

WelTec and Whitireia  
Joint Research Symposium

# Strengthening Relationships

Thursday, 20 November 2014  
C Block, Kensington Avenue  
WelTec, Petone





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## Welcome

Tena koutou katoa

Welcome to the 2014 WelTec and Whitireia Joint Research Symposium, an event which represents the spirit of the Choice Protocol – collaboration and partnership. This annual event is yet another activity that strengthens the strategic partnership between our strong and independent institutions and is reflected in the theme for this year’s symposium – STRENGTHENING RELATIONSHIPS.

This symposium follows last year’s successful event in which the quality of presentations was very pleasing. The diverse range of research being shared by the presenters will inform the teaching and learning which goes on in both institutions.

This symposium is a further showcase of the applied research from Whitireia and WelTec and provides an insight into the work of our researching colleagues. We are delighted to see a desire from researchers outside of WelTec and Whitireia to be part of this symposium. We extend a very warm welcome to you. This symposium is another opportunity to continue building research capability and capacity in a way that is beneficial for both our organisations by giving our existing and new researchers the opportunity to develop their research and presentation skills. It is also an opportunity for our more established researchers to contribute to the research environment.

We are delighted to see a full programme of presentations from a large variety of subject areas. It is good to see an increase in the number of presentations so there should be something of interest for everyone.

We hope you will strengthen the relationships that were initiated from connections made in 2013 and continue to develop and broaden your research collaborations. We hope you enjoy today and go away from the symposium, better informed about the research that is being done around you, and inspired and energised by what you hear and experience.

Noho ora mai

*Linda Sissons, WelTec*

*Don Campbell, Whitireia*

## Acknowledgements

As organisers, we would like to thank everyone who has contributed to and supported this symposium; in particular, the presenters who are sharing their research, and the attendees who have come to support their colleagues.

We wish to acknowledge: Keynote Speaker – Dr Mark Stagg; Session Chairs; Abstract Review Panel members; Vicki Steele for help with putting this booklet together; Lisa Love for her enthusiastic help with the organisation, and WelTec and Whitireia for their generous support of this event.

*Elizabeth Asbury, Whitireia*

*Lisa Wong, WelTec*

# Symposium Room Guide

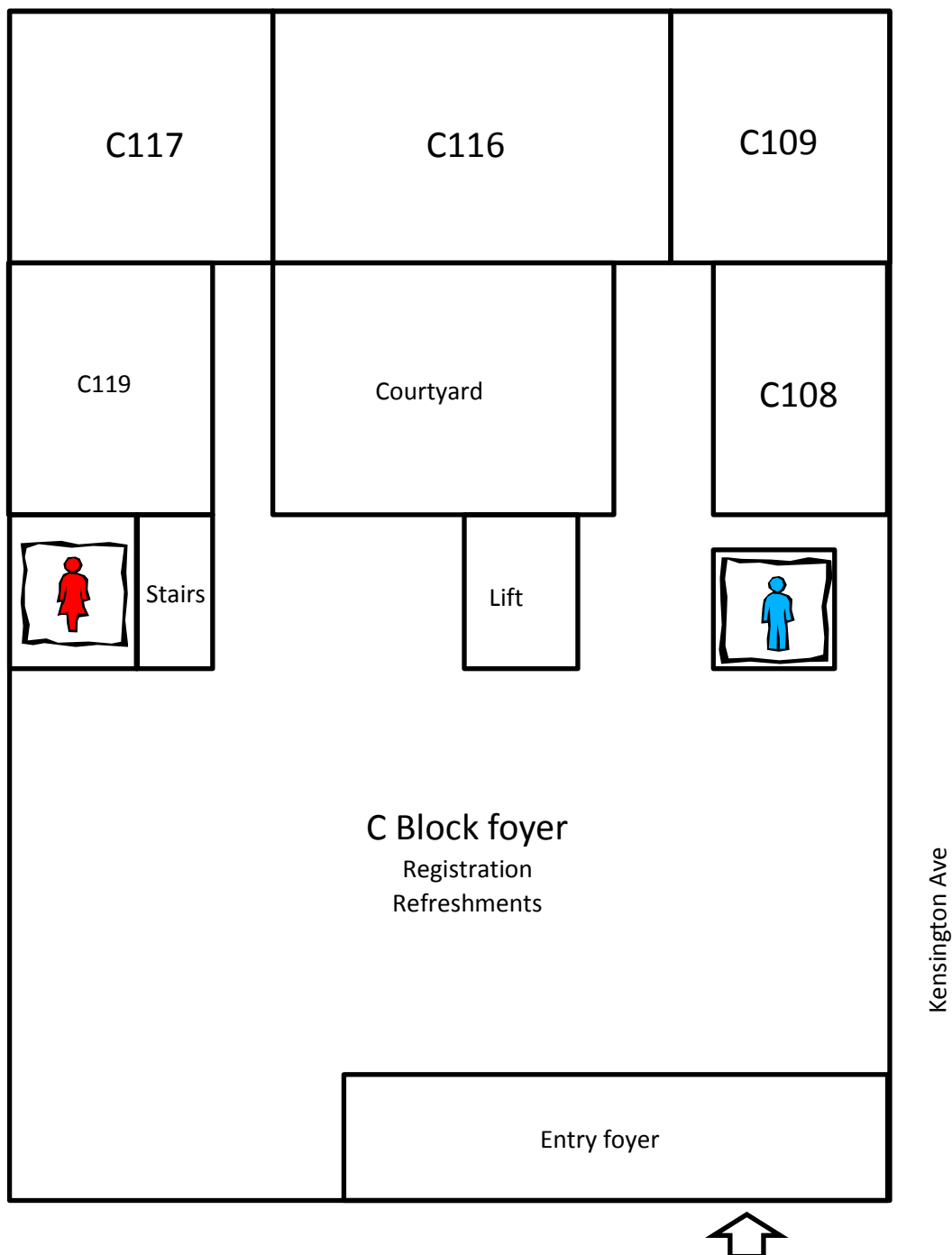
**C116** Mihi Whakatau, Welcome, Keynote, Closing, Karakia

**C116** Teaching and Learning, Engineering and Trades

**C117** Creative and Performing Arts, Research and Collaboration

**C109** Māori and Pacific, Health and Well-being

**C108** Business, IT, Hospitality





## Programme

8:30	Registration – coffee available			
9:00	Mihi Whakatau – <b>Tame Ngaheke</b> (in Room C116)			
9:05	Welcome – <b>Alan Cadwallader and Don Campbell</b>			
9:15	Keynote - <b>Dr Mark Stagg</b> Royal Society of New Zealand "Aspiration and Inspirational Research Funding and the Royal Society"			
9:45	time to move to different sessions			
	<b>C117</b> <b>Creative and Performing Arts</b> Chairs: Annie Ruth & Pip Byrne	<b>C116</b> <b>Teaching and Learning</b> Chairs: Lin Ayo & Mervyn Protheroe	<b>C109</b> <b>Māori and Pacific</b> Chair: Justin Puna	<b>C108</b> <b>Business and IT</b> Chairs: Mick Jays & Gerry McCullough
9:50	"Even Better Than The Real Thing?" – Whitireia and WelTec vocational training using acting students from the Stage and Screen Arts course. RICHARD FINN	Reflective practice – applying theory to practice. CANDICE BARR, RIRIPETI REEDY	Ā-Tui: An approach/ framework for cultural and professional development. JEAN MITAERA, APII RONGO-RAEA	Exploring Commonalities in International Business Communication Needs. BARBARA KNEUER
10:10	Case studies of International Chinese students in vocational training on Bachelor of Applied Arts, Visual Arts and Design at Whitireia NZ. DEB DONNELLY, BRENDA SARIS	KIS (KEEP IT SIMPLE). SHANALI de ROSE	Rataka Rangahau – Journal Club. Strengthening Relationships within the BNMāori and Whitireia Library. VICKI SIMON, CATHERINE DOUGHTY	Applied Business Education: The Cultural Impact on interactive teaching in a Multi-Cultural Learning Environment. KARISHMA KELSEY, ANDREW ZALIWASKI
10:30	Collaborative practice with creative technologies. CRAIG ANDERSON, MALCOLM DOIDGE, DARREN WARD	LATAR(E): A framework for educational practice. CARMEL HAGGERTY	Waiho mā te Ngāi Moehewa rānei, mā te Iwi rānei? ERUERA RUWHIU	Include workplace bullying in your classroom: It's time to talk about workplace bullying. GLENDA SHAW
10:50	Morning tea			

	<b>C117</b> <b>Creative and Performing Arts</b> Chairs: Annie Ruth & Pip Byrne	<b>C116</b> <b>Teaching and Learning</b> Chairs: Lin Ayo & Mervyn Protheroe	<b>C109</b> <b>Māori and Pacific</b> Chairs: Hinemoa Priest & Tavita Filemoni	<b>C108</b> <b>Business and IT</b> Chairs: Mick Jays & Gerry McCullough
11:10	A grand piano falls off a crane: Fact shoring up fiction. ADRIENNE JANSEN	Assessment Rubrics In NZ Tertiary Education. GRAEME LEGG, PREMALATHA SAMPATH	Iron Māori meets Te Wānanga Hauora. SHAYOLA KOPERU	Sense-ability: a humanistic brand strategy for NZ small and medium enterprises. BRENDA SARIS
11:30	'Putting Them All in the Same Room' - Research around the staging of my Year 2 Diploma in Stage and Screen Arts production of "The Comedy of Errors". RICHARD FINN	The Relational Newsroom: An Appreciative Inquiry into how Leadership Empowers Learning in Newsrooms. BERNIE WHELAN	The role of tertiary education in the revitalization of the Māori language. WILLIS KATENE	Using Data Modelling for guiding future study options for prospective IT students. IAN HUNTER
11:50	1995-2015 Twenty years of representation for the Prague Quadrennial. TONY DE GOLDI	Every Teacher is an English Teacher: Towards a better understanding of students' language issues. YAO-KUN LIU	Building and strengthening social work through talanoa. JEAN MITAERA, TAUTALA AIONO FALETOLU, CANDICE BARR, LUCIA KASIANO, APII RONGO-RAEA, KURESA TIUMALU-FALESEUGA, ALIITASI SU'A-TAVILA.	Challenges in Interpreting: Effects of physical separation in Video-mediated interpreting (VMI). IWAN TJHIN
12:10	Poetry and Memoir. MARY-JANE DUFFY	Ako in Co-tutoring partnerships. SUZANNE MANNING	Strengthening Partnership in Delivering Health Messages to Pacific Peoples. ALIITASI SU'A-TAVILA	Data Transfer Using TCP in Cloud Computing Environments. SHAWKAT DAWOOD, ZAWAR SHAH, SIDDARTH RAU
12:30		Acceptability: A study of employer ratings of migrant pronunciation. MARTY PILOTT	The Pasifika Trades Training Initiative at WelTec 2012-2013: an evaluation. TAVITA FILEMONI, JOHN HORROCKS, LISA WONG, ARDEN PERROT, SEANN PAURINI	Private Cloud Centralised System: Alterations Made. IWAN TJHIN
12:50	Lunch			

	<b>C117</b> <b>Creative and Performing Arts</b> Chairs: Annie Ruth & Pip Byrne <b>Research and Collaborations</b> Chair: Richard Wanhill	<b>C116</b> <b>Teaching and Learning</b> <b>Engineering and Trades</b> Chairs: Lin Ayo & Mervyn Protheroe	<b>C109</b> <b>Health and Well-being</b> Chair: Wendy Trimmer	<b>C108</b> <b>Hospitality</b> Chairs: Mick Jays & Gerry McCullough
13:30	Light Motive: Explorations of Urban Space and Sound DAN ADAMS	Strengthening Relationships with the community. KURESA TIUMALU-FALESEUGA, APII RONGO-RAEA	Cold Water Immersion – the Pleasure and the Pain. KEN MACIVER	Researching Articles for PIHMS Research News: A role for Students? NOEL BRIDGEMAN
13:50		Evidence based practice Agenda: Making it happen and the role of Postgraduate Education. MYRA WILSON	When caring becomes a by-product of Professionlisation: Embracing a post-resilience era. TONY CARTON	In Sri Lanka, not on Sri Lanka: Online media coverage of the Commonwealth Heads of Government Meeting 2013. JOANY GRIMA
14:10	Initial findings from the ITP Sector Collaboration Practices Research Project. JERRY HOFFMAN, SALLY BODKIN-ALLEN, JO WHITTLE	Embracing technology to develop academic skills of postgraduate nursing students. GEORGINA ORSBORN	The therapeutic relationship: What difference does it make for treatment outcomes for people who have alcohol and mood problems. DEIRDRE RICHARDSON	Work, meaning and hospitality – a literature review. ANN CAMERON
14:30	Strengthening industry and academic relationships through the Research Development Transfer (RDT) Scheme. BEVERLY TAYLOR	The use of explanations and analogies in teaching physics concepts in the trades. JAMES MACKAY	Strengthening the Social and Medical Being TAUTALA AIONO FALETOLU	Terrorism in the hospitality industry. CYRIL PETER
14:50	A national evaluation of funded inter-institutional research collaborations: a work in progress. FIONA BREEN, MERVYN PROTHEROE, CATH FRASER, JUDITH HONEYFIELD, VICTOR FESTER.	Constructed wetlands for stormwater treatment - as part of Water Sensitive Urban Design. INDUKA WERELLAGAMA	The Highly Sensitive Person: Research proposal for identifying HSP students, their specific learning needs; and exploring useful teaching and learning strategies for students with Sensory Processing Sensitivity (SPS). KAARYN CATER, CLARE HAZLEDINE	Learning on the road: Thoughts, reflections and relationships on a Tourism field trip. ADAM RANSFIELD
15:10		Language in the Trades. EMMA McLAUGHLIN	A Three-way Partnership with Nursing EAL Students. LIZ DAY, VICKY JENNINGS, SUSAN RIDLEY	Enthusiasm expected; experience not essential: NZ and sporting event organisers and the volunteer workforce. JOANY GRIMA
15:30	Closing remarks – Julia Hennessy / Lawrence Arps Karakia – Tame Ngaheke			



## Keynote: Dr Mark Stagg, Royal Society of New Zealand

### Aspiration and Inspirational Research Funding, and the Royal Society of New Zealand

Dr Mark Stagg was appointed to the Royal Society of New Zealand in 2008 after an eight year period of postdoctoral work at Imperial College London. He has an academic background in physiology and the cellular mechanisms of heart disease. Mark returned to New Zealand to assist the Society and the Marsden Fund with the assessment of contract reports and the operation of the Fund. He is currently the Senior Manager, Research Funding for the Royal Society of New Zealand. Mark has responsibility for a wide range of project and human capability funding administered by the Society on behalf of the New Zealand Government.

## “Even Better Than The Real Thing?” – Whitireia and WelTec vocational training using acting students from the Stage and Screen Arts course

**Richard Finn**

### **Whitireia NZ**

When we are young, we learn by mimicking, playing, and experimentation. As our language skills develop, and formal schooling begins, these strategies are replaced by language-based learning, which can dampen our curiosity and motivation to learn. It has been argued that vocational education can re-ignite learning enthusiasm through teaching procedural knowledge.

In cognitive psychology, procedural knowledge is the “...knowledge exercised in the accomplishment of a task, and thus includes knowledge which, unlike declarative knowledge, cannot be easily articulated by the individual, since it is typically non-conscious (or tacit). Many times, the individual learns procedural knowledge without even being aware that they are learning” (Stadler, 1989).

An advantage of procedural knowledge is that it is multi-dimensional, and can involve techniques such as hands-on experience, practice at solving problems, and understanding the limitations of a specific solution. Therefore, the acquisition of procedural knowledge can frequently eclipse theory-driven learning.

Roleplay simulation is a learning method whereby learners take on the role of specific characters or organisations in a contrived setting, aided by ‘performers’. Roleplay is designed primarily to build first person experience in a safe and supportive environment, and is widely acknowledged as a powerful teaching technique.

However, more often than not, the ‘performers’ used within the simulation are untrained. This presentation explores the use of actors (or senior acting students) in vocational training. It draws upon case studies of actors working with learners in three settings: The Royal New Zealand Police College; Whitireia NZ’s Bachelor of Health Science (Paramedic) course, and WelTec’s Diploma in Counselling. Reflections from both the students and tutors involved will be presented, along with photographic evidence of the experiential learning.

Finally, this presentation highlights the potential benefit of using actor roleplay for cross-cultural teaching including working across the language barrier.

## Case studies of International Chinese students in vocational training on Bachelor of Applied Arts, Visual Arts and Design at Whitireia NZ

**Deb Donnelly, Brenda Saris**

### **Whitireia NZ**

The purpose of this case study is to increase awareness as a team of New Zealand arts educators to understand our new Chinese students to meet entry requirements for successful outcomes.

International students from China enrolling to study in New Zealand come with a range of backgrounds and contexts. This case study evaluates a group of Chinese art and design students' training, to enhance our understanding of their learning contexts and support transition from study in China, and its implications to studying in the New Zealand arts environment. It compares, observes and reflects on the learning experience in arts at Xiamen University of Technology (XMUT), a government funded Chinese vocational training institute, with several New Zealand based Chinese students enrolled in Visual Arts and Design at Whitireia NZ. The selected case studies are based on the students' social and cultural backgrounds, educational expectations, attitudes and behaviours and are compared to our domestic student profile. This research, to date, provides a basis to open discussions on current pedagogical practices at Whitireia NZ, to offer analysis, support and recommendations as part of specialist professional development for teachers of international students in transition to tertiary studies in New Zealand.

In October 2013 Saris and Donnelly visited XMUT at the start of their academic year and presented a series of design lectures on Branding and New Zealand sustainable eco textiles. These lectures were supported by a XMUT / NZ design trained Chinese interpreter. Saris and Donnelly met with design staff and students to engage with a vocational training model in a Chinese learning environment.

This visit facilitated discussions with XMUT staff around steps we can take for Chinese students preparing to study art and design in New Zealand and how we can develop a collaborative pedagogical arts practice in our teaching applications.

A qualitative case study approach was used. Non participant class observations as well as lectures with feedback were delivered to a group of design and fashion students in our own teaching disciplines. Organised lectures took place in their learning environments during the visit to XMUT, a large live-in campus facility for 20,000 students, compared to our Porirua based art and design studies facility for 70 students.

We gathered data and examined differences during and after the visits including art education entry level, age, gender, type of technical skills training, success rates, and the ratio of practical and theoretical mix. Tutor and student group interactions were observed to compare with our small sample of Chinese students in New Zealand results data. The main area being evaluated was the Chinese students' first expectations of available resources in New Zealand tertiary training. This supports perceived changes in attitudes and behaviours while building experiences that scaffold and transition learners into the Whitireia NZ education model. One common sample was observed during orientation activities in both institutions.

Our combined case studies compare actual Chinese student experiences and enable staff to reflect on findings and encourage on-going dialogue for cross cultural pedagogical practitioners.

## Collaborative practice with creative technologies

**Craig Anderson, Malcolm Doidge, Darren Ward**

### **WelTec**

The changing dynamics of a 21st Century learning environment presents challenges for teachers and learners as we are confronted by new technologies, an increasingly diverse student body and a constantly evolving marketplace for graduates.

WelTec's Bachelor of Creative Technologies addresses these challenges, and through the core teaching of collaboration has introduced a structured programme over three years to guide students into a multidisciplinary creative practice.

Graduate students are mentored in their collaborative creative practices, providing links to industry and also establishing future pathways for undergraduate students in industry and creative practice.

Underpinning this collaborative structure are the philosophies of *whanaungatanga*; a traditional Māori principle that encourages inclusiveness, togetherness and responsibility in a family orientated structure; *tikanga*; a set of general rules or guidelines which are decided on through group deliberation; and *manaakitanga*; which involves nurturing and maintaining positive relationships between students and tutors.

Technology is an important component of these collaborative projects - social media, smart devices (phones, tablets), dedicated apps and cloud based project management tools allow student groups to work independently, outside of traditional environments and to also engage with projects beyond timetabled class hours, giving projects flexibility and ownership of the project to students.



## Reflective practice – applying theory into practice

**Candice Barr, Riripeti Reedy**

**Whitireia NZ**

Social workers are taught, trained and exposed to areas of development and professional values by applying theory into practice. The boundary between professional and personal is the focus of most of the reflective practice students are required to report on. It is also the area that is the most testing for practice teachers and student placement tutors alike.

This paper explores how social work students on their first and second practicum travel between their personal values and the professional values they are taught.

- Scenario one focuses on the difficulties encountered when students' personal values and the judgments they make 'cloud their ability' to engage professionally. How they extricate themselves ethically and grow to understand themselves more fully is part of this exploration.
- Scenario two focuses on two students who, in spite of their own personal values, have been able to see beyond their personal biases to find within themselves untapped strength and insight that has offered them and their clients' solutions they had not counted on beforehand.

In both scenarios, reflective practice helps social work students see their learning in practice and on practice.

## KIS (KEEP IT SIMPLE)

**Shanali de Rose**

**Whitireia NZ**

Information and communication technology (ICT) is all around us. It is a fact that we live in a fast growing technological age. ICT has become part of our daily lives. Children born in the digital age, digital natives, as coined by Mark Pransky, seem to be born with “the know how” when it comes to technology. They are exposed to various ICT devices from the day they are born.

There is much debate on positive and negative influences of technology use with young children. Some early childhood teachers hold very strong views on the benefits and disadvantages of ICT exposure at an early age. However little research has been carried out in this area to support views either way. In 2005, the early childhood ICT framework was launched to support and guide the use of ICT to enhance learning within the early childhood education sector. The incorporation of ICT within the early childhood education curriculum seems to have emerged even before the Ministry of Education ICT framework in 2006-07 was introduced. The framework proposed a vision to improve learner achievement in an innovative education sector; early childhood to tertiary and ongoing learning.

It is obvious that the early childhood education sector has recognised the need for ICT integration within the ECE curriculum and the ICT needs of the fast growing digital age. However, even though ICT skills are recognised as important, they are not freely integrated or utilised in the early childhood education curriculum. This has been linked to the lack of ICT-literate educators/professionals. The ICT literacy has also been misinterpreted in the past. ICT literate usually meant gaining the knowledge to use the equipment rather than the social practices and the learning through ICT that can be extended to other curriculum areas in an early childhood education context. However I believe being ICT literate encompasses more than knowing the equipment, but knowing how to use it and integrating the learning that takes place with other early childhood curriculum areas.

The challenge is how teacher trainers could influence the training experience of student teachers towards ICT use with young children. Student teachers need to be encouraged to use ICT equipment appropriately and to ‘think outside the box’ or should I say ‘screen’ to extend the learning to other curriculum areas as much as possible. It is a steep learning curve for digital migrants and digital holiday makers like us to gain the confidence and competence in ICT use to pass on the knowledge to our students who will be working with digital natives and their digital environments.

The presentation will demonstrate some of the strategies that have been followed to achieve the above as part of the ICT course in Bachelor of Teaching degree at Whitireia NZ. My guiding principle was to keep the tasks simple and easy to understand; this was manageable for me as the teacher trainer and for the student trainee.

## LATAR(E): A framework for educational practice

**Carmel Haggerty**

**Whitireia NZ**

The LATAR(E) framework (Haggerty, 2009) a logical process with six domains, provides explanations and critical questions linked to curriculum considerations. This framework, in contrast to many others, focuses on the pedagogy of programme design. The LATAR(E) framework has Chickering and Gamson's (1987) 'Seven Principles of Good Practice' embedded in it to provide academic staff with evidence based guidelines to consider when designing, developing, facilitating and evaluating learning.

The LATAR(E) framework has been used as a professional development tool within the Health Faculty, with early adopters finding it helpful. Many academics in the health sciences come to their education positions from clinical settings without the benefit of an educational background. The framework gave these new educators a process to follow as well as some key questions to consider when developing and/or reviewing papers/lessons.

The combination of the LATAR(E) framework with the seven principles of good teaching embedded in it has now been adopted across the Faculty in paper development, moderation and lesson planning. The framework provides a process for academic staff to consider all components of the teaching/learning process from a pedagogical perspective, from design to delivery.

This presentation will introduce the LATAR(E) framework along with the seven principles and provide examples of using the framework for curriculum alignment, paper development and lesson planning.

Reference:

Haggerty, C. (2009). Developing an online course: Reflections on the process. *Whitireia Nursing Journal*, 16, 8-17.

## Ā-Tui: An approach/ framework for cultural and professional development

**Jean Mitaera, Apii Rongo-Raea**

**Whitireia NZ**

The purpose of this paper is to present Ā-Tui (i.e., a work in progress). Ā-Tui is a response to various workshops and paper presentations to early childhood, primary and secondary school teacher forums focused on teacher competencies and professional development for Pacific teachers<sup>1</sup>.

It is an approach/framework informed by the work of Jean Mitaera, Ani James and Apii Rongo-Raea in their paper entitled: Turanga Māori - a Cook Islands Conceptual Framework, transforming family violence-restoring wellbeing (Ministry of Social Development, 2012).

Turanga Māori (2012) identified four cultural principles that inform family violence practice, they are:

- 'akamatūtū i tona turanga - strengthen her position/standing
- 'akamārama i tona au piri'anga - make known her connections/ relationships
- 'akakite i nga akaue'anga - inform him/her of her dues to others
- kia tā'anga'anga'ia kia rauka te ngakau aro'a - through practice comes a generous heart

Ā-Tui draws on these same principles and places the context of practice into teacher development, thus achieving a dual outcome of cultural and professional development. It is the presenter's contention that robust cultural principles are transferable to various professional practice settings.

This presentation introduces Ā-Tui and seeks participant feedback.

<sup>1</sup> NZEI; Kindergarten Association Senior Managers; TRCC Teacher's Refresher Courses; Punanga Reo Professional Development Workshops (Auckland); ECE Students Whitireia; PPTA Komiti Pasifika; Pacific Research Advisory Group (Ministry of Education); Toru Fetu and Nuanua Kindergartens.

## Rataka Rangahau – Journal Club. Strengthening relationships within the Bachelor of Nursing Māori and Whitiireia Library

**Vicki Simon, Catherine Doughty**

### **Whitiireia NZ**

This presentation explores the mechanism of Rataka Rangahau – Journal Club and its contribution to student learning in the Bachelor of Nursing (BN) Māori programme (Doughty, 2013). The purpose of this club, situated within the Mauriora papers, is to expose students to critical evaluation of research articles and also provide them with the appropriate tools to do so. The Rataka Rangahau is led by a BN Māori academic as the subject specialist, with an academic librarian as the information literacy specialist. This programme is an attempt to reclaim Māori knowledge and practices and relate them to nursing practice using scientific western knowledge and Māori pedagogies. The collaborative nature of this teaching approach allows the roles of the information literacy librarian and BN Māori academic staff to contribute to the students' ability to access and appropriately select quality and relevant information.

A pilot study of Rataka Rangahau - Journal Club was completed in 2011 (Doughty, 2013, p25). The key finding was that 89% of students believed that the Rataka Rangahau - Journal Club had helped their learning (Doughty, 2013, p25). The key recommendation from the pilot was that further evaluation be undertaken (Doughty, 2013, p29).

In 2014 we reworked Rataka Rangahau - Journal Club by aligning its goals with the aims of the Mauriora Nursing Knowledge and Research papers. The aims are to:

- encourage students to examine and reflect on Māori ways of Knowing,
- further explore nursing enquiry, nursing knowledge, research and to identify how these inform Māori nursing practice.

In 2014 we presented this research in a teaching session to receive student feedback as a way to model and apply research and ethics theory to practice. We will present our own experiences and reflections of Rataka Rangahau – Journal Club. Lastly, we provide some conclusions and implications for other possible collaborations.

Waiho mā te Ngāi Moeheua rānei, mā te Iwi rānei?

**Eruera Ruwhiu**

**Whitireia NZ**

*Ko te reo te tomokanga ki te ao Māori, i waiho iho e ngā mātua tīpuna, mā te reo anake ka taea te whāwhā te ketuketu i roto i ngā kete korero i waiho e rātau.*<sup>1</sup>

Being bilingual in te reo Māori and English enhances the notion that what is good for Māori is good for New Zealand in terms of wellbeing and social cohesion. Language is a repository of culture, the safest place to keep it and ensure its survival.

According to the latest census 2013, over a fifth of Māori can hold a conversation in te reo Māori. The dynamic younger generation are the majority of these speakers who will keep the language alive. They are a generation of children who are not Māori speaking in most tribes. The younger generation have a sense of commitment and purpose and they will make a difference.

The challenge is the creation of an environment where the number of speakers of Māori is maintained and increased so that it survives as a living language for future generations. Strategies for the revitalization of te reo Māori amongst Māori communities in the 21st century fall into two methods;

1. Iwi based strategies such as Kura Reo-a-iwi
2. Kaupapa based such as Te Ataarangi.

Iwi based strategies include conducting wānanga for karanga, whaikōrero, hui taiohi, and kura reo. Kaupapa based may include practical courses for wharekura students, kura reo for competent speakers.

The aim of this study is an analysis and comparison of the state of te reo Māori in Ōpōtiki District located in the Bay of Plenty region compared with one of the tangata whenua iwi, being Te Whānau-a-Apanui.

<sup>1</sup> Rikirangi Gage, kaupōti Te Waiariki 2014

## Exploring commonalities in International Business Communication needs

**Barbara Kneuer**

**Whitireia NZ**

The aim of this research is to review the literature concerning converging business communication needs across cultures. In the past communication teaching and research in this field examined cultures in terms of their differences. In the 1990s, a search for convergence rather than difference in business communication began; driven by advanced globalization and technology-aided communication with a focus on inclusion rather than marginalization as well as a condemnation of stereotypes.

Is it worth investigating the similarities rather than the differences in business communication across cultures?

While some scholars propose that identity in cross-cultural business communication is not substantial (Dryud, 2002) others such as Weiss (1998) argue that communication takes place between individuals, not cultures, and human activities have a universal core of identity. Goby (1999, 2007, 2009) goes further by searching for communality in cross-cultural communication needs, investigating business communication needs of business communication students in multicultural settings and comparing them to other relevant research. The findings of her research indicate commonality.

In conclusion, while culture and cultural differences certainly play a major role in all aspects of business communication behaviour, there is evidence of converging business communication needs across cultures. This would however need further exploration through similar studies as conducted by Goby. Existing results and further evidence would be valuable for university syllabi as well as corporate training.

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## Applied Business Education: The cultural impact on interactive teaching in a multi-cultural learning environment

**Karishma Kelsey, Andrew Zaliwaski**

**Whitireia NZ**

The paper addresses the problem of the high failure rates of international students in abstract courses such as strategic human resource management. Human Resources build up a company's sustained strategic advantage by core competencies, organizational culture resulting in organizational learning, and knowledge retention by keeping best people with the company. As Human Resource is strictly related to human social activities, it inherits a whole complexity of social interaction. These complexities mean that Human Resources require effective teaching; however teachers face challenges brought about by the multicultural context of teaching. Typical problems include: non-participation, language problems, socioeconomic and cultural differences, different leadership models and different management traditions.

A novel solution delivers classes through interactive participation with students by visualizing typical domain problems. For international students, these visualizations are easier to understand than traditional slide-verbal presentation, independent of a student's national culture. A case study submerges students into a real-life problem (Strachan, 2013). The problem is solved by teacher-students interactions building up new layers of knowledge based on previous information (Sivan et. al., 2000). This enables the student to store partial knowledge and allows a birds-eye view of the whole problem, 'rich picture' (Fogliasso et. al., 2007), dissecting the problem using a combination of MS Visio and Prezi. The whole method is used along with story-telling techniques to solve the case problem with students' interactions. This allows the creation of shared understanding among students, and enrichment of the students' learning experience.

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## Include workplace bullying in your classroom: It's time to talk about workplace bullying

**Glenda Shaw**

**WelTec**

Strong workplace relationships are fundamental to productive workplaces. In this presentation we look at current research on workplace bullying, we examine how workplace bullying impacts on business and government environments, and we discuss these issues in relation to recent law changes.

As business and government workplace environments are changing rapidly, the number of organisations contributing to research on workplace bullying and reviewing business practice is extensive and continues to evolve.

There are two major research groups in New Zealand at Auckland University of Technology (AUT) and Massey University. Professor Tim Bentley, AUT Work Research Institute, recently revealed the results of a national study (2009) which shows that one in five people have been bullied at work and that New Zealand has an 18% prevalence of workplace bullying within a range of 2%-20% reported internationally. The research has been a major contributor to the 2014 Work Safe guidelines.

The implication of workplace bullying on future managers is significant. Worldwide and national research highlights concerning gaps in management and business practices that are yet to be fully acknowledged in management educational texts.

Our theme, 'strengthening relationships', is central to creating and maintaining vibrant and productive workplaces. In this presentation I argue that we need to understand and actively contribute to strengthening this field of research. Is it time to put the topic of workplace bullying in front of management students?

## A grand piano falls off a crane: Fact shoring up fiction

**Adrienne Jansen**

**Whitireia NZ**

*The Score* is a novel about a grand piano that falls off a crane. The technical problems that this scenario sets the writer are complex – one can just tip over a grand piano and write it off. If there is to be a possibility that this particular piano can be restored, what distance does it fall, how does it land, which of its 8000-odd parts are destroyed, which are badly damaged, what is the cost, what is the timeline for repair?

The whole premise of the novel has to be underpinned by research into these complex questions. The reader's belief in the story depends on it. The crucial element in the research process was a very competent piano technician, willing to spend hours working out distances, damage etc. Observation of a piano being lifted by a crane and consultation with piano moving companies, were part of this extraordinarily interesting project.

Research for writing fiction is like the proverbial iceberg – only a fraction of the data is visible in the final product. Success is difficult to quantify. It is measured by intangibles – the page-turning quality of the work, the sense of credibility that the novel must have, and that magical quality that lies in every good story.

## 'Putting Them All in the Same Room' - Research around the staging of my Year 2 Diploma in Stage and Screen Arts production of "The Comedy of Errors"

**Richard Finn**

**Whitireia NZ**

Although Peter Brook famously said "A man walks across an empty space whilst someone else is watching him, and this is all that is needed for an act of theatre..." (The Empty Space, 1968), the influences upon that 'man's walk' of the arrangements of that 'empty space' and the positioning of the 'someone viewing' has huge impacts upon 'the act of theatre'.

This research project used my 2014 student production of Shakespeare's "The Comedy of Errors" as its basis. In this production, I staged the play in a variation of 'theatre-in-the-round'.

The politics of theatre-in-the-round were explored by RG Gregory ('Words and Action', 1972). In his view the lit space of Proscenium Arch is analogous to the seat of power; the audience adopts the role of passive receivers. The actors are in control.

However, once removed from the picture frame of the arch, the actors are compelled to turn their back on some members of the audience and so necessarily lose exclusive command of the acting space. All members of the audience can see the actor, but the actor can no longer see all of them. At this point, in order for the play to function, the audience themselves must be allowed to become key conductors of the meaning of the performance. The audience is in control.

I am interested in who 'owns' performance, and how student-actor/audience engagement is influenced by staging, and, as an educationalist, the impact upon learning.

The student actors were asked to reflect on the impact of the staging at three significant moments: when they were first presented with the concept; during rehearsals on the stage; and when the audience was in the room.

Jean Guy Lecat, Peter Brooks' designer wrote: "Un spectacle. Un public. Un seul espace. / One Show. One Audience. One Single Space." (Book of the same name, 2007).

## 1995 - 2015 Twenty years of representation for the Prague Quadrennial

**Tony De Goldi**

**WelTec**

The Prague Quadrennial of Performance Design and Space is the most prestigious international exhibition for theatre design. In 1991, individual designers represented New Zealand. The next NZ exhibition in 1995 comprised travelling display boxes exhibiting the projects of selected designers in an attempt to show with a thematic. For this exhibition I designed elements of a travelling chest with Dorita Hannah, designer for *Nga Tangata Toa*, produced by Taki Rua Theatre. This show was the first contemporary Māori Theatre production to represent NZ at the Quadrennial and was a watershed moment in the history of NZ representation.

The 1995 Quadrennial changed the focus of the NZ exhibition from ad hoc individual representation to a more structured approach with the appointment of commissioners to oversee to the Quadrennial and the formation of a competitive selection system. Since 1995 NZ theatre design has been represented by group shows where designers propose particular shows or performances they had designed for the Quadrennial in response to a curated thematic. My involvement includes the past five Quadrennials and I have been selected for 2015. In 2015 NZ/Aotearoa will present work focused around the thematic of weather with a contextual framework abstracted from Māori and Pacific performance space. The work will derive from design concepts based on elements from the 2012 New Zealand Opera Production of *Hohepa*. The proposed work is an extension of ideas, contextual frameworks and design aesthetics that have underpinned my theatre practice from the past 20 years and in this symposium paper I will present the last twenty years of NZ representation at the Quadrennial showing the development of not only my own practice but that of the wider group works.

## Poetry and Memoir

**Mary-Jane Duffy**

**Whitireia NZ**

The poet's memory reaches back in time to the memories of others. It becomes inextricably woven in the stories and activities of fellow poets, writers and artists. It finds companionship across time and space. It finds its heroes and friends. It finds a looped thread that attaches the poet to the women of the city on the Seine, a thread that snakes like the river around bookshops and theatres, downstairs bars and backstreet bedrooms, opium dens and parlours. That trails behind two women as they walk a dog called Basket, circles a carriage in the Bois de Boulogne, a motorcar on the Pont Neuf, appears in a kitchen where pots steam and dishes bake.

The thread loops back to some islands at the bottom of the world. Islands where the poet transmits signals into space – is this all there is? History and context appeared to have been unkind on these islands. Displacement, injustice and misunderstanding took their toll on everyone – the original inhabitants and the recent arrivals, the AD and the BC. The poet has sent out for reinforcements, for allies, for messages, for signs. That was before she realised she was amongst the currents of the Pacific.

The poet looks for the platforms built by her forbears in the arts, the shoulders on which to stand. She tugs at the thread looping back to herself, reeling herself in. On the thread are the shadows, the voices, the air breathed in and exhaled. And she is tied to the end of it through the poems. The poems are her memoir – experiences imagined and experiences lived. They span time and space. They try to make sense of each other.

Travelling backwards in time, this paper will contextualise one poet's linkages.

## Assessment rubrics in New Zealand tertiary education

**Graeme Legg, Premalatha Sampath**

**Whitireia NZ**

This presentation proposes research into the usage of assessment rubrics in NZ tertiary education.

NZ tertiary programmes, qualifications and courses have different names and seldom have clearly stated purposes. Their content and how they are delivered, their learning outcomes, assessment standards, social and industry relevance are different, not clearly defined and aligned.

It is important to identify (and start classifying consistently and transparently) the core elements of education being taught and learnt – identifying purpose/relevance as well as learning efficiency, to improve the quality, transparency, consistency and transferability of NZ tertiary qualifications.

Our assertion is that COMPLETE assessment rubric research will start to identify core learning elements, why and how they align with what, in a practical form that facilitates both learning purpose (effectiveness) and efficiency.

Assessment scoring rubrics can play a powerful role in learning, providing formative and summative interpretation, and facilitating self and peer assessment. Provided to students early on in a course, they expose students, up front, to what success looks like, thus improving the likelihood of engaging both students and teachers on where students need to go to, and helping them to get there faster and smarter. (Hattie, 2009)

However, "Ultimately, the usefulness of rubrics is dependent on how they are used." (Beng, 2012), as well as what they are used for. "What are the outcomes of a particular intervention? (and why, for whom, etc)." Davidson et al (2011).

A brief review of assessment rubric history in literature will be presented, as well as the author's definition of COMPLETE assessment rubrics.

A set of proposed research questions will be presented to evaluate COMPLETE assessment rubric usage as learning tools, complete regarding the alignment of assessment scoring rubrics with programme purpose, course delivery aims, learning outcomes (knowledge, skills and application), social and industry relevance.

## The Relational Newsroom: An appreciative inquiry into how leadership empowers learning in newsrooms

**Bernie Whelan**

**Whitireia NZ**

The field of journalism in New Zealand has gone through significant changes in the last few years, with the onset of digital technologies, their impact on the funding of journalism and on readership, and in turn on the way journalism is performed. This paper presents the findings of a study seeking to understand how leadership empowers learning in newsrooms and, in turn, contributes to the training and development of journalists. The intent here is to contribute to the constantly evolving field of journalism as it deals with the digital changes driving what is arguably the most concentrated period of change in its history.

Appreciative Inquiry (AI) has typically been used in organisations to manifest positive change for people. However, for this study I creatively adapted and applied the Appreciative Inquiry framework to situate qualitative research methods inside three newsrooms in New Zealand. Focus groups in each newsroom comprised individuals from different hierarchical levels of the workplace. As the lead researcher I led the groups who operated as co-researchers following the AI process of four phases comprising Discover, Dream, Design and Destiny seeking to understand how leadership empowers learning in newsrooms.

The findings were initially drawn from an analysis of the themes which arose in the discussions. From the findings I use AI theory and adapt the AI process to propose a Relational Newsroom framework for use in newsrooms. By embedding newsroom groups constantly using the 4-D cycle of AI and involving the public in live interaction process with newsroom decision-making, the framework would generate practices of communication, trust, personal leadership and structure identified in the findings. This study concludes with proposals in the form of action statements for use in both news media and journalism school newsrooms to have journalists engaged and involved in creating the future of the field

## Every teacher is an English teacher: Towards a better understanding of students' language issues

**Yao-Kun Liu**

**Whitireia NZ**

More and more international students have come to New Zealand to further their study, and most of them are from Asian countries where English language is a second/foreign language. Thus their English language ability plays a crucial role not only in the success of their study but also in finding a good job in New Zealand in the future. Therefore, improving English language ability is not just considered as a "by-product" in their effort of obtaining a qualification from a tertiary institution, but as one of the main purposes in their study in New Zealand.

Students in mainstream programmes are in a better position to learn English relating to their subject areas and to improve their English language ability at the same time. On the other hand, since English language and Asian languages belong to totally different language families, English language is always a big challenge to all the students from Asian countries.

Therefore, the task of preparing students for their studying in main-stream programmes successfully should not be left exclusively for English language teachers, but for mainstream teachers as well.

My research is an attempt to help the academic staff in mainstream programmes to have a better understanding of our students from the linguistic point of view, and open a discussion among them about what we can do to help our students not only to obtain a qualification from Whitireia, but to improve their English language ability in the meantime.



## *Ako* in co-tutoring partnerships

**Suzanne Manning, Whitireia NZ**

**Whitireia NZ**

Poutama Learning Advisors work together with Whitireia faculty staff as co-tutors in a number of courses, teaching specific academic literacies relevant to the discipline involved. A small scale study was undertaken in 2012, involving a questionnaire for both faculty and Poutama staff focusing on perceptions of the working relationships, as well as in-class observations of co-tutor interactions. The objective was to characterize the co-tutoring relationships with a view to advising future partnerships on effective practices. A subsequent re-analysis of the original data has focused on analysing the differences between questionnaire responses from Poutama and faculty staff. This has revealed differing perspectives particularly with regard to the mentoring and learning aspects of the partnership, with staff generally taking more of a strengths-based approach to their own participation than to their co-tutor's participation. Such differing perspectives can lead to misunderstandings and tensions within partnerships. This presentation argues that the Māori concept of *Ako*, where teaching/mentoring and learning are seen as inseparable, could be a useful way to theorise the co-tutoring process in a way that opens the partnership up to greater critical dialogue.

## Acceptability: A study of employer ratings of migrant pronunciation

**Marty Pilott**

**Whitireia NZ**

My PhD research into employer acceptance of migrant pronunciation suggests that current ESOL pronunciation teaching may have the wrong emphasis. Current theory (Derwing & Munro, 2011) emphasises the goal of intelligibility – simply being understood. However, there is virtually no evidence to show which pronunciation features (such as word stress or intonation) might cause employers, who are gatekeepers to employment, to accept or reject a candidate on language grounds. I therefore propose a further criterion: that of acceptability. Acceptability is subjective, in that it is the opinion of a native speaker on the standard of a nonnative speaker's language; but ratings of the acceptability of accents or of pronunciation features are quantifiable. In this study, 40 migrants, mostly seeking unskilled work, were asked four generic questions in mock job interviews. The recordings were rated for specific pronunciation features. New Zealand employers (n=95) then used an online survey to rate the samples for acceptability. The structure of the acceptability survey is described, and statistical results are presented that demonstrate which features of migrant pronunciation are more or less acceptable to employers for communication in their workplace to supervisors, colleagues and customers. Finally, I comment on the implications which this research has for ESOL teachers of migrants when they are considering what emphasis should be placed on different aspects of pronunciation.

## Iron Māori meets Te Wānanga Hauora

**Shayola Koperu**

**Whitireia NZ**

**Objective:**

The purpose of the presentation is to provide an example of the application of Whānau Ora as an approach to strengthening the health and well-being of staff and their whānau of two faculties and the building of sustainable relationships as a way of improving the health outcomes at whānau, hapu and Iwi levels.

**Main Points:**

A response to the failed attempts to improve the health outcomes for Māori is evidenced from the results of the New Zealand Health Survey's dating as far back to 1992/93 to the latest results of 2011/2012 highlighting the persisting health inequalities for Māori compared to the total population of New Zealand.

Whānau Ora is an interagency approach to health and social services provision for all New Zealanders. The Whānau Ora approach that Te Wānanga Māori and Te Kura Hauora represents a partnership model of two faculties with a shared vision of improving the health outcomes for Māori.

The staff in these two faculties are examples of a whānau ora approach where one involves improving the health status of the Māori language and is open to all New Zealanders, the other faculty has a unique indigenous Bachelor Nursing Programme that contributes to the strategy of improving the health outcomes by preparing graduate Māori Registered Nurses for recruitment into the health workforce.

**Conclusions:**

The core goals of whānau ora demonstrates that with the right approach to strengthening the health and well-being of the people and building sustainable relationships Māori experience of improved health outcomes will in time be comparable to the total population of New Zealand.

## The role of tertiary education in the revitalisation of the Māori language

**Willis Katene**

**Whitireia NZ**

The research question is how do we revitalise te reo Māori amongst Ngāti Toa to be a spoken and living language

### **Why is it important?**

The Māori language is the heart of the Māori culture and is therefore closely linked to identity. There is a saying by an esteemed elder of Te Taitokerau, Sir James Henare “Ko te reo te mauri o te mana Māori”. The language is the absolute essence of what it is to be Māori. The revival of the Māori language for Ngāti Toa is essential for the cultural identity of Ngāti Toa to be maintained.

### **Background:**

The Māori language was the predominant language spoken in New Zealand up until about the 1930s. By the mid-20th century there were concerns that the language was dying out. Major initiatives launched from the 1980s brought about a revival of the language. By 1985 it was estimated that the number of Māori speakers had fallen to about 50,000 or 12% of the Māori population. Despite these initiatives and changes in legislation and policies, the Māori language remains an endangered language and there is much work to be done if it is to survive as a living language.

### **Approach:**

The approach to this research is through a literature review to create the historical, social and political context. Hui with, and survey of Ngāti Toa people to (a) identify the state of the language amongst Ngāti Toa as opposed to the general Māori population, and (b) identify the barriers to learning and using the language, and attitudes towards the language.

### **Summary of findings**

A summary of findings will be presented identifying the unique issues facing Ngāti Toa.

### **Conclusions/implications:**

There is a need to develop strategies to address the unique issues facing Ngāti Toa in the revitalization of the language, including the role of tertiary education and the wider community.

## Building and strengthening social work through *talanoa*

**Jean Mitaera, Tautala Aiono, Candice Barr, Lucia Kasiano, Apii Rongo-Raea, Luamanuvae Kuresa Tiimalu-Faleseuga, Aliitasi Su'a-Tavila**

### **Whitireia NZ**

In 2015 the Social Work programme will seek Social Work Registration Board (SWRB) and New Zealand Qualifications Authority (NZQA) recognition for a four year degree.

Influencing curriculum development is the current New Zealand and global social work environment. Social work in New Zealand is a huge industry with high demands requiring competent professionals who will:

- work with the complexities of clients (and their families)
- build and sustain relationships within and across multiple agencies; and,
- use relevant skills and knowledge.

In response the social work team reflected on and reviewed the fit of the programme philosophy for the new degree given these environmental realities.

This paper discusses the *talanoa*<sup>1</sup> undertaken by the social work team to arrive at the four concepts (and their meanings) that provide the philosophical foundations upon which the 2015 Bachelor of Social Work degree will stand. *Talanoa*, as argued by Vaioleti, is a Tongan<sup>2</sup> research approach that supports authentic discourse between the researcher and participants. It supports a cultural synthesis of information where participants story their issues, reflections and possibilities to address Pacific and other issues. *Talanoa* as an approach and process is important to the social work team who are Pacific.

This paper presents an opportunity to share *talanoa* that resulted in the BSW programme philosophical concepts of:

- Whakapapa - Identity
- Mana Tangata - Integrity and Respect
- Rangatiratanga - Leadership
- Ki te Ao Whānui - Global Community.

<sup>1</sup> See, Vaioleti, T. (2006) *Talanoa Research Methodology: A developing position on Pacific research*. Waikato Journal of Education 12: 21-34; and Halapua, S. (2002) *Talanoa Process: The Case of Fiji*. East-West Centre, Honolulu Hawaii.

<sup>2</sup> *Talanoa* has been adopted by other Pasefika cultures as a research approach, not necessarily using the term *Talanoa* (see: James, A., Rongo-Raea, A. & Mitaera, J (2012) who use the term *komakoma*).

## Strengthening Partnership in delivering health messages to Pacific Peoples

### **Aliitasi Su'a-Tavila**

### **Whitireia NZ**

The debate regarding declining health of the Pacific population has been one of the political issues of the last 30 years. To date, numerous health initiatives have been developed and implemented by the Ministry of Health to help address this issue. Within the context of this study, Capital & Coast District Health Board and Samoa Capital Radio are the key stakeholders that considered the idea of utilising Pacific radio network to deliver health messages in different Pacific languages to help the communities understand key issues health. The objectives of this study were to:

- (i) deliver quality health promotion information to local Pacific communities through radio programming, in line with local, regional and national health promotion programmes;
- (ii) engage with Pacific communities to develop a communication programme that will respond to the needs of their communities and,
- (iii) provide opportunities for the Pacific communities within the Capital & Coast District Health Board district to inform the DHB of their health services issues and concerns.

Data was collected through live interviews and talk back sessions on Samoa Capital Radio in the mornings for two weeks. Findings revealed that the delivery of health radio programmes in Pacific languages enhanced the communities' health knowledge and that they further motivated listeners to adopt healthy lifestyle behaviours. Most people interviewed found health information useful for the whole family and the promotion of health messages across seven Pacific groups such as Samoa, Cook Islands, Tokelau, Tonga, Fiji, Niue and Vanuatu were aligned with local and national promotion events such as meningococcal awareness.

## The Pasifika Trades Training Initiative at WelTec 2012-2013: an evaluation

**Tavita Filemoni, John Horrocks, Lisa Wong, Arden Perrot, Seann Paurini**

### **WelTec**

The Pasifika Trades Training Initiative (PTTI) was established in 2011 to provide fee-free support for Pacific learners in the Trades. It was designed to lift the achievement of Pacific learners, which is a specific goal of successive New Zealand Tertiary Education Strategies. It was also aimed at addressing the skills shortage for the Christchurch Rebuild. Success for Pacific learners requires institutional commitment and Pacific-centred teaching and learning relationships (Horrocks et al, 2012; Chu et al, 2013). WelTec became a PTI provider and took the opportunity to drive change in how services and support are provided to this cohort of learners. In 2012, qualification completion rate at WelTec was 76%, ahead of the remainder of the sector (TEC, 2013). This presentation will discuss findings from a recently completed study designed to investigate the contributors to successful achievement and completion. Following interviews with the Church ministers, Pacific Advisory Committee, students, and WelTec staff (tutors, support, administrative, management) a number of key factors contributing to success were identified. These supported previous research findings, as well as identifying areas for future development.

Success was attributed to: visioning (how the students see themselves in the future); recruitment through community links; staff being learners themselves; active encouragement by Church ministers, tutors and support staff; pastoral care; students being part of a team/group; visibility of other Pacific learners and staff; and work readiness. The response to work readiness has resulted in a number of initiatives at WelTec including the appointment of a work broker, and the establishment of stronger links with employers and recruitment agencies. A more integrated pathway from education to employment has recently been addressed by remodelling the PTTI to a consortia approach involving employers, which began in 2014.

## Sense-ability: a humanistic brand strategy for New Zealand small and medium enterprises

**Brenda Saris**

**Whitireia NZ**

A brand is the soul of a business. Whether we are marketing a product or a service, brand value is significantly grounded on emotions that are activated through the five human senses. Studies have indicated that successful brand strategies convey meaningful experience to the five senses to elicit and trigger buying behaviours. However, as the internet has become an omnipresent channel for branding and customers seek high quality multi-sensory and multi-experiential interactions, designing for the five senses is largely forgotten when brand strategies are devised for this technological environment. Brands that harness the art, science and technology (AST) continuum to delight the human emotions engender higher brand equity. This research studies the social and cultural meanings consumers attach to brands and branding within the AST continuum and it combines and synergises the three disciplines to engender pleasure and stimulate brand connections. These connections – enshrined in human feelings and responsiveness – are discussed, along with contextual relationships between conscious and unconscious behaviour, emotion, sensation, motivation, desire, perception, identity and consumption. Key elements emerge for a successful brand strategy to enable New Zealand small and medium enterprises (NZ SMEs) to stay competitive in the shifting landscape of global humanistic branding.

For the research to be of value, the study sought interpretations from a series of focus groups and subjective assessments. Through this process, the research moved towards hermeneutic phenomenology in seeking meaning through linguistic descriptions of participants' emotional experience in relationship to their five senses and the social media context. The data was analysed and synthesised through information design. This creative work constitutes an important and original practice-based aspect of the research. Conclusions suggest that this strategic approach is valuable to NZ SME's, since it is characterised by a personal relationship between all stakeholders in keeping with contemporary values, and, considers the emotional and subjective capabilities of the customer.



## Using data modelling for guiding future study options for prospective IT students

**Ian Hunter**

**WelTec**

I have been involved in IT education for many years and often interview prospective students wishing to undertake higher study in IT, who are often unsure which courses to take so they can gain suitable future employment. Future employment and/or areas of IT interest or suitability often dictates their course choice.

My current method of guiding the students in course choices is primarily based on a student's past academic record (locally or internationally), that relies very heavily upon my past expertise and experience. As some of the information in the student's transcripts can be confusing and somewhat unreliable, a simple method of coming to a quick and accurate decision for their future study can be somewhat of a challenge. Using a Linear Regression Data Model I have established a method to verify the decisions I make while providing guidance on course choices.

How do I know that my current practice is valid and the information given is credible and not misdirecting the student?

This paper sets out to show the validity of using a Linear Regression Data model to support my current practice and compares its use with the actual student results.

I will present a theoretical framework of Linear Modeling and Regression, a conceptual framework using a case study of class cohorts and a methodology to test the validity of this practice. A comparison and analysis of the results is then presented.

In conclusion, over the years this approach has been reliable and accurate (within set limits), and can still be used into the future with confidence. This model confirms that the guidance provided for a student's future study options is supported by credible statistical analysis.

## Challenges in interpreting: Effects of physical separation in video-mediated interpreting (VMI)

**Iwan Tjhin**

**Whitireia NZ**

Lack of common language proficiency between interlocutors represents a serious barrier to effective communication, particularly in health care and legal settings.

In health care settings, limited common language proficiency is associated with poor access to medical care, resulting in more invasive management and excess hospitalizations, medical errors, drug complications, and poor satisfaction with care.

In legal settings, when interlocutors manipulate the spoken word and express language with precision, a lack of understanding by those who rely on interpreters to communicate or by interpreters themselves, may have impact on the outcome of proceedings.

Poor interpreting by untrained interpreters leads to misunderstandings, wrong diagnoses and poor compliance. Untrained interpreters are still widely used in health settings for reasons of cost and the lack of access to trained interpreters, although only trained and skilled legal interpreters are normally used in legal settings. Nonetheless, provisioning of legal interpreters remains a challenge.

Video-mediated interpreting (VMI) is now more commonly used for the provision of spoken language interpreting. Video conferencing interpreting (a type of VMI) has been trialed and used in courts proceedings in various countries. However, many interpreters have various doubts and anxieties about this development. Some prevailing points are the physical separation and effects that arise from the lack of physical presence. These include effects on communication behaviour, performance of interpreters, and communication flow management.

This presentation reviews and summaries current literatures in this area to look at the possibility of using computer-mediated reality (CMR) technology as a possible way forward for VMI. Further research into the implementation of such technology, infrastructure readiness, and willingness of interlocutors to embrace the technology is intended to know whether remote-capable CMR technology can minimize the effects of physical separation in VMI, and therefore improve overall interpreting experience.

## Data transfer using TCP in cloud computing environments

**Shawkat Dawood, Zawar Shah, Siddarth Rau**

**Whitireia NZ**

Transmission Control Protocol (TCP) is the most widely used transport layer protocol for data transfer in cloud data centres. The main characteristics of a data centre network are high-speed links, low propagation delays, and limited-size switch buffers. However, TCP is faced with many issues in this environment as it was designed on the assumption that it would primarily be used in Wide Area Networks (WANs). In this research, a literature review is conducted to find out various issues faced by TCP in cloud computing environments. The research also discusses enhancements and modifications proposed in the existing literature that optimize TCP for a cloud computing environment.

Our study found many issues with TCP that make it unsuitable for data centre environments. One such issue is that within a cloud data centre TCP suffers from the Incast problem, in which many flows converge on the switch over a short period of time. The packets from these simultaneous flows exhaust buffer of the switches resulting in packet loss. The loss packets are then retransmitted by TCP according to its retransmission mechanism. The default retransmission timer in TCP is 300ms which is too long for a data centre network where Round Trip Time (RTT) is around 0.1ms. This results in degradation of TCP throughput that effects performance and user experience.

Another problem with TCP in cloud environments is that it has a congestion control mechanism that prevents it from efficiently utilising the available bandwidth. The Slow Start mechanism of TCP in the beginning of the connection results in packet loss that decreases the congestion window and consequently results in reduction of application throughput. Our literature review shows that one solution to the Incast problem is to reduce the TCP retransmission timeout so that TCP retransmits without any delay. This mechanism has been shown to reduce the effect of the Incast problem.

Another state-of-the-art approach is the Data Centre TCP (DCTCP) that uses the mechanism of Explicit Congestion Notification (ECN) along with a novel control scheme at the sources. Sources estimate the fraction of marked packets, and use that estimate as a signal for the extent of congestion at the switch. This allows DCTCP to operate with very low buffer occupancies and achieve full throughput as compared to TCP.

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## Private cloud centralised system: Alterations made

**Iwan Tjhin**

**Whitireia NZ**

When teaching a degree-level systems administration course, it is often a significant challenge to supply students with both theory and hands-on practical experience. It is often impractical and expensive to set aside computers and network devices for individual students for this course in a tertiary environment. This situation potentially denies students the opportunity to gain the first-hand experience they need to move successfully into a systems administration role. The use of virtual machines running on individual lab computers is commonly used as a workaround; however, this approach has some limitations, including but not limited to, computer availability, hardware performance, storage, interference with Faculty's network, work progress monitoring, work submission and marking.

An initial system, which centrally managed and ran virtual machines in protected environments, was designed in an attempt to address some of the limitations above. The initial system enabled the possibility for every student to learn and simulate operating environments similar to those of real-life works. This approach had indicated results of a better performance and higher availability system that did not cause interference with the Faculty's network. It also suggested a better facilitation of work progress monitoring and submission logistics.

However, the initial system design catered for only one group of learners at any one instance. With a change of teaching arrangement and an expansion of the learner group, the initial system faced operational challenges in group separation and stream management. Since then, a number of alterations have been made to the initial system design to meet the dynamic demands, particularly in the area of access control separation and data traffic redirection. The current system is a private-cloud centralised system design capable of running courses in a multi-location, multi-group, multi-course setting.

This presentation describes the author's initial system and subsequent design alterations he made leading to the current system.

## Light motive: Explorations of urban space and sound

**Dan Adams**

**Whitireia NZ**

### Outline

Urban explorers “trespass into derelict industrial sites, closed hospitals, abandoned military installations, sewer and storm drain networks, transportation and utility systems, shuttered businesses, foreclosed estates, mines, construction sites, cranes, bridges and bunkers, among other places – simply for the joy of doing so” (Garrett, 2013, Loc. 100). I research with Gunner from the Wellington-based website Urbex Central (URBEXCENTRAL, 2013). As a composer and film-maker, I wish to better understand the motives of an urban explorer, to capture the light-heartedness with which Gunner appears to explore, and to experience what is evidently a leitmotif - a powerful, intrinsic, propelling, compulsive “object, place, idea, state of mind [or] supernatural force” – in the “dramatic work” of his life (Whittall, 2014).

### Relevance

Urban exploration as a lens through which to appreciate and critique contemporary culture.

### Research Process

- observation
- image capture
- visual editing
- musical composition
- recording
- audio-visual compiling
- contextualising

### Results

- Four ‘Artefacts’; two ‘Companion’ pieces: music, sonic art, video, physical installation and live performance
- 5,500 word research report

### Conclusions and Implications

- Logic 9 as an interactive digital musical instrument
- Fragmentation and recomposition as compositional responses to the modern city: “a fractured and discontinuous whole . . . riven with internal margins . . . [in which] we find a thousand vanishing points” (Garrett, 2013, loc. 1499)
- Testing prototypes and crafting the aesthetic of the resultant installations
- Investigating the psyche of the New Zealand urban bystander. As noted by Garrett (2013, loc. 2437):  
[in] London . . . people will ignore you doing something naughty, . . . [in] Paris . . . people will ask to come with you – in Chicago people will actually stop in the street at 2 a.m. and ask you why you are prying open a manhole and who you work for.
- exploring the way that different spaces and exhibits unlock the observer’s capacity for interactive storytelling

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## Initial findings from the ITP sector Collaboration Practices research project

**Jerry Hoffman, Sally Bodkin-Allen, Jo Whittle**

**Southern Institute of Technology**

The ITP Sector Collaboration Practices Project is a joint research project supported by New Zealand Institutes of Technology and Polytechnic and Southern Institute of Technology (SIT). The key purpose of the project is to evaluate what makes for successful collaborations that bring mutual benefits to partners, with a particular focus on “strengthening relationships” between ITPs.

Collaboration between ITPs and with outside stakeholders is an integral part of the way that ITPs do business (Debowski, 2008). Collaborative ways of working are regarded as beneficial for the ITP sector and as adding value for external stakeholders (Collaborating Efficiency Project, 2003). The government expects ITPs to work collaboratively with each-other and with other key stakeholders (MoE & MBIE, 2014; TEC, 2014). Staff working in ITPs have a great deal of collective experience and wisdom about what makes for successful collaborations that: enhance the quality of teaching and learning; share knowledge and stimulate creativity, and/or increase efficiency in the use of resources. This project aims to collect and share those experiences, in order to identify the key factors that make for successful collaborations that benefit ITPs and outside stakeholders.

This presentation shares the findings of the first stage of this project, carried out in 2013. Questionnaires were distributed to ITPs seeking information on the full range of collaborative arrangements they were engaged in. A total of 149 questionnaires were returned from six ITPs, providing a snapshot of the diversity of collaborative arrangements and how they are managed. Respondents were most likely to partner with local organisations, with the most common collaboration partners being other ITPs, local businesses and non-profit organisations. Over 50% of respondents identified student learning and/or employment training as the main motivating factor for entering into collaborative projects, indicating the strong connection ITPs make between collaborative projects and student success. The presentation will also present interesting data about what makes collaborations challenging and the institutional support needed for collaborations to succeed, and share examples from individual case studies.

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## Strengthening industry and academic relationships through the Research Development Transfer (RDT) Scheme

**Beverly Taylor**

**Waikato Institute of Technology**

### **Background:**

Wintec's Research Development Transfer (RDT) Voucher Scheme receives practical research requests from local industry and communities to solve knowledge questions and develop business ideas for improving industry practice. After screening by the Research Office, the projects are allocated to academic staff, with relevant experience and expertise. It has been proposed that the RDT scheme be used as an industry project option for the new Bachelor of Applied Management (BAM) degree.

The writer has led two voucher projects. The first voucher project was completed with a work colleague from Wintec's School of Media Arts. The project's client was a Waikato community organisation which places intellectually disabled clients in work. They were seeking ideas to enhance their profile among existing and potential employer clients. The project also involved updating their publicity and promotional material.

The second project (recently completed) comprised a team of two academic staff and three business students. The client was a Trust seeking to raise \$6 million dollars for a multi-purpose community centre. Our brief was to review the project proposal and identify possible funding sources. The final report also included recommendations regarding a business plan and feasibility study. With the agreement of the trustees, a mentor was identified and arranged for the project.

### **Aims/objectives:**

The objective of this research paper is to ascertain the benefits of student involvement in RDT Vouchers and propose recommendations for their use as an industry project in the BAM degree.

### **Methods:**

Interviews are being conducted with the students, who have been involved in RDT voucher projects. A literature review is being undertaken, focusing on the benefits gained through experiential learning opportunities.

To date the following journal articles have been identified (some annotations added)

Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (2001). Experiential learning theory: Previous research and new directions. *Perspectives on thinking, learning, and cognitive styles*, 1, 227-247. Kolb and his theory of experiential learning (also referred to as action learning) draws on the earlier work of Dewey, Lewin and Piaget. Kolb links education, work and personal development, through direct experience and learning by doing.

Nealy, C. (2011). Integrating soft skills through active learning in the management classroom. *Journal of College Teaching & Learning (TLC)*, 2(4).



Kayes, D. C. (2002). Experiential learning and its critics: Preserving the role of experience in management learning and education. *Academy of Management Learning & Education*, 1(2), 137-149.

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453-465.

This study identified the top ten soft skills as perceived the most important by business executives: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

Mitchell, G. W., Skinner, L. B., & White, B. J. (2010). Essential Soft Skills for Success in the Twenty-First Century Workforce as Perceived by Business Educators. *Delta Pi Epsilon Journal*, 52(1), 43-53.

“Soft skills describe career attributes that individuals should possess, such as team skills, communication skills, ethics, time-management skills, and an appreciation for diversity. In the twenty-first century workforce, soft skills are important in every business sector. However, employers in business continuously report that new employees are deficient in these soft skills.”

Young, M. R. (2002). EXPERIENTIAL LEARNING = HANDS-ON + MINDS-ON. *Marketing Education Review*, 12(1), 43-51.

### **Results and conclusions:**

Through the use of RDT voucher projects, students are able to gain experience and skills in:

- Dealing with 'real life' business problems
- Project management/team/group work
- Analytical, problem solving and research
- Interviewing - client meetings
- Presentation – through final presentation to client
- Different forms of communication
- The development and strengthening of networking opportunities with local industry/community groups
- The strengthening of academic relationships with academic staff

The recommendations include:

- The desirability of early student involvement, including the selection of a project.
- The need to scope the project and establish an agreed timeline, early in the project.
- The use of a student contract to clarify student and staff roles.
- The desirability of student involvement in the initial meeting with the client and the final report/presentation of findings.
- The need to investigate issues around the size of the project, so it is comparable with other types of BAM industry projects.

## A national evaluation of funded inter-institutional research collaborations: A work in progress

**Fiona Breen<sup>1</sup>, Mervyn Protheroe<sup>1</sup>, Cath Fraser<sup>2</sup>, Judith Honeyfield<sup>2</sup>, Victor Fester<sup>3</sup>**

**<sup>1</sup>WelTec, <sup>2</sup>Bay of Plenty Polytechnic, <sup>3</sup>Otago Polytechnic**

In mid-2014, a team of five researchers representing three ITPs from the three Ako Aotearoa Regional Hubs met for a first face-to-face meeting to develop a research project newly funded by Ako Aotearoa. Unusually for a Regional Hub project, all three Hub centres have united to support a first-ever national evaluation of all previous and completed inter-institutional research collaborations which have been conducted under the auspices of Regional Hub funding. This research project investigates the factors which contributed to the immediate success of inter-institutional research projects and their longer term sustainability. This project uses a mixed methodology, the quantitative part of which is an existing evaluative rubric, the Wilders Collaboration Factors Inventory (Mattessich, Murray-Close, & Monsey, 2001). We are developing a rating for each project, and this presentation will discuss the required adaptations as well as data collected through this internationally recognised and widely used instrument. We will outline future phases of the research, through which we hope to gather evidence of a variety of successful and on-going professional communities of practice. Our overarching objective is to develop a series of guidelines for building, fostering and sustaining future inter-institutional collaborations so that the probability of their success is increased. This would inform future teaching and learning project partnerships.

### References:

Collaboration Factors Inventory (Mattessich, Murray-Close, & Monsey, 2001; Wilder Collaboration Factors Inventory, <http://wilderresearch.org/tools/cfi/index.php> ).

## Strengthening relationships with the community

**Kuresa Tiimalu-Faleseuga, Apii Rongo-Raea**

**Whitireia NZ**

It feels strange to talk about strengthening relationships. It is unfamiliar because in our era, within public service, the focus was on contributing back to the community. This included government departments and tertiary institutions. By doing this you became part of the whole process of strengthening the community: you were part of that community and not some external agency that wanted to connect with the community. Strengthening relationships was just a natural and an integral part of the process. However, in the last 20 years we have seen the separation slowly manifesting.

Therefore, the aim of our presentation is not about strengthening relationships with the community, but replanting the institution back into the community where it should belong.

## Evidence based practice agenda: Making it happen and the role of postgraduate education

**Myra Wilson**

**Whitireia NZ**

### **Introduction**

Evidence-based practice was introduced in the 1990's and is an integral part of Nursing Council competencies. With a significant number of the New Zealand nursing workforce having been trained prior to this time, how as a profession have we addressed the implementation of evidence-based practice and supported practitioners to meet competency requirements?

### **Method**

Research completed as partial fulfilment of the requirements for the degree of Master of Education (Adult) at Massey University, New Zealand explored this question. Using complexity theory as a framework, the research question explored:

“What nurses understand by the term evidence-based practice, and how it shapes their clinical decision making”. This presentation focuses on the findings and discusses how this has been integrated into postgraduate teaching practice at Whitireia.

### **Results**

The diversity of the present day nursing workforce, with various educational preparations for practice is considered and a snapshot is offered as to how well the evidence-based agenda is implemented in clinical practice.

Educational challenges are discussed, and how embracing complexity theory and applying it is one approach as we move forward in making postgraduate education appropriate in preparing nurses to meet the complexity of health care challenges.

### **Discussion**

Complexity theory offers some innovative ideas to enhance education and practice outcomes. Patients deserve 'best practice' and nurses deserve maximum support to provide it.

## Embracing technology to develop academic skills of postgraduate nursing students

**Georgina Orsborn**

**Whitireia NZ**

Whitireia New Zealand offers a wide range of Postgraduate programmes for nursing and other health professionals, with distance students coming from all corners of New Zealand. Postgraduate education calls for a notable development in academic writing skills. Academic skills sessions have been traditionally offered in one off tutorials when distance students are initially on campus. While these sessions were effective for some students, we saw the need to provide a resource that students could return to throughout the duration of their study. In 2012 the Faculty of Health purchased Articulate Storyline, an eLearning authoring tool. We saw this tool as an opportunity to develop an academic skills resource that was interactive, self-paced and allowed for anytime, anyplace learning, that we as educators could develop ourselves. The initial project lasted six months and was ready to pilot in February 2013. The modules were reviewed and further developed and have now been integrated in a variety of ways, in most postgraduate programmes at Whitireia.

The academic skills series has four modules and a final assessment including:

1. Planning, preparation and researching skills
2. What to write; the art of analysis
3. How to write great introductions, paragraphs and conclusions
4. APA referencing

Having the course in a modular format has allowed lecturing staff to refer students to particular modules to support their specific learning needs, which has been especially valuable when setting out 'students strategies for success'. In 2014 an entrepreneurial opportunity was identified and the academic skills series was uploaded for purchase on CPD@whitireia, an online portal for continuing professional development for nurses. This presentation will provide an overview of the project and showcase the academic skills series.

## The use of explanations and analogies in teaching physics concepts in the trades

**James Mackay**

**WelTec**

This presentation reports on research carried out on tutors' use of analogies and explanations in teaching physics concepts in the trades. In the past 40 years considerable research has been conducted worldwide on the teaching of physics concepts, focusing mainly on students in introductory physics courses as well as at school level. In this project we have investigated how tutors explain those physics concepts that are embedded in the content that trades students need to learn and what kinds of analogies they have used in developing these explanations. The objective of this research was to describe, identify and classify analogies used according to their purpose and robustness as well as their effectiveness.

This paper draws mainly on qualitative data collected from a sample of 25 tutors from automotive engineering, fabrication, plumbing and electro technology. Trades tutors were asked to explain concepts to a "novice" (another tutor who knew nothing about the subject matter) and these explanations were recorded with a smartpen, a device that records any writing and drawing as well as the conversation in real time. The novice was then interviewed about the concepts they learned in order to see how effective the analogies used were. Each analogy was then analysed using Gentner's (1989) model for analogical reasoning.

Initial findings suggest that there is a strong feeling of "apprenticeship in teaching" and that some analogies are passed on from tutor to tutor. Sometimes these analogies interfere directly with conceptual development and sometimes there is inadequate mapping of relations from the base to the target domain. Analogical extensions are fairly common and analogies work best when part of a suite of representations of a particular concept.

## Constructed wetlands for storm water treatment - as part of water sensitive urban design

**Induka Werellagama**

**WelTec**

With the possibility of extreme rain events increasing due to climate change, water sensitive urban design (WSUD) is increasingly becoming an important topic. What happens to stormwater needs engineers and policymakers attention, so that people, animals and properties are not harmed. Due to economic considerations, the storm sewers in a city are designed to carry a limited capacity only. The sizing of storm sewers and other stormwater treatment methods is dependent on the magnitude of the rainfall. Also as the stormwater washes all the pollutants from traffic and other human activities to receiving water, stormwater treatment is an important component of WSUD.

Constructed Wetlands are an attractive stormwater treatment device, due to the aesthetic value they add, and also for the large holding capacity they provide, holding rainwater of a storm larger than the design-storm of the stormwater sewers.

This paper looks at the current level of practice of the Design of Stormwater Treatment Wetlands in New Zealand. The new design guidelines that can be added to suit the international best practice are discussed. The need for selecting the proper wetland vegetation to suit the climate of various regions, the protective methods that can be adopted at design (to make wetland areas also suitable for recreational activities), and methods to adopt to make better use of the wetland's inherent storage capability during unseasonal heavy rains are discussed.

## Language in the Trades

**Emma McLaughlin**

**WelTec**

Contexts, words and meanings are inextricably linked as “words give meaning to contexts just as surely as contexts give meanings to words...A word or deed takes its meaning from a context which it, in turn, helps to create” (Gee, 2000, p. 190). Therefore, understanding a text is dependent on understanding the context specific words within that text. This is particularly true for vocational courses, especially in terms of the specialised vocabulary that is used, yet worldwide it appears little research has been done in this area.

This presentation reports on research that is investigating the language demands of trades training as part of a larger national project at WelTec. It will begin with a description of initial findings in terms of vocabulary in the trades, based on vocabulary frequency analysis, and the implications of these findings for learners. A three year national project resulting from this initial work, investigating the discourse, vocabulary and use of visual literacy in 6 key trades areas, will then be outlined. A mixed methods research design is being used throughout this project. Data analysed includes texts that students read and write, recordings and observations of classroom discourse and interviews with trades tutors and students.

One of the key outcomes of the national project will be to describe the specialised vocabulary used in trades training. This research will then be used to inform resource development to support language and literacy development in trades training.

The project is in the first 6 months of the data gathering phase. Initial findings related to language use and development will be presented.



## Cold water immersion – the pleasure and the pain

**Ken MacIver**

**Whitireia NZ**

Plunging into icy-cold water is not an activity that most people would regard as a pleasant or even healthy pursuit, but athletes from sports such as cycling, running, and rugby are using cold water immersion to speed muscle recovery. Hypothermia is being used increasingly in medicine as a therapy: patients who suffer a cardiac arrest or a traumatic brain injury are now routinely cooled in hospital to slow their metabolic rate; this decreases oxygen demand during the vulnerable first few days after their insult. Recent research from Otago University demonstrated that people can be conditioned to cold-water immersion, with subsequent blunting of the 'cold-water response', the mechanism that often leads to death in sudden immersion accidents.

The presenter, a paramedic lecturer, is a dedicated cold water fan, and discusses the joys, medical benefits, and dangers of cold water immersion. His presentation focusses on the science behind the folklore of hypothermia, particularly immersion hypothermia, and is well supported by his extensive (and some would say perverse!) personal experience. A literature search was conducted to provide scientific explanations for the many and varied sensations he has experienced over many years of recreational cold-water plunges. Conclusions include: a summary of the benefits of therapeutic hypothermia for cardiac arrest patients and athletes; explanations of sensations experienced during cold-water immersion; and the recommendation for cold-water immersion training for Wellington's helicopter paramedics, who are at risk of ditching in Cook Strait.

## When caring becomes a by-product of professionalisation: Embracing a post-resilience era

**Tony Carton**

**WelTec**

At WelTec and Whitireia we are in the business of equipping new professionals in the caring fields. Lecturers daily navigate the minutiae and local idiosyncrasies of the changing dynamics of professionalization. In sober reflective moments, we fear we have deserted our calling, referred to formerly as helping. In our original vocations, counselling, nursing, teaching or caring, we have traversed uneasy terrains, with nodal points comprising *cradle to grave, social and liberal welfare, institutional to residual* regimes and latterly themes of empowerment in a withering social state. Dependably we increasingly regale our students with fundamentalist strength-base and resilience ideologies. Precepts like desperation, powerlessness, and rock bottoms become disappeared off the agenda and replaced with descriptors around empowerment, goals and achievement. Yet sporadically a student jarringly reminds us of our calling, when they refer to resilience as “a wonderful concept but demeaning and belittling of pain and loss” be it addiction, grief or emigration. As tutors what do we do? Where is the moral drawing board to return to?

The author interrogates a genealogy of the client/clinician relationship in the addiction field to illuminate how the mission of caring becomes relegated to by-product status. He analyses reconfigurations in the addiction field, where notably there remains a perfect control group, a non-professionalised peer body of practice and knowledge, insulated from the vagaries of professionalization. Interestingly this group privileges a vocabulary around pain and suffering where the key to self-actualisation (or in its former version *salvation*) includes acknowledgement of powerlessness, rather than empowerment and gratitude of the dark night of the soul rather than the unrelenting optimism and positiveness of a Starbuck spirituality. Using the Foucaultian lens governmentality and a discourse analysis methodology he illuminates how professionals are cajoled into remaking client subjectivities conducive to a neoliberal rapture facilitated by resilience rhetoric.

## The therapeutic relationship: What difference does it make for treatment outcomes for people who have alcohol and mood problems

**Deirdre Richardson**

**WelTec**

**Introduction:** Alliance is a key aspect of the therapeutic relationship and has been consistently reported to have a moderate yet robust effect on treatment outcome in psychotherapy literature. In research with people with substance use disorders the relationship between alliance and treatment engagement and retention has been consistently found whereas the relationship with treatment outcome is less clear. The current study investigated the relationship between alliance and treatment outcome with people who were both alcohol dependent and depressed.

**Method:** The Treatment Evaluation of Alcohol and Mood was a randomized controlled pharmacotherapy trial with supportive clinical case management. Therapist and client alliance were assessed using the Working Alliance Inventory for 123 alcohol dependent and depressed client-therapist dyads at 3 weeks. Outcome data was obtained at 3 and 12 weeks (end of treatment). Drinking-related measures included percent days abstinent and drinks per drinking day. Mood outcomes were scores on the Montgomery Asberg Depression Rating Scale and Symptom Checklist-90-item-Revised depression subscale.

**Results:** Clients rated alliance significantly higher than therapists, but client and therapist ratings were not associated with each other. Baseline motivation was the only pre-treatment client variable associated with alliance, the higher the client's readiness to change, the higher the therapist-rated alliance.

In terms of the alliance-outcome relationship, higher therapists' ratings of alliance were significantly associated with improved mood outcomes but, with one minor exception, were not related to drinking outcomes. Higher therapist-rated alliance was also significantly associated with treatment completion. In contrast, client-rated alliance was not related to mood or drinking outcomes, possibly due to a ceiling effect.

**Conclusions:** The role of alliance in treatment outcome may be different in an alcohol dependent and depressed population than it is in other treatment populations. Furthermore within this population alliance may have a differential effect on drinking as opposed to mood outcomes.

## Strengthening the social and medical being

**Tautala Aiono Faletolu**

**Whitireia NZ**

Are we teaching our students to be exclusive in their own discipline of health? Should there be a teaching space for disciplines to learn from each other to ensure our health students are familiar with other professions working within the health arena? Would such a teaching space strengthen the students' ability to work with other professional disciplines in the hospital setting?

Social workers, doctors, nurses, therapists and health professionals alike work closely together intertwining their knowledge and expert skills for the benefit of the patient. Each profession arrives at the 'hospital' having minimal, prior, cross-practice experience with other health professionals. The social being is as important as the medical being of patients. The strength in all health professions working together is vitally important to ensure that both 'beings' are well cared for and met. The need to formalise the working relationships of all health professions must start from the classroom.

This paper looks at key areas in relation to developing a teaching space:

- validating the space
- teaching topics
- with benefits to the student

From experience, shared understanding of each profession and their roles within the hospital setting is often blocked by the routine busyness' of its daily operations. Difficulties arose when professionals were uncertain of role descriptions of various professional roles and having very little pathway to direct their search for clarification. The end result was the patient's social and medical being not accurately assessed, diagnosed and intervened.

Health students with a comprehensive understanding of their closest professional allies, with the teaching of subjects that are imperative but not exclusively fundamental to each, will only produce extensively strengthened students. Hospitals have their commitment to the Treaty of Waitangi by highlighting the principals of the Treaty when working with patients. Applying the '3 P's' – Partnership, Protection, and Participation allows the teaching space to educate students on professions specific to the hospital setting and pathways to managing such relationships.

To have this teaching space not only holds extensive growth for the student but continually fuels the teamship of teaching staff. Overall the health faculty will be putting their niche mark difference on the map of Health tertiary teaching.

## The Highly Sensitive Person: Research proposal for identifying HSP students, their specific learning needs; and exploring useful teaching and learning strategies for students with Sensory Processing Sensitivity (SPS)

**Kaaryn Cater, Clare Hazledine**

**Whitireia NZ**

In 1996 Elaine Aron published her ground breaking research in the book 'The Highly Sensitive Person. How to Thrive When the World Overwhelms You'. Highly sensitive people (HSP) comprise 15-20% of the general population and have sensory processing sensitivity (SPS) which means that they process stimulation and react to arousal differently from the majority of the population. It is important in learning and teaching environment to understand these differences; to explore how this impacts on learning; and to be aware of a variety of strategies to support HSP learners.

The aim of the research by the Academic Advisors at Whitireia is to increase awareness of SPS and to identify and clarify specific HSP learning needs and identify ways in which learning advisors can work with HSP students in a metacognitive way to self-identify; review student self-perception; understand HSP; and develop strategies for addressing their specific needs utilising students' preferred learning and processing styles. The researchers plan to gather quantitative data through a self-test; and qualitative data subsequently with students who identify as HSP through semi-structured interviews. Ethics approval is currently being sought.

## A three-way partnership with Nursing EAL students

**Liz Day, Vicky Jennings and Susan Ridley**

### **Whitireia NZ**

The Whitireia 2015 Strategic Plan sets goals for increasing numbers of international students. Many Whitireia students speak English as an additional language (EAL). This presentation is a response to the polytechnic's (Whitireia) aims to increase the numbers of international students and improve student achievement. Presenters hope to raise awareness of the challenges facing EAL students, including nursing students.

According to Read and Randow (2013) many EAL students are challenged by inadequate academic language ability. Nursing EAL students often find added difficulty with communication on practicum (Eyre, 2010). To address these needs, Poutama Academic Learning Support Services and Te Kura Hauora Bachelor of Nursing tutors facilitate EAL tutorial groups, including both domestic and international EAL students.

The EAL teaching and learning approach has developed through a three-way partnership between adult EAL learners, nursing tutors (Te Kura Hauora) and a language learning tutor (Poutama). Co-tutoring ensures that learning tasks are field-relevant, accurate and of most value to students. Tutors will discuss how the collaborative partnership has developed in 2014. The focus will be on one EAL tutorial group made up of students from the second year of the Bachelor of Nursing programme.

The specifics of Year Two partnership activities will be described, where the learning objective is to improve performance in professional communication: verbal, documentation and academic writing.

Baik and Greig (2009) explain that practice of workplace language provides a sense of belonging and contributes to creating professional identity. For EAL nursing students, these tutorials also develop proactive learning skills, including critical thinking skills and clinical judgment (Tanner, 2006).

When working with adult learners from different cultures, development of collaborative partnerships supports independence and improves communication with industry partners (Eyre, 2010). Other WelTec/Whitireia faculties may wish to consider aspects of this model for their own domestic and international EAL students.

## Researching articles for PIHMS Research News: A role for students?

**Noel Bridgeman**

**Pacific International Hotel Management School**

PIHMS (Pacific International Hotel Management School) is a Private Training Provider which offers qualifications to equip students wishing to embark on a career in management in the Tourism and Hospitality Industry. Managers are expected to be “problem solvers”. Students are given a topic/problem/issue that is of current interest to the industry and they are required to research and report on same. This paper describes the processes the students are required to follow including initial individual work to produce an individual 30 page report, followed by group (3 students) work to produce an up to ten page Journal Article followed by a one page summary article suitable for inclusion in the PIHMS Research News, a publication on topical industry issues, circulated to Hotels in New Zealand. The quality of the resulting material is discussed and the response of students is commented on. If appropriate, student work is reviewed and re-worked by a staff member to bring it up to publishable standard, producing a joint student-staff publication output.

## In Sri Lanka, not on Sri Lanka: Online media coverage of the Commonwealth Heads of Government Meeting 2013

**Joany Grima**

**WelTec**

Gatherings of heads of government such as the Commonwealth Heads of Government Meeting (CHOGM), Asia-Pacific Economic Cooperation (APEC) and Pacific Islands Forum (PIF) are regularly held across the globe at significant expense to the host nation, as well as significant disruption to the host community. These events are frequently staged by developing nations and small island states unaccustomed to delivering special events on a large scale, and without the necessary infrastructure and resources required already in place.

The basis behind hosting government meetings is often rationalised by the international prestige expected to be gained. Other justifications include benefits to the economy through trade and tourism, promoting brand and identity and projected international media exposure depicting the host nation at its best at a time it draws interest from a global audience. While positive media attention can serve as a worthwhile public relations tool for the nation in question, a risk of staging international events is that the world's media may also choose to highlight issues surrounding the host nation at a time when it is most in the public eye. For the Sri Lankan government, hosting CHOGM 2013 was considered an opportunity to showcase its post-war revival, restore international credibility and paint a picture of a democratic country at peace, committed to reconciliation and moving forward.

By undertaking a content analysis of over 600 news articles from a wide range of online media sources, this research project analyses how online media portrayed Sri Lanka immediately before, during and immediately after its hosting of the biennial CHOGM in November 2013.

This study found that the Sri Lankan government's high profile ending of a 27 year internal conflict with the Liberation Tigers of Tamil Eelam (LTTE) in 2009 and subsequent alleged military actions, dominated both domestic and international media coverage of Sri Lanka and CHOGM 2013. Heads of government boycotting the event, restrictions placed on media and protesters, the Prime Minister of the United Kingdom's engagement with the Tamil population and public criticism of Sri Lanka's human rights record were topics commonly presented in online news. Overall, the majority of the voices heard in each article analysed and the tone of those voices was neutral or negative, regardless of the voice being Sri Lankan government, Sri Lankan non-government, non-Sri Lankan government or non-Sri Lankan non-government.

This research project concludes that the interest of online media in CHOGM 2013 was usurped by their interest in its host's past. While CHOGM 2013 was successful in attracting the attention of the world's media, the exercise of playing host to a large gathering of world leaders was unsuccessful in detaching media from on-going domestic issues and, instead, re-broadcast them to the world. The public relations challenges faced by Sri Lanka around CHOGM 2013 raises questions over the investment made in staging the event, benefits to the host country and long term impact of its portrayal in online media.



## Work, meaning and hospitality: A literature review

**Ann Cameron**

**Whitireia NZ**

This presentation reviews the literature on the meaning of work, how work becomes meaningful to identify the implications of these concepts for how hospitality as an industry organizes itself. It argues that hospitality has adopted Taylorist models of rational management right at the point that manufacturing has moved away from these.

Work has been a major part of how society has ordered itself for over 400 years. This has created hierarchies of jobs that are more or less desired or valued. These hierarchies vary due to culture, economic structure and other factors. However they appear to have at least some degree of historical persistence.

That work can be seen as meaningful says something about how society sees it. Work is used as a way to build and maintain social bonds along with civil engagement, religious involvement and other groupings. In modern society these cannot be built on location or other traditional allegiances as people are so mobile. The mix between organic and mechanical solidarity as described by Durkheim (1984) is changing again. Work bonds are more and more organic within the organisation but the mechanical bonds to those who do the same thing can be built over a much wider field via electronic communication.

This study takes the position that Neoliberalism represents a return to the views of Smith and Ricardo regarding the primacy of the market combined with a Taylorist view of efficiency. Men and machines are seen as interchangeable and require to be synchronised to realise the greatest possible output at the lowest costs in order to maximise profit. While professionalism and professional associations have the potential to build social bonds they can also be a mechanism for Taylorist management approaches (Cockburn-Wooten, 2012). There seems to be a need for hospitality to move its model from standardised manufacturing to the mass customisation model.

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## Terrorism and the hospitality industry

**Cyril Peter**

**WelTec**

This presentation is a compilation of the exploratory studies on terrorism and the hospitality industry that I have conducted to date. It focuses on two specific areas: terrorism affecting sporting events and food terrorism. The purpose of these studies is to inform the industry about the existence of the risk, so that they may address the issues and mitigate the risk.

Terrorism is defined by the United States Department of State (2011 Sec. 2656f(d)2) as 'premeditated, politically motivated violence perpetrated against non-combatant targets by subnational groups or clandestine agents'. Ruby (2002) refers to terrorism as an act that is 'committed in order to create a fearful state of mind in an audience different from the victims' (p. 9). The victims of terrorist acts are not the intended targets. They are merely sacrificed in order to instil fear in the witnesses and governments (Bergesen, 2006). According to the New Zealand Security Intelligence Service (NZSIS), terrorist elements exist and are active in New Zealand (Smith, 2003).

In reference to sporting events, globally over a 32 year period to 2003, there were 168 reported attempts by terrorists to disrupt them (Taylor & Toohey, 2007). That is approximately five terrorist events every year. These include the 1972 Munich massacre and the 1996 Centennial Olympic Park bombing in Atlanta, Georgia, United States of America (Hall, Marciani & Cooper, 2008).

The research on food terrorism focuses on the lack of pre and post-employment security vetting, contract manufacturing of food products and exporting finished food products to security sensitive countries.

Both studies indicate that perhaps there is a laissez-faire attitude towards security which can in part be explained using Hofstede's uncertainty avoidance category (Hofstede, 1984; Peter, 2011; Peter, Losekoot and Poulston, 2013; Adams, 2013).

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## Learning on the road: Thoughts, reflections and relationships on a Tourism field trip

**Adam Ransfield**

**WelTec**

Tourism is an academic discipline that has seen a rapid increase in student numbers within the last forty years. Teaching tourism involves great reliance on a knowledge base that spans different disciplines. Experiencing the tourism industry and reflecting on observations is essential for learning and general understanding (Kolb, 1984). Experiential learning has therefore become a key tool for educators who are trying to bridge this gap between theory and application. The objective of this project was to explore certificate-level tourism students' perspectives of a tourism field trip to Rotorua, New Zealand, during the summer of 2013. In particular, identifying specific types of experiential learning and quantifying the benefits of this learning was an essential component of the project. As well as identifying what aspects of experiential learning were effective, it was also important to identify the personal development that occurs during the field trip. Very little has been written regarding the experiential impact of field trips on certificate level tourism and travel students, which supports the findings of Weeden, Wooley & Lester (2011). Xie's (2004) conceptual framework has been adapted by the author and was instrumental in establishing the structure of this project. The findings confirm that field trips are not simply 'holidays without meaningful educational value' (Robson, 2002). Instead field trips provide an interactive learning environment where students can gain hands-on experience and achieve personal growth. The research has shown that during field trips, students develop and embrace the freedom that is attached to the adult world. Gaining the life experience that comes with the field trip can only be beneficial for the students later in their academic and indeed, professional careers.

## Enthusiasm expected; experience not essential: New Zealand sporting event organisers and the volunteer workforce

**Joany Grima**

**WelTec**

This study examines the impact of volunteers on the delivery of New Zealand sporting events and the management of the unpaid workforce. Participants were organisers of New Zealand sporting events delivered between 2009 and 2013 that included volunteers pre-event, during the event or post-event.

The results of this research show that volunteers are highly valued by event organisers, are treated considerately and are central to the successful delivery of sporting events in New Zealand, regardless of size or scope. The impact of volunteers on the delivery of sporting events was found to be significant; highlighting the possibility that many events would be at risk of not being staged without the volunteer support they have come to depend on.

Challenges of the volunteer workforce include recruitment, availability and lack of experience, while the energy, commitment and motivation they bring to the event are considered strengths of the volunteer workforce. Implications for event organisers found by the study include scope to professionalise their approach to volunteer management, particularly in relation to risk management, training, communication and the implementation of volunteer management policies and procedures.

## A Quiet Curse: Depression in aged and residential care and why we should care

**Shelly Crick**

**Whitireia NZ**

We know that globally people are living longer. In New Zealand alone there have been staggering predications of this increase, with some suggestions of a growth of 84 % in people aged over sixty five years. In old age there is an increasing risk from a variety of chronic physical and mental health problems. If chronic ill-health increases with age, then the predicted growth in the older population signifies a major increase in demand for services. Mental health issues in old age are not limited to dementia, with high numbers of older people having continued or new health concerns around depressive illnesses.

Around 6% of the older population of New Zealand reside in Aged and Residential Care and based on conservative estimates of the prevalence of depression from the literature, the current figures of older people with depression, in this setting could grow to as many as 12,000 people in the next 10 to 15 years. International studies have shown that although the prevalence of depression in long term care facilities was as high as 43.9 %, recognition and treatment continues to be a challenge for the sector.

Failing to recognise, diagnose and treat depression presents a management problem in Aged and Residential Care and presents an on-going risk to residents' quality of life and general wellbeing. It represents a significant level of suffering and serious risk of suicide in older people.

This presentation will present findings from the literature around the incidence of depression in this sector and some of the challenges to its prevention, diagnosis and treatment. It is the basis of the author's doctoral study.

## The benefits of yoga for reducing neck and shoulder discomfort associated with prolonged sitting at computer workstation

**Jenny Cody**

**WelTec**

Neck and shoulder discomfort is often reported as a result of prolonged sitting at computer work stations. Maintaining these static postures can lead to chronic pain, increased stress, slumped posture and a reduction in work performance. The main purpose of this literature review was to highlight the effectiveness of yoga as an intervention to reduce neck and shoulder discomfort following prolonged sitting at a computer work station. This review has contributed to the development of several yoga exercise protocols with the aim of reducing neck and shoulder discomfort at work.

A review of the literature was conducted relating to yoga as an intervention for reducing neck and shoulder discomfort associated with sitting at computer work stations. The search was limited to peer reviewed journals from 2006.

It was found that yoga was supported as a useful exercise intervention for reducing neck and shoulder discomfort. The literature review also indicated reductions in discomfort were achieved with yoga exercises performed at least once a week or more and that sustained yoga practice is important for long term pain reduction.

This review demonstrates the benefits of regular yoga sessions to reduce neck and shoulder discomfort within the workplace. Those who practiced yoga more than once per week and sustained their practice maintained these benefits. As a result of both the literature review and running weekly yoga classes for staff at the Wellington Institute of Technology, a number of short yoga exercise protocols were developed, an example of which will be included in the poster presentation. Further research into the effectiveness of performing these yoga exercises during work hours, would be beneficial.

## Information Literacy: Call for a student-centric five way partnership

**Paul Gilmour**

**Whitireia NZ**

The proposed integrated information literacy framework acknowledges a current and likely future global environment that is increasingly complex and which exhibits constant and in some instances, unexpected change, along with a predicted exponential information overload (Edmonds & Morris, 2000; Aharony, 2010; Majid & Foo, 2010). Everyone needs information and knowledge to conduct their lives; to undertake lifelong learning, to develop strategies and make decisions in their careers. In an education context, five key stakeholders have been identified:

- a) **Life Long Learners** need information and knowledge to learn skills and gain experience
- b) **Librarians** need to show where quality information can be found
- c) **Teachers/support services** (e.g. Study Skills Centres) need to incorporate the finding and analysis/synthesis of information and knowledge into all their courses
- d) **Industry** needs to establish quality information requirements in all aspects of industry and incorporate these 'information user requirements' into job descriptions; information is needed in all aspects of management, e.g. planning and decision making
- e) **Government** needs to invest further in information gathering and analysis at an economy level

To date globally, the information literacy construct has a number of issues:

- a) **Terminology** – information literacy/knowledge management – confusing or complementary?
- b) **A low profile** within and between each key stakeholder
- c) **Myopia**. Stakeholders mainly focused on own information literacy capability.
- d) **User Requirements** are context specific and mostly unspecified or unclear

By reviewing the information literacy literature, an assessment is made on the current position of each stakeholder. This study proposes the five key stakeholders see themselves a part of a student-centred framework and focus on strengthening relationships by communicating better and involving each other in establishing their own and understanding each other's information literacy or knowledge management user requirements.

## List of presenters

### Keynote

- Dr Mark Stagg, Royal Society of New Zealand

### Session 1

#### Creative and Performing Arts

- Richard Finn, Whitireia NZ
- Deb Donnelly, Brenda Saris, Whitireia NZ
- Craig Anderson, Malcolm Doidge, Darren Ward, WelTec

#### Teaching and Learning

- Candice Barr, Riripeti Reedy, Whitireia NZ
- Shanali de Rose, Whitireia NZ
- Carmel Haggerty, Whitireia NZ

#### Māori and Pacific

- Jean Mitaera, Apii Rongo-Raea, Whitireia NZ
- Vicki Simon, Catherine Doughty, Whitireia NZ
- Eruera Ruwhiu, Whitireia NZ

#### Business

- Barbara Kneuer, Whitireia NZ
- Karishma Kelsey, Andrew Zaliwaski, Whitireia NZ
- Glenda Shaw, WelTec

### Session 2

#### Creative and Performing Arts

- Adrienne Jansen, Whitireia NZ
- Richard Finn, Whitireia NZ
- Tony De Goldi, WelTec
- Mary-Jane Duffy, Whitireia NZ

#### Teaching and Learning

- Graeme Legg, Premalatha Sampath, Whitireia NZ
- Bernie Whelan, Whitireia NZ
- Yao-kun Liu, Whitireia NZ
- Suzanne Manning, Whitireia NZ
- Marty Pilott, Whitireia NZ

#### Māori and Pacific

- Shayola Koperu, Whitireia NZ
- Willis Katene, Whitireia NZ
- Jean Mitaera, Tautala Aiono Faletolu, Candice Barr, Lucia Kasiano, Apii Rongo-Raea, *Luamanuvae* Kuresa Tiūmalu-Faleseuga, Aliitasi Su'a-Tavila, Whitireia NZ



- Aliitasi Su'a-Tavila, Whitireia NZ
- Tavita Filemoni, John Horrocks, Lisa Wong, Seann Paurini, Arden Perrot, WelTec

#### **Business**

- Brenda Saris, Whitireia NZ
- Ian Hunter, WelTec
- Iwan Tjhin, Whitireia NZ
- Shawkat Dawood, Zawar Shah, Siddarth Rau, Whitireia NZ

#### **Session 3**

##### **Creative and Performing Arts / Research and Collaboration**

- Dan Adams, Whitireia NZ
- Jerry Hoffman, Sally Bodkin-Allen, Jo Whittle, Southern Institute of Technology
- Beverly Taylor, Waikato Institute of Technology
- Fiona Breen, Mervyn Protheroe, WelTec
- Cath Fraser, Judith Honeyfield, Bay of Plenty Polytechnic
- Victor Fester, Otago Polytechnic

##### **Teaching and Learning**

- Kuresa Tiimalu-Faleseuga, Apii Rongo-Raea, Whitireia NZ
- Myra Wilson, Whitireia NZ
- Georgina Orsborn, Whitireia NZ
- James Mackay, WelTec
- Induka Werellagama, WelTec
- Emma McLaughlin, WelTec

##### **Health and Well-being**

- Ken McIver, Whitireia NZ
- Tony Carton, WelTec
- Deirdre Richardson, WelTec
- Tautala Aionu Faletolu, Whitireia NZ
- Kaaryn Cater, Clare Hazledine, Whitireia NZ
- Liz Day, Vicky Jennings, Susan Ridley, Whitireia NZ

##### **Hospitality**

- Noel Bridgeman, Pacific International Hotel Management School
- Joany Grima, WelTec
- Ann Cameron, Whitireia NZ
- Cyril Peter, WelTec
- Adam Ransfield, WelTec

##### **Posters**

- Shelly Crick, Whitireia NZ
- Jenny Cody, WelTec
- Paul Gilmour, Whitireia NZ

