

# THE VOICE

## MAGAZINE

Vol 24 Issue 19 2016-05-13

### Minds We Meet

Interviewing Students Like You!

### Timing with Tomatoes

Pomodoro Defeats Procrastination

### Small Town Country

In Support of Fort Mac

*Plus:*

*Dr. Maiga Chang, Part III  
From Where I Sit: Insight  
and much more!*



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***The Voice  
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# LETTERS TO THE EDITOR



**We love to hear from you! Send your questions and comments to [voice@voicemagazine.org](mailto:voice@voicemagazine.org), and please indicate if we may publish your letter.**

***Hey! Did you know the Voice Magazine has a [Facebook page](#)?***

No kidding! We also do the [twitter](#) thing once in a while if you're into that.



## EDITORIAL

### Dig In

Karl Low



In a traditional university setting, right now would be the first month of a four-month study break. For AU students, the start of May marks that last push to make sure those final grades are in and being calculated in time for convocation, and, for many students, it marks their first attempt at an AU course as they realize they need to squeeze one or two more courses in to finish their program at their traditional university. So for those of you just joining us, welcome!

Recently some of you may have noticed I put out a call on Facebook for students who will be affected by the recent retroactive changes to the Post-LPN and Post-RN Bachelor of Nursing Program to get in touch with me. I've received contacts from a few, and I want to reassure any other student that if you've got a story to tell but you're worried about being identified? Don't be. I've been around this university long enough to understand how easy it is to get identified even by certain a certain turn of phrase, and will make sure that your anonymity is protected. Email me at [voice@voicemagazine.org](mailto:voice@voicemagazine.org) so I can hear your story as well!

As for the story itself, I still need to do some digging and set up appointments with the administration to make sure I've got all the facts, but when I do, I hope to be able to bring it all to you, because, to be honest, if what I've heard is true, the idea that any faculty could do retroactive changes to their degree program really concerns me. For those students who are pushing to get their courses done in time to graduate, such an unexpected surprise could cost them, literally, thousands of dollars in fees and delays. It could even end up costing a job in the wrong circumstances. So getting the facts on how and who approved these changes, and what it means for the rest of the university, is crucial.

But while I go digging on that, this week we bring you an interview with a student who is just finishing her Bachelor of Professional Arts while helping other adults upgrade their own education. Plus, we have the final part of Professor Chang's interview, where he goes into his research philosophy and gives some anecdotes about the value of real-time interaction with students—value for our degrees, that is, not so much value for the particular students involved. You'll get what I mean when you read it.

We also have a look at Canada's reaction to the fires up in Fort McMurray, and how for such a big country, we're still, in many ways, like a small town. And that's a good thing.

Then we have a new technique that might help you stop procrastinating and keep in time with that schedule you planned out for your course so many months ago. It involves a tomato, of all things. But don't start that until you've finished reading the rest of the news, reviews, and other helpful advice you'll find in this week's *The Voice Magazine*.

Enjoy the read!

A handwritten signature in black ink, appearing to read 'Karl', with a stylized, flowing script.

# MINDS WE MEET



*Michelle Atchison is an AU student from Saskatoon, SK. She is in the Bachelor of Professional Arts Human Services program and has one more course before she's done.*

*Michelle works full time at Saskatchewan Polytechnic. The Voice Magazine recently caught up with Michelle by phone in her (parked) car as she left work on a Friday afternoon. Here's what she had to say about school, Amelia Earhart, and ballroom dancing.*

**First of all, whereabouts do you live? And have you always lived there?**

I live in Saskatoon. I'm originally from Timmins, in northern Ontario, and I've also lived in Oshawa ON, and Calgary AB.

**If you work, describe what you do.**

I work at Saskatchewan Polytechnic; I've been there eight years. I'm an Instructional Assistant in the basic education

department. I work with adults who are upgrading to get their high school diploma.

**Describe the path that led you to AU.**

I have a social service worker diploma from Ontario. It's quite old, and I realized when I moved out of the province how limiting it was. I knew that I needed my degree to attain my goal and remain competitive in my field. I did some investigation and found that AU was a creditable university where I could get a degree while I was working full time. With AU, all my courses are online, otherwise I simply wouldn't be able to pursue a degree.

**What will you do with your education once you graduate?**

My goal is to become an instructor at Saskatchewan Polytechnic, in the Human Services department.

**What do you do like to do when you're not studying?**

I like spending time with family and friends. I'm also into yoga, which is something new for me. And as a hobby I make my own natural beauty products such as soap, shampoo, makeup, and perfume.

**Who in your life had the greatest influence on your desire to learn?**

My parents were the greatest influence. My father has always been a student, of just about everything. He is an avid reader and he really impressed upon me to never stop learning. My mother is my biggest cheerleader. She has a positive spirit and her influence has been a great motivator.

**What famous person, past or present, would you like to have lunch with, and why?**

Amelia Earhart. But lunch would be boring for her so I think we'd have to go on some sort of adventure instead. In her life she achieved so much, and her accomplishments were very significant for a woman at that time. She lived her life without being concerned about what people thought of her. She really grabbed life with both hands.

**Describe your experience with online learning. What do you like? Dislike?**

I like it—it's been a real blessing to me. I would not have been able to complete a degree if I had to go to a conventional university. I really like that I can choose my own schedule, which means I can keep working while I pursue my degree. What I don't like is that I feel disconnected from other people. There aren't many opportunities to collaborate with other students. And being on your own means when discipline wavers, there is no one to push you, you must push yourself.

**Have you had a time when you wavered about your education?**

I had one moment, but it was short lived. I'm sure everyone has had that one class that nearly made their hair turn white. I'm quite a determined person. After a bit of a struggle, I finished the class and moved on. It's part of what makes you successful—you don't know how much you can do until you do it.

**What was your most memorable AU course?**

It's hard to pick one because I've enjoyed many courses. One that stands out for me is HSRV 421, *Advocacy From the Margins*. One assignment in that course had lots of wiggle room which allowed me to be creative. I needed to develop an advocacy plan and implement it. I created a Spoken Word poem and performed and recorded it with an artist friend of mine. Then I uploaded it to *Families of Sisters in Spirit* Facebook page for others to watch and it was shared with other aboriginal groups. I was amazed how my one piece traveled to so many people and I really felt that I contributed to something greater than me. It ended up being more than an assignment for me—it's not just something I finished to get a mark.

**If you won \$20 million in a lottery, what would you do with it?**

I would travel around the world. No schedule—I would just go.

**What have you given up to go to AU that you regret the most? Was it worth it?**

A lot of sleep! And my brown hair, which is becoming increasingly white. I've given up time with family and friends. I've learned that everything has a price but I wouldn't change a thing. I did this for me, no one else, and I have no regrets.

**What's the single best thing AU could do to improve your student experience?**

More classes with interactive postings, so students can discuss and collaborate.

**What's your favourite sound?**

Silence. My favourite sound is hearing nothing. It gives you a chance to be with yourself and your own thoughts without any external distraction.

**What's your most prized possession?**

I'm not a materialistic person; things don't matter much to me. I would say my most prized possession is my sense of hope. Without that it would be difficult to overcome obstacles.

**Please tell us something that few people know about you.**

When I was eighteen I was the first Professional Ballroom Instructor for Arthur Murray's Dance studio. Also, I love to rock climb even though I'm afraid of heights.

**What is the most valuable lesson you have learned in life?**

To keep learning lessons! I have learned too many lessons to find one as *the* most valuable. You can learn a lot of lessons from each of life's experiences.

**What do you think about e-texts?**

I only had one course with an e-text and I bought the hardcopy book. I like an old-fashioned hands-on book. I'm not a fan of e-texts, although I understand some people prefer them. I think it would be good to have the option.

**How do you find communications with your course tutors?**

In general, it's been quite positive. How often I contact them depends on the course; with some courses I've had to phone quite a bit and others hardly at all.

**Where has life taken you so far?**

Work and home and work and home! I've mainly traveled inside Canada, but I've also been to the Dominican Republic and Jamaica, which were memorable trips. Life has taken me on an amazing journey. I have climbed mountains and swam in the sea but the most significant journey life has taken me was within my own head.

**What (non-AU) book are you reading now?**

None! I'm actually looking forward to reading something that isn't a textbook after my last course is finished. Something mindless and purely entertaining.

### Women Of Interest

**Elizabeth Barrett**, (– 1888) became the first professional teacher in Alberta, as a result Elizabeth Barrett Elementary School in Cochrane Alberta, was established. Elizabeth's goal always was to become a teacher. Following graduation from Teacher's College she began teaching for a short time in Ontario then decided to go to the Canadian Northwest where they were offering Missionary and Teaching positions. At that time the average pay for teacher's in Toronto Ontario was \$220-\$400 per year. She taught at Whitefish Lake Mission and while there learned the Cree language and studied the language and customs of the Stoney, also known as people of the mountain. Elizabeth moved on to Fort Macleod and opened the first public school in Southern Alberta. When her health began to fail Barrett returned to Morleyville, Alberta.

Information about Elizabeth Barrett Elementary School can be found at <http://barrett.rockyview.ab.ca/>

compiled by Barb Godin

## Measuring Time with Tomatoes

Barbara Lehtiniemi



Can tomatoes improve your study skills?

One of the challenges of self-directed study is the essential need for self-discipline. In-class university courses mean having your studies measured out for you, in increments of class time and fixed dates for assignments and exams. Self-directed study allows welcome flexibility, but the freedom to arrange your own time can be a heavy burden.

I measure out my study time with a self-imposed study schedule and target dates. That part is easy. The tricky part is making myself stick to it. I'm not stuck in a classroom for three hours. I can wander—physically and mentally—and do something else: make a phone call, check my e-mail, gaze out the window.

Usually, I can motivate myself to get through course readings. My biggest stumbling block is essays. I love writing—I really do—but there is an element of torture to it. Even when I know what I want to write about, I have difficulty forcing myself to begin. Once I start, word usually follows word and it's not difficult to continue. But the agony of getting the first word down! I can sit for an hour doing anything but writing that first word.

One technique that I sometimes use to get started—or to continue—is to set an easy goal. For example, I'll commit to getting 100 or 200 words written or writing for a short period of time, say ten minutes. In the latter case, I set the timer and start writing. By the time ten minutes has passed, I'm on a roll so I turn the timer off and keep going.

I recently heard about the Pomodoro Technique®, which was developed by Francesco Cirillo. When Cirillo was a university student in Italy in the 1990s, he found he had difficulty sticking to his studies, too. He developed a method whereby he worked for 25-minute increments without interruption before taking a short break. Stringing a series of these timed sessions together became so successful for him, he wrote a book about it.

Cirillo used a wind-up kitchen timer shaped like a tomato (*pomodoro* in Italian) and the tomato has been the symbol of his technique ever since. You can check out the Pomodoro Technique's [website](#) for more information or to purchase Cirillo's book (or even a tomato timer!)

I don't have a tomato timer—although the idea is oddly appealing—but I figured I could make do with my digital timer. The next time I sat down to begin writing, I set the timer for 25 minutes. As Cirillo's technique dictates, I allowed no interruptions during that time. Once that period was up, I took a 3-minute break, then reset the timer for 25 minutes.

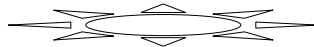


I found it manageable to work for 25 minutes and had more than 300 words typed by the end of that time. When my e-mail beckoned with a ding, I was able to defer checking it to the end of the 25 minutes—it's not too long to wait. It felt satisfying to accomplish that short period of self discipline. That satisfaction helped motivate me to continue with the next 25-minute period, and the next.

Self-control, which is the root of self-discipline, is not a natural gift. It's a skill to be acquired. Like all skills, it requires practice. Focusing for 25-minutes on one task and denying all distractions is a practice that helps me get through those agonizing moments and get the job done. And the more I practice, the easier each 25 minutes becomes.

It doesn't matter whether you use a tomato timer or an app, or if you follow the Pomodoro Technique's 25-minute increments or another timed method. Any practice that allows you to focus—undistracted and uninterrupted—on your studies will allow you to measure your studies in incremental successes.

*Barbara Lehtiniemi is a writer, photographer, and AU student. She lives on a windswept rural road in Eastern Ontario. Follow Barbara on twitter @ThereGoesBarb*



### **The Fit Student A Recipe for Success**

**Marie Well**

Toughen up the fun way: through happy friends, bubble baths, and big dreams. And if these things also make you more productive, then the wind just tugged your sail. Gail Wagnild, in her book *True Resilience*, reveals how friends, rest, and goals make you a better—more resilient—person.

#### **Find Fulfilling Friends**

Friendships strengthen you.

*Happy friends lead to a happy you.* In Wagnild's book *True Resilience*, she cites the following statistic: "[Y]our chance of being happy increases by 15 percent for every happy friend you have. 10 percent for every happy friend of a friend, and even 6 percent for the happy friends of the friends of friends" (p. 166). My boyfriend is the happiest person I have ever known: when

someone smiles, his face instantly lights up and he creates an automatic connection. Nothing shakes his happiness, either. He's always content. Ever since I won the love lotto of having him in my life, everything improved a hundredfold for me. Before him, I went through bouts of depression. Since I fell in love with him, I enjoy daily laughter and ongoing happiness. His happiness is contagious.

*Be a good friend.* Show loyalty to your friends by never criticizing them behind their backs. When someone speaks poorly about a friend, you can bet they speak poorly about you when you're not in the room. Don't be that person. Also, by speaking only positives about the ones you love, people tend to respect you more.

*Unconditional giving leads to you building a strong network of close friends.* In Wagnild's book she stresses that when you love someone, you give without expecting anything in return. I learned this lesson personally from studies of Buddhism.

I even helped a fellow colleague apply the principle of unconditional giving to his own relationship. You see, my colleague happily moved to Canada and brought with him a wife and child, yet his wife loathed living in Canada. As a result of his wife's distress, he underwent serious marital discord.

When he asked me what I would do, I told him, "Love is not about what your wife does for you; love is about what *you* do for your wife." I told my colleague that if my boyfriend felt unhappy living in Canada, then I would pack up and relocate in a heartbeat. That advice saved my co-workers marriage. He relocated. Coincidentally, our company closed shop within the following year, so not only did my colleague save his marriage, he also saved himself from pacing the unemployment line alone, and perhaps lonely. When you give without expecting anything in return, your relationships grow and your ability to handle crises improves.

And here's the paradox: When you give unconditionally, your friends will likely return that unconditional support when *you* need it the most.

### **Rest and Recharge**

Rest, balance, and goals can straighten out anyone's spine.

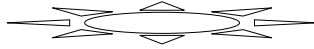
*You need to rest, pursue goals, and get balance.* Wagnild states that when your life balances work, recreation, and rest, you become more, not less, productive. Take time out for hot baths, pleasurable walks, leisure reading, exercise, and rest. A book on combating anxiety called *The Anxiety and Phobia Workbook* offered the mantra, "It's okay for me to take time out for myself." To avoid feeling guilty, I repeat this mantra whenever I take time-out for fun activities. Balance—and not what kills you—makes you stronger.

*Don't be afraid to say no when your body, spirit, or mind gets taxed.* Recently, I took care of a pet while my relatives went on a two-week vacation. The dog, cute-as-a-button, expected not one, but two daily walks. By the end of the two weeks, I felt worn and frazzled. I cried a lot. I gained a few pounds, and I caught a cold. So, when my family members returned, I recalled the mantra in the *Anxiety and Phobia Workbook*, "It's okay for me to ask for what I need." So, I asked them to find someone to help walk the dog the next time they vacate for two weeks. Problem solved.

*Map out the things you always wanted to do, and start doing them.* Wagnild says to make a list of up to ten things you long to do, pick one item on the list, and make it happen. Don't worry about whether you have the time or not. If you ever feel doubt about your ability to achieve your goal, Wagnild says to remind yourself that you can do it.

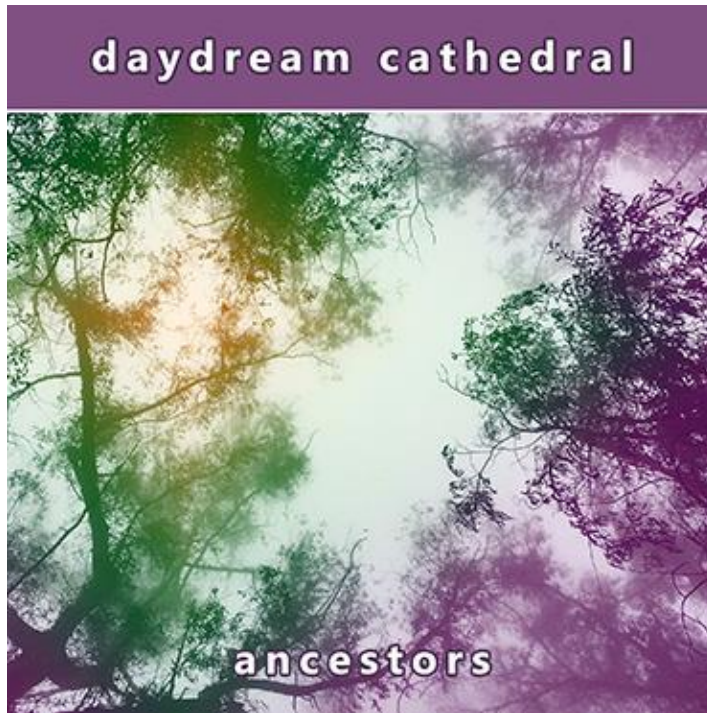
As a matter of fact, a book called *Peak* by Dr. K. Anders Ericsson shows that research indicates there is no upper limit to human potential. Surely, this applies to your potential. So, whatever your dream or goal, your persistence can make it happen.

So, do enjoyable things like pour a tub of water, call someone who smiles a lot, or map out your bucket list: get balance in life. Your enjoyment of life will soothe you, toughen you up, and boost your productivity—a recipe for student success.



## Music Review Daydream Cathedral

Samantha Stevens



**Duo:** Daydream Cathedral

**EP:** *Ancestors*

I've recently been introduced to a music genre that has quickly moved up my list of favourites. Shoegaze is a genre of music that originated in England in the early 1990s. Music that falls under this genre is identified by the songs being composed of a high level of electronic effects and studio experimentation. That being said, Shoegaze is not for everyone. A previous love of electronic music is advised before embarking into the magical world of reverberation and distortion. And it is with this that I introduce you to Daydream Cathedral and their debut EP *Ancestors*.

Formed by Shawn Michael and Dino Bose, from Hawaii and Los Angeles, respectively, Daydream Cathedral is also included under the modern-psychedelic and dream pop genres. Their debut EP *Ancestors* was

released in early January this year and showcases the best of Shawn's collection of original songs. Shawn and Dino worked on the EP via the internet, and the tracks were compiled and produced without the two musicians ever being in the same room together. The result is a beautiful arrangement.

*Ancestors* begins with "Love Refocused." This track is easily my favourite song on the EP because of the magnificent harmonizing between the male and female vocals and the music. The melodies bring to mind those I have previously heard by Achillea, Amethystium, and Conjure One. But there is a distinctive feeling to Daydream Cathedral's sound that brings something new to electronic music.

The second track, "Eyelids", opens with a heavy guitar intro giving it an amazing rock-influence. Combined with the typical elements of Shoegaze, modern-psychedelic, and dream pop, "Eyelids" is absolutely mesmerizing. My favourite part of this song is the blending of vocal tracks while the notes dip into a lower tone. It is this ingredient that propels this song into a psychedelic trance.

The third track, "Into The Mellow", has a 60s trippy vibe to it. The slow and steady rhythm combined with the easy-going singing is stunning. Images of slowly driving down a dirt country road pop into my mind, and the feeling of peace that one finds there emanates from each note.

"In and Out" has a sense of magic to it. This track exemplifies the ability that some people have to find the music in everyday occurrences. Combining electronic effects and singing with a spoken word track, "In and Out" is interesting and truly something special.

"Pharaoh's Wheel" is the final track on *Ancestors*, and it is perhaps the most unusual song on this album. The mashing of this many sounds together typically would only result in noise. Yet, from the chaos, Daydream Cathedral created something oddly appealing and unlike the other tracks, there is a darker aura surrounding these tones. In fact, "Pharaoh's Wheel" reminds me of something I would expect to hear from Fever Ray. It is with "Pharaoh's Wheel" that audiences learn exactly what Daydream Cathedral is capable of.

Overall, I really enjoyed *Ancestors*. It is a fun and brief journey into the unknown and demonstrates what talented musicians can create. I highly recommend listening to *Ancestors* when you are reading or when you want a quiet moment to yourself.

*Samantha currently uses her skills as a writer to promote independent musicians and raise awareness and support for many global, environmental, and humanitarian issues. Check out her website and blog at: <http://sstevenswriter.wix.com/writer>*



## Small Town Country

**Deanna Roney**



The stories of people fleeing Fort McMurray started to pour in. I constantly refreshed my twitter to get the latest news and watched the reporting of the efforts in "Fort Mac". It is a devastating point in time for every single person displaced from their home. My heart aches for those who were forced to leave their pets behind because they were at work when they were told they needed to leave and officials would not let them return to their home. Or they were out of town and had someone house sitting who fled without their beloved pets. These were the stories that got to me the most. I could not imagine the utterly helpless

feeling these people had. There were pictures and stories of people riding their horses out because they did not have enough trailer space.

There are so many stories and so much heartache. But another thing that came from this is an outpouring of support. Strangers were loading their trucks with fuel, water, food, and animal food, among the other necessities, and traveling the highway handing out what was needed to anyone and everyone. People who rode their horses were given trailer space by complete strangers. Homes were made available, rooms, a foamy on the floor, pasture space, or just a fenced yard. Everyone reached out and said, "I'm here for you." While the devastation that has happened at Fort Mac will not be fully realized for months to come, the kind heartedness of everyone in Canada has shone during this time.



In a small community I often feel incredibly lucky because, whenever someone is having a hard time, the community stands up and helps. When a family lost everything in a house fire there were several people organizing and collecting donations. If someone was fleeing a bad situation and left with nothing, people gave what they could. This comes to be expected from a small town where everyone knows everyone, whether that's personally or just through friends. This tragedy has highlighted that Canada as a whole has the heart and mentality of a small town. Canada may be spread across a great span, but when part of Canada hurts, all of Canada steps up and works together to help those in need. Even Canadians living abroad are doing their part to contribute what they can and raise awareness for what is happening and bringing in donations to the Red Cross.

So, amid the destruction, heartbreak, fear, and a variety of other emotions I can't begin to imagine. I am proud to see everyone stepping up as they have and offering what they can to relieve some of the stress of the people of Fort Mac. How they are standing up and recognizing the efforts of the firefighters who are battling the best they can against a beast of epic proportions. While the news may slowly drop this from the top of the priority list, this is a relief effort that is going to continue. Don't forget about this tragedy when it is no longer being given the airtime. This is going to take a long time to stop, and a long time to recover from. Though, judging by the out pouring of support, recovery will happen.

But we should remember that it is only May and the fire season has only just begun. Perhaps we all should consider what we would do; consider what we would or should take, and have a plan in place, because it could all change within moments, and this could happen again to any community.

*Deanna Roney is an AU student who loves adventure in life and literature*



## Study Tips from a Semi-Anonymous Friend

### Interview the Fringe

*There is nothing more that The Study Dude wants for you than to welcome contradictions and ambiguities.*

*Well, in these articles, as The Study Dude, I'll try to give you the study tips you need to help make your learning easier. I'll also give you straight and honest opinions and personal anecdotes—even the embarrassing ones that you wouldn't ever dare read about from any other study tip guru.*

This week's Study Dude explores *InterViews: Learning the Craft of Qualitative Research Interviewing* by Svend Brinkmann and Steinar Kvale. The book will help you plan your interviews instead of conducting them off-the-cuff.

## Overview of Interviews

I interview people—lots of people. First, I open my Skype software: Callburner. Then, I plug in my Yeti microphone and my headphones. When the interviewee answers the call, we exchange niceties and begin a drawn out interview. All of my questions are pre-scripted, although sometimes second questions arise, sparked by curiosity. After the interview, I transcribe the recording with Adobe Audition. That's all there is to it.

Or is that all? When I bought the book *InterViews*, I thought the knowledge gain on how to conduct an interview would be minimal. After all, I made interviews for websites and magazines. I was a pro, and nothing could be easier than chatting with people, could it?

Well, after reading a good chunk of *InterViews*, I've discovered that different approaches and philosophies—and different epistemological assumptions—go with different interview styles. (Epistemology is the study of knowledge in itself.) The philosophical stuff alone makes your jaw drop. Add the epistemological, and you've entered the matrix.

As an overview of interviews, Brinkman and Kvale provide the following insights:

- The authors view interviewing as a craft that involves both knowledge generation and social activity.
- To measure the interview's worth, look at the value of the knowledge gained.
- The authors' view of interviews as a craft defies the positivist's view of methods as rule-bound. Interviews are social, not numerical or fact-driven.
- Knowledge arises from the exchange between interviewer and interviewee.
- The authors focus on these types of interview philosophies: phenomenology, hermeneutics, pragmatism, and postmodern thought. We'll talk about those later, but for now, know that each philosophy has its own approach to interviewing and interpretation—and even transcribing.
- The interviewer has more power than the interviewee. This power inequality raises ethical concerns.
- People interact and knowledge is gained in an interview. Duh! [The book says the same thing but in a suave way.]
- The book goes through seven steps for making a research interview: "(1) thematizing, (2) designing, (3) interviewing, (4) transcribing, (5) analyzing, (6) verifying, and (7) reporting" (p. 23).
- Be intimately familiar with the interview topic before interviewing.
- The book talks about the following types of interviews: (1) life-world interviews, (2) narrative interviews, (3) discursive interviews, and (4) confrontational interviews. The authors have what I consider a perverse need to explore confrontational interviews. However, confrontational interviews can lead to new insights. Just make sure your interviewee doesn't hang up after the first question.

## Phenomenolo' wha'? Defining Phenomenology

What's the benefit of a phenomenological interview? Well, the phenomenological interview looks at the lived experiences of the interviewee. In other words, that person's views count.

Compare that to some other method, like the survey, that gleans generalizations from the majority voice. Such a method might overlook the outliers, the voices on the margin. And the margin nowadays isn't necessarily the so-called marginalized.

I like the sounds of a phenomenological interview because the approach doesn't shut out unusual perspectives. And if you tend to not follow the crowd, your views, too, will count. You are an expert on your own lived experiences, after all.

I kind of like that—for obvious reasons: I'm a bit of an outlier. Or, at least, I like to think I am.

Brinkman and Kvale seem to prefer the phenomenological approach to interviews. They give the following buzzwords to teach you the nitty-gritty of phenomenology:

- Phenomenology looks at the interviewees' *life world*—their everyday experiences. So, your experiences of things are what matter here.
- Phenomenology explores *meaning*. Your experiences can come down to a few big themes. "What do these themes mean?" phenomenology interviewers ask. These interviewers don't just look at the facts; they look at the facts and the meanings.
- Phenomenology is *qualitative*. In other words, these interviewers don't convert your words into numbers.
- Phenomenology is *descriptive*. Phenomenology-leaning interviewers get the interviewee to describe in detail feelings, actions, and experiences.
- Phenomenology loves *specifics*. Interviewers get specific details about actions and experiences. General opinions can yield some neat findings, but specific accounts are the aim.
- Phenomenology seems *deliberately naive*. In other words, don't guess in advance the big themes of the interview. Instead, let themes arise out of the conversation. Allow for some surprise themes. Don't cook up questions before the interview: let the questions evolve.
- Phenomenology is *focused*. Use open-ended questions. Let the interviewees explore what they feel is most important to them.
- Phenomenology is *ambiguous*. Sometimes contradictions and ambiguities arise in interviewees' accounts. So, check to see if you misunderstood the interviewees. Keep in mind, the contradiction or ambiguity might be valid. After all, the world is filled with contradictions, isn't it? Plus, different interviewers can have different interpretations of interviews—which amounts to ambiguity. Expect ambiguity.
- Phenomenology looks at *change*. Like a woman, interviewees have the right to change their minds at a moment's notice. Sometimes people change their views. Take Trump, for instance, I love him, but he changes his mind at a whim. Phenomenology sees a change of mind as a natural part of reflection and discovery.
- Phenomenology is *sensitive*. Interviewers write up themes, but the nature of the write-ups depend on the sensitivity of the interviewer. Sensitivity toward a topic can be assessed by how you feel toward a topic and how much you know about the topic.
- Phenomenology examines the *interpersonal*. The interviewer and the interviewee influence each other. In other words, different interactions can lead to different types of insights.
- Phenomenology leads to *positive experiences*. After all, we all love it when others give us their undivided attention. Similarly, interviewees love having someone empathically listening to their stories. Just be forewarned that the interviewee, enjoying the attention, might wish to talk to no end.

Writing the Study Dude is a positive experience. I feel confident I have your undivided attention for at least the first sentence.

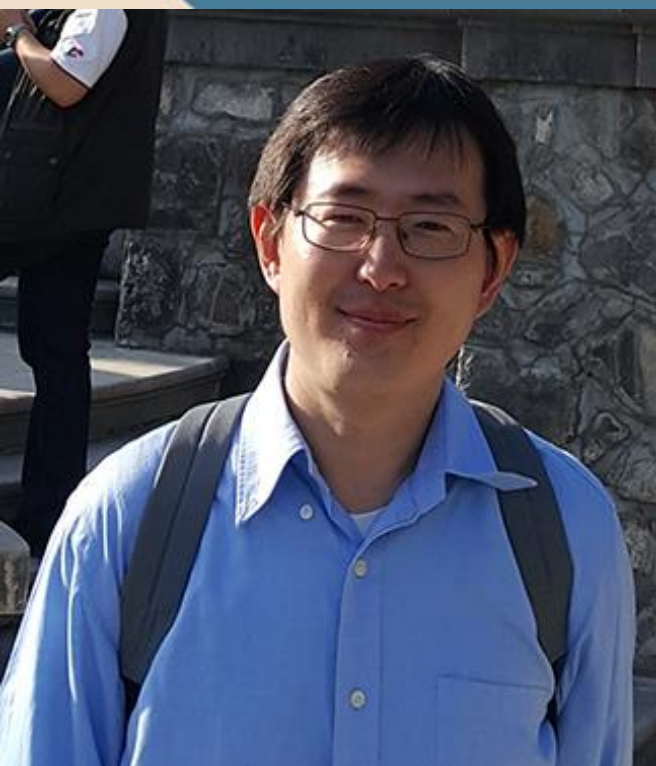
So, there's nothing to fear. The Study Dude is determined to make right for you all the wrongs I made in grad school—one A+ at a time.

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# MEETING THE MINDS

## INTERVIEWS with AU's EDUCATORS



*Dr. Maiga Chang is an associate professor in AU's School of Information and Computing Sciences and is the New Initiative Chair on executive board of the IEEE Technical Committee of Learning Technology. His research interests include mobile learning and ubiquitous learning, museum e-learning, game-based learning, educational robots, learning behaviour analysis, data mining, intelligent agent technology, computational intelligence in e-learning, and mobile healthcare. He recently took some time to be interviewed for The Voice Magazine, and this is the final part of that three-part interview.*

### **What is the most valuable experience of interaction with AU students, especially at the undergraduate level?**

AU students have their own goals, jobs, and families. So, I think the most valuable experience will be students thinking ahead. They will participate in course activities more. I ask, in my Mobile Game Development course, for students to do their final presentation as a Skype or Adobe connect meeting. They have very in-depth presentations. We ask students to do a 15 to 20 minutes' presentation, but, at the end, they cannot stop. They

want to talk more. Suddenly, they've found someone is interested in what they did. They try to get so many things into the presentation. I have a lot of final, online presentations that run more than an hour – even though they are only asked to present for 15 minutes. So, that is very good.

Another experience I've had interacting with students, at least one, which was valuable, but not positive, is that, in my course, the final online course presentation helps me see what they really understand. I say, "Okay, you need to have a webcam. It is required so I can see you, and know you are the one who is talking."

And I found in one instance that every time I asked a question, I heard another person answer first. And then the student would answer; someone was coaching him. Also, we use webcams. Using them, I found there were other people, people other than the student, sitting beside them. I wasn't sure what they were doing in the computer lab, but then I found every time the student answered a question and the answer is not quite correct, I would see an arm reach over and push the student, it seems to me trying to tell him that "You are wrong! You are wrong!"

I didn't directly know if it was cheating, though it looked like it, but, because of this, I can't know if they really understand. So, I asked more. Not a positive experience, but that is technology. Interaction with the students helped me to catch that.



Some people think, "Oh, you are doing an online degree, it's easy. You can get any course passed easily." But that is not the case because we ask them to do the online presentations one-on-one, not like in the classroom where in a group presentation you might hide behind the other students and get their score. No, this one you need to come online and talk to me directly. Everything you have done, and we can hear everything behind the scenes. That is another point. But I will say that learning at AU is not a very easy thing.

### **What are the expected and unexpected difficulties along the path for research?**

The first one is reading and understanding existing research. Most of the time you want to do research, and when you read the paper, you don't understand most of content described in the paper. So, when you start, you will find that this is very frustrating because you do not understand what they are talking about, or the methodology they use. And you need to learn a lot of things. Usually, I tell people and students that when you start doing research, you will be very frustrated, and find it very difficult. You might not even want to do any more because you have the feeling that even though you do the research, you don't understand, and you need to learn a lot more. You will probably need a lot of time before you can really have a little bit of understand about what you're going to do. Almost everyone will face this when trying to start their research because most of the students are doing research for the first time in their life and don't have any experience with it.

The second one is that most students, especially undergraduate students and even most graduate students in computing and information systems, think the design and the implementation of systems, tools, features are the only thing they need to do. But implementation is a technical part of the research, not the academic-oriented one. The designed functions and features are not really research. For research, you need to be very innovative. When you start doing research, you act like you are in a company. In a company, you want to invent a new phone. You already have an iPhone in the market, a simple duplicated one won't make your company a success.

You need to make sure your phone is different from the iPhone – another existing research result. Your phone has to be better. Perhaps the technology it uses is different, or you can provide a longer-lasting battery, or other things. Hence, simply developing something is not research. Research is trying to make some tasks you have done a little bit different and better than what existing research others have done.

You need to find something that is different! Something that people have never thought of or perhaps have done but did not consider it completely, so you can consider that as your research contribution. That is another difficulty that people will face when doing their research.

Of course, a proper evaluation plan and results are needed to prove you reach the research goal and objectives. So, another aspect is explaining the collected data. When students finish their research, they shall do a pilot or experiment. They collect a lot of data, but do not know how to explain the results. For example, if they found that most of the male students do not like the system, what does that mean? That is a result. You can write it on the paper. You can say, "68% of the male students do not like using my system." But everyone can tell that from your data.

For research, you need to explain it further. You need to discover the reason why 68% of students do not like your system. That is another difficulty when students write their thesis for the first several rounds or drafts. For example, one of my students eventually works out his final thesis that is the 48th version, which means he has done 24 revisions and I have done 24 revisions. We write round-by-round.

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**What is your style of research?**

Unlike many other researchers, I have very broad research interests. That is not very good for a researcher. Ten years ago, a very senior researcher told me, "Oh no, you shouldn't do so many different research topics. You should focus on one."

I know, I know people will kind of benefit more if you specialize because you will dig more and deeper in your research. Your research will be more solid and grow like building construction – this year you build the first floor, next year you build the second floor, and when you retire you leave behind a twenty or thirty storey building for people to look out from—but, from my point of view, doing research is doing something you really like and you will have fun from the process of doing research. For example, maybe you like skiing. But perhaps five years later, you aren't so keen on skiing. Your interest has changed. My research, as you can see, has many different directions. I have a main goal to integrate them, but that is the same thing. I ask students to choose the research that they really want to do. If you have a clear research idea, and you can explain your idea, I will try to see if we can make sure the idea can become a research topic.

If you do not have any idea, or you have a rough concept, maybe that you want to do educational stuff, or something else, then I will provide you with a maximum of 42 research topics, from the ones which I have in my head. I don't really do all of them, but I have 42 at this moment. Every time I have an idea, I try to list them in my to-do list. If you have an area of interest, for instance if you want to do some artificial intelligence applications, then I provide a list from which you can choose. Then when you choose, you will have a kind of feeling that you are doing something that you want to do. So, you will push yourself, and you will do better. That is from my point of view.

When I was a student, I often heard from friends that professors asked them to do this and then told them to change to do that because the professor got another research project with government or another industry partner. That's not my style. My style is "do what you want to do", and if I have an industry project I will not tell you to do it. I will ask all of my students. Who wants to do this just for fun, or for getting experience and improving your resume, or sometimes to make some money? But if no one wants to do this, I can hire a research assistant.

Actually, when I do research, I am doing research actively, which means you will push your progress harder than others if you are interested in doing the research. I don't really care about publications because I have a lot of publications. (Laughs). Basically, I tell students, if you want to write a paper that is really good, but if you do not want it you do not need to do it. I will tell students why having a publication is a good thing. First, it will tell people what you have done. Second, you can go to a conference and know a lot of new people and extend your social network, and of course, a side benefit is that most of the conferences are held in really beautiful places.

After knowing these, you might want to do something. And if you want to go further, some of our students want to go for a PhD, then publication is very important. You can show people you have the skill required for a PhD student when you have some papers. You can also apply for a scholarship, which enhances your CV.

But if you just want to do the research and want to go on a vacation after finishing the research, that's fine.

So, that's my style. I do not push students. As I said, I have more than 40 different research topics, so I don't have to ask students to do a particular type of research. This means if you look at my research you will find my research is kind of all over. This year I have done this research, but then its follow-up research will come out

two or three years later. Because two or three years later there might be students they will tell me that they are interested in that particular research, and we will do it again.

But I do not want to change. I've told many people that, because I think doing research is a fun thing. I think I heard a Nobel Prize winner, when the reporter asked him about another chance to do the research would he do it again, he said, "Of course, how can you find a job in which people will give you money to do what you want to do?" I always think of the same thing.

My research style is more like free will and versatile. I do not really push students. That is not always a good thing. But I think that will make you always do what you really want to do.

One of the implications of a professional career in research is the additional responsibilities such as chairing various associations, collectives, and organizations. What are some of the differing skill sets required outside of research for these co-professional activities?

That is a really good question because actually they are a different set of skills you will need to have. For example, currently, my major position in the research community is the new initiative chair for the IEEE TCLT. So, my responsibility is not just to look for one research topic or one research direction, but a kind of longer-term, like twenty or ten years later in a particular research field or area, and we are trying to propose these kinds of things for the whole research community. For example, one new initiative proposed by other chairs is they want to connect different skills, such as troubleshooting skills, thinking skills—every kind of skill, to learning objectives of courses and learning topics and units. They also want to make sure that the required skills you have learned can be evaluated through correspondent activities that are designed and included in the courses, learning topics and units.

They want to make it so that when you are doing homework, when you reading a book, when you are trying to do programming, or writing a paper, your skills will be evaluated automatically. However, how can we do that? We need to make sure that all of the kinds of skills can be taken into consideration, and then we need to analyze every detail for the different skills, and what kind of skills and activities will factor in more than others. So, for the new initiative chair, the skill needed is to look broadly and have a future vision for the field.

And in other role in organizations, such as the Asia-Pacific Region Game and Toy Enhanced Learning and Society – for this one and others, your required skill will be helping the organization to build the community. Now, we know there are so many people doing research on educational games, toys, or other things, like educational robots. How can you help the organization to build the community to get researchers together to share their research results and try to make them collaborate with one another? With such a community's help another researcher can begin to build the second floor on your first floor of research. So the research can be developed faster. Also, I need to help the organization to hold academic events like conferences, workshops, tutorials, and make sure we keep everything high quality. The skill set used in these professionally relevant positions is very different than doing research, or a bit of management, or administrative level of the field.

### **What tends to attract students to AU?**

They can learn in a personalized way. They can learn on their own pace, and they can learn based on what they really like. Many of our SCIS courses at the undergraduate 200-level courses provide activities that students can choose based on interest or preference.

Also, many of our professors right now are trying to use artificial intelligence, learning analytics, data mining, and other technologies, to help students learn better, and provide personalized feedback. Another thing is

self-regulated learning, experience, and skill. You can nurture your self-regulated learning skill via learning with AU.

### Any feelings or thoughts in conclusion?

Another important thing is the difference from ten years or twenty years ago. We have learned from textbooks, lectures, and teachers, but then we gained PowerPoint, multimedia, and so on in the classroom. Now, we have social media networks or things like that. People may question online universities, not only AU, but learning anything online, because they do not see it as traditional. From my point of view, though, technology enhanced personalized learning and the teaching that AU aims to provide is the trend and the future of teaching and learning.

**Thank you for your time, Professor Chang.**

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*A native British Columbian, Scott Douglas Jacobsen is an AU undergrad and AUSU Councillor. He researches and runs In-Sight: Independent Interview-Based Journal, and In-Sight Publishing.*



## In Conversation with Graveyard Lovers

**Wanda Waterman**



"Who told me to tell a lie?  
Who told me to compromise?  
Who convinced me to sell my mind?  
I never used to shy away  
From a light of a brighter day"  
- from "Told a Lie" by Graveyard Lovers

"... big, loud primal rock and roll ...  
throwback, non-pretentious music."  
(*Huffington Post*)

*Following a desire for a musical career, guitarist Zach Reynolds left New Orleans in 2009 and moved to New York. There he met drummer Tricia Purvis, with whom he quickly forged both a romantic relationship and a musical partnership. The two began*

*to write songs together and soon became indie rock duo Graveyard Lovers, releasing their well-received first album, Dreamers, in 2013.*

*After this they asked Zach's brother, Joel, to join them with his bass. Their music was soon being heard in film, television (notably the Season 6 finale of Shameless), and commercials. When we caught up with them the trio*



*was ready to release the first part of their sophomore album, **Past The Forest Of The Fruitless Thoughts**, recorded in rural Connecticut at The Radar Studio with Will Benoit (Bad Rabbits, Ellie Goulding, Caspian). Part 1 of the album is due to be released in June, and the second part will be released later this year. Recently Zach Reynolds was kind enough to answer our questions about the new album and the influences behind it.*

**What elements in your childhood and early years pointed you toward music? Toward alternative rock in particular?**

When I was a kid my oldest brother would buy tapes, and I would steal them and listen to them over and over. I grew up in the 90's, so my rock heroes were Nirvana and Pearl Jam. I changed schools a lot and lived in some pretty bad neighborhoods, so I related to angst music.

**What was your most beneficial musical educational experience?**

The band director in high school. We didn't have a great relationship, but he really enforced the importance of practice and hard work.

**What was the most mesmerizing musical experience of your life?**

I ran away from home when I was in high school to see Rage Against the Machine. I remember the entire arena was moshing. It was powerful; you don't see that anymore.

**What's your favorite instrument to play and why?**

Guitar, because it's the only instrument I have real confidence in playing. Drums are definitely the most fun though.

**Is your writing usually occupied with thoughts about relationships?**

No, it's not, and that's what makes my songwriting different from that of other lyricists. All those songs about girls, love, and being heartbroken tend to bore me after a while. I tend to keep it to one or two relationship songs per album.

**Did anything funny or bizarre happen during the recording, performing, or touring of *Past the Forest of the Fruitless Thoughts*?**

Mid-way through the recording process we had our van stolen for the second time!

**What do you like best about the album?**

This album was written with my brother Joel. He's a really talented bass and guitar player. We've spent years apart doing different things, so it was great to come back together and make a record. He really helped craft a new sound for us.

**Why did you call this album *Past the Forest of the Fruitless Thoughts*?**

It's a line from the song "Judgement Day," but the content of the songs from the album have a recurring theme: Waking up or realizing that you've been thinking in a way that causes suffering.

**How did you pick your own band name?**

"Graveyard Lovers" is from a 1920's blues song, "Graveyard Love," by Bertha Idaho. It refers to a love so passionate it can end in homicide.

**Describe a typical rehearsal.**

It varies each time. It's sometimes one of the worst parts of being in a band for me— everyone's coming from different places with different energy levels, so it's difficult to get everyone in synch. When we're all on, it's fun and inspiring.

**What conditions do you need in your life in order to continue with creative production?**

I recently got into meditation and that's helped a lot. Also time—you have to create time in your life for art.

**Is Brooklyn a positive or negative influence on your work?**

I don't know if the music would be the same without NYC, so it's been a positive experience.

**How did your New Orleans background influence you?**

Big time! Everything I write is grounded in a knowledge and appreciation of roots music.

**Why did you decide to sign with Roundhill Music?**

It was a great opportunity for us, and we immediately had a good feeling about them. They're a smaller company, so they really treat their artists like part of the family.

**Why did you decide to release the new album in two parts?**

Mainly to lengthen the press cycle for it and get more buzz out of the album. We worked really hard on it, and when you're releasing yourself it's hard to get people to pay attention to more than a song or two. Dropping a full length all at once can be anti-climactic for a small band.

**Are there any books, films, or albums that have deeply influenced your development as artists?**

The biggest influence on me was a book of unreleased songs and poems by Woodie Guthrie: *Born to Win*. It influenced my move to New York.

**What music have you been listening to lately?**

Pearl Jam. We just saw them at Jazzfest in New Orleans. Also, this folk, blues guy, Otis Taylor.

**Do you embrace a religion, ideology, or spiritual practice that informs your work?**

I recently got into Buddhism, so we'll see how it shapes the next record.

**What's your next project?**

We want to write and record another album as soon as possible.

Wanda also writes the blog *The Mindful Bard: The Care and Feeding of the Creative Self*.

## Student Sizzle AU's Hot Social Media Topics

Following what's hot around AU's social media sites.

**AthaU Facebook Group**

Mari wants to know the process for disputing a mark. Casey wonders if a course previously attempted is cheaper upon second registration. Jennifer seeks advice on challenging courses.

Other posts include citing personal experience, surviving disaster, and courses HADM 339, MKTG 406 and MUSI 267.

**Twitter**

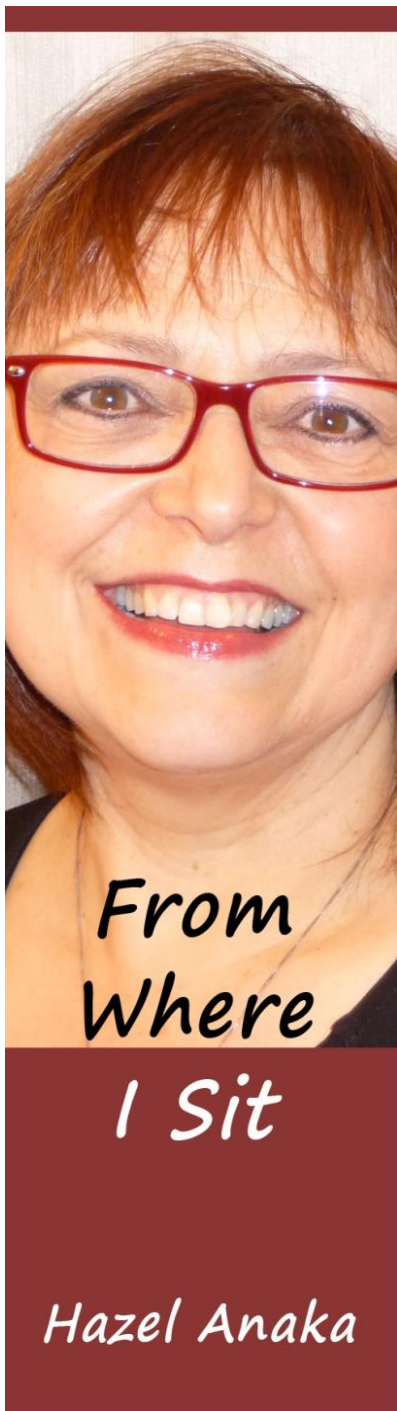
@AthabascaU tweets: "Adding insight to analysis with #AthaU's Business Of Hockey Institute (with a little help from TSN's @CraigJButton): <http://goo.gl/mh6IJB>."

@AthabascaUSU (AUSU) tweets: "New to @AthabascaU? Check out the online AU Student Orientation! <http://orientation.athabascau.ca/> #AthaU #disted #cdnpse."

**Youtube**

The Pomodoro Technique® described in under three minutes.





## Insight

In the midst of high school graduation and university convocation season I started thinking about learning. We know some of the finest minds emerge from these schools and take their rightful place in their field of studies. They make contributions to medicine, science, humanities, art. And the world and we are a better place because of them.

I also know this isn't the only measure of learning. Or the place it happens. From my perspective some of the most useful lessons come from life itself. I have no intention of debating the merits of classroom study versus those grasped on the campus of life. We need both, and if we're lucky we get to continue our education as long as we want, or until the student loans become due. We are free to continue learning, formally and informally, until the day we draw our last breath. All we need invest is our curiosity and our time.

When did this insight come to me? Halfway through day two of mowing our grass the first time this season. Because there is a lot of grass we use a riding mower. The weather was warm and dry. The grass seemed to spring up overnight and in many shaded areas was waaaay too tall. The first mowing is always a bad scene. There is the gravel the snowplow has moved onto our lawn. There is the winter detritus—fallen pinecones, broken twigs, stuff the wind blew in—all over the place. But because Roy had real farm work to do, the miserable job fell to me.

My modus operandi has always been "give 'er and get 'er done." I tear around at full throttle and cover a helluva lot of ground in not too many hours. Often the results are not too good. As I struggled through heavy growth Roy heard the belts squealing across the whole yard and appeared at my side. With advice. I was unimpressed. I was pissed off. He throttled back the accelerator. As teachers go, he wasn't great. He did not explain in a way that I understood or accepted. It didn't help I was an angry learner.

But, hallelujah, the angels sang out. For the first time in *decades* of mowing I learned that, if you slow down, the blades have time to turn and cut without missing chunks, and the mower does not stall in heavy growth. I was doing a better job without drama or angst. I had time for the contemplative thinking

that organically happens when doing mindless, repetitive tasks. I realized that if we are open to listening we can learn (even from a spouse) at any age. Even when someone may think she knows it all. Even if the teacher doesn't explain until the student understands.

So whether you're a newly minted grad or have a doctorate in life, keep learning. It's never too late. The lessons may be monumental or trivial but the blessing is in the insight, from where I sit.

Hazel Anaka's first novel is *Lucky Dog*. Visit her [website](#) for more information or follow her on Twitter @anakawrites.



Dear  
Barb

Barbara Godin

## **Sending a Message**

**Dear Barb:**

*My husband and I dated three years before marrying. We have been married four years now. Our life is very happy. After a lot of soul searching and talking, we both decided we do not want to have children. Not that we don't like children, as we both have nieces and nephews that we just adore, but we don't want children of our own. I can't say 100% that this will never change, but it won't change any time soon. My husband and I are happy with our decision; the problem is my family and friends. My mom is constantly asking me when we are going to have grandkids for her. My sister and her husband have two young children and she also asks when we are having kids. My husband says to just ignore them, but I find that hard to do. I haven't told them about our decision not to have children, because I'm sure that would crush my mom. Not sure how to handle this. Do you think I should just tell my mom and get it over with? Becky*

Hi Becky:

Yes, I think you should tell your mom and your family members that you and your husband are not planning on having children at the present time, and that this may or may not change in the future. Also tell her that you would appreciate if she would stop asking about children and that if, or when your decision changes you will let her know. If you don't put this to rest, she is going to continue asking. After you tell her, if she continues to ask when you are having children, you would then have to be very firm and definitive with her. For now, give her the benefit of

the doubt and hope that she will stop asking after you explain your plans. Thanks for writing, Becky.

**Dear Barb:**

*I have been dating my boyfriend for six months. Initially everything was good, he was very caring and considerate, but now he is the opposite. He is always late for our dates and when I go to his place, he doesn't even offer me a drink, in fact most of the time he is watching sports and just ignores me. When I try to talk to him about how much sports he watches he gets mad and says all guys like to watch sports and that we can talk later. Later never comes. So either I sit there and watch sports, which I hate, or I leave. I'm getting a strong feeling that he doesn't really care about me. Do you think he is trying to send me a message? Tanya*

Hey Tanya:

You may be right, but you will never know unless you have a heart to heart talk with him about how you feel. Men watching sports is a common problem in relationships. You cannot expect your boyfriend to completely stop watching sports because you don't like it, just as he cannot expect you to stop doing something that you like. Relationships are all about compromise. For example, perhaps you could both agree that your husband will watch games when his favorite team is playing and during this time you can do something you enjoy. Before you do anything, you need to find out if this relationship is something he wants and is willing work for, as it seems as if more than just the sports is bothering you. Good luck, Tanya.

Email your questions to [voice@voicemagazine.org](mailto:voice@voicemagazine.org). Some submissions may be edited for length or to protect confidentiality; your real name and location will never be printed. This column is for entertainment only. The author is not a professional counsellor and this column is not intended to take the place of professional advice.



# ACE INHIBITOR

## IN: RESCUING DONNIE

BUT SIR,  
THINK OF THE  
EVIL FORCES  
YOU'LL BE  
UNLEASHING!



ALLOW ME  
TO PAINT  
YOU A  
PICTURE,  
SIR.



IMAGINE AN  
AMERICA OF  
WHITE, BAD  
MANNERED  
DRONES  
MADE IN THE  
IMAGE OF  
A BIG BLOND  
QUEEN BEE WITH  
A HIDEOUS  
COMBOVER.

IMAGINE AN  
AMERICA WHERE  
THE HANDICAPPED  
ARE FORCED TO  
BEG ON THE  
STREETS UNTIL THE  
POLICE MAKE  
THEM  
"DISAPPEAR."



IMAGINE AN  
AMERICA  
WHEREIN GIRLS  
AND WOMEN  
ARE SEXUALIZED  
TO THE POINT  
WHERE THEIR  
VERY HUMANITY  
IS DISMISSED.

AN AMERICA LIKE A TICKING TIME  
BOMB WAITING FOR OUR FOREIGN  
ENEMIES TO COME AND WIPE US ALL  
OUT!

WOW! WHEN YOU PUT IT LIKE  
THAT . . .



AN AMERICA  
WITH A PUBLIC  
EDUCATION  
SYSTEM EVEN  
WORSE THAN IT  
IS NOW!



WHAT AM I  
WAITING FOR?  
LET'S MAKE IT  
HAPPEN! I'M  
COMING, DONNY!

WRITTEN BY WANDA WATERMAN



This space is provided free to AUSU: The Voice does not create this content. Contact [services@ausu.org](mailto:services@ausu.org) with questions or comments about this page.

## Coping with Disaster

AUSU's VP External and Student Affairs, Brandon Simmons, reaches out to our Fort McMurray members with a touching new [Executive Blog](#) accounting his own experiences with disaster and offering some advice on how to cope.

Check out the [Executive Blog](#) on our website [here](#).



## Career Resources

Are you a new graduate and looking to start your career? Maybe you are looking for a part time job to help pay for your studies? Perhaps you would like some help with resume writing or interview skills? Whatever you are looking for, AUSU has some resources that can help.

Check out [AUSU's Career Resources page](#) on the [AUSU website](#) [here](#).



## IMPORTANT DATES

- **May 13:** June degree requirements deadline
- **May 31:** June course extension deadline
- **June 9-11:** 2016 Convocation
- **June 10:** Deadline to register in a course starting July 1
- **June 14:** AUSU Council Meeting
- **June 15:** July degree requirements deadline
- **June 30:** July course extension deadline

## Help for Fort McMurray Students

Our hearts go out to all those affected by the tragic fires in Fort McMurray.

Just a reminder, we have support for all AUSU members through our free Student Lifeline services. The Lifeline is available 24/7, and provides short-term counselling, online resources, community assistance, and more.

Find out more on the [AUSU website](#) [here](#).



**1-800-567-2255** (TTY: 1-877-371-9978)

[www.lifeworks.com](http://www.lifeworks.com)

**Username:** AUSU **Password:** Wellness

## New Initiatives Coming Soon...

AUSU is currently working on a couple new projects!

First, we are developing a new bursary for AUSU members affected by natural disaster. We hope to launch the new application soon, so stay tuned!

Second, we recently approved a new policy regarding AUSU members sitting on AUSU committees. We currently have a vacant seat on the AUSU Member Engagement and Communications Committee (MECC). We will be looking for volunteers soon from the AUSU membership to fill the seat!

More details to follow shortly!



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# CLASSIFIEDS

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Classifieds are free for AU students! Contact [voice@voicemagazine.org](mailto:voice@voicemagazine.org) for more information.

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## THE VOICE

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