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Contact us at our email address:

info@nzace.ac.nz

NZACE Webpage: <http://www.nzace.ac.nz>

FROM THE CHAIR

The strength of the international Co-op/Work-integrated learning network has been very evident over the past few months with a second Australasian webinar held in September; a large gathering of delegates at the ACEN (Australian Collaborative Education Network); a good New Zealand contingent contributing to the conference as presenters and delegates; and the visit to New Zealand of two overseas delegates following the conference.

A second Australasian webinar was held in September with the topic being “The impact of student circumstances: managing the realities of WIL”. The webinar covered two topics: a discussion of an Australian pilot research project conducted to determine the extent and range of issues and possible interventions for students undertaking WIL encountering financial difficulties; a discussion between Diana Ayling and Denisa Hebblethwaite of Unitec about a case study of how the Unitec Business program manages equity issues in assessment that are always present in WIL. Recordings of the webinar are available on the websites of both NZACE and ACEN. The files are large and so take a while to download. Whilst attendance at the webinar was a little smaller than the first webinar, it attracted both previous and new attendees. Following discussions at the ACEN conference, it is planned to hold a third webinar that includes Canadian participants in 2014.

The New Zealand contingent contributed strongly to the ACEN conference as delegates and participants. Three of the New Zealand contingent give their impressions of the conference on page 6. The proceedings on the ACEN website are worth visiting <http://acen.edu.au/2012conference/proceedings/>. The list of papers gives a good overview of the range of papers, with some excellent papers being presented. Prominent at the conference were the International Handbook (edited by Richard Coll and Karsten Zegwaard) and APJCE (Asia-Pacific Journal of Co-operative Education). You may recall that the last edition of ACETalk carried the following invitation: “*Wednesday is a free evening at the conference. There are at least nine presenters at the conference from New Zealand some of whom have never eaten Moreton Bay (or Balmain Bay) Bugs, or other local Australian seafood delights. If you would like to join a group going to a seafood restaurant in Geelong on the Wednesday night of the conference, please contact us*”. A strong contingent of New Zealanders (and some would-be New Zealanders!) gathered together on Wednesday at a seafood restaurant – but no one got to sample Moreton Bay bugs – they are not available in Geelong. So that delight will need to wait until a future Australian conference.

Following the conference, at least four institutions in New Zealand were fortunate enough to receive a visit from one of the two overseas WIL/Co-op academics who came to New Zealand following the conference. Both greatly enjoyed their visits to New Zealand institutions and also felt they had useful discussions with New Zealand academics. Leif Karlsson from Sweden has given us an account of his visit later in this edition. New Zealand weather ran true to form and during his visit to Hamilton and Auckland he experienced all four seasons within two days – with three seasons in the space of two hours on the second day of his visit!

Plans are well underway for the 21st NZACE conference. Full details are on our website, with a summary later in this edition of ACETalk. We are very grateful to organisations such as ACEN and HERDSA who have assisted with the dissemination of information about the conference. However there is nothing quite like the personal touch. We are looking to expand our mailing list for the distribution of conference information to people for whom it may be relevant. If you have any contacts within your own organisation or elsewhere who might be interested, please either let us know or pass the information on them.

Best wishes to all in NZACE for Christmas and the New Year. We look forward to seeing you at our next webinar or at our conference in April

Katharine
Katharine Hoskyn, Chair

CONFERENCE UPDATE



New Zealand Association
for Cooperative Education

**International Conference 2013:
Strategic directions in Cooperative Education**
April 21st – 23rd, hosted at AUT's Manukau campus



Full information about the conference can be found on our website www.nzace.ac.nz
This includes call for papers, instructions for authors and presenters, information about accommodation and conference dinner, registration.
The Call for Papers is also given on the next page. If you have any queries, please contact info@nzace.ac.nz.

Key dates are as follows:

- | | |
|--|--|
| ➤ Abstracts for papers – | date extended to 20th January 2013 |
| ➤ Papers for proceedings – | due 28 th February, 2013 |
| ➤ Accommodation booking recommended by | end of February |
| ➤ Abstracts for student posters- | 10 th March 2013 |
| ➤ Early bird registration - | 28 th March |
| ➤ Presentations – | due 10 th April 2013 |

For accommodation, NZACE has made informal arrangements with **Manukau Motor Lodge**, which is within walking distance of the conference venue (5 – 10 minute walk). Accommodation is being held at a special conference rate until end of February. Due to another event being held in the area, it is recommended that accommodation is booked by the end of February.

Three differences from previous NZACE conferences:

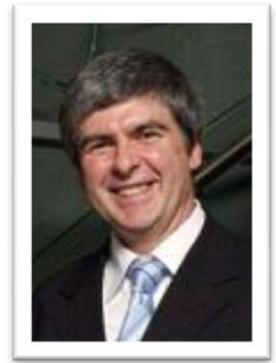
- Use of the Easy Chair online conference management system. All abstracts, papers and presentations are submitted to this system. Reviewer feedback is returned to authors using the system. Instructions for logging into this system and submitting abstracts are given in instructions to authors. **Please attach a Word document with your abstract using the structured abstract template in the Instructions to Authors.**
- Strong encouragement for all presenters to submit a paper for the proceedings - either a short summary of the paper or the full conference paper. Full conference papers will be refereed and published in the conference proceedings. Papers must not exceed four pages or 1500 words (excluding references). Authors may be encouraged to produce a more substantial paper for publication in a journal such as the Asia-Pacific Journal of Cooperative Education (APJCE).
- Display of student posters at the conference. Each poster must be accompanied by someone registered for the conference. Posters can demonstrate visually the work a student has undertaken or can demonstrate reflection about their placement in co-op/work-integrated learning. See Instructions for Authors for details.

Introducing the Keynote Speakers

Kevin Palfreyman is External Relationships Liaison Manager, Research, Science, Technology & Development, Fonterra Co-operative Group Limited. Fonterra employs a range of student interns across a number of its business operations in New Zealand.

Student Internships – A Winning Partnership:

This paper will focus primarily on one of these programmes, a Technical Internship (TI) programme that has been employing senior science, technology and engineering undergraduate students during the university summer break from November to February. The programme highlights a successful partnership between students, Fonterra, the Government and the Universities. The operation of this programme and its success will be presented here as a case study. A range of benefits will be highlighted including for example: building research knowledge and capability; development of range of skills for supervisors/mentors and students; and talent recruitment.



Professor Beverley Oliver, Pro Vice-Chancellor (Learning Futures) at Deakin University, Melbourne Burwood Campus, is well known to many Co-op/WIL practitioners. Her keynote address will be introduced in the next edition of ACETalk.

2013 NZACE CALL FOR PAPERS

Abstracts – extended date January 20th, 2013

Short abstract submitted to the online conference system, using the template in the Instructions for Presenters and Authors.

Papers for proceedings – due 28th February, 2013

All presenters are encouraged to submit a paper for the proceedings - either a short summary of the paper or the full conference paper. Full conference papers will be refereed and published in the conference proceedings. Papers must not exceed four pages or 1500 words (excluding references). Authors may be encouraged to produce a more substantial paper for publication in a journal such as the Asia- Pacific Journal of Cooperative Education (APJCE).

Presentations – due 10th April 2013

Sessions will be 25–30 minutes in duration. (Presentations will be 15-20 minutes, followed by 10 minutes for questions/discussion). Presenters are asked to submit a copy of the slides for their presentation before the conference begins so that it can be uploaded in the appropriate lecture rooms.

Student posters were new for the 2012 conference and the idea has been further developed for 2013

Student posters will be displayed at the conference. Each poster must accompanied by someone registered for the conference. Posters can demonstrate visually the work a student has undertaken or can demonstrate reflection about their placement in co-op/work-integrated learning.

Abstract and copy of poster for proceedings – due 10th March, 2013

Short abstract using the template in the Instructions for Presenters and Authors.

Poster for presentation – brought to conference 21st April, 2013

INVITATION FROM ACEN TO JOIN THEIR LINKEDIN DISCUSSION GROUP

ACEN have an online discussion group in LinkedIn where members can generate discussions, share literature and other resources, post opportunities, seek advice from other members and remind the membership of any forthcoming activities. Any news from the ACEN Chapters and other related educational communities is most welcome. We now have over 230 members in the space which is quite a sizeable community, so use the space to engage as a community.

ACEN extends an invitation for members of NZACE to join our online community we look forward to news and other collaborations from your part of the world.

ACEN would like NZACE to confirm that requests are from the NZACE community. To join the ACEN LinkedIn group, please send an email to info@nzace.ac.nz with the address that you use for LinkedIn and we will pass the requests on to ACEN.

VISITING SCHOLAR FROM SWEDEN

My name is Leif Karlsson and I'm a Ph.D. and a Senior lecturer at Kristianstad University in Sweden. I'm currently working at the Learning Resource Centre as an Educational Developer. At our University I have a special responsibility for pedagogical development regarding Work Integrated Learning and I'm also coordinator for the Swedish network VILÄR (Work Integrated learning). During October and November I visited Australia and New Zealand as part of my engagement in WIL. Among other things I was invited to Newcastle University in Australia as part of their WIL Visiting Scholar program.



I have always wanted to visit New Zealand and during nine days I had the opportunity to meet with academics at several New Zealand Universities; Auckland University of Technology, Waikato University in Hamilton and Christchurch Polytechnic Institute of Technology. During my stay I learnt a lot about different ways to deal with WIL and I also got the chance to exchange ideas and experience about development and research connected to WIL. What struck me was the interaction between teaching, development and research and the commitment to engage different stakeholders in the WIL teaching and learning process.

I teach and am also the course coordinator and examiner for the national course Work Integrated Learning where I also work with Kristina Johansson from University West. The experiences I made and the contacts I gained in New Zealand will help to further develop the course and especially support the internationalization of it. In that way we could create a global cooperation in a specific pedagogical context.

In Sweden there has been an ongoing debate about pedagogic skills and competence. The value of encouraging and stimulating the teaching and learning concept in higher education can't be stressed enough. As a result of collaboration between ten Swedish Universities a report has been published about substantiating, assessing and

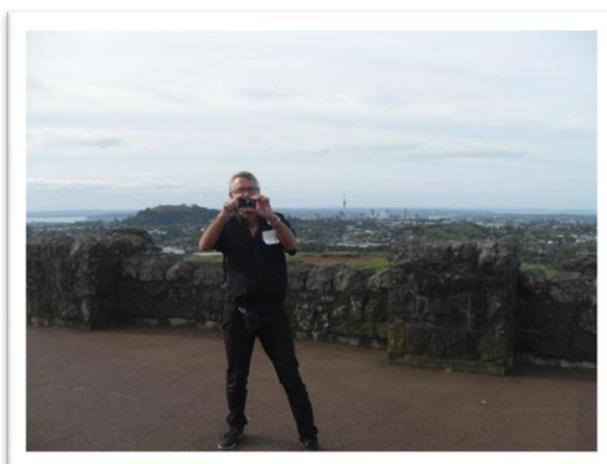
rewarding pedagogical competence. I represented Kristianstad University and was also writer of the chapter Pedagogical competence for teachers at Kristianstad University.

At Kristianstad University a pedagogical career ladder for the university's teachers is going to be implemented during 2013. The career ladder has two levels, qualified and excellent, where the first level is nearly equivalent to Kreber's Teaching Expertise while the other level is nearly equivalent to Kreber's Scholarship of Teaching. The teachers who reach Step 1 teach in a way that supports student learning in an excellent way and in addition have extensive reflective knowledge gathered from the field of knowledge of pedagogy for higher education. Scholarship of Teaching builds on the two previous levels Teaching Excellence and Teaching Expertise and indicates that the teacher also shares their experiences and knowledge in the form of contributions at conferences, in articles and at seminars etc. The documentation and dissemination stand out here as important. On this level the teacher has a scientific and scholarly attitude toward teaching including peer review – scrutiny and feedback, and contributes to knowledge building in the field of pedagogy for higher education and didactics in their own subject field. If appointed excellent teacher the teacher will automatically get a pay increase equivalent to that of what an appointment as associate professor gets.

You can read more about the Swedish perspective and my proposal to the board at Kristianstad University in http://www.upc.umu.se/digitalAssets/45/45329_a-swedish-perspective-on-pedagogical-competence.pdf

I would love to come back and learn some more and work together in the development of and research in WIL. One of my passions is that we in higher education have a greater need to engage students, to make them participants in the academic discourse instead of them being customers. It is not just a democratic issue in itself, but a necessity to prepare students for future careers. Hopefully this is something that is of mutual interest on both sides of the globe. Let's stay in touch!

If you want to read some more about me or contact me go to my homepage <http://www.hkr.se/leif-karlsson-en> or email me leif.karlsson@hkr.se



PERSPECTIVES FROM ACEN CONFERENCE

David Skelton, EIT

ACEN 2012 held in Geelong was my first ACEN conference, and it was held in a great location near the waterfront in Geelong. Apparently one delegate thought Geelong was a suburb of Melbourne and caught a taxi from the airport - \$150 later..... There were a good number of NZ delegates there so it was good to catch up with a number of NZACE regulars.

The Roundtable and Symposia sessions offered many opportunities to enter in discussion on a range of WIL issues. I enjoyed the sessions on employing students throughout a university campus (Mitchell & Kay) and the PrePlace session (Stephenson & Hannah) outlining a pre-placement online course without credit as a compulsory course before an Internship. Ideas which I hope to try to implement at EIT.

The encouraging 'take-away' from ACEN 2012 is that we are all facing very similar issues in the WIL field across many disciplines. The economic pressures on institutes and upon individual students will probably lead to more commercially focussed solutions, and more flexible delivery options - as described in many of the sessions at ACEN. I think the strength of ACEN (& NZACE) is that it looks outwards from our educational

settings towards future student success and the Graduate Employability results described by Sonia Ferns from Curtin University was a good example of this type of analysis.

We enjoyed a very nice conference dinner on the waterfront in Geelong, and I am looking forward to the next ACEN conference - although this time I will need to write a paper to attend.

Jessica Johnston, University of Canterbury

The potential neglect of “the community” as an active partner in Community-Based-Learning (CBL) was highlighted in a few streams throughout ACEN. Prior to attending ACEN this year, I was aware of disciplinary and intellectual divisions between Work-Integrated-Learning and Community-Based-Learning, but their divergent epistemological roots surfaced dramatically for me in the conference presentations, discussions and international panels. Because of the global economic downturn, many Australian presenters dealt, in part, with the issues of finding suitable placements for their students. Many previously long-term partnered organisations could no longer afford to take on student supervision, as paying for placements has become prohibitive.

However, an interesting alternative stream of sessions challenged the concepts and definitions around financial exchange as the sole and exclusive means of establishing reciprocity between educational institutions and organisations. Two papers stood out in their new and innovative approaches to exchange relationships: Laura Hammersley’s “Community based service-learning: Partnerships of reciprocal exchange?” and Michaela Baker’s “Choosing ethical partners: One institution’s efforts to engage in ethical partnerships”. Both these papers highlighted alternative approaches to setting up projects that fulfil the need of organisations, that measure the effectiveness of that exchange not in financial terms but in devising other means with which to meet their mutual goals. Within the global economic downturn, the ability to look beyond large organisations to smaller NGOs and community organisations, and the working out of mutually satisfying compensations without the exchange of money, will be important for Work-Integrated-Learning in New Zealand.

The other highlight was Professor Beverley Oliver’s keynote, “Work-integrated Learning and the Cloud: How might we ensure employable graduates in the digital era?” where she discussed and then demonstrated alternative assessment strategies available to 21st Century work-integrated-learning practitioners. Her approach illuminated how to measure student learning using e-assessments (for example not eportfolios but e-interviews). Her strategies and encouragement to adapt our assessment strategies to be more future-oriented and geared to what students will be experiencing was fantastic. I look forward to her keynote at the NZACE conference next year.

Dominic Chilvers, Christchurch Polytechnic Institute of Technology (CPIT)

Conferences are apparently about sharing knowledge and for this reason I gave a presentation at the ACEN conference in Geelong about our research into placements that engage students in research projects. Perhaps more importantly however, conferences are about making connections with colleagues who will encourage, stimulate and challenge your thinking. I am responsible for the field education (WIL) programme within the Bachelor of Social Work at CPIT and have regular contact with other academics around the country who have similar roles. However, the ACEN conference in Geelong was my first opportunity to connect with the wider cooperative education community. The conference brought together people from a wide range of perspectives and I found it very enriching to meet colleagues from diverse disciplines who are also grappling with the challenge of WIL. This variety of perspective was epitomised for me in a roundtable discussion facilitated by Rowe, Mackaway and Winchester-Seeta from Macquarie University that explored the idea of building a typology of WIL. This discussion highlighted to me that WIL is a term used by different disciplines to refer to an extremely wide range of learning opportunities both on and off campus. Seeing this breadth in the structure of WIL programmes reinforced to me the importance of WIL for the future of education across all disciplines.

The other theme from the conference that has remained with me is the value of Web 2.0 for WIL. The conference began with a keynote address via online video link from Ruth Wallace at Charles Darwin University. Despite technical problems, her ideas about responding to the needs of second chance learners came through loud and clear. Another exciting and stimulating keynote from Prof. Beverley Oliver at Deakin University challenged our ideas about WIL and the digital cloud, and certainly made me think about how I could use our digital resources more creatively. Two presentations about the use of e-portfolios also challenged me to think about how to use this approach to both support student learning and help with the assessment process. I'm still buzzing with ideas about how to use Web 2.0 in a more creative and integrated way within our programme.

The ACEN conference was well organised and provided a thought provoking programme that had something for everyone. Being in such a lovely location also helped to clear the mind and stimulate fresh thinking. I highly recommend the value of meeting with colleagues from diverse disciplines and taking the time to explore different perspective to inform practice within your own context.

INTERESTING COMMENT FROM PRIORITY ONE NEWSLETTER, BAY OF PLENTY

A member has found an interesting comment in the November newsletter of an organisation called Priority One. Priority One is the Western Bay of Plenty region's economic development organisation, established in 2001 by the Tauranga and Western Bay Of Plenty business community in partnership with the sub-region's local authorities. It was the first economic development organisation in New Zealand to be initiated by the business community and run along business principles of action and results. The commentary will be of interest to those involved in work integrated learning as it highlights the importance and value placed on non-technical aspects of learning, and is an example of the issues around how students and graduates actually gain those skills. This same issue is well discussed and explored in cooperative education research.

'SOFT' SKILLS KEY TO PRODUCTIVITY

"A recent study by the Committee of Auckland found that employers believed it was more important for their staff to have non-cognitive, or "soft skills" such as enthusiasm, drive, work ethic, effective communication and professionalism than to possess competency-based skills that can be taught relatively easily on the job. Employers felt that their business would move forward if staff had these "soft skills", however noted that they were widely lacking. Non-cognitive skills are particularly valuable for the kind of high-level innovative thinking that increases productivity, however they are not taught in tertiary institutions or in most work places. The study found that businesses that were smart enough to invest in non-cognitive skills programmes were seeing some amazing results which had a positive impact on the financial position of the organisation.

There is an argument that teaching non-cognitive skills is not the domain of businesses and that individuals should already be equipped with these proficiencies. These skills are frequently listed in job advertisements as required by prospective employees. However there are indicators that there is a serious skills shortage in this area. Employers can develop their staff by tailoring the training to each individual. Poor soft skills can be career limiting. For example, those in management positions need to have the skills to lead and influence others, while others may need to work on the way they communicate."

<http://www.priorityone.co.nz/vdb/document/200>

UPCOMING NATIONAL AND INTERNATIONAL CONFERENCES

2013 Writing Retreat in Queensland, February 4 2013- only 2 spaces remaining

The 2013 Hidden Vale Writing Retreat in Queensland is coordinated by the Teaching and Educational Development Institute (TEDI), The University of Queensland, provides a unique opportunity to develop your writing strategies. The retreat will be facilitated by Dr Hester Joyce (La Trobe University) and is limited to 16 participants.

When: The retreat will be held from Sunday February 3rd to Thursday February 7th.

The venue: Spicers Hidden Vale country retreat. This is a peaceful environment about an hour from Brisbane, and is ideal for the atmosphere of an effective Writing Retreat. The Retreat is a “live in” Retreat with the total cost including 4 nights accommodation (in air conditioned accommodation, single, with ensuite), 4 delicious dinners, 4 full breakfasts, 3 lunches and professionally facilitated writing workshops. You can find out more about the venue at:

<http://spicersgroup.com.au/property/spicers-hidden-vale-grandchester-qld>

The goal: The immediate goal of the Retreat is to enable participants to produce a paper for a conference, or an article ready for publication, or a chapter towards a book or PhD. The longer term goals include developing more efficient and effective ways of writing.

The format: The retreat begins with introductions and welcome on the Sunday night and writing commencing first thing Monday morning, with workshops each afternoon.

The facilitator. Dr Hester Joyce is an experienced writer and facilitator, who has worked closely in the past with Dr Barbara Grant (author of the HERDSA Guide “Academic Writing Retreats: a Facilitators Guide”).

The cost. The total price is \$1460 per person.

To register please contact Tedi@uq.edu.au or Paula Myatt (p.myatt@uq.edu.au)

HERDSA Conference 2013. The Call for Proposals is now open.

Submissions close on 22 February 2013.

Proposals are now invited for the HERDSA 2013 conference to be held at AUT University in Auckland from 1-4 July 2013. Information about the conference, guidelines for submissions and a link to the online submission portal are all available at the conference website: <http://conference.herdsa.org.au/2013>

You are warmly invited to consider the conference theme of 'the place of learning and teaching', submit a proposal, and join us for a great conference in Auckland next year.

Further information is available at <http://conference.herdsa.org.au/2013>

Practice-Based Education Summit 2013: Practice, Culture & Identity

The Education For Practice Institutes, Charles Sturt Universities presents

10 - 11 April 2013, Sydney Olympic Park

2013 PBE Summit will explore the connections between professional practice and concepts of culture and identity. It will examine the ways in which practice, culture and identity can inform future research and teaching directions for university-based professional education and workplace learning.

Call for abstracts are open until 28 January 2013

For further information visit the Summit's webpage at http://csusap.csu.edu.au/~areport/pbe_summit.htm

Contact efpi@csu.edu.au

Assessment in Higher Education Conference. Call for Papers

4th Assessment in Higher Education Conference 26th and 27th June 2013, Maple House, Birmingham, UK

The fourth Assessment in Higher Education Conference builds on the successful event in 2011 as an opportunity to debate concerns and increase understanding of assessment practice. It will provide the opportunity to share innovations and research with a particular focus on the voice of the practitioner, working to improve assessment in their programmes and institutions

For further information and to submit a contribution, please follow the link to our website <http://aheconference.com>

WORLD CONFERENCE “WIL-Power: Fuelling the Future Workforce”

When: 24 – 27 June 2013

Where: Durban, South Africa

For details go to: <http://www.waceinc.org/durban2013/index.html>

ABSTRACT CATEGORIES

Abstracts will be accepted from the six following categories:

- Refereed Paper*
- Paper Presentation
- Panel Session
- Workshop Session
- Roundtable Discussion / Academic Salon (Multiple Presenters)
- Poster Presentation

Abstracts should be 250 words, with the exception of the Poster Presentation; please see ABSTRACT SUBMISSION FORM LINK on webpage for form & criteria. **Submission deadline of March 1, 2013**

WORLD CONFERENCE SPECIAL TOPICS

- | | |
|--|---|
| <ul style="list-style-type: none"> • Employability • Life skills • Workforce development • Application of academic learning • Research (academic and workplace) • Innovation | <ul style="list-style-type: none"> • Work-readiness • Community development • Professional development • Curriculum development and reinforcement |
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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*

Honorary Life Memberships

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



***New Zealand Association
for Cooperative Education***

2011 *Karsten Zegwaard & Matthew Campbell*
 2012 *David Skelton*