22nd Annual Conference
"Winds of Change – Communication in a changing world"

Programme

30 November – 1 December 2010
Wellington, New Zealand
www.nzca.org
# Contents

<table>
<thead>
<tr>
<th>Welcome</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>5</td>
</tr>
<tr>
<td>Programme Timetable</td>
<td>6</td>
</tr>
<tr>
<td>Keynote Speakers: Tobias Danielmeier, Andrew Bristol, &amp; Greg McNeill</td>
<td>8</td>
</tr>
<tr>
<td>NZCA Plenary Speaker: Sashi Meanger</td>
<td>9</td>
</tr>
</tbody>
</table>

## Presentation and Workshop Abstracts

<table>
<thead>
<tr>
<th>Barnett, Sandra</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castles in the Air</td>
<td></td>
</tr>
<tr>
<td>Barnett, Steve</td>
<td>11</td>
</tr>
<tr>
<td>Transforming Communication to Collaborate for Competitive Advantage</td>
<td></td>
</tr>
<tr>
<td>Bruce, Peter and Shelley, Rita</td>
<td>12</td>
</tr>
<tr>
<td>Creating a Stakeholder Engagement Plan</td>
<td></td>
</tr>
<tr>
<td>Chapman, Rose</td>
<td>13</td>
</tr>
<tr>
<td>Adapting to Change Through Flexible Delivery: Using Assessed Online Forums to Develop Skills, Understanding and Competence</td>
<td></td>
</tr>
<tr>
<td>Clokie, Trish</td>
<td>14</td>
</tr>
<tr>
<td>Blowing Bubbles: Developing Speech Delivery Skills Through Drama and Poetry</td>
<td></td>
</tr>
<tr>
<td>Cruickshank, Prue</td>
<td>15</td>
</tr>
<tr>
<td>A Question of Capital: Which Forms of Capital are Critical to Immigrant Entrepreneurs?</td>
<td></td>
</tr>
<tr>
<td>Ellis, Josephine</td>
<td>16</td>
</tr>
<tr>
<td>Peer Feedback on Writing: Help, or Harm, and for Whom?</td>
<td></td>
</tr>
<tr>
<td>Hartley-Smith, Jacqui</td>
<td>17</td>
</tr>
<tr>
<td>The Paper Chase</td>
<td></td>
</tr>
<tr>
<td>Johnson Rosser</td>
<td>18</td>
</tr>
<tr>
<td>Public Information Advertising on New Zealand Television: mapping the field</td>
<td></td>
</tr>
<tr>
<td>Lawrence, Julie</td>
<td>19</td>
</tr>
<tr>
<td>Craftsmanship and Quality – All Climate Constants</td>
<td></td>
</tr>
<tr>
<td>Monteiro, Sylvia</td>
<td>20</td>
</tr>
<tr>
<td>Communication, Living Curriculum, Community – Navigating the Winds of Change</td>
<td></td>
</tr>
<tr>
<td>Pillay, Nuddy</td>
<td>21</td>
</tr>
<tr>
<td>Teacher’s Work Made Easy: Using Blogs as a Constructivist Learning Tool</td>
<td></td>
</tr>
<tr>
<td>Pittaway, Gail</td>
<td>22</td>
</tr>
<tr>
<td>Lessons from Wind: Fables of wind from ancient to modern times</td>
<td></td>
</tr>
<tr>
<td>Rajan, Suresh &amp; Robinson, Lisa</td>
<td>23</td>
</tr>
<tr>
<td>Viral Communication: Bottling the Bug</td>
<td></td>
</tr>
<tr>
<td>Thoreau, Mary</td>
<td>24</td>
</tr>
<tr>
<td>Trimming Our Sails: Using Case Studies to Enhance Learning</td>
<td></td>
</tr>
<tr>
<td>Trenwith, Lynne</td>
<td>25</td>
</tr>
<tr>
<td>The Winds and Forces of Change in Aotearoa: How the Past Shapes Present and Future Public Relations Practice</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the 22nd National New Zealand Communication Association Conference “Winds of Change – Communication in a changing world”

E nga mana, e nga reo, e nga karanga ranga maha. He mihi nui ki a koutou. Tenā koutou, tena koutou, tena tato katoa.

The conference programme promises an interesting range of topics to challenge our thinking, prompt new insights, cast new light on old concepts, spark research, provoke changed organisational communication and reinvigorate teaching.

We thank our hosts Whitireia Community Polytechnic and Wellington Technical Institute, for making this event possible.

Wellington is an ideal setting for this conference “The Winds of Change – Communication in a Changing World” because in many ways it epitomises change and uncertainty.

Wellington winds are sometimes extreme, and flying into Wellington can be scary. Yet it can also be exhilarating to live on the edge of Cook Strait, where gales blow from the north and the south.

The weather underscores the changeable nature of Wellington life. It is the centre of politics, and those in power are subject to review at the ballot box. With each new government, sections of the public sector change too.

The sense of living on the edge is sharpened by frequent earthquakes. Wellington sits on a major active fault that hasn’t moved since the quake of 1855 which raised much of the region’s coastline.

The history of human settlement in what is now Wellington is comparatively recent*. As a result of a series of musket fuelled battles initiated by Ngapuhi raiding parties from up north, several tribes of Te Āti Awa people migrated, from Kāwhia and Taranaki to the Kapiti coast and ultimately to the Wellington area, Te Whanganui-a-Tara (Wellington Harbour) in the 1820’s and early 1830s.

In 1839 the New Zealand Company, set up to organise emigration from England, bought land for settlement, in deals of dubious validity, in the Wellington Harbour area. The following year, English immigrants began arriving by the shipload displacing the Māori population. In 1865 Wellington became the capital and by 1881 only 37 Māori were still living at Pā such Te Aro, and Pipitea. This trend reversed between the two world wars when Taranaki Māori began migrating to Wellington once again, often looking for work. During and after the Second World War even larger numbers of Māori, not all Te Āti Awa, were attracted to Wellington by employment opportunities.

Today Wellington’s culturally diverse population of around 200,000 is small compared to other cities, yet is enough to support a lively urban culture with an inner city apartment population of around 12,000. Lonely Planet recently rated Wellington as fourth “coolest little capital in the world”.

The conference theme image, the cloud shrouded blue planet suggests a world enveloped in an atmosphere of change and uncertainty: where things once seemingly axiomatic now seem threatened; where global problems intrude on our local lives and interpersonal disconnection and community disintegration...
seem rife when, at the same time, the Facebook phenomenon is exploding through the web and information access is expanding at a mind-Gogling rate.

What are the implications of for Communication practice, research, and teaching? How do we respond to the intensified need to collaborate across diverse personalities, cultures, organisations, distances, and technologies to live and prosper in the global interpersonal, economic and natural environment? What knowledge, skills and attributes are keys to effective communication in such a radically changing world?

These are the underpinning questions of this conference; why and how to deeply engage diverse perspectives in collaborating to generate new answers, new thinking, new relationships. Fittingly our keynote and plenary speakers come from business, public service and academia. These speakers, together with the programmed presentations and workshops, promise breezes of fresh air: winds of change.

Our keynote speaker Tobias Danielmeier, School of Architecture, Victoria University, Wellington, and the Solar Decathlon team http://firstlighthouse.ac.nz has extensive experience in communication as an educator, designer and motivator for innovation and creativity.

Andrew Bristol, The Communications Director for the Ministry for the Environment, has extensive experience in corporate and public service communication, most recently in the crucial field of Environment and Sustainability. They also both have strong connections to the Wellington.

Greg McNeill, Communications Manager at the NZ Refining Company has an extensive background in corporate communication, particularly in reporting corporate information to shareholders and the public. This aspect of corporate life has assumed new prominence in the wake of the 2008 world economic slump and the corporate dishonesty that arguably triggered it.

We are very pleased this year to continue the concept, begun at last year’s conference, of the NZCA Plenary Speaker, though which we recognise our own organisation’s body of knowledge and expertise. This year’s plenary speaker is Sashi Meanger, Acting MBA Director, Victoria University.

Sashi was a founding member of NZCA, and has attended and presented at many of the conferences over the now 22 years of NZCA. Sashi has is at home and flourishes in several ethnic cultures, and business and academic culture. Like Andrew Bristol and Tobias Danielmeier, Sashi is Wellington-based.

The NZCA Executive team of Nittaya Campbell, Rose Chapman, Jill Clark, Trish Clokie, and me, thank all of the contributors who have developed such interesting material while many are managing increasingly heavy workloads. We hope that you enjoy our two days together, and that you will find fresh opportunity to connect with colleagues, and envision innovative ways to communicate.

Once again, our sincere thanks to Whitireia Community Polytechnic and Wellington Technical Institute, and in particular to Jill Clark, Anne Ricketts and their team, who have worked tirelessly to make this conference a reality.

*Retrieved 3 November 2010 from Te Ara Encyclopaedia of New Zealand
General Information

Hosts: New Zealand Communication Association
www.nzca.org
Established in 1988, the New Zealand Communication Association is New Zealand’s professional body for teachers, researchers and practitioners in the communication field.

Whitireia New Zealand with Wellington Technical Institute is pleased to host the NZCA for its 22nd Annual Conference.

Registration: Tuesday 30 November, and Wednesday 1 December from 8.30am at the Conference Desk in the Travelodge Wellington foyer.

Conference Dinner: Tuesday 30 November, at Travelodge Wellington
- Pre-dinner drink on arrival, selected wines for each dinner table, then cash bar for those with additional imbibing requirements.

NZCA AGM: 12.30 pm Tuesday 30 November

Venue: Travelodge Wellington, 2-6 Gilmer Tce, Wellington
# Programme

**The New Zealand Communication Association’s 22nd Annual Conference**

nzca.org

“Winds of Change: Communication in a changing world”

**Tuesday 30 November 2010**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30-9.30</td>
<td>Registration</td>
</tr>
<tr>
<td>9.30-10.00</td>
<td>Welcome&lt;br&gt;&lt;br&gt;Sandy Barnett&lt;br&gt;President of the NZCA.org</td>
</tr>
<tr>
<td>10.00-10.30</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>10.30-11.30</td>
<td>Opening key note speaker&lt;br&gt;&lt;br&gt;Tobias Danielmeier&lt;br&gt;School of Architecture, Victoria University, Wellington, speaks for the Solar Decathlon team (<a href="http://firstlighthouse.ac.nz/">http://firstlighthouse.ac.nz/</a>)</td>
</tr>
<tr>
<td>11.30-12.00</td>
<td>Adapting to change through flexible delivery: using assessed online forums to develop skills, understanding and competence. &lt;br&gt;Rose Chapman, Northtec</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>NZCA AGM</td>
</tr>
<tr>
<td>1.30-2.00</td>
<td>Viral Communication: Bottling the bug&lt;br&gt;Suresh Rajan and Lisa Robinson&lt;br/MIT</td>
</tr>
<tr>
<td>2.00-2.30</td>
<td>Blowing bubbles: Developing speech delivery skills through drama and poetry&lt;br&gt;Trish Clokie, Wintec</td>
</tr>
<tr>
<td>2.30-3.00</td>
<td>Afternoon Tea</td>
</tr>
<tr>
<td>3.00-4.00</td>
<td>Andrew Bristol&lt;br&gt;The Communications Director for the Ministry for the Environment</td>
</tr>
<tr>
<td>4.00-4.30</td>
<td>The winds and forces of change in Aotearoa: How the past shapes present and future public relations practice&lt;br&gt;Lynne Trenwith, MIT</td>
</tr>
<tr>
<td>4.30-5.00</td>
<td>Craftsmanship and Quality – All Climate Constants&lt;br&gt;Julie Lawrence, NorthTec</td>
</tr>
<tr>
<td>7.00</td>
<td>Conference Dinner</td>
</tr>
<tr>
<td>Time</td>
<td>Session Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8.30-9:30</td>
<td>Registration</td>
</tr>
</tbody>
</table>
| 9:30 – 10:00 | The paper chase  
Jacqui Hartley – Smith, EIT  
Castles in the Air  
Sandy Barnett, MIT |
| 10.00-10.30 | Morning Tea  
Greg McNeil  
Communications Manager at the NZ Refining Company |
| 10.30 -11.30 |  
Communication, Living Curriculum, Community – Navigating the Winds of Change  
Sylvia Monteiro, Unitec  
Transforming Communication to Collaborate for Competitive Advantage  
Steve Barnett, Omnicom OCC |
| 11.30 -12.00 |  
Peer feedback on writing: Help, or harm, and for whom?  
Josephine Ellis, AUT  
A question of capital: Which forms of capital are critical to immigrant entrepreneurs?  
Prue Cruickshank, Unitec |
| 12:00-1:00 | Lunch |
| 1.00-1.30 |  
Lessons from Wind: Fables of wind from ancient to modern times  
Gail Pittaway  
Waikato Institute of Technology  
Public Information Advertising on New Zealand Television: mapping the field  
Rosser Johnson  
AUT University |
| 2:00 – 3:00 | NZCA Plenary session  
Sashi Meanger  
Acting MBA Director, Victoria University |
| 3:00 | Afternoon Tea and farewell |
**Keynote Speakers**

**Tobias Danielmeier**  
*School of Architecture, Victoria University, Wellington, speaks for the Solar Decathlon team ([http://firstlighthouse.ac.nz/](http://firstlighthouse.ac.nz/))*

Tobias is an academic, practitioner and has been central to the Solar Decathlon project from its inception in Sept/October 2009.

He is a lecturer in the School of Architecture at VUW, has a postgraduate degree in Architecture from Münster University, and has worked for design firms in Germany and for Otago Polytechnic and is now teaching, supervising postgraduate students, leading the Solar Decathlon project and completing his PhD on winery architecture.

Tobias’s talk "Mixed messengers and mixed messages - complexity and challenges in the communications of change" will address the various communication aspects of New Zealand’s entry to the Solar Decathlon including the aims and objectives of the US organisers; media and publicity of the team’s entry; team communications with public and private stakeholders; educational lessons learned over the past 14 months; and will outline the complex layers of communication in an anecdotal manner.

**Andrew Bristol**  
*The Communications Director for the Ministry for the Environment*

Andrew’s career in corporate communications and marketing spans almost 20 years, in the public and private sectors in New Zealand and briefly in Australia.

Andrew has been involved in issues management and positioning for several government departments, Auckland Regional Council, the Apple and Pear Marketing Board, and Telecom. In Australia, he worked for Telecom’s off-shoot, AAPT for two years.

In the past five years, Andrew has been involved in internal change and culture development. He has helped lead change in the Tertiary Education Commission, Auckland Regional Council, and Ministry for the Environment, where he is currently Director Communications.

In his address, Andrew will discuss his experience with organisational change in the past five years, and the lessons he has learned.

**Greg McNeill,**  
*Communications Manager at the NZ Refining Company*

Greg has worked extensively in corporate communications for close to 20 years.

From the early 90's he worked in the UK in the areas of media relations, issues management, investor and community relations for FTSE 100 listed companies Unilever, BOC (formerly British Oxygen), Dairy Crest and The Greenalls Group (now De Vere Group). In the public sector he managed public relations activity for Royal Mail’s Stamps and Collectibles department for five years.

Greg returned with his family to New Zealand in January 2008 as an external relations advisor for BNZ and since late 2009 has headed communications for New Zealand’s only oil refinery, the New Zealand Refining Company.

Greg is leading the Refinery in its stakeholder engagement initiatives and has some interesting insights on raising the quality of annual reports as a communication tool.

In his address Greg will consider the annual report as a vital form of communication for shareholders.
NZCA Plenary Speaker

Sashi Meanger,
Acting MBA Director, Victoria University

Sashi Meanger is the Director of The Guava Tree Ltd, an upmarket retail outlet in the Wellington CBD, as well as a consultant in Education, Communication and Management.

He is a course coordinator and lecturer at the Victoria Management School, Victoria University of Wellington.

Sashi Meanger has a diverse educational and business background with experience in both current educational and cultural developments in New Zealand and in the management of resources. He has established and is an active participant in various family businesses in New Zealand and overseas.

Before his current position at Victoria University, Sashi was the Dean of Arts at the Nelson Marlborough Institute of Technology, and Executive Director of the Pacific Islands Education Resource Centre, an independent tertiary institution accountable directly to the Ministry of Education.

Prior to that, he was Head of the Communication Department at Wellington Polytechnic (now Massey University Wellington) and a member of their governing Council. He was also employed in research for the New Zealand Council for Educational Research (NZCER) and his Masters degree is in Educational Sociology.

Sashi’s cultural sector experience has included an appointment by the Governor General, as the Chairperson of the Pacific Islands Polynesian Education Foundation, established under the Pacific Islands Polynesian Education Foundation Act 1972.

He is also the founding Executive Member of the New Zealand Communication Association Inc. and has held various positions in office for the Association.

In the plenary session Sashi will address the theme of the conference “Winds of Change – Communication in a changing world”. The session will draw on his experience and discuss the change in Communication education, communication educators and professionals, as well as addressing the role of communication in the cultural winds of change. The plenary session will close with the winds of change for the New Zealand Communication Association Inc.
Castles in the Air: Teaching Professional and Organisational Writing in a Flexible Learning Environment Using Scenario Building

Sandra Barnett
Manukau Institute of Technology

Abstract

The challenge in today’s competitive economy of tertiary education to produce students who ‘hit the ground running’, is providing real practical experience for students who are not yet ready to do work for actual clients. This presentation focuses on a level 6 course in professional and organisational writing. The purpose of the course is to train students to write a variety of documents for companies and organisations, i.e. not academic writing. To do this the students need to firstly understand a business/organisation and then write to achieve the specific organisational goals. Also to prepare them for real work situation, they must write in a team work environment, including editing and peer reviewing (Schriver, K., 1997) but also be individually responsible for quality and legality of their work and deadlines. The learning occurs in the flexible online/classroom learning environment necessary to accommodate the life, learning styles and workplaces of the 21st Century.

This presentation will outline the process of scenario building or case-based learning (Schank, R., 1997) using the students’ imagination and teamwork to create a realistic environment to prepare students for the real client work that is the culmination of the course.


Contact:
Sandy Barnett
Manukau Institute of Technology
Private Bag 94006
Manukau 2241
Ph 09 968 8765 ext 7769
DD: 09 968 7769
sandy.barnett@manukau.ac.nz
Transforming Communication to Collaborate for Competitive Advantage

Steve Barnett
Omnicom OCC Ltd

Abstract

There is a growing need in and between contemporary organisations to collaborate better for productivity, sustainability and competitive advantage; a need for more relational approaches to organisation and practice. But conventional management process in conventional organisation settings seldom achieves this because it is typically culturally unconscious of the detail of interpersonal communication and relationships required for collaboration. Conventional organisations are effectively relationally dysfunctional.

A cultural transformation is required to achieve improved collaboration. That transformation needs people whose deep understanding and practice of organisational communication; their reflex individual and collaborative behaviours, offer real behavioural alternatives in chaotic organisational settings where potential for transformation is highest.

This paper draws on the author’s direct experience and the literature to outline an alternative framework for understanding, diagnosing and treating organisational dysfunction, and the education process needed to produce deeply skilled organisational communicators capable of opportunistically achieving the transformation for collaboration: the key to competitive success in the global economy.

Contact:
Steve Barnett
Omnicom OCC Ltd
M: 021 672 107
F: 09 630 7649
steve.barnett@omnicomocc.co.nz
http://www.omnicomocc.co.nz
Creating a Stakeholder Engagement Plan
Peter Bruce & Dr. Rita Shelley
Northtec & Tai Poutini Polytechnic

Abstract

Communication, in the form of stakeholder engagement, has become a key issue in moving organisations toward sustainability. Effective stakeholder engagement requires a shift from organisational monologue to organisation – stakeholder dialogue, paralleled in communication theory as the shift from transmission models to shared meaning models of communication. As stakeholder engagement planning processes mature, organisations gain a better understanding of both external and internal stakeholder aspirations and should be able to drive organisational outputs that are more sympathetic with those aspirations.

For communication educators and professionals, stakeholder engagement processes offer a pragmatic and aspirational tool that, in addition to promoting organisational sustainability, offer opportunities to improve organisational communication processes.

Tools, such as AccountAbility’s AA1000 Stakeholder Engagement Standard (AA1000 SES) include processes such as stakeholder mapping, materiality (or issues) identification and engagement planning. This workshop introduces core concepts of stakeholder engagement and offers participants the opportunity to experience stakeholder mapping, materiality mapping and to shape some engagement goals.

Contact:
Peter Bruce
Northtec
DD: 09 4703687
Mob: 021 683 145
pbruce@northtec.ac.nz

Dr. Rita Shelley
Tai Poutini Polytechnic
T: 03 769 9484
ritis@tpp.ac.nz
Adapting to Change through Flexible Delivery: Using Assessed Online Forums to Develop Skills, Understanding and Competence

Rose Chapman
Northtec

Abstract

Recent experience of this assessment tool in a Level 5 Communication class has revealed promising opportunities for student learning. Student contributions reflect what other users and researchers have found: that a ‘safe’ online environment that provides both explicit assessment criteria and access to excellent models generated by the forum itself, allows students previously lacking in confidence to improve their performance and increase their communication competence.

This presentation will outline the process, explain and demonstrate the tools and content guidelines provided for the students, show the results of the assessment activity, and provide relevant supporting theory.

Contact:
Rose Chapman
Northtec
T: 09 407 5862
M: 022 687 7210
rchapman@northtec.ac.nz
Blowing Bubbles: Developing Speech Skills Through Drama and Poetry
Trish Clokie
Wintec

Abstract
This workshop forms part of ongoing research into using children’s stories and poetry to teach delivery skills to tertiary students. In it I would like to share my methods and experiences of using drama, children’s stories and poetry to develop speech delivery skills and confidence to international and domestic students studying towards a business qualification.

Many business degree and diploma programmes have a compulsory communication module which includes a presentation or seminar. Other modules also include presentations which are assessed. However, because of curriculum constraints, little time is spent developing speech and delivery skills. At best, students are encouraged to share information during classes as part of learning and are given clear guidelines about the presentation assessment with a few impromptu speeches in front of the class.

In the present educational environment where many classes have a high proportion of international students this approach seems ineffective. These students often lack the confidence to “give it a go” and when they do try, anecdotal evidence suggests that domestic students do not understand them. I propose that in communication classes we incorporate drama, children’s stories and choral verse to build confidence and skills before moving to presentation mode.

Contact:
Trish Clokie
Wintec
Private Bag 3036
Waikato Mail Centre
Hamilton 3240
trish.clokie@wintec.ac.nz
A Question of Capital: Which Forms of Capital are Critical to Immigrant Entrepreneurs?
Prue Cruickshank  
Unitec

Abstract

Starting any business is complex and challenging. Imagine you are new to New Zealand, know few people and are not familiar with the business environment. To renew your visa to stay in New Zealand you have only nine months to open your business. What information do you need to avoid major obstacles and how can you access it quickly? What reliable information sources are available to you? Nobody knows you, or your product or service, so how can the community trust your product or you? How do you develop your credibility? What communication strategies would you use? What forms of capital can you call on?

This presentation examines the roles that human, social, cultural and economic capital play to enable immigrant entrepreneurs to plan, open and establish a business in New Zealand within three years. It particularly examines how these immigrants rely on human capital to develop social capital, assisted by financial and cultural capital to achieve their goals, particularly within the first nine months of arrival. This presentation presents the communication strategies used by some of these immigrants which reflect their business acumen, cultural backgrounds, and personal characteristics.

Contact:
Prue Cruickshank  
Department of Communication Studies  
Faculty of Creative Arts and Business  
Unitec  
Private Bag 92025  
Auckland  
prcruickshank@unitec.ac.nz
Peer Feedback on Writing: Help, or Harm, and for Whom?

Josephine Ellis
AUT University

Abstract

Peer feedback by students on each other’s writing has been a popular component of writing classes for many years, both in the form of “workshopping” where student work is read to the class in a collaborative environment for group constructive feedback, and in paired one-to-one feedback, either written, oral, or both.

The purpose of this process has usually been seen from three perspectives: the benefit to the student receiving the feedback of gaining constructive guidance to improve his/her writing; the benefit to the student giving the feedback of enhancing writing analysis skills: and the benefit to the teacher of reducing demand from students for feedback on writing and the resulting positive effect on workload pressure.

This study developed in two stages. In the first stage, these multiple benefits were presumed, and two different contexts were evaluated in a research methodology format – an on-line class blog, and face-to-face “written on paper” - to determine which was more effective. These samples were to undergo a textual analysis of the types of revision suggested, however due to the ethical requirements of the research project; the samples could not be formally processed until the end of semester.

Because the task used was part of a normal tutorial, separate samples were given the usual lecturer feedback. At this point a discrepancy was observed between the quantity and quality of the student and the lecturer feedback. The subsequent analysis of the samples and the two feedback processes raises questions about the peer feedback process for writing, and under what circumstances or constraints it could or should be used.

Contact:
Josephine Ellis
School of Communication Studies
AUT University
Private Bag 92006
Wellesley Mail Centre
Auckland
josephine.ellis@aut.ac.nz
The Paper Chase
Jacqui Hartley-Smith
EIT Hawkes Bay

Abstract

As we are bombarded with a whole range of tertiary jargon, tasks and checklists around embedding numeracy and literacy, my memories are dragged back to playing the ‘Paper Chase’ game as a child, where one player distributes a trail of paper for others to follow. This presentation will use the ‘Paper Chase’ as a metaphor for what can be a confusing foundation education paper trail to be followed. The jargon such as ‘strands’, ‘mapping’, ‘tracking’, ‘diagnostics’, ‘embedding’ are discussed and how these are now essential collectable items in the trainer’s toolkit for National Level 1-3 foundation programmes.

In the changing world of communication in tertiary education, this presentation will describe a recent initiative between EIT Hawke’s Bay, the Ministry of Social Development and Hastings District Council where a range of beneficiaries from very diverse backgrounds were invited to participate in achieving the National Certificate in Employment Skills Level 1, complete up to three work experience placements with the view of allowing participants to gain practical knowledge of different employment options ... and how numeracy and literacy outcomes were achieved through ensuring effective communication channels with others in the initiative. This is a practical example of how business and tertiary education can work together, although their required outcomes are different. Some of the ‘priceless’ moments will be shared during the presentation!

Contact:
Jacqui Hartley-Smith
EIT Hawke’s Bay
Gloucester Street, Taradale
jacquih@eit.ac.nz
Public Information Advertising on New Zealand Television: mapping the field

Rosser Johnson
AUT University

Abstract

Since the mid 1980s government and state agencies have increasingly used mainstream communication techniques to promote policy changes, publicise themselves and their activities, and shape public opinion. This paper focuses on one aspect of this development – public information advertising on television. Examples include anti drink driving campaigns, the benefits of the gardasil vaccine and the series of commercials urging homeowners to save energy.

The paper will provide a critical overview of this form of advertising, quantify its current (2010) level and cost, and reflect on the implied audience the commercials are targeted to. It will then detail the growing integration between tradition television advertising and message promotion via the internet before presenting an initial case study of one such integrated campaign.

Contact:
Rosser Johnson
AUT University
Private Bag 92006
Wellesley Mail Centre
Auckland
roser.johnson@aut.ac.nz
Craftsmanship and Quality – All Climate Constants

Julie Lawrence
NorthTec

Abstract

In his book The Meaning of Things by philosopher and journalist Dr A.C. Grayling, he discusses the matter of ‘excellence’ finding democratic spirit invests western life ‘for both good and ill’ and notes “the good resides in the pressure to treat everyone fairly, the ill resides in the pressure to make everyone alike” (Grayling 2002). The essay concludes with “Democracy should aim to raise people ambitiously and dramatically to an ideal and that means among other things having institutions especially of learning, which are the best and most demanding of their kind” (ibid).

Professor Richard Sennett - Academic Governor and Professor of Sociology at The London School of Economics and Founder Director of the New York Institute for The Humanities - examines work and craftsmanship in his 2009 book The Craftsman. His beliefs are encapsulated in the following two statements “Technique is a cultural issue not mindless procedure” and “Craftsmanship is an enduring basic human impulse – the desire to do a job well for its own sake”. Sennett’s book evidences that “People learn about themselves through the things they make, that material culture matters” (ibid).

In 1957 British writer J.B Priestley warned ‘increased means of communication diminishes quality’ (as cited in Communication in the 21st Century 2005). Today, renowned futurist Alvin Toffler stresses the importance of communication over the next forty years, forecasting certain factors including speed and knowledge critical to business success (Toffler 2010).

A collection of views are expressed here, but this presentation is designed to remind us of the pleasant benefits to be gained from both producing and demanding quality. For whatever the current economic climate and despite increasing pressures, means and requirements of communication, we owe this to our students, clients, organisations, cultures and foremost, ourselves.


Contact:
Julie Lawrence
North Tec
Private Bag 9019
Whangarei
T: (09) 470 3685
jlawrence@northtec.ac.nz
Communication, Living Curriculum, Community – Navigating the Winds of Change

Sylila Monteiro
Unitec

Abstract

Unprecedented rapid changes in technology are a reality and demand the development of dynamic teaching and learning strategies in communication studies. Visualising the future however predictable always presents an enigmatic problem. No one can be completely prepared for rapid change, yet all can “discern probable shapes of the future by learning to recognise the historic patterns and mechanisms of change” (Fidler, 1997).

Education today focuses on the “new economy” in the “knowledge society” within which learners are knowledge workers, who have already acquired knowledge and competences. The key to accessing and harnessing this knowledge and competences lies in the ability to communicate effectively in continually changing workplace situations. This necessitates communication skills that promote lifelong learning.

The approach to lifelong learning involves reconceptualising of programmes as “Living Curricula” rather than a collection of courses. This requires the integration of programs with the real world so that the programs are genuinely dynamic, resourceful and resilient for both educator and learner. This resourcefulness and resilience ensures adaptability to evolving unidentifiable job requirements in a changing future. The living curricula promote student competences and lifelong skills through immersion into current real world workplace situations in preparation for change and future career uncertainty.

At tertiary level learner expectations are transformed from the passive, one way communication to an interactive learning environment. For learning to become a real, inventive and immersive self directed journey it should involve conversations that embrace the educator, learner, co-learners and community. Ernest Boyer’s (1996) Scholarship of Engagement is characterised as a holistic, integrated, interdisciplinary and collaborative interaction between diverse participants, in this case three dimensional conversations, between teacher and learner and community. Communication and interaction in continually evolving communities provide life long learning opportunities - living curricula to navigate the winds of change.

Contact:
Sylila Monteiro,
Unitec
School of Communication Studies
Private Bag 92025, Mt Albert
Auckland
smonteiro@unitec.ac.nz
Teacher’s work made easy: Using blogs as a constructivist learning
Nuddy Pillay
Manukau Institute of Technology

Abstract

Duffy and Bruns (2006) argue that a digital literacy exists among learners which makes it prudent to explore the use of flexible learning technologies for collaborative and co-creative purposes. It is with this in mind that I explored the weblog as a tool which enabled collaborative content creation, formative evaluation of learner work and, as importantly, individual as well as group reflection on learning experiences.

The blog’s “underdetermined” design, where a system is engaging, yet intuitive and easy to learn (Cassell, 2002), makes it equitable for many age groups and both genders, and simple for teachers to implement.

The students I encountered in my teaching, while they were demographically diverse, were relatively similar in terms of their competence in using online learning technologies. Consequently the weblog created the space for assessing student performance in a non-threatening way.

In the context in which I used it, its strength was that it allowed learners/bloggers to access their blogs and those of their peers anywhere at any time so that they were able to work “at their own place at their own pace”.

This presentation will contextualise the use of blogs as a constructivist tool and offer a novel way to assess student performance and gain feedback from students on the assessment.

Contact:
Nuddy Pillay, 
Manukau Institute of Technology
Private Bag 94006
Manukau 2241
DD: 09 968 7726
Nuddy.Pillay@manukau.ac.nz
Lessons from Wind: Fables of wind from ancient to modern times
Gail Pittaway
Waikato Institute of Technology

Abstract

“THE NORTH WIND and the Sun disputed as to which was the most powerful, and agreed that he should be declared the victor who could first strip a wayfaring man of his clothes. The North Wind first tried his power and blew with all his might, but the keener his blasts, the closer the Traveller wrapped his cloak around him, until at last, resigning all hope of victory, the Wind called upon the Sun to see what he could do. The Sun suddenly shone out with all his warmth. The Traveller no sooner felt his genial rays than he took off one garment after another, and at last, fairly overcome with heat, undressed and bathed in a stream that lay in his path.”

[Moral:] Persuasion is better than Force.

From Aesop's Fables (Translated by George Fyler Townsend)

From gods and myths of generations past, to wind generation as business today, the wind continues to influence our world both as idea and resource.

Following in the tradition of Aesop, this paper will reflect on fables and tales of the four winds from ancient stories of Europe, Asia and Aotearoa, with a focus upon lessons about Communication that are still apt for our modern world.

Contact:
Gail Pittaway
School of Media Arts
Wintec
Private Bag 3036
Waikato Mail Centre
Hamilton 3240
gail.pittaway@wintec.ac.nz
Viral Communication: Bottling the bug
Suresh Rajan and Lisa Robinson
Manukau Institute of Technology

Abstract

Viral communication in the technology networked environment is a recent phenomenon. It has been adopted by communication professionals to support marketing, public relations and a range of general information relay activities.

Despite its widespread and increasing popularity, this form of communication seems to lack a theoretical foundation. This is apparently because existing communication theories and models cannot accommodate the multiple dimensions such as content, reach, lifespan, speed of transmission, randomness or unpredictability of propagation of viral communication messages.

Memetics, a relatively new area of study and research based on memes, is a platform that can be adapted to provide a basis for examining viral communication in a theoretical context. Meme-tracking has already been experimented with, in relation to news flow on the internet (Leskovec, Backstrom and Kleinberg, 2009).

This paper suggests a general theoretical approach that aims to capture the dynamics of viral communication, using Memetics as a foundation.


Contact:
Suresh Rajan
Manukau Institute of Technology
Private Bag 94006
Manukau 2241
suresh.rajan@manukau.ac.nz

Lisa Robinson
Manukau Institute of Technology
Private Bag 94006
Manukau 2241
lisa.robinson@manukau.ac.nz
Trimming our sails: Using case studies to enhance learning

Mary Thoreau
Whitireia

Abstract

Case studies have multiple uses for teaching and learning about business communication. They can be used to encourage development of analytical, critical and reflective thinking skills. They are easily adapted to take advantage of current events and to cater for students’ learning needs. They add interest and relevance to the curriculum and textbook, and can motivate students to continue learning outside the classroom.

Case studies have other benefits, especially in culturally diverse classes. They can help students to understand business and social contexts in New Zealand. If introduced in a graded and systematic way, they can form a related series. Then each part of the course is part of an integrated whole and the subject is easier to understand.

Case studies can encourage L2* learners to develop both linguistically and academically. They can introduce technical and general vocabulary, and offer opportunities to improve oral and written skills. They can encourage the development of note-making and summarising skills. In addition, students can use them to practise the grammar principles that they learned at language school.

Developing, writing and presenting case studies are valuable teaching skills. While their preparation may be time-consuming initially, cases are often easily adapted once a basic portfolio has been developed.

This workshop examines the use of case studies to enhance teaching and learning about communication. It introduces a series of related case studies that have been used to teach Business Communication in diploma and degree courses. It also explores strategies for writing case studies. There will be some time to begin work on developing a case study portfolio.

*NOTE: L2 is used to describe someone for whom English is not a first language. It may be a second, third or even fourth language.

Contact:
Mary Thoreau
Whitireia New Zealand
Level 3, 450 Queen Street,
PO Box 106 219, Auckland 1143
Mary.Thoreau@whitireia.ac.nz
The winds and forces of change in Aotearoa: How the past shapes present and future public relations practice

Lynne Trenwith
Manukau Institute of Technology

Abstract

The range of work in public relations is diverse from publicists, media relations, event managers, sponsorship, issues management corporate and public affairs to areas such as relationship management, community relationships and marketing communications. This range of modern practice has arisen from a rich background of seeds sown in the past. The past forces that have shaped current practice, its body of knowledge, norms and practices cannot be treated as a modernist output that is neutral ideologically and strategically (L’Etang, 2004).

Little has been written outside of the socially and culturally dominant perspective of the United States. The present typology offered in public relations undergraduate textbooks reflects this cultural dominance and origins of the profession in the United States (Motion & Leitch, 2001; Pieczka & L’Etang, 2001). This presentation offers a different perspective, a New Zealand perspective. It will examine some of the forces that drove public relations in its infancy in New Zealand and the consequent outcomes for the practice of public relations.

Contact:
Lynne Trenwith
Manukau Institute of Technology
Private Bag 94006
Manukau 2241
Auckland
Lynne.Trenwith@manukau.ac.nz
Notes
Notes

Programme Booklet

Edited by Sandy Barnett, Manukau Institute of Technology

Production sponsored by Omnicom OCC Ltd Organisation & Communication for Change

Printing sponsored by Manukau Institute of Technology