



NZACE

NEW ZEALAND ASSOCIATION
FOR CO-OPERATIVE
EDUCATION INC.

Promoting Work-Integrated Learning

ACETALK

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Issue No. 45

August 2011

CHAIR'S REPORT

From the Chair

As always this time of year seems to be a pivotal time when we reflect on this year and plan for next year. This year there has been a great of activity, not only with our own conference but with many of our members attending conferences overseas. From the forthcoming schedule of events later in this newsletter, it seems to be a busy year. Sue McCurdy has again produced a very informative newsletter, this time with past and future events and information about interesting publications.

Conference

Conference was held at EIT in Napier in April, superbly organised by David Skelton. Our thanks to David, all at EIT and on Council for the organisation of the conference. Fortune was certainly on our side as the week of conference slotted into between two weeks of extraordinary weather and events in Napier. NZACE is very appreciative of support from both Ako Aotearoa and EIT. Peter Coolbear from Ako Aotearoa gave a short presentation about priorities and policy and attended the conference dinner. Since then Peter has moved from Ako to the Tertiary Education Commission (TEC). We wish him well in his new role.

The conference began with an outstanding opening from Mark Neale of EIT and keynote address from Mary Hill of University of Auckland. Mark's opening included some memorable examples of student experiences in Britain. Mary's keynote address "Ready to work?" Making authentic and trustworthy judgments in cooperative education" stimulated considerable discussion. Mary's supportive contribution continued throughout the conference as she attended other sessions. She concluded the conference with closing remarks "Turning your day job into research" and commenting that many at the conference already seemed to be doing that.

Twenty-two presentations (research papers and topical issues) were scheduled over the two days of conference in parallel sessions. The hot topic seemed to be use of online communities and tools, with a third of the presentations on such topics.

The second day began with Sharleen Howison from Otago Polytechnic presenting a synopsis of her PHD: Enhancing Cooperative Education Placement through the use of Learning Management System Functionalities. The conference participants were delighted to be able to see the culmination of so much hard work and research.

As always the student presentations were well received – a photograph from one of these student presenters is on the front cover of the conference proceedings which are available on our website. The participation of the students, along with the conference dinner at the Mission, are some of the most talked-about highlights of the conference.

Research workshops

For the first time a new concept was trialled a few months after conference of holding a workshop to assist members to start a research project. Participants needed to have an idea about research they would like to undertake and send a brief outline prior to the workshop. The workshop included the following: interactive sessions about research as well as group discussions and also time for individual discussion with the facilitators about your specific research project. The workshop was led by Chris Eames, with Richard Coll and the 12 twelve participants benefitted greatly. Follow-up and future action is being discussed. Chris and Richard led an excellent workshop.

Professor Richard Coll's Professorial Address

As was circulated by email Richard Coll has been made a Professor of Co-operative Education at the University of Waikato, probably the first professor in Co-operative Education in New Zealand. Richard delivered his professorial address in May. It was absolutely delightful as well as being substantial and informative. Several members inquired about the possibility of a video of the address. However, we can do better - Richard has been invited to be one of the keynote speakers at our next conference and to repeat the address.



Several NZACE members with Richard prior to the address.

Conference 2012

Last year planning started towards holding the 2012 conference in Christchurch. Early in February this year, that still seemed a possibility conditional on the AGM being happy with the idea. At the AGM some members expressed a degree of reservation; however the overall decision was to continue with the plan. However since then earthquake activity has not relented. Council and the conference organisers jointly decided that it would be better to consider Christchurch for 2013 or a future year. Whilst there is a considerable desire to support our colleagues in Christchurch, the practicality of promoting a Christchurch conference and making suitable back-up plans made the conference too uncertain. Conference in Christchurch is still on the agenda – hopefully for 2013. Our thanks to people at Waikato for springing into action with rapid plans for Hamilton as the venue for 2012.

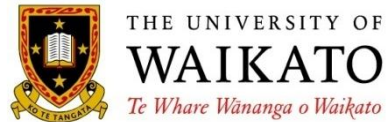
Interestingly enough, this will be the first NZACE conference to be held in Hamilton – somewhat ironical given the strength of Co-op in that area, and surely an appropriate place to mark the 20th anniversary of NZACE IN 2012.

Katharine Hoskyn
Chair

2012 NZACE ANNUAL CONFERENCE!!

Conference 2012 – ‘Nurturing the learning: getting stuck in together!’...

Registrations will be open soon on info@nzace.ac.nz or our website.



*Our conference is sponsored by Ako Aoteoroa
and The University of Waikato*

Plans are underway for the 2012 conference, which will be held in Hamilton for reasons explained in the Chair's Report. The Hamilton conference will be held in one of the newer lecture blocks on the University of Waikato Campus. Catering will be on site with delicious morning, afternoon teas, and lunches provided during the day. Conference dinner is still being finalised so we'll let you in on the surprise when it is all settled.

Accommodation

The newest hotel in Hamilton is the Novotel Tainui and its sister hotel, the IBIS. The Ibis has less expensive accommodation and they have offered NZACE members a special price for conference attendees for the 18th and 19th April 2011. This will all be confirmed in the next newsletter.

Pre-conference ‘meet and greet’

It is expected that most attendees will arrive in Hamilton on the Wednesday evening in preparation for an early start on Thursday. There is a pre-conference meet and greet to be held in the Bridges Bar at the Novotel Tainui in Victoria Street in Hamilton. We plan to have Professor Richard Coll represent his Professorial Address as a pre-cursor to the wonderful presentations you can expect to see and hear at the conference.

Registration and costs

Registration is yet to be determined and we will let you know details in the next newsletter issue.

Transport

There are shuttle services running from the airport. If you need to be collected or need to have special arrangements, we will have vans available through the conference as well as private cars. Please contact Sue McCurdy to organise this.

WACE INTERNATIONAL CONFERENCE

Report of the 2011 WACE Conference, Philadelphia, USA

On 14th to 17th of June, the WACE 2011 Philadelphia Conference took place. Several members from NZACE, including me, Richard Coll, Pascal Brown, Jenni Boys, and Kate Coleman, endured the gruelling 18 hours of flights, avoided the Great Ash Cloud and contended with the ‘friendly’ airport security staff. Not all of us made it to Philadelphia as well as we had planned, my luggage went missing between LA and Philadelphia (which US Air kept assuring was actually ‘delayed’, not ‘missing’ – I failed to see the difference) and Richard’s luggage arriving in Philadelphia but not him! Richard was held up at LA security for ‘undisclosed reasons’ and missed his flight to Philly (he claims it was because of slow processing and long queues).

The conference venue was Drexel University, which was very appropriate, as Drexel University has a very long, well-established co-op history and is one of the few universities that are fully co-op. The conference was well attended, with more than 350 participants having registered for the conference, and the programme being packed full. Two days prior to the conference, there were pre-conference workshops: with the first day being a daylong research workshop for 20 invited participants only. While this sounds exclusive, the plan was to form a group small enough to function and large enough to be representative, and lock them into a room until the research gaps and research direction had been mapped out. The workshop proved to be productive, with much (and sometimes robust) discussion about definitions of co-op and gaps in the literature. An interesting analysis, using an unusual cubing exercise, was done of the last two WACE conferences. This exercise indicated what was ‘hot’ (i.e., current area of significant research) and what was not (i.e., areas of little research activity). Our main interests were areas with little research activity, as these are likely to represent research gaps, and interestingly all aspects to do with employers were identified as the most significant gap.

The second day of pre-conference workshops included a half-day research focussed workshop where the findings from the previous day were presented. This workshop was open invitation and had about 70 participants attending, a clear indication that there is much interest in co-op research. It is intended that the cumulative findings from these two workshops will be made available to the co-op community, probably via the WACE website. The afternoon workshop included a gathering of national body representatives, with both Richard Coll and me representing NZACE. This meeting was the first of its kind and had the purpose of initiating closer ties between national co-op bodies. The NZACE and ACEN relationship was used as an example, so we are already leading the way! Plans are afoot to set-up webinar sessions around sustainability of national associations and leadership, from which discussions will hopefully dovetail into further collaborative work between national associations.

The actual conferences were the remaining three days of that week and proved to be very busy days. There was much interest in presenting work, running workshops, and a new initiative of Academic Salons (essentially discussion groups), with up to 12 parallel sessions running at any given time. In contrast to the interest expressed in research at the pre-conference workshops, there were only a limited number of refereed proceedings and even fewer research presentations (proceedings are accessible via <http://www.waceinc.org/philly2011/proceedings.html>). Keynote presentations were interesting, with a selection of employer, governmental, and research type addresses. It appears that in the States, the long-term benefits of co-op (*aka*, bang for your buck) is currently very topical with both research groups and governmental departments.

Of particular note at the WACE conference was the high attendance of our Australian cousins. The bulk of the refereed proceedings were by Australians and the conference programme had a generous scattering (or should that be ‘littering’) of Australian work. It is encouraging to see the work being undertaken in Australia, and I am sure that in the next few years we will see significant advancements in co-op being

made by Australians. The Asia-Pacific Journal of Cooperative Education received a very favourable, high profile at the conference, and I am anticipating an influx of papers stemming from the conference. The work Richard and I are doing on the 2nd edition of the International Handbook also got high profile and the Handbook is clearly eagerly awaited by the co-op community (will be in press by the end of this year!).

One of the best aspects of any conference is the networking, and I personally found it very rewarding to finally meet co-op literature collaborators in person after having corresponded via email for so long. It was also great to catch up with the 'old timers' of co-op such as Neil Ward and Bob Laslett. As with all conferences, the ultimate measure of success is not the calibre of the presentations, rather it is the quality of the food and drink. In that perspective, I am happy to report that the WACE conference was very successful, something that I regretted when I weighed myself upon my returning home....

The next international WACE conference is at Bahcesehir University in Istanbul, Turkey, on June 20-22, 2012, and no doubt will be much looked forward to by the co-op community.

Karsten Zegwaard



WACE International Conference at Philadelphia June 2011.
Professor Richard Coll, Paul Stonely, Michelle Hansford and Dr
Karsten Zegwaard.

AUSTRALIAN COLLABORATIVE EDUCATION NETWORK FORUM

Report from Diana Ayling, AUT

It was my good fortune to hear Bev Oliver speak at the Australian Collaborative Education Network forum in Sydney in May 2011. Here is a summary of Bev's presentation, which includes some real challenges for modern educators.

The purpose of higher education is to enable employable graduates. Bev reminds us that students, their families and governments are paying dearly for their education experience and want to receive value for their investment. In light of these expectations educators need to balance employer and graduate needs. The emphasis for educators needs to be placed on graduate achievement in the first five years of work. Bev reminds us that the key to this goal is focusing on developing a capable and contributing citizen.

Bev's starting point is the higher education curriculum, what and how students learn. She wants to articulate and bring to life the qualities and characteristics of the "magic graduate". This is the

graduate everyone wants, the one who is capable and contributing to their employer and their community. The 'magic graduate' can be brought to life through 'constructive alignment', a process of identifying the graduate attributes at an institutional level, and aligning programmes, courses, assessments and learning activities with those attributes. Bev believes that this process is giving students the best chance of a seamless transition from study to work.

Bev's "magic grads" are both confident and capable. Their learning achievements have been guided by clear learning outcomes that focus on knowledge, skills, values, independence, collaboration, cultural and international perspectives, professionalism, technology, learning, thinking and information skills. Students learn in an environment that is closely connected to the workplace. Students constantly demonstrate their capabilities through active and relevant learning tasks.

Bev is well aware governments, students and their families are wanting value, and she challenges teachers to ensure they can demonstrate student achievement at all levels. She advocates for all students to leave higher education with a showcase portfolio, which demonstrates what they can do. This portfolio will include a learner's experiences in community, professional, and industry engagement. She believes each course, programme of study and institution should have showcase portfolio which demonstrates student achievement at each level of the higher education system.

Key to any significant change in higher education is good leadership, open and honest discussion about curriculum, and benchmarking with similar programmes, courses, and institutions. Bev tells us that the secret to 'magic grads' is engaged and happy staff. Teachers who share the vision, understand their role and the expectations upon them, who are supported and rewarded will make our "magic grads" come to life.

What does all this mean for a programme team involved in curriculum redevelopment? Bev suggests you "Focus clearly on having your students succeed in the first five years of work. Ensure your study programme has appropriate academic standards, thorough learning outcomes, and evidence of student achievement that is relevant to the workplace."

To learn more about Beverley Oliver go to <http://boliver.ning.com/> Assuring Graduate Capabilities

A NEW APJCE WEBPAGE!

The Asia-Pacific Journal of Cooperative Education website has had a major overhaul. The most noticeable change, aside from cosmetics, is that all the journal articles are now accessible from the front page, with collapsible/expandable layouts for each volume, issue, and abstract. In fact, finding journal articles has been made even easier with the introduction of a search option at the top of the page.

One of the benefits of the new webpage is that we can collect a wealth of information about how the site is being used. We are able to determine the number of hits, country of origin, length of visit, how they came to the site (e.g., web search, web link, direct entry, keywords used), and even which articles were downloaded most. It is only early days for collecting statistics, however, I can already report that the webpage is visited close to 100 times a day (Tuesday and Friday seem most popular), with most visits coming from (in descending order), Australia, United States, New Zealand, United Kingdom, Canada, and India. Most 'first hit' are on the homepage, however, a large number are directly on a journal article, which indicates people are searching for particular keywords and coming directly across the journal papers.

The website is accessible via the same website address as before (www.apjce.org) and I encourage you all to visit the site.

Karsten Zegwaard
Editor-in-Chief, Asia-Pacific Journal of Cooperative Education

INTERESTING PUBLICATIONS

New Publications from HERDSA

Higher Education Research and Development Anthology

Edited by Peter Kandlbinder and Tai Peseta.

The HERD Anthology provides an excellent introduction to the conceptual development of the higher education teaching and learning literature. A chapter is devoted to each of the 5 main concepts discussed in Graduate Certificates in Higher Education Teaching and Learning in Australasia and the UK.

1. Reflective practice
2. Constructive alignment
3. Approaches to learning.
4. Assessment for learning.
5. Scholarship of teaching.

A digital version is coming soon, which will be available free to current HERDSA members.

Lecturing for better learning 3rd Edition

By Robert Cannon & Christopher Knapper

In this Third Edition of his popular HERDSA Guide on Lecturing, Bob Cannon in collaboration with Christopher Knapper from Queen's University, Canada, notes that although nothing much has changed in our understanding of lecturing since the last edition of Lecturing in 1992, a great deal has changed that affects our work as tertiary teachers. In particular, the growing body of research on student learning forces us to think hard about the way we teach in higher education and in particular how and when to use lectures for maximum learning effectiveness. This revised Guide still focuses on the lecture as the most popular method of large group teaching, but introduces a subtle shift of focus in challenging the reader to ensure that their major goal is always to help students learn more effectively.

Lecturing has been written with two audiences in mind. The primary audience is the beginning, or inexperienced academic teacher looking for straightforward advice and ideas on ways to plan and deliver lectures. The second audience is much larger and embraces all those more experienced academics who may be seeking ideas on lecturing more effectively, or to making the task of lecturing more personally rewarding and less stressful.

The Guide is structured around five chapters: The Effective Lecturer, Lecture Preparation Lecture Presentation, Lecture Evaluation and Moving from Teacher Telling to Student Learning in Lectures; plus a list of recommended readings.

Teaching students who have English as an additional language A handbook for academic staff in higher education

By Katie Dunworth & Carmela Briguglio

This HERDSA Guide provides practical advice and strategies for academic teaching staff who work with students who have English as an additional language (EAL). Its primary focus is on identifying ways in which students can be encouraged to develop their English language skills and knowledge within the context of their disciplinary studies. The Guide includes ways in which students can identify their language development needs, strategies they can use themselves to help progress their English language proficiency, and ideas for staff to promote and facilitate their students' language

growth. The Guide also discusses some of the challenges that EAL students face during their tertiary studies, as identified by students themselves in quotations within the text, and explores the ways in which the learning environment can be made more inviting for those who do not have English as their first language. The ideas within the Guide are intended to be accessible to staff from any academic discipline and require no specialised knowledge. Many of the suggested activities, once implemented, may reduce staff workloads as they will lead to a greater level of clarity for students about the requirements of their courses, higher levels of student autonomy and increased student facility with the language of their discipline.

The Anthology and the **two** Guides may be ordered on line from the HERDSA web site www.herdsa.org.au

UPCOMING NATIONAL AND INTERNATIONAL CONFERENCES

ReLIVE11: Researching Learning in Immersive Virtual Environments
Milton Keynes, United Kingdom 21 to 22 September 2011

As a delegate to ReLIVE11 you will meet with other leading edge researchers from around the world to exchange ideas and scholarship on learning in immersive environments such as virtual worlds. Best paper awards are sponsored by Springer, and the event will also launch the Springer book series on Immersive Environments (see <http://www.springer.com/series/10095>)

Enquiries: relive11@open.ac.uk

Web address: <http://www.open.ac.uk/relive11> Sponsored by: The Open University

***The Association of Tertiary Learning Advisors of Aotearoa/New Zealand
(ATLAANZ) Conference.***

Wellington, New Zealand, 30 Nov-2 Dec 2011

The convenors of the 2011 ATLAANZ conference invite colleagues who are interested in presenting a paper/workshop/poster at the conference to submit an abstract outlining the key aspects of their presentation. This might include background/rationale; an outline of the study or intervention etc; the methodology and key findings or outcomes and the implications for practice and/or transferability. Where possible, authors should try to connect their proposed contribution to the conference themes and/or the work of learning advisors. The theme of ATLAANZ's conference this year's is 'Navigating the River' of tertiary Education. This is a reference to the Hutt River, which runs near to Petone, Wellington and through the Hutt Valley.

ATLAANZ is particularly interested in supporting first-time presenters and providing a platform for those at the start of their academic careers, as well as showcasing the work of more experienced contributors. To this end, the convenors are happy to enter into dialogue with those who would like feedback on their proposal prior to making a final submission.

Further details can be found at www.atlaanz.org.

Conference for Industry and Education Collaboration CIEC 2012, "Expanding the Workforce Pipeline: Beyond K-12" is scheduled for February 1-3, 2012, in Orlando, FL. For additional information, contact Conference General Chair, Julayne Moser, email: moser@purdue.edu
<http://ceed.asee.org/>

Forthcoming Symposium in New Zealand

Researching higher education: a symposium

Auckland - 15-16 September 2011

The symposium is an annual event held by HERDSA (NZ) on conducting research in higher education. The programme brings together experienced and new HE researchers to offer a mix of plenary sessions and practical workshops. The symposium is free for HERDSA members. Non-members pay a fee of \$145 that covers the symposium costs and automatically pays the HERDSA membership fee for one year.

For further information and the registration form please see <http://www.herdsa.org.nz>

PUBLIC LECTURES

'How to Make Life from the Primordial Soup'

2011 New Zealand Rutherford Lectures, now underway, lecture in Christchurch added to schedule Professor Warren Tate, the 2010 Rutherford Medal winner, is currently touring New Zealand delivering a free lecture looking at one of the biggest questions in life "How did we get here?"

Professor Tate is an expert in RNA and how understanding the history of this molecule can help with the development of therapies for Alzheimer's disease, HIV and Chronic Fatigue Syndrome.

In his lecture, 'How to make life from the primordial soup', he will explain RNA's role 3-4 billion years ago in the origin of genetic code and protein synthesis, and how this knowledge is benefiting modern medical research.

The 2011 New Zealand Rutherford Lectures from the Royal Society of New Zealand are free and open to the general public. [Bookings are advised](#). There is one lecture in the series still to be held.

- **Christchurch** – Thursday 15 September, 6.30pm, University of Canterbury, Lecture theatre C1 (directions on website). Note – bookings for Christchurch will open soon.

2011 New Zealand Aronui Lecture Series – Professor Norman Hammond – bookings now open

In August 2011 Professor Norman Hammond, a world expert in the ancient Maya civilisation in Central America, will be visiting New Zealand to present the 2011 Aronui Lecture. Professor Hammond holds positions at Boston, Harvard and Cambridge universities and is the archaeology correspondent for The Times newspaper.

- **Napier** -7.30pm, Tuesday 16 August, Exhibition Hall, War Memorial Conference Centre, 48 Marine Parade
- **Wellington** - 6.00pm, Thursday 18 August, Illot Theatre, Wellington Town Hall (entry via Town Hall Foyer, Wakefield Street)
- **Nelson** - 7.00pm, Friday 19 August, The Suter Theatre, 208 Bridge Street
- **Dunedin** - 6.00pm, Thursday 25 August, Hutton Theatre, Otago Museum, Great King Street
- The 2011 New Zealand Aronui Lectures are free and open to the general public. Bookings are advised and can be made at <http://www.royalsociety.org.nz/events/annual/aronui-lecture/2011/>

MEMBERSHIP FEES

Individual membership: \$50 a person

Corporate membership: \$150 for four nominated persons from one institute, with \$30 for every additional person

Institutional membership: \$500 per institution, with an unlimited number of nominated persons from that institution

Contact Diana Ayling at info@nzace.ac.nz for details about renewing membership or becoming a new member. Alternatively access the NZACE webpage for more details (www.nzace.ac.nz).

NZACE AWARD RECIPIENTS

Allister McLay Best Paper Award

2007 *Dave Hodges and Diana Ayling*
2008 *Neil Haigh*
2009 *Matthew Campbell*
2010 *Murray Cullen*
2011 *Karsten Zegwaard & Matthew Campbell*

Honorary Life Memberships

Chris Kirk (2007)
Chris Eames (2007)
Dave Hodges (2010)