



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

VA'AOMANŪ PASIFIKA

PACIFIC STUDIES

PASI 404

Special Topic: Pacific Epistemologies in Research Methodologies

30 POINTS

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July - 17 November 2013

Teaching dates: 15 July - 18 October 2013

Mid-trimester break: 26 August - 8 September 2013

Study period: 21–25 October 2013

Last assessment due: 28 October 2013

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Tues & Thurs: 12pm – 2pm

Room 102, 6 Kelburn Parade

Individual One on One Tutorial Times/Office Hour: Thurs: 11am - 11.50am

Room 203, 6 Kelburn Parade

Names and contact details

Sailau Suaalii-Sauni - Course Coordinator

Room 203, 6 Kelburn Parade

sailau.suaalii-sauni@vuw.ac.nz

04 463-6867

Sylvyetta Hanipale - Administrator

Room 101, 6 Kelburn Parade

Sylvyetta.hanipale@vuw.ac.nz

04 463-5830

Communication of additional information

Any changes to the above information will be posted on Blackboard and/or sent through to students via email. You will automatically receive all Blackboard announcements as an email sent

to your @myvuw.ac.nz email address. If you are not going to use this Victoria email address set up for you, we strongly encourage you to set a forward from the Victoria email system to the email address you do use.

Prescription

This course critically examines Pacific research methodologies and methods (e.g. the *talanoa*, *tivaevae*, *faafaletui*, *toktok*), and their underlying epistemological foundations, using class-based discussions and a practical community-based group research exercise. Students will draw comparisons between these and relevant frames of knowing and doing used in social science and the humanities.

Course content

This is a semi-structured *talanoa* seminar based course. The idea of a “semi-structured talanoa seminar” is explained a little more below and will be explained further on the first day of classes. The order in which each topic occurs within the course is designed to not only introduce students to key areas within Pacific research, but also to give them practical hands-on experience carrying out, at a basic level, some Pacific research tools. The course asks students to reflect on four main questions:

1. What is Pacific research methodology?
2. What is Pacific epistemology, and what is its relevance to Pacific research methodology?
3. What are Pacific research methods?
4. How do I apply them?

To address these questions, the course expects students to engage in six main types of activities:

1. In-class discussion sessions;
2. A class visit to a Pacific community-based organisation in Wellington;
3. Practical in-class Pacific research exercises set by the course convenor;
4. Careful reading of academic scholarship;
5. Open and respectful sharing of views on these;
6. Formal written work.

The course seeks to complement PASI 401. It expands on the “Social Science Research and Indigenous Methodologies” module of that course, offering students the opportunity to explore in more depth the Pacific knowledges and research methodologies introduced in that course. It is not necessary to have done PASI 401 in order to do this course and vice versa. PASI 401 is, however, a compulsory course for the BA Hons in Pacific Studies. This course is optional and is for those who wish to focus in some depth on Pacific research methodologies and methods, and their epistemological underpinnings.

Course learning objectives (CLOs)

The course learning objectives (CLOs) are that students by the end of the course are able:

1. To critique key Pacific research methodological frameworks, their associated methods and underlying epistemological foundations;
2. To assess the comparative value of these key Pacific research methods alongside related methods from within the social sciences and humanities;
3. To apply, at a basic level, one or more Pacific research methods within a community-based setting;
4. To transcribe, collate and interpret, at a basic level, Pacific research data;
5. To demonstrate sensitivity and skill in facilitating an in-depth group discussion on a Pacific research topic with Pacific participants; and

6. To develop the basic writing skills necessary for publishing a technical research report or an academic article.

Teaching format

The teaching approach for this course is based on the semi-structured *talanoa* seminar format. This format draws on Timote Vaiioleti's (2006) ideas of *talanoa* as informal conversations but places this within a semi-structured seminar type approach. This means that students and course convenor are expected to broadly engage in open interactive dialogue on each of the topics and readings set for the course. While the general topic area is set, the exact path (i.e. manner and form) that the class discussions will take will depend on the interaction or *talanoa* generated within the seminars.

Students are expected to read all the main readings. A supplementary reading list is provided to help build student awareness of further thinking in key subject areas. The class hosting/chairing exercise is expected to offer students the ability to develop personal confidence and gain experience in leading group intellectual discussion on a key topic in this course. The class visit offers students the ability to experience first-hand, in a semi-structured way, how the Pacific research methodologies and/or epistemological concerns discussed in class play out or not in a Pacific community-based organisational setting.

Because of the broad scope of the topics within this course, students are encouraged to read widely. However, to keep the readings per class to a reasonable workload level, the readings have been deliberately allocated to give cumulative knowledge wherever possible. Students are encouraged to reflect and refer to readings from earlier weeks as many will have relevance to later topics. A week by week schedule of topic areas for coverage in the course is provided in appendix 1, together with list of readings per day per week.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must, unless there is a legitimate reason for their absence or late submission, attend 80% of all scheduled classes and submit or participate in all required work for assessment by or on the due date. Students who achieve a passing mark for coursework at the end of the term, but fail to turn in a major assignment will not get a "C" but will get a "K" grade (indicating that they have not passed the course due to a failure to meet requirements).

Please note that all your marked coursework for PASI404 will need to be presented in a portfolio at the end of your Honours degree, for assessment by an external examiner. We recommend you keep copies of all your assignments for this purpose. All grades received for courses taken as part of the Honours programme, cannot be assumed to predict the final grade for the degree. The external examiner will make the final recommendation for overall grades for the Honours degree, e.g. First Class Honours (1 or 2), Second Class Honours (1 or 2), etc. At Honours level we expect our students to be producing work at B+ standards and above.

Workload

The workload for PASI 404 is consistent with other 30 point courses within the Faculty of Humanities and Social Sciences. It is recommended that for every contact hour of a postgraduate course, you spend at least 4 hours of preparation, or every course point equals 10 hours of work.

Assessment

This course is 100% internally assessed.

Assessment items	Length	%	CLO(s)	Due Date
1 Hosting/chairing of one class discussion session on set readings	50 mins	10%	1 - 6	23, 25, 30 July-1 & 6 Aug, Oct 1
2 An annotated bibliography	1,500 words	10%	1,2,6	5 Aug
3 A qualitative verbatim transcript (individual contribution to transcript content assessed using individual drafts of topic guides + ethics forms + final role performance);	N/A	10%	1 - 6	15 Aug
4 Attendance and participation in an applied group research exercise with a Pacific community-based organisation;	N/A	10%	1 - 6	20 Aug
5 A thematic summary of findings of Pacific research discussion using verbatim transcript	3,000 words	15%	1 - 6	16 Sept
6 An individual oral presentation on draft outline of essay topic	Time length depends on number of students in class	5%	1,2,6	8 & 10 Oct
7 An essay (formatted for possible publication in a relevant and reputable academic journal).	5,000 words	40%	1,2,3,4, 6	28 Oct

1. Hosting/chairing a class discussion session (10%) (50 minute session)

Students are to host/chair one semi-structured in-class *talanoa* session from Week 3 for internal assessment. This involves being prepared to make introductory remarks about the readings set for the day, commenting on or raising questions which are directly relevant to the readings, and ensuring that everyone is engaged in the *talanoa*. Hosts/chairs are not expected to carry out a lecture, rather they are to generate and facilitate open and respectful discussion. Hosts/chairs are encouraged to be as creative as possible in their facilitation and generation of dialogue, keeping in mind that the dialogue is to stay relevant to the topic at hand. Hosts/chairs are to make summary comments at the end of their chairing/hosting session, drawing specific links between key points raised in discussion about the topic and the readings. Possible chairing/hosting sessions are listed below.

Students are to meet with the course convenor before their session to discuss general structure and focus of their session and to negotiate which readings they will cover with course convenor before their session. Students are to cover at least one reading (and maximum of 3 readings) set for that day for their hosting/chairing session. Students are able to, and indeed encouraged to, where directly relevant, draw in supplement to set reading/s to be covered, on other readings set for the other days in the course. Students are to elect whether they will host/chair in the 1st or 2nd hour of class.

Hosting/Chairing Session Topics (see readings list in Appendix 1)	Week, Day & Time
1. Applying Pacific epistemologies and research methodologies: key issues to consider	Tues, July 30, Day 5, Wk 3
2. Critiquing Pacific research methodologies	Thurs, Aug 1, Day 6,

	Wk 3
3. A comparative review of qualitative, quantitative and Pacific indigenous research	Tues, Aug 6, Day 7, Wk 4
4. Reflecting on visit with Vaka Tautua: reflexivity as a method	Thurs, Sept 12, Day 14, Wk 7
5. Comparing different reporting and dissemination strategies	Tues, Sept 24, Day 17, Wk 9
6. Evaluating cost-effectiveness of Pacific research	Thurs, Sept 26, Day 18, Wk 9
7. What is 'decolonisation'? How might it apply to questions of Pacific epistemology and research?	Tues, Oct 1, Day 19, Wk 10
8. How does 'for Pacific by Pacific' work?	Thurs, Oct 3, Day 20, Wk 10

2. Annotated Bibliography (10%) (1500 words max)

This assignment is to focus on developing the student's essay for this course. Students are to come up with an essay topic and this is to be the topic heading for their annotated bibliography. Students are to annotate, in approximately 100 words per annotation, 10 relevant sources. Students are to provide a brief explanation of their search methodology. Students are to use an accepted academic referencing style. See Blackboard for specific marking criteria for this assignment.

3. A qualitative verbatim transcript (10%)

This assignment is made up of three parts that culminate in the qualitative verbatim transcript that will be transcribed by the course convenor and provide the ultimate item for assessment. The student's performance in the following three parts will be taken into consideration when assessing their contribution to the overall quality of the content evidenced in the verbatim transcript. The three parts include: (a) the student's individual draft of a Pacific research topic guide; (b) the student's individual draft of an information sheet and consent form (using templates provided by the course convenor); and (c) the student's own performance in the mock Pacific research *talanoa* or *faafaletui* or other session that they decide upon, that will ultimately be transcribed. The verbatim transcription evidences each student's engagement in the mock *talanoa* or other session, and together with their draft topic guides and ethics information and consent forms, will altogether provide evidence of their understanding of the Pacific research method chosen. This assignment will be explained more fully in class. See Blackboard for specific marking criteria for this assignment.

4. Attendance and participation in an applied group Pacific research exercise with a Pacific community-based organisation (10%)

This assignment involves attending and participating in the visit with Vaka Tautua service in Wellington. Depending on the size of the class, each student will be expected to actively participate in the discussion session to be held with the service. Specific details of the format for the visit will be provided for students in class and posted on Blackboard. See Blackboard for specific marking criteria for this assignment.

5. Thematic summary of qualitative Pacific research transcript (15%) (3000 words max, reference list included)

This assignment draws on the verbatim transcript produced from the assessed mock Pacific research discussion session and from the basic questionnaire findings collated in Week 6. Students are to produce a thematic summary that summarises the in-class Pacific research

findings, incorporating where appropriate in-class questionnaire findings. This assignment will be explained more fully in class. See Blackboard for specific marking criteria for this assignment.

6. Individual oral presentation of draft outline of essay topic (5%)

This assignment involves students providing an oral presentation to the class on their proposed essay. Students are to provide an outline of the key concepts and questions they are concerned with in the essay and the key readings that will inform their essay, and argue for the significance of what they propose to address in their essay to the academic field of Pacific knowledge and research. This assignment expects students to be at the middle stage of their essay preparation work. See Blackboard for specific criteria for marking this assignment.

7. Essay (40%) (5000 words max, reference list included)

Students must meet with the course convenor during office hours to confirm an essay topic by Week 3. Essay topics are to have relevance to the objectives of the course. See Blackboard for specific criteria for marking this assignment.

Submission and return of work

All written assignments must be submitted as hard-copies with the cover sheet into the VASA assignment box by the due date. Cover sheets are available from the VASA administrator (some are usually placed on the VASA assignment box). All assignments will be marked by the course convenor and returned to students within two weeks of receipt where reasonably possible.

Penalties

Marks will be deducted for grammatical and spelling errors on all written coursework assignments. Therefore, it is recommended that you proofread your written assignments before turning them in. Marks will be deducted for assignments turned in after the due date at 0.5 per day.

Field-trip to Pacific community-based organisation

We will be meeting with the newly established Vaka Tautua service on Tuesday, 10 September, 2013, from 12.30pm-1.30pm. Transport will be arranged by the course convenor and we will leave from 6 Kelburn Parade at 12noon and return by 2pm. Course convenor will lead the visit and be responsible for class conduct. Attendance and participation in the visitation is assessed. You can read about Vaka Tautua at: <http://www.vakatautua.co.nz/#>.

Set texts

Textbooks can be purchased from VicBooks. For more information you can check their website: www.vicbooks.co.nz. The key text you will need for PASI 404 is:

PASI 404 student notes (available for purchase from VicBooks)

Recommended reading

Recommended reading list will be posted on Blackboard in Week 1 file.

Student feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that you must familiarise yourselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz
- Va'aomanu Website: www.victoria.ac.nz/pasifika

APPENDICES:

APPENDIX 1: WEEK BY WEEK TIMETABLE

Wk./ Day	Topic & Reading
Week One:	What is Pacific epistemology?
Day 1: Tues, July 16	<p><i>What is Pacific epistemology? What is the relationship between Pacific epistemology and the Pacific physical/material and metaphysical/social/spiritual worlds?</i></p> <p>Readings:</p> <p>1). Huffer, E. and Qalo, R., "Have we been thinking upside-down? The contemporary emergence of Pacific theoretical thought", <i>The Contemporary Pacific</i>, 2004, v16, n.1, pp.87-116. (PDF Copy posted on Bb in Week 1 file).</p> <p>2). Nongkas, C., and Tivinarlik, A. "Melanesian indigenous knowledge and spirituality". <i>Contemporary PNG Studies: DWU Research Journal</i>, 2004, v1, pp.57-68. (PDF Copy posted on Bb in Week 1 file).</p> <p>3). Quanchi, M. "Indigenous epistemology, wisdom and tradition; changing and challenging dominant paradigms in Oceania", Paper presented to the Social Change in the 21st Century Conference. 29 Oct 2004. Brisbane: Centre for Social Change Research, Queensland University of Technology. (PDF Copy posted on Bb in Week 1 file).</p>
Day 2: Thur, July 18	<p><i>How do we know what we know? How do we know something is Pacific or Pasifika? How do we verify its 'Pacific-ness' or 'Pasifika-ness'?</i></p> <p>Readings:</p> <p>4). Gegeo, D and Watson-Gegeo, K. "Whose knowledge? Epistemological collisions in Solomon Islands community development", <i>The Contemporary Pacific</i>, 2002, v.14, n.2, pp.377-409. (PDF Copy posted on Bb in Week 1 file).</p>

	<p>5). Gegeo, D. and Watson-Gegeo, K.A. "How we know: Kwara'ae rural villagers doing indigenous epistemology", <i>The Contemporary Pacific</i>, 2001, v.13, n.1, pp.55-88. (PDF Copy posted on Bb in Week 1 file).</p> <p>6). Hviding, E. "Between knowledges: Pacific Studies and Academic Disciplines", <i>The Contemporary Pacific</i>, 2003, v.15, n.1, pp.43-73. (PDF Copy posted on Bb in Week 1 file).</p>
Wk Two:	What is a research methodology?
Day 3: Tues, July 23	<p>How do we verify the reach and/or 'truth' of Pacific knowledges? What research methodologies ought to dominate in this verification process?</p> <p>Readings:</p> <p>7). Delanty, G., and Strydom, P. "Introduction - What is the philosophy of social science?", In <i>Philosophies of Social Science: the classic and contemporary readings</i>, Delanty, G., and Strydom, P (eds). 2003. Philadelphia, PA: Open University Press. Pp.1-12. (PDF Copy posted on Bb in Week 2 file).</p> <p>8). Okere, T. "Is there one science, Western science?' <i>Africa Development</i>, 2005, v.XXX, n. 3, pp.20-34. (PDF Copy posted on Bb).</p> <p>9). Sanga, K. "Making philosophical sense of indigenous Pacific research", In <i>Researching the Pacific and indigenous peoples: issues and perspectives</i>, Tupeni Baba et al (eds), Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.41-52. (PDF Copy posted on Bb in Week 2 file).</p> <p>10) Roberts, M. "Indigenous knowledge and western science: perspectives from the Pacific". In <i>Science and technology education and ethnicity: an Aotearoa/New Zealand perspective</i>, 1998, Wellington: The Royal Society of New Zealand, pp.59-75. (PDF Copy posted on Bb in Week 2 file).</p>
Day 4: Thur, July 25	<p>What research methodologies and/or methods are used by researchers who study Pacific communities, environments, practices and knowledges to carry out their research? What justifications do they propose for using these research methods? What ethical concerns are implicit?</p> <p>Readings:</p> <p>11). Giddings, L.S. and Grant, B.M. "Mixed methods research for the novice researcher", <i>Contemporary Nurse</i>, 2006, v.23, pp.3-11. (PDF Copy posted on Bb in Week 2 file).</p> <p>12). Finlay, L. "Applying phenomenology in research: problems, principles and practice", <i>British Journal of Occupational Therapy</i>, 1999, v.62, n.7, pp.299-306. (PDF Copy posted on Bb in Week 2 file).</p> <p>13). Vaioleti, T.M. "Talanoa research methodology: a developing position on Pacific research", <i>Waikato Journal of Education</i>, 2006, v.12, pp.21-34. (PDF Copy posted on Bb in Week 2 file).</p> <p>14). Tamasese, K., et al., "Ole Taeao Afua, the new morning: a qualitative investigation into Samoan perspectives on mental health and culturally appropriate services", <i>Australian and New Zealand Journal of Psychiatry</i>, 2005, v.39, n.4, pp.300-309. (PDF Copy posted on Bb in Week 2 file).</p> <p>15). Helu Thaman, K. "Partnerships for progressing cultural democracy in teacher education in Pacific Island countries", in <i>Handbook of Teacher Education</i>, Townsend, T., and Bates, R., (eds)., 2007, Netherlands: Springer, pp.53-66. (PDF Copy posed on Bb in Week 2 file).</p> <p>16). Vallance, R.J., "Is there a Melanesian research methodology?" <i>Contemporary PNG Studies: DWU Research Journal</i>, 2007, v.7, pp.1-16. (PDF Copy posted on Bb in Week 2 file).</p> <p>(See also the ethics readings set for Week 4 – the Meo-Sewabu and the HRC readings if possible, reference will be made to these)</p>

Wk Three	A review of research that have applied Pacific research methodologies and methods
Day 5: Tues, July 30	<p><i>How have Pacific research methodologies and methods been applied? What ethical concerns are implicit in these methodological approaches?</i></p> <p>17). Prescott, S.J. "Using talanoa in Pacific business research in New Zealand: experiences with Tongan entrepreneurs", <i>AlterNative</i>, 2008, special edition, v.1, pp.127-148. (PDF Copy posted on Bb in Week 3 file).</p> <p>18). McCarthy, A., et al. "Fa'afaletui: A framework for the promotion of renal health in an Australian Samoan Community", <i>Journal of Transcultural Nursing</i>, 2011, v.22, pp.55-62 (PDF Copy posted on Bb in Week 3 file).</p> <p>19). Johansson-Fua, A. "Ko hota fa'ungamotu'a ko hota kaha'u – A knowledge system for redesigning Tongan curriculum", in <i>Re-thinking education curricula in the Pacific: challenges and prospects</i>, Sanga, K and H. Thaman, K. (eds). 2009. Wellington: Institute for Research and Development in Maori and Pacific Education, Te Kura Maori, pp. 196-220. (PDF Copy posted on Bb in Week 3 file).</p> <p>20). Eggins, J. et al., "Engaging the youth in community action: a visual methods approach to HIV & AIDS awareness", Paper for the 20th AMIC Annual Conference, Hyderabad, India, 2011 (24-27 July), pp.1-18. (PDF Copy posted on Bb in Week 3 file).</p>
Day 6: Thur, Aug 1	<p><i>What critiques are associated with these applications?</i></p> <p>Readings:</p> <p>21). Suaalii-Sauni, T., and Aiolutepoa, M.F. "Decolonising Pacific research, building Pacific research communities and developing Pacific research tools: the case of the 'talanoa' and 'faafaletui' in Samoa", Paper for 'Indigenous Pacific Research Methodologies: Decolonising Development Research, Policy and Practice' Panel for 2012 International Development Conference, Dec 3, University of Auckland, Auckland. (PDF Copy posted on Bb in Week 3 file).</p> <p>22). Farrelly, T., and Nabobo-Baba, U. "Talanoa as empathic research", Paper for 'Indigenous Pacific Research Methodologies: Decolonising Development Research, Policy and Practice' Panel for 2012 International Development Conference, Dec 3, University of Auckland, Auckland. (PDF Copy posted on Bb in Week 3 file).</p>
Week Four	Thinking through and doing Pacific research methodologies and methods vis a vis social science research methodologies and methods
Day 7: Tues, Aug 6	<p><i>A comparative review of qualitative, quantitative & indigenous research: survey research, evaluation research, ethnographic research versus Pacific research</i></p> <p>Readings:</p> <p>23). McMurray et al. "Quantitative data collection by survey, questionnaire and experiment", in <i>Research: a commonsense approach</i>. 2004, Southbank, Victoria: Thomson Social Science Press. pp. 101-123.</p> <p>24). Gobo, G. <i>Doing Ethnography</i>. 2008. London et al: Sage Publications. Chapters 1&2, pp.2-32. (PDF Copy posted on Bb in Week 4 file).</p> <p>25). White, R. "Doing evaluation research", in <i>Social research methods: an Australian perspective</i>, 2006, Melbourne: Oxford University Press. pp. 159-185. (PDF Copy posted in Bb in Week 4 file).</p> <p>26). Waa, A. et al. "Section 2: Planning your evaluation", in <i>Programme evaluation: an introductory guide for health promotion</i>, 1998, Auckland: University of Auckland. Pp.1-25. (PDF Copy posted in Bb in Week 4 file).</p>
Day 8: Thur, Aug 8	<p><i>Practical Class Exercise: Applying a Pacific research methodology and method. Students are to choose a research topic for research discussion and questionnaire design from list of topics provided by course convenor. Class to work with Course Convenor to design topic guides, ethics forms and basic questionnaires.</i></p>

	<p>Discussion on cultural and research protocols and ethics when meeting with Pacific community organisations or speaking with Pacific participants for research purposes. Students are (with convenor guidance) to develop a topic guide, ethics information sheet, consent form & basic questionnaire. Templates to be provided in class.</p> <p>Readings:</p> <p>27). Meo-Sewabu, L. "Cultural discernment as an ethics framework", Paper for 'Indigenous Pacific Research Methodologies: Decolonising Development Research, Policy and Practice' Panel for 2012 International Development Conference, Dec 3, University of Auckland, Auckland. (PDF Copy posted on Bb in Week 4 file).</p> <p>28). NZ Health Research Council, <i>Guidelines on Pacific Health Research</i>, 2005, Auckland: NZ Health Research Council. (PDF Copy posted on Bb in Week 4 file).</p> <p>29). Punch, K.F. "Collecting Quantitative Data", in <i>Introduction to social research: quantitative and qualitative approaches</i>, 1998, London et al: Sage Publications, pp.102-110. (PDF Copy posted on Bb in Week 4 file).</p>
Wk Five	Research practicum: Collecting Pacific research data
Day 9: Tues, Aug 13	<p><i>Continue Practical Class Exercise: Finalise topic guide & basic questionnaire. If topic guide ready then conduct practice run of data collection exercise.</i></p> <p>Revisit discussion on cultural and research protocols and ethics when meeting with Pacific community organisations.</p> <p>Students to carry out Pacific data collection research exercise bearing in mind Pacific epistemological and ethical concerns.</p> <p>Reading:</p> <p>30). Punch, K.F. "Collecting Qualitative Data", in <i>Introduction to social research: quantitative and qualitative approaches</i>, 1998, London et al: Sage Publications, pp.174-197. (PDF Copy posted on Bb in Week 5 file).</p>
Day 10: Thur, Aug 15	<p><i>Continue Practical Class Exercise: Finish Pacific research data collection exercise – exercise to be audio-taped & code questionnaire findings.</i></p> <p>Confirm cultural and research protocols and ethics for meeting with Vaka Tautua.</p> <p>Students to finish Pacific research methodology/method exercise (talanoa, faafaletui, etc. session, & questionnaire) bearing in mind Pacific epistemological and ethical concerns.</p> <p>Course convenor to transcribe session and produce transcript for student thematic summary assignment. Class to code and enter questionnaire findings onto computer spreadsheet. This to be done in-class.</p> <p>No readings for this class.</p>
Wk Six	Collating Pacific research data
Day 13: Tues, Aug 20	<p><i>Organising, coding, thematising qualitative Pacific research data – in class exercises</i></p> <p>Reading:</p> <p>31). McMurray, A.J. et al. "Analysing the content of qualitative data", in <i>Research: a commonsense approach</i>. 2004, Southbank, Victoria: Thomson Social Science Press. Pp.241-259. (PDF Copy posted on Bb in Week 6 file).</p>
Day 12: Thur, Aug 22	<p><i>Coding and cleaning quantitative Pacific research data from in-class questionnaire – in class exercise</i></p> <p>No set reading for this class.</p>
	MID-TRIMESTER BREAK: AUG 26-8 SEPT
Wk Seven	Visit with Pacific community-based organisation – Vaka Tautua: Pacific Community Health, Porirua, Wellington

Day 13: Tues, Sept 10	Students to attend and participate in research discussion with Vaka Tautua staff. Students to bear in mind Pacific cultural protocols, and epistemological and ethical concerns. Reading: Please visit the Vaka Tautua website and familiarise yourself with their services. See: http://www.vakatautua.co.nz/# . (Instructions for visit to be posted on Bb in Week 7 file).
Day 14: Thur, Sept 12	Reflections on visit with Vaka Tautua and on topics and practical exercises covered so far. Reading: 32). Fook, J. "Reflexivity as method", <i>Annual Review of Health Social Sciences</i> , 1999, v.9, pp.11-20. (PDF Copy posted on Bb in Week 7 file).
Wk Eight	Analysing and Writing-Up Pacific research data
Day 15: Tues, Sept 17	Guest Lecturer – Dr. Russil Durrant How to make basic descriptive sense of census and questionnaire data How to write-up basic descriptive statistical information from Pacific census and questionnaire data Using computer software Reading/s to be confirmed and then posted on Bb Week 8 file.
Day 16: Thur, Sept 19	How to make basic descriptive sense of Pacific qualitative data How to write-up basic descriptive qualitative information from Pacific qualitative data Using computer software Reading: See McMurray et al reading set for Week 6.
Wk Nine	Disseminating Pacific research findings
Day 17: Tues, Sept 24	Comparing different reporting and dissemination strategies: considering issues of translation, target audiences and budgetary constraints. Readings: 33). CARE, <i>Beyond scientific publication: strategies for disseminating research findings: adapted from the Yale Centre for Interdisciplinary Research on AIDS</i> , n.d., Connecticut, USA: Yale Centre for Clinical Investigation, Yale University [Accessed 19 June 2013] http://www.medspring.eu/sites/default/files/uploads/CARE-Beyond%20Scientific%20Publication%20Strategies%20for%20Disseminating%20Research%20Findings.pdf . (PDF Copy posted on Bb in Week 9 file). <ul style="list-style-type: none"> Revisit the Helu Thaman (Week 2) and the Johansson-Fua (Week 3) (readings posted on Bb in Week 2 & 3 files)
Day 18: Thur, Sept 26	Evaluating cost-effectiveness of different reporting and dissemination strategies: considering different case scenarios how would one evaluate for cost-effectiveness? Readings: <ul style="list-style-type: none"> Revisit the White [2006] and Waa et al [1998] evaluation research (Readings posted on Bb in Week 4 file)
Wk Ten	Decolonising Pacific research knowledge & practice
Day 19:	<i>What is decolonisation and how might it apply to Pacific epistemology and research? Looking from the outside in...</i>

Tues, Oct 1	Reading: 34). Pe-Pua, R., "From decolonizing psychology to the development of a cross-indigenous perspective in methodology: the Philippine experience", in <i>Indigenous and cultural psychology: understanding people in context</i> , Kim, U., et al (eds), 2006, New York: Springer, pp.108-137. (PDF Copy posted on Bb in Week 10 file).
Day 20: Thur, Oct 3	How does 'for Pacific by Pacific' work in research? Readings: 35). Smith, L. "Building research capability in the Pacific, for the Pacific and by Pacific Peoples", in <i>Researching the Pacific and indigenous peoples: issues and perspectives</i> , Tupeni Baba et al (eds), Auckland: Centre for Pacific Studies, University of Auckland. 2004. pp.4-16. (PDF Copy posted on Bb in Week 10 file). 36). Jones, A., & Jenkins, K., "Rethinking collaboration: working the indigene-colonizer hypen", in <i>Handbook of Critical and Indigenous Methodologies</i> , Denzin, N.K et al (eds), 2008, Thousand Oaks, California et al: Sage Publications, pp. 471-486. (PDF Copy posted on Bb in Week 10 file).
Wk Eleven	Student Essay Topic Presentations
Day 21: Mon Oct 8	Student presentations on essay topic & class feedback
Day 22: Wed Oct 10	Student presentations on essay topic & class feedback
Wk Twelve	Course summation, Student Feedback & Shared Lunch
Day 23: Mon Oct 15	Course Summation
Day 24: Wed Oct 17	Student Feedback & Shared Lunch
	Study Wk./Exam Period: Oct 21 - Nov 16