NZACE

NEW ZEALAND ASSOCIATION FOR CO-OPERATIVE EDUCATION INC.

Promoting Work-Integrated Learning

ACETALK

In this issue

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CHAIR'S REPORT

I hope all NZACE members had a good break over the summer and are now back on deck ready to go for 2007! We do have some exciting events planned this year. Notably of course is the NZACE Annual Conference to be held in Rotorua 19-20 April, 2007. Please do register you interest as soon as possible, as this makes planning much easier. It is of particular importance for those workshops on research and getting published to register as soon as possible. We will not allow late registrations for either workshop, since the way they are being run means we need a good amount of lead in time before the conference.

Also a reminder about our portfolios and contacts for member services:

- Development of Cooperative Education Programs (Dave Hodges)
- Developing Best Practice and Audit of Cooperative Education Programs (Jenny Fleming & Karsten Zegwaard)
- Legal Issues and Contracts in Cooperative Education (Jenny Fleming)
- Research in Cooperative Education (Richard K. Coll).

I am please to announce the successful applicants for our first round of the NZACE Contestable Research Fund. Dr Chris Eames commented that the standard of application was particularly good, and this is very encouraging fro the future research plans of NZACE members. Winners were Dave Hodges from Unitech for support of his doctoral studies about assessment of cooperative education and Nick Wempe from Whitireia Community Polytechnic who is looking at the nature of the learning relationship between experts and novices in the IT sector.

Recipients in addition to research support are provided with one free conference registration per grant to an annual NZACE conference within two years of the grant receipt to present a paper on the research.

Richard K. Coll

Chairperson, NZACE

THE ANNUAL NZACE CONFERENCE

Developing Work-Integrated Learning in Cooperative Education and Internship Programs

All are warmly invited to the annual NZACE conference. The conference will be an opportunity to learn about the latest research, programme developments, and topical issues in cooperative education. It also will be a great opportunity to network with fellow cooperative education practitioners and researchers.

Date: 19-20 April, 2007 (with a pre-conference mixer on the evening of the 18th)
Venue: Millennium Hotel
                 Fenton Street
                 Rotorua, New Zealand

Registration for *conference attendance*: Due 6th of April 2007
Pre-registration for the *Research Design Workshop*: Due 6th of April, 2007
Pre-registration for the *Getting Research Published Workshop*: Due 30th of March, 2007

There will be a conference dinner and cultural show on the 19th of April. Conference will end after lunch on the 20th.

Registration costs

Conference attendance, pre-conference mixer, lunches	members	$170
	Non members	$220 (includes one year membership)
Conference dinner and cultural show		$50

If registering after the 6th of April, 2007, a late fee of $20 will apply.

Call for papers

There will be three streams for papers: research, best practice, and topical issue. Time slots of oral presentation will be of 20 minutes with an additional 10 minutes for questions. All abstracts need to be submitted by email to Richard K. Coll (*r.coll@waikato.ac.nz*). The deadline has been extended to the 15th of February, 2007. Please use the templates provided.

Full papers to be included in the proceedings (max 5 pages) must be submitted by email to Richard K. Coll by the 30th of March, 2007.

Workshops

There will be two special workshops, 1) Research Design and 2) Getting Research Published. Attendance is only for those pre-registered. Only one workshop can be attended (they will be run concurrently).

Both workshops require the attendee to bring either a one-page research design synopsises of a proposed research project or a not yet submitted but final draft of a research publication for a journal.

Registration form and paper submission details are at the end of this volume of ACETalk. Forms are to be posted to Assoc Prof Richard Coll (University of Waikato, private bag 3105, Hamilton; or email *r.coll@waikato.ac.nz*)

TOPICAL ARTICLE

Teamwork skills for the workplace: are employers getting what they need?

Jill Clark   Whitireia Community Polytechnic

Trish Baker   Wellington Institute of Technology

Over the last 30 years extensive international research has been published in the area of collaborative learning (learning in groups). Almost all this research has come to positive conclusions about its benefits. A project carried out by two researchers (Jill Clark and Trish Baker) at Wellington tertiary institutes examines whether these benefits also apply to the New Zealand educational environment.

The seminal work of Johnson and Johnson at the University of Minnesota concentrated on comparing learning outcomes from three types of learning structures: cooperative, competitive and individualistic. They found that collaborative structures produced higher achievement, higher level reasoning, more frequent generation of ideas and solutions and greater transfer of what is learned in one situation to another (Skon, Johnson & Johnson, 1981). The results from this research have been repeated in several subsequent research projects (Slavin, 1990; Cuseo, 1990; Johnson, Johnson & Stanne, 2000): results which seem to lead the way to improved student learning and revitalized teaching methods.

Researchers have also identified benefits that are additional to higher academic achievement. One of the aims of tertiary education is to prepare students for the workplace and collaborative learning is being seen as a way of achieving this. Fiechter and Davis (1992) argue that there has been a marked trend in recent years for business decisions to be made by groups rather than individuals, along with a general trend in the business world towards more participative management styles. They add that the business environment is now so complex that the ability of any one person to cope with it has been greatly reduced; experience of group learning before graduation is therefore essential for students.

Surveys carried out by universities in New Zealand (Lincoln, 1996; Massey) confirm that New Zealand employers identify interpersonal communication and the ability to work well in teams as necessary skills. The Wellington researchers are examining the specific teamwork skills New Zealand employers expect from graduates of technical institutes when they enter the workforce. They will compare these expectations with tutors' and students' perceptions of outcomes of collaborative learning in tertiary institutions.

In 2006 the researchers surveyed staff and students in two Wellington tertiary institutions and found that preparation for the workplace was perceived by both tutors and students as an important outcome of collaborative learning (Clark & Baker, 2006). Research questionnaires were used to identify staff and student perceptions of the strengths and weaknesses of collaborative learning. The questionnaires asked 148 students and 20 staff if they agreed or disagreed with 40 statements about collaborative learning, asked them to rank seven outcomes of collaborative learning in order of importance to them and asked five open-ended questions on wider issues.

The survey showed that 95% of tutors and 78% of students surveyed believed that working collaboratively with others would be useful experience when they joined the workforce. One tutor stated that "Collaborative learning reflects more realistically the things that students will experience outside a learning institute." When asked to rank the most important outcomes of classroom collaborative learning both tutors and students ranked preparation for the workplace in the top two places (out of seven outcomes). For tutors it was the most important outcome; for students it ranked second after the importance of achieving high marks.

Overall the survey showed that staff and students were positive about the social benefits of collaborative learning: the development of interpersonal skills, the development of intercultural skills and the appreciation of different ways of solving problems. However in the open-ended responses students showed clearly that they lacked training in collaborative learning behaviour; in reality they did not have the skills to deal with unmotivated or less able group members. Terms such as "freeloaders", "slackers" and "carrying people" were used frequently. Only 56% of the students surveyed said that they were given strategies for dealing with group problems and only 53% said they were familiar with procedures for working effectively in groups. Of the tutor responses, 40% said they gave students training in dealing with disagreements in their groups and 45% that they gave their students training in procedures for dealing with personality clashes in their groups. Fifty percent

replied that they taught their students strategies for group work before they asked them to work collaboratively. Insufficient preparation for collaborative learning experiences may limit the development of the interpersonal and teamwork skills required by employers.

Even though 62% of students agreed with the statement "I enjoy working in groups in my classes", the open-ended responses indicated that a lack of training in group procedures and teamwork skills produced a negative attitude towards collaborative learning. The concern is that this is an attitude that could be carried into the workplace.

This research project is now focusing on identifying the specific teamwork skills that are required by employers and determining whether there is a positive correlation between their requirements and the teamwork skills produced through collaborative learning in tertiary institutions in New Zealand.

References

Clark, J., & Baker, T. (2006). *Collaborative learning in diverse groups: A New Zealand experience*. Conference Proceedings. Sydney ISANA

Cuseo, J. (1990). *Co-operative learning and college instruction: Effective use of student learning teams.* California: California State University

Johnson, D.W., Johnson R.T., & Stanne M.E. (2000). *Cooperative Learning methods: A meta analysis*. University of Minneapolis, Minnesota, 55455.

Skon, L., Johnson, D.W., & Johnson, R. (1981). Cooperative peer interaction versus individual competition and individualistic efforts: Effects on the acquisition of cognitive reasoning strategies. *Journal of educational Psychology 73*(1) 83-92.

Slavin, R. (1990). *Cooperative learning: Theory, research and practice.* Englewood Cliffs, NJ: Prentice Hall.

PROFILING RESEARCH

In each ACETalk, we will be including a short section profiling the current research activities of either a NZACE member or a group belong to NZACE. This is to raise awareness of co-op research groups and research projects currently being undertaken. In this issue, we describe the research activities at Unitec.

Co-op at Otago Polytechnic – News from the South

Christine McConnell reports:

In 2006 we enrolled three students in the inaugural 60-credit Co-operative Education Project (CEP) that is the capstone of our Bachelor of Applied Management (BAppMgt). These three were eligible for the Third Year of the BAppMgt in our first year of operation through credit gained from other qualifications.

Leading up to accreditation in 2005 and preparation for enrolments in 2006, our Chief Executive, Phil Ker set up a secondment between Otago Polytechnic and the Auckland University of Technology specifically for us to learn about co-operative education from AUT's long experience. Although our CEP is slightly different from AUT's "co-op", the relationship with Roanne Birch and the key contact people she introduced us to gave us a flying start that was crucial not only to successful accreditation but also to operating CEP.

Otago Polytechnic's first three CEPs were entirely different from each other. One could be called 'conventional' as it was the work of a full-time student with very little employment experience whose CEP placement was with an accounting and human resources consultancy. His project investigated the recruitment and retention of Generation Y, and the findings are being used by the organisation. This enthusiastic host organisation offered the student opportunities that resulted in personal growth and development far beyond the stated learning outcomes of CEP. It was exciting for us to see the theory becoming reality.

The second project was undertaken in-house at Otago Polytechnic where the student is a full-time staff member. This CEP was about change management – investigating the re-design of the physical work environment and its implications for a group of administration staff. Its underlying emotional and ethical issues made the project particularly challenging, while enhancing the student's own development and leadership. Again, this project's findings and recommendations are being implemented.

Our third project was carried out by a student who had achieved most of his BAppMgt through assessment of prior learning. His prior high-level management experience meant that he could write up a project he had previously completed, using academic research to reflect on the experience, and simultaneously provide a useful reference document for others in the industry. The main challenge in this CEP was in researching and academic writing.

As staff members we were developing our supervision experience. With such a small group of students, and only two supervisors, isolation was a threat. With this in mind, we kept in touch with AUT and NZACE for advice. We also held three seminars during the semester that we believe were the key to our CEP success. These were held after work, usually between 5.00 and 7.00pm, with refreshments to maintain energy levels. The three students presented progress reports, along with any issues or problems they were facing. They then received feedback from the School of Applied Management's Research Director, and the Research Methods lecturers, as well as from their supervisors and their peers. All participants were refreshed and reassured by these lively communal meetings.

It was satisfying at the end of the semester when the students presented their projects to an invited audience that included hosts, supervisors, and the Head of School. We are looking forward to this year's CEP experiences, a little older and wiser, but with our commitment reinforced.

CONTESTABLE FUND RECIPIENT

Nick Wempe's Research Focus

As a recipient of funding through last year's contestable research fund I thought it was appropriate to put into the public arena my research interest. The research proposed is new research in the area of academic and industry liaison in the IT sector.

The intent of my research is to investigate the processes involved in the formation of a learning relationship between an academic institution and the IT industry that it serves through the supply of graduates. The learning relationship that is the focus of this study is formed around student IT projects undertaken as part of a course requirement at a New Zealand polytechnic, and that take place in different IT workplaces.

Besides investigating the processes of learning relationship formation, the research will examine the stakeholders in the learning relationship, and concentrate on the different ways in which these stakeholders experience and benefit from the relationship.

The IT industry is characterised by rapid changes to technology tools which often result in the knowledge gap between expert and novice being small. Not enough is known about the learning relationship in this particular industry or how to develop mechanisms to accommodate the rapid change in both the industry itself and ultimately the academic institutions required to provide the graduates.

The intended result is the development of a set of models that assist academics teaching information technology to identify the benefits or otherwise of their links with industry and how greater benefits might be achieved. This research will also study the advantages and disadvantages of using industry projects on the primary participants, the development of knowledge forms and the advantages/disadvantages of the work placement model.

I have been involved in the IT industry in New Zealand since 1990 and have been involved in IT education at Whitireia Community Polytechnic for the past twelve years. This research is a continuation of my belief in applied education in an industry that forms a primary role in the way humanity chooses to work and entertain. Unlike many other areas of education that affect our lives, e.g. Law or Medicine, the IT industry has a poor record of cooperative education. I believe the intended research will highlight disparities between the perception of IT education success and the reality of its effectiveness. I hope the resulting models will allow the Industry and Academe to work better together. The funding received will go a long way toward assisting me in this research and I therefore wish to publicly thank the panel for considering and accepting my application. I would encourage others to consider applying in 2007.

Nick Wempe

DETAILS OF THE ANNUAL CONFERENCE 2007

Annual Conference – Call for Papers

Developing Work-integrated Learning in Cooperative Education and Internship Programs

19-20 April, 2007
Rotorua, New Zealand
Millennium Hotel, Fenton Street, Rotorua

Conference Organizers:
Richard K. Coll, Karsten E. Zegwaard
University of Waikato

Overview and Aims of Annual Conference

The conference has three general aims: to report on best practice & innovative features; to debate topical issues; and, to report research in, cooperative education in New Zealand. It also is intended the conference may help NZACE members enhance their research capability.

Format of Annual Conference

Reflecting these aims, the annual conference for Rotorua 2007 will have streams of: best practice; topical issues; and, research. The conference concludes with two post-conference workshops. Papers will be accepted for the <u>program</u> on the basis of a one page 'structured' <u>abstract</u> (see instructions below). Papers will be accepted for the published <u>proceedings</u> on the basis of a five page paper, subject to peer review (see instructions below).

We present a one and a half day program - the conference begins with a pre-conference mixer the night before opening, and concludes with two post-conference workshops.

<u>Best Practice Stream</u>

Presentations for the best practice stream must report on something new or innovative in cooperative education (e.g., the introduction of IT support for students on placement, or a novel way of preparing students for interviews). The paper should not just be a description of a current program; however, it will typically use a current program as an example, with a focus on the new or unique aspects of the program. It must involve use of relevant literature. There must be discussion of implications of the innovation/practice as to how it might inform practice of co-op generally. The proposed presentations will be reviewed on the basis of a structured abstract (see sample, and template). The abstract must follow the template provided, and be emailed to Richard K. Coll (email *r.coll@waikato.ac.nz*) by the **due date of 09 February 2007**.

<u>Topical Issues Stream</u>

Presentations for the topical issues stream must address an issue of current interest to a broad range of cooperative education practitioners (e.g., assessment issues in co-op, encouraging reflective practice in co-op students). It must involve use of relevant literature and have appeal to other practitioners, and there must be discussion of implications of the issue as to how it might inform practice of co-op generally. The proposed presentations will be reviewed on the basis of a structured abstract (see sample, and template). The abstract must follow the template provided, and be emailed to Richard K. Coll (email *r.coll@waikato.ac.nz*) by the **due date of 09 February 2007**.

Research Stream

Presentations for the research stream must report on original, unpublished research. The presentation can consist of preliminary findings, but there must be adequate description of the methodology, the basis or justification for the work, and a comprehensive review of the literature. The proposed presentation will be reviewed on the basis of a structured abstract (see sample, and template). The abstract must follow the template provided, and be emailed to Richard K. Coll (email r.coll@waikato.ac.nz) by the due date of 09 February 2007.

Post-Conference Workshops

In a climate of PBRF it seems many co-op practitioners and NZACE members are interested in increasing their research output or quality. NZACE is uniquely positioned to aid this, with a strong cohort of researchers with an international reputation for research in cooperative education.

We offer two post-conference workshops, run in parallel:

1. A workshop on research design. For this workshop all candidates must pre-register before 06 April 2007 and must provide a one page synopsis of their intended research and their research questions. This workshop is aimed at beginning researchers, or those with little research background or training.
2. A workshop on getting research published. For this workshop all candidates must pre-register before 30 March 2007, and must provide a final draft of their paper that they feel is now ready to be submitted to a journal. This should be formatted for the journal intended for publication. This workshop is intended for candidates who have some research experience, and who have completed a piece of research they wish to publish. Workshop presenters will pre-review these papers before the conference, and subsequently work individually with candidates on their drafts at the workshop.

Presentation Format and Facilities

Data projectors connected to PC laptops will be provided for PowerPoint presentations, as will OHPs for transparencies. Presenters are asked to email documents to Richard K. Coll in advance (email r.coll@waikato.ac.nz). It may be possible to load documents onto the laptops at the conference using CD or portable USB data devices if presenters do so well in advance of their sessions. Presentations will be 20 minutes in duration, followed by 10 minutes for questions/discussion.

Accommodation and Conference Venue Facilities

Three types of rooms are available. Standard rooms are $105 + GST for single or twin, premium rooms are $115 + GST for single or twin occupancy, and suites which cost $150 + GST for single or twin occupancy. There is a bar and pool complex, restaurant, and Internet access is available (charge cards are available from reception). The hotel is holding 20 rooms for us (additional rooms are subject to availability), and when making a booking you should indicate you are attending the NZACE Conference. Conference registration pays for all lunches, tea/coffee and finger food for breaks, a pre-conference mixer with finger food and complementary beverages; for those attending dinner complementary beverages and a cultural show are provided in addition to a comprehensive buffet meal.

How to Submit a Paper for Conference Proceedings

It is optional for work presented at the conference to be included in the conference proceedings. The structured abstracts will appear in the conference program, and be posted on the NZACE web site in advance of the conference (as they are processed).

All conference papers intended to be published in the proceedings - either best practice, topical issues, or research - must be submitted to Richard K. Coll (email *r.coll@waikato.ac.nz*). Papers must not exceed five pages or 1500 words, and will undergo blind, peer review. Authors may then produce a more substantial paper for publication in a journal. The template used for the full paper is that used for the abstracts; but more detail is provided. All *papers* intended to be published in the proceedings must be received by the **due date of 30 March 2007** in order to be included in the conference proceedings.

Sample Structured Abstract
Topical Issues Stream

Title. The Tension Between Academic Marking and Practical Industry Evaluation: A Discussion of Current Practice

Author/s. David Skelton

Group/Institution. Information Technology, Eastern Institute of Technology.

Background. There have been many reports in the literature about the difficulties of assessment in cooperative education. Most often the problem lies in evaluation of student learning for the work placement component part of the program. In particular there is often tension between the 'academic' marking and practical industry evaluation.

Issue. The issue addressed in this paper is the potential for 'tension' between academic marking and practical industry evaluation. Is this tension real, does it matter, if it does exist what can or should we do about it?

Discussion. This paper present a review of reported current practice of marking of work placements. In it the author attempts to identify aspects of best practice, based on an evaluation of reported current practice.

Conclusions. Analysis of current practice indicates a divide between industry and academic views. There appears to be a natural tension between the processes and priorities of the academic world and pragmatism and priorities of the corporate/industry environment.

Implications. The tension that exists between industry and academia with respect to evaluation of student performance in the workplace necessitates a more cooperative framework for workplace evaluation. Evaluation of student workplace performance should be a multipartite exercise.

Sample Structured Abstract
Best Practice Stream

Title. The Role of the Placement Coordinator: An Alternative Model

Author/s. Chris Eames, Richard K. Coll

Group/Institution. School of Science & Engineering, University of Waikato.

Background. There have been a number of models for the administration of co-op programs reported in the literature. Two types are presented. In one a centralized group independent of academic faculties coordinates all placements but placements are not credit-bearing or 'academic' in nature. In the second model, co-op is devolved to the faculty and administered at the departmental/faculty level.

Program. The Cooperative Education Unit at Waikato University operates a science and technology, and engineering co-op program for the BE and BSc(Technology) degrees. These are four year programs, with requirement of six and 12 months work placements respectively.

Unique Features. The administration of co-op at Waikato is unusual in that it involves joint appointments between science and engineering departments and a centralized cooperative education unit. All staff are qualified in a particular science or engineering discipline, and active teachers/researchers in these disciplines.

Discussion/Argument. We propose that this model of administration for co-op posses several advantages: the fact that co-op placement coordinators are knowledgeable in the subject enhances their credibility with industry; subject specialist are able to strengthen research links with industry; placement coordinators that are also teachers get to know their students better, ensuring a better match of student with employer.

Implications/Issues. The model of co-op administration of co-op at Waikato has unique advantages and may be of application in other contexts. It is, however, a relatively expensive model that relies on EFTS-funding for placements.

Sample Structured Abstract
Research Stream

Title. A Look into the Integration of the ICDL Program into the Workplace: It's a Team Thing!

Author/s. Allister McLay, Kim Brown

Group/Institution. Information Technology, Eastern Institute of Technology.

Background. Many 'second chance' learners carry out their learning in combination with their current employment. Such learning, the literature suggests, needs to be open, flexible, and relevant to the learners' needs. One example of this is the International Computer Driving Licence (ICDL) a program consisting of seven related modules intended to help second chance learners become more IT-literate.

Context. The context for this research is the introduction and administration of the ICDL through EIT's Faculty of Information Technology. The ICDL was first offered by EIT in 2005 and some 256 ICDL tests were taken.

Aim/s. The research reported in this work consists of an evaluation of student experiences of the ICDL as offered through EIT. Specifically the research sought to develop an understanding of their experiences including employer support, and key influences that helped towards completion of the ICDL.

Method/s. A mail-out survey (piloted in advance) consisting of 18 questions was administered to the 2005 cohort of EIT ICDL students. A response rate of 38% was achieved. Survey data were triangulated with telephone interviews. Quantitative data were analyzed using descriptive statistics on SPSS.

Results. Of the respondents 79% reported the ICDL enabled them to use their IT more effectively, and 47% that this mode of learning suited their educational needs. Some 94% indicated that their employer fully funded their fees, 69% that they were able to use work time for their study, and 75% spent between three and five hours of private time per week for study. Some 95% reported liking the flexible nature of this mode of study, and a similar proportion that the ICDL involved more work than anticipated. Qualitative data show strong respondents felt more confident when discussing technical issues with colleagues and managers.

Conclusions/Implications. The flexible nature of the ICDL is appealing to second chance learners. Successful completion of the ICDL requires strong employer support; a supportive team approach to professional development of employees IT-literacy, is thus a team thing.

Conference Programme Outline

Wednesday, 18 April 2007	
5:00-6:00	**Registration**
6:00-7:30	**Pre-conference Mixer**

Thursday, 19 April 2007			
8:00-8:45	**Registration**		
8:45-9:00	**Welcome and Opening**		
9:00-10:00	**Keynote Address**		
10:00-10:30	**Morning Break**		
10:30-11:00	*Parallel Sessions*	Research Stream	Best Practice/Topical Issues Stream
11:05-11:35		Research Stream	Best Practice/Topical Issues Stream
11:40-12:10		Research Stream	Best Practice/Topical Issues Stream
12:10-1:05	**Lunch**		
1:05-1:35	*Parallel Sessions*	Research Stream	Best Practice/Topical Issues Stream
1:40-2:10		Research Stream	Best Practice/Topical Issues Stream
2:15-2:45		Research Stream	Best Practice/Topical Issues Stream
2:50-3:20		Research Stream	Best Practice/Topical Issues Stream
3:20-3:45	**Afternoon Break**		
3:45-4:15	*Parallel Sessions*	Research Stream	Best Practice/Topical Issues Stream
4:15	**Annual General Meeting**		
7:00+	**Conference Dinner & Cultural Show**		

Friday, 20 April 2007			
9:00-9:30	*Parallel Sessions*	Research Stream	Best Practice/Topical Issues Stream
9:35-10:05		Research Stream	Best Practice/Topical Issues Stream
10:05-10:30	**Morning Break**		
10:35-12:15	*Interactive Workshops*	Research Design Workshop	Publishing Workshop
12:15-1:45	**Lunch**		

Registration Form

<table>
<tr><td></td><td colspan="2"><h2>NZACE Conference – Rotorua 2007</h2><p>**Registration Form**</p></td></tr>
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Name:	
Institution:	
Email:	
Postal Address:	
	Attendance *(Mark __ALL RELEVANT__ boxes)*
☐	*Conference attendance*
☐	*Conference attendance and presentation* **(abstracts due 15 February 2007)**
☐	*Workshop – Research Design* **(one page synopsis due 06 April 2007)**
☐	*Workshop – Publishing* **(full paper due 30 March 2007)**
	Special Diet Requirements (Specify):
	Registration **(for registration before 06 April 2007)** *(Select __ONE__ box only)*
NZ$170.00 ☐	*Conference Registration - Including Mixer, Lunches, Dinner & Cultural Show*
NZ$120.00 ☐	*Conference Registration - Including Mixer & Lunches*
NZ$220.00 ☐	*Conference Registration - Including Lunches, Dinner & Cultural Show* *Non-Member (Including One Year NZACE Membership)*
NZ$170.00 ☐	*Conference Registration - Including Mixer & Lunches* *Non-Member (Including One Year NZACE Membership)*
NZ$20.00 ☐	*Late Fee* **(for registration after 06 April 2007)**

Notes:
1.   Complete fields as above, then:
➢   Email details to Richard K. Coll (email: r.coll@waikato.ac.nz)
➢   *Or*: Print and *fax* completed form to: +64 7 838 4218 - marked *'Attention: Assoc Prof Richard K. Coll'*.
Post cheques, made out to 'NZACE', to Richard K. Coll, CSTER, University of Waikato, Private Bag 3105, Hamilton 3240.

INTERNATIONAL CONFERENCES

The following World Association for Cooperative Education (WACE) conferences are scheduled for the near future:

- *World WACE Conference - 2007*
  Singapore,
  Conference dates, 26-29 June, 2007
  Abstracts due by 15 of February, 2007
  (*extended date*)
  Web address: www.wace2007.org

- *Asia-Pacific Regional WACE Conference – 2008*
  Location to be confirmed.

- *World WACE Conference - 2009*
  Likely to be Canada

MEMBERSHIP FEES

Individual membership: $50 a person

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

For organisations with more than 10 members, enquire about institutional membership

Contact Katharine Hoskyn, Auckland University of Technology 09 921 9999 ext 5349, for details about renewing membership or becoming a new member. Alternatively access the NZACE webpage for more details (*www.nzace.ac.nz*).

NZACE
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