

# School of Physical Education

*Te Kura Akoraka Whakakori*

## Graduate Guide

This handbook introduces potential and enrolled students to postgraduate study at the School of Physical Education, University of Otago. It will answer many, but not all of your questions. In these latter cases you should speak to members of the Graduate and Honours Committee (see below) or consult other sources of information listed under section six 'Other Support'. Whilst every care has been taken to ensure that the information contained within is correct, the University of Otago's current *Calendar* is the official document on all rules, procedures and subjects, and students should consult this publication where and when necessary.

### Graduate and Honours Committee

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<b>Post grad Student Representative:</b>	<b>Danielle Salmon</b> <a href="mailto:salda787@student.otago.ac.nz">salda787@student.otago.ac.nz</a>

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## **PROLOGUE: ORGANISATION OF THIS HANDBOOK**

Section 1 introduces students and potential students to the organisational structure of research in the School of Physical Education. It lists the staff associated with each research area, and describes how the School supports its research students. Section 1 outlines the philosophy of postgraduate study and tries to capture something of postgraduate life. Lastly, it describes the basic administrative requirements and processes in applying to the School of Physical Education for entrance to postgraduate study.

Section 2 provides a snapshot of postgraduate study, from pre-enrolment to graduation.

Sections 3, 4 and 5 fill in the details introduced in Section 2.

Section 6 lists other sources of information and support available to postgraduate students.

## **SECTION 1: INTRODUCTION TO THE SCHOOL OF PHYSICAL EDUCATION**

The international academic community recognises the University of Otago as one of New Zealand's leading universities. It has a well-deserved reputation for teaching and research. Graduates enjoy an exceptionally high employment rate. Underpinning the teaching programmes are research activities that have earned the University of Otago a place in the top two of New Zealand's eight universities. The University of Otago attracts a large proportion of competitively derived external funding.

The School of Physical Education at the University of Otago is unique in New Zealand. One of the largest programmes of its kind internationally, the School includes outstanding faculty and world class facilities and technology that contribute to its long and proud record of academic achievement, research and leadership. Moreover, it is the only New Zealand University to offer a full range of degrees in Physical Education.

The School began in 1948, offering a three-year undergraduate Diploma. A four year bachelors degree (BPhEd) was added in 1975, eventually replacing the Diploma. Improved research paths in Physical Education were provided with the addition of masters (MPhEd) and doctoral (PhD) degrees in 1979, and provision for undergraduate students to complete an honours degree (BPhEd[Hons]).

A change to the School curriculum was the introduction of BPhEd majors in 1998. Undergraduate students are able to focus on research or career interests by selecting from four majors:

- Exercise and Sport Science
- Exercise Prescription and Management
- Professional Studies
- Sport and Leisure Studies

The one year Postgraduate Diploma in Physical Education (PGDipPE), first offered in 1994, was developed to meet the needs of professionals in physical education and related areas seeking advance study. The Postgraduate Diplomas in Dance and Outdoor Education (PGDipDS and PGDipOE) were added in 1999. In 2002 approval was given to replace the PGDipDS with a taught Masters in Dance Studies (MDanceSt).

## **Research Structure of the School**

As well as teaching areas, the majors constitute the basic academic / research entities within the School of Physical Education.

### **Exercise and Sport Science**

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Exercise and Sport Science takes a biophysical approach to the study of human movement. Disciplines include: Biomechanics, Exercise Physiology and Motor Learning and Control. There are seven academic staff members in Exercise and Sport Science.

Excellent technical staff support research in Exercise and Sport Science. Fully equipped electronics, carpentry and engineering workshops support everything from building prototype experimental apparatus to repairing major equipment. Computing support includes network management, purchase of equipment, software evaluation and programming. Audio-visual equipment and support is also available.

A wide range of shared equipment is available for research, including: on-line respiratory gas analysis equipment and equipment for biochemical analyse, climate chamber with on-line data capture; video analysis systems and a video editing suite; GPS equipment; telemetry and direct recording EMG equipment; Biodex isokinetic dynamometer; AMTI force platforms;

Macintosh and PC acquisition and analysis platforms and EEG data capture and analysis equipment.

Theses produced in the area of Exercise and Sport Science include:

- *Effects of Cold and Clothing in Cold on Metabolism in Female Cyclists.* (Evelyn Parr, MPhEd, 2010. Supervisors, Dr Nancy Rehrer, Dr Jim Cotter)
  
- *Training and detraining effects on familial insulin resistance, muscle fibre type, and performance* (Katie Schofield, MPhEd, 2011. Supervisors, Dr Nancy Rehrer, Dr Tracey Perry)
  
- *The use of self-organising maps in analysing multi-dimensional human movement coordination* (Peter Lamb, PhD, 2010. Supervisors, Prof Roger Bartlett, Dr Anthony Robins)

For new post graduate profiles see

<http://physed.otago.ac.nz/research/students/index.html>

## **Exercise Prescription and Management**

Exercise Prescription and Management focuses on physical activity and exercise as a means to enhance a person's life-long development and well being. Papers involve the design of exercise programmes tailored to the needs of a wide range of clients. Subject areas include: Sports Injuries, Exercise for Health and Rehabilitation, and Adapted Physical Activity. The area employs four full-time academic staff.

Theses produced in the area of Exercise Prescription and Management include:

- *Effects of Exercise Training Modalities on Fat Oxidation in Overweight and Obese Women* (Vicky Phillips, PhD, 2010, Supervisor Dr Lynnette Jones)
- *Primary School Teachers' Perceptions of a Physical Activity Based Professional Development Intervention* (Jude Till, MPhEd, 2008, Supervisor. Dr Phil Handcock)
- *Do Closed Kinetic Chain Strengthening Exercises Produce Superior Quadriceps Strength and Lower Limb Functional Performance to Open Kinetic Chain Exercise* (Neil Davis, MPhEd, 2008, Supervisor. Dr Phil Handcock)

For new post graduate profiles see

<http://physed.otago.ac.nz/research/students/index.html>

## **Professional Studies**

Professional Studies emphasises professional practice in the teaching of physical education, outdoor education and dance. Learning opportunities prepare students for teaching, instructing and performance-related vocations. Subject areas include: Pedagogy, Outdoor Education, Adventure Education, Teaching Physical Education and Health in Schools, and Dance Education and Performance. The area employs ten full-time academic staff.

Theses produced in the area of Professional Studies include:

- *Making and Breaking the Weighted Body: A Poststructural Reading of Obesity Discourse* (Fiona McLachlan, MPhEd, 2008, Supervisor. Dr Lisette Burrows)
- *Snowboarding mums carve out fresh tracks: Collective stories from the mountains of Aotearoa/New Zealand*

(Lucy Spowart, PhD, 2010, Supervisors Assoc. Prof. Lisette Burrows, Dr Karen Nairn)

- *Able as anything: Integrated dance in New Zealand* (Hahna Briggs, MDanceSt, 2010, Supervisor. Dr Alexandra Kolb)
- *Divine Dimensions through Dance* (Bindu Rajendren, MDanceSt, 2010, Supervisor. Dr Alexandra Kolb)

For a complete list see the School of Physical Education Triennial Research Report.

## **Sport and Leisure Studies**

Sport and Leisure Studies deals with the psycho-social and socio-cultural aspects of sport, leisure and physical activity, examining their relevance and impacts in everyday life. Subject areas include: Sport Psychology, Sport Sociology, Sport Management, Sport History, Sport Coaching, Body Culture, Sport, Media and Culture, Exercise Psychology and Leisure. The Sport and Leisure Studies faculty consists of eight academic staff. They maintain links with the School of Business (Departments of Marketing, Tourism and Management) and the Division of Humanities (History, Anthropology, Film and Media Studies, Visual Culture, Communications). The area has a library well stocked with current books and theses.

Theses produced in the area of Sport and Leisure Studies include:

- *The determinants of exercise commitment: Insights into the process of exercise adherence and relapse* (Glenys Forsyth, PhD, 2010. Supervisors, Dr Elaine Hargreaves, Assoc. Prof Ken Hodge).
- *Making it ordinary: An unexceptional history of the early Olympic movement in New Zealand* (Geoffery Kohe, PhD,

2010. Supervisors, Prof Doug Booth, Dr Mark Falcous , Dr John Hughson).

- *Reversal theory and flow: Toward an integrated framework of optimal experience in high risk recreation.* (Susan Houge, PhD; 2009. Supervisors, Assoc Prof Ken Hodge and Dr Mike Boyes).

For new post graduate profiles see

<http://physed.otago.ac.nz/research/students/index.html>

## **Centres, Units and Groups**

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In addition to these four academic / research entities, the School of Physical Education hosts:

- ***Movement Development Clinic***  
The Movement Development Clinic is a teaching and research laboratory for PHSE 305 Lifespan Human Development, PHSE 427-428 papers, research students and collaborators. The clinic is available for research projects related to children with developmental disabilities. For further information visit the website:  
<http://physed.otago.ac.nz/research/mdc.html>
- ***Beyond Pink Exercise Clinic***  
Dr Lynnette Jones established the Beyond Pink Exercise programme in September 2009, which involves the delivery of individualised exercise prescriptions by fourth year students of Exercise Prescription. Clients are referred to this programme by the Oncology Department, Dunedin Hospital and these women may either be currently receiving treatment for breast cancer or are survivors of breast cancer.  
[lynnette.jones@otago.ac.nz](mailto:lynnette.jones@otago.ac.nz)

## **Why You Should Consider Postgraduate Study**

Postgraduate study attracts different people for different reasons. Some see postgraduate study as an avenue to employment in the general job market, others to advancing their careers.

The School of Physical Education has tailored Postgraduate Diplomas for professional development. However, postgraduate study in physical education is first and foremost an opportunity for people to satisfy their curiosity about a specific topic or area of interest, or to solve a fundamental problem pertaining to the field. In satisfying their curiosity or solving a problem, postgraduate students embark on original research over an extended period of time, from one to three years. At the end of their study, they will have added to the human fund of knowledge.

Undertaking postgraduate research in the School of Physical Education means joining a community of students and scholars who are, by nature, curious and inquisitive people, and who are excited and motivated by the prospect of finding answers to their questions. The School of Physical Education thus invites those who share these passions, interests and motivations to join our research community.

While postgraduate study offers individuals an opportunity to satisfy their own immediate intellectual and scholarly interests, postgraduate study offers more. Firstly, in joining an established research community, postgraduate study affords individuals a sense of purpose and a socially valued identity. Postgraduate students hold a special status within the School of Physical Education where they are acknowledged as integral to the academic credibility and standing of the institution. Indeed, postgraduate students are the lifeblood of the School of Physical Education. They contribute to academic life by generating ideas, posing new questions, undertaking research, writing papers, giving lectures, and serving as role models for undergraduate students. Such is the nature of postgraduate life that many will develop strong relationships and bonds of friendship with their supervisors and fellow students.

Secondly, postgraduate student life is a form of apprenticeship for careers in research and academe. For those who are motivated and achieve results, the prospects of a permanent career in a research community are very real.

## **Postgraduate Options and Regulations**

The School of Physical Education offers three levels of Graduate Studies: Postgraduate Diplomas, Masters and Doctor of Philosophy.

### **Postgraduate Diplomas**

- Postgraduate Diploma in Physical Education (PGDipPE)
- Postgraduate Diploma in Outdoor Education (PGDipOE)

Postgraduate Diplomas give students the option of gaining a postgraduate qualification in one year while retaining the possibility of completing a Masters at a later stage.

Below are the basic regulations pertaining to Postgraduate Diplomas. For the full set of regulations see the current University of Otago *Calendar*.

- **Admission:** Students seeking admission to any Postgraduate Diploma must be able to demonstrate their ability to continue and progress in postgraduate study to the Pro-Vice-Chancellor (Sciences).
- **Course Structure:** PGDipPE courses normally consist of PHSE 480, PHSE 471 or an approved research methods paper at 330- or 400- level and 72 points of approved PHSE papers at 300- or 400-level, at least 36 points must come from PHSE papers.

PGDipOE courses normally consist of PHSE 480, PHSE

471 and 72 other approved points at 300- or 400-level, at least 36 points of which must be from specified outdoor education papers. Candidates may substitute appropriate alternative papers (replacing some of PHSE 300-400 papers) outside the school at 300 and 400 level as determined by the candidate's supervisor or the coordinator of Graduate Studies. A course variation form must be filled in. In total there must be 136 points.

- **Duration:** One year for full-time candidates, part-time candidates may take courses over more than one year.

## **Masters (MPhEd, MDanceSt)**

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- Master of Physical Education
- Master of Dance Studies

A Master's degree enables students to make a significant independent contribution to a discipline within physical education. The MPhEd is usually completed in two years of full-time study. The MDanceSt is a full one year degree, which encompasses both dance coursework and research. Below are the basic regulations pertaining to the MPhEd and MDanceSt degrees. For the full set of regulations see the current University of Otago *Calendar*.

- **Admission:** Students seeking admission to the Masters degree must be able to demonstrate their ability to continue and progress in Postgraduate Study to the Pro-Vice-Chancellor (Sciences).

Candidates possessing a Bachelor of Physical Education with Honours (or an Honours degree in a related field) or appropriate degree and papers including research methods, may qualify to complete the MPhEd by thesis only.

Candidates undertaking the MDanceSt must possess a

bachelor's degree or have met the requirements for a bachelor's degree and have had at least three years' experience relevant to the programme.

### **Master of Physical Education**

- **Structure (by papers and thesis):** MPhEd courses consist of PHSE 495 (Master's thesis prep, including written and oral proposal), PHSE 471 (Research seminar) and approved PHSE 300- or 400-level papers (which could include PHSE 391) such that the total is at least 120 points. Candidates exempted from any of the above papers must enrol in appropriate papers at 300- level or above. Substitutions are determined by the candidate's supervisor and the coordinator of graduate studies. Non PHSE papers at 300 and 400 level should also be considered (e.g., STAT 342), in consultation with the primary supervisor. A course variation form will need to be signed for such papers.
- **Admission** to MPhEd normally requires a GPA of B+ in the applicants undergraduate degree or PGDip.
- **Duration (by papers and thesis):** Not less than one year (thesis only) or two years (thesis plus papers) maximally 4 years.
- If a candidate suspends his/her research/study, he/she should, with approval from the supervisor, apply to the Dean for approval.
- **Structure (by thesis):** MPhEd theses embody the results of supervised research.
- **Duration (by thesis):** Not less than one year.

### **Master of Dance Studies**

- **Structure:** A thesis embodying the results of supervised research (90 points). Approved papers worth at least 90 points at 400-level or above, including PHSE 471 Research Seminar (or equivalent) and including papers worth at least 36 points from PHSE 427, PHSE 428, PHSE 435, PHSE 436, PHSE 480.
- **Duration:** (a) The programme may be taken by full-time candidates in one calendar year or the equivalent time in three semesters of study, or by part-time candidates over a longer period. Any paper in which a candidate is enrolled shall be examined in the semester or year in which it is taken.

## **Doctor of Philosophy (PhD)**

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- By research only

A PhD focuses on independent scholarship and research in physical education. Below are the basic regulations pertaining to a PhD. For the full set of regulations see the current University of Otago *Calendar* or the *Handbook for PhD Study*.

- **Admission:** Students seeking entrance into a PhD ordinarily hold a Bachelors degree with Honours awarded at a first or upper second class level, a PGDip or a Master's degree achieved at a high level.
- **Structure:** A PhD involves a sustained and original research contribution.
- **Duration:** Candidates may not ordinarily submit a PhD thesis before completing two years and six months of full-time study. Candidates must ordinarily submit a PhD thesis after three years of full-time or six years of part-time study.

## **The Postgraduate Life**

Formal entry requirements into a Masters or a PhD require evidence of strong academic records. No less important are desire, motivation and application. Postgraduate students must be comfortable dealing with abstract concepts and theories, must be able to synthesise massive amounts of information, and must be good communicators in both oral and written forms. Postgraduate students mostly work alone and without direct supervision. Such an environment requires discipline and self-motivation. Few supervisors see their role as personal motivators.

While the University discusses full-time postgraduate workloads in terms of a minimum of thirty hours per week, it is impossible to quantify the activity: postgraduate study is a full-time pursuit and investment that goes well beyond any concept of a normal work day. It demands total intellectual and emotional commitment. The typical postgraduate student is constantly thinking and talking about her or his project. The application of such effort for three or so years in the case of a PhD generally requires an intense passion for one's topic. Productivity is essential: thinking, conceptualising, hypothesising, theorising, experimenting are critical ingredients but you must be able to convert these activities into a complete and final product - the dissertation.

## Funding

Students contemplating postgraduate study in the School of Physical Education should apply for funding.

There are National and International Scholarships available, information can be found at

<http://www.otago.ac.nz/study/scholarships/index.htm>

*Postgraduate Scholarships or Awards* consist of three components:

- Payment of tuition fees.
- An annual grant: \$20,000 (PhD) for *Postgraduate Scholarships*, tenure is for 36 months, (\$25,000 (PhD) for *Prestigious Postgraduate Scholarships*, tenure is for 36 months) and \$13,000 (Masters) for *Postgraduate Awards*, tenure is for 1 year.
- A refund for costs incurred in the printing of the thesis: \$550 for a PhD thesis and \$300 for a Master's thesis. NB: Refunds are available only to PhD candidates who submit their thesis within four years of initial registration; refunds are available only to Master's candidates who submit their thesis within eighteen months of initial registration.

Students may *not* hold *Postgraduate Scholarships or Awards* concurrently with any other award or awards worth more than half the annual grant of a *Postgraduate Scholarship or Award*.

There is no specific limit on any other form of additional income, including Student Allowances, provided the student pursues full-time study. Candidates working as full-time Teaching Fellows, Lecturers, Senior Lecturers or other academic staff are considered not able to pursue full-time study.

Except in exceptional circumstances—where the Dean can show that access to facilities or opportunities overseas are essential to the completion of research—the University does *not* allow holders of *Postgraduate Scholarships* or *Awards* to work abroad.

Applications for a *Postgraduate Scholarship* or *Award* must be submitted to the Scholarships Officer, on the prescribed form, by 1 November of the year preceding tenure of the *Scholarship* or *Award*.

An offer of a *Postgraduate Scholarship* or *Award* must be accepted by *31 January* of the following year. Candidates must be enrolled in the degree no later than 1 September. Tenure of a *Postgraduate Scholarship* or *Award* may be deferred only in exceptional circumstances.

Details of all sources of funding can be obtained from:

Group Leader & Scholarships Doctoral office  
Ground Floor, Clocktower Building  
Telephone: 03 479 5291  
Email: [scholarships@otago.ac.nz](mailto:scholarships@otago.ac.nz)

## **Student Allowances**

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For students under 25 years of age, personal gross income and the combined income of parents determines their eligibility for a government allowance. (Exceptions are made for ‘couples’) Currently, there is a five-year limit of entitlement unless you qualify for an extension.

Masters’ students are not eligible for a student allowance if in paid employment for an average of more than 10 hours per week from Monday to Friday during term time.

Students can extend the allowance over the summer vacation if their course requires fieldwork or they continue to conduct research towards their degree. Application should be made to the Registrar before 15 November.

For further information, consult the Student Allowances booklet from the Ministry of Education, available from the Registrar.

## **Support for Postgraduates**

By international standards the School of Physical Education is extremely generous in its support of postgraduate students. All postgraduate students receive:

- A desk and shared office space.
- Postgraduate account for research related expenses associated with computing, photocopying and stationery needs for their research. The availability of funds for graduates to cover these expenses varies each year:
  - PhD \$450 per annum
  - Masters \$350 per annum
  - PGDip and Fourth Year Honours \$200 per annum.
- Access to computer resources (disc space and graduate computer resource room).
- Access to laboratories and laboratory equipment. A full list of major equipment in the School can be found on the School of Physical Education Website:  
<http://physed.otago.ac.nz/about/virtual.html>  
This site also lists the staff members responsible for this equipment.
- Access to video and television resources (for project purposes).
- Eligibility for conference support for PhD students (a maximum of \$2,000 available once during tenure. Students must present a paper at the conference and advocate their case for funding).
- 24-hour access to your office.
- Access to the tearoom.

- Possible funding for Masters to national conference.

Opportunities to tutor and demonstrate are often available. Direct initial enquiries to your supervisor or the course coordinator. The hourly payment rate depends on qualifications.

The School offers a limited number of part-time Teaching Fellowships to graduate students. Teaching Fellows may contribute to the teaching and marking of laboratories and tutorials associated with courses at 200- and 300-level, as well as research and community service. The hourly payment rate depends on qualifications. Direct initial enquiries to the Administration Manager, telephone (03) 479-8953. [helen.carman@otago.ac.nz](mailto:helen.carman@otago.ac.nz)

Occasionally, research fellowships are available with specific members of staff in selected areas. Conditions of appointment vary.

National and provincial sporting bodies and government agencies are also potential sources of funding for research into physical education. The most common organisations are:

Sport & Recreation New Zealand (SPARC),  
4/78 Victoria Street, PO Box 2251, Wellington.  
Phone (04) 472 8058 (<http://www.sparc.org.nz>)

## **School of Physical Education Postgraduate Research Grants**

### **Preamble**

The primary objective of Postgraduate Research Grants is to support postgraduate student research that will lead to the timely completion of theses and to academic publications. The following are general guidelines only (specific criteria are announced with each funding round).

**1. Quality of research:** 1.1 Applications will be assessed on the significance of the proposed research and the appropriateness of the methodology. All applicants **must** include in their application a statement that makes clear the significance of the project and the appropriateness of the methodology.

### **2. Funding:**

2.1 Research is the priority:

- *travel money will only be allocated when necessary for data collection and / or analysis that cannot be conducted in Dunedin ; and/or New Zealand*
- *grants will not be awarded to assist publication costs,*

**2.2 Every request for money must be detailed and strongly justified.** (For example, requests for money to survey students or sporting groups outside the Dunedin metropolitan area should be accompanied by statements explaining why it is necessary to access the particular students or sporting groups.)

2.3 Funds will not be made available to employ research Fellows.

2.4 Applicants should note other sources of funding for which they have applied and the results of those applications.

2.5 Applicants who have not approached external funding sources should explain why they have not done so.

2.6 If the outcomes of applications for other sources of funding are unknown at the time of application, students may still apply for a grant. However, applicants must let the committee know what the outcome is when a decision is made and they must credit their graduate accounts for any funds used; unused monies shall be returned to the Graduate and Honours Committee.

2.7 The Graduate and Honours Committee has a limited total budget and there is high demand for money: please be realistic and budget on minimum costs for needs rather than wants.

2.8 Applicants should signal how they have used/ will use their existing funds from graduate accounts for research.

2.9 Release of funds is subject to a successful proposal, ethical approval and completion of a graduate research profile.

2.10 A copy of the approval funding letter must be signed by the supervisor attesting to the fact that the proposal and research profile have been successfully completed. This letter must be given to the Financial Administrator before funds are released.

2.11 In exceptional circumstances, if justified, limited funds may be available for pilot work necessary to support a proposal.

### **3. Eligibility:**

3.1 Grants support postgraduate student research. Only postgraduate students can apply for funds.

3.2 Applications must be signed by **both** the student **and** the primary supervisor.

3.3 Applicants must clearly indicate the outcome that they expect to derive from the project, i.e., scholarly article, thesis, presentation, report etc.

## **4. Feedback:**

4.1 The Graduate and Honours committee will make decisions regarding success of applicants and amount of funding supported.

4.2 A list of grant recipients, together with the topic and amount awarded, shall be made available to all staff.

4.3 Unsuccessful applicants shall be informed of the reasons.

Specific criteria, maximum amounts and deadlines of application will be announced by the Graduate and Honours Committee.

## **Applications**

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Application forms for admission to the PGDipPE, PGDipOE, MPhEd and MDanceSt programmes are available from the Coordinator of Graduate Studies, School of Physical Education, University of Otago, PO Box 56, Dunedin, New Zealand.

PhD applications are the responsibility of the Research Higher Degrees and Scholarships Office.

Application forms can be obtained from their website: <http://www.otago.ac.nz/study/phd> or email: [international.admissions@otago.ac.nz](mailto:international.admissions@otago.ac.nz)

The closing date for applications for admission to the PGDip and Masters' courses beginning the following February, is 10 December. Late entries may be considered in exceptional circumstances.

Applications to register as a candidate for the PhD degree are accepted throughout the year.

Every applicant is advised of the decision of the Admissions Advisory Group immediately following its meeting in mid-December. The Coordinator of Graduate Studies may be contacted at any time prior to application to discuss eligibility and entry to the course. Requests for further information should be directed to Coordinator of Graduate Studies, at the School of Physical Education. Email [gradadmin@otago.ac.nz](mailto:gradadmin@otago.ac.nz)

## **Students with Disabilities**

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Students with a disability or condition that may adversely affect their studies should advise their lecturers and supervisor. They rely on you to make your needs known, and they will endeavour to meet these needs wherever possible.

Ms Margie Lázár is responsible for advising and advocating on behalf of physical education students with disabilities. Ms Lázár can also provide additional support in conjunction with the Disabilities Office. Contact Ms Lázár by telephone, (03)479 5263 fax (03) 479 8309, or e-mail [marguerita.lazar@otago.ac.nz](mailto:marguerita.lazar@otago.ac.nz)

## **Contacts, Addresses, Telephone Numbers**

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### ***General***

- Graduate Coordinator: Dr Sally Shaw, Union Court, (telephone) 5037 [sally.shaw@otago.ac.nz](mailto:sally.shaw@otago.ac.nz)
- Postgraduate Representative: Danielle Salmon [salda787@student.otago.ac.nz](mailto:salda787@student.otago.ac.nz)

### ***Administration***

- School Office, Keys, General Assistance: Diane Steffens: 46 Union Street West, (telephone) 8991
- General Enquiries, Photocopying and Binding: Kimberley Lamond: 46 Union Street West, (telephone) 8990

- Graduate Accounts: Steve Kinney, 46 Union Street West, (telephone) 8989
- Laboratories and Laboratory Equipment: Chris Sullivan, 55 Union Street West, (telephone) 9120
- Swipe Card Access: Chris Sullivan, 55 Union Street West, (telephone) 9120
- Purchase Orders: Sandra Newton, 46 Union Street West, (telephone) 9137
- Office Allocation: Helen Carman, 46 Union Street West, (telephone) 8953
- Mail—in: Mail box in Common Room, 55 Union Street West
- Mail—out: Individual letters in post boxes at 46 Union Street West, (NB batches require authority from Steve Kinney, 46 Union Street West, (telephone) 8989
- Wages/Salaries/IRD: Steve Kinney, 46 Union Street West, (telephone) 8989

### ***Computing and Technical Services***

You may seek assistance from any member of the Technical Team at any time, and they will do their best to help you or direct you to the most appropriate person. Members of the Team are located at 55 Union Street West.

Personal computers are permitted in postgraduate offices but systems must be checked by the School's IT Manager before connecting computers anywhere on campus. Software updates or installation for Office, EndNote and antivirus software are installed free of charge. Any cleaning of viruses, spyware, illegal or unlicensed software etc required, will incur a charge of \$20 per hour.

- I.T. and Technical Support Management: Chris Sullivan, (telephone) 9120
- Laboratory coordination and support for teaching and research: Julie Furlong and/or Nigel Barrett (telephone) 9125/9124

- Lab Team:, Justin Sprecher, Lisa Mc Farland, Julie Mink, (telephone) 9125
- Computing support and Webmaster: Hamish Gould (telephone) 9121
- Application Software Development (software design and development): Gavin Kennedy, (telephone) 9123
- Electronics Technician (Electronic development and maintenance): Nigel Barrett, (telephone) 9124
- Mechanical Workshop Technician (Mechanical design and construction): Glenn Braid, (telephone) 8968
- Outdoor Education and Gymnasium Technician (Gymnasium and outdoor education equipment control and maintenance): Kate Robichaud, (telephone) 8948/4776491
- Aquatics and General Support (Flume and aquatics support and maintenance, vehicle bookings and general technical support): Neil George, (telephone) 8958
- Audio Visual editing services: Julie Mink, (telephone) 4048
- Graduate/Honours Computer Room; Union Court.

### ***Special Needs***

- Disabilities: Margie Lázár, Macintosh House, (telephone) 5263

### ***Social***

- Postgraduate Student(s) Representative Danielle Salmon.
- Tearoom: 55 Union Street West

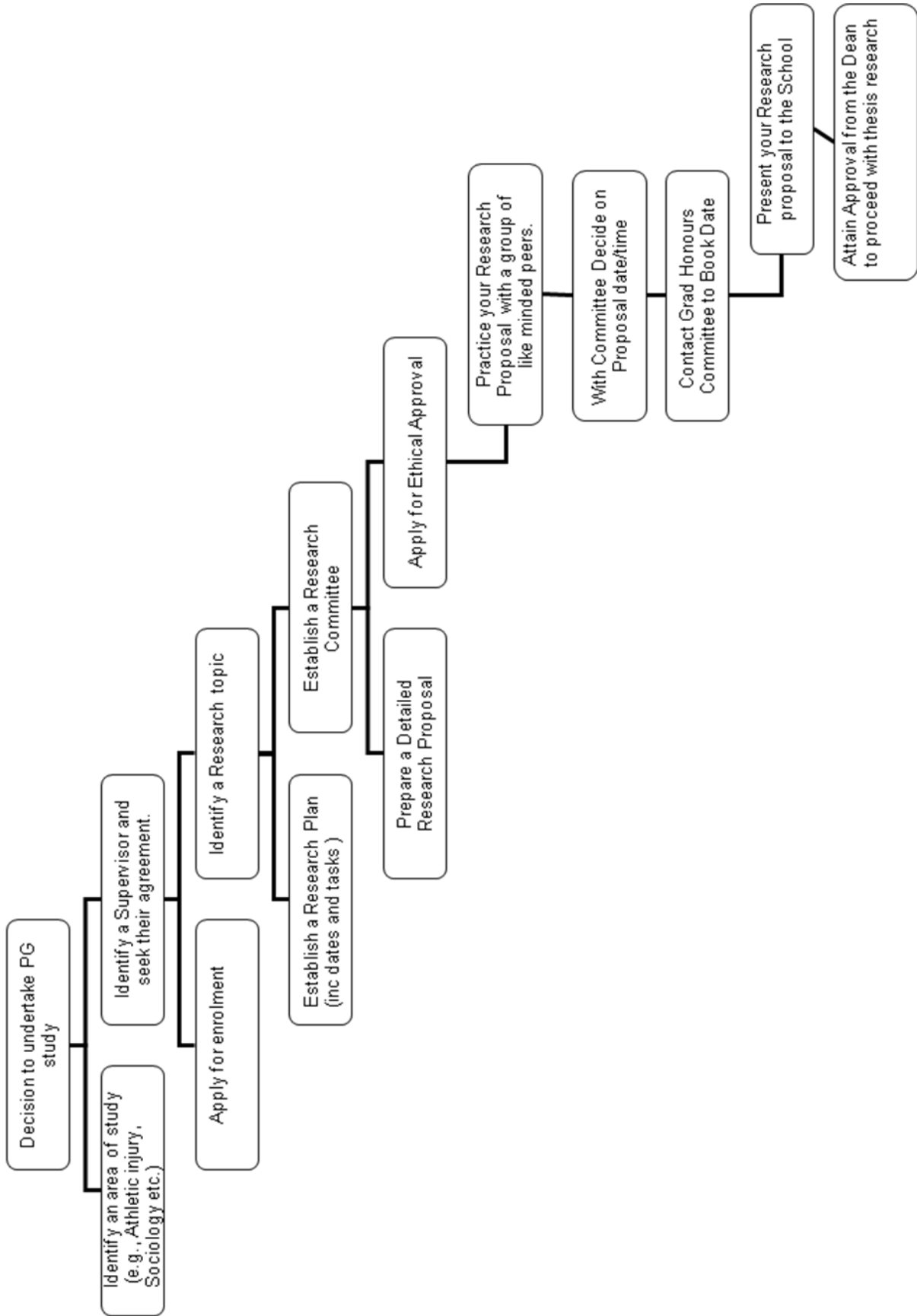
## SECTION 2: A 'CHRONOLOGY' OF POSTGRADUATE STUDY

Students intending to enrol in postgraduate studies are advised to read the current *University of Otago Calendar* carefully. This publication can be obtained from the library. Information can also be obtained from the University's web page: [www.otago.ac.nz/study/index.html](http://www.otago.ac.nz/study/index.html)

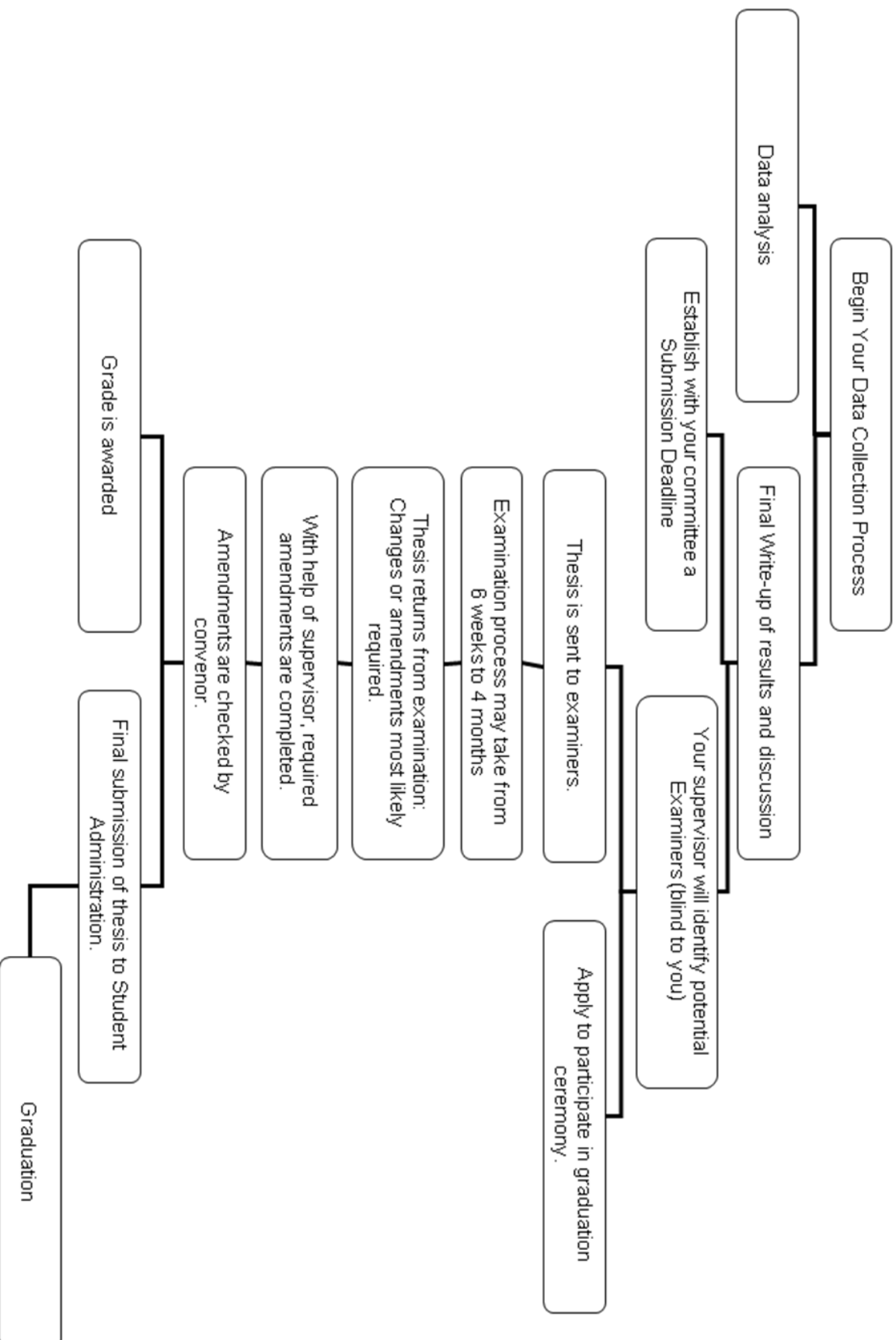
Formal enrolment is but one step in the process of undertaking and completing postgraduate study. A 'chronology' of this process follows:

The remainder of this handbook follows each of these steps in more detail.

# The Thesis Proposal Process



# The Thesis Completion Process



## SECTION 3: SUPERVISION

Having ascertained at least some broad idea for a research topic, the next and equally important task, is to find a supervisor. A supervisor is a member of staff with strong theoretical and / or empirical knowledge, and methodological expertise in the area of proposed study. It is critical that the topic or area of investigation is appropriate to the proposed supervisor. Where the topic is too far removed from the supervisor's own areas of research, there is a danger of inadequate or neglected supervision, which can leave both parties frustrated.

### Academic Supervisors in the School of Physical Education

Following is a list of academic staff in the School of Physical Education together with their qualifications, primary areas of research, and the area/s in which they teach.

- *Exercise and Sport Science*

Professor Roger **Bartlett (PhD, Nottingham)**

- Biomechanics of throwing skills sports techniques
- Biomechanics of sports injury
- Coordination of sports movements
- Movement variability
- Novel approaches to studying movement coordination and variability

*Teaching:* Biomechanics – movement and performance analysis

Dr Melanie **Bussey (PhD, Otago)**

- Clinical Biomechanics
- Functional Anatomy
- Injury mechanisms (spine, hip and pelvis)

*Teaching:* Kinesiology; Biomechanics; Athletic injuries

Associate Professor Chris **Button (PhD, Manchester Metropolitan University)**

- Human Performance and multidisciplinary approaches
- Variability in coordination and motor learning

*Teaching:* Motor Control and Motor Learning

Dr Jim **Cotter (PhD, Wollongong)**

- Environmental physiology (heat, cold, altitude)
- Thermoregulatory control
- Determinants of endurance performance
- Exercise and immune function

*Teaching:* Exercise Physiology; Environmental Physiology; Cardio-respiratory Physiology

Dr Motohide **Miyahara (PhD, UCLA)**

- Co-morbid conditions of developmental disorders
- Working memory for hand movements
- Psychosocial issues of people with disabilities

*Teaching:* Lifespan Human Development, Research Design and Analysis

Dr Nancy **Rehrer (PhD, Maastricht)**

- Carbohydrate metabolism during exercise in healthy and diabetic populations
- Electrolyte and fluid balance during exercise
- Gastrointestinal function and exercise
- Sports nutrition
- Applied, sport specific, exercise physiology
- Environment, lifestyle and health

*Teaching:* Exercise Physiology; Exercise Metabolism; Sports Nutrition

Dr Jon **Shemmell (PhD, Queensland)**

- Neurophysiology/motor control
- Biomechanics
- Sports coaching

*Teaching:* Motor Control

- ***Exercise Prescription and Management***

Dr Phil **Handcock** (**PhD**, Otago)

- Clinical exercise prescription
- Musculoskeletal injury
- Preventive conditioning
- Reflex contribution to functional movement control
- Exercise rehabilitation
- Return-to-play decision making

*Teaching:* Exercise Prescription

Dr Lynnette **Jones** (**PhD**, Otago)

- Pathogenesis of obesity
- Human adipose tissue and skeletal muscle metabolomics
- Metabolic consequences of spinal cord injury/extreme inactivity
- Physical activity and disease prevention/rehabilitation

*Teaching:* Exercise Prescription

Dr Sandy **Mandic** (**PhD**, Edmonton, Canada)

- Clinical exercise Physiology
- Physical Activity and Health
- Cardiac rehabilitation

*Teaching:* Physical Activity and Health

- ***Professional Studies***

Dr Mike **Boyes** (**PhD**, Otago)

- Outdoor education teaching and learning
- Leadership and decision making
- Risk and safety management
- Sail training

*Teaching:* Outdoor Education; Adventure Education

Associate Professor Lisette **Burrows (PhD, Wollongong)**

- Youth, identity, health and physical culture
- Critical analyses of PE curriculum and teaching
- Post-structural theory
- Critical obesity studies

*Teaching:* Analysis of Teaching; Physical Education Curriculum; Issues in Physical Education

Dr Tania **Cassidy (PhD, Deakin)**

- Pedagogy (teaching and learning)
- Physical education teacher education
- Physical education curriculum, politics and policies
- Coach education

*Teaching:* Sociocultural Foundations of Physical Education; Theoretical Perspectives of Physical Education and Health

Dr Ojeya **Cruz Banks (PhD, Arizona)**

- Dance Anthropology, Education, Pedagogy
- Ethnography, Choreography & Performance
- Postcolonial Perspectives on Dance

*Teaching:* Dance Education, Dance Lab

Ms Alison **East (MA, Otago)**

- Curriculum design/assessment in the Performing Arts
- Cross-disciplinary learning
- Choreographic performance and theory
- Ecological dance education

*Teaching:* Dance

Dr Shayne **Galloway (PhD, Indiana)**

- Outdoor education and instruction
- Naturalistic decision-making and training
- Social Psychological aspects of adventure recreation
- Recreation resource management

*Teaching:* Outdoor Education; Adventure Education

Ms Marguerita **Lázár** (MA, Otago)

- Sociology of health
- Public health theory
- Sexuality and curriculum theory
- Philosophy of Education

*Teaching:* Sociology of Sport, Body Culture

- ***Sport and Leisure Studies***

Professor Douglas **Booth** (PhD, Macquarie)

- History
- Historiography
- Sociology of extreme sports
- Culture of the beach

*Teaching:* Philosophy of physical education

Dr Mark **Falcous** (PhD, Loughborough)

- Sport and the media
- Sport, globalisation and the local-global nexus
- Sport and social theory
- Interpretive methodology

*Teaching:* Sociology of Sport, Research Methods

Associate Professor Ken **Hodge (PhD, Illinois)**

- Sport motivation and performance enhancement in sport
- Sport-based lifeskill interventions
- Self-concept development and ‘character building’ in sport

*Teaching:* Psychology of Sport; Exercise Psychology

Professor Steve **Jackson (PhD, Illinois)**

- Globalisation and sport
- National identity and sport
- Media and Sport
- Sport, Advertising and consumer culture
- Sport and social policy
- Sports violence

*Teaching:* Sociology of Sport; Sport, Media and Culture

Dr Elaine **Hargreaves (nee Rose) (PhD, Wales)**

- Psychology of exercise
- Exercise motivation
- Affective responses to exercise

*Teaching:* Exercise psychology

Dr Mike **Sam (PhD, Otago)**

- Sport and leisure policy
- Theories of public policy
- Politics of Sports Management

*Teaching:* Sport Organisations, Sport and Leisure Policy

Dr Sally **Shaw (PhD, De Montfort)**

- Gender relations in sport organisations
- Critical approaches to sport sponsorship
- Inter and intra-organisational partnerships

*Teaching:* Organisational theory and organisational sociology in the management of sport and leisure organisations

For more information about staff research interests see the annual Research Report published by the School of Physical Education. Staff have personal homepages on the School's web site.

## **Supervision**

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Initial discussions with potential supervisors should focus on the feasibility of the proposed project and the staff member's interest in the proposed research. Given the demands and duration of postgraduate research it is imperative that the student's interests drive the project. Students doing research driven primarily by a supervisor's interests should be sure that they too are passionate about the area. Without personal interest and motivation, one or two years in the case of a Master's, or three years or more for a PhD is a long time.

In searching for a supervisor, students should look for someone with more than knowledge, expertise and standing in the proposed area of study. These attributes are obviously important, not least because in most instances supervisors introduce graduate students to the research community beyond the immediate confines of the School and these links and introductions often benefit students later in their search for employment. The close working relationships between supervisors and their postgraduate students, which in most cases is a requirement of successful study, means that the two need to develop mutual respect.

Students should look to their supervisor as a mentor and closest colleague. In considering a potential supervisor, students should:

- Seek information from other research students about the expectations of and supervisory support given by the proposed supervisor.
- Ask the potential supervisor to describe what she or he expects of research students at this level, and what support she or he normally gives. In particular, establish whether the proposed supervisor devotes sufficient time

to research students. Are the staff member's leave or sabbatical plans likely to disrupt supervision?

- Discuss the relationship between the student's and the supervisor's research interests, with a view to assessing the likely level of mutual stimulation from collaboration.
- Ask potential supervisors about the level of support they will offer in the development of the thesis proposal, research design and data analysis, and in editing the thesis.
- Ask potential supervisors about their policies on collaborating in publications. (The student is the only person with automatic right to authorship of their work. Supervisors—and members of supervisory committees (see below), are eligible for authorship rights *providing they enter into close and regular supervision of the candidate's data collection and analysis*. As a general rule, the first author is the student who is expected to write the first draft of the article to a 'reasonable' standard.).
- Ask the proposed supervisor about financial and other resources required, and about anything that might affect continuity of supervision until completion of the project.

Of course, many staff actively recruit students whom they consider have the ability, motivation, desire and *x*-factors needed to undertake research with them. In either case, initial contact between a potential student and potential supervisor is a process of mutual assessment.

Students should also be aware that potential supervisors will also ask questions of them:

- Is the student's background and level of performance adequate for the proposed topic and level of investigation? Staff will require references and academic transcripts, particularly of students from outside the University.
- Is the student motivated? Staff are particularly wary of unrealistic expectations by students as to the magnitude of the task and / or of the likely benefits deriving from

- the eventual qualification.
- Is the proposed topic or area of investigation appropriate to the student and to the level of qualification sought? Does it have good potential to yield a first class thesis and publication(s)?
  - Are financial and physical resources likely to be adequate for the proposed project? If a grant or other form of support will be required, who is going to seek this, and how likely is it that support will be forthcoming?

Most postgraduate research is overseen by an advisory committee which comprises the principal supervisor and other academic members of staff in a consultative role. The student and supervisor should discuss members of the advisory committee and their role(s). The School encourages students to actively seek the advice of staff in other departments where they can profit from this expertise.

When a student and supervisor agree to proceed with the project, they must both recognise the strong commitments they are making to each other. In particular, the supervisor is agreeing to assist the academic development of the student. At the very least, the dimensions of these commitments should be thoroughly discussed and agreed, and in most cases it will be appropriate to formalise the agreement in the form of written notes which can be referred to if difficulties arise later. Many problems in supervision arise out of unrealistic expectations. An agreement should refer to the following:

- Frequency of meetings.
- The nature, promptness and limits of feedback on written work.
- Involvement in presenting seminars on the student's research while in progress.
- Support available for writing the project.
- Target dates for various stages of the project.
- Principles for establishing authorship of any resulting publications.

## **Enrolment**

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After choosing a topic and supervisor, it is necessary to formally enrol. The official application form requires:

- Details of your academic background.
- Broad area of interest.
- Outline of past research experience.
- Particular research topic.
- Name/s of staff members within the School of Physical education with whom you have held discussions.
- Past work and experience.
- Future work plans.
- Details of financial support sought.
- Names and contact details of referees.

Acceptance into the School of Physical Education is provisional in the first instance pending successful presentation of a research proposal to the staff and students. This is discussed in more detail in the following section.

## **SECTION 4: THE RESEARCH PROCESS**

### **Planning a Research Project**

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After enrolling, students requiring laboratory or specialised technical support should arrange to meet the Lab Team Coordinator together with their supervisor. This meeting is critical to ensure the development of a realistic methodology. Time restrictions on graduate research make it impractical for Masters' students to undertake large scale equipment development or computer programming. Thus it is imperative that the Technical Team be involved at the initial stages. A full list of major equipment in the School can be found on the School of Physical Education Website.

Once your ideas develop into a research topic, it is necessary to prepare a detailed research proposal for presentation to the staff and students in the School of Physical Education. Subject to a successful presentation—as determined by the supervisor, members of the supervisory committee, and a representative from the Graduate and Honours Committee—the Dean of the School of Physical Education will allow the student to proceed with their research.

Students dealing with human subjects will require ethical approval. See below pages 47 - 49, Ethical Approval.

### **Research Proposal (also forms part of PHSE495 mark)**

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The research proposal is a watershed in postgraduate study, the step by which students progress from provisional to full enrolment. While the proposal is a major landmark in postgraduate study, students should not feel daunted. Remember that you are presenting on a topic with which you are at least familiar if not already expert, you are presenting to a genuinely

interested audience, and you are presenting to ‘colleagues’ whose primary concern is to foster your intellectual development. Even ‘tough’ questions are usually motivated by a desire to encourage you to consider alternative ways of thinking or approaching specific theoretical or methodological problems.

A research proposal consists of:

- **Abstract:** Succinct summary (up to 500 words) of the introduction, literature review, methodology, and conclusion.
- **Introduction:** Describes the nature of the research / problem / theory under investigation.
- **Literature Review:** Locates the research within the context of historical and contemporary philosophical, and / or theoretical, and / or methodological debates within the field under investigation.
- **Methodology:** Explains and justifies the methodology of the proposed research. The resource implications for the proposed study should be addressed in this section.
- **Conclusion/Predicted Outcome:** May sketch anticipated results. (Of course, these may not come to fruition in the eventual research and students must be careful to avoid investigator bias in light of such an approach).
- **Bibliography / References:** Details of works cited.

***Students must formally present their research proposal before research can proceed.*** Students are responsible for:

- Liaising with Dr Lynnette Jones Proposals Coordinator, supervisor, and members of the Supervisory Committee to set a date for the proposal.

- Placing the proposal in the staffroom (at least two weeks before the presentation).
- Provide abstracts to receptionist at 48 Union Street West for distribution to staff and research students.
- Organising someone (usually another postgraduate student) to Chair (introduce the student, adjudicate questions) the proposal presentation.

The 20-minute proposal presentation is followed by questions from the floor and supervising committee consultation.

Masters' candidates should present their proposals early to allow maximum time for the research. The following timelines are normally expected: Masters (paper and thesis) the beginning of the second year; Masters (thesis only) the end of semester one; PhD, within the first year of study. A detailed proposal is also often necessary when applying for research funds. Target dates should be decided upon and regularly monitored. The proposal, written and oral, contribute to the mark for PHSE 495.

### **Presenting: Hints for Effective Communication**

Following are some brief notes on making presentations. For a more detailed account on making effective slide and poster presentations see the resources section of the sport science web site at: <http://sportsci.org> - Research Resources, Presentation (6<sup>th</sup> box down), How to Use PowerPoint.

As well as the research proposal made to staff and students in the School of Physical Education, graduate students are expected to present their work at seminars and conferences. These are important venues for alerting people to your research and drawing offers to contribute to different research and publication ventures; sometimes job offers may emerge from conferences. And effective communication is critical; brilliant research amounts to nought unless you can tell others about it!

## *Oral Presentations*

- **Good for:**
  - giving an introduction, overview or orientation
  - giving new unpublished information
  - creating interest, motivation
  - personalising information, anecdotes
  
- **Not good for:**
  - covering large volumes of information
  - covering highly detailed or highly technical information
  
- Remember, reading a paper in monotone with your head buried in the text will alienate most of your audience. On the other hand, there are times when clarity of technical information may well require *some* reading.
- Content should be organised and material structured as an explanation; not an encyclopaedia of facts.
- A good explanation is pitched at the right level so it is understood and answers the right question. Questions can be posed as a framework for the talk.
- As a general guide limit the 'take-home' message to not more than *three* significant points.
- Clear, well structured explanations are not enough since they may also be dull and dreary. Stimulate interest by using variation. Use eye contact; vary voice speed and tone and body positions and gestures.
- The opening of a presentation is especially important: it should arouse curiosity and encourage listeners to stay focused. Use quotations, cartoons, visual props and attractions, or ask a contentious question.
- A model for combining content and interest:
  - Opening introduction
  - Key points (OHP, slide)
  - Point 1: question or simple, unambiguous statement
  - Examples
  - Qualifications

- Question / problem / interactive phase
  - Restate, recap, summarise
  - Point 2: etc
  - Summary (key points OHP, slide)
- The *ten-minute block*: do not ask the audience to be ‘doing’ the same thing for more than 10 minutes.

### ***Making Effective Slides / Overheads***

- *PowerPoint* is an easy to use computer programme that assists the making of attractive slides.
- *PowerPoint* allows you to incorporate a range of audio and visual material.
- *PowerPoint* slides can be projected directly onto a screen from a computer or printed as overheads and projected via an overhead projector.
- An example of a readable slide / overhead at the end of this section.

### ***Suggestions***

Proper preparation and presentation of visual aids are keys to an effective oral presentation. The following may assist you in producing slides and overheads.

- Fewer is Better: six to ten quality slides (excluding title slides) are plenty for a 20-minute presentation. Trying to rush through 15-20 slides in a limited time causes confusion and loss of interest. Emphasise a few points. Avoid the temptation to cram a year’s worth of research into 20-minutes.
- Keep it Simple: Limit each slide to one main idea. Use two or more simple slides rather than one complicated one that’s hard to ‘digest’. The fastest way to ‘lose’ an audience is to confuse it.
- Proportionality: diagrams and text should match the proportionality of the slide (typically, in a 2:3 ratio). Otherwise you will have slides with large blank areas.
- Limit data: avoid trying to include too much information. Large amounts of information may render

the slide unreadable and the audience will not have time to absorb it all. Illustration slides are preferred over text.

- Title: Include a clearly stated title at the top of *each* slide.
- Lettering: Design your slides to be readable from the back of the room. Use clear, bold letter types. Provide ample spacing between words and letters for easy reading. Choose your font carefully. Times Roman can appear ‘fuzzy’ on projection; try Arial or Tahoma.
- Wording: Choose simple, active words and sentences. Edit ruthlessly to eliminate extraneous words and information.
- Think BIG: Have you ever seen a slide in which the material was too large? Not likely. On the other hand, have you ever seen a slide that forced you to squint and mutter, ‘what does that say?’
- Check and double-check your final product for mistakes in spelling, missing data, and the like.
- When using PowerPoint, light coloured lettering on dark coloured background works well.

### ***Before Presenting***

- Rehearse your presentation several times prior to presentation. Time yourself to ensure that you will finish in the allotted time.
- Check the room, lights, seating, lectern, OHP / slide / PowerPoint projector.
- For thesis proposals, you are responsible for booking a room, any equipment from technical services, and organising a chairperson.
- Think of some likely questions from the floor and prepare overheads to help with your answers.

### ***When Presenting***

- Follow, in general, a traditional order of presentation:
  - Introduction and statement of problem
  - Methods

- Results
- Conclusions
- Divide the time limit and stick to it. Don't spend too much time in one area at the expense of having to rush another area.
- Talk from the slide / OHP rather than from full notes. (Although, don't be paranoid about reading complex detail or difficult concepts. In such cases, precision of language is more important than attempting to convey false airs of knowledge. If reading, speak slowly and use pauses at commas and periods to keep eye contact with the audience).
- Move closer to the audience to establish contact for important points, then move away again.
- Relax!

**Main Heading** 48 Bold

**Sub Heading 1** 24 Bold

**Sub Heading 2** 18 Bold

Point 1 . . . . text . . . . 18 Plain

Point 2 . . . . etc

- Double spacing
- Stick to one or two fonts
- Use larger point size and **bold** for emphasis. Do not use UPPER CASE or underlining
- Do not overcrowd slides; leave plenty of space between items.

## **Ethical Approval**

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The University of Otago requires that all *experiments* or research involving humans or animal *subjects* are approved. The policy is to ensure the rights of individual participants. It is the researcher's responsibility to have their research and procedures approved by the ethics committee. Application forms and details are can be found on

<http://www.otago.ac.nz/administration/committees/otago000864.html>

***Ethical approval must be obtained before data are collected.***

There are five main ethical considerations:

- ***The Right to Refuse:*** No subject can be compelled to participate in any research project. That is, participation is voluntary. A subject may wish not to participate for any reason.
- ***The Right to Withdraw:*** Even if a subject agrees to participate in an experiment, he or she may elect to withdraw from participation at any time. This raises the important question of Informed Consent.
- ***Informed Consent:*** The principle of informed consent imposes on the experimenter the responsibility of informing intending subjects of the nature of the experiment and of the likely effects of participation in the experiment. Important aspects of the principle of informed consent are the two rights above—the right to refuse and the right to withdraw (see ‘Consent Form’ below).
- ***The Right to Remain Anonymous:*** Subjects who participate in any experiment have the right to insist that their participation in, and the data resulting from participation, remain anonymous. Indeed, no data should be identified as belonging to any subject without the

subject's specific approval. One common way to avoid linking a subject with their data is to assign a number to the subject and to enter that number on the data sheet.

- ***The Right to Expect Ethical Behaviour of the Researcher:*** Subjects who consent to participate in any research project have the right to expect that the researcher will not endanger their physical or mental well-being. In cases where deception is necessary, that is, the purpose of the experiment is concealed because of the nature of the research question, approval from the appropriate Ethics Committee for the project and for the debriefing procedures is necessary. The important consideration is that it is a violation of the use of human subjects to place a subject at psychological or physical risk.

## **Data Gathering and Analysis**

Procedure should follow the methodology outlined in the proposal.

Students should not need to develop specialised equipment or computer programmes. The user-pays system within the University means that students may have to pay for some specialist computer programmes. Check this before you plan your analysis. See the Technical team Manager (ext 9120) or the Technical team Computer Programmer (ext 9123) for further information.

## CONSENT FORM

*I .....  
consent to participate in the study being conducted by  
..... under the supervision of  
....., lecturer in the School of Physical  
Education at the University of Otago. It is further understood that  
I have received the following information concerning the study:*

- 1. The study has been explained to me, I understand the explanation that has been given and what my participation will involve.*
- 2. I understand that my participation is entirely voluntary.*
- 3. I understand that I am free to discontinue my participation in the study at any time without penalty.*
- 4. I understand that the results of the study will be treated in strict confidence and that I will remain anonymous. Within these restrictions, results of the study will be made available to me at my request.*
- 5. I understand that, at my request, I can receive additional explanation of the study at any time.*

*SIGNATURE ..... DATE.....*

## **Writing**

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Do *not* view writing as an independent aspect of the research process, something that comes after data gathering / analysis. On the contrary, writing is an integral aspect of all stages of the research, although more so in the social sciences and humanities areas of physical education. Thus, students should be writing at all times, while engaging in planning, data-gathering / analysis. A thorough research proposal will usually mean that the student has completed significant parts of the thesis before gathering data and undertaking an analysis. It is important that students discuss the format of the thesis early in the planning process. The preferred format can vary widely among different fields in physical education.

Students should submit drafts of all chapters to the supervisor(s) for comment and approval. Students are also encouraged to seek feedback from other readers where appropriate.

Students should use word processing packages to allow easy revisions. The School of Physical Education provides both PC and Mac computers and appropriate software.

## **Presentation of Results**

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Candidates are encouraged to present their results to the School at a seminar at the completion of their research. Although not a formal requirement, this is seen as the culmination of the postgraduate experience and is greatly appreciated by peers and staff.

## Thesis Layout

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### *Structure*

#### *Preliminaries*

- Title page
  - Abstract (up to 500 words)
  - Table of contents
  - List of tables
  - List of illustrations or figures
  - List of abbreviations
  - Preface (which may include acknowledgment).  
Increasingly authors use the Preface, or Prologue, to situate themselves in their research, how they became interested in the topic, and so forth.
- } if required

Use lower case Roman numerals for Preliminary pages. The title page does not have a page number.

#### *Text*

- Introductory chapter
- Main body of the work divided into chapters
- Final chapter which usually includes a summary, conclusions and any recommendations

#### *Reference matter*

- Bibliography or References
- Appendix or appendices (if required)

### *Referencing Styles*

Various referencing styles are used in the different disciplines in the School. Check with the Library or online for the most up to date version of your referencing style.

<http://www.library.otago.ac.nz/research/citation.html>

## **Thesis Submission and Presentation**

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Below is a summary of University regulations concerning theses. Please refer to the latest edition of the University of Otago *Calendar* for the complete regulations.

- ***Doctoral of Philosophy Theses:*** Candidates submit *four* copies to the Research Higher Degrees and Scholarships Office, one of which shall be returned to the candidate.
- ***Master of Physical Education and Master of Dance Studies Theses:*** Candidates submit *three* copies of the thesis with submission form to the Administration Manager, 46 Union Street West. The submission form is then sent to Student records. Each copy of the soft-bound theses must include a 'Declaration Concerning Thesis Presented for the Degree of' form. This can be obtained from the Administration Office or <http://www.otago.ac.nz/study/masters> *Masters Thesis declaration form* (accessed through Acrobat Reader only). One thesis is held by the School and two are sent for examination.
- Submit theses for examination in a temporary or soft-binding.
- The degree or diploma for which the thesis is required shall not be awarded until two permanently bound copies of the thesis, corrected if necessary, have been submitted to student records.
- Theses must include an abstract, not exceeding 500 words, in a form suitable for publication.
- Typeset theses on A4 paper with a margin for binding of not less than 30mm. The size of the paper may be varied only with the approval of the Dean.
- Except with the approval of the Dean, such maps or other illustrative materials as may be submitted must either be bound with the thesis, or placed in a pocket inside the cover. Extra large or bulky material may be bound separately as an appendix.

- One copy of every thesis accepted for a degree or diploma is deposited in the Library.
- ***Copyright Protection:*** When submitting hard-bound theses, candidates *must* complete a declaration concerning the availability of the work for consultation and for copying. The form also provides for any special restrictions concerning the use of a thesis, such as a period of confidentiality. An example of the form appears on page 57.
  
- ***Physical Requirements:***
  - The paper should be of good heavy quality A4.
  - Insert a blank sheet of paper at the beginning and end of the thesis.
  - Set the title page as given in the sample at the end of this section (see page 55).
  - Candidates should ensure that the text is readable and allow sufficient space around the text for examiners' comments. Right hand margins should be no less than 20mm; left hand margins (the binding margin) should be no less than 30mm (see sample on page 56).
  - Use double spacing.
  - Use a clear font.
  - Print on one side of the page only.
  - Number pages consecutively.
  - Fold extra large maps so that they open outwards to the top and right. If there are a number of maps, place them in a pocket or specially made case. The binder should be notified of any folded matter so that necessary allowance can be made for trimming.
  - Where possible, photographs should be made the same size as the text (A4), and preferably on single weight matt finish paper. Photocopy or scan small photographs onto an A4 sheet or incorporate them electronically into the document.
  - Library copies must have a declaration page (see sample at the end of this section, page 57).

- **Photographs:** Software packages such as Photoshop allow you to digitally scan photographs and insert them into documents.
- **Binding:** Theses must be bound in cloth (oversewn, rounded and backed) by a bindery and not stapled or glued together. (The University Bindery is located in Leith Street. Students should discuss their requirements with staff at the Bindery, noting that costs vary depending on the number of copies required and the time taken to complete the job, including any special features, e.g. separate pockets for folded maps. The size, thickness, of the thesis may limit the spine title. Check with the Bindery first.)
- **Electronic Theses**  
Currently the University is implementing a policy for electronic deposition of theses with the Library. Please read the following website for more information.  
<http://www.library.otago.ac.nz/research/theses.html>

# Title Page Layout

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(Title) .....

.....

.....

.....

(Author) .....

A thesis submitted for the degree of

.....

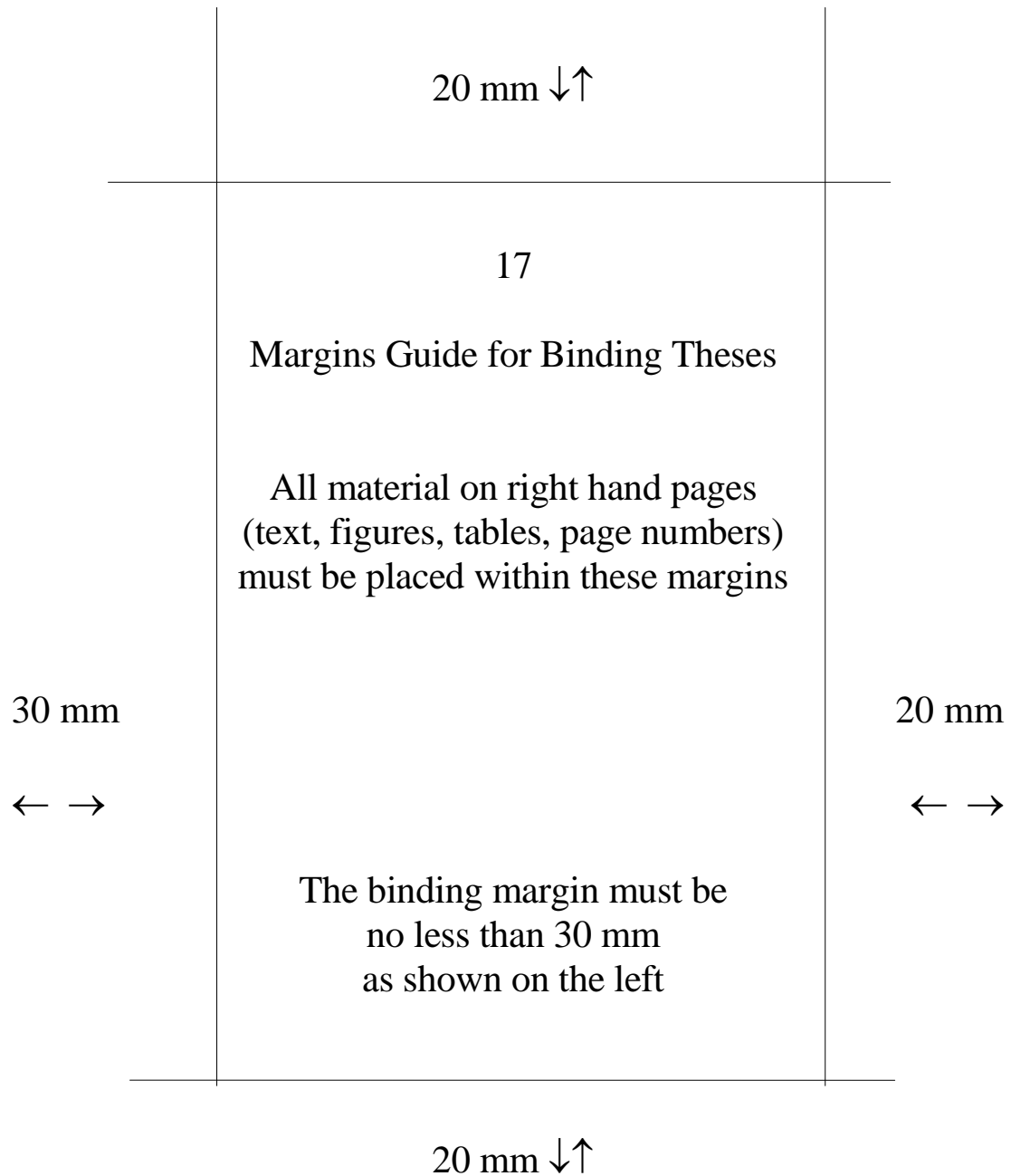
at the University of Otago, Dunedin,

New Zealand

(Date) .....

## Margins

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# UNIVERSITY OF OTAGO LIBRARY

## Declaration concerning thesis

Author's full name and year of birth:  
(for cataloguing purposes)

**Title:**

**Degree:**

**Department:**

**Permanent address:**

I agree that this thesis may be consulted for research and study purposes and that reasonable quotation may be made from it, provided that proper acknowledgment of its use is made.

I consent to this thesis being copied in part or in whole for

- i) a library
- ii) an individual

at the discretion of the Librarian of the University of Otago.

Signature:

Date:

**Note:** This is the standard Library Declaration form used by the University of Otago for all theses.

The conditions set out on the form may only be altered in exceptional circumstances, and with the permission of Senate.

The form is designed to protect the work of the candidate, by requiring proper acknowledgment of any quotations from it. At the same time the declaration preserves the University's philosophy that the purpose of research is to seek the truth and to extend the frontiers of knowledge and that the results of such research which have been written up in thesis form should be made available to others for scrutiny.

The normal protection of copyright law applies to theses.  
*(This form has the approval of the Librarian)*

## **Protect Your Work**

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*Always* retain up to date copies of drafts, notes and other material necessary to reconstitute the thesis. Material can be easily lost or destroyed at any stage. *Protect your work* by copying it on at least two discs.

All material gathered during the research process should be retained for a minimum of five years after the degree is awarded.

## SECTION 5: EXAMINATION

This section outlines the broad examination process.

### **Master's Thesis**

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Theses submitted for the Master of Physical Education and Master of Dance Studies Degrees is assessed by two examiners, at least one of whom is external to the University.

Submission of a thesis does not mean that the candidate has 'completed' the degree. It means that the candidate has reached a point where she or he believes, usually in consultation with the supervisor, that the work is ready for evaluation by leaders in the field. Candidates must assume that their examiners will carefully read and critically evaluate theses without prejudice. Certainly there is no guarantee of the outcome of any examination. Examination is identical to the critical scrutiny received by academic work submitted for publication in a scholarly journal or by scholarly publishers. Just as peer reviewers typically demand revisions or amendments to scholarly submissions before they are published, so too is it usual for examiners of theses to require amendments.

In order to not pay fees for the following year the student must submit their thesis by the last full working day of that year. The thesis, maybe held at the Division of Sciences for distribution during the holiday period.

A Master's thesis, as relevant to the discipline, must demonstrate the students ability to:

- Master theoretically subject matter;

- Identify and evaluate critically the findings and discussions in scholarly literature and other forms of information;
- Design a well-structured, relevant and integrated plan of research;
- Carry such research using appropriate methods of investigation and analysis;
- Analyse, argue and reach conclusions which are informed by independent enquiry and other available information;
- Engage in rigorous and intellectual analysis, criticism and problem solving.

The thesis should normally be limited to 40,000 words of text, excluding appendices, footnotes and bibliographies.

Each examiner shall supply a written report on the thesis and recommend a mark and grade on the basis of the thesis submitted, and an overall result selected from the following options:

- Be accepted without amendments;
- Be accepted subject to amendments being made at the discretion, and to the satisfaction, of the Dean of Physical Education;
- Does not meet the criteria for the award of the degree, but maybe revised and resubmitted for examination;
- Does not meet the criteria for the award of the criteria, and should be rejected without right of resubmission.

Should a thesis require amendments, these must satisfy the examiners reports as interpreted by the Graduate and Honours Coordinator.

If a revised and resubmitted thesis is finally accepted, the result shall either be 'Pass' or 'Fail' (i.e. ungraded) and without eligibility for the award of the degree with distinction or credit.

Where examiners cannot agree on a result, the Dean of Physical Education should so report to the Pro-Vice-Chancellor (Sciences) or nominee who shall arrive at a decision after consulting a referee who should normally be external to the University.

Once the candidate receives notification from the Division that the modified thesis has been accepted a candidate must submit two hard-bound copies of the final thesis to Student Administration. One copy must include a library declaration form <http://www.library.otago.ac.nz> Student records formally notifies candidates that they have completed the requirements and the level of their award.

The level of award for the MPhEd and MDanceSt degrees is determined by the percentage grade achieved for the thesis using the standard University cutting lines *except* if the candidate is taking the MPhEd by papers and thesis. In this case the level of award is the weighted average of percentage grades achieved for both papers and thesis.

### ***Standard University Cutting Lines***

90-100 A+	75-79 B+	60-64 C+	40-49 Fail D
85-89 A	70-74 B	55-59 C	Below 40 Fail E
80-84 A-	65-69 B-	50-54 C-	

The University awards a Masters degree *with distinction* to a student whose overall grade is A-, A or A+ (ie, 80-100), and *with credit* to a student whose overall mark is 70-79.

### **Doctor of Philosophy Thesis**

Theses submitted for the Doctor of Philosophy are examined by three examiners: one from within the University of Otago, one from another New Zealand university, and one from an overseas university.

Submission of a thesis does not mean that the candidate has ‘completed’ the degree. It means that the candidate has reached a point where she or he believes, usually in consultation with the supervisor, that the work is ready for evaluation by leaders in the field. Candidates must assume that their examiners will carefully read and critically evaluate theses without prejudice. Certainly there is no guarantee of the outcome of any examination. Examination is identical to the critical scrutiny received by academic work submitted for publication in a scholarly journal or by scholarly publishers. Just as peer reviewers typically demand revisions or amendments to scholarly submissions before they are published, so too is it usual for examiners of theses to require amendments. More specifically, examiners of Doctoral theses are asked to address:

- Does the thesis comprise a coherent investigation of the chosen topic?
- Does the thesis deal with a topic of sufficient range and depth to meet the requirements of the degree?
- Does the thesis make an original contribution to knowledge in its field and contain material suitable for publication in an appropriate academic journal?
- Does the thesis meet internationally recognised standards for the conduct and presentation of research in the field?
- Does the thesis demonstrate both a thorough knowledge of the literature relevant to its subject and general field and the candidate’s ability to exercise critical and analytical judgement of that literature?
- Does the thesis display mastery of appropriate methodology and/or theoretical material?

Four copies of the thesis embodying the results of the research shall be submitted for examination, in accordance with the regulations governing presentation of thesis:

<http://www.otago.ac.nz/administration/policies/otago003249.html> .Theses shall be limited to 100,000 words of text, excluding appendices, footnotes and bibliographies. A candidate may not present a thesis which has previously been accepted for another degree.

The entire examination shall be supervised by an independent Convener appointed by the Senate on the recommendation of the relevant Pro-Vice-Chancellor.

An oral examination on the topic of the thesis and on the general field to which the topic belongs may be held on the recommendation of the examiners or the Convener of examiners or at the request of the candidate.

Each examiner shall supply a written report on the thesis, together with a preliminary recommendation for an examination result.

The Convener of examiners shall report to the Senate the recommendation of the examiners. The examiners may recommend that a thesis:

- Be accepted, or be accepted with minor editorial corrections, and the degree be awarded;
- Be accepted and the degree be awarded after amendments have been made to the satisfaction of the Convener of examiners in consultation with the internal examiner;
- Be revised and resubmitted for examination;
- Be rejected and referred to the appropriate authority within the University for consideration of the award of another degree;
- Be rejected with no right of resubmission.

The result of the examination is decided by the University's PhD Academic Advisory Committee under delegated authority of the

Senate after receipt of the examiners' recommendation from the Convener.

In cases where the examiners are unable to reach a unanimous recommendation on a thesis, the Convener should report this to the Director, Graduate Research Services who will initiate arrangements to appoint a referee to make a final recommendation. The referee will normally be a person of international academic standing.

Once the result is decided, the PhD Office will officially communicate this to the candidate. Where the examiners have requested amendments or require more fundamental revision of the thesis, these will be outlined in an accompanying letter written by the Convener in consultation with the examiners.

For further information on the PhD examination process see <http://www.otago.ac.nz/prodcons/groups/public/documents/webcontent/otago001474.pdf>

### ***Publishing Bursaries***

Effective 1 February 2011, the University's Postgraduate Publishing Bursary scheme for PhD and Master's candidates will be administered by the Graduate research Services on behalf of the Graduate Research Committee.

PhD: [www.otago.ac.nz/study/phd/otago009283.html](http://www.otago.ac.nz/study/phd/otago009283.html)

Masters: [www.otago.ac.nz/study/masters](http://www.otago.ac.nz/study/masters)

Bursaries are available to Master's and PhD candidates upon submission of their theses for examination. The purpose of the Bursaries is to

*“Continue with their student research by preparing papers to the submission stage for publication in journals of international standing”.*

For the eligibility criteria, please see the regulations at one of the above web addresses.

## SECTION 6: OTHER SUPPORT

Problems or questions? Below are the names and contact numbers of people who might be able to help you as well as publications produced by the University that cover full rules and regulations governing university and postgraduate study and life:

### *Contacts*

Computer User Services

- Help Desk (ext) 8888 [helpdesk@otago.ac.nz](mailto:helpdesk@otago.ac.nz)
- Nicola Walmsley (ext) 8568
- Ray Cooper (ext) 8552

Postgraduate and Scholarship Administrator

- Melanie Adams (ext) 5291

Doctoral Office

- Andy McCready Administrator (ext) 8464

Student International Services

- Administrator (ext) 8344  
[international.admissions@otago.ac.nz](mailto:international.admissions@otago.ac.nz)

Division of Sciences

- Bryan Johnston Director of Administration, (ext) 7532

Career Development Centre

- (ext) 8243 [careers@otago.ac.nz](mailto:careers@otago.ac.nz)

### *Published Sources*

- University of Otago, *Calendar 2011* (Dunedin: University of Otago, 2011).
- The Board of Graduate Studies, *Handbook for PhD Study*, Revised Edition November 2010  
<http://www.otago.ac.nz/study/phd/handbook>
- The Board of Graduate Studies, *Information for Masters' Degree Candidates*, Revised Edition (Dunedin: University of Otago, 2003).