HERDSA NEWS

FEATURES

REGULAR ITEMS

SPECIAL SUPPLEMENTS

Editorial

1980 may be seen, in retrospect, as a crucial year in the development of HERDSA. More initiatives have been taken than ever before. The first of these is in the area of professional development for academic staff. Prompted by the establishment of the AVCC Working Party on Staff Development it was decided to prepare a statement of policy on this issue (see insert this issue). This was submitted to the Working Party and was used as the basis of our second initiative which follows. A proposal was made to the Tertiary Education Commission for support for a series of professional development workshops conducted by HERDSA for tertiary staff. The aim of these workshops is to train selected staff from various institutions, who would then return to their own institutions and act as catalysts for further local activity. The TEC has funded from its Evaluative Studies budget, a pilot workshop which will be conducted in early 1981 on course evaluation. It will be held in Sydney and will draw participants from tertiary institutions in that area. If successful it will be taken to other cities. It is hoped that further workshops on other themes will be held subsequently. More information about this will be given in the next issue of HERDSA News.

The third development has been mooted for some time, but it has not been possible to get it started until very recently. That is the founding of a Herdsa journal. The main inhibition has been financial: it has not been possible for HERDSA to start a journal without additional funds or without additional members. However, 92 new members have been recruited this year and, in conjunction with the rise in subscription, this makes it possible for the journal to go ahead with a secure base. Preliminary details of the journal are given below and more information will be announced as planning progresses.

It is very encouraging to find an increase in membership, but this should not make us complacent. If HERDSA is to continue its new level of activity it will be necessary for more members to be enrolled and this will only occur if you do something about it. If you find your membership of HERDSA worthwhile tell your colleagues about it and point out some of the benefits. This task becomes easier month by month as more happens. In particular, mention the annual conference to be held in Melbourne next May. This promises to be the most substantial and varied conference so far and takes as its theme, **Teaching and Learning in the Major Disciplines of Higher Education.** There will be a special international flavour as the Australia-New Zealand Foundation has provided support for several key note speakers to be flown from New Zealand. HERDSA is an Australasian society, but its main influence to date has come from Australia. In order to right the balance and to involve New Zealand members more closely in the Society, provision has been made for New Zealand residents to pay their subscription in $NZ. At the present exchange rate this provides an attractive discount on the direct conversion. Details of this scheme are being announced in New Zealand. To celebrate these cross-Tasman links there will be a special New Zealand issue of HERDSA News which will take the place of the July 1981 edition and will be edited by Brad Imrie from the Victoria University of Wellington.

Finally, I want to announce a special offer for HERDSA members. Following the last pre-publication offer from George, Allen and Unwin we have negotiated an arrangement with Ruth Walls Books and Kogan Page to make available four of Kogan Page's recent titles at 20% discount on the regular Australian price. HERDSA will process the orders and receive an additional discount. In this way members will benefit directly and will assist HERDSA's account on the way. If there is a good response more offers will be arranged. Suggestions for these are welcome. Details of the offer appear on a further insert.

As I shall be overseas on a special studies programme for the first part of 1981 the deadline for the next issue has been brought forward to   December 1980!! If you have any contributions please hurry for unless you are based in New Zealand this will be your last chance for some time.

Dave Boud

Auchmuty Report

The Report of the National Inquiry into Teacher Education was recently released by the Commonwealth Minister for Education. While it is principally concerned with the education of teachers in primary and secondary schools there are important recommendations for those involved in higher education. A review will appear in a later issue of HERDSA News, but one recommendation of note is:

R7.5 **Continuing attention should be given to developing the teaching abilities of university staff and college staff. Units or Centres concerned with the improvement of tertiary teaching should be established in colleges of advanced education as well as in universities.**

The HERDSA Journal

The 1980 Annual General Meeting approved in principle the idea of the Society sponsoring a journal and empowered the Executive to proceed with the proposal when finances permit.

At the October meeting of the Executive it was decided to launch the journal early in 1981.

Dr John Powell was appointed editor.

The journal will appear twice yearly and will focus upon contributions which seek to improve educational practice through research, evaluation or scholarly reflection. Members will receive it free of charge. Further details will be announced in the next issue of HERDSA News.

The Funding of Research into Higher Education

Almost the only source of funds to support research into higher education in Australia comes from the Commonwealth Government. Most of this is channelled through the Education Research and Development Committee (ERDC). Of all the government research committees, the ERDC has been hardest hit by cutbacks in government expenditure. In a review of the ERDC's role in higher education research Doug Magin analyses the ERDC's performance and raises many important questions concerning the adequacy of provision of research funds for research into higher education. Professor S.S. Dunn, Chairman of the ERDC has been invited to respond in the next issue.

The implementation of the substance of the Martin Report, brought down in the Commonwealth Parliament in 1965, resulted in an unprecedented expansion and differentiation of the tertiary education sector in the 1960's and the early years of the 70's. Consequent on this expansion was the generation of increased research activity within the field of higher education. In this period the major sources of support for research were:

(i) The Australian Research Grants Committee (ARGC)
(ii) The Australian Vice-Chancellors' Committee, initially through its Steering Committee for Research into Educational Matters (SCREEM)
(iii) Internal support from tertiary institutions for the research activities of their various Research and Development Centres into higher education.

Since 1974, with increased budgetary allocations for the funding of research and development, the Education Research and Development Committee (ERDC) absorbed the funding of research previously supported by the Australian Vice-Chancellors' Committee. This development was seen then as a most welcome one, with for the first time a regular and substantial commitment of Commonwealth budgetary support for research into the various aspects of the educational enterprise in Australia.

However the expectation for continued substantial support from ERDC funds has been severely diminished by the reduction in budgetary allocations to that body in the last few years. Although the funding situation for the current year has shown some improvement from that reported for the previous year, the difficulties facing the ERDC in providing adequate levels of support to all sectors remain. For example, in the annual report of the ERDC tabled in parliament last year, the Committee concluded:

> ERDC feels it is important to maintain an effective balance between applicant initiated and ERDC sponsored projects, maintaining quality in both but it is concerned with the dramatic decline in the ratio of successful applications to the total of new applications (now 1:19). This must surely discourage particularly younger and less well established researchers from applying. To achieve the balance that ERDC considers desirable and to reduce the above ratio to the point where good quality projects are not rejected requires not only a return to the 1976-77 real funding, but also an increment to cope with the priority area program. (p. 3, Eighth Annual Report, ERDC, 1979).

In that Report the Committee indicated that "from 214 new grant applications only 23 could be recommended for funding at a total cost for the financial year of $78,000" (p. 6). The recent reporting of new grants for 1980 (in *Education News, 17*(1)), shows that 43 new applications have been funded, and whilst this is a welcome increase on that of the previous year, it is obvious that this still represents a small proportion of the applications received. (No figures were given on the number of applications submitted.)

Whilst acknowledging the difficulty faced by the ERDC in allocating funds for R&D in all sectors from a reduced budgetary fund, many researchers in the higher education sector believe that this sector has not received an equitable proportion of those funds that are available.

WHAT IS AN EQUITABLE PROPORTION OF FUNDS?

What should constitute an equitable or reasonable proportion of research funds is subject to a number of considerations and interpretations. On this issue the following points are made:

Given that over 50% of total Commonwealth Government outlays of educational expenditure is in the university and CAE sector, but that only 20% of all Commonwealth and State outlays are in this sector (compared with 63% for schools and 8% for TAFE)[1], a simple equity case may suggest a figure in this range. It can be argued that the higher figure should be offset by the fact that student numbers in the higher education sector are much smaller than in the school sector, and that it would not be equitable to allocate close to 50% of research and development grants to this sector. This argument however needs to take into consideration the totality of R&D funds available to the various sectors. Higher education, which is a Commonwealth responsibility, is essentially dependent on R&D funds from Commonwealth sources, and funds from State sources are generally not available to researchers in higher education. For the school sector each state of the Commonwealth maintains its own Research and Development branch within the respective state Education Departments, providing a substantial proportion of funding for R&D in their schools. Also, at Federal level, R&D support is provided to the school sector through the Schools Commission and the Curriculum Development Centre.

In the higher education sector there are no similar bodies to these which are supported by state or com-

monwealth funds. A number of universities and colleges do support out of internal funds their own R&D centres whose remit often include research and development into teaching and learning within the particular institution. Most of these centres however are required to devote the majority of their resources to service functions within the institution, and only a small proportion of resources are available for R&D. Moreover, this work is directed to local rather than national research needs. There has been access, in the last few years, to funds from the Tertiary Education Commission for evaluation studies, but these funds are limited to proposals by institutions for survey and evaluation programmes, and are not applicable to individual researchers in the higher education sector.

Whilst on a simple equity basis it may not be possible to sustain the argument that the higher education sector should receive in the order of 50% of the research grants available to the ERDC, the considerations above suggest that higher education should equitably receive much more than 20% of allocated research funds from this Commonwealth source.

It is acknowledged that allocations for research cannot have a simple equity basis, and that proposals would be selected on such criteria as (i) merit and significance of individual proposals; (ii) consideration of priority areas for needed R&D. Given this, it can be argued that any gross departures from a reasonable division of research funds amongst major sectors of the educational enterprise would nonetheless need to be defended in the strongest terms.

To the present date there has not been any analysis of the proportion of ERDC funds allocated between the different sectors, nor any explanation of the basis of the divisions of research funds with respect to sectoral needs. With respect to funding of research in the higher education sector there have been several disturbing trends in the last few years:

ARGC v ERDC

(i) Prior to the establishment of ERDC funding the ARGC provided a major source of funding for research projects in higher education, with proposals competing on the basis of merit and significance with other applications. The initiation of the practice of ERDC and ARGC collaborating to exchange proposals which were judged to be more suited to one or the other body's funding remit was seen as a sensible arrangement. There is concern, however that a number of proposals that may have been considered favourably in the past have fallen between two stools. There is the suspicion that the ARGC, with the advent of the ERDC research funding, may be applying a more strict interpretation of what is research in deciding whether individual proposals for support fall within their domain or in that of the ERDC. On the part of the ERDC, proposals that do not fit the ARGC criteria may not be regarded as of a sufficient developmental nature to attract ERDC support. Without documentation, this concern can only be of a suspicion of the effect of collaboration between the two bodies, and it would be most useful to seek answers to the questions:
● **What projects, if any, have been passed on by the ERDC to the ARGC as being more suited to that body which have in consequence been supported by that body?**
● **What proportion of those passed on to the ERDC have similarly been successful?**
The answers to these questions need to be considered in the light of the far more competitive situation that

exists (in terms of the proportion of funded studies to applications) within the ERDC funding province, *vis a vis* ARGC.

WHERE HAS THE MONEY GONE?

(ii) There has been a decrease in the absolute level of funding from ERDC for education research generally, and on first inspection of the lists of projects and funding allocations for the years 1978-1980 it appeared that there may have been substantial diminution in the proportion of ERDC grants going to the higher education sector in the last few years. It was, in fact, an examination of the notification of the latest set of ERDC 'New Projects' reported in *Education News 17*(1), 1980 that prompted the present article. In that list 43 new projects are described, with a total funding of $299,761. Of the 43 projects listed only 2 projects, totalling $16,136, were clearly within the higher education sector — one project being a historical study of teacher preparation, the other a study of cognitive structures in undergraduate chemistry students. These two funded projects accounted for only 5% of the total funding announced in that list for new projects.

This first inspection prompted me to look at the lists of new and renewal projects for the previous two years. In the first instance, an analysis was carried out from the lists for the calendar years of 1978 and 1979, as supplied by the ERDC. Subsequent to that first analysis the ERDC has kindly supplied amendments to this first analysis, based on the inclusion of projects which had not appeared in the previous documents on which the initial analysis was based. Table 1 provides an analysis of the proportion of funds for individual projects which have been allocated to the higher education sector.

The criterion adopted for determining inclusion as a 'higher education' project was whether the project involved enquiry into any aspect for which the universities and colleges (but not TAFE) may have a responsibility, whether directly or indirectly. Thus, for example, it would include recurrent and adult education projects which might have implications for present or future university or college course provisions, but would exclude studies in this area which related essentially to TAFE or other institutions outside higher education.

MARKED DECLINE FOR HIGHER EDUCATION

Differences in interpretation of the criteria for inclusion in 'higher education' may suggest that the table is not definitive, but it appears that the higher education sector had received between 14% to 22% of the total allocations for 1978 and 1979, but has had a severe reduction for 'new project' allocations for 1980. Although it is reasonable to expect that fluctuations will occur from year to year as a manifestation of the merits of competing applications, it is difficult to reconcile this explanation with the situation that has emerged in 1980. In view of the fact that funding for new projects is highly competitive, with fewer than one in five likely to succeed, the Committee is forced to exercise a highly selective discretion amongst proposals of merit — a discretion which for the current year has resulted in only 3 out of 68 new projects funded being within the

Table 1:
ESTIMATES OF THE PROPORTION OF ERDC FUNDED INDIVIDUAL PROJECTS GOING TO STUDIES WITHIN THE HIGHER EDUCATION SECTOR, CALENDAR YEARS 1978-80 *

Year		Total Number of Projects Funded	Total Funding Allocation	** Estimate of Number in Higher Education Sector	Funding Allocation, Higher Education	Estimated Proportion of Total Allocation
1978	Renewal	49	$652,282	8	$90,594	14%
	New	39	$379,032	5	$60,648	16%
1979	Renewal	40	$397,921	7	$87,246	22%
	New	46	$383,378	8	$59,894	16%
1980	Renewal	(Not available)	—	—	—	—
	New	68	$456,656	3	$19,999	4%

* Source: ERDC, Canberra

** The criterion for inclusion as belonging to 'higher education' was whether the project involved enquiry into any aspect for which the universities or colleges may have a direct or indirect responsibility.

Readers may wish to carry out their own analysis to determine the reasonableness or otherwise of the summary given in the above table, and correspondence on this is welcomed.

higher education sector. The imbalance can hardly be explained in terms of the paucity of proposals of merit coming from the higher education sector.

I believe it is legitimate for those of us concerned with the higher education sector to ask of the ERDC:
● Is there a dearth of proposals of merit and significance from the higher education sector?
● Does the Committee believe that an equitable allocation of funds to the higher education sector has occurred?
● Are the priority areas in other sectors so overwhelming that funding for R&D in the higher education sector can be diminished?

DEMISE OF TEACHING AND LEARNING

(iii) A third area of concern relates to the nature of the projects that are attracting funds within the higher education sector. At the heart of education is teaching and learning, and the mainstream of enquiry in higher education is the study of these processes: e.g., the planning, organization and conduct of teaching; enquiry into innovative methods; the study of learning processes, course content and outcomes, assessment methods; measures of intellectual and professional development related to course experiences.

Although the carry-over of earlier projects listed in the 1978 renewal grants did include a number of studies which fitted this mainstream, very few projects since then could be described as such. Out of a total of 153 funded new projects for the years 1978, 79 and 80 only 5 could be described as being concerned with the study of teaching or learning within colleges or universities. The five so identified were:
● The professional socialisation of college-trained teachers (1978)
● Sydney micro skills: Impact on practices, retrospect and prospect (1978)
● Supervision development project (1979)
● Audio tapes for external study (1979)

"There is serious concern that what little research money this sector does receive is allocated disproportionately such that the mainstream of higher education — teaching and learning — is almost entirely neglected."

● The measurement of cognitive structure in undergraduate chemistry students (1980)

These five new projects accounted for $18,585 out of a funding allocation of $1,219,066 for new projects for this three year period — less than 2%! Of the five projects, three were in the area of teacher education and only two in all other areas of higher education. Whilst the major thrust of the argument developed in this paper has been that the higher education sector has received insufficient allocation of research funds, there is serious concern that what little research money this sector does receive is allocated disproportionately such that the mainstream of higher education — teaching and learning — is almost entirely neglected.

WHOSE RESPONSIBILITY IS IT?

Without explanation from the ERDC one can only puzzle why this situation exists. One possible explanation for the neglect of this area is the belief that may exist that research into teaching and learning in the higher education sector is adequately met by the various centres within universities and colleges that have been established to meet educational R&D and service functions within the particular institutions. Such a belief does not take account of the limitations inherent in the

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remit of these centres, or of the nature of the work undertaken. Their resources are essentially directed towards improvement of the educational enterprise within the institution, and assistance that is provided to the institution is often of a service nature. It is not expected that the institution, which must meet the cost of the centre out of its own budgetary resources, should sponsor or subsidise research and development studies which are of wider significance. From this viewpoint sponsorship of research of national or international significance is a proper function of national research funding bodies.

On this issue of the funding of research into teaching and learning of wider significance in the higher education sector, the following questions are raised:

● **Does the ERDC believe that the funding of research in this area is a province of the individual institution?**

● **Does the ERDC have any policy guidelines on this matter?**

This article has dwelt on three related issues of concern with respect to the funding of research into higher education. On each issue questions have been posed, directed to the ERDC. The questions have been directed to that body because recent developments in the funding provisions for research into higher education have forced researchers in this area to look to that body as the major source of funds for R&D. Initially, those of us concerned with enquiry in this area welcomed the initiative of the establishment of modest allocations of money to educational research and development. It is difficult to see how the higher education sector has subsequently benefited. Not only does there appear to be a substantial diminution of funds over the last few years going to this sector, but we have also lost access to funds provided by the Australian Vice-Chancellors' Committee through its SCREEM provisions in earlier years, and its short-lived successor, ACRDHE (Advisory Committee into Research and Development in Higher Education).

As the professional body for fostering research and development in higher education, it is suggested that HERDSA might seek representation to the appropriate funding bodies to determine what the policies of these bodies are with respect to the provision of funds for higher education research and development. Perhaps, as individual members of the Society, we have not been as active as we should be in putting forward proposals of merit and significance, or in promoting the case for the funding of our own research area.

This overview of the funding situation for research into higher education should be seen in the light of the limitations imposed by the incomplete nature of the information available to the writer. It is not known, for example, how many unsuccessful applications from the higher education sector are received. Also, it is possible that differing interpretations of whether particular projects can be described as belonging to 'higher education' or other categories may modify the details of some of the statistical analyses.

These concerns however are seen as of small moment compared with the overall depressing situation which has emerged from the data available. Whilst some modification to the data may result from differences in interpretation of criteria, the purpose of the article was not to present definitive statistics on funding in this sector, but rather to raise questions which need to be addressed when further decisions are made with respect to allocations of funds for research and development.

If higher education research is to receive its due, if it is to receive an equitable share of funding support, these questions need answers.

Douglas Magin,
University of New South Wales.

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FOOTNOTE
[1] Source: Commonwealth and State budget papers, extracted from *Education News,* 17(2), 1980, p.47.

We need your help!

If HERDSA is to publish its proposed journal in the near future it is vital that the number of members be increased. With more members an increased print run can be justified and the costs to all members will be reduced. The Executive therefore urge you to do your utmost to enrol additional members. If each member can enrol one other then the financial standing of the journal is ensured.

With this copy of HERDSA News you will find copies of the HERDSA brochure which outlines the benefits of membership and includes an application form. Please pass these on to colleagues whom you think might be interested in joining. We have found that many of our colleagues welcome the opportunity to join and appreciate the convenience of being provided with the means to do so.

W(h)ither Educational Development?

Earlier this year the HERDSA President, Jackie Lublin, made a study tour of the UK. In this article she makes some observations of the differences in the educational development scene between Australia and the UK and draws some lessons concerning support for educational development in tertiary institutions:

These days no one doubts the importance to a tertiary institution of its teaching function. But to give token regard is one thing: to make provision for the encouragement and support of good teaching is another. This article explores the strengths and weaknesses in the different ways such provision is made in tertiary institutions in Australia and U.K. While the prime focus will be on universities, attention will be paid also to the polytechnic/CAE sectors in the respective countries.

It seems to be generally accepted both here and in the United Kingdom that there is an enviably large amount of activity going on in Australian tertiary institutions in the area of educational development. While this may well be the case, at least part of the reason for this belief is the visibility of the appointments made and the centres created in this area in Australia. Now that Sydney University has established its Centre for Teaching and Learning, all of the older universities and most of the newer ones have academic appointees whose brief is to study and improve the teaching and learning processes within their institution. Many CAEs, particularly those with a technological rather than teacher training background are in a similar situation.

Thus there is indeed much educational development centre activity occurring in Australian tertiary institutions. This is an encouraging situation from many points of view, not the least being that a healthy diversity in styles of educational development has become a feature in this country, due to the decentralization to the educational development centre itself of responsibility for emphases, techniques and approaches within the individual institution. Educational development centres in Australia have forged an identity for themselves over the last ten years; slowly they will become an effective force in their institutions as credibility and trust grows, and as attention to and accountability for the teaching function of an institution increases.

What is the situation in U.K.? What can we learn from the way the concept has developed there? While we are currently undergoing a crisis in nomenclature — like one of Petty's infernal machines we are going in as educational developers and emerging as staff developers — the British seem not to have been worried by the implications of various terms and refer to their operations in the area simply as the training of university teachers. In 1972 the Co-ordinating Committee for the Training of University Teachers (CCTUT) was set up; it is chaired by a Vice Chancellor and has a membership drawn from the British equivalent of the AVCC, the Committee of Vice Chancellors and Principals (CVCP), from the Association of University Teachers (AUT), and from the National Union of Students (NUS). There is an observer from the University Grants Committee (UGC) and from the Standing Conference on Educational Development

"There is an enviably large amount of activity going on in Australian tertiary institutions in the area of educational development."

Services in Polytechnics (SCEDSIP). The Committee's terms of reference are:[1]
(i) to keep the training needs of university teachers under continuous review;
(ii) to keep itself informed about current provision for the training of university teachers;
(iii) to assess the need for additional courses to be provided on a regional or national basis;
(iv) to encourage the development of such courses at suitable centres;
(v) to disseminate information about the availability of courses;
(vi) to offer advice to universities on the principles on which their own internal training arrangements might be drawn up.

The CCTUT was funded initially by an earmarked grant from the UGC, but since 1975 it has been financed by the CVCP which in turn is financed by university levy. In 1979 the CCTUT had an operating budget of £18,000, given by the CVCP. With this amount the CCTUT employed a co-ordinating officer (full time until 1978; three-fifths time since then), a full time secretary, and engaged in activities which included the production of a small journal and a news bulletin, and the sponsoring of national working conferences.

On the other hand, there are comparatively few academic appointments to the area in individual British universities. Of 41 universities, 15 have what we would call an educational development unit in some form: for example, Birmingham University has an Advisory Service on Teaching Methods; Surrey University has an Institute for Educational Technology. Staff training — or educational development, to use our politer phrase — is seen, as here, to be important, or rather, much lip service is paid to it, and nearly all universities have a committee of Senate responsible for the arrangement of training activities, with particular reference to induction programs for new staff. For instance, Loughborough University of Technology does not have an educational development centre; however it has an Academic Staff

Training and Development Committee, whose remit is

To inform and advise Senate regarding a policy for training and development.

To promote and monitor staff training and development activities within the University.

To keep Senate informed of any budgeting implications arising from a training and development policy.

To review and encourage through training and development appropriate innovation in teaching and related activities.

To maintain liaison with the Audio Visual Services Committee, University Departments and other interested bodies as may be appropriate to training and development.[2]

The majority of British universities do not have an educational development centre, and the great tradition of the amateur still appears to hold sway; this gentlemanly approach to training is carried out usually by academic staff members in their own time without benefit of release or remission of contact load. Where there is a core of enthusiastic and committed staff, like, say, at Loughborough, then training programs occur, guest specialists are invited in, a regular newsletter is published, and ongoing working parties concerned with teaching continue to meet. All of these activities are also likely to be found in those universities with appointments in the area. But the provision in universities without appointments in the area is less likely to be thorough or consistent, and it is here that the CCTUT has played such an important role in the past few years — indeed, the NUS said recently that "it is hard to escape the conclusion that while the work of the Committee may not be widely known to individual staff or students it has played a critical role in raising the level of training provision in universities throughout the country".[3]

One interesting aspect for Australia in all this is that the creation of the CCTUT has been at least partly complementary to the obligation imposed on individual universities to provide training. This obligation is implicit in the "Agreement concerning the procedure and criteria to be used in connection with the probationary period"[4] which was negotiated between the University Authorities Panel and the AUT in 1974. This agreement referred to the requirement that the confirmation of appointment at the end of a mandatory three (or four) year period should be "a positive action of decision"; such decision to be made when the following conditions have been met by the probationer:

• he has satisfactorily engaged in the teaching of prescribed courses and the supervisory and tutorial work assigned to him

• he has satisfactorily engaged in research towards the advancement of his subject

• he has conscientiously carried out such examining duties and satisfactorily performed such administrative duties as have been required of him, and

• he shows promise by his work and enterprise of continuing to develop as a university teacher and scholar.

Thus ". . . it is incumbent on universities to provide training for the probationer of a helpful and comprehensive nature. Advice and guidance by a senior colleague nominated for this task and encouragement to attend formal courses of instruction should be included. Attention should be paid to developments in the training of university lecturers at a national level as well as to internal courses of instruction. The probationer should receive a co-ordinated development programme which lasts throughout his probationary period and permits appropriate reports to be made, and remedial action to be taken where necessary, at regular stages. Universities should also ensure that the day-to-day duties and workload allocated to a probationer are appropriate for a person of his age, standing and experience."

Furthermore "an employing university which declines to retain a person on grounds of inadequate performance or insufficient promise or personal unsuitability should be able to show (a) that training in university teaching was made available and (b) that continuing advice and help towards improvements were offered and due warning given of inadequacies by the head of department or other responsible person."[4]

We have no such policy at a national level in Australia, nor as far as I know does any individual tertiary institution have a requirement of this kind. In reality, with the current situation in British universities the actual level of provision of training to probationary staff varies greatly between universities; nevertheless, there *is* a policy statement and thus a rationale for arguments for resources to fulfil the universities' obligations in this respect.

It is also interesting to note in passing that, in contrast, of the 31 polytechnics in England, Wales and Northern Ireland nearly all do have academic appointments in the area of educational development and have a central unit offering educational development, educational technology and AV services.[5] Furthermore, unlike the universities many individual polytechnics have as a condition of employment that new staff without a recognized teaching qualification or period of experience should undertake a teaching development program in their first year. This is usually a week's pre-teaching program followed by regular weekly sessions. For instance: "In Bristol Polytechnic the Academic Board has resolved that academic staff who join the institution without the benefit of (i) a teacher training qualification or (ii) at least three years' full time teaching experience, will be released for inservice training for three hours per week for one full year."[6]

It is interesting to note here the difference between universities and polytechnics in this respect i.e. the more stringent requirements of new staff in the latter, caused at least partly by the requirements of validation by the CNAA, the body which accredits all polytechnic awards. (There are other differences between British universities and polytechnics, of course; the most interesting being for present purposes that, unlike Australian universities and CAEs, pay scales are different, as are conditions of employment between the two sectors). By contrast in Australia the accrediting procedures of CAE awards have not resulted in requirements for the educational induction and development of new staff, although there is a warm diffused feeling that this is a good thing and ought to be done. In many CAEs with educational development centres pre-teaching courses are offered, but in lieu of any institutional requirement attendance by new staff probably depends on the extent to which the Head of School or Department is personally disposed or otherwise to such a process. I know of no CAE in Australia which grants a reduction in contact hours to new staff to enable attendance over a period of time at inservice programs.

The differences between Australian and British universities in the provision of training in university teaching need not be laboured: the CCTUT is a centrally funded body, acting in a co-ordinating and supporting role towards those staff in universities responsible for

the provision of training under the terms of the 1974 agreement and any other general educational development provision nominated by individual institutions, whether such staff be appointments in the area or members of a Senate committee. We have no facility like the CCTUT in Australia; the Commonwealth funding bodies have always set their faces firmly against an earmarked grant for such a purpose, nor has the AVCC gone so far as to allocate its own money for a central facility to support training in teaching methods (as opposed to research; for several years the AVCC gave grants for research projects into university teaching and published a useful newsletter — this ceased however in 1973). On the other hand, most universities in Australia have appointments in the area.

Which system of provision is more at risk in a period of economic stringency? In Australia we have seen several major reviews of educational development centres. In all cases except one the centre emerged unscathed from such an enquiry: in the one case the function of educational development was relocated within the university, not extinguished. Within Australian centres there is a general feeling that their non teaching function may put them at risk, but this tends to be balanced by a perhaps premature optimism that the intrinsic importance of their function will ensure their survival. Certainly, academics in such centres, with tenure, in individual institutions, are in a different league from a centrally funded agency like the CCTUT with one seconded staff member.

In 1979 a Review Group appointed by the British CVCP was set up to examine "the arrangements for the training of university teachers, having regard to the work of the co-ordinating committee since 1972, and to the extent to which individual universities have been able to develop their own training arrangements".[1] The Review Group asked for comments on the CCTUT from universities, staff, and the various interested bodies — CVCP, AUT, NUS and UGC. It reported in late 1979, being aware of the need for speed as the then current arrangements for funding the CCTUT were due to expire in July 1980.

The main points made in the report were: that the majority of responding universities (37) favoured the continuation of a national training body; that it was proper and politic to be concerned with the teaching function of the universities; that current financial provision for training made by individual universities appeared to represent a very small proportion of the total recurrent grant to universities; that there should be an increased level of regional training activities, and that eventually universities themselves should accept full responsibility for the provision of training at local, regional and national levels, attainable in perhaps four to six years provided the CCTUT were to continue to operate at current or higher levels. The report also laid down guidelines for the contitution and operation of a possible successor to the current CCTUT, this new body also to be a central and co-ordinating body; it recommended that the principal officer's job should be full time and that there should be provision for a series of short term secondments. It recommended that the budget should be increased from £18,000 to £40,000 annually, to be funded jointly by the CVCP and the UGC, such an amount being the minimum required to support the recommendation for training which would then be taken over by the universities themselves after about six years.[1]

In all truth, £40,000 is not a great deal of money as

total university funding goes. It therefore came as a bolt from the blue when the CVCP decided in mid 1980 that it would reject the report of the Review Group and that support for and thus the existence of the CCTUT would terminate in July 1981. After that time, training activities would become the responsibility of the universities locally and regionally. The decision has astounded the NUS and the AUT and presumably all those universities and staff members who made submissions in support of the work of the CCTUT to the Review Committee. Vigorous lobbying is continuing right now (September 1980) — for instance all participants at the CCTUT National Workshop at Stirling University in June this year including Australians were contacted by two enraged participants, who wrote that "we feel that the closure will go ahead unless there are howls of protest from constituent universities to Vice-Chancellors and thence to CVCP. Could we ask you all **as a matter of urgency** to write to your Vice-Chancellor about the closure in very strong terms so that perhaps the matter can be raised again at CVCP?"

Whether the howls of protest will be effective remains to be seen. It does seem that the amount recommended annually to continue and strengthen the work fo the CCTUT is comparatively modest. Furthermore, there is little doubt that the termination of central support for staff development activities without the phasing period of four to six years envisaged by the Review Group will have a depressing effect on activities of this kind, particularly in those universities which have no appointment in the area. Also, from many points of view it is a retrograde step in today's climate of accountability with the need "to justify continuing public support on the basis of the quality and effectiveness of university teaching".[1]

However, perhaps the most damaging and discouraging effect may ultimately be that, for many people, the rejection of financial support will be equated with the removal of symbolic support for the concept. The rejection by the CVCP of the Review Group's recommendation may be seen as an indication that the improvement of university teaching is not an important issue for the chief executives of universities. To be sure, local and regional training activities will continue in those places where initiatives and interests are already evident. But how much more effective might the provision of educational development opportunities have been across the whole British university sector had the recommendations of the Review Group been accepted?

While the current situation is most unfortunate for educational development in British Universities, the effect of this decision may perhaps be felt in Australia also. That it is respectable to be interested in and concerned with the quality of teaching is a fragile concept; will Australian Vice Chancellors be affected by the actions of their British counterparts i.e. become less likely to be supportive of the role of educational development centres? One hopes not.

But perhaps we have other reasons for optimism about the long term future of educational development in Australia. The viability of our units is not subject to the vagaries of central funding decisions i.e. they cannot be abolished by a single decision as the CCTUT may still be abolished. The extent of appointment in the area

REVIEWS

Distance Education, Australian and South Pacific External Studies Association ISSN 0158-7919. $10 per annum, 2 issues (Available from The Business Manager, Distance Education, School of External Studies, Royal Melbourne Institute of Technology, Melbourne, Vic, 3000)

How should one judge a new journal — by the interest of its articles, the reputation of its contributors, the distinction of its editors, the scope of its area of concern, or by its appearance? Possibly according to all of these criteria to greater or lesser extent. Though surely the most important basis for judgement must be how close the journal comes to reaching the objectives it sets for itself.

Distance Education, the newly-established journal of The Australian and South Pacific External Studies Association (ASPESA) claims as its aim: "To disseminate information about theory, research, and practice in distance education including correspondence studies, external studies, individualized learning, educational technology, educational radio and television and other educational media". Its editors add, in explanation in their first editorial, that they interpret the term research broadly.

Distance education has until now been very much neglected as far as coverage by learned journals is concerned. The Open University has published **Teaching at a Distance** mainly for the purpose of disseminating the results of OU research. **Epistolodidaktika,** published by the European Home Study Council; and the **I.C.C.E. Newsletter** published by the International Council for Correspondence Education, have both made valuable contributions to the literature on distance education but their accent has been on current practice rather than on theory and research.

Placement of emphasis on practice reflects the past preoccupation of distance educators with the development of sophisticated and efficient delivery systems, and with justifying distance education in terms of its ability to compensate for social disadvantage and its ability to provide an educational experience commensurate with that provided by other modes of study.

The first issue of **Distance Education** has not managed to escape the same bias towards these traditional concerns. Four of the five main articles describe institutional responses to organisational problems or report survey results. One article alone makes any concerted attack on a theoretical problem.

This observation is not meant as a criticism of the papers selected for inclusion, but it indicates a likely need for the editors to stimulate contributions which tackle the more difficult theoretical and research problems if the journal is going to live up to its aims.

Without doubt the most significant article is that by Desmond Keegan: "On Defining Distance Education". Starting with a commentary on four widely accepted definitions of distance education the article proceeds to tease out the elements that identify distance education and to highlight the distinction between distance education and other forms of non-traditional education with which it is often confused.

The article is significant, not just in that it attempts to clear away some of the conceptual and terminological confusion that has pervaded the discussion of non-traditional modes of education in recent times, but in that it provides an example of the kind of detailed theoretical analysis that has been lacking in distance education until now.

The remaining articles deal with a range of topics: Reed Coughlan describes the mentor role in individualized learning programmes at Empire State College; Barry Snowden and John Daniel analyze the economic management problems of small post-secondary distance education systems with particular reference to Athabasca University, the recently established non-traditional University in Alberta, Canada; Naomi McIntosh, Alan Woodley, and Val Morrison review the past eight years' pattern of student demand and student progress at the Open University; and Kevin Smith reviews course development procedures at a number of Australian and overseas tertiary institutions.

A separate section entitled reports and surveys includes two useful bibliographies, one a select bibliography of issues 1 to 16 of **Teaching at a Distance** and the other a comprehensive bibliography of the **ASPESA Newsletter** from 1974 to 1979. In addition, Erling Ljosa takes stock of the current state of research in distance education and Bea Russell describes the awards made annually by the National University Extension Association in the United States for courses conducted by independent study through correspondence.

Finally, the journal includes not one but two book review sections. The first reviews new publications, while the second is to be used for retrospective reviews of books which have had a significant influence on the development of distance education. For this issue the editors have selected Borje Holmberg's **Distance Education: a short handbook.**

Distance Education is most attractively presented and it can stand comfortably alongside other international journals. Notwithstanding earlier comments regarding imbalance in the selection of articles, it is a creditable publication.

Not only members of ASPESA but all distance educators should find in it articles of interest and of relevance to the practice of their profession.

Alistair Inglis,
Darling Downs IAE.

Encyclopaedia of Educational Media Communications and Technology, Edited by Derick Unwin and Ray McAleese, London: The Macmillan Press Ltd, 1978, 800 pp, ISBN 0-333-18550-1, $59.

How does one best review an encyclopaedia? Does one evaluate it on the basis of its comprehensiveness, or its balance, or its comprehensibility, or the authority of its contributors, or its relative success in reflecting the current state of a field, or its style (layout, illustrations, cross-referencing, etc), or on some kind of synergy incorporating all of these, plus some lesser characteristics?

Inevitably your reviewer is not encyclopaedic in his knowledge of the broad field covered by the text and he reviews this book from the point of view of one having expertise in educational technology and the related areas of planning, managing and evaluating change in tertiary education.

Following the pattern of all systematic researchers, your researcher first looked in the text for definitions of the terms incorporated in the title. Regrettably neither "educational media" nor "educational comunications" are defined as such in the text, nor are they cross-referenced with other terms. They are in fact subsumed within the entries "media classification" and "communication engineering". Although an experienced academic or practitioner should eventually find his way to the definitions of the terms, a neophyte may experience some difficulty, particularly in the former case which focuses upon *instructional* media.

The third term in the title "educational technology" is elaborated in an excellent essay by P. David Mitchell who has produced a systematic and comprehensive analysis of the nature of the field. His arguments are clear, logical and interpretive and his definition of educational technology evidences his unblinkered position at the frontier. Mitchell's entry should be required reading for anyone studying or practising educational technology.

It is somewhat incongruous however, that the editors did not use Mitchell's definition of educational technology as a keystone for related entries in the encyclopaedia. For instance, although Mitchell speaks of "educational systems" in his definition, the two entries "systems analysis" and "systems approach" are very undernourished, the latter being described as "virtually meaningless". (Slight comfort to those who use the systems approach in scientific, geographic, organizational and educational studies.) Obviously from the point of view of consistency the editors should have prevented the author of the entry on "Industrial Training" from including "systems approach" as his first major subheading (p. 393). It is both regrettable and unfortunate that the editors have not recognized the historical and contemporary importance of systems in education by providing a detailed analysis of the concept. Most of the editors' peers will surely query how "systems analysis" could be dismissed logically in less space than the entries on "film speed", "legibility", or "telephone seminars".

The problem of balance in the encyclopaedia is also evident at other levels. Whilst the editors appear to have attempted to produce an internationally representative volume, the work (to this reviewer at least) has an Australian-British-European flavour, if not bias, which does not adequately reflect the phenomenal output of thought and practice from the United States. Those who seek descriptions/definitions of terms such as "learning resources", "faculty development", "instructional development", or "educational development" will not find them under these internationally recognizable titles in this volume. Should the reader of this review seek information on the tertiary teaching unit/educational development unit/centre for the improvement of teaching and learning in tertiary education, he will need to look under the sub-heading "educational technology departments" in the entry on "Tertiary Education". Whilst information on centres in Australia and the United Kingdom share one and one half pages of this entry, the substantial and possibly more significant efforts of the Swedes and Americans are each dismissed in four lines, the latter on a 1973-based pessimistic note.

Similarly, although organisation development has achieved stature as part of the technology of education (in Mitchell's terms), it is naively defined in fourteen words. A better analysis is to be found on pp. 393-394 but this is not cross-referenced to the main entry and a researcher may not find it. Again the editors have failed to provide adequate back-up support for Mitchell's comprehensive and illuminative definition of educational technology.

So much for the debits — now for the credits! Your reviewer is most impressed by the comprehensive nature of the encyclopaedia and by its readability. Over a period of three months of constant desk use he has found the volume to be an invaluable reference tool and apart from the above-mentioned disappointments, the encyclopaedia has seldom let him down. In addition to the veritable cornucopia of definitions, descriptions, explanations and detailed essays, the text affords excellent selections of references for further reading on the more important (and many lesser important) entries. Most of the complex and/or highly important entries are treated in appropriate detail, e.g. "individualisation of instruction", "language laboratory", "microforms", "Open University", "photography". Sadly, related entries are not cross-referenced for each of the major entries. For example, the entry on photography could have included cross-references to the "single-lens reflex camera (SLR)", and "twin-lens reflex camera" entries.

The encyclopaedia is adequately illustrated with well-produced diagrams, tables and pictures, all of which communicate their messages most effectively and efficiently.

In all, the editors are to be praised both for being ambitious and for realizing their ambitions of producing a quality encyclopaedia of educational media, communications and technology. They have identified a real need and have complemented their undoubted expertise with courage and perseverance to meet that need. Overall, their project has been an extremely successful one and the volume should be on the desk of anyone who is studying or working in these areas.

Derick Unwin and Ray McAleese are to be congratulated for making this highly significant contribution to the area of educational media, communications and technology.

Neil Sainsbury,
Alexander Mackie CAE.

Academia Becalmed, Edited by G.S. Harman, A.H. Miller, D.J. Bennett and B.I. Anderson, Canberra: Australian National University Press, 1980, 260 pp, ISBN 0 7081 1364 8, $8.50.

The papers which constitute this book are those which were presented at the Conference, Australian Tertiary Education in the Aftermath of Expansion, held in 1978 with an addition of four papers concerned with Looking to the Future. The theme of the work is established in the opening address presented by Professor Karmel entitled 'Tertiary Education in "steady state".' The 'steady state' is described as a period in which stability is following a period of rapid growth. In addition to considering the characteristics of the rapid growth which had occurred in higher education in the 50's, Karmel outlines the consequences of growth and the levelling off period of development in each of the following: the labour market; academic programme; academic staff; the management and organization of the institution; and the management and organization of a system.

Four practising Australian educational administrators identify specific areas in tertiary education which have become problem areas as Australian tertiary education moves from a period of expansion into one of slow or no growth. Effects on engineering and teacher-education programmes are considered in two of the papers. The external mode of study and factors affecting the teaching of the first year programmes in higher education are examined in the remaining two papers of the section. The increased proportion of graduates available within the workforce is presented as a positive rather than a negative result of the demographic projections for the remainder of this century.

The impact of the 'steady state' on the planned activities of the system cannot be ignored and the concepts of triennial funding, co-ordination, and amalgamation and closure of institutions are treated by individual writers. When these concepts are considered in a period of no expansion, there is a danger that there will be intervention in the operations of individual institutions. One of the major tasks of educational administrators in such times therefore may be to maintain the autonomy of individual institutions within the system.

The consequences of the 'steady state' for staff in tertiary institutions are discussed in a section on institutional responses. The section presents a balanced view of the possible results of reduced enrolments in tertiary programmes. Positive consequences relate to the increased attention that may be given to improve learning and teaching activities.

The negative consequences for staff are not only numerous but also serious. The effects on the morale of staff as career expectations and career realisations appear to be dissonant are of significance but difficult to quantify. As a consequence of this and other staffing issues, senior academic staff may have to devote more of their time to matters of staff welfare.

The concluding chapters, in which institutions in each of the three sectors in post-secondary education are considered with respect to the possible developments in the next twenty-five years, do not lead to a belief that the future will be characterised by an expansion in tertiary education. The fact that the papers which constitute this book are published two years after the conference does not detract from their relevance as tertiary education is still in becalmed waters.

Jan Williamson,
SCV Frankston.

Conferences

IMPROVING UNIVERSITY TEACHING: SEVENTH INTERNATIONAL CONFERENCE
Date 15-18 July 1981
Place University of Tsukuba, Japan
Call for Papers Deadline 1 February 1981
Information Improving University Teaching, University of Maryland, University College, University Boulevard at Adelphi Road, College Park, Maryland 20742, USA.

FIFTH INTERNATIONAL CONFERENCE ON HIGHER EDUCATION
Date 1-4 September 1981
Place University of Lancaster, England
Title Survival and Renewal
Call for Papers Deadline 1 January 1981
Information The Organising Committee, Fifth International Conference on Higher Education, Institute for Post Compulsory Education, The University, Lancaster, United Kingdom, LA1 4YL.

ASSOCIATION FOR INSTITUTIONAL RESEARCH
Date 17-21 May, 1981
Place Minnesota, USA
Title Toward 2001: The Institutional Research Perspective
Information AIR Forum Proposals, 314 Stone Building, Florida State University, Tallahassee, Florida USA 23306.

both in universities and CAEs has resulted in an admittedly informal but nevertheless strong interest group which has developed highly effective and innovative approaches to the retrieval and sharing of information (like **Labyrinth** from University of Queensland's TEDI), to regular consultation and to co-operative and concerted action. Finally, the centres in Australian institutions have been in existence for long enough now for the intrinsic value of their activities to be increasingly accepted and incorporated into institutional life, and thus for the centres themselves to be taken for granted as structural components of their institutions.

[Editor's note: The CVCP agreed to reconsider their decision to abolish the CCTUT at a recent meeting, but confirmed their original decision.]

Jackie Lublin,
President, HERDSA.

REFERENCES
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2. Document ex Working Folio of CCTUT Workshop "Educational Technology and Staff Development in the Universities: the interface" May 1980.
3. "CCTUT: What Future?" National Union of Students, August, 1980.
4. This document is reproduced in Teather, D. (ed) **Staff Development in Higher Education** London: Kogan Page, 1979.
5. See **Register of Educational Development Services in Polytechnics** SCEDSIP, 1979.
6. Habeshaw, T. Continuing Self Development for Teachers in **British Journal of Educational Technology** Vol. 11, No. 1, 1980.

ABSTRACTS

HERDSA Abstracts are based on a regular survey of relevant literature. They are intended for use by tertiary teachers, research workers, students, administrators and librarians. The abstracts are classified into the same groups used by the Society for Research into Higher Education in their quarterly publication *Research into higher education abstracts*.

The *Abstracts* attempt a coverage of current English language publications in Australia, New Zealand, Papua New Guinea and Indonesia. Publications describing research, teaching, administration, staff and students in higher education are abstracted.

Educational or other non-profit organisations may reproduce a limited number of these abstracts in their own publications provided that HERDSA receives suitable acknowledgment.

HERDSA is most grateful to its abstractors and the co-operation of the editors of a number of journals abstracted in this issue. The *Abstracts* are edited by Robert Cannon, Director, Advisory Centre for University Education, the University of Adelaide, Adelaide, S.A. 5000.

Note: Authors or editors who would like abstracts of articles, books or monographs to be included are invited to send a copy of their work, together with an abstract, to the *Abstracts* editor.

A GENERAL

Anwyl, J. (editor) **Australian community colleges.** Melbourne, Centre for the Study of Higher Education, University of Melbourne, 1979. 156p.

Six papers in this volume explore problems and issues relevant to the debate on the community college concept. The papers are: Community Colleges: Ideas and their Institution with Special Reference to the Darwin Community College (Batt); The Community College in the Australian Context: the experience of Prahran CAE (Armstrong); The Regional CAE; its Potential Role as an Australian Community College (Hopper); TAFE and the Community College (Bone); TAFE and the Community College in New South Wales (King); The relevance of the North American Community College Idea for Australian Higher Education (Harman).

(RAC)

Fensham, P.J. **Science education research: present and future,** Research in Science Education, 9, 1979: 1-4.

Fensham provides a compressed overview of current work in the research areas of cognitive structure and development, and contextual influences in the field of science education. The review, through its referencing, supplies "key works" bibliographies for these areas. Piagetian (and neo-Piagetian) influences upon science education research are outlined within the area of cognitive structure; the field of contextual influences is considered in terms of 'political' and 'cultural' categories. In concluding, Fensham notes a certain stagnation with traditional research approaches and points to other new areas of interest for science educators.

(EEN)

Power, C. **The republic of science education research.** Research in Science Education, 9, 1979: 5-12.

Power first points out that research in science education as it is practised today is not a discipline and that attempts at using a smorgasbord of applied disciplines to interpret science education have difficulties in accounting for educational phenomena. Consequently, science education research should work towards a "pedagogical theories out of pedagogical practice" position and attempt to produce "middle range" theories which promote the understanding and improvement of practice.

This interpretation of the role of science education research is compared with the 'world view' extracted from the journal **Research in Science Education** finding that researchers rarely focus upon problems which concern science teachers. In detailing the workings of an alternate paradigm in science education research, Power is not optimistic of its acceptance as "both schools and researchers have a vested interest in maintaining the division of labour and maintaining a communication gap".

A final section of the article considers the extent to which the community of science education researchers can steer their republic noting that external influences can influence both the direction and rate of research effort. In conclusion, Power states that science education research must contribute to teacher development in sensitizing them to the pedagogical issues contained within science education.

(EEN)

B ECONOMICS AND MANPOWER

Karmel, P. **Youth, education and employment.** Melbourne, Australian Council for Educational Research for the Australian Association for Research in Education, 1979. 19p. tables. (Also published in: Australian Educational Researcher, 7, 1, March 1980: 35-60).

Trends in school retention, tertiary participation, apprenticeships and youth employment suggest that in the absence of a positive youth policy, an increasing number of young people will slip into unsatisfactory activities. A comprehensive youth policy is outlined which includes a range of options from full-time study through various 'mixes' of work and education/training to full-time employment. For the policy to be successful, a number of conditions must be met, but it would be wrong to believe that such a policy would cure all the faults and ills of the education system and of unemployment.

(RAC)

Murray, D. **Reducing the cost of tertiary education: an economist's view.** Education Research and Perspectives, 5, 2, December, 1978: 3-9.

Time is a cost factor which has private and social dimensions. The introduction of a trimester system (in which a three year programme of six semesters is compressed into two years of six semesters) has the potential of reducing the costs of tertiary education. The system would have great repercussions on the life of the institution and students including greater freedom of choice by students in the utilization of their time.

(RAC)

C ADMINISTRATION

D HIGHER EDUCATION IN SPECIFIC SUBJECTS INCLUDING CURRICULUM

Elsworth, G.R. **Professional socialization as a perspective for the evaluation of teacher education programmes.** Education Research and Perspectives, 5, 2, December 1978: 26-39.

This paper reports on the results of an exploratory evaluation study of ten end-on and concurrent, university and college

programmes for the education of teachers. The study was designed to assess, as evaluative criteria, the appropriateness of changes in adjustment to the professional role indexed on seven dimensions of actual and ideal professional self-perception. Growth in adjustment to the diverse demands of the professional role is argued to be a desirable outcome of any teacher education programme, and thus to represent a valid general criterion for comparative programme evaluation.

(Journal abstract)

Hegarty, E.H. **How to ... organize effective laboratory teaching in medicine.** Part 1, Purposes. Medical Teacher, 1, 4, 1979: 175-181.

The framework of this paper is derived from learning theories and research in general education. A selected review of literature dealing with the purposes and design of laboratory teaching, with special reference to medicine is presented. Issues which are explored are the appropriateness of laboratory work for teaching for different goals and ways of checking whether laboratory teaching matches goals.

(RAC)

Hegarty, E.H. and Lee, A. **How to ... organize effective laboratory teaching in medicine.** Part 2, Design. Medical Teacher, 1, 5, 1979: 227-234.

Course designers need to develop competence in the processes of making informed choices which contribute to the successful preparation of new curricula or the modification of existing curricula. Three issues are presented to illustrate this need: the design of laboratory manuals and displays, the design of laboratory exercises to meet important goals and the sequencing of curricula involving laboratory work.

(RAC)

Mahoney, D.J. and Clarke, A. **Student attitudes towards alternative instructional approaches in introductory accounting.** Accounting and Finance, 20, 1, May 1980: 93-101.

This paper reports the results of a survey of student attitudes towards a first year accounting program at the tertiary level. The program incorporates innovatory features including syllabi defined in terms of behavioural objectives, content broken into modules, a range of learning resources for each module and flexible assessment at the student's option. Analysis of responses from two groups of students is presented, those studying in the program and those who had completed the program the previous year. Strong support for the program is apparent from the response analysis. Conclusions indicate that students generally view the program as providing a sound foundation for alter accounting studies. In addition, many students consider the program's features would be beneficial in other subject areas.

(Journal abstract)

Powell, J.P. and Pearson, M. **Assessing the interpersonal skills of medical students.** Programmed Learning and Educational Technology, 17, 2, May 1980: 90-91.

Medical students are now more frequently experiencing courses designed to improve their skills in communication and interpersonal relations, but there is a lack of procedures to evaluate such courses and assess student progress. A test is described which attempts to rate responses to simulated medical interviews portrayed in short films. The test was used with first-year medical students who had taken a course in communication skills, and a control group of first-year physics students. The medical students' scores increased significantly from pre- to post-test while those of the physics students did not. Analysis of the results indicated that the test was sensitive to changes in level of skill which could not be attributed to age and maturation effects. Uses of the test materials for teaching and selection purposes are discussed.

(Journal abstract)

Paterson, J.R. and Prescott, J.R. **Self-paced freshman physics laboratory and student assessment.** American Journal of Physics, 48, 2, February, 1980: 163-167.

Laboratory work is included as an essential part of any physics course because it teaches the student aspects of physics that are distinct from lecture material and that can be learned in no other way. For the same reason it presents its own problems in assessment, particularly in large first-year university classes. For the last five years we have been putting into practice a form of self-paced laboratory experience and assessment. The laboratory is design oriented. The grade for the course is determined by the aggregation of point values for a variable number of experiments completed in a fixed period of time to a satisfactory standard. The marks feature a degree of discrimination comparable to written theory examinations. Within the limits imposed by class size, the student has a fair degree of freedom of choice. (Journal abstract)

Thorley, N.R., et al. **The aims of science courses.** Research in Science Education, 9, 1979: 53-54.

The article outlines a project undertaken at the Western Australian Institute of Technology which considered 'what views undergraduate students have about the general aims of science courses (and how these compare with similar studies in other countries)' and 'what views practising scientists, recent graduates and undergraduates have about the aims of laboratory courses'.

General aims questionnaires comprising thirty-three aims and laboratory aims questionnaires of twenty-two items were applied. Cognitive and attitudinal general aims were rated higher than social and economic; laboratory aims were analysed in terms of students vs those in employment finding agreement between practising scientists and recent graduates concerning pragmatic 'work oriented' issues, while students stressed the educational 'worth' of such aims in explicating theoretical issues.

(EEN)

E TEACHING METHODS AND EDUCATIONAL TECHNOLOGY

Anderson, B., Boud, D. and Macleod, G. (editors) **Experienced based learning, how? why?** Sydney, Australian Consortium on Experiential Education, 1980. 67p.

This is a collection of nine conference papers, some of which are factual accounts of developments in experience based learning, others are proposals for action and yet others are statements and reflections on important issues. Papers cover experiential learning in secondary and tertiary education and in training and development.

(RAC)

Cox, K.R., et al. **Teaching teachers.** Programmed Learning and Educational Technology, 17, 2, May 1980: 72-76.

Teaching teachers is not an easy task. Three questions can guide the choice of methods for the development of teachers:
Question 1: How does teaching teachers differ from teaching students?
Question 2: What educational opportunities are appropriate for different career levels?
Question 3: What are appropriate teaching strategies?

(RAC)

Hedberg, J.G. **Client relationships in instructional design.** Programmed Learning and Educational Technology, 17, 2, May 1980: 102-110.

In a consultative environment, the approach and management skills of the instructional designer, producer or evaluator are crucial to the successful completion of the project. While many designers develop skill and evolve a style that 'works' for

them, new designers must avoid basic pitfalls that can impair the relationship with their clients.

In this paper the unique relationship is discussed in terms of the assumptions and expectations of client and designer. Four common counselling models are used to identify assumptions and successive phases in the development of effective working relationships, such as: creating the relationship, identifying expectations and goals, managing the continuing relationship and concluding the relationship.

After considering a number of factors that are viewed by academic staff as crucial to the successful completion of an instructional design project, the paper concludes with a summary of factors contributing to effective relationships.

(Journal abstract)

Isaacs, G. **Client relationships and consulting realities: a response to John Hedberg's paper 'Client relationships in instructional design'.** Programmed Learning and Educational Technology, 17, 2, May 1980: 111-114.

For the practising consultant, the most directly usable part of Hedberg's paper is his treatment of the effects that the interaction of the client's and consultant's cognitive styles can have on their working relationship. The treatment of consulting modes, reviewed by Hedberg, is, in essence, an application of role theory. In practice the use of mode-theoretic language increases the risk of the consultant depersonalizing the relationship between consultant and client. Role-theoretic language, with its focus on client and consultant as individuals and in interaction, maintains equal emphasis on people, task and process. Role-theoretic language also facilitates the formulation of explicit agreements or 'contracts' between the client and the consultant. Such agreements are extremely useful to both client and consultant, and are almost essential in large-scale consultations.

(Journal abstract)

Teather, D.C.B. **Toward the community university.** Continuing Education in New Zealand, 12, 1, 1980: 82-90.

Three case studies are presented in which university expertise and that of local community groups have been shared to produce 16mm films. Ingredients for the success of these films include choice of topics, market research, subject matter expertise and educational and technical skills of the film production section.

(RAC)

F STAFF

G STUDENTS — GENERAL

H STUDENTS—SELECTION AND PERFORMANCE

Boud, D.J. **Self and peer assessment in higher and continuing professional education: an annotated bibliography.** Sydney, Tertiary Education Research Centre, University of New South Wales, 1980. Occasional Publication, No. 16, 13p.

Ninety-two references have been identified from the worldwide literature on the assessment of students by themselves (self assessment) and by their peers (peer assessment). Undergraduate, postgraduate, and professional continuing education have been surveyed. Also included are references on peer review and grade contracting.

For each item the full reference is cited, the area of concern is listed (self, peer, peer review, grade contracting), the subject matter which is assessed is given and other remarks are made on the focus of the paper. Areas excluded from the bibliography include self-marked multiple choice tests and social psychological studies of the self.

(Author abstract)

Boud, D.J. and Tyree, A.L. **Self and peer assessment in professional education: a preliminary study in law.** Journal of the Society of Public Teachers of Law, 15, 1, 1980: 65-74.

The importance of assessment by students of themselves (self-assessment) and of their fellow students (peer-assessment) is becoming increasingly recognised especially in professionally oriented courses. This paper explores one way in which such assessments may be conducted within the context of legal education.

The specific focus of the paper is on the assessment of class participation which is a problematic area even in traditional assessment terms. A procedure is described which can be used for the assessment of class participation in any subject. This procedure is applied to a first year undergraduate law class at the University of New South Wales. The criteria for assessment generated by students are described, a comparison between self, peer and teacher marks is made, and the reactions of students are presented.

The results of this experiment are such as to encourage the use of this or similar procedures in other contexts.

(Author abstract)

Coulter, F. **Personality and adjustment in initial secondary student teaching.** Education Research and Perspectives, 5, 2, December 1978: 15-25.

Some characteristics of the secondary teacher's classroom role are described. Student teachers who are more introverted and flexible may have greater difficulty in adjusting to that role. Implications of present teacher-trainee selection procedures are discussed, particularly with reference to the present use of academic performance as a major selection criterion which may bring into programmes a disproportionately large number of students who are unable to cope with the socially-interactive aspects of their role.

(Modified journal abstract)

Keegan, D.J. **Drop-outs at the Open University.** The Australian Journal of Education, 24, 1, March 1980: 44-55.

The year 1979 marks the tenth anniversary of the founding of the Open University. During this period it has come to be recognized as one of the major innovations in higher education in recent years. The Open University set out to attempt to solve the problem of drop-outs which had been a source of criticism for other distance education institutions in the past. To a large extent it has been successful in reducing drop-outs to an acceptable minimum. The importance of its success for other institutions which teach at a distance, both in Australia and overseas, is discussed. Caution is expressed about the lack of unanimity in terminology in studies of 'drop-outs' and the danger of using 'drop-outs' in comparing one institution with another.

(Journal abstract)

I STUDENTS CHOICE OF SUBJECTS AND CAREERS

J FURTHER AND ADULT EDUCATION

LIST OF ABSTRACTORS

R.A. Cannon, University of Adelaide
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Correction

A paragraph was omitted from the typescript submitted for the article Promotion Through Teaching, HERDSA News July 1980 issue. The following should have been included in the second column of page 9:

Activities relevant to the academic as a researcher in educational matters:
— comparing different methods of teaching by controlled experiments
— originating new methods of teaching, learning and assessment
— measuring, in depth or breadth, changes in students' knowledge, behaviour, attitudes, etc, as a result of specific teaching processes
— measuring the reliability, validity, consequences, etc of methods of assessment
— publicising theories, results and conclusions in learned journals of education
— contributing papers to conferences on education
— leading workshops, etc on educational matters

The activities listed refer to undergraduate and other students taking formal courses. Most academics contribute to teaching by their contact with research students. Although this is an important activity it seems even more difficult to assess than the other forms of teaching. However, if a candidate for promotion can specify activities in this function then he or she ought to supply the evidence.

The Academic Profession

This is a topic which has failed to attract much interest from research workers until very recently. It has been said that academics make it their business to examine the affairs of everyone except themselves. That is no longer true in Australia. Following the extensive survey conducted by the Williams committee there has been a minor flood of studies none of which has yet been reported in the literature. The 1980 ANZAAS Congress provided a welcome forum for reports on six of these investigations and several others will be published in the proceedings of the 1980 HERDSA conference. Here I shall simply list the presenters and titles of the ANZAAS papers: anyone seeking copies of the papers should contact the authors.

J. Anwyl (University of Melbourne): "Access to higher education — some attitudes of academics in Australian universities and colleges of advanced education."

D.G. Beswick (University of Melbourne): "A national survey of teacher education staff."

J.E. Everett (University of Western Australia): "Work-related attitudes of academic staff at Australian universities and colleges."

J.P. Powell (University of N.S.W.): "The impact of the 'steady state' on the professional lives of academic staff."

L.J. Saha (Australian National University): "The professional and social position of academics in Australian society."

L.H.T. West (Monash University): "Publication rates and academic productivity."

I should appreciate information concerning other unpublished research on this topic and investigations now in progress.

John Powell,
University of New South Wales.

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