



**Narsama Lingam, Rosarina, Jiokapeci,
Rafai Qaloqiolevu, Lalia Sharma,
Waisale Ramoce & Heena Lal**

I-Talitali Framework: Developing a Model for Engaged Learning
and Teaching in the Pacific

'Italitali' Framework

RSD the PACIFIC WAY

UU204 'I Talitali' Team
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Lingam, Narsamma. Sharma, Lalita. Qiolevu, Jiokapeci.
Ramoce, Waisale.Lal, Sangita. Rafai, Rosarine



'I talitali' Framework: Developing a Model for Engaged Learning and Teaching in the Pacific

- * **Abstract** RE - think, look, construct, SEARCH

- * Pacific context - Weaving – art, mat -metaphor – RSD process

- * 'sit on the mat' – weave – journey – harvest – product

- * **Introduction** – HE RE Look, -search components – undergrad Pac consciousness – Pac research Framework

- *not lack attention learning– insufficient context understanding (Veikune & Spratt 2011)

context-dependent – local nature - weaving (integral Pacific culture) need- “ I talitali framework' PRSD – 6 elements infused team –journey (RSD:PRSD)

Embark and Clarify & Find and Generate

Weavers were very familiar with specific resource areas that they used yearly and they monitored *kuta* growth.

When visiting areas of *kuta* they noted the height of *kuta* compared to previous years, and the distribution and coverage of *kuta* in the lake. That is, they informally assessed the population and maintained 'mind maps' of the resource from year to year.

Source: Priscilla M.Wehi. Kuta: A locally important and highly valued weaving plant.
Journal of Maori and Pacific Development 7: 2 September, 2006. p42

"Harvesting *kuta* from the lakes where it grows is a tough task; it takes...about three hours to walk to the lake and back with (the) load". [Mataiasi Qaroru- Male Master weaver \(Macuata, Fiji.\)](#)

"Select the green *kuta* stalk.

No red spots. No flowers.

Hold the stalk above water with your right hand and run the left hand downwards, gently separate it from the other *kuta* plants.

Move your hand to the root, and gently pull it out of the water." One by one, the harvested *kuta* stalks are laid out.

[\(Women weavers, Navakasobu Village, Macuata \(Fiji\).](#)

Embark and Clarify & Find and Generate

After harvesting the *kuta* reeds, they were tied in bundles and carried vertically. *Kuta* grows in lakes but after harvesting we cannot allow water to touch it again. If we carry them horizontally, they would break thus the need to carry them vertically. (Mr. Mataiasi Qaroru)

“Four days and four nights - *kuta* wrapped , no breeze to touch them then left to dry in the sun to give the reeds their golden brown colour before the fine ones were separated from the wide ones”.

Source: Vuniwaqa Bola-Bari. Exception to the Rule. Fiji Times Online, Friday, October 16, 2015. Extracted from <http://www.fijitimes.com/story.aspx?id=326016> on 11 August, 2016.

Illustrations...(Source:www.fijitimesonline.com)



Evaluate & Reflect

i-Talitali (*Vakasokumuna Vakamatau*)

Gather and select the best raw materials



RSD

- What information have we gathered together so far ?
- How do we decide what is credible/reliable and what is not?
- What do we take with us?

Organise and Manage

i-Talitali (*Tuvana*)

Layering and constructing
of raw materials



RSD

- Organisation of the selected information in a logical manner
- De/constructing
- Weave and reweave
- Sequencing /paragraphs

Analysis and Synthesis (*Talitali*)

- Complex and challenging process
- Tests critical thinking ability of the Weaver to create the pattern in the mind.
- Use the existing knowledge incorporating new knowledge gained through interaction.
- In the Pacific context time is no factor in regards to perfection, DeLoughrey (2007, p.iv) states: *“I know the design clearly and the sun’s journeys pass uncounted while I work – but I need a finer skill to discipline the thread”*.

Conceptualising our method of research to RSD

1. Evidence of original ideas, personal experience, oral history and research in the writing
2. How to make your assignment creative?

Inclusion of images, genres (songs, poems, chants) to add creativity to the writing

3. Use various sources: online resources, journals, books, oral history, interviews, museum labels & newspaper articles



https://www.google.com/search?q=weaving+a+mat&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiHlb36zPfXAhWMHZQKHjgClcQ_AUICigB&biw=1366&bih=613



<https://www.google.com/search?q=weaving+a+mat+of+fiji&tbn=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiPp8DNzvfXAhVCjZQKHx8nB58Q7AKlQA&biw=1366&bih=613>

Communicate & Apply

(Sevutaki Na Ibe)



- Ball, 2005: 19 states: *“brings together a whole different set of [expressions], not just of weaving.....All these qualities of fabric [mat] have application in the interpretation of [stories]”.*



https://www.google.com/search?biw=1920&bih=974&tbm=isch&sa=1&ei=0cUpWrmkl5DO8wWD7aG4Dg&q=fijian+mats&oq=fijian+mats&gs_l=psy-ab..0l3j0i7i30k1l2j0i5i30k1l2.69985.73857.0.75179.15.13.0.0.0.0.555.2272.2-2j2j0j2.6.0....0...1c.1.64.psy-ab..12.3.1164...0i67k1j

Quality of mat

- No loose ends
- Visible patterns
- Neat

Significance of mat

- Gift
- Economic gain
- Cultural purposes
- Transfer knowledge



Quality of Assignment

- - Proof read and edit
- - Check grammar/spelling, acknowledge sources

Significance of assignment

- New knowledge through research
- Contribution to literature

WHAT DOES A WOVEN MAT MEAN TO ME?





Figure 1: The i-Talitali Framework

WEAVING PRSD MAT -ters!

Italitali framework infused potentials

- 6 / > strands/ OR weave tension?
- *weavers collective - progress UU204 Rubric
- With/about/for Pacific cult & k.systems
(Thaman,K.2005)
- * *Woven ...Gifted....Re _search*

Vinaka Vakalevu, Dhanevard,Faiaksia

UU204 “I Talitali” Team 2017

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