MIRANDA HARMAN

A planned two-month voyage to the sea-ice zone off East Antarctica will combine old school, well-established sampling techniques with cutting-edge new technology.

ACE CRC marine glaciologist Dr Jan Lieser says September’s voyage will bring together research on the ecology, biogeochemistry and geophysics of the sea-ice zone.

ACE CRC Icy South Pole Expedition (SIPeX I) took place in 2007 and resulted in the publication of at least 20 peer-reviewed papers. However, as Dr Lieser said, SIPeX II is “more than a sequel.”

The voyage will work on answers to knowledge gaps identified in the Intergovernmental Panel on Climate Change’s Fourth Assessment Report.

“We have insufficient data to draw conclusions about trends in sea ice thickness and snow cover thickness,” Dr Lieser said. “There is also a gap in our knowledge of the impacts of climate change on ecosystem function, and therefore productivity, in the sea-ice zone.”

Ice thickness measurements will be taken from an instrumented helicopter and ice-core data will be collected at stations on the surface of the ice.

One of the most exciting aspects of the voyage is the coincident use, for the first time, of a remotely operated vehicle and an autonomous underwater vehicle, both of which will operate underneath the sea ice.

State-of-the-art equipment will be used for precise positioning, which is particularly challenging when work is taking place on, above and below floating ice that is constantly moving in different directions.

UTAS is one of six core partners in the ACE CRC, which is funded under the Australian Government’s Cooperative Research Centres Program. The centre brings together scientists from UTAS, CSIRO and the Australian Antarctic Division to study the impacts of climate change in Antarctica and the Southern Ocean, and the effects of these impacts into the global climate.

Getting into golf

SCHOOL OF Education

lecturers Dr Allen Hill, Dr Dean Cooley and Dr Scott Pedersen recently joined Rod Willows from UTAS accounting services on the second hole of Riverside Golf Course.

They were among nine UTAS staff involved in the Golf Day in June, organised by Active UTAS program. Andrew McCarthy at Unigym said the activity had allowed staff a day of golf without the usual green fees, and another day is planned for September.

In conversation

Stepping out to see the world

As I write this column, Dr Jessica Walker, one of the university’s two Fulbright Scholars for 2012, is preparing to leave for 12 months of study at the United States Naval Academy. Our other recipient, Dr Sue Baker, is already in the US as a guest of Washington State University.

US Consul General, Frank Urbancic, recently spoke about the benefits of students studying overseas at a Fulbright reception in Hobart.

“Whatever your scholarly pursuit I can guarantee you of this simple fact – travel is going to expand your mind and force you to deal with different realities, an experience which I think is absolutely invaluable.”

Jessica and Sue are among 11 Tasmanians since 2007 to have benefited from a period of study abroad courtesy of a Fulbright Scholarship. They share a long tradition of international education for UTAS graduates through initiatives such as the Rhodes and Monash schemes.

Opportunities offered by such scholarships can be life-changing, developing the recipient both academically and personally, and broadening their horizons in a manner that is otherwise difficult to achieve. Relationships formed have enduring value that is of long-term benefit to the individual, state and university, fostering a sense of identity across the world.

But by their very nature these scholarship schemes are highly selective, providing opportunity to only a few.

Open to Talent speaks to the interplay between our geographical location in Tasmania and our engagement with the world of education and ideas. I have written previously of the importance we attach to bringing the world to our island, enriching the intellectual, cultural and social fabric of our community through welcoming international scholars and students to our university. But we accept that there is more that we can do to bring Tasmania to the world – drawing international attention to the discoveries of our researchers, and increasing opportunities for our students to study offshore as part of their UTAS education. We need to have the confidence to let our best students go, to let them develop overseas, and to welcome them back more highly accomplished than when they left us.

We are keen to seed opportunity, providing modest scholarships that make it financially possible for our students (and staff) to spend time at sister institutions across the globe, and have started discussions with the UTAS Foundation as to whether philanthropy might have a role to play here.

But by their very nature these scholarship schemes are highly selective, providing opportunity to only a few.

Open to Talent speaks to the interplay between our geographical location in Tasmania and our engagement with the world of education and ideas. I have written previously of the importance we attach to bringing the world to our island, enriching the intellectual, cultural and social fabric of our community through welcoming international scholars and students to our university. But we accept that there is more that we can do to bring Tasmania to the world – drawing international attention to the discoveries of our researchers, and increasing opportunities for our students to study offshore as part of their UTAS education. We need to have the confidence to let our best students go, to let them develop overseas, and to welcome them back more highly accomplished than when they left us.

We are keen to seed opportunity, providing modest scholarships that make it financially possible for our students (and staff) to spend time at sister institutions across the globe, and have started discussions with the UTAS Foundation as to whether philanthropy might have a role to play here.

We must ensure that our programs are aligned with international curricula, facilitating student mobility via the transfer of academic credit. And, as always, we must imbue in our students those senses of aspiration and confidence that will encourage them to see the world’s best institutions as a logical destination.

Peter Rathjen
Vice-Chancellor

www.utas.edu.au/vc
Resources key to the future of the arts in Australian education

Dr Bill Baker from the School of Education believes that in an age when the business community is crying out for employees who are creative problem-solvers, Australia must change its paradigm on arts education.

Remember when you were a child, what it felt like to squish paint around a piece of paper, make something new out of play dough or be totally wrapped up in the moment ‘being’ a pirate? You probably didn’t feel like you were ‘learning’. But those sensations are critical to being fully human, to exploring your world, expressing yourself, communicating with others and just having fun.

These critical activities are enabled by participation in the arts; sadly, many students in our schools do not have this experience.

In a modern society such as ours this is simply not good enough. Unless the provision of arts education in our schools improves quantitatively and qualitatively we will continue to produce creatively impoverished adults.

With the roll-out of the National Curriculum and the publication of the Gonski Report, Australia is at a crossroads in relation to education and the ways in which we teach in the arts.

But curriculum ‘presence’ is only one aspect of access to quality arts education.

Access to arts education and equity in the provision of arts education is problematic because it varies from system to system, school to school, teacher to teacher and class to class.

One reason for this is a tendency in schools to consider the arts peripherally rather than centrally, particularly evident in recent years during a renewed focus on literacy and numeracy.

If we are seeking to engage students we must shift our thinking from the present narrow focus on literacy and numeracy to a far more inclusive paradigm.

In his much-referenced YouTube presentation from the 2005 TED conference entitled Do Schools Kill Creativity? Sir Ken Robinson cites another reason for the inconsistent provision of arts education: a ‘hierarchy’ of arts education domains where some arts domains are valued above others.

Music and the visual arts are somewhere at the top, drama and dance at the bottom, and media arts sometimes not at all.

As the Commonwealth 2005 study The national review of school music education found, this hierarchy sadly also exists in the education faculties of most Australian universities where time for the provision of teacher training in the arts has been steadily eroded, resulting in graduates who feel ill-equipped to teach in the arts.

In schools, the grouping of the five arts domains as one learning area called the ‘arts’ has perhaps unintentionally contributed to a devaluing of individual arts domains.

One reason for this may be that the arts grouped as a single curriculum domain inadvertently enables primary and early childhood providers to choose to include only one of the five arts forms in their curriculum and hence budget at the expense of others, and by so doing claim to provide an ‘arts’ education for students, despite the fact that this education is by any measure incomplete.

Extensive arts-rich programs tend to be most prevalent in affluent and high-achieving schools, highlighting an inherent inequality for students in schools and early childhood centres in low-socio-economic status areas.

In music, for example, the problem of equity is referred to by The National Review of School Music Education as ‘those who play music are those who can pay for music’. The provision of instrumental music lessons in the majority of schools in Australia occurs on a user-pays basis; in a self-professed egalitarian culture this is a deplorable situation.

We know that early childhood and primary education environments are crucial to ensuring the dispositions that enable people to learn for the rest of their lives. In an age when the business community is crying out for employees who are creative problem solvers, with dispositions that are inherent to the arts, we must change our paradigm.

This is not just a matter of increased funding, although providing adequate resources for the training of arts teachers in universities and for the provision of quality arts education in all early childhood and primary environments is a good place to start.

Dr Baker’s book, Teaching the Arts, p7.

Speaking the language of Australia’s neighbour

BY CHERIE COOPER

LARA HILTON is studying Indonesian at Hobart College but will be more than ready for university when it’s time. The UTAS High Achievers Program sees Hobart College student Lara Hilton studying tertiary-level Indonesian.

Linguistically gifted: UTAS High Achievers Program sees Hobart College student Lara Hilton studying tertiary-level Indonesian.

Tasmanian senior secondary school students have given her the opportunity to study Indonesian at the School of Asian Languages and Studies. Recently she came second in a national Indonesian speech contest, and was awarded $300 and a trip to Yogyakarta for two weeks.

“In the first stage I recorded a speech on Indonesian tourism,” she said. “For the grand final I answered the question: ‘As an Australian student, what makes it interesting to learn foreign languages? And in your opinion, what makes Australian students interested in learning Indonesian language at school?’”

Lara has been mastering Indonesian for 10 years. “My mother lived in Indonesia for two years and my grandfather was a civil engineer in Indonesia,” she said.

“It’s important to speak it since Indonesia is our neighbour,” Lara said.

Lara has also been studying French for two years. Languages come easily to her and she sees her future in working overseas as a language teacher.
Brook trout research stands out at world symposium

‘Considering 98 per cent of Australia’s farmed salmon comes from Tasmania, this state is the logical place to introduce a new farmed species that could quickly become a popular choice by consumers.’

“This means expensive protein-based feeds such as the fish meal and fish oil used with farmed salmon can be substituted with comparatively cheap gelatinised carbohydrate, such as that from maize,” Mohammad said.

“Tasmania’s weather is well suited to brook trout, their growth rate is faster than the other farmed fish and their appearance and flesh is highly desirable to consumers.

“Considering 98 per cent of Australia’s farmed salmon comes from Tasmania, this state is the logical place to introduce a new farmed species that could quickly become a popular choice by consumers.”

Mohammad’s research on brook trout stood out at the symposium because most participants had not even heard about this new species being considered for farming.

Brook trout, native to North America and Canada and introduced to Australia in the 1860s along with its cousins, Atlantic salmon and brown trout, have long been popular with fly fishermen.

While trials to farm them show potential, commercial production has been limited.

There are several commercial hatcheries in Tasmania and farms on the West Coast looking to expand their brook trout production but no feeds are tailor-made for this species.

Mohammad achieved his bachelor and masters degrees in fisheries biology and genetics at Bangladesh Agricultural University.

In his home country, with its extensive inland waterways, the fisheries sector is the biggest employer and provides its second-largest export industry behind garment production. There are no salmon but plenty of carp and catfish.

“I would love to do my post-doctoral research in Australia and work as an academic in Australia one day but I can also see myself returning to Bangladesh and contributing to the aquaculture industry,” he said.

‘In recent months international collaborations have won CODES two prestigious awards.’

A second team, led by Professors David Cooke and Bruce Gemmell, has received the inaugural AMIRA International Award for Geoscience Research Excellence.

The Cooke-Gemmell team won the AMIRA award for its research into enhancing the ability of exploration geologists to identify productive ore zones in porphyry-related mineral districts.

The research was conducted in collaboration with universities in the UK, USA, Canada and China.

CODES hit further pay dirt when it secured $2.5 million from one of the world’s top gold-producers as a foundation client of the university’s new mineral research facility.

The miner will contribute $1 million to the development of the facility, with a further $1.5 million in ongoing support over five years.

The new facility will use micro-analytical techniques developed at CODES to solve some of the challenges associated with defining an ore body prior to mining.

Feed discovery may realise a new fish species for farming in Tassie: PhD student Mohammad Nurul Amin with a brook trout from the tanks of the UTAS School of Aquaculture at Newnham.

BY LANA BEST

UTAS School of Aquaculture PhD candidate Mohammad Nurul Amin has returned from a symposium in Norway having exchanged the latest fish-feeding research findings with the world’s top experts in the field.

At the 15th International Symposium on Fish Nutrition and Feeding in Molde he outlined his discovery that unlike other carnivorous fish, brook trout are able to process carbohydrates.

In his home country, with its extensive inland waterways, the fisheries sector is the biggest employer and provides its second-largest export industry behind garment production. There are no salmon but plenty of carp and catfish.

“Considering 98 per cent of Australia’s farmed salmon comes from Tasmania, this state is the logical place to introduce a new farmed species that could quickly become a popular choice by consumers.”

Mohammad’s research on brook trout stood out at the symposium because most participants had not even heard about this new species being considered for farming.

Brook trout, native to North America and Canada and introduced to Australia in the 1860s along with its cousins, Atlantic salmon and brown trout, have long been popular with fly fishermen.

While trials to farm them show potential, commercial production has been limited.

There are several commercial hatcheries in Tasmania and farms on the West Coast looking to expand their brook trout production but no feeds are tailor-made for this species.

Mohammad achieved his bachelor and masters degrees in fisheries biology and genetics at Bangladesh Agricultural University.

In his home country, with its extensive inland waterways, the fisheries sector is the biggest employer and provides its second-largest export industry behind garment production. There are no salmon but plenty of carp and catfish.

“I would love to do my post-doctoral research in Australia and work as an academic in Australia one day but I can also see myself returning to Bangladesh and contributing to the aquaculture industry,” he said.

‘In recent months international collaborations have won CODES two prestigious awards.’

A second team, led by Professors David Cooke and Bruce Gemmell, has received the inaugural AMIRA International Award for Geoscience Research Excellence.

The Cooke-Gemmell team won the AMIRA award for its research into enhancing the ability of exploration geologists to identify productive ore zones in porphyry-related mineral districts.

The research was conducted in collaboration with universities in the UK, USA, Canada and China.

CODES hit further pay dirt when it secured $2.5 million from one of the world’s top gold-producers as a foundation client of the university’s new mineral research facility.

The miner will contribute $1 million to the development of the facility, with a further $1.5 million in ongoing support over five years.

The new facility will use micro-analytical techniques developed at CODES to solve some of the challenges associated with defining an ore body prior to mining.

Profits for public benefit

BY LANA BEST

A PUBLICATION profiling the stories of Tasmania’s expanding social enterprise sector has been launched by Launceston City Council Deputy Mayor Jeremy Ball.

Tasmanian Social Enterprise: Capturing Their Stories profiles 13 organisations across the state, all of which generate profits for public benefit from enterprises as diverse as a wildlife sanctuary and commercial printing business.

Kylie Eastley, research associate at the UTAS Institute for Regional Development, is author of the report, and the stories were compiled with the support of the Tasmanian Leaders program and Tasmanian Regional Arts.

“Following the release of the Tasmanian Social Enterprise Study this time last year, there was a general call from the sector to build awareness about successful social enterprises, and there is no better way to do so than through stories,” Ms Eastley said.

One example of a social enterprise is the Oatlands Bargain Centre in High St, Oatlands.

Its volunteers record seven days a week creating an annual turnover of $12,000.

Pro Vice Chancellor (Regional Development) and Professor Janelle Allison said social enterprise represented a third component in regional economies.

“This publication will help us understand more about their social and economic impact in communities across the state,” she said.

For more information: www.socialenterprisetasmaia.blogspot.com

Launceston City Council: Deputy Mayor Jeremy Ball.
If you ask a dairy farmer to attend a business management workshop, they’ll conveniently have calving problems that day. But ask them to visit other farms and have a chat over lunch and their diary will be empty.

The Dairy Smart program, run by the Tasmanian Institute of Agriculture, aims to improve farmers’ business skills without overwhelming them with jargon and spreadsheets.

In a state with the biggest dairy herds and the biggest farm debts in the country, TIA project manager Lesley Irvine says farmers must develop their business skills to cope with their growing enterprises.

When the milk price dropped dramatically in 2009 and the far north-west experienced a record wet winter, farmers’ decision-making skills were tested.

“The downturn was tough for everyone but some coped and others didn’t,” Lesley said.

“The difference was whether they understood their profit drivers and their cost of production.

“Could they say whether putting fertiliser on that year was going to make them a profit, or did they know whether they could get away with not putting it on?”

Dairy Smart evolved from the traditional dairy discussion groups but aims for more specific learning outcomes.

“It’s a delicate balance between what we want farmers to learn and what they actually want to learn,” Lesley said.

Dairy Smart began in 2009 and has involved 34 per cent of Tasmania’s dairy industry on a regular basis.

Farmers in the state’s main dairy regions in the north, have met regularly in small groups on participants’ farms.

While talking the practicalities of farming, the extension officers have subtly slipped in business talk and suggested new ways of making informed business decisions.

Has it made a difference?

Regular participants in Dairy Smart increased their return on assets by 22 per cent over the three years, compared with the state average of 15 per cent.

And in a business where grass = milk = money, the participants also increased their pasture consumption per hectare by eight per cent, while the state average dropped by four per cent.

Farmers say they are more confident in their ability to make good decisions and they understand their businesses better.

While the focus has been on business, participants say they’ve valued the chance to network with other farmers and share their experiences – especially through the tough times.

Lesley Irvine says it’s important to continue the groups through the good times too, so that when the climate or milk price challenges farmers they have a network to turn to, and they will be more resilient.

Dairy Smart has received funding for another three years and will have an increased focus on fine-tuning the dairy farm business.

Four properties in northern Tasmania will be chosen as ‘business monitor farms’, where small advisory groups of farmers will provide input for the decision-making process.

Dairy Smart is funded by Dairy Australia, TIA and DairyTas. Other financial and in-kind support is given by service providers including National Australia Bank, Rabobank, Fonterra, Impact Fertilisers, Roberts, and Serve-Ag.

Grass = milk = money: TIA gives a helping hand to dairy farmers

Dairy Smart manager Lesley Irvine: Improving farmers’ business skills without overwhelming them with jargon and spreadsheets.

Elphinstone scholarship provides skilled radiation graduates

NW Tasmania now has four radiation science graduates ready to work at the future Regional Cancer Care Centre following the announcement of the latest Elphinstone Scholarship in Medical Radiation Sciences recipient.

The scholarship was presented to local student Esme Simpson, providing the financial means for her to complete a Bachelor of Health Science at UTAS, followed by a masters degree in medical radiation at Monash University.

In return, Esme has entered into a contract with the North West Area Health Service to work in the local region for up to three years, beginning within five years of graduation and subject to employment positions being available within that time.

The $1.2m scholarship program, funded until 2016, is available through a partnership between the Tasmanian Government and local business Elphinstone Group/Family, ensuring north-west Tasmania retains university graduates to operate specialised equipment, including a future MRI machine and linear accelerator.

UTAS Rural Clinical School director Professor Timothy Skinner said the scholarships would help the recipients gain the knowledge and skills needed for pursuing a career in the area of medical radiation sciences.

“Demand for skilled professionals in the medical sciences is predicted to increase and the north-west would be challenged by this,” Prof Skinner said.

“Not only do these generous scholarships help these students to learn new skills and gain valuable experience in the industry, they also enable them to focus full attention on their studies without the added stress of concern about money for textbooks and fees.”

Acting health service CEO Gavin Austin said the partnership between the Department of Health and Human Services and the Elphinstone family was significant for the north-west.

“(Dale’s) philosophy of investing in the north-west and investing in people here is something I agree with because inevitably that investment, like karma, seems to come around.

“We are grateful for any methodology that enables us to see more people train and more people achieving their potential.”
Law provides a description and philosophy of professional boundaries and legal constraints the moral and legal obligations of nurses. The clinical context and cultural norms.

australian law and reflecting the australian understanding the ethical and legal dimensions an integrated, practical framework for and moral identity. It endeavours to provide strong and well-defined sense of professional to assist and encourage them to develop a nurses training and practising in a ustralia, This book has been written specifically for

November 2011.

Britton, School of Philosophy and Sheryl By Kim Atkins, School of Philosophy; Bonnie ethics & Law for a ustralian n urses

ethics and

blogosphere compares with traditional media as a consideration of the practicalities of working about what we can know and what we should concerns and techniques of epistemology to a
centrury. Coady calls for an 'applied turn' in these issues out at the dawn of the twenty-first about today's world? This book applies the What to Believe now:... (applied turn) in epistemology, a process he likens to the applied turn that transformed the study of ethics in the early 1970s. He deals with subjects such as whether we can trust experts, whether we should believe conspiracy theories and how the blogosphere compares with traditional media as a source of knowledge. What to believe now offers a wealth of insights into a branch of philosophy of growing importance — and increasing relevance — in the twenty-first century.

Teaching the Arts: Early childhood and primary education

By William Baker, School of Education, David Roy and Amy Hamilton, Cambridge University Press, 2012. This book provides a comprehensive and exciting introduction to arts education in Australia and New Zealand. By illustrating the fundamental links between theory and practice, it equips students with the skills and knowledge to teach the arts in both early childhood and primary settings. The book covers dance, drama, media arts, music and visual arts in detail and demonstrates the continuum of learning from early childhood to primary. Each chapter encourages readers to engage with the arts and provides opportunities to develop understanding and practical skills through reflective questions, examples and activities. Teaching the arts draws important links to the Australian and New Zealand curricula, the Early Years Learning Framework and Te Whariki, and includes substantial references to indigenous histories and cultures, relationships with Asia, and sustainability.

UTASbooks

Ethics & Law for Australian Nurses

By Kim Atkins, School of Philosophy; Bonnie Britton, School of Philosophy and Sheryl de Lacy, Cambridge University Press, November 2011.

This book has been written specifically for nurses training and practising in Australia, to assist and encourage them to develop a strong and well-defined sense of professional and moral identity. It endeavours to provide an integrated, practical framework for understanding the ethical and legal dimensions of nursing practice in Australia by referencing Australian law and reflecting the Australian clinical context and cultural norms. Ethics and Law provides a description and philosophy of what a person is, and endeavours to show how that understanding of persons underpins the moral and legal obligations of nurses. The ability of relationships to impact profoundly on our lives underpins the importance of having professional boundaries and legal constraints on what nurses can do in their clinical relationships with patients.

What to Believe now: Applying epistemology to contemporary issues

By David Coady, School of Philosophy, Wiley-Blackwell, 2012. What can we know and what should we believe about today’s world? This book applies the concerns and techniques of epistemology to a wide variety of contemporary issues. Questions about what we can know and what we should believe are first addressed through an explicit consideration of the practicalities of working these issues out at the dawn of the twenty-first century. Coady calls for an ‘applied turn’ in epistemology, a process he likens to the applied turn that transformed the study of ethics in the early 1970s. He deals with subjects such as whether we can trust experts, whether we should believe conspiracy theories and how the blogosphere compares with traditional media as a source of knowledge. What to believe now offers a wealth of insights into a branch of philosophy of growing importance — and increasing relevance — in the twenty-first century.

Teaching the Arts: Early childhood and primary education

By William Baker, School of Education, David Roy and Amy Hamilton, Cambridge University Press, 2012. This book provides a comprehensive and exciting introduction to arts education in Australia and New Zealand. By illustrating the fundamental links between theory and practice, it equips students with the skills and knowledge to teach the arts in both early childhood and primary settings. The book covers dance, drama, media arts, music and visual arts in detail and demonstrates the continuum of learning from early childhood to primary. Each chapter encourages readers to engage with the arts and provides opportunities to develop understanding and practical skills through reflective questions, examples and activities. Teaching the arts draws important links to the Australian and New Zealand curricula, the Early Years Learning Framework and Te Whariki, and includes substantial references to indigenous histories and cultures, relationships with Asia, and sustainability.

My PhD

Christine Padgett

School of Psychology

A gene for brain injury recovery

UTAS Cradle Coast campus lecturer Christine Padgett is investigating psychological recovery following traumatic brain injury caused by falls or car accidents.

She’s looking at whether a particular gene, the APOE gene, influences neuropsychological recovery: short- and long-term memory, attention and executive function.

“I have always had an interest in the more biological side of psychology, how things like genes and brain structure/function impact on behaviour,” Christine said.

“I started my PhD with a more general objective of looking at recovery after traumatic brain injury; further reading led me to discover there was some preliminary research linking the APOE gene with differences in recovery so I decided to focus on that.”

Christine’s goal is to see whether it is likely that this gene impacts on recovery.

She says at this time the literature is very mixed in terms of whether or not APOE genotype is associated with differences in neuropsychological recovery.

Whatever she finds, it will assist in determining what treatment may be beneficial following traumatic brain injury.

“If there is an effect, gene therapy is becoming increasingly sophisticated and is likely to become commonplace in the future, and therefore might be useful in this setting.

“Alternatively, if findings suggest there is not a gene effect, we can rule this out as a factor that needs to be considered in treatment,” she said.

Christine is an associate lecturer and PhD candidate with the School of Psychology.

After Year 12 she worked in various jobs including administration, dental nursing and as a tour guide.

After a break of 10 years from study, Christine went to uni and completed a Bachelor of Psychology in 2008.

She teaches four units in Launceston and Burnie, and is doing her PhD part-time.

Once-in-a-lifetime viewing of the Transit of Venus: Dr Simon Ellingsen from the UTAS School of Physics gave a public talk on the history of the transit to the public.

Tasmania’s weather miraculously cleared for the viewing of the transit of Venus at UTAS in June. Venus’ dark silhouette passed visibly in front of the sun, a very special transit which will not occur again until December 2117.

UTAS projected the image of the sun from the heliostat (sun-tracking mirror) on top of the physics building. Crowds of interested stargazers, particularly children, visited the UTAS Sandy Bay campus to see the transit and listen to lectures about the event.

Associate Professor Dr Simon Ellingsen from the UTAS School of Mathematic & Physics said the transit was one of the rarest events in astronomy.

“A transit is where a planet passes between the Earth and the Sun, so Mercury and Venus are the only planets in our solar system where we can see a transit from the Earth.”

“Transits are like an eclipse but because the planets are much more distant than the moon they only block a tiny fraction of the sun.” Dr Ellingsen said.

Dr Ellingsen said transits are important historically.

From a scientific perspecive, the 16th century observations of the Transits of Venus allowed the first accurate measurements of the scale of the solar system.

“The Transit of Venus was also the main aim of Cook’s voyage to the South Pacific in 1769/70; his explorations of New Zealand and Australia were an additional secret mission,” Dr Ellingsen said.

Safety note: Never look at the sun directly, especially not through any optical instrument. Even with a small pair of binoculars you can be quickly blinded.

Heavenly body’s last show ‘til 2117

BY CHERIE COOPER

Books

UNITAS JUly 2012 NUMBER 361
The work

Challenging the traditional self-portrait in ArtRage

For as long as she can remember, Alyce Bailey has had an interest in art. But only recently has she decided to aim for a career in the arts.

Though she is just 19, Alyce's artwork has a strong technical style with sophisticated reasoning behind it. Her series The Changinglings, produced in her Year 12 Launceston College art class, depicts animals, people and animal-human hybrids in ink, pen and watercolour on canvas.

The Changinglings recently featured in the 2012 ArtRage exhibition at the UTAS Tasmanian School of Art in Hobart, the annual event where the most outstanding art work produced by Year 11 and 12 art students is chosen by independent selectors and displayed around the state.

Each year ArtRage includes an Examiners' Choice, a student’s body of work selected to be displayed in full. Alyce was one of the two Examiners’ Choice for Art Studio Practice award winners in 2011.

"When I was told that my entire folio was to feature in ArtRage I felt as though I had managed to produce something bigger than I’d ever imagined," Alyce said.

"I still cringe at the thought of viewers flicking through the illegible scrawl of my journals and the rough initial sketches!" Alyce said of her art:

"It is by removing ourselves from the formed ideals, expectations and judgements of others that we can truly see who and what we have become."

"Character is what we are unobserved. My work represents that which cannot be seen openly by others, the weaknesses that make us human."

"It is by removing ourselves from the formed ideals, expectations and judgements of others that we can truly see who and what we have become."

"I wanted to produce works of a more personal nature, explore what cannot be openly seen by others and challenge the traditional perception of a self-portrait."

This year Alyce has also exhibited as a finalist in the Bay of Fires Art Prize; she will continue working towards a solo exhibition at the end of the year.

Works of a more personal nature: Launceston College student Alyce Bailey with Ceder, exhibited in ArtRage at the Tasmanian School of Art in Hobart.