



ISSN 0157-1826 VOLUME 24 NO. 2 SEPTEMBER 2002

HERDSA announces new developments

During the annual conference in Perth the President of HERDSA, Dr. Angela Brew, announced some important new developments that the Society was undertaking. The first of these was:

A Scheme for the Recognition and Development of Teaching in Higher Education

The proposed scheme

The proposed scheme recognises individuals' higher education teaching (see Note 1) which satisfies a set of quality standards related to a set of criteria. It then builds on that recognition through advanced professional development activities designed to ensure that the standards are maintained and built upon. It is proposed to designate those whose teaching has been recognised, as what for the moment we are calling Fellows of HERDSA (FHERDSA).

The purposes of the proposed recognition scheme

The purposes of the proposed scheme are:

- to improve the quality of student learning and academic development outcomes,
- to enhance the professionalism of teachers, academic developers and learning support advisors in higher education,
- to provide a way for universities to recognise and reward good teachers, academic developers and learning support advisors;
- to give individuals the means for making claims about their professional practice; and

- to provide opportunities for further professional development in cross-institutional groups.

Characteristics of the scheme

The four main characteristics of the scheme are related to HERDSA's fundamental values. They are:

- HERDSA places an emphasis on the development and improvement of higher education teaching and learning. While the scheme recognises standards of quality teaching in higher education, it is first and foremost a developmental scheme.
- HERDSA is a scholarly society. Scholarship in teaching is a fundamental value on which the scheme is based.
- HERDSA is a Society founded on the idea of peer interaction. Peer review is a fundamental element of the scheme.
- Choice is a fourth fundamental element of the scheme, which is open to individuals only if they choose to pursue it.

Outline of the process

There are two distinct processes in the scheme: a recognition process and a developmental process. The recognition process provides a peer reviewed assessment process, successful completion of which will result in the award of a HERDSA Fellowship. Continuing maintenance of the Fellowship will be secured through the developmental process.

Recognition process

The recognition process will be based on a portfolio judged by peers.

The portfolio is peer assessed by two independent assessors. These will be

continued page 4

Contents

HERDSA announces new developments	1
From the Editor	2
Alan Prosser	3
Serving Society: The Scholarship of Engagement	4
HERDSA Conference 2002 - Reports, Prizes and Impressions	9
ICED Conference July 2002	14
What's a plant scientist like me doing in a clinical biochemistry lab like this?	17
A Fijian Sojourn	19
www.SkillCity - Under Construction	20
Eidos Ideas Dossier No. 17	22
Challenging students to think critically: development of a new Zoology unit	24
Book Review	26
The HERDSA Publications Electronic Repository	27
Index to Papers at HERDSA 2002	29
2003 HERDSA Learning for an unknown future	32



HERDSA Executive

President Angela Brew	NSW
Executive Officer Simon Barrie	NSW
Treasurer Di Challis	VIC
Occasional Publications Editor Peter Hodder	NZ
Journal Co-Editors	
Peter Taylor (convenor)	QLD
Carol Bowie, John Dearn, Richard James, Chris Trevitt	
Newsletter Editor Roger Landbeck	QLD
2002 Conference Convenor Tony Herrington	WA
Executive Members	
Pip Bruce Ferguson	NZ
Carol Bowie	QLD
John Dearn	ACT
Allan Goody	WA
Christine Jessup	TAS
Janice Orrell	SA
Maureen Reid	NZ
Heather Sparrow	WA

HERDSA Office

Office Manager Vacant

Administrative Officer Linda Chatel

PO Box 516, Jamison, ACT 2614, Australia

Phone: +61 2 6253 4242

Fax: +61 2 6253 4246

Email: office@herdsa.org.au

Website: www.herdsa.org.au

HERDSA News

Editor Roger Landbeck

32 Monash Road, Tarragindi, Qld 4121

Phone +61 7 3848 0589

Fax +61 7 3892 5502

Email landbeck@ozemail.com.au

Editorial Committee

Christine Bruce & Linda Conrad

Issue Dates: April, August, November

Contributions for the next issue must reach the editor by Friday 22 Nov 2002

They should be sent to Roger Landbeck at the above address.

Advertising rates. Inserts \$150.

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

Designed by Liz Wilson

Printed by Instant Colour Press, Canberra

From the Editor

The annual conference in Perth was a great success, professionally, organisationally(!) and socially. The presentations were stimulating and for most the whole experience was very enjoyable. We were enriched by the presence of many overseas visitors. This issue contains reports and impressions of the conference so that those of you who were unable to attend can sample something of the flavor of the event. For the nostalgic we have Jackie Lublin's recollections of past conferences. Thanks to technology it is possible to have access to the papers and discussions at the conference through the conference web site and the CD ROM of the proceedings, which is available for purchase.

The Executive met before and after the conference and did some hard thinking about future directions of the Society. During the conference the President, Angela Brew, launched the first stage of the HERDSA Fellowship scheme, which is described on the front page of this issue. This is a very significant step for the Society and so the pilot phase in the coming year is vital to gauge the future of the scheme.

One small but important item from the Executive meeting was the decision to subscribe all HERDSA members to the e-mail list leaving them to unsubscribe if they wished. We hope that communication between the executive and members will improve now that we have a revised version of the e-mail list. Please use it to make your views known.

The article on the Scholarship of Engagement by Professor Lorilee Sandmann completes the set of articles on the Four Scholarships of Ernest Boyer begun in the previous issue. It should prove helpful for those seeking to work out the practical implications of Boyer's work particularly in the area of promotion, especially as work in this area seems more advanced in the States.

The Australian Federal Government has been prolific in its production of discussion papers on the future of higher education in Australia. All these are available as PDF files at www.dest.gov.au/crossroads/pubs.htm. The Society has prepared a response to the paper 'Striving for Quality: learning, teaching and quality' and to the first Crossroads paper and these responses are available on the HERDSA website www.herdsa.org.au

Sadly in early August we bade farewell to our Office Manager in Canberra, Coral Watson, who decided it was time to move on. Coral has served the society well for over 6 years and she was of tremendous support to me as Editor. I will miss her a lot and wish her well in her new role at the Australian National University.

Finally I apologise for the lateness of this issue, due to variety of factors that seemed to occur one after the other just when it seemed all was ready for publication..

Roger Landbeck

Visit the HERDSA web site

www.herdsa.org.au

To access the member's section you need your ID which is your last name and a password which is your membership number.

Your number appears on the address label that came with the News

HERDSA OFFICE ARRANGEMENTS

Linda Chatel, who now runs the Herdsa office in Canberra, will be on leave from Friday October 4 to Monday October 21. During this period there will be no-one available to answer queries or post out publications.



Alan Prosser

15.1.29 – 19.4.02



Alan Prosser, a founding member of HERDSA, died on April 19 this year. Despite maintaining a physically active and healthy lifestyle throughout the years, he succumbed to cancer after a short period of illness.

He carried out his postgraduate research in the UK in the field of physical chemistry. He returned to Australia in 1970, the land of his birth, to take up an academic teaching position in extractive metallurgy at The University of New South Wales in 1970. He continued his academic career at UNSW until his retirement several years ago.

Alan was well known to most of us in HERDSA as a tireless worker who contributed in many ways to the Association, from its inception in 1973, until a short time before his death. In 1993 the value and distinction of his services to the association were recognized by the conferral of Honorary Life Membership. In addition to his scholarly endeavours in researching educational practice, his many contributions included serving on the HERDSA executive in the mid 70's and

80's; committee work and organization of Conferences and seminars in the Sydney region; signal assistance to Ernest Roe in the production of a 'history' of the HERDSA to mark the 21st year of the Association; and completion of an index of all volumes of HERDSA News.

Less well known to many younger members was his pioneering work in two areas. At the time surrounding the founding of HERDSA in 1972-73, there was a divergence of views as to what kind of learned society we should be. A number of the founders were inclined towards a society modelled on the SRHE (as it then was) in the UK, with the membership consisting predominantly of those engaged professionally in research in higher education. Alan was a passionate and vocal advocate for a society, which would have, as its core membership, practicing teachers who were committed to improving teaching through innovation, evaluation, and research and development in their own educational practice. This view held the day, and commitment to this principle has shaped the growth and evolution of HERDSA since.

A second area which Alan pioneered was that of developing criteria and procedures for the recognition of teaching in promotion applications. The 80's is generally regarded as the decade in which procedures, criteria and guidelines were being developed and implemented to recognize and reward teaching. His work in this area was well ahead of its time. Immediately after joining UNSW, Alan

became an active member of the University's Staff Association. He soon realised that guidelines and procedures for rewarding teaching were grossly inadequate, and, in his typical fashion, volunteered to set up a working party of the Staff Association to address this issue. In 1971 this led to his authoring of the seminal document, 'Report of the Education Committee of the UNSW Staff Association "Promotion Through Teaching"'. The document was adopted as Staff Association policy in that same year, and throughout the decade became a major resource for subsequent developments in the production of policies, criteria and guidelines for recognizing teaching in promotion determinations.

Alan could be forthright during meetings in stating his disagreement on an issue, and offering a counter-view - his criticisms always motivated by an earnest desire to find ways to make our universities a better place in which to be, to learn, and to teach. To the many who knew him, Alan was a true friend, cheerful in disposition, and possessed of a wry, under-stated, sense of humour. To the membership of the Association at large, he will be remembered as a true champion of HERDSA and its mission. He will be sorely missed by all of us.

This appreciation of Alan was contributed by Doug Magin, a former colleague at the University of New South Wales.

Thank You Coral!

Coral Watson, the Office Manager for HERDSA, recently resigned to take up a position with the Australian National University. I know that many members of the Society and current and former members of the Executive have really appreciated the tremendous work that Coral has done for the Society since coming to establish the Canberra office in 1995. I wish to place on record, not only my personal thanks for her work, but also those of the Executive and members.

When Coral announced her resignation a number of people wrote to express their appreciation for her dedication and commitment to the Society and all were very warm in their appreciation of her work. On Monday 5th August, I had the opportunity to present Coral with a glass decanter and glasses and to say farewell with members of the office of ALA

with whom Coral had shared an office during her time with HERDSA.

For most members, contact with HERDSA was through Coral via the telephone and email and their requests were always met with a cheerful and friendly response. It is less well known that members of the Executive received tremendous support from Coral in their work for the Society; a factor that has been crucial in these days when academics are under great pressure. Thanks to Coral's back up support in the office, the Society has not only been able to maintain its activities in difficult times, but also to develop new initiatives.

We shall miss her and wish her well in the future.

Angela Brew
President



members who have already achieved recognition.

Developmental process

HERDSA Fellows will be required to keep up their professional development on an ongoing basis as a condition of keeping Fellowship status. Development activities will be planned to provide ongoing development.

Implementation

There are three stages to the implementation of the scheme:

1. Development phase: the Recognition and Development Sub-Committee of

HERDSA's Executive will call for individuals to assist in developing criteria and finalising the details of the scheme.

2. Pilot phase: The group will then call for expressions of interest for people who would wish to pilot the scheme.
3. The scheme will be formally launched and full implementation will follow.

For those interested

If you would like to know more about the scheme and/or would be interested in

piloting the scheme please contact Angela Brew at a.brew@jtl.usyd.edu.au

Angela Brew
(HERDSA President)

The other two developments were:

1. **An electronic repository for all HERDSA documents - see page 27.**
 2. **A revised electronic mailing list - see page 27.**
- 1 "Teaching" is used to refer to conventional higher education courses, on-line and distance education as well as academic development activities and learning support events and activities.

Serving Society: The Scholarship of Engagement

by Lorilee R. Sandmann

This article completes the set describing Ernest Boyer's Four Scholarships that appeared in the previous issue of HERDSA News. It provides a valuable insight into the development of the concept of the Scholarship of Engagement, which seems more advanced than that in Australasia. We are indebted to Professor Sandmann for her contribution..

...[T]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement. (Boyer, 1996, p.11)

In his last published essay, Ernest Boyer expressed his thinking in its most evolved form and made the case that a mission mandate of higher education is the scholarship of engagement. He asserts that

the scholarship of engagement means connecting the rich resources of the university to our pressing social, civic, and the ethical problems, to our children, to our schools, to our teachers, and to our cities. Campuses would be viewed by both students and professors not only as isolated islands, but staging grounds for actions...ultimately the scholarship of

engagement also means creating a special climate in which the academic and civic cultures communicated more continuously and more creatively with each other...p.21.

A significant and growing number of universities are accepting Boyer's challenge by pursuing an agenda of public and civic engagement and by considering the resultant faculty and student roles. Following the commitment of universities to undertake these ideas,

“ the scholarship of engagement means connecting the rich resources of the university to our pressing social, civic, and the ethical problems, to our children, to our schools, to our teachers, and to our cities. ”

new definitions of scholarship, including the scholarship of engagement, are taking hold.

While Boyer postulates desired outcomes, the means for achieving those

outcomes have raised significant, fundamental questions. Some of these questions focus on what engagement is, what the characteristics of engaged institutions are, how higher education deepens its community connections and collaborations in educationally meaningful ways, and what the roles of students, faculty, and administrators in an engaged institution are (see note 1). From its earliest definition as scholarship, engagement has presented challenges to higher education, including its relationship to more common understandings of the "service" category of faculty work, its relationship to the "scholarship of application," and the question of whether it is a new integrated form of scholarship. An examination of the "boundary crossing" of the scholarship of engagement and the documentation and evaluation of such scholarship can help in the resolution of these difficult questions.

Scholarship of Engagement: Boundary-Crossing Scholarship

What has been learned about the scholarship of engagement since Boyer highlighted the phrase in 1996? One key finding is that the landscape of scholarly work is changing dramatically. For example, service learning—once operating largely as a student-services



function—has become, in recent years, an important curricular and faculty expression. Service learning is supplementing (and, in many instances, replacing) the traditional internship. Many faculty view service learning as a means of discovery as they are able to research and document service learning experiences and to publish articles on the processes and outcomes.

“ In seeking a definition of the scholarship of engagement, we find that ‘scholarship of engagement’ is a term that captures scholarship in the multiple aspects of teaching, research, and/or service or discovery, and application. ”

Service learning is one of many contemporary examples of scholarly boundary crossings, ways that faculty connect—in coherent, thematic, and scholarly ways—the traditionally discrete activities of teaching, research, and service. When viewed this way, engagement becomes a connective expression as the scholarship of engagement becomes scholarship in engagement. In other words, engagement becomes a crosscutting phenomenon—engagement in teaching, in research, and in service—guided by an engagement ethos. Faculty are discovering the value of engaged learning forms, such as collaborative learning, in the classroom (Bruffee, 1999). Engaged forms of inquiry, discovery, and change, such as participatory and action research (Greenwood & Levin, 1998), are gaining popularity as well.

“Engaged scholars” certainly include faculty, staff, and students in service to society through the scholarship of engagement. Yet, there is also a new breed of engaged scholar, persons whose work is defined by “engaged” forms in teaching, in research, and in service. For example, the engaged scholar may use impact assessment designed to measure the effects of community programs and services with reference to their intended outcomes. Another might analyze policy directed at framing new policy

approaches or assess the impact of current policy initiatives.

In seeking a definition of the scholarship of engagement, we find that “scholarship of engagement” is a term that captures scholarship in the multiple aspects of teaching, research, and/or service or discovery, and application. This type of scholarship engages faculty in academically relevant work that simultaneously fulfills the campus mission and goals as well as community needs. In essence, engagement is a scholarly agenda that incorporates community issues and which can be within or integrative across teaching, research, and service (Note 2).

Although many faculty members are involved in connected, practical, applied work, typically there is a need to frame and to conduct the work in a more scholarly manner. Furthermore, there is still a critical need to ameliorate the tensions between the expressed desire to do the work and the disciplinary and institutional rewards for doing so (Sandmann, Foster-Fishman, Lloyd, Rauhe, & Rosaen, 2000). The following sections on documentation and evaluation criteria for the scholarship of engagement provide groundwork for closing the gap between the rhetoric and the reality of the scholarship of engagement.

Scholarship of Engagement: Toward an Understanding of the Work

The scholarship of engagement continues to emerge and to expand as campuses manifest context-driven characteristics reflecting the correspondence between their notions of scholarship and individual histories, priorities, circumstances, and locations. One of the ways these characteristics become clear is through documentation of the work. Documentation also assists faculty and campuses in reflection and examination of the application of the scholarship of engagement.

The National Project for the Documentation of Professional Service and Outreach, funded by the W.K. Kellogg Foundation, was designed to provide institutional models and resources to advance documentation, evaluation, and review of the scholarship of engagement. At the same time, the project addressed the basic question of what scholarly engagement is and, further, what quality engagement is. With the collaboration and work of sixteen faculty and administrators from numerous campuses across the United States, the

participants took part in the process of documentation to provide guidelines, examples, and a framework for the scholarship of engagement. The result, *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach* (Driscoll and Lynton, 1999), provides campuses a way to reformulate faculty roles and rewards systems to reflect the scholarship of engagement. The Guide acts as a resource early in an institution’s reform process, as well as later when explicit “how to” instructions are needed. Additionally, the Guide provides actual faculty documentation examples, resources, and guidance while posing questions and issues for campus exploration.

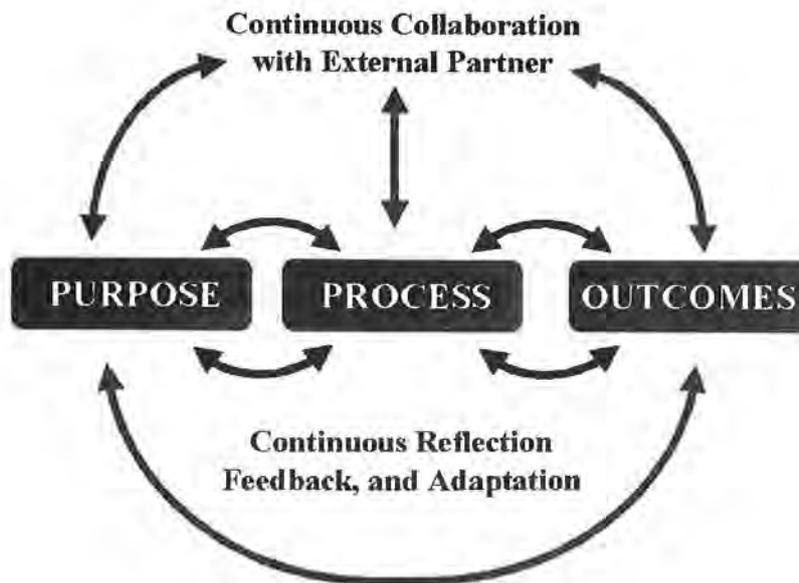
The work of this project provides supportive recommendations for faculty wishing to provide scholarly evidence that most effectively communicates and makes visible the scholarship of engagement. The participants of the National Project for the Documentation of Professional Service and Outreach

“ Although many faculty members are involved in connected, practical applied work, typically there is a need to frame and to conduct the work in a more scholarly manner. ”

found that it took careful planning and description to provide scholarly evidence of engagement. While encouraging diversity of documentation within common criteria and guidelines, the results of the project offer a format and a framework.

The documentation framework consists of three major components: purpose, process, and outcomes. The overriding feature of this framework is the ongoing collaboration with external partners along with continuous reflection, feedback, and adaptation on the part of the faculty member.

The purpose section of the documentation of a faculty dossier provides a foundation for the scholarship of engagement. Here, a faculty member refers to the university, school, or department mission and priorities that support the engagement work. The needs and priorities of the situation or external partners are described along with those of



the school or college as a rationale for engaging in the work. The purpose also assists in the establishment of the faculty member's situation, its specific characteristics, and its impact on his or her professional development. A case is made for the faculty member using and expanding professional expertise through the engagement activities.

The second component, process, is a record of the design and methodology used by faculty in the engagement work. To achieve specific and desired goals in an engagement effort, faculty design and deliver a product using appropriate methods. Further, adaptations made in the process of collaboration with the community or partners are provided as evidence of reflective scholarship. Reflection and adaptation are constant needs in community-based work because such contexts have few of the controls common to traditional research. Other dimensions of reflection include pondering new questions raised by public engagement and highlighting insights that emerge from community collaboration.

The third component, outcomes, is multifaceted, including descriptions of benefits to the community or external partners, to the institution and units, to the students, to the discipline or profession, and to the individual faculty member. Outcomes can be used both for evaluation of the work as scholarship and as a foundation for future engagement endeavors as successes and failures are illustrated.

In sum, the content of documentation generally includes the following elements: a statement of purpose, a listing of objectives and participants, the context

of the engagement, demonstration of use of scholarly foundations and methodology, the process used by the faculty member, critical reflection and outcomes, impact of the work and any products created as a result of the engagement, and, lastly, a plan for dissemination of the information and work gathered in the process. All of these components of documentation possess their respective, individual uses, and as a

“The documentation framework consists of three major components: purpose, process, and outcomes.”

whole provide a basis for evaluation for the scholar and the institution.

Scholarship of Engagement: Toward an Evaluation Criteria

In response to a growing critical need for a pool of peer reviewers who could provide credible, standardized assessment for the scholarship of engagement, the National Review Board for the Scholarship of Engagement was established in 2000. The purpose of this board is to review and to evaluate the scholarship of engagement of faculty who are preparing for annual review, promotion, and tenure decisions. The board is composed of leaders in areas such as community or civic engagement, institutionalization of service learning,

and economic development and professional service. Additionally, the board includes individuals from a wide range of disciplines in a variety of higher education institutions, as well as individuals in roles such as program directors, vice presidents, provosts, presidents, and tenured faculty. The National Review is supported by the Clearinghouse for the Scholarship of Engagement, co-directed by Amy Driscoll and Lorilee Sandmann (Note 3),

Drawing from the criteria presented in *Scholarship Assessed: A Special Report on Faculty Evaluation* (Glassick, Huber, & Maeroff, 1997) and work of other institutions such as Michigan State University, Indiana University – Purdue University Indianapolis, and Portland State University, evaluation criteria have been adapted for a unique fit with the scholarship of engagement. The criteria guide the work of the National Review Board for the Scholarship of Engagement in the external review process. The criteria can be used at not only the evaluation level but can also act as a roadmap during planning, implementation and documentation stages. (Variation in institutional contexts, the breadth of faculty work, and individual institutional promotion and tenure guidelines should be kept in mind when using these criteria.)

Goals/Questions

- Does the scholar state the basic purposes of the work clearly?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify intellectual and significant questions in the field?



Is there an "academic fit" with the scholar's role, departmental/university mission?

Context of theory, literature, "best practices"

- Does the scholar show an understanding of existing scholarship in field?
- Does the scholar bring the necessary skills to the work?
- Does the scholar bring together the resources necessary to move the project forward?
- Is the work intellectually compelling?

Methods

- Does the scholar use methods appropriate to the goals or questions?
- Does the scholar effectively apply the methods selected?
- Does the scholar modify procedures in response to changing circumstances?
- Does the scholar describe rationale for selection of methods in relation to context and issue?

Results

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the field (significance)?
- Does the scholar's work open additional areas for further exploration?
- Does the scholar's work achieve impact or change? Are those outcomes evaluated?

Communication/Dissemination

- Does the scholar use a suitable style and effective organization to present the work?
- Does the scholar use appropriate forums for communicating work to the intended audience?
- Does the scholar communicate/disseminate to multiple audiences?
- Does the scholar present information with clarity and integrity?

Reflective Critique

- Does the scholar critically evaluate the work?
- Does the scholar bring an appropriate breadth of evidence to the critique?
- Does the scholar use evaluation to improve the quality of future work?
- Does the scholar synthesize information across previous criteria?
- Does the scholar learn and describe future directions?

At first glance, the evaluation criteria may look simple and straightforward, but they are rigorous and demanding. Faculty find that the criteria are not easily met by merely engaging in community work and partnerships. The criteria truly ensure the scholarly aspects of engagement and can serve as significant guides for multiple levels of the scholarship of engagement: for the initial level of decision, when

faculty make a commitment to civic engagement; for the planning and implementation level; for the documentation level; as well as for the review and evaluation level.

Documentation and evaluation provide the tools needed towards the actual understanding, practice, and rewards for scholarly engagement. These tools can be used to resolve the dilemma of institutional touting of an engaged agenda and the tensions facing faculty striving to apply the principles of the scholarship of engagement.

Finally, while it is tempting to attempt to substitute engaged scholarship for traditional research scholarship, the scholarship of engagement does not aim to do so; rather, the scholarship of engagement represents a new paradigm. Within these views of the "new scholarship" rest the richness and the promise of the work and its demonstrated

“ While it is tempting to attempt to substitute engaged scholarship for traditional research scholarship, the scholarship of engagement does not aim to do so; rather, the scholarship of engagement represents a new paradigm. ”

community impact and recognized benefits for the faculty member, profession, and higher education.

And we may yet move closer to resolving the paradox between the rhetoric of engagement and the realities of our practice (as noted by Boyer when quoting Oscar Handlin): "Scholarship has to prove its worth, not on its own terms, but by service to the nation and the world." This, in the end, is what the scholarship of engagement is all about."

Acknowledgements

The author wishes to acknowledge the contributions of Amy Driscoll, Frank A. Fear, and Robin S. Grenier.

Graphic: Reprinted with permission from *Making Outreach Visible: A Guide to Professional Service and Outreach*, a publication of the American Association for Higher Education, Washington, D.C. Copyright, 1999.

References

- American Association of State Colleges and Universities. (2002, May). Stepping forward as stewards of place. Washington, DC: AASCU.
- Boyer, E.L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11-20.
- Bruffee, K. (1999). *Collaborative learning: Higher education, interdependence and the authority of knowledge*. (2nd ed.). Baltimore: Johns Hopkins University Press.
- Driscoll, A., & Lynton, E.A. (1999). *Making outreach visible: A guide to documenting professional service and outreach*. Washington, DC: American Association for Higher Education.
- Glassick, C.E., Huber, M. Taylor, & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass Inc.
- Greenwood, D.J., & Levin, M. (1998). *Introduction to action research*. Thousand Oaks, CA: Sage.
- Kellogg Commission on the Future of State and Land-Grant Universities. (1999, February). *Returning to our roots: The engaged institution*. Washington, DC: NASULGC.
- Sandmann, L.R., Foster-Fishman, P.G., Lloyd, J, Rauhe, W., & Rosaen, C. (2000, January-February). Managing critical tensions: How to strengthen the scholarship component of outreach. *Change: The Magazine of Higher Learning*, 45-52.

About the Author

Lorilee R. Sandmann, Ph.D., is associate vice president for public service and outreach and the executive director of the Georgia Center for Continuing Education at the University of Georgia. She is also a professor in the department of adult education at UGA. Together with Dr. Amy Driscoll, they co-direct the Clearinghouse for the Scholarship of Engagement. The Clearinghouse sponsors the National Review Board to provide external peer review and evaluation of the scholarship of engagement. The Clearinghouse also provides consultation, training, and technical assistance



to campuses that are seeking to develop or strengthen systems in support of the scholarship of engagement. The Clearinghouse sponsors forums, programs, and conferences on topics related to the scholarship of engagement, and provides a faculty mentoring program with opportunities for less experienced faculty to learn from the outreach experiences of more seasoned scholars. Both the Clearinghouse and the National Review Board are offered in partnership with the American

Association of Higher Education, National Campus Compact, the National Association of State Universities and Land Grant Colleges, and the New England Resource Center for Higher Education. The Clearinghouse can be accessed at

<http://www.scholarshipofengagement.org>.

Contact:

Lorilee_Sandmann@gactr.uga.edu

Notes:

1 Returning to Our Roots: The Engaged Institution (The Kellogg Commission on the Future of State Universities and Land

Grant Colleges, 2001) and Stepping Forward as Stewards of Place (American Association of State Colleges and Universities, 2002) are two of many elegant discussions of these issues.

2 In this context, community is broadly defined to include audiences external to the campus that are part of a collaborative process and which contribute to the public good.

3 For information on accessing the services of the National Review Board, see <http://www.scholarshipofengagement.org>.

Ernest Boyer and the Four Scholarships

The four scholarships were originally described in Ernest Boyer's book *Scholarship Reconsidered: Priorities of the Professoriate*, New Jersey: The Carnegie Foundation for the Advancement of Teaching. It was published in 1990.

An important aspect of the Scholarships is their assessment and this is discussed in

Glassick, C.E., Huber, M. Taylor, & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass Inc.

The May issue of *Herdsa News* provided a description of the Scholarships together with two articles giving details about how one university attempted to apply the ideas in their staff procedures. If there is sufficient interest the collection of articles could be made available as a PDF file. Please contact me at Landbeck@ozemail.com.au if you are interested.

The articles were:

The Four Scholarships by Charles E Glassick

The Scholarship of Integration. Making meaning in a Post-Modern World. By Jerry Berberet

The Scholarship of Teaching and Learning: Idea and Impact By Marcia Babb and Pat Hutchings

The Scholarships of Interaction by Don Maconachie

Experiences with Boyer's Four Scholarships within the School of Science at a small regional university by Martin Westbrooke

Apologies to Don Maconachie who wrote the article *The Scholarship of Interaction* describing the use of Boyer's Scholarships at the University of Ballarat for the May issue of *Herdsa News*. His bio-note was incomplete. It should have read as follows: Don Maconachie was Executive Director Scholarship and Educational Development Services at the University of Ballarat. He is now Executive Officer: Learning, Teaching and Research in the Office of the Deputy Vice-Chancellor at the University of the Sunshine Coast



HERDSA Conference 2002 - Reports, Prizes and Impressions Conference Report

By Tony Herrington

This year's HERDSA conference, held at Edith Cowan University in Perth, was attended by over 330 delegates, with a third from overseas countries. Before the conference began over 70 delegates attended pre-conference workshops conducted by national and international experts in higher education. The large conference attendance can be attributed to the extensive marketing campaign that appears to be essential in an environment where academics are confronted with a range of conference options. The theme of this year's conference was Quality Conversations and was chosen to reflect the Society's continual endeavour to improve the quality of teaching and learning in tertiary and higher education and also to highlight the process of engagement that we hoped would occur.

On reflection, the theme was a successful choice with the three keynotes David Woodhouse, Pat O'Shane and Tom Reeves presenting stimulating and provocative perspectives on the quality of teaching and learning. The conversations that followed the keynotes were facilitated with an electronic discussion board and raised some significant issues. These discussions can still be accessed at the conference website.

While technology played a part in the keynotes and symposia, the round table presentations were deliberately organised to avoid technology getting in the way. With over two thirds of delegates opting to present in this format the desire for opportunities for discussion is clear. While roundtables were the preferred option many delegates also chose to submit their papers for peer review. While placing demands on the conference committee, and the very kind members who did the reviewing, it was clear that many appreciated the opportunity for others to comment and advise on their work. The result was an excellent compendium of research and development in higher education. The availability of this work in traditional

book form, CD-ROM and online was appreciated by many delegates who chose to buy extra CDs and hard copies. These are now available for purchase through the HERDSA central office.

The social program was a great success and many delegates commented on the entertaining selection of venues, beginning with the Aquarium of WA. The opportunity to have informal conversations with colleagues, surrounded by a fascinating spectacle, was appreciated. The conference dinner at the Rendezvous Hotel was, in some long serving members' views, the best to date! It began with a cake celebrating HERDSA's 30th Anniversary with two of the original HERDSA members providing their reflections. On completion of their dinner, delegates were enticed to the dance floor where they were taught Latin American dance steps by a professional dance teacher. Those not dancing were entertained by strolling magicians.

The conference venue at Joondalup Campus of ECU provided a compact and scenic environment. The weather was somewhat unkind, but then again those who live in (normally dry) Perth were not heard to complain. It was unfortunate that student style accommodation at the adjacent WA Police academy didn't eventuate. This meant that most delegates had to travel via buses. Even though the distance wasn't great it was inconvenient for some.

The conference concluded with a celebration of delegates' achievements and with the awarding of prizes. A range of prizes were given that included the HERDSA Prize for the Best Paper by a New Researcher. In addition, new prizes were offered: Best Paper Awards and the Edith Cowan University (ECU) Authentic Learning Award. ECU has agreed to continue the award for at least further two years. The presentation of awards was left to the last session of the program to enable 'presentation' to be part of the judging criteria, to avoid prize winning session drawing audiences away from parallel presenters, and as an incentive to attend the final session. The large number of delegates attending the final session suggests that this was a successful strategy.

An optional extra taken up by 68 delegates was a visit to local wineries and the chocolate factory in the Swan Valley. While the weather was wet and wintry, the fortified wines brought a warm inner glow to all who indulged.

As conference organiser I was honoured to chair such an event and recognise that the success of this year's conference reflects the dedicated work of the conference committee members which I would like to acknowledge and sincerely thank: Heather Sparrow, Bruce Bott, Alison Bunker, Rod Ellis, Allan Goody, Barbara Johnson and the conference management team from Debrett's: Lucy Robertson, Shelley Clark and Jane Longton.

Tony Herrington is a Senior Lecturer in Education at Edith Cowan University. He was the convenor of the conference.

Prizes

Prize for the Best Paper by a New Researcher.

This year the prize was awarded to Emma Dortins from Macquarie University for her paper entitled 'Reflections on phenomenographic process: Interview, transcription and analysis.' In presenting the prize the President of HERDSA, Dr. Angela Brew, said in her analysis of the process of the phenomenographic interview, Emma Dortins opens up a new area for research in phenomenography.

... the method we adopted and my research practice in carrying it out, existed in complicated relation to our research aims. There were many ideas, utterances, exchanges and allusions that could not be apprehended or expressed within the paradigm of phenomenography, attention to these occasionally distracted or disrupted our analysis or its epistemological claims.

The Prize panel was particularly impressed by the in-depth exploration of the process of research in this paper which has highlighted the importance of examining the relationship between the aims of research and the processes of talking and conversation which take place in the phenomenographic research interview.

Prizes for the Best Conference Papers

For the first time at a HERDSA conference prizes were awarded to the best papers presented at the conference. The prizes were awarded not only on the basis of the written version but also on the presentation at the conference. There were two prizes this year awarded to:

Marilyn Laiken from the University of Toronto for her paper entitled:

'Managing the action/reflection polarity through dialogue: a path to transformative learning.'

Shelda Debowski from Murdoch University for her paper entitled:

'Enabling quality conversations: Building reflective mature age business graduates through the use of a facilitative instructional model.'

These papers can be accessed through the conference web site <http://www.ecu.edu.au/conferences/herdsa>

Marilyn Laiken is a professor of Adult Education in the Workplace Learning and Change specialization at OISE, University of Toronto. She is also Principal of Laiken Associates, a Toronto consulting firm, which, since 1975, has served over one hundred and fifty clients in the public, private and not-for-profit sectors. Marilyn combines an interest in adult education and organizational change through research, teaching and field development in such areas as organizational learning and renewal, system redesign, work team development, participative leadership, and experiential, transformative adult education. She has published widely in all of these areas, and her book, entitled *The Anatomy of High Performing Teams: A Leader's Handbook* (U. of Toronto Press, 1998, 3rd edition), focuses on work-team facilitation concepts and skills.

Contact: milaiken@oise.utoronto.ca.

Shelda Debowski is a senior lecturer in management in the Murdoch Business School at Murdoch University. Initially Shelda worked in library and information science as a practitioner and a lecturer at Edith Cowan University. After completing her PhD in 1997, Shelda moved to Murdoch University, to teach postgraduates in the Master of Human Resource Management. She has found the last four years to be highly educative, as she built new instructional strategies to engage and support mature age masters students in her new areas of teaching. Her paper explores these issues, and outlines a model of reflective learning which facilitates informed enquiry by these students.

Contact

S.Debowski@murdoch.edu.au

The Edith Cowan University Authentic Learning Award.

This prize of \$1000 was awarded for the first time to **Di Challis** from Deakin University for her paper entitled:

'Integrating the conceptual and practice worlds: A case study from Architecture.'

Di Challis is a senior lecturer with the Teaching & Learning Support Unit, Learning Services at Deakin University and is also treasurer of HERDSA.

In addition the Awards Committee awarded a merit Certificate to **Lynne Hunt** of Edith Cowan University for her paper entitled:

'Authentic transitions; The Click Around ECU on-line transition to university program.'

The paper was co-authored by Lorraine Kershaw and Jack Seddon.

Postgraduate Travel Awards

The awards this year went to Carole Steketee and David Coall who have provided these impressions of the conference.

The HERDSA Conference 2002 – My experiences

Carole Steketee

As a grateful recipient of a student travel award, I was able to attend the HERDSA conference hosted by Edith Cowan University in July. Held at the university's picturesque Joondalup campus, this bush setting was ideal for both overseas and local delegates to indulge themselves in some of Western Australia's natural beauty. Moreover, given that I currently live in Bangkok, this conference was a great opportunity for me to shed the isolation that goes with studying offshore and interact with many interesting individuals who clearly share the same objectives of improving the quality of higher education. By attending interactive workshops, insightful presentations and informative keynote speeches (which were at times both controversial and very, very humorous), I was able to engage in rich conversations about teaching and learning which are rare for offshore students like myself.

Personally speaking, many of these conversations were initiated during the discussion sessions that immediately followed each keynote speech. During these sessions, small groups of delegates

were encouraged to discuss key ideas and other related issues to emerge from the speeches presented by David Woodhouse, Pat O'Shane and Tom Reeves. Apart from allowing me to engage with others on an intellectual level, these sessions enabled me to make new acquaintances and feel a part of a community of professionals. They also reinforced the constructivist principle (which is close to my own interests) that people perceive concepts and ideas subject to their own beliefs. I was amazed and delighted at the diverse range of perspectives and opinions to emerge from the same speech!

One of the primary topics to receive a thorough analysis in my groups (the configuration changed each day) was the notion of authenticity in teaching and learning. Promoted throughout the conference, this concept emphasised the need for learning to be purpose driven and relevant for students. While most members of my group were enthusiastically accepting of this idea (and the framework that was proposed for its facilitation), some found the reality of modifying their instruction accordingly somewhat overwhelming. Irrespective of their stance, however, both the 'for and against' camps appreciated the learning benefits associated with authentic learning environments.

Other conversations I had were in relation to my own presentation entitled *Students' perceptions of cognitive tools and distributed learning environments*. This talk emerged from the third part of my PhD project, the overall aim of which was to develop an implementation framework that facilitated appropriate use of computerised cognitive tools. Based on the notion of distributed cognition (which is essentially an extension of social constructivism), this framework emphasised the social, resource-oriented nature of learning. When learning is distributed, cognition is not solely an individual pursuit but is shared with mediating resources found within the learning environment. A type of communal environment is developed within which students, together with other students and resources (e.g., computers, concept-maps, journals etc), construct new knowledge and understandings.

While previous analyses within the study found this framework to be supportive of the inherent qualities associated with computerised cognitive tools, the findings to emerge in this investigation provided insight into how this support actually manifested itself. Through its visual, collaborative,



metacognitive and motivational affordances, the students were able to develop an intellectual partnership with the cognitive tool as they endeavoured to understand and make sense of the unit material. Although some students perceived aspects of their experiences in this investigation negatively, their overall desire to understand the material, coupled with their enthusiasm towards future computer-based learning opportunities suggests that learning with cognitive tools in a distributed learning environment is worth further consideration.

Parallels between this learning environment and those that are 'authentic' were also discussed. For example, tasks within a distributed learning environment should be representative of real world problems and situations. When this occurs, learning is situated in a context that is meaningful and relevant to the students and clearly "reflects the multiple uses to which their knowledge will be put in the future" (Collins, Brown & Newman, 1989, p. 487). In this way, knowledge becomes a tool which can be used to interpret or inform subsequent learning situations, as opposed to remaining inert and useable in limited situations only (Brown, 1997). The students' perceptions of this authenticity were clearly evident in their desire to understand the unit material rather than simply remember it for later recall.

Apart from stimulating conversation, this conference offered other treats. The social calendar, for example, was exceptional in that it provided many varied opportunities to relax, meet new people, share good wine and join in a dance or two!!! These activities, along with the superb efforts of the organising team, set this conference apart from others I've attended in the past. While most conferences offer excellent opportunities to challenge the intellect, HERDSA 2002 did this in a way that was not only supportive and interesting but above all 'good fun'. This sentiment was clearly evident in the final keynote speech by Tom Reeves where he presented important (albeit fairly sober) issues about on-line learning in such a way that had most delegates in stitches – clearly a very talented speaker.

In summary, I was thrilled to be able to attend HERDSA 2002. The travel award opened up great opportunities for me which I'm sure will be available to other offshore students at HERDSA 2003 in Christchurch. See you there.

References

- Brown, A.L. (1997). Transforming schools into communities of thinking and learning about serious matters. *American Psychologist*, 52(4), 399-413.
- Collins, A., Brown, J.S., & Newman, S.E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L.B. Resnick (Ed.), *Knowing, learning and instruction: Essays in honour of Robert Glaser* (pp. 453-494). Hillsdale, NJ: LEA.

Carole Steketee has been living in Thailand for 2 and a half years. She moved there when her husband was offered a position in an oil and gas firm. She has just completed her PhD through Edith Cowan University. The title of her thesis is 'Exploring conditions for the effective implementation and use of computerised cognitive tools'. She is hoping to work in Bangkok. she learned about the Student Travel Award through the HERDSA website.

Contact email: stekthai@inet.co.th

The HERDSA 2002 conference: A postgraduate student's perspective.

By David Coall

I was delighted to receive the HERDSA 2002 Local Postgraduate Student Travel Grant, which enabled me to attend and present at the annual HERDSA international conference ("Quality Conversations") held in Perth Western Australia. This was the first international education conference I had attended and the high number of overseas participants impressed me. I was amazed that these people had travelled from all over the world to attend this conference in Perth and I was a part of it.

My research began in 2001 when I was given the opportunity to participate in The University of Western Australia's Teaching Internship Scheme. This programme provides PhD students with a year of professional development courses that incorporated many facets of teaching and learning and included the completion of a research project. My research investigated student use of an interactive CD ROM and its impact on their outcomes in first year human biology. Several people commented that these results would be valuable to a wider audience and I was excited and relieved that my paper was accepted by HERDSA.

However, this was only the first step and now I needed to find the finances to attend the 2002 HERDSA conference. As I do not have any financial support for my teaching research, which is considered separate to my PhD research, I was not sure I would be able to take advantage of this opportunity. I was thrilled to hear that I had been awarded the travel grant and would definitely be able to participate in the conference.

My first experiences of "quality conversations" at the HERDSA conference were the "Quality Conversation keynote breakout discussions". These were small discussion groups that were formed after the first keynote address and met again each morning after the keynote. The primary objective was to discuss the keynote address, however, these groups actually performed a much more valuable function for me. These groups provided my first real contact with other delegates and helped me meet national and international people who I could identify with throughout the conference. It was amazing how many times I bumped into people from this discussion group and was able to strike up a conversation that may not have happened in other circumstances. This was a fantastic initiative by HERDSA that took the conference to a new much more interactive level for me.

The next problem I encounter was deciding what sessions to attend. The range of research that was being presented at the conference was quite staggering, with up to 4 symposia, 5 round table discussions and 3 workshops being presented at any one time. There were always going to be presentations that I wanted to see and missed, which has made the detailed conference proceedings a valuable resource to own. I managed to see a range of symposia and participate in several workshops and roundtable discussions. I focused my interest on PhD and academic issues such as supervision and the conflicting demands between teaching and publication rates (which I substituted PhD for in my case), which provided valuable information that could influence my career path. I also attended several sessions on small group teaching and promoting discussion in small groups, which have given me several useful strategies to develop during this semester's teaching. I decided to spend some additional time in the venue I would be presenting in to try and relieve some of my nerves and make sure the audio visual part of my talk worked (3 or 4 times actually, just to be sure!).



As I had not been exposed to much teaching research attending and presenting at this conference provided me with an excellent opportunity to experience the diversity of educational research. I also found this motivating. Now that I am aware of the enormous range of situations educational research encompasses I am keen to embark on new research projects. Obviously, I would hope to turn these in to papers for future HERDSA conferences.

The HERDSA Dinner was another fantastic opportunity to chat (have quality conversations with) people from around the world. The table I was sitting at hosted people from Canada, England and all parts of Australia, which made for interesting conversations. As a PhD student the conversation soon turned to job prospects and it was good to hear that it is not all doom and gloom out there.

The main advantage I received from participating in the Teaching Internship Scheme was that a group of teaching and learning oriented individuals were brought together for a whole year, which enabled you to discuss teaching issues in a safe and supportive environment. Through the "Quality Conversations" at the 2002 HERDSA conference I felt the same supportive atmosphere. A large group of people had been brought together because of their common aim to improve teaching and learning. At first this may seem like an obvious consequence of attending a conference, however, this co-operative environment was in contrast to the competitive environment experienced at some conferences. It was clear that a lot of people knew each other from previous conferences, however, this being my first conference it gave me a good opportunity to meet people and make contacts who I will hopefully meet again in the future.

What "quality conversations" meant to a first-timer

The two weeks that have passed since I attended my first Herdsa conference in Perth in July, have been a time of considerable personal and professional reflection. Working in a Polytechnic, I do not come from an institution with a long history or significant emphasis on research in education (although the interest of myself and my colleagues from the Education Development Centre has certainly been encouraged and supported by management). So the format, the expectations, and even the

David Coall is a PhD student in The School of Anatomy and Human Biology at The University of Western Australia. His research utilises an evolutionary perspective to investigate the impact stressful life events may have on birth weight. David's teaching research focuses on the evaluation of new teaching and learning initiatives developed in his School.

Contact email:
dcoall@anhb.uwa.edu.au

Personal Impressions of the Conference

By Tony Foley & Aliya Steed

We both attended the conference as newcomers and have continued our "quality conversation" since returning. Our conversation about our impressions went something like this:

What was of benefit to you?

T: For me as a discipline academic one of the main benefits of attending the conference was to appreciate at first hand the high esteem in which teaching & research about teaching was held in that community.

A: Hearing about what other people were doing was of benefit to me, particularly hearing that other people face similar difficulties or issues in their contexts. I also benefited from feeling part of a bigger community.

What did you enjoy most?

T: I enjoyed the small discussion opportunity following the keynote speakers. I found this a much more valuable way to explore issues raised in the keynote as compared with the traditional Q & A.

A: I also enjoyed the keynote 'breakout sessions'. It was a useful way of 'grounding' the keynote and for getting to know a few individuals whom I might not otherwise have met. I thought the roundtables were a good format, as they encouraged discussion rather than just one-sided questions.

What improvements would you like to see?

T: I'd like to see more academics (especially in my field) encouraged to attend. HERDSA needs to find ways to encourage academics to talk about the pedagogy of their disciplines.

A: The variety and number of sessions made the program a bit complicated, but I'm not sure how you could improve this. I'd like to see the Symposia sessions shortened to two speakers instead of four, which would allow you to get to more sessions that you are interested in. It would also be good to have some sort of discussion group, social event, or ongoing 'coffee group' to allow people who are new to HERDSA to meet others who are also new.

See you in Christchurch!

Tony Foley is a lecturer in the Legal Workshop of the Faculty of Law at the Australian National University.

Contact email: tony.foley@anu.edu.au

Aliya Steed is learning Design Consultant in Educational Services at the Australian National University.

Contact email: aliya.steed@anu.edu.au

By Cath Fraser

language were (unexpectedly) unfamiliar. And while I had known the size of the conference and the number of presentations in advance, the actual manifestation of these was more than a little disorientating.

For the best part of the first two days, I hung around the peripheries of conversations. The calibre of many of my fellow delegates meant that I did little more than listen in awe, nod sagely at every point I understood, and make copious margin notes. I seemed to always be making the wrong choices about

sessions, too! Then gradually, in a process perhaps begun by the excellent Australian reds at the conference dinner, I started to feel that I wanted to chip in, to question, to offer alternative experiences. I began to see parallels in issues and processes, where the differences were more likely to be about the level and size of the student body/institution than about fundamental philosophies of intent.

Moving just a little more from observation to participation in the business of the conference meant that I also became aware of how effectively the



whole gathering had been structured. Only by entering the conversation did I realise the value of the opportunity to have these interactions. As I noted in my report to management, the ideas, resources and connections I made with other practitioners, both within and outside my own professional area, were at least as worthwhile and exciting as the concepts covered in the formal presentations. Organising my records of web sites and e-mail addresses, and reading the full papers of the sessions I

found most interesting (or those I wish I had attended), I am appreciating again the exposure to the best research and practices in higher education. It's a stimulating and rewarding field; I'll be back!

Cath Fraser is an academic support tutor in the Education Development Centre at the Bay of Plenty Polytechnic, New Zealand

Contact:

Cath.fraser@boppoly.ac.nz

Finally Jacquie Lublin a former President of HERDSA, who was a guest of honour at the conference dinner, offers her recollections of past conferences

Snapshots of Conferences Past

Another HERDSA conference is over. What do you remember? More to the point, what will you remember of it in ten years' time? I offer the following snapshots of incidents from past conferences. I know memory is quixotic and fallible, nevertheless I think most of them did happen.

Snap! The Hijack

I remember the paper session in which the third speaker of four, nervous but determined, assumed the presenter's position and proceeded to tell us that he was abandoning his topic. Instead, he would make a presentation on something he felt overrode his published topic in political and moral importance and urgency. I think it was Thatcher and the Falklands.

He gave his talk with doggedly passionate conviction. The Chair, a mild gentle woman, did not intervene. Some of the audience walked out in protest, the rest stayed from interest, or politeness or embarrassment. The question later hotly debated by the conference committee was: what should the Chair have done in this situation? What would you have done? (See * below for what the Executive eventually decided would be the appropriate action if this ever happened at a HERDSA conference again - it never did, to my knowledge)

Snap! The Paperless Conference and other things

Several years after the HERDSA conference became an annual event, someone got to their feet in a plenary session and complained that the conference format was boring and conventional. The target was of course the traditional conference business of paper-giving to a passive audience. (While we now have roundtables and

workshops as regular parts of conference activities, it may still surprise you to note the extent of the didactic one-way model of communication that still goes on in our conference). Stung by this, the following year's conference committee decided that the conference would consist in the main of a series of ongoing groups which would work on a substantial issue and report to a plenary at the end of the conference. We did it. What do I remember about it? Hardly anything. Did it change the format of subsequent conferences? Not really. We reverted to the conventional paper-based format in the year after that, and as far as I can see, have stuck with it ever since.

So HERDSA did not buck the conference system and become a shining exemplar of how to do it differently. Perhaps colleagues are like students: sometimes distrusting of the forced inclusivity of group work, (even though we know it is good for us and our learning), wanting to regulate our own degree of involvement as it suits us, and genuinely wanting to listen to someone else tell us something new and interesting.

My other comment on the topic of presentation refers to the visual aids used by most presenters at a HERDSA conference. During the long reign of the OHP there were the occasional disasters when tiny fonts were used or material was photocopied and projected directly, but one could always see the presenter and could usually understand what was being projected. In several respects Power Point is hardly an improvement for an audience, as was demonstrated at the recent conference. Colour on colour can be unreadable, focus often seems blurrier than OHP, movement for its own sake can be distracting and annoying, and worst of all, the low level of ambient light required for Power Point projection

results for me in the unsatisfactory situation in a larger room of a live presentation divested of its dynamic meaning and visual clues because the presenter is in semi darkness. There is a silhouette up there, not a three-dimensional person.

Snap! The Meat Market

In the late seventies one conference dinner had as its guest speaker the Federal Minister for Education (of a Coalition government). I suppose by inviting him we thought HERDSA might get something from the horse's mouth. This was not a megaconference, nevertheless I think there would have been at least 100 people at the dinner. This forgettable person made a forgettable speech which lasted for 50 minutes (we were doing the juvenile thing of placing bets on how long it would last, so I do remember that).

After the formalities were over, the Minister worked his way methodically around the room and shook hands with everyone in it. This may be standard practice for politicians - I don't know - but I think it cured us of assuming that a politician guest would join us as a fellow professional in the mutual quest for enlightenment, and not merely see us as another opportunity for political campaigning.

Snap! The Country Cousins

In the early eighties we held two annual conferences in a motel in Kings Cross - yes, big bad Kings Cross Sydney. I can't remember why, although I was on the organising committee on both occasions. The motel itself, a mere 50 metres from the main drag of Kings Cross, was perfectly respectable, although across the alley on one side was the Mr and Mrs Smith Motel. The motel



was also quite acceptable as a conference venue, and provided perks like a heated indoor swimming pool, used to strategic advantage by some younger male attendees. However, the idea of the seething life so close out there, and the lurid reputation King Cross has always enjoyed, proved irresistible to many conference goers. So while the superior Sydney sophisticates got on with the business of the conference, little groups of out-of-towners would sneak out to the

main drag for 20 or 30 minutes, then scuttle back to tell us what they had seen and what the going rate was for the sex workers. Goodness knows what the overseas people thought about this venue, but the Australians all said they enjoyed it.

*The Executive decided that if this ever happened again at a HERDSA conference the appropriate action would be for the Chair to disband the session and to invite the speaker and those

participants who wished, to adjourn elsewhere for the duration of the advertised paper, where the rogue speech could be given but without the connivance of the Chair. When time would be up for this presentation, the session would regroup and resume in the formal setting as advertised. That was then. I wonder what the ruling would be these days.

International Consortium for Educational Development (ICED) Conference Perth, July 2002.

'Spheres of Influence: Ventures and Visions in Educational Development'

This was the fourth world conference organized by the Consortium. It was attended by over 170 delegates from 23 countries around the world. Three of them were asked to give their personal impressions of the conference for the News and these appear below.

ICED 2002 – a personal impression

Ranald Macdonald

Having attended two previous ICED Conferences in Austin, Texas in 1998 and Bielefeld, Germany in 2002, I was looking forward to attending ICED 2002 in Perth to renew old acquaintances and to make new ones. I was also due to attend the Council of ICED – the International Consortium for Educational Development – with Liz Beaty as representatives of the UK's Staff and Educational Development Association (SEDA).

ICED is a network of national organisations or networks concerned with promoting good practice in higher education through educational/academic development. With 13 national networks and two emergent networks – Croatia and Spain – ICED Conferences attract participants from much of the English-speaking world and northern Europe.

Council got off to a fantastic start with a dinner hosted by Owen Hicks and his family, giving us all the opportunity to savour Australian food, wine and hospitality. The following day's

deliberations are always eased by having got to know each other again in a social setting. The only downside was the absence of the network's convenor – Graham Gibbs – who, following a recent accident, is unable to travel for long times or distances. The meeting also saw the end of Pat Rogers' period as Chair, though the election of Kirsten Lycke from Norway leaves the network in equally capable hands.

The conference itself, held on the very attractive campus at the University of Western Australia (UWA) in Perth, began with a welcome reception in the Lawrence Wilson Art Gallery, providing a mixture of art, music and dance to sooth those of us still suffering from jet lag.

Breaking with the tradition of a number of keynote speakers, the conference had only one keynote address, by Professor Alan Robson, Deputy Vice-Chancellor at UWA. The conference opened and closed with plenary sessions presented by representatives from Hong Kong, South Africa, Sweden, the UK, the USA, Canada, New Zealand, Norway and Sri Lanka. The contributions addressed

the conference theme of Spheres of Influence: Ventures and Visions in Educational Development through either a view of what is currently happening or of what is being planned for the future in terms of educational development in the various countries. I was honoured to present on behalf of the UK though also very conscious that we are currently being funded much more advantageously than most other countries; the result of our funding council seeking to raise the profile of teaching and learning in UK higher education and a consequent central role for educational developers.

For me one of the highlights of the conference was the contribution made to the closing plenary by Professor Suki Ekaratne, Director of the Staff Development Centre at the University of Colombo, Sri Lanka. Suki is also professor of marine biology at Colombo and is committing himself to the regeneration of the coral reefs which have been so badly affected by global warming. As one of a number of UK educational developers who has worked with Suki it was both a pleasure and a stimulus for me to hear him talk so



passionately about his work and his 'perspective from the third world'. Stressing the role of higher education in providing social and gender mobility and emancipation in the third world, Suki also highlighted the need to retain diversity in order that the needs of the whole world are met.

Space permits me from describing or reflecting on the many seminars, symposia and workshops on offer to us. However, those I attended or presented myself benefited greatly from the

willingness of those present to participate and share from their own perspectives. For me it was a joy to run a workshop with representatives from 11 different countries!

As always, I left with many ideas and many new friends. Owen Hicks and his colleagues had organised the conference and accompanying social programme to perfection, providing opportunities for us all to reflect on our various roles in supporting student learning. The close of the conference saw many of us move up

the coast to the HERDSA Conference – but that's for someone else to report! – as well as putting July 2004 in our diaries for the next ICED conference somewhere in central Canada.

Ronald Macdonald is Head of Academic Development, Learning and Teaching Institute, Sheffield Hallam University, UK
Contact: r.macdonald@shu.ac.uk

Lynn Sorenson is Assistant Director of the Faculty Centre at Brigham Young University, Utah, USA

Contact: Lynn_Sorenson@byu.edu

Impressions from Sweden

Torgny Roxa

Educational development in Higher Education is an exiting thing. In particular when it is put into a global perspective. This was made clear without doubts when ICED (International Consortium for Educational Development) held its fourth conference this July, hosted by the University of Western Australia. During the conference I was asked by Roger Landbeck to formulate some impressions for HERDSA News, so here they are.

From all the interesting discussions two themes stayed with me during my long journey back north. The first is the diversity, the conditions under which educational developers work in different countries. The second is the need for good leadership in higher education. The first theme, the diversity, is one of the real good things with ICED. Here it is possible to listen to colleagues from Nigeria, Sri Lanka, Canada, Germany etc. And for a person like myself, occupied with student learning problems in a Swedish university, some of the situations presented were nothing but breathtaking. For example, a session led by a woman from South Africa in which she talked about how to improve the students' study strategies. It was an interesting initiative. During the session, however, she three times mentioned HIV

A Yank Down Under

By Lynn Sorenson

As a member of the POD board of directors hailing from Brigham Young University (Utah), I was honored to represent the (mostly U.S.) Professional and Organizational Development Network in Higher Education at the invigorating 2002 ICED conference held in Perth in July.

Hats off to Owen Hicks (and all the UWA hosts) and ICED President Pat Rogers (STLHE & University of Windsor, Ontario) for a well-planned, successful conference.

I am likewise appreciative to Mother Nature for the fascinating flora, fauna, and weather of mid-winter Western Australia.

The ICED Council convened before the conference, addressing recruitment, planning, and a variety of issues of interest to this important "consortium of consortia." The Council welcomed newcomer Marija Bratanic who, along with Vesna Kovac, is "pioneering" Croatian academic development in their two institutions (Zagreb and Rijeka) through the Society for the Development of Higher Education (Universitas). Kirsten Lycke (University of Oslo), the experienced, well-respected academic developer representing the Norwegian Network, was named ICED President, succeeding Rogers.

HERDSA (Australasia) was well represented at the ICED conference by the largest numbers of participants and presenters. Their concurrent sessions were exciting and thought-provoking. I was particularly impressed with the work of Angela Brew as researcher/presenter, ICED Council delegate, and as HERDSA President.

Notwithstanding the ICED conference was excellent in most every way, there is one suggestion I have for the future—and it is a suggestion for all of us about proposing sessions, not solely a suggestion conference planners. Considering the fact that ICED is a "consortium of consortia," I was surprised that the conference offered few sessions about the functioning of consortia. That is, most concurrent sessions were about teaching, learning, evaluation, government, mandates, technology integration, etc.—very typical of a HERDSA or a POD or a STLHE conference (also very good). But there was little about "growing" one's consortium, governing it well, funding it, recruiting/retaining members, etc. I suggest more sessions to help the consortia themselves function effectively.

Plenary sessions served as "book-ends" to the ICED conference with members of various consortia representing the state of academic development in their locales. I was taken with the ideas put forth—their commonalities and consensus, as well as their uniqueness in certain areas. Many participants were deeply moved in the final session by Suki Ekaratne (University of Colombo, Sri Lanka) who called upon ICED members who are blessed with resources (expertise, collegial support, etc.) to share them with those persons, institutions, and (particularly Third World) consortia where academic development is in its infancy. It was indeed heartening to be together with so many like-minded people of every ilk, those who dedicate their professional efforts to improving teaching and learning in a WIDE variety of settings, institutions, and cultures—AND who want to support one another in these efforts.



and AIDS as a threat, not in general terms, but as a real possibility that the students would die. The whole issue was, according to her, a threat to the quality of higher education in her country. Her eyes, face, and voice came back to me during my flight. So did sessions from Sri Lanka, Nigeria, and Croatia, all examples of conditions very different from my own.

The second theme for my memories is about leadership. Nowadays lots of educational developers work side by side with the senior managers of their universities. They write policy papers and take part in strategic discussions. And this is a good thing. The crucial issue is not about this, it is about the relation between ordinary teachers and their senior managers. Alan Robson (Deputy Vice Chancellor at UWA) gave a keynote where he showed figures of teachers' workload and their participation in staff development. It was interesting. But the striking thing was about the teachers' almost non-existing trust in the leaders of their university. Not very surprisingly one might add. It is probably the same in many universities. And this is of course serious. The teachers are the ones making it all happen. They help the students to learn, and student learning is the bottom line, that is the only thing that really counts. Policy papers and various programs are the things universities show

each other in order to, among other things, gain points in the ongoing bench marking. But if all this does not lead to better student learning it will be scrapped and the teachers' low trust will fall even more. In one of my own pedagogical courses for teachers I once showed the new strategic plan for the university. The teachers all laughed and mocked it around.

This is something to work on. A little more than ten years ago Boyer published the book about the four scholarships. It has helped a lot in discussions about what an academic really is. I wish someone could write about the scholarship of leading. So far, most of what is written and that I know about is about how to lead, but since leadership might be viewed as a relation there should also be about how to be lead. There are some attempts; for example, Ramsden's Learning to Lead in Higher Education. But I cannot help thinking about it as Learning to Teach in Higher Education only from a different angle. A good start to build on. And we need to do something about leadership and its relations, otherwise, I fear, the good teachers will leave as a result of poor working conditions and impossible demands on their practice.

So these were the two themes to think about as a result of the ICED conference in Perth. A third must be added: the great

hospitality of the Australians. "Maybe", I think, "they to have to struggle with shadows from the past and 'queue-jumpers' and other things." But those things go on in every country that I know of. To me everyone was so nice I have a hard time remembering any other country where I have been met with so many friendly faces.

Torgny Roxå is Director and Educational Consultant in the Learning and Teaching Development Centre at Lund University, Sweden.

Contact: torgny.roxa@upc.lu.se

The papers for the conference can be viewed at the conference web site:

<http://www.csd.uwa.edu.au/iced2002/publications/toc.html>

For useful guide on preparing for an international conference presentation see

<http://www.csd.uwa.edu.au/iced2002/guidelines.html>

The Staff and Educational Development Association (SEDA)

SEDA is a professional organization in the UK, which has very similar aims to HERDSA. It runs an annual conference, publishes a newsletter called Educational Developments and has a Fellowship scheme similar to the one proposed for Herdsa.

It also publishes a series of useful books on teaching, many of which are presented in a case study format. Examples of the most recent titles are:

Active Learning in Seminars: Humanities

Innovations in Teaching Business and Management

Student Induction in Practice

Good Practice in Working with International Students

Many of these titles have been reviewed in Herdsa News. To see more details and how to obtain copies go to www.seda.ac.uk/pubsmenu.html

The 7th Annual Conference will be held in Birmingham on the 19th and 20th November 2002. The title is Forging the Links in Post Compulsory Education: supporting staff in breaking down barriers.

Further information is available on the SEDA website at <http://www.seda.demon.co.uk/bham02.html>

Educational Developments is published 4 times a year. Individual subscriptions are £20 sterling per year within the UK. For subscribers in Australia and New Zealand add £5 sterling for postage and packing.

For information about SEDA visit www.seda.ac.uk



What's a plant scientist like me doing in a clinical biochemistry lab like this?

By Janet R. Gorst

In 2001 I undertook a Graduate Certificate in Higher Education at Griffith University and in second semester, as part of a unit entitled 'Learning & Teaching in Higher Education' I had to complete a small research project. Being a scientist (of the plant variety) and remembering back to my own mixed feelings about undergraduate laboratory work, I decided I would like to explore how third year students approach learning in a one semester, laboratory-based subject whose major assessment item was a practical examination. While there actually was a small component of plant work in this laboratory course, the work was designed to expose students to methodology that is widely used in biology (e.g. ELISA, SDS-PAGE, immunoblotting, aseptic technique) as well as to a range of diagnostic techniques covering microbiology, immunology, haematology, clinical biochemistry and pharmacology. My main methods for gleaning information were two questionnaires given before and at the end of the lab work to the whole class, and two in-depth interviews with 5 of the students part way through the subject and then after the practical exam. Somewhere along the line, in a moment of weakness, perhaps after reading snippets from the excellent work of Latour and Woolgar (1986) who studied what went on in the daily life of 'the tribe known as scientist' in the Salk Institute for Biological Studies, I decided that an ethnographic approach was just what my research project needed to complete the study. I even convinced myself that, not only would I participate in the laboratory sessions as a student but also, I would sit the practical exam – how better to get the student perspective on the subject. Thus

begin my journey into the mind of the undergraduate and out of my plant science comfort zone.

The first laboratory session arrived and pre-occupied with other things I rather arrogantly sauntered into the lab without having done one single solitary bit of reading or any completion of the pre-lab exercises. I had no idea what the lab was going to be about. I was partnered with a 'spare' student who, thank heavens, not only had read and understood exactly what we were going to be doing but also showed a refreshing enthusiasm and aptitude for lab work and a patience with me that bordered on saintly. My learning journal testifies that "I spent the whole afternoon blindly doing the work without really understanding the principles of what I was doing". Thus I learnt my first humiliating lesson and thereafter spent hours preparing for the classes. Not so 54% of the students who confessed to not always reading the lab manual prior to the class. The literature on laboratory work particularly emphasises that the reasons why students often fail to learn in lab classes is because they do experiments without a clear idea of what they are doing or why (e.g. Moreira, 1980) – and I can identify with that!!

By the second class (on which I spent 4 hours doing preparatory reading!!) my learning journal tells me that I found it "far less harrowing and intimidating; for a start I knew what we needed to do" !!! Knowing the layout of the lab and where key bits of equipment were, like reagent bottles and pipettes, also lessened the anxiety levels. During this second week, I also experienced my first 'episode' (White, 1991) – perhaps the laboratory equivalent of a great religious experience. White (1991) sees these as 'unusual and striking incidents' that students can directly link with theory gathered from more teacher-centred lessons to help in the understanding of the theory. Basically the prac work involved isoelectric focusing (IEF) – probably a fairly forgettable exercise if it hadn't been for the story the lab staff wove. Basically it went like this – fish connoisseurs had reported that the so-called Barramundi they were purchasing from certain fish shops was strongly suspected of actually being Nile Perch. Samples of fish labelled 'barramundi' were taken from 10 fish

shops. Each pair of students had to extract the proteins from one sample and run them on the IEF gel, together with known standards from Barramundi and Nile Perch, in order to identify the recalcitrant fish shops. And the wonderful names of those dodgy fish shops? – things like 'Titanic Seafoods', 'Barry Mundi's Fish Shop' and 'Neptunes Revenge'. A very simple story like this turned the session into one we could relate to and there was much interest generated in reading the gels to see who the culprit was.

Having the 'right' partner can make a great deal of difference to the learning environment. For me having a partner to work with was great and cut down considerably on the mundane questions that I might otherwise have put to the long-suffering demonstrators. It was also good to just have someone to bounce ideas off or try and reason out something that might not be clear – if you could be convinced by your partner's argument that an ELISA plate needed to be set up in a particular way to answer a particular question posed in the prac work then both your partner and you had engaged in the processes of logical and critical thinking. This seemed to be the general attitude of everyone and I noticed around me, during all lab session, that there was a lively (and relevant) banter within pairs as well as a willingness to share information between pairs. I had forgotten this valuable cooperative learning approach since one tends to become increasingly singular in approach as you progress up the academic ladder. One student told me that it was really important to them to work with someone they liked and who didn't have body odour – a pragmatic point that the well-intentioned teacher could easily overlook in random pairing!

The greatest lesson for me was to appreciate the value of patient and caring demonstrators. I heard students ask the most irritating questions ("So what are we supposed to do with this??" – student waving an eppendorf tube of supposedly highly infective blood that the demonstrator had spent a good deal of time explaining how to handle and what to do with it) and be replied to in the calmest way. Students appreciate this. I asked stupid questions (and made a stupid calculation that almost jeopardized a perfectly good protein assay) and I



appreciated not being lectured to about how I should know the answer. This is very important to self-esteem and pride. There were many students in my class who had had unpleasant experiences in other lab classes, who had felt intimidated about asking questions. As a result these students had become very resentful of lab work and I asked myself how they could possibly have opened themselves to learning if they felt resentful or frightened about being there. In the class questionnaire given at the end of the course, one student actually wrote "I have been converted from a lab hater to a lab 'liker' just because of the different approach taken in this lab subject". It would be nice to think that the learning outcomes of this student had benefited because of this conversion. I also learned that I liked logistical things (what order to do tasks, the reason for doing something) to be explained to me more than once and very simply – flow diagrams were a huge bonus. It is not because one is lazy that such 'aids' are useful, it is just that lab sessions often contain so many things to think about (what the experiment is all about, how to set up the equipment, actually getting results, writing a report) that it is easy to lose the bigger picture or become 'very busy getting nowhere' (Hodson, 1995). Another great pedagogical tool for me was repetition of procedures – not doing exactly the same thing week after week but doing variations of a theme. Thus, we did some sort of a competitive ELISA every week for 3 weeks and I noted "it was great to have the ELISA protocol re-enforced the repetitions are ensuring a greater familiarity and understanding".

The perception amongst most of the students and staff of the purpose of laboratory work (in a general sense) centred around more 'traditional' aspects like learning practical skills/techniques, illustrating theory and verifying phenomena. However, while it is probably fair to say that the tertiary undergraduate science lab does not closely reflect actual scientific practice and thus cannot teach the 'tacit knowledge' at the "central core of the art and craft of science" (Hodson, 1996), it nevertheless presents a wonderful opportunity for imbuing in tomorrow's scientists, an enjoyment of science, an enhancement of scientific attitude and an appreciation of scientific enquiry. This more philosophical appreciation of the purpose of laboratory work is something of a hidden agenda that we (now I'm speaking as a teacher) would like our science students to learn since it is at the heart of scientific literacy. I have come to believe that it is important to tell students more explicitly about this during their lab

sessions rather than hoping it is something that will be passively absorbed in the ambiance of the laboratory.

And so we came to the practical exam. We were told quite clearly that the exam would consist of 15 'stations' at which each student could spend 3 minutes to write an answer to the question(s); there was also a single 12 minute station at which the students had to perform a procedure involving preparation and reading of spectrophotometer samples, and there were 4 x 3 minute stations at which there were no questions and the students had time to reflect on previous questions. The exam very largely tested understanding and focussed on deep learning and application. The week prior to the formal exam we had had a practice exam in the lab session and we students were appreciative of the opportunity to gain familiarity with the exam layout, the notion of the time constraints and examples of question format. What a pity it was that I just happened to be away at a conference on the day the exam was run; I must confess that I had had some feelings of apprehension about doing it – how would it look if I failed?? Never mind, I felt I had learned enough about being a student without the anxiety of sitting an exam. When I got back from the conference a few days later I asked the Course Convenor if I could just have a look at the exam set-up as I know she hadn't dismantled it. "Of course", she says, "drop in at 9.30 tomorrow". Lamb to the slaughter wasn't it – there were several other students in there doing the exam as they had also missed the main exam session. The Course Convenor pointed to a station "OK, go and sit down there and start", but, but....

I found my experience on the receiving end of teaching to be a great mind opener. To have the opportunity to see things from an undergraduate student perspective was illuminating and, I hope, has forever altered for the better my own approach to teaching. I have a great deal more empathy with students facing a barrage of new laboratory experiences and subject material that are every-day for the laboratory teaching staff. I appreciate the value of group learning, of doing labwork that requires me to think rather than to follow a recipe, of creating opportunities for 'episodes' that help my learning, of having patient teaching staff, of having logistics explained clearly and of having a really nice partner.

Oh yes,....the exam. I did it, it was 69 minutes of doubt and discomfort, but thanks to the way in which the Course Convenor had structured the laboratory classes I had managed to learn something without really trying – I passed!

Acknowledgements

This project was done while I was a Lecturer at Griffith University (Nathan Campus). I am especially grateful to Margaret Buckridge (Lecturer, Griffith Institute for Higher Education) for her advice and encouragement during the time the project was carried out, and to Dr Susan Lee (Lecturer, School of Biomolecular and Biomedical Sciences) the Course Convenor who so patiently put up with me in her laboratory class. A very big thank you also to the staff and students of BBS3030, Biological Sciences Laboratory (particularly Angela Clark, Shannon Dillon, Damian Hatchett, Sam Lukowski, Beryl McDonald, Michelle Morley, Renee Norris and Renee Stirling) who so generously gave me their time and their comments.

References

- Hodson, D. (1995). Towards a more critical approach to laboratory work. Paper given at CONASTA 44. Conference for the Australian Science Teachers Association, 1995 (copy of paper obtained directly from ASTA, September 2001)
- Hodson, D. (1996). Laboratory work as scientific method : three decades of confusion and distortion. *Journal of Curriculum Studies* 28 : 115 – 135.
- Latour, B. & Woolgar, S. (1986). *Laboratory Life : The Construction of Scientific Facts*. Princeton University Press.
- Moreira, M.A. (1980). A non-traditional approach to the evaluation of laboratory instructions in general physics courses. *European Journal of Science Education* 2 : 441 – 448.
- White, R.T. (1991). Episodes, and the purpose and conduct of practical work. In B.E. Woolnough ed, *Practical Science* Open University Press pp. 78 – 86.

Janet Gorst has had a somewhat peripatetic career, having worked in university, government and commercial institutions. She was a lecturer in plant science and plant biotechnology at the University of Tasmania (Hobart) from 1991-1995 and at Griffith University (Nathan Campus) from 1999 - 2002 and has also taught numerous short courses in plant tissue culture at TAFE's in Canberra, Newcastle and Brisbane. She received the Australian Society of Plant Scientist's Annual Teaching Award in 2001. She is currently back working in the commercial world.

Contact: jgorst@mpx.com.au

A Fijian Sojourn

By Valerie Clifford

The beating of the lalei' impresses on my sleepless mind that the amorphous night has become 5.00am. My eyes focus on the large ceiling fan rotating slowly but surely through the night, enough to stir the thick air without chilling susceptible muscles. I roll out of my damp bed, stretch for my pants and sleeveless top and sleepily meander into the lounge to perform my necessary stretch exercises for the day, trying to keep at bay the aches and pains of water and salt depletion. The slight exertions have sweat rolling down my face, my neck, my arms, my legs, my body, the towel under me soon becomes drenched. I stand under the cold shower, my first of three or more for the day and try to focus on my aims for the day.

I sit scrunched in the corner of the verandah, trying to avoid the already scalding morning sun as I scoop out fresh pawpaw and sip at my fresh lemon grass tea for breakfast. I linger on the verandah, my favourite spot, overlooking the lush tropical vegetation, the laden banana, jack fruit and pawpaw trees and the wooden and tin huts of various size and permanence that are the homes of my neighbours. A battered taxi arrives at the bottom of our lane to take a man to work, few people own cars. Two small children scamper around their mother, who laden with baskets and in her fresh, long skirted pink and red cotton dress, sets out for a long day. The overflowing buses begin to crawl by the end of the road, faces, elbows, bags of school children, women going to sell their wares at market, men going to work, jostling for position by the ever open windows.

I clatter to work in my Fijian bomb, manoeuvring it agilely around the mine field of potholes in the roads, only crashing into one this morning and jarring my spine as the springless seat collides with the shock-absorberless car body. The air in my office is stale from the hot night and I throw open all the louvres, inviting in the cacophony of noise from the waving papadamus trees, the crickets and the students humming by. I am lucky, I can see the blue skies but not the sun in my room, which keeps it five degrees cooler than other rooms. The fans start their slow swish. I hoot up my computer and half-heartedly wipe away

the sooty-Suva dust that has accumulated on my desk overnight. We are lucky, today we have electricity.

I am looking forward to the day. I have been asked to work with a student class, not my usual role, but I am keen to get the feel of Pacific students. I am introducing them to journal writing and after outlining the whys and wherefores I ask them to work in small groups. I distribute sample journal entries that the lecturer and I have written for them to analyse. I am worried about noise levels as with thirty students in the class and two walls of the classroom being completely open louvres we would be disturbing a dozen other classes around. I am stunned by the complete silence that falls over the class as they settle in their groups. I leave them awhile before tiptoeing around the room to see how they are getting on. Eyes are focused on the sheets of paper and stucca voice conversations murmur in the room. One group does not appear to be moving and when asked to get their ideas on the butcher's paper to be presented, nothing happens. I steal myself for a subdued plenary and am pleasantly surprised by what the students present. I leave the 'non-functioning' group until last. One of the students leaps up, sticks their sheet to the board, writes furiously over it and then gives an animated presentation that just about sums up the whole topic! I praise the students highly for their work and look forward to our next class. 'Where did all that come from?' I ask Tarcissius in surprise, "They weren't even talking to each other." He, in turn, looks surprised and says the class had really responded to me and that they had been working hard. He says that once an idea has been suggested the comment on the idea is given by eyebrow movements. "Run that pass me again!"

My second class falls on a day that is swapped for a Monday. Fiji celebrates all Christian and Hindu religious festivals and so has the most public holidays in the world, the majority falling on Mondays. I give away the idea of the class and am surprised to be approached by the students to run the class at another time. They have arranged use of the Oceania Arts Centre and expect me to attend at 4.00pm. As the teaching space at the Centre is a floor under a brush roof I consult with my secretary about wearing trousers to make it easier to move around. This suggestion is vetoed by Eni and I am instructed to wear a long skirt that is not

tight and to sit elegantly! At least I can expect a breeze teaching outside.

They sit comfortably, cross-legged facing me on the soft woven mats put out for the class. I sink nervously down hoping that I will be able to get up again and that my legs won't go to sleep under me. Their eyes scrutinise me deeply and they attend to my every word, eyebrows commenting as I progress. I feel interrogated without a word being said and the intensity of their concentration on my words makes me wish sincerely that there is some 'truth' or some 'worth' in what I am telling them. As they break into their project groups I find myself standing up and breathing deeply to break my own tension. Working around the groups I am pleased by how well some have understood the points I have made about ethics and they are asking pertinent questions of their own projects but I am troubled by how little others seem to have even been in the same learning space. When I try to engage them with the ideas I find that we lack a common cultural experience to find old knowledge on which to latch the new ideas. I walk slowly back to my office, the shaded walkways doing little to mitigate the claustrophobic heat of the late afternoon. I ruminate on the impact of authoritarian family, village governance, religious and educational structures and how Western ideas of independence of thought fit, permeate, clash with or break down traditions and beliefs.

I continue to reflect on my experiences in the Pacific, of the western colonial educational enterprise that is still alive and kicking and has a new lease of life under the guise of globalisation. I wonder if I am helping or hindering by continuing to work with staff at a distance to identify culturally appropriate knowledges and ways of learning and what this could mean in a tertiary education setting.

Lalei is a hollowed out tree trunk beaten as a drum to call people together, at 5.00am for prayer.

Valerie Clifford is Head, Higher Education Development Unit, CeLTS, Monash University. She was formerly Director of the Centre for the Enhancement of Learning and Teaching at the University of the South Pacific.

Contact:
valerie.clifford@celts.monash.edu.au



www.SkillCity – Under Construction

by Emma Beacham, and Will Rifkin

Imagine entering your office on a Monday morning focussed on the need to get your students into project teams that afternoon. You want to avoid the conflicts among team mates that ate up your time the previous session. So, you go to the SkillCity web site that you bookmarked and quickly locate a handout on team 'contracts'. The peer reviews of the handout indicate that it 'works', conflict is reduced. Downloading the handout as a Word document takes five seconds; print it out, and you are off to the copier. Total time: ten minutes.

Generic skills, such as the ability to work in teams, are sought by employers and the recent graduates that they have hired. Yet, few lecturers have the time, energy, or insight to identify what to incorporate into their class or curriculum in order to systematically enhance these skills in their students.

The Communication Skills Project was inspired by this realisation. A few years ago, we proposed to experiment with a process for collecting, obtaining peer reviews, and modularising 'best practice' teaching materials on generic skills. Our aim was to make them available on a website to a community of lecturers who would also serve as the site's contributors and reviewers. The site, now known as SkillCity (www2.iaaf.uwa.edu.au/skillcity/), would provide lecturers with easy access to an abundance of materials on communication skills, materials that are tested and tailored to be suitable for each discipline and student level.

Forming 'the Team'

To start this process, we established a peer network involving staff from universities across Australia. We sought 'early adopter' lecturers, staff development officers, and learning development staff who were eager to share and review materials. They were asked to take part in a form of 'user-centred design' of the web site, SkillCity. Initially, ten universities were involved in the Comm Skills Project. Now, staff

members at sixteen Australian universities are involved, with forty names on the Project's e-mail list. Funding has been provided by the Committee for University Teaching and Staff Development (CUTSD, now the Australian University Teaching Committee, AUTC).

SkillCity – a Home on the Web

The SkillCity web site, version 1, was developed in consultation with Comm Skills team members and has been online since early 2001. It has a partially-automated donation, review, posting, and notification system, which moves materials from donation to public view on the web. Currently, donors upload a handout or lesson outline through an online submission form. Submitted materials then show up in a 'Committee Room', where they are available to a review committee online in HTML or via downloading as Word documents. The plan has been that when sufficient reviews have been obtained, the materials will enter a searchable database accessible to all. SkillCity currently also contains information about the overall Comm Skills Project, a 'news and events' section, a 'chat room' forum, and a page with links to other relevant sites. Though version 1 of SkillCity is based on a colourful, city analogy, focus groups at several universities have revealed a preference for a straight textual format. That is now being incorporated into version 2.

Materials — Online

This experimental agenda for the Comm Skills Project called for a fairly narrow, initial target area. The Project team selected teamwork and groupwork in Business and Commerce disciplines. Materials submitted to date include handouts, assignment guidelines, plans for class activities, exam questions, journal articles, and tips for homework assignments. Each of this initial batch of twenty-eight entries is accompanied by a short summary form, where the donor has classified their submission according to discipline, activity type, year level, and time needed for the activity.

Findings — Lessons Learnt

During the process of gathering materials, we encountered roadblocks to the process of contribution, review, and use of materials. Some roadblocks were mechanical, such as online submission processes, and some institutional. These latter hurdles related to obvious constraints on donor-lecturers, such as a lack of time, volumes of other papers to write, and a lack of 'publication points' for submitting materials to the site. Peer reviewed teaching materials are not as widely accepted as 'refereed publications' as they might be.

We also encountered problems with conceiving formats for different segments of the lecturer audience – donors, adaptors, adopters, and critics. Some donors favoured submitting in-depth case studies or elaborate directions for a class activity, while users seemed to value other features, such as a clear title, a short description, and downloadable Word handouts.

Through interviews, focus groups, and experimentation, we have been working toward addressing these issues. SkillCity is now entering phase II of development, with a site upgrade and restructure imminent in response to this lecturer feedback. On completion of the upgrade, we will continue to seek feedback on ways to improve this process of flexible delivery of teaching materials in the generic skills area.

CSUE Conference 2002 – A Community Gathering

As a strategy to increase the flow of documents on SkillCity and to test the peer review process, we offered to host the 2002 Communication Skills in University Education (CSUE2002) conference for October 2002. Conference papers and peer reviews will become contributions to SkillCity.

Conference sessions will be in 'Open Space' format (for a detailed description see www.openspaceworld.org), which features multiple, small-group dialogues on topics about which participants are 'passionate'. Keynote speakers will be replaced by keynote workshops 'delivered' by expert facilitators. The



conference theme encompasses SkillCity's current focus on teamwork as well as a broader focus on issues such as evaluation / assessment and generic skills / graduate attributes. More information is available at www.csue2002.unsw.edu.au, with details on registration, accommodation, and the two-day program.

Through the conference submission procedure, we will be able to test SkillCity's usability with a high volume of submissions. We will also gain insight into the process of peer review of teaching materials. The amount of material available on the web site will increase, reviews of materials will be added, and the site's users will actually meet in person — at the CSUE2002

conference. For the conference and beyond, we are working to increase the level of automation of the site so that the community of users can maintain the submission and review process when development funds run out.

We would like to thank the Office of the Pro Vice-Chancellor for Education at the University of Wollongong for initial funding as well as the AUTC for ongoing support. The Comm Skills Project has administrative support from the Centre for Educational Development and Interactive Resources (CEDIR) at the University of Wollongong and the Faculty of Science at the University of New South Wales. One also needs to count the contributions of the many team members and their universities.

This write up was compiled by Emma Beacham, Project Coordinator, and Will Rifkin, PhD, Project Team Leader, Science Communication Program, Faculty of Science, UNSW, Sydney, NSW 2052; (02) 9385-2748; csue2002@unsw.edu.au.

Contact:
ebeacham@science.unsw.edu.au

HERDSA GUIDES

HERDSA Guides are short and easy to read, and specifically designed to meet the changing needs of working in Higher Education. The guides are peer reviewed and have been written by some of Australasia's leading academic teachers and researchers.

The latest guide launched last year is entitled *Reciprocal Peer Coaching: A strategy for training and development in professional disciplines* written by Richard K Ladyshevsky.

Some other titles are

Student Centred Teaching: The Development and Use of Conceptual Frameworks by Kym Fraser

Improving Teaching Through Action Research by David Kember and Mavis Kelly

Multiple Choice Testing by Geoff Isaacs

Conducting Tutorials by Jackie Lublin

The Guides are available at \$16.50 for HERDSA members. Order forms are available on the HERDSA website. A full list of all HERDSA Guides is found at

www.herdsa.org.au/guides

“Whatever went wrong?”

- a Michelin guide to the academic hospitality industry

Humankind displays an ancient and seemingly insatiable interest in knowing “what went wrong?”

Things are never as they should be, and never as we would want them to be. And some psychic need –curiosity? – seems to be met by searching for answers: “What exactly did go wrong?”; “Why did it go wrong?”; “Where and when did it happen?”

The Church’s “original sin” doctrine is the classic example. One legendary event neatly explains everything that could possibly ever go wrong. Lesser, but more interesting examples, are at hand. Philosophers and theologians seem to be particularly good at them.

Alasdair MacIntyre’s “After Virtue” postulates that the Western world’s understanding of what morality comprises underwent a radical change at one historical point. Since then we all suffer total amnesia. The idea of being moral (and how to achieve it) is something the West has to now re-invent. Until it does, we are doomed to interminable warfare between incommensurable notions (postmodernism being one).

Thomas Berry (“The Great Work”) argues much the same vis a vis humankind (the West anyhow) and its attitude towards the Earth. He dates the turning point towards the last of the great plagues of mediaeval Europe. We abandoned our earlier comfortableness with bodily existence on a material planet and sought either blissful release and a life in heaven (salvationism) or planetary domination (science and technology). Either way we came to despise earthly existence, developing the tragic ease with which we now despoil, destroy and desecrate our earthly home.

Krishnamurti, in published conversations with nuclear Physicist David Bohm, develops a similar thesis for why humans never appear capable of learning from history or experience. At some (undefined) evolutionary stage we adopted a tragic miscomprehension of what “knowledge” consists of. We

erroneously conflated it exclusively with the products of conceptualising. Our consequent inability to perceive clearly and even recognise the place of non-conceptual insight is at the heart of our contemporary tragedy as a civilisation.

I don’t want to argue for or from these (though I find all intrinsically interesting and worthy of study). But they all appear to implicitly presume that there was once a “golden age” “before the fall”; a time when everything was okay. Our task is to find a way of rectifying the error, putting everything right again.

I think one might go along with “Whatever went wrong?” theories to a degree, but resist falling into the “golden age” trap. One could adopt a Kantian position, that humankind is constructed of “bent timber” and inherently incapable of sorting itself out. Then add Isaiah Berlin’s pluralism – that for every “real” question there will be a number of completely different, but equally correct answers.

Discarding the “golden age” notion, one might believe that whenever we notice some seriously wrong thing we are at least entitled to theorise about when and how it in particular went wrong (out of the plurality, the multiplicity, of other things that have always been going wrong). We might then feel morally compelled to ask what we might now do, not so much to “put things right again” (a silly and impossible notion) but to at least ameliorate the worst consequences of historical wrong-turnings.

Neil Postman, in *Technopoly*: the surrender of culture to technology (Vintage Books 1993) argues a kind of “Whatever went wrong?” thesis about C20th education. I don’t think he asks us to believe this is the only thing that ever went wrong. It’s probably one among many. But he plausibly argues that something rather serious went badly wrong quite recently, and that it has sinister consequences for us. Until, that is, we can ameliorate the worst of them.

That’s why I enjoy “Whatever went wrong” theorising. If we approach it

sensibly, it leads to asking “What should, or what might, I be doing today to help fix things up?” Or (if fixing up isn’t possible) to create conditions to cancel out the worst ongoing consequences of irretrievably and irremediably bad past errors. And that’s the start of a remedy for nihilism and anomie.

Postman’s suggestion, for those unfamiliar, is that education took a seriously wrong turn somewhere during the C19th (I think he placed the event in Paris). It suddenly became fashionable to use numbers – instead of words – in describing the quality of academic work. From it grew the entire Educational Measurement movement. All, in his view, a massive mistake having deplorable consequences of appalling dimensions. We all know it well, though not possibly as the malignant evil Postman believes it to be.

I experienced a déjà vu recently reading a contemporary paper; it took me back to Postman, with whose ideas I was for some time enamoured and still have considerable respect. This particular “Whatever went wrong?” theory still has some serious supporters. I read Paul Standish’s “Disciplining the Professions: subjects subject to procedure” in *Educational Philosophy and Theory* 34(1), Feb 2002.

Standish argues that “current regimes of (university) quality control ... undermine the traditions of practice that are essential for the healthy development of disciplined and inter-disciplinary learning and enquiry”.

He looks at problems arising when, under “quality control” regimes, academic administrators try to achieve (as an example) common standards in a subject area across institutions. Suppose a certain level of degree in one institution is, say, to be recognised as compatible with the same level in another of similar standing. The goal is commendable; the methods being used are deplorably misguided and destructive.

The kinds of schemes invented to “standardise” academic quality all contain



naïve assumptions, he claims, about science and rigour. For one thing "objectivity" becomes synonymous with "quantification" (– do I detect shades of Postman?) Worse still, the very "standards" themselves are then thought (in the most serious conceptual error of all) to actually consist in those quantifiable criteria.

Standish defends his criticism against the accusation that without quantifiable standards we are back to the bad old days of "impression marking".

"To imagine that the only options here are mechanistic application of criteria or the subjective vagaries of impression marking is not only to misrepresent the alternatives but to misunderstand the nature of an academic discipline"; "A tradition depends on a community of scholars engaged in a common pursuit (with a history of addressing certain kinds of problems and reading certain kinds of texts), and there can be no common pursuit without some criteria, explicit or non-explicit, for what counts as engagement in that pursuit."

"The idea of an academic pursuit is scarcely intelligible without there being some sense of what it is to engage in it well or badly. Standards are inherent in the very notion of a discipline. What is needed to maintain standards then is above all the sustaining of such communities of scholars. Objective assessment is possible in the light of a growing familiarity with examples of good practice ... and with the kinds of judgement that are made about these" (emphases mine).

I've been travelling much in recent years, most frequently around Europe, and generally on the cheap. Strikingly common in the East, Centre and West of Europe is the very reliable custom of classifying hotels and hostels (even pensiones) by a "star" system. (On my budget I know never to look beyond a 2-star place). That "star" system makes a nice illustration of Standish's (and Postman's) point about the evils of quantification in matters concerning values and standards.

A number can be used in either of

two ways. It can serve the same function as a word, that is to say it is simply the name of a category. Replace it with a word or words – "very nice" "pretty frugal" – and you get exactly the same meaning. Or a number can be used as a mathematical entity. The hotel "stars" system is clearly the former. It would make total nonsense to start treating the number of hotel stars mathematically, by adding, subtracting, multiplying or dividing them as though they were mathematical entities (they are not!).

Even an "average" of the star ratings of several hotels would (I'd argue anyhow) be meaningless. That's because there would exist no entity as such, that could be experienced as an actual hotel, which would correspond to the decimalised number that the average generated.

The number is a mere name, a signifier, communicating the expectation of a certain quality. The purpose of a star rating is to anticipate, as reliably as possible, what kind of comforts and qualities the visitor will experience when they stay there. It is not and can never be made susceptible to having mathematical operations carried out on it because that would be to destroy its meaning as a denotator of actual value.

Postman argued that prior to the quantification of educational values, professors knew very well what they meant by "Excellent" or "Good" or "Fair" or "Not Good Enough". In Standish's terms, they were calling on the collective knowledge of a shared discipline, a living academic community. To quantify those assessments, giving them numbers that were then presumed (illicitly) to be mathematically manipulable, was the start of a process destined to destroy not merely the meaning of the categories of excellence, but the community of scholarship that lay behind and generated those meanings.

Since reading Postman a decade ago I've never been comfortable with assigning numerical grades. Although I knew that they were merely non-mathematical categories of excellence for which the names we gave happened also

to be the same as certain ordinal numbers, I could not trust others to respect that. Once others took my numbers and treated them illegally as mathematical entities, I sensed that the rot would inevitably set in.

I'm more than confirmed in that position when I reflect on two practices that continue uninterrupted (despite the quantification revolution) more or less as they did before the C19th. They are (a) the non-quantified assessment of doctoral theses and (b) the assessment of journal papers in the refereeing process. These are relics of ancient times, still reliably defining the highest echelons of academic endeavour. And they tell us what life might have been like if numbers hadn't entered to corrupt the meaning of quality.

Standish believes the same corruption happens under today's regimes of so-called "quality control". I suspect it's also true when it comes to "measures" purported to tell us with mathematical precision how deep (or shallow) our student's approaches to learning are. If the illicit quantification of academic standards is destructive of academic community, might not the illicit quantification of approaches to learning be equally destructive of student learning and scholarship itself?

I'm confident there never was a "golden age" when learning and scholarship were uncontaminated by inept and inane technologies of the day. But if today's academic scene is as profoundly contaminated by technologies of measurement as these authors claim, it does raise some interesting questions of the Socratic kind.

Such as "How should I live?", also known as "What should I do when I am faced with something I believe to be a grave error?". Or even "What dare I do when I conscientiously believe that one of my institution's main intellectual pillars is quite probably the product of a historical wrong-turning of the most disastrous kind?"

Eidos



Research in Higher Education : Progress Reports

Challenging students to think critically: development of a new zoology unit

Susan M. Jones and Leon Barmuta

What do we want our students to know, and to be able to do, as graduates in science? What are our responsibilities as educators of the new generation of biologists? Modern zoological theory is profoundly affecting the ways in which society views developmental biology, macroevolution, conservation, the impacts of introduced species and genetically engineered organisms, and the role of Darwinism in social policy. However, most undergraduate science courses still focus on providing students' with an adequate knowledge base for further study. In a typically overcrowd curriculum, there is often little opportunity to examine such issues critically, nor to accommodate student-led exploration of such themes. A second issue is that science students in general appear to be less and less able to read critically, or to write with clarity and purpose (Birkerts 1994). The paradox, then, is that the scientists of the future may be ill-equipped to make critical analyses of current scientific theory and its applications.

The students themselves feel inadequate in this area. Many undergraduates have commented to us that they lack the skills necessary to argue or defend positions about important public issues that involve ecological or evolutionary topics. Recent examples of such issues include the human genome project, various claims by creationists, arguments about the rate of biodiversity loss, threats posed by oestrogen-like synthetic chemicals in the environment, the pros and cons of biological control of pests and the many uses and abuses of

'Darwinism' in social policy debates (Thornhill's recent advocacy of the 'adaptiveness' of rape is a recent high profile example.) Although their appetites have been whetted by what they have learned during their university studies, the students still feel they lack the skills to evaluate the scientific content of such debates.

One way to address this problem is to provide an environment in which students can learn how to read and evaluate both the scientific literature and its popularised derivatives (sources such as popular science magazines (e.g. *New Scientist*, *Scientific American*, *Newton*), polemical scientific essayists such as Stephen Jay Gould, Matt Ridley, Richard Dawkins, Daniel Dennett, Richard Lewontin, 'high' journalism (e.g. *New York Review of Books*, *The Economist*), 'not so high' journalism, and, of course, the internet. We suggest that the best way to maintain student interest is to pick current, usually controversial topics that interest the teaching staff involved. The challenge of course, is to move beyond the students' (and our) initial preconceptions, and to read and evaluate the material in terms of its scientific content. As Biggs (1999) stresses, education should be about "conceptual change, not just the acquisition of knowledge"; thus the focus should be on developing skills in critical analysis rather than learning content. Reavy (1996) puts forward similar arguments to support his use of group projects in biology for motivating students who may be overexposed to conventional course work in science degree programs.

The impetus provided by a necessary re-structuring of our second year zoology units led us to develop a new unit, which we have titled *Evolution, Ecology and Society*. In this unit, students examine contemporary theories and concepts in ecology and evolutionary biology, and the ways in which these ideas are used to inform both scientific progress and public debate. The focus is on generic, rather

than subject-specific, content. The emphasis is on improving skills in finding and collating scientific evidence, understanding and evaluating competing arguments, and integrating and presenting scientific arguments in a professional manner. These skills are germane to becoming an effective scientist.

We have based the teaching pattern on the "guide at the side" model, emphasising the development of independent learning skills, information literacy, and critical thinking. Working in groups, students explore selected, currently topical concepts in Zoology through self-guided research and group discussions. We were strongly influenced by Etkina and Ehrenfeld (2000), who point out (p. 603) that "gaining understanding requires an idiosyncratic, dynamic construction by the students themselves". The job of the instructors is therefore to help the students find the "meaning in the material". Etkina and Ehrenfeld (2000) use continuous formative assessment of weekly "reading reports" as a route to developing a critical approach to scientific literature. We have adapted this method, using reading reports as part of an initial two week module focused on enhancing information literacy.

A key factor for success is harnessing a "sense of student control over learning and interest in the subject matter" (Ramsden 1992, p. 100). After the initial module, students choose two of four learning modules in which they explore topical issues in science through library research and group discussion. We picture the basic module as a "learning spiral", beginning with student choice of topic, and group discussion to draw out major issues. The group allocates specific tasks to pairs of students who carry out library research, reporting back to the group on the content of their readings. Over the five weeks allocated to each module, the group works towards critical and comparative assessment of material through discussion, oral presentations and



written assignments. The final written report includes a critique of the student's own research focus, a synthesis of the group's discussions, and reflective comments on the group process. Students are also assessed on their oral communication skills through taking part in discussions, forums and "hypotheticals".

In 2001, we were awarded a University of Tasmania Teaching Development grant for a pilot study of how these ideas would be put into practice. We used the then current second year tutorial system to develop and refine specific teaching and learning strategies. We first collected a range of material on selected topical issues in Zoology, from newspaper articles to scientific papers, so that conflicting or alternative views were presented in different articles on the same topic. This material was then used as the basis of discussions and the preparation of reading reports (Etkina and Ehrenfeld, 2000) in fortnightly tutorial sessions. Peer assessment and formative staff assessment were used to provide critical feedback on the first reading reports, before a second, similar, exercise was marked by staff.

We surveyed the students involved in the trial, eliciting both quantitative and qualitative feedback on their impressions of the tutorials. The students were very responsive to the idea that we were trialling a new learning method, and their feedback was very positive. They were intrigued by the idea that "even a student"

could legitimately critique a published paper, but were challenged by the requirement to write clearly and concisely. However a significant proportion (44 of 47 students for each question) said that they found the written exercises very useful in improving their ability to read scientific articles critically, and that they better understood the process of summarising scientific articles for a popular audience. Some students (11/47) did not find the peer review beneficial, but this may reflect our inexperience in facilitating such activities.

We anticipate that Evolution, Ecology and Society will appeal to the significant proportion of students who wish to have the opportunity to reflect on the "big ideas" in biological science that are changing many of the ways in which modern society functions. Along the way, we may find that our graduates, tomorrow's scientists, are becoming more critically aware. We shall be exploring these issues further as we gain further feedback through more cycles of running this new unit.

References

- Biggs, J. 1999. What the student does: teaching for enhanced learning. *HERD* 18(1), 57-75.
- Birkerts, S. 1994. *The Gutenberg Elegies: the fate of reading in an electronic age*. Fawcett Columbine: New York.

Etkina, E. and Ehrenfeld, D. 2000. Helping ecology students to read: the use of reading reports. *BioScience*, 50, 602-608.

Ramsden, P. 1992. *Learning to teach in higher education*. Routledge: London & New York.

Reavey, D. 1996. Group projects for undergraduates: end products for the real world. *Journal of Biological Education*. 30, 265-268.

Acknowledgments

A University of Tasmania Teaching Development Grant allowed us to develop the ideas and teaching strategies for Evolution, Ecology and Society. We appreciate the support of our Head of School, Roy Swain, and his encouragement to try something a bit different.

Sue Jones is the First year Coordinator, and Leon Barmuta coordinates the Honours program, for the School of Zoology. They are both members of the School Teaching Committee, a recent initiative being the planning and design of a suite of new second year units.

Contact : S. M. Jones @utas.edu.au

Research in Higher Education on the Web

Since 1999 brief reports on research projects in higher education have been published in HERDSA News. We are now planning to make them available as PDF files on the HERDSA website (Research section). They should provide a useful data base of research in teaching

We have also published notes about research about to start or in progress. If you would like details of your current research project to be included in the December issue of the News please email the details to the Editor by Friday 8th November using the following headings:

Title of Project. Brief Description of Project. Name(s) of Researchers. Funding Body. Keywords. Contact email.

The only catch is I shall probably ask you in two years time to write a report for HERDSA News!



Book Reviews

Teaching the Chinese Learner: Psychological and Pedagogical Perspectives

David Watkins, and John Biggs, (Eds) (2001) *Comparative Education Research Centre, University of Hong Kong, China and The Australian Council for Educational Research, Melbourne, Australia. ISBN: 9628093 72 X 9 (Paperback).*

Globalisation, internationalisation, localisation, indigenisation, and many other words, constantly bring to our attention the need to see the world through the eyes of others. For many years our understandings of student learning and teaching in higher education, evolving through what we would now consider to be mainstream constitutionalist and constructivist perspectives, have been dominated by views from so called Western cultures, including Australia, UK, US, Canada and Sweden. In the early 1990s, we were reminded by Linda Conrad, Margaret Buckridge, John Bain and others that attending to variation in the character of student learning required attention to the views of females as well as males. While this message is still slowly filtering through, the cosmopolitan character of our classrooms is still under represented in our research.

And hasn't the world changed. We are today so much more conscious than twenty years ago, that our supposed Western cultures are increasingly multicultural in character; our classrooms and educational environments are also. The Faculty of Information Technology at QUT, from which I write, is an academic home to staff from many nations; and learners come to us from all over the globe. We are responsible for off-shore courses in different parts of Asia, and shortly expect to be teaching in Hong Kong and Beijing also. Our Brisbane classrooms are filled with representatives from many nations, where students recently arrived from overseas may be taught by a staff member recently appointed from overseas. Our Singapore classrooms, predominantly drawing students from the Confucian culture, will soon include Thai learners as our Singaporean partner markets its courses in other parts of Asia. Surely further layers of complexity are added by the increased emphasis on use of the electronic learning environment. For us,

as for our colleagues elsewhere, the changing situation has escalated, or intensified in the last three years. We will never be the same again. What a challenge for teachers and for learners, for academic managers and staff developers, and, naturally, researchers.

With all this in the background, I turned to *Teaching the Chinese Learner: Psychological and Pedagogical Perspectives*, and was delighted to find a true feast. David Watkins and John Biggs have compiled a sophisticated, and yes, definitely 'path-breaking' volume that further uncovers for readers the world of teaching and learning in Confucian cultures. For the presently uninitiated, a preceding volume *The Chinese Learner: Cultural, Psychological and Contextual Influences* (Watkins and Biggs, 1996) was our first introduction to this detailed research that has been focussed on Hong Kong, and now, China. The new volume not only reveals focal elements of teaching and learning in Confucian cultures. For those of us that have our roots in the Australian higher education culture, this volume may help us see ourselves from another perspective. It forces us to recognise the culturally specific nature of much research into higher education teaching and learning to date. The authors most certainly communicate the essential idea that surface observations of other cultures may not long survive an attempt to look deeper and understand.

Teaching the Chinese Learner brings together the work of many researchers, including Bo Dahlin, Farideh Salili, Ference Marton, Gao Lingbiao, Tammy Kwan, Ida Mok, Carol Chan, Thomas Tang and David Kember, some twenty-six authors in all. Their chapters are divided into three main themes – teacher thinking, teacher practice and changing teachers, reflecting the primary argument that the key to achieving particular kinds of learning outcomes is to establish

particular kinds of teacher thinking about learning. The overall aim of the book is to explore whether Kember's (1997) model of interrelationships between teaching conceptions and orientations is appropriate in secondary and university teaching influenced by the Confucian heritage. It also seeks to discover whether the idea of linkages between approaches to teaching and learning and perceptions of the teaching environment are generalisable across cultures. Another main intention is to shed light on the 'paradox of the Chinese teacher'. This is the apparent problem of how, given large classes and an apparently examination dominated system, do Chinese teachers get such positive results?

While this volume is clearly a presentation of research outcomes, its insights into the process of teaching Chinese learners would give it appeal to a wide audience of administrators, curriculum designers, implementers and evaluators. Researchers, teachers and staff developers are guaranteed to return to it many times.

Where to from here? We desperately need detailed investigations of other cultures and of contexts which include many cultures, we need to understand the experience of students who move from one cultural context to another. So please, can we have some more.....

Christine Bruce, is an Associate Professor in the Faculty of Information Technology at the Queensland University of Technology

Contact: c.bruce@qut.edu.au

This title may be ordered from The Comparative Education Research Centre E-mail cerc@hkusub.hku.hk Fax: (852) 25174732

The HERDSA Electronic Publications Repository

At its July meeting the HERDSA Executive discussed a proposal to establish an electronic repository of all HERDSA publications. In summary the proposal is as follows.

The concept behind the ePublications Repository is to provide a central, searchable store of all HERDSA publications which can be made available to all members, and, with some restrictions, non-members via web browsers. An added function of the proposed system is that authors can evidence the level of access to their work as reports can be generated on 'hits' on a page-by-page basis which can be automatically generated and sent to them.

The repository will be a web enabled document database. When documents are added to the repository, certain characteristics are also defined for the document. Available characteristics could include:

Document source (e.g. HERDSA international conference, HERDSA state conference, HERD, HERDSA news).

Document access (e.g. public access, HERDSA members only, HERDSA Executive Committee only).

Document status (e.g. published, draft, draft for comment).

• Whether or not to log page 'hits'.

For HERDSA members

One of the key functions of the proposed repository is to record 'hits' on pages so that reports, probably annual, can be prepared for the authors of documents on the site who are current members of the society. The report would provide a list of citations of their work in the repository and the number of hits on their page over the last 12 months.

The timing of the report could be either defined by HERDSA (say, initially, 2 months after the renewal of their subscription) or defined by the member (probably to coincide with institutional promotion or reporting rounds).

For non-HERDSA members

Members of the academic community need access to relevant information. While much is available via the web, this information store would be focused and support a search engine that would enable not only the standard Boolean searches, but also searches for words in relationship to other words, and ordered either by relevancy or modification date.

Development of System

It is envisaged that the system would be developed on Lotus Domino technology, which is a web enabled, document centric database system. This would enable the rapid development of the system and provide a high level of functionality. A Lotus Domino server would have to be set up such that internet access is provided. The availability of such a server is being investigated. This is crucial to the success of the project.

The Executive endorsed the concept of the repository and asked Di Challis, Brent Challis and Roger Landbeck to investigate the setting up of a pilot system over the next twelve months. The group welcomes feedback and suggestions about the scheme from members

The HERDSA ELECTRONIC MAILING LIST

HERDSA has had an e-mail list for about six years, which has been used for details of conferences and job vacancies. It became clear at the Executive Meeting that only about one third of HERDSA members were subscribers and so it was decided to subscribe all members. Roger Landbeck offered to become the list moderator.

The new list was launched on Friday 26 July and the intention is to provide members with regular updates regarding activities and policy decisions of the Society as well as any developments in higher education. For examples details were posted of the set of discussion papers on the future of higher education prepared by the Australian Federal Government.

The list is distributed by the Australian National University, who are in the process of converting their e-lists to a web-based system. When this happens all members will receive details about how the list operates and how to retrieve useful information including how to get off the list! If you wish to do this now send an e-mail to listproc@listproc.anu.edu.au with the subject line blank saying unsubscribe HERDSA.

For the moment it is best to send messages you would like posted to Roger Landbeck, at Landbeck@ozemail.com.au

Quite a few of the initial messages bounced because of incorrect e-mail addresses. A list of these appears below. If your name is on the list please contact Roger Landbeck to correct your address and you will be re-subscribed if you wish.

Fiona Bartier f.bartier@cmir.uq.edu.au

Jennie Bickmore-Brand bicj@bc.uwa.edu.au

Daniel Boase-Jelinek D.Boase-Jelenik@curtin.edu.au

Maureen Boland mbolan@eece.uwa.edu.au

Hilary Braithwaite branthwh@HVP.ac.nz

Carolyn Broadbent C.Broadbent@signadou.acu.au

Corrine Buckland cbuckland@metz.une.edu.au

Denise Bush denise.bush@yahoo.au

Debra Colville dcolville@unimelb.edu.au

Robert Comfrey robert.comfey@uts.edu.au

Judith Condon nujac@cc.flinders.edu.au

Carolyn Cousins c.cousings@unsw.edu.au

Margaret Culmsee a.chappell@cqu.edu.au

Barbara de la Harpe delaharp@cea.curtin.edu.au

Sally Drummond salld@cae.edu.au

Tina Fitchett tfitchett@manukau.ac.nz

Bruno Gelonsi b.gelonsi@chs.usyd.edu.au

Susan Gilberthunt susan.e.gilberthunt@unisa.edu.au

Anthony Gilding Anthony.Gilding@vu.edu.au

David Giles l.ewis@bethlehem.ac.nz

Paul Goodson paul.goodson@sit.ac.nz

John Gough john.gough@education.monash.edu.au



Ronald Harden hardenronald@cs.com
John Harrison jm.harrison@qut.edu.au
Mike Healey m.healey@chelt.ac.uk
Carole Johnston cgi@unimelb.edu.au
William Keay laurence@tp.ac.sg
Kerri-lee Krause kkrause@ted.mq.edu.au
Marlene Lebrun m.lebrun@law.gu.edu.au
Erica Lewis erica@sa.canberra.edu.au
Gwynnyth Llewellyn g.llewellyn@ccs.usyd.edu.au
Glynn Lorrigan glynn@nzchiro.ac.nz
Don Maconachie d.maconac@usc.edu.au
Judy Maxwell j.maxwell@qut.edu.au
Jane McCodley J.McCodley@latrobe.edu.au
Rod McDonald ro@ithacagroup.com.au
Anthony McKenzie kmckenzi@orange.usyd.edu.au
Ray McNamara ray.mcnamara@bond.edu.au
Kim McShane K.McShane@latrobe.edu.au
Lesley Newhouse-Maiden i.newhouse_maiden@ecu.edu.au
Barrie O'Conner oconnorb@deakin.edu.au
Brian Paltridge brian.paltridge@edfac.usyd.edu.au
Debra Pannizzo dpannizzo@pobox.une.edu.au
Pender Pedler p.pedler@cown.edu.au
David Ratcliffe d.radcliffe@mech.uq.edu.au
Denise Reghenzami denise.reghenzami@detir.qld.gov.au
Kate Richardson k.cater@manukau.ac.nz
Cathy Rytmeister cathy.rytmeister@mq.edu.au
Halia Salins halia.silins@cc.flinders.edu.au
Grace Saw Grace.Saw@aut.ac.nz
Salim Siddiqui tsiddiqui@cc.curtin.edu.au
Werner Soontiens soontrew@cbs.curtin.edu.au
Susan Starfield g.jones@unsw.edu.au
Lawrence Stedman l.stedman@qut.edu.au
Caroline Steel csteel@uqg.edu.au
Cherry Stewart cherry@onglearning.com.au
H A Tak cttsa@uts.hk
Wang Teng Wong yangjoel@tp.edu.sg
Marika Tiggerman Marika.Tiggermann@flinders.edu.au
Anita Van der Wal Anita.Vanderwal@cc.newcastle.edu.au
Kwok We Winnie So wkwso@hkusua.hku.hk
Wai-Mei Yang Fang pandapaw@likstar.com
Ortrun Zuber-Skerritt ortrun@bigpond.com.au

Finally a message to Nick Zepke, Eileen Piggott-Irvine and Edward Errington of Massey University-your HERDSA postings keep coming back with the message 'service unavailable.' Could you please make some enquiries and contact me.

Roger Landbeck
List Moderator

Update on the HERDSA Electronic Mailing List

Because of the delay in publishing the News the details about the list described on the previous page are now out of date! The list has been moved to the web-based Mailman system at the ANU. Members are able to subscribe and unsubscribe and examine the Archives without contacting the list moderator. To do this logon to

<http://Mailman.anu.edu/mailman/listinfo/herdsa> and go down to the section 'Herdsa Subscribers'. Here you can unsubscribe, get a reminder of your password, or change your subscription options. Just enter your email address and click 'Unsubscribe or edit options.'

Please note if you are a Herdsa member you DO NOT NEED TO SUBSCRIBE TO THE LIST AGAIN! All members have been allocated a password which you can discover by following the instructions in the previous paragraph. It will be emailed to you. If you wish you can change it then use the edit options.

Those who are not members but wish to subscribe should use the section 'Subscribing to Herdsa.'

To post a message to all the list members send an email to herdsa@mailman.anu.edu.au. The message will then come to me as moderator for approval or rejection.

The list system seems to be quite protective of our privacy. Try subscribing if you are already a member and you will get a message to say that you are already subscribed and some un-authorised person may be using your address! I've had a few reports from members about this.

Index to Papers at the HERDSA Conference 2002

Prepared by Roger Landbeck

Looking through the Conference programme and abstracts and listening to many presentations at the conference I realized that here was a great source of current thinking about a wide range of issues in higher education today. I thought that this source could be made even more useful by being linked to some kind of index so that it was easier to access papers on topics of interest. I have therefore prepared this rough index, with apologies to the information specialists, and hope it proves useful. It can be used in conjunction with the CD ROM or the printed version of the papers. Using the CD ROM use the author index and search by the first author mentioned in my index.

I also thought it would be useful to make a list of papers according to academic disciplines so this list is appended.

It would be useful to do some analysis of the topics and discover what are the important issues being investigated today. For example how has the approach to academic development changed from what it was a few years ago? However time prevents me from doing that. Would anyone like to offer to do some analysis for the next issue of the News?

Academic Audit

- Experiences of, Paxton
- Evaluation of, Sundar

Academic leadership

- A programme, Groombridge, Kulski
- Experiences of recently appointed heads, Parker, Wilson

Academic development

- Academic leadership, Taylor, Schönwetter
- C & IT development in visual arts, McCulloch, Shaw
- Changing ways of experiencing teaching, McKenzie, J
- Collaborative learning, Underwood, Hiscock, Li, Juniper

- Communities of practice in, Ingram, Goody
- Communities of practice, Lines, Reeders, Weisz
- Conceptions –Akerlind
- Conversations about assessment, Kandelbinder
- Creating a collaborative learning environment, Underwood, Kalms, Sanders, Carlson Dakes, Layne
- Embedding ICT in the curriculum, Juwah
- Evaluation of projects, Macdonald
- Learner-centred approach to, Nicolettou, Wright
- Learning community-Anderson, S
- Newsletter at UWA, Hicks, Martin, Santhanam, Goody, Ingram
- Problem based learning and engineering faculty staff, Lai, Wah Chuen
- Professional development for transformatiive change, Roche, Towers, Gunson, D'Abrew, McLainn
- Reflective practice in legal education-Foley, Steed
- Running in –house courses-Claydon

Academic Readings

- Second language learners-Giridharan

Assessment

- Assessment and lifelong learning, Sim, Zadnik
- Assessment feedback, Price, Rust, O'Donovan
- Grade descriptors, a phenomenographic study, Tan, Prosser
- Literacy skills, Ritter
- Multiple choice and computer based, Lee, Weerakoon
- Peer and teacher assessments(anatomy), Pandey, Magin
- Portfolio assessment, Tiwari, Tang
- Quality of-Christie
- Understanding self assessment, Tan

Authentic learning

- Curriculum conditions for cultivating, McKenzie, T, Morgan, Cochrane, Roberts
- In architecture-Challis
- In chiropractic classroom, Jamison
- Transition to University programme, Hunt, Kershaw, Seddon
- Work integrated learning Atchison, Smith

Course design

- Designing thinking curricula, Taylor, Hollis
- Factors for effective change, Sparrow, Sharp
- Generic descriptions of learning designs, Oliver, Harper, Hedberg, Wills
- IT-augmented, Jones, Richardson
- Level of undergraduate units, Watson, Morgam, McKenzie, Roberts, Cochrane
- Object approach, VET-Anderson, A, Mah
- Of ICT-based instructional tools, Gosper
- Student centred in e-business, Ireland, Tarricone, Luca

Evaluation

- Casual staff and student evaluation, Lord
- Course quality perceptions by business graduates Richardson, Kabanoff, Brown
- Ethics of online student evaluation, McCormack, Applebee, Donnan
- Evaluation of PBL for developing critical thinking Tiwari, Lai
- Of CD-ROM for human biology-Coall
- Of ICT-based instructional tools, Gosper
- Of subjects, teaching and research, Nair
- Review of engineering programmes, Whelan, Boles
- Student feedback and improvement, Hicks, Santhanam, Martin
- Studio-based teaching in an IT degree-Carbonne, Lynch, Barnden, Gonsalvez
- Tertiary teaching programme, McLoughlin
- Use of CEQ in architecture, Murray
- Use of concept mapping as tool, Nursing-Dacey, Bowie, Clowes Doolan

Institutional planning

- Decision making in implementing learning technologies, Morss, Peacock, Kemp
- Factors for effective change, Sparrow, Sharp
- Haigh, Duncan

Mentoring

- Baker
- Conversations in postgraduate training-Clarke, M, Power, Hine
- For new international staff -Blake

Online learning

- Conducting on line research and evaluation, Zimitat, Crebert



Effectiveness of online learning communities, Ryba, Mentis
 Evaluation of two delivery models-Fitzsimmons, Killion, Leeks, Mensinga
 Facilitating critical thinking in, Mummery
 Introductory biology, Koenders
 Learning experiences of students-Douglamas, Taylor, P
 Online community, McLoughlin
 Oral communication skills in Tania, James
 Peer support, Green
 Postmodernism and disequilibrium, Priest
 Project based for MBA students, Parry, Reynoldson, Pospisil
 Quality teaching, Herrington, A, Bunker
 Reflection in, Herrington, J, Oliver
 Resources,-Applebey, Kennedy, Kenny, Mah
 Sexuality education, Weerakoon, Wong
 Social construction of meaning, Bond
 Strategic issues shaping adoption-Deden, Herrington, J
 Student self regulation in, McMahon
 Usage of and satisfaction with on-line services, Hart, Stone, Daniel, Meixsell-Draper
 Use of log files for evaluation, Randolph, Murphy, Ruch
 Video conferencing for nurses-Farrell, McGrath

Postgraduate

Action research in the PhD process, Wisker
 Alternative thesis presentation, Hill, Bruce Ferguson
 Assessment of facilitation skills, Kapp
 Collaborative research process, Melrose, Reid, Parker
 Expectations, processes and outcomes of doctoral study, Wildy, Holland
 On line learning (business education), Ladyshewsky, Nowak, Wood
 Peer coaching (business education), Ladyshewsky, Ryan
 Professional doctorates, Green
 Research training in generic skills-Cooper, Juniper
 Research training quality, part time students-Barnacle, Usher
 Second language students and thesis writing, Strauss, Walton
 Student support network-Gilding, Johanson, Tatnall, Arnold
 Supervision -Aspland (professional doctorate)-see also Chapman, Hill, MacPherson and Hill, and Macpherson
 Supervisory management styles Gatfield, Alpert
 Teaching Certificates
 Arger, Ling
 Effectiveness of a teaching skills development programme, Suddaby, St George

Institutional foundation and induction programmes, Orrell, Goody
 Social construction of meaning online-Bond
 Teacher development programmes-Fraser, K, Dearn, Ryan
 Theoretical perspectives in PhD education, Love

Quality

Academic programmes-Edwards
 Business excellence award, Jantti
 Concepts of -Cooper
 Development of a system, a story, Knox
 Development of a system, a workshop, Knox
 Ecology of quality-Frielick
 High quality learning in disciplines, Beaty and Land
 Improving quality of teaching, Huntley-Moore, Panter
 In assessment of student learning-Christie
 Institutional transformation (South Africa)-Akojee
 Organisational culture influences (South Africa), Naidoo, D
 Perceptions of-evolutionary and cultural perspective-Avdjieva, Wilson
 Quality and generic learning outcomes, van Schalkwyk
 Quality and web-based learning objects, Taylor, P
 Quality assurance and academic freedom, Van Rensburg
 Quality assurance and change, Wahr, Radloff
 Quality assurance and the teaching portfolio, Wilson, Pettigrove
 Quality development and curriculum change-D'Andrea, Gosling
 Relevance, quality and quality assurance-Cowdroy, Williams, DeGraaff, Maufette
 Research training quality, part time students-Barnacle, Usher
 Role of staff development in quality assurance, Naidoo, K
 Service level agreements-support services to faculties-Dixon, Blackwell
 Unintended effects of quality policies-Cooper

Satisfaction, student and faculty

USA-Carey, Cambiano

Student Learning

academic reading strategies, Kelly, Widin
 approaches to learning in business management, Kennelly, Magin
 collaborative language learning-Dunworth
 communicative spaces, Roxa
 constructivism and agriculture, Gravoso
 constructivism and engineering students-Fowler, McGill, Armarego, Allen
 co-operative group learning, McGookin
 Cultural studies -Abdullah, Krishnan,

Balasingham, Kong, Fong
 Cultural transition-Beasley, Watt
 developing action/reflection, Laiken
 experiences of learning, Hart, Stone
 facilitating student learning through email groups, Soo
 influences prior learning on outcomes, Gravoso, Mori
 Integrating information literacy skills, Spratt, Bolland, Fassett, Jessup
 Learning in affective domain, Turk
 learning strategies in Italian-Dineli, Clulow
 Learning styles, Webster
 problem based learning, Kin, Paterson
 Professional skill development, Soontiens
 project-based learning-Bullen, Karri
 reflective practice in physiotherapy, Morss, Donaghy
 resource for large class in human biology-Coall
 Student perceptions of using computers as learning tools, Steketee
 study habits of Nigerian students, Nneji
 team projects, gender and country of origin effects-Caspersz, Wu, Skene
 team work, tools and techniques-Christensen Hughes
 transitional study skills programmes-Fraser, C, Hendren

Use of journals to facilitate reflection, Tang

work placement and academic performance-Duigan

Student retention

Relation to quality, Cooper

Support on regional campus—Doust, Clarke

Teaching

A project approach case study, Yourn, Garbett, Lautour
 Computer technology and large classes-Douglas, McNamara
 Concept mapping in Nursing- Dacey, Bowie, Clowes Doolan
 Corporate strategies and teaching excellence, Onsmann
 Curriculum change in medical education-Gilbert
 Factors enhancing and impeding good teaching-Bright
 Flexible delivery, Price
 Generic attributes in information systems, Snoke, Underwood, Bruce
 Group work in large classes-Barrie, Crowe, Kamvounias
 Helping students develop writing skills, Vardi
 Impressions of two first year teachers, Nipperess, Hodgson
 Improving problem solving skills(engineers), Wee Ooi
 Inclusivity in lecturing, Hicks, Santhanam



Learning strategies in coursework, Hong Kong-Chalmers, Smith, Lam
 Multimedia teaching of Italian, Riccibono
 Offshore teaching innovations-Bretag
 Paradoxes in teaching and learning-Bratanic
 Part time, support for
 Bowie, Clowes Doolan, Hort
 Chalmers, Herbert, Hannam
 Perceptions of managers, teachers, students, Palfreyman
 Reflection on teaching, McAlphine, Weston
 Reflective learning for business students-Debowski
 Research-led teaching-Brew
 Successful teamwork, Tarricone, Luca
 Supervision of pre-service teachers, Hebiton, Yukich, Keegan
 Support and training for part time staff, Sutherland
 Teacher's experiences-Bond, Maddill
 Teachers to researchers-Bruce Fergusson, Coubrough
 Teachers' conceptions-Eley
 Teaching values and human rights, Sims
 Tutor development programme, Prpic, Ellis
 Tutorials developing quality participation Clarke, S
 Use of drama in, Murphy
 Using adult education principles, Jerram
 Web-based teaching cases, Schodt

Teacher Education
 Encouraging reflection, Ovens

Teaching support
 For IT education-Ellis, Prpic

Other Topics

Educational policy
 Tertiary education changes in New Zealand, Youn

Generic skills
 Perceptions of students, Jones, Sin

Indigenous students
 Barriers to success, Malcolm, Rochecouste

IT
 Courses, industry, gender and generation, Walker, O'Neill

Journal writing
 With native and non native speakers-Giber

Phenomenography
 Interview transcription and analysis-Dortins

Plagiarism
 A holistic approach, Macdonald, Freewood

Portfolios
 Electronic for leadership-Dixon.R, Dixon.K

Publishing
 Collaboration in writing, McDoanld, Herlihy, Leggett, Lummis, Woods

Planning for youth (Israel),

Omary, Khaled

Sexual Orientation

Goody, de Vries

Student decision making and ethnicity,

Sovka

Twinning high schools Lahur,

Nurtjahja

Vocational Education

Adoption of Enterprise Education in Western Australia-Dixon.K, Pelliccione

Papers Relating to Academic Discipline

Accounting

Jones, Sin

Agriculture

Gravoso

Anatomy

Peer and teacher assessment, Prandey, Magin

Architecture

Challis
 Use of CEQ, Murray

Biology

Koenders

Business

Atchison, Smith
 Debowski
 Ireland, Tarricone, Luca
 Course quality perceptions by business graduates Richardson, Kabanoff, Brown
 Facilitating student learning through email groups, Soo

Chiropractics

Jamison

Commerce

Abdullah, Krishnan, Balasingham, Kong, Fong

Design Education

Flexible delivery, Price

Economics

Web-based teaching cases, Schodt

Education

Use of journals to facilitate reflection, Tang

Engineering

Abdullah, Krishnan, Balasingham, Kong, Fong
 Fowler, McGill, Armarego, Allen
 Lai, Cheun Wah
 Review of engineering programmes, Whelan, Boles

Human biology

Coall

IT

Learning in affective domain, Turk

Italian

Dineli, Clulow
 Riccibono

Information Systems

Generic attributes in information systems, Snoko, Underwood, Bruce

Language Education

Dunworth
 Legal Education
 Foley, Steed

Library

Jantti

Management

Professional skill development, Soontiens

Medical Education

Gilbert

MBA

Economics, Parry, Reynoldson, Pospisil

Papers in the Disciplines

High quality learning in disciplines, Beaty and Land

Nursing

Dacey, Bowie, Clowes Doolan
 Farrell, McGrath
 Integrating information literacy skills, Spratt, Bolland, Fassett, Jessup
 Portfolio assessment, Tiwari, Tang
 Evaluation of PBL Tiwari, Lai

Occupational Therapy

Designing thinking curricula, Taylor, Hollis

Psychology

Effectiveness of online learning communities, Ryba, Mentis

Physiotherapy

Reflective practice in, Morss, Donaghy

Visual Arts

McCulloch, Shaw

2003 HERDSA:

Learning for an unknown future

Christchurch, New Zealand, 6 to 9 July

The 2003 conference will be an opportunity to continue conversations begun this year, and to start new ones, around the many challenges unknown futures present tertiary learners and teachers. The theme may be viewed from many perspectives including a planned thread on research and research needs for the future.

We expect to post the call for contributions on the conference website in mid-September. Presentation types and format requirements will be similar to those for this year, with paper proposals for the refereed proceedings (Research and Development in Higher Education) due early in the New Year.

For communications about HERDSA2003

details and registrations, the web site is:

<http://www.conference.canterbury.ac.nz/herdsa2003/>

Forthcoming Issues of HERDSA News

December 2002

David Woodhouse, the Executive Officer of the Australian Universities Quality Agency (AUQA) will write about the work of the Agency.

April 2003

We are planning an issue devoted to Research-led Teaching. If you would like to contribute an article to this special issue please contact the Editor, Roger Landbeck, as soon as possible. His email address is Landbeck@ozemail.com.au
Looking forward to hearing from you.