

New Zealand Communication Association

Te Roopu Whakaakoranga Whakapanga o Aotearoa



21st Annual Conference "Going For Gold"



Programme & Proceedings

9-10 December 2009
Dunedin, New Zealand

www.nzca.org

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*Conference Proceedings edited by
Josephine Ellis
School of Communication Studies
AUT University*

Welcome to the 21st National New Zealand Communication Association Conference “Going For Gold”

*E nga mana, e nga reo, e nga karanga ranga maha. He mihi nui ki a koutou.
Tena koutou, tena koutou, tena tatou katoa.*

Welcome to the 21st National New Zealand Communication Association Conference, in Dunedin, Otago. We are pleased to be visiting Dunedin again – some of us have happy memories of our last visit for the 2001 Odyssey: Making space for Communication Conference. We thank our hosts, the Otago Polytechnic, for making this event possible. The programme for the next two days promises to provide an interesting range of topics that will challenge our thinking, give new insights into “old” concepts, spark ideas for research, and reinvigorate our teaching.

Dunedin and Otago have a long history¹ of Māori settlement, from the early Waitaha people to the Ngāti Māmoe, and the later ascendancy of Ngāi Tahu. Mōa were the early attraction, while access to pounamu, or greenstone, near the inland areas of Lakes Wakatipu and Wanaka, was the later cause for much inter-tribal rivalry. The earliest European contact was with sealers and whalers hunting around the southern shores, followed by the New Zealand Company’s settlement of the area in 1848. However the biggest change to “strike” Otago was the large influx of gold-hungry settlers in the 1860s then through to the 1900s, providing the economic and population stimulus that made Dunedin the substantial city that we see today. Moving on from pounamu and gold, the taonga or treasures of Dunedin and Otago today include its people, whether Māori, Pakeha or other immigrant cultures, plus the entrancing environment of sea, rivers, hills, plains and mountains. At the end of the usual busy year, we hope that this combination of people and place is an inspiration for our conference participants.

“Going For Gold” has thus clearly been inspired by Otago’s past, whether it be the green gold of pounamu, the elusive gold of Gabriel’s Gully, or the gold that we can strive for in our own achievements. The conference graphic image suggests a range of these nuggets related to our working lives such as seeking excellence in teaching, in research, in collaboration, plus some curriculum areas such as intercultural communication or business communication. Our aim is to propose that we should always be striving to be the best that we can, and through our conference we can share ideas that may be still at the gestational stage, or may be a reporting of work that can catalyse others in golden developments of their own.

The keynote and plenary speakers for our conference come from areas that link business, public service and academia. These, together with our programme of presentations and workshops, make our two day programme a truly golden opportunity.

¹ Retrieved 1 December 2009 from Te Ara Encyclopedia of New Zealand <http://www.teara.govt.nz/en/otago-region/4>

Our opening keynote speakers Grant Walker, Barrister and Solicitor with the Otago Southland Employers' Association, and Laura Black, Chief Executive and Director of The Methodist Mission, have extensive experience in corporate communication through their professional lives and in a wide variety of public service roles (fuller details on p.9). They also both have strong connections to the South.

Dr Mark McGuire from the Department of Design Studies at the University of Otago, although currently an academic, also has a background in the fields of telecommunications and publishing. He combines these areas of interest in his presentation which suggests new ways of using technological possibilities for collaborating and communicating.

We are very pleased this year to introduce the concept of the "NZCA Plenary Speaker", though which we recognise our own organisation's body of knowledge and expertise as exemplified by the two inaugural speakers, Prue Cruickshank and Meredith Caisley. Both Prue and Meredith have been long-term members of NZCA, and have attended and presented at many of the conferences over the last 21 years. Prue is the founding editor of The Communication Journal of New Zealand, *Te Kohinga Korero*, which has just celebrated its tenth year of publication. Meredith has held senior positions in Speech New Zealand for many years and has a life-time of experience of teaching and examining speech throughout New Zealand. Each of them will present a viewpoint on the past successes of, and future challenges to the field of Communication in New Zealand.

The NZCA Executive team of Nittaya Campbell, Rose Chapman, Trish Clokie, co-opted member Imogen Coxhead, and myself, thanks all of the contributors who manage to develop such interesting material while many are managing increasingly heavy workloads. We hope that you enjoy our two days together, and that you will find new golden ways to connect with colleagues, and envision innovative ways to communicate.

Once again, our sincere thanks to Otago Polytechnic, and in particular to Imogen Coxhead and her team, who have worked tirelessly to make this conference a reality.

*Josephine Ellis, President, 2007-2009,
on behalf of the NZCA Executive Committee*

Acknowledgements

Our thanks to our generous sponsors:

Otago Polytechnic

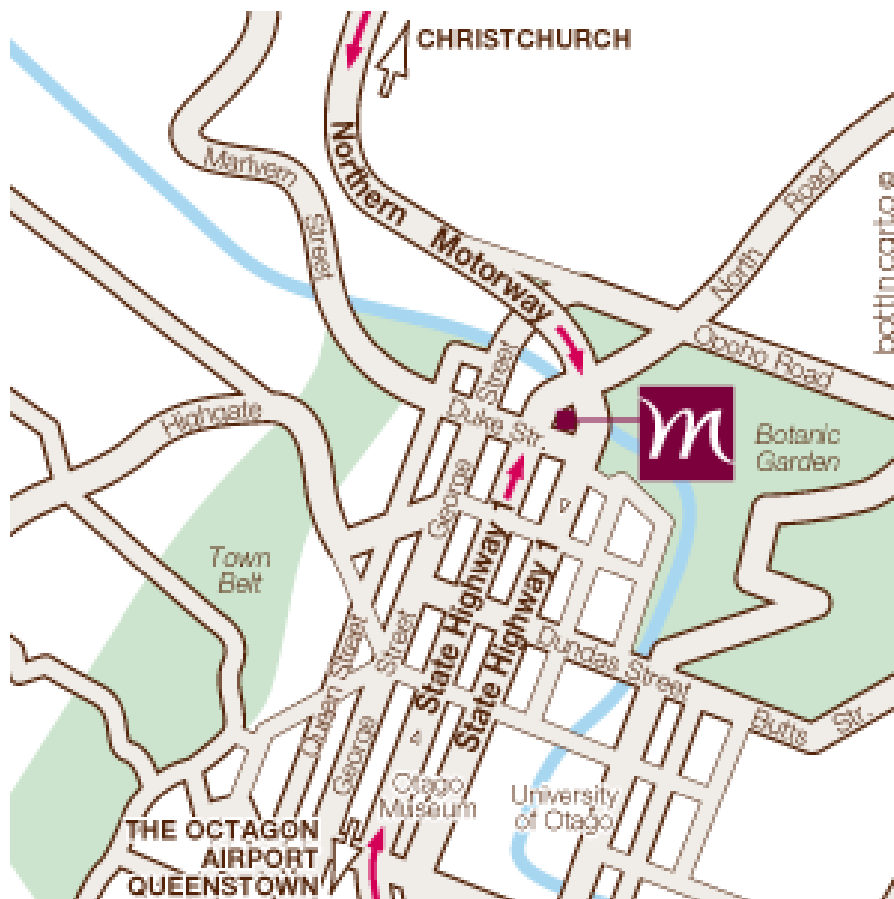
AUT University

Waikato Institute of Technology

University of Waikato

General Information

- Hosts:** **New Zealand Communication Association**
www.nzca.org
Established in 1988, the New Zealand Communication Association is New Zealand's professional body for teachers, researchers and practitioners in the communication field.
Otago Polytechnic is pleased to host the NZCA for its 21st Annual Conference.
- Registration:** Wednesday 9 December, and Thursday 10 December from 8.30am at the Conference Desk in the Mercure Leisure Lodge foyer.
- Conference Dinner:** Wednesday 9 December, at Mercure Leisure Lodge Restaurant
- Pre-dinner drink on arrival, selected wines for each dinner table, then cash bar for those with additional imbibing requirements.
- NZCA AGM:** **12.30 pm Wednesday 9 December**
- Venue:** **Mercure Leisure Lodge, Duke St, Dunedin**



<p align="center">NEW ZEALAND COMMUNICATION ASSOCIATION'S 21st ANNUAL CONFERENCE nzca.org 9-10 December 2009, Dunedin, New Zealand</p>		
<p align="center">Wednesday 9 December 2009</p>		
8.30-9.30	Registration	
9.30-10.00	Whakatau & Welcome from Otago Polytechnic CEO Phil Ker	
10.00-10.30	Morning Tea	
10.30-11.30	<p align="center">Opening Keynote Speakers: Laura Black, Grant Walker <i>Topic: Communicating Change</i></p>	
11.30-12.00	<p>Darrell L. Love & Karen G. Love <i>"What Do We Do Now?"</i> <i>Teaching Sustainability in IT</i></p>	<p>Eileen Lavranos <i>Striving For Better Practice; Inclusion And Not Stigmatization</i></p>
12.00-12.30 12.30-1.15	<p align="center">Lunch NZCA AGM</p>	
1.15-1.45	<p>Sandy Barnett & Susan O'Rourke <i>All that Glitters May Not Be Gold: A survey of business communication papers in NZ business degrees.</i></p>	<p>Samuel Mann <i>The Golden Age Of Computing:A Visual Extravaganza</i></p>
1.45-2.15	<p>W. Wayne Fu, J-en Teo & Seraphina Seng <i>Using Online Social Network Sites and Communication-Network Effect</i></p>	<p>Gary Mersham <i>Workshop: Researching Public Relations and Communication Management from an Aotearoa/New Zealand Perspective</i></p>
2.15-2.45	<p>Josephine Ellis <i>"How Good Am I?" Student Perceptions of Peer-Feedback Writing Blogs</i></p>	
2.45- 3.00	Afternoon Tea	
3.00-4.00	<p align="center">NZCA Plenary Session Meredith Caisley <i>Freespeak: The Art Of Extempore Speaking</i></p>	
4.00-4.30	<p>Prue Cruickshank <i>A Golden Opportunity: Communicate To Attract The Immigrant Entrepreneur To Your Community</i></p>	<p>Jill Clark & Trish Baker <i>Workshop: Cooperative Learning: Going for Gold with Student Groups</i></p>
4.30-5.00	<p>Rita Shelley & Peter Bruce <i>Assessing Stakeholder Engagement: Application Of The AA1000 To Small Business In New Zealand</i></p>	
7.00	<p align="center">Conference Dinner : Theme "Going For Gold" – Dress accordingly</p>	

Thursday 10 December 2009		
8.30-9.00	Registration	
9.00-9.30	Cheryl Cockburn-Wootten, Nittaya Campbell & Tom Cockburn <i>Play Dough And Tin Foil: Bring The Audience Back Into The Communication Picture</i>	Gary Mersham <i>Workshop: Using Augmented Reality technology to render 3- dimensional objects in paper based course materials to enhance learning for apprentice engineering trade students.</i>
9.30-10.00	Gail Pittaway <i>Gold Fillings Or Long In The Tooth? A Longitudinal Study Of Tertiary Student Reading Experiences</i>	
10.00-10.30	Morning Tea	
10.30-11.30	Keynote Speaker Dr. Mark McGuire <i>Topic: Collaborative, Conversational Networks</i>	
11.30-12.00	Samuel Mann, Lesley Smith & Karen Love <i>Talking The Walk: The Role Of Communication In The Teaching Of Sustainable Practitioners.</i>	Naumai Taurua <i>Levels 1 To 3 Tertiary: Connect To Succeed</i>
12.00-1.00	Lunch <i>Research & Subject Area Discussion Groups</i>	
1.00-1.30	Pip Mules <i>How the increasingly digital learning environment is mediating new perceptions of the status of knowledge</i>	Josephine Ellis <i>Is Western Logic the "Gold Standard"? Interesting Happenings In The Minds (and Assignments) Of Our Multi- cultural Students.</i>
1.30-2.00	Debbie Page & Trish Clokie, <i>Going, Going, Gone! Farmers' Attitudes To On-Line Stock Auctions</i>	
2.00-3.00	NZCA Plenary Prue Cruickshank <i>Ten years of the Communication Journal of New Zealand</i>	
3.00	Afternoon Tea & Farewell	

Keynote Speakers



Grant Walker, Barrister and Solicitor, Otago Southland Employers' Association, Dunedin . Grant joined the OSEA legal team in 2000. Grant brings a varied and wide skill base to the practice of employment law having been a partner in a long established Dunedin legal firm and leading that firm's commercial practice until 1990. He had business interests in the tourism sector in Central Otago for a number of years. Following further study Grant became a group facilitator in personal development and conflict resolution. Following a brief stint as a relieving tenancy mediator and researcher Grant also worked in poverty law for a number of years before specialising in employment law. Grant is the Business NZ representative on the Employment Relations Education Ministerial

Advisory Committee, is a Board Member of ASCO and CIPT and has served on the Board of a number of community organisations particularly in the mental health area.



Laura Black, the Chief Executive and Director of The Methodist Mission, has over 20 years experience in the community and voluntary sector including involvement in Samaritans and Welfare Rights Team (both Edinburgh), Women's Refuge, the Small Business Centre, Commerce Nelson, community radio, Whenua Iti Outdoor Pursuits Centre, The Hub, local body Youth Committees, Gateway Housing Trust, and the NMIT Te Tari Maori Programme Advisory Committee (all Nelson).

Laura has also held a national position in the UK union movement (NALGO), was Head of the University of Otago Alumni & Development Office, and was appointed to the Department of Internal Affairs Community Internship Panel (Government Board appointment) for Nelson. She has been a member of Association of Tertiary Education Managers, and the Council for Advancement and Support Education (International).

Laura is currently a member of the Institute of Directors, the Waitaki Coastal Otago COGS committee, and chairs the Dunedin Strengthening Families Strategy Group.



Dr Mark McGuire is a senior lecturer in the Department of Design Studies at the University of Otago, where he teaches communication design and digital media theory and practice. His publications focus on the design, social, and political aspects of virtual communities, online environments, social networks, blogging, podcasting, and digital games. Dr McGuire is also interested in interdisciplinary approaches to teaching and research, and in the growing open education movement. Before joining Otago in 1994, he spent ten years as the owner and principal designer at Mediatrix Inc. a Toronto-based company that provided design and consultancy services to the telecommunications and publishing industries.

Abstract on p. 10

NZCA Plenary Speakers



Meredith Caisley has been an examiner in speech and drama for over 30 years and is Vice-Chairman of Speech New Zealand which is the national speech examining body. She is passionate about fostering spoken communication and delights in assisting the New Zealand population to find their voice and share their views confidently in their unique styles. Meredith is a lecturer at AUT in the School of Communication Studies. Her life-time career has focused on Speech and Drama with Presentational Speaking as her speciality area. Caisley Communication Consultancy covers a wide range of aspects of spoken English and performance and attracts students from 7 years of age. Currently the oldest student is in his 70's and is an international motivational speaker.



Prue Cruickshank is a life member and a past president of NZCA, and the founding editor of the Communication Journal of New Zealand – He Kōhinga Kōrero, which also prompted her current study related to a PhD studying the networking behaviour of immigrant entrepreneurs. She completed her LTCL in Speech and Drama after leaving school, and lived in Iran for 10 years as part of her OE, contracting as an ESOL teacher and completing the Cambridge ESOL Diploma. The Iranian revolution prompted a return with her daughter as her husband was 'delayed'. She worked for Rodney Council, before becoming a Community Board member for East Coast Bays during the challenging amalgamation of five councils into the North Shore City Council. She became involved in the

Global Entrepreneurship Monitor (GEM) international research programme under Professor Howard Frederick, which led to her PhD enrolment. To balance her lifestyle, her pastime is poisoning rats as an *Ark in the Park* volunteer to restore the Waitakere habitat and enable the reintroduction of the rare hihi (saddleback), black robin, and kokako! Trying to live sustainably is challenged by her curiosity to observe different civilisations, as she will shortly visit Bhutan, India and Sri Lanka.

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**Keynote Presentation:
Collaborative, Conversational Networks**

*Mark McGuire
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University of Otago,*

Abstract

From static archives, to a web of hyperlinked pages, to 3D virtual worlds, the Internet has developed into an increasingly visual, interactive, and immersive medium over the past two decades. However, access to graphically intensive environments and high-resolution content can be less useful, and less popular, than sites and applications that support fast and convenient communication between people. According to Google's David Glazer, "people are the Killer app of the Web," and as Tim Berners-Lee reminds us, the World Wide Web has always been about communication in "a collaborative space where people can interact." Sophisticated mobile devices now enable us to download and upload text, images, audio, and video, easily, quickly, and when and where we please. Improved network speeds reduce the lag time between sending and receiving, resulting in a more conversational mode of communication. This mix of collaboration and conversation enables the formation of online communities, where participation and contributions are rewarded by increased visibility and enhanced reputation. I will discuss examples of successful collaborative, conversational networks, and I will highlight the importance of open access, and the usefulness of the Creative Commons Licensing option.

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All That Glitters May Not Be Gold: A Survey Of Business Communication Papers In New Zealand Business Degrees.

Sandra Barnett¹ & Susan O'Rourke²

¹Manukau Institute of Technology

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Abstract

In times of recession, education becomes both more attractive to students and would-be students, and more under scrutiny from employers. Students find the lack of jobs a reason for returning to, or continuing study, while employers who have many more applications for positions than usual want to feel confident that they are choosing the best possible applicants. Given that many studies (APNZ survey, 1997 and Bamford, 2000) have shown that good communication skills are valued highly by employers, how do businesses ensure that graduates will have acquired key communication competencies through their studies? Not too long ago, an employer could look for a business communication paper on a student's transcript and feel reasonably confident that core competencies had been mastered, especially if the student was a graduate of the New Zealand Diploma in Business where 560 *Business Communication* is compulsory. Nowadays interpersonal, organisational, management, intercultural and human resources communication papers abound. How can employers be sure that a solid grounding in business communication skills has been achieved? With this question in mind, the authors began to explore the diversity of approaches taken to communication papers within degree and diploma programmes in New Zealand. They discovered that, far from being irrelevant, the humble 140/560 *Business Communication* paper seems to have been adopted and incorporated into the core of many diverse qualifications offered by the major universities, institutes of technology and polytechnics within the country.

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Distillation Into Gold – The Alchemy Of Online Forums

*Rose Chapman
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Abstract

This presentation demonstrates and explores the potential of an online assessed forum to enhance learning and empower students to discover the 'gold' within themselves and others. This assessment tool, in a course that uses Moodle for blended delivery of a Level 5 Communication paper, has multiple benefits for both tutor and students. These benefits will be outlined, using an overall 'learning college/learning organisation' conceptual framework and pedagogy as the framework for discussion and evaluation.

Benefits to be outlined include:

- Opportunity to learn from other students through creation of online exemplars and models
- Opportunity to learn about other students through focused discussion and feedback
- Opportunity for individuals to incrementally improve quality of submissions and therefore results
- Instant private feedback from tutor through 'ratings' application as well as personal email
- Development and expansion of ideas through accumulated 'wisdom' of the group
- Enhanced collaboration, interaction and communication within the group

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Cooperative Learning Workshop: Going For Gold With Student Groups

Jill Clark¹ & Trish Baker²

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²Wellington Institute of Technology

Abstract

Cooperative learning is a teaching and learning technique in which groups of students work on structured tasks under conditions that meet five criteria: positive interdependence, individual accountability, face to face interaction, appropriate use of small group skills and regular self monitoring. Many studies have shown that, when correctly implemented, cooperative learning improves information acquisition and retention, higher level thinking skills, interpersonal and communication skills, and the ability to operate in a multi-cultural work environment. Many tutors and students, however, have not been trained to run groups effectively or to structure tasks appropriately and find that the results can be disappointing.

Trish Baker (Wellington Institute of Technology) and Jill Clark (Whitireia) have been involved in research into cooperative learning in the diverse New Zealand tertiary environment for the past five years and have presented internationally in this area. They have been awarded funding from Ako Aotearoa to produce a tutor training programme which will introduce tutors to the concepts and techniques of cooperative learning and which will address the practical problems that so often occur in group work.

In this workshop participants will learn the essential elements of effective group work by taking part in cooperative learning exercises. There will be an opportunity to discuss cooperative learning experiences and explore solutions to issues. Participants will receive useful cooperative learning resources.

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Play Dough And Tin Foil: Bring The Audience Back Into The Communication Picture

Cheryl Cockburn-Wootten¹

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Tom Cockburn

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Hamilton, New Zealand*

Abstract

Collaborative learning can encourage students, through a reflective process, to draw upon and analyse their experiences in order to improve practice. This paper will describe and discuss an activity that makes collaborative learning explicit by enhancing awareness of the students' own interpersonal communication competence. The activity uses reflection and empathy to develop a communication approach that considers the recipient's perspective when giving instructions.

The activity requires students to be in groups of three. Each group is given either Play Dough or tin foil. Play Dough and tin foil are used to create a non-threatening learning environment. The goal of the activity is to make an animal out of the materials given. The groups with tin foil are also provided with a set of written instructions for making the animal. Once the animal is created, or the time is up, there is a debriefing session.

The activity usually highlights three key areas in professional communication. First, the students do not necessarily perceive the instructions as useful. Instead, they need to draw on their collective, tacit knowledge to complete the task. Second, the students realise that they make assumptions about the intended recipient that may not be accurate. Finally, they have now become aware of the importance of taking the recipient's perspective into consideration when preparing and communicating instructions. This activity has been used successfully with a variety of communication students from health professionals to business students.

KEYWORDS: Collaborative learning, instructions, audience, non-threatening

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A Golden Opportunity: Communicate To Attract The Immigrant Entrepreneur To Your Community

*Prue Cruickshank
Unitec*

Abstract

Immigrant entrepreneurs are not usually attracted to New Zealand to make money, but primarily to enjoy the lifestyle while creating a satisfying business for themselves and their family. They contribute new skills, perspectives and finance to their adopted communities, so why do over 70 percent settle in Auckland? This presentation describes the benefits to smaller communities of attracting such entrepreneurs, and the basic requirements of a warm, friendly welcome, and good schools. Establishing rapport with a few key people in the chosen neighbourhood appears to be a critical factor to offset the initial lack of networks. This study is based on interviews with twelve immigrant entrepreneurs who settled outside Auckland, and enjoyed integrating into their communities. The communication skills of the immigrants, and their access to local community networks, are essential for successful settlement.

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“How Good Am I?” Student Perceptions Of Peer-Feedback Writing Blogs

Josephine Ellis
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AUT University, Auckland

Abstract

This presentation reports on the findings of a study whose first stages were described at the 2008 NZCA Conference. Teacher feedback is fundamental to writing instruction, peer feedback is often integral to writing “workshops”, and technology applications are expanding in writing programmes. The intersection of these strategies in academic writing teaching is seen in tools such as wikis, blogs, or the peer feedback options on Moodle and Blackboard®. While the “Facebook generation” might all be considered likely to exhibit the online disinhibition effect, it is also possible that (often compulsory) self-disclosure of one’s writing, and the giving and receiving of feedback, might for some be a daunting experience. A survey was conducted in writing classes across a range of degree programmes, involving students from a variety of cultural backgrounds to investigate students’ before-and-after perceptions of a Blackboard® class blog task in which all contributed an annotated expository essay and gave structured feedback to two designated class members; the influences of gender, age, culture, study programme and writing confidence were investigated. The validity of considering students’ perceptions when making teaching or assessment decisions is also discussed.

Sample References

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**Is Western Logic The “Gold Standard”?
Interesting Happenings In The Minds (And Assignments)
Of Our Multi-cultural Students**

Josephine Ellis
School of Communication Studies
AUT University

Abstract

Researchers have long made connections between language and culture, and more recently Nisbett’s *Geography of Thought* has focused attention on the work of intercultural communication researchers who have proposed that there are fundamental and significant differences in the thinking processes of those influenced by the Western or Grecian style of logical thinking, in contrast to the Eastern or Confucian style of thinking. These differences can be demonstrated in the cognitive and affective domains, and even at the level of neural transmissions observed via MRI scans. While writing teachers regularly confront the grammar, vocabulary and other problems of Non-English-Speaking Background (NESB) students in our classes, perhaps it is also necessary to explicitly deal with the different styles of thinking that students may be unknowingly applying in their learning or assessment processes. This may challenge the logic presumed as the norm by teachers trained in Western rhetoric. These differences have significance for common assignments such as essay writing, argument presentation, and analytical report writing, plus wider implications for teaching or assessments which implicitly presume monocultural definitions. This paper will background the relevant intercultural communication research, report on the research findings with a multi-cultural cohort of students, and discuss implications for writing teaching strategies.

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Using Online Social Network Sites And Communication-Network Effect

W. Wayne Fu

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Seraphina Seng

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Singapore*

Abstract

Since their introduction, social network sites (SNSs) such as MySpace (US), Facebook (US), Cyworld (Korea), and QQ (China) have attracted millions of users, many of whom have integrated the use of these sites into their daily lives. These online social networks have gained significant popularity and are now among the most popular sites on the web. The PEW Internet survey found that 35% of American adults and 65% of teenagers have a profile on an online SNS. Therefore, these sites have become significant research areas in both academic and commercial fields. Following Boyd and Ellison (2007), we also regard social network sites as web-based services which allow individuals to: (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. Essentially, users of these sites form a social network, which provides a powerful means of sharing, organising, and content and contacts. In the wake of the explosive growth of SNS users, research about SNSs has steadily gained ground. However, as noted by Ellison and colleagues, much research pertains to issues of identity presentation and privacy concerns.

This study examines user-network effect on the adoption and use of social networking sites(SNSs). Online survey data were gathered from Singaporeans to test the effect among individuals' choices about using Facebook. Regression analyses reveal that the likelihood that a respondent has joined Facebook and the amount of usage by a Facebook-using respondent are positively related to the breadth of Facebook's connectivity among his or her friends and his or her perception of how popular Facebook is vis-à-vis other SNSs.

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Striving For Better Practice: Inclusion And Not Stigmatization

Eileen Lavranos

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Abstract

For many of us our only knowledge or contact with mental health issues comes from the media. The popularity of medical dramas and reality TV shows following the daily lives of staff in New Zealand hospitals tend to promote the increased “medicalization” of health where the health professional is seen to be the prolonger of life through medical intervention, the patient or consumer being the grateful recipient of professional care. The wider social issues and the political and economic factors that lie behind these decisions in health care are not revealed and the complexities of the relationship between medicine and the community’s needs and understanding of health matters is mediated by the broadcasters (Hodgetts, D. & Chamberlain, K., 1999). Generally it has been shown that community attitudes towards mental illness are negative and are based on largely incorrect beliefs. The literature indicates that a complex relationship exists between culture and madness that goes back to antiquity. The idea that “madness is as madness looks” (Cross, 2004, p.197; Wahl, 1995) is suggested as a deep-rooted concern in the community in wanting to know who the mad are. The restoring of the mentally ill to community care in New Zealand can be applauded as it has eased the long-term pressure of incarceration on individuals. However although community care is a desirable option the upshot is that many patients are left to fend for themselves. In an environment where people are ill- or mis-informed on mental health issues public education programmes are valuable sources of information. This paper suggests that more is needed in educating the public towards promoting positive outcomes and away from perceptions that stigmatize and discriminate.

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“What Do We Do Now?”
Teaching Sustainability In IT
Darrell L. Love and Dr. Karen G. Love
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Abstract

From trepanning to vitamin pills, from stone axes to nuclear fission, human beings have demonstrated unparalleled skill at technological invention coupled with an equally unparalleled lack of foresight. “What do we do now?” Teaching Sustainability in IT” grew out of two class assignments in the Bachelor’s Degree in IT at Otago Polytech—one in Fundamentals of IT and the other in Communications—in an attempt to investigate the topics of IT and sustainability using an interdisciplinary approach. The title, “What Do We do Now?” reflects both a) our contemporary, Western practices of using technology first, then recognizing its impact on our world in retrospect; and b) our current and critical need to identify solutions to the problems we have created in ways that can be acted upon by each of us, immediately. Media Studies and Journalism provided the methodologies we used to explore this topic.

The assignments we created were designed to push the students outside the technical boundaries of IT by examining other contexts to gain information and insights about human beings, their attitudes, behaviours, and interactions vis-à-vis their environment & technology. Within the parameters of our assignments, “sustainability” was defined as “preserving and maintaining for future generations, a planet which can continue to provide the abundance and diversity of resources necessary for life, human and non-human, to thrive.”

In the Fundamentals of IT class, the students were given the five questions used in news reporting—what, who, when, where, and why—together the question “how.” In addition, they were directed to answer these questions in a graphic-design format by creating a poster which provides clear and immediate steps that one single person can take to address a specific issue re: IT and the global environment. The BIT Communications assignment required the students to view a sci-fi film (or read a novel) from a selected list, and to devise an interpretation which identifies issues deriving from the interrelationship between human beings, technology/IT, and the environment. Their interpretation should also identify both the solutions proposed by the film/novel and the consequences of inaction. To finalize the assignment, they were required to recommend actions that an individual in the real world of “here and now” could take to contribute to the sustainability both of humans as a species and of our environment.

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The Golden Age Of Computing: A Visual Extravaganza

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Abstract

This paper presents a timeline which consists of two sections, a history of computers from Sumerian tablets and Stonehenge on the top line; and concurrent artistic representations along the lower half. Computing is represented by all manner of intelligent communicating machines, from toasters to Cray super-computers, along with concurrent developments in tools: watches, typewriters, calculators and underlying technology: mathematics, electricity, transistors and chips. Similarly, artefacts of the fine arts are joined by literature, lyrics, advertising, cartoons, magazine covers, film, stamps, media coverage and, interestingly, magic tricks. In the late 1700s two long-standing rules were broken. Machines couldn't think and people couldn't fly. But in 1783 the Montgolfier brothers flew and the automaton "Turk" beat many of the best chess players in Europe. One of these was a trick, a piece of showmanship, but it set minds thinking about the possibility of mechanical intelligence. Since then, there has been an ongoing communication between the technology and its visual representation. This is not through any perceived beauty of the objects, but as a result of our uncertainty about a machine that thinks, enslaves and possibly replaces humans while all the time appearing as a tool to end all tools. In recent years, ideas of interactivity and virtual worlds have been added to the artistic picture. As the computer becomes "ossified" into the culture (Penny, 1995), and the technology becomes invisible - it will become harder to maintain this timeline, not because of a lack of material as it seems set to explode, but because the lines become blurred as computers and humans continue to co-evolve. The timeline aims to consider the fusions and fault lines between its two sections. In some cases the art follows the technological development, responding to new challenges or sometimes reflecting additions to the culture. In others, the art predates the technology, sometimes for a short time, and the technology follows, inspired perhaps by the art. On occasion, the art represents an unrealised future.

Note: When fully printed the timeline forms a poster 15 metres long, suitable for display.

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Talking The Walk: The Role Of Communication In The Teaching Of Sustainable Practitioners.

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Abstract

In this paper we explore the role of the communication practitioner in the teaching of sustainable practitioners in higher education. There is much talk currently about sustainability and, more specifically, about the need to encourage a sustainable, societal conscience. There is a strong call by many for organisations and tertiary institutions to play a strong role in achieving this global sustainability vision (Blewitt & Cullingford 2004, Mann & Smith 2007). The call from the United Nations is that this is a matter for students of every discipline (Tilbury *et al.* 2006, UN 2004).

We argue that the communication practitioner is integral to this process of transforming the education of every graduate (in every discipline, at all levels). Cognizant of a tendency to dump material seen as non-core in the lap of communication, we instead outline important and unique contributions of communication.

As a society we have to learn to live in a complex world of interdependent systems with high uncertainties and multiple legitimate interests. These complex and evolving systems require a new way of thinking about risk, uncertainty, ambiguity and ignorance (Stagl 2007). These systems require that we can think simultaneously of drivers and impacts of our actions across scales and barriers of space, time, culture, species and disciplinary boundaries. This means our graduates need skills in systems thinking; an understanding of the connected nature of our socio-ecological system; critical and creative thinking; an ability to act as change agent; an understanding of ethics; and a sense of participation and action. None of this is possible without the framework of communications.

Sustainability should not be seen as an extra subject and should not be confused with green, or with education about the environment. Instead, sustainability provides a context for learning within and about the student's discipline. This sustainability "lens" overlaps strongly with that of communication.

Examples are given from the contribution of communication towards the development of Otago Polytechnic's Education for Sustainability initiative. Otago Polytechnic set itself a goal of "every graduate may think and act as a sustainable practitioner by 2009". This goal is aimed at contributing to a better community, at producing graduates across the institution with relevant skills, values and behaviours, and about working closely with industry to both identify and achieve sustainable practice in each discipline.

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Using Augmented Reality Technology To Render 3-Dimensional Objects In Paper Based Course Materials To Enhance Learning For Apprentice Engineering Trade Students.

Gary Mersham

Open Polytechnic of New Zealand

This workshop is 'hands on' and will demonstrate how Augmented Reality images can be produced from a teaching manual for 2nd year engineering students. The presentation is based on a research project by a cross functional team from the Open Polytechnic funded by Ako Aotearoa.

The overriding objective is to improve the learning experience for year two apprentice engineering trade students using augmented reality technology.

The following aspects will be demonstrated and discussed

- Testing the proof of concept of using three dimensional digital graphics for paper-based distance learning materials
- Collaboration across schools and external providers to develop materials
- Delivery of the course materials to learners
- Obtaining feedback from learners
- Conclusions and recommendations for further use and an analysis of scalability and transferability
- A short, two minute 'digital story' (video) that documents the process will also be presented.

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Researching Public Relations And Communication Management From An Aotearoa/New Zealand Perspective

*Professor Gary Mersham
Open Polytechnic of New Zealand*

Abstract

This workshop focuses on the process that led to the publication of *Public Relations and Communication Management - An Aotearoa/New Zealand Perspective*, published by Pearson Education this year. The presenter is the lead author.

This will be an interactive and practical workshop of interest to those who are interested in:

- what research shows are the key trends in the Aotearoa/New Zealand communication management landscape and;
- how the text was conceived of, researched, written and produced.

The presentation will touch on the following:

- conception
- delineating the market landscape and niche areas
- working with contributors and co-authors
- copyright issues
- the challenges of online sources
- identification of key themes
- academic sources
- layers and processes of editing
- marketing and awareness
- feedback and revision

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The Medium Really Is The Message

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Abstract

This presentation uses Wertsch's (1998) ideas of mediated discourse analysis to explore how the increasingly digital learning environment is mediating new perceptions about the status of knowledge. Wertsch claims that the intersection between psychological (internal processes), sociological and historical (external) processes and the tools we use (Wertsch sees language as a tool) shapes our beliefs about the world we live in. He describes this process of tool using as mediation and claims that the physical properties of the tools we use are inextricably meshed with our epistemology. For example in a print-based society the physical characteristics of the book as a learning tool not only controlled how knowledge was accessed, stored and disseminated but also exerted a powerful unconscious influence over our perceptions about the status of knowledge. Consequently the knowledge associated with Western pedagogy has traditionally been accorded powerful credibility and respectability because it was presented in tomes that imply content with enduring value. We live in a world where our knowledge tools are increasingly digital. What will this mean for the way we learn, know and are assessed? This paper suggests that digital learning tools are mediating a loosening of our perception of knowledge: a blurring of the boundaries between high and low, informal and formal knowledge and an unconscious acceptance that knowing is social and emotional rather than personal and rational.

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Going, Going, Gone! Farmers' Attitudes To On-Line Stock Auctions

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Online auctions are an accepted way of doing business in 2009, as demonstrated by the success of sites such as Trademe in New Zealand, and EBay in Europe. Items for sale range from houses and cars, to dogs and magazines. These web sites are examples of how technology is changing the way people communicate. Security issues have been alleviated by advances in software, and trading on-line appears to be a popular pastime.

At the beginning of 2009, newspaper and television stories were published about an farming on-line stock auction site. These stories led us to wonder how a traditional group such as farmers would respond to and use new technology. We were interested in researching user attitudes towards on-line stock auctions from a communication perspective.

In particular, we wanted to explore how selling stock on-line impacts on the traditional way of selling stock, i.e. face-to-face in stock yards, and the implications this has on farmers' traditional ways of socialising and conducting business during stock sales. We also wanted to research non-users of the stock auction site to understand why they were reluctant to utilise this sales method.

Our initial investigation suggested that there was a paucity of research in this particular field in New Zealand.

Through this study we hope to achieve an understanding of the role of technology as a communication tool with non-traditional users, and be able to apply the findings to other sectors of society.

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Gold Fillings Or Long In The Tooth?

Gail Pittaway

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Abstract

Just what is the current crop of first year students reading for recreation? Could it all be chick- lit and sports biography? Vampires were in fashion even before Bram Stoker penned his famous novel, "Dracula". Now with the latest teenage best seller, the "Twilight" series of books and films, Vampires and those who produce their tales have never sunk their incisors deeper into the purses of the populace.

This paper will present the results of a longitudinal study of student reading experiences, from tertiary students, comparing results from 2005, 2006 and 2007 with responses in 2009. The study arises out of a two-part survey. The first part questions students about their reading practices and asks them to list everything they read and note the media they use - paper, electronic, comic, magazine - any genre or medium they wish to note is invited. Then the students fill in an author recognition survey from two well established independent literary websites and identify authors whose names they recognise by ticking alongside the name.

In 2005, 2006 and 2007, the most popular books were the Harry Potter series, and the Lord of the Rings trilogy by Tolkien, although the students' recognition of authors by surname was a little more classical and Shakespeare, Jane Austen and Dickens among the top ten names recognised.

The paper will conclude with consideration of the following questions and some answers to them as well. What is the current obsession with vampires, zombies or "chick lit"? What is it that excites the young reader? Is it all bad?

What does this mean for educators and communicators when reading is such an important component of language development and skill?

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Assessing Stakeholder Engagement: Application Of The AA1000 To Small Business In New Zealand

Rita Shelley & Peter Bruce
NorthTec

Abstract

As more organisations pursue sustainability aspirations, stakeholder engagement is emerging as a means of understanding the hopes and concerns of those impacted by organisations. Alongside the emergence of the notion of the stakeholder is a realisation that organisations cannot act with impunity. Enlightened organisations seek the licence of their communities to operate. Defensive or manipulative communication needs to be displaced by consensual and relational dialogue to achieve effective stakeholder engagement. Instruments have emerged to measure stakeholder engagement, including Accountability's Stakeholder Engagement Standard (AA1000). The AA1000 appears an appropriate instrument for corporations, but will it be readily adopted by small business? Our research team discussed the AA1000 with small businesses with sustainability aspirations. The development of a "light" version of the AA1000, nested within the existing standard may be more practicable of small business leading to broader adoption of the standard.

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Levels 1 To 3 Tertiary: Connect To Succeed

Naumai Taurua

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Abstract

A large proportion of tertiary students studying levels 1 to 3 are arriving disengaged from the educational system. With open access admission, students enter unmotivated, and lacking determination, become ghosts, drop-outs or transient learners.

Discovery and project-based learning connect the student to the concept of real world learning. Situations and problems, either real world or professionally relevant, provide the student with context for learning the essential concepts a course is intended to teach.

Play should be a central characteristic of the course. Play is more than games, props or puzzles. It encourages a love of learning, generates deeper levels of understanding and, combined with authentic tasks, ignites interest, passion and curiosity.

A confident student is self-determined, a self-determined student is intrinsically motivated, and with effective instruction, an educator can create an environment of achievement.

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