Whitireia NEW ZEALAND

WelTec — Wellington Institute of Technology — Te Whare Wānanga o te Awakairangi

WelTec and Whitireia Research Symposium

MAKING CONNECTIONS

**Thursday, 21 November 2013
Wikitoria Katene Building,
Whitireia Porirua Campus**

THE CHOICE PROTOCOL

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Welcome

Welcome to the first Joint WelTec Whitireia Research Symposium, an event which represents the spirit of the Choice Protocol – collaboration and partnership whereby staff will be sharing their research covering a diverse range of fields which will inform teaching and students' learning.

This is the first of what will be an annual event, and is another activity that strengthens the strategic partnership between our institutions.

Today is a chance to showcase research from WelTec and Whitireia and to provide an insight into the work of our colleagues. We hope you will make connections and develop collaborations.

This symposium is also an opportunity to build our research capability and capacity in a way that is beneficial for both our organisations by giving our new researchers an opportunity to develop their research skills – from writing abstracts, developing presentations, making presentations, peer reviewing abstracts, to attending research meetings. It is also an opportunity for our more established researchers to contribute to the research environment.

We are delighted to see a full programme of presentations from a large variety of subject areas.

We hope you go away from today having made new connections, better informed about the research that is being done around you, and inspired and energised by what you hear.

Don Campbell, Whitireia   *Linda Sissons, WelTec*

Acknowledgements

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

We wish to acknowledge: Keynote Speakers – Dennis Robinson, Fiona Beals; Session Chairs - Kay Jujnovich, Ian Rowe, Willis Katene; Abstract Review Panel members; Sascha Feary for putting this abstract booklet together; Lorna Vickerman and Lisa Love for helping with the organisation, and to WelTec and Whitireia for their generous support of this event.

Sue Sewell, Whitireia   *Lisa Wong, WelTec*

Programme

8:30	Registration – coffee available		
9:00	Mihi Whakatau		
9:05	Welcome - Don Campbell and Alan Cadwallader		
9:15	Keynote: Dr Dennis Robinson, Emeritus Professor, University of Nebraska Medical Center "Some thoughts about developing research and research teams"		
9:30	Keynote: Dr Fiona Beals – "The secret to *Dreampot* cooking: Understanding the world of our students through a sociological lens"		
10:00	time to move to different sessions		
	Creative and Performing Arts	**Teaching and Learning**	**Maori and Pacific**
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10:25	Connecting practices **Peter Deckers**	Using Pencasts to find out how students think about physical ideas **James Mackay, Mary Fawcett**	Tamaiti Whangai Māori student support **Hinemoa Priest, David Lomax**
10:45	Coming full circle: From handicraft to digicraft **Barbara Harford**	Embedding academic scholarship in an undergraduate degree – A co-teaching model **Jacqui Murray, Adele Holland**	Strategies which enhance student teachers' success **Vera Atiga-Anderson**
11:05	Morning tea		

	Creative and Performing Arts	Teaching and Learning	Maori and Pacific
11:30	An analogy of intaglio printmaking **Chris White**	Exploring the shape and effectiveness of co-tutoring at Whitireia, New Zealand: Identifying key factors supporting student success **Kaaryn Cater, Adele Holland**	Pacific Science: It's in our DNA **Louise Falepau, Tiketi Auega**
11:50	Uncanny urges **Adi Brown**	Students and Learning Advisors connecting? Does our practice effect student retention and success? **Fiona Breen, Mervyn Protheroe**	Stepping out to succeed **Louise Falepau**
12:10	"An excellent gathering of notable prints": Frank Denton and the international collection of Pictorial Photography at the Sarjeant Art Gallery **Deidra Sullivan**	Development of a cross matrix as a framework for evaluating learning methods **Leah Seno**	Reflexive practice in the classroom **Jean Mitaera**
12:30	Leo's Big Adventure **Craig Anderson (CPA)**	The significance of first language in second language learning **Yao-kun Liu**	Mobilising Pacific Nurses to deliver smoking cessation interventions **Loma-Linda Tasi**
12:50	Lunch		

	Creative and Performing Arts	Teaching and Learning	Business and IT/Health and Well-being
13:30	On the artistic features of Māori theatre **Yao-kun Liu**	Travelling Downunder: Development Education, Youth Work and the Implications of Language **Fiona Beals**	Shareholder pattern change: Evidence from the Australian dividend imputation tax system **Mathew Abraham**
13:50	Te Ao Hurihuri (the ever evolving world) two worlds collide **Tony De Goldi**	Deliberate acts of culturally responsive teaching: Supporting international students **Gerard Duignan**	From self-employed hospitality entrepreneur to paid employee: The motivational factors behind the transition **Siets Andringa**
14:10	Investigation of bone and ivory artifacts; and jade and hard stone carving techniques, philosophies and marketing approaches in China **Owen Mapp**	Rationalising and aligning rubrics to improve the quality of higher education learning outcome, achievements and assessments: New Zealand case study **Graeme Legg**	Massage therapy as a caring activity **Vicki Wall**
14:30			Yeah right: the use of brand-stretching to promote unhealthy products **John Horrocks**
14:50	Closing remarks		
15:00	Afternoon tea		

Keynote: Emeritus Professor Dennis Robinson

Some thoughts about developing research and research teams

In this brief presentation, I will discuss the following: 1- the critical importance of having a commitment to research; 2- factors to consider when forming research teams; 3- establishing roles and responsibilities; 4- the importance of communication, 5- publishing and funding and 6- how research benefits education.

Bio:

After obtaining his B. Pharm and M. Pharm degrees, Dr. Robinson obtained his Ph.D. in the pharmaceutical sciences while a faculty member in the Department of Pharmacy at the Medical School, University of Otago. In 1986, he was recruited to the University of Nebraska Medical Center in the USA and, for approximately 15 years, was Chair of the Department of Pharmaceutical Sciences at that university until retiring back to New Zealand in 2011. During his career, Dr. Robinson has obtained over US$ 3 million in personal research funding as principal investigator; given 106 research presentations at national and international scientific meetings, published 52 peer-reviewed scientific manuscripts and nine book chapters mainly in the areas of drug formulation, drug targeting, using micro- and nanotechnology. He has personally mentored 11 Ph.D. and two M.S. students and served on over 40 graduate student supervisory committees. He retains an Emeritus Professor appointment at the University of Nebraska Medical Center.

Keynote: Dr Fiona Beals

The secret of *Dreampot* cooking: Understanding the world of our students through a sociological lens

Often when we talk about the students of today, we focus on things such as technology and, within the discipline of education, the psychological needs of students. But as the pressures on tertiary education change to meet the needs of a society that now turns research into capital and demands young people to achieve some form of higher education demonstrating competency in literacy and numeracy, should our discussions only focus on technology and psychology? This presentation will use classical theories of sociology to explore the pressures facing our students today and present a philosophical argument for thinking differently about our students and celebrating the opportunities we have, as educators, in the unique environment in which we are situated.

Bio:

Rocking from the mighty West Coast, Dr Fiona Beals has been engaged with the youth sector for over fifteen years. First as a troubled teenager needing some positive direction then as a voluntary youth worker overseeing intermediate youth programmes in Westport. In her wayward years, Fiona took to completing a teaching degree and later a PhD in Education (focusing on youth justice) but soon found herself reconnecting with her love – youth work. Fiona completed her PhD in 2006 and then sort to obtain a PhD from the streets by working as a community resource developer for Global Focus Aotearoa, obtaining the name Dr Phi during a digital storytelling journey. Later she experimented in bringing youth development principles to her work through supporting student representatives at university level.

Fiona is now back where she belongs being part of the sector she loves and empowering youth workers to make a difference in the lives of our youth in WelTec's fabulous Bachelor of Youth Development. When she is not teaching, she is volunteering in her local community and church youth group in Wellington's capital region: Wainuiomata.

Dialogical Aesthetics: The generation of creative projects via a listening and conversation method
Grant Corbishley

My PhD research project, titled, 'Stewardship: an ethico-aesthetic approach to uncertain futures in the Houghton Valley Area', explores the transformative potential of a creative method called Dialogical Aesthetics. This term was coined by Grant Kester (an art theorist from UCLA) and involves the creative facilitation of dialogue and exchange between artist and participants, including listening and conversation, and the promotion of intersubjective vulnerability by all parties where an aura of mutuality arises. This process fives rise to opportunities to connect at levels of common interests and aims, which may then unfold into creative projects.

The project began in January 2010 by engaging in a 'listening' and conversation with a local from Houghton Valley. Further encounters with others followed. My aim was twofold: to listen to their stories, their thoughts about the community (or lack of), and their ideas on how it might be rebuilt.

I have had dialogical conversations with approximately 80 residents and from this 25 projects have been initiated in the area. This presentation will examine how this type of method (listening and conversation) works and why it is has been so successful at generating 25 creative projects in the area.

I will outline and discuss the steps that unfold from the dialogic aesthetics stage to the creation of an outcome. These steps are known as "Turning the Gaze' (a reframing of creativity); 'Re-membering' (a rejoining of memory traces); 'Micro-gestures' (a noticing and acknowledging process); and 'Transversality' (emergence of collaborative creative activity).

I hope that from this paper discussion will unfold, around what has worked and what hasn't, and how these types of visual methods might be employed by institutions such as WelTec and Whitireia.

Connecting practices

Peter Deckers

Parallel to my own exhibition and project activities, this paper introduces and analyses innovative outcomes related to the making and art practices of emerging artists.

What can happen when a jewellery graduate starts their professional art practice? What are the issues to concur after graduation? When does learning stop in the arts …?

To stay fresh means that the artist needs to stay open to new experiences. Could an artist be concurrently successful in active discovery, making, earning a living, promoting, networking, book keeping and productively contribute to others? My own practice is intertwined with making, project exploitations, networking and education, which in turn provide the necessary synergies to balance my connective concoction. How is this for the emerging artist?

This paper will focus on a distinctive project, called HANDSHAKE that provides a structured bridge between graduation and professional art practice. The main purpose of the HANDSHAKE project is to provide opportunities for professional growth within the context of innovative art jewellery, studio, exhibition and networking practices.

Here post-graduate learning is associated with professional (non-school) activities, corresponding through high-end professional feedback, participation and international networking. HANDSHAKE is a mentoring and exhibition project involving emerging jewellers from New Zealand matched with their chosen idols as mentors from across the globe. The project began in February 2011, is on-going until 2017 with two more distinctive future high profile projects. HANDSHAKE brings forward renewed old-fashioned know-how transfer by and through a virtual window connecting participants to a wider world of knowledge and opportunities.

Coming full circle: From handicraft to digicraft

Barbara Harford

The graphic communications industry faces major change as the evolving intersection between print, web and mobile technologies offers new ways to communicate and interact with a wide range of target audiences.

This is an exploratory study of the new technology from iPads to ink that communicates with smartphones, embedded electronics and online 'print-on-demand' kiosks that print one-off issues of magazines or books as you wait.

It asks the following questions:
How is new technology (android readers, iPad) changing the face of the print industry and how will the consumer interact with the story/news/word and image? What is the future of the traditional media of printed books, magazines, newspapers? Is there still a place for 'old' technology? Or, as some have suggested, will we get over the 'futuristic' and embrace the artisan? What can be retained and developed, and what can we learn from the new media?

This on-going study has involved analysis of literature from a wide range of sources, from professional organisations; journals, magazine and news articles; blogs; interviews with printers and paper distributors; investigation into digital publications; and experimentation with both print and interactive digital media.

What have I discovered?
Print is not 'dead' or even dying. The print industry continues to explore new technologies such as embedded electronics and electronic inks.

An 'indie' generation of young designers are exploring artisan concepts whilst using the internet to crowd fund and market small batch productions. One home-grown version of this is Threaded magazine.

Interactivity is a term widely used in digital media but it also has relevance to print. Printed publications can be complex, tactile objects that provide physical interactive possibilities as well as 'connectors' to digital interactivity.

This has clear implications for our teaching of publication design. Together with learning the software to create digital interactivity, students need to develop a range of 'craft' skills to meet an 'artisan-inspired' market, and entrepreneurial skills in both the internet (building a website, using social media, sourcing crowd funding) and local markets.

Learning made interactive and effective with Google+™

Clement Sudhakar

Challenging moments in teaching happens when a teacher is unable to effectively communicate with students and vice-versa. Good communication skills and methods have proved to increase learning capability of students along with improving interaction and communication, within the classroom and beyond. This eventually could increase retention rates in taught or distance learning courses. Peer to Peer learning support, time critical information sharing and cloud storage are the big advantages. Use of advanced technology in smart mobile phones and tablets with wireless network or 3G technology makes it user friendly.

I have experimented with Google+™ during this trimester as a learning support tool for tertiary education. Either the clumsiness of other tools or the difficulty to use has made Google+™ more attractive and simple as a package. Google+™ supports several devices and like laptops, mobile phones and tablets and OS platforms like Windows, Linux, Apple and Android. It synchronises automatically with these devices making its usage friendly and simpler. Cloud storage using Google Drive™ was used to disseminate course material, tutorials and feedback to students providing "Read on the Go". Google community™, a forum to disseminate weekly information and provide peer-to-peer support for students who found learning difficult, made communication more effective, increased student participation, and provided peer support. Peer-to-Peer learning support provides cohesiveness among students who were previously isolated as learners. Google Calendar™ keeps schedules and appointments up-to date for students who needed a reminder of their assignment due dates, along with lecture and tutorial times. Google Mail™, set up specifically for every cohort, keeps my official inbox considerably organized.

Most of the learning support needs are met using Google+™. Google+™ reduces frustration by making things simple and free-to-use. Having used other similar systems like Moodle™, LearnZone™ and Wordpress™ SOIT website, I found Google+™ to be more cost effective and simple to setup and use. Students enjoyed using it as information was available and accessible outside the classroom. Recent statistics shows collaborative usage, simplicity and user friendliness as the most cited reasons for its popularity. If you are considering an alternative solution to course management, Google+™ could be a good and free solution.

Using pencasts to find out how students think about physical ideas

James Mackay, Mary Fawcett

Common alternative conceptual frameworks dictate much of the way students approach their understanding of physical ideas. The considerable body of research over the last thirty years into these common preconceived ways of thinking, points to strategies that include their diagnosis and identification as important steps in their amelioration. However, common pen and paper tests often do not provide as much detail as do in depth interviews in terms of quality and depth of data collected. In this paper, we make the case for using a new technology, the Livescribe smartpen, which records both the script written on a piece of paper as well as the accompanying audio file of the conversation that accompanies writing the script (commonly called a pencast). We outline and give examples of three ways in which we have used pencasts to effect conceptual change in the classroom. The first is by making pencasts that specifically address particular preconceived ideas. The second is to use pencasts to develop teaching techniques amongst tutors and the third is to use pencasts made by students as a way of diagnosing conceptual difficulties. In this last way, student explanations of simple physical phenomena were recorded and then revisited during an interview process. Examples of the analysis of these student pencasts from electricity and magnetism, mechanics, thermodynamics as well as from basic physics ideas in anatomy and physiology, suggest that the pencasts made by the students can be used to collect valid and reliable data about how they think. An analysis of the pencasts, reveals that this process contributes substantially to the identification and amelioration of the common errors detected in the explanations generated by the students. The implication of this approach to teaching is that it can contribute substantially to conceptual change in the classroom.

Embedding academic scholarship in an undergraduate degree: A co-teaching model

Jacqui Murray, Adele Holland

The purpose of this presentation is to showcase a scaffolded, co-teaching model that has been developed in our institution to address the issue of developing academic scholarship skills in undergraduate students. It is widely recognised that undergraduate students have difficulty with developing academic scholarship especially in their first year of study (Wingate, Andon & Cogo, 2011; Alston, Gourlay, Sutherland & Thomson, 2008; Hendricks & Quinn, 2000). One of the main issues with regard to this problem that has been identified by Wingate (2006) and Alston et al. (2008) is that the teaching of academic scholarship is not embedded in the curriculum. Instead what is occurring is that academic scholarship is being taught through generic "study skills" courses, often termed "bolt-on" programmes. These programmes are seen as having severe limitations as academic scholarship is separated from the "process and content of learning" (Wingate, 2006, p. 457).

The scaffolded co-teaching model being presented provides an embedded approach to teaching academic scholarship to nursing students. An academic advisor from the academic learning service and a nursing lecturer, work side by side in the classroom on a weekly or fortnightly basis so that writing instruction and other academic activities can be integrated with subject teaching. How this embedding process occurs in the practical sense is what will be shown in this presentation. The progress being made by students and the student and lecturer thoughts on the embedding process will also be outlined.

By presenting this information it is felt that ideas around how to improve students' academic scholarship can be shared and discussed in order for this important skill to be developed more fully in our nursing students.

Mahi Tahi: Work together

Malcolm Doidge and Darren Ward

This paper will consider the benefits of collaboration as a teaching methodology within the Bachelor of Creative Technologies (BCT) degree. Collaborative projects are required at each level of study throughout the BCT in parallel with a student's development towards independent study.

Introducing students to collaboration in the first year of the degree is a crucial first step that has evolved into the current, project based Collaborative Studies programme. A New Zealand cultural framework has emerged to allow students to make decisions about how individuals conduct themselves, within groups and between groups. Our practice based research is an enquiry into how this cultural framework can be used to effectively facilitate student learning through collaboration. The framework currently has three interdependent parts:

- Whanaungatanga (collaborative relationships)
- Manakitanga (nurturing relationships)
- Tikanga (guidelines)

In the past, student engagement with collaboration has been a challenge. Students didn't see their individual contributions recognised because groups received a blanket assessment. This experience led tutors to develop the current, project based learning approach. The software 'Evernote' is used to create a group workbook, identifying individual contributions.

This approach has evolved alongside an understanding of whanaungatanga, which seeks to foster cooperation through guidelines (tikanga) developed by students. All groups in the class contribute to tikanga at the beginning, agreeing to these as guides or aspirational behaviour. Tikanga clarifies the guidelines towards making group contributions, and some groups have used tikanga to moderate conflict. This cultural framework is supported by the use of Evernote, allowing tutors to make timely assessments of student progress. This is reinforced by a weekly peer evaluation process. Students feel that their individual contributions to the collaborative project are visible and differentiated from other group members' contributions.

These guidelines have been used to effectively develop rules that "you all play by". By nurturing respectful relationships (manakitanga), there is a collective reference point for reducing conflict. Whanaungatanga affirms that we can learn so much more from working co-operatively, with individuals guided to share meaningful connections, rather than simply existing around each other.

Tamaiti Whangai Māori student support

Hinemoa Priest, David Lomax

This presentation will outline the importance and ongoing development of the Tamaiti Whangai approach to supporting Māori achievement at WelTec.

The Tamaiti Whangai programme is an iwi-led initiative that builds whānau through the use of mentoring and support and has grown steadily over the five years it has run – with 13 students in 2008, 39 in 2009, 60 in 2010, 134 in 2011, and over 150 in 2012.

Students study toward a variety of vocational qualifications and are supported by a community based on common interests and cultural values. Students supported within this approach have shown significantly higher levels of success in a number of courses than those achieved by other Māori and non-Māori students.

 Key features of the model include:

1.   Embedding mentors in the learning environment so they can work with the students wherever they are needed

2.   Using students' interests to build community and engage them in learning

3.   Using Māori customs and practice to enable students to live and learn as Māori in a Pākehā environment

4.   Building links with business to assist students to gain employment and to build the economic base of the iwi.

The programme has been evaluated each year it has run with an external review undertaken in 2012 by Dr Rawiri Taonui. This presentation will summarise what has been learnt from these evaluations, and how the student results and feedback as well as the comments from the tutors and support staff have been used to support on-going developments in association with iwi.

The importance of the model in promoting the development of young people's positive development and building community capability are emphasised.

Strategies which enhance student teachers' success

Vera Atiga-Anderson

As New Zealand's multicultural society becomes increasingly diverse and complex, student intake in teacher education programmes will also reflect this complexity. Our multicultural classes include students who arrive with their own sets of values, knowledge, understandings, skills and life experiences. So when working with a diverse groups of students, lecturers need to continually critique, evaluate and reflect on their own assumptions, considering the appropriateness, relevance and effectiveness of their teaching practices.

This presentation builds upon research conducted by a team of Early Childhood Education lecturers who currently deliver the three year Bachelor of Teaching (Early Childhood Education) degree at Whitireia NZ. The curriculum for this teaching degree has a three-pronged approach which incorporates Maori, Pasifika and General perspectives. This research examined the quality of support, guidance, mentoring processes and facilities available to students plus other factors perceived by students to have contributed to their 'success'.   The study draws on data from a triangulated approach that used action research including lecturers' journal reflections, questionnaires and interviews with students.

Findings from this study showed that whilst first year students found larger group guidance useful, second and third year students preferred small group or individual support. Additionally, having access to lectures via email, particularly during practicum placements appeared to be important.

Practicum placements were a major focus for participants in this study and responses emphasised the importance of associate teachers being effective, culturally competent, effective communicators and fully informed about students' coursework. Students expressed concern about practica where they believed the expectations placed on them were unreasonable. Hence, this paper argues that lecturers and associate teachers should be proactive about initiating communication with students and optimising opportunities for individual mentoring through questions and guided reflection.

An analogy of intaglio printmaking

Chris White

In this paper, I will be communicating the complexities of the intaglio printmaking process through the analogy of geomorphology (landscape erosion). I will use philosopher Michel Foucault's concept of convenientia from *The Order of things - An Archaeology of Human Sciences* (1970), to compare the processes employed in the making and printing of intaglio surfaces with that of landscape erosion - geomorphology.

Foucault's text defines convenientia as one thing assimilating the nature of another adjacent to it. In this adjacency each connects - their fringes intermingle.

This concept is a good analogy model for exploring the processes of intaglio, where impressions from eroded surfaces are imparted to paper through contact and pressure. The benefit of using analogy in teaching is that it can help disseminate the complex processes involved in intaglio printing. Analogy is useful as it provides a 'tool' to compare specialised processes with more widely understood knowledge.   In tertiary arts training, students are required to research artist models and it is hoped my analogy comparison will provide a useful methodology of approach.

My paper showcases the remarkable features of plates and prints housed by Te Papa Tongarewa and those from my own practice. In response to examining these surfaces, I will present descriptions that evoke their properties and the processes of erosion. I will investigate how the landscapes of these eroded plates impart their features to paper through impressions, so succinct, that at the moment of printing and transfer of ink, it is hard to separate one from the other.

> 'First of all, convenientia. This word denotes the adjacency of places more strongly than it does similitude. Those things are 'convenient' which come sufficiently close to one another to be in juxtaposition; their edges touch, their fringes intermingle, the extremity of the one also denotes the beginning of the other. In this way, movement, influences, passions, and properties too, are communicated….' (Foucault, 1970, p 18).

Uncanny urges

Adi Brown

This practice based fine arts research is centred on examinations of the uncanny. I am interested in strategies of the uncanny and the fetish, both Surrealist strategies and how these strategies create psychologically compelling images and objects. I perceive the uncanny in my work as the familiar made strange through eccentric juxtapositions of every day materials, objects and images. Through a diverse range of artists such as Pat Brassington, Sarah Lucas, Louise Bourgeois and Hans Bellmar, I have explored key strategies of the uncanny to locate my own practice. I also draw theoretically from the works of Sigmund Freud, Nicholas Royle, Julia Kristeva and W.D. Winnicott. Methods of play are utilised to examine the possibility of an uncanny aesthetic through a process of bricolage whereby photographs and sculptural forms are constructed from various everyday materials available or on hand. Through this method I investigate how photographs and sculpture can operate as uncanny or fetishistic stand-ins for the body, which is always absent although a primary referent for my work.

"An excellent gathering of notable prints": Frank Denton and the international collection of Pictorial Photography at the Sarjeant Art Gallery

Deidra Sullivan

Between 1920 and 1926, Wanganui photographer Frank Denton acquired a substantial collection of international Pictorialist photography on behalf of the Sarjeant Art Gallery. Eighty-three photographs were donated by 63 photographers from 12 countries, indicating the internationalism and popularity of Pictorialism. From the 1890s through to the 1930s, Pictorialism promoted photography-as-art through the adoption of painterly technique, achieved through handcrafted photographic processes.

Yet by the 1930s Pictorialism was no longer considered avant-garde. Photographic art instead became characterised by the visual tropes of Modernism. Beaumont Newhall's Modernist text Photography 1839-1937 (1937), for example, reiterates a distinction between 'pure' photography, true to the 'possibilities and limitations' of the medium, and practices such as Pictorialism, which, by conflating the painterly and the photographic, were not. Subsequent art historians have not challenged these ideological assumptions, and Pictorialism is still relatively neglected within photography's history.

The intentions of this research into the Denton Collection are thus twofold. Firstly, a consideration of the collection can help to explain the enduring appeal of Pictorialism for photographers in New Zealand and elsewhere. I will argue that Pictorialism's popularity was due to an established network of societies, exhibitions and publications which maintained Pictorialist practice. The Denton Collection provides considerable insight into, and evidence of, the structures and machinations of this network. This research can begin to address Pictorialism's absence from photography's history.

However, the Denton Collection can also be considered a small but significant part of a larger debate surrounding photography's identity – a debate about what photography 'is,' and what it 'should be'. Contemporary photographic history still bears the hallmarks of a Modernist legacy, with a focus on the 'canon', on innovation and progress. This neglects the many ways in which photography has been valued, used, and experienced. The Denton Collection suggests an alternative approach to photographic history – a history which, rather than imposing a set of assumed art historical values, seeks to illuminate the broader experience of photographic production.

Leo's Big Adventure

Craig Anderson

Digital technologies have revolutionised the recording and documenting of the artefact, transforming physical collections of objects and photographs into vast databases of accessible content. While this evolution of the artefact has democratised the content, has the intent or narrative of the object been lost in this new media?

This paper examines the digital archiving of old family photo albums and the re-contextualisation of that content – to create a narrative based on the photographic imagery, diaries and associated artefacts from the Second World War service of the author's grandfather, Leo. This re-working is aimed at designing an accessible web media based repository for this content, using contemporary technologies – scanning, animation, multimedia, tablets, and touchscreens – to preserve this material.

One of the most relevant questions of this research has become how to best honour the material in the new media context. Has the uniqueness of the images and objects been lost? How can the tactility of a photograph or item matter in the broader context of digitally archiving these objects? Does the democratising of the content outweigh the intrinsic uniqueness of the artefacts? These questions are important when looking at the wider historical context of the material, in particular with the centenary of the First World War in 2014 where individual soldier's stories are being added to the historical record.

The outcome of this project is still under consideration. The initial process of digitally archiving the material has been successful (and unearthed a wealth of new imagery and objects). However, the presentation of the collection remains uncertain. Is the best methodology to honour the material with a physical exhibition supplemented by the digital content, or will a bespoke digital environment provide the context and narrative to achieve this?

Exploring the shape and effectiveness of co-tutoring at Whitireia, New Zealand: Identifying key factors supporting student success

Kaaryn Cater and Adele Holland

Whitireia's Poutama Academic Learning Services has developed a joint teaching model to meet the needs of an increasing number of students. The teaching model aims to maximise the finite resource of academic advice at Whitireia NZ in a climate of significant financial constraint. Co-tutoring is a partnership between a subject tutor and an academic advisor, where both are present during timetabled lectures and academic scaffolding is embedded and contextualised into class content. The intention is to scaffold all students' academic abilities while engaged with curricula. A study was undertaken to explore the nexus between content delivery and the embedding of academic skills in vocational diploma and degree programmes. This study investigated 17 participating co-tutoring partnerships through class session recording of quantitative measures and online surveying of both qualitative characteristics of the model and tutor ratings of its value to students. According to qualitative tutor perception, students' academic scholarship abilities improve through joint planning, lesson delivery and spontaneous response to teachable moments, all emanating from a trusting, reflective partnership between the subject tutor and academic advisor. An additional qualitative finding was that the overt teaching of learning and academic strategies, embedded into whole class scaffolding, improved students' academic abilities. The co-tutoring shape and instructional mode (up front, tag team or roving among individuals) and frequency of use changed according to the instructional aim. Ninety-seven percent of tutors rated the value of co-tutoring for students as very good or excellent.

Students and Learning Advisors connecting? Does our practice affect student retention and success?

Fiona Breen, Mervyn Protheroe

Previous large scale studies in a New Zealand university setting have not shown conclusively that learning advice has had a positive effect on student outcomes (Acheson, 2006). Some of the literature indicates a mixture of factors that point to student success (Prebble et.al. 2004), and also specifies individual one off programmes that have enabled students to complete courses (Bail, Zhang & Tachiyama, 2008). It could be argued that students who use learning services in tertiary institutions are those who are keen to achieve and therefore are more successful. However, there has been no previous research undertaken to validate this either in a university, or in an institute of technology or polytechnic setting. This research will consider the results of a year's cohort at Wellington Institute of Technology to investigate how effective students are in their courses with or without the core work of the Learning Advisors. Quantitative data will be produced that will attempt to answer this research question.

Collected data will enable a comparison of the grades of students who used learning support tutors with those from the same groups who did not. The data will be collected using Aplus+ and will be in the form of numbers only and no personal information will be used. Actual results will be collated from the collected data and expected results calculated. This information will then be analysed using the Chi Square test and retention and success figures generated. The results will be presented by school and qualification level. Additional data will be qualitative, based on individual Learning Commons Tutor self-assessment reports, which will be anonymous.

This research contributes to knowledge regarding the effectiveness of Learning Support. As such, it will be of interest to other Learning Support tutors in Aotearoa/New Zealand. At WelTec this research will inform Learning Commons Tutors, executive, tier 2 and tier 3 managers of the work and significance of the academic support services within the Learning Commons. We believe that this research study is significant and important as it will investigate the effect that Learning Support has at WelTec. This is a longitudinal study that will continue into 2014 academic year. Such work has not been completed using a whole year's cohort before.

The research findings and conclusions are still being finalised for 2012 and will be presented at the ATLAANZ and ANZSSA conferences in 2013.

Acheson, C. (2006). Finding evidence that learning support makes a difference. In G. Grigg & C. Bond (Eds.), *Supporting learning in the 21st century: Refereed proceedings of the 2005 Association of Tertiary Learning Advisors of Aotearoa New Zealand Conference.* (pp. 222-228). Auckland: ATLAANZ.

Bail, F. T., Zhang, S., & Tachiyama, G. T. (2008). Effects of a Self-Regulated Learning Course on the Academic Performance and Graduation Rate of College Students in an Academic Support Program. *Journal Of College Reading And Learning,* 39(1), 54-73.

Prebble, T., Hargraves, H., Leach, L., Naidoo, K., Suddaby, G., & Zepke, N. (2004). Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of the research. Wellington: Ministry of Education.

Development of a cross matrix as a framework for evaluating learning methods

Leah Seno

Fink's Active Learning Model (Fink, n.d.) identifies three interrelated components that are integral to a more complete learning experience. These are:

> *Information and ideas* – introducing students to the content of the course through primary or secondary sources
> *Experiencing* – the two main kinds are doing something or observing someone doing something
> *Reflection* – can be done with oneself or with others, either on the course content or on the learning process

In addition, Bloom's Taxonomy (Clark, 2013) also identifies three domains of learning which are useful for programme design and evaluation. These are:

> *Cognitive* – involves knowledge and the development of intellectual skills
> *Affective* - involves feelings, values, motivations, attitudes, appreciation
> *Psychomotor* – includes physical movement, coordination and use of motor skills

In this paper, I have integrated these two models to produce a cross-matrix for the evaluation of active learning in the classroom. The matrix has quadrants containing criteria which are cross-elements of the two taxonomies' components.

So far, this matrix has been trialed in a series of authentic learning activities implemented within the WelTec Business School programmes. An action-research approach of Design – Implement – Evaluate and Reflect was used for the trial.

The findings of the study have shown that in particular instances, the cross matrix provides a deeper insight into what a learner is actually acquiring from a learning method. It reveals whether the goals of the learning process are met through the learning activities. By ticking the quadrant of the matrix when a specific criterion is met, a teacher can easily visualize what a learning method is achieving and then pinpoint gaps in the learning experience of the students. This provides a relatively airtight way of ensuring that a particular learning method has a high degree of educational impact.

The cross-matrix can be used as a pre-evaluation tool (prior to the application of a learning method) for course design or as a post-evaluation instrument (after a learning method has been utilised in the classroom) for critical reflection and course evaluation/redesign.

Clark, D. (2013). Bloom's taxonomy of learning domains. Retrieved from:
        http://www.nwlink.com/~donclark/hrd/bloom.html
Fink, D. (n.d.). Active learning. Retrieved from
        http://www.trincoll.edu/Academics/centers/teaching/Documents/Week3ActiveLearning.pdf

The significance of first language in second language learning

Yao-kun Liu

In the study of second and foreign language teaching and learning, students' first language has been considered negatively: either as "unnatural" and "interference", or "the only major source of syntactic errors in adult second language performance" (Krashen, 2002, p. 64).Whereas the relationship between students' first language and the target language they are learning has long been either marginalized or ignored. As a result, "English only" has become a paramount rule in English as a second language learning environment, where the use of students' first language is under sanction and seen as an unacceptable behaviour. Students are forbidden to resort to their first languages for any academic purposes in the second language classroom. Instead, they are encouraged unquestionably to use the target language "directly" and "spontaneously" in second language classrooms of all levels.

My research is an attempt to elaborate on the significance of students' first language in their second or foreign language learning by illustrating how first language functions in second and foreign language learning, 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 concludes that learners' first language should be used as a useful tool wherever and whenever needed effectively and appropriately in order to obtain a second or foreign language; and that a deeper knowledge of students' first language will help teachers to communicate much better with their students, comprehend more effectively their linguistic problems, and support them more sufficiently in their study of the target language.

Pacific Science: It's in our DNA

Louise Falepau and Tiketi Auega

A Pacific Health Workforce initiative to grow the numbers of Pacific students taking NCEA Science saw a small Whitireia team take on the challenge of creating a programme that would connect students, parents and schools. Pacific Science: It's in our DNA was delivered in three secondary schools with surprising results. This evaluation set out to identify the factors that contributed to a 38% increase in Pacific student achievement in one school and a science focused event that attracted over 100 parents, community members and students. Analysis of project reports, staff evaluations and interviews with key people found that the integrated programme approach, quality of collaboration, 'readiness' and Pacific expertise were essential factors of the initiative's success.

Stepping out to succeed

Louise Falepau

In 2007, a small research project was undertaken to examine best practice strategies for Pacific education development at Whitireia Community Polytechnic. This presented an opportunity to examine how Whitireia interacted with local and regional Pacific communities through programme provision and resulted in an institutional commitment to a sustainable, affordable and responsible approach to Pacific education. A key recommendation, the Whitireia Pacific Strategy was adopted in 2010 and is in the process of being implemented across the institution. The focus on Pacific at Whitireia directly addresses Government priorities for Pacific people in education.

This paper looks at how this level of attention has impacted on one programme seeking to improve Pacific student achievement. A small event designed to connect students and families to the learning journey has been undertaken with three cohorts over the past two years. Feedback, programme reports and interviews with staff indicate the positive effect of this event on Pacific student retention and achievement. We examine how staff can be supported to adopt culturally appropriate approaches in programme delivery and the value that Pacific knowledge, expertise and cultural understanding bring to that process.

Reflexive practice in the classroom.

Jean Mitaera

Social work is an evolving profession; it demands a robust research base to grow thoughtful, relevant and effective practice. This is particularly important as social workers are involved in making decisions over the lives of society's most vulnerable. This paper reflects on insights gained from two recent research projects, the Advance Pacific Housing Research Project (2010 – 2012) and the Longitudinal Study of [Housing New Zealand] Corporation Tenants and Applicants, Wave Two (Porirua and Christchurch) (2012). More importantly this paper discusses how these insights informed the teaching of social work research for 2013.

1. Insight APH Project: we are all subject to the changing political landscape and despite our best efforts these landscape changes move both the targets of our inquiry and our approaches to them. *Social work professionals must be flexible and responsive to the political and personal environments of those they serve. One size does not fit all.*

2. Insight HNZC Project: never ever under-estimate the fundamentals of research. Know your questions. Irrespective of our training, we all must have a clear understanding of the big picture of our research and the intent behind the questions we ask. *The loftiness of our inquiry does not preclude us as researchers/ social workers and educators from honing our practice skills.*

3. Insight APH/ HNZC Projects: Accommodating the presence of experts and their expertise. Researchers/ social workers are invited to teams because of their practice expertise and/or expertise over the subject. *In the midst of these experts we must make space for the research participant expert whose voice can be lost amongst the busyness of professionals.*

Each of these insights has influenced social work research teaching approaches and further confirm the belief that a robust research foundation will support thoughtful, relevant and effective social work practice.

Mobilising Pacific Nurses to deliver smoking cessation interventions.

Loma-Linda Tasi[1], Eseta Finau[2], Wendy Scott[3], Grace Wong[4]

To achieve a Smokefree 2025 vision for Pacific people in New Zealand, a multi-layered strategy must exist to ensure that priority population groups are included in achieving this nationwide goal. This presentation describes the development of the Smokefree Nurses of Aotearoa/New Zealand Pacific Nurses Strategy, a national strategy that aims to enable equitable health outcomes for Pacific nurse colleagues and Pacific peoples through the implementation of smoking cessation interventions.

It outlines the implementation of the Strategy and discusses the role of Pacific Nurse Leaders in taking action towards achieving the Smokefree 2025 vision for New Zealand. Pacific Nurses are leaders and enablers of well-health interventions for people in their care, in the workplace and in their respective communities. The Smokefree Nurses of Aotearoa/New Zealand Pacific Nurses Strategy involves the engagement of Pacific Nurse Leaders, the Bachelor of Nursing Pacific Programme Leader and Pacific Nurse Leaders in the Pacific Region, to mobilise the Pacific nursing workforce to address the smoking cessation needs within each of these settings. It considers how they have been proactive in ensuring Pacific nurses and colleagues are supported and equipped with knowledge, skill and capacity to support Pacific people to quit smoking.

[1]Bachelor of Nursing Pacific, Faculty of Health, Whitireia NZ and Smokefree Nurses of Aotearoa/NZ
[2]Pacific Nurses Section of New Zealand Nursing Organisation (NZNO)
[3]Bachelor of Nursing Pacific, Faculty of Health, Whitireia NZ
[4]Nursing, School of Healthcare Practice, Faculty of Health and Environmental Studies, AUT and Smokefree Nurses of Aotearoa/NZ

On the artistic features of Māori theatre

Yao-kun Liu

Māori Theatre is a theatre for Māori people, about Māori people, and on the terms of Māori people. It is a theatre that advances the interests of the politically excluded, economically exploited, socially subordinated indigenous ethnic group in the history of New Zealand. With its own ideological and aesthetic value systems as well as literary characteristics, Māori theatre brings into view the life-experience, emotions and aspirations of Māori people, reflects the spirit of the time, combines Māori and European dramatic traditions, and represents the mainstream of New Zealand theatre.

On the other hand, Māori Theatre is also a historical process. It is this process that gives Māori Theatre its vitality and special features. However, often views only focus on one historical period of Māori Theatre, or generalize Māori Theatre as belonging to only one period and thus ignore its change and continuity.

This research is an attempt to trace historically the development in the form and content of Māori Theatre in New Zealand. It consists of three parts: 1) the historical development of Māori Theatre; 2) the dramatic content of Māori Theatre; and 3) the theatrical forms of Māori Theatre.

The aim of this research is to demonstrate that Māori Theatre is "an inner need" and "a collective psychological demand" of the oppressed Māori people to articulate their emotions and aspirations in its unique theatrical forms under the specific political, social and economic circumstances in the history of New Zealand.

Although the research is only in its early stage of data collections and resource development and preparation, I would still like to share with other researchers in the area what I have already achieved, and hope to receive support and suggestions from them.

Te Ao Hurihuri (the ever evolving world) two worlds collide

Tony De Goldi

Hohepa the Opera 2012 photo Robert Catto

"Whakaaturia Nga Mahi a o Koutou Tupuna hei

Raukura ma nga uri whakatupu."

Takuta Henare Tuwhangai

" Bring to light the achievements of your ancestors,

gifts handed down through the generations to be handed

on to the descendants yet unborn."

Dr Henare Tuwhangai

As a set costume and props designer I have been involved with contemporary Māori theatre productions for nearly two decades. As Pākehā, I will discuss the issues faced as designers working within a context that is shaped by indigenous values, contemporary theatre practice and wider societal post-colonial attitudes. Within the broader theatre community and general public, Maori theatre is in a precarious position. Many dismiss Māori theatre as being naive, too sad, too political and not inclusive of European New Zealanders' concerns. For other audiences – who are significant patrons of this theatre – Māori theatre is seen as expressing the romantic, exotic, other (Said, 1978; Zizek, 2001) emphasizing the visible difference of Maori theatre from European theatre. Maori theatre practitioners want to challenge politically both their marginalization from mainstream theatre and the ideas of orientalism to craft a new voice, even while there is no escape from engaging with these other two positions.

For *Making Connections* I will present a series of projects from my design practice to illustrate the complexities and the opportunities of working within this contemporary theatre world. I will explore how my role as designer is shaped by the subject positions available within Māori produced or content based productions - as part of a corporate self rather than an individual identity (King, 2003). I will reflect on how the designs themselves have been shaped by the imperatives to recognize and construct cultural 'difference', produce designs that meet the Eurocentric "production values" of funders and other mainstream cultural gatekeepers, as well as the Māori political aspirations to reinvest in traditional values and meanings for the contemporary context. Included in the productions will be the NBR opera Hohepa by Jenny McLeod designed for the New Zealand Opera Company and Sunset Road by Miria George for Tawata productions. These two productions from 2012 will emphasise the differing values within the wider theatre profession.

King, M. (2000). *The Penguin History of New Zealand*, Penguin.
Said, E. (1978). *Orientalism*, Vintage Books.
Žižek, S. (2001). *On Belief (Thinking in Action)*, Routledge.

Investigation of bone and ivory artifacts; and jade and hard stone carving techniques, philosophies and marketing approaches in China

Owen Mapp

My recent research study trip to China involved the investigation of osseous (bone/ivory) material artifacts and a comparative study of museum collections at a conference where I was invited to present on "Maori bone fish hooks of Aotearoa". During the visit I also conducted a parallel study investigating jade and hard stone carving techniques, philosophies and marketing approaches.

This area of research is important as I work with, tutor and educate Whitireia students for careers in 3D sculpture/carving using these materials. I use a holistic approach which includes the historic, cultural background as well as the technical practice.

My approach was to visit Chinese museum researchers and archaeologists through the Worked Bone Research Group Conference of the International Council of Archeo-zoology. For the jade research I made contacts through the carvers' fraternity and through museum connections. I made observations and recordings in the carvers' studios. Meeting master carvers is possible only through official introductions. I investigated ancient methods of both bone and jade processes by studying museum collections in archival storage.

I was able to contact more archaeologists than expected, observing their work facilities and collections. Recording through photography was easier than expected. After initial contact with the master jade carvers I was able to meet and enter their studios, given information and photographed work techniques. I was taken to many of the 'back street' small time carvers and shown some of their marketing approaches.

I returned with a wealth of technical knowledge and cultural background which will directly benefit me, Whitireia students and the wider carvers' fraternity. It will improve future intensive carving workshops at Whitireia. It has strengthened my knowledge in tutoring my students and will be of benefit in working with Chinese students in a cultural sense. With the museum connections established through the conference, I would be able to return to conduct further research. In the longer term it gives me background for a publication which I am formulating.

Travelling Downunder: Development education, youth work and the implications of language

Fiona Beals

This presentation draws upon theoretical work recently presented in the Irish development education journal – *Policy and Practice* and asks what the implications are for young people here in Aotearoa New Zealand when the language used to talk about big global and development issues is created in the Northern Hemisphere? Resources created by non-government organisations (NGOs) for global education in both the classroom and youth work describe Aotearoa New Zealand as a Northern country. Such descriptions have implications in the way that power, relationship and identity are understood and played out in both educational settings. Recent labels such as 'minority' and 'majority' have just caused more confusion as educators are increasingly dependent on resources produced by the development sector. When explored through philosophical perspectives, the language of development can result in a disempowering of the players in the learning/teaching process as local inequalities are hidden within global ideas. Young people see concepts of poverty as happening outside to 'them'; if it happens here in Aotearoa New Zealand, it is because of choice. Using the work of Friere, this presentation will propose that global education should move from a pedagogy of issues-based development to one of participation and self-transformation.

Deliberate acts of culturally responsive teaching: Supporting international students.

Gerard Duignan

This presentation will explore culturally responsive teaching (Gay, 2010) when teachers are working with international students. It will build on findings from a Masters thesis, completed in 2012, which investigated how a cohort of Saudi Arabian teachers experienced learning about teaching in a New Zealand context over one semester, using a single case study method (Cresswell, 2008). The study employed focus groups, semi-structured interviews, written questionnaires, and reflective journal following a participative observation methodology. A common experience of all teachers, including those of international students, is that they carry into the classroom their personal cultural background. "They perceive students, all of whom are cultural agents, with inevitable prejudice and preconception" (Spindler & Spindler, 1994, p. xix). Students likewise come to school with personal cultural backgrounds that influence their perceptions of teachers, other students, and the school itself. Therefore, together students and teachers construct, mostly without being conscious of doing it, "an environment of meanings enacted in individual and group behaviours, of conflict and accommodation, rejection and acceptance, alienation and withdrawal" (ibid). Those attending this presentation will be asked to briefly explore their own experience associated with culture shock (Lysgaard, 1955) and apply it to the associated U-curve of adjustment. How teacher expectations influence student achievement (Hattie, 2012) will be discussed, particularly in terms of culture, according to the findings of this case study of a group of international teachers undertaking in-service training.

Cresswell, J. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Prentice Hall.

Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice* (2nd ed.). New York, NY: Teachers College Press.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing impact on learning*. Oxon: Taylor & Francis.

Lysgaard, S. (1955). Adjustment in a foreign society: Norwegian Fulbright grantees visiting the United States. *International Social Science Bulletin*, 7, 45–45.

Spindler, G., & Spindler, L. (Eds.). (1994). *Pathways to cultural awareness: cultural therapy with teachers and students*. Thousand Oaks, CA: Corwin.

Rationalising and aligning rubrics to improve the quality of higher education learning outcome, achievements and assessments: New Zealand case study

Graeme Legg

Too many Aotearoa New Zealand tertiary graduates fail to be employed applying the skills and knowledge they qualified in (Household Labour Force Survey, Statistics New Zealand).

According to international watchdogs, the quality of New Zealand tertiary education (relative to other nations) continues to decline (QS World University Rankings 2013 and earlier years comparison) and while research shows that NZQA policy is for non-university tertiary education organisations to increasingly focus on graduate outcomes that policy may not be being translated into practice (Spronken-Smith, 2013).

To produce more employable graduates learning outcomes (knowledge, skill and application) should be better aligned with those that are (and will be) demanded by employers. The graduate learning outcomes and quality of achievement expected should be maximally objectively defined to serve as an explicit guide for more effective teaching and learning, for alignment with learning resources, teaching coordination, and to facilitate student self-evaluation, reflection and peer review.

In New Zealand, there are disjointed sets of rubrics – employers have sets of rubrics defining the skills they want for different roles, NZQA has a learning outcome level rubric, tertiary programmes have learning outcome and assessment criteria rubrics. To improve the relevance and quality of tertiary education these rubrics should be rationalised to be better aligned with core scoring/evaluative rubrics that promote learning and/or improve instruction through making expectations and criteria explicit, facilitating feedback and self-assessment (Jonsson, 2007).

This paper reviews some of the literature on the use of scoring/evaluative rubrics and proposes that future New Zealand research and development is needed that creates and evaluates best rubric practices and models an approach to systematizing best evaluative rubric practices in tertiary education. This paper proposes that this is needed to effectively focus tertiary education on graduate outcomes, because while evaluative rubrics look beguilingly simple they are hard to do well. However, when done well, evaluative rubrics can substantially increase the use and credibility of evaluation (King, 2013).

Shareholder pattern change: Evidence from the Australian dividend imputation tax system

Mathew Abraham

This paper is motivated by the unique institutional setting of the Australian equity market under the dividend imputation tax system. Under the Australian dividend tax imputation system, shareholders receive a gross dividend, which is the cash dividend plus a franking credit, where the franking credit has the value of tax already paid on that income at the firm level. While it is likely that individual investors would have been using their available franking credits, many superannuation funds did not pay tax because they had excess franking credits. The July 2000 tax credit refund reforms that enabled Australian resident individuals and superannuation funds to redeem surplus franking credits from the Australian Tax Office created real value in previously unused franking credits, providing an incentive for this large class of investors to actively seek franking credits.

The analysis conducted using the Australian company data from the period of 1995 to 2009 provides evidence that domestic investors prefer firms offering franking credits. The logistic regression analysis indicates that the firm's decision to distribute franking credits is significantly motivated by its ownership characteristics. The results also suggest that franking credit firms as compared to non-franking credit firms have (i) higher dividend pay-out ratio and lower foreign shareholder ownership, and (ii) higher profitability and greater liquidity.

From self-employed hospitality entrepreneur to paid employee: The motivational factors behind the transition.

Siets Andringa

Abstract

The New Zealand hospitality industry is characterised by a high rate of business start-ups and closures, especially in small and medium enterprises (Inland Revenue Department, 2011). One reason for this is that many businesses are not financially viable. There are, however, successful hospitality entrepreneurs who are leaving self-employment to return to paid employment.

This research presents evidence that some entrepreneurs leave self-employment in favour of paid employment from choice rather than being forced to take this step. Data is derived from interviews and placed into themes by using an interpretive paradigm. As many motivational push and pull factors are identified (family, work-life imbalance, health and stress, age, planned exit, security and stability of paid employment, education, expectations of others, lack of personal and professional development during the operation, and intuition) a diagram is designed to provide a broader overview. It shows entrepreneurs from a larger perspective, and that the exit process is influenced by a combination of factors such as their personal environment, personal goals and personal beliefs, social and economic factors, and the external environment.

Conclusion and implications

The matrix of motivations can be extended to infinitely small causes that motivate a person to leave self-employment. The findings show that the motivations behind the transition process back to paid employment is complicated and that many factors influenced the entrepreneur's final decision.

This study believes that educational institutes such as WelTec and Whitireia can add value to their entrepreneurship papers by paying attention to the work-life imbalance risks. The findings of this study indicate that marketing, accounting, or human resource skills are important to run a successful business, but that the work-life imbalance is the most important motivational factor to leave the hospitality self-employment.

Inland Revenue Department. (2011). *The hidden economy*. Retrieved from http://www.ird.govt.nz/resources/a/f/af041480431e1a7c866ce75d5f60e4be/compliance-hidden-economy.pdf

Massage therapy as a caring activity.
Vicki Wall

Caritus Consciousness, healing touch, is recognised as an intentional caring healing modality (Watson, 2008). Massage is a form of healing touch and can complement everyday care potentially achieving a higher degree of harmony within the mind, body and soul. The skilled intervention of hands-on care is recognised as promoting health gain to both the client and support staff (Birchenall, Baldwin, & Birchenall 1993). Most cultures have developed systems of massage as a form of therapy promoting health and well-being recognised for its potential therapeutic effects. Individuals with intellectual impairment have a wide range of complex physical and psychological needs related to their underlying conditions, and have greater health needs than the general population (Webb & Rodgers, 1999).

The purpose of this study (ethical approval given) was to provide massage therapy to a group of individuals with an intellectual impairment living in a residential setting, who at times experience pain and discomfort, and to assess if there were improvements in their overall well-being. Participants were given massage therapy from therapists who were unknown to them. The effect of the massage sessions were measured by assessing self-reporting, discussion with carers, observation of anxiety levels, response to the therapist, anticipation, sleep routines, mood, physical expression of relaxedness, appetite and body function.

Success was measured by the trust, care and love expressed by participants. Participants who could self-report had a desire for the massages to continue on a regular basis. Health outcomes were difficult to quantify but the experiences of the participants, therapists and carers was an increase in their awareness of the benefits of therapeutic touch. Massage therapy may provide these benefits that support an individual while they are unwell, building resistance, and assisting with healing.

Birchenall, P., Baldwin, S. & Birchenall, H. (1993). Preparing the advanced practitioner in learning disabilities nursing, *Nurse Education Today*, 13, 250-258.

Watson, Jean. (2008). *Nursing; The philosophy and Science of Caring, (revised edition)* University of Colorado.

Webb, O. & Rodgers, L. (1999). Health screening for people with intellectual disability: The New Zealand experience. *Journal of Intellectual Disability Research*, 43(6), 497-503

Yeah right: The use of brand-stretching to promote unhealthy products.
John Horrocks

This presentation explores current examples of brand-stretching that can be found in New Zealand in the fast food, gambling and alcohol industries. Industries producing health-threatening products such as tobacco, fast foods, and alcohol have been inventive in the way they have branded themselves in order to improve their image or avoid legislative restrictions on advertising. Some of the most successful of these strategies are now historical, such as the tobacco examples of the Benson and Hedges "Goldness" campaign and the introduction of the rose, "Benson and Hedges Gold." The latter was developed by Irish/ New Zealand rose breeder Sam McGredy. Case studies of these strategies reveal the typical features of the process known as "brand-stretching" – the association of an unconnected but positive item with a brand.

List of presenters

Keynotes

- Dr Dennis Robinson, Emeritus Professor, University of Nebraska Medical Center
- Dr Fiona Beals, School of Health and Social Services, WelTec

Session 1

Creative and Performing Arts
- Grant Corbishley, School of Creative Industries, WelTec
- Peter Deckers, Faculty of Arts, Whitireia NZ
- Barbara Harford, Faculty of Arts, Whitireia NZ

Teaching and Learning
- Clement Sudhakar, School of Business and IT, WelTec
- James Mackay, School of Engineering, WelTec
- Jacqui Murray, Faculty of Health, Whitireia NZ
- Adele Holland, Poutama Academic Learning Services, Whitireia NZ

Māori and Pacific
- Malcolm Doidge, School of Creative Industries, WelTec
- Darren Ward, School of Creative Industries, WelTec
- Hinemoa Priest, Te Whare Awhina, WelTec
- David Lomax, Te Whare Awhina, WelTec
- Vera Atiga-Anderson, Faculty of Arts, Whitireia NZ

Session 2

Creative and Performing Arts
- Chris White, Faculty of Arts, Whitireia NZ
- Adi Brown, School of Creative Industries, WelTec
- Deidra Sullivan, School of Creative Industries, WelTec
- Craig Anderson, School of Creative Industries, WelTec

Teaching and Learning
- Kaaryn Cater, Poutama Academic Learning Services, Whitireia NZ
- Adele Holland, Poutama Academic Learning Services, Whitireia NZ
- Fiona Breen, Learning Commons, Resource Centre, WelTec
- Mervyn Protheroe, Learning Commons, Resource Centre, WelTec
- Leah Seno, School of Business and IT, WelTec
- Yao-kun Liu, Faculty of Business, Whitireia NZ

Māori and Pacific
- Louise Falapau, Pacific Strategy, Whitireia NZ
- Tiketi Auega, Strategic Projects, Whitireia NZ
- Jean Mitaera, Faculty of Health, Whitireia NZ
- Loma-Linda Tasi, Faculty of Health, Whitireia NZ

Session 3

Creative and Performing Arts
- Yao-kun Liu, Faculty of Business, Whitireia NZ
- Tony De Goldi, School of Creative Industries, WelTec
- Owen Mapp, Faculty of Arts, Whitireia NZ

Teaching and Learning
- Fiona Beals, School of Health and Social Services, WelTec
- Gerard Duignan, Capability Development Unit, WelTec
- Graeme Legg, Faculty of Business, Whitireia NZ

Business and IT
- Mathew Abraham, Faculty of Business, Whitireia NZ
- Siets Andringa, Faculty of Business, Whitireia NZ

Health and Well-being
- Vicki Wall, School of Health and Social Services, WelTec
- John Horrocks, School of Health and Social Services, WelTec