

**Proceedings of the School of Education Research and Capacity  
Building Workshop**

**2016**

**21-22 October 2016, Novotel Hotel, Lami, Fiji.**



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July 2017

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ISBN: 978-982-98172-2-8

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Photos are courtesy of Mr. Lalesh Sharma, Lautoka Campus, The University of the South Pacific.



Sitting from left: Dr Mesake Dakuidreketi (Deputy Head of School), Professor Derrick Armstrong (Deputy Vice Chancellor – Research, Innovation and International), Professor Govinda Lingam (Head of School), Dr Jeremy Dorovolomo (Deputy Chair, SOED Research and Postgraduate Committee).

Standing from left: Mr. John Rombo, Ms Temalesi Maiwaikatakata, Ms Fulori Sarai, Ms Kusum Prakash, Mr. Lalesh Sharma, Mr. Hem Dayal, Dr Lavinia Tiko, Dr Shikha Raturi, Associate Professor Ann Armstrong, Dr Frances Koya-Vaka'uta (Associate Dean – Research, Innovation and International), Dr Billy Fito'o, Dr Sereima Naisilisili, Dr Ledua Waqailiti, Dr Vasemaca Alifereti, Dr Rosiana Lagi, Mr. Taniela Raicama.

## **Introduction**

The Head of School, School of Education, Professor Govinda Lingam, emphasized that everyone at the School are at different stages in terms of research rigour. Thus, this requires mentoring and collaboration both among Fiji staff and colleagues that are based in the region towards higher outputs. Professor Lingam highlighted the need to pursue Quality of Research (QOR) standards. This means working together and bringing about tangible outputs. These sentiments are underpinning thoughts behind organizing such a research workshop – it is a bid to encourage mentoring, collaboration and group publication productivity. These in turn would affect positively the research culture of the School of Education (SOED). In the end, we'd like to extend further than we have before at the SOED. Extending boundaries will need collaboration, collegiality, meaningful networks within and outside of the SOED, and being pragmatic. We would like to be the strongest research, teaching and the most highly community-engaged School. These are all intertwined in that our research should eventually be impacting on teaching and learning and the communities we serve. These can be achieved through collective creativity in all three: research, learning and teaching, and community engagement.

**Objectives:** This workshop intended to -

1. Promote a research culture at the SOED.
2. Create research groups within the SOED.

**Outcomes:** These are outcomes expected from the workshop –

1. Promote a research culture at the SOED.
  - 1.1 Staff presentations and interaction.
  - 1.2 Alignment of SOED research activities with School/Faculty/University plans.
  - 1.3 Group presentations of research plans and projects.
  - 1.4 Activation of peer mentoring by seasoned researchers.
2. Create research groups within the SOED
  - 2.1 Creation of 5 research groups.
  - 2.2 Explicit group plans on research projects by the 5 research groups.
  - 2.3 Research groups bid for School Research Funds 2017 (3 groups) and 2017 SRT funding (2 groups).
  - 2.4 The five research groups to publish at least one ranked publication in a journal or as book chapter (5 ranked outputs).
  - 2.5 The five research groups to present at least at a conference (5 conference presentations).
  - 2.6 The five research groups to present at the Talanga: The School of Education Seminar Series (5 seminar presentations).

## **Rationale**

The workshop and its aims are aligned with the University of the South Pacific (USP) Strategic Plan 2013-2018 objective 9.2 to “increase the number of research active staff” (USP, 2013, p. 25). It also meets the USP Strategic Plan objective 9.1 of aligning research clusters to USP Strategic Themes. This workshop also supports FALE’s Business Plan 3.1.1 of “increased number of FALE staff applying for research funds” and 3.2.2 which advocates “schools to strengthen their own research networks and partnerships with international institutions and organizations”. It also meets the School of Education Strategic Plan 2013-2018, 10.1 to “work collaboratively on research projects” and 24.5 objective of “sharing best practices in learning and teaching and research to empower colleagues” and 25.2 to “create opportunities for staff to participate in both teaching and research activities”.

While there are some seasoned and heavily publishing academics at the SOED, there are also others who would need encouragement and mentoring to occur. Research collaborations will allow members to contribute uniquely to their group and towards SOED scholarly outputs. Building a research culture requires open and collaborative relationships among SOED members. In addition, it requires collaboration between the SOED and other Schools, Faculties, Universities, and organizations. Building a research culture will not eventuate overnight, but consistently providing a platform and framework on which staff members can receive support is paramount to achieving a culture that puts great value on conducting and communicating scholarly outputs. This workshop is envisaged to be part of a broader strategy of the SOED to promote a research culture within the School. This workshop will not be just another workshop, but tangible outcomes that would influence and increase School research productivity, will be monitored and expected, before the 2017 workshop takes place.

## **Programme**

### **Friday 21 October 2016**

8.30am – To Novotel, Lami, and get sorted.

9.30am – Welcome and Opening Remarks: Professor Govinda Lingam, Head of School, USP School of Education.

9.45 am – Garlanding of Chief Guest.

9.50 am – Opening Address: Professor Derrick Armstrong, Deputy Vice Chancellor (Research, Innovation and International), University of the South Pacific.

10.30am – Morning Tea

11 am – Staff presentation 1: Building a research culture at the SOED - Dr Jeremy Dorovolomo, Deputy Chair, SOED Research and Postgraduate Graduate Committee.

11.30 am – Group Discussions: Creation of SOED research groups, formulation of topics and plans.

12.30pm – Lunch

1.30pm - Staff presentation 2: Considering Metaphors and Appreciative Enquiry as Approaches to Qualitative Research – Associate Professor Ann Armstrong, Programme Coordinator, Special and Inclusive Education, USP School of Education.

2pm – Staff presentation 3: Theoretical Framework and the Third Space Theory - Dr Ledua Waqailiti, Programme Coordinator, Primary Education, USP School of Education.

2.30pm - Staff presentation 4: Improving academic writing skills - Dr Vasemaca Alifereti, Lecturer, USP School of Education.

3pm – Afternoon Tea

3.30pm – Research Groups continue discussions, plans and strategizing.

4.30pm – Cocktail

### **Saturday 22 October, 2016**

9am - FALE Research Matters – Dr Frances Koya-Vaka’uta, Associate Dean (Research, Innovation and International), Faculty of Arts, law and education.

10am - General comments, questions and discussions from all previous presentations, happenings. Brainstorming, strategizing.

11am – Each Research Group to make a presentation of their plans and receive interrogation and feedback.

12noon– Closing Remarks: Professor Govinda Lingam, Head of School, USP School of Education.

12.15 Lunch

End of Programme

## Opening Address



Ms Vilma Ratumudu garlanded the Chief Guest Professor Derrick Armstrong. Professor Govinda Lingam, Head of School, sits with the Chief Guest on the right.

“Research in the School of Education”

**Professor Derrick Armstrong**, Deputy Vice Chancellor (Research Innovation and International)

Why Does Excellence in Research Matter?

- Improving education through research
- Building capability and leadership in the region
- Enhancing lives and opportunities
- The 7 Strategic Research Priorities

Why is strategy so important?

- Direction
- Goals
- Outcomes

Understanding Where We Are At

1. The Quality of Research Framework
2. Assessing Performance
3. Supporting Improvement

The Quality of Research Framework

KI	Threshold level 1	Threshold level 2	Threshold Level 3	Threshold Level 4	Threshold Level 5	Threshold Level 6	Threshold Level 7
K1	1	2	2	3	4	6	8
K2	0	0	1	2	3	4	6
AL	Meets Performance Expectations	Exceeds Expectations	Excellent				
L	Development required	Meets Performance Expectations	Exceeds Expectations	Excellent			
SL	Does not meet expectations	Development required	Meets Performance Expectations	Exceeds Expectations	Excellent		
AP/R F	Does not meet expectations		Development required	Meets Performance Expectations	Exceeds Expectations	Excellent	
P/SRF	Does not meet expectations			Development required	Meets Performance Expectations	Exceeds Expectations	Excellent



## Some Facts and Figures

- 25 staff in the School of Education
- Heavily weighted toward Lecturers and Assistant Lecturers (76%)
- 6 out of 25 staff are also PhD students

## What does it mean to be research active?

- 15 staff out of 25 (60%) have not published anything over the last 3 years
- FALE 47 out of 83 (56%)
- University 133 out of 257 (52%)

## K1 – Quantity of Ranked Publications

- 60% of staff (18) not meeting expectations
- FALE 65%
- University 58.4%

## K1 & K2 Quantity and Quality

- SoE 72% not met the target for their level
- FALE 73.4%
- University 68.5%

## K1, K2, & K3 (Research Supervision)

- SoE 84% not met the target
- FALE 73%
- University 83.3%

## The School of Education

- 40% of staff are contributing to research at K1 (48% University wide)
- 28% are exceeding expectations or excellent at K1 (29.2% University wide)
- No staff exceeding or excellent at K1 & K2 (13.7% University wide)
- 4% are meeting expectations at K1, K2, and K3 (8.5% University wide)

## The School of Education

- Understanding strengths and weakness of the School
- Drawing a strategy map
- From strategy to evaluation

## What is inhibiting research?

- Time – workloads?
- Lack of experience?
- Lack of interest in research?
- Lack of opportunity for funding?
- Poor research culture?

## What can be done?

- Incentives e.g., publication incentives
- Research funds
  - The SRT Research Scheme
  - Faculty and School Funds
- Workloads policy

## What Can The Research Office Do To Help?

- The publication data base
- Advice and support on getting published
- Research Grant Management
- Training and statistical support
- The SRT Scheme
- Supporting research students
- Supervisor training
- Ethics support

### And the Library?

- Data bases
- Informatics
- Library access and support
- ORCID

### Growing a Culture of Research

- Celebrating success
- Forging collaborations – internally and externally
- Training
- Linking research and education - a culture of inquiry
- Research mentoring
- Research leadership
- External partnerships – research for a purpose

### The University of the South Pacific

- Bringing focus to a large organisation
- Creating alignment in a culture that values creativity and independence

### It's not just about the individual

- Leadership
- Partnership

### Using Data to Evaluate Strategy:

What data do we use to measure progress, trends and outcomes?

1.....

2.....

3..... etc

Where to next?

- What would you do?

## Staff Presentation 1

“Building a research culture at the SOED”

### Dr Jeremy Dorovolomo

- Research culture as “**shared values**, assumptions, beliefs, **rituals** and other forms of behavior whose central focus is the acceptance and recognition of research practice and **output** as valued, worthwhile and **preeminent activity**” (Evans, 2007, p. 2).
- In Australian educational research, “33 per cent of Australian academics in the area of education have **never published anything**, and a further 26 per cent have published no more than three papers ...” (Phelan, 2000, p. 175).
- As such, in the Australian context, it would only be the 30-40% of the researching academics, that **strongly contributed** to 4 per cent of the world’s research published in major journals, even though making .3 per cent of the world population (Phelan, 2000).
- Developing such a culture is **not simple, straightforward or formulaic**. If it were, every university in the country would be applying the winning formula (Evans, 2007).
- There is increase in **multi-authored papers** while the rate of single-authored articles falling significantly suggesting that authors are more and more involved in **collaborative work** (Aggarwal, Schirm & Zhao, 2007; Cruz et al. 2006; Green & Baskind, 2007; Greene, 2007; Stephen & Geel, 2007).
- In addition to being **eclectic and reputable**, most of the research published by top authors in autism studies reflected collaborative work. These authors tended to work collaboratively and so are able to have more time to devote on greater number of projects and manuscripts than would have been possible working alone. There is a relationship between **productivity and collaboration**, as most productive researchers tend to also have several co-authors on their papers (Cruz, Cannella-Malone, Edrisinha, Sigafos, Robinson & Son, 2006).
- In fact, the **lone author** has almost disappeared now, with co-authorship being increasingly the case. **Multidisciplinary research** is essential in many fields, because academics may not know enough to work and write alone. Such co-authorship helps augment the productivity of staff, but with most journals not requiring information on whom doing which part of the work, it may be necessary to put restrictions on number of authors especially if the number of authors is too high. If too many authors exist in a publication, it **endangers the author credit system** (Greene, 2007).

- A study of Norway concluded that **international collaboration** impacted positively on the number of articles being published more than domestic collaboration does. A reason could be that the scientific community may see international collaboration as an attractive partnership since internationally co-authored articles are cited more than single-country papers (Smeby & Try, 2005).
- **International collaboration** was a reason suggested for the recent increase and **impact of Estonian research outputs**. In a study comparing Estonia with other former Communist bloc countries over 11 years from 1997 to 2007, it was found that papers published by Estonian scientists had the highest impact in comparison to Hungary, Latvia, Lithuania, and Russia. Estonia's research productivity still lags behind world leading research and development countries, but for a country of 1500 actively publishing authors this was remarkable. A reason attributable to this was Estonia's diligence in **co-authorship with colleagues from countries who are ahead in research intensity and impact than them**. They do this more with Sweden, Finland, Germany, and the United States (Allik, 2008).
- The quality of **interregional knowledge networks** depends on three factors. Firstly, it is the level of knowledge accumulated by partners termed the '**knowledge potential**'. The second factor is '**local connectivity**' which is the extent of collaboration among partners, while the third is '**global embeddedness**' which entails the position of partners in the wider knowledge network. Regional production of new knowledge is important in which collaboration and networks are vital (Sebestyen & Varga, 2013).
- **Publication productivity** is measured commonly through number of publications achieved, usually refereed publications. Scholarly publications are **tangible evidence** of such productivity (Fox and Mohapatra, 2007; Rothman, Kirk and Knapp, 2003).
- Publishing on a regular basis is becoming increasingly important for **promotion, rank, and salary**. It is published outputs of academics that provide a **good indicator of their research productivity** (Prozesky, 2006).
- **Research output** is still largely used to measure the **ratings of universities**. When **ranked** according to total publications in 1996 in the United States, Harvard University was easily the leading producer of total publications and UCLA second. Other institutions in the top ten based on total publication were University of Washington, the University of Minnesota, Stanford University, the University of Michigan, the University of Wisconsin, Johns Hopkins University, and the University of Pennsylvania. One of the main reasons why some institutions are more highly ranked than others is that they **devote more financial resources to the production of research** (Toutkoushian, Porter, Danielson & Hollis, 2003).

- In terms of **comparing a discipline** between institutions, in an Asia-Pacific study of 106 universities, they were evaluated for **their publication productivity** in the marketing area in marketing journals during 1991-2000. The top three universities are, in order, University of New South Wales, the National University of Singapore, and Hong Kong University of Science and Technology (Cheng, Chan, & Chan, 2003).
- Often, reasons for low research output are the demands of **increased administration, low administrative support, heavy teaching loads, and very high student-teacher ratios** (Derricourt, 2007).
- It is important that universities **provide opportunities** for staff to develop their potential and establish their standing in research. There should be a **mechanism in place** to expose staff to reasonable opportunity to establish a research career (Moodie, 2004).
- Despite the improvement in Australia's research productivity, only 10 universities are performing above the world citation impact in 2001-05. The 10 universities include the **Go8 plus Swinburne and Charles Darwin**. The latter smaller universities gained such a result by focusing only on a few fields and do very well in at least one. Even though there has been substantial productivity gains in the last decade of Australia's universities, there still is the **dominance of the Go8** (Chubb, 2007).
- **Mentoring** then by stronger researchers is important through regular venues of collaborations, discussions and bringing colleagues together in productive ways. It is about breaking the **silos-like culture** of departments to one that involves shared experiences of researcher, so that those who participate learn from each other through **ongoing conversations** (Grant, 2006).

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Mr. John Rombo, Mr. Hem Dayal and Dr Mesake Dakuidreketi  
listening to the opening address.

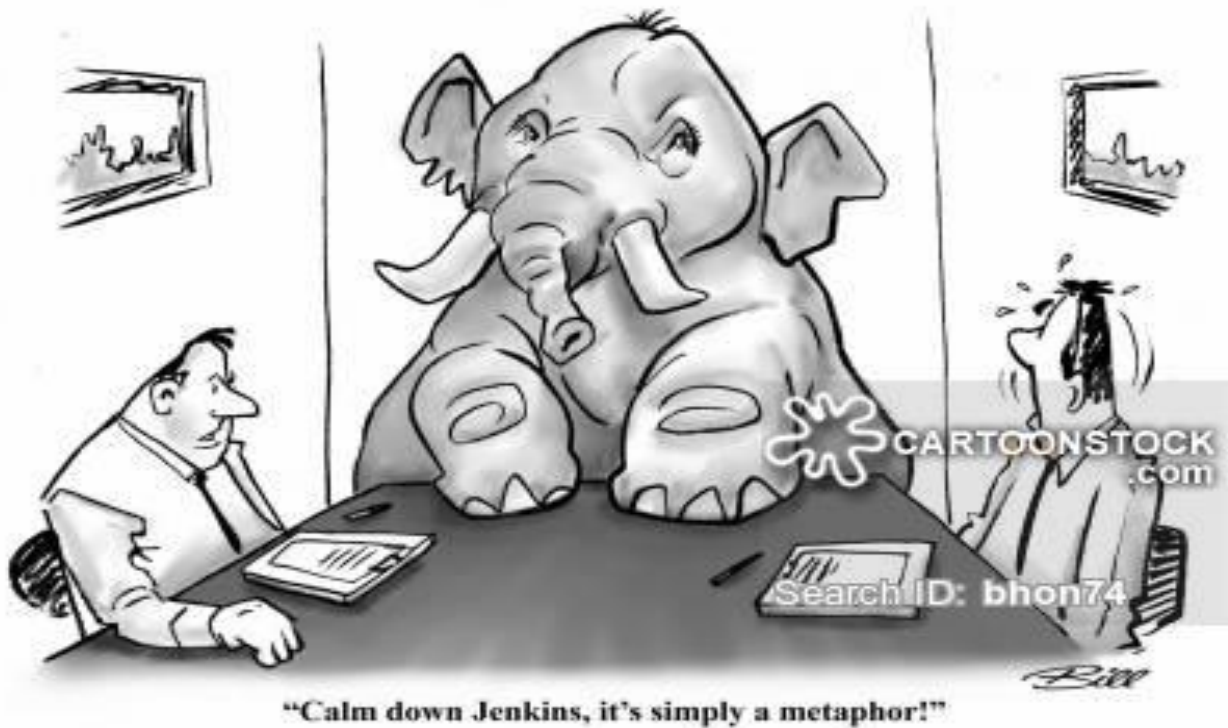
## **Staff Presentation 2**

“Considering Metaphors & Appreciative Enquiry as Approaches to Qualitative Research”

**Associate Professor Ann Cheryl Armstrong**

Metaphors can be:

- Charming & Disarming
  - Thoughtful
  - Reflective
  - Spontaneous
- 
- Metaphors are not fixed
  - Metaphors are dependent on context



- Metaphors are pervasive in language and are also used as a major mechanism of meaning-change . . .
- Metaphors are not simply a literary phenomenon; metaphorical thinking underlies the way we make sense of the world conceptually.
- Metaphors govern how we think and how we talk about our day-to-day lives.

(Brooks, 2015)

- Metaphors are not simply poetic or rhetorical embellishments.
- They are powerful devices for shaping perception and experience.
- If we change the metaphor in which a concept is expressed we change the frame, making it possible for the concept to be understood differently.

Owen (2001, p. xv)

Common Metaphors

- Fade off to sleep

- Night Owl
- Apple of my eye
- Bubbly personality
- Light bulb moment

<b>Position</b>	<b>Metaphor</b>	<b>Focus of Metaphor</b>
<b>Principal</b>	<b>Injection</b>	<b>Institutional</b>
	<b>Immersion</b>	<b>Growth</b>
	<b>Gap-filler</b>	<b>Deficit</b>
	<b>Bud of a Flower</b>	<b>Growth</b>
<b>Religious Leader</b>	<b>Beginning of a Journey</b>	<b>Growth</b>
	<b>Bricklayer</b>	<b>Institutional Growth</b>
	<b>Building</b>	<b>Growth</b>
<b>Director of Studies</b>	<b>Yum Cha</b>	<b>Non Traditional Descriptor</b>
	<b>The Wind</b>	<b>Non Traditional Descriptor</b>
	<b>Enriching Skills</b>	<b>Growth</b>
<b>Teacher</b>	<b>Fertilizer</b>	<b>Growth</b>

Appreciative Inquiry (AI) takes as its starting point:

“the art and practice of asking unconditional positive questions that have the potential to strengthen an organization’s capacity to name, envisage, and increase its positive potential.”

Calabrese (2006, p.175)

AI situates us within a Freirean realm where we begin to engage with the Pedagogy of Hope.

- Appreciative Inquiry is about:

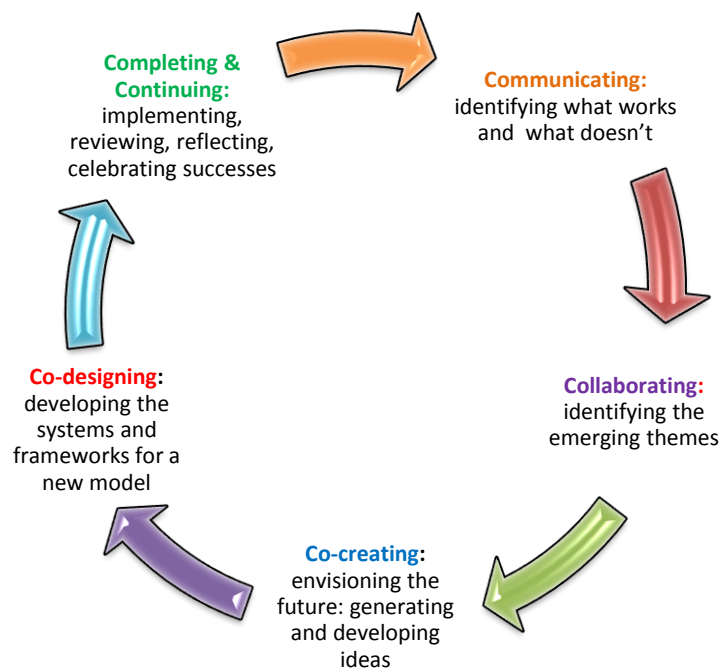
“socially constructing a shared future ... finding those positive anticipatory images of the future that compel action toward them”

Cooperrider, Whitney and Stavros (2008, p. vi)

- The AI approach is NOT binary in nature
- It recognizes the negotiated and co-constructed nature of our worlds, and is responsive to the particularity of our social and cultural environment.
- This framework of Appreciative Inquiry also recognizes the dynamic nature of such organizational resources as “energy, hope, trust, and knowledge”
- (Dalton & Glynn, 2008, p. 695)
- Underpins a discourse of growth rather than deficit.
- AI may assist schools and other learning organisations to transform and grow effectively by shedding the light on organizational strengths and using them to shape a pathway to positive benefits.
- AI allows us to tap into the creative aspects of ourselves
- Facilitates the construction of a new reality using strong relational connections
- Helps us to envision the future and encourages new frameworks, new vocabularies and provides a guide for our behaviours
- Moves us away from a deficit discourse

- The discourse of deficit may be regarded as restrictive, as the vocabulary used can undermine otherwise progressive occurrences and outcomes.
- The discourse of deficit can erode people power and the sense of community, reinforce hierarchy and encourage a sense of self-enfeeblement.
- (Cooperrider and Whitney, 2001, pp. 618,619)
- An AI mindset has the potential to address and empower the insights of those who may perceive themselves to be power-limited or powerless within the organization.

### 5 Elements of the AI Cycle



### Some AI Questions?

- Ask about ultimate concerns (e.g. What do you value most about your job/organisation?)
- Use positive questions that build on positive assumptions (e.g. What about this organisation makes you especially glad you work here?)
- Explain the positive focus: Give a thought-provoking, appealing definition of topics (e.g., “Constructive experiences of difference inspire new ways of thinking.”)

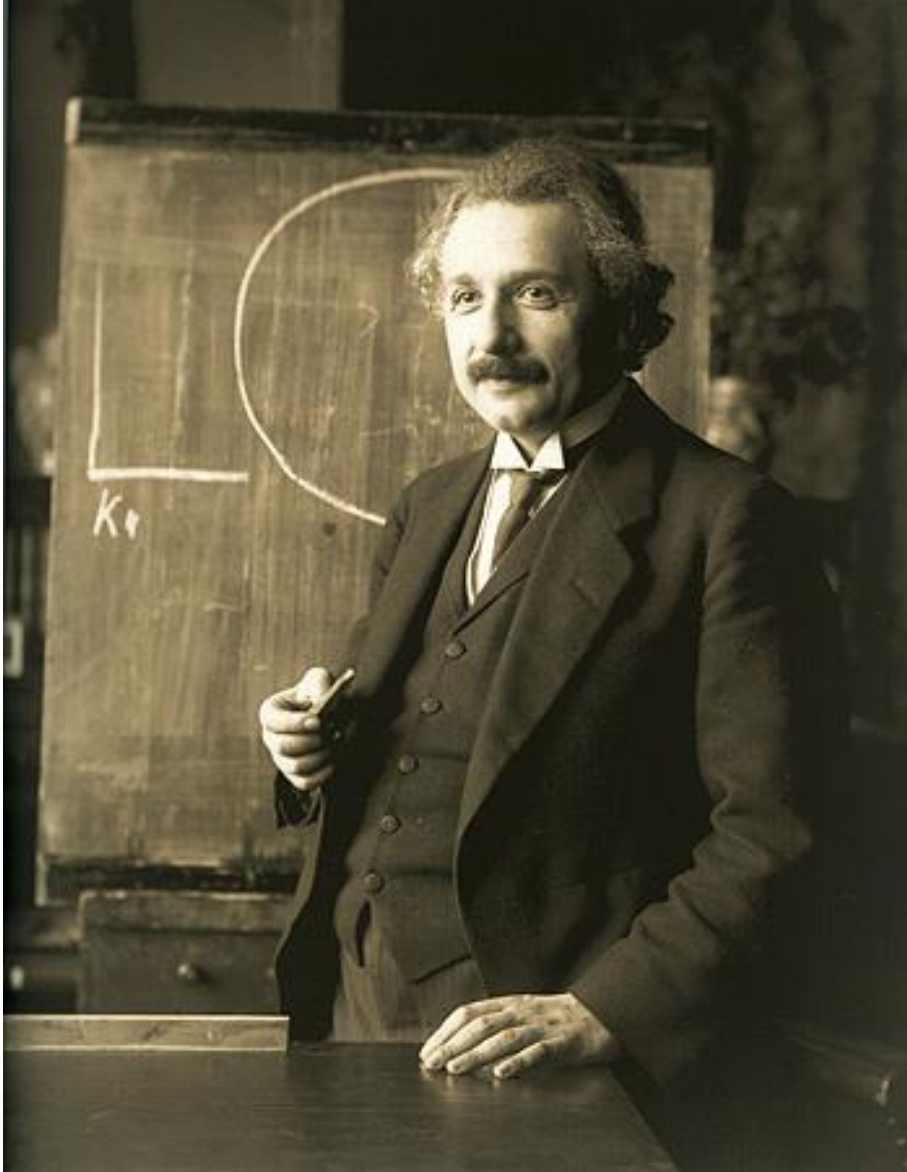
- Present questions as an invitation using expansive, positive, feeling, experiential words. (What has inspired you to become involved in this project? What do you most hope to contribute?)
- Enhance the possibilities of storytelling by asking questions about trusted personal experience. (Thinking back on your year, please share a high point when you felt most empowered)

#### Metaphors & AI

- In an ideal future, given the choice, what metaphor would you use to represent the professional learning that you would like to see at your school/organisation?
- What differences would that make to the situation in your school/organisation?
- What particular characteristics of your ideal school/organisation does your metaphor identify?

#### AR vs AI

- AI is a realignment: a shift away from deficit based change to positive, strengths-based approaches.
- It focuses on an organization's core strength to design and re-design the system.
- AR has been criticised for being overly focused on the problem and seeks to provide support for understanding and addressing the problem identified.
- Both are used to work on organisational development i.e. the improvement of organisational learning and performance.



“No problem can be solved from the same level of consciousness that created it.”





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### **Staff Presentation 3**

“Theoretical framework and the third space theory”

#### **Dr Ledua Waqailiti**

##### Third Space Theory

- ▶ What is Third Space Theory?
- ▶ *Third spaces* are the in-between, or hybrid, spaces, where the first and second spaces work together

##### Development of Learning Theories

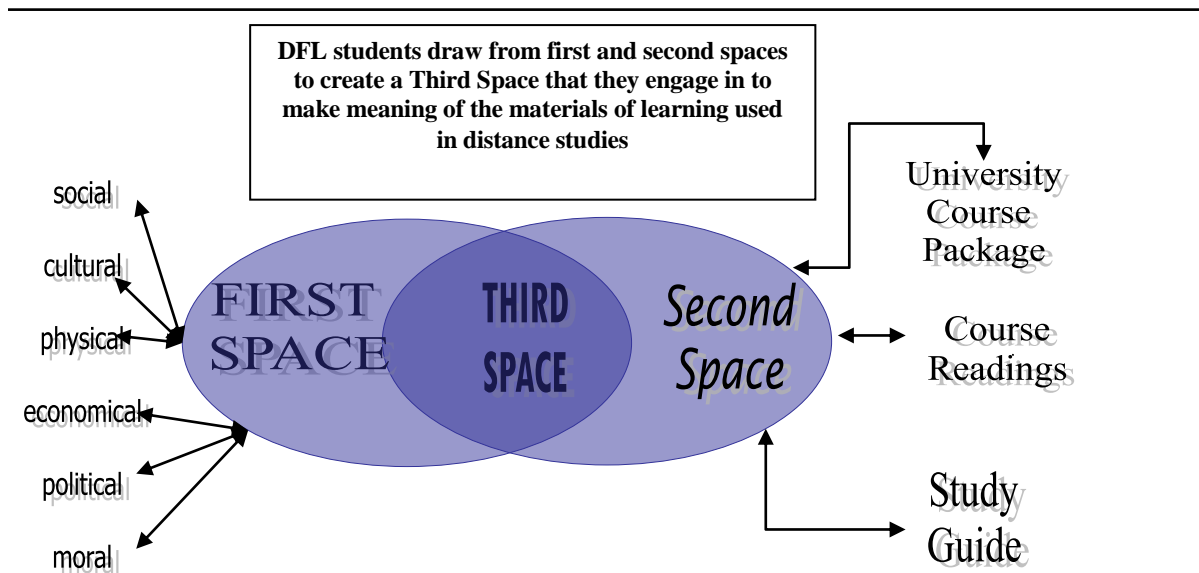
- ▶ Changes advocated by theories of behaviourism, cognitivism, and social constructivism have resulted in developments of a variety of learning theories that influence and have had a great impact on teaching and learning pedagogies today.
- ▶ socio-cultural theories of learning that focus on student- centeredness have been the focal point for academia and educational researches.
- ▶ theory argues that learning occurs within a social setting and therefore the two are intrinsic.
- ▶ What the learner knows and how he or she accesses this knowledge can be found in the environment around which the learner is situated whether it is a physical, social or cultural background. This is derived from the works of Vygotsky as discussed next.

##### Learning in Socio-cultural contexts

- ▶ Young & Wilson (2006), affirm that learning takes place in a socio-cultural environment and learners learn as active members of a society and not as isolated individuals
- ▶ Humans are social creatures who depend on fellow humans for their own existence and authenticity

- ▶ What individuals learn and how they make sense of knowledge depends on the social context of the learner
- ▶ Learning in this context is interactive in the sense that the learner must interact with the sources of ideas and knowledge in the social setting and they must take an active part in reconstructing knowledge and ideas within their own minds (Vygotsky, 1978 in Young & Wilson, 2006).

**Figure 3.0**  
**Third Space**  
**in Distance &**  
**Flexible Learning**



#### Third Space as analytical framework

- ▶ The theoretical construct of third space theory (Gutierrez, et al, 1997; 1995; Moje et al, 2007) is used as an analytic frame for guiding data collection and analysis to examine how students construct negotiated learning in their nested social and cultural contexts.

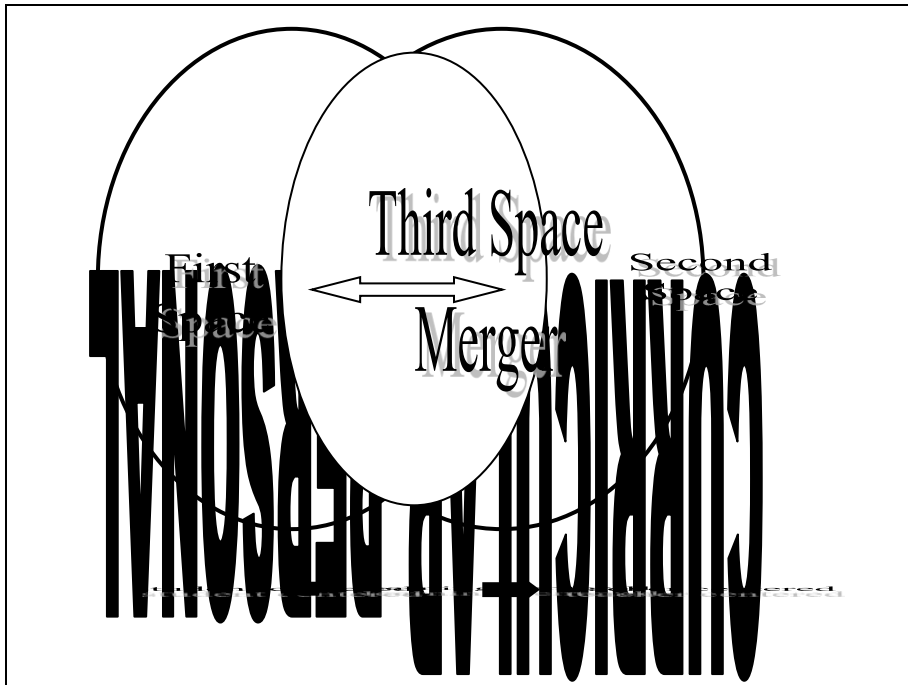
#### Socio-cultural approach

- ▶ Imbedded in the socio-cultural approach is the idea of 'third space' incorporated in teaching and learning (Gutierrez, Rhymes et al., 1995)

- ▶ Third space theory does not challenge the ways other educators have employed theory but it has conceived new ways of employing third space as a theoretical framework for educational research
- ▶ The notion of ‘third space’ comes from hybridity theory which argues that individuals draw on multiple discourses to make sense of the world
- ▶ It has become a recent times lens for educational research (Flessner, 2008)
- ▶ The initial conceptualisation stages of third space theory originated from (Bhabha, 1994) and later expanded and re-invented by others such as Moje (2004), Pane(2007) and Gutierrez (1999).

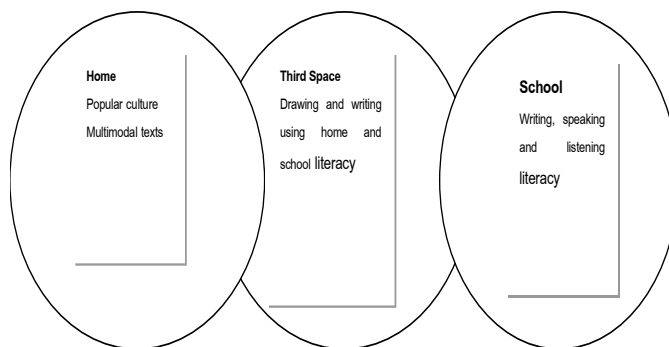
#### Gutierrez & literacy in the third space

- ▶ Gutiérrez brought the idea of third space to the educational community
- ▶ Building on the work of Bhabha (1994) and Soja (1996)
- ▶ Gutiérrez (2008) noted the following “third spaces encourage us to examine a minimum of two interacting contexts or activities to produce more complicated understandings of how social organizations of people’s everyday practices supports and constrains cognitive and social development”
- ▶ (Gutiérrez, 2008) discussed the third space in guided inquiry as a space between the first space and the second space and her conceptualisation of the third space was derived from Vygotsky’s notion of the zone of proximal development (ZPD)



It was developed as a social constructivist's view of learning, in which his ZPD served as a central guiding principle for educators and future learning theories.

### Family Literacy & Third Space

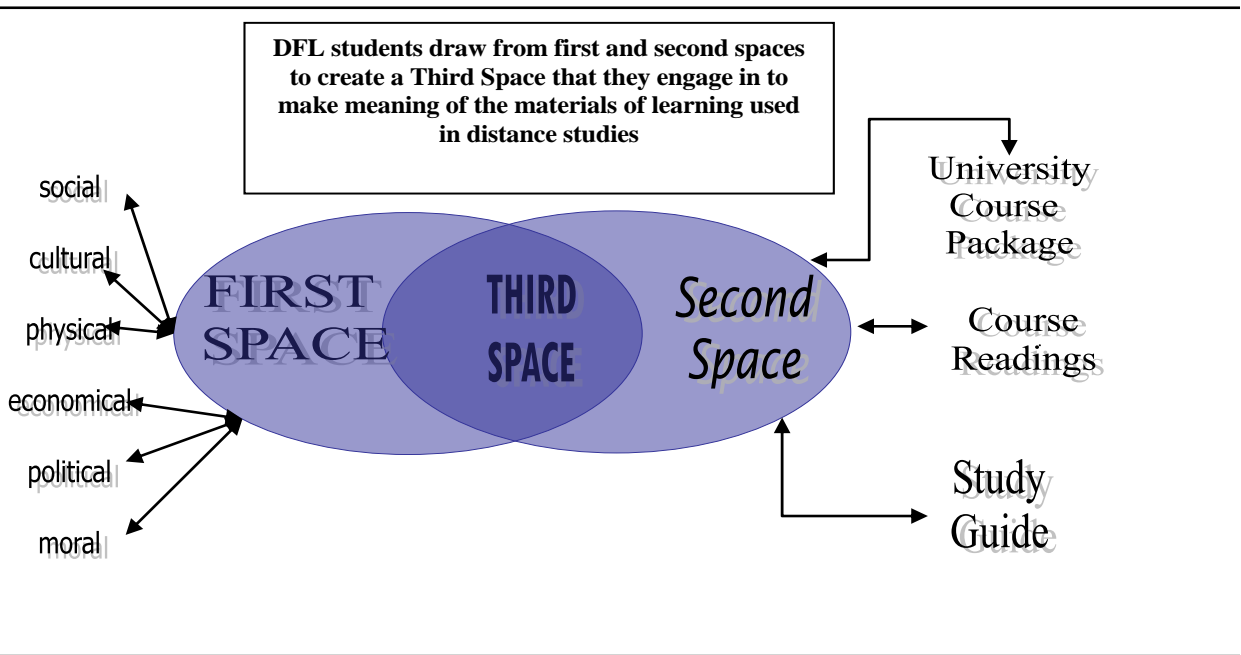


- ▶ Childrens' meaning making lies between home and school
- ▶ When they compose and write at home they draw on the stuff from school and when they compose at school they draw on their home experience and practices to inform them.
- ▶ What they write about within these two settings can be described as the third space
- ▶ This third space has also been used to describe the in-between literacy practices between home and school
- ▶ Home and school are often seen as separate spheres by parents and teachers but it must be noted that children operate in both spaces (Pahl & Kelly, (2005)

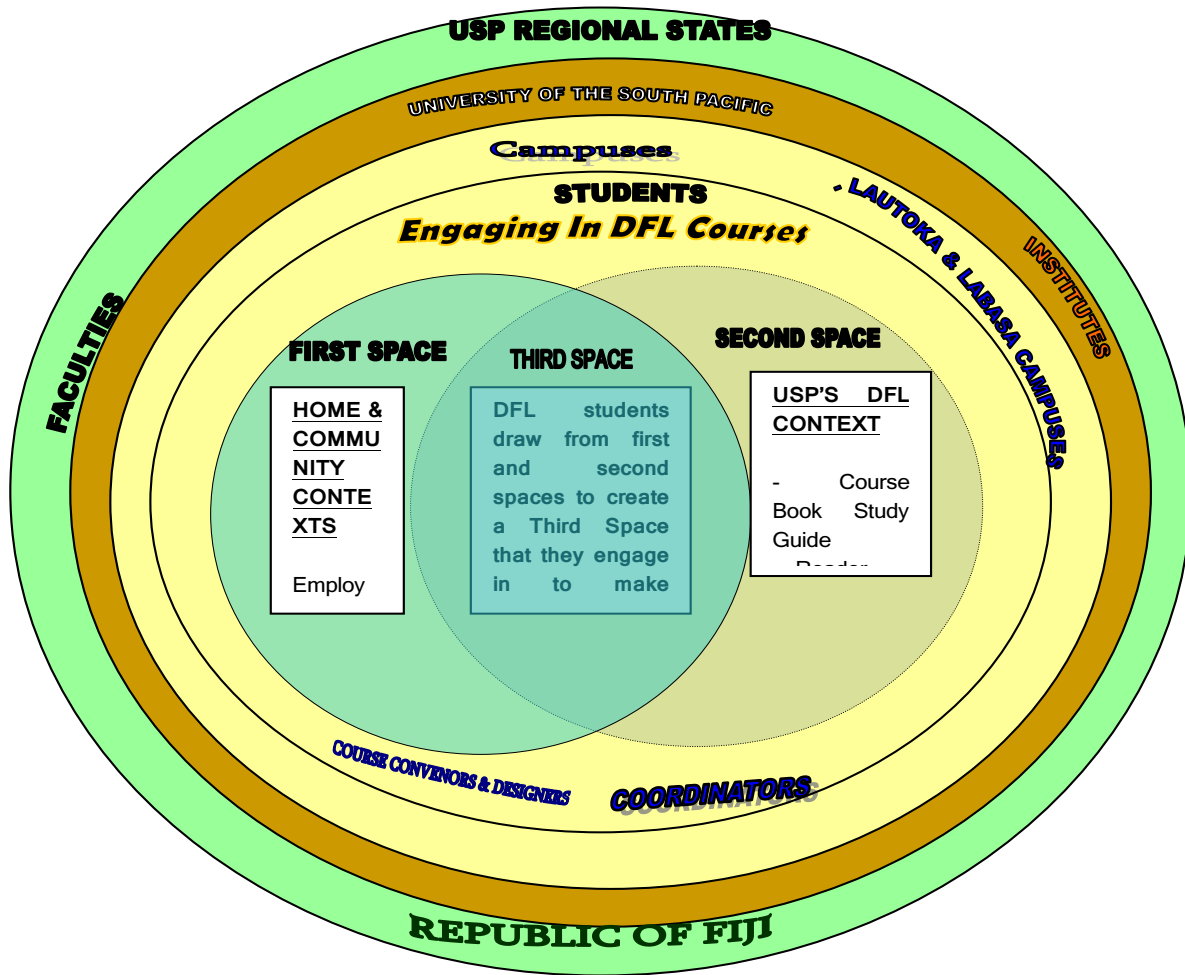
- ▶ When parents enter school, they enter places that are not pervaded by the kinds of arrangements carried over from homes
- ▶ The family literacy was seen by educators as an attempt to combine home and school through a focus on shared literacy activities with parents and children and drawing on home-based experience (Pahl & Kelly, 2005).

### Learning in Hybrid Spaces in Fiji

<p>Ancestral worship - Totem Bauan Language Communalects Oral History Traditional roles : Chiefs/Spokesperson Warrior/fisherman/</p>	<p>Learning in this instance was spontaneous, practical and in alignment with oral literacy to which the people were accustomed to Reading the bible and meditating and reciting it became the kinds of learning practices that people were taught to use during the evangelical missions and even after it had long been gone, Fijians continued reading religious extracts from the bible as part of their education The verses that the Fijian's were exposed to were meant to be read and remembered as social and moral lessons.</p>
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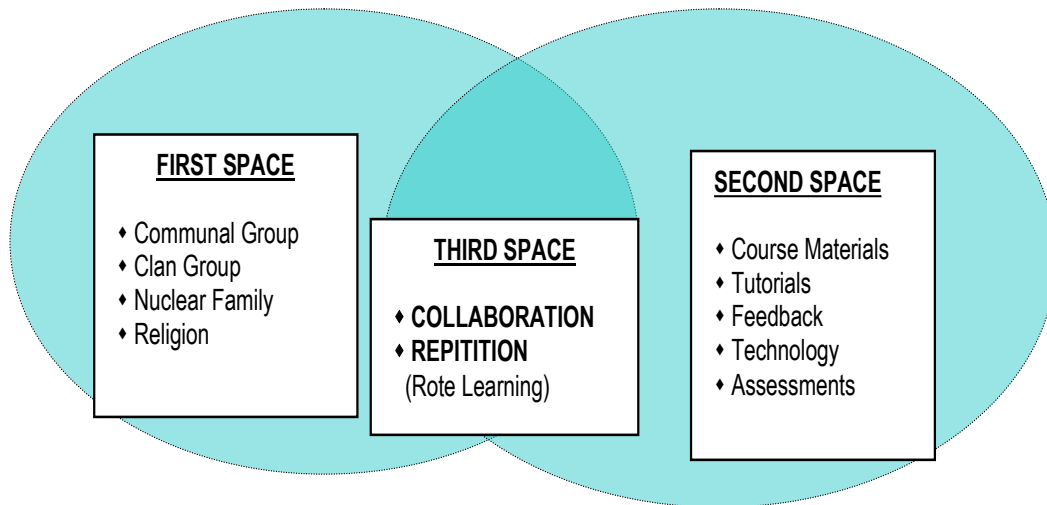


Framework for Third Space Interactions in Nested Contexts



Jimbo's Third Space





## Conclusion

- ▶ In conclusion this study has been an eye opener for me in the field of educational research, especially in the use of third space in methodological paradigms.
- ▶ I have had to rethink and evaluate my work as a teacher and have generated an interest in attending to and utilizing third spaces in DFL students' learning environments
- ▶ My purpose is to understand them and the way they negotiate learning and to make meaningful engagements with the materials of learning
- ▶ Third Space can be utilized as a research methodology
- ▶ Thank you.

## Staff Presentation 4

Improving tertiary students' academic writing texts through the use of grammatical metaphor"

### Dr Vasemaca Alifereti

#### Definitions

Academic writing - ways of using language in the education contexts in the form of essays, presentations, dissertations, research articles and so on (Hyland, 2009:1).

Why is acquiring the academic writing skill important?

Initiation & gateway to becoming a member of the academic discourse community

Becoming a member

- Academic discourse community
- Academic discourse community
- Academic English – lingua franca

Questions to reflect on

- What linguistic features are typical of academic writing?
- How can I acquire them?

Systemic Functional Grammar (SFG)

- Meaning is constructed in its context of use where language is the most important medium of communication between the child's social context and thought processes.
- SFG believes language code spoken by a particular language community influences the way they think, their world views and what they value.

Theories that support the SF perspective

Gestalt pragnaz – Prototype theory

- based on the notion of 'gestalt' in the categorization of objects in relation to similarity, proximity, closure & continuation (Ungerer & Schimdt, 1996; Brown, 1990; Rosch, 1975). Radiality...

Similarity according to family resemblances

- This presupposes an object or organism is included into a category according to how similar it is to what is accepted as goodness of example.
- The ability to decide what particular object or organism to include involves triggering of schema and this will be affected not only by attributes and family resemblances & gestalt but by its experiential or subjective associations to the person (Taylor, 1995).

Basic level Categorizations

- The notion of class inclusion underlies the principle that informs the hierarchical structure of basic level categorization (Ungerer & Schimdt, 1996).
- This implies the superordinate class includes all items at the subordinate level.
- For example, the class ‘animal’ includes birds and reptiles and on the next level, the class ‘mammal’ comprises of dogs, cats, cows & etc. still further down the hierarchy the class of dogs comprises terriers, bulldogs, poodles & etc..
- How is the theory of basic level categorization related to language & learning?

Piercean’s Triadic sign theory (Lier,2004)

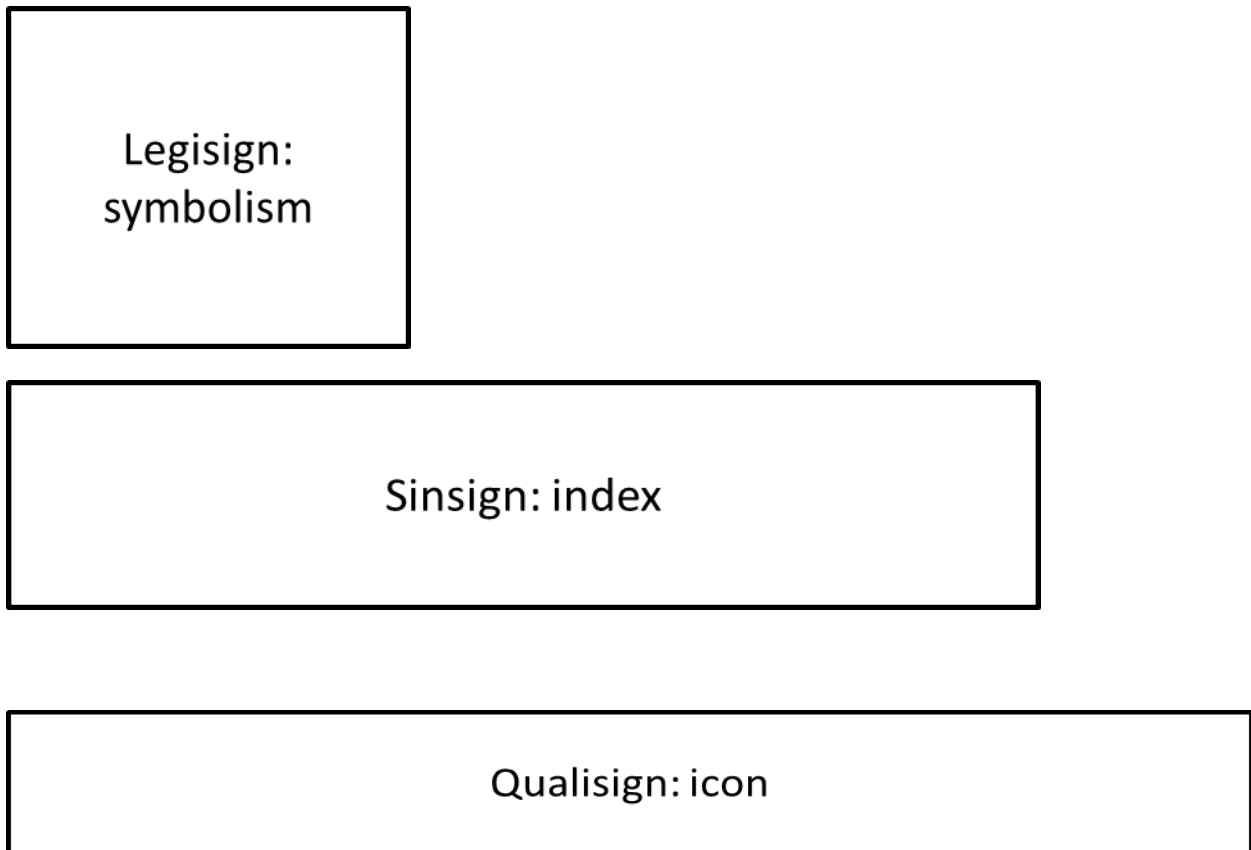
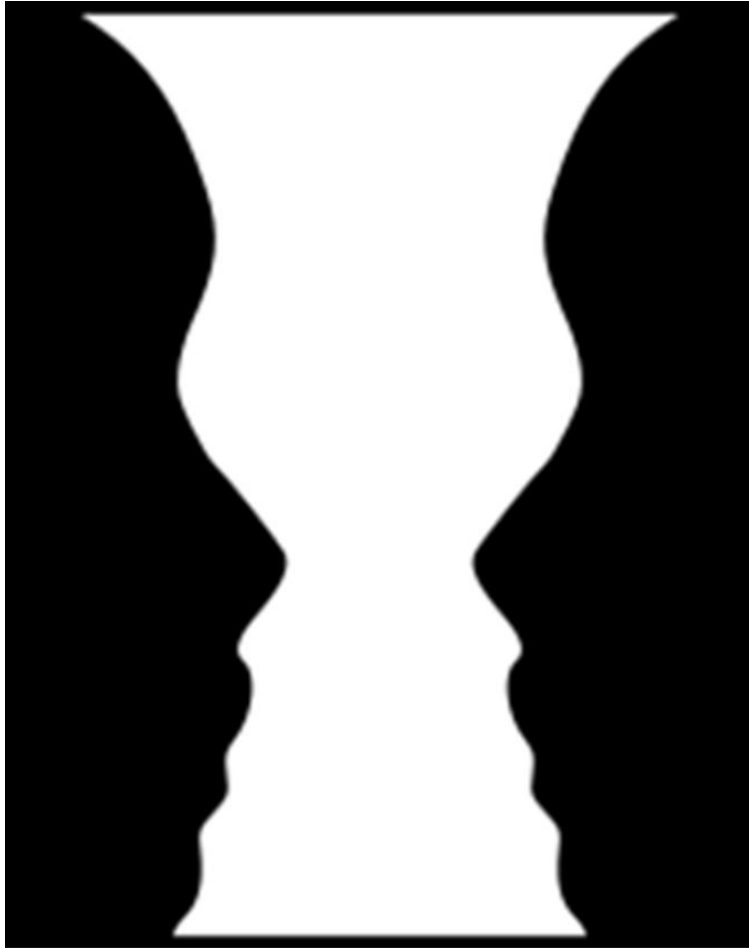


Figure and ground segregation



How is SFG different from Transformational Generative (TG) grammar?

<b>SFG</b>	<b>TGG</b>
<b>M.A.K. Halliday</b>	<b>Noam Chomsky</b>

<b>Socio-cultural theory</b>	<b>Cognitive Code Theory</b> <b>Nativity Theory (LAD)</b>
<b>Emphasizes Meaning</b>	<b>Emphasizes grammar rules &amp; Form</b>

#### Development of Grammatical Metaphor

- Michael Alexander
- Kirkwood Halliday
- Introduction to Functional Grammar (1985).

#### Metaphor in traditional rhetoric vs grammatical metaphor

- In the days of Aristotle and Plato metaphor was viewed from two different perspectives when using language.
- While Aristotle and his followers view it as just an ornament to language, Plato on the other hand perceived it as something resembling that which it usually refers to (Ungerer & Schmid, 1996).
- This is normally employed to suggest a similarity, involving one lexical item, where there are two alternative meanings for a given expression as shown in the example below.

#### 1. *drowning* with money'

1(a) literal: drown literally means to suffocate by being submerged in water.

1(b) figurative/metaphorical: possessing a lot of money.

#### Grammatical metaphor in text

- Metaphor is not only lexical but it also has a very strong grammatical orientation.

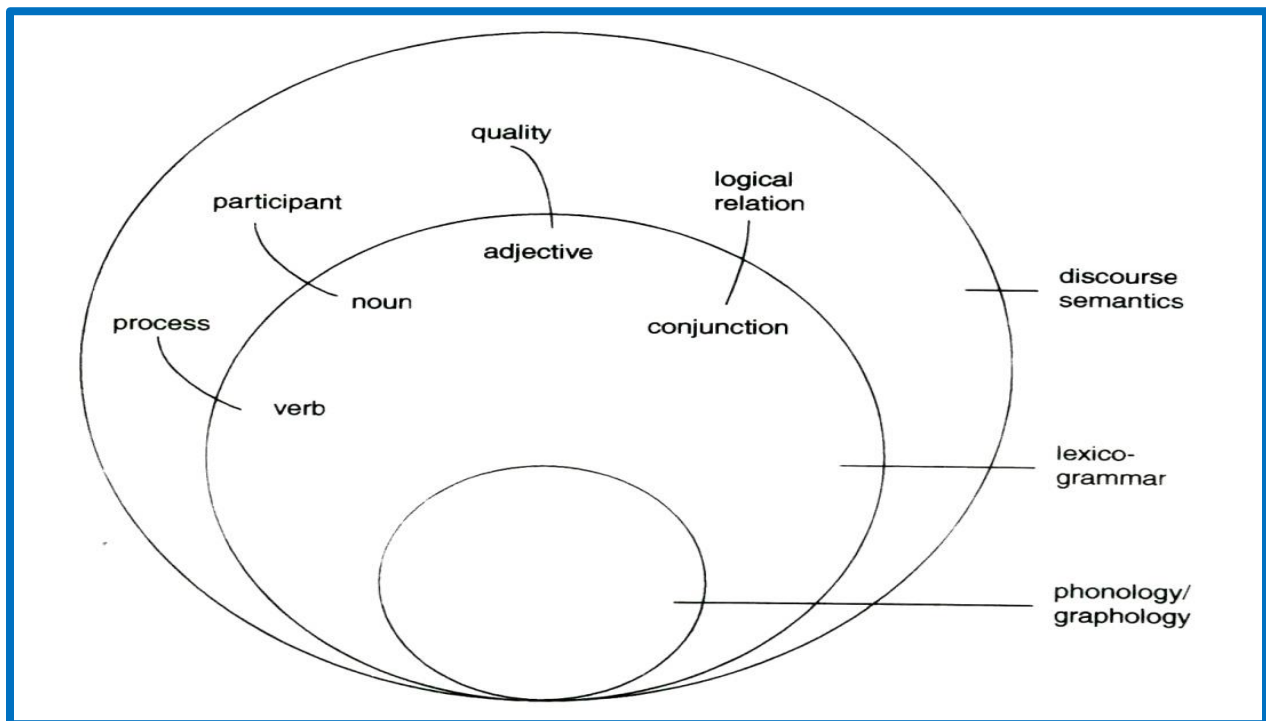
- Metaphor in traditional rhetoric normally refers to one expression mapping to at least two different meanings literal & figurative .

However, in the case of grammatical metaphor, it is one meaning being mapped to two or more expressions

Congruent & metaphorical variants

- variants are located within a continuum from congruent to metaphorical
- viewed against the three time frames of Semogenesis :- logogenesis, ontogenesis and phylogenesis

Grammatical or commonsense knowledge

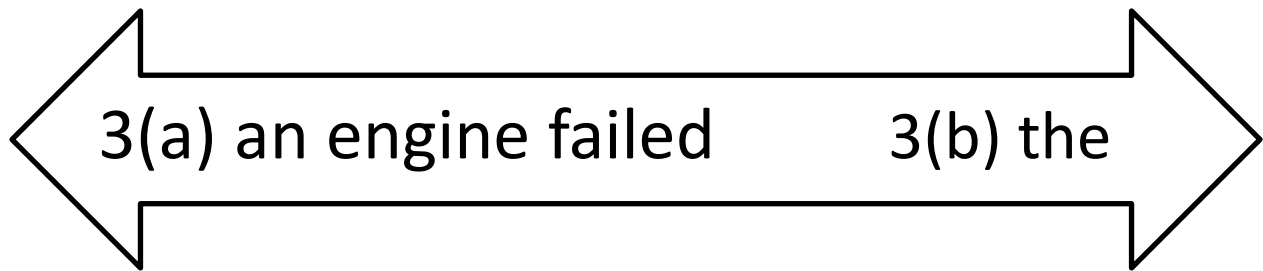


Relocation in mapping

- in the case of grammatical metaphor a shift is noted, there is relocation in mapping to corresponding lexicogrammar, an example is shown below.
- 3(a) An engine failed.

3(b) the engine failure

Congruent & Metaphorical continuum



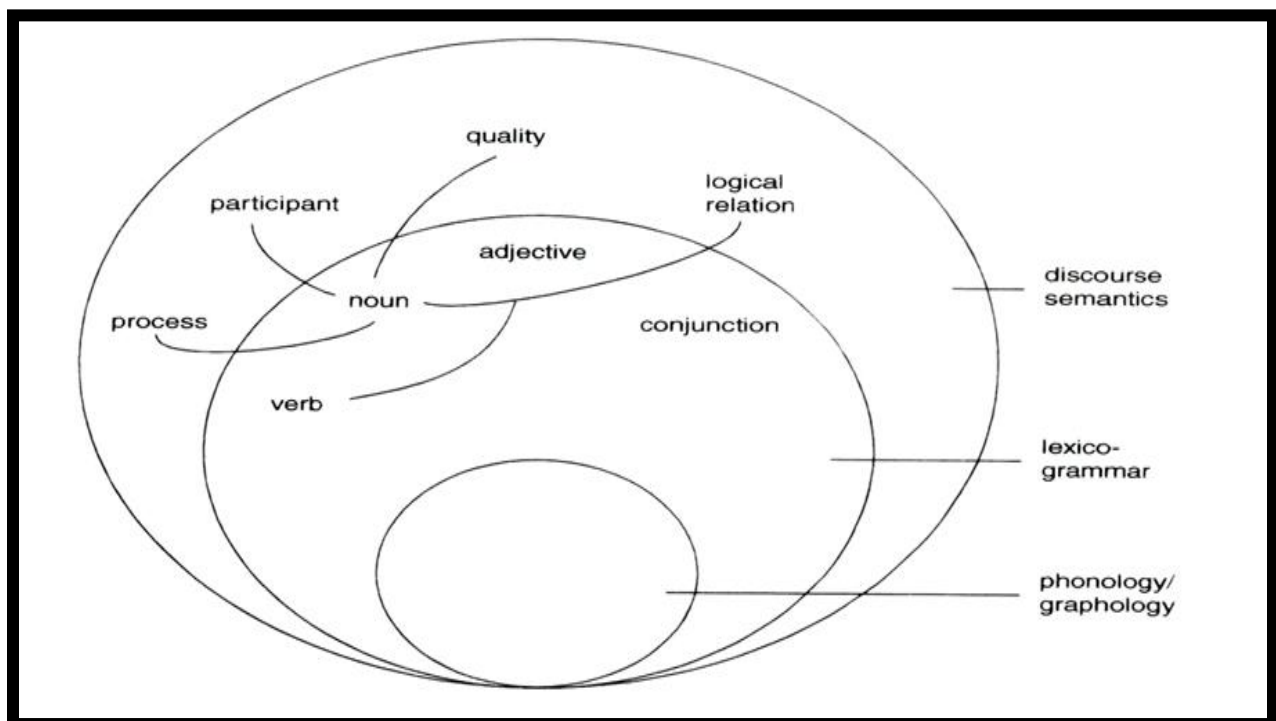
Congruent

Metaphorical

2 expressions – one meaning

- 3(a) is a congruent variant while 3(b) is metaphorical.
- 3(a) is a figure where the subject or participant of the figure is realized by a noun while the process is realized by a verb.
- This is the commonsense way of mapping but in the case of
- 3(b) which is the metaphorical variant or uncommonsense way, it is obvious that there is relocation in mapping of semantics to lexicogrammar.
- This is further illustrated by Martin as ungrammatical pairings.

Ungrammatical pairings or uncommonsense knowledge



Process of Thingification

- A very significant element in the metaphoric shift is becoming like a Thing, where the entity or Thing is rendered as if it is at a standstill, where it can be evaluated, measured, categorized or classified.
- J.R. Martin calls this process ‘thingification’ especially in the case of processes which are more fluid and dynamic, thus vulnerable to negotiation.

Manifestation of grammatical metaphor at the lexical level

<i>Metaphor</i>	<i>congruent</i>	<i>metaphorical</i>	<i>Grammatical shift</i>	<i>Semantic shift</i>
Type 1	stable	stability	adjective to noun	quality- thing
Type 2	transform	transformation	Verb to noun	Process -Thing
Type 3	Very fast	The speed	Adverb to noun	Circumstance- Thing
Type 4 &etc...	So...the break failed	The result of...	Conjunction to noun	Relator -Thing

Rank downgrade through condensation of information



4	Without funding for the <u>education and sustainable community development programs</u> that the Universal Access Plan call for, <u>financial support</u> for HIV/AIDS /becomes/ <u>a life-line to struggling communities</u> .
4(a)	Funding is provided to educate the people and to sustain programs that are developed for the communities.
4(b)	Support is provided in the form of finance
4©	Support in the form of finance is viewed as a line that provides assistance for the communities that are struggling.

Condensing of information- discussion

- Overuse of congruent compared to metaphorical variants can be supported by the Prototype and basic level categorizations indicating that students only produce what they are familiar with.
- Not many texts explore rank downgrade to condense information and a reason can be that students are not aware of its effect.

Violation of the prototypical subject position

5	<u>The timely intervention</u> / was/ the result of an ongoing dialogue between the community and their contractors.
5(a)	subject: The timely intervention (metaphorical) – abstract non-conscious pseudo Thing
5(b)	Metaphoric shift – intervene – intervention (verb to noun)
5©	Semantic categories – Process Thing

4	The government's <u>decision</u> not to renew his appointment/ was/ the directive from the Minister of Health himself.
4(a)	Subject: The government's decision... (metaphorical) abstract non-conscious pseudo Thing
4(b)	Metaphoric shift: decide - decision (verb to noun); government – government's (noun to adjective)
4(b)	Semantic categories – process Thing; Thing Qualifier

### Backgrounding effect

- The subject slot is conventionally reserved for a noun (participant) but when it is replaced by another element in the clause it is violation for some reason...
- Backgrounding effect to introduce the new information in the 2<sup>nd</sup> part of the clause.
- This can be supported by the ‘figure-ground’ segregation’ theory where attention is given to the figure...

### Metaphoric expression of circumstance

- Process, participant & preposition vs adverbial & prepositional phrases

5	She died because she was not familiar with the rules.
5(a)	The cause of her death /was/ her ignorance of the rules.
5(b)	Her ignorance of the rules /caused/ her death.
5©	Through ignorance of the rules/ she/ died.

### Interclausal vs clause-internal relations

- Normally circumstantial information is expressed or mapped to adverbs of time, place, manner & prepositional phrases...
- But in this case circumstantial semantic space is remapped to ‘participant, process & preposition’
- WHY?
- Quantum of change in the clause is inert as opposed to quantum of change that is dynamic

## Conclusion

- SFG through the use of grammatical metaphor has developed a metalanguage we could employ to describe how texts function in its context of use.
- It allows us to make analyses on why certain texts are of a better quality than another by supporting with linguistic evidence.
- Followers of SFG believe grammatical metaphor is the phenomenon highly commended in the elaborated register & the academic discourse community.

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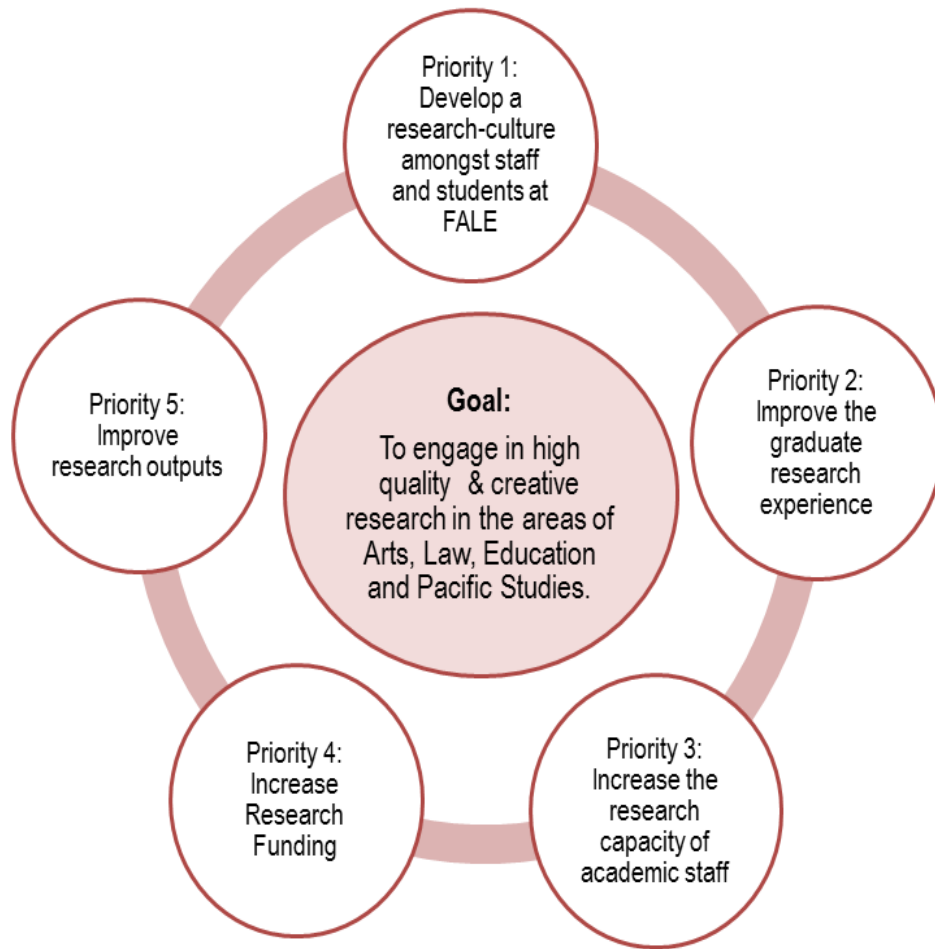
## Staff Presentation 5

“FALE research matters”

**Dr Frances Koya-Vaka’uta**



Dr Frances Koya-Vaka’uta making a few points during her workshop presentation



FALE FRC, 2014

#### Staff Research

- QoR
- Staff workload categories
- External Funding
- Partnerships with stakeholders
- Areas of excellence
- Improve & increase staff research outputs in
  - (a) Ranked publications
  - (b) Impact publications

## Impact

- *Any effect on, or change, or benefit to the economy, culture, public policy, or services, health, the environment, or quality of life, beyond academia”, in the seven USP research priority areas. Definition by Higher Education funding council for England, [www.hefce.ac.uk](http://www.hefce.ac.uk)*
- *Commercial income does not count here i.e. consultancies and other paid for services or activities.*

## Examples

- Conference/symposium hosting/ conveners
- Keynote invitations
- Invited conference presentation/ address
- Policy/ legislation (not consultancy)
- Creative outputs (i) Artistic outputs (commercial and commissioned works not included here); and (ii) Art Awards (National, Regional, International)

## Scholarly Profile

- Online presence
- SOED Website
- Library holdings
- Research Repository
- Scholarly databases

e.g. [www.academia.edu](http://www.academia.edu)

e.g. [www.bepress.com](http://www.bepress.com) (Bepress: Open Access Scholarly Publishing Services)

## Student Research

- Substantive replacement for PG Secretary
- Proper records
- Early submissions (processes)
- Delayed completions (cost to FALE/GA extensions)

- Quality of completions (checklists)
- NC grade
- New regulations (just approved by Senate)
- Orientation package (forms/processes/timelines etc)
- Online support (moodle/seminars)
- Supervision handbook (good practice)
- Supervisor Forums 2017
- Supervisor training (RO)
- Examiner handbook (good practice)

#### Other matters

- Co-publication with MA/PhD Students
- Social Science – publication of best MA students (no PhD yet)
- Student/staff exchanges
- Sabbatical
- Post-doctoral

### **SOED Research Groups and Projects**

#### **Group 1**

Jeremy Dorovolomo (group leader)

Vasemaca Alifereti

Lavinia Tiko

Kusum Prakash

Takuia Uakeia

#### Aim and rationale

- Aim: To investigate teacher entry to teacher education, practicum placements, and graduates.



- SRT: Human Capacity Building and Leadership
  - PICs need a new generation of people for their future development who are better qualified, committed, ethical, and possess strong cultural values.
- Rationale: There is so much talk about poor teaching standards. How correct is that?

## Projects

- **Project 1:** Entry into teacher education: Interview responses for year 1, beginning teachers.
- Does not require funding
- Mixed methods both qualitative and quantitative
- **Project 2:** Teacher Education Graduates
- Questionnaire and survey of teacher education graduates
- Quantitative
- **Project 3:** Student teacher placements, resident mentors, teacher education-schools nexus etc
- Sites would be ECE, primary and secondary settings
- Qualitative and would involve interviews.
- Group will bid for an SRT project in collaboration with two regional universities and colleges and two universities outside the region

## Group 2

Ann Armstrong (group leader)

Ledua Waqailiti

Temalesi Maiwaikatakata

Kelesi Whippy

Taniela Raicama

Group theme: Policy and Professional Practice

Background, aims, significance

- This research group aims to build on the work already being conducted in the School of Education. It brings together staff members from a range of curriculum areas, all of

whom are interested in the transition of policy into practice and the importance of professional learning in bringing about sustained reform.

A School research group in the area of Policy & Professional Practice would :

- Increase Faculty/School profile, research and publication in these areas;
- Develop University, national and international research alliances with leading institutions;
- Provide a vehicle for discussion of debate about relevant issues in these three interrelated areas;
- Support and critique practitioner research as an important mode of inquiry in the field of education.

Focus & Scope of Policy & Professional Practice

- This proposed research group combines and builds on our various strengths in educational practice, policy studies and professional learning and will seek to develop further the connections between these areas of expertise.
- In relation to policy, the remit is to examine the nature of contemporary policy changes in their social, political and historical contexts, particularly in relation to educational practice, seeking explanations for these changes using local, national and international frameworks of interpretation and working towards improvement.
- Practice based research and evidence based practice are major components of the work of the School of Education and are major concerns for the core members of this network.

Objectives

- While we intend to be inclusive, we acknowledge that the needs and interests of group members cannot always be addressed through large projects. Having a long-term outlook allows us to plan to accommodate the views and interests of all at varying points. The group proposes the following strategic objectives:

**Year 1**

- To establish ourselves as a coherent and supportive research group within the School of Education with shared ideals and interests. This will include the development and maintenance of a website with links from our Professional pages to the proposed website;
- To organise a seminar series involving internal and four external scholars/professionals (e.g Senior Education Officers; Director TEST Technical Education Skills Training) – Organise letters of invitation;

- To embed a culture of inclusion in the work that we do;
- To establish a regular reading group within the Research Group where members and post-graduate students can engage in academic dialogue with each other around shared literature;
- To provide mentoring and support for RHD students and in policy and professional practice;
- First paper will be a concept paper on the state of TVET in Fiji.

## **Year 2**

- To develop a range of proposals for funded research which will further explore the themes within policy and practice;
- To publish as tangible outcomes of the research group;

## **Year 3**

- To plan two small symposia or 1 conference inviting presenters from within the Asia Pacific Region and the ACP.
- To establish the network as a multi-disciplinary University Network linking with staff in other faculties / Schools;

To have acquired a range of funded research projects.

### **First Project**

- First Project will be TVET based but will include the extent to which:
- Basic Education Skills (Literacy & Numeracy)
- Counselling Support
- ICT are embedded within the TVET Programmes
- We will study areas of disability and gender as areas for inclusion and explore the extent to which the TVET programme aligns with the UN Sustainable Development Goals

e.g. In what ways would TVET programmes impact poverty, rural access and so on.

### **Group 3**

Govinda Lingam (group leader)

Fulori Sarai

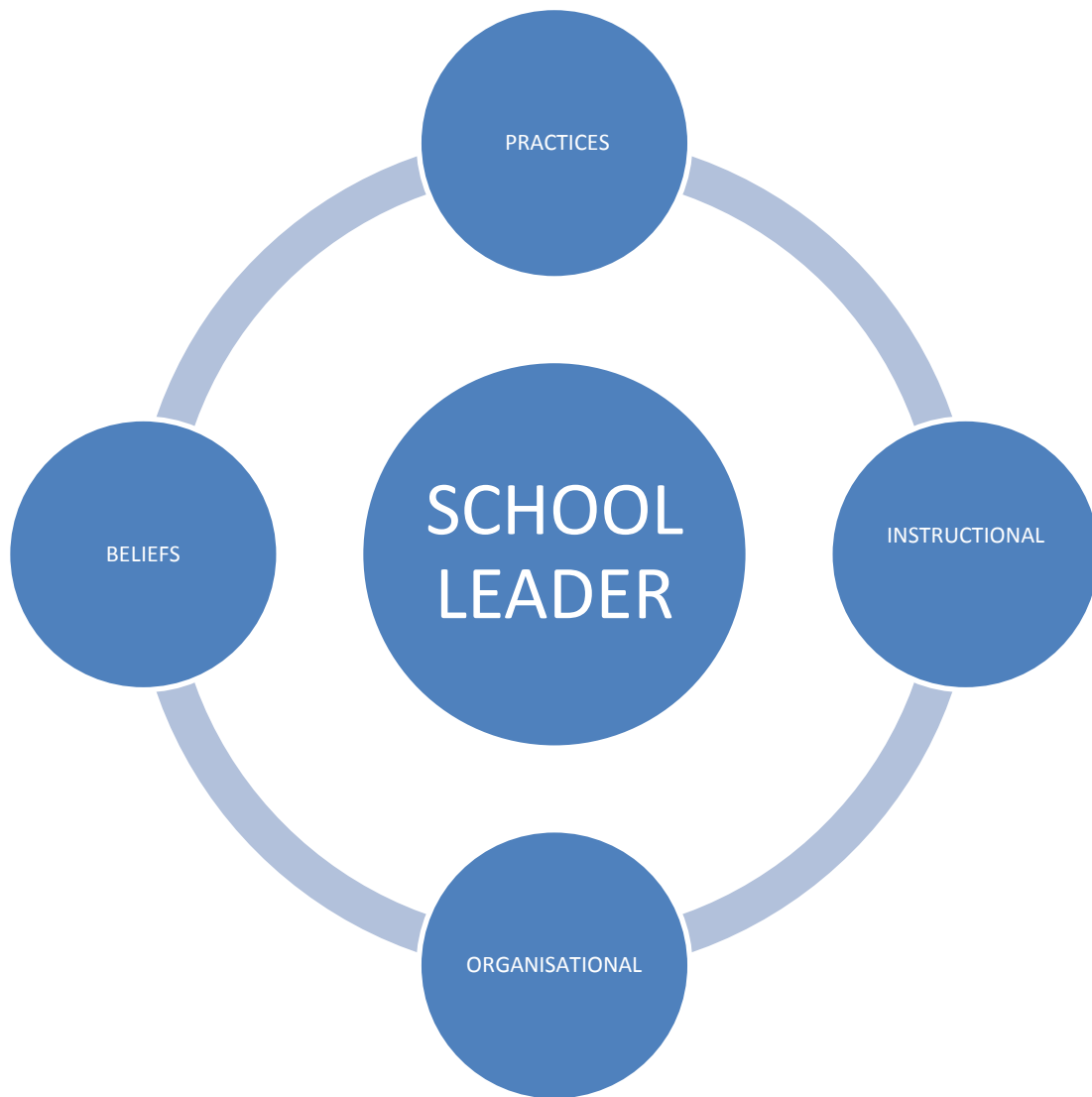
Hem Dayal

Billy Fito'o

Lalesh Sharma

John Rombo

WORKING TITLE	SCHOOL LEADERS BELIEFS AND PRACTICES ON ASSESSMENT
AIM	TO EXPLORE THE BELIEFS AND PRACTICES OF SCHOOL LEADERS ON ASSESSMENT
METHODOLOGY	QUALITATIVE STUDY <ul style="list-style-type: none"><li>- PURPOSIVE SAMPLING</li><li>- INDEPTH CASE STUDY OF TWO SCHOOLS [OR MORE]<ul style="list-style-type: none"><li>o INDEPTH INTERVIEW</li><li>o FOCUS GROUP WITH TEACHERS AND HEAD TEACHERS</li><li>o OBSERVATION</li><li>o DOCUMENT ANALYSIS</li></ul></li></ul>
OUTCOMES	<ol style="list-style-type: none"><li>1. JOURNAL PUBLICATION – A/A+ JOURNAL</li><li>2. A TALANGA SEMINAR PRESENTATION</li><li>3. A BOOK CHAPTER</li><li>4. CONFERENCE PRESENTATION</li><li>5. PROFESSIONAL DEVELOPMENT – HEAD TEACHERS ASSOCIATION CONFERENCE</li></ol>
GROUP TASKS	INTRODUCTION – DR LINGAM & HEM LITERATURE REVIEW – DR BILLY, LALESH& JOHN METHODOLOGY – DR LINGAM & HEM ETHICS – FULORI DATA COLLECTION – DONE IN PAIRS
TIMELINE	RESEARCH PROPOSAL – 1 <sup>st</sup> NOVEMBER ETHICS APPROVAL [USP & MOED] LITERATURE REVIEW - DATA COLLECTION DATA ANALYSIS 1 <sup>st</sup> DRAFT 2 <sup>nd</sup> DRAFT FINAL DRAFT THREE MEETINGS [WITHIN THE YEAR]



#### **Group 4**

Mesake Dakuidreketi (group leader)

Subhas Chandra

Amton Mwaraksurmes

Salanieta Bakalevu

Akanisi Kedrayate

Mereseini Tikoduadua

Shikha Raturi

## Leadership in ICT in Education in the PIC Schools: A study of USP member countries

### Significance of the study

- Many Pacific Island Countries are already or in the process of implementing ICT in their schools. However, there are many challenges that hinder effective ICT implementation including school leadership challenge.
- Leaders - important in the implementation of ICT in Education in schools. They determine how ICT is implemented and its subsequent impact on teaching and learning. This involves Principal as a school leader to lead in implementation. A positive attitude of school leader towards implementation of ICT will encourage the school community to be actively involved in its implementation.
- The study is important for the fact that it will look at school leader's perceptions of the use of ICT, their interest, their commitment and championing of the implementation of ICT programs in schools

### Aim of the Study

- To investigate school leaders' perceptions of ICT in Education in PIC schools.

### Objectives of the Study

- Identify the level(s) of leadership in ICT in Education in the schools.
- Investigate the knowledge and skills of leadership in ICT in Education in the schools (management/ICT/Gender/Socioeconomic
- Propose sustainable framework(s) for leadership in ICT in Education in the schools/Implications

### Research Questions

- How does the level of leadership in ICT in Education in the schools affect the implementation of ICT in education in PIC schools?
- How does the level(s) of knowledge and skills of the leaders affect the implementation of ICT in education in PIC schools?
- What sustainable framework(s) can be applied to leadership in ICT in Education in the PIC schools?

### Literatures

- Leadership

- Perceptions of use of ICT
- ICT in Education
- Sociocultural theorizing

#### Methodology

- Use of Mixed Approach
- Method of Data Collection
- For Quantitative – use Survey - Questionnaire
- For Qualitative – Use Interviews specific to country
- Documentary analysis (Country relevant policies)
- Photographic evidence of ICT in schools
- General Observations

#### Sample

- 10 Secondary schools per country i.e. 5 urban & 5 rural
- Principals, Deputy Principals, Heads of Departments, PTA head and deputy, CDU officials
- About 6-10 participants per school
- Approximately 60-100 participants per country

#### Timeline

- 2017 - First SOED RPGC Meeting – to present Proposal for Funding
- Duration of Project : 18-24 months

#### **Group 5**

Frances Koya-Vaka'uta (group leader)

Rosiana Lagi

Sereima Naisilisili

Patricia Rodie

Konai Thaman

Group 5's project will have a critical critique of curriculum and related policies, sampling Fiji, Marshall Islands, Samoa and Vanuatu. It will mostly be desktop and may or may not necessarily need funding.

### **Other Discussions and Suggestions**

- There was suggestion over cocktail to have 2017's workshop at the Yasawas or at Levuka and to mix both community engagement and the research workshop itself.
- There was suggestion to have a smaller research workshop mid-semester to gauge where each team is and as a platform for further encouragement.
- SRPs should really take only a year at the most to complete but often drag on unnecessarily and supervisors would need to be strict with deadlines.
- Turn It In is mandatory.
- We can utilize postgraduate outputs more through co-authorship to increase School outputs but not to put the supervisors' name as leader authors to articles.
- Supervised Research Projects (SRP) do not count as a research thesis and do not bring income to the School but do take significant time of staff.
- The Directed Research Project (DRP) may need to be put in regulation.

### **Evaluative Comments**

These are comments from colleagues quoted:

Positives

- The many different presentations were very interesting because I tend to learn from diverse specialty skills (research frameworks etc.) and perspective.
- The collaborative approach to the common goal.
- Venue outside on USP was ideal.
- It was well planned and the 4 presentations – from you, Ann, Ledua and Vasemaca – were all very good. They were all NEW and very informative. The theoretical/philosophical discussions provoked thinking and debate – something that we have not had for some time! We certainly need more of that. So well done all of you.
- I liked the collegiality and open discussions and the programme was managed well. We are usually all so busy and so this was very nice to be able to sit together.
- The workshop was a wonderful start to really begin framing focused research efforts at the school. I really appreciate the way it was organized and look forward to ongoing initiatives.
- I particularly enjoyed the comradeship and how we all got excited and involved.
- I must admit I really enjoyed the 2 day of collaboration and capacity building....and in awe at what we could do collectively in terms of research and publications.



- A fantastic job of running the two-day program that was dead on time and very interesting. The icing on the cake was the getting together during tea and lunch, sharing stories and jokes and just having a good laugh was a great detoxing medicine for us all.
- I really enjoyed this great opportunity for all of us to meet together and discuss some collaborative work in research we can do as a group. Great to also meet away from USP.
- Thank you for the opportunity to learn from each other. I was particularly amazed to learn the avenues for collaboration available in the web.
- The two-day workshop was nice. We had the opportunity to work on tangible targets. I am glad our group is ready to deliver.

#### Suggestions for the future

- If we would also look at current and forecast future needs of the Pacific as topics to be covered for research for staff as well as students. Data on member countries on this will be ideal.
- If presenters could also share a bit on limitations or challenges.
- A few sessions with other technical expertise in assisting research such as library, ICT and OER, editing etc.
- SOED database on students/ professionals who are willing to assist us on this initiative.
- I would like to see at least 1 such workshop per year, and perhaps one focused on staff research and a separate for student research.
- A report on our progress in research terms.
- Improving Research Student Supervision and Outcomes
- Mentoring
- Hopefully we don't wait for too long for the next one which we should do on a quarterly basis. Just a thought.
- For future workshop, can we do it in some beautiful sandy beaches of the Mamanuca or the Yasawa Group?
- In future I hope to see similar workshops – with more time devoted to groups working/writing their proposals.

#### Conclusion

The aim is eventually to have tangible and quality scholarly outputs from each group through genuine collaboration. Group projects are not going to be all straight forward and are usually never straight forward. But importantly, it is hoped that each member contributes where they can with the leadership of team captains. No one person knows everything and that's the message we'd like to project. Through collaboration one is bound to learn from one another. It is also hoped that stronger researchers in the groups provide mentoring and help build collegial relationships. With an increasingly competitive university environment, in which research is strongly revered, as a School we need to genuine help each other and strive for mutual benefits and outputs. Contributions towards the group will never be exactly equal, but it is expected that

we contribute to the group actively where you can and where you are required. Each staff has huge potentials and it is imperative to focus on their strengths and utilize their creativity to build the team. Each staff, of course, would have their own projects but time put for School-generated research teams will be appreciated. When you do your own research project, there is space for individuality but in a group undertaking unselfish commitment and unselfishness generally is encouraged. As the Head of School concluded the workshop, we need to work together, actively participate and bring in new ideas and inputs to make our plans come true.

### **Attendances**

#### **Friday 21 October 2016**

Govinda Lingam

Derrick Armstrong

Ann Armstrong

Frances Koya-Vakauta

Salanieta Bakalevu

Mesake Dakuidreketi

John Rombo

Shikha Raturi

Ledua Waqailiti

Sereima Naisilisili

Billy Fito'o

Kusum Prakash

Jeremy Dorovolomo

Lavinia Tiko

Temalesi Maiwaikatakata

Vilma Ratumudu

Hem Dayal

Taniela Raicama

Fulori Sarai

Lalesh Sharma

Rosiana Lagi

Vasemaca Alifereti

**Saturday 22 October 2016**

Govinda Lingam

Frances Koya-Vaka'uta

Ann Armstrong

Jeremy Dorovolomo

Ledua Waqailiti

Temalesi Maiwaikatakata

Shikha Raturi

Mesake Dakuidreketi

Hem Dayal

Billy Fito'o

Sereima Naisilisili

Rosiana Lagi

Lalesh Sharma

Taniela Raicama

Vasemaca Alifereti

Kusum Prakash

Vilma Ratumudu

## **Acknowledgement**

We would like to thank Ms Vilma Ratumudu and Ms Ulina Nanovo for playing major roles in getting logistics sorted. The School of Education and the Faculty of Arts, Law and Education for funding the event.

END