

**Tertiary Courses in**  
Business, Computing,  
Early Childhood Education  
and English Language

## Research Newsletter

Issue 3 March 2011

# Research Outlook

The Education Act 1989 defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research. Given ICL's objective of gaining approval to deliver degree-level qualifications we should reflect on the definition of Research. NZQA suggests: "An intellectually controlled investigation that leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information, and practice." NZQA goes on to suggest that while a school is developing its research culture it should be aiming to achieve a balance between academic staff in the following three groupings:

1. staff not yet engaged in research, but engaged in research-informed study and qualifications upgrading and therefore able to offer teaching that is informed by recent research and inspired by the search for knowledge
2. staff conducting research as a major component of study towards a higher degree
3. staff engaged in qualification-independent research.\*

At ICL we are delighted to celebrate a recent category 2 success; Syed Jamali's PhD in Education from Korea University. Jamali brings ICL's tally of doctorates up to four, alongside Jacob Kettoola, Jaime Umali and Maria Umali. And we hope shortly to celebrate Naomi Pocock's PhD from Waikato University and Dana Niko's Masters from The University of Auckland.

Our category 3 activities are being led by a team of three, Brent Hawkins, Dayal Talukder and Dana Niko, who have recently started their "qualification-independent research" project in partnership with the New Zealand Institute of Management: *Managerial Skills and Competencies in New Zealand Export-Oriented Firms*. And Tahera Afrin has submitted a proposal to deliver a paper at the Symposium on Assessment and Learner Outcomes run by Victoria University in September 2011. Assessment is key to all our teaching activities and we are pleased to declare a very fine success record in the latest rounds of National Moderation: four out of five NZDB prescriptions passing, along with all nine Early Childhood Education unit standards. Only one computing standard was nationally moderated, and it also passed subject to minor modification.

Extract from NZQA's *Approval and Accreditation of Courses Leading to Degrees and Related Qualifications, version 3, September 2008*

Ewen Mackenzie-Bowie

### Recent Research Project of ICL (with NZIM)

**Title:** *Managerial Skills and Competencies in New Zealand Export-Oriented Firms*

**Objectives:** The main objectives of this research are to identify the necessary skills and competencies required for managers to perform duties efficiently and effectively, and to determine how these skills are acquired in export-oriented firms.

**Time Frame:** March-Sept 2011

**Staff involved in project:**

**Dana Niko**, Lecturer, ICL Business School

**Dayal Talukder**, Lecturer, ICL Business School

**Brent Hawkins**, Senior Lecturer, ICL Business School

### REMINDER: Research Seminar at ICL

- *Date: Thursday 31 March*
- *Time: 1.10-1.40pm Room: 304*
- *Speaker: Brent Hawkins. Brent will speak on "The Use of Competitive Intelligence in New Zealand by NZ organizations" (a past study)*
- *Come and bring your lunch to listen to this presentation.*

### Next Research Seminar at ICL

- *Date: Wednesday 13 April 2011*
- *Time: 1.10-1.40pm Room: 304*
- *Speaker: Dana Niko. Dana will speak on How a Collaborative Innovation Model can Promote Innovation in Start ups and SMEs (proposed)*

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# Recent Academic and Research Achievement by ICL Staff

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## **Syed Mohammad Masud Jamali**

Lecturer, ICL Business School

Jamali has graduated with the degree of Doctor of Philosophy (PhD) from the Korea University in February 2011. The title and abstract of his PhD thesis is presented below:

### **Title: *Development of a Primary Curriculum Framework for Bangladesh (From Grade I to Grade VIII)***

**Abstract:** The main purpose of this study was to develop a primary curriculum framework with detailed suggestions from a number of experts. At first, the view towards the concept of curriculum was discussed thoroughly. Also, a discussion was made to gain an overview of primary curriculum around the world with a few selections from member countries of Organization of Economic Co-operation and Development (OECD) and also from others, the non-OECD countries. Specifically, this research was aimed to provide guidelines for Bangladesh, a South Asian country, which is planned for transforming its primary education level up to 8th grade from the existing one up to the 5<sup>th</sup>.

This research used two phases of Delphi method. Forty-two educational experts participated in first round and twenty-six in the second. Semi structured questionnaire was used to collect data. The participants were asked to select different items in major sections of curriculum framework, such as objectives, subject area, and time allocation of subjects. The first round of Delphi method helped the researcher to revise the previous questionnaire and to design a more specific questionnaire for the second round. The final results were interpreted from the data gathered from the second round Delphi. Content Validity Ratio (CVR) was calculated for five point rating scales items based on the Lawshe (1975) formula as follows:

$$CVR_i = [n_e - (N/2)] / (N/2)$$

The items of the questionnaire were added with a value through this formula and item CVR higher than 0.36, was accepted as a valid data for this study.

The result derived from this research showed that the experts wanted to adopt a holistic approach of development for the objectives of primary curriculum in Bangladesh. These included: Moral Development, Communicational Development, Scientific Attitudinal Development, Numerical Development, Societal Development, Technological Development, Aesthetical Development, and Physical Development. The subject areas accepted to be included are: Mother Language (Bangla), Foreign Language (English), Mathematics, Science, Social Studies, Moral and Religious Education, Vocational and Technological Education, Physical Education, and Arts.

A distributed time allocation was suggested for each subject that varied for different grades. In terms of allocation of time for subjects in each grade, it was found that Mother Language (Bangla), Mathematics, and Foreign Language were preferred to give more time than other subjects (six periods for each subject from grade I to grade VIII). Three periods from grade I to grade IV and six periods from grade V to grade VIII were recommended for Science and Social Studies. For subjects of Physical Education and Arts, three periods from grade I to grade II, two periods from grade III to grade IV, one period from grade V to grade VIII was recommended. One period from grade I to grade IV was recommended for Moral and Religious Education and for grade V to grade VIII, it was suggested as two. For vocational and technological education subject, one period from grade II to grade IV; two periods from grade V to grade VII; and at the end of the primary level, three periods were suggested by the experts.

The issue about whether the subject should be administered in the National Level Examination (NLE) or not, experts suggested Mother Language (Bangla), Foreign Language (English), Mathematics, Social Studies and Science to be included in the National Level Examination (NLE), which will be held by the end of primary level, at grade VIII. The experts suggested providing vocational and technological training program to the students, from grade V to grade VIII. If any students dropout during the primary schooling, then he/she still can survive with the experiences of vocational and technological training.

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## **Dana Niko**

Lecturer, ICL Business School

Dana submitted her Masters thesis to The University of Auckland for examination in December 2010 and has just found out she passed with an A. Well done—so here it is.....

The title and abstract of her thesis is presented below:

### **Title: *Does Size Really Matter? A Case for Collaborative Innovation***

**Abstract:** As technology and social issues have evolved, so too has the theory of innovation. Collaborative innovation and sharing ideas between firms for commercial advantage is a paradigm shift of recent years. New Zealand has a large number of small, flexible, start-up businesses which are well positioned to take advantage of such trends. However, New Zealand is ranked low in terms of global competitiveness and there is a lack of research into how relationships between small and large firms can thrive.

The literature is especially sparse when exploring both sides of collaborations as the majority of case studies focus on one firm. Thus, the dynamics and differences in perspectives between managers of each firm are difficult to capture faithfully. To address this gap in the literature and attempt to glean insights into how small New Zealand firms might successfully partner with larger international companies for innovation, a case study is presented in this thesis. The case is based on interviews with managers from both firms so that the relationship can be studied from different perspectives, the information can be contrasted, and a deeper understanding can emerge.