

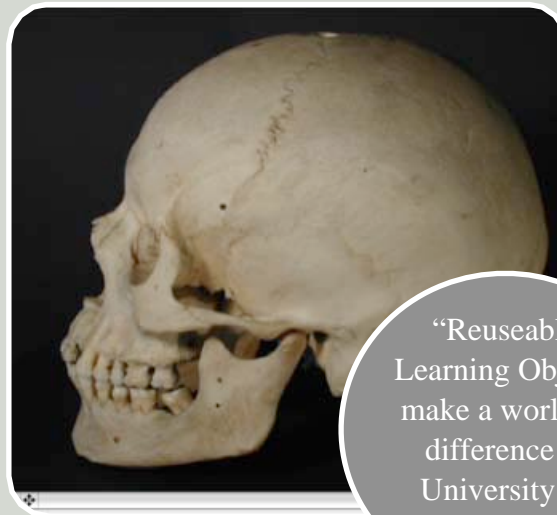


Distance Education Association of New Zealand
Te Hunga Tatai i te Ako Pamamao
Engaging with Distance Education Professionals of New Zealand

ISSN 1179-6189

“THE EYES HAVE IT”

Associate Professor Gordon Sanderson, Postgraduate Co-ordinator of Ophthalmic Sciences at University of Otago shares his love for Reuseable Learning Objects and their applicability to the distance education of New Zealand Medical Students



“Reuseable Learning Objects make a world of difference at University of Otago”

At the University of Otago, Assoc. Prof Gordon Sanderson coordinates the postgraduate qualification the University offers in Basic Ophthalmic Sciences. Within that programme he makes extensive use of reusable learning objects that he has developed over the past nine years to support his students' learning. One impetus for the developments came from an article in the journal 'Medical Teaching' that Gordon read in 2002. In the article the authors Harden and Hart wrote that the two most important components of an International Virtual Medical School would be a curriculum map and a bank of reusable learning objects. In

effect, Gordon feels, with the PG Diploma in Ophthalmic Basic Sciences he has created a very small part of this virtual medical school, by making extensive use of reusable learning objects (RLOs).

The definition of RLOs that Gordon uses is '*a resource, usually digital and web based that can be used and reused to support learning.*' In practice the course RLOs enable concepts that are otherwise difficult to learn or understand from conventional textbooks, to be explained in either a moving or an interactive format by employing computer

technology. The RLOs can be as simple as a two position diagram that moves from one position to the second at the click of a mouse, or as complex as an anatomical dissection that enables the student to view the body or organ structures layer by layer as the tissues are removed, often in 3 dimensions by either rotation or nowadays with the use of 3-D viewing technology. They can consist of a series of videos, animations, voice-overs, moving diagrams or whatever imagery suits the educational purpose.

Article continued on page 3.

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DEANZ NEWSLETTER

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Views expressed in the DEANZ Newsletter are those of the authors and do not necessarily reflect the views of DEANZ. Written material from DEANZ Newsletter may be reproduced, providing its source is acknowledged.

From the Editors

The DEANZ magazine providing you with up-to-date news on all things related to distance education.

Our apologies for the delay in this quarters issue. The DEANZ magazine comes to you from a very shaky Christchurch this month. The Executive here at DEANZ send out their kindest regards and messages of support to educators and distance education students working and studying in the Canterbury region at this time.

The ULearn10 Conference is quickly approaching us, being held between 6-8 October 2010 at the Christchurch Convention Centre. You can register for this conference by clicking the following link <http://www.core-ed.org/ulearn/refereed>. Don't forget to check out latest happenings around the globe on page 9.

This issue's cover story, by Associate Professor Gordon Sanderson, reviews his eclectic taste for Reuseable Learning Objectives (RLO's) in Ophthalmic Sciences. We share examples of best practice through University of Canterbury researcher, Julie Mackey and prepare for a state of the 'distant' nation brief from Dr. Bill Anderson, Director of Distance Learning at the University of Otago.

President of DEANZ, Niki Davis, updates us on a bid for research funding DEANZ has been involved

in, in an attempt to inform the 2016 Ako Scenario Guide to Effective Tertiary Education in New Zealand.

Andrew Higgins, Director of Flexible Learning at AUT, provides us with an update from Ako Aotearoa into the review on tertiary qualifications and formal (and informal) support offered to academics with some interesting and perhaps slightly disturbing findings.

Along with our usual column from Web-editor Kathryn MacCallum we also profile our DEANZ Executive member and Co-Editor of the DEANZ Journal Ben Kehrwald.

We would like to hear from you. We encourage your opinions, comments, ideas, stories, tips and how-tos to be sent to us in order to build up a shared distance education community throughout New Zealand. If you know of something interesting happening at your campus, around your proximity or even further abroad let us know and we can provide up-to-date news and information in the world of open, flexible and networked learning.

Get in contact, we would like to hear from you. Email:

nicholas.mcguigan@lincoln.ac.nz or thomas.kern@canterbury.ac.nz.

Physical contributions can be sent to:

312 Marine Drive, Rd 1, Lyttelton,
Canterbury, New Zealand.

Nick McGuigan and Thomas Kern



Keep in touch with news from DEANZ

www.deanz.org.nz

We would like to hear from you. If you have an idea of what you would like to see in our quarterly newsletter or would like to submit a contribution please get in touch us. Contact details to the left.

The Eyes Have It

continued from page 1...

When it comes to developing RLOs, Gordon thinks that most people can, with a little assistance, manufacture their own basic RLOs. Some are more complex and require the skills of Flash programmers, while others might need the resources of media development units. At Otago, Gordon used the skills of the Higher Education Development Centre, and has occasionally employed the services of the Dunedin based Animation Research Limited to provide some of the more sophisticated RLOs.

Distance teaching particularly at a relatively high level is a challenge. It requires a different approach to the one we are all familiar with. In most instances the challenges come in two forms, one is the digital literacy of the students placing greater demands on the relative digital illiteracy of the lecturers. The other is the technological challenge of constructing, delivering and

integrating such imagery into the conventional curriculum.

Few of these challenges are insurmountable; a number can be solved relatively easily with the application of money, since a great many RLOs are available commercially from various sources. The beauty of RLOs is precisely that: they are reusable, so once constructed they stay available to the lecturer and hopefully the students ad infinitum. They can be modified if additions are required, or amended if necessary and over time a considerable supply of these objects becomes a very valuable teaching resource.

Gordon's not sure whether Harden and Hart's Interactive Virtual Medical School ever became a reality, but possessing a bank of RLOs has certainly made the task of teaching ophthalmology at a distance a great deal easier for him and his team.

Assoc Prof Gordon Sanderson
Postgraduate Co-ordinator of
Ophthalmic Sciences

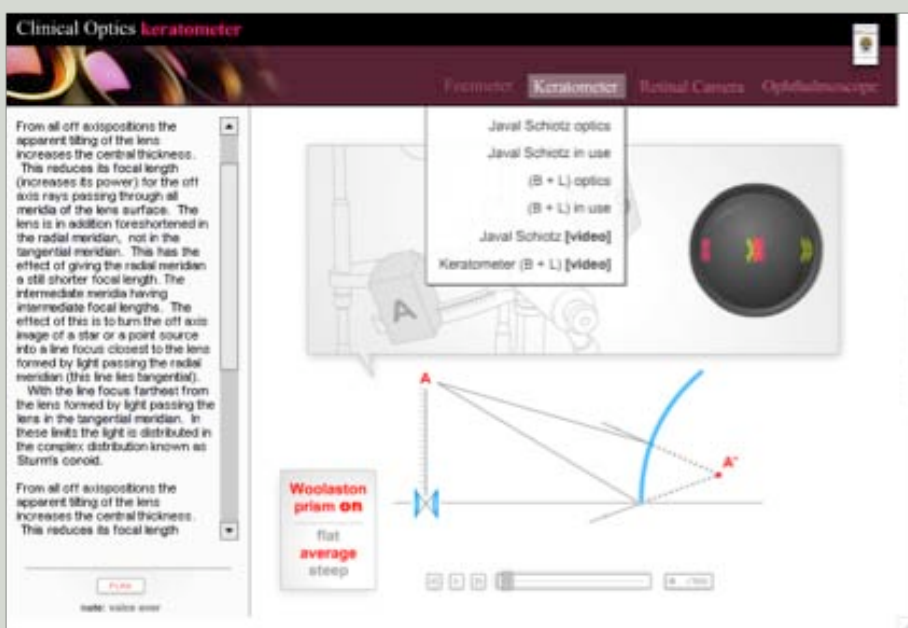


Image: A screen shot from an RLO that demonstrates the movement of an ophthalmic instrument, provides an interactive (student controllable) schematic of the physics involved (the instrument moves as students change the physical elements), and gives a text or audio explanation of the effect on sight.

ULEARN10 CONFERENCE



CORE Education and University of Canterbury are proud to announce for the first time New Zealand's largest education conference ULEARN will incorporate a refereed research strand.

ULEARN10 - where teachers, researchers and policy makers meet - will be held in Christchurch, New Zealand, from 6-8 October 2010.

Points of interest include:

- Developing ipod touch and iphone applications for learning
- Utilising web 2.0 tools to support today's learners
- A realistic approach to literacy national standards
- Global communities
- Communicating powerfully with photography
- e-Learning professional development within an online community
- Trends in online learning

There are Keynote speakers from Professor Stephen Heppell (UK), Professor Steve Wheeler (UK), Lane Clark (Canada) and Lee Crockett (Canada) that will enlighten the nexus between educate, innovate and collaborate.

To Register:

<http://www.core-ed.org/ulearn/refereed>

Contact: sherry.chrisp@core-ed.org for more information

Check out full details @: www.core-ed.org/ulearn

NEW ZEALAND DISTANCE EDUCATION COMES OUT ON TOP

Julie Mackey was honoured at British Educational Research Association annual conference in the University of Warwick for her research “Different views of an online learning community: Assumptions and realities of participation in an online professional development programme for teachers.” When announcing the award Professor John Gardner, President of BERA and no stranger to researching ICT in teacher education, noted that the poster had won BERA’s annual award because it communicated high quality research derived from multiple sources of data on a topic that was original. Julie was congratulated by several colleagues including the founding chair of the BERA SIG for new technologies in education, Professor Margaret Cox.



DEANZ members may also wish to note that the authors’ New Zealand research into e-learning for adults with needs in literacy, language and numeracy was also well received. It was in a session for the BERA SIG of post-compulsory and lifelong learning chaired by Sue Maguire, Warwick University. All papers identified as a common theme the need to meet learners’ interests and fit with their ecology. Professor Maguire’s research in the UK also confirmed our finding that those with very low literacy required intensive individual support.

Niki Davis and Jo Fletcher

University of Canterbury e-Learning Lab

STATE OF THE “DISTANCE” NATION

Dr. Bill Anderson, Director of Distance Learning at University of Otago, provides us with an update of the current state of Distance Education in New Zealand.

After an intense four or five year involvement with e-learning at the tertiary level during the early 2000s the Ministry of Education (MoE) has reduced emphasis on pursuit of e-learning initiatives. That early involvement saw 41 development projects undertaken, with a few having significant ongoing long term outcomes (e.g. Mahara e-portfolio; the Moodle development within NZ; Te Whanake – Maori language online) and a few more providing artefacts that continue to be recognised as a useful contributions (e.g. Online Learning Literacy Modules; E-learning guidelines). Many projects failed to generate the momentum that was required for sustainability. Useful MoE funded research into the NZ e-learning context was also undertaken during that time. A surge in tertiary enrolment in distance education throughout that period was driven by the funding environment (more bodies = more money) and the ready accessibility of e-learning methods (a number of low level CD-Rom based and online courses sprang up in the ITP sector targeting students throughout NZ).

New Government policy requiring Polytechnics to focus regionally curtailed the national distance delivery ambitions of institutions in this sector. However, the benefits of e-learning for all students lead most institutions to continue use of e-learning methods across the full range of students. The Open Polytechnic of New Zealand has continued to serve the needs of distance students nationally and is moving to develop, more strongly, its e-learning capability from its previous considerable strength as a print/paper based provider of distance courses.

At the University level most distance education has been offered asynchronously, either through hardcopy print material or through the use of an LMS such as Blackboard or Moodle. Institutions are now starting to develop and combine both synchronous and asynchronous capacities through the additional use of tools such as Adobe Connect. Social software applications are used to some extent –for example a number of professionally oriented courses report use of self-reflective blogs – but such adoption tends to be course or programme based and driven by individuals or small groups.

A large project investigating and promoting the use of Second Life in learning and teaching produced a small range of usable but quite specific applications of SL – mainly in the medical field.

The demands of government policy are set to impact on distance education. One focus of New Zealand’s Tertiary Education Strategy is a commitment to raise qualification completion rates for students under 25 years of age. This signals less emphasis on support for distance education given the higher age range of distance students. Additionally the government has signalled an intention to fund tertiary education on the basis of completion and pass rates rather than enrolment rates. This will have strong consequences for distance providers since completion rates for NZ distance students are often much lower than for oncampus students in the same course or qualification.



DEANZ Online

Kathryn MacCallum, website editor, for DEANZ is committed to providing DEANZ members with up-to-date snippets of how-tos, upcoming events and web updates so watch this space!

DEANZ Web
Updates

Welcome to a new issue of the DEANZ magazine. In this issue, I thought I would quickly run through some of the latest updates made on the DEANZ website (www.deanz.org.nz).

DEANZ Conference 2010

This years DEANZ conference was held in April at the Te Papa Museum in Wellington. The conference had two main themes: the challenge of building 'Quality Connections' and the 'Boundless Possibilities' available to educators, through open, flexible and distance learning.

The full papers from the 2010 conference are now available, on the DEANZ website. You can access all the full papers via the Conference section on the website or simple use the following link: www.deanz.org.nz/2010Programme.

The Powerpoint slides from the conference will be available shortly. Check the website for the latest updates.

Blended Learning Conference 2010

In June, Liquid Learning hosted the Blended Learning Conference 2010, and DEANZ was delighted to be a part of this event.

"The Blended Learning Conference 2010 aimed at offering learning and development practitioner's practical tools and insight to improve the impact of learning initiatives in their organisations. In order to provide a diverse and increasingly mobile workforce with the skills to thrive in a changing business environment, organisations are investing heavily in flexible approaches to learning and development. For individual learning to be effective, the optimal development program will involve a combination of delivery methods, both in terms of content, and the medium in which the material is presented. Learning

and development practitioners are increasingly interested in developing a portfolio of interventions that better target business priorities whilst stimulating change and improving performance. In order to do this, many organisations are combining e-Learning with on-the job training, face-to-face instruction, coaching, mentoring and informal learning. This blended approach reflects a significant shift in learning strategy and this event will showcase how many organisations are benefiting from this varied and flexible approach." Liquid Learning Group Pty Ltd (2010)

To view the PowerPoint slides from the featured speakers of this event, check out this link: www.DEANZ.org.nz/BlendedLearning. Sorry members only can view these files - so if you have forgotten your password. Check out our last issue of the DEANZ magazine outlining how to retrieve your password, also available on the DEANZ website (<http://www.deanz.org.nz/home/index.php/deanz-magazine>).

That's it for this issue. Catch you next time with more updates.

Kathryn MacCallum
DEANZ Website Editor

BLOGGING

Blogs can form an important medium for keeping us up-to-date and well informed about current events and happenings from all around the world. Blogging can offer us a wealth of knowledge and opinion in almost any area. Here are a number of blogs that are related to open and distance learning (ODL) that provide interesting and informative reading:

- <http://blogs.ubc.ca/brian>
- <http://mfeldstein.com>
- www.elearnspace.org/blog
- <http://blogs.worldbank.org>
- <http://blogs.worldbank.org/edutech>
- <http://elearningtech.blogspot.com>
- <http://opencontent.org/blog>

- <http://halfanhour.blogspot.com>
- <http://nogoodreasonstypepad.co.uk>
- <http://efareport.wordpress.com>



PARTICIPATION IN NEW ZEALAND DISTANCE EDUCATION PROGRAMMES

The NZ Ministry of Education provides statistics about participation in tertiary education by distance students (www.educationcounts.govt.nz). In brief:

In 2005 a high point for distance enrolments was reached when 30% of all tertiary students were enrolled in distance courses. Since then distance participation has fallen to 26.5% in 2009. Of public institutions, the University sector currently enrolls 23% of tertiary distance students, the ITP sector (polytechnics primarily) accounts for around 48%, and wananga around 15%. The remainder are from Private training providers.

Most distance students are enrolled in courses that are for sub-degree certificates at Level 1 – 3. Forty-five percent of distance students are enrolled for such a qualification. Undergraduate degrees account for around 16% of distance students. Around 10% of students are enrolled in study at postgraduate level. (See www.nzqa.govt.nz for an explanation of the National Qualifications Framework. Levels 1- 3 qualifications are equivalent to those that can be obtained in the last couple of years at school, Levels 4 – 6 are for higher level Certificates, and Diplomas. Level 7 is roughly equivalent to undergraduate degree level study, Levels 8 and above for postgraduate study.)

77% of all distance students are over 25 years of age. This group is fairly evenly split between students aged 25 – 39 years and students aged over 40 years. Broadly, one-third of distance students are male, two-thirds female.

Another way of looking at participation uses EFTS data. This tells us the number of Equivalent Full Time Students who are enrolled. Since distance students tend to enrol for part-time study, distance courses tend to have fewer 'full-time-equivalent student enrolments.

So, distance students EFTS account for 14% of total tertiary EFTS. Universities account for around 25% of all the distance EFTS, the ITP sector for around 35%. Certificates at Level 1 – 3 account for 38% of all distance EFTS, bachelor level study accounts for around 19%, and postgrad study for nearly 12%. Percentages of EFTS accounted for by different age and gender groups don't change.

In 2008, 38% of all on-campus and distance course enrolments at a tertiary level were in courses that were classified as 'No Internet required'. This classification means that no part of the paper or course is accessible online. That year, 35% of internal enrolments were classified as being in web-based courses, where Internet access is required since online participation is required. For distance students the comparative percentages are 16% No Internet and 38% web-based. There are concerns about the reliability of these course classifications, although the 'No Internet' classification is probably the most reliable of them all. The Ministry of Education is currently suggesting changes to these categories, widening the definition to include other digital technologies. These categories give an indication of institutional expectations of technology uptake rather than actual student use.



RESEARCH ACTIVITY IN DISTANCE, FLEXIBLE, ONLINE AND E-LEARNING

Andrew Higgins- Director of Flexible Learning AUT

Ako Aotearoa has launched findings from its commissioned stock-take of tertiary qualifications and formal (and informal) support. [Read the full report here.](#)

The report, titled *Tertiary Practitioner Education Training and Support – Taking Stock*, provides a comprehensive landscape of what is happening across the sector in relation to building staff capability and supporting their development. Describing the New Zealand approach to this Dr Peter Coolbear, Director of Ako Aotearoa, uses words like “singularly complex” and “confused”. He says, “There were over 100 different qualifications listed in our initial search of the data, this reduced to 62 currently active programmes with further analysis. What is critical here is that the research shows us three-quarters of teachers gain their qualification from just eight of those programmes. The system is at best confusing and, quite frankly, a bit of a mess.”

For the majority of tertiary organisations this news will not be surprising. The stock-take raises some significant questions for the tertiary decision-makers, and the tertiary professional development community in New Zealand, about the nature of professional development provision for new teachers in the sector.

Key findings from the work include:

- Different parts of the sector are in the process of rethinking their approaches to the induction and support of new teaching staff. However approaches vary widely from institution to institution.
- Publicly available summary data on the range of qualifications available for tertiary teachers are confusing. Initial keyword searches of national databases indicated there were 106 qualifications available to tertiary teachers from certificate to Masters level. However almost a quarter of these were identified as not intended for the education and training of tertiary staff.
- More than 8,000 people gained a tertiary teaching qualification between 2004 and 2008, with over 75% gaining qualifications at Levels 4 or 5. Of these Level 4 and 5 certificates gained, 74% were national certificates.
- A significant number of qualifications do not appear to be graduating sustainable numbers of students.

- Graduate profiles for different qualifications are highly variable. Many provide very limited information about the skills, knowledge and attributes that employers may expect from graduates.

- It is difficult to identify clear academic progression between qualifications at Levels 4, 5 and 6 or between Levels 8 and 9 in published graduate profiles. Data suggests that demand for postgraduate qualifications is increasing.

- There are distinct differences between different parts of the sector in the importance attached to teaching qualifications. PTEs place a higher value on prior teaching experience and qualifications as a selection criteria than other parts of the sector, but most ITPs and PTEs require full-time staff to gain tertiary teaching qualifications or the equivalent after starting employment.

... AKO challenges New Zealand's Tertiary Teacher Training Programmes

- There are distinct differences between sectors in the types of support offered to new teaching staff. A much larger proportion of ITPs offer reduced workloads to support new teaching staff than either universities or PTEs. The majority of PTEs and just under half the ITPs offer mentor support, while team teaching is also a favoured support approach in a large number of PTEs. Most providers offer induction programmes to new staff, with these programmes having very similar content, with the exception being that the universities generally do not include moderation of assessment as a significant component of their programmes.

- Most ITOs require their assessors to undertake formal training in assessment and also offer induction courses for new assessors.

Dr Coolbear comments “One of the most interesting (and perhaps surprising) findings of the study is that we have been unable to identify any consensus from the graduate profiles of these qualifications on the core competencies for new tertiary teachers. There is clearly scope for further discussion here and we intend to pursue this in the near future.”

J.Tanner-Lloyd Communications Co-ordinator Ako Aotearoa

AKO PROJECT PROPOSAL

DEANZ has placed a bid for research funding from Ako Aotearoa's National Project Fund 2010 in the hope that it will be able to complete some much needed research that will create a collective scenario of effective tertiary education in 2016 to provide a system wide view across the whole tertiary sector

The Distance Education Association of New Zealand (DEANZ) will lead the creation of the first sector-wide scenario of effective tertiary education, to guide collaborative adoption of 21st century learning and teaching. The DEANZ focus on the improvement of student learning will move with this project into new and strategically important work. Interviews of visionary leaders will clarify the common cannon of knowledge and promising precursors to feed into JISC developed scenario building tools. The resulting collective scenario will be extended and validated using web-based social networking among DEANZ members, their partners and overseas mentors. Dissemination, which is an integral part of social networking, will also occur face-to-face in meetings. The international reputation DEANZ and its networked team of outstanding leaders of 21st century learning indicates the capability to enable New Zealand's tertiary sector to adapt and leverage the government's investments in ultra fast broadband.

PROFILING DEANZ EXECUTIVE



Ben Kehrwald

Ben Kehrwald is co-Editor of the DEANZ Journal of Open, Flexible and Distance Learning. He is Senior Lecturer, Distance and Online Learning in Massey University's College of Education where he coordinates Massey's postgraduate programmes in e-learning, supervises research students and works on e-learning policy development within the Massey University community.

Ben began a career working with educational technologies in the early 1990s as a multimedia developer at Iowa State University in the USA. In 1995 he relocated to Japan where he worked in technology-enhanced classroom teaching and instructional development. After moving to Australia in 1999, Ben enrolled in an online postgraduate programme in Education Technologies. His experiences as an online learner transformed his thinking about the use of technology to support learning and he shifted his professional focus to online and blended learning. He has been developing, teaching and researching in online programmes ever since. After completing his PhD in 2007, he took up an e-learning advisory role at Massey where he has worked extensively on the development of blended learning and continues to teach and research. His work there was recognized with the 2010 DEANZ Award for Excellence in Distance Education.

Ben's research interests focus on technology-mediated social process and the development of relationships between social actors in online situations. He continues to research the design and development of online learning, online social presence, aspects of online communication, online collaboration and the formation of social structures such as online communities.

In addition to his work at Massey University, Ben is active in professional organisations and the NZ e-learning community. He was a member of the DEANZ Executive from 2008-2009 before taking up his position with the DEANZ journal. He stays busy with reviewing and editorial work for several national and international journals including Distance Education, the Journal of Computer Mediated Communication, Computers in New Zealand Schools and the New Zealand Journal of Educational Studies. He has recently been involved with staff from the Open Polytechnic, University of Canterbury and the University of Otago on e-learning projects.

Ben is currently working with Co-Editor Mark Nichols on the ongoing development of the journal, with significant changes scheduled for 2011, including the publication of JoFDL as an online, open-access journal and the addition of a special themed issue late in the year.

Distance Education Snippets

Scouring the world wide web in order to bring you the latest news in distance education related events, conferences, seminars, workshops and book reviews.

Upcoming Events

Context and Communication: Mediating Language Learning

1 – 4 October 2010

King's High School, Dunedin,
New Zealand

<http://www.clesol.org.nz/2010/home.html>

ULearn10

6 – 8 October 2010

Christchurch, New Zealand

<http://www.core-ed.org/ulearn/10>

E-Learn 2010

World Conference on e-Learning
in corporate, government,
healthcare and higher education

18 – 22 October 2010

Orlando, Florida

www.ace.org/conf/elearn

Sixth Pan-Commonwealth Forum on Open Learning (PCF6)

24 – 28 November 2010

Kochi, India

“Access and Success in
Learning: Global
Development
Perspectives”

www.col.org/pcf6

Open Ed 2010

Open Education Conference 2010

2 – 4 November 2010

Barcelona, Spain

<http://openedconference.org/2010/>

24th ICDE World Conference on Open and Distance Learning

2 – 5 October 2011

Universitas Terbuka, Bali,
Indonesia

<http://www.ut.ac.id/icde2011/>

IADIS International Conference on International Higher Education 2010

29 November - 1 December 2010

Perth, Australia

<http://www.ihe-conf.org/>

14th Cambridge

International Conference on Open,
Distance and e-Learning

Internationalisation and Social
Justice: the role of open, distance
and e-Learning.

25 – 28 September 2011

Madingley Hall, Cambridge,
United Kingdom

<http://www2.open.ac.uk/r06/conference/>

18th International Conference on Learning

5 - 8 July 2011

University of Mauritius, Mauritius

www.LearningConference.com



Keeping
you
informed

DEANZ MEMBERSHIP

As a member you will be joining a growing national and international distance and open learning community.

DEANZ provides you with three types of publications a year. These include: the Journal of Distance

Learning, an international, refereed, high quality journal published annually; the DEANZ magazine, published quarterly, keeping you up-to-date with national and local activities and developments; and a biennial membership directory.

As a member you will be eligible to apply for the DEANZ Award, find out first about the DEANZ biennial

conference and attend various DEANZ seminars and workshops held annually.

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