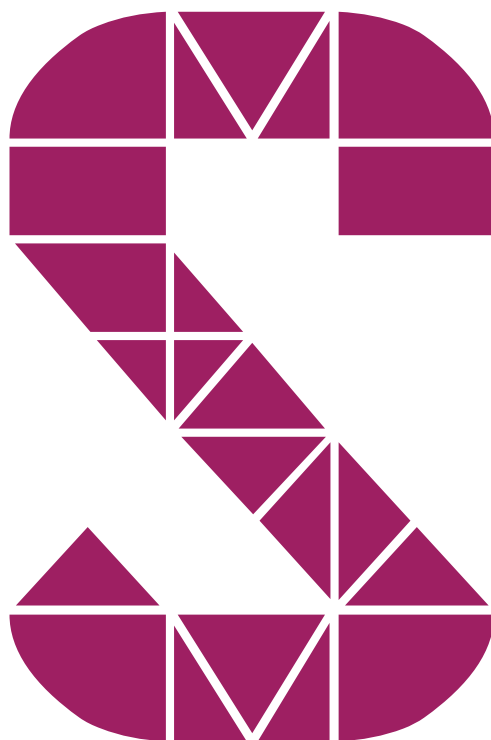
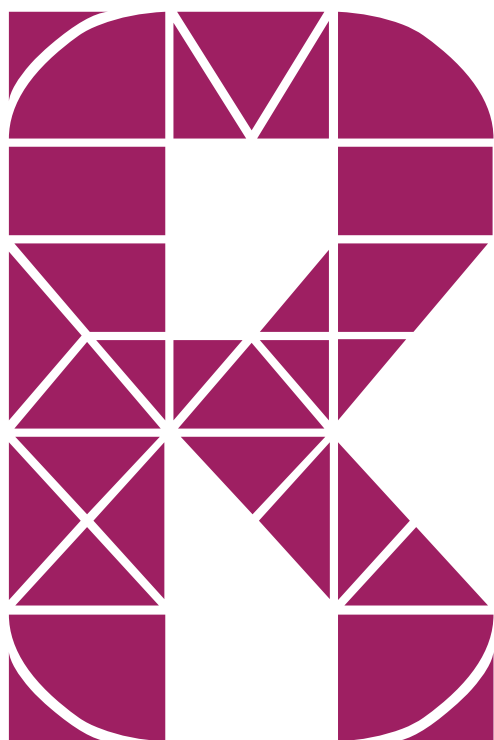


WHITIREIA & WELTEC  
RESEARCH SYMPOSIUM  
IN ASSOCIATION WITH THE OPEN POLYTECHNIC





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# Welcome

Tēnā koutou katoa

The Whitireia/WelTec Joint Research Symposium is now in its third year and has grown enormously since our first gathering back in 2012. This year we have an extraordinary range of speakers and poster presenters, and we are especially pleased to welcome Professor Ken Udas from the University of Southern Queensland as our Keynote Speaker.

This year, as well as involving presenters from WelTec and Whitireia, WWRS is also in association with the Open Polytechnic. We were also delighted to receive submissions from a large number of other tertiary institutes, including Manukau Institute of Technology, Waiariki Institute of Technology, Tai Poutini Polytechnic, Otago Polytechnic and Southern Institute of Technology, as well as receiving registrations from many more.

The breadth of work presented here today is a real showcase for ITP research, and illustrates how vibrant our research culture has become. By building on our close relationship, Whitireia and WelTec have the opportunity to highlight the hard work and commitment of our research active staff, supporting emerging researchers and inspiring those who have not yet begun their own adventures in research.

Ngā mihi nui

**Chris Gosling**

**Chief Executive Whitireia Community Polytechnic and Wellington Institute of Technology**

## Acknowledgements

As organisers, we would like to thank everyone who has contributed to and supported this symposium; in particular the presenters who have come to share their work, and the attendees who have come to listen and support. We would also like to thank Melissa Devine from the Open Polytechnic, the abstract reviewers, session chairs, and especially Lisa Love who has done an outstanding job of providing administrative support for the event. Thank you!!

*Elizabeth Asbury, Whitireia*

*Lisa Wong, WelTec*

# Symposium Room Guide

<b>WK239/240</b>	Opening/Closing, Key Note speaker, Poster Presentations
<b>WK 249</b>	Teaching and Learning
<b>WK 250</b>	Māori and Pacific / Early Childhood Education
<b>WK 251</b>	Business, Engineering Hospitality and IT
<b>WK 252/253</b>	Health and Wellbeing
<b>WK 254</b>	Creative and Performing Arts

## Wikitoria Katene Building



Session times	PROGRAMME - 20 November 2015				
8:30-9:00	Registration and Coffee on arrival				
9:00-9:05	Mihi Whakatau				
9:10-9:15	Welcome - Chris Gosling				
9:15-9:45	Keynote: Professor Ken Udas, Deputy Vice-Chancellor (Academic Services) & Chief Information Officer, University of Southern Queensland (Room WK 239/240)				
9:45-9:50	Time to move to sessions				
	WK249	WK250	WK251	WK252/253	Room WK 254
	Teaching and Learning	Māori and Pacific / Early Childhood Education	Business, Engineering, Hospitality and IT	Health and Wellbeing	Creative and Performing Arts
9:50-10:10	Pilot research project: Does an understanding of Sensory Processing Sensitivity (SPS) assist students who identify as Highly Sensitive People (HSP) to manage their learning? KAARYN CATER, CLARE HAZELDINE	A picture paints a thousand words. JEAN MITAERA	Stereo-Matching in the Context of Vision-Augmented Vehicles. WAQAR KHAN	"What about You" – Normalising Non-Drinking. MIRIANA VILKE, ANNA TONKS, DAMIEN PIVAC	'Don't Worry, Be Happy' - a pilot study into student subjective happiness. RICHARD FINN
10:10-10:30	Bringing digital discipline to discourage the digital distraction in educational institutions/learning spaces. JAGATH PUSHPAKUMAR	Relationships, relationships, relationships! JEAN MITAERA	Water Treatment – Civil Defence response in Tsunami Aftermath. INDUKA WERELLAGAMA	Brief Intervention ABC in Tonga. LOMA-LINDA TASI	Arts collaboration: The value of visual communication design informing pedagogy. BRENDA SARIS
10:30-10:50	Double-Entry Bookkeeping: The First Introductory Lecture. FREDERICO BOTAFOGO	The Integration of Teaching and Learning Inside and Outside the Classroom. ALITIASI SU'A-TAVILA	Post-tensioned laminated timber buildings (PRESS Structural Seismic System type) and their use in areas prone to high magnitude earthquakes and soil liquefaction. RICHARD FOREMAN	A Welcome antidote to compulsory optimism. TONY CARTON	Inter-institutional collaborative research projects: One way to facilitate emerging enquiry? MERVYN PROTHEROE, FIONA BREEN
10:50-11:10	Morning tea				

	WK249	WK250	WK251	WK252/253	Room WK 254
	Teaching and Learning	Māori and Pacific / Early Childhood Education	Business, Engineering, Hospitality and IT	Health and Wellbeing	Creative and Performing Arts
<b>11:10-11:30</b>	Why biosecurity matters: students' knowledge of biosecurity and implications for future engagement with biosecurity initiatives. RAJESH RAM	Ma Pango Ma Whero Ka oti te Mahi. TONGA KARENA, CHRISTINE FENTON	Growing social enterprise in NZ: How social enterprise incubators support the development of social enterprises. LOUISE LEE	Experiences of developing the Editorial Committee for the Whitireia Nursing & Health Journal. KERRI ARCUS, LEANNE POOL, CATHERINE DOUGHTY	Early Portrait Design and Hierarchies of Power. CHRIS WHITE
<b>11:30-11:50</b>	Travel and Teaching: An Exploratory Study. ADAM RANSFIELD	The Tivaevae Conceptual Framework . TERE MOANA HODGES	Digital Evidence. STEVE MCKINLAY	Developing research expertise through team research. LEANNE POOL, KATHY HOLLOWAY, PHILLIP HAWES, ALEXANDRA WORDSWORTH	Time, technology and the image. RILEY CLAXTON
<b>11:50-12:10</b>	The use of multiple representations in teaching "trades physics". JAMES MACKAY	The integration of wairua into the nursing practices of nga neehi Māori . CRISSY KAKE	Applying Adapted Big Five teamwork Theory to Agile Software Development. DIANE STRODE	A Literature Review on the Benefits of Case Studies for Under Graduate Nurses. JOY RICHARDS, FRANCES AKARURU	Powerful Explorations. DAN ADAMS
<b>12:10-12:30</b>	The Mythical World of Hīnāfore, a literacy game. MERLE HEARNS, AARON GRIFFITHS	Awhi mai awhi atu. KAY LARACY, JAMESINA KETT, TRUDY SCOTT, SANDRA WAYER, SHAYOLA KOPERU	The impact of pair-programming on entry level information technology students. TERRY JEON, IAN HUNTER	A model for using new educational software in an undergraduate nursing program. MICHAEL HALL	A Handshake with a colleague: Peter Deckers with Kelly McDonald. PETER DECKERS, KELLY McDONALD
<b>12:30-12:50</b>	The effect of maths anxiety on the development of numeracy amongst students in the Animal Care programme. MARY FAWCETT	Tackling the unmarked in youth development: Why settle for the west when a new dawn brings new possibilities. FIONA BEALS	Implications of Mobile Devices in the development of M-Learning frameworks. CLEMENT SUDHAKAR	Are reflective journals a tool for developing Social Work practitioners. TAUTALA AIONO FALETOLU	After Bourke's Chessmen, 1917. ALICE MOORE
<b>12:50-13:15</b>	Embedding Academic Literacy in a Degree Programme. LEAH SENO	Demonstrating the Partnership. KOHAL GRACE and PIP BYRNE	Comparison of IEEE 802.11ac and IEEE 802.11n Wireless Local Area Networks (WLANs). ZAWAR SHAH	Student Placement, Relationship and Leadership. APII RONGO-RAEA	"Seeing better" – does Absurdist theatre help make the world and its concerns more vivid? CARMEL MCGLONE
<b>13:15-14:00</b>	Lunch and Poster Presentations (Rooms WK239/240)				

	WK249	WK250	WK251	WK252/253	Room WK 254
	Teaching and Learning	Māori and Pacific / Early Childhood Education	Business, Engineering, Hospitality and IT	Health and Wellbeing	Creative and Performing Arts
<b>14:00-14:20</b>	Assessing in-class participation at undergraduate level – a longitudinal study. SUZAN SARIEFF	Weaving the Mat: How young children develop and learn in New Zealand. KAYE JUNOVICH, VIVIENNE BROWNE, JAN TAYLOR, SUSAN WIDGER	Teacher, educate thyself. Community of Practice as a form of Professional Development. ANN CAMERON	Midwives and Fathers. TRICIA THOMPSON, EMMA BILOUS	Storytelling, indigenous culture and journalism education. BERNIE WHELAN
<b>14:20-14:40</b>	A Conceptual Framework for a Class Monitoring Tool. SHAWKAT DAWOOD		International Post-graduate Academic Reading Challenges – is it just language? BARBARA KNEUER	Māori students' experiences in the blended learning model of the Bachelor of Midwifery: an exploration using a Kaupapa Māori framework. BRIDGET KERKIN	Jinze Asia Art form partnership for NZ Fibre Arts craft design project. DEB DONNELLY
<b>14:40-15:00</b>	Student Use of Sources in Completing Assignments. NANCY EVANS WEAVER	Developing a 'How to...' resource for educators. SHANALI DE ROSE	The Evolution of Information Technology Capstone Projects into Collaborative Research Projects. GEORGE TONGARIRO, JUSTIN PUNA, WILLIS KATENE	The implementation of a "submission-ready journal article" as a graded undergraduate assessment tool. SEAN THOMPSON	The Indonesia Picture Book Project: Developing a methodology for working cross-culturally internationally. MARY-JANE DUFFY
<b>15:00-15:20</b>	Teachers' beliefs about formative assessment and feedback (re)create teacher role(s) and (re)positions the formative assessment and feedback process to fit their own classroom setting. PREMA SHOBA PERUMANATHAN	Quality versus Qualifications in early childhood education. SUZANNE MANNING	Sustainability and Communication Education: Student Perceptions of Environmental Issues. ADELE CARSON	Self-marking quizzes that test critical thinking: A pipe dream, or the future of paramedic exams? KEN MacIVER	A fatal hunting shooting – transforming an actual incident into a novel. ADRIENNE JANSEN
<b>15:20-15:40</b>	Investigating the impact of "flexi-learning" on outcomes for NZ Diploma in Business students at Tai Poutini Polytechnic. KATE CAMPBELL	Communities of practice: A way of leading. JAN TAYLOR	Environmental Scanning (ES) – are tertiary teaching methods and content relevant to the contemporary global environment? PAUL GILMOUR	Passing the Power of Paramedics to Patients: Cultural Safety. CALLUM THIRKELL	'Finding Héloïse: researching and reimagining the life of 12th century French nun Héloïse d'Argenteuil.' MANDY HAGER
<b>15:40-16:00</b>	New Zealand community boards: history, effectiveness, future prospects. RICK FISHER	Some aspects of supervising the ECE degree students in the action research project. TANYA PINTCHOUK	Desire: Precursor to entrepreneurial intentions and strategic direction of the venture? INDU PEIRIS	The Accuracy of Published Medical Research. PHILLIP SILVERMAN	Ethico-aesthetics as an emerging technique of enquiry. GRANT CORBISHLEY
<b>16:00</b>	Closing remarks (Chris Gosling) & karakia followed by afternoon tea				

## Keynote: Professor Ken Udas, University of Southern Queensland

Ken Udas is currently the Deputy Vice Chancellor of Academic Services and the Chief Information Officer of the University of Southern Queensland. Ken's diverse set of executive management and teaching includes roles in Slovakia, Austria, Kazakhstan, Central Asia and New Zealand as well as in the United States. In addition to his managerial roles, Ken has enjoyed teaching assignments at numerous colleges and universities and has been teaching online since 1995. Ken holds a Ph.D. in Education Administration and a Masters of Science in Business Analysis from Texas A&M University and has written and presented extensively on the topics of distance education, technology, and openness.

Ken describes USQ as having an emerging research agenda and being in the process of developing an identity as a university with a strong teaching and service mission that also claims excellence in focussed areas of research and original discovery. Today, Ken is here to talk about the unique nature of research excellence within a polytechnic culture. That is, would we expect a blending of scholarship that runs across practice, teaching, service, and discovery in ways that are different than other types of tertiary providers? How would excellence look, how would it be supported, acknowledged, rewarded, and resourced? Perhaps most importantly, how do the academic, professional, and managerial aspects of the community create a culture that sustains such scholarship? What are the unique opportunities presented to tertiary providers with a strong employability and occupational focus?

Research project: Does an understanding of Sensory Processing Sensitivity (SPS) assist students who identify as Highly Sensitive People (HSP) to manage their learning?

**Kaaryn Cater**

**Whitireia**

**“I can forgive myself...an ‘aha’ moment”** (Whitireia student, 2015).

Sensory processing sensitivity (SPS) is an innate trait responsible for processing in-coming stimulation that is found in 15-20% of the population (Aron, 1996). The trait has been identified in over a hundred species and is seen as a genetic sensitivity to incoming stimulation that contributes to species survival. In the human population, those with SPS are referred to as Highly Sensitive People (HSP) (Aron, 1996).

HSPs have physical and emotional comfort zones that are narrower than the majority of the population, and as a result, they can be easily overwhelmed. Highly Sensitive People tend to process things more deeply than others, and for this reason, may take longer to process new information. In an educational setting, this may present as an apparent lack of understanding of new information, or falling behind with work. This can lead to further levels of being overwhelmed that can impact on all areas of health and wellbeing.

Kaaryn Cater recognised the possibility of the effects of HSP on student learning, and with the help of colleagues Clare Hazledine and Kathy Eketone, is conducting research to establish if this is the case.

For the initial research, a convenience sample of approximately 75 students was asked to complete the HSP self-evaluation (Aron, 1996). Those who identified as HSP were invited to take part in a semi-structured interview, at which point quantitative and qualitative data were collected, and students received an HSP information pack. A follow-up interview was conducted and students were asked to evaluate the usefulness of both the knowledge of HSP, and the information and resources provided. Initial findings show that students find both the knowledge of HSP, and resources, to be empowering and useful in managing life and study.

## Bringing digital discipline to discourage the digital distraction in educational institutions/learning spaces

**Jagath Siri Pushpakumar**

**Whitireia**

Educational institutions integrate digital technologies into their programmes because of their benefits. These technologies support and enhance the course delivery and are expected to add value to the courses. At the same time they affect student's performance, being a source of distraction. Studies have shown that digital distractions caused the student to perform badly (Duncan, Hoekstra and Wilcox 2012).

This is just one side of a global phenomenon where digital distractions affect the everyday life of modern human beings (Samsung 2013, Express 2013). Most prominently it has affected work place performance; the cost to business is immense. Avoiding digital distraction will save time, money and perhaps lives. Means have been devised to minimize the effect of digital distractions. Rules, procedures and increased awareness are among them, but still distraction prevails.

Young learners are mostly affected by digital distraction and if not successfully avoided, they will continue to be affected in their studies at school, in future work places and during their adult lives. This paper suggests introducing a self-directed "digital discipline" could be more productive.

This literature review leads to a discussion of the common factor of digital distraction and there by emphasises "discipline" as the missing elements among all who are affected by digital distractions. It would be simple to introduce "digital discipline" as a part of the curriculum and best-practice in schools, so that learners can carry this knowledge in to the workplace and their adult lives, and become digitally disciplined citizens.

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## Double-entry bookkeeping: The first introductory lecture

**Frederico Botafogo**

**Southern Institute of Technology**

The presentation introduces double-entry bookkeeping (DEB) to business' students with no previous knowledge of accounting.

Background: DEB and T-accounts are not intuitive concepts. First year students (level 5) find them quite challenging. Further, DEB is typically justified by positing that liabilities and equity express the origin of funds while assets inform how said funds have been allocated. This view misses both the dynamic nature of accounting and the measurement nature of the income concept.

Method: The presentation borrows from physics the methodology of thought experiments to justify DEB and T-accounts by reference to the decision-making process. The idea requires an economic environment with no money, as was the case when DEB initially appeared.

Objective: To provide students with a story that they can relate to, since in the given environment only barter takes place and everyone understands barter. Further, to have students at the earliest stage of their training understanding that DEB and T-accounts are structural features of accounting.

Outline: A story is told where an Italian medieval merchant is deciding whether to undertake a trading trip. He has previous, partial information about possible barter deals but no common unit of wealth measurement (i.e., no currency). As his thought process is discussed the following concepts are introduced: T-accounts, DEB (i.e., equality of debits and credits), the income account at the end of the trip, and the associated accounting equation which is thus justified on dynamic considerations.

Results: The presentation was first introduced in term one 2015 at SIT and after major adjustments re-introduced in term two 2015. Students do not seem to find the story difficult. Subsequent observation and discussions suggests the story helps them make sense of historical cost accounting.

Emerging Enquiry: The presenter is new at SIT and the topic comes out of his PhD thesis.

## Why biosecurity matters: Students' knowledge of biosecurity and implications for future engagement with biosecurity initiatives

**Rajesh Ram, Bev France, Sally Birdsall**

**Manukau Institute of Technology**

**Background:** Research on biosecurity is important as New Zealand's agricultural export-driven economy is susceptible to biosecurity threats. Because New Zealand is reliant on the primary industries to drive its economy, bovine diseases such as foot and mouth could have a devastating effect on the economy.

**Purpose:** Making sure that the general public are aware of the importance of maintaining biosecurity is crucial in order to protect New Zealand's economy, human health, the environment, and social and cultural values. New Zealand Year 9 students' knowledge of biosecurity was gauged as these students represented the next generation of individuals tasked to maintain biosecurity in New Zealand.

**Design:** A qualitative approach using the interpretive mode of inquiry was used to investigate the knowledge about biosecurity with New Zealand Year 9 students. Questionnaires and interviews were the data collection tools.

**Sample:** One hundred and seventy-one students completed a questionnaire that consisted of Likert-type questions and open-ended questions. Nine students were interviewed about their knowledge.

**Results:** The findings showed that New Zealand Year 9 students lacked specific knowledge about unwanted plants, animals and microorganisms. These students saw illicit drug plants as unwanted plants and mainly saw possums as unwanted animals in New Zealand. Their knowledge about unwanted microorganisms in New Zealand was dominated by human-disease-causing microbes. A lack of knowledge of biosecurity issues in New Zealand was seen as the major factor in these students limited understanding of biosecurity.

**Conclusions:** Based on these findings, it can be said that knowledge of an issue is critical in enabling individuals to develop an understanding about biosecurity. Explicit teaching of biosecurity-related curriculum topics could provide New Zealand Year 9 students with an opportunity to develop knowledge about biosecurity in New Zealand.

## Travel and teaching: An exploratory study

**Adam Ransfield**

**WelTec**

The teaching abroad experience can be powerful for an individual. Cushner (2007) categorised the impacts of assistant teaching abroad into the following three main categories. These categories include: learning about self and others and the development of empathy, increased self-confidence and efficacy, and the impact on global mindedness. Research suggests that these experiences do have an influence on the teacher and their teaching characteristics. This is not a surprise when considering that the average minimum contract tenure for a teaching abroad programme is one year. These deep immersion experiences are likely to have an impact on the individual (Sleeter, 2001). The Japan Exchange and Teaching Programme (JET) was established in 1987 to promote international understanding through co-operation between Assistant Language Teachers (ALTs) and Japanese people (JET Programme, 2014). The JET Programme aims to improve foreign language education in Japan through internationalisation at the community level (JET Programme, 2014). One of the key benefits to participating on the JET Programme is the opportunity partake in both domestic and international tourism. These travel experiences enhance participant's international knowledge of cultures and customs, which can be drawn on in a tourism and hospitality classroom setting. The focus of this research is to investigate whether travel while teaching abroad on the JET Programme impacts teaching and learning approaches employed and if so, what are the teaching characteristics that participants develop through these travel experiences?

## The use of multiple representations in teaching “trades physics”

**James Mackay**

**WelTec**

Professions such as plumbing, electro technical and the automotive trades rely on a working knowledge of physics in order to train and induct new recruits into these specific disciplines. Often this knowledge is not identified by the tutors as being part of the discipline of physics and is subsumed by the trades knowledge in question. This paper describes the way in which physics concepts are taught in trades, with particular focus on how trades tutors use multiple representations to develop applied knowledge of specific physics concepts that are necessary for understanding how to solve problems in their own discipline. A case study approach was used to gather data using classroom observations followed by interviews about instances in their teaching where multiple representations were used. Findings show that while tutors themselves often do not have a strong understanding of the physics concepts they teach. Tutors have learned to teach these concepts using a range of representations that provide a sound basis for learning in a project based environment highlighting the differences between learning physics in a trade’s context as opposed to an academic context.

## The mythical world of Hīnātore, a literacy game

**Merle Hearn, Aaron Griffiths**

**Manukau Institute of Technology**

A Literacy Game, The Mythical World of Hīnātore, has been developed and tested. The game is on a virtual world Open Sim platform called Kitley. This project was funded by the Northern Hub of Ako Aotearoa and Manukau Institute of Technology.

In the past, grammar, sentence structure, and other aspects of writing literacy have not been taught at tertiary level. An assumption was in place that students who arrive at a tertiary institution “know” how to do these things, but the reality is that many do not. Literacy gaps are a big problem. Many students fail, even though the concepts they are taught are understood and retained, simply because they cannot adequately express what they know. The Mythical World of Hīnātore is a small step towards addressing this issue.

Ako Aotearoa has published a report on the analysis of research data obtained from the first two classes of students who played The Mythical World of Hīnātore. Writing samples, TEC data and surveys were used to obtain feedback from students. A lecturer survey was also administered. The game will be outlined and a brief overview of the results from the initial study provided.

A second study is now underway. All data has been collected and analysis is still in process. This study utilized narrative inquiry for data collection. The participants’ stories that have emerged through the use of the Literacy Game, The Mythical World of Hīnātore, have helped to illustrate the process of learning and teaching in a virtual world, and how mind-set affects this learning as it is transferred to the real world. The questions examined within the research included how learning occurs in the virtual world, how students feel about their learning experience, and how the promotion of a growth mind-set in a virtual world game influences literacy development.

## The effect of maths anxiety on the development of numeracy amongst students in the animal care programme

**Mary Fawcett, James Mackay, Mervyn Protheroe, Fiona Breen**

**WelTec**

Basic levels of numeracy are essential today for people to be able to function in a modern economy and many professions worldwide rely on their workforce to be numerate (NRDC, n.d.). International concern that basic numeracy levels are poor has led to the production of international benchmarks derived from a number of large scale studies (PISA Results, 2012 & TIMSS International Results in Mathematics, 2011). In New Zealand, the Ministry of Education (MOE) has attempted to address this issue in polytechnics, through the implementation of benchmark testing and the imbedding of numeracy activities in all programmes, which has been met with varying amounts of success. According to the PISA report (2012), students with higher levels of maths anxiety, exhibit lower scores in mathematics, which correlates to a higher than average decline in mathematics performance in New Zealand. This lack of basic numeracy amongst adults has a dramatic effect on their everyday as well as professional lives and according to Hobbs (2014) could be a barrier to effective participation in society for up to 50% of the New Zealand adult population.

In this paper we describe a small study on the effect of self-efficacy in relation to performing specific numeracy tasks. Both qualitative and quantitative methods were used to look at this relationship, the main thrust of which was to see if there was a problem with maths anxiety in a group of animal care students. In order to do this, participants were tested with a basic numeracy test that elicited their ability to perform essential numerical tasks as well as a self-efficacy test and a subjective numeracy test where the participants indicated confidence in performing specific calculations on a Likert scale. In addition, students were observed and recorded performing numerical calculations and a focus group session was held to elicit experiences in mathematics that could have created barriers to their learning mathematics. Individual interviews were then conducted on specific instances identified in the observations.

Analysis of the qualitative data indicates that there is a high level of maths anxiety experienced by some students when faced with mathematics tasks pertinent to their profession and this correlates well with the quantitative data collected on self-efficacy levels and numeracy performance. These findings have ramifications not only for animal care and veterinary nursing courses, but possibly for other professions such as automotive and carpentry, where anecdotal evidence suggests that these students have similar problems to those experienced by the animal care students.

## Embedding academic literacy in a degree programme

**Leah Ingrid Seno**

**WelTec**

Many Business students in the degree programme are lacking in academic literacy skills required at that level and often need more learning support. This paper will present a model of how academic literacy principles were embedded in practice for the Level 6 Applied Management course within the Bachelor of Applied Management programme. The course requires students to undertake a research project in a team.

Two of the course modules (Research Design and Effective Oral Presentations) were selected for embedding academic literacy. Research is a core part of the projects and is the most demanding task for which students have often been least prepared. Oral presentations are also given to the Project Sponsors and demonstrate to these industry partners and would-be employers how well the students have achieved their project's objectives.

A simple 3-step process was followed:

1. Knowing the demands – identifying the literacy skills for the course and mapping the literacy demands for specific tasks under the selected modules
2. Knowing the learners – assessing students' current literacy levels using a diagnostic tool (a Spiky profile customised for the course), then identifying gaps
3. Knowing what to do – creating, implementing and evaluating learning activities to address gaps (National Centre of Literacy and Numeracy for Adults, 2013)

There were 29 students who completed the Spiky profile and the results showed that the biggest gaps were for: writing to a business audience, use of English in writing, concept application/ integration and oral presentations. The interventions applied (using the model-practice-peer review framework) were:

- a writing exercise for three essential sections in the project proposal: management problem, project objectives and deliverables
- mock oral presentations

These resulted in a heightened understanding of the objectives and greater confidence in undertaking the projects, which led to better results. Delivery of oral presentations also improved. Positive feedback was received from Project Sponsors, which have been utilised as testimonials for marketing.

## Assessing in-class participation at undergraduate level – a longitudinal study

**Suzan Sariefe, Markus Klose**

**Whitireia New Zealand**

We conducted a study in 2008 that measured students' attitude toward assessing in-class participation at tertiary level. A group of lecturers delivering a Bachelor of Business programme at a New Zealand polytechnic trialed a participation mark in their courses. Students were graded for their general contributions and questions in class. A marking schedule was developed in a team effort which defined and assessed in-class participation.

After grading participation a questionnaire was given to students at the end of the term measuring students' attitude towards assessing in-class participation. The following hypotheses were tested and supported: (I) Assessing in-class participation encourages students' success; (II) Students perceive that assessing in-class participation rewards their efforts, (III) Assessing in-class participation motivates students; (IV) Students of different learning levels perceive the participation mark differently.

The authors are now planning to follow up on the previous study addressing students with the same questionnaire testing the validity of previous findings. The authors would like to share their methodology and findings from the previous study and hope to identify additional issues by inviting the audience of WWRS to share their thoughts and viewpoints which can be added to the new study.

In addition, the authors hope to stimulate and engage other researchers to implement the participation mark in their courses so the survey can be extended to a larger and more diversified student body. With this approach the authors hope to measure whether assessing in-class participation is beneficial to students in general. If the previous results coincide with findings of the new study, there will be more confidence in the applicability of the tested hypotheses.

## A conceptual framework for a class monitoring tool

**Shawkat Dawood**

**Whitireia**

**Background :** Computers as instructional tools in classrooms are at the centre of educational revolution, and are likely to remain for a long time. Use of computers together with the Internet will intensify. However, these two technologies can be misused by students, and become distractions from the main course. Students tend to multitask to email and social media during instruction time. This raises the following question: what can be done to mitigate the problem of multitasking? We propose to use computer and network technologies to identify technology misuse by students in such a way that demands minimal real time attention by instructors.

**Objectives:** Present a framework for a class monitoring tool to provide the capability of monitoring access to the computer system and the Internet. The tool is driven by rules that determine technology uses. The tool should keep and analyse a log of computer Internet access in real time, and further analysis off-line. The tool should produce alerts for serious violations to the rules setup for that particular environment.

The tool's behaviour should be configurable, using rule, to provide different specific environments with different requirements. Rules are ranked so that only serious violations demand immediate alerts that require the instructor's attention.

**Method:** Class monitoring tools are traditionally made to facilitate collaboration. The proposed tool is similar in many ways to those tools, but differs in objectives.

There are many class monitoring tools available. However, they are not capable of analysing accessed resources and make decisions about access, and have limited control mechanism. In addition, the same tool can be further extended to solve another problem, namely to control online tests.

The research methodology used is design science research methodology, which we find suitable in two areas concerned in this research: behavioural science and information science.

**Conclusion:** Such a framework will enable developers to implement prototypes to help instructors to study the effectiveness of the tool.

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## Student use of sources in completing assignments

**Nancy Evans Weaver, Estelle Barnard**

**Open Polytechnic of NZ**

Reference lists from assignments submitted by introductory psychology students studying through online distance learning (ODL) were examined using citation analysis. The aim was to better understand what academic sources students use, if use changes across assignments, and if source use relates to student variables and to mark achieved.

From the reference page of submitted assignments and from student records, we measured the number of sources used, the type of sources used (from instructors, from our library, found by students) and the mark. We also collected information on student variables that we thought might influence source use: previous education, whether this was the first enrolment at the polytechnic, and number of concurrent courses. We examined both the first and second written assignments in the course, with information collected from 124 students.

The most used resources were those from instructors. Library sources were used infrequently, while some students used other types of sources. There was a significant change across assignments. Instructor sources were used more on the first assignment than on the second, while library sources and other sources were used more on the second assignment than the first. There was a statistical relationship between source use and the mark achieved: The number of sources used, the use of instructor sources, and the use of sources from the library's online Study Guide were all positively related to mark. Student variables did not seem to have an effect.

This research expands the literature by examining two successive assignments from a large sample of students and by adding to knowledge about source use by students studying through ODL. It is an example of a cooperative research programme joining faculty and library researchers who have an interest in how students make use of source material and develop writing skills.

Teachers' beliefs about formative assessment and feedback (re)create teacher student role(s) and (re)positions the formative assessment and feedback process to fit their own classroom setting

**Prema Shoba Perumanathan**

**Whitireia**

This study explores the interplay between teachers' beliefs and practices in understanding and implementing formative assessment to enhance students learning in a diverse primary classroom.

The context of the investigation was the formative assessment strategies implemented in the classroom. Sadler's (1989) theory of effective formative assessment and feedback provided the theoretical framework informing both the data collection method and the analysis of data. Qualitative data was obtained through multiple-case studies employed within the Interpretivist paradigm.

Analysis of classroom observations, interviews, teaching documents and field notes of a complete writing lesson revealed that teachers had adopted many strategies associated with good formative feedback practice. It was revealed, however, that the influence of teachers' beliefs in the implementation and enactment of formative assessment and feedback affected their practices. These teachers' beliefs about formative feedback, their assumption about L1 and L2 students' abilities during the feedback session and how they implemented formative assessment and feedback during the teaching of writing varied.

These inconsistencies were further influenced by a range of contextual factors, including the diversity of students' needs, differing collegial support, the structure of school writing programmes, teachers' limited professional development and/or learning about formative assessment and feedback, and teachers' learning having been undertaken in an era that favoured behaviourist practices.

This research revealed the need for the provision of ongoing professional learning and development in formative assessment and feedback strategies to address the apparent inconsistencies between teachers' conception and beliefs and their practices.

## Investigating the impact of “flexi-learning” on outcomes for NZ Diploma in Business students at Tai Poutini Polytechnic

**Kate Campbell, Ian Hooker**

**Tai Poutini Polytechnic**

### **Background:**

Delivery of the New Zealand Diploma in Business (NZDipBus) to learners in a regional area with a small, widely dispersed population base has been an on-going issue for Tai Poutini Polytechnic (TPP). In the last seven years programme staff have explored various flexible delivery methods to meet learners' demand for business courses on the West Coast, a region spanning over 600 kilometers. One such method involves self-paced learning relying on video recordings of classes with no attendance in class (referred to as “flexi-learning”).

### **Research aim:**

The aim of this research was to investigate the impact of flexi-learning on course completion, course grades and overall student satisfaction.

### **Methods/Results:**

The relationship between class attendance and course grades was analysed using Spearman's rank correlation for non-parametric data for a control group sample of 100 students. Findings indicated a moderate and significant positive correlation with overall course grades ( $r_s=.296$ ,  $p<.01$ ).

The experimental group consisted of ten students who self-selected to the flexi-learning method. Course grades were compared to class averages and indicated higher than average results. In addition, qualitative data from student surveys and interviews indicated that student satisfaction was similar to control group students.

### **Conclusions:**

The flexi-learning method appears to have positive student outcomes in regards to course completion, course grades and satisfaction and, as such, it is worth continuing to provide this option for learners on the West Coast. However, one limitation of this study was that the experimental group was not randomized and students who self-select into flexi-learning may have higher levels of motivation than traditional learners. Further research could explore the role of factors such as student demographics, motivation and personality. The implications of this research include the continuation of flexible learning options and on-going exploration and implementation of new methods to meet learner needs as these evolve.

## New Zealand community boards: History, effectiveness, future prospects

**Rick Fisher**

**Open Polytechnic of NZ**

Community boards are optional advisory bodies for territorial authorities created in 1989 by local government reform. Their purpose is to support local government by representing and advocating for community interests, as well as making decisions about subject matters that may be delegated to them by their parent councils. The present research was conducted in order to provide environmental studies students with practical, working knowledge of community board structure and processes, and to compare and contrast community boards with Auckland's new local board governance structure, following the disestablishment of all community boards in Auckland Council. The results indicate that while more than half of New Zealand's 67 territorial authorities have at least one community board, the level of value they add to their local communities can be quite variable. Constraints include a lack of substantive delegation of decision making power by parent councils, financial constraints, and self-perceptions of value. Notwithstanding these issues, there are opportunities for community boards to consolidate their roles as 'the conscience of communities' for social, economic, environmental and cultural concerns, due to substantive reductions in consultation requirements under the Local Government Act 2002 that have been caused by ongoing legislative reform.

## A picture paints a thousand words

**Jean Mitaera, Tagaloatele Peggy Fairbairn-Dunlop, Timote Violeti, Teremoana MaUa-Hodges and Louise Falepau**

### **Whitireia**

In developing “*Nga Turu Pasifika: Building Teachers Pasifika Capability*” (Ministry of Education, 2015), Whitireia researchers looked to their own research experiences and content knowledge to inform the research process adopted. They faced the same challenge experienced by other Pacific researchers, namely, the paucity of published work to inform their methodological approach.

We know that many models have been developed over the last 20 years, most of which employ cultural metaphors to paint the narrative. This presentation:

- describes the process of talanoa conducted across the country to gather stakeholder views on Pacific competencies for teachers of Pacific learners
- discusses the analysis of talanoa, and
- examines the construction of *the house* and the associated cultural concepts that together narrate the metaphor and framework adopted.

The research resulted in one of the researchers reluctant acceptance of the place of cultural metaphors in Pacific research.

## Relationships, relationships, relationships!

**Jean Mitaera, Tautala Aiono-Faletolu, Teremoana MaUa-Hodges, Aliitasi Sua-Tavila, Candice Barr, Susan Beaumont, Apii Rongo-Raea and Michael Fitzsimons**

### **Whitireia**

Reflection and evaluation are necessary activities of social work education. Each year the Social Work team is tasked to evaluate and comment on student academic results and retention rates. In 2014 the team decided to also take stock of the stakeholder relationships garnered these past 10 years - it might be that some relationships have been over emphasised and other legitimate stakeholders neglected.

In this presentation the context of stakeholder talanoa is examined and the determinants of strong reciprocal stakeholder relationships identified. From a Social Work Leader's perspective these initial findings suggest that a team's ability to develop and maintain strong reciprocal relationships with key stakeholders increases the ability of those relationships to enhance practice expertise, academic rigour and employment opportunities for Whitireia Bachelor of Social Work students. Interestingly, this paper concludes that the context of stakeholder talanoa/dialogue is best produced through a creative process of exploring contradictions, unknowns and conflicts rather than through applying standardised processes.

## The Integration of teaching and learning inside and outside the classroom

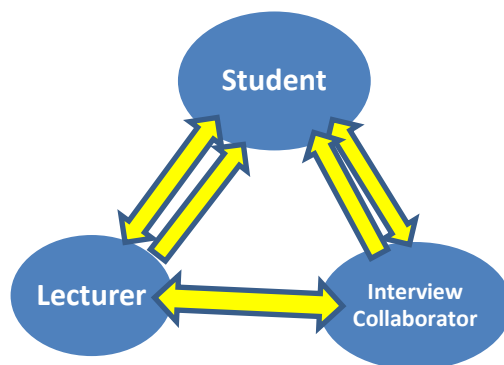
**Aliitasi Su'a-Tavila**

**Whitireia**

This research examined how students learning can be supported by a third party outside the classroom. Within the context of this study, reference to the third party is an *interview collaborator* with whom research students engaged during their data collection.

The idea of allowing students to formulate a partnership with an interview collaborator who was considered an expert in their (student) research area of interest brought satisfaction to the student's learning. Equally important is the generation of student knowledge both inside and outside the classroom environment, where students learning can be very successful. The assumption of learners being more conducive to the classroom environment challenges this practice. In social work research, the social work educator connects the student researcher to an expert in the field. It is the student researcher's first formal interview, but it is an interview with the difference. The student will interview a collaborator whose role is to both respond to the interview questions as well as mentor the student researcher through the interview process, ensuring that their safety is maintained. In this way the collaboration between the interview collaborator and social work educator provides the student with strong social work research learning.

Figure 1.: 3 way approach to student learning



The result of this study suggests that learning does not necessarily only happen in the class room environment. Understanding the value of this practice brings new ideas relevant to student learning and can be seen as an effective tool to improve student achievement. The implication of the three ways learning within the educational context promotes potential opportunities for lecturers' professional development, has a positive impact on a student learning outcome and the inclusiveness of the third party. Students' feedback on this approach was very positive. For example, a student who interviewed an expert on a topic of 'tenant's rights' was overwhelmed with the wealth of knowledge she gained from the interview. This was because the expert was able to walk the student throughout all aspects of tenant's rights.

## Ma Pango Ma Whero Ka oti te Mahi

**Tonga Karena, Christine Fenton**

**Tai Poutini Polytechnic, and Focus Consultancy**

The original aim of this research was to investigate if the manifestation of Māori values in a tertiary trade setting can positively influence educational outcomes for Māori students. This presentation focuses on the first phase of this research which involved a study of Tai Poutini Polytechnic's Digger Schools, where Māori students were enjoying retention and completion rates higher than the institutional average. It involved observation of the classroom environment and interviews with students to ascertain if Māori values were present. The research methodology used for this study can be described as utilising a cross-aged, interpretive and mixed method naturalistic approach where the participants were engaged with in their own educational environment. Analysis of the data indicated that there were three main concepts/values from te ao Māori (the Māori world) that were clearly manifested in this educational environment.

These main values were:

- manaakitanga,
- whanaungatanga and
- whakapapa.

Encouraging a connection to family and to group-work underpinned by the qualities of connectedness and sustainable relationships appears to promote and support the high success of Māori students in this tertiary setting. Further work needs to be done to see if these values can be translated and transferred into different learning contexts. Ultimately, this could have the potential to improve the retention rates of Māori students in other subject areas and therefore improving Māori success in tertiary education.

## The tivaevae conceptual framework

**Teremoana Hodges, Aliitasi Su'a-Tavila**

**Whitireia**

This paper presents the tivaevae conceptual framework and in particular, reflects on how the framework has informed the teaching of Pacific research methodologies within the Bachelor of Social Work programme.

Pacific peoples have looked for ways to have a 'voice' in the world. My own journey through academia has inflamed me with a determination to reflect on my experiences as a Cook Islands woman and identify a context that would provide a basis to have a voice.

The tivaevae is an embroidered bedspread and was introduced by the nuns and wives of missionaries to the women of the Cook Islands. Over the years the tivaevae has become a cultural icon of the Cook Islands with the Cook Islands taking full cultural ownership of it.

The tivaevae conceptual framework is both a research methodology as well as a collaborative *pange* support group method. The tivaevae research methodology is culturally centred on the languages and cultures of the Cook Islands. This means that each terminology can be illustrated as a particular research method. In the tivaevae research methodology, the material and cotton is the data, while the process in treating that data is shown in the *pakoti* (cutting through the data) and *tamoumou* (arranging and sorting the data) to sew the emerging themes as well as the findings that comes out of the data.

The *pange* support group provides a culturally appropriate activity to be used as a group research activity. This process allows for each individual to focus on their unique knowledge or skill and through the taunga – expert, who guides and navigates the group forward.

All students have found the voice of the Cook Islands woman in the tivaevae conceptual framework, they have also found their own voice as participants of the *pange* support group..

## The integration of wairua into the nursing practices of nga neehi Māori

**Chrissy Kake**

**Whitireia**

This presentation will focus on my research journey as a new emerging researcher, and will explore the nursing practices of Māori nurses working in Māori mental health services.

Wairua is a Māori concept of spirituality linking Māori to their land, the sustenance to healing people. Wairua also supports the holistic approach of providing a holistic health view of tangata whaiora and their whanau who access health services.

Wairua is important to the recovery and healing for Māori and the mental health care environment places important emphasis on nurses to be culturally safe. It also requires nurses to provide care that supports tangata whenua and honours te Tiriti o Waitangi in their practice (CMHN, 2012).

This presentation is a reflection of my research journey.

## Awhi mai awhi atu

**Kay Laracy, Jamesina Kett, Trudy Scott, Sandra Waayer, Shayola Koperu**

### **Whitireia**

The purpose of the presentation is to provide an example of 'Awhi mai awhi atu' in teaching and learning for Year One and Year Three nursing students. It takes place in a co-ed school setting for 10 to 12 year olds who engaged in health awareness activities.

'Awhi mai awhi atu' is used in this context of teaching and learning using Māori ways of knowing. Ata is presented as an approach to building respectful relationships based in tikanga. Pohatu (2004) in his work articulates Ata as having the potential of transformative nursing practice.

Tuakana/Teina challenges the conventional role of leadership in nursing. Year One and Year Three students are both the learner and the teacher.

The learning and teaching environment provides the BNMāori programme (students & staff) and the school (students, staff, principal and the parents of the students) to generate reciprocity of knowledge between the two communities.

Primary Health teaching and learning in the school environment is a radical challenge to the conventional system of who, what, when, where, why and how health is experienced. Most importantly, it challenges how young people understand their health and the contribution the school environment provides to support a young person's understanding of health literacy through the engagement of health promotion.

## Tackling the unmarked in youth development: Why settle for the west when a new dawn brings new possibilities

**Fiona Beals**

**WelTec**

Since the mid-1990s youth development work in Aotearoa New Zealand has increasingly emphasised positive youth development approaches informed by both traditional theories of youth development and contemporary understandings of Māori/Pasifika development. Combining such approaches creates a tension as the history (or whakapapa) of western theories is marked by deficit thinking and western European and American (western) perspectives on human development which emphasise the individual rather than the collective. This presentation uses a genealogical approach to analysis to explore both the whakapapa of positive youth development and the edge of tension that is created when classical western ideas concerning youth development are mixed with contemporary indigenous approaches. It is at the edge of this tension that a possibility exists for new approaches and ideas that speak to both the practice of youth work and the lives of our young people.

## Demonstrating the partnership

**Pip Byrne, Kohai Grace**

### **Whitireia**

In 2013 Whitireia was awarded accreditation to add a new major to the Bachelor of Applied Arts degree. This new major, Toi Poutama, would offer Raranga and Whakairo.

The development of the philosophy and programme of study was a joint project between Te Wānanga Māori and the Arts Faculty.

This presentation will outline the process that Kohai Grace and Pip Byrne undertook to unpack the existing Visual Arts course descriptors and re-interpret them to reflect the tikanga, mātāuranga and mahi of Māori art. We will discuss the journey and the relationship that developed with both researchers bringing different skills to the task. We believe the relationship is a model of partnership under the Te Tiriti o Waitangi.

The researchers used action research methodology taking the approach of designing briefs for content delivery, interrogating those briefs to ensure they truly reflected Māori frameworks, while retaining their connection to the existing visual arts courses and then reflecting on the delivery approaches. This information was then used to design course outlines.

This approach resulted in the successful design of 14 new courses that provide “a realistic progression through basic research, practice, te reo, tikanga, written material and reading, to greater complexities before final production, presentation and curation” (Patricia Grace, from a letter of support after consultation).

In conclusion this presentation will explore the importance of developing an appropriate curriculum for tauira who will contribute to the extension and innovation of Māori art through their own practice and research. It will detail the research questions that guided this development and it will demonstrate a successful partnership between the researchers.

## Weaving the mat: How young children develop and learn in New Zealand

**Kaye Jujnovich, Vivienne Browne, Jan Taylor, Susan Widger**

**Whitireia**

This paper discusses the New Zealand Early Childhood curriculum “Te Whāriki” and should be read in conjunction with the film of the same title. Te Whāriki translates as a woven mat, and is used as a metaphor to represent the weaving together of the principal and ideals of Early Childhood Education. Te Whāriki symbolizes the interconnectedness of the Principles (Holistic Development; Empowerment; Family and Community; Relationships) and Strands (Contribution; Communication; Exploration; Well-being; Belonging) of the curriculum and the learning process for young children. Te Whāriki is founded on the aspiration that all children are given the opportunity:

“To grow up as competent and confident learners and communicators, healthy in mind, body, and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society (Ministry of Education (p.9).”

The Te Whāriki is woven from these principles and strands, providing the framework for the curriculum, which was the first bicultural curriculum developed in New Zealand. Each strand then weaves together goals and learning outcomes to build an integrated foundation that enables every New Zealand child to participate in New Zealand early childhood education (Ministry of Education 1996).

This paper looks at some of the threads of the Te Whāriki, including literacy, visual arts, the outdoor learning environment and ‘child centred’ approach in teaching. In line with the principals of Te Whāriki, these threads can be read as individual essays or as a whole. The accompanying short film was developed to present our interpretation of Te Whāriki and how ECE teachers and students can use such a resource to develop and augment their own teaching practice.

## Developing a ‘How to...’ resource for educators

**Shanali de Rose**

**Whitireia**

New knowledge, new concepts and new ways of teaching emerge in the field of education almost every day in the 21<sup>st</sup> century. These concepts are generated by people who engage in teaching and learning in a variety of subjects. However valuable these ideas may be, in most instances the new concepts do not carry a set of instructions on specific methods to utilise/ engage or integrate them into practice. Practitioners and educators are sometimes left in the dark when it comes to integrating new concepts and new knowledge in teaching and learning. This research project attempts to minimise the gap between the new knowledge/concepts of on-line ICT resources and “how to” utilize said knowledge/concepts in teaching and learning.

On-line ICT resources were recently introduced as course content of the ICT module of Bachelor of Teaching (ECE) degree. The purpose and learning outcomes of the ICT component across the three years of the undergraduate degree are to identify, analyse and critically evaluate ICT tools and the integration within an ECE curriculum. The practical course work is set with the belief “to understand is to move” (Pinar, 2004): to gain an understanding and to gain movement towards integration. Brown and Warschauer (2006) agree, stating that an educator’s skill in ICT increased when they had substantial experience of using it. It is a challenge to allocate suitable exposure time for an ICT component within the limited period of an undergraduate teaching degree. This research project will lead to the development of a DVD that provides a step by step guide on ways to integrate online ICT resources in teaching practice. This DVD will act as a reference material for educators to revisit as needed, after the completion of the degree programme.

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## Quality versus qualifications in early childhood education

**Suzanne Manning**

**Whitireia**

There has been much policy development around early childhood education (ECE) over the last three decades, including the introduction of new funding and administration systems, Te Whāriki (Ministry of Education, 1996) - the first ECE curriculum, new ECE teacher education programmes and increased requirements for teacher qualifications both in terms of levels and proportions of qualified staff. The aim has been to improve access to ECE for all those parents who would like to use it, and to improve the quality of the ECE services available. However one effect of these policy developments has been to increasingly promote a specific model of ECE: that of centre-based services employing qualified teachers. Other services which are home-based or utilize the skills of parents and whānau as educators, such as Playcentre, have been progressively marginalized. This presentation discusses a section of the findings from my PhD study into the impact of ECE policy developments on Playcentre, which uses the critical policy analysis of Carol Bacchi (2009). The methodology foregrounds the problems that policies are designed to solve, recognizing that these problems are socially constructed and that social change requires a questioning of the problems. The focus of the presentation will be on the problem of quality and how this has been constructed in policy. It is argued that 'quality in ECE' has become conflated with 'qualifications in ECE' and this has created difficulties for Playcentre and its philosophy of parent involvement.

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## Communities of practice: A way of leading

**Jan Taylor**

**Whitireia**

This presentation is based on a small research project, which I am completing at the present time, on communities of practice. This is in a leadership paper as part of my post graduate studies through Massey University.

The research project involves interviewing three early childhood teachers from the Kapiti coast in Wellington to find out how they believe they work with others in order to promote improvement in the early childhood field. The data gathered will be analysed, compared and contrasted with literature and previous research carried out to inform and extend others to improve outcomes for young children.

A broad view of experience and perspectives was wanted, hence a new graduate teacher, a kindergarten teacher, and a manager of a corporate centre were interviewed. The researcher already had established, strong, professional relationships with the participants.

The procedure was to carry out one interview session of no longer than one hour duration per participant. The interview questions were designed to find out what leaderships means to the participants, what their role and style of leadership is, how the leadership approach of communities of practice fits with that, and what the benefits and challenges are with the leadership model of communities of practice.

The interviews were recorded and then transcribed by the researcher for critical examination to ascertain if the results agree with findings in the literature on communities of practice as a leadership framework to improve outcomes for young children.

## Some aspects of supervising the ECE degree students in the action research project

**Tanya Pintchouk**

**Whitireia**

Staff engaged in numerous discussions about their roles as supervisors. These discussions led to the action research, in which the staff are both researchers and participants.

The findings of the research represent the participants' individual interpretations of particular aspects of the supervising processes. The interpretive paradigm approach (MacNaughton, Rolf & Siraj-Blatchford, 2001; Newman, 2003, Mutch, 2005; Punch, 2005) applied in the research outlines the value of individual multiple truths to uncover the complexity of the participants' perception of the same phenomena, i.e. the supervising processes. Having chosen to locate the research within an interpretivist paradigm, the most appropriate approach became a qualitative approach (Merriam, 1998). A semi structured focus group interview was chosen as the method of data collecting because it allows gaining insight not only into the views but also the feelings, emotions and experiences (Denscombe, 2007) of the three lecturers practising from different cultural and educational backgrounds.

The findings deal with the following areas: avoiding ambiguity in terminology and duplicating information in the instructions for writing research proposals and research reports; narrowing the focus and choosing strategies for the chosen action research; overcoming difficulties in planning the research and writing the implementation part in the report.

The significance of the initial stage of the present study relates to the social cultural theory that stresses the sharing of ideas and the co-construction of knowledge. The study also helped to approach the ultimate aim of the three teachers: to find out how to respond to the students' challenges, while navigating the differences between academic and students' perspectives and expectations. As a result of the research, some recommendations and the areas for further research have been outlined.

## Stereo-matching in the context of vision-augmented vehicles

**Waqar Khan**

**WelTec**

For the purpose of driver assistance systems, sensors like radio detecting and ranging (radar) or stereo-vision-cameras-system are used to detect and track objects like pedestrians, vehicles etc. Although a radar offers very accurate measurements, however it also has a limited extent of the field of view. Alternately, a stereo-vision-system has a wider extent of the field of view, however the accuracy of measurements is dependent upon the accuracy of the stereo image matcher. Since stereo-vision-system is a much cheaper solution (~85 percent cheaper) than a radar, it is therefore a more preferred solution in a highly competitive automotive industry.

The paper discusses options for increasing the accuracy of stereo matchers which follow a general belief-propagation strategy by using sparse feature detection and matching as a guide for the belief propagation mechanism. For feature detection, difference of Gaussian (DoG) detector and features from an accelerated segment test (FAST) detector are used. And, for the purpose of feature matching, descriptors like the scale-invariant feature transform (SIFT), its variant in the form of SURF, the binary robust independent elementary feature (BRIEF), the fast retina keypoint (FREAK), and the binary robust invariant scalable keypoints (BRISK) are used.

Extensive experiments, also including a semi-global stereo matcher, illustrate achieved performance. We also tested on data just recently made available for a developing country, which comes with particular challenges not seen before. There is not a single all-time winner in the set of considered stereo matchers, but there are specific benefits when applying one of the discussed stereo matching strategies. This might point towards a need for adaptive solutions for vision-augmented vehicles.

## Water treatment: Civil Defence response in tsunami aftermath

**Induka Werellagama**

**WelTec**

In the 2015 exodus of more than 100,000 refugees from Burundi to Tanzania, the refugee crisis was immediately accompanied by an outbreak of Cholera, leading to more than 31 deaths. Similarly after the 2004 “Boxing-day” Tsunami when a comparable number of people were made homeless and stayed in refugee camps in Sri Lanka, no one contracted water-borne diseases. Many international NGOs which came to help were surprised by this fact. This remarkable achievement was made possible by the author and a dedicated group of students, who took action to chlorinate the water supplies in refugee camps from day-one. This paper describes actions taken, to highlight the lessons for future civil-defence situations in response to disaster.

The day after the Tsunami, the government asked for a suitable toilet design for refugee centres, which provided us with the list of planned refugee shelters. University students were mobilized to leave within a few hours, carrying supplies of bleaching powder. An authorisation letter was issued to each student, from the University Lecturer in charge of teaching “treatment of drinking water”, asking the Officers-in-charge of each refugee camp to add the provided bleaching powder to their drinking water supplies. While the final residual chlorine dosage is preferred to be less than 1 mg/L, the fact that higher chlorine dosages are permitted in emergency situations, was emphasised. Before leaving, the university students were given a one hour lecture on emergency water treatment and actual dosing of bleaching powder was demonstrated.

Also while the Tsunami affected the coastal area, the towns a few kilometres inland were unaffected. Letters were issued to water engineers in such towns, to provide bleaching powder to any student carrying my letter, to which they responded. This resulted in chlorination of all water supplies in refugee shelters, assuring there was not even one case of water borne illness. The same civil defence model (data of planned shelters provided by government to local CDEM groups, local availability of chemicals, creating fast links with resources & resource need) can be used in future disasters, to assure affected refugees have safe good quality drinking water from day-one. The NZ Ministry of Civil Defence website has 103 resource documents, and the information in this paper can be added if required.

## Post-tensioned laminated timber buildings (PRESSS Structural Seismic System type) and their use in areas prone to high magnitude earthquakes and soil liquefaction

**Richard Foreman**

**WelTec**

Following the Christchurch earthquakes, New Zealand has focused on developing construction methods that are safe and repairable following a major seismic event as well as being sustainable. The February 2011 Christchurch earthquake has become noted for extreme shaking (both vertically and horizontally) that led to at least two catastrophic failures (the Pyne Gould Guinness and CTV buildings). A further issue resulting from the intense vertical shaking was the level of liquefaction that occurred, due to the types of soils present and the shallow water table beneath the city. Liquefaction effects on buildings include uneven settlement due to the lateral spreading of the soil, damage to services and small eruptions of organic silt and water to the surface. In New Zealand there are several areas that are susceptible to liquefaction due to the geological conditions and this includes the part of the Hutt Valley north of Wellington where a case study building will be located.

Post tensioning of timber structures was first seriously explored in the mid 1990's taking post-tensioned concrete systems as an exemplar. New Zealand engineers have been responsible for much of the engineering experimentation and testing that has occurred in this technology. Research undertaken at the University of Canterbury overseen by Dr. Andrew Buchanan (Emeritus Professor of Timber Design) and Professor Stefano Pampanin has been at the forefront of the development of post tensioned timber technology.

The objective of this research is to see if a post-tensioned laminated timber building would be suitable to use on an area susceptible to heavy shaking and liquefaction in an intense seismic event (Petone, Wellington). Other types of technologies used in conjunction with post-stressed timber will also be explored and these include dissipaters, fusible links and integration of laminated shear wall panels in the system.

Further strands of the research will look at cladding solutions for the large displacement capacity of a PRESSS building, methods used to make such buildings demountable so that structural elements could be removed and reused in a further application following demolition or alteration of the structure and a comparison of costs and construction process with steel and reinforced concrete.

PRESSS type post-tensioned timber and pre-cast concrete are likely to become a common place technology in New Zealand. Construction and Architectural Technology students will not only need to develop an understanding of the design and execution of these buildings but also understand the effects of the high level of displacement occurring within the building during a seismic event. This level of movement will have an impact on other systems in the building such as claddings and services and students will need to be aware of design solutions for these systems.

## Growing social enterprise in NZ: How social enterprise incubators support the development of social enterprises

**Louise Lee**

**Open Polytechnic of NZ**

### **Background/research problem**

Social enterprise is attracting increased attention from practitioners and policy-makers faced with the need to address seemingly intractable social problems (Mair, Battilana & Cardenas, 2012). However, despite this increased interest and the growing prevalence of social ventures, relatively little is known about effective ways to support new social enterprises. While difficulties experienced by start-up commercial ventures have been well-documented, many commentators argue that developing sustainable social enterprises presents a number of unique challenges (Hynes, 2009; Renko, 2013). There can be tensions within notions of shared value as an emphasis on financial sustainability may be seen to undermine the social purpose of social ventures (Smith, Gonin and Besharov, 2013). Furthermore, developing social enterprises involves working with a diverse range of stakeholders to gain support for often highly novel social ventures. Given the challenges that social enterprise start-ups face and the recent emergence of social enterprise incubator programmes in New Zealand (Kaplan 2013), it is important to understand how specific support structures influence social enterprise development and growth.

### **Research questions**

- How does a social enterprise incubator programme in NZ support the development of early-stage social enterprises
- What challenges are faced in participating in an incubator programme from incubator and social entrepreneur perspectives?

### **Method**

Case study research using in-depth interviews with key incubator staff and managers of social ventures that participated in the incubator programme.

### **Results and conclusions**

The incubator programme supports the development of early-stage social enterprises in two key ways - developing business models that enable growth and scalability; acting as a mediator to access external resources and expertise. As an institutional mediator the case study organisation played a vital role in building visibility and legitimacy for social enterprise in New Zealand.

## Digital evidence

**Steve McKinlay**

**WelTec**

The development of digital technologies during the twenty-first century are profoundly transforming the nature of evidence and evidential practices across a wide range of sectors, including science, education, medicine, law, journalism, government and global, national and domestic security. The emerging “Big Data” era is presenting opportunities on an unprecedented scale for researchers, marketers, insurers and government agencies to draw evidence of human behaviour, desires and attitudes. This data is being generated from a wide array of sources ranging from our use of social media, customer loyalty systems, smart phone use and apps, through to more traditional data collected by government agencies.

The questions raised by this transformation are many. They are challenging our traditional notions of knowledge as well as orthodox conceptions of evidence. Furthermore, questions arise with regard to what normative considerations (political, ethical, legal) should be brought to bear upon such developments. There is little critical analysis of these issues.

Traditional notions of evidence have been largely based upon the confirmatory factors of existing states of affairs, that is, the hypothesis that  $f$  occurred or, as is the case, is supported by the evidence  $x$  insofar as  $x$  is in a direct confirmatory relation to  $f$ .

By contrast the use of predictive modelling to determine possible future events employs statistical scores or weightings derived from arbitrary data sets as *digital evidence*. In this paper I argue the way in which the use of large convergent data sets in conjunction with predictive modelling software will significantly change evidential norms and practices. I outline some problems, potential harms and conclude with a minimal set of ethical guidelines.

## Applying adapted Big Five teamwork theory to agile software development

**Diane E Strode**

**Whitireia**

Agile software development is a team-based approach to creating software characterised by collaborating with the customer to negotiate quality and scope, and delivering software quickly. This approach is used in 50% of software projects world-wide (Stavru 2014) and its teamwork aspects are of concern to practitioners (Gregory et al. 2015). Open questions exist, such as 1) do high-performing teams adopt agile practices more readily, 2) will adopting agile practices lead to better quality teamwork, and 3) are agile practices necessary but not sufficient for quality teamwork? Before answering these questions we need to know if existing theory can offer answers.

This research investigated the applicability of existing teamwork theory to agile software development. Big Five teamwork theory is an influential teamwork theory (Salas et al. 2005), but prior research shows that team leadership, as defined in that theory, is not applicable to agile software development (Moe and Dingsøyr 2008). Therefore, we asked: *"How does an adapted Big Five teamwork theory fit agile software development teams?"*

The case study approach (Yin 2003) was used to test the applicability of an adapted form of Big Five teamwork theory. Data was collected from three independent cases of agile software development from a single organisation, and directed qualitative content analysis was used to analyse the data (Hsieh and Shannon 2005; Schreier 2014).

These findings show that an adapted Big Five teamwork theory (Salas et al. 2005) that substitutes team leadership for *shared* team leadership is fully applicable to cases of agile software development where teams act as self-organising groups and share leadership among team members. This research informs practitioners by providing evidence that teamwork is directly supported by the agile practices of colocation, publically viewable wallboards displaying stories and tasks, and regular structured meetings to share information, reflect on, and adjust their agile approach.

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## The impact of pair-programming on entry level information technology students

**Terry Jeon, Ian Hunter**

**WelTec**

**Introduction:** Pair Programming is a learning technique in which two programming students work as a pair on one workstation. One, the driver, writes code while the other, the observer, pointer or navigator, reviews each line of code as it is typed to check if it is correct. These roles are alternated in successive sessions.

**Method:** In the first trimester of 2013, a total of 38 students were enrolled in the programming course (Level 4). The first 20 students formed the paired programming group at the discretion of the experienced tutor, resulting in the compulsory paired programming group. In 2014 the participants self-selected their partners forming the voluntary paired programming group.

We collected statistical data about the students' learning motivation and satisfaction using the Motivational Strategies for Learning Questionnaire (MSLQ). This questionnaire was originally designed to evaluate college students' motivational habits and their use of various learning strategies (Pintrich, Smith, Garcia, & McKeachie, 1991)

**Findings:** We found that an improvement in the 2014 Voluntary Pair Group's Confidence in Assessment and Learning exceeded the levels of the Pair Group in 2013, which was a Compulsory Group. This was attributed to the voluntary Pair Group choosing their own preferable partners and this created a stress free learning and teaching environment, removing the negativity of the more experienced student feeling they were carrying the other student, removing the impatience and tensions that were evident in the 2013 compulsory group.

**Conclusion:** The students' learning and assessment confidence of the voluntarily paired group in 2014 is higher than the compulsorily paired one. It is because the voluntary group had less peer pressure. Also pairing with different level of students played a negative role here. We recommend that it is better to make a pair with similar level of students, and the tutors spend more time with poor groups in the class.

## Implications of mobile devices in the development of m-learning frameworks

**Clement Sudhakar**

**WelTec**

The ability to produce effective multimedia learning applications for this technological world that is fast moving and ubiquitous is very challenging. Learning occurs in many different ways. We learn from listening to words to ambient sounds in the environment". Some of the advantages of effective multimedia applications is that they can create and play multimedia content, have much larger screens for display and the possibility of downloading useful data. Early attempts at learning and teaching online started with simple techniques like stick figures or blocks of text or 2-D images. This could be a form of "sensory deprivation", because there are limited or little data for sensory organs to process.

Mobile technology has enhanced everyday communication; its fast and varied development is unimaginable. Just as our everyday conversation is indifferent towards disciplinary boundaries, so, too, is Mobile learning (m-learning). The knowledge which m-learning aims by nature are multisensory, its elements not just linked to text but also images, pictures, maps, movies and so on. Integrating multimedia files can require more computational resources than mobile devices can provide. The future of m-learning in tertiary education and training holds much promise, but equally much more dangers and challenges. A large impact made by the fast changing emerging technology, and its influence on media display sizes poses a greater risk and challenge. Device display size and resolution would definitely play a vital role in the choice of such devices with heavy multimedia content. This presentation considers establishing a stronger stand on suitable mobile devices – Tablets or mobile phones, practically viable for successful m-learning development and implementation. The results are based on a classroom exercise involving candidates in their Levels 4-6 tertiary education at the Wellington Institute of Technology (WelTec). Summary of this research is the next step towards considering various methods and ways to develop multimedia content and layouts for varied demographics and cultures of learning.

## Comparison of IEEE 802.11ac and IEEE 802.11n Wireless Local Area Networks (WLANs)

**Zawar Shah, Steve Cosgrove**

**Whitireia**

Wireless Local Area Networks (WLANs) based on the IEEE 802.11 standards are hugely popular and are widely used in homes, cafes, restaurants, airports, hospitals and other public areas. Nowadays, more and more people are using WLANs for streaming multimedia such as music and videos that require high throughput. Also many users demand High Definition (HD) videos that further increase the need of high data rate. To fulfil this ever increasing demand of high data rate, IEEE 802.11ac standard is proposed by the Institute of Electrical and Electronics Engineers (IEEE). The IEEE 802.11ac and its predecessor IEEE 802.11n have different data transferring capabilities. This research work focusses on comparing the throughput obtained by both standards in indoor environments.

In this research, literature review is carried out to answer the following two research questions;

- What are the differences between IEEE 802.11ac and IEEE 802.11n Wireless Local Area Networks (WLANs)?
- How much gain in throughput is provided by IEEE 802.11ac network compared to IEEE 802.11n network in indoor environments?

Our study found that there are many differences between the two standards. For example, IEEE 802.11ac operates only in 5GHz frequency band unlike, IEEE 802.11n that operates in both frequency bands of 2.4GHz and 5GHz. The channel width of 80MHz is mandatory in IEEE 802.11ac which is different from IEEE 802.11n that has mandatory channel width of 20MHz. Many studies are present in the existing literature that compare the throughput performance of IEEE 802.11ac and IEEE 802.11n in indoor environment. In Oladunni (2014) the router was positioned at a fixed spot and the throughput was measured at equidistant points, varying from 1 metre to 30 metres. The authors observed that high average throughput was provided by IEEE 802.11ac compared to IEEE 802.11n. Similar experiments were also conducted by Dianu (2014) and it was noted that IEEE 802.11ac offers significantly improved performance compared to IEEE 802.11n in a typical office environment, with data rates exceeding 700 Mbps for a 3\*3 Multiple Input and Multiple Output (MIMO) configuration. We conclude from our research that higher average throughput of IEEE 802.11ac is due to the use of higher modulation scheme of 256 Quadrature Amplitude Modulation (QAM), larger channel width of 80MHz coupled with the use of beamforming and MIMO.

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## Teacher, educate thyself. Community of practice as a form of professional development

**Ann Cameron**

**Whitireia**

This presentation examines the potential roles of Communities of Practice (CoP) in business education in the Institutes of Technology and Polytechnic (ITP) sector particularly as a form of professional development for educators. Drawing on a review of the literature, it examines the positioning of Communities of Practice in business and education. As it could be argued that ITPs are required to function as businesses as well as institutions of education, there appear to be valuable ideas from both perspectives. Business tends to position Communities of Practice as a form of knowledge management and requires tangible outcomes such as faster delivery times or fewer errors (Furlong & Johnson, 2003). In an education context, more focus is given to reflective practice and CoP as a forum for this reflection (Herbers, Antelo, Ettling, & Buck, 2011). Using the underlying role of social context in learning (Lave & Wenger, 1991) the presentation also discusses a case study using observations from the experiences of a single campus Community of Practice. From there an initial identification of strengths and limitations in an ITP context will be drawn to guide possible future research.

## International post-graduate academic reading challenges: Is it just language?

**Barbara Kneuer**

**Whitireia**

This presentation examines the challenges faced in academic reading practices by international postgraduate students. Strategies that could be employed to overcome barriers will be analyzed and discussed.

Teaching international postgraduate students, the author noticed that students tend to struggle with the reading of their course material. However, as Singh (2014) holds, there can be no effective analysis, comprehension and application without reading as a basis. Writing at graduate level and engaging in critical discussions of academic texts become a challenge for most students and reading problems lie at their core (Liu, 2015).

What lies behind those reading problems? What strategies can be used to overcome them? What solutions have others found?

This presentation will highlight common findings of several studies related to academic reading practices. Beside language problems, a lack of knowledge of the cultural and educational requirements of the host country seem to have a major effect on students' studies (Handa & Fallon, 2006). Solution-based strategies discussed range from bridging programs to trans-disciplinary collaboration between content and language lecturers to enhancing the lecturer's role as an educator (Son & Park, 2014), (Singh, 2014).

The author will also briefly address an approach practiced in her own class, graded impromptu presentations. The results were in line with the findings of the literature

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## The evolution of information technology capstone projects into collaborative research projects

**George Tongariro, Justin Puna, Willis Katene, Susan Chard, Jeanette Grace, Manu Katene, Brenda Lloyd, Eruera Ruwhiu, Kevin Shedlock, Gina Solomon, Marta Vos**

### **Whitireia**

In this presentation, we present the motivation and process followed to extend the capstone projects in the undergraduate Information Technology degree to include research projects at level 8 and 9. The capstone projects had slowly highlighted a growing need in our local community for graduates with research skills in information technologies and in the understanding of their impact on society. A number of capstone projects have been developed for Ngāti Toa Rangatira and Te Wānanga Māori. As these delivered prototypes and proof of concepts, a need arose to evaluate the efficacy of the software and move to user experience trials. These capstone projects are centered on learning Te Reo and Ngāti Toa history. Ngāti Toa Rangatira, Te Wānanga Māori along with Information Technology programme staff and students have worked together to produce the software for the prototypes and proof of concepts. As we worked together we found that the collaboration between the three groups has strengthened to a point that we have now embarked on a collaborative research project Te Mauri o te Mana Māori. This project will be carried out by a group of researcher's, both Māori and non-Māori from Whitireia's Te Wānanga Māori and Information Technology Te Kura Hangarau Whakaaturanga along with Ngāti Toa Rangatira as a partnership research project. Over the next two years, this research project aims to use a design science approach to investigate ways modern Information Technology can be used to capture, and disseminate Māori stories and culture through four linked strands.

## Sustainability and communication education: Student perceptions of environmental issues

**Adele Carson**

**Waiariki Institute of Technology**

Clean and green, or only in your dreams. Is dairy farming the economic foundation stone of New Zealand or a rock collapsing the environment? What is your view on the state of the environment in New Zealand?

New Zealand Fish and Game, Forest and Bird and the Environment Commissioner claim that poor water quality is the result of nutrients leaching from farm land into our rivers. There are too many cows and dairy farms. Nitrogen build up in water degrades aquatic habitats, kills fish stocks and makes water unsafe for New Zealanders to play in and drink. It is not surprising people consider water quality to be a major sustainability issue in New Zealand.

Yet this is only one side of the story. Much research and money is being channelled towards better dairy effluent management. Riparian planting and adequate stock fencing can, and does, make for healthy waterways in dairy farming areas.

With opposing views on this major issue in the media, this research surveyed Waiariki Institute of Technology students and compared data to a national survey ran by Fish and Game, Forest and Bird, with the aim of uncovering “what do the youth of New Zealand believe?” Noticeable findings included how frequently students had no strong positive or strong negative opinion on the statements put to them. In conclusion it appears that they don’t know about, or care about, the pressure New Zealand’s major economic industry is placing on our environment. If there is little thought spent here, then they are unlikely to consider the impact this could have on our economy and well-being when conditions become even more unsustainable. It appears our students of today will not be ready to deal with these issues when they are employed in industry, with their current attitudes and opinions. So, what more can educators do to get our students ready to deal with communication issues around one of our main economies? Is there potentially anything more we should be doing?

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## Environmental Scanning (ES): Are tertiary teaching methods and content relevant to the contemporary global environment?

**Paul Gilmour**

**Whitireia**

Environmental Scanning (ES) is a critical part of Strategic Management – *“strategies are only as sound as the intelligence that feeds them; all too often that intelligence is lacking. Traditionally, one of the critical inputs to the process has been the environmental scan– defined as the gathering, analyzing, and application of information for strategic purposes.”* (Gelder J, 2015)

As such, the ability to scan the environment, including critically assessing the information available, is an important skill and one that can be taught and improved. This raises the question - Are we teaching ES correctly? Literature tends to indicate ES scholarship being perceived as ‘off-track’ and practitioners’ need for a dynamic, continuous and inclusive process drawn together by top management. This presentation aims to explore if and how ES is currently taught in NZ universities and ITPs at 3 different levels, namely diploma, undergraduate and postgraduate, with a view to assessing whether changes are required to how ES is taught and learnt.

It is anticipated that NZ tertiary teachers will need to change both the content and methods by which ES is taught, given that ES ‘in practice’ needs to be a dynamic and continuous process undertaken throughout all levels of an organisation. ES is used by top management to gather, analyse, interpret and disseminate information and knowledge on an organisation’s internal, external and unexpected environments. This information is then used to make strategic and tactical decisions in order to achieve either improved performance; adapt to and manage internal and external change, as well as attain and sustain competitive advantage.

## Desire: Precursor to entrepreneurial intentions and strategic direction of the venture?

**Indu Peiris**

**Open Polytechnic of NZ**

'Entrepreneurial intention' (EI) is commonly held to be one of the key properties that leads to firm emergence. EI can also create new value in an existing venture. However, studying entrepreneurial intentions is incomplete without looking at entrepreneurial desires which precede or shape EI. To date, there is a lack of research about the concept of desire in entrepreneurship literature. Using Liberman and Trope's Construal Level Theory (CLT) I explored the role played by desires in developing entrepreneurial intentions. My argument is that desires and intentions are the source of an individual's entrepreneurial journey. As such, these desires and intentions can shed light into how opportunities are identified and exploited through venture formation, growth, and the subsequent survival of the firm.

Case study methodology was used to investigate three veteran entrepreneurs and their ventures in Sri Lanka. Data collection and analysis were carried out concurrently and iteratively. Data was structured in chronological order, and comprehensive individual case descriptions were written using the general analytic strategy approach. Cross-case synthesis was used to compare and contrast the findings of the individual cases to explain the role of desire/intention in explaining firm survival.

Results indicate that entrepreneurial desire is a deep belief or a motivational state of mind that is instigated as a result of an entrepreneur's individual experiences, which are embedded in the particular social context. The desires are relatively permanent motivational states of mind, formed in the early part of the entrepreneurial journey, that remain as the anchor points of subsequent entrepreneurial actions. This study highlights that an entrepreneur constructs different representations of the same information depending on whether the information pertains to the near and distant future, eventually guiding the organisation in the desired direction.

## “What about you?” Normalising non-drinking

**Mirjana Vilke, Anna Tonks, Damien Pivac**

### **WelTec**

Research indicates that problems related to alcohol abuse amongst young people are on the rise. There is a strong body of evidence to support the effectiveness of using social norm marketing to influence and/or change behaviour, with international research reporting significant reductions in high risk drinking. Social norm marketing strategies communicate truths about social norms, with the objective of drawing attention to misperceptions of common behaviours and attitudes of those in their community.

The “What About You?” campaign was developed with the purpose of using social norm marketing to challenge students’ misperceptions of peer drinking norms, to contribute to a positive change in drinking behaviour, and assess the effectiveness of the campaign (e.g. visibility, effective messages, thought provoking, appropriate to target audience) and understand how students (18-25 years) received it and interacted with it. This project was approved by WelTec Human Ethics Committee.

The pilot took place at Petone and Church Street campuses of the Wellington Institute of Technology. The five key facts were chosen and paired with the tagline “What About You?” to encourage self- reflection and challenge current drinking behaviour. The social norms message was delivered using a number of different components, including posters, banner stands, merchandise (wristbands and coasters), advertisements (radio and bus stop) and social media competitions.

The results indicate that students’ perceptions of peer drinking moved closer towards actual drinking behaviours after the campaign. A reduction in binge drinking behavior was also reported. More research needs to be conducted to establish if changes in perceptions and drinking behaviours are sustained over time.

## Brief intervention ABC in Tonga

**Loma-Linda Tasi, Tupou Tuilautala**

**Whitireia**

Achieving a tobacco free Kingdom of Tonga is an important goal that is enlightening and beneficial from a health perspective for the people of Tonga. Tobacco Free Tonga<sup>1</sup> is made possible by ensuring that every single cigarette or trace of tobacco is removed from the Tongan way of life. To support smokers to quit smoking, Tongan nurses and the healthcare workforce will therefore require skills in current and evidence-based cessation support and advice<sup>2,3</sup> that not only ensures effective quit attempts, but also aims to generate healthier choices for young Tonga today, and in their tomorrow.

Taking the necessary lead in response to the Pacific Tobacco Free 2025 goal<sup>1</sup>, and thus the Tobacco Free Tonga campaign; the Tobacco Advisory Team (MoH) Tonga are motivated to work with and support the Tongan healthcare workforce to increase awareness about providing effective support and treatment to assist smokers with their journey in quitting smoking. Smokefree Nurses of Aotearoa/NZ<sup>4</sup> have a Pacific strategy and have supported the Tobacco Free campaign in Tonga by developing and delivering smoking cessation brief intervention training. This presentation will focus on the development of the training tool that includes a combination of the NZ ABC Brief Intervention training, the Pacific ABC brief intervention and the WHO framework for brief intervention<sup>2</sup>

<sup>1</sup> [http://www.wpro.who.int/southpacific/programmes/healthy\\_communities/tobacco/en/](http://www.wpro.who.int/southpacific/programmes/healthy_communities/tobacco/en/)

<sup>2</sup> [http://apps.who.int/iris/bitstream/10665/112835/1/9789241506953\\_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/112835/1/9789241506953_eng.pdf?ua=1)

<sup>3</sup> [http://apps.who.int/iris/bitstream/10665/112833/1/9789241506939\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/112833/1/9789241506939_eng.pdf)

<sup>4</sup> <http://www.smokefreenurses.org.nz/>

## A welcome antidote to compulsory optimism

**Tony Carton**

**WelTec**

*Wisdom is sold in the desolate marketplace  
Where no one comes to buy  
Or in the withered field where  
The farmer ploughs for bread in vain  
William Blake (songs of experience)*

Wellington Institute of Technology is the top provider of addiction treatment professionals in New Zealand, now probably the western world. Thus we increasingly attract international students from diverse cultures and belief systems. Why are we successful? One theory this article asserts is that in WelTec, addiction and counselling tutors resist the current western obligation to be incessantly positive. Operating from a student centered perspective we recognize that recovery from substance abuse, or indeed any trauma requires an acknowledgement of pain and **deficit**. Despite the ideological privileged rhetoric of positivity regarding resilience, it is not by itself a precursor to recovery, but an outcome often bought at a high price.

With the increasingly international base, many of our students have an acute often ancestral appreciation of the pain of loss and disconnection, at times paralleling the problem of addiction.

The objective of this article is to reinstall the veracity of vulnerability and deficit appreciation, and to problematize a prevailing Pollyanna version of resilience. It reviews the lexicon used in the field over a few decades in various interventions, including those, approved and disapproved with the goal of discerning the subtle nuances between language that empowers, and language that patronises.

This research looks at the proven use of effective language in the field as reported by our ex- students. It also traverses the work of Seneca, Beckett, Dylan Thomas and other notoriously gloomy writers at times recommending these as useful in interventions.

Warning: This presentation may be annoying to those of an optimistic disposition, but things could always be worse.

## Experiences of developing the editorial committee for the Whitireia Nursing & Health Journal

**Kerri Arcus, Leanne Pool, Catherine Doughty**

### **Whitireia**

The Whitireia Nursing & Health Journal will publish its twenty second edition this year, 2015. It is one of the only nursing journals still published annually in New Zealand by an academic institution. The journal publishes articles by staff, students and colleagues in hard copy and is available on international academic databases such as ProQuest and Cinahl. This publication positions Whitireia in the international academic domain and reflects the interests, expertise and culture of the Faculty of Health nursing and health programmes. Uninterrupted publication for over twenty years has been possible due to a longstanding successful partnership between Whitireia nursing programmes and the Diploma of Publishing.

Annual publication of the journal provides a structured process that increases academic scholarship opportunities, research activity and builds research capability in the Faculty of Health and over the years a number of academic staff have been involved. In 2012 a new Editorial Committee and Editorial Board were established with the intention of increasing the academic rigour of the journal. This included formalising roles for two co-editors and expanding the base of expertise on the committee. For the first time the Editorial Committee included a Whitireia librarian. This new structure has enabled a number of staff to be involved in a focused way that recognises their contribution as scholarly activity and as research outputs and also recognises the workload. The support of a trained librarian on the committee has expanded the expertise of the committee.

This presentation explores the development of the Editorial Committee of the Whitireia Nursing & Health Journal and its contribution to the ongoing strategic development of research capability in the Faculty of Health.

## Developing research expertise through team research

**Leanne Pool, Kathy Holloway, Phillip Hawes, Alexandra Wordsworth**

### **Whitireia**

This presentation will use the principles of team science (Bennett, Gadlin & Levine-Finley) to outline the experience of engaging in team research to complete an externally funded national research project.

A Whitireia Faculty of Health research team made up of novice and experienced researchers were selected and funded to undertake a research project for Nursing Education in the Tertiary Sector Aotearoa NZ [NETS] in order to inform development of nationally standardised and validated scenarios for clinical learning. The aim of the research was to identify the key learning outcomes for scenario based simulated clinical learning experiences. The research was conducted using a three phased E-Delphi approach.

This presentation will discuss the processes the research team undertook to develop the proposal, undertake the research project and disseminate the results. The discussion is framed around understanding of best practice principles in relation to research teamwork (Cheruvilil et al, 2014). The different roles of the research team members will be discussed in relation to reviewing the literature, data collection, data analysis and reporting on the findings. The use of the E-Delphi consensus approach required the team members to work collaboratively both as team members but also with the research participants.

Recognising each team member's expertise and working to the strengths of each team member was important in ensuring effective teamwork. However team members were also supported to develop new skills through mentorship. Effective time management, resourcing and communication strategies were key to the success of this project. Completion of this project has resulted in the potential for several research outputs as well as increased confidence and competence of team members to engage in further research. The credibility of the researchers and the Polytechnic has also been enhanced through the success of this project.

### References:

- Bennett, L. M., Gadlin, H., & Levine-Finley, S. (2010). *Collaboration & team science: A field guide*. NIH Office of the Ombudsman, Center for Cooperative Resolution.
- Cheruvilil, K. S., Soranno, P. A., Weathers, K. C., Hanson, P. C., Goring, S. J., Filstrup, C. T., & Read, E. K. (2014). Creating and maintaining high-performing collaborative research teams: the importance of diversity and interpersonal skills. *Frontiers in Ecology and the Environment*, 12(1), 31-38.

## A literature review on the benefits of case studies for under graduate nurses

**Joy Richards, Frances Akaruru**

**Whitireia**

A case study is a tool used within our programme to assist students with linking theory to practice. In the third year of our nursing programme, students are required to carry out a case study on a patient in their clinical setting. The case study is inclusive of the patient's journey from admission through to discharge. Assessment skills are crucial in nursing care and information required for the case study is dependent on how thorough students' nursing assessments are. Questions have been raised around the benefit of completing a case study in an undergraduate programme. To support our belief that case studies are beneficial to our student nurses' learning, we decided to carry out a literature review. The literature has identified that a case study helps develop the student's ability to problem solve and assists active learning and critical thinking. We will also discuss any limitations that may be found while reviewing the literature.

## A model for using new educational software in an undergraduate nursing program

**Michael Hall**

**Whitireia**

This paper describes the author's experience in using Course Cast and Articulate Storyline in an undergraduate nursing degree course. This experience identified several factors necessary for the successful use of new educational software. These factors are proposed as a model for the implementation of new educational software within existing and new pedagogical approaches to nursing education.

The first factor is an active partnership with a dedicated information technology team. The author relied on an information technology expert to manage all technical aspects of the software up to and including co-writing the lesson plans. The second factor was the involvement of a project champion. In this case a senior member of the academic team negotiated and obtained financial approval and organisational support for the acquisition and use of new software. A third necessary factor was collegial advice from other members of the teaching team with similar interests. This resulted in an on line discussion board where developments and ideas were shared. The fourth and final factor was the feedback from students. This was sought at the end of each teaching session and conclusion of on-line activities. Frequently students identified extraneous and unnecessary material which could be removed. Consequently we produced more focussed and immediate learning sessions

Educational software has a potential to add value to pedagogy. We have used software to augment the teaching of fluid balance charts, to give access to lectures and provide weekly news bulletins. In each case we used this model to access relevant expertise around software, speed up financial approval and provide ongoing quality assurance for our projects. The result was a more rounded pedagogy for a student audience who relish the opportunity to engage with on line learning activities.

## Are reflective journals a tool for developing social work practitioners?

**Tautala Aiono Faletolu, Michael Fitzsimons, Candice Barr**

### **Whitireia**

From day one of their entry into the Bachelor of Social Work degree programme students begin writing their reflective journals using Kolb's (1985) process of reflection.

'Reflection is an important human activity in which people recapture their experience, think about it, mull over and evaluate it. It is this working with experience that is important in learning'. (Boud, D., Keogh, R. & Walker, D. (1985) p 43 Reflection: Turning Experience into Learning. London: Kogan Page).

A Reflective Journal focuses on:

- Your reaction to the event or experience
- Different ways that you might look at it
- How the experience links with other experiences
- How you can understand the experience in the light of theory
- What you have learned in the situation
- What you need to learn
- How you might achieve your identified learning goals

Through reflective journaling the student is able to identify movement, or challenges, as they connect social work theory with practice.

Reflection enables the students to:

- Be conscious of their potential for bias and discrimination
- Make the best use of the knowledge available
- Challenge & develop the existing professional knowledge base
- Avoid past mistakes
- Maximise their own opportunities for learning

This paper explores reflective journals as a critical tool for the development of Social Work practitioners, assessing reflective experience as it relates to theory. Three examples of how the reflective journal supports student learning and movement are examined to evidence both the usefulness of the tool and the movements students experience through their programme of study.

## Student placement, relationship and leadership

### **Apii Rongo-Raea**

### **Whitireia**

Currently the Bachelor of Social Work Program is a three year course that requires two ninety day supervised field placements in Year 2 & 3 of their studies. This paper discusses the critical elements that contribute to the success of students' field placement from the perspective of the three key stakeholders who are involved in the process.

They are:

- i. Staff
- ii. Student
- iii. Placement supervisor

Within the context of this work, the staff group is tasked with placement responsibilities, while the placement supervisors provide opportunities within their agencies to enhance students' learning outcomes. Therefore students will have an environment to explore and expand their practice skills and experience.

Understanding the focus of students' placement means the collaboration amongst the identified three key stakeholders must be effective. The process of placing students in a suitable agency is pivotal to the discussion. Building positive relationships amongst all key stakeholders is critical. Relevant to this relationship is the element of leadership, in particular, the placement co-ordinator's role of connecting with external agencies. This approach ensures successful completion of students' placement. Equally important, is the support provided by the staff.

## Midwives and fathers

**Tricia Thompson, Emma Bilous, Christine Griffiths**

**Otago Polytechnic**

The researchers are two emerging researchers from Otago Polytechnic School of Midwifery. As midwives we work with women; but the coming baby has another parent also, and evidence shows that when fathers form an early positive bonding relationship with their baby this influences the future of that child positively. The unique nature of the New Zealand maternity system, with 92% of pregnant women having a midwife as their Lead Maternity Carer, means that midwives have the potential to influence and enhance early bonding relationships between a father and his child through regular contact and continuity of care.

The researchers intend to ask fathers *'What do midwives do to facilitate the father bonding with his baby during pregnancy?'* While there is a body of research which highlights the importance of supporting the father as he navigates pregnancy, childbirth and early parenting, there is little evidence to suggest practical ways as to how this is being done. Greater value may be placed on the importance of this when we consider the cost to a child when a father is not in a position to form a bonding relationship, with detrimental long lasting multi-generational effects possible for both the child and the father.

Following ethical approval volunteer male participants whose partner is pregnant with the man's first child will be recruited and interviewed. Interview transcripts will be analysed using thematic analysis. Study progress will be presented at conference.

From this research recommendations will be made about early interventions and strategies to support fathers in forming a bonding relationship with their baby, which would have a positive outcome for fathers, babies and families

## Māori students' experiences in the blended learning model of the Bachelor of Midwifery: An exploration using a Kaupapa Māori framework

**Bridget Kerkin, Erica Newman, Jean Patterson, Sally Baddock**

**Otago Polytechnic**

### **Introduction & aim**

The Māori population is predicted to increase to 16.6% of the community by 2021 and more Māori midwives are needed. The Otago Polytechnic School of Midwifery is committed to addressing barriers for access and success for Māori students. Thus the aim of this research was to examine the factors which may help, or hinder, Māori students in their aim to become midwives.

### **Methodology**

A *kaupapa Māori* methodology guided by Linda Tuhiwai-Smith's (1999) seven codes of conduct for Māori researchers was chosen to ensure that the research was conducted in a culturally sensitive manner conforming to *te ao Māori* processes. Students, who self-identified as Māori, were invited to contact the Māori researcher. They first met informally to ask questions about the research and 9 of a possible 22 Māori students consented to participate in individual interviews. Ethical approval for the study was granted by the Otago Polytechnic Ethics committee (No. 517) following consultation with the Kaitohutohu's office.

### **Findings**

Overall the students were appreciative of the blended Midwifery programme. Recommendations for how the School could create a culturally appropriate and safer learning environment for Māori students were wide ranging and touched on most aspects of the programme, including aspects of the teaching, the learning environments, student placements and assignments, plus increased support for Māori students.

### **Conclusions and recommendations**

The researcher and participants were keen that the School of Midwifery benefit from engaging with the recommendations. Many of these have been successfully incorporated and the Midwifery School will carry these changes through as the undergraduate degree is developed further. Additionally, the Otago Polytechnic's Kaitohutohu Office will be closely involved in this ongoing development of the programme.

# The implementation of a “submission-ready journal article” as a graded undergraduate assessment tool

**Sean Thompson**

**Whitireia**

## **Background**

Research and publication are vital in tertiary institutions and are traditionally the domain of postgraduate students and academics. Third year students on the BHSc Paramedic degree programme at Whitireia New Zealand regularly produce highly researched and original written assignments with direct application to paramedic practice and service delivery. It is noted however that peer-reviewed paramedic-specific research is limited. Tutors and students have previously worked together to re-format exceptional assignments for journal submission and publication. This process can be laborious and it can be challenging to avoid submissions from sounding too “assignmenty”.

## **Methods**

Previously the final third year written assignment for the Integration of Paramedic Practice paper has investigated any area of the students’ choosing relevant to paramedic practice and patient care. In 2015 Whitireia New Zealand’s Faculty of Health Assessment Committee approved a “submission-ready journal article” as a new assignment format. The third year assignment marking rubric assessing “understanding”, “research and referencing”, “presentation” and “organisation” was expanded to include “readiness for submission” as an assessed field. Journal submission is an aim of this process, but not a requirement.

## **Conclusions**

Successful implementation of this assessment benefits students, Whitireia and the field of paramedicine. Students gain experience writing an article for journal submission whilst highlighting their role as influencers in paramedicine. Whitireia is promoted as an institution that values and promotes research and successfully published papers add to research outputs for tutors as secondary authors.

Peer reviewed paramedic research is a rapidly growing field and this initiative adds to the body of published evidence. The submission-ready journal article as a written assessment format can be replicated in other undergraduate courses.

## Self-marking quizzes that test critical thinking: A pipe dream, or the future of paramedic exams?

**Ken MacIver**

**Whitireia**

There is an international trend in tertiary educational towards using multi-choice questions (MCQs) for summative exams. One key driver is the self-marking nature of MCQs, particularly when presented in an electronic format; this can result in significant reductions to tutor workload.

Over the last few years, the paramedic team at Whitireia have initiated an evolution of their paper-based, free-response style summative exams. Firstly, to an online format for the convenience of the many distance students in the programme. Secondly, to questions that test critical thinking, rather than recall or rote-learned information. Thirdly, to open-book exams that require no invigilation or proctoring and finally, to a self-marking, all-MCQ format.

There is a lot of skepticism amongst academics about the value of all-MCQ exams. They definitely bring a high level of reliability, with each student being graded in exactly the same manner for each question, but legitimate concerns have been raised over their validity. To what extent are MCQs able to test knowledge that matches the realities of paramedic practice? Is the common moniker of “multi-guess”, with its suggestion of needing no knowledge to answer the question, an accurate criticism, or can MCQs test higher levels of knowledge on Bloom’s taxonomy? Is it possible to test critical thinking, problem solving, and diagnostic ability with MCQs?

The lead tutor on this project, Ken MacIver, discusses the difficulties, successes, failures, and future direction of the paramedic exams. Examples of exam questions are presented, showing some of the advantages and disadvantages of the new format. Several non - traditional MCQ features are discussed, including multi-answer MCQs, mix and match questions, presenting scenarios with all-MCQ answer options, and the use of pictures to help set the scene. Ken also shares his secrets of how to write convincing distractors, essential when writing successful MCQs.

## Passing the power of paramedics to patients: Cultural safety

**Callum Thirkell**

**Whitireia**

### Background

Cultural Safety is a uniquely New Zealand concept, designed within the framework of The Treaty of Waitangi. Teaching of Cultural Safety is firmly embedded into the nursing curriculum based on a background of research. In contrast, paramedic understanding of Cultural Safety is unknown with no research specific to pre-hospital care. While cultural understanding is mentioned in the paramedic curriculum, Cultural Safety is mentioned only in passing.

### Literature Review

A review of the literature was undertaken, which underlined the paucity of data. One study has been conducted in Australia regarding cultural needs and paramedic practice. This identified poor knowledge of specific cultural practices amongst paramedics, with communication and lack of respect significant findings. While not directly related to culturally safety this highlights the general lack of knowledge and understanding in this area amongst paramedics. Paramedics are currently not registered, but when this occurs, standards will be required around culture, equality and diversity. This research may inform these standards specific to New Zealand. These standards will also need to conform to the Code of Health & Disability Services Consumers' Rights, which an evidence base will assist. A significant disparity in health outcomes and quality of care is present amongst ethnic minorities in New Zealand. Knowledge of their understanding of Cultural Safety is required to inform the impact of this on outcomes.

### Conclusion

There is a need for original research in this area as this will lead to progressive development of students towards: cultural awareness, cultural sensitivity and eventually cultural safety. Improved understanding and teaching of this topic will lead to new graduates in a better position to treat patients more appropriately, and in a culturally safe manner. Original qualitative data is recommended to explore: what paramedics perceive Cultural Safety to be; implications for embedding this into curriculum; and furthermore to explore patient perceptions of Cultural Safety.

## The accuracy of published medical research

**Phillip Silverman**

**WelTec**

**Objective:** 1. Identify the frequency of inconsistent abstracts in a specialist field of medicine, specifically the Archives of Physical Medicine and Rehabilitation (APMR). 2. Provide a preliminary comparison of the frequency rates of inconsistent abstracts in general versus specialist medicine. 3. Determine if particular types of major inconsistency can be identified and review the guidelines published by the International Committee of Medical Journal Editors for guidance on acceptable practice for each specific type.

**Design:** The design was consistent with prior research (Pitkin and Branagan Burmeister 1999). Consistency was defined by data points in the abstract compared to the full article. It is acknowledged that there are many other considerations regarding accuracy and indeed consistency. However, data points provide an objective and therefore quantifiable assessment of this problem. Two studies are presented, one reviewing abstracts covering 2002 and a second from the period 2003-2012. Comparisons were performed on the data of the two studies discussed in this paper and prior research.

**Main outcome measure:** The number of abstracts containing an inconsistency and the number of total data point inconsistencies was calculated.

**Results:** Of the 222 abstracts assessed, 50.90% contained an inconsistency and 8.97% for data points sampled were deemed inconsistent. No statistically significant differences were identified between specialist and general medicine publications. A review of the data identified specific types of major inconsistency such as transpositional errors and major rounding inconsistencies. Major inconsistencies were identified in 57 abstracts or 25.68% of the sample.

**Conclusion:** Abstract inconsistency appears a universal problem for medicine. Per prior research more diligence by authors and reviewers is recommend for intervention. However a review of the guidelines published by the International Committee of Medical Journal Editors for acceptable practice in publication is also suggested, examples are provided. The introduction of measures of quality in research rather than just quantity for scientific contribution is recommended, this may motivate those in the publication process to address this issue. While concern for the accuracy of medical literature has existed for over 100 years, mounting evidence supports its persistence. If unaddressed, the dissemination of medical knowledge is under challenge.

## ‘Don’t worry, be happy’. A pilot study into student subjective happiness

**Richard Finn, Joy Gao**

**Whitireia**

The study of subjective happiness is not new. Researchers have shown that people high in subjective well-being seem to be healthier and function more effectively compared to people who are chronically stressed, depressed, or angry. Thus, happiness does not just feel good, but it is good for people and for those around them.

Research with adolescents has revealed the importance of happiness in school as well as in the home and community (Huebner, Gilman, & Suldo, 2006). Noddings (2003) states poignantly that “happy students learn better than unhappy students.... and happy people are rarely mean, violent, or cruel” (p. 2). Noddings goes on to suggest that student happiness should be a major aim of education.

This pilot study uses the ‘Subjective Happiness Scale’ (SHS) as developed by Lyubomirsky and Lepper (1999). A 4-item scale of global subjective happiness. Two items ask respondents to characterize themselves using both absolute ratings and ratings relative to peers, whereas the other two items offer brief descriptions of happy and unhappy individuals and ask respondents the extent to which each characterization describes them. The SHS has been validated in 14 studies with a total of 2,732 participants. This survey was done 4 times over an eight week period. Data was analysed statistically to generate a graph of the findings.

Most subjective happiness studies have taken place in the Western world (notably America). This pilot study was conducted simultaneously in New Zealand and China. This collaboratively gathered data makes for a uniquely fascinating comparison to not only other studies, but between our two countries and cultures.

In particular, this longitudinal pilot study makes the case for and against larger-scaled future study.

## Arts collaboration: The value of visual communication design informing pedagogy

**Brenda Saris**

**Whitireia**

Design pedagogy is being confronted by rapidly changing technologies and the move from information societies towards imaginative societies. Similarly there is an ongoing shift from object-based towards experience-based cultures. This dichotomy affects pedagogical processes for educators, leading to learning outcomes that are not recognising these changing perspectives. As part of a broader research aim, which seeks to transform current design theory and contexts into practical applications for design students, this case study presents an interdepartmental, practice-based approach. Students from differing year groups and arts faculty disciplines, including graphic design, motion graphics and photography were engaged in a collaboration with stage and screen students to produce works for a Shakespearean production. The collaboration took place over a six week period and demonstrated a variety of pedagogical benefits for current students enrolled in Visual Arts and Design at Whitireia. The inclusion of practice-based approaches may result in students becoming more engaged in designing experience for changing societal and cultural perspectives, particularly when conflated (traditional and practice-based) learning outcomes are factored into the design curriculum.

## Inter-institutional collaborative research projects: One way to facilitate emerging enquiry?

**Fiona Breen, Mervyn Protheroe**

**WelTec**

This presentation will share the findings of a recently completed inter-institutional collaborative research project aimed at achieving two objectives: (1) to identify the critical success factors for inter-institutional project collaborations and their potential for long-term value and benefits to partners, and (2) to produce a resource for future collaborative teams based on the experiences of researchers who had completed collaborative research projects.

Completed inter-institutional collaborative research projects funded through the three Regional Hub Project Funds (RHPF) of Ako Aotearoa formed the basis for data collection in this project, with data being collected in the following ways: (a) a document analysis of all completed RHPF projects to determine which of these were of an inter-institutional nature, (b) a literature review, (c) an online survey of collaborating researchers, and (d) interviews with invited collaborating researchers from these projects.

The survey revealed that the three highest ranking factors contributing towards successful collaborations were skilled leadership, personal value, and mutual respect, understanding and trust. Furthermore, a significant finding was that 10 of the 18 interviewees continued to collaborate in some way with some or all the members of their original collaborative research project, meaning that more than half of the collaborative networks were sustainable and beneficial to project team members.

Following on from the completed project report (Fraser, Honeyfield, Breen, Protheroe & Fester, 2015a), a resource to assist and advise future collaborative research teams was developed. This 'good practice guide' will be introduced to the audience, together with suggestions for use (Fraser, Honeyfield, Breen, Protheroe & Fester, 2015b).

### References:

- Fraser, C., Honeyfield, J., Breen, F., Protheroe, M., & Fester, V. (2015a). *Critical success factors in inter-institutional project collaborations*. Retrieved from <https://akoatearora.ac.nz/download/ng/file/group-5/critical-success-factors-in-inter-institutional-project-collaborations.pdf>
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## Early portrait design and hierarchies of power

**Chris White**

**Whitireia**

The early portrait commissioned for print was predominantly a preserve of the wealthy, with the majority of editions from the seventeenth century generated for an elitist demographic - that of Kings, Queens and other heads-of-state. This paper examines some of the underlying structures of the early portrait intended for reproduction, to examine how design was used as a tool to promote systems of hierarchy and control.

Early engraved and etched portrait-prints offer insights into the presentation of the individual as a representative of power, through the design structures that underpin the portrait's semiotic content. This paper will compare early intaglio portraits for their ability to function as mechanisms for the regulating of power, to reinforce hierarchies of control.

## Time, technology and the image

**Riley Claxton**

**Waiariki Institute of Technology**

For my fine arts masters project (Whitecliffe College of Art and Design) I concentrated on exploiting the mechanized view of the camera and how it can be used to represent and enhance the visible and invisible world around us.

Through the photographic work I was making, I was drawn to photography's inextricable linkage to time; not only the time capsule nature of still photography but the mechanized process involved with making photographs i.e. shutter speed and absorption of light. The problem or the pursuit I undertook was to make photographs/art that could be more than just another device with which to date us, but to open up debate around how we perceive time and subsequently space as a way of understanding and re-presenting the world around us.

My research on time led me to 20<sup>th</sup> century philosopher Henri Bergson and his concepts of *pure time* and *clock time*. Bergson was suspicious of the increasingly mechanized nature of society and saw the mechanization of labour as adding to what he termed *clock time*. From a Bergsonian viewpoint, *clock time* and *pure time* are at odds: *clock time* serves to reinforce the compartmentalization of time whereas his own belief (one that we have all no doubt experienced) is that we experience time as a *duree*, or *pure time*, where time is elastic; one minute a situation is dragging and the next minute it can race by.

Accordingly he lamented photography and he believed that every photograph truncated time and broke it into discrete moments; in the current digital environment with over 4000 photos being uploaded to *facebook* per second, it would be hard to argue with his prescient sentiments.

The works that formed my M.F.A. final show (which will be part of this presentation) not only open the debate around time but also delve deeper into questioning the subjective nature of the world around us. In a world that is increasingly mechanized I think it is important to appreciate what we have achieved but also what we still don't understand.

## Powerful explorations

**Dan Adams**

**Whitireia**

On the 3rd of December, 2014, a set of photographs was published at the website [urbexcentral.com](http://urbexcentral.com). They were of the interior of Christchurch's Christ Church Cathedral – the first unauthorised images published since the earthquakes. The next evening, Seven Sharp reporter Mike Thorpe tweeted rather memorably: Tonight I talk to a horse head about #urbanexploring. Along with TVNZ interviews with the explorers, the images were reported on by [stuff.co.nz](http://stuff.co.nz), 9 News Australia, UK tabloid The Daily Mail, and Dutch newspaper Reformatorisch Dagblad, and featured in an ESPN article canvassing Christchurch from the trauma of the quakes to the glory of the Cricket World Cup.

This incident is of interest to me because the small community of urban explorers who captured these images, along with images of hundreds of other sites of interest throughout New Zealand and overseas, is the subject of my ethnographic and compositional research. Working intensively with them over the past two and a half years as a film maker and composer has allowed me to begin to examine transgressive art practices, anonymity and pseudonymity in art, ethnographic co-authorship, participant observation, the law, the negotiable divide between researcher and co-operating participants, confidentiality, research ethics, and compositional approaches including audio-visual composition, sonic art, spoken word, installation, songwriting, fragmentation and recomposition. I was fortunate to have been awarded the 2014 Victoria University Postgraduate Research Excellence Award and financial support from the Whitireia Arts Faculty Board of Studies, which have funded this year's research activities, including a field trip to film Soviet ruins at Buzludzha, Bulgaria and a presentation at the Third European Conference On Arts and Humanities in Brighton, UK, in May-June. However, I feel most fortunate to be part of a New Zealand national conversation about urban space. In the aftermath of the publication of the Christ Church Cathedral images, I was able to capture some 21,000 words of reader commentary. A mere 5% expressed negative views towards the act of taking the photographs. These images got our country talking.

## A Handshake with a colleague: Peter Deckers with Kelly McDonald

**Peter Deckers, Kelly McDonald**

**Whitireia**

This paper introduces my ongoing research; the HANDSHAKE jewellery project. The HANDSHAKE Project is a two year mentor and exhibition program with 11 emerging NZ jewellers aiming towards the gaining of professional opportunities in their practice. This is achieved through pairing the mentee with their chosen mentor, who provides expert advice and feedback. These professional relationships and the ensuing developments in each maker's work give back to the wider community through regular exhibitions, a blog, and a greater level of experience and knowledge amongst NZ makers.

This type of apprenticeship is new in craft-arts. In order to demonstrate new thinking in the visual arts, there is a reliance on a maker's artistic skills to actually be applied. This requires opportunities (generally exhibitions) to test these progressions and new ways of thinking. As practitioners working towards 'emerging artist' status, to access this level of support from a paid mentor in tandem with pre-planned and well-spaced opportunities to exhibit is unheard of. No current course in any institution or any apprenticeship system fits this model.

I created the HANDSHAKE project for emerging contemporary NZ jewellery artists in 2011 to provide an artistic platform for new creative thinking. Now in its second iteration, I have been fine-tuning HANDSHAKE for its quality and success. It has been a game changer for some of the participants, like Kelly McDonald, also my colleague in the Whitireia jewellery department. The HANDSHAKE project has given her unique opportunities to develop some of her more advanced and experimental ideas. Her installations have made an impact on the three official HANDSHAKE exhibitions, as well as several self-generated exhibitions. Kelly introduces her journey and exhibits one of her unique installations during this conference.

*After* Bourke's chessmen, 1917**Alice Moore****Whitireia**

Taking a World War One artefact this paper seeks to comprehend self-definition through the study of material objects. I have used chess pieces my Great Grandfather Harry Bourke carved while on active service in Passchendaele in 1917. I hope to demonstrate how to give an object its voice through material culture in relation to human experience. By using new media technologies, particularly 3D modelling and printing as a method for creative research, I suggest I do not merely copy the figures but reshape that material object generating new ways to apprehend it inter-generationally. The object of 1917 is today mnemonic to that time and place, but remaking it in the present with new technologies it also speaks forward to the future. Here, I have positioned my own sensibilities as a practitioner in their replication and have highlighted the importance of preservation. This paper then reads my 'inheritance' of these chess pieces to impact our understandings of what is object, human experience, and cultural heritage.

“Seeing better”. Does absurdist theatre help make the world and its concerns more vivid?

**Carmel McGlone**

**Whitireia**

*See better, Lear, and let me still remain  
A true blank in thine eye  
(Kent: King Lear Act 1 sc 1)*

During October I will have the opportunity to rehearse and perform in Ionesco’s classic absurdist piece ‘Exit the King’: A four hundred year old king has let his kingdom go to wrack and ruin all the while partying hard. Someone has to tell him to get real because he is going to die in an hour and a half – he is going to die at the end of the play.

Absurdist theatre is rarely performed on contemporary New Zealand stages. Although Ionesco is thought of as a mid-twentieth century playwright, he wrote well into his seventies and lived until 1996. There is no question that he is a pioneer, but is the window in which his work could be viewed as bold or shocking to an audience now shut? Will this work still shake up conventions or stir the conscience for theatre-goers as it did when his piece *Rhinoceros* was first performed - with its look at the dehumanizing nature of fascism? The sophistication and speed of modern storytelling may have trained our audiences far beyond the agit-prop, symbolic, broad strokes style of absurdist theatre.

Perhaps it will not take the audience long to figure out the metaphor in this play (that everything dies in time – power, governments social orders) because the people promoting them and in the end clinging to them also die. Is any of this even as important and provocative as this brilliant adaption, that feels like it has been written yesterday for tonight’s performance? This research asks the question: What is the current necessity? Does this play still speak to that necessity? What is the need of an audience member? Will this be ‘just a play’ or will the irrational world of absurdist theatre make more vivid the elements of our world that we like not to think about....too deeply.... for fear of the implications. It may imply that we must change our ways? Do we really care?

Audience responses will be gauged in three ways:

- Through a brief questionnaire left on every seat
- Through an in-depth panel discussion following one of the performances.
- Through the instinctive understanding of a very experienced professional

There are other questions, ones that relate to the cast and creatives creating this work. Are we equipped (Actors and Director/designers) to exploit the unique acting challenges of this piece of absurdist theatre? What are the barriers, the difficulties? What will assist us to make performative sense of this extraordinary work? And what will we learn from engaging with it?

This presentation, crafted out of my reflective journal, is my exploration.

## Storytelling, indigenous culture and journalism education

**Bernard Whelan**

**Whitireia**

A rapid global expansion in Indigenous media driven by new technology is allowing cultures to take control of the production and dissemination of their own stories (Hanusch, 2013). However, this growth has not been followed by changes in journalism education. In New Zealand, researchers found that journalism education still resembles a time when the idea of learning by doing followed the route of Anglo-American understanding of journalism culture (Hanitzsch, 2007).

This PhD research aims to look closely at the relationship between different ways of storytelling in multicultural societies compared to the dominant western tradition of telling stories. It aims to contribute to the education and training of Indigenous journalists, specifically in Aotearoa/New Zealand, but also globally. The research objective is to contribute to teaching journalism at tertiary level and to self-determination of indigenous cultures (Bishop, 2008; Freire, 1972). A rich body of scholarship into Indigenous research methods now exists globally, and Australia and Aotearoa/New Zealand have been important contributors to the pool of knowledge (Bishop, 2008). The proposed PhD study will be informed by Bishop's call for Māori and non-Māori to recognise that self-determination in Kaupapa Māori methodological framework is not separatist or about non-interference, but about relationships between the peoples of Aotearoa/New Zealand. Partners can be autonomous and interact from the position of Kaupapa Māori rather than from the position of subordination or domination. Taking up the challenge of partnership, therefore, I intend to add to the growing depth of evidence for the adaptation of Appreciative Inquiry as a strengths-based research framework and philosophy for cultural contexts (for example, Murphy, Kordyl and Thorne, 2004). This presentation will focus on critical explorations such as methodological frameworks and narrative theory.

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## Jinze Asia art form partnership for NZ fibre arts craft design project

**Deb Donnelly**

**Whitireia**

Can artistic vision remove both language and cultural barriers and promote a deeper understanding of craft and material art forms?

As a collaborative vision Jinze Art centre, owned by Johnson Chang in Shanghai is a purpose built location to create artworks and music to either reflect on or close the ancient gates on the surging economic role that China occupies in the world today. In 2015 I visited China as a researcher and artist in residence to explore and create collaboration opportunities with textile and paper-making artisans. The arts residency hosted by Jinze in Qingpu on the outskirts of Shanghai is directed by Edith Cheung a textile scholar, costume designer and weaving practitioner herself. A considerable textile archive of traditional Chinese painted, dyed, embroidered and woven works is accessible for visiting students, scholars and artists to use as their research base for making new works. Renovated lodgings, workshops and facilities reside alongside an ancient bridge town untouched by recent industrial might. This haven creates a retreat type space for investigating artefacts and scoping ideas on cross disciplinary fibre art sculptures with a variety of materials and arts partner support leading to a potential exhibition outcome in 2017 in China and New Zealand.

This illustrated talk will track my recent journey to Shanghai and back to Whitireia

## The Indonesia picture book project: Developing a methodology for working cross-culturally internationally

**Mary-Jane Duffy**

**Whitireia**

From 2013-14 Kaye Jujnovich, Dean of Arts, was involved in a World Bank research project to investigate literacy problems in Indonesia. She identified that early childhood centres in Indonesia did not have easy access to children's picture books. Children's picture books are regarded as essential in developing children's love of story and to introduce them to reading.

In 2014 she established a project team which included staff from the Creative Writing Programme, the Whitireia Publishing Programme, and the Indonesian Ministry of Education to produce a project plan for a pilot study to develop stories with Indonesian children and teachers. The plan includes writing workshops for Indonesian teachers and children, the running of a competition to find the best three stories for publication, and the illustration and publication of the stories.

In September 2015 Adrienne Jansen and I travelled to Indonesia to run writing workshops with teachers in early childhood centres for children aged 4-6 years old in Central Java, to meet with HIMPAUDI (the Indonesian teachers association) and a potential publisher. This paper outlines and reflects on our experiences in Indonesia, and presents our initial findings towards developing a methodology for working across cultures in an international context. Cross-cultural projects will become increasingly important in the future and this small pilot case study will build a foundation of understanding for working across cultures.

## A fatal hunting shooting: Transforming an actual incident into a novel

**Adrienne Jansen**

**Whitireia**

Every year in New Zealand hunters are accidentally shot and killed by other hunters.

Several years ago a young hunter accidentally shot and killed a cannabis grower on his father's farm. This incident was the catalyst for the novel *A Line of Sight*, published in 2015. The original situation was very complex – in addition to its effect on both the hunter and the victim and their families, it triggered widespread community reaction, particularly from farmers already threatened by cannabis growers; and debates about lack of police presence, carrying firearms for self-defence, and decriminalization of cannabis.

This novel required extensive research: obtaining and reading the original media reports; understanding the care and use of firearms; and understanding police procedure to develop a believable scenario.

The novel is also in part about the Vietnam War. This required both wide reading, and also several interviews with a Vietnam veteran.

But solid research doesn't make a good novel. What's the process required to turn a dramatic incident, and solid research, into a compelling novel?

## Finding Héloïse: Researching and reimagining the life of 12<sup>th</sup> century French nun Héloïse d'Argenteuil.'

**Mandy Hager**

**Whitireia**

In 2014 multi-award winning Young Adult novelist and creative writing teacher Mandy Hager spent five months in the south of France as the Katherine Mansfield Menton Fellow, researching the life of 12th century Benedictine nun Héloïse d'Argenteuil, known since the 15th century for her passionate letters to her lover and husband, the religious philosopher Peter Abélard. The letters reveal a scholar of incredible intellect trapped at a time of decreasing agency and freedom for women, but vastly ahead in her ethical thinking and emotional intelligence.

This paper will discuss the process of taking this research and transforming it into a first person fictionalised narrative account of Heloise's life, focusing on the challenges and discoveries of developing a creative work based on such a well-known and widely written about historical person. Such challenges include: how to creatively 'fill the gaps', navigating the differences between academic and mainstream audience expectations, the construction of (authentic) voice, how to wrangle a large amount of research material, finding new 'takes' on a well-known story, inserting political, philosophical and theological context, and the problem of how to avoid placing modern feminist constructs on the thoughts and actions of a 12<sup>th</sup> century cloistered woman. It will also touch on the themes that can be extrapolated from this complex story.

## Ethico-aesthetics as an emerging technique of enquiry

**Grant Corbishley**

**WelTec**

In January 2010 I deployed an ethico-aesthetic technique to address urgent issues in the area where I live. This began within Houghton Bay, a suburb of Wellington, New Zealand and later spilled over to two other suburbs. I came to call the whole area of the project, the "Valley of the Wild".

This technique is similar to Felix Guattari's notion of "ecosophy" that operates across the three registers of the environment, social relations and human subjectivity. Within the Valley of the Wild, processual ethico-aesthetic techniques and modes of expression demand a rethinking of relations between humans and the environment, without preference to either. Instead, they are thought and enacted ecologically, or what Guattari terms "ecosophically". This research project and process began to be one that considered how it might be possible to collectively generate or create a community of care or ethics for the three registers. In other eco-art projects, the question of stewardship is present. But I suggest, through this process-based art research, that what is needed is durational stewardship. Durational stewardship refers to ecologies of care that operate over long time scales and that fully implement the worlding experience of ecosophy. A durational stewardship also challenges the notion of the relations between artists and community as it may require artists to situate themselves within the project indefinitely, demanding a reformation of subjectivity that operates across the three registers.

Aesthetic machines of the type emerging in the Valley of the Wild are generating heterogeneous events toward the resingularization of subjectivity and the aestheticization of the everyday. This project addresses processes that occur in the everyday but that can become resingularised: listening, noticing and waiting. The techniques, processes, conditions and events that have occurred over the last four years will continue to become. It is from such becoming that more sustained evental conditions emerge that provide a sense of collectivity across the community, our suburb and our subjectivations. Via such evental conditions, systems of durational stewardship become possible. This dissertation is at once a narrative, investigation and tale of what is yet to come in the Valley of the Wild.

## Denial of education: An underground university perspective and how technology can help

**Tony Assadi, Brenda Lloyd**

**Whitireia**

This presentation describes the background of the denial of education of the Bahá'í youth in Iran and explores the role which Information Technology (IT) can play to help provide access to higher education for a minority community, excluded from university. It includes some of the background about the necessity for the Baha'i Institute for Higher Education (BIHE also known as the underground university) in Iran, "founded in 1987 in response to the Iranian government's continuing campaign to deny Bahá'ís access to higher education" (BIHE, 2015). This is part of a larger piece of research, which will use a qualitative approach, using semi structured interviews and surveys. The aim of this presentation is to help provide awareness, discussion and collaboration with others in the research community.

## Put your glasses on

**Susan Beaumont**

**Whitireia**

This paper reports on two years of tutor strategies to encourage students to be critical thinkers who are conscious of their own positions. Critical thinking requires skills of analysis and evaluation. Conscious positioning requires self-awareness of what influences perspectives.

Within social work, the learning journey includes critique of literature, positions and self. Yet, many students are challenged by the academic concept of critique. Workable strategies are therefore needed to demystify and familiarise it. This includes strategies to encourage critique through different lenses, and also to access student knowledge and experience to identify and articulate their own positions.

The imagery and humour of 'putting your glasses on' has been found to be a useful tool to understand the critique of one position to another. Prompting questions about students' responses and reactions to content material has provided insight for students to 'see' and evaluate their own positions.

## Collaborative learning in diverse groups: A New Zealand perspective

**Kieran Beggs, Premalatha Sampath**

**Whitireia**

Collaborative learning (CL) is one of the most challenging, but also one of the most exciting ventures in today's education sector. International research has acknowledged the educational benefits of collaborative learning, while CL research conducted in New Zealand has demonstrated the positive experiences of the learners involved. Much of the research relating to CL was carried out between 2005 and 2010. However, the goal of this study is to highlight and review CL literature published since 2010. The researchers have chosen to investigate the challenges involved in CL, with a focus on international tertiary students studying in New Zealand educational institutions. The study will identify ways of overcoming such challenges.

CL represents a significant shift away from the typical teacher-centered or lecture-centered tertiary classrooms. In collaborative classrooms, the lecturing/ listening/note-taking process may not disappear entirely, but exists alongside other processes that are based on students' discussion and active work within the course. Lecturers often observe that students who undertake such projects face a number of significant challenges in adjusting to the idea of working collaboratively.

For a learning exercise to qualify as CL, learners must demonstrate evidence of five key elements. These elements include learners perceived positive interdependence, individual accountability, personal responsibility as well as levels of interaction and the social skills of group members. In addition, groups should have the ability to self-evaluate.

As part of future research, a pilot study will be conducted to explore the effectiveness of these CL elements among tertiary students in order to develop a CL model that is pedagogically sound and culturally accommodating.

## Engaging and enhancing support workers learning using a flipped classroom approach in National Certificate Mental Health and Addictions

**Shelley Gunther**

**Whitireia**

This presentation highlights the importance of using real life scenarios in teaching students enrolled in National Certificate Mental Health and Addictions. The Wellbeing module in the programme has a focus on supporting the needs of the clients living in the community whilst maintaining their health and wellbeing, which includes their physical health as well as their mental health. International literature has identified significantly higher rates of major physical illnesses amongst people with mental illness than their counterparts in the general population (Collins, Tranter & Irvine, 2012; De Hert, et al., 2011; Robson & Gray, 2007).

Following the 2013 evaluations, a flipped classroom approach incorporating Context Based Learning has been implemented. This student driven learning approach utilized the Health and Disability Commission (2009) 'Decision 08HDC05072' case scenario. Results have been positive with student evaluations indicating that they learnt the importance of being accountable for what they do, the relevance of effective documentation, knowing legislation of the person you are working with, and knowing the impact of physical illness on the person's mental health. This presentation will explore the process and impact of using real life scenarios in the classroom.

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## Introducing ePortfolio: 'The journey begins

**Carmel Haggerty, Trish Thomson**

**Whitireia**

The international literature discusses the introduction of electronic or ePortfolios into undergraduate nursing programmes (Green, Wylie & Jackson, 2014). The Health Faculty does use ePortfolio in one of its Postgraduate programmes, but continues to use physical portfolios across its undergraduate nursing programmes. The use of technology in undergraduate nursing education can be stressful for both students and tutorial staff (Andrews & Cole, 2015; McMullan, 2005). Implementation of ePortfolios can cause anxiety for students and they should be introduced carefully with clear guidelines and good support structures. The aim of the research is to identify sound strategies for supporting tutorial staff with the integration of ePortfolios into an undergraduate nursing programme of study, and follows a group of tutorial staff as they introduce ePortfolio technology into one undergraduate nursing programme.

The benefits of using an ePortfolio in undergraduate nursing education are many and varied (Curtis, 2012; Garrett, MacPhee, & Jackson, 2013; Green et al., 2014) including a repository for documents, artefacts and information, reflective journal, resume, and professional development record. Curtis (2012) states the ePortfolio can provide "transparency of the learning process and facilitating visibility of learning and formative assessment" (p. 66), with feedback to students supporting their development and critical reflection skills. However, but McMullan (2005) suggests that ePortfolios should not be used for summative assessment as this can cause conflict with learning, and reduces the student's potential for development.

Action Research was chosen as this methodology supports reflection by the educator on his/her practice. It is open ended, developmental and cyclic in nature, allowing the educator to adjust and continually develop their practice following reflection (McNiff & Ferguson, 2011; Waters-Adams, 2006). Data was collected through individual and group reflections and thematic analysis (Saldana, 2012) was used to identify factors emerging from the reflections. It is these early findings that will be presented. Further analysis will then be carried out prior to final presentation of findings in 2016.

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## Sticky water and a bad case of wind: Weathertightness design of building joints

**Bruce Haniel**

**WelTec**

The weathertightness of building joints is affected by three 'leak forces': capillary forces, air pressure and gravity. *Capillary forces* draw water into small gaps between building elements and also prevent water exiting. *Capillary forces* also move water towards openings where it may be carried further into the building. Long term dampness also causes rotting or degradation of building materials. *Air pressure* can rapidly force water into a joint and cause leaking. Buildings in New Zealand are prone to leaking because the country is particularly windy. *Gravity* causes water to drain out of a joint after it has entered a joint as the result of air pressure. The combination of these forces under various conditions causes joints to be compromised resulting in water leakage.

The aim of this study was to investigate the relative effects of the three 'leak forces' on the weathertightness of different building joints. Models of different joints (coping, soffits, roofs, joints) were constructed and continually sprayed with water and blown with air until the water movement was stabilized. The joints were then observed for leakage.

In addition to capillary forces, air pressure and gravity, the movement of air through a joint carries droplets of water and made an over-riding contribution to a lack of weathertightness. The behaviour of water around building joints is affected by a combination of these forces which creates situations where its behaviour is difficult to predict without undertaking experimentation. This poster presentation will show the results of testing different types of building joints.

## 3D mapping of the Canterbury and Cook Strait earthquakes

**Adrian Hargreaves**

**Whitireia**

Visualisation of scientific data can be a useful approach to improve the accessibility of science to the general public. GNS Science visualised their data for the Canterbury and Cook Strait earthquake sequences and made this data publically available. However, GNS Science has chosen to present these earthquake sequences using a two-dimensional format. Using the same data, it is possible to map these earthquakes into a 3D virtual space to provide a more complete model of these seismic events. This poster paper discusses the tools and techniques that are available to geophysicists that may enhance the dissemination of their observations to the public.

## On language family relations: Towards a better understanding of our students' language issues

**Yao-Kun Liu**

**Whitireia**

In the study of second and foreign language teaching and learning, students' first language has often been considered negatively. The primary language can be viewed either as "unnatural" and an "interference", or "the only major source of syntactic errors in adult second language performance" (Krashen, 2002, p64). Similarly, the relationship between students' first language and their target language has long been either marginalized or ignored. As a result, the linguistic differences between learners' first language and the target language have yet to be explored.

My research is an attempt to elaborate on the significance of the students' first language in their second or foreign language learning. Areas to explore include how to use first language positively and effectively to support adult second or foreign language learning, and the impact of linguistic relationship between students' first language and the target language upon their learning outcomes.

It could be argued that it is the language family relationship that determines the degree of linguistic difficulty for an adult learner to obtain a foreign language. This language relationship influences the quality of a student's learning outcomes, and re-affirms the significance of learners' first language in their second or foreign language learning. A deeper knowledge of students' first language will help teachers to improve communication with their students, understand their linguistic problems, and support them more successfully in their study of the target language.

*ornament/ artefact*

**Kelly McDonald**

**Whitireia**

This abstract is a proposal to present my ongoing research (2014 – current) in the form of an exhibition.

I've been part of a Creative New Zealand funded two year mentor and exhibition program to support the professional development of emerging contemporary New Zealand jewellers. As a direct result of this project I have become research active, and feel that this experience is completely relevant to the theme of the symposium.

The Handshake project has given me a unique opportunity to build and accelerate my art practice in the following areas (and many more):

- the reflective nature of the blog has promoted a greater level of progression through ongoing accountability to both my mentor and my audience
- development of my installation skills and refining the aesthetics of my installation
- development of more professional skills in the area of self-representation (creative writing, photography, networking, marketing, presentations)
- activation of my research career
- presenting my work in both national and international exhibition contexts

My research is primarily studio based, intuitive and driven by my materials, along with as light as possible application of technique. Specifically, pushing the boundaries of lost wax casting and the development of my stone and wood carving skills. The ideas driving my work circle around the actual properties of the materials I use, finding ways to express these while still representing the concept of each piece. For this exhibition, I've drawn on my industrial heritage to create a body of work that links my influences and media choices in an installation specific to the exhibition space.

## Language in the trades: The literacy demands of vocational study

**Emma McLaughlin, James Mackay**

**WelTec**

Over the past few decades, the literacy demands of the university study of professions in areas such as Science, Engineering, Law and Nursing have been investigated extensively, however there is a paucity of research detailing the literacy demands of vocational training. However, recent studies (Edwards et.al. 2013) show that the literacy practices of vocational contexts are often both complex and demanding. This paper will outline a nationally funded research project in New Zealand that aims to describe the literacy practices of vocational training from three perspectives, the vocabulary, the discourse and the visual literacy across four areas of trades training. A corpus analysis approach has been used and four corpora of written trades language as well as spoken trades language have been collected and are in the process of analysis. This paper will report on issues to do with the data collection as well as interesting emergent aspects of the data that are currently being investigated. These include the vocabulary demand of different trades courses, multiple representations used in trades teaching, informal automotive discussions and language used in the writing of builders diaries.

## Current adoption of an andragogical approach to tertiary business education

**Rohit Pande**

**Whitireia**

The pedagogy of business education has traditionally seen the usage of theoretical business models and case studies that use retrospective knowledge to come up with theoretical solutions. While pedagogical methods are sufficient in giving students the knowledge of business processes, the usage of such methods are currently being reviewed. Pedagogy, as the name suggests, deals with the education of children. However, tertiary education involves the education of adults, which requires the discipline to be andragogical in nature. In recent years, several efforts have been made by universities and other business educators across the world, to adopt andragogical approaches through the usage of experiential learning (Gitsham, 2012; Hicks, 1996; Pi-Shen & Lip-Chai, 2006). These studies have been overwhelmingly in favour of the adoption of these approaches. This current study investigates the ways in which experiential methods have been adopted by institutions, and studies their outcomes. The author hopes to bring this approach to light for current business educators, with the goal of giving students the real-world business skills that they need and deserve.

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## Is there an ultimate explanation for the mind, body and self-mystery? - The Buddhist perspectives that explains to the depths of this mystery over the western psychological understandings

**Jagath Siri. Pushpakumar**

**Whitireia**

Throughout history, the inquisitive nature of man's mind has sought to understand the paradigm of Mind, Body and Self (Soul). Different beliefs, mythologies, philosophies, religions and sciences have sought to demonstrate their findings.

Modern psychology owns the most accepted and credible authority over the understanding of the mind, with biology, physiology and medicine over the body, and religion over the self or soul. Psychology, biology, physiology and medicine are subject to constant investigation through research. Religion is subject to interpretation. Therefore is it worth waiting for science or religion to bring the ultimate explanations for the mystery of Mind, Body and Self?

The Buddha gave an unparalleled answer 2,500 years ago, not just to satisfy the inquisitive mind, but to use the knowledge in order to lead a good life and liberate oneself from all the worldly sufferings.

Although Buddhism is accepted as both a philosophy and a religion, it is based on intelligence, science (experience) and knowledge. It explains things just as they are. It has been suggested that with deeper understanding comes the ability to gain greater knowledge of the surrounding world. The third section of Thripitaka - the written Buddhist teachings about mind, body and self - is far more detailed and profound than the present day psychological and scientific knowledge.

This paper suggests that the Buddha's teachings (Dhamma) should not necessarily be considered as a religious text, but be appreciated as a source of knowledge and insight which gives the ultimate explanation for the Mind, Body and Self mystery. It could be argued that this knowledge could be used for the benefit of individuals and mankind, which clearly demands further research.

## Experiential learning at business & IT schools and its relevance to the job market

**Premalatha Sampath, Olkan Guler**

**Whitireia**

Those involved in experiential learning (EL) and its assessment need to go beyond the early paradigms of the “mass teaching with educational technology” era to provide development programmes and support systems that will enable academics to practice within a sustainable workload model. The new economies of the twenty-first century require new approaches to learning and teaching from higher education (HE). Accordingly, many higher education institutions (HEIs) have gradually scaled-up learner-centred approaches, including flexible delivery and technology-enhanced learning. Experiential learning describes structured educational opportunities that allow students to physically interact with the course material. This pedagogical technique promotes critical thinking, decision making, problem solving, and increases the retention of knowledge.

This paper focuses on a range of themes and issues stemming from the application of EL approaches with a focus on assisting learners in their job finding efforts after graduation. As experiential learning approaches become more established within higher education, research exploring the issues and challenges of these approaches will necessarily benefit experiential teaching programmes across disciplines particularly in business and IT fields.

Literature survey shows that there are serious questions about how we as educators manage the balance between, on the one hand, throwing students in at the deep end so that they resolve problems and learn through doing, yet, on the other, still retaining sufficient control to guarantee that they experience a positive and productive outcome. In addition, this paper finds that EL programs should be mandatory for business and IT schools with the possibility of job shadowing into the curriculum of the HEIs. Therefore, all business & IT schools should require field experiences to make the programs more relevant for their learners. It is up to the schools to make the necessary reforms where needed.

The strongest message that comes through the literature survey is that if we are to reap the transformative effects of experiential education, if experiential education as a field is to mature, we must move beyond those conceptions that describe experiential education as primarily an individual endeavour, with individual rewards, to a broader view of the systematic and societal benefits available through experience-based education.

## The voice in the wilderness

**Le'autuli'ilagi Malaeta F. Sauvao**

**Whitireia**

This paper grew from my intention to publish a book about the linguistic activities to aid the teachers and students who are always in need of Samoan resources to assist them with their teaching and study at universities.

This presentation will implement linguistic/communicative activities with the aim to integrate them with other curriculum subjects, targeting the 3 principles of Samoan Aoga Amata philosophy in promoting language, culture and spiritual education. A fundamental aspect of these activities is allowing the voices of children to be heard.

## Finding journalism's mojo

**Bernard Whelan**

**Whitireia**

"Convergence" was a buzz word in journalism more than a decade ago, used to describe the internet-driven trajectory of the three forms of journalism; print, radio and TV. However, it is only recently that the buzz has become a reality, and the reality has its own international form and name, Mobile Journalism, or 'Mojo'. This year the first international conference on mobile journalism was staged. Journalists have been using mobile devices to create content for some years (Egan, 2015), but it is now becoming an integral part of news-gathering. The four factors bringing Mojo to the fore are: better smartphone devices, better apps, better accessories and better use of social media. Industry feedback is clear. Journalists are expected to use their smartphones on the job as delivery tools.

This challenge disrupts the received knowledge about how to train for and deliver journalism. Journalists and tutors with long histories in their individual areas of expertise – print, radio and photo/video - need to create a programme of learning to support this new development. The need is urgent; it is already having ramifications for journalism graduate employment.

This presentation charts the progress of individual specialist tutors bringing disparate skills together to develop new teaching for industry within a polytechnic environment. It should be noted that Mojo is a challenge internationally, and to date no clear approach has emerged. Therefore, this research into the convergence demanded by new available technologies and the implications for quality is at the cutting edge of contemporary practice. Internationally it is often referred to as 'Swissknife Journalism' (Jorgenson, 2014); one tool, a small and highly portable packet. However, we do not use a Swissknife in our kitchens for obvious reasons of quality. The results from the first phase of our longitudinal study are presented here. Early findings suggest that the early introduction of Mojo in the programme came before some students were clear about the concept of 'news'. Delineating where technical teaching finished and journalistic newsgathering and storytelling started was a grey area for the tutors. It is our intent to include student and graduate interviews and surveys at the next stage of the research, as well as tracking graduate employment following these 'converged' training programmes.

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## List of Presenters

### Key Note

- **Professor Ken Udas, University of Southern Queensland**

### ORAL PRESENTATIONS

#### Session 1

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

- Kaaryn Cater, Whitireia
- Jagath Pushpakumar, Whitireia
- Frederico Botafogo, Southern Institute of Technology

##### **Māori and Pacific**

- Jean Mitaera, Whitireia
- Aliitasi Su'a-Tavila, Whitireia

##### **Business, Engineering, Hospitality and IT**

- Waqar Khan, WelTec
- Induka Werellagama, WelTec
- Richard Foreman, WelTec

##### **Health and Wellbeing**

- Mirjana Vilke, Damien Pivac, WelTec; Anna Tonks, Regional Public Health, HVDHB
- Loma-Linda Tasi, Whitireia
- Tony Carton, WelTec

##### **Creative and Performing Arts**

- Richard Finn, Whitireia
- Brenda Saris, Whitireia
- Mervyn Protheroe, Fiona Breen, WelTec

## **Session 2**

### **Teaching and Learning**

- Rajesh Ram, Manukau Institute of Technology
- Adam Ransfield, WelTec
- James MacKay, WelTec
- Merle Hearn, Aaron Griffiths, Manukau Institute of Technology
- Mary Fawcett, WelTec
- Leah Seno, WelTec

### **Māori and Pacific**

- Tonga Karena, Christine Fenton, Tai Poutini Polytechnic
- Teremoana Hodges, Whitireia
- Chrissy Kake, Whitireia
- Kay Laracy, Jamesina Kett, Trudy Scott, Sandra Waayer, Shayola Koperu, Whitireia
- Fiona Beals, WelTec
- Kohai Grace, Pip Byrne, Whitireia

### **Business, Engineering, Hospitality and IT**

- Louise Lee, Open Polytechnic of NZ
- Steve McKinlay, WelTec
- Diane Strode, Whitireia
- Terry Jeon, Ian Hunter, WelTec
- Clement Sudhakar, WelTec
- Zawar Shah, Whitireia

### **Health and Wellbeing**

- Kerri Arcus, Leanne Pool, Catherine Doughty, Whitireia
- Leanne Pool, Kathy Holloway, Phillip Hawes, Alexandra Wordsworth, Whitireia
- Joy Richards, Frances Akaruru, Whitireia
- Michael Hall, Whitireia
- Tautala Aiono Faletou, Whitireia
- Apii Riongo-Raea, Whitireia

### **Creative and Performing Arts**

- Chris White, Whitireia
- Riley Claxton, Waiariki Institute of Technology
- Dan Adams, Whitireia
- Peter Deckers, Kelly McDonald, Whitireia
- Alice Moore, Whitireia
- Carmel McGlone, Whitireia

### **Session 3**

#### **Teaching and Learning**

- Suzan Sariefe, Markus Klose, Whitireia
- Shawkat Dawood, Whitireia
- Nancy Evans-Weaver, Open Polytechnic of NZ
- Prema Shoba Perumanathan, Whitireia
- Kate Campbell, Tai Poutini Polytechnic
- Rick Fisher, Open Polytechnic of NZ

#### **Early Childhood Education**

- Kaye Jujnovich, Vivienne Browne, Jan Taylor, Susan Widger, Whitireia
- Shanali de Rose, Whitireia
- Suzanne Manning, Whitireia
- Jan Taylor Whitireia
- Tanya Pintchouck, Whitireia

#### **Business, Engineering, Hospitality and IT**

- Ann Cameron, Whitireia
- Barbara Kneuer, Whitireia
- George Tongariro, Justin Puna, Willis Katene, Whitireia
- Adele Carson, Waiariki Institute of Technology
- Paul Gilmour, Whitireia
- Indu Peiris, Open Polytechnic of NZ

#### **Health and Wellbeing**

- Tricia Thompson, Emma Bilbous, Open Polytechnic of NZ
- Bridget Kerkin, Otago Polytechnic
- Sean Thompson, Whitireia
- Ken MacIver, Whitireia
- Callum Thirkell, Whitireia
- Phillip Silverman, WelTec

#### **Creative and Performing Arts**

- Bernard Whelan, Whitireia
- Deb Donnelly, Whitireia
- Mary-Jane Duffy, Whitireia
- Adrienne Jansen, Whitireia
- Mandy Hager, Whitireia
- Grant Corbishly, WelTec

**POSTER PRESENTATIONS AND EXHIBITION**

- Tony Assadi, Whitireia
- Susan Beaumont, Whitireia
- Kieran Beggs, Premalatha Sampath, Whitireia
- Shelley Gunther, Whitireia
- Carmel Haggerty, Trish Thomson, Whitireia
- Bruce Haniel, WelTec
- Adrian Hargreaves, Whitireia
- Yao-Kun Liu, Whitireia
- Kelly McDonald, Whitireia
- Emma McLaughlin, James Mackay, WelTec
- Rohit Pande, Whitireia
- Jagath Siri Pushpakumar, Whitireia
- Premalatha Sampath, Olkan Guler, Whitireia
- Le'autuli'ilagi Sauvao, Whitireia
- Bernard Whelan, Whitireia





