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Featured researcher: Dr Mike Watts

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Dr Mike Watts (Academic Head of the Information Technology programme) grew up in the small town of Waimate in South Canterbury, New Zealand. He received a Bachelor of Science with First Class Honours in Information Science from the University of Otago in 1996, and a PhD degree, with a focus on artificial neural networks¹, evolutionary algorithms² and data mining³ from the same institution in 2004.

From 2000 to 2004 he was a senior teaching fellow in the Department of Information Science, University of Otago, where he coordinated and taught courses in computational intelligence, data processing and data mining at second, third and fourth year level.

From 2004 to 2007 he was a post-doctoral fellow in the National Centre for Advanced Bio-Protection Technologies at Lincoln University, New Zealand, where he developed methods using computational intelligence and data mining to predict the invasiveness of insect pests and crop diseases.

From 2007 to 2009 he was a post-doctoral fellow in the School of Biological Sciences at the University of Sydney, Australia, where he developed methods using

computational intelligence and data mining to predict the spatial distribution of the Australian plague locust.

From 2010 to 2012 he was a research fellow in the Global Ecology Group at the School of Earth and Environmental Sciences at the University of Adelaide, Australia, where he carried out research in ecological modelling⁴.

He is currently serving on the Institute of Electrical and Electronic Engineers ("I, triple E") Computational Intelligence Society's Social Media Subcommittee, Standards Committee, University Curricula Subcommittee and the Neural Networks Technical Committee. He has also served on the organising committees of several international conferences and is currently serving on the editorial boards of the journals *Soft Computing* and *Evolving Systems*.

Mike has written or contributed to more than seventy publications in international conferences and journals, in the fields of computational intelligence, bioinformatics⁵, and ecological informatics / ecological modelling, and his work has been widely cited by other researchers.



- 1 Learning algorithms based on biological nervous systems
- 2 Optimisation algorithms based on biological evolution and natural selection
- 3 Finding useful information from raw numbers.
- 4 Constructing computer models of natural ecosystems and predicting changes to those system
- 5 Processing molecular biological data to find things like genes, gene functions, and protein forms



Australian plague locust

Widely used authoritative databases include:

Google Scholar:
www.scholar.google.com

ProQuest:
www.proquest.com

Science Direct:
www.sciencedirect.com

Scopus:
www.elsevier.com/online-tools/scopus

Passport monitor:
www.euromonitor.com/passport



Bryman, A. (2012). *Social research methods*. Oxford, UK : Oxford University Press.

Bryman, A., & Bell, E. (2007). *Business research methods*. Oxford, UK : Oxford University Press.

Collis, J., & Hussey, R. (2009). *Business research: A practical guide for undergraduate and postgraduate students*. Basingstoke, UK: Palgrave Macmillan.

Morris, C. (2012). *Quantitative approaches in business studies*. Harlow, UK : Prentice Hall.

The literature review: a procedural analysis

Research is a systematic process for investigating the truth. In the pool of knowledge, we add our valuable interpretation of what others have reflected upon previously. This search for relevant opinions on a particular issue is referred to as a *Literature review* in research, and it is an integral part of research. This valuable stage in the research process makes the distinction between a general observation and a research finding by a researcher. It adds credibility to research work by comparing the work of others with the research results that have been observed. The other important objective of a literature review is to identify the gaps in knowledge in a particular field. By investigating published works, we realize the value of research that is being conducted, because it will broaden the understanding in a particular field of knowledge. This fine tunes the concepts that any research activity is taken based on the gaps identified in the literature. So, a literature review is carried out for two primary reasons; firstly, to identify the gaps and secondly, to verify the findings of any research.

Traditionally a literature review used to be a painstaking task. The researcher depended upon extensive library work, going through published copies of scholarly peer reviewed journals, issue by issue.

They literally had to read all the issues to identify relevant papers on their subject areas of interest. With the availability of new database search options (see the sidebar), as a result of database technology developments, literature reviews can now be done in a more efficient manner with less effort from the researcher. The primary objective of a researcher is now to identify keywords that effectively find relevant research papers from the database. A number of efficient databases are available that bring together tens of thousands of peer reviewed journals. Search engines can pick up research papers from the identified knowledge areas. The searches can also be narrowed by date, type, publisher, author, journal title or even by country and city of publication if needed.

The advantage of using these databases for literature review is that they provide us with the capability of keyword searches and narrowing our results as and how needed.

Somebody endeavouring to carry out a literature review for their research needs to go through the following steps in order to achieve an effective result:

1. Draw a conceptual map explaining the contextual relevance of each factor influencing their research problem.

2. Identify keywords in their research that effectively summarize the research problems and contexts.
3. Choose a suitable database that appears to contain major journals that publish research papers in their subject area.
4. Carry out a database search with the keywords identified in the earlier stage.
5. Narrow the results by year, publisher, author, etc.
6. Read the abstracts of the identified papers.
7. Download the most relevant papers and read the full papers thoroughly to understand the authors' position on the subject matter.
8. Once a clear understanding is reached on the subject, the researcher should summarize the concepts, properly referencing the quotations and relating their position with that of other researchers on the subject matter.

The task of literature review is an integral part of any research. The process of achieving an effective literature review has been described in many research methodology books that are available in the AIS library (see the sidebar).

Real life consequences of plagiarism

We are all well aware that plagiarism, that is taking words and/or ideas from elsewhere without saying where they came from, is unacceptable in academic writing. Along with various types of cheating, it is a form of academic dishonesty. In the context of AIS, the consequences are usually a visit to the Student Disciplinary Committee where, if found guilty, the penalty is usually a mark of 0 for that assessment, and a major demerit point.

However, if students cheat and plagiarise at AIS, one wonders if they continue to do this in working life and life in general after they graduate. The purpose of this article is to reproduce some cases of plagiarism in working life, and the serious consequences that followed. You might like to use them as examples in your courses, to persuade your students that this is never acceptable in New Zealand and the western world.

While I have quoted several cases below, plagiarism is clearly rife. There are even websites devoted to famous plagiarism cases:

- en.wikipedia.org/wiki/List_of_plagiarism_incidents
- www.plagiarismtoday.com/2012/08/21/5-famous-plagiarists-where-are-they-now
- www.blastr.com/2013-5-3/13-famous-claims-sci-fi-plagiarism-and-how-they-all-played-out

- www.ithenticate.com/plagiarism-detection-blog/bid/89793/Top-Plagiarism-Scandals-of-2012

What amuses me is that the reasons (excuses) given are very similar to those given by our students (but surprisingly no "The dog ate my homework"). It is also not difficult to find examples of plagiarism in other non-text situations, eg music, TV programmes.

Forced resignation

[A] reviewer of German Defence Minister Karl-Theodor zu Guttenberg's doctoral dissertation discovered and documented some plagiarised passages. When the papers pounced on this, zu Guttenberg denied any wrongdoing, calling the accusations "absurd". If he had messed up the odd footnote, he said he would fix it for the second edition. Within days, a group of people formed around a wiki they called GuttenPlag Wiki and proved him to be quite wrong. He had to resign just two weeks later. [...]

A Romanian education minister lasted just a week in office before having to step down, accused of plagiarising academic papers. [...]

[T]he leading scientific journal Nature has accused the Romanian prime minister of plagiarising part of his PhD. He denies wrongdoing and has been backed by a Research Ethics Council, but the accusations have now

been upheld by two academic panels in Romania, including one at the University of Bucharest, which awarded the PhD in 2003.

The Hungarian president has already lost his doctorate and resigned on account of plagiarism, and the Russian Minister of Culture is facing accusations that 16 passages of his doctoral dissertation were copied from other sources. He denies the allegations.

(Weber-Wulff, D. (2012). *Viewpoint: The spectre of plagiarism haunting Europe*. Retrieved 3 October 2013 from www.bbc.co.uk/news/18962349)

Expensive new edition, cancelled sales

Publishers and magazines have been working to take down poems and suspend sales of collections by David R Morgan after the American poet Charles O Hartman realised Morgan's poem "Dead Wife Singing" was almost identical to his own, three-decades-old "A Little Song".

(Flood, A. (22 May 2013). *Another plagiarism scandal hits poetry community*. Retrieved 3 October 2013 from www.theguardian.com/books/2013/may/22/plagiarism-scandal-poetry)

Public shame

Author Witi Ihimaera was last night presented with a prestigious arts award and a \$50,000 prize - a week after he was caught up in a plagiarism row.



Karl-Theodor zu Guttenberg

What amuses me is that the reasons (excuses) given are very similar to those given by our students (but surprisingly no "The dog ate my homework").



David R Morgan

... he was in a rush and
... copying the work
was an "honest
mistake".."



Witi Ihimaera

The writer of *Whale Rider* was embarrassed by revelations that his latest novel, *The Trowenna Sea*, contains passages by other authors without attribution. He apologised for the oversight, which he said amounted to less than 0.4 per cent of what had been published, and promised any future editions of the book would include proper acknowledgments.

(Koubaridis, A. (2009). Ihimaera wins \$50,000 arts prize despite plagiarism row. Retrieved 3 October 2013 from http://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10609994)

Losing a prestigious prize

Poet CJ Allen has withdrawn from the Forward Prize shortlist after admitting to plagiarism in some of his earlier work. His poem *Explaining the Plot of Blade Runner to My*

Mother Who Has Alzheimer's was up for best single poem. [...] Fellow poet Matthew Welton said he noticed last year that Allen had plagiarised some of his work. Allen said he accepted he had plagiarised "certain poems". In an email to the Forward Arts Foundation, Allen wrote: "I accept that I did plagiarise certain poems (although it was genuinely not my intention to deceive), and that I am withdrawing from the competition because of the intolerable strain of the recent, negative publicity surrounding this."

(*Poet withdraws from Forward Prize over plagiarism* (22 September 2013). Retrieved 3 October 2013 from www.bbc.co.uk/news/entertainment-arts-24195602)

Being struck off a professional register

A nurse with an "unimpeachable" track record has been struck off

for falsifying signatures and plagiarism. The plagiarism offences happened in 2008 and 2009 while Emmanuel Ajala was studying for a nursing MSc at Essex University. [...] The Nursing and Midwifery Council (NMC) found Mr Ajala had been "dishonest". The NMC was told how Mr Ajala was caught out by a plagiarism screening system used at Essex University. It recorded 53% of one assignment and 59% of a second had been copied from previously published work. Mr Ajala said on the first occasion his computer had crashed, he was in a rush and that copying the work was an "honest mistake". No account was given for the second case of plagiarism.

(*Essex University plagiarism nurse struck off by NMC* (12 August 2013). Retrieved 3 October 2013 from www.bbc.co.uk/news/uk-england-23666253)

Research outputs

The CRIE conference on the theme "Multicultural classrooms" took place at AIS 4 – 6 July. The following members of AIS staff (in **bold**) gave presentations:

Albakry, K., & Hossain, T. (2013). Using games and scenarios as active learning tools in a multicultural environment. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.

Ali, E. (2013). The impact of internationalisation of education on the health sector in New Zealand. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.

Brown, A., McCracken, N., & Al-Shamaa, S. (2013). The value of attendance and self-study for international undergraduate students. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.

Holani, K., Anderson, J., & Ali, E. (2013). A comparative study of students' learning behavior. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.

Hossain, T. (2013). Google apps for education as collaborative tools for effective learning in multicultural classrooms. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.

- Jackson, K.** (2013). Questions of measurement and culture: Human capital, societal choices and the classroom. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Jing, S., & **Ali, E.** (2013). The Influence of the education system to push children to study overseas: The case of China and New Zealand. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Karia, M.,** & Bathula, H. (2013). Developing intercultural competence among international business students: The role of
- Khan, R.,** & **Ali, E.** (2013). Social media marketing strategy: A comparative analysis of New Zealand and Bangladeshi universities. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Khan, R., Anderson, J.,** & **Ali, E.** (2013). Needs analysis of multicultural classrooms: A conceptual framework. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Khan, R., Parvin, S.,** & **Ali, E.** (2013). Teaching in a multicultural classroom: Can technology help overcome the barriers? Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Milne, S., **Taumoepeau, S.,** & Singh, E. (2013). Tourism courses in the South Pacific region: Do they meet the needs of the tourism industry? Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Parvin, S., Khan, R.,** & **Ali, E.** (2013). Will higher education lead to the empowerment of women: An undergraduate perspective of new Kiwi women. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Race, S.** (2013). It takes two to tango ... exploring the value of experiential learning at Goat Island Marine Reserve. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Roberts, M.** (2013). Constructive learning theory and student contributions in multicultural classrooms. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Roy, K.,** & **Ali, E.** (2013). Management of international trade in education as a business venture: Costs, benefits and current trends. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Seth, N.** (2013). Social identity theory and intragroup dynamics of multicultural group assessments. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Small, H.** (2013). Hospitality undergraduate degrees, practical versus theory – a comparative Australasian multi-cultural perspective. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Spring, J.** (2013). Why do people ask questions on a guided tour? Utilisation of questions in informal education environments. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Subramaniam, G., **Ali, E.,** & Maniam, B. (2013). Technology: Friend or foe in class participation? Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.
- Yao, X., & **Ali, E.** (2013). A comparison of early childcare education practices between New Zealand and China. Presentation at CRIE conference 'Multicultural classrooms', AIS St Helens, Auckland, 4 – 6 July.



CRIE conference invited speaker Prof Geneva Gay

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Local conferences

24 – 25 February
World Business and Economics Research Conference
Rendezvous Hotel, Auckland
www.newzealandconfo.com

6 – 9 July
New Zealand Association of Language Teachers
NZALT International Biennial Conference
“Languages give you wings!”
Convention Centre, Palmerston North
www.nzalt.org.nz/conference

10 – 13 July
CLESOL (Community Languages and English to Speakers of Other Languages)
“Essentials for Learning and Teaching: Ko te Pū, ko te Ako”
Victoria University, Wellington
www.clesol.org.nz/index.html

10 – 15 August
17th World Congress of the International Applied Linguistics Association (hosted by the Applied Linguistics Association of Australia)
“One world, many languages”
Brisbane Convention & Exhibition Centre, Australia
www.aiala2014.com

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Diploma in Tourism Management (level 5)

Graduate Diploma in Hospitality Management* (level 7)

Bachelor of Hospitality Management (level 7)

Diploma in Hospitality Management (level 6)

Diploma in Hospitality Management (level 5)

Business English English for Academic Purposes

IELTS Preparation English as a Foreign Language

* Subject to NZQA approval

The AIS research newsletter aims to establish and foster collegial partnerships in common research interests, through high quality research outputs and sharing research ideas and resources. Correspondence about the newsletter should be sent to Christine Edwards at the above address, or email christinee@ais.ac.nz. The editors are Dr Ershad Ali (ershada@ais.ac.nz), Rubaiyet Khan (rubaiyetk@ais.ac.nz), and Dr Adam Brown (adamb@ais.ac.nz).