



A. Practical Teaching Experience & the Development of Teaching

Years in Teaching:

- 12 years in New Zealand
- 3 years in Papua New Guinea
- 2 years in the UK (University of Stirling, University of Cardiff)
- 1 year in Japan (Chuo University and Kagoshima University)
- 5 years in the former Soviet Union (AUCA/UCA:Kyrgyzstan, Mongolia Press Institute and various Universities in Georgia)
- Several years of engaging as a guest lecturer/seminars presenter/invited speaker in institutions across the world.

Teaching Duties

- Over 20 years of Leading and Membership capacity in various Institutional Undergraduate, Postgraduate & Curriculum Development Committees
- Curriculum Leadership role in institutions (DWU, UCA AUCA, Press Institute, UNITEC)
- Mentor for Pasifika-Maori, International Student Support Groups
- Curriculum/program invited external evaluator committee member

Forms of Teaching (e.g. lectures, seminars, workshops, online courses)

- Over 2 decades of diverse teaching experience using different formats: lecturing, graduate seminars, training workshops, intensive block and online delivery in different institutional contexts and levels (undergraduate, postgraduate, professional, industry)
- On-line teaching (i.e. the co-ordination & teaching of two courses at the AUCA Journalism Dept; UNITEC postgrad thesis supervision; UCA digital learning strategy)
- Several of my courses have an online delivery component (for instance part of a modular block format research methods course delivered online)

Teaching Environments (e.g. different universities) & Languages of Instruction

- I have taught in a formal lecturing capacity in over 10 Institutions across Europe, former Soviet Union, Asia-Pacific and New Zealand/Australia and guest lecturer in several more.
- Whilst the language of my instruction has been primarily in English, other languages were often used as a means of providing examples or relating to students' socio-cultural context (Russian, Tok Pisin etc). My

classrooms are composed of mostly international students with different cultural/linguistic background and levels of competency, thus I strive to deliver my lectures in a clear and engaging manner and work with students to improve their writing skills during the assignment duties.

- I have experience teaching in islands-based institution (i.e. DWU in PNG) and in classrooms with high number of Pacific island students (i.e. Unitec in NZ).

Collection, Processing & Utilization of Feedback on Teaching

All courses I have taught have been regularly and formally/informally evaluated by students and internal and external professional moderation at the start and end of semester.

As part of the online component of the courses I teach, students are invited to fill in a survey before starting the course which enables me then to develop material relating to the class composition. This means that my courses are always reflecting the demographic of the classes and differ often in reading material and examples from semester to semester. Students are also invited formally by the institution to fill in an evaluation form at the end of the course. Some results can be made available to your committee.

The internal and external to the institution moderators of the course content and marks (pre- and post- delivery) provide regular feedback that enables adjustment of content and delivery and fairness in marking. Some of these moderation results can be made available to your committee.

For student testimonials on my teaching see here: <https://www.epapoutsaki.com/testimonials>

Use of ICT in Teaching

- All my classes have been developed with a strong on-line element. All course material, lecture notes, reading handout, instructions and weekly communication with students takes place through the online portal (moodle). The online platform also engages students in an online discussion forum. All material is updated and uploaded regularly.
- All my courses have a social media component. I develop a closed group Facebook page for each of the courses where students can interact in a more informal manner, exchange ideas and share links relevant to the course. Depending on the course, students are assigned a week as discussion moderators where they ensure all classmates are engaged with frequent postings and monitor discussions. In some classes, each student is assigned the role of summarizing a key reading and facilitate the discussion with relevant postings. Some of this facebook pages remain active beyond the course duration and act as an ongoing network platform.

Courses Developed & Taught - Postgraduate Level:

All the courses below have been delivered to international classes, those in New Zealand had to cater to Pacific Island/Pasifika students while several of them were developed and delivered **in and with an island context** like in Papua New Guinea and Japan.

- Communication for Development & Social Change

- Social Sciences Research Methods/Qualitative/Indigenous Research Methods
- Government, Media and Politics
- Contributor to the following courses across the Masters in International Communication Program:
 - Intercultural Communication
 - International Communication
 - Pacific Media
 - Communication and Development issues
 - Community Development/Social Practice
- Supervision of Research Projects

Courses Developed & Taught - Undergraduate Level:

- Papua New Guinea Media & Society
- Research Methods and Projects & Supervision of Research Projects
- Applied Social Science Research Methods with development focus
- Global Media Issues
- Communication Production and Campaigns
- Introduction to Communication Studies
- Intercultural Communication
- Creative Communication
- Communication Principles
- Development & Communication
- Political Reporting
- International Communication
- Writing & Editing for Print Media (Basic, Advanced)
- Introduction to Journalism
- Newspaper Lab
- Film analysis
- Contributor to other courses: Pacific Media, Intercultural Communication, Communication and Development issues.

As part of role in overseeing the UCA Comm Media Development, I facilitated the development of science, political, environmental, intercultural communication courses, as well as strategic communication.

B. Supervision Experience: A Report on the Amount & Nature of Supervision Experience

Theses & dissertations supervised/Supervision experience in work contexts

- My supervision history spans over 20 years across several countries, institutions, levels (undergraduate and postgraduate), types (traditional, creative by exegesis) and capacity (formal, leading supervisor, and mentor/expert). This experience includes 10 years as leading principal supervisor for the Masters in International Communication Program at UNITEC focusing on the following areas of investigation: interdisciplinary focused research, international communication, development and social change, social media, migration, indigenous, intercultural communication, Asia-Pacific & Former Soviet Union. (see here for testimonials: <https://www.epapoutsaki.com/testimonials>)

- Mentoring/leading role in the emerging researchers' programs in my previous institution (working with young researchers in developing research design skills), in my previous role as Head of Department at DWU/PNG (creating conditions for increased research activities and publications) and as Visiting Faculty Fellow with CEP (facilitating research practices within institutions and across regions).
- Active member of Research Proposals Approval Committees (institution wide and discipline focused – academic staff and postgraduate levels)
- Examiner of international theses (Masters and PhD) in my areas of expertise.
- Below I provide some examples of the islands focused Masters theses that I have supervised:
 - Birgit Hermann: Factors in the implementation of participatory development communication in development projects in Papua New Guinea.
 - Milika Fatai: A Quest for Identity: First Daughters of a Tongan migrants in New Zealand. A Storytelling of Cultural identity, gender roles and Tongan diaspora.
 - Joys Eggins: CREATING HIV & AIDS MESSAGES WITH PAPUA NEW GUINEAN COMMUNITIES: AN INDIGENOUS COMMUNICATION FOR SOCIAL CHANGE RESEARCH APPROACH
 - Rodney Uvovo: Assessing the communication gaps between the Papua New Guinea National Volunteer Service, its network of skilled volunteers and hosting rural communities – A case study of Kiunga, Western Province and Goroka, EHP.
 - Mani Dunlop: Intergenerational female Maori storytelling and participatory visual methods (creative thesis by exegesis).
 - Sandra Kailahi: Tongan migrant women leaders and digital storytelling (documentary thesis).

C. Pedagogical Vision, Training & other Development of Teaching Skills

Ako... in a reciprocal learning relationship teacher are not expected to know everything. In particular, ako suggests that each member of the classroom or learning setting brings knowledge with them from which all are able to learn. - Keown, Parker, and Tiakiwai, 2005, p.12

I am passionate about teaching and mentoring. My approach to teaching, based on the Maori principle of *Ako*, comes from a “mutually sharing knowledge perspective” that sees no set boundaries between teacher and student. In this sense, I am also a learner in the classroom, acting as a learning facilitator. This allows space for the students to discover their strengths and build on them. Inspired by the principle of *Ako*, I believe in the value of the teacher/student positive dynamic and group learning approaches in which students interact with their classmates, teacher, tasks, and resources. I recognize the knowledge the learner/student brings to the learning space, and I acknowledge the way that new knowledge and understandings can grow out of shared learning experiences. My classes are thus highly interactive, a cross between lecture and seminar where I often use ‘performative teaching’ to demonstrate through acting or symbolic acts the essence of my classes’.

Whilst I value the importance of assessments as part of the learning process, I use them as a learning tool more than as a traditional assessment where students are assigned a mark as an indication of their learning. I allow students to draft their work several times, in particular those at postgraduate level and the final mark is but an indication of this process.

I am a firm believer that one model does not fit all, and thus I allow flexibility in the way my students approach learning. As an example, an indigenous student and rap singer in my class struggling to pass her assignments based on Western notions of reporting knowledge was given the opportunity to produce her research report in the format of a rap song. The result was very positive in the sense that it built the confidence of the student who felt she was able to express herself in a way that was acceptable and understood and equal in value. She completed her postgraduate degree successfully.

I have taught a wide range of theoretical and practical courses with a strong emphasis on research-based curricula. My extensive curriculum development background in distinctively different institutional environments has helped me hone my skills in developing courses that address the needs of specific programs. Having taught students from a wide range of socio-cultural and educational backgrounds, I have learned to respond to the specific needs of each student. A strong focus of my work with students has been on supervising research and providing opportunities for them to grow academically and professionally. I have successfully mentored a large number of students whose work has been published and who have subsequently pursued research and international development related careers.

Pedagogical Training

- Annual attendance to supervision updating skills workshops delivered by the Research Office, Unitec.
- Core Coaching and Mentoring Skills, ILM Endorsed Foundation Program: Wild Goose at Findhorn Foundation College, Scotland, 2018.
- Coaching Certificate: ANZCAL, February 2018.
- Building a research culture and capacity and the place of postgraduate students within this by Phil Race, Leeds Metropolitan University, workshop for postgraduate supervisors, Unitec, Auckland 26 July 2010
- Assessing postgraduate students - especially in the context of the 'learning strategy' by Sally Brown, Leeds Metropolitan University, workshop for postgraduate supervisors, Auckland 26 July 2010
- Supervising Research Students, workshop, Postgraduate Centre, UNITEC, March
- Working with Groups, training course, University of Stirling, Educational Policy & Development, April 1996
- Working with Students in Seminar and Tutorial Settings & Assessing Students Learning, Training Courses, Staff Development, Stirling University, Oct. 1995

Production of Learning Material

All my edited volumes have been included in the "Reading Lists" of several courses across the institutions in Australia/NZ and the Pacific (i.e. Communication Issues in the South Pacific has been a required reading for AUT/NZ Journalism Program and McQuarrie University/Australia Communication Studies Program)

D. Other Teaching Merits

Cooperation in Teaching/Participation in the Development of Teaching within my work community

- Program Validation Panel member: Graduate Diploma in Pacific Journalism, School of Communication, AUT University, March 2008

- Reviewer: UNESCO Model Curricula for Journalism Education for Developing Countries and Emerging Democracies project, 2007

Activities that Aim to Develop University Teaching & Learning Practices

- Invited Guest speaker, 'Challenges Facing Research Universities in the Developing World', United Nations University, International Leadership Institute, Jordan, 2008
- Papoutsaki, E. 2006. Global Colloquium of the UNESO Forum on Higher Education, Research & Knowledge.
- UN WSIS World Summit on the Information Society Participant: invited by the UNITWIN/UNESCO Chairs Programme to participate at the round-table on the 'Role of UNESCO in the Construction of Knowledge Societies', Tunis, 18 November 2005
- UNESCO Regional Seminar Observer: 'Implications of WTO/GATS on the Higher Education in Asia and the Pacific', Seoul, 27-29 April 2005
- UNESCO Higher Education & Research, 1st Regional Seminar, invited participant: United Nations University, Tokyo, May 12-14, 2004
- Co-organizer: CEP 5th Regional Student Conference, 'Caucasus Today: same problems, alternative solutions', Tbilisi, Georgia, 27-30 March 2003
- Main Project Adviser: Co-organizer & Fundraiser for the Summer Training on Curriculum Development and Teaching methods for Journalism Faculty, Tbilisi, Georgia, June 14-16 2003
- Main Project Adviser, Organizer & Fundraiser: '1st Caucasus Round- Table on Journalism Education; Issues of Curriculum Development, Teaching methods and Resources', Tbilisi, Georgia, 21-24 March 2003
- Organizer: Round-Table & Teaching Methodology Workshop on 'Education in Transition', CEP, Guadauri, Georgia, 19-21 Oct 2002
- Program Adviser: 'Advanced Training for Journalism Instructors', Summer School, Bishkek, Kyrgyzstan, HESP (Higher Education Support Program), Aug 2001

Pedagogical Research & Reporting work

- Pasifika Student & Teacher Efficacies & Agency: Implications for Success for All in the Tertiary Education Sector Role: Co-Researcher – Funded by Tertiary Education Commission (TEC) NZ - Quality Reinvestment project-Pacific Aim: To research Pasifika students learning needs and capabilities in the NZ Tertiary Education Sector through a Unitec case study.
Marat, D., Papoutsaki, E., Latu, S, Aumua, L., Talakai, M., Sun, K. 2011. Akoaga- Retention & Achievement in the New Zealand Tertiary Sector: Perspectives of Students & Parents from Pasifika Communities on Efficacy, Agency & Success. Unitec ePress: Auckland www.unitec.ac.nz/epress/wp-content/uploads/2012/01/Pasifika-eBook1.pdf
- Papoutsaki, E. 2007. Decolonizing Journalism Curricula: a Research & 'Development' Perspective. Media Asia, Vol. 34(2):71-87.
- Papoutsaki, E. 2007. De-Westernizing Research Methodologies Alternative Approaches to Research for Higher Education Curricula in Developing Countries. Contemporary PNG Studies: DWU Research Journal, Vol. 6 (May):1-15
- Papoutsaki, E. & Rooney, D. 2006. Colonial Legacies, Neo-Colonial Practices and the Hybridisation of Research in Papua New Guinea Higher Education. Higher Education Research & Development, Vol. 25(4): 421-433.

- Papoutsaki, E. & Zurabishvili, T. (Eds.) 2004. Caucasus Higher Education in Transition. CEP: Tbilisi

Other Awards & Recognition for Teaching

- Best Supervisor - Thesis Competition Unitec 2017
- Best Supervisor - Thesis Competition Unitec 2015
- Teaching Excellence Award UNITEC, 2008