Teaching and learning-related theory and practice for academics working in tertiary education institutions

I don’t know if I’ve got enough ‘creds’ to be considered a good Maori academic...

Academic Development

If they’re not going for promotion, who am I to think I’m better than them?

It’s about empowering Maori students to make a contribution when they leave us....

I don’t consider that I’m working for the University. I see myself as working for the Maori community within an institution that allows me to do that.
Research Topic
Investigate the experiences, aspirations and academic development needs of Māori academics and use their ‘reality’ to inform academic development, in ways that are both culturally and professionally appropriate.

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Methodology

Methods

Interviews

Kaupapa Maori & Interpretative Phenomenological Analysis

Theoretical/philosophical perspectives

Ontological, epistemological & axiological positions

Research paradigm

Adapted from Giddings, L., and Grant, B. (2010).
Interpretative Phenomenological Analysis

(1) Read and re-read

(2) Note exploratory comments
   a) Descriptive (e.g. key words, phrases, explanations relating to the interviewee’s experiences, events, objects etc)
   b) Linguistic (e.g. pronoun use, pauses, repetition, tone, degree of fluency, metaphor)
   c) Conceptual (reflexive engagement, i.e. your interpretation of the underlying issues/ideas arising from the data)

(3) Identify emerging themes

(4) Identify super-ordinate themes

Te Toka Āhuru:
An indigenous framework for whakaako (academic development)

Davies, S., & Eruera, N. (2009)
Bibliography


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