

Research Outlook

Message from the Chairman

Since our last Research Outlook newsletter Wayne Dyer and I have reorganized our roles. Wayne has taken over as Group Principal and is responsible for the management of our four schools. I have assumed the role of Chairman, and am focusing on building stakeholder relationships. With this in mind I have recently joined the NZQA working group on Credit Recognition and Transfer and RPL, whose task is to encourage more universal policies in recognizing previous study and avoid a need for repetition. We are also engaged with two universities on potential joint ventures and with Immigration with a view to revising their definition of full-time study. And Wayne and I have been involved in ongoing discussions with NZQA on English proficiency testing and other quality issues.

We are delighted to welcome Dr Siham El-Kafafi to ICL on a permanent contract as lecturer and Research Director. Siham has a PhD from Waikato and Masters degrees from AUT and the American University in Cairo. She also has a wide range of qualifications in EFL, adult literacy, tertiary teaching and quality assurance. Siham is very active in research in a range of topics, but of particular interest to ICL is her work in Innovation and Knowledge Management; areas which respectively concern our current and proposed graduate programmes.

The second volume of the ICL Journal has been a little delayed, but is scheduled for publication in March.

Compliments of the season to all our staff and stakeholder colleagues.

Ewen Mackenzie-Bowie

*Chairman
ICL Education Group*

ICL Monthly Research Seminars

November 2014

Ewen Mackenzie-Bowie

Title: The Wolf in Children's Literature

Date: 5 November 2014

Time: 1.00-2.00pm

Room: Chancery Chambers

November 2014

Dr. Syed Md. Masud Jamali

Title: Attitudes of Chinese Students to International Education

Date: 25 November 2015

Time: 1.10-1.40pm

Room: 201

December 2014

Dr. Dayal Talukder

Title: Publication of a Research Paper: An Uncomfortable Journey

Date: 16 December 2014

Time: 1.10-1.40pm

Room: 201

ICL Business School

Tertiary Courses in Business, Computing, Early Childhood Education, and English Language
Level 2, Dilworth Building, 22-32 Queen Street, Auckland CBD
Level 1 & 2, Chancery Chambers, 2-8 Chancery Street

www.icl.ac.nz

Research Activities at ICL

Cultural components of early childhood teacher education programmes:

Reflection for lecturers

Tahera Afrin

Early Childhood Education Department

Abstract

In early childhood teacher education programmes, teaching and learning is often referenced by the culture of lecturers and students. These references incorporate anthropological components of culture relevant to nationality, ethnicity, age, gender, and socio-economic status within and beyond the teacher education curriculum. Cultural components of teaching, in this study, are defined as the prompts used and references made by the learners (student teachers), and the lecturers while implementing the teacher education curriculum. Sources for cultural components of early childhood teacher education in the classrooms of Aotearoa are comprehensive of the bicultural foundation of New Zealand society alongside increasingly diverse multi-ethnic communities. The high number of female lecturers and learners add components of day-to-day lives in the construct of the classrooms. The Socio-economic status in the micro and macro level is often brought into classroom discussions as well. References to all these sources arise from the teacher education curriculum and its delivery through reflective teaching. Teaching-learning in the classroom requires ongoing reflection (O'Connor & Diggins, 2002; Salhi, 2006). Research (Golubich, 1997) suggests that the typical concept of reflection needs to be broadened beyond pedagogy and effective teaching strategies. It needs to be inclusive of exploring wider social-cultural-political domains. This study is an attempt to do so. Under a socio-cultural theoretical framework, this qualitative research will find out how components from the above-mentioned sources are brought into the early childhood teacher education programmes. Furthermore, I will be investigating what impact they might have on learners (student teachers) in terms of learning, and on lecturers in terms of teaching. Eight lecturers from two Tertiary Education Organisations (TEOs) will be invited to be interviewed. Two cohorts of student teachers from the same TEOs will be invited to participate in focus groups. A Teaching as inquiry model (Te Kete Ipurangi, 2014; Temperley, 2011) will be used to analyse data so that the findings help the lecturers involved in this area to understand and reflect on their own practice.

[This research paper is part of an MPhil in Education under the supervision of Dr. Chris Jenkin, AUT]

Assessing difficulty level of the curriculum: International students' perspectives on the New Zealand Diploma in Business (Level 6)

Dr. Syed Md. Masud Jamali

Business Department

Abstract

Increasing numbers of international students have been coming to New Zealand in recent years (Department of Labour, 2007). They pay a higher fee to achieve certificates from different Tertiary Education Organisations (TEOs) across New Zealand. However, the completion rate of university-level institutions in New Zealand is significantly lower than the OECD average of 70% (OECD, 2010). Higher drop-out rates may indicate problems in the education system, which indicates the subject matters may not be meeting the needs of the learners in a way that they succeed (OECD, 2010). This study is aimed at investigating the issues related to this assumption in the context of a PTE in Auckland. This study also explores the initial expectations of the students and to enquire into their perspectives on the difficulty level of the course. Students from one Private Training Establishment (PTE) attending the Diploma in Business (level 6) and academic staff are sampled for this research. Two different questionnaires are used to collect the information from participants. The data is analyzed by a coding system following grounded theory. The findings reveal that the students' initial perceptions are mostly influenced by their own culture and familiar educational settings, whereas the perceptions on difficulty level of the course are judged with an additional understanding of a foreign culture. The results of the research can be useful for the educators to understand learners in more depth and for curriculum designers to consider the cultures of the target groups that contain a large number of international students.

[This research paper was accepted for the NZARE-AARE 2014 conference, Queensland University of Technology, Brisbane, Australia]

Research Activities at ICL (cont.)

How effective is Business Ethics Education in Business Schools?

**Dr. Siham El-Kafafi, ICL Business School
Mr Olkan Guler, Whitireia, Wellington**

Abstract

Due to the increase in worldwide ethical scandals of multi-national organizations, the general public has started losing trust in businesses, their leadership and governance. In order for business to regain such trust, they need to make sure their business people are practising higher ethical standards in their dealings. The authors believe that the best start would be at the grassroots i.e. the young generation and their educational system that could be utilized as a good tool for providing the adequate training for undergraduates before they are launched into the real business world. Moreover, research shows that ineffective decision making in ethical situations occurs because of misperceptions regarding others' ethical standards. Jennings (2004) and Rossouw (2002) recommend ethical training and education to address specific ethical behaviour in businesses. On the other hand, Bennis and O'Toole (2006) call for an integrative curriculum approach where the entire curriculum is infused with multidisciplinary, practical and ethical questions and analyses reflecting the complex challenges business leaders face. It has been suggested by Wynd and Mager (1989) that the goal of ethical education is to make students aware of the ethical and social dimensions of business decision taking.

This research paper investigates the general guidelines for teaching ethics within the context of contemporary ethical problems that confront businesses and may impact on their performance and competitive advantage in this globalized environment. Those guidelines are related to the role of business schools in teaching ethics. A discussion of the goals of teaching business ethics, approaches to teaching business ethics (i.e. the two-level framework approach and the team teaching approach) and the existing teaching strategies (e.g. collaborative learning groups, case study method, outsourcing external guest lecturers, role playing, debate strategy, survey strategy and group projects) of business ethics within business schools and their benefits is presented. This is further complemented with the authors' reflections from their practical classroom teaching experiences utilizing various teaching strategies and their effectiveness. Finally the research provides recommendations to assist in increasing the value, effectiveness and significance of teaching business ethics courses.

Key words: ethics educations, business ethics, teaching strategies, business schools.

Workshop Attended

Workshop on “ Engaging Challenging Learners”

**Attended by: Dr. Rajesh Joshi
ECE Department**

Date: 9th October 2014

Facilitator: Julia Bruce, Tutor at Waikato Institute of Technology

This workshop offered strategies to the teachers who deal with and struggle to engage learners with challenging behaviours. The facilitator discussed and developed proven strategies based upon the consensus of the participants combined with the examples from her teaching practice and current literature. She discussed the common key issues/challenges with the participants and developed the following five strategies to deal with them:

- Shared Leadership
- Ethics Agreement
- Reflective Practice
- Project Teams
- Cultural Enquiry

While building the strategies to deal with the challenging learners, she explored the following questions with the participants:

1. Who is responsible for managing learning behaviours?
2. How can the responsibility be shifted?
3. How can we actively engage all students in learning?

Upcoming Academic Conferences

Conferences in New Zealand 2014-15

World Business, Finance and Management Conference

8-9 December, 2014
Rendezvous Hotel, Auckland, New Zealand
Website: 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/>

3rd International Conference on Management, Leadership and Governance

12th to 13th February 2015
Auckland, New Zealand
Website: <http://academic-conferences.org/icmlg/icmlg2015/icmlg15-home.htm>

2014 International Conference on Information Systems

14-17 December 2014
Business School, University of Auckland
Website: <http://icis2014.aisnet.org/>

APacCHRIE 2015 Conference

10th to 13th June 2015
Auckland, New Zealand
Website: <http://www.apacchrie2015.com>

Transforming Together Coaching and Mentoring Conference

8th to 10th April 2015
Hamilton, New Zealand
Website: <https://education.waikato.ac.nz/tt2015/>

ISATT 2015 - 17th Biennial Conference of Teachers and Teaching

13th to 17th July 2015
Auckland, New Zealand
Website: <http://isatt2015.com/>

Conferences in Australia 2015

Australia and New Zealand International Business Academy (ANZIBA) Conference

Melbourne, 11-13 February 2015
Website: http://www.anziba.org/conferences_events

The 18th Accounting, Financial & Economic Research Conference

11th to 13th March 2015 Canberra, Australia
Website: <http://sgsrconference.review-gjsg.com/>

Sydney International Business Research Conference 2015

17th to 19th April 2015 Sydney, Australia
Website: <http://www.aabl.com.au/sydney-conference/>

The 19th Global Business, Competitiveness & Risks Planning Conference

26th to 28th April 2015 Perth, Australia
Website: <http://gbcric.review-gjsg.com/>

Excellence in Professional Practice Conference: Improving assessments of student learning

21st to 23rd May 2015 Sydney, New South Wales, Australia
Website: <http://www.acer.edu.au/eppc>

International Conference on Information Technology and Applications (ICITA 2015)

1st to 4th July 2015 Sydney, Australia
Website: <http://www.icita.org/>

Conferences Worldwide 2015

10th Annual International Symposium on Economic Theory, Policy and Applications

20-23 July 2015, Athens, Greece

5th International Conference on Economics, Trade and Development (ICETD 2015)

8th to 9th March 2015 Seoul, Korea
Website: <http://www.icetd.org/>

10th International Symposium on Sustainable Leadership Conference

2nd to 5th June 2015 Dubrovnik, Croatia (Hrvatska)
Website: <http://instituteforsustainableleadership.com/conferences/2015-isl-symposium/>

Economy & Business 2015, 14th International Conference

1st to 5th September 2015
Elenite Holiday Village, Burgas, Bulgaria
Website: <http://www.sciencebg.net/en/conferences/economy-and-business/>

The ICBS Institute on International Social Sciences and Education Conference

1st to 4th July 2015 Toronto, Canada
Website: <http://www.icbstoronto.com/14978163/call-for-paper>

2015 Summer Global Conference on Education Conference

7th to 9th August 2015
Los Angeles, California, United States of America
Website: <http://www.uofriverside.com/conferences/global-education-conference/2015-summer-global-conference-on-education/>

The 2nd MENA Higher Education Leadership Forum Conference

10th to 11th November 2015
Abu Dhabi, United Arab Emirates
Website: <http://cli-cks.com/helf-2015>

ECSS 2015 - The European Conference on the Social Sciences

9th to 12th July 2015
Brighton, United Kingdom
Website: <http://iafor.org/iafor/conferences/ecss2015/>

2015 International Business Conference New York City

2nd to 6th August 2015
New York, United States of America
Website: <http://www.cluteinstitute.com/business-conferences/2015-international-business-conference-new-york-city/>

EBMC 2015 - The European Business & Management Conference

9th to 12th July 2015 Brighton, United Kingdom
Website: <http://iafor.org/iafor/conferences/ebmc2015/>

The Future of Education, 6th edition Conference

16th to 17th June 2016 Florence, Italy
Website: <http://conference.pixel-online.net/conferences/FOE206>

Education, Research & Development 2015, 6th International Conference

4th to 8th September 2015
Elenite Holiday Village, Burgas, Bulgaria
Website: <http://www.sciencebg.net/en/conferences/education-research-and-development/>

International Conference on Technology in Higher Education

14th to 17th June 2015
Marrakech, Morocco
Website: <http://higherdedtech.org/the-global-forum>