‘Slot, Weight, (W)hole’: pendants by Kelly McDonald
Materials: greywacke (stone)
‘Slot, Big Bolter, Facey Lock Plate, Tool, Untitled, Bent’: pendants by Kelly McDonald
Materials: greywacke (stone), brass, steel, 24ct gold
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Tēnā koutou katoa

Whitireia has a vibrant and active research culture, with staff engaging in outstanding research. This is evidenced in the research outputs showcased in this edition of ReVisioning.

The growth in research capability of Whitireia staff has continued in 2015. As a significant provider of postgraduate and degree level study, it’s been important that we maintain our strong applied research culture. Teaching staff at all levels and across all fields have been encouraged and supported to engage in a range of research activities.

In 2015, overall research outputs increased by 27%. Whitireia researchers are now contributing significantly at a national level with a number of staff also contributing at an international level. International conference presentations saw a significant increase, up 20% while creative outputs, published works and conference presentations also saw increases on the previous year.

I wish to congratulate our researchers for their contribution to the research culture here at Whitireia and for their contribution to our vision of ‘leading and illuminating our communities’. I am extremely proud of what has been achieved in 2015.

Noho ora mai

Chris Gosling
Chief Executive
'Manifesto': by Kelly McDonald
Materials: stone, wood, brass, paint, steel, silver, 24ct gold, silk
Callum Thirkell

Working in Tanzania inspired Callum to undertake a Master’s of Public Health (MPH) and spurred his interest in research. Having completed his MPH in 2015, he is relishing the opportunity to be in the formative stages of original research in the paramedic education field.

“Paramedic evidence based research is in its infancy compared to other professions and notoriously difficult to conduct. However, as paramedic lecturers we have a responsibility to be involved in primary research. We are about to undertake a study named Q-SIM, which is looking at the quality of simulation debriefing amongst paramedic lecturers. Simulation training is a valuable, safe tool used to teach paramedic students throughout their degree.

The debrief following simulation training is the most beneficial aspect of simulation but potentially detrimental. By comparing the tutor and student responses to a validated simulation assessment tool, we hope to establish the quality of our debriefing process and content. This will enable us to develop safe and confident paramedics. I’m also in the initial stages of looking at completing a clinical audit regarding intubation success and documentation amongst working paramedics.

I’m also interested in the role of paramedics in the developing world and whether we could mix public health and paramedicine. In the future, I would love to be involved in developing the role of paramedics in a developing setting. As paramedics move into primary healthcare around the world, this mix is becoming more of a reality.”
Arkar Kyaw

Arkar is a lecturer with the Faculty of Business and Information Technology at the Auckland campus. He started working as a community computing co-ordinator for Whitireia in 2005, and has been teaching on the various Information Technology programmes since 2010. His research areas include wireless and wired network security, digital forensics, medical informatics and radio frequency identification (RFID) systems.

Arkar has presented papers at various international conferences including IEEE, ACM, eHealth Security and Digital Forensics in Australia, China, New Zealand, South Africa and the United States. Recent publications include “Pi-IDS: evaluation of open-source intrusion detection systems on Raspberry Pi 2”, “Dictionary attack on Wordpres: security and forensic analysis”, “Security challenges in pervasive wireless medical systems and devices”, “Forensic readiness for wireless medical systems”, and “Evidential recovery in a compromised RFID business system”. His focus teaching areas include network security and digital forensics, internet security and wireless technologies, operating systems, and network infrastructure design and management.

With an AUT Vice-Chancellor’s full scholarship, he is currently in the final stages of completing a PhD in medical informatics at Auckland University of Technology (AUT). He had previously completed the Master of Forensics Information Technology (1st class honours) degree at AUT, after completing an engineering degree from Massey University. His future research areas include Internet of Things (IoT), Security in Medical Informatics, Security and Privacy Issues in Cloud Computing, Cognitive Radio and Software Defined Networks.
Alice Moore

Alice Moore is a Visual Arts and Design tutor, she is undertaking incredible, insightful work in the area of 3-D modelling, printing and design. Her work is simply amazing!

“My research is in the creative practice based areas of design, animation, 3-D modelling, and 3-D printing. I also endeavour to understand how these fields intersect with the social and humanities based disciplines of visual and material culture. Specifically I seek to understand how new media provides possibilities for the telling of narrative; to enhance the representations of fictional worlds for children’s books, and for the (re)making of historical objects to further understanding of cultural heritage in the twenty-first century.

A recent output was a 2015 academic paper I presented concerning a 1917 war-time chess set that had been carved by my great-grandfather Harry Bourke while he was on active service on the front line in Passchendaele. Nearly 100 years later, I ‘added’ to the chess pieces’ contextual and material history, as well as the narrative it intrinsically holds as a material artefact. This was achieved by utilising 3-D scanning and 3-D printing, to produce a number of replica pieces in consideration of my personal and inter-generational relationship and ‘connection’ to the artefacts.

Through this project I have contributed to the new expanded field of digital heritage, with an aim to understand how digitally-mediated communication changes interpretations and meaning of the artefact. Within this it was important to preserve the integrity of the cultural artefact by maintaining a sense of difference between the past—that made by hand by my great-grandfather, and the present—that which is digitally enabled through my design and use of new media technologies. This meant presenting the reproduction as an integral presence. Between the original and reproduction stands a new story, existing in its own place. The artefact is always enlivened in the present by knowledge of its past.

A similar inquiry I’m currently working on looks to explore ways that traditional weaving techniques could be digitally rendered and produced. It is early days, but I use current technologies to produce miniature ketes based on traditional weaving knowledge gained at Te Wānanga O Aotearoa. The final 3-D models were printed in wax and cast in both bronze and silver. Additionally, this year I have set myself the aim to complete my first picture book titled ‘All Things Tails and Claws’, and will use 3-dimensional digital design to produce the illustrative spreads. The narrative evokes the imagination of a child in his daily life, and draws inspiration from creatures which my son drew at a young age. The book targets young children as a catalyst to prompt creative expression and the belief that their own homes can be a place for adventure and immersive play. I aim to explore both print and digital platforms for the final output, as there is potential to develop an innovative mode of engagement for children by adding interactivity and animation.”
George Tongariro

We have many staff upskilling here at Whitireia, and George Tongariro is one of our newly qualified Master’s level researchers. He is working to bring together Māori culture and heritage with the ever evolving world of information technology.

“In 2000 I wrote my first ever research paper not knowing what research really was. It was published (what an ego boost) and my interest in research was born. I then continued with my qualifications, which have all included research components and these have increased as my higher learning has progressed. This has culminated in my Master’s thesis with Te Whare Wānanga o Awanuiārangi.

My Master’s thesis is based upon the cultural exchange and the relationship that has been developed between myself and the staff at Tupou Tertiary Institute (TTI), Nuku’alofa, Tonga. The thesis also looks at the cultural similarities, exchange of ideas and mutual trust in the development of the Information Technology (IT) courses being run at TTI and the building of capability and capacity of the IT staff.

My first passion has always been about communicating culturally with students from other ethnic backgrounds to better serve their learning. As I have gone further up the research chain things haven’t changed much. Communication is still a major theme but with a more cultural exchange focus, and not just with students but colleagues and management as well.

Since 2009 I have been the staff liaison at the Faculty of Business and Information Technology at Whitireia with the Management and IT staff at Tupou Tertiary Institute. I have written several research outputs in conjunction with the Programme Manager IT at TTI during this time. The first being a poster at the Computing and Information Technology Research and Education New Zealand Conference (CITRENZ) 2011 in Christchurch followed by a paper at CITRENZ in 2012.”
Sandra is one of our tutors teaching on the Bachelor of Nursing Māori under the Faculty of Health. She is passionate about nurse education, and is about to embark on her PhD looking at the role of preceptors in nursing training.

“A nursing tutor, I have always had an interest in the learning opportunities provided within the clinical environment by preceptors (registered nurses who support our undergraduate nursing students). Preceptors work in a dynamic and busy environment. In addition to their nursing roles they provide support, clinical education and role model best practice. These attributes facilitate the professional development of our nursing students.

My area of research interest relates to the depth of learning which takes place within the clinical environment. I am interested in initiatives which enhance the depth of learning for our nursing students, but do not overwhelm our preceptors. I have been exploring the learning relationship between preceptor and student; how we can use the available research evidence to provide best practice to patients/clients in the healthcare environment. I hope to identify the best methods for advancing our students professional development through a partnership approach to learning between preceptor and nursing student within the busy constraints of nursing practice.

The design and utilisation of the SMARTETLA framework is part of my research journey. I am in the first year of my PhD, so watch this space!”
Jan Taylor

“Early childhood education has been a passion of mine for most of my life. A first time research project which I was involved with in 2015 was on Communities of Practice. This was in a leadership paper as part of my postgraduate studies through Massey University. The research project involved interviewing three early childhood teachers from the Kāpiti Coast in Wellington, to find out how they believed they worked with others in order to promote improvement in the early childhood field. The data gathered was analysed, compared and contrasted with literature and previous research carried out to inform and extend others to improve outcomes for young children. The interview questions were designed to find out what leadership means to the participants, what their role and style of leadership is, how the leadership approach of communities of practice fits with that, and what the benefits and challenges are with the leadership model of communities of practice.

I recorded the interviews and transcribed them, then critically examined them to ascertain if the research results either agreed or disagreed with findings in the literature on communities of practice as a leadership framework to improve outcomes for young children. Themes emerged from my research such as, ‘support, commitment, professional development, challenges with relationships and time’, that I could compare constructively and alongside the literature. I enjoyed doing this small research project, particularly the methodology of interviewing. It made me think much more deeply and carefully about what the participants were actually saying. I learnt a lot about the intricacies of communities of practice as a leadership model: the benefits for communities where best outcomes are desired for children and the challenges inherent in the model. I have realised the value in undertaking research. If no one does this, even a small project like mine, then there is no data or evidence to draw on, and I think that when we have evidence to work with we remain professional.”
At Whitireia, we are very fortunate to have a number of award winning writers work with our creative writing students. Mandy Hager is the winner of the 2015 Young Adult New Zealand Book Award and Margaret Mahy Book of the Year, and here she describes her current passions and ongoing projects.

Mandy Hager

“As 2015 Writer in Residence at Waikato University I worked on an historical novel for adults set in 12th century France, a project that has been brewing for the last six years (including five months researching in France in 2014 as the Katherine Mansfield Menton Fellow) and, now finished, is currently with my United Kingdom agent. My tenure there also involved me in public talks and lectures, and the year was also filled with judging writing competitions, working in schools and speaking at Writer’s Festivals, along with my teaching on the Whitireia Creative Writing programme.

2015 also saw my book ‘Singing Home the Whale’ win the Young Adult category of the New Zealand Book Awards and the Margaret Mahy Book of the Year. As well, my book ‘Dear Vincent’ was translated into Slovenian and has been met with great enthusiasm. Writing is the thing I most love to do, and I use my writing to express my concerns for the myriad issues young people all around the world currently face, and to unpack the global issues affecting us all. I write to stave off despair and to make a plea for greater compassion, generosity, kindness and peace.”
Adrienne Jansen

With two books published, and two writing projects in Asia, 2015 was an exceptional year for Adrienne Jansen! Adrienne is another of our celebrated writers working on the Whitireia Creative Writing programme, and her work is as diverse and informative as it is enjoyable.

“In June I published my fourth novel, ‘A Line of Sight’. It’s the story of an accidental shooting (based on a real incident) and it’s been a long hard road to get it finished – about ten years in fact! It was published by Escalator Press, which was set up by the Whitireia Creative Writing Programme in 2013 and is having a lot of success.

In November ‘Migrant Journeys: Interviews with New Zealand taxi drivers’ was published by Bridget Williams Books. I’m the co-author with Liz Grant. It contains 14 interviews with migrant drivers in Auckland, Wellington and Christchurch, from a wide range of countries, and their stories are really compelling. But they also raise big issues about employment, racism, etc. I’m passionate about the power of personal stories to change our minds about each other, especially these days with migrants and refugees being so much in the news.

In May I wrote the text for a photographic exhibition for the George Town Arts Festival in Penang, Malaysia, about the Indian Muslim community in George Town. How on earth did I end up doing that? It was a spin-off from a project I did a few years ago with photographer Ans Westra, for the Asia NZ Foundation. It was a book and photographic exhibition on Muslims of Asian descent in New Zealand. So in May I spent two weeks in George Town working with a local photographer and researcher and generally wonderful bunch of people, interviewing 30 people and writing small stories about them for the exhibition. What an amazing opportunity. I went back again in July for ten days to help curate the exhibition, and for the opening.

In October Mary-Jane Duffy (poet and Creative Writing Programme Manager) and I went to Indonesia for two weeks for a literacy project (a Whirteira project) about creating more picture books with local content. We ran a workshop in Semarang, Central Java, for 25 people who were probably the funniest, most hard-working group we’ve ever had. We had a partner organisation, Himpaudi, an early childhood teachers’ organisation. But it was a tiny drop in the bucket in this enormous country, and hopefully will be followed up. I certainly feel very lucky to work for an institution that generously supports such a weird mix of projects!”
Dr Marta Vos

“Technology such as radio frequency identification (RFID) is now common in applications ranging from smart bus cards (like Snapper), to passports. However, RFID technology is most commonly used in supply chains where it tracks individual items from manufacturer to end consumer. Because individual items can be tracked and located with RFID systems, it is possible to generate enormous databases containing information about the location and sometimes the state of each item tagged with an RFID chip. Organisations (and society) are often unclear on what data is being collected, or on what to do with the data.

RFID systems also contribute to the “Internet of Things”, whereby items are linked to each other and humans through the internet, forming enormous ubiquitous technology networks. Issues arising from these types of technology systems include how the data generated is used, and ensuring the privacy and confidentiality of the data. My research interest lies in determining how to solve some of these problems, and understanding how the data generated by such systems can be used in the best way by organisations while respecting the privacy and confidentiality of the end users.

When we conduct research on large distributed technology systems, questions often arise as to the best research method to use. I am also interested in investigating alternative research approaches such as Actor Network Theory, or Design Science, and in understanding their utility in investigating how technology impacts on organisations and society.

Over the last year I have also perused an ongoing interest in privacy issues arising from the use of technology, and worked with students and other staff looking at how New Zealand based websites indicate their approach to privacy through the use of online privacy statements. I am also involved with students and staff in attempting to understand how culture can be included in the construction of technology artefacts, and systems. Working with other staff and students very much enriches the process of research. I would particularly like to acknowledge Dr Diane Strode and Dr Sue Chard with whom I co-chaired a track at the 2015 ACIS conference in Adelaide, as well as my students, and my family, who make the research journey much more enjoyable.”
Kaaryn Cater

Thriving as a Tertiary Student when the World Overwhelms “I can forgive myself: An ‘aha!’ moment”*

Embarking on tertiary study can be overwhelming on so many levels. As an Academic Adviser, Kaaryn Cater had noticed certain patterns in student behaviour, but was not able to pin point the source.

“In 2011 I was introduced to the work of American Psychologist Dr Elain Aron and my initial research into her work suggested to me that the behavioural patterns I was observing in students could well be the result of Sensory Processing Sensitivity (SPS). According to Aron (1996), SPS is an innate trait responsible for processing in-coming sensory stimulation that is found in 15-20% of the population. This trait has been identified in over a hundred species, and the resulting sensitive nervous system is seen as a genetic sensitivity that may contribute to species survival. In the human population, those with SPS are referred to as Highly Sensitive People (HSP) (Aron, 1996). HSPs have heightened awareness, intuitiveness and perception.

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

This got me thinking.

One in five of our students are likely to be HSP, and yet there is no discussion of SPS in the education sector in New Zealand. I decided this needs to change, and made the decision to embark on a PhD in order to inform the sector. Before I could identify my PhD research question, I decided I needed first to establish whether students find it useful to know about HSP. And so began my research project at Whitireia ‘Does an understanding of HSP help students who identify as HSP to manage their learning?’

I began with a convenience sample of approximately 75 students who were offered the opportunity to complete the HSP self-evaluation (Aron, 1996). Those who identified as HSP were invited to take part in a semi-structured interview which included four major questions relating to life and study. At the conclusion of the first interview, students were given an HSP information pack. A follow-up interview was conducted four weeks later where students were asked to rate the usefulness of an awareness of HSP, and the information and resources provided.

To date, 100% of the students completing the second interview have rated the knowledge of HSP to be life-changing; and many have suggested that Whitireia should make HSP information available to all enrolling students. As word spreads, I am being invited by many tutors from a wide variety of disciplines to introduce the topic to their students. This year I am planning to present my research in Italy and Canada, aim to identify my PhD question and start shaking up the system!”

(*Whitireia student, 2015)
Loma-Linda is doing extraordinary work in smoking cessation research, within New Zealand and across the Pacific. Here she talks about her work with nurse education and the drive for a Tobacco Free Pacific.

Smokefree Nurses Aotearoa/New Zealand was established in 2007 by Dr Grace Wong¹, who shared the vision for nurses to better engage in initiating smoking cessation and smokefree messages among the public. Nurses make up a majority of the health workforce, inclusive of grassroots level of healthcare where opportune moments exist for effective health promotion and education. In consultation with Pacific smokefree and nurse leaders, the Smokefree Nurses Aotearoa/New Zealand Pacific Strategy (2012)² was developed, highlighting the value of investing in education and support for Pacific nurses in New Zealand and abroad.

Pacific nurses make up 3% of the New Zealand registered nursing workforce³, in addition to care worker and assistant roles in nursing services throughout Aotearoa. Pacific nurses have both a professional and personal commitment in serving Pacific communities, to uplift the level of positive health and wellbeing experienced. As a nurse educator I am concerned for the impact of disease on Pacific peoples’ health, which is well documented with resultant discourse highlighting the need to effect healthcare innovations and solutions that are desperately sought by Pacific individuals and their respective families/communities.
The Tobacco Free Pacific 2025 goal adopted by Pacific Leaders meeting in 2013⁴ ⁵, gives priority towards addressing the impact of smoking on Pacific peoples’ lives. Aotearoa/New Zealand’s Smokefree 2025 declared this goal in 2011. It is encouraging for Pacific people to experience a collective voice of leaders, health and social sectors in addressing this major health issue. In 2015, and in partnership with the Public Health Unit, Ministry of Health Tonga, I delivered training sessions on brief-intervention, exploring three models of practice in providing smoking cessation support to individuals and families who are seeking assistance to quit smoking.

The training also included presentations with Tonga’s Senior Tobacco Enforcement Officer, Tupou Tuilautala, as part of Tonga’s Hala Fanonga Strategy, in preparation of the launch of Tonga’s QUIT media campaign and pending development of a QUIT Line in Tonga that is supported by the Australian government⁶. Over a four day period, the training sessions were attended by various members of the Tongan healthcare workforce, including nurses, doctors, dentists, health service managers, health enforcement officers, midwives, community health workers, student nurses and faculty.

Responding to the call to deliver training has resulted in the development of a relevant approach that incorporates a threefold perspective to brief intervention, in partnership with the Public Health Unit in Tonga. Research provides an opportunity to explore the development of brief intervention in Tonga and evaluating the effectiveness of the training and the impact on the multi-faceted approach the Ministry of Health, Tonga and associated organisations have adopted in developing their overall tobacco control services - a vital step towards the realisation of a Tobacco Free Pacific 2025.

1. www.smokefreenurses.org.nz/
4. www.wpro.who.int/southpacific/pic_meeting/2013/meeting_outcomes/10th_PHMM_Apia_Communique.pdf
5. www.wpro.who.int/southpacific/mediacentre/releases/2013/Tobaccofreepacific/en/
6. www.facebook.com/australiaintonga/posts/697494880360294
Dr Tanya Pintchouk and Susan Widger

Dr Tanya Pintchouk and Susan Widger work with students on our Bachelor of Teaching (Early Childhood Education) programme at our Auckland campus, where almost all our students speak English as a second or other language. Both are committed about research into early childhood experience and learning. Susan’s research interests focus on play, while Tanya is a passionate supporter and facilitator of the research undertaken by her team!

‘Uninterrupted play’: Exploring the complexity of teacher interaction in early childhood settings

Early childhood teachers in Aotearoa New Zealand have welcomed new theoretical and pedagogical perspectives such as social constructivist theory and its presence as sociocultural practice within the curriculum document Te Whāriki (Ministry of Education, 1996). In early childhood education settings, sociocultural theory is seen to emphasise the value of relationships and teacher interaction with children in order to extend learning and conceptual understandings. However, the issue that Te Whāriki is also strongly influenced by constructivist theory is often overlooked (Hill, 2011). Deliberately broad in nature, Te Whāriki encourages teachers to make their own interpretations in response to a range of theories. Negotiating these theories, as well as acknowledging the teacher’s and centre’s own varied philosophical and pedagogical practices, can lead to confusion about the meaning and purpose of play and the teachers’ role in children’s play. Stover, White, Rockel and Toso (2010) emphasise the importance of implementing a pedagogy of play that entails: “Knowing
when to become involved, when to step back, when to see other perspectives, when to give children the opportunity to claim full autonomy, and when to intervene.” However, this may not be straightforward, with Hill (2011) suggesting that decisions around interactions may be influenced by multiple approaches resulting in sedimented layers of theory, philosophy and pedagogy surrounding and permeating teachers’ daily practice.

Sociocultural practice typically involves teachers guiding children’s learning and development during daily experiences such as play. Vygotsky’s (1978) social constructivist theory situates children’s learning within a zone of proximal development, asserting the need for a more capable other to effectively bridge the gap between what the child can do alone and what he/she can achieve with assistance. This appears ambiguous alongside Piagetian constructivist theory where learning opportunities can be viewed as moments in time when children are predisposed to assimilating new knowledge, often independently and in an environment carefully structured by the teacher (Burman, 1994). Thus teachers’ interpretations of the two theoretical perspectives become intertwined and complex.

The terms ‘uninterrupted play’ and ‘teacher interaction’ appear as polarising concepts that may create a tension for early childhood teachers, as the polar opposite of ‘uninterrupted play’ appears to be ‘interrupting play’. Similarly, the polar opposite of ‘teacher interaction’ suggests teachers not interacting. Thus there is the trap of an ‘either/or’ binary divide (Lenz Taguchi, 2010). My research findings on beliefs and practices regarding ‘uninterrupted play’ and teacher interaction substantiated a complexity not always made explicit in the literature. An analysis of the findings revealed a clear need to question conventional definitions by exploring alternative meanings for ‘uninterrupted play’ and ‘teacher interaction’ and further examining the relationship between these concepts. The discourse connected to the two concepts requires reconceptualisation and continual teacher reflection, in a bid to overcome the problematic issue of polarisation that has hindered a more critical approach towards working with young children.

“I have become a research star not for any considerable research outcomes but for initiating/instigating/stimulating research by the Auckland team. I am also well-aware that the recognition goes to two other Auckland early childhood education staff, namely Sadhana Kumari and Susan Widger. The three of us were involved in the research when studying for our qualifications in the not-so-far-away and really far away past. The degree programme has been offered in Auckland since 2014 and since that time staff have been coming to the realisation of the necessity to be participating in research. In fact, we were involved in research all the time; we only had to be documenting our actions and ‘discoveries’. This was done throughout 2015 and resulted in presentations at the Whitireia Auckland Research Symposium and the Whitireia WelTec Research Symposium.

When on their teaching practicum, the third year Bachelor of Teaching (Early Childhood Education) students are required to carry out an action-research project. The aim of the project is acquiring some basic skills necessary for the ongoing development of their own practice. Research includes the following processes: identifying an area of interest, formulating a research question, writing a literature review, preparing a research proposal, implementing an action research cycle and writing up the research report. The three lecturers named above, supervised the students during these processes. The staff joint research project therefore focused on exploring the challenges the supervisors experienced during the students’ research journey.

The three staff were both researchers and participants and the data collected represented their individual interpretations of particular aspects of the supervising processes. The interpretive paradigm approach applied in the research outlined the value of individual multiple truths to uncover the complexity of the participants’ perception of the same phenomena, i.e. the supervising processes.

As a result of the present action research/piloted practices some recommendations have been outlined for the following areas: avoiding ambiguity in terminology and duplicating information in the instructions for writing a research proposal and a research report; narrowing the focus of the chosen research area and selecting strategies for the action research; overcoming difficulties in designing the research and in writing the implementation part in the report; overcoming unrealistic expectations.

The research journey of the three staff was enjoyable throughout and we are eager and ready to continue. We assume that there is potential for comparing the perspectives of counterpart institutions running similar projects for the degree students and hope to produce, as a research outcome, a list of rules of the research supervision processes for the undergraduate students and their supervisors.”
Dr Kathy Holloway

Dr Kathy Holloway is the Dean of the Faculty of Health at Whitireia, and is passionate about health research. Kathy is a member of several international collaborative research projects, and here discusses her current research interests and commitment to promoting research.

“My passion for research lies in its ability to provide a mechanism for satisfying the curiosity that I have around why things are as they appear and how could they be different. One of the great joys of research is that it allows articulation in a formal way of the assumptions that otherwise remain hidden. The formality of the research process requires rigor from the researcher in terms of the research question to support clarity from the date, for example, participants and literature. Working in teams (being mindful of team science) to undertake research is my preferred approach as the synergy that emerges with different perspectives creates a richness of contribution to knowledge that would not have occurred otherwise in my view.

My own research has predominately focused on the clarity of language and frameworks that describe expertise development within the nursing profession and understanding of the education processes that support the development of the competent and expert practitioner. My doctoral work identified the elements required to develop a framework for the specialist nurse within the New Zealand context. From this work I developed the New Zealand Specialist Nursing Framework, elements of which have been integrated into a national credentialing process. Most recently I have been involved in contracted research to ascertain the training needs of primary healthcare nurses which led to the development of bespoke continuing professional development and the development of a consensus around learning outcomes for simulation learning within undergraduate nursing programmes. Currently I am engaged in three research projects; two international collaborative studies and one regional project:

- International longitudinal e-cohort study of new graduate nurses experience of entering the workforce with colleagues from Australia
- International collaborative study with United States of America and Australia into the factors that influence noticing in beginning nursing students
- Collaborative study with local District Health Boards around appreciating the elements that support an initiative to improve the patient experience

Research can appear intimidating to the novice researcher but for me it is fundamentally about starting with curiosity and having a way to explore questions of interest in an ethically sound and robust way.”
Jeweller Kelly McDonald grew up in a small industrial power town in Australia. The Latrobe Valley has four power stations supplying 85 percent of Victoria’s electricity. These stations and the massive open cut mines supplying the lignite that fuels them, dominate the landscape and her family history.

“My father and his father were both apprenticed to the workshops as boys, maintaining the turbines and brown coal extracting machinery for their entire lives. Through visits to those workshops, I was dwarfed by the gigantic, industrially shaped and ordered, steel machines, planting a seed that flowered into a desire for hand-tooling, steel and the integrity of a pragmatic and unself-conscious aesthetic, where a bolt placement is due only to function, never prettiness. As a child I was oblivious to the non-renewable nature of lignite, to the unsustainable endeavour that is coal-fired electricity and to the ongoing rape of a land that will never be rectified. These formative years are now a part of everything I make - the materials, the visual rhythms, the sense of componentry, of parts making up a mechanism, of found parts or objects worn with time, weather, and use and it has also led me to explore ideas around utility, economics, the natural environment and the object.

In her book Semiotics & Communications; signs, codes, cultures (1993), Wendy Leeds Hurwitz talks about objects having physical boundaries so that we think of them as discrete units, but their social meanings appear when they are used in connection with other objects, in systems of meaning. There is a combination of concepts that exist in any one concrete object. For example, an object can be:

- a tool - useful for something
- a commodity - having exchange value
- a sign - where it has social value
- or it can be all of these things at once

All of these meanings don’t take away from each other; they join together to multiply the value of the object. This has relationship to my work through the installation of my objects and jewellery and came about through a desire to order my workspace, materials and ideas. My human instinct for harmony, balance and rhythm was satisfied through the positioning and repositioning of artefacts and objects I’d both made and collected on large boards. These installations have become my visual language, where the careful arrangements produce a conversation between the negative spaces and the details. In tandem with the way I install my work the following questions around utility form the basis of my research:

- Where does the balance between function and aesthetics lie within an object?
- Is an object’s design purposeful enough to perform singular or multiple functions over its life-time?
- How can these ideas translate into wearable objects?”
“Hei Rangatira a te rangi āpōpō”
We are privileged to have Kay Laracy as a tutor on our Bachelor of Nursing Māori programme. Kay goes to great lengths to ensure that the collective effort and participation of her colleagues is recognised in everything they achieve, honouring the group and kaupapa kōrero.

The Bachelor of Nursing Māori Health Literacy Project took strength and direction from (Durie, 2009) kōrero: “Whānau will make the most significant difference to Māori health and wellbeing, and whānau empowerment will be shaped by access to quality information and advice, necessary resources, healthy living, a sense of self control and self-determination, and a conviction that the future can be created, not simply endured.”

The kaupapa kōrero of our Bachelor of Nursing Māori, shaped the student’s role within this health literacy project. At the core of primary healthcare is the relationship with whānau members that express whanaungatanga, manaakitanga, pukengatanga, kaitiakitanga and rangatiratanga. These tikanga are not consciously separate, they intertwine and understand that wellness is the achievable goal.

Tuakana/Teina pedagogy creates individual achievement as a contribution to the future. Each participant has something to offer to the collective, and involves working together to achieve a common goal. In our project, the Tuakana role required an understanding and demonstration of leadership, an ability to work well in team, and mentor Teina who follow. Both Tuakana and Teina had experience with the chosen age group; strengthening information delivery to meet the needs of these tamariki.

Whānau Ora (Ministry of Social Development, 2010; Te Puni Kokiri, 2015) is a major health strategy approach that provides the model of engagement, which is potentially transformative for whānau, hapū, iwi and community. The four week timeframe to draw this project together was brief. What was apparent was the roopu effort and commitment to upholding the mana for everyone, and completing the mahi, which ensured this project was a success. What was observed was the strength of the collective.

A recommendation for our programme is for us to continue what we have begun. We have created working relationships in our community and believe these will contribute to shifting disparity in health statistics, for whānau, hapū, iwi to have “a sense of self control and self-determination, and a conviction that the future can be created, not simply endured” (Durie, 2009). Every aspect of this community activity provided an opportunity to build health literacy, and expand understanding of the potential the role of the nurse has, in promoting wellness. Our expression of primary healthcare here provides further possibilities for growing clinical experience within our programme; our task is to enrol others in the potential of our moemoeā (dream)."

Ehara taku toa, he takitahi, he toa takitini. (Mead & Grove, 2001)
My success should not be bestowed onto me alone, as it was not individual success but success of a collective.
Visual Arts and Design Tutor and Programme Manager Deb Donnelly is a member of World Shibori Network and presented her work on New Zealand harakeke (flax) at the 9th International Shibori Symposium at the National Silk Museum in Hangzhou, China. Rather than treating cloth as a two-dimensional flat surface, Shibori techniques give fabric a three-dimensional form by folding, crumpling, stitching, plaiting, or plucking and twisting.

Deb Donnelly

“The presentation covered my research on the ethnographic importance of harakeke to Aotearoa’s early Māori and European settlement history and its current uses. I also took part in an international arts programme as a pre-symposium tour event at Jin Ze Art Centre in Shanghai led by Edith Cheung the Textile Division Director. In October 2015, Creative New Zealand supported me to take up a textile studio art residency at Jin Ze Textiles. The archive collection of Asian textile and fibre collections, specialist library and redeployed vintage resources in this privately owned Buddhist arts centre were an inspiration and visual record for my current textile practice. The narratives and studio research processes collated from my Jin Ze residency are shared with students, educators, artists and textile communities through ‘2015 Context’ a journal published by The Costume and Textile Association of New Zealand.

Migration and refugee programmes across western democracies are contributing to the emergence of plural societies that challenge host countries to revisit concepts of cultural identity. At the same time, a growing environmental awareness has galvanized artists to make use of natural materials to tell cultural stories. My current research discusses the dual narrative of cultural identity and natural materials and processes. As an environmental textile artist of Eurasian heritage living on the Kāpiti Coast of New Zealand, I produce fibre works that find their place in art installations, finished cloth, cultural fashion, interiors and surface design in a range of technology disciplines. My design process seeks to retain the integrity of the fibre and add to the experience of each specific art and design context.”
We are delighted to present the inaugural Best Established Researcher Award to Dr Diane Strode. Diane has had an amazing year, starting with her first Royal Society of New Zealand Marsden Fund application, and culminating in being awarded second place for the Best Paper at the Australasian Conference on Information Systems.

Dr Diane Strode

“My research is concerned with improving the success of software projects. Software development projects can be large or small, complex or simple, mission-critical or discretionary, and hugely successful or not. The benefits of successful projects are economic, physical, and social. Successful projects produce software that distributes wealth, enhances human capabilities, and improves people’s well-being. The success of a software project, however, can never be guaranteed. Like other countries, New Zealand has a growing list of Information Technology software project failures. Many people can recall INCIS and Novopay; few people remember the e-Bench, NSID, or LINZ failures. And the government sector is not alone; private sector failures occur although few are publically reported.

Research to improve our knowledge of best practice in software development projects is essential before we can increase the rate of success. This includes a better understanding of best-practice in IT project management, software development methodologies, and software development practice. Agile software development is one popular way to develop software that people believe will improve success rates.

This year I focused on agile software development, which is adopted by organisations who want to produce software that meets customer needs, is delivered on an agreed schedule, and to an agreed level of quality. There are many interesting research questions in this area. The software development industry does not yet know if agile software development is consistently successful for all types of projects and within all organisations, which agile practices they should adopt to effectively coordinate their projects, which combinations of practices are most effective, how to manage project dependencies, and how teamwork contributes to project outcomes. My research addressed these questions.

The quality of my research was acknowledged in 2015 by Whitireia, with a Best Established Researcher award. On the same day, the Australasian Conference on Information Systems (ACIS) presented me with a best paper award at their Adelaide conference. What a great day!

Although my research is my own, other people support my efforts and contribute to my success. My co-author Emeritus Professor Sid Huff contributed his rich research expertise and mentoring; the Whitireia Research and Ethics Committee supported my research with funding; my colleague Dr Marta Vos invited me to share the successful experience of chairing a track at the 2015 ACIS Conference in Adelaide. I also acknowledge the support of my faculty colleagues, Gerry McCullough and Dr Sue Chard, who ensure time and funding to help me progress in my research goals.”
Brenda Saris is one of our most enthusiastic new and emerging researchers, and has truly embraced her research career with zeal and enthusiasm this year! Brenda published her first peer-review journal, based on the research undertaken as part of her award winning Master’s thesis, and travelled the world presenting her work.

“The year began with a freshly awarded MPhil from Auckland University of Technology. There were two parts to the research. The first was a devised strategy centred on sensory branding, while the second examined the effects of sensory value on branding in social media. Midway through the year, my study was awarded an AUT Design & Creative Technologies, Dean’s Award for Excellence in Postgraduate Study, in recognition of achieving first class honours. I was able to present at two international conferences, the 10th Global Branding conference in Finland and the 3rd International Colloquium on Branding in Athens. Refinements based on conference feedback included a re-working of the statistical analysis, which resulted in the acceptance of my first peer-review international journal article. Through the process of presentation and publications, I gained a considerable understanding of the wider research environment.

In locating a research gap for my new research area, I discovered that some of the alternative approaches for constructing knowledge and transitioning students into industry have included work integrated learning, which is said to have similar characteristics to experiential learning, project-based and collaborative learning. Most of the studies relating to these approaches have examined university students rather than applied students, with very few focusing on visual communication design. A pilot study was designed through case study methodology, which examined and compared traditional classroom methods with interdepartmental and industry projects. After Whitireia Research and Ethics Committee approval, the study surveyed design students who participated in three papers that I have taught in the last two years. ‘Arts collaboration: The value of visual communication design (VCD) informing pedagogy’ will be presented at the 10th International Conference on Design Principles & Practices in Rio de Janeiro in 2016, within the Design Education stream. This research is designed as a longitudinal study, with future projects including opportunities that are arising out of an Memorandum of Understanding between the Arts faculty and a number of Chinese educational institutions.

Most importantly, the pilot study enabled me to consolidate my ideas and aspirations in seeking admission to PhD studies within the area of Design Pedagogy. In ending 2015, along with a curation opportunity that arose out of a two week teaching experience of VCD students at Hunan City University, I had the distinction of winning the Whitireia New Zealand Best Emerging Researcher award.”
Whitireia has been a veritable hive of research activity this year, with a 27% increase in research outputs during 2015! Staff have been taking their research interests further afield, developing collaborative research relationships with researchers, artists and educators in China, Australia and America and elsewhere across the globe.

The Whitireia Annual Research Report this year profiles a broad spectrum of research being undertaken at Whitireia. Research into various avenues of early childhood education and experience are being actively pursued, while our arts researchers are going from strength to strength. Collaborations between the Faculty of Business and Information Technology and Te Wānanga Māori is producing a wealth of potential research opportunities, enabling the development of new technologies to capture, document and engage with Māori history and our local iwi, Ngāti Toa Rangatira. Similarly, our paramedics are leading the way in the emerging field of paramedic research.

During 2016, our strategic partners Wellington Institute of Technology will be hosting the incredibly successful and ever growing Whitireia and WelTec Research Symposium. Abstract submissions will open shortly, and we look forward to seeing you there!
## Research Outputs

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**Prizes and Awards**

**Elizabeth Asbury**  
Australasian Research Management Society Travel Award.

**Deb Donnelly**  
Artist in Residence, Jin Ze Art Centre, Shanghai, China.

**Amanda Hager**  
Waikato Writer in Residence.  
Finalist of the Library and Information Association of New Zealand Book Awards for *Singing Home the Whale*.  
New Zealand Book Awards, Margaret Mahy Book of the Year for *Singing Home the Whale*.  
Storylines Notable Book for *Singing Home the Whale*.  
New Zealand Book Awards, Best Young Adult Fiction for *Singing Home the Whale*.

**Brenda Saris**  
Auckland University of Technology, Faculty of Design & Creative Technologies: Dean’s Award for Excellence in Postgraduate Study.  
Whitireia New Zealand Award for Best Emerging Researcher

**Diane Strode**  
Whitireia New Zealand Best Established Researcher Award  
Best paper, second place at the Australasian Conference on Information Systems for Applying Adapted Big Five Teamwork Theory to Agile Software Development.

**Bernie Whelan**  
Best Conference Presentation, Delegate, 2015 International Institute of Knowledge Management World Conference on Media and Mass Communication, Beijing, China.

**Awarded Research Master’s Thesis**

**Gilmour, I. P. (2015).**  
*Conceptualising, operationalising and transforming environmental scanning: Case studies from the New Zealand tertiary education sector.* The University of Auckland Business School, Auckland, New Zealand.

**Katene, M. (2015).**  
*How can augmented reality and GPS technology used on Android smartphones preserve Māori history?* Whitireia New Zealand, Porirua, New Zealand.

**Shedlock, K. (2015).**  
*Connecting Māori to their past through virtual world: Re-visiting European contact immersive realities in New Zealand.* Whitireia New Zealand, Porirua, New Zealand.

**Thirkell, C. (2015).**  
*Master of Public Health & Tropical Medicine.* James Cook University, Townsville, Australia.

**Thomson, P. (2015).**  
*Master of Education.* Victoria University, Wellington, New Zealand.

**Tongariro, G. W. (2015).**  
*How a Pacific working and cultural relationship is being used in capability and capacity building of indigenous information technology Tutors.* Te Whare Wānanga o Awanuiārangi, Whakatane, New Zealand.
External Research Funding/Commission from External Agencies

**Deckers, P. (2015).**
Creative New Zealand funding for Alumni Handshake exhibition.

**Deckers, P. (2015).**
Creative New Zealand funding to exhibit curated works of New Zealand jewellery at Munich jewellery week.

**Donnelly, D. (2015).**
Asia New Zealand Foundation cultural exchange grant.

**Donnelly, D. (2015).**
Creative New Zealand Asian Artform exchange grant.

**Lualua, T. (2015).**
Creative New Zealand funding for Project Kiwa.

Published Works

**AUTHORED BOOK**

**Hager, A. M. (2015).**
*Dragi Vincent [Dear Vincent]. Grom, N. [translator].* Slovenia: Mis Zolozba

**Jansen, A. A., & Grant, E. (2015).**

**Jansen, A. A. (2015).**
*A Line of Sight.* Wellington, New Zealand: Escalator Press.

**Jansen, A. A. (2015).**

**CHAPTER IN BOOK**

**Hager, A. M. (2015).**

**Sauni, S. L. (2015).**

*A coordination perspective on agile software development.* In Gao, S., & Rusu, L. [Eds], *Modern Techniques for Successful IT Project Management* (pp. 64-91). Hershey, United States of America: IGI Global.


EDITED BOOK


JOURNAL ARTICLE (PEER-REVIEWED)


ESSAY/POETRY PUBLISHED


TEACHING RESOURCE


OTHER PUBLICATIONS


UNPUBLISHED: REPORT

Write on [Editorial]. Playwrights Association of New Zealand, 4, August.

Write on [Editorial]. Playwrights Association of New Zealand, 5, October.


‘What is suburban depravity? Yvonne Todd at City Gallery’. Fishhead, 45.


Desire hath no rest - value and desire at Toi Poneke. Fishhead, 47.

Come on Doll Face - Cut + Paste at The Dowse. Fishhead, 48.

Navigating off the map - Ngatai Taepa at Pataka Museum. Fishhead, 51.

Winter in the Pacific. - Tivaevae at Te Papa. Fishhead, 52.

Momento Mori - Fiona Pardington at City Gallery. Fishhead, 53.

Placemaking in Porirua. Fishhead, 54.

Spread out now as my view of the hills - favourites from 2015. Fishhead, 55.


Hager, A. M. (2015, 1 April).


CONFERENCE PAPER IN PUBLISHED PROCEEDINGS

Cameron, A. M. (2015).
Philosophy? I’m just trying to staff a hotel! In Hospitality and tourism in a greening world: Challenges and opportunities. Proceeding of the Asia Pacific Council on Hotel, Restaurant and Institutional Educators Conference. Auckland, New Zealand.


CONFERENCE PRESENTATION (PEER-REVIEWED)

*Powerful explorations.* Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

*Light-Motive: Explorations of Urban Space and Sound.* Third European Conference on Arts and Humanities, 13-16 July, Brighton, United Kingdom.

*Are reflective journals a tool for developing Social Work practitioners.* Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

*Designing a Master’s curriculum with a focus on diversity.* National Tertiary Learning and Teaching Conference, 30 September-2 October, Tauranga, New Zealand.

*Bridging the gaps: Tailored continuing professional development to meet primary health nurses’ self-reported training needs.* New Zealand College of Primary Health Care Nurses Conference, 31 July-2 August, Wellington, New Zealand.

*Experiences of developing the editorial committee for the Whitireia Nursing & Health Journal.* Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.


*Memory, Short Film and Public Space: A Natural Creative Triangle?* New Zealand Studies Association, 1-4 July, Vienna, Austria.

*Demonstrating the Partnership.* Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

Cameron, A. M. (2015).
*Culture, history and staff turnover in the future is in our hands.* Council for Hospitality Management Education Annual Research Conference, 20-22 May, Manchester, United Kingdom.

Cameron, A. M. (2015).

Cameron, A. M. (2015).
*Teacher educate thyself: Community of Practice as Professional Development.* Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

*Research project: Does an understanding of Sensory Processing Sensitivity (SPS) assist students who identify as Highly Sensitive People (HSP) to manage their learning?* Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

*A vision for clinical leadership: “Appreciating” the development needs of registered nurses working in the Aged and Residential Care sector in New Zealand.* Royal College of Nursing Annual International Nursing Research Conference and Exhibition, 20-22 April, Nottingham, United Kingdom.
Supporting BN Students to develop new knowledge to improve the physical health outcomes for people with Mental illness or addiction. Te Ao Maramatanga New Zealand College of Mental Health Nurses Conference, 15-17 July, Wellington, New Zealand.


A Framework for a Class Monitoring Tool. Whitireia Auckland Research Symposium, 3 September, Auckland, New Zealand.


A Handshake with a colleague: Peter Deckers with Kelly McDonald. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

Developing a “How to...” resource for educators. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

JinZe Asia art form partnership for NZ fibre arts craft design project. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.


Science Fiction Theatre vs Science Fiction Cinema: Staging Imaginings of Peace. XL1st International Conference of the Russian Society of American Cultural Studies, 4-10 December, Moscow, Russia.


Don’t Worry, Be Happy’. A Pilot study into student subjective happiness. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

Environmental Scanning: A review of its literature and two contemporary practitioner accounts. Whitireia Auckland Research Symposium, 3 September, Auckland, New Zealand.

Environmental Scanning (ES): Are tertiary teaching teaching methods & content relevant to the contemporary global environment? Whitireia and WelTec Research Symposium, 20 November, Porirua, New Zealand.

Chasing Heloise. Australasian Association of Writing Programmes, 29 November-1 December, Melbourne, Australia.


A fatal hunting shooting: Transforming an actual incident into a novel. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

Managing impression through social media: understanding how leaders do it. 29th Annual Conference of the Australian and New Zealand Academy of Management, 2-4 December, Queenstown, New Zealand.


Weaving the mat: How young children develop and learn in New Zealand. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.


Overcoming Challenges in Academic Reading for Master’s Students. Whitireia Auckland Research Symposium, 3 September, Auckland, New Zealand.

International post-graduate academic reading challenges: Is it just language? Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.


Maher, J. M. (2015). Do nurses have shared understanding of the terms commonly used when discussing euthanasia? Palliative Care Nurses New Zealand Conference, 9-10 November, Wellington, New Zealand.


Perumanathan, P. S. (2015). Teachers’ beliefs about formative assessment and feedback (re)create teacher student role(s) and (re) positions the formative assessment and feedback process to fit their own classroom setting. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.


3D Authoring tool for blended learning. Computing and Information Technology Research and Education New Zealand, 6-9 October, Queenstown, New Zealand.

Building Interaction with multicultural students – A Fusion of Multiple Ancient and Modern Teaching Technologies. International Academic Forum European Conference on Technology in the Classroom, 1-5 July, Brighton, United Kingdom.


Thriving as a Tertiary Student when the World Overwhelms. Association of Tertiary Learning Advisors of Aotearoa New Zealand. 19 October, Wellington, New Zealand.

Development of Key Clinical Learning Outcomes for Scenario Based Simulated Clinical Learning Experiences in New Zealand Undergraduate Nursing Programmes. Laerdal Simulation User Network meeting and New Zealand Association for Simulation in Healthcare Annual General Meeting, 18-19 June, Auckland, New Zealand.

Culturally responsive leadership. He Whānau Manaaki Tamariki Staff Conference: Quality through diversity, 6-7 July, Wellington, New Zealand.

It’s got to be about the teacher. New Zealand Educational Institute (NZEI) National Conference, 27-30 September, Rotorua, New Zealand.

ORAL PRESENTATION

COLLABORATION: More than just the wedding photos. Jeweltalk, 4 December, Wellington, New Zealand.

Harakeke flax uses in New Zealand. World Shibori Artists Group, 18 January, Berkeley, United States of America.


People, Places and Things - Writing Children’s Picture Books. Semarang State University, 8 October, Semarang, Indonesia.

Oral presentation. Art Schools of the Future Symposium, 10 July, Massey University, Wellington, New Zealand.

Pari-rua - Demonstrating Partnership. Art Schools of the Future Symposium, 10 July, Massey University, Wellington, New Zealand.


Refugees and resettlement in fiction and non-fiction. New Zealand Book Week, 26 October-1 November, Wellington, New Zealand.

Occupation: Artist at Radiant Pavilion. Toi Pōneke, 4 December, Wellington, New Zealand.


The Price of Change. NMIT Creative Industries Cultural Awareness Week, Marlborough Institute of Technology, 12 May, Nelson, New Zealand.

Appreciating the Need for Professional Development for Registered Nurses Working in Aged and Residential Care (ARC). Somerset Retirement Village, 14 October, Trentham, New Zealand.

Appreciating the Need for Professional Development for Registered Nurses Working in Aged and Residential Care (ARC). Village at the Park, 21 October, Wellington, New Zealand.

Role of Information Technology (IT) in denial of education: An underground university perspective. Computing and Information Technology Research and Education New Zealand (CITRENZ) Conference, 6-9 October, Queenstown, New Zealand.

The state of Cultivation Theory in 21st century. Whitireia Auckland Research Symposium, 3 September, Auckland, New Zealand.

Collaborative learning in diverse groups: A New Zealand perspective. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.
Software Defined Networking: Last against the wall. Computing and Information Technology Research and Education New Zealand (CITRENZ) Conference, 6-9 October, Queenstown, New Zealand.

Team-Based Learning - The Key to Student Engagement? Whitireia Auckland Research Symposium, 3 September, Auckland, New Zealand.


3D mapping of the Canterbury and Cook Strait earthquakes. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

Integrating “Whānau tupu ngātahi” with “Playcentre”: Playcentre week posters incorporating Te Reo Maori. He Wai Whakariporipo: 11th Early Childhood Convention, 1-5 October, Rotorua, New Zealand.


Is there an ultimate explanation for the mind, body and self-mystery? - The Buddhist perspectives that explains to the depths of this mystery over the western psychological understandings. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.

Use of the Flipped Classroom Model in the Clinical Learning Curriculum for third year nursing students. National Teaching and Learning Conference, 30 September-2 October, Tauranga, Bay of Plenty.

The Emerging Role of Software Testing in Curriculum. Computing and Information Technology Research and Education New Zealand Conference, 6-9 October, Queenstown, New Zealand.

The voice in the wilderness. Whitireia and WelTec Joint Research Symposium, 20 November, Porirua, New Zealand.


Development of Key Clinical Learning Outcomes for Scenario Based Simulated Clinical Learning experiences in New Zealand Undergraduate Nursing Programmes. Simhealth/Simtect 2015, 17-21 August, Adelaide, Australia.
Non-Text Creative Outputs

EXHIBITION

**Deckers, P. (2015).**

**Deckers, P. (2015).**

**Deckers, P. (2015).**

**Deckers, P. (2015).**
Smiley brooches [13], Te Papa Tongarewa, [permanent exhibition], Wellington, New Zealand.

**Deckers, P. (2015).**
Brooches [two], The Danner Foundation [permanent exhibition], Munich, Germany.

**Donnelly, D. T. (2015).**
Shibori textiles. Logan Brown, 14-30 August, Wellington, New Zealand.

**Grace, K. (2015).**
Awarua. Festival of the Elements, 6 February, Porirua, New Zealand.

**Grace, K. (2015).**
Turuturu. Pataka, 5-28 June, Porirua, New Zealand.

**Grace, K. (2015).**

**Grace, K. (2015).**
Tōkākahumai. Te Papa Tongarewa [permanent exhibition], Wellington, New Zealand.

**Grace, K. (2015).**
Rakairao II. Te Papa Tongarewa, [permanent exhibition], Wellington, New Zealand.

**Grace, K. (2015).**

**Grace, K. (2015).**

**Grace, K. (2015).**
Fashion Show. Porirua 50th Birthday Celebrations, Te Rauparaha Arena, 3 October, Porirua, New Zealand.

**Grace, K. (2015).**
Toi Oho. Te Manawa Gallery, 5-31 December, Palmerston North, New Zealand.

**Grace, K. (2015).**
Whales: Tohora (Museum of New Zealand Te Papa Tongarewa Travelling exhibition), California Academy of Sciences, 3-5 April, San Francisco, United States of America.

**Jansen, A. A. (2015).**
The crescent moon: Sharing the same moon. Dewan Makam Noordin Gallery, George Town International Arts Festival, 1-31 August, George Town, Malaysia.

**Kelsey, K. (2015).**
A walk down memory Lane by Karishma Design. New Zealand Eco Fashion Week, 9-13 June, Wellington, New Zealand.

**McDonald, K. J. (2015).**
McDonald, K. J. (2015). *Handshake 2*. Stanley Street Gallery, 7 July-1 August, Sydney, Australia.


McDonald, K. J. (2015). *Tinker, Tailor*. Occupy Crossley Street, 1-6 September, Melbourne, Australia.

McDonald, K. J. (2015). *The Contemporary Wearables ’15 Biennial Jewellery Award and Exhibition*. Toowoomba Regional Art Gallery, 19 September-1 November, Toowoomba, Australia.

McDonald, K. J. (2015). *Wear the wares*. Adorned Spaces Pop-Up, 22 May, Boston, Massachusetts, United States of America.


Eclectica: Photographic woks by members of the Kapiti Camera Club. Emerging Light Gallery, 18-24 September, Porirua, New Zealand.


Munro, D. R., & George, J. (2015).
In the paddock. Con-fluent: a collaboration between artists and poets, Emerging Light Gallery, 18-24 September, Porirua, New Zealand.

EXHIBITION CURATION


Handshake 2. Stanley Street Gallery, 7 July-1 August, Sydney, Australia

Intentional Incident: Old McDonalds Building, 19-25 September, Porirua, New Zealand.


Who am I? An exploration of identity through point, line and plane. Hunan City University, 30 November-11 December, Hunan, China.

CATALOGUE PUBLICATION


VISUAL ARTS IN PRINT


CREATIVE PERFORMANCES

Creating Theatre Seminar Production [Director]. Croatian Heritage Foundation, 11 July, Zadar, Croatia.

Pirates, Robbers and Witches - tales from the Margaret Mahy Storybook [Director]. Whitireia Performance Centre, 1-5 September, Wellington, New Zealand.

Dave Feehan Band Singers Concert, Public Bar, 28 June, Wellington, New Zealand.

Performance with Chris Caine. 9 October, San Francisco Bath House, Wellington, New Zealand.

Performance with the Dave Feehan Band. Martinborough Jazz Festival, 5 September, Martinborough, New Zealand.

Performance with the Dave Feehan Band. Paediatric Society of New Zealand Conference Dinner and Awards, Te Papa, 26 November, Wellington, New Zealand.


Tapestry Music Singers Concert with the Dave Feehan Band. Public Bar & Eatery, 29 November, Wellington, New Zealand.

Performance with the Dave Feehan Band. Wellington Jazz Festival, 3 June, Hotel Bristol, Wellington, New Zealand.


1918, [Choreographer]. Measina Festival, Whitireia Theatre, 26-31 May, Wellington, New Zealand.

1918, [Choreographer]. Measina Festival, Mangere Arts Centre - Nga Tohu o Uenuku, 27-30 July, Auckland, New Zealand.

Purple Onion - development season, [Director]. Pūtahi Festival, Studio 77, Victoria University. 25-26 February, Wellington, New Zealand.

Performance with Laura Collins and the Back Porch Blues Band, Eastbourne Blues Club, 5 December, Wellington, New Zealand.

Performance with Laura Collins and the Back Porch Blues Band, Crosscreek Blues Club, 2 December, Featherston, New Zealand.

Performance with Laura Collins and the Back Porch Blues Band, Dharma Shed, 21 November, Blenheim, New Zealand.


*In and Out of Love - A Shakespeare Medley* [Director]. Whitireia Theatre, 23-27 June, Wellington, New Zealand.

Singing People Together: The Wellington Community Choir Ten-Year Concert, Michael Fowler Centre, 29 August, Wellington, New Zealand.


**MUSICAL COMPOSITION**


**MUSICAL PERFORMANCE - RECORDED**


**FILM OR VIDEO**

*Illegal Immigrant* [Script adviser]. New Zealand: Charlatan Clinic.

*Married Woman* [Script adviser]. New Zealand: Charlatan Clinic.

*Refugee* [Script adviser]. New Zealand: Charlatan Clinic.

*Rent Boy* [Script adviser]. New Zealand: Charlatan Clinic.

*Transgender* [Script adviser]. New Zealand: Charlatan Clinic.

*Underage* [Script adviser]. New Zealand: Charlatan Clinic.

*Weaving the Mat: How children develop and learn in New Zealand* [Presenter]. New Zealand: The New Zealand Film and Television School.

*Weaving the Mat: How children develop and learn in New Zealand* [Contributor]. New Zealand: The New Zealand Film and Television School.

*Weaving the Mat: How children develop and learn in New Zealand* [Producer & Narrator]. New Zealand: The New Zealand Film and Television School.

*Weaving the Mat: How children develop and learn in New Zealand* [Presenter]. New Zealand: The New Zealand Film and Television School.

*Weaving the Mat: How children develop and learn in New Zealand* [Contributor]. New Zealand: The New Zealand Film and Television School.
DESIGN OUTPUTS

_Hone Tūwhare Tukutuku Series 2. Tukutuku panel._

_Pari Re-visited. Woven garment._

_Kia ora Kete. 3-D printed miniature Kete, wax, bronze and silver._

_After Bourke’s chessmen, 1917. 3-D printed chess piece, resin._

_Lion Ring. 3-D printing, wax and gold._

Contribution to the Research Environment

Alam, S.:  
_Guest Editor, International Journal of Mobile Computing and Multimedia Communications._

Arcus, K.:  
_Peer reviewer, International (Canada) Journal: Nurse Education in Practice._

Arcus, K.:  
_Co-supervisor, Master’s thesis, Eastern Institute of Technology._

Arcus, K.:  
_Co-coordinator, Whitireia Nursing and Health Journal._

Arcus, K.:  
_Reviewer, Nurse Education in Practice._

Arcus, K.:  
_Member, Executive of the National Nurse Educators in the Tertiary Sector (NETS) New Zealand._

Asbury, E.:  
_Abstract reviewer, Whitireia Auckland Research Symposium._

Cameron, A.:  
_Abstract reviewer, Whitireia and WelTec Research Symposium._

Cameron, A.:  
_Grant reviewer, WelTec Research and Enterprise Fund (Spring Round)._  

Cameron, A.:  
_Session chair, Whitireia and WelTec Research Symposium, Porirua, New Zealand._

Deckers, P.:  
_Facilitator, Writers workshop with Benjamin Lignel, Objectspace._
Deckers, P.: Working group member, Creative Arts qualifications, New Zealand Qualification Authority.

Deckers, P.: Focus group member, Creative New Zealand.


Duffy, M-J.: Facilitator, People Place and Things Workshop, Early Childhood Training Centre, Unarang, Indonesia.


Grace, J.: Chair, Te Kahui Hauora o Ngāti Kōata Trust.

Grace, J.: Member, Te Wānanga o Raukawa Foundation.

Grace, K.: External examiner, Massey University.


Gunther, S.: Administrator, Mental Health Nursing Forum.


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Kelsey, K.:  

Klose, M.:  
Executive Committee Member, *Research Association New Zealand*.

Klose, M.:  
External moderator, *AWI Institute*.

Klose, M.:  
External moderator, *Linguis International Institute*.

Klose, M.:  
External moderator, *New Zealand Institute of Studies*.

Klose, M.:  
External moderator, *Southern Institute of Technology*.

Klose, M.:  
External moderator, *Stellaris Institute*.

Klose, M.:  
External moderator, *Tasman International Academies*.

Klose, M.:  
Member, *New Zealand Applied Business Education Forum*.

Klose, M.:  
Member, *Research Association New Zealand*.

Klose, M.:  
External moderator, *Unitec Institute of Technology*.

Klose, M.:  
Governance Group member, *NZABE Forum Development of Business Programmes of Study*.

Klose, M.:  
Industry Advisory Board member, *Linguis International Institute*.

Klose, M.:  
Industry Advisory Board member, *New Zealand Institute of Studies*.

Klose, M.:  
Industry Advisory Board member, *Tasman International Academies*.

Klose, M.:  

Klose, M.:  
Visiting Professor, *Ostbayerische Technische Hochschule Regensburg*, Regensburg, Germany.

Kneuer, B.:  

Korzon, J.:  
Lam, M.:  
Session chair, Whitireia Auckland Research Symposium, Auckland, New Zealand.

Lualua, T.:  
Mentor, Pacific Dance NZ Choreographic Lab.

Lualua, T.:  
Artist in Residence, Pacific Dance NZ, Manukau Institute of Technology.

Lualua, T.:  
Producer, Pōwhiri for the arrival of Robbie Williams in Wellington.

Lualua, T.:  
Producer, Performance for Porirua 50th Celebrations Gala Dinner.

Lualua, T.:  
Producer, Performance to open Attic Space, Wellington Museum.

Lualua, T.:  
Producer, Performances during Creative New Zealand Arts Pasifika Awards.

Maher, J.:  
Executive member, New Zealand Health Professional Alliance.

Manning, S.:  
Member, Treaty Resource Centre Implementation Group.

Manning, S.:  
Co-convenor, Australian and New Zealand History of Education Society Annual Conference, Victoria University, Wellington, New Zealand.

Manning, S.:  
Abstract reviewer, New Zealand Association for Research in Education Conference.

McGrath, B.:  
Editorial committee, Whitireia Nursing and Health Journal.

McGrath, B.:  
Chapter reviewer, Fundamentals of Nursing and Midwifery [3rd Ed.], Australia: Lippincott Williams and Wilkins.

Mitaera, J.:  
Executive member, Council for Social Work Education Aotearoa New Zealand.

Mitaera, J.:  

Mitaera, J.:  
Closing address, The Cook Islands High Commission and the University of the South Pacific international panel discussion, Rarotonga.

Mitaera, J.:  

Mitaera, J.:  
Member, Whitireia New Zealand: Bachelor of Nursing Pacific Programme Advisory Committee.

Mitaera, J.:  
Co-sponsor and Planning Committee Member, Pacific Symposium, Australasian Association of Bioethics and Health Law Conference.
Mitaera, M.:
Assessment panel member, Unlocking Curious Minds Fund, Ministry of Business, Innovation and Employment.

Mitaera, M.:
Accreditation Panel member, New Zealand Qualification Authority and Social Workers Registration Board, Manukau Institute of Technology.

Mitchell, G.:
Expert reviewer, Armed Offenders Squad and Special Tactics Group medics.

Mkwara, B.:

Moore, A.:
External assessor, 4th year digital media presentation, Massey University, Wellington.

Ozdinc, Y.:
Reviewer, Tourism Management.

Page, M.:
Reviewer, Nurse Education in Practice.

Pais, S.:
Advisory member, Tasman International Academies.

Pande, R.:
Session chair, Whitireia Auckland Research Symposium, Auckland, New Zealand.

Pande, R.:
Judge, New Zealand Chefs National Salon.

Pande, R.:
External moderator, Southern Institute of Technology.

Pande, R.:
Abstract referee, Whitireia Auckland Research Symposium

Pool, L.:
Reviewer, Nurse Education in Practice Journal.

Pool, L.:
Co-editor, Whitireia Nursing and Health Journal.

Pool, L.:
Co-supervisor, Master’s Thesis, Eastern Institute of Technology.

Rodrigues, A.:
Abstract reviewer, National Teaching and Learning Conference.

Ruwhiu, E.:
Member, Institute of Excellence in Māori Language - Te Panekiretanga Rangapū Tuiawa.

Sariefe, S.:
Abstract reviewer, Whitireia Auckland Research Symposium.

Sariefe, S.:
Associate Member, New Zealand Institute of Management.

Saris, B.:
Moderator, Massey University College of Creative Arts.

Saris, B.:
Consultant, Beehive Creative Brand Projects.

Scott, W.:
Shah, Z.: Abstract reviewer, Institute of Electrical and Electronics Engineers International Conference on Frontiers of Information Technology.

Shah, Z.: Abstract reviewer, Institute of Electrical and Electronics Engineers Wireless Communications and Networking Conference.


Taylor, A.: Assessor, Literary Grant Funding, Creative New Zealand.

Thirkell, C.: Board member, New Zealand Association for Simulation in Healthcare.


Thomas, R.: Chapter reviewer, Business Administration and Supervision. Australia: Cengage Learning Australia.

Thomas, R.: Moderator, New Zealand Qualification Authority.

Thomas, R.: Moderator, New Zealand Diploma in Business, 469 Academic Skills for Business Studies, New Zealand Qualification Authority.
Thomas, R.: Panel Member, Systems and Resource Management Unit Standards Review.

Thomas, R.: Panel Member, Accounting - Middle Level US review, New Zealand Qualification Authority.

Thomas, R.: Panel Member, Small Business Review, New Zealand Qualification Authority.

Thompson, S.: Editorial Committee member, Whitireia Nursing and Health Journal.

Thomson, P.: Editorial Committee member, Whitireia Nursing and Health Journal.


Tjhin, I.: Course moderator, Tonga Tertiary Institute.


White, C.: Assessor, College of Creative Arts, Toi Rauwharangi, Massey University.

White, C.: Course moderator, Massey University.


Zaliwski, A.: Reviewer, The European Conference on Technology in the Classroom.
'Facey Lock Plate. Big Bolter'; pendants by Kelly McDonald
Materials: steel, brass