

## Annual Research Report 2008



*Hine Nui Te Po:* Joan Atter, Olivia Giles, Chris Apisai Wong, Cleo Thorpe-Ngata  
2008 World of Wearable Arts, Wellington New Zealand

# Annual Research Report

2008

## Introduction

This report documents the research activity at Whitireia Community Polytechnic during 2008. It profiles some of the diverse research that is currently being undertaken in the areas of teaching and learning practice, applied professional and disciplinary knowledge and creative practices. Research outputs are presented and strategies for building research capability are briefly outlined.

## Research Profiles

Jill Clark, in collaboration with Trish Baker from Wellington Institute of Technology, has explored student attitudes towards cooperative learning. Contrary to much of the existing evidence that is overwhelmingly in support of cooperative learning, they found that with ethnically diverse groups of students, it was “a double edged sword.” Based on the outcomes of this research, they developed and trialled a model for implementing cooperative teaching techniques. More recently, they received an Ako Aotearoa Grant to develop a training programme that will help tutors use the model. In their profile, they outline the research and some of their findings.

Suzan Sariefe and Markus Klose’s research also focuses on teaching and learning, this time on the attitudes of international students toward assessing in-class participation in the Bachelor of Applied Business Studies programme at the Auckland Campus. Their presentation sparked a lively debate at the 2008 Teaching and Learning Conference at the Eastern Institute of Technology and received the Best Paper Award.

Teaching and learning was the focus of a conference that Whitireia co-hosted at its Porirua Campus in November. The 2008 Association of Teaching and Learning Advisors of Aotearoa NZ (ATLAANZ) conference ran over three days and was attended by delegates from four countries and 33 tertiary institutions. Mary Silvester, chairperson of the Organising Committee, provides an overview of the conference and its highlights.

Two projects that contribute to the development of applied professional and disciplinary knowledge are being undertaken by Marg Sellers and Fran Richardson. Marg is currently a PhD candidate with The University of Queensland. In 2008, she was granted study leave by Whitireia so that she could take up a Postgraduate Research Scholarship from the university and complete her thesis. Her research profile outlines her study and its implications for theories of curriculum in early childhood education.

Fran is completing her PhD through the School of Health and Social Sciences, Massey University. Her study focuses on cultural safety, a concept that is central to nursing curriculum and practice throughout Aotearoa New Zealand.

The next two profiles feature creative research outputs and provide a personal experience of the process of producing a work of art. Adrienne Jansen is one of the polytechnic's best known creative artists. As well as being a teacher, she is a poet, novelist, and non-fiction writer. She outlines the two interrelated research projects she has been working on during 2008. The first has involved researching and writing the text for a photographic book on Asian Muslims in New Zealand. The second project, also for Asia New Zealand, was to produce a text for a travelling exhibition from the material gathered for the book.

Lynn Davidson is the author of one novel, *Ghost Net* (Otago University Press, 1999) and two collections of poetry, *Mary Shelley's Window* (Pemmican Press, 2003) and *Tender* (Steele Roberts, 2006). In 2003, she was awarded the Louis Johnson Writer's Bursary and in 2007 she completed a further collection of poetry, "How to Live by the Sea", as her thesis for a Master of Arts in Creative Writing at The International Institute of Modern Letters, Victoria University of Wellington. Over terms three and four of 2008, Lynn used a research grant from the Whitireia Faculty of Arts and Communication to work on a novella. She talks about the creative process, her almost completed first draft, and her upcoming book of poetry.

### **Other significant research achievements**

- Dr Rachel Patrick was awarded a doctorate by Deakin University in Australia for her work on teachers' knowledge and identity formation in a climate of rapid change
- Dr Takirirangi Smith was awarded a doctorate by the University of Auckland for his work on the colonisation of indigenous knowledge
- Rudy Lopez-Whitehead's master's thesis, *The intimate real: Empowering the quiet artist* has been published in book form by VDM, Saarbrücken, Germany
- Le'autuli'ilagi Sauvao's Samoan language learning resource which contains the poems that are chanted when someone is presented with a gift of fine mats has been published by Steele Roberts, Wellington
- Chris White illustrated a children's book which has been published by Mallinson Rendell
- Peter Decker's *Farsight*, a sculptural installation representing 23 years of his jewellery artwork, was purchased by the James Wallace Trust Collection; he joins New Zealand's leading artists represented in this collection, which has been described as the most prestigious private collection in New Zealand
- Deb Donnelly made two presentations at the 2008 International Shibori Symposium in Paris, France.
- Owen Mapp contributed to a group exhibition *Whales Tohāra: Voyage into the Pacific* at the National Geographic Museum, Washington DC, USA.
- Sue Marlow and Roger Palmer had articles published in peer reviewed international journals

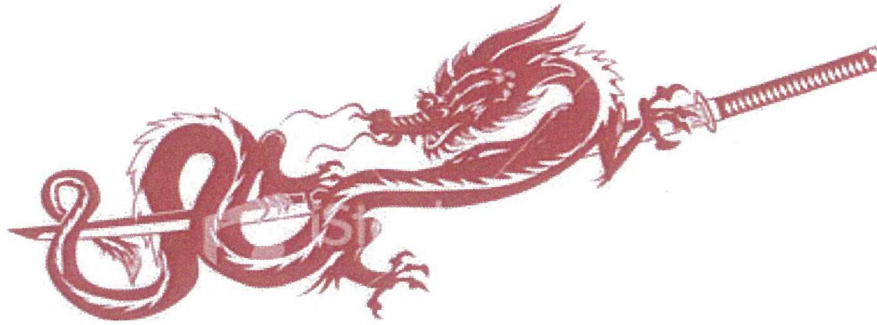
- Kerri Arcus has established an international collaborative venture, *Cultural Safety and Nursing Education*, with Dr Dawn Doutrich from Washington State University
- The Nursing Centre of Learning published the fifteenth edition of the Whitireia Nursing Journal

Whitireia staff also contributed to the research environment through peer refereeing; as members of the editorial boards of journals and organising committees of conferences; and as external supervisors for postgraduate research students and markers of theses. They continue to be involved in a wide range of other activities that support their academic, professional and local communities (see Scholarly Activity).

## Research Profiles

### *Cooperative learning: a double-edged sword*

*Jill Clark and Trish Baker*



An international student studying at a tertiary education institution in New Zealand responded to a question about the benefits of cooperative or group learning with the following statement: “Group is like a sword. If good, use will be helpful. If not, you will be hurt (*sic*).” Cooperative learning, in particular group work that is assessed, is proving to be a double-edged sword for both tutors and students in New Zealand’s tertiary institutions. Research undertaken in the United States since the 1980s has consistently hailed the benefits of students working cooperatively in the classroom. But when it comes to using the technique with students drawn from a range of different cultures and education systems the path is not so smooth. These are the findings of a collaborative research project undertaken by Jill Clark of Whitireia Community Polytechnic and Trish Baker of the Wellington Institute of Technology over the past four years.

For the first stage of the research project in 2005 Jill and Trish held workshops with tertiary tutors in Auckland, Wellington and Christchurch to discuss attitudes to cooperative learning. Tutors identified the main issues as the influx of international students into New Zealand, with the resulting language and cultural issues, and the difficulty in developing a fair assessment system for groups composed of students with mixed levels of motivation and ability. In 2006 and 2007 research questionnaires, focus groups and interviews with students and tutors were used to identify tutor and student perceptions of cooperative learning. Both the tutors and the students surveyed were positive about the social benefits of group work such as “sharing ideas and learning from others with different backgrounds”, but there were also a lot of problems. These included lack of effective preparation and support for students working on group assessments, language difficulties, cultural differences and problems in dealing with conflict, uneven workload and lack of participation by group members. Domestic students generally disliked working in groups because they often felt they ended up doing the majority of the work.

The findings indicate that there is a need to train New Zealand tertiary tutors in effective cooperative learning techniques. Tutors also need assistance with intercultural differences and issues and they need help to structure and assess cooperative assignments appropriately. Assessment of group work has emerged as a

major issue in the research. At tertiary level, assessment is crucially important to students as it can mean the difference between getting a job or not. And for international students marks will determine whether they are accepted into university. Students have to feel that the process is fair. Effective group assignments must be designed so that they can only be done by a group, drawing on multiple skills and requiring positive interdependence and interaction among the group members. Most of the tutors surveyed did not know how to do this.

The findings of the research have been presented both nationally and internationally and in 2008 Jill and Trish developed a model of cooperative learning with diverse groups which has been successfully piloted at two tertiary institutes. They have also been awarded a grant from Ako Aotearoa to design a training programme to help tertiary tutors to use cooperative learning with New Zealand's diverse student population. This programme will be piloted and released in 2009.

### *Students' attitude toward assessing in-class participation*

*Suzan Sariefe and Markus Klose*

Suzan and Markus's study measures students' attitude toward assessing in-class participation. A team of lecturers delivering a Bachelor of Applied Business Programme at Whitireia in Auckland trialled a participation mark in their courses. The mark was worth ten percent of the assessment programme. Students were graded for their contributions, questions and general participation in class. A marking schedule was developed in which participation is defined.

Students completing the Bachelor of Applied Business Programme in Auckland are international students from mainly Asian backgrounds. A questionnaire measured their attitude towards assessing in-class participation. The following hypotheses were tested: (I) Assessing in-class participation encourages students' success; (II) Students perceive that assessing in-class participation rewards their efforts; (III) Assessing in-class participation motivates students; (IV) Students of different learning levels perceive the participation mark differently.

The researchers used quantitative research methods to test the four hypotheses and found support for all of them with 95% and 99% confidence levels. Overall, students had positive attitudes toward assessing in-class participation and felt the participation mark helped them to achieve in their studies.

The research was presented at the 2008 Teaching and Learning Conference at the Eastern Institute of Technology in Napier. It initiated a stimulating discussion with the audience, where experience with assessing in-class participation was exchanged. Suzan and Markus' paper was awarded 'Best Paper at Conference'.



## *ATLAANZ Conference 2008*

*Mary Silvester*



Whitireia Learning Skills Centre, in conjunction with Massey University Wellington and Wellington Institute of Technology Student Learning Centre hosted the 2008 Association of Teaching and Learning Advisors of Aotearoa NZ (ATLAANZ) conference at Whitireia Community Polytechnic. The theme of the conference was Transformations, and the whakatauki was “He iti matakahi pakaru rikiriki te tōtara” which translates to “A wedge may be small, but it can fragment the tōtara”.

Delegates attended from universities, polytechnics, wānanga and other institutions from all over New Zealand as well as from Australia, Malaysia and Japan. Thirty-three institutions were represented by 97 delegates. Each day comprised four concurrent strands covering aspects of the transformational nature of our partnership with students in their pursuit of success in study. Strands were Māori perspectives, Pasifika perspectives, transforming student literacy and numeracy, transforming learning within cultural contexts, transforming our professional practice, transforming our graduate students and transforming our service delivery.

Keynote speakers were Dr. Huia Tomlins-Jahnke, Associate Professor of Māori Education in the College of Education at Massey University, Palmerston North; Alex Barthel, Director of the ELSSA Centre, University of Technology, Sydney; and Dr. Peter Coolbear, Director of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence.

Huia spoke on the first day on “Supporting ‘communities of learners’ as transformative praxis” in which she illustrated different models of communities of learners with particular reference to Māori student success.

Alex spoke on the second day on “Transformations: is the future what it used to be?” in which he questioned and explored several aspects of our work and how our professional practices have been challenged, reshaped and affected by external and internal factors.

Peter spoke on the last day on “Transforming the strategic agenda: moving teaching and learning to centre stage” in which he observed that the considerable amount of

good and effective practice within our tertiary sector is often nurtured by enthusiasts rather than at an organisational level and is even less often shared with the sector as a whole. He then focused on how Ako Aotearoa aims to work with providers to put teaching and learning at the centre of their strategic development.

The conference opened with a powhiri at Takapuwāhia marae, and included an evening engagement with the Whitireia performing artists at Pātaka, and a dinner with The Business, another home-grown group. People commented that they were blown away with being exposed to culture through pōwhiri, poroporoaki, the dance performance and the “Kiwi-style” dinner dance.

Whitireia has to be one of the most scenic locations to host a conference, and feedback was fulsome about the ambience, the food and the opportunity to enjoy the Porirua harbour and local friendliness.

### *Re(con)ceiving children in curriculum: Mapping a milieu of becoming* *Marg Sellers*

My study researches young children’s enacting of curriculum through the spontaneous games they play. It draws on Deleuze and Guattari’s (1987) philosophical rhizomatic figurations to (re)conceive the concept of child and notions of curriculum. It explores relationships between children’s understandings about their learning and early childhood curriculum in Aotearoa New Zealand looking for unlikely linkages by mapping diverse fragments of data. Rhizome thus both informs the research and is the methodology.

The participants are 47 children, aged four years, from a small town kindergarten. Data were generated through two sets of video-recordings, one of children at play and one of children watching and conversing about those videos. As with generating the data, analysis is through a rhizomatic process; following-flowing lines of flight to explore connections among the activity of the children’s ways of enacting curriculum and rhizomatic figurations. In attempting an understanding of children enacting curriculum, the Deleuzian (1997) question, *How does it work?* is to the fore. This is enhanced by other questions: What exists here? What else might there be in this space? What other spaces might there be? What might happen in those other spaces?

In exploring these questions, my aim is not to empirically represent or classify the children’s understandings about what they are learning, but rather to map their ways, paths and movements as they live curriculum. What emerges are spaces for incipiently-different ways of thinking, which I discuss as ‘becoming-power-fullness’. My expectation is that this rhizoanalysis will foreground young children’s knowledge about learning, promoting them as active socio-political players in curricular understandings and opening ways for receiving them into reconceptualising curriculum.



# *Narratives of cultural safety in everyday nursing practice*

*Fran Richardson*

## **Purpose**

To provide an analytical explanation of everyday cultural safety nursing practice in Aotearoa New Zealand.

## **Overview and rationale**

Cultural safety is a nursing concept which has been in the nursing education curriculum for twenty years. Because of the focus on 'culture' and 'safety', its place within the curriculum has created some uneasiness at times. This uneasiness has been partly due to a narrow interpretation of the concept as being about ethnicity. The term culture in a safety context includes a broad definition of culture, with ethnicity as a determiner of difference, being only one factor. Other dimensions of culture consider broader ideas of difference and take account of gender, sexuality, age and in fact anything that distinguishes the person as being different from the care provider, in this case, the nurse.

Cultural safety is about the nurse demonstrating an understanding about ways in which power influences care in relation to the following:

- The nurse's own personal and professional culture and the effect this culture has on health care relationship and the well being of the client
- The historical relationship between the Crown, Hapu and Iwi

While there is a growing body of knowledge about cultural safety in nursing education, there is little about the way registered nurses translate cultural safety knowledge from education to practice, therefore this research focuses on the experience of the registered nurse in practice.

## **Research approach**

I used a qualitative methodology to gather data about how registered nurses interpret and apply cultural safety knowledge in their everyday nursing practice. Sixteen registered nurses from a variety of health care settings were interviewed and the interviews transcribed to provide texts for narrative interpretation and analysis.

This information was analysed using narrative analysis. The participants' stories were examined and stories of cultural safety practice identified. These stories were then critiqued from four theoretical perspectives — Bourdieu (2002) (power and social capital), Foucault (1977) (Power/Knowledge), Frank (2005) (dialogical conversation), and Somers (1993) (construction of identity through story).

Ethical approval of the project was granted by the Massey University Human Ethics Committee and the Mid Regional Health Ethics Committee.

## **Findings so far**

The participant stories show that:

1. The application of cultural safety is individual and is open to multiple interpretations. These interpretations shape the way the nurse sees herself as an individual with a personal history and as a registered nurse.

2. The participants took responsibility for the application of cultural safety in their everyday practice and their ability to do this was moderated by the institution and the environment in which they worked.
3. There were times when the participants had to make decisions about being assertive in their cultural safety practice to ensure the well being of the person for whom they were caring. In asserting themselves they risked being alienated from their professional colleagues.
4. For cultural safety to be accepted at a wider institutional level there needs to be a settings approach to its development in practice. This means that cultural safety needs to be developed in the context of the health care needs of a client or clients in community settings, iwi settings, and acute and long term general and mental health care settings.

### *The creative process: works in progress*

*Lynn Davidson*



My novella is about three sisters whose father, an Italian immigrant, works on the Tongariro Power Project. They grow up in Turangi, which is a 'construction' town. They each have their own lives and aspirations. When a shocking event happens to one of the girls, their lives are changed.

Along with the territory of so many novels and novellas, there is the family secret — I was interested in how it would be to grow up in such a dramatic landscape. I was also interested in the shift in people's lives and expectations from the early 60s to the late 70s.

During my research, I interviewed a woman whose father was one of the Italians working on the Tongariro Power Project — the Power Project 'backgrounds' my novella. I was looking for two things — one was that I had the atmosphere and some of the details 'right'. For example, I learned from Anna that when the tunnellers came out of the tunnel, their faces were covered in white ash from the dynamite. Also, I wanted more information on life as a tunneller working on the project, and the effect on the family. In a way, the Power Project is the 'spine' of my novella, everything else kind of depends on me making it authentic and believable. For this reason, I chose not only to research my topic using books and the internet, but to speak, face to face, to someone whose family had lived and worked in Turangi on the Tongariro Power Project.

There was an exhibition of the Italians of New Zealand on at Te Papa that I went to and this was helpful, giving an overview of the Italian migration to New Zealand. I also visited Turangi and read some of the local history from their tiny but incredibly interesting library. I believe that to research in a way that is relevant to any piece of fiction I am working on, that I need to research as widely as possible — so I go to fiction, non-fiction, journalism, history, film, documentaries, the internet, people who know something about the story I am trying to write. I don't take copious notes but

believe that what is important for my story will ‘stick’. I will (and do) retain what is useful and necessary for the story I am writing.

I belong to an active writing group and we give each other feedback on works in progress. This group keep me ‘honest’ with my research and my writing and are rigorous in their feedback.

*How to Live by the Sea* was written while I lived at Brendan Beach in Pukerua Bay. The wild little bay features strongly in my work (hence the title). The collection has as a kind of over-arching theme, the idea of the Fool throughout history (I was most interested in the mediaeval Fool). The Fool and the intertidal zone outside my door intersect in the way that they turn things upside down, undermine expectation, challenge ‘authority’. I received Distinction for my Master of Arts in Creative Writing with this collection of poetry and poems from it appear in *Turbine 07* and *Sport 36*. It is being published by Victoria University Press early in 2009.

### *The Crescent Moon: The Asian Face of Islam in New Zealand*

*Adrienne Jansen*

#### **The project**

The project was the writing of text for a photographic book on Asian Muslims in NZ, for the Asia NZ Foundation.

#### **The brief**

The brief was to interview 40 Muslims of Asian descent across New Zealand and to select 25 to include in a photographic book; and to work together with photographer Ans Westra to capture pictures of everyday life as illustrations.

The intention was to present a realistic down-to-earth portrayal of the great range of Muslims of Asian descent in New Zealand, and to counter stereotypes and misconceptions.

#### **The method**

With staff from the Asia NZ Foundation, we developed an overview letter for potential participants, and a permission form that covered the use of text both for a book and a photographic exhibition, and guaranteed to each participant that they would have the opportunity to read and approve the final text, and to approve the final photograph.

I was given an initial contact list from Asia NZ, which had been supplied by Muslim community leaders in Wellington, but I quickly realized that this list was very limited in its scope. A large part of the initial task was using all possible contacts to find as wide a range of participants as possible – taking into account ethnicity, age, work, gender, the liberal/conservative continuum, recent migrants and long-term New Zealanders. I had long discussions with people I regarded as key Muslim advisors.

I had discussions with a number of people about who should be doing this book – given that I was neither Asian nor Muslim. There are advantages and disadvantages to both the ‘inside’ and ‘outside’ view. All Muslims I spoke to, except one, felt that there was considerable advantage in an outsider doing this task.

I interviewed people in Dunedin, Christchurch, Wellington, Morrinsville, Hamilton and Auckland. Sometimes the photographer and I worked together, but mostly we worked separately, as circumstances dictated. I spoke to each person by phone initially, met with them, interviewed them and recorded the interview, and had each interview transcribed. 'Interview' is not necessarily the right word, because the nature of the task was to build a good relationship, and to exchange views as well as to listen.

I interviewed 42 people, and 39 are included in the book. Each interview had a specific focus on some element unique to that person, although sometimes the focus changed as a result of the interview.

I edited each interview, initially to either 600–700 words, or 1000–1200 words. At that point the book designer, the photographer and I worked together, to fit the text, photographs and design together. In the end most pieces of text were 300–400 words, and about 6 were 700–900 words. There is also a brief biographical note for each participant.

I wrote to each participant before I sent their text back, and in a number of cases phoned them. I wanted them to understand what kind of text it would be – that it would be conversational, in their own words, and quite informal. (Past experience has taught me that some people who prefer formality can be very unhappy with this kind of text, and I decided that preparedness was the key.) The response from most people to the text was very positive. In all cases there were small changes to make. In several cases there were larger changes, and in one case there was a major negotiation to be made.

The participants have been regularly contacted since I interviewed them, to let them know the progress of the book, and to keep them on board with the project. The participants who were not included in the book were sent a copy of their transcript and a photograph.

### **The book**

The book has been completed. It is called *The Crescent Moon: The Asian Face of Islam in New Zealand*. There is a foreword by the Governor General, and an introduction by Anna Gade from Victoria University, who is a specialist in Islam in South-East Asia. There are 39 participants, and about 20,000 words of text. The book is being published by Asia NZ, and will be launched in February.

### **The exhibition**

An exhibition of photographs from the book will open at Pātaka in February, and then will tour other museums and galleries. The text for the exhibition has been drawn from the text of the book.

## Research outputs

Research outputs achieved in 2008, categorised as follows:

<i>Awarded theses</i>	
Awarded doctoral theses	2
Awarded masters' theses	4
<i>Published works</i>	
Books	2
Journal articles (refereed)	6
Journal articles (non-refereed)	2
Published articles and reports	2
<i>Conference contributions</i>	
Refereed papers in published proceedings	4
Refereed presentations	2
Refereed abstracts in published proceedings	2
Refereed abstracts	7
Refereed abstract and poster presentation	1
Conference presentations (keynote address)	1
Non-refereed presentations	5
<i>Unpublished papers and reports</i>	
Unpublished papers/reports for external agencies	1
Other unpublished reports	9
Oral presentations	5
<i>Creative outputs</i>	
Published creative outputs	4
Exhibitions	16
Catalogue publications	1
Oral presentations	2
<i>Scholarly activities</i>	
Awards	2
Contribution to research environment	14
Peer esteem	33

The selection of research outputs for 2008 continues to be based on the Performance Based Research Fund (PBRF) criteria. Published work includes theses, books and journal articles, including refereed and non-refereed publications. Conference contributions include published papers and abstracts and oral presentations at national and international conferences.

Creative outputs include national and international exhibitions and oral presentations, published poems and artworks, a catalogue and an illustrated children's book.

Scholarly activities acknowledge the contribution of individual researchers to the research environment including: peer reviewing, editorial committee membership, conference awards and an artist's exchange. These are not included as research outputs.



## Strategies for increasing research capacity

Strengthening research capacity and increasing outputs presents particular challenges for institutes of technology and polytechnics (ITPs) that offer applied programmes<sup>1</sup>. As well as having the requisite knowledge and qualifications in their discipline area and being actively involved in research, teaching staff need to maintain current practice expertise if they (and the programme) are to maintain professional/industry credibility. In addition, they need to be trained and effective teachers. The reality of juggling these multiple roles is that all too often the more immediate demands of teaching and practice take precedence over research.

In 2009, Whitireia plans to develop a model that will address these challenges and increase research and scholarship capability. It is envisaged that the model will include:

- Processes to ensure research strands reflecting Whitireia goals and values are incorporated in relevant policy and strategic planning documents, operational plans and budgets, staff annual research plans, professional development planning and appraisal processes, research proposals and applications
- Infrastructure to identify, access and manage external research funding and support related research activity, for example, preparing applications, managing research funds, assisting with data analysis technology, establishing a PBRF database, upgrading the research sites on the Whitireia intranet and website
- Strategies for managing workload issues and the organisation of staff time on applied programmes, for example, exploring the feasibility of creating formal research conditions and a research career pathway for academic staff
- Strategies for strengthening the research culture at the institutional level and positioning research as an integral and accepted part of everyday academic life

A successful outcome will require energy, commitment, resources and leadership from all levels of the polytechnic.

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<sup>1</sup> An analysis of the results of the latest Performance-Based Research Fund (PBRF) confirms the difficulties faced by applied degrees – disciplines with large numbers of professional or practice-based researchers occupy the ten lowest places on the results table (Sector Reference Group, 2008).

## *Awarded Theses*

### **Awarded doctoral theses**

Patrick, R. (2008). New teachers, professional knowledge and educational reform in New Zealand. Unpublished doctoral thesis, Deakin University, Melbourne, Australia.

Smith, T. (2008). Whakapapa korero, tangata whenua and turangawaewae: A case study of the colonisation of indigenous knowledge. Unpublished doctoral thesis, The University of Auckland, Auckland, New Zealand.

### **Awarded masters' theses**

Cosgrove, S.R. (2008). Mobile data services adoption in New Zealand: Future predictions. Unpublished master's thesis, Auckland University of Technology, Auckland, New Zealand.

Davison, J. (2008). Out of sight, out of mind: An exploration of the sexuality needs of women with enduring mental illness. Unpublished master's thesis, Massey University, Wellington, New Zealand.

Pool, L.G. (2008). Choosing a career: Why not nursing? Unpublished master's thesis, Massey University Wellington, Wellington, New Zealand.

Wilson, M. (2008). What nurses understand by the term evidence-based practice and how it shapes their clinical decision making. Unpublished master's thesis, Massey University Wellington, Wellington, New Zealand.

## *Published works*

### **Books**

Sauvao, L.T.M.F. (2008). *O le fa'atāuaina o measina a Sāmoa: O solo o sulaga*. Wellington: Steele Roberts.

Whitehead-Lopez, R. (2008). *The intimate real: Empowering the quiet artist*. Saarbrücken, Germany: VDM.

### **Journal articles (refereed)**

Arcus, K. (2008). State examinations to gain registration in Aotearoa New Zealand: The impact on nursing education. *Whitireia Nursing Journal*, 15, 16–20.

Cleary, H., & Murray, J. (2008). Aesthetic representations of health models: A photographic essay. *Whitireia Nursing Journal*, 15, 11–15.

Marlow, S., & Martin, M. (2008). A voyage of grief and beauty: Supporting a dying family member with an intellectual disability. *International Journal of Palliative Nursing* 14(7), 342–349.

Naidu, A. (2008). Health literacy. *Whitireia Nursing Journal*, 15, 39–46.

Palmer, R. (2008). Questions arising from the views of some members of four amateur classical music organizations. *International Journal of Community Music*, 1 (2), 203–216.

Singh, L. (2008). Are population based health promotion strategies enough to address child and adolescent obesity? *Whitireia Nursing Journal* 15, 21–32.

### **Journal articles (non-refereed)**

Davison, J. (2008). Guiding lights: The depression guidelines. *The New Zealand Nursing Review*, 8 (12), 12.

Wallace, L. (2008). Beau or belle – does it matter? *TESOLANZ Newsletter* 17(3), 12–13.

### **Published articles and reports**

Doyle, J. (2008). With awareness comes choice: Maa te matatau, ka tau te whiringa, 13th Australasian Nurse Educators Conference 2007 hosted by Whitireia Community Polytechnic. *Whitireia Nursing Journal* 15, 47–49.

Tucker, J. (2008). Diversity and journalism – a last hurrah in Bali. Report on the Third Global Inter-media Dialogue on Journalism and Diversity Conference, May, Bali. [http://www.hrc.co.nz/hrc\\_new/hrc/cms/files/documents/16-Jun-2008\\_17-22-16\\_Diversity\\_and\\_journalism\\_third\\_global\\_intermedia\\_forum.doc](http://www.hrc.co.nz/hrc_new/hrc/cms/files/documents/16-Jun-2008_17-22-16_Diversity_and_journalism_third_global_intermedia_forum.doc)

### **Conference contributions**

#### **Refereed conference papers in published proceedings**

Baker, T., & Clark, J. (2008). Cooperative learning: a double edged sword: A cooperative learning model for use with diverse student groups. In *Proceedings of the International IAIE/IASCE Conference [CD ROM]: 19–22 January 2008, University of Torino, Italy*. Torino: Conference Organising Committee for the International IAIE/IASCE Conference.

Baker, T., & Clark, J. (2008). Cooperative learning: theory into practice. In *Proceedings of the International JASCE/IASCE Conference [CD ROM]: 6–8 June 2008, University of Nagoya, Japan*. Nagoya: Conference Organising Committee for the International JASCE/IASCE Conference.

Baker, T., & Clark, J. (2008). Research that works: A practical approach to student collaborative work. In *Proceedings of the 5th Biennial ITPNZ Research Forum Conference 2008, 2–3 October 2008, Bay of Plenty Polytechnic, Tauranga, New Zealand*. Wellington: ITPNZ Research Conference Organising Committee.

Sarief, S., & Klose M. (2008). Students' attitude toward assessing in-class participation. In *Proceedings of the Teaching and Learning Conference*, 2–3

October, Eastern Institute of Technology, Taradale, New Zealand. [CD-ROM]. Taradale: Conference Organising Committee for the Eastern Institute of Technology Teaching and Learning Conference.

### **Refereed conference presentations**

Sauvao, L.T.M.F. (2008). Various practical methods of teaching Samoan Language in all levels of education. International Samoan Language Conference, July, Los Angeles.

Richardson, F. (2008). A narrative study of how registered nurses apply cultural safety in everyday nursing practice. Multidisciplinary Sociology, Sociological Association of Aotearoa New Zealand Conference, 27 November, Dunedin, New Zealand.

### **Refereed abstracts in published proceedings and conference presentations**

Gellatly, K., & Maher, J. (2008). Challenges and rewards. In *Proceedings of the 18<sup>th</sup> Hospice NZ Palliative Care Conference, 29–31 October, Palmerston North, New Zealand*. Palmerston North: Conference Organising Committee.

Sellers, M. (2008). Map(ping) play(ing). In *Proceedings of the AARE Conference, 30 November – 4 December, Brisbane, Australia*. [http://ocs.sfu.ca/aare/index.php/AARE\\_2008/AARE/paper/view/300](http://ocs.sfu.ca/aare/index.php/AARE_2008/AARE/paper/view/300).

### **Refereed abstracts and conference presentations**

Davison, J. (2008). Out of sight, Out of mind: The sexuality experiences of women with enduring mental illness. 14<sup>th</sup> National Mental Health Promotion Hui Aotearoa, August, Upper Hutt, New Zealand.

Pool, L. (2008). Choosing a career: Why not nursing? 14th International Interdisciplinary Qualitative Health Research Conference, 4–5 October, Banff, Alberta, Canada.

Trimmer, W., & Laracy, K. (2008). Living and breathing it! Be the change you want: Workforce ingenuity, MHS 18th Annual Conference, 2–5 September, Auckland Convention Centre, Auckland, New Zealand.

Tuohy, C. (2008). Paradigms of nursing education: Professional status and the learning environment. 13<sup>th</sup> National Nurse Education Conference, 9–11 September, Sydney, Australia.

Viskovic, A., & Jujnovich, K. (2008). Recognition of prior learning for credit to degrees in a New Zealand polytechnic. Annual International Conference of Higher Education Research and Development Society of Australasia, 1–4 July, Rotorua, New Zealand.

Viskovic, A., Jujnovich, K. (2008). Issues raised by the use of recognition of prior learning in degrees in a New Zealand polytechnic. Annual Conference of New Zealand Association for Research in Education, 24–27 November, Palmerston North, New Zealand.

Yao-Kun, L. (2008). Grotowski and South African black drama. The Southern Comparative Literature Association 33rd Annual Conference, October 2–4, Auburn University, Alabama, USA.

### **Conference presentations (keynote speakers)**

Smith, T. (2008). MAI National Doctoral Conference: Connecting Theory to Practice, 18 October, Te Whare Wānanga o Awanuiarangi, Whakatane, New Zealand.

### **Non-refereed conference presentations**

Chard, S., & Strode, D., (2008). Agile Methods and Test Driven Development. Conference Workshop, Computing Women's Congress, February, Waikato University, New Zealand.

Hazledine, C. (2008). What's colour got to do with learning? ATLAANZ 2008 Transformations, 19–21 November, Whitireia Community Polytechnic, Porirua, New Zealand.

Gilmour, P. (2008). Are you ready for a pandemic? Innovate 08, New Zealand Applied Business Education Conference, 1–3 October, Waipuna Lodge, Auckland, New Zealand.

Reedy, R. (2008). Ka hao te rangatahi: A Treaty future. Building Critical MASS Conference, 11–13 June, Victoria University of Wellington, New Zealand.

Robertson, G., & Pender, V. (2008). Palliative care education: Reflecting through professional supervision and psychodrama. In *Proceedings of the 14<sup>th</sup> Reflective Practice Conference*, 3–5 September, 2008, Rotorua, New Zealand.

Silvester, M., & Kirkland, G. (2008). What's LLN got to do with learning advisors? ATLAANZ 2008 Transformations, 19–21 November, Whitireia Community Polytechnic, Porirua, New Zealand.

### **Refereed abstracts and poster presentations**

Marlow, S. (2008). A voyage of grief and beauty: A phenomenological study of the experiences of supporting a family member with an intellectual disability who is dying in a community setting. Poster Presentation. 18th Hospice New Zealand Palliative Care Conference, October 29–31, Palmerston North, New Zealand.



## *Unpublished papers and reports*

### **Reports for external agencies**

Mitchell, G. (2008). Spinal immobilisation: A comparison of five immobilisation devices reviewed in the literature. Unpublished manuscript for Wellington Free Ambulance.

### **Other unpublished papers and reports**

Gellatly, K., & Maher, J. (2008). Evaluation of the research project “To evaluate the introduction of the Liverpool Care Pathway for the terminally ill/dying phase in an aged care facility within the New Zealand context”. Unpublished manuscript.

Gunther, S. (2008). Handbook of mental health clinical assessors. Unpublished manuscript offered to new clinical assessors at HVDHB.

Gunther, S. (2008). Handbook of postgraduate mental health nursing. Unpublished manuscript for new graduates at HVDHB.

Korzon, J. (2008). *Final Bizlinks Report*. Unpublished manuscript.

Orsborn, G. (2008). The impact of an academic/ community partnership: Student nurses’ experience of a collaborative health promotion project. Unpublished manuscript tabled at HEdSS Research Subcommittee meeting November, 2008.

Reedy, R. (2008). Bachelor of Social Work Tracer Study. Unpublished manuscript for Whitireia Community Polytechnic Website.

Timu-Parata, C. (2008). Ma te huruhuru te manu e rere ai: The decade of Māori health development, 1984–1994. Unpublished manuscript provided to four Māori health providers.

Trimmer, W., Laracy, K., & Love-Gray, M. (2008). An evaluation of the implementation of problem-based learning for new graduate nurses. Unpublished manuscript.

Trimmer, W., Laracy, K., & Love-Gray, M. (2008). Implementing problem-based learning into a postgraduate programme: An action research report. Unpublished manuscript.

## *Oral presentations*

Churchill, G. (2008). Agreements for sale and purchase: Tips, traps and pitfalls. Paper presented to the LexisNexis Masterclass for Legal Executives, 19–20 August 2008, Rendezvous Hotel, Auckland.

- Lernow, J. (2008). Lectures on cultural safety. QA training for RNs working in primary healthcare.
- Manderson, M. (2008). Certificate in Preparation for Tertiary Study. Presentation to ITPQ Bridging Forum.
- Mitaera, J. (2008). Development of a Pacific model of practice. Presentation to the Capital Coast District Health Board.
- Warring, S. Guest Lecturer, HuaiHai Institute of Technology, 1–12 December, Lianyungang, Jiangsu Province China.

## *Creative outputs*

### **Published creative outputs**

- Davidson, L. (2008). How to live by the sea. *Sport 36, Winter*, 163.
- Davidson, L. (2008). Visitors. *Sport 36, Winter*, 164–6.
- Deckers, P. (2008). Untitled. In *500 Pendants and lockets: Contemporary interpretations of classic adornments*. New York: Lark Books.
- White, C. (Illustrator) (2008). *The water fight* by F. Tu'akoi. Wellington: Mallinson Rendell.

### **Exhibitions**

- Deckers, P. (Exhibitor) (2008). *Like: An Experiment in Interpretation*. Group exhibition and catalogue curated by Stella Chrysostomou, 13 April–25 May, Suter Gallery, Nelson, New Zealand and 18 October–22 March, Hawke's Bay Museum and Art Gallery, Napier, New Zealand.
- Deckers, P. (Co-curator). (2008). *Retelling Tales: Contemporary Translations in Jewellery*. Group exhibition, 14 May, Museum of Wellington City and Sea, Wellington, New Zealand.
- Deckers, P. (Exhibitor) (2008). *Overcast* (Curated group exhibition and catalogue in association with the NewDowse), 6–8 June, Michael Fowler Centre, Wellington, New Zealand.
- Deckers, P. (Exhibitor) (2008). *The Pendant Show: Celebrating 500 Pendants and Locketts by Lark Books*. Group exhibition juried by Mike Holmes & Elizabeth Shypertl, October 29–November 30, Velvet Da Vinci Gallery, San Francisco, USA.
- Deckers, P. (Exhibitor) (2008). *Fingers Annual Group Show*. 17–18 November, Auckland, New Zealand.
- Deckers, P. (Exhibitor) (2008). *Treasure Trove*. Group exhibition, 1–19 December, Masterworks Gallery, Ponsonby.

- Deckers, P. (Exhibitor) (2008). *Farsight*. Rannoch Upper Gallery, The James Wallace Trust and Collection, Auckland, New Zealand.
- Deckers, P. (Exhibitor) (2008). *Lavish*. Group exhibition, Quoil, Wellington, New Zealand.
- Donnelly, D. (Exhibitor) (2008). *Window on White*. Group exhibition, Millennium Gallery, Blenheim, New Zealand and 27 July– 4 November, Percy Thompson Gallery, Stratford, New Zealand.
- Mapp, O. (2008). *Netsuke*. Group exhibition, January, Gallery Pacific, Auckland, New Zealand.
- Mapp, O. (Exhibitor) (2008). *National Jewellery Show*. Group exhibition, 6–8 June, Michael Fowler Centre, Wellington, New Zealand.
- Mapp, O. (Exhibitor) (2008). *Annual Contemporary Netsuke*, Group exhibition, October, Seibu Ikebukuro Department Store, Tokyo, Japan and December, Sogo Department Store, Yokohama, Japan.
- Mapp, O. (Exhibitor) (2008). *From New Zealand*. September, Galleri Iron Inc, Copenhagen, Denmark.
- Mapp, O. (Exhibitor) (2008). *Whales Tohāra: Voyage into the Pacific*. Group exhibition, 15 October 2008–18 January 2009, National Geographic Museum, Washington DC, USA.
- Mapp, O. (Exhibitor) (2008). *Local Jewellery*. Group exhibition, November, Cobalt Gallery, Paraparaumu, New Zealand.
- Mapp, O. (Exhibitor) (2008). *Scent*. Group exhibition, 5 December 2008–31 January 2009, Tairāwhiti Museum, Gisborne, New Zealand.

### Catalogue publications

- Harford, B. (Art Director and Editor) (2008). *FCAC08: Faculty of Arts and Communications Catalogue*. Porirua, New Zealand: Whitireia Community Polytechnic.

### Oral presentations

- Donnelly, D. (2008). New Zealand merino and silk nuno felting and demonstration. International Shibori Symposium, 7 November, Paris American Academy, Paris, France.
- Donnelly, D. (Researcher, Chief Editor and Producer) (2008). DVD NZ WEARABLE ART presentation, International Shibori Symposium 7–8 November, Le Cinema Musee du Quai Branly, Paris, France.

## *Scholarly activities*

### **Awards**

Donnelly, D. (2008). Artist exchange. International Shibori Symposium, 9 November, Musee du Quai Branly, Paris, France.

Sariefe, S., & Klose, M. (2008). Best paper. Teaching and Learning Conference, 2–3 October, Eastern Institute of Technology, Taradale, New Zealand.

### **Contribution to research environment:**

Arcus, K. (Co-ordinating Editor), Cleary, H., Day, L., Doyle, J., Lemow, J., McGrath, B., Page, M., Panapa, S., Pool, L., Scott, W., Voice, D., Wilson, D., & Wordsworth, A. Editorial Committee, *Whitireia Nursing Journal*, 15.

Gunther, S. Member of the Organising Committee for Te Ao Maramatanga Conference: Mind the Future.

Haggerty, C. Member of the Health Research Council Consumer Outcome Measures Research Committee.

Mitaera, J. Peer Reviewer. Ministry of Social Development Research Report.

Naidu, A. External Supervisor for Master of Nursing student, Massey University.

Orsborne, G. Peer Referee. *Whitireia Nursing Journal*, 15.

Polaschek, N. Member of the Editorial Board, *Renal Society of Australasia Journal*.

Polaschek, N. Peer Referee. *Journal of Advanced Nursing*.

Sewell, S., Thompson, H., & Williams, G. Peer Referees, 5th Biennial ITPNZ Research Forum Conference, 2–3 October 2008, Bay of Plenty Polytechnic, Tauranga, New Zealand.

Viskovic, A. External Marker, Master of Education (AdultEd) thesis, Massey University, Palmerston North, New Zealand.

Viskovic, A. Supervisor, Master of Education (AdultEd) thesis, Massey University, Palmerston North, New Zealand.

Viskovic, A. Peer Referee. *Journal of Vocational Education and Training*.

Viskovic, A. Peer Referee. Higher Education Research and Development Society of Australasia (HERDSA) Guides.

Wilson, D. External Marker for Master's Thesis, Otago Polytechnic School of Nursing.

## **Peer esteem**

Abbott, A. External Marker, NZQA NCEA Mathematics.

Abbott, A. Panel Member, NZAMT Unit Standards Assessment.

Cleary, H. External Moderator, Southern Institute of Technology.

Davison, J. Member of the New Zealand Guidelines Development Team.

Derby, B. Moderator and Reviewer, NZQA Core Skills.

Derby, B. Panel Member, NZQA Communications Unit Standards Review.

Gunther, S. Associate Registrar for the Aotearoa New Zealand College of Mental Health Nurses Te Ao Maramatanga.

Haggerty, C. Chair for Education Committee for the New Zealand College of Mental Health Nurses Te Maramatanga.

Haggerty, C. Member of the Advisory Committee for the Ministry of Health Mental Health Workforce Development “Lets Get Real” Project.

Holloway, K. Member of the Palliative Care Expert Advisory Group.

Holloway, K. Monthly column in New Zealand Nursing Review.

Holloway, K. National Coordinator of Nurses in Tertiary Sector Group.

Klose, M. Member of Marketing Advisory Panel, NZQA.

Lernow, J. External Moderator, Southern Institute of Technology.

McGowan, J. Member of the Governance Board, Porirua Chamber of Commerce.

McGrath, B. External Moderator, International Pacific College and the Southern Institute of Technology.

Mitaera, J. External Moderator, Centres of Innovation Expert Group for Early Childhood Education Centres.

Mitaera, J. Member of the National Screening Unit Consumer Reference Group.

Murray, J. External Moderator, Eastern Institute of Technology and Universal College of Learning.

Naidu, A. External Moderator, Southern Institute of Technology.

Pool, L. External Moderator, Eastern Institute of Technology, Universal College of Learning, and Southern Institute of Technology.

Reedy, R. Representative on the Governance Group of the Tangata Whenua Community and Voluntary Sector Research Centre.



Reeves-Timms, H. External Academic Representative, NZQA Mental Health Accreditation Panel.

Robertson, G. Member of Hospice NZ Education Advisory Group.

Sariefte, S. Member of Marketing Advisory Panel, NZQA.

Sauvao, L. Early Childhood Representative, Samoan Language Curriculum Review, Ministry of Education.

Sauvao, L. Independent Reviewer, NZQA Samoan language levels 1–3.

Scott, W. External Moderator, Eastern Institute of Technology and Western Institute of Technology.

Tanielu-Dick. B. Advisor to the Executive Board of the Association for Samoan Early Childhood Education.

Tanielu-Dick. B. NZQA Accreditation Assessor.

Timu-Parata, C. Māori Assessor, Maternity Services, New Zealand Breast Feeding Authority.

Timu-Parata, C. Ministry of Health appointment to Baby Friendly Community Initiative.

Warring, S. Reviewer of marketing unit standards, NZQA.