Research Outlook

Message from the Principal

We are thick in the season of NZQA External Evaluation and Review, EERs. Auckland English Academy and New Horizon College both had successful EERs earlier this year and are Category 1 schools. This is important as the status brings work rights to language schools. ICL has its EER in September along with Bridge International College.

The Graduate Diploma in International Business Innovation had its second intake on 28th July with a cohort of 27 students from six different countries. The launch of the GradDip, ICL's flagship programme, marks a significant milestone in the Group's development, and with 41 students within six months, a successful one too! Indeed the July intake overall was a record for ICL Business School, with 58 enrolments. This is a welcome return to healthy numbers after more than a year of small intakes, many in single figures.

This month sees the deadline for receipt of articles for the ICL Journal Volume 2. So far we expect eight papers, and it will be another diverse cornucopia of academic reflection and research.

In August and September we will also be holding meetings of the ICL Advisory Board and the GradDip Advisory Board. These committees are very useful in guiding us forward during challenging times and we warmly welcome their advice.

Finally, I am delighted to announce that the paper we wrote in cooperation with NZIM, "Managerial skills and competencies in NZ organizations: a cause for concern," has been published in the International Journal of Economics and Business Research (Vol 8, No 2, 2014).

Ewen Mackenzie-Bowie
Principal

ICL Monthly Research Seminars

June 2014
Dr. Rajesh Joshi
Title: Researches in Early Childhood Education and Care
Date: 1 July 2014

July 2014
Sandy Duncan & Tahera Afrin
Title: The bus that kneels—meeting student needs and meeting our targets
Date: 29 July 2014

August 2014
Dr. Dayal Talukder

Title: Publication of a Research Paper: An Uncomfortable Journey
Date: August 2014 TBA

Research Publications

Assessing Determinants of Income of Rural Households in Bangladesh: A Regression Analysis

Dr. Dayal Talukder
Business Department

Abstract

The purpose of this study is to investigate the determinants of income and growth in income of rural households in Bangladesh in the post-liberalisation era. Using data mainly from secondary sources, the study applied the ordinary least square (OLS) regression models to assess the determinants. The determinants were justified based on both initial (1985-86) and current (2005) endowments (household characteristics) for a comparative analysis. The study used both economic and non-economic characteristics simultaneously for considering their joint effects on household income. The OLS regression models revealed that household size was the only non-economic factor that was statistically significant and a positive determinant of household income in both 1985-86 and 2005. Household size was the largest positive determinant and the small farmer dummy was the largest negative determinant of income in 1985-86. Similarly, household size was the largest positive determinant and the farm-household dummy variable was the largest negative determinant of income in 2005. Although rice is the staple food in Bangladesh, the shares of income from rice had negative regression coefficients in both 1985-86 and 2005, suggesting that the share of rice income was not a determinant of income. Considering initial endowments, household land area was the largest positive determinant and the share of income from wage-salary was the largest negative determinant of income-growth in 1985-86. Similarly, considering current endowments, the change in share of income from house rent was the largest positive contributor and the share of income from rice was the largest negative contributor to growth in 2005. The share of income from rice was a positive determinant considering the current year endowments and was not statistically significant with the base year endowments. While the share of agriculture income was a positive determinant of household income in both years, the magnitude of its influence was very insignificant in 2005. This study suggests that an increases productivity of rice did not influence determining income and growth in income of rural households in the post-liberalisation era, implying the requirement for the government policy interventions to support farm households for maintaining food security and price stability in the economy.

Agricultural Trade Liberalisation and Poverty in Rural Bangladesh

Dr. Dayal Talukder
Business Department

Abstract

This study investigated the changes in poverty of rural households in Bangladesh in the post-liberalisation era. The study used household survey data from secondary sources and calculated poverty indices, decomposition and elasticity. The study found that income distribution across rural households was uneven in the post-liberalisation period. Although agricultural trade liberalisation generated significant growth, inequality also increased and the rich gained more from this growth than the poor. Therefore, poverty reduction in the post-liberalisation period was not as significant as the economic growth. Amongst rural households, non-farm households gained more than farm households from post-liberalisation growth because of a relatively large reduction in consumer price compared to increases in productivity of rice. Similarly, net buyers gained more than net sellers from a large reduction in rice price. The study suggests that by holding the inequality constant at the 1985-86 level, rural poverty in Bangladesh could be reduced to zero with the growth experienced during 1985-86 to 2005. It is argued that a reduction in poverty at a substantial level is a big challenge for policy makers because of an increase in inequality along with economic growth. Therefore, the government should formulate policies to reduce inequality in order to reduce poverty significantly.

Attitudes of Chinese Students to International Education

Dr. Syed Masud Jamali
Business Department

Abstract

The purpose of the study is to gain insight into possible affecting factors and to explore attitudinal reflection of Chinese students to international education. The main objectives of this study are to find out underlying factors related to the academic achievements of Chinese students and also to analyze the perspectives of Chinese students towards international education. The population of the study involves students, teachers and relevant agents of a Private Training Establishment of New Zealand. A 'triangulation' method was used to analyze and to interpret the data. The findings revealed that some factors such as: socio-economic background, the one-child policy, freedom, lack of guidance, "fear of failure" and excessive use of technology (mobiles, computers, iPads) have a negative impact on students' academic performance and attitudes. The recommendations to improve the present situation are:

    To provide extra care to students out of school;
    To organize stronger collaboration among schools, agents, teachers, students and parents;
    To arrange a more comprehensive orientation programme for both parents and students.
    To increase awareness among parents of how they can encourage their children to become more independent.

Perspectives on Plagiarism

Dr. Maria Concepcion Umali
Business Department

Abstract

This paper aims to uncover the real causes of plagiarism among students and explore the factors that lead students to plagiarise in spite of all reminders about policies and the sanctions for any violation. This researcher's curiosity was aroused by the "recent events in the media that have highlighted concerns felt across the world with the types of assessment services being offered to students over the internet". (http://chronicle.com/article/High-Tech –Cheating-on –Homework/64857/). In May 2013, the New Zealand Qualifications Authority (NZQA) sought information from all tertiary education providers about "processes in place to detect cheating/fraudulent activities." "Each education provider is responsible for the integrity of its assessments and should implement practices that are appropriate to the individual context of that organisation" (NZQA website, 2014). Instead, the researcher decided to find out the reasons why students cheat, plagiarise and engage in fraudulent practices and trace the possible cause(s). This study focuses on the student voice regarding plagiarism. in the hope that education providers would be better able to: a) craft and execute more effective strategies in dealing with academic fraud, embedding institutional academic integrity policy and practices and b) develop academic integrity skills among students.

Thirty (30) international students who were found guilty of plagiarism served as key informants. They were enrolled with non-university tertiary education providers, taking Level 5, 6, & 7 Diploma programmes in Business and Computing. They were selected randomly from a list of "offenders" who had consented to individually participate in a "storytelling session" about their "experience of plagiarism". Each one was asked to share their stories on "plagiarism "and their insights and lessons learnt after the case was investigated.

From the students' self-reported reasons for engaging in plagiarism and factors that led them to plagiarise, their perspectives on how to promote awareness of academic integrity in diverse student cultures were discussed. Concrete approaches and practical techniques were derived from their stories. What can educators learn from the growing number of allegations of plagiarism which happen in the classrooms but can also happen in government, business and media?

This investigation attempts to progress along the right path towards a more proactive way of promoting academic integrity. By pinpointing the motives and precipitating factors causing academic dishonesty, educational institutions may opt to employ affirmative action to address this issue.

The running theme of the stories of thirty respondents revealed that plagiarism is resorted to as a hopeless impulsive response to their fear of failure without realising that plagiarism will actually result in instant failure. A third of the respondents' stories implied their insufficient knowledge and understanding of plagiarism and their seeming lack of awareness that they were committing it at that instance. They claimed that they had unknowingly done it, without any intent to do so. Almost all but one alleged that they were unable to correctly reference their paper when they wanted to acknowledge the source. They all cited that the assessment tasks given were contributing factor to plagiarism. The learning outcomes were not clear, and seemed meaningless and irrelevant to them. The students were ill-prepared to do the tasks and unable to cope with the stressful situation of finishing their assessment within a given time frame.

Further, respondents who came from diverse educational/cultural backgrounds stated that they were unfamiliar with the type of assessment or questioning techniques. In most of the stories shared, the respondents felt guilty of the offence then enlightened after the investigation process. They highlighted the crucial role of assessment in preventing academic dishonesty. In general, tests and assignments are not always welcome and students felt negative about them. If the purpose of assessment is to improve learning outcomes and teaching strategies, then the type of assessment has to be authentic. Based on the experience of the 30 cases studied, most assessments did not fulfil this purpose. These students thought that if the assessments were done well and the feedback process is effectively implemented, the learning relationship with the teacher would fully develop The findings implied the need to ensure that the assessments are for learning, based on real life situations in order to make learning more meaningful to students. The focus should be on life-long learning, not just achieve a pass; therefore, the motivation to learn will change in perspective. Feedback on student performance from their assessments reinforces the motivation to learn and improve learning.

Action Research – Reading Skill
Geetha Ramalingam
ICL IELTS Preparation Tutor

Introduction

This action research was carried out to understand the difficulties faced by students in reading and the aim of this action research was to identify the problems faced by students and work on ways to improve their reading and comprehension. Various cycles were carried out to identify the problems and evidence was collected. The collected evidence was analyzed and an Action Plan was drawn up for the following cycle

Description - Research Context

This study was conducted in a class with 25 students at the ICL IELTS Preparation School, Queen Street, Auckland. The students were from five specific nationalities and they were preparing for the IELTS Exam.

Data Collection and Analysis

The general approach to this action research was an experimental approach. This approach was chosen because this research aimed to experiment different ways to understand reading difficulties experienced by students. The data was collected through observation, questionnaires and interviewing participants using their Individual Learning Plans.

(This paper was presented at the *Professional Development* session for AEA / IELTS on 16 April 2014)

Seminar attended

"**Romancing or Reconfiguring Nature? Towards Common Worlds Childhoods and Pedagogies**" presented by Affrica Taylor (University of Canberra, Australia) at the Auckland University Early Childhood Seminar series held on 29 May 2014.

Attended by: Tahera Afrin
ECE Department

The seminar presented the importance of connecting with nature and natural world in early childhood. The presenter emphasized how children should be given opportunities to develop inter-species relationship as opposed to a periodic encounter of nature play. This concept of embracing nature in a meaningful way is very common in non-western notions of childhood. Te Whāriki, the early childhood curriculum of New Zealand, is an appropriate document to use for this pro-longed encounter to nature by children as it is grounded on the indigenous notion of childhood. The presentation provided opportunities for critical thinking around shaping young children's lives in the present world. Tahera, the attendee from ICL, asked the presenter if finding a balance between the pace of nature and pace of life can be an issue working with children. Affrica Taylor, the presenter accepted the pace as a challenge and confirmed that the educators need to take extra efforts to introducing the children with the pace of nature.

Symposium Attended

"**The 11th ECE Research Symposium**" held on 17 May 2014 organised by School of Education, Faculty of Education & Social Sciences, Manukau Institute of Technology

Attended by: Dr. Rajesh Joshi
ECE Department

This symposium presented an opportunity to the researchers to share their knowledge in the field of Early Childhood Education with all of us. The keynote speaker was Ms. Missy Morton, Associate Professor & Head of School of Educational Studies and Leadership, University of Canterbury. She shared her views on 'Realising the transformative potential of curriculum, pedagogy and assessment for all.' She stated how our views of curriculum, pedagogy and assessment interact with each other. These views also interact with our understandings of difference. She highlighted how in spite of our best intentions; our understanding of the differences can get in the way of our transformative aims.

There were three sessions of one hour each and each hour was further divided into two sub-sessions of 30 minutes each. Parallel sessions ran in different rooms. I attended six sessions. Their gist is presented below:

1. Bicultural curriculum for toddlers: Living it every day'-By Iveta Ongley

This research paper was aimed at methods in which Te Ao Maori could be integrated into curriculum for toddlers naturally. In the change phase of this action research, Waiata (Interactive Singing), Pakiwaitara (Stories) and Toi Maori (Traditional Arts) were introduced to the toddlers over a three weeks period. The findings of the research proved that the first two strategies viz. Waiata and Pakiwaitara were very effective but the third one i.e. Toi Maori did not prove to be as beneficial. The research also stresses that toddlers' learning greatly depends on the level of the teachers' responsibility. The approach to bi-cultural curriculum works well for young age-group and could be easily adapted to make Te Ao Maori part of daily learning.

2. I wonder what children think about this? The outdoor playground through children's eyes'-By Cheryl Greenfield

This research paper threw light on the children's view of their outdoor playground. The researcher gave cameras to the children between the age-group of 2-5 years and asked them to shoot their favourite part of the outdoor playground.

Homelike environment

Later on all the pictures clicked by the children were presented in the form of a book. This research showed children's perspective of outdoor playground and also their sense of responsibility when handling cameras. The researcher acted as reactive participative observer who was available to the children when needed. The children were asked to draw what they observed/photographed. She monitored the children when they photographed and made collaborative drawings. Later on she recorded their views on their photos/drawings. The research showed that children have different views than adults as they look at different things and places. This research focussed on children's lived experiences. It proves that children have feelings and ideas.

3. Enriching toddlers' and toddler teachers' sense of being and belonging through visual arts exploration, creation and reflection within the context of chorotopos' - By Jannie Visser, Angela Bush, Christina Swift & Emily McCready

Toddlers are hugely responsive to their surrounding worlds and the visual arts and languages embedded within these worlds. This presentation shared the findings of a small scale participatory action research project that explored toddlers' engagement and teachers' beliefs and practices in relation to visual arts education within the context of their 'chorotopos' - their space/place. Findings indicate positive impact of teachers and older children on toddlers' art and meaning making processes when acknowledging the value of people, places and things in their visual arts' pursuits.

4. Retreat: How do children use this as a tool for catharsis?'- by Kylie Smith

With some Early Childhood Education Centres being open up to eleven hours per day and children attending for as much time, there is a need for places of rest, rejuvenation and emotional 'tank filling' as a part of children's play. Traditionally rest has been associated with the indoors and inert behaviours. This study examined how children in the age-group of 2-5 years use the outdoors in their play to withdraw, to rest and to retreat. The findings signify that the space to retreat is not as important as the desire to withdraw. Environment can be used as a third teacher but it needs more than rearranging the resources. Children necessarily do not need a lonely corner to retreat. Sometimes they need open spaces like the playgrounds to disengage from the teacher/adults to do what they like. Teachers' role in addressing the children's retreat also needs to be evaluated.

5. You can't totally avoid accidents. So how hard should we try?': A discursive reconsideration of safety in early childhood.'- By Dr. Sue Stover

This research looked at changes that have taken place over the decades in the attitude of the children and adults towards play as the researcher believed that safety has its history in children's play or rather free play. Parental/Cultural experiences and values align with the low risk activity. Parents are generally anxious whether they are doing the right thing or not in keeping their children safe. Children's health and safety issues are seen as interruption to family routines/employment. Even Early Childhood teachers also prioritize children's safety over their active play as they live in the fear of accusations of neglect. Documentation of accidents also scares the teachers. Presently children are seen as too precious. The findings of this research suggested the following to make children safer:

Technology of observation and surveillance
System of accountability
Normalising children in the care of others
Foreground resilience as strongly as we foreground safety

6. My heart always beats really fast when I am in the babies' room. The emotional professional life of teacher in under two's.'- By Susan Bates

The number of under two's and especially under one's is growing every year. The facilities of centres and training of teachers may not be keeping pace. The wellbeing strand of the mat is fraying, for children as well as teachers. The result of this teacher survey looks at how emotions, expectations and economics affect the care of very young children. Teachers have stated their concern and recommended changes they would like to improve conditions for infants and toddlers. The research pointed out that most of the ECE teachers in the babies' room are highly stressed as they are incapable and not sufficiently trained to handle various issues related with babies such as health and diseases. In addition to this, many environmental, relationships, emotional and professional issues add up to the stress of the teachers. To combat the situation, the teachers want the following:

Reduced numbers/ratios
PD and planning
Splitting age-groups
Relaxed routines
Access to research
Designated areas for different age-groups

Upcoming Academic Conferences (Updated)

Conferences in New Zealand 2014

55th NZAE Conference 2014
2-4 July, 2014
Sir Paul Reeves Building, AUT, Auckland
Website: http://nzaeconference.co.nz/

Australasian Teaching Economics Conference
7-8 July 2014
University of Canterbury, Christchurch
Website: http://10times.com/atec-2014

14th National Conference for Community Languages & ESOL
10-13 July 2014
Victoria University, Wellington
Website: http://www.ethosconsultancynz.com/events/clesol

New Zealand International Education Conference 2014
21-22 August 2014
Michael Fowler Centre, Wellington

Website: http://conference.educationnz.org.nz/

World Business, Finance and Management Conference
8-9 December 2014
Rendezvous Hotel, Auckland
Website: http://www.newzealandconfo.com/

25th Australasian Conference on Information Systems
8-10 December 2014
Department of Business Information System, University of Auckland
Website: http://bis2.aut.ac.nz/acis2014/

2014 International Conference on Information Systems
14-17 December 2014
Business School, University of Auckland
Website: http://icis2014.aisnet.org/

Conferences in Australia 2014

APBPM 2014 (2nd Asia-Pacific Conference on Business Process Management)
3-4 July 2014
Brisbane, Australia
Website: http://bilab.unist.ac.kr/apbpm2014/

Knowledge /Culture /Economy International Conference
3-5 November 2014
Institute for Culture and Society, University of Western Sydney
Sydney, Australia
Website: http://uws.edu.au/ics/events/
knowledge_culture_economy_conference/_nocache

29th International Business Research Conference
24-25 November 2014
Novotel Hotel Sydney Central, Sydney, Australia
Website: http://ausconfo.com/

Fifth Asia-Pacific Innovation Conference 2014
27-29 November 2014
University of Technology Sydney, Sydney, Australia
Website: http://ap-in.org/apic2014/

Conferences Worldwide 2014

Annual Conference: Neoliberalism and Everyday Life
3–5 September 2014
Grand Parade, University of Brighton , UK
Website: http://arts.brighton.ac.uk/cappe-conference/
neoliberalism

Widening Participation in Higher Education Conference 2014
28 October 2014
University of Salford, UK
Website: http://www.salford.ac.uk/spd/coursedetails?
courseid=WIDENIIgNi

International Conference on Language, Literature, Culture, and Education
16-17 December 2014
Stratford International Language Centre, London, UK
Website: http://icllce.stratford.edu.my/

Seventh International Conference on e-Learning and Innovative Pedagogies
3-4 October 2014
Pacific University, Forest Grove, Oregon, USA
Website: http://ubi-learn.com/the-conference-2014

7th International Scientific Conference on Economic and Social Development
24 October 2014
New York, USA
Website: http://www.esd-conference.com/NYIndex.html

Globality, Unequal Development, and Ethics of Duty
17-18 October 2014
University of Ottawa, Ottawa, ON, Canada
Website: http://www.globalityandethicsofduty.org

Annual Paris Business and Social Science Research Conference
7-8 August 2014
Crowne Plaza Republique Hotel, Paris, France
Website: http://www.parisconfo.com