**Curriculum Vitae: Sharon Sharmini**

1. **Qualifications**

2016 Doctor of Philosophy (Higher Education)

 University of Otago, New Zealand.

 2010 M.A. English Language (Applied Linguistics),

 University Putra Malaysia, Malaysia.

 2007 B.A. (Hons) English Language (Applied Linguistics),

 University Putra Malaysia

1. **Professional Affiliation/Memberships**

 Invited Member, International Doctoral Education Research Network

 Member, Malaysia International Conference on Language, Literature and Culture

1. **Academic Employment History**
2. Present Position:

Senior Lecturer, Department of English, University Putra Malaysia

Internship Coordinator, Department of English, University Putra Malaysia

1. Employment History

2015-2016 Tutor, University Putra Malaysia, Malaysia.

2011-2015 Research Assistant, University of Otago

2010-2011 Tutor, University Putra Malaysia, Malaysia.

2007-2010 Fixed Term Lecturer, UniversityPutra Malaysia, Malaysia

1. **Research activities**
2. Research Expertise

I am primarily a qualitative researcher. My research contributes to two main research fields – higher education and applied linguistics.

1. Experience in research Projects

I was appointed as a Research Assistant for the following projects at the University of Otago:

* Examiners assessment process on a thesis
* Doctoral attrition in higher education
* PhD students’ learning experiences
* Co-supervision of doctoral students
1. Research Grants

2016-2017:

1. I am a joint investigator for an international grant funded by Osaka Gas Foundation For Cultural Exchange (OGFICE). The grant is a research project collaborated with UPM and Educational Planning and Research Division, Ministry of Education, Malaysia. The aim of this research is to develop a reading test that can help teachers to assess student’s reading ability regularly.
2. I am also a joint investigator for a Ministry of Higher Education Grant (FRGS). The grant focuses on developing a tool called *Abstract Checker*. The purpose of this tool is to help students write an effective abstract.

2015:

1. I received a Publishing Bursary Grant from the University of Otago.
2. Supervision of research projects

As a primary supervisor, I am supervising one PhD student, two Master’s students and four undergraduate research projects. I have supervised eight undergraduate research projects from 2015-2016. As a co-supervisor, I have two PhD students and one Master’s student.

**5. Teaching Activities**

1. Range and level of teaching (2007 to present)
* I have taught the following 100 and 200 level courses to undergraduate students in Malaysia.
* Academic Writing
* English for Medical Studies
* Speech Communication
* Oral interaction skills
* Sociolinguistics
* Workshops and one-to one consultation for postgraduate students and staff from across the University Putra Malaysia (2009 – 2010). The workshop topics include:
* Effective Academic Writing
	+ Managing Postgraduate Studies
	+ Presenting Research at Conferences
	+ Publishing during Candidature
	+ The Oral Examination
	+ Endnote (bibliographic software)
	+ Nvivo (Computer Assisted Qualitative Data Analysis software)
* I have also assisted in conducting workshops over a period of 3 years at the Student Learning Centre and the Postgraduate Residential College, University of Otago. The topics include:
* Presenting research at conferences
* Preparing for the Oral Examination
* Expectations of examiners
* Workshops with academics from across the University of Otago. I was mentored into conducting these workshops by my supervisors. Topic include:
* Assessing Publication Based Theses
* What thesis students should know about the examination process.
1. Development of significant innovations in student assessment, teaching procedures and teaching materials.

I have developed numerous innovations related to teaching. These are implemented in my own practice.

* Reflection as a method of teaching and learning
* Engagement and humour for deeper understanding
* Formative feedback to improve teaching and learning
* Writer Response Groups to enhance peer learning

 (c) Teaching administration and leadership, quality assurance, evaluation

University of Otago, New Zealand

* I was the Co-Leader of the Postgraduate Conference Support Group. This group comprised of 20 doctoral students who were trained to provide peer support to students who were going to present at international conference. My role involved assisting in the preparation of training modules, organizing mock presentations, and mentoring junior doctoral candidates.

International Doctoral Education Research Network (IDERN)

* I was an organizing committee member of the 2nd IDERN Meeting and Conference hosted by the University Putra Malaysia. I reviewed abstracts, chaired sessions and organized networking events. My role also entailed contacting key scholars in the field and organising their presentations.

**6. Publications**

Refereed Journal Articles

1. Sharmini, S. & Kumar, V. (2017). Examiners’ commentary on thesis with publication. *Innovations in Education & Teaching International*. doi:10.1080/14703297.2017.1294491
2. Sharmini, S., Spronken-Smith, R., Golding, C., & Harland, T. (2015). Assessing the doctoral thesis when it includes published work. *Assessment & Evaluation in Higher Education*, 40(1), 89-102. doi: 10.1080/02602938.2014.888535.
3. Golding, C., Sharmini, S., &Lazarovitch, A. (2014). What examiners do: what thesis students should know. *Assessment & Evaluation in Higher Education*, 39(5), 563-576. doi: 10.1080/02602938.2013.859230.
4. Sharmini, S. & Kumar, V. (2011). Planning in feedback: Insights from Concurrent Verbal Protocols. *TESL- EJ,*14(4).
5. Sharmini, S., Tee, K., Singaram, N., & Jusoff, K. (2009). The Second Language Acquisition of Past Tense Marker in English by L1 Speakers of Chinese. *Canadian Social Science,* 5(3).

Book Chapter (Book under construction)

1. Sharmini, S. (n.a.). Supervising a thesis that includes publications. *Giving Feedback on Research Writing: A handbook for Supervisors and Advisors* - book under construction.

**7. Peer-esteem**

Invited research presentations

1. Sharmini, S. (2014).Assessing the doctoral thesis when it includes published work. April 7. University of Sydney. Sydney, Australia.
2. Sharmini, S. (2014). Examining publication-based PhDs: What are examiners looking for. April 15. University of Canberra. Canberra, Australia.
3. Sharmini, S. (2014). Examining publication-based PhDs: What are examiners looking for. April 16. Australian National University. Canberra, Australia.

Peer review

I have reviewed journal articles for Pertanika Journal of Social Science and Humanities (4 articles), Journal Language and Communication (2 articles) (Scopus listed Journals) and also for the 2nd International Conference on Postgraduate Supervision held at the Oxford University UK. I also reviewed 7 abstracts for the International Doctoral Education Research Conference and 140 abstracts for MICOLLAC 2016.

**8. Conference Involvement**

1. Sharmini, S., & Nadzimah, A. (2017). Engaging with the Miri Lower Primary Test of Reading via its test specification. Paper presented at Indonesia-Malaysia English Language Teaching. 16-18 March, Jakarta, Indonesia.
2. Nadzimah, A., Sharmini, S., & Fuad, M.A. (2017). Validating the Miri Lower Primary Test of Reading: Steps and Procedures. Paper presented at English Language, Literature & Teaching. 22-23 March, Terengganu, Malaysia.
3. Sharmini, S. (2016). Integrating data-driven approach to teach academic vocabulary in writing. Paper presented at the Malaysia International Conference on Language, Literature and Culture. 16-18 August, Tanjung Bungah, Penang. Malaysia.
4. Sharmini, S. (2014). Examiners assessing publication-based PhDs. Paper presented at the Quality in Postgraduate Research. 9-12 April, Adelaide. Australia.
5. Sharmini, S. (2013). Approaches to examining publication-based PhDs. Paper presented at the 4th Spotlight on Teaching and Learning. 26-27 August. Dunedin. New Zealand.
6. Sharmini, S. (2013). Marking a publication-based thesis. Paper presented at the 4th Postgraduate Supervision Conference. 24-26 April. Stellenbosch,South Africa
7. Sharmini, S. (2010). Planning in written feedback. Paper presented at the 12th Conference of Community Languages and ESOL. 1- 4 October, Dunedin. New Zealand.
8. Sharmini, S. (2010). Peer Support Group In the Academic Environment & The Viva.Paper presented at the 2nd International Doctoral Education Research Network. 21- 23 April. Kuala Lumpur. Malaysia.
9. Sharmini, S. (2009). Recursiveness while attending to written feedback. Paper presented at the 14th English in South East Asia. 26th -28th November. Manila. Philippines.
10. Sharmini, S. (2009). Written Feedback: Insights from Verbal Protocol. Paper presented at the 6th Malaysia International Conference of Languages, Literatures, and Cultures. 28th-30th April 2009. Putrajaya, Malaysia.
11. Sharmini. S. (2008). Research in Postgraduate Feedback Practices. Paper presented at the International Conference of Social Sciences & Humanities. 18-20 April. Penang, Malaysia.

**9. University Service**

 Malaysia

* Facilitator of campus-wide programme to implement *PutraBlast* (software similar to Blackboard). I was selected to be a trainer and I currently train academic staff regularly on how to use this programme, to manage on-line teaching and learning. (2015)
* Reviewed and documented quality assurance policies for the faculty. (2015)
* Module writer for UPM Distance Learning Programme. I was selected to write a module on the Introduction to Sociolinguistics. This module will be used in semester 2, 2017/2018. (2016)
* Trained 50 Year 3 Lower Primary teachers from Miri, Malaysia on how to use the reading literacy achievement test. (2016)

New Zealand

* Assisted in the organizing of the Spotlight conference on Teaching at the University of Otago.