



## Submission to the Review of Higher Education Financing and Policy April 1997

Prepared by Associate Professor Peggy Nibhtingale, President of HERDSA Inc.

**H**ERDSA (Inc) welcomes the opportunity to contribute to the Review of Higher Education Financing and Policy and submits the following submission for consideration by the Review Committee. The Higher Education Research and Development Society of Australasia (Inc), or HERDSA, represents the interests of academic, research, support and administrative staff in Australia and New Zealand and further afield. Formed in 1972, it now has a membership in excess of 1000, comprising staff and some postgraduate students in universities, the TAFE and polytechnic sectors, learning skills units, and academic staff development units. HERDSA's overarching purpose is to bring together and support those people who are engaged in teaching in higher education, in the study of learning, teaching and policy in higher education, and in the continuous improvement of higher education.

Its goal is to be a scholarly society for the diverse group of people concerned to advance higher education. Each year the Society hosts a major international conference which draws participants from around the world. The Society publishes a refereed journal, Higher Education Research and Development, a newsletter, annual conference proceedings and two series of practical booklets, the Green Guides and Gold Guides, all of which enjoy a high national and international reputation. HERDSA takes an active interest in policy

developments in higher education, especially as they affect teaching, learning and research.

### Theme one: the role of higher education in Australia's society and economy

In 1963 the Robbins Committee (UK) enumerated purposes for higher education which remain current and will continue to do so:

- developing skills related to employment,
- promoting the power of the mind,
- advancing learning through teaching and research,
- transmitting standards of citizenship. (cited in SRHE submission to Dearing Committee, 1996)

It would be terrible if any review of higher education were to denigrate one or more of these purposes at the expense of the others. We can no more afford a higher education system which is excessively instrumental than we can afford one which is excessively esoteric. It is important that graduates have skills for work, but it is equally important, as one columnist wrote recently that students learn to "perceive, to feel and to think" for themselves (Wark, 1997).

HERDSA's colleagues in SRHE also reminded the Dearing Committee that education transmits culture. In Australia we struggle to support a multi-cultural, multi-lingual and multi-ethnic society. We struggle against ignorance and prejudice and tragically,

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Contributions for the next issue must reach the editor by 14 July 1997.

They should be sent to Alison Viskovic at her above address, preferably on computer disk (3 1/2") using Word for Windows or Word for Macintosh. People wishing to send by email should use UUENCODE or MIME encoding for attachments, but should also post hard copy as confirmation.

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### Submission to the Review of Higher Education Financing and Policy April 1997 (continued)

we struggle against violence and hatred. If education had no other purpose than transmitting cultures, explaining them to each other, and breaking down the walls built by ignorance and misunderstanding, our societies would be obliged to sustain their educational systems.

Nightingale and O'Neil (1994) wrote about trying to encourage the formation of a community in which students, academics, administrators, employers, and government might develop a shared vision of a goal for higher education and a shared understanding of what it takes to realise that goal. The goal was stated as:

We take the overarching purpose of higher education to be fostering higher order intellectual capacities in students. A general statement of what those capacities allow students to do is that when they possess them, students can "form and substantiate independent thought and action in a coherent and articulate fashion" (Barnett 1992a, p.58). The purpose of a university education is thus about developing general qualities of a personal and social kind, as well as those of an intellectual kind. It encompasses outcomes including communication skills, problem-solving abilities, interpersonal skills, planning and strategic thinking abilities and critical and evaluative skills, including logic.

To share an understanding of how to achieve the overarching purpose of higher education these community members need to know at least the basics of what recent research tells us about student learning and how best to foster it.

The current review of higher education in Australia must ensure that there is adequate funding for the conduct and dissemination of research about teaching and learning in higher education and about the effects of policy decisions at all levels (government to departments within institutions) in higher education. It has been notoriously difficult to gain funding to conduct such research and extremely difficult to disseminate results widely. HERDSA has, in previous submissions, deplored the reduction to funding when CAUT and the

Commonwealth Staff Development Fund were replaced by CUTSD.

### Theme two: factors affecting the demand for and provision of higher education over the next 10 to 20 years

HERDSA would like to call attention to two factors which will impact significantly on the demand for and the provision of higher education in the near and intermediate future.

First, no longer is a university education the exclusive province of school leavers, nor should it emphasise their needs over those of others who can benefit from the learning resources offered by universities at various stages of their lives. Careers are different because of the impact of information technologies, the shift from full-time work to part-time, outsourcing, downsizing, process re-engineering, the decline in union membership, working in teams, and the development of a client focus. A "job" is no longer the way a person defines her- or himself. Work is organised around projects or project teams; work or the "job" continues if the organisation continues to perform which means that it has to change rapidly as the environment has become unstable and increasingly market-driven. Where do universities, as organisations, fit in this picture? What does 'career development' mean now?

The first question is relatively simple to answer, though living with the answer is not so easy. Universities are both in the picture - suffering the impact of dramatic change - and helping to paint it, creating the change through research and development and helping people understand and cope with the change through various educational programs.

The second question implies "What do those who are responsible for career development do now when our clients may not have jobs or careers in the sense we have known them up to now?"

Even as things are right now, there are a number of models of mid-career education offered by universities. There are postgraduate degree-granting courses





which have been designed either to update/ up-grade undergraduate qualifications in a field or to introduce graduates in one field to a new one. There are continuing education programs of varying lengths which lead to some sort of certification but not a degree and which may or may not articulate with degree-granting courses. There are very short seminars or workshops which offer nothing more than a certificate of attendance.

Tony Becher has been studying the continuing professional development of practitioners in various professions (Becher 1996). He describes dramatic changes in professions such as architecture and law, accountancy and pharmacy. The practitioners he interviewed reflected on their experiences of continuing professional development. External-to-the-workplace courses generally got mixed reviews; participants often found them irrelevant to current needs and even, if relevant, hard to apply in the isolation of the workplace. In-house programs were valued for contacts and organisational knowledge (p48). There was negativity about formal CPD organised by professional societies; its relevance was questioned and its immediacy, and practitioners resented compulsion, arguing that what was really important was enthusiasm (p52).

Relatively informal local professional exchanges are highly valued; they tended to be very free as far as choice of topic and to meet regularly with shared responsibility for organisation. Networking plays a larger role in professionals' up-dating their expertise than one might think; Becher's interviewees describe frequently asking others rather than seeking book knowledge. The more formal variation on networking is seeking out an expert. Professionals also do personal research; they keep records of clinical trials, new images from advanced technology, etc. to advance their professional understanding. Learning by doing or by watching someone else do figures largely in CPD. So does learning through teaching - either formally or informally.

Universities were not seen as major players in continuing development.

Maybe because they are course-oriented and professionals are not. A closer awareness of the large part played by other forms of interaction might perhaps encourage professional schools to adjust their own priorities: for example, in helping to set up professional interactions, to promote and underpin specialist networks and to support personal research.

The findings of the study might also contribute in an indirect way to undergraduate as well as post-experience professional programmes. A recognition of the variety of ways in which practitioners tackle hitherto unfamiliar issues ought arguably to form part of initial training, so that newly-qualified professionals are enabled systematically to develop the strategies needed to deal with the types of problems they will face during their careers. Learning how to

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learn would certainly, on the evidence of this research, constitute a more effective use of time in undergraduate courses than instruction in specific skills - such as management - which are unlikely to be required until a more advanced career stage. (p54)

HERDSA supports the view that higher education, while preparing graduates for vocations in the professions and industry, should offer students a broad, cross-disciplinary learning experience in which they are encouraged to continue learning after graduation, throughout life. The primary aim of the higher education system in the 1990s, we feel, should be to equip graduates, in the process of acquiring content knowledge, with the necessary generic skills, and in particular learning skills, to cope with change and to adapt to new situations and contexts. University graduates of the 21st century will need to be flexible and adaptable; ready to work on short-term contracts rather than in long-term positions and often to make multiple career changes in the course of their

working lives; able to learn independently yet able to work as productive members of teams; resourceful; technologically literate; creative, lateral and logical thinkers; as well as being able to analyse and synthesise information and construct meaning from the flood of data which is available on the Internet and other more traditional sources. They will need to take with them from university a love of learning and an intellectual curiosity that can be developed and harnessed to benefit Australian society. In short, they will need to be lifelong learners. HERDSA refers the Review Committee to the NBEET publication, *Developing lifelong learners through undergraduate education*, whose authors are members of the Society.

HERDSA also refers the Review Committee to a forthcoming report commissioned by DEETYA on managing information technologies in higher education (Fujitsu Centre for the Evaluations and Investigation Program, forthcoming). Again some of the authors are members of the Society. The report emphasises changes in roles and responsibilities of academic and general staff as a result of the use of new technologies in administration and teaching. The report also stresses the imperatives of providing extensive staff development for university employees. HERDSA is already painfully aware of reductions in many universities to this vital function as a result of reduced government funding and the failure to supplement universities' operating funds to cover salary increases which are long over-due.

Swiss watchmakers rejected the quartz digital movement and lost 80% of their market share (Peachy, 1996). Higher education may be about to do the same thing. Technology is going to demand a paradigm shift in our conceptions of the university itself and of education. The DEETYA report mentions a small regional university where people talked about their efforts to enter into partnerships with other providers of education to share resources. They expect not to offer only their own subjects to their students; they expect not to have to develop and teach even the basic units in every subject area;





they expect that they will develop resources in areas of their own special expertise; and they expect that they will share, exchange, and swap resource-based teaching via networks with other universities and private "knowledge companies". Can universities make that paradigm shift and establish necessary partnerships with potential competitors? Not if we are struggling simply to keep our heads above water and offer the basic traditional university education everyone is accustomed to. And not if we are in cut-throat competition with each other for inadequate resources.

The essential point we wish to make regarding the demand for and the provision of higher education in the future is that it must meet the needs of an increasingly diverse student body who will seek education at different stages of their working lives. Technology will assist universities to meet those needs through flexible learning opportunities, but it will only improve and enhance learning if the technology serves pedagogy rather than being employed as an end in itself. Again the message is that without adequate resourcing for higher education in general, for staff development, and for research into teaching and learning, Australian higher education faces a grim future rather than the bright one which should be its legacy after years of leadership in the world of higher education research and development.

**Theme three: regulatory and administrative framework for higher education**

**Theme four: financing higher education teaching and research training**

In HERDSA we believe there is no such thing as too much public expenditure on education, but even total idealists must admit that there are only so many slices in a government-funded pie and we probably must look elsewhere for some resources.

We also believe in a diverse higher education sector. If universities are to take advantage of the opportunities mentioned above, and many more, accountability

and monitoring of performance by government must not force them into a straight-jacket of trying to match each other in every aspect of their work in order to compete for funds which are allocated in a way which limits enterprise and diversity.

Australia has almost no tradition of personal endowments to benefit institutions in particular or education in general. There is only minimal collaboration between education and industry. There is also strong opposition to private education and to the imposition of fees. These are traditions and attitudes which limit the necessary consideration of all options available to address the

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funding crisis in higher education; however, that consideration must be informed by findings from years of research into higher education.

In addition, there is wasteful competition between various public sector providers of education for state and federal funding. Only recently have a few universities entered into partnerships with institutions in the TAFE sector (or even the secondary schools) to share campuses and to offer credit for each other's subjects in different degree programs. There is also an opportunity to share the costs and the profits of offering continuing professional education to lifelong learners through collaboration with employers and professional organisations.

Having called attention to these opportunities, we must stress that even in the United States, 50% of funding of higher education is public money, and that such an investment protects the sector from untoward and destabilising market pressures. Governments must recognise that their expenditure on higher education helps to create a good society as well as offering economic benefits to the nation's industry and to individuals. The consequence is that balance between

public and private funding must be maintained.

So far in Australia when someone says "international", they tend to do so with dollar signs flashing in their eyes. If we really are moving toward universities without walls and global sharing of teaching resources via the Internet, we have perhaps the greatest opportunity ever for international collaboration without the paternalistic, neo-colonial aspects of previous attempts to improve the quality of education in developing countries or the self-interested profiteering of recent years.

HERDSA supports open discussion and decision-making informed by careful review of the impacts of previous decisions on higher education funding. We deplore decisions which have the effect of discouraging students from entering vital fields of study, like recent changes to HECS, and which ask graduates whose wages are still virtually poverty line to begin repayment of their HECS debts. The last thing Australia can afford is to discourage advanced study by a wide cross-section of our population. Our members and their colleagues throughout the sector have a wealth of data and information which should be taken into consideration before such measures are implemented.

**Theme five: funding of higher education research**

On this theme we wish to repeat very briefly and simply that funding for research into higher education has been ridiculously difficult to attain for many, many years. It is a tribute to the ingenuity and persistence and self-sacrifice of many of our members that Australia has been looked to as a leader in research and scholarship into higher education policy and practice, student learning and academic development. We are seeing that achievement being reduced as the recent cuts to university funding extract their toll. We call upon the Review Committee to reverse this trend and offer adequate support for the studies which will inform future committees of review of higher education.





**Submission to the Review of  
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and Policy April 1997**

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**IDEAS DOSSIER No. 2**

**On choosing one's own  
parents, and slicing  
watermelons**

By Eidos

*A column dedicated to raising questions, provoking and generally annoying readers who nothing better to do with their time than think. Reader responses are welcomed - either to the editor or through the ADSIG email listserv.*

**T**here's an aphorism (Wilde's?) about "choosing parents with care" which suggests a predicament for educators. "How should we go about things?" "Why do them in this way, not that?" "If our (educational) parents thought a particular way was best, why should we question it?"

Take designing courses - something academics periodically do and developers advise them on. (Some current thinkers argue that designing courses (not "performing" as teacher) is the crucial test of pedagogical competence!) Here, anyhow, our intellectual parenthood emerges. We had no choice in the matter: the Dad (or Mum?) of much of our educational practice is - like it or not - behaviourism.

In the late sixties a young, evangelical Derek Rowntree ran international workshops training hundreds (I was one) in the gospel of behavioural objectives and programmed learning. The excitement was palpable. Education, for the first time since The Enlightenment, had "scientific" credibility - a respectable theory; explanatory and predictive power, to guide practice.

We wrote objectives, designed learning programs, and threw them at students. So, under guises, have teachers (and teacher educators) ever since. Today we talk "competencies", "learning outcomes", "program goals", but fancy footwork doesn't disguise their parentage in behaviourism. The truth is in the (intellectual) genes - in the history of ideas. Over one historical epoch behaviourism is what certain scholars decided to make of the world in which they found themselves. It served for a time. My belief is that that time has gone.

One contributor to Donald Schon's<sup>2</sup> collection of case-studies *The Reflective Turn*, tells how post-war Germans coped with discovering their Fathers had been Nazis. Why refer to this? I suspect that on any dispassionate reading of history, behaviourism is now widely seen as conceptually and ethically bankrupt. Hence the intellectual origins of our practice are somewhat disreputable, tainted. It is not that behaviourists were wicked - they were good (as good as us, anyhow), and did what they had to do. It has, however, proved not good enough for posterity. A dead-end. Passe.

In philosopher Isaiah Berlin's 1979 collection of essays *Against the Current* several accounts concern an obscure Neapolitan, Giambattista Vico (1668-1744). A minor scholar of the Italian Counter-Enlightenment, he stands, for Berlin, as the one who "opened a window to a new realm of thought ... one of the greatest discoveries in the history of thought". Here (see my title) the watermelon enters.

**New members**

We are pleased to welcome the following new members to HERDSA:

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Rejecting Cartesian doctrines of mind-body dualism, Vico sliced through the watermelon of existence differently. Thrice. He saw three kinds of knowledge - three ways of knowing, three species of things that can be known.

Enlightenment Science and the hypothetico-deductive method, seek progressively closer (never final) approximations to truth about the external world we live in - a world we did not create and can never totally understand.

Mathematics, and all systems invented (created) by humans (think of chess, computers), deal with utterly verifiable truth. Things in these systems ( $2+2=4$ ) are true because we made the system in order that they could be true.

But what the Enlightenment missed (or never understood, or rejected) is truth that comes from "being there" - from inside the experience of being human. This, with all its uncertainties, can never be reduced to or identified with the others - it is irreducibly unique. Such as "What it is like to be happy?" "What it is like to lose a loved one?" Or "What it is like to become educated?" and "What is it like to educate others?" This truth, this way of knowing, behaviourism firmly closed its eyes to.

Out of the Enlightenment view of knowledge, Psychologists wanted a science of mind using the methods of the natural sciences. It failed. Today we inherit its legacy in education. Our predicament - that it remains our parent.

But the Tantric wheel turns remorselessly, and sooner or later we find we must re-invent good answers to

questions underlying our practice, even though other answers to the same questions were found - and used - by our educational forbears.

How to proceed? Maybe neither to renounce nor suppress, but accept - then transcend - this past. We may be the children of our parents but we are not them; we have choices unavailable to them. We must make those choices and find new answers to the old questions - about how to educate and how to justify what we do.

Courses without "objectives"? Without "competencies"? Without any of the conceptual baggage of behaviourism? Yes - certainly they would be possible. It requires imagination - the thing Vico alone understood to be what The Enlightenment was capable of destroying. Should we go that way? That's for us to decide.

I stumbled across an example recently. Any academic could design a course by thinking of it as a story - a narrative - of how s/he imagines students could enter into a worthwhile experience of knowing the things they have come to know. Different narratives are possible - each potentially a different course, but all about the same subject.

Maybe (it occurred to me) that's actually closer to the way many academics intuitively want to design their courses anyhow. Instead we often insist (against their intransigence): "First decide what you want to achieve - what changes you want in your students - your objectives; get them sorted out first, THEN write your course!" Vico might well have advised otherwise ...

"Imagine your students entering into a qualitatively similar experience of coming to understanding this subject as you had. How would you ideally want that to happen? Describe it as a story - a journey you and they might take together, a fragment of life you and they might share together. How might it begin? Continue? End?"

We can't choose our parents. We can make up our minds about the kind of intellectual parents we want to be. And about which bits of our own parents' sad legacy we ought to leave behind, on the rubbish-heap of the past.

### Responses to Eidos' first column

(In HERDSA News, Vol. 18, No. 3, November 1996, Page 10)

*Following are responses received after posting an earlier version of this piece on the ADSIG List. Thanks indeed to those who supplied them; they are reproduced almost in their entirety, anonymously, and with only minor editing. HERDSA News readers may like to join the discussion - send your response to the Editor and we'll continue the discussion next Issue.*

- I really warm to your piece ... as I'm in the middle of teaching two (NZ) courses ... on curriculum development. I always include at least something on Eliot Eisner's expressive objectives as an alternative to the behavioural stuff, and I have been very critical of the behavioural emphasis of NZQA's Unit Standards approach.
- I read Graham Webb's staff development book recently and found it excellent for reminding me what the differences were (between pre-and post-Enlightenment times and beliefs). - recommended for readers not sure of what those terms mean!
- (The piece) affirmed my resistance to and discomfort with requests to formulate objectives and learning outcomes while believing that we can do little to know or predict what another will learn from a shared experience. I recently worked with a group of staff ... on a train-the-trainer program and found how valuable the exploration of different metaphors for teaching could be for trainers needing to select appropriate and productive approaches for different contexts. We started with four very well known metaphors:
  - teacher as broadcaster transmitting well structured and selected information to a remote audience;



#### Graduate Certificate students!!

*We are seeking a HERDSA Abstracts Editor. The job would involve approximately four hours for each of the three issues a year - to find and copy abstracts, and sort out what is useful and interesting from what is not. The rate of pay, depending on your experience, would be negotiated on the Research Assistant range.*

*Please contact the HERDSA News Editor, Alison Viskovic at [a.viskovic@wnp.ac.nz](mailto:a.viskovic@wnp.ac.nz)*



- teacher as tour-guide, giving background and showing some interesting bits of the territory to encourage learners' own further exploration;
- teacher as sculptor carefully working with whatever tools are appropriate for the material to produce a pre-designed work of art;
- teacher as gardener planting, tending, watering and pruning to produce best potential/fruit? from each plant.

Another interesting one is that of bartender, mixing drinks on request and possibly suggesting adventurous alternatives or experiments. My own preference is for teacher as co-learner with lots of relevant past experience to share. We progressed to participants designing their own metaphors to fit best with their current understanding of what

their roles would be in their context. For some the need to work to pre-determined outcomes was quite a valuable heritage, for others - an artificial requirement for "show".

- I wish to protest that behaviourism (in its extreme form) may be dead, but we remain, behaving, and often behaving better if we know what the expected behaviours are. Why should knowing what the expected behaviours are lessen the narrative potential for the student? Although ... how might a teacher encourage effective narrative in a class of 200 and if s/he can't isn't it good that at least students know what is expected so that they can create their own narratives? Won't they do this themselves, anyway, just as we did? Can we take them with us or can they take us with them on this journey, or is the learning journey of necessity always started in

company but completed alone? If we license narrative alone, might this not in the worst cases be a licence for the teacher to indulge his/her narrative .. the rambling once-charismatic teacher, from whom the vast mass have trouble drawing a sense of what is meant or what is required but are penalised heavily for this failure of insight in the exams, but at the feet of whom the one or two fortunates are invited to sit so that they might also join in and contribute to the narrative. (I am thinking here of a particular lecturer I knew). Why must we have one or the other, and not the best of both (admittedly, a skilled teacher is required for the best of both!) ... behaving just enough, rebelling just enough to learn what needs to be learnt on the journey.

## Book Review

Peggy Nightingale, Ina Te Wiata, Sue Toohey, Greg Ryan, Chris Hughes, Doug Magin. (1996). *Assessing Student Learning in Universities*. Sydney: University of NSW Press.

Academics are continually pondering appropriate methods to effectively assess student learning. They recognise that assessment is not simply a matter of finding out how much students have learned. Lecturers want assessment strategies that provide feedback to students on their progress and encourage a deep approach to learning.

*Assessing Student Learning in Universities* is a book for those educators who believe that assessment should: assess a broad range of learning outcomes; guide and enrich learning; and support autonomy and self evaluation. The book presents 62 case studies of current practice in university assessment.

The editors have classified the cases into eight generic clusters of abilities which represent the areas in which academics would like their students to make significant progress. These clusters are:

- Thinking critically and making judgements
- Solving problems and developing plans
- Performing procedures and demonstrating techniques
- Managing and developing oneself

- Accessing and managing information
- Demonstrating knowledge and understanding
- Designing creating and performing
- Communicating.

The cases are easy to follow and informative, being presented in some detail. Context, method, procedures, strengths, limitations and effectiveness are outlined and clear examples provided. One of the strengths of the book is the extensive editorial discussion of cases and strategies informed by theoretical and practical perspectives. An extensive annotated bibliography is an added bonus.

Academics looking for new assessment techniques will find *Assessing Student Learning in Universities* not only an inspiring collection of practical ideas but a useful reference to a variety of assessment issues and strategies.

**Maureen Bell**  
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## A Report From the United States: The American Association For Higher Education's Project "From Idea To Prototype: The Peer Review Of Teaching"

**Kathleen M. Quinlan**

*Centre for Educational Development  
and Academic Methods  
Australian National University*

**Part 2:** *In the last edition of HERDSA News, Kathleen introduced this project, discussing its wider context, the goals, and the initial project design phases. In this part she goes on to discuss some lessons learned from the project, promising directions, and on-going challenges.*

### LESSONS / OUTCOMES

#### The Right Prompts: Academic Discussions about Teaching

One of the most inspiring observations is the enthusiasm and vigour with which academics engage with issues of teaching and learning. In preparation for the initial Stanford Faculty Institute project participants were asked to undertake three exercises about a favourite course. The first exercise focused on the syllabus, asking faculty to prepare a reflective memo in which they responded to a number of prompts about the goals and structure of a course unit. The second exercise addressed classroom activities, suggesting that participants videotape a class, write a "case" of a classroom encounter or engage in a reciprocal class visit with their team-mate. Prompted by the third exercise, the team leaders analysed student work as evidence of student learning in the selected unit. Before arriving at the Institute, the project leaders reviewed each others' responses to the exercises. Once at the Institute, the participants discussed each of the exercises in small groups with their disciplinary colleagues. Many project participants experience the exercises as an opportunity to think about their courses in new ways. The prompts lead them to question old assumptions and refresh their enthusiasm for their units. They are also excited to engage in a

substantive conversation about teaching which allows them to talk about teaching in all its particulars - their own subject matter with their own students and their own difficulties on their own campuses. Furthermore, the exercises open the door to broader possibilities for peer review and collaboration which go beyond simply dropping into a colleagues' class. There has been such a positive response to the exercises that they have been duplicated and adapted successfully on dozens of campuses since then. The first exercise, "Teaching as Scholarship: Reflection on a Syllabus," has been particularly popular as a way of starting a dialogue and introducing people to the practice of reflection on and documentation of the scholarship of teaching.

#### Many Options for How to Conduct Peer Review of Teaching

Mention of peer review of teaching typically evokes images of classroom observation - often envisioned in its worst form as one-off visits to a class by a colleague who writes a memo for the personnel files. This project has sought to develop and pilot a variety of prototypes for involving peers in the improvement and assessment of teaching so that faculties and individuals may choose which models to adapt for their own purposes and contexts.

#### COURSE PORTFOLIOS

The use of course portfolios (2) is a promising approach which has developed out of the reflective exercises described above. Course portfolios are a specialised form of teaching portfolios which focus on a single course unit and emphasise the intersection between teaching and learning. William Cerbin, a member of the psychology department at the University of Wisconsin-LaCross and a leading proponent of course portfolios, explains that course portfolios are intended to be a coherent explanation about the nature and quality of teaching - explaining what

the instructor intends to accomplish with students; the methods used; and the results of the experience in terms of students' learning, thinking and development. The course portfolio establishes connections between goals, methods and outcomes (Cerbin, 1992 p. 5).

During this second phase of the project, a working group comprised of several academics in the fields of mathematics, history and English, as well as representatives from several other disciplines, are focusing their attention on developing models of course portfolios which are most appropriate to their scholarly fields. They are preparing samples, trying them out with colleagues as documentation of their teaching and sharing their findings more broadly within their disciplinary communities.

#### PEDAGOGICAL COLLOQUIA

Another strategy which has generated considerable interest is the Pedagogical Colloquium. The Pedagogical Colloquium was proposed as a way to assess the teaching potential, interest and expertise of candidates for teaching and research positions (Hutchings, Shulman & Byrnes, 1995). While candidates for academic appointments are typically requested to give seminars on their areas of research expertise, a pedagogical colloquium is a forum in which candidates give a seminar on teaching in their field. The presentation may take the form, for example, of an elaborated discussion of a course outline, an explanation of one's approach to teaching a particularly troublesome topic within the field, or one's interpretation of the purposes and methods used in an introductory level course. These colloquia offer search committees, students and potential colleagues a window on the candidates' thoughts, plans and experience with teaching. They also engage members of a department in discussions about teaching and learning which might not otherwise occur. Hiring procedures which explicitly address teaching send an important







message to candidates that the department values teaching, expects its members to devote serious attention to instructional activities, and is prepared to review and reward teaching accomplishments.

### Socialising the Next Generation

Hiring procedures such as the pedagogical colloquium also help to shape postgraduate education as supervisors and students watch job market trends. In addition to developing programs for academics, many project departments have created forums in which postgraduate students learn about pedagogy in their field, practice teaching and develop teaching portfolios. Syracuse University's exemplary program for preparing graduate students for teaching roles was developed prior to participation in the peer review of teaching project, and has served as a model for other universities. In addition to an intensive ten-day summer orientation and seminars throughout the year open to all its teaching assistants, Syracuse runs the Future Professoriate Project through which teaching mentors in each department participate in seminars to explore ways that their own discipline or professional field can contribute to the preparation of future academics. Also as part of the project, specially qualified graduate students may become teaching associates, who develop and teach their own courses with guidance from teaching mentors. Graduate students who complete a rigorous program of professional development, a teaching associate position, and a teaching portfolio are recognised with a Certificate in University Teaching (Lambert & Tice, 1993) (3). The music department at the University of Nebraska-Lincoln, is an example of a departmental initiative for teaching enhancement among graduate students. Peg Kennedy, an academic team leader in that department, has introduced a peer review component into the second semester of a Voice Pedagogy seminar. Graduate students in the seminar give private lessons to a designated voice student and, using a structured self and peer evaluation of

videotaped lessons at three points during the semester, create a case study of the instruction and their development as teachers. At the end of the course the graduate students draw on the case study and other teaching materials to produce a teaching portfolio. Creating a "culture of teaching" - one in which teaching is talked about in terms of enriching student understandings, thought about consciously, discussed publicly and continuously enhanced - depends upon socialising future academics and early career academics into these norms. Furthermore, involving experienced academics in initiatives aimed at graduate students is a nonthreatening way to increase dialogue and attention to

***Creating a "culture of teaching" - one in which teaching is talked about in terms of enriching student understandings, thought about consciously, discussed publicly and continuously enhanced - depends upon socialising future academics and early career academics into these norms.***

teaching and learning among senior members of the department.

### Build on What You Have

Successful projects have adapted themselves to their own context, building on programs which are already in place and working around local political controversies. A key step in departmental project planning is to consider what initiatives and processes already exist in one's own discipline, on one's own campus and in one's own department. For example, concurrent with the introduction of the peer review of teaching initiative, the mathematics department at the University of Nebraska was implementing a new first year calculus curriculum as part of a national calculus reform effort. The project leaders built on the calculus initiative by convening all the instructors for weekly discussions about the course. They shared materials, discussed their own insights into the new curriculum, problem-solved about student difficulties, and learned from each other how to teach in new ways. The materials from the series have been compiled into a collective course portfolio (4) and the collaborative process has been used with

other courses in which there are multiple sections of the same subject being taught by different instructors (Dunbar, 1996; Dunbar, Ganschow & Inscoc, 1995). In the mechanical engineering department at Stanford University, on the other hand, the project time table coincided with an extensive review of the department's curriculum, prompted by an accreditation site visit. Since the program review process involved much heated debate, the team leaders chose to separate their peer review of teaching project (which involved a small group of volunteers developing and piloting a collegial process for receiving feedback on one's courses) from the controversies of the curriculum review. In both these cases, the team leaders adapted their efforts to create the most positive impact on the department.

### ONGOING CHALLENGES

The peer review of teaching is always greeted with some reservations and often with active resistance. There are several issues which emerge consistently as stumbling blocks.

#### Time

Academics are already pressed for time and overworked. In a survey of project participants conducted in April-May of 1995, "time" was cited as the most significant barriers to success. Scholars are concerned that the evaluation and documentation of teaching, and the reading and commentary on colleague's evidence of teaching material will be too time-consuming. Some project leaders are quick to point out that few people question the amount of time put into peer reviewing a colleague's research accomplishment, re-doing a laboratory experiment or making another trip to a field site or archive to collect more data. These advocates argue that part of valuing teaching is giving it time and attention, just as other scholarly activities are given time and attention. Other project leaders focus on demonstrating that gathering, reviewing and responding to evidence of teaching accomplishment can be integrated into normal, existing routines and, in fact, does not take a vast amount of time. Steven Dunbar, a mathematician





at the University of Nebraska-Lincoln, for example, presented a summary of the time he spent compiling a course portfolio for his unit, "Linear Optimization." His estimate of fifteen hours, approximately one hour each week of a fifteen week semester, included two to three hours to write the self-evaluation, one to two hours to prepare the syllabus, one to two hours for each of two different methods of student learning assessment and a half hour for assessments of lecture presentations (Dunbar, 1996, January 21). He received feedback on the portfolio from a mathematics colleague and a specialist in the evaluation of teaching and learning.

### Perceived Reward of Effort

Underlying academics' concerns about time is the perception that the time and effort spent participating in the peer review of teaching will not be rewarded or recognised in their department, university or discipline. Department chairs, deans and provosts all must demonstrate their commitment to recognising good teaching through concrete actions. Such leaders play a key part in creating a culture in which teaching and learning are valued, according to project participants. In a "culture of teaching" academics believe that excellence in instructional activities is a priority and are willing to dedicate resources to enhancing teaching and learning.

### Formative vs. Summative Evaluations and a Collegial Environment

A first question which the project faced was "review for what purposes?" Are prototypes to be developed primarily to provide feedback for improvement purposes, as in formative evaluations? Or will there be some stakes involved, as in summative judgments made to determine salary raises, promotion or tenure? Most departmental teams have focused on improvement-oriented prototypes, allowing volunteer participants the freedom and creativity to explore unconventional approaches in a safe environment.

Despite the traditional wisdom of separating developmental evaluations from "high-stakes" decision-making, there

are overlaps. In fact, one could argue that evidence of teaching-improvement activities ought to be included and taken into account in summative evaluations. If evidence of teaching—in particular evidence of peer reviews of teaching is not incorporated into summative decisions, then teaching efforts and achievements cannot be rewarded and there is little (external) incentive to engage in formative peer reviews. Conversely, one hopes that the expectations, activities and feedback processes which are part of summative reviews will contribute to academics' scholarly development. Thus, in order to create a collegial environment around teaching, in which teaching activities are valued and peers learn from and with each other, a department must collectively construct procedures which effectively

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balance developmental and evaluative aspects of a review system.

Daniel Bernstein, a leader in peer review efforts at the University of Nebraska, suggests a balance based on a longitudinal view of the process of teaching development. Several years of earnest attention to teaching improvement may allow an academic to select some evidence to present to a promotion or tenure committee (made up of people who were not part of the formative reviews) to be rewarded for efforts and progress in this area of scholarship (Bernstein, 1996).

Clearly, concerns about both time and reward play into the tensions surrounding the distinction between formative and summative reviews, but progress is being made to remove this barrier, as Bernstein's solution illustrates.

### Standards and Criteria

Another key question which quickly confronts reviewers is "By what standards or criteria should teaching and evidence of teaching accomplishments be commented on or judged?" A quote by Ron Cavanagh, a senior level administrator at Syracuse University captures the importance of addressing the

issue of standards: "Faculty express few concerns about the principle of peer scrutiny.... [instead they] lack confidence that either they or their colleagues understand the rules, criteria, and standards for the faculty peer review of teaching...." (Cavanagh, 1996) While there are some universal principles of good teaching, there are many aspects of teaching excellence which are particular to the subject, the students, the individual teacher, and the goals of the instructional activities. Project participants are finding that these contextual factors are key elements of teaching activity and must be taken into account when reviewing instruction. Rich documentation such as the course portfolio invites reviewers to go beyond disembodied checklists of good practice to note the reflectivity of the teacher; judge the clarity of course objectives and their appropriateness within the given context; consider the consistency between teaching activities, goals and context; and evaluate the results of the instruction against the teacher's intentions and level of experience.

### Impact on Student Learning

Some argue that the most important criteria on which to review teaching is its impact on student learning. Several projects have included interviews with colleagues' students during or after a unit to ensure that students' perspectives are considered. A key component of course portfolios is also evidence of student learning and examples of student work. It is worth reminding ourselves, in the midst of enthusiasm for self and peer review of course design and instructional materials, that the peer review of teaching is not complete without a review of student learning.

In sum, the project seeks to create a more favourable academic culture for rich student learning by deepening thinking about teaching and learning. Experimenting with, developing and disseminating prototypes for peer collaboration and review will allow colleagues to learn from and with each other about teaching and learning and make teaching and its scholarship public so that it can be adequately recognised and rewarded within the university.





## HOW TO LEARN MORE AND CONNECT WITH THE PROJECT

I am eager to exchange ideas, resources, examples and information as well as to explore possibilities for projects which might parallel and contextualise the American project in the Australian situation. I am actively soliciting contacts with others who are involved in or wish to become involved in related local, state or national initiatives. The AAHE is also interested in learning about related projects and sharing its findings with interested parties. There are a number of resources listed below which offer further information about the project and its results.

*For further information and to have your name added to the mailing list, contact:*

Pamela Bender, Program Coordinator,  
One Dupont Circle, Suite 360,  
Washington, DC 20036-1110;  
Phone International + 202 293 6440  
extension 56;  
Fax International +202 293 0073;  
or by email [aaheti@aahe.org](mailto:aaheti@aahe.org).

The project's World Wide Web  
Homepage is:

<http://www.aahepeer.iupui.edu>

*For more information about the American Association for Higher Education, including publication lists and ordering information, refer to:*

The AAHE Homepage, still under construction at:

<http://www.IDO.GMU.edu/AAHE/welcome.html>

Hutchings, P. (1995). *From Idea to Prototype: The Peer Review of Teaching: A Project Workbook*. Washington, DC: American Association for Higher Education.

This is the first major publication arising out of the work of the Peer Review of Teaching project. This "workbook" contains a set of exercises with suggestions for use in engaging academics in the peer review of teaching and samples of responses to the exercises from various disciplines. The "kit" also contains guidelines for developing departmental plans for the peer review of teaching, sample plans from the project and a menu of strategies which have been piloted by participating departments.

Copies of short papers which analyse various issues involved with the peer review of teaching, and an annotated bibliography are also included. Packaged in a loose leaf binder, the purchase of one copy of the workbook allows each institution the right to duplicate any and all of the materials for use across their campus.

Bernstein, D. J., & Quinlan, K. M. (Eds.). (1996). *Innovative Higher Education: Special Issue on Peer Review of Teaching*. (Vol. 20, No. 4). New York: Human Sciences Press.

This special issue begins with a review article discussing the rationales and major issues connected with the peer review of teaching. Each chapter explores a key issue in the peer review of teaching, drawing on examples of practice from participating departments. Articles address the balance between formative and summative evaluation, coping with state-mandated peer review, incorporating student feedback and student learning into peer review, and external review of course content. A final chapter offers a number of practical strategies for implementing peer review.

Hutchings, P. (1996). *Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review*. Washington, DC: American Association for Higher Education.

This monograph contains several faculty reports - samples of good practice - for each of nine approaches to peer collaboration and review: teaching circles; reciprocal class visits and observations; mentoring of new teachers; focus on student learning; portfolios; team teaching; collaborative inquiry; departmental occasions for collaboration; intercampus collaboration; and external peer review.

**Check out the HERDSA  
Web Site hosted by the  
Australian SunSITE:**

<http://sunsite.anu.edu.au/education/herdsa>

## Footnotes

- Course portfolios document a single course unit or subject, reflecting the American usage of the term "course" which generally indicates a single, semester-long unit as opposed to a series of related units leading to a degree or administered by a particular department, which is typically referred to as a "program" or a "curriculum."
- For more information see their detailed web site at <http://web.syr.edu/~taprog/>
- The collective portfolio is available in TeX format on the UNL Math department's home page at <http://www.math.unl.edu>. Choose "Calculus HomePat," then choose "Instructor Notes."

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Dunbar, S. (1996). Teaching Teams in the Math Department at the University of Nebraska-Lincoln. In P. Hutchings (Ed.). *Making Teaching Community Property: A Menu for Peer Collaboration and Review*. Washington, DC: American Association for Higher Education.

Dunbar, S. (1996, January 21, ). *A Model Course Portfolio from Mathematics*. Paper presented at the AAHE Forum on Faculty Roles and Rewards, Atlanta, GA.

Dunbar, S., Ganschow, T., & Inscow, J. (1995). *Teaching Circles: Two Models for Two Different Contexts*. Paper presented at the From Idea to Prototype: The Peer Review of Teaching All Project Meeting, Washington, DC.

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## 1998 HERDSA VISITING SCHOLAR 10 May-20 June 1998

### DR THOMAS A ANGELO

*Associate Professor and Higher  
Education Program Coordinator,  
University of Miami, USA*

HERDSA (Inc) is pleased to announce that its 1998 Visiting Scholar will be Dr Thomas Angelo from the University of Miami. Dr Angelo will be touring New Zealand and Australia in the period between 10 May and 20 June 1998 and will conduct a number of workshops at institutions in the two countries.

HERDSA invites expressions of interest in Dr Angelo's workshops from universities and polytechnics. Inquiries should be made in the first instance to Dr Gay Crebert who is coordinating the visit. She can be contacted at:

Academic Staff Development Unit  
Queensland University of Technology  
GPO Box 2434  
Brisbane Qld 4001  
Ph. (07) 3864 2937  
Fax (07) 3864 1805  
Email: g.crebert@qut.edu.au

Dr Angelo will offer the following workshops and presentations during his visit:

1. A teacher's dozen: Fourteen general findings from research that can help us understand and improve college teaching, assessment and learning
2. An academic developer's dozen: Fourteen general findings from research that can help us (help academic staff) understand and improve college teaching, assessment and learnin.
3. Finding out how well our students are learning what we're teaching: An introduction to classroom assessment
4. Making real the scholarship of teaching: Developing your own Classroom Research agenda
5. Strengthening the linkages: Using assessment to focus and connect learning improvement efforts at program, department and classroom levels
6. Seven shifts and seven levers: Using assessment to build more productive learning communities
7. Making real the scholarship of teaching: Some ideas on conducting, supporting and assessing Classroom Research

### Further Information:

Over the past dozen years, Tom Angelo has pursued several, usually

overlapping careers: academic, instructional developer, researcher, public speaker, consultant, and academic administrator. In all of these roles, his work focuses on developing practical ways to assess and improve the quality of teaching and learning in US higher education.

Angelo is currently associate professor of Educational and Psychological Studies and coordinator of the Higher Education Program at the University of Miami (FL). His prior positions include: Director, AAHE Assessment

Forum, American Association for Higher Education (1994-1996); Founding

Director, Academic Development Center at Boston College (1991-1994).

Angelo co-authored, with K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers* (Jossey-Bass, 1993); edited *Classroom Research: Early Lessons from Success* (Jossey-Bass, 1991); and has published more than a dozen journal articles and chapters on assessment, faculty development and evaluation, and learning improvement. In early 1998, his two newest projects will be published: an edited volume on advances in Classroom Research and a co-authored book on improving grading to improve learning.



## Scholarship, Creative Work and Research Outputs

*Paper prepared for Auckland  
HERDSA Seminar Series, 1996*

*By Mary Melrose*

*This paper explores the past meanings of scholarship and creative work, examines the current NZQA meanings of the terms, and connects these ideas to government and organisational directives about research outputs.*

### Introduction

There have been several triggers for this paper. The Auckland HERDSA branch have had scholarship as a theme for 1996 seminars. Some members wanted me to delve further into the meaning of scholarship and to establish whether it was an umbrella term encompassing research or whether it was a subset of research itself.

Lately I have been constructing research guidelines so that staff can better understand the Auckland Institute of Technology's need to have staff engaging in research. Some of the reasons for staff to carry out research within an educational organisation are to improve the learning of their students on programmes, to improve their own knowledge and understanding of teaching and/or their subject area, to demonstrate research activities for promotional purposes (if research is a necessary part of their role) or to improve organisational functioning. Departments, faculties and the whole organisation are interested in research outputs which are valued by the outside world, especially by peer groups of researchers and by government-recognised research monitoring groups such as NZQA or NZPPC. The need for research outputs is related to the growing number of degrees offered by the polytechnic sector.

At a recent APNZ research day, several polytechnic research co-ordinators commented on their endeavours to draw up a "hierarchy of research outputs" related to the value placed upon different types of research output, for example peer reviewed journal articles, books and chapters in books, art exhibitions, by the academic community around the world. Scholarship and creative work as types of

research may result in many different types of research outputs and it is these outputs which educational organisations offer up to external accountability systems as evidence of research activity. Whether or not it is wise to rank such outputs or even, as some polytechnics are trying to do, allocate each output "points", is debatable.

### The Official NZQA Position

The Tertiary Action Group's (TAG's) latest definitions of research, which they describe as broad, include a definition of research for postgraduate students:

"Research, which may include scholarship, is an intellectually controlled investigation which leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information and practice. It is a creative, cumulative and independent activity conducted by people with knowledge of the theories, methods and information of the principal field of inquiry and its cognate area(s). Research typically involves either investigation of an experimental or critical nature, or artistic endeavour of the type exemplified by musical composition. The results of research must be open to scrutiny and formal evaluation by others in the field of inquiry and this may be achieved through publication in peer reviewed books and serials, or through public presentation. research is often characterised by the identification of fruitful new topics for investigation and unexpected uses for its findings."

It is clear that TAG and NZQA regard "research" as an overarching academic activity and "scholarship" as a kind of research, defined as "work which is intended to extend the boundaries of knowledge within and across disciplines by the analysis, synthesis and interpretation of ideas and information, *making use of rigorous methodology*". Creative work is also described as a type of research, "the invention and generation of ideas, hypotheses, images, performances or artefacts, including design, in any field of knowledge, leading to the development of new knowledge,

understanding or expertise" Rigorous methodology is left out of the definition for creative work as a type of research but not out of scholarship. (TAG Report, 1996)

Another quote from the TAG report which may have some bearing on the interpretation and place of scholarship is:

"The Qualifications Authority does not regard activity mainly concerned with keeping abreast of new developments in subjects as 'research'".

### Scholarship and Creative Work through History

"Schola" is Latin for "school", derived from a similar Greek word. In Greek history, learned men such as Aristotle were those who studied the writings of others, reinterpreted them, wrote about new ways of looking at the world and often taught their new ideas to others. A "school" was sometimes defined as a group of philosophers or artists following the same principles (Compact English Dictionary, 1972). Greek and Latin "schools" were established where young people could in turn become scholars, studying bodies of knowledge in a range of topics. In order to study, budding scholars first had to learn how to read and write. These schools or institutions for educating the young were usually established on a user pays principal around one or two notable scholars. However "scholarships" were sometimes established where a rich merchant or noble paid for a slave to become educated, often so that they could become a scribe or an accountant for the household. Patronage by the corporate wealthy of the worthy and talented poor, who would otherwise not have the opportunity to learn to read and write let alone pursue a deep study of classic writings and the thoughts of previous philosophers, still survives today. An outstanding scholar became the holder of a scholarship. Patronage included the arts and music as well as academic book-orientated scholarship. Young achievers awards (where potential achievement is judged on past form) and patronage of the artist and artisan (musician, singer, painter, potter, poet) are "scholarships" which persist today.

*This paper will be concluded in the next issue*



## HERDSA Conference 8 - 11 July 1997

*Do you have a special interest in Globalisation and Higher Education?*

*Do you enjoy energetic debate on issues concerning International Perspectives in Higher Education?*

*Are you a creative thinker / researcher in this field?*

*If so, the HERDSA 1997 Conference, ADVANCING INTERNATIONAL PERSPECTIVES, at The Stamford Grand Hotel, Glenelg, Adelaide, South Australia, from July 8-11, is for YOU!*

- Cut your debating teeth on the first night symposium, "Globalisation and Higher Education".
- Sink them in deeper as the week goes on, chewing over everything from addressing assessment and accreditation, collaborative relationships, curriculum development, cross-cultural issues, ethics, evaluation of teaching, inclusive teaching approaches, indigenous issues, learning and teaching support, marketing and sponsorship, institutional, post graduate education, program evaluation, and quality assurance to student and staff experience and technologies for flexible learning.
- Feast your mind on a banquet of culturally diverse, challenging, disturbing, stimulating and entertaining papers, roundtable discussions, experiential workshops, large group symposiums (for arguments sake!) and poster sessions which will give you the latest in research and creative thinking innovations.
- Meet like minded people and join a special interest group on the first day. Ponder the issues raised by keynote speakers from Indonesia, the United Kingdom and Australia, then take the opportunity to ride on the famous Bay Tram!
- All academics and post graduate students focusing on relevant specific issues in areas of particular needs of special interest groups or countries, are encouraged to develop and send symposium proposals and conference scholarship applications.

**NEW: There will be a special room set up at the conference for the presentation and discussion of CAUT videos.** We are now calling for presenters for this special category, even though it is well past the cut off date for other abstract & proposal submissions. A special time slot will be allocated to all CAUT video presenters, provided they enrol in the conference. **Email abstracts to: Janice.Orrell@flinders.edu.au**

### Conference Registration Fees: (It's not too late to register!)

HERDSA members \$445, non members \$530, Students \$220.

Fees cover attendance at all sessions, the Welcome Reception on Tuesday July 8, breakfast on Wednesday July 9, Conference Dinner on Thursday July 10, lunch on Friday July 11, all morning and afternoon teas, and all printed conference material. Great value for money. The conference will be held in the Stamford Grand Hotel, Glenelg, Adelaide.

### Day registrations also available:

Normal \$150, student \$80. This includes the cost of conference publications, but not the Thursday night dinner. Day registrants must nominate which day they will be attending.

If you don't have a registration form, apply to ACTS, GPO Box 2200, Canberra, ACT 2601, Australia: Fax: + 61 06 257 3256, Tel. +61 6 257 3299; or visit the HERDSA homepage and download one.

For updated information access one of these websites:

<http://www.roma.unisa.edu.au/herdsa/>

or <http://sunsite.anu.edu.au/education/herdsa/index3.htm>

or contact Dr. Janice Orrell, Convenor, 1997 HERDSA Conference,

Phone +61 8 82013224, Fax +61 8 82761602, Email: Janice.Orrell@flinders.edu.au

### HERDSA 1997 Conference

## Pre-conference Internet Discussion

Plug in to the pre-conference internet discussion based on a paper by Prof Robert Holton. The paper, plus details on how to subscribe to the discussion list, will appear on the HERDSA conference web site:

<http://www.roma.unisa.edu.au/herdsa97/> by mid May.

Until then, you can subscribe to the list by sending the message:

SUBSCRIBE HERDSA97-L <your name>  
(eg SUBSCRIBE HERDSA97-L David D Curtis)

to:

MAILSERV@LISTS.UNISA.EDU.AU

Do not put a subject entry or any other text, ie suppress your signature if one is normally included. You will receive confirmation of your subscription.

To contribute to the discussion, send messages to

HERDSA97-L@LISTS.UNISA.EDU.AU

## Australasian Higher Education Staff Developers Forum

The 6th AHED Forum will be held at the Stamford Plaza Hotel, Adelaide from 1.00 pm Sunday 6 July to 4.30 pm Tuesday 8 July.

The Forum brings together staff developers, academic and general, from the tertiary sector in Australia, New Zealand, Asia and the Pacific. The theme of the 1997 Forum is "*New Millenium Four Winds AHED of Change*". The Forum will explore four sub-themes:

- the staff developer as technological sophisticate;
- the staff developer as strategist;
- the staff developer as entrepreneur;
- and the staff developer as learner.

The aim of the Forum is to position staff development as essential to delivering the core business of universities of the future.

If you are coming to the HERDSA Conference, think about coming early and joining the AHED Forum as well. Registration forms are available from ACTS (the same conference secretariat as for the HERDSA Conference).

Phone: +61 - 6 - 257-3256.



## BRANCH REPORTS

### ACT

**Di Adams**

**CELTS, University of Canberra**

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**Email da@isd.canberra.edu.au**

We have several events this year of interest to members to promote some stimulating discussion. Professor Don Anderson has talked about his investigations into academics' qualifications with some fascinating information on employment and appointment rates, levels and gender. He discussed a number of issues including:

- Should the PhD be a necessary qualification for academe?
- Do Australian universities recruit too many overseas-trained academics?
- Is there excessive recruitment by universities of their own graduates?

Professor Ingrid Moses will speak about the operations of the new committee, which she chairs, to promote teaching and staff development in universities (CUTSD). On June 30, Roderick West, Chair of the HE Review Committee, will talk about the Review of Higher Education Financing and Policy.

In March Bruce Pennay, from CSU scored a coup with the visit of Dr Charles Glassick, Interim President of the Carnegie Foundation, to speak about aspects of scholarship and academic work. The day was titled "Rethinking Scholarship" and addressed:

- What do universities expect of scholars?
- What do scholars expect of themselves?
- How is scholarship to be valued?
- Can we move beyond the debate on 'teaching versus research'?

Questions related to the rethinking of scholarship and the values and priorities of the academic profession were raised. Dr Glassick reported on projects undertaken by the Carnegie foundation which raise issues fundamental to the tasks of defining and appraising academic work.

Dr Glassick was previously Senior Associate and Presidential Research Fellow at the Carnegie Foundation. He was a close associate of the late Dr Ernest Boyer, and was actively involved in the development of two of the Foundation's major research projects during recent years: Scholarship Reconsidered and Scholarship Assessed. Scholarship Reconsidered (1990) moved beyond the debate about 'teaching versus research' as faculty priorities and gave to scholarship a broader, more efficacious meaning. It proposed a paradigm of scholarship with four separate yet interlocking parts: the discovery of knowledge, the integration of knowledge, the application of knowledge and the scholarship of teaching.

*Scholarship Assessed* took up questions of how to recognise and reward faculty not only for their work in research, but also in teaching, interdisciplinary inquiry and professional service. This attempt to broaden the definition of scholarship has called new attention to the need for better ways of evaluating scholarly work in its many varieties and in clarifying institutional and societal expectations of scholars. Subsequently the Carnegie Foundation has also been carrying through a major research project related to academic values, priorities and work. It has surveyed attitudes and working conditions if the academic profession in several countries, including Australia. This survey indicates several similar concerns about the need for better methods of evaluating teaching, about the profession's commitment to service to help solve societal problems, and about the governance of higher education.

### New Zealand

**Mary Melrose**

**Auckland Institute of Technology**

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**Fax +64 - 9 - 307 9984**

**Email: mary.melrose@ait.ac.nz**

The administrative centre for HERDSA NZ has moved from Christchurch to Auckland, where the majority of NZ members live and where the 1998 HERDSA conference will be held. We record our thanks to Rod McKay of the

University of Canterbury who ran the HERDSA NZ office for so many years and who continues to make a valuable contribution to our work.

The 1997 theme for HERDSA NZ is "Novice to Expert: Tadpole to Frog". The first seminar in the series was held from 5pm to 8pm in Auckland on Friday 21 March and focused on the teaching transition. A panel of invited teachers, from the Auckland Institute of Technology and the Auckland College of Education, highlighted in turn some of their expectations, experiences, and perceptions about their teacher development as they travelled the journey from novice to expert. They also reflected on the influences, including mentors and critical incidents, which had shaped their development as a teacher. Panelists ranged in experience from a second-year teacher to those who would or could not tell us how many years they had been practising! No-one claimed to have arrived at the state of "expert" teacher. The point was made that most believed themselves to be "experts" in industry or a discipline before they started on the journey to become expert teachers. Interpretation and references to current research in this area, especially comment on the work of the Dreyfus brothers (1986), were then provided by Dr Neil Haig of the University of Waikato. The seminar included an opportunity to mingle over finger food and wine and a display of HERDSA publications. Participants said that they recognised aspects of their own journey in the presentations and indicated that they had enjoyed the stimulation of academic discussion and the format. We commend this theme and format to other branches.

Two further seminars on the same theme "Novice to Expert: Tadpole to Frog" are being planned for 1997: one on the transition to expert researcher, which will be held at Manukau Institute of Technology on Friday August 1st (with a light meal); and one on the transition to expert education leader, which will be held on Friday October 31st (with a substantial dinner) at a central Auckland venue. Alert readers will notice that there





is a transition (or is it transformation?) in the food, though not in the drinks, as well as in the focus topic as the year progresses. Fridays were chosen in order to enable members from outside of Auckland to travel to and from the seminars.

NZ HERDSA looks forward to your conference attendance at Auckland in 1998. Please diary the dates of July 7 (registration), July 8 - 10 (conference), and the conference theme, Transformation in Higher Education: ie transformation of organisations, transformation of systems which support learning, and transformation of individual students, teachers, researchers, educational leaders and administrators.

**Reference:**

*Dreyfus, H.L. and Dreyfus, S. E. (1986) Mind Over Machine: the Power of Human Intuition and Expertise in the Era of the Computer. Oxford, Basil Blackwell Ltd.*

**Queensland Branch**

**John Lidstone**  
Faculty of Education  
Queensland University of  
Technology  
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Fax: +61 - 7 - 3864 3986  
Email: j.lidstone@qut.edu.au

A new Branch Executive of 10 members now oversees the Queensland Branch of HERDSA, with Dr. John Lidstone from the Queensland University of Technology as the President.

The Executive is considering a "HERDSA for Breakfast" proposal to invite a notable speaker in higher education to address members (and non-members) after breakfast one morning. This is intended as a Branch fund-raiser!

Planning has commenced for the Third Branch Conference to be held in 1998 at the Sunshine Coast University College. Dr. Carol Davis is heading up a team to organise the event.

An attempt will soon be made to adapt the new interim By-Laws into a set of Branch By-Laws to cover nominations and elections, finances, co-option to executive membership, etc. These will be submitted to the National Executive through the Branch Executive, and be in accordance with the constitution and by-laws of the Society.

From late May to late June this year, Dr. Trevor Habeshaw is visiting the Southern Cross University. Trevor is one of the authors of the *Interesting Ways to Teach* series of books published by Technical and Education Services Ltd. in the UK. Trevor is available to visit nearby universities, and contacts should be made with Dr. Martin Hayden at SCU about dates and fees.

**South Australia**

**Janice Orrell**  
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Flinders University of Sth Australia  
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Email: janice.orrell@flinders.edu.au

The South Australian branch is currently totally involved with the organisation of the HERDSA conference in July. Local members and contacts are encouraged to take the opportunity to attend this international event.

**Victoria**

**Di Thompson**  
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Email: diana@deakin.edu.au

On the basis of our planning document, which was published in draft form for comment in the November 1996 HERDSA News, we have been seeking ways to communicate more effectively. One of our initiatives has been to develop Victoria's Web-site, which is now linked with that of HERDSA. We plan to update it after every meeting of the state executive - generally every second month. You can visit us at:

<http://sunsite.anu.edu.au/education/herdsa/vic/homepage.htm>

A second initiative has been to offer meritorious service awards which will recognise exceptional service to Higher Education in Victoria and beyond. Awards will be granted to an individual who has demonstrated leadership and excellence in higher education in the past five years. This could be in any or all of the areas of scholarship described by Boyer (1990): discovery, integration, application and teaching.

Each award will normally be given annually and determined by the HERDSA (Vic) executive in consultation with at least one external person. In 1997, it is anticipated that the award(s) will be given at the Annual State Branch Conference. If you know anyone who should be considered for such an award please contact Dr Tony Owens, HERDSA (Vic) Secretary by September 1, 1997 - email: jesse@rmit.edu.au - and a nomination form will be sent to you. Alternatively, use our Web-site.

Our Annual General Meeting will be on May 29. The guest speaker is Prof. Bernie Neville, Acting Dean of LaTrobe School of Graduate Education. His topic will be "Mythology of the crisis in higher education". We are planning two seminars. The first, "Teaching using the Web", in June is an on-line seminar in which participants will explore the pedagogical and logistical issues of using the web to teach. The second, "Assisting Non-Traditional Students Entering Postgraduate Research Degrees" will be held in October. Further details are available on the Web-site.

**Western Australia**

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Email: r.fuller@cowan.edu.au

Approximately 25 members attended the HERDSA dinner during the Western Australian Teaching and Learning Forum hosted this year by Murdoch University. The dinner was great, as was the conversation. There was no guest speaker, which was just as well because we did not need one as it turned out! The venue was magnificent.

By the way, the Teaching and Learning Forum is a yearly event, initiated by Curtin Uni in 1992 and hosted in turn by each of the WA universities. Academic staff discuss approaches to teaching assessment, supervision evaluation etc and have the opportunity to demonstrate their approach or highlight dilemmas they encountered or just present a paper as per usual. You "othersiders", "topenders", "Taswegians" and "Kiwis" ought to







consider coming over for it sometime. The next one is being hosted by UWA and is usually held in the first week of February. Owen Hicks would be your contact for further information.

We also met in April to hear from Dr Ron Oliver of Edith Cowan, who spent 6 months as visiting researcher at the National Institute of Multimedia Education in Chiba, Japan. Ron's impressions of what is going on over there, both professionally and socially, were somewhat mind-blowing. He virtually lived in a multifunction polis (remember that from a couple of years back??) and could 'play' with all of the most up to date hardware imaginable. The Japanese seem to be doing a lot at the moment with satellite technology.

We have a series of gatherings planned for the rest of the year and will keep members informed.

**Finally, a welcome to the newest branch, which stretches the boundaries of Australasia**

### Hong Kong

**Ken Stafford**  
**Professional Development & Quality Services**  
**City University of Hong Kong**  
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**Fax: +853 2788 8210**  
**Email: pdken@cityu.edu.hk**

Teaching, according to the Hong Kong University Grants Committee (UGC), has always been the major purpose of UGC-funded universities and colleges in Hong Kong. Over recent years, further support for this position has been forthcoming with the UGC making available to the various universities resources, additional to the main recurring block grants, to enhance the quality of teaching and learning in higher education. As a result, higher education teaching has benefited with university academics examining initiatives focussed on improving classroom performance and student learning.

Another outcome of this initiative has been the recognition of the need to support academics develop their teaching performance. This has led to the establishment of units focussing on such

development in all UGC funded institutions. At an early informal meeting of the heads of teaching development units it was recommended that, if possible, a branch of HERDSA be established in Hong Kong. The heads agreed that they would assist by acting as a planning groups and providing a donation from their individual operating budgets which, together with a start-up grant from HERDSA, would help defray initial costs.

There were already more than a dozen members of HERDSA in Hong Kong including John Jones, Brad Imrie, Mavis Kelly, David Kember and Ken Stafford - longtime stalwarts and supporters of HERDSA. Drawing on this pool of experience and goodwill, preparations were commenced to promote further the ideals and purposes of HERDSA and to provide another forum in East Asia at which the issues confronting higher education could be discussed. Amazingly enough, everything has gone according to plan and the Hong Kong branch of HERDSA is now a reality. The first chairperson will be Catherine Tang from HK Polytechnic University. A regular participant and contributor at HERDSA conferences, she is looking forward to the challenge of establishing the new branch as an effective forum for critical thought and action on higher education in the East Asian region.

A small interim committee has overseen initial preparation for the Branch and the first meeting, part formal part social, was held late May 1997. At this meeting, office bearers were installed and prospective members welcomed to share the benefits of membership. Dr John Jones - instrumental in the development of HERDSA in NZ - Tony Morrison, a current executive member of HERDSA, and Chris Knapper, a founding member of the Society for Teaching and Learning in Higher Education in Canada, were invited to speak on the contribution associations such as HERDSA can make to higher education and underscore the benefits of membership. There are plans for a wide range of future activities for members of HERDSA Hong Kong.

Finally, we hope a group from HERDSA Hong Kong will attend this year's annual conference in Adelaide where they can meet their colleagues.

## HERDSA Executive Notes

*Some items of interest from the last executive meeting:*

### SIGS and branches

- SIGs are encouraged to generate symposiums and strands of papers at the conference.
- The information kit for convenors is to be updated - it will contain details about branch and SIG operation and be distributed electronically and through notices in the newsletter. For example, a recently articulated policy is that where branches embark on a project involving financial risk, they advise and seek executive approval and support prior to the time. However where profits are obtained by a branch activity, profit sharing is not required, usually profits go back into own activities.
- As the most economical and efficient way of communication with numbers of people is electronically, PLEASE give your email address (via renewal notices, etc) to the HERDSA office who pass on details of HERDSA members to branch and SIG convenors.
- Branches and SIGs are encouraged to develop their own (linked) homepage. The office has details of the "Sunsite" which is freely available to HERDSA.
- One journal each year is to be a "special edition" and SIGs will be consulted for suggestions.

### HERDSA publications

- For a trial period, our English counterpart - SEDA - will republish some Green Guides so that they are economically available overseas.

### Other

- Tom Angelo is to be the next visiting scholar, in 1998.
- A reminder to all is that if your centre or unit is bringing an international visitor, please circulate the news, so that other groups/branches/ SIGs might have the opportunity of extending the visit.
- NZ members now send all membership renewals and publications orders to the Canberra office - with NZ money. The office has organised for the banking of NZ\$.
- Checklists on valuing teaching and learning - a working party was established to draft, in liaison with the Student Learning SIG, a learning checklist for staff, as well as to review and update the existing HERDSA teaching checklists.
- Given the acceptance of the new constitution, the executive adopted new by-laws which are now in effect. The AGM will have the opportunity to ratify them or make changes.



## Special Interest Groups

### Academic Developers

**Convenor: Graham Webb**  
Higher Education Development  
Centre (HEDC)  
University of Otago  
Dunedin, New Zealand  
Tel +64 - 3 - 479 8439  
Fax +64 - 3 - 479 8362  
Email: gwebb@gandalf.otago.ac.nz

Individually subscribe to listserver by sending an email message to:

[adsig@stonebow.otago.ac.nz](mailto:adsig@stonebow.otago.ac.nz)

Leave the subject: line blank, and in the body of the message put:

subscribe yourfirstname  
yourlastname

### Curriculum Development

**Convenor: Margaret Kiley**  
Advisory Centre for University  
Education  
University of Adelaide  
Ph +61 8 8303 3130  
Fax +61 8 8303 3553  
Email: mkiley@acue.adelaide.edu.au

Currently new members names are added by the SIG convenor to an email list.

Activities of this group are:

**APRIL:** Redevelopment of the curriculum bibliography located on:

[http://www.etu.adelaide.edu.au/ACUE/A\\_CUE/special/curric\\_info.html](http://www.etu.adelaide.edu.au/ACUE/A_CUE/special/curric_info.html)

**MAY:** Discussion on "Curriculum issues and open access"

**JUNE:** Preparatory discussion for the conference

During June we will spend time determining topics and ways of organising a face-to-face session of both the SIG as well as possible curriculum workshops at the HERDSA Conference. If you are thinking of presenting a paper or running a workshop on curriculum at HERDSA, you might like to try out ideas with member of the SIG in advance!

**JULY:** HERDSA conference with a SIG meeting

It is anticipated that here we will discuss issues raised during the June discussion and decide who will take over the SIG and how it will operate. In addition, members will have the opportunity to attend curriculum related workshops, particularly as we know about them well in advance through our June discussion.

HEPROC has a course development forum now. The topics for discussion include aspects of developing courses of study, such as degree programs. Specific sub-topics include curriculum development, degree requirements, liaising with administration and accreditation, and even defining what should constitute a course if it addresses an emerging field of study. Visit the Web site:

<http://heproc.org/>

or send "subscribe hepcd Your Name" to <[listserv@heproc.org](mailto:listserv@heproc.org)>.

### Language & Learning

**Convenor: Anita van der Wal**  
Learning Skills Unit  
University of Newcastle  
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Fax +61 - 49 - 21 6994  
Email: [alaev@cc.newcastle.edu.au](mailto:alaev@cc.newcastle.edu.au)

This on-line seminar is designed to allow participants to visit and critique a number of Web teaching sites and to utilise threaded discussions to share views of the sites. It will raise issues about the effects of the medium upon teaching and upon the roles of the teachers. On-line discussion will be structured to allow exchange of participant and presenter views.

The on-line seminar will take place during the week beginning 16 June. Participants will be contacted via a mediated distribution list and can expect to spend three hours on the activity or more if they wish. The facilitators are

You subscribe individually to the Unilearn listserver by sending an email message to:

[localist@uws.edu.au](mailto:localist@uws.edu.au)

leave the subject: line blank and in the body of the message put:

subscribe UNILEARN yourfirstname  
yourlastname

### Student Learning

**Convenor: Gillian Boulton-Lewis**  
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Technology  
Tel +61 - 7 - 864 3118  
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Subscribe to listserver by sending an email message to:

[mailserv@qut.edu.au](mailto:mailserv@qut.edu.au)

leave the subject: line blank, and in the body of the message put:

subscribe HERDSIG your email address

### Higher Education Leadership & Management

**Convenor: Margot Pearson**  
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Australian National University  
Tel +61- 6 - 249 3840  
Fax +61 - 6 - 249 4023  
Email: [margot.pearson@anu.edu.au](mailto:margot.pearson@anu.edu.au)

Subscribe to listserver by sending an email message to:

[listproc@listproc.anu.edu.au](mailto:listproc@listproc.anu.edu.au)

leave the subject: line blank, and in the body of the message put:

subscribe siglead @listproc.anu.edu.au  
yourfirstname yourlastname

## HERDSA Victoria Branch Seminar

### Learning About Learning On-line

While teaching via the web is not appropriate for every subject or every academic, there are both pedagogical and logistical reasons for using this medium to teach in some circumstances. As academics continue to explore the use of the web for teaching purposes it is increasingly apparent that there is a lot to learn about the potential of the medium and its influence on teaching/learning transactions.

three members of the RMIT Flexible Learning Environment Unit: Lin Padgham, Peter Jamieson and Peter Ling.

### To Register:

Contact BJ Hamilton -  
Course Coordinator: BSc (Environmental Science)

Australian Catholic University  
PO Box 650, Ballarat, Vic. 3353  
Australia

Email: [B.Hamilton@aquinas.acu.edu.au](mailto:B.Hamilton@aquinas.acu.edu.au)

Tel +61 - 3 - 5337 3175

Fax +61 - 3 - 5337 3110

Cost \$5 for HERDSA members, \$8 for non members.



## Research in Progress

### Project Title:

Cooperative Learning in Zoology

### Researcher:

Dr Sue Jones

### Funding Body:

University of Tasmania Teaching  
Development Grant

Cooperative learning and opportunities for self-directed learning can encourage students to become more active learners, yet traditional science teaching patterns do not such often provide such learning experiences; especially at first year level, teaching patterns in science tend to be highly didactic and students lack autonomy in learning. This project is based on the hypothesis that allowing learners increased self-direction will lead to significant gains in learning outcomes in the form of improved learning strategies (Candy et al 1994).

I have introduced two opportunities for group learning into my unit. First, students are invited to attend lunchtime Study Group sessions, which provide both a point of social contact and the opportunity for the stimulation of deep learning through discussion of open-ended questions. Second, the students undertake a group project as part of their practical course. Attitudes to learning will be assessed at the beginning and end of the Study Group program and the results compared with those of a randomly selected group of non-attendees. For the group project, grades obtained for this component will be compared with those obtained when similar material was

covered in traditional lab. classes, in which students worked independently.

### Key words:

Self-directed learning, cooperative learning, project work

### Name and address for correspondence:

Dr S. M. Jones, Dept of Zoology,  
University of Tasmania, GPO Box 252C -  
05, Hobart, TAS 7001. Email:  
[S.M.Jones@zoo.utas.edu.au](mailto:S.M.Jones@zoo.utas.edu.au)

### Project title:

Early intervention as a strategy to improve learning outcomes in students of Introduction to Chemistry: A project initiated in 1996.

### Researchers:

Dr. P. Zeegers, Academic Adviser  
(Science), Dr. L. Martin, Lecturer in  
Chemistry

### Funding:

Office of the Vice-Chancellor, DEETYA,  
CUTSD.

If more is known about the approach to learning taken by our students then strategies can be developed to assist students to become more active and informed participants in the learning process. It has been documented that better metacognitive skills and early intervention can improve the student's approach to learning. The aim of the present study is to learn more about student learning in Chemistry, to enable students to become more informed about their own learning so that this will be of benefit to them in areas of study beyond Chemistry.

Introduction to Chemistry is a service course and draws students from other faculties and has a high percentage of mature entry and special entry students as well as many other students ill prepared for the study of science.

During 1996 all commencing students of Introduction to Chemistry were evaluated as to their preferred style of learning using the Study Process Questionnaire (SPQ) established by Biggs in 1987. In collaboration with weekly test results, the findings were used to identify students considered "at risk" as they displayed learning styles which may not be appropriate for the study of science at a tertiary level. These students were offered additional tutorial sessions designed to develop their learning styles, not necessarily to teach them more chemistry. The materials used however were based directly on current course materials. The performance of students in terms of test results and final examinations was monitored during the course of the year. The results for the 1996 cohort were very encouraging and the project is continuing in 1997.

### Correspondence:

Dr. Peter Zeegers, University Study Skills  
Centre, Flinders University, PO BOX  
2100, Adelaide 5001. E-mail:  
[chpjz@cc.flinders.edu.au](mailto:chpjz@cc.flinders.edu.au)

If you want to know what other HERDSA members are researching OR if you are doing research which other members should know about, you are invited to send information, in the above format, about your research to:

[coral.watson@anu.edu.au](mailto:coral.watson@anu.edu.au)

## Adult Learners Week 1 - 7 September 1997

### Celebrating A Learning Society

"Despite many thousands of Australians providing learning services, and over three million people undertaking an adult learning course every year, adult learning is still taken for granted," writes Jonathan Millar, national coordinator of Adult Learners Week (ALW).

Preparations for Adult Learners Week 1997 are well under way. ALW celebrates both, the tremendous achievements of adult learning providers in their efforts to help adult Australians gain access to the skills and knowledge they need, and the excellent work of adult learners themselves whose increased knowledge and skills benefit themselves, their community and very often the society as a whole.

Across the nation we are encouraging adult learners and organisations that

provide learning services to join with us to celebrate learning and highlight its importance to our community by getting involved in local adult learners week activities. For information on how to get involved in Adult Learners Week, contact Jonathan Millar on

Tel (06) 251 7933. Fax (06) 251 7935,  
Email [aaace@netinfo.com.au](mailto:aaace@netinfo.com.au)

or look us up on the ALW homepage:  
<http://sunsite.anu.edu.au/community/aaace/alw/alw.htm>



## Conferences

### 6th Australasian Higher Education Staff Developers Forum (AHED)

*Theme:* New Millenium Four Winds AHED of Change  
*Place:* Adelaide  
*Date:* 6 - 8 July 1997  
*Information:* Registration forms are available from ACTS (the same conference secretariat as for the HERDSA Conference), Phone: +61 - 6 - 257-3256.

### 24th Annual HERDSA Conference

*Theme:* Advancing International Perspectives  
*Place:* Adelaide  
*Date:* 8 - 11 July 1997  
*Information:* ACTS, GPO Box 2200, Canberra 2601, Australia  
Tel. +61 - 6 - 2573299. Fax +61 - 6 - 257 3256  
WWW: <http://www.roma.unisa.edu.au/herdsa97>

### 22nd International Conference in Improving University Teaching

*Theme:* Technology in Learning and Teaching  
*Place:* Rio de Janeiro, Brazil  
*Date:* 21 - 24 July 1997  
*Information:* Improving University Teaching, University of Maryland University College, 2252 Student and Faculty Services Centre, University Boulevard at Adelphi Rd, College Park, Maryland 20742-1659, USA.

Fax: 301 - 085 - 7226; Email: [iut@umuc.umd.edu](mailto:iut@umuc.umd.edu)  
WWW: <http://www.umuc.edu/iut>

### The Postgraduate Experience 1997

*Theme:* Approach, Access and Management  
*Place:* Capetown, South Africa  
*Date:* 4 - 5 December 1997  
*Information:* Deborah McTeer, Postgraduate Conference Division, UCT Medical School, Observatory 7925.

Tel: 021 - 448 6348; Fax: 021 - 448 6263  
Email: [deborah@medicine.uct.ac.za](mailto:deborah@medicine.uct.ac.za)

### Open and Distance Learning Association of Australasia (ODLAA)

in association with the Australasian Association of Distance Education Schools (AADES)

*Theme:* Open, Flexible and Distance Learning: Education and Training in the 21st Century  
*Place:* University of Tasmania, Launceston  
*Date:* 29 September - 3 October, 1997  
*Information:* Conference Design P O Box 342, Sandy Bay 7006, Australia

Tel: +61 - 3 - 62 243773 Fax: +61 - 3 - 62 243774  
email: [conf.design.hba@trump.net.au](mailto:conf.design.hba@trump.net.au)  
WWW: <http://www.comm.utas.edu.au/Notices/odlaa.htm>

### Society for Research into Higher Education: Beyond the first Degree

*Themes:* Life-long Learning; Graduate Employment; Postgraduate Education  
*Place:* University of Warwick, United Kingdom  
*Date:* 16 - 18 December 1997  
*Information:* SRHE '97 Conference Secretariat, In Conference Ltd,  
The Stables, 10b Broughton Street Lane, Edinburgh, EH1 3LY, Scotland  
Tel: +44 - 131 - 556 9245, Fax: +44 - 131 - 556 9638  
Email: [100256.1750@compuserve.com](mailto:100256.1750@compuserve.com)  
SRHE's Website is: <http://www.srhe.ac.uk/srhe/>

### Adult Learning Cultures: Challenges and Choices

*Theme:* Adult Learning Cultures: Challenges and Choices  
*Place:* Wellington Polytechnic, New Zealand  
*Date:* 3 - 5 February 1998  
*Information:* The conference is sponsored by the Polytechnic's Educational Development Department.  
Conference Convenor: Anne Wicks, P O Box 48139, Silverstream, Upper Hutt, New Zealand  
Phone/Fax: +64 - 4 - 527 9380  
Email: [awicks@netlinl.co.nz](mailto:awicks@netlinl.co.nz)  
Wellington Polytechnic's Website is: <http://www.wnp.ac.nz>

### Learning Together - Collaboration in Open Learning. A Regional Forum

*Themes:* Adapting learning to local cultures and regional needs; International, inter-institutional and inter-sectoral cooperation; Alternative modes of delivery to ensure equity and quality; Technology and resource-based learning; Adapting business approaches to educational delivery.  
*Place:* Curtin University of Technology, Perth, Australia  
*Date:* 20-22 April 1998  
*Information:* Up to date information is available on the World Wide Web at the John Curtin Centre  
Home page: <http://www.curtin.edu.au/curtin/centre/jc/>