NECKLACE PEARL brooch 2012
(front) found custom jewellery necklace, print on aluminium, sterling silver, nickel silver, paint, wax
by Peter Deckers
NECKLACE PEARL brooch 2012
(back) found custom jewellery necklace, print on aluminium, sterling silver, nickel silver, paint, wax
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Foreword

Tenā koutou katoa

Over the past year, Whitireia researchers have become increasingly adept at navigating the research landscape. This 2012 Annual Research Report shows gains in the quantity and quality of commissioned research, creative outputs, and academic research across a number of fields. In our current tertiary environment, there is also an increasing focus on measuring the impact or influence of research and this report highlights some of the diverse ways in which Whitireia research is making a positive contribution at the individual, community, and national levels.

Peter Decker’s Retrospect provides a noteworthy example of knowledge transfer and exchange in the creative arts context. While retrospective exhibitions are a mark of the esteem in which an art community holds the work of an artist, Retrospect also pays tribute to Peter’s contribution to the next generation of artists.

The research by our Pacific staff provides further examples of knowledge transfer and the closing of the evidence-research-practice loop. The need for the Bachelor of Nursing Pacific arose out of research that evidenced the experience of Pacific nurses who were struggling with the demands of tertiary study within a Western cultural framework. By increasing the number of Pacific nursing graduates, the degree has had a significant impact on the lives of individuals and families, as well as Pacific workforce development. Its success has supported the development and funding of a number of other education, health, and social service research projects that have arisen in response to community needs. The profiles in this report show how this research is in turn influencing policy development and practice, as well as supporting our learning and teaching programmes.

The examples above do not stand in isolation, but reflect the growing maturity of our research culture. I wish to congratulate our researchers for their continued perseverance and contribution to the Whitireia vision of “leading and illuminating our communities.” I am proud of what has been achieved in 2012.

Noho ora mai

Don Campbell
Chief Executive
Retrospect

Peter Deckers

MORTISE AND TENON, brooch 2012
(front) print on aluminium, sterling silver, champagne diamond by Peter Deckers
conceptual explorations into the making process

Peter Deckers
The Pleasure BEAST: in Moving TARGETS 2012
The cover of the Whitireia 2012 Annual Research Report captures the image of three current and past Whitireia jewellery students in the act of ‘revisioning’ the work of Whitireia visual arts lecturer and contemporary jeweller, Peter Deckers. The work in question is a cabinet that contains 70 pieces of work made by Peter during his first 20 years of practice after immigrating to New Zealand; thus representing a retrospective reflection on his journey. Viewers encounter his work through a series of portholes constructed of magnifying lenses.
The show pays homage to Deckers and ‘gives back’ to him, as a mentor who has provided opportunity and inspiration for other jewellers.

Peter comments, “The work presents how the ‘past’ can be experienced. I did this through distortion of viewing (magnifying glasses) ... it is based on my interest in ‘value’; the way perception plays its part and the way the codes of society inform its reading.”

The cabinet was first shown as part of Peter’s Far Sight exhibition at Objectspace in 2007 and subsequently purchased by the James Wallace Arts Trust. Since early 2012, it has been travelling New Zealand as a part of the curated exhibition Retrospect.

Retrospect juxtaposes Peter’s cabinet of work with that of twenty emerging and established contemporary jewellers, many of whom have been taught, mentored, or supported to exhibit by Peter. The jewellers were asked to create a work in response to Peter’s work and/or that ‘retrospects’ their own practice.

Jo Mears, the exhibition curator, says, “The show pays homage to Deckers and ‘gives back’ to him, as a mentor who has provided opportunity and inspiration for other jewellers.”
SECOND CHANCE brooch 1998, sterling silver, gold by Peter Deckers
At the end of 2012, a group of Whitireia Pacific researchers came together to celebrate the growing body of research that has its origins in the interests and needs of the Pacific communities in which Whitireia is embedded. This body of research traverses the fields of education, health workforce development, primary health care, family health and wellbeing, and social services.

In addition to their academic and professional training, the Pacific researchers undertaking this work bring to it a rich depth of cultural knowledge and strong community connections. They act as expert navigators moving between Whitireia and their communities, and in doing so, create new pathways and ways of understanding.

The research profiled in *Illuminating Pacific futures* illustrates how this organic and developmental approach is providing an evidence base for practice, as well as influencing the organisation itself and its communities.

They act as expert navigators moving between Whitireia and their communities, and in doing so, create new pathways and ways of understanding.
Growing capacity

Dr Margaret Southwick

Dr Margaret Southwick, a foundation staff member and pivotal figure in building research capability at Whitireia, sees education and research as having the power to transform lives. The research she has completed over the past decade illustrates how this transformative potential can be realised.

The central premise underpinning her work is that in order to improve Pacific people’s poor health outcomes, Pacific people need to have greater representation and visibility within the health workforce. Higher education is the passport to entering the health workforce and Dr Southwick’s doctoral thesis explored the barriers faced by Pacific women completing nursing education in the New Zealand context. The Whitireia Bachelor of Nursing Pacific was first offered in 2004 to address these barriers by offering a curriculum that was informed by a Pacific pedagogy. The programme has now been running for eight years and there is a growing body of evidence testifying to its success. Educational achievement for Bachelor of Nursing Pacific students is high and at similar levels as that for all nursing students. The programme has provided a model for other education providers in New Zealand and the Pacific and has recently received external validation in a report to the Ministry of Health for the contribution it makes to growing the Pacific health workforce.

The highest rates of nursing participation and completion are associated with the Wellington region, which may reflect the long commitment to the training of Pacific people by Whitireia Community Polytechnic through the Bachelor of Nursing Pacific, and the proximity of the TEO to a significant Pacific community.1

The cultural knowledge and expertise located within the programme have been a key influence in the growth of internal research capability, the positioning of Whitireia as an organisation that is responsive to the needs of its Pacific communities, and the procurement of external research funding. The development of this Pacific capability is reflected in a number of significant projects that have been undertaken by Whitireia staff.

Dr Margaret Southwick has been part of a research team that was funded by the Health Research Council of New Zealand and the Ministry of Health to investigate the provision of Primary health care to Pacific peoples. The final report, *Primary care for Pacific people: A Pacific and health systems approach*\(^2\), was submitted to the Ministry in July 2012.

The project team interviewed over 300 Pacific people and 50 health care professionals. A quantitative analysis of health data about the status and quality of health care was also undertaken. The findings showed that Pacific peoples have poorer health outcomes across a wide range of measures compared to the total population; they also seemed to be more disadvantaged than other population groups by recent changes to the ways in which primary health care is delivered. As Dr Southwick comments:

> This research is significant in that it shows that many of the inequalities experienced by the Pacific population are the result of systemic failure in the provision of primary health care. What it reinforces is that to make a measurable difference to health outcomes for Pacific peoples, we need a workforce that is relevant to that population. The research will inform Pacific workforce development; it highlights the significance of the Bachelor of Nursing Pacific and the Pacific Postgraduate Certificate in Specialty Care in building Pacific workforce capability.

As well as contributing to policy and workforce development nationally, Dr Southwick’s participation in this project has had a positive impact in building capability in the next generation of Pacific researchers at Whitireia. Lecturers Sipaia Kupa and ‘Ungatea Tuitupou from the Bachelor of Nursing Pacific worked as research assistants during the qualitative phase of the project. Fuimaono Karl Pulotu-Endemann from the Pacific Postgraduate Certificate in Specialty Care and Jean Mitaera from the Bachelor of Social Work were members of the Pacific Expert Advisory Group and supported the facilitation of focus groups and translation of data. While the Whitirea staff were able to extend their research experience, the project also benefitted from their cultural expertise and language skills.

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Connecting to science

Louise Falepau and Tiketi Auega

The Pacific Science Project (more formally known as the Pacific Health Science and Health Career Secondary Schools Programme) was a Ministry of Health funded initiative that aimed to increase the number of Pacific students entering tertiary education, health science and science-based careers. The project was developed at Whitireia by Louise Falepau (Project Leader), Tiketi Auega, and Kalolaine Vaipuna in partnership with teachers from selected secondary schools.

The programme for Year 10 students consisted of a Pacific context science unit and Pacific parent/community workshops. The workshops provided parents with information on NCEA and science career pathways, as well as an opportunity to hear Pacific health professionals and scientists talk about their work. The booklet, Pacific science — it’s in our DNA, is primarily for Pacific parents and was born out of these workshops. Louise comments, “The experiences of the Pacific professionals we had chosen to address these gatherings elicited such interest and discussion that we decided a collection of stories would be a useful resource.” The booklet also includes a section explaining NCEA science pathways.

The Pacific Science programme was offered in three local secondary schools between 2010 and 2012; it has led to improvements in Pacific student achievement and increases in the numbers of Pacific students enrolling in years 11–13 science subjects.

These successes are attributed to:

a) a collaborative model requiring the participation of school, students, and families;

b) a programme that uses Pacific contexts to teach/learn science curriculum; and

c) the cultural knowledge and expertise within the Whitireia project team.
Transforming family violence

Jean Mitaera and Apii Rongo-Raea

Two Whitireia Social Work tutors, Jean Mitaera and Apii Rongo-Raea, have been part of a Ministry of Social Development Taskforce for Action on Violence within Families project.

On average, 14 women, 10 children and six men are killed by a family member ever year. Police deal with more than 70,000 family violence calls a year and attend 120 calls a day to incidents of family violence. This is likely just the tip of the iceberg. While there is no ethnic specific data relating to family violence collected in New Zealand, there is anecdotal evidence that Pacific family violence is higher than it has been in the past. Working on the premise that past efforts have not been effective in slowing down the tide of family violence because they assumed Pacific peoples to be a homogenous group, seven ethnic specific Pacific frameworks have been developed to inform practitioners to address family violence.

Jean and Apii were co-developers and writers of one of these frameworks, Turanga Māori, which is a Cook Islands Pacific conceptual framework for transforming family violence and restoring wellbeing to families and communities. The researchers see the framework as significant in that it draws on a depth of Pacific cultural understandings that has not been available in printed form before. The framework is designed to inform the development of training programmes for Cook Islands practitioners and service providers working with victims, perpetrators and families. Jean says that while created with the specific focus of family violence in mind, the framework also has the potential to be used across a range of other contexts and social issues. Jean and Apii have been invited to lead the development of the training programme.

The Whitireia Social Work staff team are currently working alongside the Office of the Chief Social Worker to provide academic and cultural leadership over the development of a Pacific model of practice for the Department of Child, Youth and Family Services.
Finding pathways to home ownership

Jean Mitaera and Dr Margaret Southwick

“IF you don’t have a secure roof over your head, then every other part of your life is challenged,” says Jean Mitaera, Programme Leader of the Bachelor of Social Work.

Dr Margaret Southwick and Jean Mitaera have spent over two years working in partnership with Advance Pacific Housing, a Porirua Pacific community initiative, to find ways of helping Pacific people buy their own homes. The research was carried out in three phases; a literature review; a stocktake of housing, and, in 2012 a field-based action research project. Overall, the research project showed that home ownership was lower among Pacific people than for other ethnic groups and, whether renting or owning their own home, Pacific families lived in lower value houses. While there were more Pacific families living in multi-generational households, Jean observed that this was often more because of the economic realities faced by participants than a cultural desire.

The action research project used focus groups to explore the housing aspirations of Pacific people who lived or worked in Porirua. Findings identified that getting rid of debt was a priority for many of the participants before they could even begin to think about saving for a home. The report recommended financial literacy education, long-term planning and mentoring, and an urgent need for Pacific families and communities to be fully informed about changes to government social housing policy.

At the organisational level, Whitireia is addressing the need for financial education through its partnership with the Commission for Financial Literacy and Retirement Income and Visa. The aim is to provide training for tutors so they can embed financial literacy within their teaching programmes so students will get the skills needed to make good choices about their current spending and to plan for their future. Two social work tutors are undertaking this training.

The Advance Pacific Housing research is also informing Jean’s teaching on the Bachelor of Social Work. In 2013, students in the research paper will investigate issues related to housing in nominated Wellington suburbs. The data will be used to construct housing genograms that provide a broader socio-economic and political context for understanding the issues faced by clients they encounter in their social work practice.
Maximising the diversity of our learners

Ria Tomoana

The resource booklet *Maximising the diversity of our learners – Māori, Pacific, and youth* is the product of research undertaken by Ria Tomoana and funded by Ako Aotearoa National Centre for Tertiary Teaching Excellence. Ria used an appreciative inquiry approach to identify what staff considered to be successful teaching and learning strategies for Māori, Pacific, and youth learners. Students were also interviewed to investigate what they found helpful.

The booklet aims to promote a culture of success by collecting this knowledge and expertise and making it available to all staff. It reinforces key themes drawn from the findings of the research; these are: building relationships; believing in students’ potential; responding in culturally appropriate ways; knowing the basics of teaching; reflecting on practice; and understanding the needs of Māori, Pacific, and youth learners.

Ria says that from an organisational change perspective, the research contributed to delineating a ‘mark in the sand’ of what is achievable and therefore expected in terms of engaging Māori, Pacific, and youth at Whitireia. Ria has made several presentations to staff on the booklet and how it can be used, and in 2013 it will be issued to all new staff members as part of the induction process.

She sees the value of the project as not just being in the booklet but also in the appreciative inquiry process and the capturing and recording of the great practice already happening at Whitireia. As one person commented to her, it is a process for taking what is individual knowledge and expertise and making it institutional knowledge.
Researching Dear Vincent

Mandy Hager

Mandy Hager is a tutor on the Whitireia creative writing programme and a successful published author. Her publications include novels for young adults and adults, non-fiction resources for youth, film scripts, and short stories. Her latest novel, a political thriller called The Nature of Ash, was published in June 2012 and was recently described by Graham Beattie of Beattie’s Book Blog as ‘a blockbuster’.

Mandy was the keynote speaker at the 2012 Spotlight on Research Symposium. In her presentation, she outlined the process she uses for researching her novels. She talked about the current young adult novel she is writing, which has a working title of Dear Vincent and explores the loss and grief associated with suicide, survivor guilt, and the consequences experienced by those who are exposed to violence in their youth. The central character is a young New Zealand woman who is studying art. It is a novel about the power of love and how attaining inner peace requires us to first forgive ourselves and others.

Each of the themes in the novel required extensive research, and Mandy described how she went about this. For example, research about the life and art of Vincent van Gogh included accessing all the 902 letters written and received by van Gogh and the 25 ‘Related manuscripts’ available through the vangoghletters.org website. As well as accessing these primary materials, Mandy read biographies about van Gogh and commentaries on his work.

Mandy also researched van Gogh’s paintings; this involved using the technology available at the Musée d’Orsay to take virtual tours around the rooms containing his works. She said the novel required her to closely observe and note technique, colour, and composition. She accessed biographical notes on where the works were painted, what Vincent’s state of mind was at the time, and any other interesting details. Other background information needed to ensure her young artist character spoke with an authentic artist voice including knowing the types of brushes and the names of colours of commercial oil paints available today.

Developing the characters for a novel involves extensive research, from finding the meanings and cultural specificity of names to choosing the nationalities that best underline the themes. In this novel, although the protagonist is New Zealand-born, Mandy decided to give her parents who emigrated from Vienna and Ireland. These locations provide Mandy with a context in which to explore survivor guilt, the historical context leading up to and including World War Two, and the history of Northern Ireland including, ‘the Troubles’. It is a novel about the power of love and how attaining inner peace requires us to first forgive ourselves and others.
Two new Doctors in information technology

Dr Brenda Lloyd and Dr Diane Strode

Dr Brenda Lloyd

Dr Brenda Lloyd completed her PhD with Curtin University, Perth, Australia. Brenda’s thesis topic was the use of the Internet for career management. As Project Coordinator for the IT industry projects Brenda’s focus is very much in the area of preparing students for industry.

In her thesis, she investigated the interaction between Internet-based communication, knowledge management in a virtual environment, and career management in the Internet environment. The fact that the younger generation use the Internet and the applications currently available in all aspects of their lives, including socialising, suggested that the use of similar tools and technologies in career management might increase their interest and participation. Her aim was to combine the students’ need for good career information with the technology used in multiplayer interactive 3D gaming environments, supplemented by artificial intelligent ‘bots’.

Brenda found that almost all the student participants said they would use the Internet to look and possibly apply for positions, with a smaller number also expressing interest in the newer technologies. All employers in the study used the Internet to advertise positions, with the majority also using such tools as video conferencing for interviews.

The general view of the industry and students participants was that when new technologies reached a point where they were easy to access and use, they would make the job of recruitment easier.

Dr Diane Strode

Dr Diane Strode teaches on contract in the Faculty of Business and Information Technology. In 2012, she completed a PhD in Information Systems at the Victoria Business School of the Victoria University of Wellington. Her thesis developed a theory of coordination in agile software development projects.

Agile software development projects do not conform to accepted rules of best practice in systems development, yet agile projects seem to achieve effective project coordination, a known factor in software project success. In her thesis Diane explored this puzzle, and used case evidence to develop a theory explaining how agile software development projects achieve effective coordination.

Diane’s theory has two key concepts: coordination strategy and coordination effectiveness. A coordination strategy comprises coordination mechanisms for synchronising the project team, for structuring their relations, and for boundary spanning. A coordination strategy contributes to coordination effectiveness. The relationship between the two concepts is defined in a series of propositions, making the theory suitable for future testing in the field.

For practitioners, the theory offers a framework for selecting appropriate agile software development practices to achieve project coordination. The precise definition of effective coordination provides a tool for assessing project coordination practice.

Overall, Diane’s thesis contributes to a better understanding of agile software development and ultimately explains a major component in the success of complex software projects.
Best Emerging Researcher 2012

Mathew Abraham

Mathew Abraham is the inaugural recipient of the Whitireia New Zealand Best Emerging Researcher Award. Mathew teaches in the Faculty of Business programmes at the Auckland campus. As part of his PhD study through the Department of Accounting and Finance at the University of Auckland, Mathew has been researching the factors that explain the decision by Australian, listed firms to adopt a dividend reinvestment plan (DRP). He submitted his PhD thesis *Dividend Reinvestment Plans: Evidence from Australian market* in October 2012 and will graduate in March 2013 with a Doctor of Philosophy in Finance.

As well as completing his thesis in 2012, Mathew had two articles published in international finance journals and presented a paper at the New Zealand Finance Colloquium in Auckland. In 2013, he is planning to write three to four articles based on his PhD research for publication in international journals such as the *Journal of Banking and Finance* and *Journal of Accounting and Finance*. During the course of his research, he also created a large financial database of all the Australian Securities Exchange (ASX) listed firms over the last 15 years; he plans to update the database and pursue a line of research based around it. The Award provides him with $2000 to help him achieve these research goals.

Mathew says that while the last five years have been hard work, the rewards make it worthwhile. He offers the following suggestions for other researchers who are considering embarking on a PhD: choose a topic you are passionate about, as you have to sustain your interest in it over a long period of time; find the right supervisor – this is very important, as you need someone who has high standards and is able to get the very best from you, as well as being an expert in their field; don’t stop once you have your PhD – work with your supervisor to plan a publication pathway.

Mathew says his research has not only deepened his own understanding of the subject he teaches (finance) but also enables him to contribute to improving the quality and depth of the business courses offered at Whitireia.
Using an IBM BladeCenter system to teach systems administration

Iwan Tjhin

In 2010, Weta Digital donated 338 IBM blades to Whitireia New Zealand. Together, these blades form a High Performance Computing Center (HPCC) that provides the potential for more than 2000 GHz of processing power and 2.6 terabytes of RAM.

Iwan Tjhin has investigated how some of these HPCC blades can be used to support the teaching of a degree-level systems administration course in a way that provides students with real-life work experiences. In traditional ways of teaching using virtual machines running on lab desktop computers, students are only able to work on their projects during timetabled class-time. In Iwan’s research, the ‘private cloud’ created within the HPCC made it possible for students to log on to the system using thin-clients via their laptops or tablets and work at all hours from wherever they happened to be. The cloud provided each student with access to a far greater amount of virtual computing power and virtual disk storage was no longer an issue. Class time was freed up for teaching and learning.

The cloud had advantages for tutors, as well as students, in that it provided a protected environment in which all virtual machines could be centrally managed and run. Tutors were able to log on and monitor students work progressively and give feedback as and when required. When an assignment was finished, the tutor could assess it without relying on screen shots, portable media, or the time-consuming challenge of marking ‘on the spot’ in class time.

Iwan says that students were quick to take advantage of the greater learning opportunities provided by the cloud. Sample data showed that logon access from outside of timetabled class-time accounted for 58% of all access. On average, nearly 28 percent of students accessed the cloud at nights and 22 percent on weekends every week.

Iwan’s research has benefits for industry in that future graduates will leave Whitireia with the first-hand experience and skill set required to operate successfully in systems administration roles in the new cloud computing environment.
Reducing errors in medicine

Integrating lessons from the aviation industry into the Whitireia paramedic curriculum

Ken MacIver

Ken MacIver is excited about the difference Crew Resource Management is making to the teaching of clinical practice skills in the Bachelor of Health Science (Paramedic).

Crew resource management (CRM) is a concept that has been developed over the last three or four decades by the aviation industry to reduce errors and improve safety. The success of this approach has been significant, with error rates dropping dramatically and fewer accidents occurring. The medical industry is now beginning to look seriously at CRM as a way of improving patient safety, but so far it has been developed and modified for medical use only in sporadic pockets around the world.

Ken has been exploring how CRM can be taught effectively to the paramedic students at Whitireia so they arrive in the workforce with an awareness of CRM and its individual components firmly embedded in their clinical practice. Students are taught a range of communication skills and tools for reducing the sorts of cognitive errors that are common in teams in rapid response, high stress situations. These include verbalising thinking, sharing information, recapping, verifying assumptions, and checking decision-making processes.

An example of a tool Ken uses in his teaching to help students reduce the potential for cognitive error is that of a ‘task bubble’. Research shows that when operating in highly stressful situations, people have a narrowed field of vision as they concentrate on the immediate task at hand. This is particularly so when the person is inexperienced and carrying out a procedure that is unfamiliar and challenging. Ken teaches his students to recognise when someone is in a ‘task bubble’ and adjust their responses accordingly so that key information is conveyed at a time when the intended recipient is able to process it.

Integrating new learning takes time, and the programme provides students with multiple opportunities to practise using CRM skills and tools in simulated scenarios so that they become second nature and embedded in their practice.

Students are taught a range of communication skills and tools for reducing the sorts of cognitive errors that are common in teams in rapid response, high stress situations.
Underpinning teaching with research

Ann Cameron

The past year has been a very busy and productive one for Ann Cameron. At the beginning of the year, she attended the Council for Australasian University Tourism and Hospitality Education (CAUTHE) National Conference in Melbourne, where she presented a refereed paper that built on her Master’s research. In this presentation, she examined the implications for hospitality education of findings about how ICT fits within the hotel business.

For the New Zealand Applied Business Education (NZABE) Conference, Ann developed two papers. The first, a non-refereed paper, co-authored with Suzan Sariefe, a Whitireia colleague, investigated what students value in their learning space. This paper received the People’s Choice Award and Ann and Suzan are planning to write up the results in more detail for journal publication over the summer. The second, a refereed paper, was a formal write-up of an action research project Ann undertook in 2010, when, as a new tutor, she was handed 60 certificate-level students and a very noisy lecture theatre, and expected to achieve successful outcomes for the students. The paper documented the steps she took to increase interactivity and student engagement within the acoustic constraints of the space. This paper was chosen as Best Refereed Paper by the conference organising committee.

Ann is in the closing stages of presenting a dissertation to meet the pre-entry requirements for admission to the PhD programme at Waikato University. The dissertation is the beginning of a social history of hotels in New Zealand, which Ann will complete after her doctoral studies. Her PhD will focus on attitudes towards service work and service workers in New Zealand, using hotels as a case study.

Ann said she finds the PhD process daunting and challenging, but that if you are serious about a career in tertiary education a PhD is the entry bar. She identified many benefits from doing research, including finding it a useful way of keeping up-to-date with current developments within her discipline and providing an active role model of lifelong learning for her students.
Kataraina’s research focuses on the role of Whitireia in promoting critical thinking in its students. In order to answer her research question “Just what is critical thinking and how can we best teach it?” she conducted an online survey that was completed by 58 Whitireia tutors. The survey stimulated discussion about the place of critical thinking at various levels of courses offered at Whitireia. Tutors who answered the survey defined critical thinking as problem solving, considering other viewpoints, evaluating information, and examining assumptions. They stated that it is important to teach critical thinking, for example:

- It is very important because students should question and evaluate what they find out, not take things at face value.
- At degree level it is essential – the ability to think critically is the most important thing students should take from the qualification.

Tutors at Whitireia teach critical thinking in a variety of different ways. One of the most frequently cited methods was through teaching critical literacy, including assessing the credibility of sources, comparing sources, and encouraging students to form their own opinions. Some tutors stated that they were specific about teaching critical literacy as a transferable skill. Modelling critical thinking was given as an example of a strategy for teaching critical thinking. “Sometimes thinking aloud through my own thought processes, as an example.” Tutors, taught critical thinking by using case studies, practical examples, and scenarios.
Chris White teaches drawing, illustration, design, painting, and printmaking on the Bachelor of Applied Arts (Visual Arts) at Whirirea. He trained at the Salisbury College of Arts and the Camberwell School of Art in London and, more recently, graduated with a Master of Fine Arts from the Elam School of Fine Arts at the University of Auckland.

In 2012, Chris was a finalist in the Adam Portraiture Award, New Zealand’s premier portrait competition. His entry was a self-portrait titled No Pin Up. There is a longstanding tradition of artists doing self-portraits and Chris identifies a number of reasons for this. Self-portraits give the artist the power to control the image of themselves that is captured as a pictorial legacy for the future, the freedom to abandon the painting if it doesn’t ‘work’, and a willing subject who is available as and when required.

For Chris, portraits present not just a likeness, but also say something about what the subject might or could be. The artist can highlight various features and present what could be seen as commonplace in a way that is different and interesting. In his self-portrait, he highlights the act of ‘pinning-up’, an activity he sees as central to his work as an artist. His image is surrounded by pin-ups of symbols that give clues to his heritage. For example, the woodpeckers and jay feathers represent his early life in England where he used to walk in the woods with his grandfather; the diacritical marks from the Slavic languages represent his Eastern European heritage.

The title itself is ambiguous – does it refer to the moment of hesitation in the act of pinning-up or his subjective assessment of the image he has constructed?
Research outputs

Whitireia staff have continued to produce a wide range of research outputs across a number of discipline areas, including the creative and performing arts, Māori knowledge and development, health, paramedicine, social work, journalism, business, computer science and information technology, hospitality, and education. Overall, research outputs have increased by approximately one third since 2011. As in 2011, most of the increase can be attributed to the number of people making conference presentations. Increasing publications in refereed journals continues to be a challenge and in 2013, the focus will be on supporting staff to publish.

Six staff completed higher qualifications. Brenda Lloyd, and Diane Strode were awarded their PhDs and Sandra Cairns-James, Liz Day, Juliana Korzon, and Janet Nixon their Master’s degrees. We congratulate them for their persistence in completing the research required for these qualifications.

The inaugural Best Emerging Researcher Award went to Mathew Abraham, Faculty of Business. As part of his PhD study through the Department of Accounting and Finance at the University of Auckland, Mathew has been researching the factors that explain the decision by Australian-listed firms to adopt a dividend reinvestment plan (DRP). As well as completing his thesis in 2012, Mathew had two articles published in international finance journals and presented a paper at the New Zealand Finance Colloquium in Auckland.

Mandy Hager was awarded the 2012 Beatson Fellowship for her novel *Dear Vincent*, and Ann Cameron, Suzan Sariefe, and Rosita Thomas received awards for their conference presentations.

The year also saw the introduction of the Spotlight on Research Symposium, an organisation-wide event that provided the chance for people to come together and share ideas across discipline areas. It was opened by Don Campbell, Whitireia Chief Executive, and Mandy Hager gave the keynote address. The presentations generated a lot of interest and lively cross-faculty debate. In 2013, it will be offered as a quality-assured conference in collaboration with Wellington Institute of Technology, our strategic partner. The Faculty of Health Research Showcase and Celebrating the Pacific Voice Symposium catered for researchers with a specific focus. Together the three symposia provided opportunities to present, not only for our experienced researchers and artists, but also for many first-time researchers.

*Sue Sewell*

*Research Manager (Acting)*
## Research outputs

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<th>2010</th>
<th>2011</th>
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Awards

**Mathew Abraham**
Whitireia New Zealand Award for Best Emerging Researcher.

**Ann Cameron**

**Steve Cosgrove**
Fulbright New Zealand Travel Award. This award funded the presentation of the paper *Bringing together a low-cost networking learning environment* at the 12th Annual Conference on Information Technology Education, which is organised by the Association of Computing Machinery (ACM) Special Interest Group for Information Technology Education (SIGITE). While in America, Steve also visited a number of institutes that are part of the Cisco Network Academy Program.3

**Amanda Hager**
Beatson Fellowship 2012 for *Dear Vincent*. This fellowship is administered by the New Zealand Society of Authors and awarded annually to a mid-career or senior writer, with a preference for applicants with a substantial literary track record of publications.

**Adrienne Jansen**
Shortlisted for the BNZ Katherine Mansfield Short Story Award for *The boat*.

**Suzan Sariefe and Ann Cameron**
People’s Choice Award for Best Presentation for *Social, virtual, physical: Students’ views of learning space*. New Zealand Applied Business Education Conference, 1–3 October, Hamilton, New Zealand.

**Diane Strode**


**Rosita Thomas**

**Chris White**
Finalist in the 2012 Adam Portraiture Award, New Zealand Portrait Gallery, Wellington, New Zealand.

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3 Steve was on secondment to the Ministry of Health in 2011; this award was not included in the 2011 Whitireia Annual Research Report.
Awarded theses

- **Doctoral thesis**


- **Master’s thesis**


Commissions from external agencies


Published works

■ Authored book


■ Chapter in book


■ Journal article (peer-reviewed)


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**Journal article (non peer-reviewed)**


Published poetry and short stories


Published reports


Unpublished report/paper


**Teaching resources**


**Other publications**


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<td>Hager, A. M. (2012, August 26).</td>
<td>We are a society steeped in ... excessive amounts of drink.</td>
<td>Kapiti Independent News.</td>
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**Conference paper in published proceedings**

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Conference presentation (peer-reviewed)


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4 Steve was on secondment to the Ministry of Health in 2011; this research output was not included in the 2011 Annual Research Report.


Holloway, K. (2012). *Closing the gaps through clarification of the workforce edges*. Keynote address. 7th Conference of Australian College of Nurse Practitioners, 5–8 September, Surfers Paradise, Australia.


**Conference presentation**


Duffy, M-J. (2012). *Jumping off the plan — how to turn research into poems.* Spotlight on Research Symposium, Whitireia New Zealand, 27 September, Porirua, New Zealand.


Maclver, K. (2012). *How can we integrate the lessons learnt from error reduction systems in aviation into the curriculum for the paramedic students here at Whitireia?* Faculty of Health Research Showcase, Whitireia New Zealand, 30 November, Porirua, New Zealand.


Reedy, R. (2012). Epistemologies we hadn’t counted on that turn up in class. Faculty of Health Research Showcase, Whitireia New Zealand, 30 November, Porirua, New Zealand.


Tucker, J. E. (2012). Saving the wai: The 40-year war to restore clean water to one of the world’s biggest dairy farms. Spotlight on Research Symposium, Whitireia New Zealand, 27 September, Porirua, New Zealand.


Wordsworth, A. L., Hawes, P., & Lemow, J. (2012). Dealing with the problem of delivering high quality simulation experiences to large groups of Bachelor of Nursing students. New Zealand Association for Simulation in Healthcare (NZASH) Symposium, 22 June, Auckland, New Zealand.

Wordsworth, A. L., & Lemow, J. (2012). Delivering simulation experiences to large numbers of Bachelor of Nursing students. Faculty of Health Research Showcase, Whitireia New Zealand, 30 November, Porirua, New Zealand.
Conference poster presentation


**Oral presentation**


Duffy, M-J. (2012). Understanding contemporary art. Avondale Chapter of the University of the Third Age, August, Christchurch.


Non-text creative outputs

**Exhibition**


Exhibition curation


Performance


Taurima, P. (Dancer) (2012). World of Wearable Arts, 1 August – 2 October, Wellington, New Zealand; and 11 January – 6 February 2013, Hong Kong.


**Musical composition**


**Film, video, technology**


Scholarly activities

**Contribution to the research environment**


Barr, S.: Consultant, infographic short film on carbon sequestration for University of Sydney.


Chard, S.: Peer reviewer, Computing and Information Technology Research and Education New Zealand Conference, 7–10 October, Christchurch, New Zealand.


Donnelly, D.: Coordinator, Lecture series, workshop with Tiffany Singh and exhibition at Bottle Creek Community Gallery, Pataka Museum of Arts and Cultures.

Guler, O.: Peer reviewer, New Zealand Applied Business Education Conference.

Holloway, K.: Member, Editorial Board, *Journal of Clinical Nursing*.

Holloway, K.: Honorary Research Associate, Massey University.

Holloway, K.: Peer reviewer, *Nurse Education in Practice*.


Holloway, K.: Peer reviewer, *Nursing Praxis*.


Lemow, J.: Member, Editorial Committee, Whitireia Nursing Journal.


MacGibbon, L.: Peer reviewer, Women’s Studies Journal.


Mitaera, J.: Member, Ministry of Education Pacific Research Advisory Committee.

Mitaera, J.: Member, Pacific Expert Group, Primary Care for Pacific People Research Project.

Ozdinc, Y.: Peer referee, Tourism Management.


Scott, W.: Member, Editorial Panel, Whitireia Nursing Journal.

Scott, W.: Member, Professional Nursing Manuscript Review Panel, Nursing Praxis in New Zealand.

Southwick, M.: Co-leader, Steering Group, Pacific Perspectives Primary Health Research Grant Fund.


Stachowski, C.: Peer reviewer, Educational Management Administration and Leadership.


Wordsworth, A.: Member, Whitireia Nursing Journal Working Committee.

Peer esteem

Andringa, S.: Member, Hospitality Association of New Zealand (HANZ).

Andringa, S.: Judge, Auckland Regional Culinary Fare.

Andringa, S.: Judge, New Zealand Culinary Fare.

Andringa, S.: Member, Restaurant Association of New Zealand (RANZ).

Andringa, S.: Member, Service Professional Association of New Zealand (SPANZ).

Arps, L.: Chair, Artena Society.

Barr, S.: Assessor/funding advisor (four screenplays), New Zealand on Air.

Barr, S.: Chair, Monthly Writer’s Group for the New Zealand Writer’s Guild.

Barr, S.: Board member, Inspiring Stories Trust.

Barr, S.: Board member, New Zealand Writers Guild.

Barr, S.: Board member, Reel Earth Film Festival.


Barr, S.: Guest lecturer (rhetoric and ethics in documentaries), Universal College of Learning, Palmerston North and Massey University, Wellington.

Barr, S.: Screenplay consultant for feature film projects: Soundfactory, Born to dance, Dawn raid, Inside dope, Magpie hall and The graduate.

Baxter, K.: Chair, Porirua Writers’ Walk Steering Committee [Speed Date an Author Schools Event, Launch Opening, Panel Discussion, and Children’s Reading].

Brimblecombe, T.: Member, National Advisory Group, Mandatory Recordkeeping Standards, Archives New Zealand.

Campbell, D.: Board member, Business Central.

Campbell, D.: Board member, Polytechnics International New Zealand (PINZ).

Campbell, D.: Member, Education New Zealand (ENZ) Stakeholder Advisory Committee.

Campbell, D.: Member, Whitireia Foundation.

Clark, J.: Member, Executive Committee of the New Zealand Communication Association.

Cosgrove, S.: Associate member, Institute of Information Technology Professionals.
Donnelly, D.: Coordinator, Mana Zonta Scholarship Gala Event.

Duffy, M-J.: External moderator, Bachelor of Fine Arts, Universal College of Learning.

Guler, O.: External moderator, Linguis International Institute, Auckland.

Guler, O.: Member, New Zealand Institute of Chartered Accountants.

Guler, O.: Member, Project Management Institute (PMI).

Guler, O.: Visiting lecturer, Huaihai Institute of Technology, Lianyungang, China.

Guler, O.: Visiting Lecture, Xinyang University, Wuhan, China.

Hager, A. M.: Guest author, Speed Date an Author, New Zealand Book Council Workshop, Porirua, New Zealand.


Hager, A. M.: Writing mentor, New Zealand Society of Authors.

Haggerty, C.: NZQA monitor for Bachelor of Nursing, Nelson Marlborough Institute of Technology.

Holloway, K.: Chair, Nurse Education in the Tertiary Sector.

Holloway, K.: External Academic Advisor, Bachelor of Nursing, Manukau Institute of Technology.


Holloway, K.: Member, National Nursing Organisations Forum.

Holloway, K.: Member, Nursing Council of New Zealand Audit Panel.

Holloway, K.: Member, Nurse Education Advisory Team (National Advisory Group).

Holloway, K.: NZQA Monitor, Bachelor of Nursing Pacific, Manukau Institute of Technology.

Jujnovich, K.: Chair, NZQA Targeted Review of Qualifications – Performing Arts.

Jujnovich, K.: NZQA Monitor, Bachelor of Creative Arts, Manukau Institute of Technology.

Klose, M.: Member, Marketing Research Society of New Zealand.

Korzon, J.: Member, Advisory Group, Clinical Leadership in Nursing Practice, Massey University.

Lemow, J.: External moderator, Southern Institute of Technology, Universal College of Learning, and Western Institute of Technology Nursing Programmes.


McGrath, B. J.: External moderator, Universal College of Learning, and Western Institute of Technology Nursing Programmes.


Mitchell, I.: Member, Branch Committee of Institute of Information Technology Professionals, Auckland.

Mitchell, I.: Fellow, Institute of Information Technology Professionals.

Ozdinc, Y.: Member, Market Research Society of New Zealand.

Pool, L.: Consultant (clinical curriculum development) Southland Institute of Technology.

Pool, L.: External moderator, Southern Institute of Technology and Western Institute of Technology Nursing Programmes.

Sewell, S.: Member, ITP Academic Managers Forum, New Zealand.

Southwick, M.: Chair, Nursing Council of New Zealand.


Thomas, R.: Member, Working group for NZQA Target Review of Qualification – Business (Accounting).

Thomas, R.: NZQA national moderator, New Zealand Diploma in Business.

Tjhin, I.: Visiting lecturer, Huaihai Institute of Technology, Lianyungang, China; and presenter at Xinyang University, Wuhan, China.

Thompson, S. R.: Member, Paramedics Australasia (New Zealand) Committee.

Wallace, L.: Member, Branch Committee of TESOLANZ.

Warring, S.: Guest lecturer, Shenyang Education Bureau, 14–18 May, Shenyang, Liaoning Province, China.

Warring, S.: Guest speaker, Panyu Vocational High School and Guangzhou Institute of Railway Technology, 20–22 May, Guangzhou, China.
Warring, S.: Member, Linguis International Institute Advisory Board, Auckland.

Warring, S.: Moderator, Linguis International Institute, Auckland.

Warring, S.: Member, Working group for NZQA Targeted Review of Qualifications – Business (level 5 and 6 core papers).


Whelan, B.: Chair, Journalism Education Association of New Zealand.


Williams, G.: Member, Appeals Committee, The Open Polytechnic of New Zealand.

Williams, G.: Member, ITP Academic Managers Forum, New Zealand.

Williams, G.: Member, Project Team for NZQA Targeted Review of Qualifications – Performing Arts.

Williams, L.: Central Region Coordinator, Association of Pasifika Staff in Tertiary Education (APSTE).

Williams, L.: Vice-president, Pasifika Association of Tertiary Learning Advisors of Aotearoa New Zealand.


Zaliwski, A.: Member, Association for Computing Machinery (ACM), USA.

Zaliwski, A.: Member, Informing Science Institute, USA.

Zaliwski, A.: Member, Polish Society for Information Systems (NTIE).