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ACETTALK

Chair's Report

Greetings to all our members and co-op enthusiasts. The last few months have been pretty hectic. I have penned some key highlights below.

Co-op arrives at Lincoln University

I am delighted to report on the recent highly successful launch of work integrated learning at Lincoln University. Under the leadership of NZACE Council member, Kathryn Beresford, Lincoln has now implemented a comprehensive co-op component in their Graduate Diplomas – a first for Lincoln! The launch was hosted last month by the Employers Chamber of Commerce in Christchurch. Guest speakers included the Lincoln University Chancellor, Margaret Austin, Associate Minister of Employment, Ruth Dyson and the CEO of the Canterbury Employers Chamber of Commerce, Peter Townsend. Not only is this great for Lincoln, but NZACE was also able to use the opportunity to remind the Labour Party of their manifesto commitment to support co-operative education in New Zealand. Our sincere congratulations go to Kathryn Beresford for taking the concept of work integrated learning into actual implementation.

News on the International Front

As a Council member of the World Association for Co-operative Education (WACE) I was fortunate to have the opportunity to attend the recent World Council meeting in Japan. Representatives from 20 countries attended the annual face-to-face meeting of the Council, hosted by the Nihon Fukushi University, Nagoya. The meeting was located in Japan to help support and promote work-integrated learning in this country. I believe the meetings and networking opportunities have provided a substantial boost to the Japanese co-op movement which is likely to result in the setting up of a national association and the

start of a comprehensive work integrated learning programme throughout Japan. Key points of interest from the three days of intensive meetings, workshops, seminars and a national symposium are outlined in this newsletter.

NZACE National Conference and AGM 2001

Planning is now well underway for next year's NZACE Conference and AGM. Please note in your diaries **March 22-23 in Rotorua**. Yes, we have bitten the bullet and are now organising a one and a half day event. The popularity of last year's conference and the difficulties of providing sufficient time to meet the demand for presentations and workshops has required us to review the format for our national conference. We will open the conference at lunch time on the Thursday afternoon and finish late afternoon Friday. Call for papers will be distributed shortly. This is the highlight of the year for co-op in NZ – don't forget that diary note.

12th World Conference on Co-operative Education

Next year's world conference is to be hosted by the Suranaree University of Technology Nakhon Ratchasima, Thailand from July 22 – 28. The theme of the conference is "Globalisation of Co-operative Education: Adoption of Borderless Systems". I would urge all those with an interest in co-operative education to attend. I have asked the Thai co-ordinators to provide additional copies of the call for papers so that we can distribute these to all NZACE members when they become available (hopefully by the time this issue goes to print). We will also put details on the NZACE website (www.nzace.ac.nz). If you think you may want to present a paper, you should start to give this some thought now – better still start thinking about an abstract!

Other issues of note include:

- A new promotional flyer is now being finalised and we hope to have these available in the next few weeks
- The updating of the database handbook of co-op programmes in New Zealand will commence early next year

- The next meeting of the NZACE Council will be giving further consideration to the hosting of a future Asia-Pacific or World
- Conference on Co-operative Education

As always, we welcome your time, input, ideas or suggestions on promoting and furthering the aims of co-operative education in New Zealand.

Kia ora

Dave Hodges

News from the World Association for Co-operative Education

The recent Council meeting of the World Association for Co-operative Education (WACE) was held in Nagoya, Japan. Some key highlights include:

- *Representatives from 20 countries attended the annual face-to-face meeting of the Council, hosted by the Nihon Fukushi University, Nagoya.*
 - Preparations for the 2002 Asia-Pacific Conference and World Council meeting, to be held in Bandung, Indonesia, are well advanced. As with the Thailand conference, there has also been major involvement and (financial) commitment from government and industry.
 - The 2003 World Conference and Council meeting will be hosted in Rotterdam. The Dutch conference organisers are taking an ambitious European-wide approach by involving a number of western and eastern European countries in the programme development and conference promotion. Potentially, it could be the biggest world conference to date
 - The 2004 World Council meeting will be held in Sweden to coincide with their national co-op conference.
 - Informal discussions with a number of delegates gave me the impression that New Zealand would get strong support if it bid for a future World or Asia-Pacific conference.
 - WACE continued to expand both its membership and financial support base over the past twelve months. The main issue it faces in the future is to continue to grow its finances at an increasing rate in order to offset the removal, over the next few years, of the substantial 'set-up' sponsorship provided by Northeastern University, Boston.
 - It was agreed that a 'country financial plan' system will be developed for those countries with Council representation. Essentially, fundraising will be tailored to meet the needs, history and culture of each country. It was recognised that WACE will need to identify and articulate tangible, value-added benefits to contributing individuals and organisations if the plans are to succeed.
 - A discussion paper was put forward suggesting that the size of the Council needs to be kept to a more manageable number (max 50). In addition, the notion of 'regionalism' was suggested, as a way of better meeting regional needs and growth. These issues will be give further consideration by the WACE Executive.
 - Reports were given on three major initiatives undertaken by WACE earlier in the year:
 - Dr Rick Reeve from the University of Victoria, gave an interim report on his major research project (funded by General Motors, USA) to provide a 'global employers guide to work-integrated learning'. He presented a summary of findings to date from a substantial questionnaire survey completed by employers around the world. He also reported on two focus groups he conducted in Australia and New Zealand (Auckland). Rick will be publishing his guide in early 2001.
 - An interim report was provided on a study conducted by Dr Paul Harrington of the Centre for Labour Market Studies at Northeastern University, Boston (funded by the Employment Management Association in the USA). The study is looking at the connections between the external labour market and the internal human resource systems at several multinational corporations. This is a long-term study that will take another two years to complete.
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- Staffing.org is a new website that has just been completed for human resource professionals in the recruitment/staffing area. Known as SDO, it is a non-profit organisation allied with WACE. It is anticipated that WACE will receive some income from this project through the selling of reports on recruitment performance and activities.
- Malcolm Brewer, from the UK, gave a paper on the creation of a WACE 'Co-operative Education Development Unit'. The intention is for WACE to offer multi-level 'products' (i.e. advice) on co-operative education. Different options would be available for those at government/senior civil servant level; University President/Vice Chancellor/Senior Staff level; and Practitioner level. These offerings would be on a paid consultancy basis and the deliverer would be sourced from the network of 'experts' closest to the country requiring the service. It was agreed that the Executive would explore this in more detail.
- Joe Rowley, Chairman and Director of AGB Scientific Ltd, Dublin, stepped down from his two year term as WACE President and handed over the 'chains of office' (literally) to Professor Tony Blake, Vice Chancellor and President of University of Technology Sydney.
- On day three a national symposium on co-operative education (work-integrated learning) was held, and attracted 250 delegates, including high level representation from the Japanese government, industry and education
- Four WACE Council members (from Canada, USA, Germany and Thailand) were invited to provide an address on co-op education in their countries.
- Finally, there was much interest expressed in the newly launched Asia-Pacific Journal of Co-operative Education (a joint NZACE / University of Waikato venture). I'm sure Richard Coll will be delighted to hear that I managed to distribute all the additional flyers that were printed for the occasion – let's just hope it generates some articles!).

Dave Hodges

Work Integrated Learning @ Lincoln University

Lincoln University has introduced Work Integrated Learning for graduates enrolled in the following Graduate Diplomas: Applied Science (specialising in Agriculture and Horticulture), Recreation Management, Sport Management and Applied Computing.

Work Integrated Learning enables graduates to undertake an industry-based project as an integral part of their Graduate Diploma programme. Graduates apply theoretical study through industry experience and test their interests and abilities. They may be involved in the development of a swimming pool complex or in combating a fungus for an organic herb farm.

Through Work Integrated Learning, graduates gain relevant experience in the workplace, develop personal and interpersonal skills and make contacts that may lead to future career advantages.

Employers benefit from Work Integrated Learning through access to a pool of potential employees, who can be assessed in the workplace for motivation, competency and professionalism. Work Integrated Learning students are of economic value to an employer, completing projects that otherwise may not have been viable and can be completed at a reduced cost.

Work Integrated Learning was formally launched at the Employers Chamber of Commerce in Christchurch. Margaret Austin - Lincoln University Chancellor used the phrase

'edu-preneurs' to describe students who apply theoretical knowledge through industry experience.

"Work Integrated Learning will give Lincoln graduates an edge in the competitive job market" said Pete Townsend – CEO Employers Chamber of Commerce.

"The Government considers work-based education as the key to equipping people and industries with the skills they need to bring about a knowledge society" said Ruth Dyson - Associate Minister for Employment. "In order for New Zealand industry to perform to full potential, we need to create an environment conducive to partnership and collaboration between education and enterprise" she said.

"The Labour party's election manifesto made explicit mention of the value of Cooperative Education and the intention to develop a Cooperative Education Programme", said Dave Hodges – Chair of NZACE.

If you would like further information, please contact:

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Asia-Pacific Journal for Co-operative Education: Latest Excerpt

This is the focus of the latest article to be accepted for publication by the online Asia-Pacific Journal for Co-operative Education. The article by Richard Coll and Chris Eames of the University of Waikato describes the coordination model behind the BSc(Tech) degree at Waikato and examines some pros and cons of their approach. The abstract is reprinted below. The full paper will soon be available on the APJCE website, along with other good co-op reading - check it out at www.apjce.com

The Role of The Placement Coordinator: An Alternative Model

An analysis of the cooperative education literature resulted in the identification of three models for the role of the placement coordinator; a simple administrative role, as part of a centralised unit of coordinators whose role is still substantially administrative in nature, and a model in which coordinators hold joint positions as placement coordinators and teaching faculty within their specialty areas. In this article we propose that this latter role offers significant advantages. Advantages include the ability of the coordinator to get to know the students

better through classroom interactions, leading to a better understanding of the employers' operation and to enhanced matching of the student and employer. Such a model also increases the opportunity to forge strong links with employers, leading to collaboration in other ways. Disadvantages identified include the difficulty of balancing the coordinator's role with that of other academic duties, particularly research activity, and relatively high administration costs.

Journal Excerpts

The Journal of Cooperative Education is published periodically by the Cooperative Education Association of America. It contains discussion and research articles from practitioners throughout the US and around the world. It has recently undergone a face-lift and represents good value at US\$30 an issue. While the quality of contributions can be variable it nevertheless allows contact with others who are grappling with the same issues that we are.

We have summarised below some of the better general papers from the latest issues. If you are interested in subscribing or submitting an article drop a line to jleim@aol.com, or mail to CEA, 8640 Guilford Rd, Suite 215, Columbia, MD 21046, USA.

Cooperative Education for the Future

By James W Hall

Dramatic changes in the workplace and the university challenge assumptions about cooperative education. Cooperative education emerged as an innovative practice of higher education during the years of rapid American economic growth and vitality of cooperative education must consider radically different, technologically induced environments. The erosion of *place* as the defining characteristic of work and study challenge many assumptions about cooperative education. However, five characteristics can assist in defining the future of cooperative education and focus

on the broad, developmental approaches that add value to the co-op experience.

These characteristics are: the dose integration of work and study periods, co-op experiences becoming very closely allied to study, faculty becoming more involved in co-op placements, remuneration schemes linked to completion of the co-op project and collaborative ventures between the employer and the institution; and increased opportunities for training of employers as mentors for co-op students.

College/University Coordinators' Perceptions of Quality Indicators for Co-op/Internship Sites

By Norman Page, Stacy Geck and Richard L Wiseman

The Cooperative education literature offers an array of advice on quality site practices. This array is both diverse and occasionally contradictory. The present study attempted to clarify the advice on quality placements by systematically investigating program coordinators' perceptions of quality learning experiences. A 60-item questionnaire sought opinions on site quality from co-op/internship coordinators and directors. Using factor analysis, five site learning quality indicators were isolated. These indicators serve to guide site personnel in choices regarding student involvement, and provide a basis for constructing site evaluation forms.

These learning quality indicators are:

- quality site experiences should promote the professional development of students;
- quality site experiences should encourage students to be professional toward their co-op/internship efforts;
- quality site experiences should help students develop their professionally related thinking and communication skills;
- quality site experiences should provide students with challenging learning experiences;
- and quality site experiences should encourage students to conduct themselves in ways that justify a demeanour of pride and competence.

Cognitive Style Differences Between Cooperative and Non-Cooperative Education Undergraduates: Some Preliminary Findings

By H J Murphy, Ann C MacGillivray, John G Reid and Jeffrey D Young

The Cognitive Style Index was administered to 120 cooperative education undergraduates and 125 non-cooperative education undergraduates in business administration and tourism and hospitality management degree programs. Results indicate significant differences in scores on the Cognitive Style Index between co-op and non-co-op students with more work terms and those with fewer work terms were not supported. Career, organizational behavioural, and management development implications are discussed.

Internet Based Reflective Learning for Cooperative Education Students During Co-op Work Periods

By Richard Canale and Ellen Duwart

This paper presents results of a pilot program instituted for 86 electrical and computer engineering freshmen/sophomores who started their first co-op work experience at one of 53 employment work sites in ten states. Utilising the Internet, students accessed structured learning assignments throughout their work period on the ECE Co-op Web Site. They responded asynchronously via email to their faculty co-op coordinators, or they interacted with their classmates on common issues through the ECE Co-op MeetingWeb computer conferencing system. Students, who were geographically dispersed, participated in a virtual reflection seminar throughout the work period rather than waiting until the work period ended.

Coordinator goes commercial

Jenni Dunn, a co-op coordinator at Swinburne University of Technology, Melbourne, Australia, has gone out on her own. She has set up her own company with a business focus of bringing industry and education together.

She would be interested in hearing from anyone who would like to make contact with businesses in any sector in Australia for collaboration for work placements, research, consultancy etc.

Her email is jenni_dunn@hotmail.com

CALL FOR PAPERS

GLOBAL INTERNATIONAL INTERNSHIP CONGRESS 2001
MARCH 13-17, 2001 --- MONTERREY, MEXICO

PROPOSAL DEADLINE: DECEMBER 1, 2000

GIC 2001, a conference on all aspects of International Internships will be held in Monterrey, Mexico; the City by the Mountains, from Tuesday evening, March 13 to Saturday, March 17, 2001 is seeking proposals from all interested individuals on the topic of international internships.

Proposals may focusing on general issues related to international internships or on topics which are discipline specific (engineering, anthropology, tourism, etc.). Presentations will be 1 hour and 15 minutes and papers may be submitted for published proceedings.

Proposals should contain the following information on standard size paper with one inch margins and 12 point font.

- A. Title of presentation
- B. Name(s) of Presenter(s)
- C. Address, phone, fax and e-mail of session coordinator
- D. Abstract of the presentation, not to exceed 300 words
- E. Three learning outcomes of the presentation

Deadline for submitting proposals is **Friday, December 1, 2000**. Proposals may be submitted electronically as attachments in either WordPerfect or Word format, or they may be mailed to:

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