

W A C R A[®]

N E W S

Vol. XVII No. 2

WACRA[®] Executive Board

Executive Director

Dr. Hans E. Klein
WACRA[®] Inc.
NEEDHAM (BOSTON), MA U.S.A.

Director Technology

Dr. Josef Broder, U OF GEORGIA
ATHENS, GA U.S.A.

Director Entrepreneurship

Dr. Ricardo Hernández Mogollón
UNIV. DE EXTREMADURA
CÁCERES, SPAIN

Director Higher Education Admininstr.

Dr. Elizabeth Hawthorne
DALEY COLLEGE, CITY COLLEGE
CHICAGO, IL U.S.A.

Director Education

Dr. Amelia J. Klein
WHEELLOCK COLLEGE
BOSTON, MA U.S.A.

Director Development & Membership

Dr. Joëlle Piffault H.E.C.,
MONTREAL, QUEBEC, CANADA

Director Information Systems

Dr. Robert DeMichiell
DEMICHIELL ASSOCIATES
WATERFORD, CT U.S.A.

Director Communications

Dr. R. Keith Martin,
FAIRFIELD UNIVERSITY
FAIRFIELD, CT U.S.A.

Director Public Relations

Dr. Lars Bengtsson LUND UNIV.
LUND, SWEDEN

Director Agricultural Business

Dr. Pavel Zufan
MENDEL UNIVERSITY
BRNO, CZECH REPUBLIC

Director Marketing

Pierre Mora BORDEAUX
ECOLE DE MANAGEMENT
BORDEAUX, FRANCE

Director Latin America

Eduardo Rosker, KNOWMENT,
BUENOS AIRES, RGENTINA

Director Sponsor Management

Dr. Charles Patti
DENVER UNIVERSITY, CO U.S.A.

"Creative Teaching" Conference Lucca, Italy (Tuscany), January 3 - 6, 2007

Join ACT10 in Giacomo Puccini's Town

ACT10 - the Tenth Creative Teaching Conference will convene from January 3-6, 2007 in Lucca, Italy. Lucca is the birthplace of Giacomo Puccini, composer of La Bohème, Tosca and Madame Butterfly. A provincial capital, 77 km (47 miles) west of Florence, Lucca is a city of many seductive charms, not least the walls encircling the city. Convenient international airports are Milan, Florence, and Rome.

The conference is international, interactive, innovative and interdisciplinary with an emphasis on "**Creative Teaching & Learning**" through interactive workshops and through sharing of research studies and teaching & training applications. The methods discussed and demonstrated include the case method and related instructional approaches in a variety of educational settings including distance learning and internet applications.

For the Call for Papers, the Preliminary Program and the Registration form, refer to pages 13-15 of this NEWSletter. Visit www.wacra.org for further details and frequent up-dates. Send your paper now. **Accepted papers are considered for publication in IJCR.**



This Issue:

Calendar of Events	13
Callf. Papers Guadalajara, Mexico	10
Callf. Papers Lucca, Italy	13

Convocatoria para el envío	9
Case Writers' Colloquium	11
Guadalajara, Mexico Program	12
Registration Form Lucca Conf.	15
Lucca, Italy Program	14

From the Executive Board

Delegates from Australia, Europe, North and South America, and the Middle East, met in July in Brisbane, Australia to celebrate and participate in the 23rd International WACRA Conference. The annual, international, interactive, interdisciplinary, intercultural conference with the theme of «*Interactive Learning: The Next Generation*» was hosted by Queensland University of Technology in Brisbane, Australia. For details on the conference refer to the Spring 2006 WACRA NEWSletter.



Hans Klein

Conference delegates were unanimous in their praise and appreciation of the conference hosts and staff, notably Executive Board Member **Dr. Charles Patti and his colleague Maria van Dessel**, for the excellent program, the superb hospitality and the diverse cultural and educational activities offered during the conference. We also invite you to visit the extensive photo galleries of previous conferences which capture the academic seriousness of these conferences and the 'joie de vivre' of WACRA® delegates.

The Board is delighted to announce that **Tecnológico de Monterrey, Guadalajara Campus, Mexico**, has agreed to host WACRA 2007, July 1-4. WACRA staff and Tecnológico de Monterrey hosts are preparing an exciting academic program - an educational immersion experience for all participants.

For the preliminary conference program

and the planned pre- and post conference activities refer to the details in this NEWSletter.

WACRA 2007 will present itself as an international, intercultural, interdisciplinary, interactive, innovative and... interesting 'life case' of building networks and exchanging ideas and experiences. The conference theme for WACRA 2007 is «*International Forum for Teachers and Leaders - Foro Internacional Para Maestros y Lideres*».

WACRA® 2007 will advance the use of the case method and other interactive learning and teaching methods, create 'user friendly' forums for the exchange of ideas, research and experiences, encourage research using the case method, coordinate case writing and case application activities, encourage cooperation between the public sector, the business community, and other case-oriented professions, and add new initiatives to complement the highly successful pre-conference WACRA® **Interactive Case Sessions (WICS)**. The conference languages for WACRA 2007 are English and Spanish. We invite you to submit papers, proposals, workshops, simulations, panels etc. (in English, Spanish and French) to address the conference theme: «*International Forum for Teachers and Leaders - Foro Internacional Para Maestros y Lideres*». Manuscript preparation guidelines can be found on the WACRA web site:

www.wacra.org

Submission deadline for WACRA 2007 is January 15, 2007. Join colleagues from around the world in Guadalajara for another *experiencia inolvidable y estimulante*.

The educational-cultural post conference tour (immediately after WACRA 2007) will take participants from Guadalajara to Morelia (Michoacán), Indian Friday Market in Pátzcuaro (Michoacán), Mexico City, day excursion to Teotihuacán, visit to the Quetzalcóatl temple, guided city tour including Zócalo, Cathedral, National Palace, Deigo Rivera paintings, Chapultepec Park, Anthropology Museum and Ballet Folklórico at Bellas Artes. Further details will be announced in the Spring 2007 WACRA NEWSletter and on www.wacra.org. Seating is limited! Early registration - March 1, 2007 - is required.

Papers accepted for WACRA and ACT conferences will be considered for publication in the **double blind refereed International Journal of Case Method Research & Application**. As of this writing, seven issues have been published. Renew your membership or become a member and receive access to the Journal.

Join the ACT10 Creative Teaching Conference in Lucca, Italy (Tuscany) - January 3-6, 2007. For the Call for Papers, and the [Registration form](#) refer to pages 13-15 of this NEWSletter and visit

www.wacra.org

Submit papers, proposals, workshops before November 8, 2006 and register before November 15, 2006.

Hans E. Klein

WACRA® Advisory Board

Dr. Taïeb Hafsi, Dr. Laurent Lapiere, H.E.C., MONTREAL, CANADA; **Dr. Jane Jackson**, The Chinese University of Hong Kong, HONG KONG, CHINA; **Dr. Ramón Ariel Quesada**, 'J. A. Echeverría' Polytechnic Institute, HAVANA, CUBA; **Dr. Marcus Hurt & Dr. Stephanie Hurt**, EDHEC, LILLE, FRANCE; **Dr. Krishna Kumar**, Indian Institute of Management, KOZIDODE, INDIA; **Dr. Peter Lewa**, USIU, NAIROBI, KENYA; **Dr. C.P. Rao**, Kuwait University, SAFAT, KUWAIT; **David Stevenson**, Napier University, EDINBURGH, SCOTLAND; **Dr. Janko Kralj**, University of Maribor, MARIBOR, SLOVENIA; **Dr. Alfonso Vargas-Sánchez**, UNIVERSITY OF HUELVA, HUELVA, SPAIN; **Dr. Patricia Brock**, PACE University, NEW YORK, NY, U.S.A.; **Dr. James Camerius**, Northern Michigan University, MARQUETTE, MI, U.S.A.; **Dr. George Dupuy**, Shorter College, ROME, GA, U.S.A.; **Dr. Emiliano Gonzalez**, University of St. Thomas, HOUSTON, TX, U.S.A.; **Dr. Paula Jordan**, NL-University, CHICAGO, IL, U.S.A.; **Dr. Joseph A. McHugh**, KM Associates, DEDHAM, MA, U.S.A.; **Dr. Peter Olson**, NY, U.S.A.; **Dr. Ronald Patten**, DePaul University, CHICAGO, IL, U.S.A.; **Dr. Anthony Sallustio**, PACE University, NY, U.S.A.

Tuscany - Florence - Lucca - Pisa - ACT10

The story of Tuscany begins with the Etruscans, its earliest known inhabitants, whose origins are shrouded in myth and mystery. The Romantics and the latter-day writers believed that the Etruscans sailed from Asia Minor. However, Dionysus, writing as the Etruscan civilization neared its end, held that the Etruscans were native with an indigenous culture too deeply ingrained to be oriental. Most modern scholars believe that the Etruscans migrated from Eastern Europe over the Alps and represent the flowering of the early Italic tribes. What is clear is that between the 8th and 4th centuries BC 'Etruria Propria' flourished as a confederation of 12 city-states in central Italy. Northern Etruria, roughly equivalent to modern Tuscany, included Arezzo, Chiusi, Cortona, Populonia, Vetulonia and Volterra.

Rome annexed Etruria in 351 BC, and, from the 3rd until the 2nd century BC, as part of the massive road-building program which was to transform Italy, four great Roman roads were built across the territory: the Via Aurelia, which ran up the western seaboard to Pisa and the navel base at Genua in Liguria; the Via Clodia, which stopped at Saturnia; the Via Cassia, built in 154 BC to connect Rome with Florentia; and the Via Flaminia, built in 220 BC to connect Rome to Umbria and the Adriatic.

Etruscan roads were all designed to connect the interior with the coast, whereas Roman roads all led to Rome. Roman roads purposely avoided the great Etruscan cities, which slowly fell into decline, whereas the new Roman cities grew in importance. Between the ending of the Roman Empire in the 5th century AD and the beginning of the story of Italy is a catalogue of conflict between its cities, each of which was a sovereign state. Gradually, the larger absorbed the smaller. In the far south, Sicily. In and around Rome, the popes built up all its neighbors on the way a battle was conducted between the city-states were conducted by the mercenaries, the Outside Tuscany, many city-states fell of them former *condottieri* who ended up founding dynasties. The Tuscan city-independence far longer, but eventually Medici transformed themselves from

In the early stages the battles between citizens themselves. When the bloodshed *condottieri*, were hired to do the fighting, under the dominion of a single ruler - some rulers of the cities they once protected, states and republics maintained their even they fell to a dynastic power, as the private citizens to grand dukes.

The Medici ruefully reflecting on the and tortured before being cast from office, of Florence, wrote his masterpiece *The* the ruthless methods used by the Medici Tuscany, admitting that they had the gift lacked. Even more remarkable is the way generation after generation, and, whilst

strategy, also performed such an important catalytic role through their sponsorship of the arts, that Florence and Tuscany became the engine of European cultural regeneration that we know as the Renaissance. The man who laid down the foundation for the family's meteoric rise was Giovanni de Medici (1360-1429), founder of the Medici bank. This was just one of 100 or so financial institutions flourishing in Florence in the 15th century, but Giovanni's master stroke was to develop a special relationship with the Church, eventually securing a monopoly over the collection of the papal revenues. Giovanni's son, Cosimo, developed this relationship still further: one of his great coups was to attract the prestigious General Council of the Greek Orthodox and the Roman Catholic churches to Florence - the equivalent, in today's terms, of being chosen as the headquarters of the European Union, or the headquarters of a worldwide body such as the United Nations. These two great Christian churches had been at loggerheads for six centuries. Their assemblies in Florence were intended to find ways of burying their differences and creating a unified Christian church. This they failed to do, but the meetings had a lasting impact on Florence. Not only did they create a stimulating climate of theological and intellectual debate, out of which the Renaissance was to grow, but also the gorgeous dress and ceremony of the papal entourage - and the even more flamboyant and exotic manners and dress of their Greek counterparts - provided artists with a rich source of exotic subject - the inspiration, for example, behind *Bonozzo Gozzoli's* richly detailed fresco of the *Journey of the Magi* in the *Palazzo Medici-Riccardi*.

Cosimo himself eschewed such riches. He was a man who took pride in simplicity, ordering Brunelleschi, the temperamental but gifted architect of the Florence Cathedral dome, to modify his designs for the Medici place, on the grounds that they were too ostentatious. Among his friends he counted many of the greatest minds of the era: humanists who shared his thirst for knowledge, especially classical knowledge, for this was an era in which the lost classics of Greece and Rome - Plato, Cicero and the like - were being rediscovered and translated.



Lucca

being masters of realpolitik and military

Millersville University Focuses on Teaching

Donna Hooker Topping and Sandra Josephs Hoffman

Millersville University (U.S.A.) traces its history to 1855 when it began as Pennsylvania's first Normal School, dedicated to preparing teachers for the state's classrooms. Over its one hundred-fifty year history, the little normal school became Millersville State Teacher's College, then Millersville State College, and finally Millersville University of Pennsylvania, a comprehensive regional university that is part of the Pennsylvania State System of Higher Education. Millersville takes pride in regularly being ranked as a top university by *Kiplinger's* and *US News and World Report*. Today's undergraduate and graduate students choose from seventy-two degree programs in three schools – the School of Humanities and Social Sciences, the School of Science and Mathematics, and the School of Education. No longer is the primary mission of the university to prepare teachers, yet *teaching* remains the primary focus for faculty.

As in most universities, faculty members are required to document their productivity in the three areas of the academy: teaching, scholarship, and service. By far, however, the most important of the three is their teaching. In order to receive a faculty appointment, candidates must complete a successful teaching demonstration that takes place in an undergraduate or graduate class on campus. This lesson is evaluated by the students in the class, faculty, and the chair of the department. Regardless of the strength of candidates' scholarship or service record and their interviews, if they cannot teach, they do not receive an invitation to join the faculty.

Once hired, the pursuit of quality teaching continues. During the five year probationary period, new faculty members are evaluated every year by their peers, their department chair, their Dean, the Provost, and their students. Decisions regarding reappointment, tenure, and promotion are based most heavily upon their teaching, with scholarship ranked second, and service ranked third. The university supports faculty in their growth in teaching through a New Faculty Orientation program, departmental mentoring, workshops and seminars related to pedagogy conducted through the Center for Academic Excellence, and the recent establishment of a Pedagogical Consulting Service that will allow faculty to consult with and observe other faculty's successful teaching.

At the ACT 9 Creative Teaching Conference in Bolzano, Italy, Dr. Donna Hooker Topping and Dr. Sandra Josephs Hoffman, Millersville University professors, presented the Opening Plenary Session. They were assisted by their colleagues, Dr. Judith Wenrich and Dr. Jane Rudden, also of Millersville. Topping and Hoffman have engaged themselves and their students in Teacher-Research, systematically and intentionally studying their practices, over a period of many years. Their most recent investigation has been in the area of grammar instruction. Their research indicated that their students did not have a firm grasp of grammar, nor did they know how to teach it in any way other than rote drill and practice exercises. Further, they found that these future teachers were required to teach grammar in their field placements in the neighboring school districts.

Topping and Hoffman pulled from their repertoire of knowledge about teaching – learning styles, multiple intelligences, brain research, and inclusive teaching practices – and developed pedagogy for teaching a historically dull subject through movement, art, music, drama, authentic reading and writing, and games. The results of their investigations are described in their book, *"Getting" Grammar: 150 New Ways to Teach an Old Subject* by Heinemann Educational Publishing, (Portsmouth, NH, U.S.A.).

At the ACT 9 Conference, Topping and Hoffman and their colleagues engaged participants in a movement activity that reinforced dependent and independent clauses, a writing activity that supported noun usage, an art activity that worked on verb tense, a music activity that taught prepositions, and a drama activity that underscored the function of adverbs. Participants brought grammar concepts to life in active ways. While the content was grammar, the pedagogy they demonstrated is applicable to all subject matter.

Teaching is much more than transmitting information. The traditional frontal teaching model – professor in front of the class lecturing while students passively receive information – is one way of teaching. Research on learning, however, suggests that only a portion of students learn naturally in this manner. Incorporation of the arts, game simulations, writing, movement, pair and small group work opens learning to those who learn in many different ways by taking abstract concepts and making them concrete. As the Millersville University professors demonstrated, even dull subjects can come to life with creative teaching.

Welcome New Members

Ron Mesia, Nova Southeastern U, Fort Lauderdale, U.S.A.; Geraldine Becker, National-Louis University, Chicago, U.S.A.; Jane Rudden, Millersville University, Millersville, U.S.A.; Judith Wenrich, Millersville University, Millersville, U.S.A.; Juan Rivera, St. Mary's College, Notre Dame, U.S.A.; Jennifer Isern, CGAP/World Bank, Washington, U.S.A.; Jaimee Wolf, Nova University, U.S.A.; Michael Sutton, Kent State, Kent, U.S.A.; Michel Berthiaume, Universite de Sherbrooke, Sherbrooke, Canada; Nazly Nardi, Nova University, U.S.A.; Michael Owen, Zayed University, Dubai, UAE; Gustavo Fernandez, Tecnologico de Monterrey, Zapopan, Mexico; Claire Gordon-Brown, Wits Business School, Wits, South Africa; Tom Griffith, Broward Comm College, Pompano Beach, U.S.A.; Amy Kenworthy Bond University, Robina Australia; Vida Botes, UNISA, Unisa, South Africa; Elaine Surbeck, Arizona State U, Tempe, U.S.A.; Carl Ellis, Southern Utah University, Cedar City, U.S.A.; Ean Harker Southern Utah University, Cedar City, U.S.A.; Laurie DiPadova-Stocks, Park University, Kansas City, U.S.A.; Rumintha Wickramasekera, Queensland University of Technology, Brisbane, Australia; Judith Chapman, UWS, Penrith South DC, Australia; Dell McStay, Bond University, Gold Coast, Australia; Martie-Louise Verreyne, Auckland University of Technology, Auckland, New Zealand; Yvon Dufour Macquarie Graduate School of Mgmt, North

...continued to page 9

IJCRA - Refereed Journal

The *International Journal of Case Method Research & Application - IJCRA*, the authoritative journal of case method research and application, is the publication of the World Association for Case Method Research & Application, WACRA®. *IJCRA* is published with the support and cooperation of **Queensland University of Technology in Brisbane, Australia**. The following International Institutions have joined Queensland University of Technology as Founding and Supporting Members

Bordeaux école de management, Bordeaux, France

The University of Georgia, Athens, Georgia, U.S.A.

Instituto Tecnológico y de Estudios Superiores de Monterrey, Guadalajara, Mexico

Dominican University, River Forest, Illinois, U.S.A.

Lund University, Lund, Sweden

Kuwait University, Safat, Kuwait

Zayed University, Dubai, UAE

Essential reading for academics and practitioners involved in interactive and case method based research and teaching, the *Journal* combines the development of innovative, leading edge teaching methodologies, case writing, case research and case based teaching, real-life examples of case-based strategic interventions and leading academic research. To ensure content is cutting-edge and of direct relevance to professionals and researchers, all papers are subject to rigorous peer review by experts. The success of *IJCRA* depends on how well it serves the needs, goals and aspirations of the WACRA membership and case teachers and case writers around the world.

Established in 1984, WACRA has been successful and has grown over the years (members in sixty-five countries) because of its focus on case method teaching and case writing across disciplines and cultural boundaries and because of the inclusion - on an international scale - of innovative, interactive approaches, including games, simulations, distance and continuing education.

IJCRA continues a twenty-two year WACRA tradition of educational leadership and pioneering in case method research and application and state-of-the-art contributions to the theory and practice of learning and teaching with cases. *IJCRA*'s editorial board is representative of WACRA's international membership, interests and goals.

Since its founding, WACRA has published thirty books of double blind peer reviewed papers emanating from its international conferences in the series of 'Selected Papers'. Each of the thirty books contains between fifty-five to seventy papers with an average of ten references to the case method and interactive teaching literature. This makes for an impressive research resource available to faculty considering case writing, case based teaching and innovative, interactive methodologies.

The *International Journal of Case Method Research and Application* is an international, interdisciplinary forum for researchers, educators and professionals. *IJCRA* solicits and welcomes research across the entire range of topics encompassing the domain of case method research and application and interactive teaching methodologies. The *Journal's* scope includes case writing and interactive teaching and learning, continuing and distance education, which cross national, cultural and disciplinary boundaries.

IJCRA welcomes theoretical and empirical papers that advance social science research on teaching and learning. *IJCRA* is a methodologically pluralistic journal. Conceptual and theory-development papers, empirical hypothesis-testing papers, mathematical modeling papers and case studies are welcome. *IJCRA* has special interest in research addressing important issues that transcend the boundaries of single academic disciplines and corporate managerial functions. Therefore, *IJCRA* welcomes interdisciplinary scholarship and commentaries that challenge the paradigms and assumptions of single disciplines or functions. *IJCRA* solicits and accepts manuscripts on teaching materials and methods. Experimental, developmental work and book reviews will also be considered. **As of this writing, seven quarterly issues have been published.**

About WACRA®...

Founded in 1984, WACRA® evolved from contacts between professors, researchers, policy-makers, professionals and business executives into a worldwide, interdisciplinary organization of professionals and academics from 65 countries. WACRA's objectives are to advance the use of the case method in teaching, training, and planning; to encourage research using the case method; to coordinate case writing and case application activities; and to encourage cooperation between the public sector, the business community, and other case-oriented professions. Its initial focus on the case method has broadened to include games and simulations and other interactive learning and teaching methods as corollaries to cases.

WACRA® organizes forums, symposia, workshops, training sessions, doctoral consortia and conferences, including international meetings at which participants have the opportunity to exchange ideas, present their research, and share the results of case writing and case method applications. Previous conference sites: Lausanne & Leysin, Switzerland; London, UK; Enschede, Netherlands; Boston, U.S.A., Berlin, Germany; Limerick, Ireland; Bratislava, Slovakia & Vienna Austria; Montreal, Canada; Warsaw, Poland, Edinburgh, Scotland, Marseille, France, Cáceres, Spain, Budapest, Hungary, Lund, Sweden, Mannheim, Germany, Bordeaux, France, Buenos Aires, Argentina, Brno, Czech Republic, Brisbane, Australia. Tec de Monterrey, Mexico will be the host in 2007 (July 1-4).

Membership is open to all individuals and organizations wishing to advance the objectives of the association.

As member you receive substantial discounts on publications, preferential rates at WACRA® sponsored meetings, and access to the *International Journal of Case Method Research & Application*. You can receive training and assistance in case writing. You have the opportunity for networking, consulting and to associate with professionals working with cases and innovative, interactive methods on an international scale.

... from page 3

Tuscany - Florence -Lucca - Pisa - ACT10

Florence Close contact with Florence can be at first disconcerting, even disappointing and claustrophobic. The streets are narrow, hemmed in by towering, plain buildings. There is no delicate filigree, as in Venice, or cheerful Baroque, as in Rome, to tempt the eye. Some of the buildings resemble 19th century warehouses - grim structures that were erected at a time of social unrest, their primary function being as fortresses. In any case, Florentine taste runs to the understated and the restrained. However, gradually, the visitor comes to terms with a city which though sharing basic characteristics with the larger family of Italian cities, is unique mixture. The no-traffic laws in the historic center - while often abused - have, for the most part, given Florence back to pedestrians. The streets are again part of the city's fabric, simultaneously discharging the role of stage-set and communication link. It's a liberating atmosphere: you are free to wander, stop, and wander again, absorbing all the city has to offer.

Florence's most famous gallery is housed in a U-shaped building whose former use as administrative buildings gave it its name "Uffizi" (The Offices). It now holds the highest concentration of Renaissance art in the world, including famous works by Botticelli, Leonardo, Michelangelo and Raphael. The majority of the collection originates from the Medici family, dating from the latter half of the 16th century, when Francesco de Medici decided to convert the second floor into a museum. (Excerpts from Insight Guides: Tuscany).

An optional all day educational tour to Florence on Friday, January 5, 2007 includes lunch or dinner, transportation by train, 2 hour guided tour, entrance fees not included. Min. participation 20 persons. Florence (Firenze) is the city that gave birth to the Renaissance and many visitors come here to trace the development of this extraordinary outpouring of artistic talent in the 15th century. A huge number of Renaissance works have remained in the city where they were created; many paintings, statues and whole buildings, such as the Palazzo Pitti, were bequeathed to the people of Florence by Anna Maria Lodovica of the Medici family, whose death in 1743 brought an end to the dynasty that had ruled Florence since 1434. **Optional afternoon tour to Pisa on Wednesday, January 4, 2007** includes transportation by bus, guided tour, entrance fees not included; min. participation 10 persons). The Leaning Tower draws tourists to Pisa like a magnet, many appreciate the religious architecture, others enjoy the glorious art and history of this Tuscan city. Once a thriving Roman Port, Pisa's harbor had silted up in the 15th century, and it now stands on the Arno river, 10 km from the coast. At its height, Pisa's power extended to Sardinia, Corsica and the Balearic Islands. Trade with Muslim Spain, North Africa and Lebanon proved a rich source of money and ideas. Arabic numerals were introduced to Europe through Pisa, and the city's major architectural monuments - the Leaning Tower and the Duomo - show the clear influence of Islamic architecture.

Selected train connections from 'Milan Centrale' to Lucca:

ES trains depart from '**Milan Centrale**' every hour on the hour. Change trains in '**Firenze S.M. Novella**'. First class one way ticket is Euro 33.24, mandatory seat reservation. Second class one way ticket is Euro 25.24.

IC trains depart from 'Milan Centrale' at 11:10 and 14:05. Change trains in **Prato**. First class one way ticket is Euro 46.63.

Departure	Arrival	Change Station	Change Station Arrival	Trains	Length of Journey
09.00 MI C.LE Milan Centrale	13:30	FI SMN Florence S.M Novella	11:45	ES	04:30
11.10 MI C.LE Milan Centrale	15:30	Prato	14:06	IC plus	04:20
14:05 MI C.LE Milan Centrale	18:30	Prato	17:16	IC plus	04:25

Selected train connection from Firenze (Florence) to Lucca:

Trains depart from '**Firenze S.M. Novella**' every 30 minutes (8 minutes after the hour and half hour). Second class one way ticket is Euro 6.10.

Departure	Arrival	Change Station	Change Station Arrival	Trains	Length of Journey
09:08 Florence S.M Novella	10:30				01:22

WACRA 2006 at QUT in Brisbane, Australia



WACRA 2006 at QUT in Brisbane, Australia



CONVOCATORIA PARA EL ENVÍO DE CASOS WACRA 2007 (WICS)

La sección de **casos en espaZol** busca generar en los participantes mayor aprendizaje de la enseZanza basada en el Método del Caso en este idioma. Para lograrlo, se realizará el taller de revisión de casos asistido por un panel de expertos en las que se expondrán, revisarán y discutirán los casos previamente enviados por los participantes. Durante esta sección los escritores participantes colaborarán en el proceso de revisión de casos y a su vez recibirán comentarios de parte del resto de participantes y de expertos en la escritura de casos. Por lo anterior, WACRA 2007 invita a escritores con experiencia en el Método del Caso, a enviar sus casos a más tardar **el 15 de enero de 2007**.



Jorge Gonzalez

Requisitos: Los casos deben estar en proceso de perfeccionamiento, preferentemente versiones inéditas. Los casos pueden referirse a cualquier área temática siempre y cuando presenten aspectos como desafíos y soluciones que enfrenten personas y/o empresarios y situaciones cuyo análisis y resolución refuerce el desarrollo de conocimientos, habilidades, actitudes y valores. Los casos deben describir situaciones reales. Se recibirán casos disfrazados, sólo cuando su disfraz se justifique por petición de parte del (o los) protagonista(s).

Presentación Portada con la siguiente información sobre los autores:

Título, Nombre, Institución, Dirección, Número(s) de teléfono, Número(s) de fax, Dirección de correo electrónico (e-mail). Para asegurar una revisión objetiva, los nombres de los autores deberán aparecer únicamente en la página de portada. Resumen del caso (que no exceda 4 páginas), o el caso terminado (no excediendo las 12 páginas o 15 páginas incluyendo anexos y referencias).

El resumen debe indicar:

Los objetivos; la estructura; la naturaleza del caso; para proteger el sistema de evaluación anónima de los proyectos, el nombre del autor no debe figurar en el resumen. **Notas de enseZanza** (por lo menos el bosquejo) que deben incluir: Una breve descripción del caso, a qué temas corresponde su aplicación, los objetivos de enseZanza; preguntas y respuestas del profesor; el epílogo del caso (opcional); el análisis del autor deberá incluirse en las notas de enseZanza y no como parte del desarrollo del caso.

Criterios de elección de casos: Los casos serán evaluados por el Comité Organizador tomando en cuenta: Originalidad; lo apropiado del tema; la profundidad y respaldo de la investigación; la contribución a la comprensión de los temas de enseZanza-aprendizaje; la aceptación definitiva estará sujeta a la decisión final del comité organizador.

El envío de casos deberá realizarse a más tardar el **15 de enero del 2007** en un archivo PDF o Word al correo: jgonza@itesm.mx

Se notificará vía e-mail la recepción de los trabajos.

...continued from page 4

Welcome New Members

Ride, Australia; Steven Papamarcos, St. John's University, Skillman, U.S.A.; Mary Alice Fernandez, Texas A & M Univ., Corpus Christi, U.S.A.; Dan Stefan Ioan, Universidad Metropolitana de Caracas, Caracas, Venezuela; Baden U'Ren, Bond University, Robina, Australia; Yunus Ali, Queensland University of Technology, Brisbane, Australia; Su Mon Wong, Queensland University of Technology, Brisbane, Australia; Kim Johnston, Queensland University of Technology, Brisbane, Australia; Gayle Kerr, Queensland University of Technology, Brisbane, QLD, Australia; Elizabeth Macpherson, Queensland University of Technology, Brisbane, QLD, Australia; John Proud, Queensland University of Technology, Brisbane, QLD, Australia; William Proud, Queensland University of Technology, Brisbane, QLD, Australia; Martha Elena Moreno, ITESM Yang, Queensland University of Technology, Brisbane, Australia; Tracey Honeycutt Sigler, Northern Kentucky University, Cincinnati, U.S.A.; Barbara Holland, ETR Associates, Scotts Valley, U.S.A.; Otto Regalado Pezua, Universidad ESAN, Monterrico Chico, Surco, Peru; Milos Drdla, Brno Intern. Business School, Brno, Czech Republic; Martin Hays, The Australian National University, Canberra, Australia; Joseph Claudet, Texas Tech University, Lubbock, U.S.A.; Lynette Simpson, Queensland University of Technology, Brisbane, Australia; William Martin, DePaul University, Chicago, U.S.A.; Pek Noi Quek, Safti Military Institute, Singapore, Singapore; Siew Cheng Lynn NG, Air Force School, Singapore, Singapore; Gim Han Henry Koh, Safti Military Institute, Singapore, Singapore; Albert Dwek, Hebrew University Jerusalem, Israel.

WACRA®

IS THE PLACE!

MEMBER APPLICATION ON PAGE 16

CALL FOR PAPERS:

**"International Forum For Teachers and Leaders
Foro Internacional Para Maestros y Lideres"
Tecnológico de Monterrey, Guadalajara Campus,
Mexico, July 1-4, 2007**

24th International Conference on Case Method Research & Application, Case Writing, Other Interactive Methods

The case method can play an important role in solving problems and in teaching problem-solving, as well as in initiating and managing change. Thus this conference provides opportunities for participants to learn more about teaching using the case method and related instructional approaches in a variety of educational settings. Participants will have ample opportunity to meet colleagues from around the world with whom they can forge research partnerships. WACRA conferences are interdisciplinary multinational forums for scholars in the disciplines and professional fields (such as business, communication, education, engineering, history, law, medicine, psychology, public policy, social work) and practitioners in business and industry, education and government.

Papers are solicited that analyze theory and practice using cases, simulations, videos and related instructional methods for problem solving, managing change and innovation. Priority will be given to papers that are interdisciplinary, international, and/or comparative. Papers reporting the application of cases in university and professional training programs in diverse settings and papers on the evaluation of the case method and its related forms for teaching and learning are encouraged. Contributions investigating challenges (and suggesting solutions) faced by business are also solicited. Proposals for case writing & development and actual cases placed in diverse settings are invited, e.g. joint-cross-cultural cases. While a main focus of the WACRA conferences is on using cases for teaching and problem-solving, scholarly papers that report research using the case method are welcome. WACRA is particularly interested in scholarly papers that enhance the understanding and collaboration between and among disciplines and international partners.

Submissions should include (1) a cover page including: title, name, affiliation, address, tel. & fax numbers and e-mail address of the author(s), (2) a proposal summary (not exceeding 4 pages), or the completed paper (not exceeding 12 pages). Download the manuscript guidelines from the **WACRA web site** www.wacra.org. *The summary should state clearly the objectives, the framework, and the nature of the proposal and be responsive to the criteria used for review. The name of the author(s) should not appear on the summary page to facilitate the blind peer review. Receipt of all proposals/papers will be acknowledged and the results of the review will be send by way of e-mail. **All proposals and papers are due on or before January 15, 2007. Papers accepted for presentation will be published in the Proceedings. Completed papers received prior to March 31, 2007 will also be considered for publication in the International Journal of Case Method Research and Application. For further details visit the WACRA web site.***



Guadalajara

For Case Writers - and Prospective Case Writers

Sixteenth Annual International Casewriters' Workshop & Casewriters' Colloquium



Jim Camerius

Designed to assist novice and experienced case writers to write, improve and publish their cases, WACRA 2007 (July 1-4) in *Guadalajara, Mexico* will feature the sixteenth International WACRA® Casewriters' workshop and Casewriters' Colloquium. Case writers - and prospective case writers are invited to participate and to submit cases and/or contribute to the interactive sessions at Tec de Monterrey.

Casewriters' Colloquium: Cases, including teaching notes (TN) are submitted to the Colloquium Director for a double blind peer review for acceptance. Accepted cases are sent in advance to a panel of expert case writers, case book authors, and all other participants who signed up for the colloquium. Each case is discussed by the panel and other participants. You will see the case editing and improvement process developed and you will assist in perfecting the refereed cases presented. The format is interactive and lively; everyone's contribution is welcome and solicited, regardless of previous experience. Cases are solicited from all business disciplines, education, medical education, law, social work and other disciplines which use case discussion.

Casewriters' Workshop: This activity is primarily for casewriters with some research experience. This workshop follows a format similar to the colloquium, except that other casewriters whose cases are being presented are the expert panel.

Submission: Submit four copies of your case before January 15, 2007. Include (at least) the rudiments of a TN. Submission implies that at least one author will attend the meeting and present the case. To facilitate the double blind review the authors' names should appear on a cover page only. From outside the U.S.A. please use airmail or email (Word documents). Authors should note that colloquium and workshop are pre-conference activities (Sunday) and have separate registration

Requirements: Cases which still need improvement are solicited. Cases should describe real organizations and may be disguised. The author's analysis belongs in the TN which provides users with a brief case description, suggested course application, teaching objectives, teaching questions and answers. A discussion section is helpful and may include an extended analysis. Case outcomes may also be included. To obtain an information packet and other details please contact:

Dr. James W. Camerius, WACRA® Case Colloquium Director

Walker L. Cisler College of Business, Northern Michigan University MARQUETTE, MI 49855-5353 U.S.A.

Tel.: +906-227-1245; Fax: +906-227-2930 email: jcameriu@nmu.edu

Teaching, Culture and Diversity

Join The Fourteenth Cross National Teaching Forum

On Sunday, July 1, 2007, as part of the WACRA® Interactive Case Sessions - panel sessions will be held to discuss issues pertaining to teaching across cultures. There will be five panels representing different regions of the world: Western Europe, Central and Eastern Europe, The Middle East, Africa, Asia, Australia, and Latin, Central and North America. If you have had experience teaching or training in another part of the world, you may want to join one of our panels. If you think you might be or would like to teach in another part of the world, you may want to meet others who have done so. We promise a lively presentation and discussion: The topics selected for discussion are:

- . Adapting the Case Method to different Cultures. Evaluating Student Performance
- . Cross Cultural Differences in Developing Collaborative Teaching Strategies

If you are interested in being on the panel and or be the organizer of a region, please contact

Session Coordinator/Review Chair (Latin, Central and North America):

Dr. Amelia Klein, Wheelock College, BOSTON, MA, U.S.A., Email ameliaklein@rcn.com Tel. +781-444-8982

Western Europe

Dr. Lars Bengtsson, Lund University, LUND, SWEDEN, Tel. +46-46-222-46-48 Fax +46-46-222-42-37 Lars.Bengtsson@fek.lu.se

Latin America

Eduardo Rosker, Knowment, BUENOS AIRES, ARGENTINA, Tel. +54-9-11-4416-9878 Email erosker@gmail.com

Africa, Middle East, Asia, :

Dr. Ricardo Hernández, Univ. of Extremadura, CÁCERES, SPAIN, Email: ricardoh@arrakis.es Tel. +34-927-25-74-80x7931

Dr. Ahmed Maher, Kuwait University, SAFAT, KUWAIT, Tel. +965-484-6843, Email maher@cas.kuniv.edu.kw

Australia

Dr. Charles Patti, University of Denver, DENVER, CO, U.S.A., Tel. +303-871-6858 Email cpatti@du.edu

Preliminary Program W A C R A® 2007

**"International Forum for Teachers and Leaders
Foro Internacional Para Maestros y Lideres"**

Case Teaching & Writing, Continuing Education & Distance Learning

hosted by *Tecnológico de Monterrey, Guadalajara Campus, Mexico*

Saturday, June 30, 2007

Pre-Conference Activities

10.00-13.30 Executive and Advisory Boards meet. Followed by lunch.
14.00-20.30 Optional afternoon activity. Live Case at Glass Factory and Dinner in Tonalá.

Sunday, July 1, 2007

09.00- 15.00 WICS - WACRA Interactive Case Sessions - including lunch (Separate Registration)

Conference Activities

16.30-17.30 Registration at conference hotel
18.00-22.00 Welcome reception and dinner. Venue: Walk through Center of Zapopan and Dinner

Monday, July 2, 2007

09.00- Late registration
09.30-11.00 Opening Plenary Session. Welcome and *Mexico's Economic and Social Revolution*.
11.30-13.00 Concurrent Sessions, Panels and Workshops
14.00-15.30 Concurrent Sessions, Panels and Workshops
19.00-22.30 Gala Dinner and Awards

Tuesday, July 3, 2007

09.30-10.30 Plenary Session. *Mexico seen through the eyes of an outsider*.
11.00-13.00 Concurrent Sessions, Panels and Workshops
14.00-15.00 Concurrent Sessions, Panels and Workshops
15.00- Guided visit to Guadalajara's main cultural and historic places (dinner not included). Evening free.

Wednesday, July 4, 2007

09.30-10.30 Plenary Session
11.00-13.00 Concurrent Sessions, Panels and Workshops
14.00-15.30 Closing session
15.30-22.00 Cultural Dinner in the small town of *Tequila* for conference delegates and registered partners' spouses. Includes transportation by bus, music, dinner, Mariachis, charreada, drinks and raffle. Conference adjourns.

Thursday-Sunday, July 5-8, 2007

Post conference tour: Travel by bus from Guadalajara to Morelia (overnight), Indian Friday Market in Pátzcuaro (Michoacán), Mexico City (3 nights), day excursion to Teotihuacán, Quetzalcóatl temple, guided city tour including Zócalo, Cathedral, National Palace, Deigo Rivera paintings, Chapultepec Park, *Anthropology Museum* and *Ballet Folklórico at Bellas Artes*. Details will be announced in NEWSletter and on www.wacra.org. Limited seating. Early registration - March 1, 2007 - is required.

ACT - WACRA®

23 Mackintosh Ave **NEEDHAM (BOSTON) MA 02492-1218 U.S.A.**
Tel. +781-444-8982 Email: wacra@rcn.com Fax: +781-444-1548
North Carolina Conference Office (Denise Smith):
4340 - 2A River Birch Loop **GREENSBORO, N.C. U.S.A.**
Tel. +336-218-0090 Email: smithdmwacra@triad.rr.com

Please post or share this invitation with colleagues!

CALL FOR PAPERS: *"CREATIVE TEACHING"*
Lucca, Italy (Tuscany)
JANUARY 3 - 6, 2007

This conference provides opportunities for participants to learn from and to share with experts and colleagues innovative creative teaching approaches and methods. The emphases are on "Teaching and Learning" through interactive workshops and by sharing of research and teaching/training applications. The methods discussed and presented include the case method and related instructional approaches in a variety of educational settings. Participants will have ample opportunity to meet colleagues from around the world with whom they can forge research/teaching partnerships. ACT and WACRA® conferences are interdisciplinary, multinational forums for scholars in the disciplines and professional fields such as business, education, engineering, law, medicine, public policy, social work and practitioners in business and industry, education and government.

Papers are solicited that report on Creative Teaching practices and proposals. Priority will be given to papers that are innovative, interdisciplinary, and/or international. Papers reporting the application of creative teaching and learning in university and professional training programs in diverse settings and papers on the evaluation of such methods and its related forms for teaching and learning are encouraged.

Proposals and papers will be evaluated through a blind peer review process on the basis of (a) originality; (b) the appropriateness of the topic for an interdisciplinary audience; (c) the technical adequacy of the inquiry; and (d) the contribution to the understanding of teaching/learning issues.

Submissions should include (1) a cover page including: title, name, affiliation, address, tel. & fax numbers and e-mail address of the author(s), (2) a proposal summary (not exceeding 4 pages) or the completed paper (not exceeding 15 pages). Download the manuscript guidelines from the WACRA website below. The summary should state clearly the objectives, the framework, and the nature of the proposal and be responsive to the criteria used for review. The name of the author(s) should not appear on the summary page to facilitate the blind peer review.

Receipt of your proposal/paper will be acknowledged and the results of the review will be sent by way of e-mail. ***All proposals and papers are due on or before November 8, 2006. Completed papers received prior to December 31, 2006*** will be considered for publication in IJCRA, The International Journal of Case Method Research & Application. **Conference registrations are due on or before November 15, 2006.** For further details visit our web site or contact us directly.

ACT - WACRA®

**THE ACADEMY FOR CREATIVE TEACHING and
 THE WORLD ASSOCIATION FOR
 CASE METHOD RESEARCH & APPLICATION**

23 Mackintosh Ave **NEEDHAM (BOSTON) MA 02492-1218 U.S.A.**
 Tel. +781-444-8982 Email: wacra@rcn.com Fax: +781-444-1548

www.wacra.org

North Carolina Conference Office (Denise Smith):
 4340-2A River Birch Loop **GREENSBORO, N.C., U.S.A.**
 Tel. +336-218-0090 Email: smithdmwacra@triad.rr.com

Please post or share this invitation with colleagues!

Calendar of Events

*** November 8, 2006**

Submit papers/proposals for 'Creative Teaching' Conf. Jan. 3-6, 2007 in Lucca, Italy (Tuscany) convenient international airports: Milan, Florence, Rome.

*** November 14, 2006**

Register for "Creative Teaching" Conference, Jan. 3-6, 2007

*** December 2006**

Renew WACRA® membership- includes access to IJCRA

*** January 3-6, 2007**

"Creative Teaching" Conference in Lucca, Italy (fly to Florence, Milan or Rome plus train).

*** January 15, 2007**

Submit papers & cases for WACRA® 2007 in Guadalajara, Mexico

*** March 3, 2007**

Early Registration 2007 Post conference tour - for details visit the WACRA web site www.wacra.org

*** March 25, 2007**

Register for WACRA® 2007

*** July 1 - 4 2007 WACRA® 2007** at Tecnológico de Monterrey, Guadalajara (Jalisco), Mexico

W A C R A ®
N E W S

Editor **Hans E. Klein**
 Associate Editor **Josée Piffault**
 Production Mgr. **Denise M. Smith**

WACRA@NEWS is published bi-annually and distributed worldwide in the Fall and the Spring by WACRA®, Inc. Wordperfect 10 is used for text, PageMaker 6.5 for layout and desktop publishing. The Newsletter is composed on a DeskJet. If you would like to comment on or contribute to the newsletter, please contact:

WACRA®
 23 Mackintosh Ave
NEEDHAM (BOSTON) MA 02492 U.S.A.
 Tel. +781-444-8982
 Fax: +781-444-1548
 Email: wacra@rcn.com

Preliminary Program

ACT10 - Tenth CREATIVE TEACHING CONFERENCE

"LAPEDAGOGIE CREATIVE - LAPEDAGOGIA CREATIVA" - Lucca, Italy (Tuscany)

Wednesday, January 3, 2007

12.30-14.00 Arrive at the Grand Hotel Guinigi in Lucca and check in
 14.00-19.00 Optional afternoon tour to Pisa (incl. transportation by bus, guided tour, entrance fees not included; min. participation 10 persons). The Leaning Tower draws tourists to Pisa like a magnet, many appreciate the religious architecture, others to enjoy the glorious art and history of this Tuscan city. Once a thriving Roman Port, Pisa's harbor had silted up in the 15th century, and it now stands on the Arno river, 10 km from the coast. At its height, Pisa's power extended to Sardinia, Corsica and the Balearic Islands. Trade with Muslim Spain, North Africa and Lebanon proved a rich source of money and ideas. Arabic numerals were introduced to Europe through Pisa, and the city's major architectural monuments - the Leaning Tower, the Duomo and Baptistry - show the clear influence of Islamic architecture.

Thursday, January 4, 2007

09.00-10.30 Opening Plenary Session
 10.30-11.00 Refreshment Break
 10.00-12.30 Plenary Session continued
 12.30-13.30 Lunch
 13.30-15.00 Concurrent Sessions
 15.00-19.00 Free time
 18.00-22.00 Departure for City Walk, Sightseeing and Dinner for registered delegates & partners
 22.00- return to the Grand Hotel Guinigi

Friday, January 5, 2007

9.30-18.30 *All day educational tour to Florence (includes lunch or dinner, transportation by train, 2 hour guided tour, entrance fees not included). Min. participation 20 persons.* Florence (Firenze) is the city that gave birth to the Renaissance and many visitors come here to trace the development of this extraordinary outpouring of artistic talent in the 15th century. A huge number of Renaissance works have remained in the city where they were created; many paintings, statues and whole buildings, such as the Palazzo Pitti, were bequeathed to the people of Florence by Anna Maria Lodovica of the Medici family, whose death in 1743 brought an end to the dynasty that had ruled Florence since 1434.

Saturday, January 6, 2007

09.00-10.30 Plenary Session
 10.30-11.00 Refreshment Break
 10.00-12.30 Plenary Session continued
 12.30-13.30 Lunch
 13.30-15.00 Concurrent Sessions
 15.00-20.00 Free time
 20.00-22.30 Gala Dinner for registered delegates & partners at the Grand Hotel Guinigi

Sunday, January 7, 2007

Departure or additional days at conference rates.

ACT - WACRA®

23 Mackintosh Ave **NEEDHAM (BOSTON) MA 02492-1218 U.S.A.**
 Tel. +781-444-8982 Email: wacra@rcn.com Fax: +781-444-1548
 North Carolina Conference Office (Denise Smith):
 4340-2A River Birch Loop **GREENSBORO, N.C. 27409-8014 U.S.A.**
 Tel. +336-218-0090 Email: smithdmwacra@triad.rr.com


Please post or share this invitation with colleagues!

ACT - WACRA® - REGISTRATION FORM

ACT10 - Tenth CREATIVE TEACHING CONFERENCE

Lucca, Italy (Tuscany), January 3-6, 2007

Tel. Office	Fax Office
Tel. Home	Fax Home
email	

 Title, First Name, Last Name Please Print

Institutional Affiliation

Street

City, State, Zip Code, Country

Office Telephone/Fax

Home Telephone/Fax

email address

***Delegate (and Partner/Spouse) Registration Package** includes Conference Material; Thursday Evening Guided City Stroll, Saturday Gala Dinner at the Conference Hotel, Lunch and Refreshments during Conference (Thursday and Saturday), Four Nights at the Conference Hotel, Arrival: Wednesday, January 3, 2007; Departure: Sunday, January 7, 2007. Conference Hotel is the Grand Hotel Guinigi, via Romano, Lucca www.grandhotelguinigi.it Convenient International Airports for Lucca are Florence (FLR), Milan, Italy (MXP), Rome, Italy (FCO). Trains from all airports connect to Lucca frequently each day of the week. Travel time from Florence is approx. 90 min., from Milan and Rome approximately 4 hours 30 min.

Paid Before Nov. 14, 06	Paid After Nov. 14, 06	Times no. of persons no. of nights	Amount
----------------------------	---------------------------	--	--------

*1 Delegate and 1 Registered, participating partner/spouse Combined Delegate and Partner Fee in Double Room	\$1,690	\$1,780	<input type="text"/>	<input type="text"/>
*2 Delegates Sharing 1 Room Fee for each delegate in Double Room	\$1,090	\$1,190	<input type="text"/>	<input type="text"/>
*1 Delegate in Single Room. Fee for delegate	\$1,190	\$1,290	<input type="text"/>	<input type="text"/>
*1 Delegate and 1 Non-Participating Partner/Spouse (Partner/Spouse shares room only - combined Delegate and Non-Participating Partner Fee in Double Room)	\$1,490	\$1,159	<input type="text"/>	<input type="text"/>
Optional Activities/Events (Details on page 7)				
*Wednesday (January 3) afternoon tour to Pisa (min. 10 persons)	\$68	\$75	<input type="text"/>	<input type="text"/>
*Friday (January 5) all day Educational/Cultural tour to Florence.	\$68	\$75	<input type="text"/>	<input type="text"/>
*Additional Room Nights (1-2, 1-7, 1-8, 1-9 please circle)	Single/night \$120	Double/night \$165	<input type="text"/>	<input type="text"/>
WACRA® Publications (refer to page 16 for details)			<input type="text"/>	<input type="text"/>

Check (drawn on US bank made payable to WACRA®) or **Charge Visa/MC - only!** - below Total

Visa/MC #				Expiration Date

Upon receipt of payment, presentations, workshops etc. will be scheduled and logistical details and other conference information will be mailed. **Refund policy:** Conference Registration Fees (less \$90) will be refunded upon written request received prior to Nov. 30, 2006 or alternatively, a replacement may be named. Optional Tours/Events/Activities: 85% will be refunded upon written request received prior to November 22, 2006, 25% prior to Nov. 30, 2006.

Return this form with payment to:

WACRA® - 23 Mackintosh Ave
NEEDHAM (BOSTON) MA 02492-1218 U.S.A.
Tel. +781-444-8982 Fax: +781-444-1548
Email: wacra@rcn.com <http://www.wacra.org>

North Carolina Conference Office (Denise Smith):
Tel. +336-218-0090 Email: smithdmwacra@triad.rr.com

WACRA®

NEW S

Vol. XVII No. 2

WACRA® - Member Application/Renewal

Last Name _____ First Name _____ Title _____ Institution/Company _____

Street _____ City, State, Zip Code, Country _____

Tel. () _____ Fax: () _____ email _____

Home Address:
Street _____ City, State, Zip Code, Country _____ Tel. () _____

Check type of Membership:

_____ Regular (US \$75) _____ Organization (US \$390)
_____ Sustaining (US \$550) _____ Associate (Advanced Students) (US \$60)

Please include in your check the appropriate amount if you wish to receive one or more WACRA publications on Case Method Research & Application. Add \$8 (\$20 international orders) per book for handling & postage. Refer to details below.

Return this form with payment (check drawn on US bank or pay with credit card: Visa/MC - **only**)

Visa/MC number: . - - - - . - - - - . - - - - . - - - - . Four digit Expiration date: . _ _ / _ _ .

WACRA® PUBLICATIONS

- Interactive Innovative Teaching & Training** 570 pg - (ISBN 1- 877868-22-1) member \$45 (non-member \$55);
- Interactive Teaching & Learning in a Global Context** 590 pg - (ISBN 1- 877868-20-5) member \$45 (non-member \$55);
- Interactive Teaching & Learning Across Disciplines and Cultures** 500 pg - (ISBN 1- 877868-18-3) member \$45 (non-member \$55);
- Teaching: Complex Demands Require Innovation** 505 pages - (ISBN 1- 877868-16-7) member price \$45 (non-member \$55);
- International Case Collection** 200 pages (ISBN 1- 877868-12-4) member price \$40 (non-member \$45)
- ACT1, ACT2, ACT3, ACT4, ACT5, ACT6, ACT7, ACT8 - Creative Teaching** (ISBN 1- 877868-10-8 ..13-2, ..15-9, ..17-5, ..19-1,..21-3, ..23X), each: member price \$40 (non-member \$45);
- Creative Interactive Teaching** 536 pages - (ISBN 1- 877868-14-0) member price \$45 (non-member \$55);
- Interactive Teaching and the Multi Media Revolution** (ISBN 1- 877868-11-6) member price \$45 (non-member \$55);
- Interactive Teaching and Learning** (ISBN 1- 877868-09-4) member price \$45 (non-member \$55);
- Interactive Teaching and Emerging Technologies**, 428 pages - (ISBN 1- 877868-08-6) member price \$45 (non-member \$55);
- Teaching and Interactive Methods**, 570 pages - (ISBN 1- 877868-07-8) member price \$45 (non-member \$50);
- The Art of Interactive Teaching**, 560 pages (ISBN 1- 877868-06-X) member price \$38 (\$45);

To:

FIRST CLASS MAIL

WACRA® Inc.
23 Mackintosh Avenue
NEEDHAM (BOSTON) MA 02492-1218 U.S.A.
Tel. +781-444-8982 Fax +781-444-1548 wacra@rcn.com