





A mathematician's journey to SoTTL

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Background

- Diplom in Mathematics (Computer Science)
- PhD in Computational Mathematics from research-focused university
- Commenced at USQ in early 2005
- Early career till mid-2009
- Focus on educational research since 2008



Barriers to discipline research

- No mentor
- No local collaborators in maths research
- No early career research grant for two years
- No PhD students. Teaching 1st year service courses.
- No publications no chance of ARC grant



Publish or perish

- Passionate about teaching
- Innovative ideas
- Torn between two research areas – quick vs slow paper writing, worth the same at USQ
- Think about impact of research


Why SoTTL?

- Work with colleagues
- Double dip – plenty of teaching so make it research area
- L&T funding/awards (=research funding)
- EERG funding + support
- Invitation as “education technology expert” on ALTC grant bids

Barriers to educational research

- Eduspeak without content, and theories that can't be proven!
- Innovative ideas aren't enough to get something published – need to have an educational framework



How to improve the system?

- Mentoring across faculties
- Workshops on how to write papers
- Benefit of the doubt: give workload to **achieve** research output
- USQ wide publication reward structure
- TTL research centre