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APRIL 1995

Editorial

Margaret Buckridge



I am writing this editorial unusually late in the production process; in fact, just as the News goes to print. I have left it to this point so that I could give you some account of the Executive's planning activity, which has taken place over two weekend meetings - one last November and one, recently, in March. You will be made aware in other ways of the outcomes of these meetings. The Executive is proposing a constitutional change which will facilitate decisions on new initiatives and that proposal, when it comes to you, will be accompanied by supporting argumentation; in addition, the Executive is working to formulate a draft strategic plan - which you will see prior to the AGM - which will enable the implementation of the new initiatives. But the changes have the potential to be so far-reaching for the development of the Society that it seemed appropriate to pick them up in this more informal space. Even so, and notwithstanding the gratifying degree of consensus reached, this is a personal view rather than a more representative one.

One of the fascinating things about change, for those of us who are interested in group process and/or learning, is the mysterious part that the passing of time plays in bringing it about. Not that the passing of time is enough - without an irritant, or a seed (metaphors abound) a situation or an understanding may well remain intact and unchallenged. But the early inkling of possible, and better, alternatives is not usually enough, in and of itself, to send us rushing to embrace those alternatives. We seem to have to live for a time with the possibilities (perhaps not even on the conscious level) before we rescind our resistance.

This amateur sally into the moral and psychological workings of human beings is all by way of saying that the HERDSA Executive took time (and not a little angst) to come to the view that some fundamental change was needed in the Society. We had been aware for a while that there were emerging tensions and concerns. In no particular order, these included the following: the Society needed a more professional administration; the Society needed more explicit ways of taking account of, and supporting, active branch and interest groups; the Executive had for a number of years been skewed in favour of educational developers over discipline-based teachers, learning assistance staff or other groups; the Society was not contributing to national policy processes in higher education to an appropriate extent; it was not reaching out to the much-expanded potential audience

of academics newly concerned about their teaching role as a result of mission statements, quality rounds, etc; there was increasing concern that research, the 'R' in HERDSA, was getting short shrift.

Even with this impressive list of ills on the table, it was nonetheless the impulse of the group, at the November meeting, to coalesce around a statement of identity and purpose for HERDSA that was essentially a reaffirmation of the original, broadly inclusive, over-arching statement of purpose for the Society. What we were not quite able to do at that stage was to confront the fact that this purpose was not being fully operationalised, that we were in fact inhabiting only a sub-set of this intention. When we canvassed radically different HERDSAs, we were made uncomfortably aware that the cosy developer-heavy network would be somewhat disrupted. I think we also wondered whether it was not too great a risk to hand over the Society to a more disparate, diverse group.

But the grain of sand had entered. By the time we met again last weekend, the ideas mooted in November had subtly altered our orientation to the Society and to its potential world of membership. We were ready to start imagining the new shape and culture of the Society. I don't think we expect it to be all plain sailing. The energy and the interest will be more spread out; to some extent we will be guessing about the efficacy of new arrangements; the broader systemic commitment to better teaching may collapse into artifice if workloads are put under any more strain. In spite of these concerns, however, we believe strongly that this reform of the Society must proceed. If it does not, we are in danger of losing the capacity to make a real contribution to the higher education in the area that we care about most.

Come to Rockhampton if you can. Not only are we promised a splendid conference by the convenor, Amy Zelmer, but, with these proposals, an opportunity, as well, to shape the future of the Society. And if this can be done in the winter sun, who can resist it?

The First Step in Course Design: A Case Study

Increasingly in the higher education systems of both Australia and New Zealand subject teachers are being pressed to evaluate the subjects they teach and to improve them. In this article, Ted Sherwood from the Department of Economics and Management at the Australian Defence Forces Academy provides us with an account, which he developed for his own department, of what it means to redesign a subject, taking seriously the fundamental questions of purpose and desired learning outcomes.

This paper chronicles the results of the decision, late in 1992, to completely review what I was doing in the subject "Introduction to Corporate and Government Accounting". This is a semester length, no-prerequisite elective for a major or minor in Management. The students are almost all officer cadets, mostly second year.

WHERE I BEGAN

We have in this University a team of educators waiting to be asked to work with us on our teaching: the Professional Development Centre. So I asked. This led me to the learning approaches literature. This supported the working model I'd been using since starting teaching 15 years ago: learning means understanding. To understand something means to come to a realisation of its nature [Ramsden, 1992].

The basic distinction is between two approaches, deep and surface, now well documented in the literature. In a deep approach, the student wants to understand. He/she maintains the task's structure [Ramsden, 1992, p. 46]. With a surface approach, however, the student just wants to get the assignment and subject done.

Teaching for understanding has emerged in response to indictments like the following:

very large numbers of students appear to be learning an imitation of at least some of the disciplines they are studying, a counterfeit amalgam of terminology, algorithms, unrelated facts, 'right answers', and manipulative skills that enables them to survive the process of assessment [Ramsden, 1992, p. 37] emphasis in original).

So what did I want the students to understand? What did I want them to learn? This had to be the first question [Ramsden, 1992, p. 123]. Trite? Not when you realise that this is the question of the aims and objectives of the subject, not a list of topics. Such lists do not correlate positively with deep learning:

At their most extreme, lists of topics to be 'covered' invite students to adopt narrow strategies aimed at gathering quantities of information that will permit assessments to be negotiated..No wonder that students sometimes waste valuable time trying to discover the implicit criteria on which they will be assessed, or that they often focus on issues which

(sic) the lecturer did not intend them to concentrate on [Ramsden, 1992, p. 128].

The following distinction was helpful:

Aims are best thought of as general statements of educational intent, seen from the student's point of view, while objectives are more specific and concrete statements of what students are expected to learn. [Ramsden, 1992, p.130]

Ramsden's contention is that "all aspects of teaching in higher education should be driven by the changes in understanding we want to see occur in our students [1992, p.130]. That is, topics, methods, assessment and evaluation all depend on the prior specification of aims and objectives.

. . . in the management of our personal resources we don't need to understand the fundamental concepts of medicine, counselling, dentistry, engineering and so on. So why should the manager of organisational resources need to understand the fundamental concepts of accounting?

What, then, should be the aims for my subject? I thought that an answer to this should depend on a prior specification of what my Department wants the students to learn in the degree of which my subject is a part. The Handbook made no statement of the aims of the Management programme. What is 'Management'? I turned to the text used by the Department when the students first strike Management. Unhelpful. Then I had a brainwave. I remembered that we produced a Corporate Plan [Department of Economics & Management, 1992]. Surely it described what we were trying to do in Management? And it did, generally:

The undergraduate Management curriculum is intended to provide students with an understanding of the fundamentals of modern administrative practices under conditions of risk and uncertainty and to train them in the diverse range of approaches necessary for high quality managerial performance [p. 137].

A listing of the Department's subject areas, including accounting, provided a de facto definition of 'administrative practices' and 'managerial performance'.

The reasoning behind the inclusion of Accounting as a subject would have been helpful. Unfortunately, the Head of Department was unable to provide the record of the Departmental discussions, or any other historical documentation.

Earlier writing by the AECC caused me to question whether its prescriptions for the first course are relevant. It assumes that those taking the course are all eligible to study further to enter the accounting profession .

So I concluded that I wanted my students to learn what accounting can offer to the manager, where his or her task is the textbook definition above.

Does this require them to understand accounting concepts? Is it necessary for the manager to understand the reasoning used by the accountant? The accepted reasoning is that for a manager to make the best use of accounting he needs to understand the concepts of accounting. But in the management of our personal resources we don't need to understand the fundamental concepts of medicine, counselling, dentistry, engineering and so on. So why should the manager of organisational resources need to understand the fundamental concepts of accounting? Isn't it sufficient that the manager has the knowledge of the information that the accountant can provide plus faith in the accountant's professional skill?

To answer this I turned to two sources: the profession and the guidance given to me by the Professional Development Centre when designing 'Theory of Management' in 1990.

The profession's view:... I found nothing by the profession specifically on teaching accounting to managers. The authoritative Accounting Education Change Commission (AECC) would argue that its position statement on the 'first course in accounting' is relevant [AECC, 1992, p. 249]. The AECC lists what students completing such a course should have achieved or gained. This was not directly transferable to my subject because the first course in the U.S. is two terms. But it supported the conventional view that non-accounting majors need to understand accounting concepts.

1990 Professional Development Centre guidance: The Centre sent me an article about teaching 'educational studies' in PGCE courses [Hirst, 1985]. I still don't know what 'PGCE' stands for, but by the appropriate substitution of 'accounting', these are the guidelines:

students are to be made aware of...the importance of (accounting) as providing the fundamental critique of practical (management) principles [p. 218]

exemplifying what (accounting) has achieved as contributing to the development of (management) practice [p.218].

students...are being introduced to the kind of thing (accounting) is and its significance for professional (management) practice, not being trained to engage in these activities themselves [p. 218].

These do not point unambiguously in favour of teaching the concepts of accounting. However, when looking at some of the material I could use in the course, I decided that an understanding of cash versus accrual accounting, for instance, was a prerequisite.

However, given all the above evidence, I was far from satisfied that I had come to a defensible conclusion. But the time for teaching was closing rapidly.

IMPLEMENTATION IN 1993

My 1993 Unit Outline gave objectives supporting this aim:

As a result of this unit you should develop your ability to use accounting information in your role as a high-quality manager.

Despite a good attitude on my part, and methods and assessment consistent with these objectives, progressive and final results were dismal. They were so dismal that everything, including the above objectives, had to be open to question.

BACK TO THE DRAWING BOARD

I examined the unit outlines for the following subjects: Human Resource Management, Quantitative Methods, Foundations of Management and Finance. Not one stated aims and objectives explicitly. Only one described what the students were to learn in other than a list of topics.

I inspected five texts, all Australian, all recent, all stated to be suitable for business majors. None gave explicit aims and objectives. A weak inference was possible in a couple.

Earlier writing by the AECC caused me to question whether its prescriptions for the first course are relevant. It assumes that those taking the course are all eligible to study further to enter the accounting profession [AECC, 1990, p. 309].

This is an unlikely objective for our Management stream. But might a legitimate objective be to expose the students to different disciplines to enable them to make a choice about further study, both within the degree and later? Should this wait until second year?

Other Australian courses: In 1981, Juchau published a design proposal for a one semester unit in accounting. Under a heading of 'Staff Attitude', he claims that it is

generally agreed that a first course should be introductory and serve the purpose of giving students an appreciation of the setting, methods and techniques of Accounting; the underlying concepts which lend shape and substance to the discipline of Accounting are to be provided; that an understanding be developed on how Accounting contributes a rational approach to the resolution of economic and business problems [pp 6-7].

Again, one of the purposes of the subject, part of a foundation year in business studies, was to "provide a basis for choosing a major field" [p.2].

A contribution from theory: During the year HERDSA published "Design of University Courses and Subjects: A strategic Approach" [Foster, 1993]. According to Foster, the first step in subject planning is to specify the 'subject mission'. This

expresses a shared understanding of the principal purposes of the subject, and what distinguishes this subject from others in the course [1993, p.24].

His next paragraph validates my earlier search for the aim of the Management course:

What is happening is a stepwise process of refinement so that, for instance the broad course mission is elaborated and dissected into a collection of subject missions, each of which contributes to the total design [Foster, 1993, p.24].

The mission of the Management stream should express

A shared understanding of the principal purposes of the course, and what distinguishes this course from similar ones elsewhere [Foster, 1993, p.11].

Does this section in the Student Handbook [undated] fit the bill?

Management study brings together a number of approaches for the study of the effectiveness and efficiency of business organisations in public or private (that is, market) sectors. Management studies in the Department build upon level-1 Economics foundations - so economic perspectives are adopted in most management studies in the Department. Students are equipped to think about how organisations should be structured, about the management of people, and about accounting, finance and logistics [p.5].

The Department's **Profile of the Department of Economics and Management 1994** [undated] contains a mission statement for the Department but none for the Management stream.

The quotation from the Corporate Plan cited earlier is the closest thing I've found to a mission statement.

An earlier section of the Plan resolves the ambiguity between education **about** or education **for** managerial performance in favour of the latter:

The purpose of ("the Department's overall teaching effort") is to assist students in understanding the

working of social systems, and to prepare them for acting as decision-makers in the management of human, physical and financial resources [p. 136].

The Corporate Plan goes on to describe how this is to be achieved:

To this end, instruction is provided in the areas of organisational behaviour and human resource management, planning and decision-making, quantitative methods, accounting, managerial economics and logistics [p. 137].

This describes the existing practice of putting the students through a collection of separate discipline subjects. It is an 'administrative' conception of course design [Svensson and Hogfors, 1988, p. 174]. How do the knowledge and skills gained in, for instance, the accounting unit, contribute to the required managerial competency? Even if these were specified, it is arguable whether this instruction will achieve the aim.

THE HEART OF THE MATTER

What does it mean to act "as a decision-maker in the management of human, physical and financial resources"? An answer to this question is necessary before we can design the management stream. The answer therefore dictates what, if anything, we need to teach about accounting. If something is required, what combination of skills, knowledge and attitudes is it?

Should we let the Services environment make a difference? Does the size and type of organisation they will manage make a difference? Does the level and type of decision-maker make a difference? What is the relationship between administration, management and leadership?

If the subjects taken by our Management students are discipline-based, understanding means they can solve real accounting problems and real logistics problems. But if we define the subjects as Management, understanding means they can solve management problems.

What is the place of Accounting in the management curriculum? I have yet to investigate what the management education literature has to say about teaching accounting to trainee managers. But we can draw from the parallel case of teaching behavioural issues to accounting majors:

Behavioural Sciences in the Accounting Curriculum

1. *No attempt to include.*
2. *One or more compulsory behavioural science subjects.*

3. *A separate behavioural accounting subject.*
4. *Incorporate behavioural accounting into existing accounting subjects through supplementary cases and readings.*
5. *Redefine accounting as behaviour [Sherwood, 1986].*

These are increasingly higher level solutions. For management, I can conceive of a further option lying between 4 and 5. And the Department's current practice is probably a hybrid of 2 and 3. The accounting profession recommended number 4 for behavioural sciences. Why shouldn't management education require at least this level?

Further exploration of what it means to understand supported this view:

By understanding, I mean the way in which students apprehend and discern phenomena related to the subject rather than what they know about them or how they can manipulate them. Many students can juggle formulae and reproduce memorised textbook knowledge while not understanding their subjects in a way that is helpful for solving real problems [Ramsden, 1992, p.4].

If the subjects taken by our Management students are discipline-based, understanding means they can solve real accounting problems and real logistics problems. But if we define the subjects as Management, understanding means they can solve management problems. Managers don't have to be able to solve accounting problems, only know how accountants can help them in their managerial task.

CONCLUSION

What is it that the Department is trying to do? If we are educating our students to be managers, then we need to teach them to think like managers. This is not the same as thinking like an accountant:

When we talk about a student understanding something, what we are really saying is that he or she is capable of relating to a concept or topic in the way that an expert in that subject does [Ramsden, 1992, p. 40].

The choice is ours. I am recommending that we make it by design rather than default. Then I can move on to the next stage of course design.

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University College, UNSW
Australian Defence Force Academy

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Conferences

National Student Learning Centres' Conference for New Zealand

Place Victoria University of Wellington
Date 8 - 9 May, 1995
Information Dorothy Spiller, Teaching and Learning Development Unit, The University of Waikato.
 Fax: +64 7 838 4573

Fourth International Literacy and Education Research Network (LERN) Conference

Theme *Learning: The cultures of learning; the languages of learning; the business of learning; learning about learning*
Place Sheraton Breakwater Casino Hotel, Townsville, QLD.
Date 29 June - 2 July, 1995
Information LERN Conference, POBox 481, Haymarket, Sydney. 2000.
 Telephone: (+61) 02 330 3926; (+61) 077 81 5533
 Fax: (+61) 02 330 3914; (+61) 077 81 4031

New Zealand's First BEd for Tertiary Teachers

At the HERDSA Conference in Canberra last year, one meeting turned out to be surprisingly popular. This was a meeting of staff involved in the offering of courses providing teaching qualifications to university or tertiary teachers. The courses being talked about were, for the most part, Australian, and generally led to Graduate Certificates or Masters degrees. In this brief article, Alison Viskovic provides us with information as to what is happening on this front within the Polytechnic sector of New Zealand tertiary education.

In 1994 the New Zealand Qualifications Authority approved the Bachelor of Education programme developed by Wellington Polytechnic. This is the first BEd in New Zealand to be specifically designed to meet the needs of tertiary teachers. Classes at all levels started in 1995, including 300-level distance students from many parts of New Zealand.

The biggest group of participants will be polytechnic tutors. However the BEd is also open to any interested adult educators or trainers working in private training establishments, industry, marae, or voluntary organisations.

The programme is very different from the full-time, pre-service BEd degrees taken by primary and secondary teachers in New Zealand. It is more like the part-time, in-service qualifications offered in Australia for TAFE teachers. This reflects the way people are usually appointed to tertiary positions without prior teacher training.

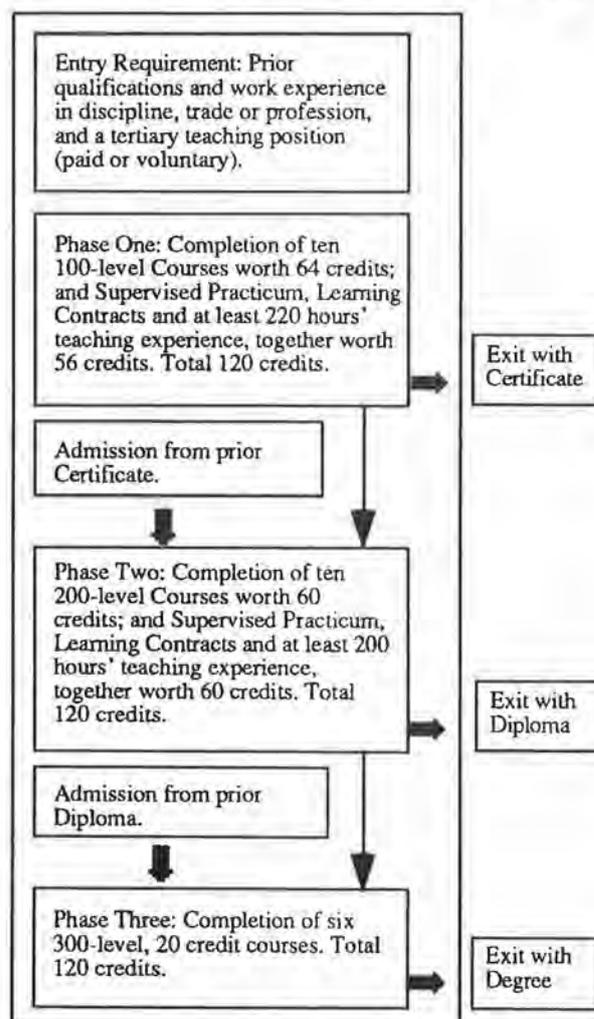
Participants must first have qualifications and work experience in their trade, profession or subject area, so that they are acceptable to prepare students to enter those trades or professions. It's also desirable that they have gained a relevant teaching position – but they can be admitted provisionally to the BEd courses without this.

Participants need not be in full-time, tenured or salaried positions – part-timers or people in the voluntary sector are also eligible. But they will need some tertiary teaching involvement to be able to complete the applied learning outcomes of many of the courses. This degree doesn't "build in" teaching placements in the way pre-service programmes do.

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A key feature of the degree structure is the way it incorporates and builds upon existing qualifications. People who have already completed a basic certificate

in tertiary teaching are exempt Phase One; people who have completed a diploma are exempt Phase Two. "Early exits" from the degree, with certificate or diploma, will also be possible, as shown in the diagram.



The degree is a three-year full-time equivalent programme, which is described in "phases" rather than "years" because most people are expected to take longer, studying part-time while engaged in teaching. Cross-crediting and recognition of prior learning (RPL) can also be used to gain credit for previous studies and experience.

The courses in Phase One and Two, which involve considerable applied practice, are initially being taught only in the greater Wellington area; Phase Three
(continued page 24)

Research Collaboration in a Competitive Academic Environment

Anthony Owens presented this paper at the Annual Conference of the Victorian Branch of HERDSA at Port Fairy in December 1993. He suggests that we look again at collaboration, with all of its difficulties, as a way of responding strategically to ever-increasing demands.

COLLABORATION: A STRATEGIC RESPONSE TO CRISIS

Throughout history many great discoveries have been made by teams of research scientists such as Watson and Crick, who discovered the double helix structure of the DNA molecule, and Pierre and Marie Curie, who discovered sources of radiation. It is not just in research but in all aspects of human life that collegial relationships have stimulated and sustained the energy and interest to come up with better solutions to problems. It is no accident that often the best and most efficient solutions to problems are group products. The best problem-based learning methods used in tertiary and school education are based on small groups. In psychology, Alfred Adler's theory of human behaviour proposes social interest and the need to belong as the basic drive behind all human behaviour.

The humanistic philosopher, Martin Buber (1958) characterises human transactions as either 'I-thou' or 'I-it'. The 'I' does not exist alone. Most encounters are of the secondary 'I-it' type, including most staff-student and staff-staff relationships. They do not represent true meeting. Only 'I-thou' transactions in which each person is dealt with as a total being are seen as true meetings. Buber believes that it is only through true meetings that people can be truly human. However, the likelihood of the primary 'I-thou' relationships is not very great within our academic environment. And if there are few 'I-thou' links within staff groups, staff stay away from staff lounges in droves.

The situation in which we currently find ourselves in academia is one of retrenchment, cost-cutting and instability. The automatic reaction to such a situation is to 'raise the fences' and to protect one's job and territory. For most individuals in academia it is not unusual to teach classes and to relate to students in a conscientious, but not personal, way. Indeed, after the challenge of thus meeting with students for most of the day one welcomes some sanctuary with colleagues where discussion of the day's events can take place on an equal footing. But it is in the transactions which require cooperation that primary relationships are more likely to exist. This can occur with team teaching and with collaborative research and writing.

The factors which increase on-the-job stress, staff burnout and general lack of interest in teaching and research jobs in academe and schools are contributed to by our response to environmental stresses. It is arguable that the root of the problem is a lack of encouragement from peers and administrators (Cooper, 1982; Neumann and Finsky-Neumann, 1991). In schools, one group of researchers, Willich and Stammers (1990), have advocated the formation of

voluntary 'Peer Support Groups.' In academia, low morale persists. Recent retrenchments by two Victorian universities are being discussed by academics throughout the state. 'Will we be next?' is on most lips.

WHAT ARE ITS CHANCES?

How are we to respond to this climate of economic rationalism and the need to show that we are a viable group with excellent prospects and the necessary basis for survival? In this climate of fear it is most likely that staff will start to build fences around themselves and act destructively and competitively towards others with similar interests. They do not realize that fear itself is the greatest threat. In a climate of real and feared retrenchment it is likely that staff will reject cooperation as irrelevant to their purposes and compete strenuously against each other.

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One way to break the circle of threat-fear-reaction is for at least one party to respond with a positive constructive and people-inclusive response when a divisive, exclusive response is expected. Collaboration would be such a response. Collaboration, whether in research, teaching or any other activity, will produce a climate of greater trust and a more positive working environment. But who will collaborate? It is more difficult. It would mean sharing the rare goodies around. Is it worth it?

Presthus (1962) wrote of three types of people: the 'indifferents', the 'upwardmobiles' and the 'ambivalents'. Ogilvie (1983) says that most can be classified as 'indifferent.' They are imprisoned within the 'bottle of tradition.' All they see is what is inside the bottle which they consider to be the real world. In terms of their reality they are reasonable people proceeding through life with an addiction to their pastimes (drugs, food, television) or burdens (job, cause, illness).

In the bottle with the 'indifferents' are the 'upwardmobiles.' These believe the view and air at the top of the bottle to be superior to that at the base and dedicate themselves to climbing higher to enjoy the

view and status. As they climb over the backs of their 'indifferent' colleagues they declare that under the law of the jungle only the fittest survive. The 'ambivalents', the third group, are a rag-tag assembly of non-conformists whose aim is to uncork the bottle for the good of all. They are interested in the situation within the bottle but only as a precursor to their escape once it is uncorked.

The results suggested that voice and reflection are 'the common threads that weave cultural change' as individuals' narratives become a collective narrative. . . the finding and silencing of voice, critical reflection and change are reciprocal, interactive and dynamic processes.

The 'indifferents' are unlikely to collaborate under circumstances; the 'upwardmobiles' may collaborate with higher status persons particularly if it is likely to assist them in their climb; the 'ambivalents', who are interested in the good of all, are most likely to want to collaborate.

HOW CAN COLLABORATION BE PROMOTED?

Voice and Reflection. Dana (1992) used action research when teachers wished to change a school's culture of isolation and seclusion into one of collegiality and caring. Their vision of change and the change process itself involved the development of a sense of teacher leadership and teacher voice. Through observation, interview, document analysis and dialogue journal writing, teachers, the principal and a university researcher explored, initiated, implemented and documented change. The results suggested that voice and reflection are 'the common threads that weave cultural change' as individuals' narratives become a collective narrative. Dana concluded that one's own voice, critical reflection and change are intimately linked; the finding and silencing of voice, critical reflection and change are reciprocal, interactive and dynamic processes.

Leadership. Deans and Department Heads are in the position of supporting grant applications which are made from within their Faculties or Departments. By making it a practice to require all projects to nominate inexperienced researchers as members of the support team for all projects, the local research culture can be greatly expanded. The new workers will not by themselves increase the likelihood of funding unless the policy of the department or faculty in encouraging new researchers is clearly articulated. However, in view of recent Department of Employment Education and Training guidelines (1993) for funding educational research, such a policy is becoming more likely to increase chances of funding success.

Public Meetings. In the early stages of applying for funding, senior researchers can call open meetings for all interested staff to discuss proposed research projects. As the project becomes more refined the interested staff will reduce substantially from the number who

attend the initial meetings. Such a process serves several needs: the people who just want to find out what is going on in their faculty can satisfy their curiosity; those who just want to assist in the early stages can do that; and staff interested in being full collaborators can do so while lightening the load on others. The major effect of a general invitation to potential collaborators is likely to be an intangible pervasive feeling of belonging to the faculty's research sub-culture. This by itself may be more powerful in its long-term effects on quality of life and research activity of individuals and teams than any of the other factors.

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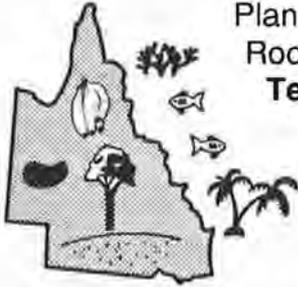
Personal Invitation. The above suggestions concentrate on the long-term culture and practices within academic faculties. A more immediate and effective method of collaboration is through general and specific invitation at departmental team or private meetings with other staff. An Australian researcher recently commented that this was precisely how he was attempting to clear out his files of successful research projects which had only been partially published. Most of the projects needed to be updated in terms of literature reviews, re-analysed, replicated or re-written. The immediate responses were usually positive. The benefit to both him and his collaborators is obvious and fairly immediate in its potential rewards especially to beginning researchers.

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Anthony Owens
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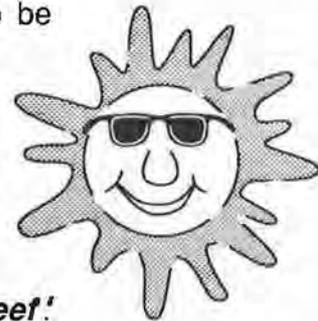
Herdsa '95 Conference - Update



Plans are firming up for the HERDSA '95 Conference in Rockhampton. The theme, **'Blending Tradition and Technology'** is being implemented in the program planning itself, so that those attending will have an opportunity to experience face-to-face presentations by individuals and groups who are developing ways of meeting the continuing challenges of large classes, diminishing resources and students of varying abilities.

There will also be opportunities for those attending the conference to learn from colleagues who are using technology to assist teaching and learning as well as an opportunity to try out some of the new technologies and methods. Various overseas educators have promised that they will be available via E-mail for 'corridor chats' for the duration of the conference.

The traditions of Central Queensland hospitality will also be on show: lunches, morning and afternoon teas, conference dinner (in a bush setting), opening and Friday evening receptions, even a breakfast, are all included in the registration fee and will provide opportunities for getting to know your colleagues. We can almost guarantee sunshine – and a trip to Rockhampton will give you an ideal start to a pre- or post-conference holiday **'where the outback meets the reef.'**



New to this year's conference will be:

- conference 'proceedings' available in print and on disk at registration
- a 'public' session on Friday evening which will bring together those at the conference with members of the public on 5 regional CQU campuses for a debate *Resolved that the world no longer needs universities.*

ALL WE NEED NOW IS YOUR PARTICIPATION

It will help if you register early

(Anyone who has ever tried to prepare for a class without knowing how many people will be there will know what I mean - it's even worse when you're trying to plan catering!!)

Please contact me for an outline of the full program. See addresses (postal, e-mail, fax) in the Conference insert that comes to you with this edition.

Amy Zelmer
HERDSA 95 Conference Convenor

News From The Executive

1. One of the major items of news must be the completion of the national office re-location. For the first time in the Society's history, the operation of the office has been put on a fully professional footing. The office is now being conducted for the Society by an agent under the auspices of the Australian Association for Adult and Community Education (AAACE). All queries in relation to membership matters and publication sales and distribution should now be directed to this office. See page xxx of this edition for details of how to contact this office.

2. The Executive met in November in workshop mode and again in March in an attempt to finalise a strategic plan for the Society. There has been some concern that the membership numbers have been reasonably static, that finances are tight, and that the current size of the Society places it in an uncomfortable niche. It is neither an essentially amateur organisation that can be handled on a voluntary and minimal administrative basis nor a fully-fledged professional organisation with adequate administrative and clerical support. There has also been concern that not all of the groups within our membership, for example, discipline-based teachers in higher education, have been adequately represented in the leadership and management of the Society.

The move to Canberra is an attempt to solve, at least in the short term, the worst issues associated with the practical problems of administering a membership. However there is agreement that we need to plan for a future within which the Society is larger, more diverse and more powerful. This makes sense particularly in a context where the quality of learning and teaching is likely to continue in the spotlight.

The March meeting saw substantial progress on the planning of strategic initiatives. The proposals in play will mean significant changes for the way in which the Society structures and organises itself and the way in which it functions. By the time you read this, you will have received, or you will receive shortly, your call for nominations for the annual executive election. With this letter, you will also have received a proposal for a constitutional change to be put to this year's Annual General Meeting in Rockhampton. The effect of this change, if agreed to, will be to facilitate and expedite the larger changes by enabling these to be agreed to by the means of postal ballot. The supporting material accompanying this proposal for constitutional change will give you some details of the changes that are being foreshadowed and, we hope, enable you to understand how the Executive has come to propose them. There will be opportunity at Rockhampton, both in the AGM itself and in discussion sessions prior to the AGM, for members to discuss the proposed strategic initiatives and to have input into what will be a not very fully developed strategic planning document. We look forward to discussion of these proposals with membership - although the Executive has reached a position of full and consensual support for the new initiatives, this has taken considerable time and energy. We believe that they will result in a stronger, more productive Society, better able to address the needs of its various members.

3. The third point is also one that is highlighted elsewhere in this edition. HERDSA News needs a new Editor. Accordingly, we are calling for expressions of interest in this position. Please take this call seriously - even if you cannot see yourself in this role (yes, workloads have increased), think about colleagues who might be encouraged.



EDITORSHIP of HERDSA News

The present editor of the newsletter comes to the end of a five-year term with the last edition of the News this year. Accordingly, the Executive invites expressions of interest in filling this role.

The Newsletter is one of three key publication initiatives within the Society. It is likely that it will serve an increasingly important function in a growing and diverse Society keeping members of different branches and different interest groups informed of each other's movements.

Currently, the position involves a five-year term. The Editor works in conjunction with the Executive and will be an ex officio member of the Executive.

For further information, please contact either Margaret Buckridge (phone: 07 875 5996; fax 07 875 5998; email: M.Buckridge@edn.gu.edu.au), the current editor of the News, or Vic Beasley (phone: 08 201 2305; fax: 08 201 3839; email: llvjb@flinders.edu.au), who is convener of the Publications Portfolio within the Executive.

S I G Special Interest Groups

Much of the energy and initiative within HERDSA at the moment is focused in local branches or in Special Interest Groups. This is a wholly welcome development, and it is important for the Society to work out how best to support these groups and to assist them in enabling members to be effectively involved.

For this reason, the Executive is keen to devote considerable Newsletter space to news from these groups. At this stage, much of their communication is concerned with getting established and arranging for

contact. We look forward to a time when some of the substantive issues emerging in their discussions are aired for the larger membership.

In this edition, we bring you items from two Special Interest Groups.

The first Group, **Language and Learning**, has been established since the national conference last year and is producing regional as well as national/international items of interest (as is clear below).

The second Special Interest Group, **Student Learning**, was formed at the end of 1994 and is currently in the process of developing its strategies and arrangements.

S I G Language and Learning

In order to facilitate communication among members of the Special Interest Group in different regions of the country, delegates at the conference on *Integrating the Teaching of Academic Discourse into the Disciplines* at Latrobe University in November last year elected regional representatives. The role of each representative is to act as a contact person for staff in universities in the State or region mentioned, and to relay information about regional meetings and any interesting items which may arise from such meetings to the Special Interest Group as a whole. The regional representatives are *not* elected to coordinate or arrange meetings as such; remember they are busy people as well, and act predominantly in a 'representative' role! So if you think it may be helpful to meet with other people who are interested in issues on language and learning, contact your regional representative to tell them your plans for a meeting; they can then help you to disseminate information about such meetings within the universities in your region.

Following the establishment of the HERDSA Special Interest Group **Language and Learning** at the HERDSA conference in Canberra in 1994, it was felt that communication about issues relevant to language and learning should continue throughout the year, rather than during annual conferences only. In a number of regions, staff from clusters of universities arrange regular meetings, which create the opportunity for people to meet, present (informal) papers and discuss a range of issues.

Interested members of the Language and Learning group in areas not listed are welcome to contact the NSW/ACT representative for further information.

MEETINGS IN VARIOUS REGIONS IN 1995

The following information about regional meetings is available to date. Enquiries about meetings in other regions may be directed to the regional representatives listed below.

DATE	VENUE	CONTACT	PHONE
NSW and ACT			
Tuesday 16 May	UWS Macarthur	John Grierson	(02) 772 9401
Wednesday 30 August	Sydney University	Beth Murison	(02) 692 4183
Monday 30 October	Uni. of Newcastle	Anita van der Wal	(049) 21 5890
Wednesday 13 December	UTS (Kuring-gai Campus)	Lesley Ljungdahl	(02) 330 5160
VICTORIA			
Friday, 23 June	RMIT (Bundoora Campus)	Marcia Devlin	(03) 468 2280
NATIONAL MEETING			
4 - 8 July, 1995	HERDSA Conference, Central Qld. University, Rockhampton		

STATE AND REGIONAL CONTACT PEOPLE:

QUEENSLAND

Helen Treston
Counselling Centre
James Cook University
PO Box 6811
Cairns, Q. 4870
Phone: (070) 509 435
Fax: (070) 521 280

NEW SOUTH WALES/ACT

(also national liaison)
Anita van der Wal
Learning Skills Unit
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Newcastle, NSW. 2308
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VICTORIA

Glenda Crosling
Language and Learning Services
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Fax: (03) 903 2325

SOUTH AUSTRALIA

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Fax: (08) 302 3959
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WESTERN AUSTRALIA

Sally Knowles
Academic Services Unit
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E-mail: sknowles@cleo.murdoch.edu.au

NEW ZEALAND

Dorothy Spiller
Teaching and Learning Development Unit
The University of Waikato
Private Bag 3105
Hamilton, New Zealand.
Phone: (07) 856 2889, ext. 6078
Fax: (07) 838 4573.

NEWS FROM REGIONAL GROUPS

1. Language and Academic Skills Journal

A working group set up by the November meeting of the Victorian Language and Learning Network has met to discuss the possibility of starting a journal. Tentative plans are afoot to begin with an Occasional Paper to be produced in 1995 on the theme of *Areas Which Inform Language and Academic Skills Teaching* (e.g. Language Acquisition Theory, Applied Linguistics, Psychology, Writing Development, Communication Theory, Thinking Skills, etc) The group will approach possible authors and meet in February 1995. The collection may function as a 'pilot' for further Occasional Papers, or for a refereed journal. The group will consult at meetings of the Victorian Language and Learning Network in 1995.

(From Glenda Crosling, Victorian Regional Coordinator)

2. South Australian News

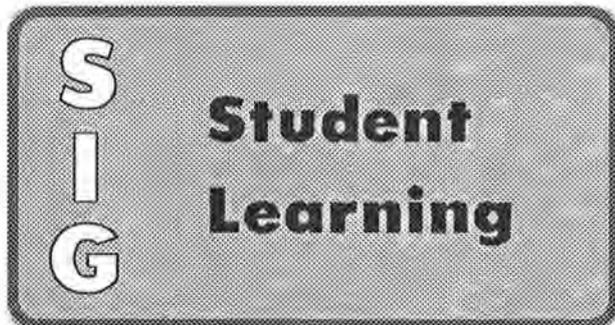
There will be a Professional Development Day for South Australian Language and Learning staff from the three South Australian universities on Tuesday 11 April. The theme of the day will be 'Evaluation of Work Practices.'

In South Australia, we are mourning the loss of Jenny Koerner, Study Adviser at the University of South Australia. Jenny, a HERDSA and Special Interest Group member, died on Thursday 19 January, 1995, after a short illness. She will be greatly missed by her wide circle of friends and colleagues, and husband Jim, children Melanie and Daniel, and the many students she has worked with at Salisbury Campus, University of South Australia.

(From Helen Johnston, South Australian Regional Coordinator)

To have your name added to the Language and Learning Special Interest Group address list (note this is not for information about HERDSA membership) please contact:

Alex Barthel
ELLSA Centre, University of Technology
PO Box 123 Broadway, NSW 2007
Phone: (02) 330 2325
Fax: (02) 330 2321
E-mail: a.barthel@uts.edu.au



At the meeting of the HERDSA Executive in November 1994 a proposal to form a Special Interest Group within HERDSA concerned with Student Learning was endorsed.

The focus of the group is on research and improvement in student learning, that is, students' knowledge of their learning, the strategies they choose to use, learning outcomes, and related matters such as innovative teaching to improve learning.

Progress to date

The nucleus of a group came into existence as the result of a message on the HERDSA electronic network on 15 September asking if there was anyone out there who was interested in forming such a group. Since then, over 20 people who use the network have responded. We have been communicating by e-mail since so that they would know who else was interested, could decide when to get together and could compile a list of their own relevant publications and any other articles that they believed to be seminal in the area of student learning.

We have decided to meet as a group during the annual conferences, starting in July in Rockhampton.

If enough of the group, and others, propose papers concerned with student learning, we should also have a strand of papers in the area.

Longer term plans include:

- possible teleconference discussions
- forming groups to undertake collaborative/comparative research
- communicating with each other via e-mail
- collecting a bibliography in the area and exchanging papers and ideas about research and teaching
- possibly providing consultancy advice in student learning.

The following committee structure was proposed:

Co-ordinator

That until we meet in July 1995 Gillian Boulton-Lewis will be the principal contact person who will oversee the networking and prepare for that meeting. At the meeting we could elect a co-ordinator for a one-year term (with the possibility of renewal three times).

Secretary

In July, we should elect a person to maintain an up-to-date list of names, e-mail and postal addresses,

fax/phone numbers, interests and publications, and to organize tele-/video-conferencing, annual meetings, etc (again, one-year term, three renewals).

Treasurer

I do not think that we need any seeding money at this stage. This is a matter that needs to be discussed at the first meeting. We might then decide that we need seeding funds to teleconference, prepare applications for funding, and so on. (again, one-year term, three renewals).

(We will also need a returning officer)

It is anticipated that the size of the group will increase now that it is being advertised in HERDSA News and HERD. I understand that only about 1/10 of the HERDSA membership were on the network at the time the group was formed.

If you are interested in becoming a member of this group, please contact:

Associate Professor Gillian Boulton-Lewis
School of Learning and Development
Faculty of Education, QUT
Locked Bag No.2, Red Hill,
Queensland, 4059.
Phone: (074) 839 8484; Fax: (074) 864 3987
PREFERABLY E-mail: g.boulton-lewis@qut.edu.au

Conferences

HERDSA 1995 Annual National Conference

Theme Higher Education: Blending Tradition and Technology
Place Central Queensland University, Rockhampton
Date 4 - 8 July, 1995
Information Professional Education Unit, Faculty of Health Science,
Central Queensland University, Rockhampton MC, Qld 4702.
Fax: +61 (079) 30 9871; E-mail: l.goodsall@ucq.edu.au

Twentieth International Conference on Improving University Teaching

Place City University of Honk Kong
Date 10 - 13 July, 1995
Information Julie Porosky, IUT, University of Maryland University College,
College Park MD 20742-1659, USA.
Fax: +1 (301) 985 7226; Internet: POROSKY%HPDESK@UMUC.UMD.EDU

Third International Symposium on Improving Student Learning

Theme Using Research to Improve Student Learning
Place Exeter, UK
Date 11 - 13 September, 1995
Information Felix Lam, Oxford Centre for Staff Development, Oxford Brook University.
E-mail: f.lam@brookes.ac.uk

Joint Conference of The American Evaluation Association and the Canadian Evaluation Society

Theme Evaluation for a New Century: A Global Perspective
Place Vancouver
Date 31 October - 5 November, 1995
Information John McLaughlin at "JMcLaugh@pen.k12.va.us" (coordination)
Dr Arnold Love at AS001477@Orion.YorkU.CA (program chair)
"AGowdy@MtRoyal.ab.ca" for pre-sessions

Australian Higher Education Staff Development (AHED)

Theme Developmental Learning Towards 2000
Place Fremantle, WA (hosted by the Western Australian universities)
Date 1 - 4 November, 1995
Information Barbara Black, c/- Centre for Staff Development, UWA
Telephone: 09 380 2136; Fax: 09 380 1156; E-mail: bblack@csd.uwa.edu.au

Higher Education Research In Progress

Contributions to this, the first column for 1995, reflect the variety of research being conducted in the higher education community. One study investigates what constitutes quality in relation to the provision of support services, another intends to scrutinise the relation between libraries and academic staff development units in enhancing resource based learning. Both these studies highlight the importance of support services in the higher education community.

I hope that Catherine Scott's contribution will encourage other teachers, who are studying aspects of their own teaching, to forward abstracts for inclusion in future columns.

Information about how to contribute appears after the abstracts.

95.1

Project Title: How can tertiary libraries, information technology/computing and academic staff development units best interact to enhance resource-based learning and produce quality education outcomes? - suggested models for universities based on the multi-campus model of the University of South Australia.

Researcher: Jane Hiscock

This is the very early stages of a Ph.D.(pt.time) in the Faculty of Humanities and Social Sciences at the University of South Australia. The study intends to look at the perceptions the various groups mentioned above have of one another's contribution to tertiary education both currently and in the future. Current relationships will also be examined in the light of university policy and practice. Models for future interaction will be proposed.

Key Words: Resource based learning; information literacy; academic staff development; university teaching and learning; information technology in teaching and learning; tertiary libraries.

Name and Address for Correspondence:

Jane Hiscock, Research and Development Librarian
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ph.(08)302 3528 fax (08) 302 3382
email: yljeh@levels.unisa.edu.au

95.2

Project Title: Counsellors and client conceptions of 'goodness' of support services.

Researchers: Katherine Samuelowicz and Robert Schweitzer

An intense discussion of issues relating to quality has been conducted in Australian universities, particularly since Dawkins' reforms of higher education in 1988. There appears to have been a preoccupation with management issues, quality assurance, performance indicators, etc. without much reflection on the notion of quality itself. It would seem evident that any attempt to enhance quality should start by explicating the

conceptions of quality held by the providers and clients of support services. This study focuses on conceptions of goodness of support services held by providers and clients in two university support services. A qualitative method (phenomenography) of inquiry is used for the identification of conceptions. We envisage that the study will have implications for developing strategies aimed at enhancing support services.

Key Words: quality, conceptions of quality, student services.

Name and Address for Correspondence:

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Learning Assistance Unit
Counselling Services
The University of Queensland
Brisbane, QLD. 4072.
Fax: (07) 365 1199

95.3

Project Title: A case study approach to teaching educational psychology.

Researcher: Catherine Scott

The course which I am developing is an educational psychology unit for 4th year Education students. Most of the students who enrol in this course are already practising teachers who are back at university part time to upgrade their qualifications. As such they can be said to be quite 'extrinsically motivated', not to say occasionally positively hostile to the whole notion of education psychology. Their usual complaint is that the subject matter is 'not relevant'.

By taking a problem based learning approach I am attempting to achieve a number of things. One is to show how educational psychology is indeed very relevant to classroom teaching. I am also trying to 'model' what I consider good teaching practice - that is teaching which is student centred, builds on what students already know, encourages them to share ideas and learn from each other, to develop their own learning goals and to apply what they are learning to real world issues.

I am in the process of selecting a series of actual case studies, based on real students, which form the focus

for the course. Students will be given information about each of the cases and, working in groups, will develop a theory about the case. Additional information will be available about each case if it is requested. After comparing 'solutions' the class will be introduced to a body of psychological theory which could be used to interpret the facts of the case. After becoming familiar with it, groups will be invited to add to or re-interpret their own solutions.

In this way I hope to encourage students to use their and other students' existing professional expertise, to add to that via the psychological theory they will encounter, and to see how this can be applied to their own practice.

Key Words: problem based learning.

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UWS Nepean
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Kingswood NSW 2747
e-mail: c.scott@nepean.uws.edu.au

95.4

Project Title: Transfer of credit in Australian Tertiary Education.

Researchers: Peter Ling and Richard Trembath

The purpose of this study is to investigate national access to credit transfer databases. The investigation involves a feasibility study for the establishment of a national credit transfer agency, the possibility of the establishment of a national credit transfer database and the provision of advice and guidance to individual students on credit available for their prior credentialled or uncredentialled learning. It also involves identification of options for the implementation of such an agency having regard to existing infrastructure, estimate of costs and merits/difficulties associated with each option. Existing credit transfer databases including those held by Australian universities will be described and evaluated as part of this process. Methods of access to credit transfer databases, including published hard copy guides but with a particular emphasis on electronic access, will be described and evaluated.

Key Words: credit transfer, electronic database

Funding Body: Australian Vice Chancellors' Committee

Name and Address for Correspondence:

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EQARD
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Facsimile: (03) 639 0439
email: pling@rmit.edu.au

95.5

Project Title: Assessment practices

Researcher: Douglas McMillan

The idea for the research came up at a seminar concerning quality performance in teaching. There has been a long standing debate between the lecturers of the more liberal sociology directed subjects, such as Human Resource Management, and those of a technical nature, such as the accounting subjects. The accountants requiring a high weighted examination and the others preferring progressive assessment through the term.

The 1994 Annual Conference of the Australian and New Zealand Academy of Management seemed like a good place to distribute a survey to establish the opinions of a range of academics. Especially since the precursor of ANZAME was the Association of Management Educators. However at the time of writing the response rate has been abysmal, less than 10%, and it may not be possible to produce any meaningful results.

Key Words: assessment, examinations, formal, informal, grades

Funding Body: School of Management

Name and Address for Correspondence:

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Charles Sturt University
School of Management
PO Box 488
Wagga Wagga NSW 2650
ph.(069)332698
email: dmcmill@csu.edu.au

95.6

Project Title: Conceptual development strategies used by writers of independent learning materials.

Researchers: Mr Fons Nouwens and
Mr Stephen Towers

Traditional instructional design processes for the development of distance learning material are based on management oriented guidelines that do not give appropriate consideration to the needs of writers and the writing process. The development of quality learning materials demands the use of processes that recognise the needs of both writers and learners. Writers identify conceptual development as a stage in the writing process that they find particularly difficult. Research is required to describe the processes and techniques that writers use in the conceptual development stage and their reasons for choosing particular techniques. Such research will assist professional development in this area.

The project aims to develop a conceptual framework for the conceptual development stage of writing to guide professional development activities in this area.

Key Words: distance education, resource-based teaching, writing to teach, conceptual development, instructional design, writing process.

Granting Body : Central Queensland University
(University Research Grant)

Name and Address for Correspondence:

Mr Fons Nouwens
Division of Distance and Continuing Education
University of Central Queensland
Rockhampton MS Q 4702

95.7

Project Title: Introduction to academic citation and referencing skills.

Researchers: Mr Fons Nouwens and
Mr Bruce Shannon

University students are expected to master scholarly citation and referencing conventions. Both distance and on-campus students have difficulty mastering these conventions. Referencing is rarely taught explicitly; students are usually directed to style guides. Because students are often unaware of conventions, style guides are problematic for them. A computer based, independent learning package can lead to time-effective and cost-effective learning by providing practice whenever the student needs it and providing immediate, explicit feedback to both distance and on-campus students.

Key Words: study skills, citation, referencing

Granting Body: Committee for the Advancement of University Teaching

Name and Address for Correspondence:

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Division of Distance and Continuing Education
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ph.(079) 309 577
Facsimile: (079) 309 792
E-mail: f.nouwens@ucq.edu.au

95.8

Project Title: Teaching information skills as a credit subject in the Arts Faculty : an opportunity for reflective practice

Researchers: Catriona McGurk and Lynne Wright

This project is centred around the University of Wollongong Library's contribution to a new teaching initiative in the Faculty of Arts at the University. A credit subject in information skills, targeting first-year

Arts students, will be offered for the first time in autumn session, 1995. The subject also includes statistical and computing skills. The project aims to monitor and evaluate this subject in order to assist program improvement in all of the Library's curriculum-based information skills instruction.

The Faculty Librarians of the University of Wollongong Library have been gradually working towards the integration of information skills into the curriculum and, in particular, towards the progressive development of these skills throughout the undergraduate years. Linked to this, the Library's aim to develop lifelong learning skills in students of the University has led to instructional librarians radically altering their teaching practices to promote independent learning, reflective practice and critical approaches to information. In particular they are employing teaching strategies which promote active learning and are exploring ways to evaluate their programs. By contributing one-third of the planning, content and teaching of the new subject, Analysis, Research and Technical Skills in the Arts, librarians will have an opportunity to work through a range of issues experienced by students involved in information searching. Librarians are seldom presented with such opportunities as their teaching experiences are all too frequently limited to the 'one-shot lecture' and it is difficult to discover what students have learned from the instruction. The new subject provides for assessment of students through information skills assignments and further feedback will be achieved through reflective journals and small group work.

Key Words: information skills, curriculum integration

Name and Address for Correspondence:

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University of Wollongong Library
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email: c.mcgurk@uow.edu.au

Society members and other readers of this column are invited to send new project details to:

Christine Bruce, Editor
Higher Education Research in Progress
Library Secretariat
Queensland University of Technology
Gardens Point Campus
GPO Box 2434
Brisbane Q 4001
Fax: (07) 864 1823
Email: c.bruce@qut.edu.au

Announcing a New Gold Guide for University Teachers

Clinical Teaching

by Ric Ladyszewski, School of Physiotherapy,
Curtin University of Technology

Rick sees teaching in a clinical setting as differing in important respects from teaching in more traditional, academic settings, and he argues that it is most important for clinical supervisors to understand these differences if their teaching is to be truly effective. Consequently he specifies a number of ways in which these two forms of teaching are similar, and in which they differ.



Rick argues that adults learn best when they 'have a stake in the learning process', and outlines a number of principles of adult learning which he believes should form important guides for clinical supervisors. From this he proceeds to discuss ways in which students in clinical settings can be helped to develop problem solving strategies and to establish learning contracts, and ways in which clinical supervisors can evaluate what their students are learning and give them effective and constructive feedback.

Available from: HERDSA Publications,
P.O. Box 516 Jamesion Centre, ACT, 2614
phone: (06) 253 4242 fax: (06) 253 4246

HERDSA's Gold Guides

In 1984 HERDSA established the Green Guides, a series of handbooks intended to disseminate good practice across higher education disciplines. These highly regarded booklets have been written in the main by staff from development or academic support services.

Last year the Society agreed to establish a companion series, the **Gold Guides**, to provide a means for practising teachers in higher education to describe, analyse and discuss particular teaching/learning challenges which they have faced and the ways in which they have met those challenges.

As indicated above, the first of this new series, **Clinical Teaching**, is now available.

It is intended that Gold Guides become a medium for the dissemination of innovative and effective teaching practices within and across disciplines.

If you would like to consider sharing your insights into some aspects of your teaching practice with your academic colleagues, ask Vic Beasley, the Series Editor of the HERDSA Guides, for an information brochure. This brochure will explain what is involved in becoming the author of a Gold Guide.

Vic Beasley can be contacted at

Flinders University,
GPO Box 2100, Adelaide, SA, 5001
telephone: 08 201 2305 fax: 08 201 3839

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, Malaysia, Singapore, Indonesia and Hong Kong. Publications describing research, teaching, administration, staff and students in tertiary 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 the editors of the journals abstracted. The *Abstracts* are edited by Professor Amy Zelmer, Dean, School of Health Science, Central Queensland University, Rockhampton M.C., Queensland, 4702.

A. GENERAL

Joyner, Kate (Research Officer) **Leading for Quality in Higher Education**, QUT, June, 1994.

Universities in Australia have undergone rapid transition during the last five years. One of the more recent and controversial imperatives has been the federal government's quality agenda. These changes have placed increased demands on university leaders, and it could be argued that new or different skills are required of leaders than in the past. A project at Queensland University of Technology in Brisbane has been examining leadership with a special emphasis on quality management. It was undertaken in two parts. One team, based in the Management Information Service (MIS) section, focused on clarifying the information needs of senior managers. The second team, based in the Australian Centre in Strategic Management (ACSM), explored issues of leadership in universities and clarified appropriate development processes.

The MIS project team worked with a small group of senior staff to develop a prototype Executive Information System (EIS) which is appropriate to the needs of universities. The pilot has shown that an EIS can add value to the management process in a university environment and that senior staff can use such a system after minimal training.

The ACSM research team worked with the senior leadership group of the Executive, Deans, Heads of School and Heads of administrative divisions and groups. Through focus groups, individual interviews and a questionnaire survey of both senior academic and general staff, the important aspects of university leadership were identified. Performance was also evaluated, including assessment against a model of TQM.

Differences existed between academic and general staff leaders on their assessment of the relative importance of different dimensions of leadership. Using the S-P model, it was apparent that there was a need for greater attention to customer needs and improvement of systems.

The study demonstrates how an integration of the experience and knowledge of university leaders, together with the results of the wide-ranging research into leadership and quality, can

broaden our understanding of the nature of leadership in universities and provide the tools to measure and enhance leadership performance. (Summary)

Bartlett, Leo and Rowan, Leonie **From Crisis to Containment: Managing Unmet Demand for Australian Higher Education**, Australian Universities' Review, 37:2, (1994), 8 - 12.

This paper is concerned with the 'crisis' of unmet demand for Australian university places, how it has been mainstreamed by the mass media and, more specifically, how it has been managed by the Federal Labor Government through its policy agenda. After highlighting some of the social and economic factors which led to the dramatic increase in qualified applicants failing to gain higher education places 1990 - 1993, the paper focuses on four areas. There is a brief overview of the discourse of unmet demand since World War II. The discussion then locates the idea of unmet demand within economic policy frameworks which require western governments to continually negotiate crisis, such as unmet demand. The specific ways in which Australia's Federal Labor Government has managed unmet demand are considered. Finally, the paper assesses the key role of open learning in containing the 'crisis' of unmet demand. (Journal Abstract)

Atherton, Michael **Some New Directions, Founding a Music Department for the Next Generation**, Sounds Australian, 43, Spring, 1994, 4 - 6.

Professor Michael Atherton describes the founding of the new music department within the Faculty of Visual and Performing Arts at the University of Western Sydney (UWS). "UWS Nepean is offering a course which focuses on 20th century music from a predominantly practical perspective. The core of first year allows all students to study Performance, Composition, Music Technology, Comparative Musicology, and Music Craft and Theory.

The aim of the degree is to encourage creativity and lateral thinking. Students are asked to collaborate with Theatre, Dance, Visual Arts and Design. Musical styles studied include 20th century classical, experimental, jazz, rock, 'world music' and music of non-western cultures, emphasising Aboriginal music and music of Australia's near neighbours.

From 1995 students will undertake double majors, choosing two of Performance, Composition and Music Technology with the option from 1996 of an elective specialisation in Musicology." (Summary)

Byrne, Anne **Australia's Programme of Educational Assistance to Developing Countries: The Place of Basic Education**, International Review of Education, 40:6, 1994, 455 - 468.

Australia's programme of educational assistance to developing countries is devoted overwhelmingly to higher education, which accounts for over three quarters of the country's assistance to the educational sector. This article considers the rationale for this and shows that Australia's policy in this area is driven primarily by commercial considerations. The country's educational assistance to the Pacific Island Countries serves to illustrate this point. The author advocates increased assistance to programmes of basic education. She argues that a focus on basic education has greater relevance to developing countries, and that there is a need to rethink Australia's priorities in allocating educational assistance. (Journal Abstract)

Hatton, Neville and Smith, David **Reflection in Teacher Education: Towards Definition and Implementation**, *An International Journal of Research and Studies*, 11:1, (1995), 33 - 49.

Reflection is claimed as a goal in many teacher preparation programs, but its definition and how it might be fostered in student teachers are problematic issues. In this article, a report is provided of a review of literature on reflection, in particular focusing on strategies which assist its development in preservice programs. Next there is outlined a research project where types of reflection have been defined and applied to an analysis of student writing. Finally, the authors propose a framework for types of reflection as a basis for further research development in teacher education.

(Journal Abstract)

Williamson, Alan **Universities and the Professional Development of Teachers: Credentialling and Beyond**, *South Pacific Journal of Teacher Education*, 22:2, (1994), 139 - 149.

In recent times, in a context of salary award restructuring, government and employer concerns for raising the educational standards and skill levels of Australia's workforce through retraining, and changes in career patterns and pathways to promotion, attention has focused on the role of universities in continuing professional education (CPE). Typically, the focus has been on credentialling and opening up access to award courses in universities, but also there are implications for universities themselves and their educational interface with government and the education industry. This paper focuses on this aspect of current trends in the professional development of teachers and considers its implications for the universities, teacher employers and the profession. It also aims to go beyond credentialling in the professional development of teachers by addressing alternatives to credentialling by universities.

(Journal Abstract)

B. SYSTEMS AND INSTITUTIONS

McWilliam, Erica **Educative Research in Initial Teacher Education: Postpositivist Possibilities**, *Journal of Curriculum Studies*, 27:1, (1995), 55 - 66.

In an Australian political climate characterised by moves to eliminate, modify, or greatly reduce the involvement of colleges and universities in teacher preparation, academics must explore new ways of engaging with pre-service students' education that are neither traditional nor technicist. There is an urgent need to spell out what an alternative teacher education might look like if it is to respond to demands for improved teacher 'quality' without collapsing into an apprenticeship of immersion. This paper argues that the feminist theorising of contemporary educational research has a great deal to offer the teacher education reform project. It elaborates an example of how feminist theory can be applied to the actual work of preparing teachers. In so doing, the discussion seeks to augment work already being undertaken to conceptualise and implement an alternative teacher education curriculum.

(Journal Abstract)

Gale, T. C. and McNamee, Peter **Just Out of Reach: Access to Equity in Australian Higher Education**, *Australian Universities' Review*, 37:2, (1994), 24 - 28.

This paper provides an account of access and equity in Australian higher education across the period of recent Federal Labor governments and specifically of the discourses and practices surrounding *A Fair Chance For All: Higher Education That's Within Everyone's Reach*, Labor's latest policy on equal access to Australian higher education. The paper positions such an account within Australia's changing national and global economic condition, and the influence of New Right ideologies that proffer efficient and effective public sector management practices and market freedoms that have witnessed a privatisation and peeling back of the welfare state. The paper argues that while Federal Labor has clearly established social justice on the agenda of Australian higher education, it is a justice mediated by particular economic and managerial practices which tend to limit equity to issues of access and place broader equity concerns for higher education just out of reach.

(Journal Abstract)

Hattie, John, Print, Murray, Krakowski, Krzysztof **The Productivity of Australian Academic in Education**, *Australian Journal of Education*, 38:3 (1994), 201 - 218.

The recent push towards 'quality assurance' classifies universities into six bands based on quality of research, teaching, community service, and processes to improve quality. This paper argues that the individual, rather than the university and department, is the appropriate unit of analysis to make statements about quality. This conjecture is illustrated by using one criterion, productivity of publications in Australia by academics in education, as an index. The productivity of 2048 academics in education across the 32 universities with departments of education were matched with the 45 000 entries in the Australian Education Index. The individual highly productive academic had the most critical impact on overall productivity and it is suggested that the correct unit of analysis for quality assurance is more appropriately the individual and not the department or university.

(Journal Abstract)

Darvall, Peter LeP **Engineering Education in Australia - Important Issues**, *Australasian Journal of Engineering Education (Special Edition)*, 5:2, (1994), 133 - 140.

This paper discusses higher education, and in particular, engineering education in Australia, placing it in its current context - geography, demography, economics, funding for higher education, competency, quality, cooperative research centres, etc.

(Journal Abstract)

Hattie, John and Tognolini Jim **Performance Indicators: Just How Do You Weight Them**, *Journal of Institutional Research in Australasia*, 3:2, (1994), 1 - 8.

The development and use of performance indicators in higher education has become a major topic for research and discussion throughout the world. Research efforts and resources are being channelled into improving their use. These efforts include extending the range (including developing indicators of quality) and objectivity of indicators; improving the procedures for measuring, weighting and combining performance indicators; and refining procedures

for linking funding and resource allocation to performance indicators. This paper uses a questionnaire and a sample of responses to demonstrate a methodology for making explicit the weightings experts ascribe to individual performance indicators used in the process of comparing research attainment across different university departments.

(Journal Abstract)

Zimmer, Bruce Institutional Research in Australia: Recent Developments at a Time of System-wide Restructuring, Journal of Institutional Research in Australasia, 3:2, (1994), 102 - 115.

Since 1987, the Australian higher education system has experienced major restructuring and change. As a consequence Australian universities and colleges now operate within a more difficult and more demanding environment. This new operating environment has encouraged institutions to pay increased attention to planning and management processes, and to strengthen their planning support activities - especially institutional research and analysis.

Some key aspects of recent change in the Australian higher education system have been the increased emphasis on effectiveness and efficiency in the management and use of resources, measurement of performance, quality of outcomes, and accountability. Strategic planning and management concepts are being actively promoted by government, and are being adopted by many institutions, to assist in meeting these new challenges.

Reflecting these system-wide developments, institutional research in Australia has emerged primarily as an extension of the operational responsibilities for statistical reporting, analysis, and resource planning which have been a traditional function of plans in most Australian institutions. The continuing emphasis by government of effectiveness, efficiency and quality of outcomes, linked to institutional planning and accountability increases the potential for institutional research and analysis to play a greater role in assisting Australian universities and colleges to achieve their desired direction of development through the balance of the 1990s and beyond.

(Journal Abstract)

Smith, Jack Changing Training Patterns in Institutional Research and Planning, Journal of Institutional Research in Australasia, 3:2, (1994), 93 - 101.

The debate about professional development for participation in International Research (IR) is traced from its origins and key issues of structure and content are identified. Emerging issues of decision support, strategic planning, institutional effectiveness, costs and resources, information systems and the potential of policy models (micro and macro) have modified the task confronting the IR practitioner. Recent shifts in the nature and purpose of IR are incorporated into a proposal for a training program which could be conducted on a continuing education basis.

(Journal Abstract)

C. TEACHING AND LEARNING

Tofts, Darren, Kinnane, Ray and Haig, Andrew I Owe the Discovery of this Image to the Convergence of a Student and a Photocopier, Southern Review, 27:3, (1994), 252 - 260.

In "I Owe the Discovery of this Image to the Convergence of a Student and a Photocopier" [the authors give] an exciting and

stimulating approach to teaching the Renaissance in the light of post modern theory. Their point, and one very eloquently made, is that little is to be gained by simply "co-opting post modern concepts, or framing 'the Renaissance' in terms of the formation of modernity and its fragmentation in the postmodern situation." Issues of tentatality and modes of discourse, particularly the collagic and the fragmentary, are engaged in generically challenging ways. Their central concern is that there is currently a great deal of teaching the postmodern going on in our universities but very little postmodernising teaching." David Birch, Editor, Southern Review.

(Summary)

Harris, Pamela G., Parker, Malcolm and Price, David A. Medical Ethics: Exploring Teaching and Learning, Australasian and New Zealand Association for Medical Education, 22:1, (1995), 18 -

A project concerned with the development of a model designed to enhance the quality of teaching and learning of ethical issues in clinical medicine is being conducted within the Faculty of Medicine, the University of Queensland. This paper, in reporting project activities to date, describes the extent to which medical issues are taught in the faculty's current medical course, the methods employed to do so, difficulties associated therewith, and ideas for improvements. The next phase of the project, to be conducted in 1995, and involving the development, implementation, evaluation and refinement of a model, or set of guidelines, for use in the current medical course and in the new Graduate Medical Course commencing in 1997, is briefly described.

(Journal Abstract)

McLeod, Julie, Yates, Lyn and Halasa, Karen Voice, Difference and Feminist Pedagogy, Curriculum Studies, 2:2, (1994), 189 - 202.

This article reflects on the writers' experience of a postgraduate women's studies course in order to raise issues about voice, silencing, and the treatment of 'difference' in the literature concern with feminist pedagogy. In that literature, difference is identified as an important issue for feminist pedagogy. However, it is argued here, while the literature has a wide-ranging conception of where and how difference operates in the classroom, it has an unclear vision of what it means to address this. The authors' reflections on a course which was offered in 1985 suggest, moreover, that there have been some shifts in how difference is conceived in feminist pedagogy. The writing about feminist pedagogy has continued to explore the personal, emotional and political dimensions of voice in the classroom. What it now needs to explore further is how to bring together adequate concepts of difference and student voices with better concepts of curriculum, learning and the teacher.

(Summary of Journal Abstract)

Crawford, K., Gordon, S., Nicholas, J. and Prosser M. Conceptions of Mathematics and How it is Learned: The Perspectives of Students Entering University, Learning and Instruction, Vol 4, (1994), 331 - 345.

This paper reports results from an investigation to identify the conceptions of mathematics held by beginning university students and their approaches to the study of mathematics. Phenomenographic techniques were used to analyse responses to a questionnaire administered to approximately 300 students. An analysis of the results identified a structural relationship between students' conceptions of mathematics and their

approaches to learning it, with the majority of students viewing mathematics as a necessary set of rules and procedures to be learned by rote. The results of this research have implications for the ways in which teaching and learning are constituted within universities. (Journal Abstract)

O'Toole, Mitch **Using Science to Develop Effective Learning Strategies**, *Australian Science Teachers Journal*, 40:4 (1994), 20 - 25.

Science teachers expect students to use information contained in books. This makes text based learning strategies important for student success at school and beyond. This paper will explore the potential of science as a vehicle for the development of such skills. A range of learning strategies will be considered and ways of integrating them into science teaching are suggested. (Journal Abstract)

D. COMPUTERS & INFORMATION NETWORKS

Li, Xin and Pudlowski, Zenon J. **An Interactive Computer-Based Training System for Electrical Engineering Education**, *International Journal of Electrical Engineering Education*, 32:1, (1995), 5 - 20.

This article introduces a new interactive computer-based training system which uses local area network (LAN) technology. It involved the development of a set of integrated software aids, which give high-level support to instruction design, courseware delivery and human-computer interaction in an environment of networked workstations and servers.

The system is designed to allow the lecturer to create and customise computer-based instructions for a particular student group or course, and to control the operation of the training process. In addition, the system will provide the student with a wide range of questions, to encourage them to become more active, creative and independent learners.

Although computers can be used to support learning in many domains, in various systems, and in dynamic ways, by using the existing technology of AutoCAD(2), the small scale training system, ICBTS, was developed to help teach the principles of basic electrical engineering. This approach makes it possible to tailor tutorial and laboratory programs to meet specific needs. (Journal Abstract)

Cox, Kevin R. and Clark, David **Computing Modules that Empower Students**, *Computers Education*, 23:4, (1994), 277 - 284.

Modern computing systems can assist in the creation of enriching and fulfilling introductory computer courses for students. This paper gives some guidance on the design of such courses and on the selection of a software environment to support them. Examples of course content and of approaches to course development using the popular programming environment Visual Basic are illustrated. This particular approach is appropriate for some courses, but inappropriate for others: both cases are described. (Journal Abstract)

Russell, Glen **Valuing Values: Reflections on a Social Value Paradigm of Educational Computing**, *British Journal of Educational Technology*, 25:3 (1994), 164-171.

The technical capabilities and educational potential of computers have increased in recent years. The advent of technologies such as CD-ROM may exacerbate an existing trend in the use of computers in education whereby values are transmitted to students without educators fully understanding the process. The implications of CD-ROM technology for the teaching of implicit and explicit values are discussed, and a social value paradigm is proposed as a partial answer to the problem. (Journal Abstract)

E. STUDENTS: GENERAL

Scouller, Karen M. and Prosser, Michael **Students' Experiences in Studying for Multiple Choice Question Examinations**, 19:3, (1994), 267 - 279.

A sample of 190 first and second year university students from three courses in two faculties completed questionnaires on their general orientations to learning (classified as deep, surface or achieving), their perceptions of the skills and abilities being assessed by multiple choice question (MCQ) examinations and the study strategies (either deep or surface) they intended to employ for their forthcoming MCQ examinations. The above variables were analysed in relation both to one another and to outcome base on their performance in the examination. Results revealed an association between achievement and deep and/or achieving general, but not surface, orientation to study. Students with surface general orientations to study, in contrast, appear to have a confused perception of MCQ examinations and no planned strategies with which to prepare for them, suggesting that they are passive and unreflective about their studies. Suggestions are included for improving learning in higher education institutions and encouraging students to be more actively involved in their learning. (Journal Abstract)

Corrigan, Deborah and Loughran, John **Teaching Portfolios: Developing Quality Learning in Pre-Service Science Teachers**, *Research in Science Education*, 24, (1994), 60 - 67.

The premise that underlies the pre-service science teacher education program at Monash University is the need to focus on the nature of learning in ways that encourage student-teachers to reconsider their conceptions of learning and how this relates to their view of teaching. The purpose of teaching portfolios is to act as a prompt for student-teachers to reconsider these conceptions and as a way of helping them to better articulate their professional knowledge. The Science (Stream 3) student teachers construct a portfolio of teaching strategies, episodes, ideas, etc. that demonstrate how they see their role as science teachers. The portfolio is ungraded, open-ended and organised as a dynamic assessment task, not just a static end product. This paper reports on student-teachers' understanding of, and approach to portfolios as they come to understand its purpose and value. (Journal Abstract)

Junor, Lloyd and Junor Paul A Comparison of Reading and Listening Performance: Computer-Controlled Speech and Printed Text Presentations, *British Journal of Educational Technology*, 25:3, (1994), 189 - 197.

Print-handicapped people enrolled at any level of the education system are expected to acquire the same information as their peers who are readers of printed text. Research which compares performance rates of reading print with auding of materials read onto tape generally reports substantially higher performance by readers of print. The difference strategies employed by readers and listeners are said to be responsible for the variation in performance.

This article describes the development of one method and the associated instrumentation which permits a more exact comparison of reading and listening performance. An investigation which employed this technique for comparing reading and listening performance has provided new findings on how readers and listeners operate. This should provide a more complete understanding of the benefits and limitations of accelerated reading and listening techniques in the educational context. (Journal Abstract)

Berreen, Terry Engineering with Commerce or Law - Double Degrees, *Australasian Journal of Engineering Education*, 5:2, (1994), 179 - 184.

Engineering students at Monash University have been attracted to the double degrees of engineering and commerce and engineering and law. Entry to these programs is at the commencement of second year and requires a better than average performance in first year engineering and is therefore only available to better performing students. The development, structure and performance of these double degree programs are described. The question of professional accreditation is addressed and the value to the student and to the community of doubly qualified graduates is discussed. (Journal Abstract)

Patterson, Glenys Student-Administrator Perceptions in a University Setting, *Journal of Institutional Research in Australasia*, 3:2, (1994), 69 - 79.

University students and university administrators have often been seen as polarised factions, with an inherent 'them and us' relationship. But the recent more competitive, market-driven tertiary environment has increasingly focused on students as clients or customers, to be serviced rather than tolerated by those who administer our institutions. This paper investigates the quality of the student-administrator relationship in one New Zealand university. (Journal Abstract)

OPEN AND DISTANCE EDUCATION

Jegede, Olugbemiro J. Distance Education Research Priorities for Australia: A Study of the Opinions of Distance Educators and Practitioners, 15:2, (1994), 234 - 253.

The advantages of undertaking research in distance education are numerous. They include those which impact on national development, educational practice, professional practice in distance education, policy and management, and the constant review of research needs and methodology. Research in distance education has suffered from a number of problems which include lack of co-ordination and focus, and

the involvement of comparatively few researchers. This is perhaps why there have been calls of late from some quarters such as the Australian Research Council to prioritise the educational research agenda in Australia. Future development in distance education would require a co-ordinated effort in establishing research priorities in Australia to effectively drive distance education theory and practice. One of the criteria in setting research priorities should be that derived from distance educators and practitioners of distance education. This paper reports on the Australian data collated from an investigation carried out as part of a worldwide study of the opinions of distance educators and practitioners regarding: (1) the availability of research information; (2) the areas in which research efforts should be concentrated; and (3) the order of priority to be given to such research areas in distance education. Using a five part questionnaire (with a Cronbach's Alpha reliability coefficient of .89), the results suggest the need for a concerted effort to embark on vigorous research in almost all area of distance education. The distance educators and practitioners have also prioritised the areas of research and have ranked the difficulties they face doing research in distance education. The results are discussed and their implications for distance education practice and further research indicated. (Journal Abstract)

Miles, Tim Open Learning and Critical Reflection - Implication for OTEN, *Australian Journal of Educational Technology*, 10:1, (1994), 19 - 26.

This article examines the relationship between open learning and critical reflection and the implications of this for OTEN. OTEN (Open Training and Education Network) is the TAFE institution which was formerly known as the External Studies College of TAFE and which in 1990 changed its name to the Open College and more recently to OTEN. The fact that the word "open" is now incorporated in its name is significant in so far as its role is perceived to have changed from distance to open education. (Journal Abstract)

Kosky, K., Bonato, J. and Faasalaina, T. Chemistry Through Distance Teaching - A South Pacific Experiment, *Distance Education*, 15:2, (1994), 291 - 299.

The University of the South Pacific (USP) is owned by twelve member countries and has to cater for the educational needs of about two million people occupying about 64,000 square kilometres of land geographically dispersed over 28 million square kilometres of ocean. There are over 60 island cultures speaking about 400 languages. Consequently the USP resorted to a dual mode operation from the beginning of on-campus and a distance teaching pattern.

This article first describes some of the logistical techniques employed in order to fulfil this demanding task.

The authors then go on to describe the challenge of teaching chemistry through distance education. In 1994, the total number of students enrolled in chemical extension courses was 117 - 44 Degree Students and 73 Foundation Students. However the many inherent problems in teaching chemistry by distance education including adequate staffing/laboratory, access to high tech teaching aids and an important cultural aspect are discussed. (Summary)

ABSTRACTORS

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(from page 7)

courses, which are more theoretical, will be taught in classes in Wellington, and elsewhere by distance mode. This will make the final courses available all over New Zealand to people who have started with one of the various regional diplomas in tertiary teaching.

Teaching will be conducted mainly by tutorials, workshops, projects and independent learning contracts. Assessment focuses on assignments and projects rather than formal final examinations. The teaching team, led by Nick Zepke and Alison Viskovic, intend the programme delivery to practise what it preaches about adult learning.

"We want to help learners to understand and apply the principles of adult learning and teaching by reflecting critically on their own practice. Learners are also

encouraged to become increasingly self-directed as they progress through the degree," says Nick.

Much of the curriculum development for the degree grew from research carried out in 1991 and 1992 by Alison Viskovic; this was further developed with input from a team of consultants representing many areas and interests in tertiary teaching. The training of similar teachers in Australia and England was examined, and specifically New Zealand concerns such as biculturalism were also addressed. The final degree has a spiral curriculum, with ten major strands that are developed through a mix of core and elective courses.

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