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Featured researcher: Rubaiyet Khan

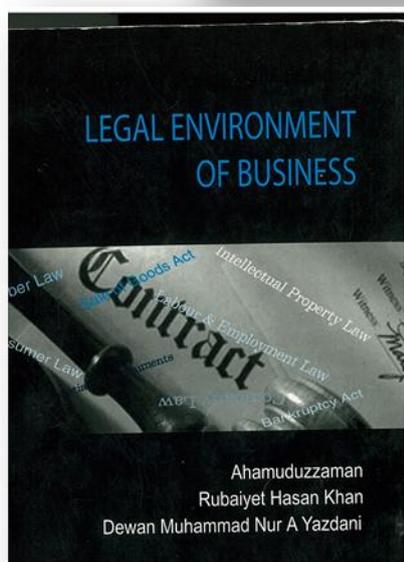
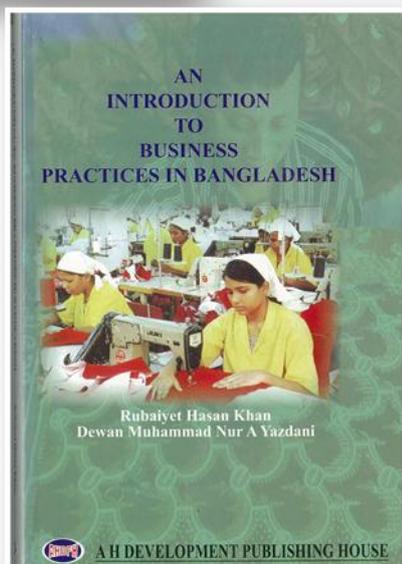
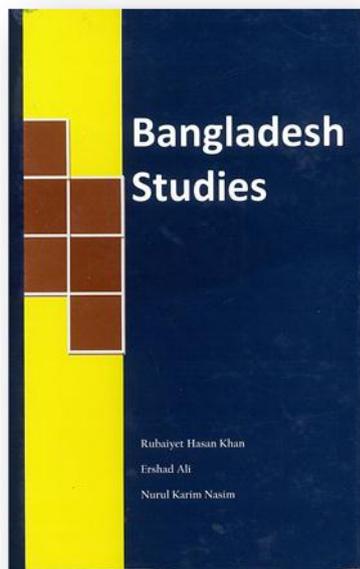
Research excellence requires a lot of dedication and effort that demands not only commitment towards a particular subject specialisation but also a considerable amount of networking and shared resources from various stakeholders. This month's featured researcher, Rubaiyet Hasan Khan, a lecturer in the International Business programme has progressed with his research initiatives with the help of various stakeholders. His strong network from his international career as an academic has uniquely enabled him to organise collaborative research in various field of studies including business, management, social sciences, ecommerce, migration impact, and tourism and hospitality. Rubaiyet was one of the five researchers from AIS who were awarded rankings in the latest, 2012 round of Performance-Based Research Funding (PBRF) by the Tertiary Education Commission (TEC). Rubaiyet credits his research success to his ability to work collaboratively and consistently for common objectives and research interest: "It is what we perceive as a research problem and how we aim

to address that, that identifies common interests among researchers. The collaboration is the obvious result of a symbiotic relationship between the researchers."

Rubaiyet has authored three textbooks, entitled *Bangladesh studies* (with D. M. N. A. Yazdani and M. E. Ali, Global Study Research and Publications, 2011), *An introduction to business: Practices in Bangladesh* (with D. M. N. A. Yazdani, A H Development, 2008) and *Legal environment of business* (with D. M. N. A. Yazdani and Ahamuduzzaman, Books 4 U, 2008). However, what Rubaiyet really considers to be a success is the series *Country studies*, of which he is the chief editor. It is aimed at publishing the socio-economic scenario of a number of countries around the world, compiling reference information about key countries around the world, and constituting a one-stop resource for critical analyses of specific countries. Being a lecturer of international business, editing this series in collaboration with other academics from various parts of the world enriches his scope for teaching from original research.



"Your research is valuable, and the value is created when you can identify scope for the application of your findings and take the extra initiative to involve the stakeholders to use the findings."



He also contributes regularly to edited books and scholarly journals. He has a keen interest in the area of ecommerce and social media and their scope in small to medium enterprises in New Zealand. His recent paper “Social media marketing for tertiary education sector in New Zealand” was widely accepted by the industry and resulted in a keynote speech at the annual conference of Independent Tertiary Education New Zealand (ITENZ).

Rubaiyet thinks this portability of research findings and exploring the scope for the application of research outputs is very important for any research initiative: “Your research is valuable, and the value is created when you can identify scope for the application of your findings and take the extra initiative to involve the stakeholders to use the findings.”

He is currently carrying out PhD research looking into social media marketing and benchmarking tools for return on investment for small businesses in New Zealand. The growth in social media as a marketing channel imposes considerable pressure on the marketer to get involved in this channel, but at the same time top management

demands justification for every dollar they spend. Traditional measurement tools are rendered ineffective due to the unique intangible nature of outcomes using this medium. Both the industry and the academic world are keen for an effective explanation of the modality of success within this medium. The results of this study are expected to develop a deeper understanding of a fairly new medium of communication in the marketing field. The study will have considerable impact in benchmarking the practices with particular reference to small to medium enterprises in New Zealand.

Other areas of his current research interest include:

- Cultural influence on the quality perception of hospitality workers
- The tools and techniques of distance education delivery
- The process and challenges of migrant entrepreneurship in the New Zealand community

Rubaiyet regularly publishes his research findings in journals and conferences and is always in the look for collaborative initiatives to address various research problems.

Conference presentations

Dr Mike Watts, Academic Head of the IT Programme

An anonymous wag once said “Some presenters are applauded when they stop speaking because the audience enjoyed their talk. Other presenters are applauded because they stopped speaking”. I’ve attended quite a few conferences in places like Japan, Korea, China, Canada, New Zealand and the USA, and while the venues are always different, one thing that never changes in the poor quality of many of the presentations I have sat through. Another high proportion were mediocre at best, while only a few were pretty good. Yet, communicating your results is a key part of being a researcher: if you are not communicating well, people can’t understand what you’ve done. And if people can’t understand your work, no matter how good it is, it won’t have any impact, no-one will cite it, and it won’t make any difference to the world.

Most of the presentations I have seen, and given, were 20 minutes long, including five minutes for questions. From observing these presentations, from talking with other presenters, and from my

own experience giving more presentations than I can remember, I have formulated the following rules for giving technical or scientific presentations. Some of these principles are applicable to presentations in general, not just technical presentations. While none of the following rules are inviolable – I certainly don’t or can’t follow all of them all of the time – please do at least give them some thought the next time you give a presentation.

General rules

There are two general rules – most of the specific rules are derived from these two.

1. Don’t waste time, either yours or the audience’s.
2. Don’t insult the intelligence of your audience.

Specific rules

1. If you have just been introduced with your name and the title of your presentation, don’t repeat this information. You may have them on the first slide, in fact this is probably a good idea, especially if that slide has your email address prominently displayed.

2. If you are presenting to a specialised audience, leave out the background material. For example, if you are presenting to a conference on evolutionary computation, spending even one or two slides explaining what evolutionary computation is violates both general rules.

3. If you have long sentences on your slides, don’t read them aloud. This violates both general rules. It is usually better to not have long sentences.

4. Outline slides are not necessary. They waste time and assume that the audience isn’t smart enough to notice what you are currently talking about. An exception to this is for long presentations, like hour-long seminars: in this case, it can be useful to repeat the outline slide at strategic points in your presentation. This is to show the audience what part of the talk you are up to, and what they can expect next. Often, different people will be interested in different parts of your talk, so doing this lets them know when they should pay attention.

Reviewing Conference Papers

Mark Bernstein, Eastgate Systems Inc.
bernstein@eastgate.com -1817926.9044

In 2008, I was program chair for MUDS, the ACM Symposium for MUD. I had a hard time finding papers to review because MUDS is a relatively young conference and I had a good idea of experience on what program committees.

What I found for MUDS program committees? I made a special effort to make a conceptual diversity of technical and industry researchers to make it reflect the diverse interests of the MUD community. That meant the Program Committee included a number of business leaders and professionals who don't usually participate in academic conferences, such as on program committees. To help them, I sent by email everyone on the same page, with the discussion of reviewing.

In regular papers, conference are often the primary mode of academic communication, and conference committees are expected to make the requirements of the program, not just to be written on the subject.

Some conferences provide blind reviewing and judging the merit of authors based on reviews. I find this controversial, such as academic review, and find it a bit of a waste of time to have a review, in order to understand what they mean to me.

DIFFERENCES FROM BOOK AND JOURNAL REVIEWS
 These are not reviews, giving them more of the most interesting issues and lines. Generally, they are different from all reviews and give readers a better sense of what the authors are doing. A list of all articles and papers.

DIFFERENCES FROM RESEARCH PAPERS
 These are not reviews, giving them more of the most interesting issues and lines. Generally, they are different from all reviews and give readers a better sense of what the authors are doing. A list of all articles and papers.

On the Purpose of Refereeing
 The primary role of the program committee is to review the quality and the quality of the research. Review the quality of the research, or who consults the Proceedings of the MUDS conference, and may be invited to give a talk. Review the quality of the research, or who consults the Proceedings of the MUDS conference, and may be invited to give a talk. Review the quality of the research, or who consults the Proceedings of the MUDS conference, and may be invited to give a talk.

I would like to thank the program committee members for their help and support.

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1. Don't waste time, either yours or the audience's.

2. Don't insult the intelligence of your audience.



Proof-read your presentation. Use a spell checker. Have someone else check your presentation. If English is not your first language, have it proof-read by someone who is a native speaker.

5. Don't place equations on your slides unless they are absolutely, positively and irrefutably necessary. If the math is complex enough that it needs to be explained, then it is unlikely that the audience will be able to parse it fast enough to be useful to the presentation. If it is simple, then it can be left out.

6. Know the length of your presentation. A good rule of thumb is an absolute maximum of one slide per minute of presentation, including title, summary and conclusions. Thus, for a 15-minute presentation, 15 slides is a good count, 10 is better, less than 10 is best.

7. Keep to the point of the presentation. If your talk is on bioinformatics, I don't want to hear about your institution's teaching computer lab.

8. Proof-read your presentation. Use a spell checker. Have someone else check your presentation. If English is not your first language, have it proof-read by someone who is a native speaker. Try to avoid common grammatical errors (*infer/imply*, *affect/effect*, *explicit/implicit*, and so on). Know what words like *literally* actually mean (Jamie Oliver, I'm looking at you!).

9. Know your presentation material. If you have to stop talking to work out

what something on a slide actually means, you are wasting everyone's time. It also makes you look like an idiot.

10. If you are presenting a group of numbers, use a plot of the values, rather than a table, especially if the intention is to compare and contrast the groups. Be careful with the use of colours! A non-trivial proportion of the population can't distinguish between red and green. Be aware that pale colours, such as yellow, can't be seen easily when projected.

11. Moving about is good. Moving energetically is even better. A presenter with physical vigour commands more attention from, and inspires more energy in, an audience than one who stands still, or worse, sits while speaking. That said, moving around like your feet are on fire is distracting. Use your best judgement.

12. Make eye-contact with your audience. You should try to make eye-contact with each member of the audience at least once during your presentation. They are here to listen to you speak, so you should acknowledge their existence by actually looking at them. That said, constantly looking at one particular member of the audience is likely to make that person feel uncomfortable.

13. If you cite published work, you must include enough information for audience members to find it! A citation in your presentation like Watts et al (2011) is absolutely useless on its own. At a bare minimum, you would need Watts et al (2011), *Ecological Modelling*. At least then someone has a chance of finding the paper.

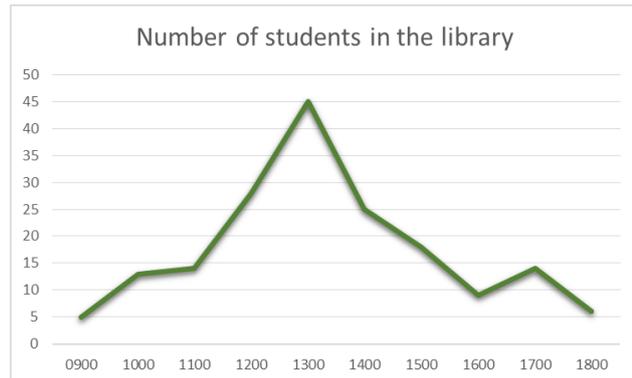
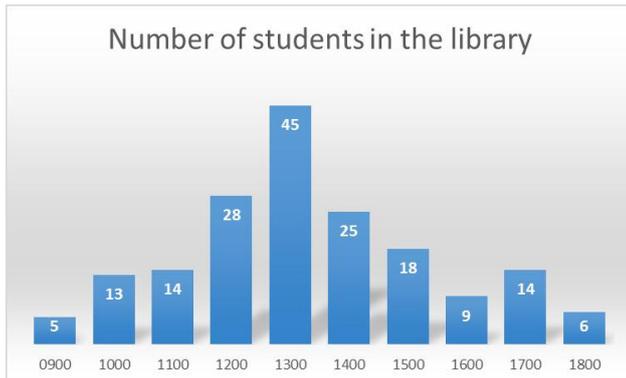
14. Change media regularly. Write on the whiteboard. Show a diagram. Play a video. Hand around a piece of equipment. Anything that is a change from words on a slide.

One of the best presentations I ever gave was a 50-minute talk on software engineering, to a group of ecologists, using eight slides, a bag of Lego, and a borrowed All Blacks jersey. These rules helped me to do that, because they are designed to yield presentations that are concise, to the point, and informative. Most importantly, they will help you to hold the attention of the audience, and the audience will learn something. Don't be the kind of presenter who is applauded just because you stopped speaking!

Bar charts and line graphs

In the previous issue, we looked at tables. Here we explain two more types of graphic: bar charts and line graphs. (The data used in all the graphs is fictitious.)

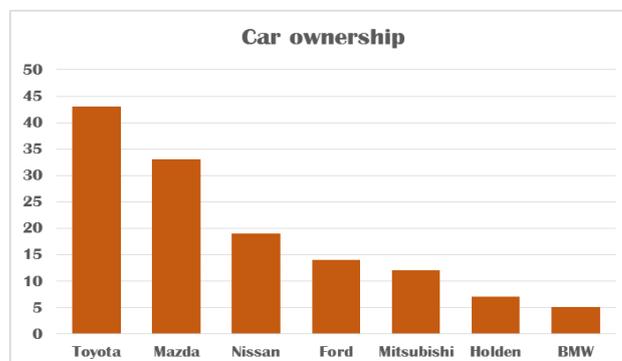
These two types (and in fact it will be three, because we will also consider histograms) may seem interchangeable. The same data can be represented by a bar chart or a line graph, and Microsoft Excel will create both types of graphic (Microsoft call them all *charts*), from the same data. For example, here are two graphs of the number of students in the library during the day.



So, which one should you use? The bottom line is that it depends on the nature of the data, and what you are using a diagram to try to show or emphasise. If you are interested in the absolute numbers, then a bar chart is more appropriate. For instance, you may want to know whether there are periods when your current library staff cannot cope because there are too many students in the library. If, on the other hand, you are more interested in the busy and quiet periods, so that you can timetable staff breaks more effectively, then a line chart is more appropriate (ie you need to identify the hills and valleys).

Bar charts

Bar charts should be used for categorical data. That is, you can count the number of items in different categories, and readers may want to know the absolute numbers. There is no obvious connection between the categories, and the bars can therefore be rearranged. This reordering of bars is often in descending order. The bars must be in *some* order so, if all else fails, use alphabetical order. Here is a bar chart of the makes of cars owned by AIS students, in descending order.



There are lots of variations on the basic bar chart (Syque, n.d.), including:

- 3D bar charts are more attractive, but you must be careful that large bars at the front do not obscure small bars at the back.
- Horizontal bar charts have the bars going horizontally instead of vertically. This is useful if (i) the category names are long, (ii) there are many bars in the diagram.

“... it depends on the nature of the data, and what you are using a diagram to try to show or emphasise.”

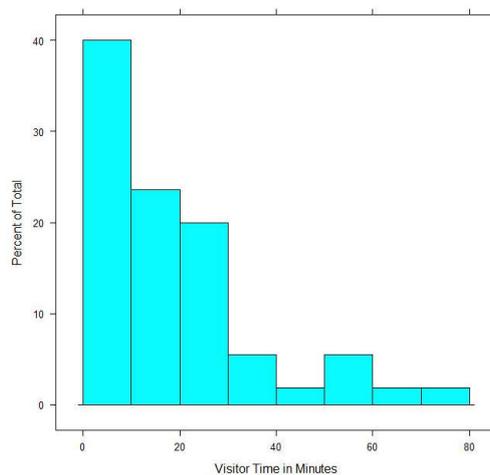
- Stacked bar charts contain bars that are subdivided. However, this may make comparison of the intermediate sections difficult.
- Percentage bar charts are stacked bar charts where each bar totals 100%. This emphasises the relative contribution of each subdivision.

Histograms are a subdivision of bar charts. They differ in two important ways (Robbins, 2012):

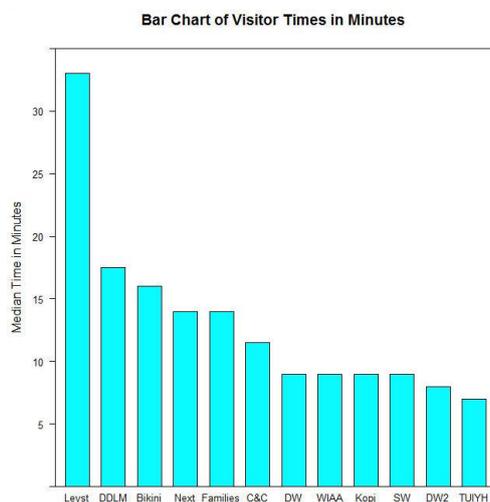
“Histograms are used to show distributions of variables while bar charts are used to compare variables.”

- Histograms are used to show distributions of variables while bar charts are used to compare variables.
- The bars in a bar chart may be reordered, whereas that does not make sense in histograms, where they often represent adjacent time ranges (known as *bins*).
- Since there is no connection between the categories of a bar chart, gaps may be left between them. However, there are no spaces between the bars of a histogram since there are no gaps between the bins.
- The vertical axis of a histogram is percentage of the whole, whereas in a bar chart, it can be any measure.
- The sum of all the areas of the bars in a histogram add up to 100%.

Thus the following data showing the amount of time spent by visitors to a museum is a histogram because all the respondents spent *some* time in the museum, so the total is 100%. It would not make sense to rearrange the bars.



On the other hand, the following data showing the amount of time spent by visitors at particular exhibits is a bar chart because (i) not all visitors went to every exhibit, and (ii) we are interested in the absolute time spent. The bars have been rearranged in descending order.



Line graphs

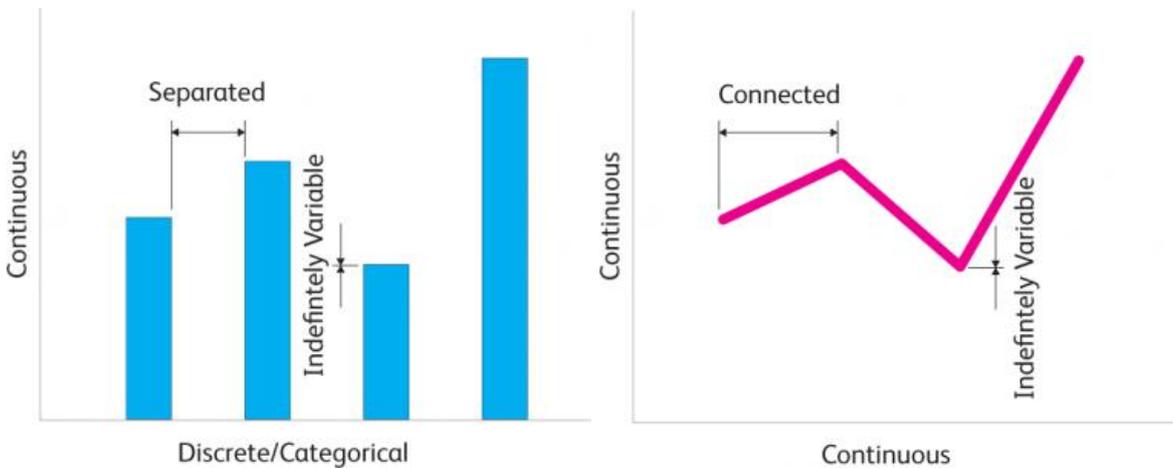
We are all familiar with line graphs from cartoon of patients in hospital beds, with line graphs showing their temperature and other measures during the day. The important feature of line graphs is that the horizontal axis represents time. As a result of this, the lines represent changes through time, so that we can see trends more clearly.

Again, there are variations of line graphs:

- There may be more than one line.
- The horizontal axis need not start at 0.

Which one to use?

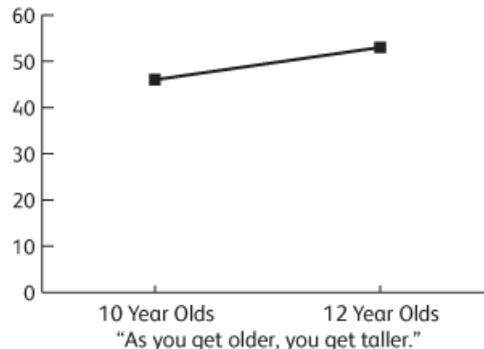
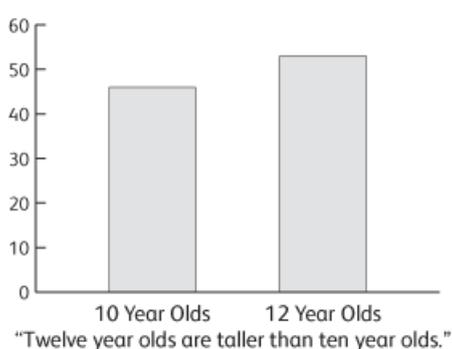
As we said above, both bar charts and line graphs can be produced from the same data. The appropriate choice is shown by the following diagrams (Skau, n.d.).

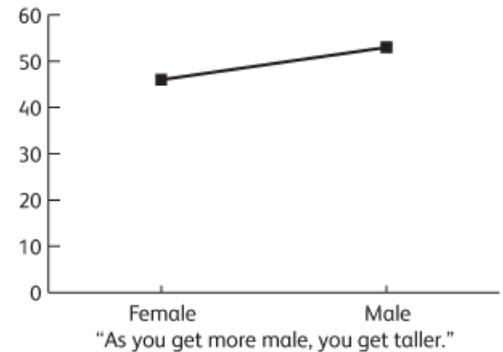
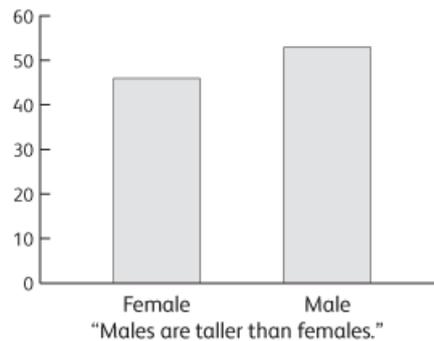


Both the bars of a bar chart and the line of a line chart can vary indefinitely. The separated bars of a bar chart show that the categories are not connected, whereas the connected line of a line chart shows that the data is continuous (ie a trend or change).

Interpreting graphs

The dangers of misinterpreting data because of the choice of graphic are shown by Zacks & Tversky, (1999). During a survey of participants, they received some rather humorous responses.





“As you get more male,
you get taller.”

Clearly, the first data can be represented by a bar chart, because the horizontal axis represents time (10 years old - 12 years old). However, the second data cannot, as there is no progression from female to male. Indeed, we might question whether a diagram of any sort is required here, as there is so little data. In the first set, there are only two observations: 45 at 10 years old, 55 at 12 years old. A diagram does little to reinforce this, or make it clearer than text.

Exercise

To test your understanding of the above, say which type of graph (bar chart, histogram, line graph) is most appropriate for the following data.

1. The alertness level of students between 9 am and 5 pm
2. The different types of coffee (flat white, cappuccino, long black, etc) ordered by AIS staff and students in the AIS café.
3. How many times per week AIS students access the E-Learning System.
4. Monthly sales of our company's ice-cream for the year 2014.
5. The current AIS student population according to age.
6. The percentage of votes won by the National, Labour and Greens parties in the last three elections.

To repeat the bottom line, Microsoft Excel can create beautiful graphics given inputted data. However, it cannot tell you which is the correct graphic to use. That is your decision, and depends on the nature of the data, and what you want to use a graphic to show. If the horizontal axis represents time, then a line graph is usually more appropriate, because you are probably interested in showing trends through time. If absolute numbers are important, and it is possible to reorder the categories, say from largest to smallest, then a bar chart is usually more appropriate.

- Robbins, N. (2012). *A histogram is NOT a bar chart*. Retrieved from www.forbes.com/sites/naomirobbins/2012/01/04/a-histogram-is-not-a-bar-chart
- Skau, D. (n.d.). *A line walks into a bar*. Retrieved from blog.visual.ly/a-line-walks-into-a-bar
- Syque (n.d.) *Bar chart: Practical variations*. Retrieved from www.syque.com/quality_tools/toolbook/Bar/vary.htm
- Zacks, J. & Tversky, B. (1999). Bars and lines: A study of graphic communication. *Memory and Cognition* (27), 1073-9.

Conferences

11 - 12 March 2015
Innovating IT Service
Rydges on Swanston, Melbourne
itsframeworks.com

11 – 13 March 2015
18th Accounting, Financial & Economic Research
Conference
Novotel Canberra
sgsrconference.review-gjsg.com

23 March 2015
2nd annual Halal Tourism and Hospitality
symposium
Auckland Institute of Studies
adamb@ais.ac.nz

13 - 14 April 2015
Australasian Conference on Business and Social
Sciences 2015
Central Queensland University (Sydney Campus)
www.aabss.org.au/conference/acbss-2015-sydney

15 - 17 April 2015
2nd Symposium of the CAUTHE Transport Special
Interest Group
AUT University
sites.google.com/site/swaqq21232wssa/2015-
symposium

15 - 17 April 2015
18th Annual New Zealand Association for
Cooperative Education Conference
Integrating learning, work and community
Massey University, Wellington
nzace.ac.nz/conference

26 – 28 April 2015
19th Global Business, Competitiveness & Risks
Planning Conference
Hyatt Regency Perth
gbcric.review-gjsg.com

18 - 19 May 2015
Transitioning from Accountant to Finance Leader
Masterclass 2015
Cliftons Sydney
liquidlearning.com.au/documents/AFL0515/AFL051
5_W.pdf

25 - 27 May 2015
4th Global Business and Finance Research
Conference
Marriott Hotel, Melbourne
www.ausconfo.com

9 June 2015
Women in Not for Profit Leadership Summit 2015
Making a Positive Difference for the Community
Stamford Plaza Auckland
bit.ly/15MVYSC

10 – 13 June 2015
13th Asia Pacific Council On Hotel, Restaurant And
Institutional Education (APACCHRIE) Conference,
in conjunction with 14th Asia Pacific Forum for
Graduate Students' Research in Tourism
*Hospitality and Tourism in a Greening World:
Challenges and Opportunities*
Viaduct Events Centre, Auckland
www.apacchrie2015.com

11 - 12 June 2015
6th APacCHRIE Youth Conference
*Hospitality and Tourism in a Greening World: Fresh
ideas from future generations*
AUT University
www.apacchrie2015.com/#!/youth-conference/cqix

17 - 19 June 2015
18th Annual Conference on Global Economic
Analysis
Melbourne Convention and Exhibition Centre
www.gtap.agecon.purdue.edu/events/conferences/
2015/default.asp

1 - 4 July 2015
International Conference on Information
Technology and Applications (ICITA 2015)
Hilton Hotel, Sydney
www.icita.org

6 - 9 July 2015
HERDSA Higher Education Conference 2015
Melbourne Convention and Exhibition Centre
herdsa2015.org

8-11 July. 16th Tonga Research Association
Conference, Nukualofa, Tonga.
Positioning Tonga for the future
asimatesamate@gmail.com

13 - 17 July 2015
17th Biennial Conference of Teachers and
Teaching
University of Auckland
isatt2015.com

Research outputs by AIS staff

Ali, E. (2014). Trends in internationalisation of education: Opportunity or threat for New Zealand. Presentation at the 3rd International conference on Growth, Globalisation and Governance: Promises and challenges 2015 and Beyond, 19 - 21 December 2014, JKL University, Jaipur, India.

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We're also on Facebook!

Ali, E. (2014). Trends in internationalisation of education: Opportunity or threat for New Zealand. In S. K. Majumdar et al. (ed.), *Growth, globalisation and governance: Promises and challenges* (pp.169-182). New Delhi: Excel India Publishers.

Brown, A. & Khan, R. (2014). What is involved in halal tourism? Presentation at the New Zealand Tourism and Hospitality Research Conference, 9 – 12 December 2014, Hamilton, New Zealand.

Kelly, R. (2015). Hospitality in hospitals: Who cares? Presentation at the Council for Australian University Tourism and Hospitality Education (CAUTHE) conference, Gold Coast, Australia. 2 – 5 February 2015.

Khan, R. H., Ali, E. & Nasim, N. K. (2015). *Bangladesh studies* (2nd edition). Dhaka: Global Study Research and Publications.

Khan, R. & Brown, A. (2014). Tourism spending pattern among Saudi students in New Zealand: Case analysis. Presentation at the New Zealand Tourism and Hospitality Research Conference, 9 – 12 December 2014, Hamilton, New Zealand.

Taumoepeau, S. (2014). How LCCs (low cost carriers) affect tourism distribution in the South Pacific region. Presentation at the New Zealand Tourism and Hospitality Research Conference, 9 – 12 December 2014, Hamilton, New Zealand.

Towner, N., Vas, K. & Milne, S. (2014). Birdwatching as a potential tourism market on Kiritimati Island. Presentation at the New Zealand Tourism and Hospitality Research Conference, 9 – 12 December 2014, Hamilton, New Zealand.

About Auckland Institute of Studies ...

Auckland Institute of Studies is a unique tertiary institution with a distinctive international focus. Since its inception, this developing institute has attracted students and staff from countries around the world and has now developed a number of close relationships with leading educational institutions internationally.

Our programmes

Master of Business Administration
Postgraduate Diploma in Business Administration
Postgraduate Certificate in Business Administration

Graduate Diploma in International Business
Bachelor of International Business
Diploma in International Business (Level 6)
Diploma in International Business (Level 5)

Graduate Diploma in Information Technology
Bachelor of Information Technology
Diploma in Information Technology (Level 6)
Diploma in Information Technology (Level 5)

Graduate Diploma in Tourism Management
Bachelor of Tourism Management
Diploma in Tourism Management (Level 6)

Diploma in Tourism Management (Level 5)
National Certificate in Hospitality (Cafés) (Level 3)

Graduate Diploma in Hospitality Management
Bachelor of Hospitality Management
Diploma in Hospitality Operations Management (Level 6)
Diploma in Hospitality Operations (Level 5)

English as a Foreign Language
English for Academic Purposes
IELTS Preparation
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The AIS research newsletter (ISSN 2357-2426) 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 Adam Brown (adamb@ais.ac.nz), Dr Ershad Ali (ershada@ais.ac.nz), and Rubaiyet Khan (rubaiyetk@ais.ac.nz).