From the New President– Shelda Debowski

Contents

My recent election as President of HERDSA is a great honour. I am deeply conscious of the importance of the role and the legacy offered by past presidents. During my two year term as President, my goal is to promote the role of HERDSA both nationally and internationally, and to further new developments the Society has initiated.

While I have interacted with many of our members at HERDSA conferences, I am aware that there are many others I have not yet met. A small overview of my background may therefore be helpful. I hold several degrees in education, a PhD in learning and development, and professional qualifications in librarianship and psychology. I commenced my working life as a teacher librarian, and was then recruited to lecture in Library and Information Science at Edith Cowan University. I spent some years working in that area, and gained extensive experience in curriculum development, teaching across a number of learning modes, working with professional associations and facilitating ongoing practitioner development. In 1998 I moved to Murdoch University to the Business School, where I lectured in learning and development, worked with industry on leadership development and taught in China in an MBA program. I also provided research leadership for the school and faculty. I moved to the University of Western Australia in 2003 as the Director of Organisational and Staff Development. This role initially encompassed oversight of teaching and learning along with other areas

of university development. Thus, my qualifications and experience provide a sound foundation for the role of HERDSA President. It also will be informed by the knowledge and multiple perspectives I have acquired through my extensive experience in undertaking and supporting teaching, research, and service across different academic communities.

Having been an active member of HERDSA for some time, and a great admirer of the work that HERDSA does I am especially proud to undertake the role of President. As a member of the Executive for the last two years, I have enjoyed contributing to the maturation of some major new initiatives. The Executive draws together many passionate advocates from Australia and New Zealand. Despite meeting only once a year, they have devoted considerable effort toward their portfolios. We are particularly fortunate this year in that there is strong continuity across the Executive along with some new and very talented members. This has allowed considerable strengthening of the various initiatives which are underway. At our recent planning meeting we confirmed our priorities for 2005/6 as being:

From the Editor

This issue is mainly about the annual conference held in Sydney from 3–6 July. As a result of registration at the conference many delegates became members of the Society and so will be receiving their first copies of *HERDSA News*. I would like to welcome you with the hope that you will find membership very valuable professionally.

The conference was attended by 450 delegates, which was a record. The Institute for Teaching and Learning at Sydney University sponsored an award for the most creative presentation at the conference. This was a new and very welcome initiative, which will be offered again at the 2006 conference. I invited the winners to write about how they had prepared and executed their presentation. I believe the article "Art in communicating knowledge: Developing creative conference presentations" by Mary Simpson and Dorothy Spiller should be compulsory reading for all would be conference presenters. It is a great read.

The number of academics completing HERDSA Fellowships continues to grow. Four more Fellowships were awarded at the conference by Professor John Hay. Thirty-one more people are currently preparing their portfolios. The pilot Professional Development Programme, which is an essential follow up to the Fellowship Scheme, was also launched at the conference.

One exciting spin off from the conference was an online post conference discussion, which developed ideas from the workshop "New Technologies: Transforming the academy", resulting in the article "Online conversations about the digital divide" in this issue. Peter Donnan and his colleagues worked very hard to produce the article. They discovered the difficulties of bringing together six different perspectives but were well pleased with their efforts.

The paper on metaknowledge by Bob Barbour from Unitec in Auckland is much longer than usual for *HERDSA News*. I heard Bob's presentation at the conference and thought it was an important topic that deserved a wider hearing. I encourage HERDSA members to take up the challenge issued in the final paragraph.

Now that Shelda Debowski has become President she has handed over the writing of the regular Higher Education Policy Column solely to Sharon Parry. Unfortunately sickness prevented Sharon from writing the column for this issue. I look forward to the Sharon's next contribution.

Ernest Roe, a former president of HERDSA and a Life member, kindly pointed out to me that the first Green Guide was not Supervising Postgraduate Students by Ingrid Moses as I had stated in my article on the History of HERDSA. It was in fact Reviewing Departments by Ernest Roe and Rod McDonald. My apologies for the lapse of memory. Incidentally Ingrid's guide has been revised and reframed by Peggy Nightingale as Advising PhD Students— see insert in this issue, which also has details of a another new guide by Maureen Bell "Peer Observation Partnerships in Higher Education."

Roger Landbeck

Check out the HERDSA website

www.herdsa.org.au

To access the members section click on Members then

User ID: Insert your Last Name

Password: Insert your membership number–see postal wrapper that came with the News

From the New President—Shelda Debowski cont ...

Strengthening and Furthering the HERDSA Fellowship Scheme

The Fellowship scheme now has been awarded to seventeen candidates with a further thirty-one applicants in process. We have had many new expressions of interest—which is very pleasing. The Executive regards the scheme as being particularly critical to HERDSA's long-term reputation, and is focusing on its further development this year. Some of the areas we wish to enhance include:

- The introduction of a new parallel stream for those who are working in policy or leadership roles;
- Further definition of criteria and standards to guide candidates and peer reviewers;
- Ongoing professional development for Fellows; and
- Training for HERDSA mentors.

We also will be promoting the Fellowship scheme to Vice Chancellors as significant evidence of teaching and learning excellence. Members are strongly encouraged to consider undertaking the HERDSA Fellowship Scheme process. This is an excellent mechanism to both reflect on outcomes and gain external recognition for excellence in teaching.

Carrick Institute of Learning and Teaching in Higher Education

Our second priority for this year is the establishment of a strong relationship with the new Carrick Institute—a significant Australian initiative. The initial interactions have been very heartening, and we believe this will be an important means of promoting teaching and learning in our Australian community. HERDSA has submitted a proposal for funding through the *Institutional Leadership for Excellence in Learning and Teaching in Higher Education* funding, and is also assisting the Institute with its discipline-based teaching strategy.

The Executive will also continue to focus on building stronger collaborations and interactions with senior policy makers, government bodies and international societies.

HERDSA Community

A third focus for this year will be our ongoing efforts to build the HERDSA community. HERDSA has been strongly consolidated over the last two years. We now have over 1200 members (including over 200 new members welcomed last month.) This creates strong potential for building some very powerful networks across our membership. There are several pockets of very strong activity across Australasia—often in more far-flung areas, such as Western Australia and New Zealand. Members in highly active communities are kept current with new ideas and enjoy the opportunity to explore issues with their colleagues. Support for new higher education members and collaborative work is also more readily encouraged. Unfortunately, many of our members lack access to this form of camaraderie. We would love to see a stronger growth in local community activity. As an easy starting point, a post-conference recap can be readily organised. This is simply arranged by inviting any local HERDSA conference participants to share their papers again with their local colleagues. This model has been successfully applied in several locations for a number of years now.

The Executive will be seeking stronger linkages with university development units to enable sponsorship of such events. We also hope to increase our reach into Asia to establish some nodes. The very successful Miri conference was a terrific start and we need to encourage those emerging communities. We recognise, however, that attempts to build stronger communities will only be successful if they are given full support by their local members. An active and vigorous local presence is dependent on those who live there ... Why not organise a post-conference event in your area to get the ball rolling?

Continuation of the Existing HERDSA Services

Our fourth priority relates to the ongoing strengthening of the existing HERDSA services. The website is being developed further, and we have recently released two new *HERDSA Guides* with others to follow. Planning for the 2006 conference is well underway, and our journal goes from strength to strength. In addition, services like *HERDSA News* and *Digest* are very important ways of keeping our membership up-to-date with new issues and initiatives.

I would like to pay tribute to our retiring Past President: Professor John Dearn has achieved much in consolidating HERDSA's position in the international and national community. Despite a very arduous and demanding university executive role, he has provided gracious and clear-sighted guidance of HERDSA over the last two years. This was particularly challenging in 2003, when many of us were new executive members. We are pleased that he will remain part of the Executive as Past President. The Society is very fortunate in its support from a vast number of volunteers. While there are many I could name, Jennifer Ungaro, the Society's Administration Manager, and Roger Landbeck, our *HERDSA News* and *Digest* editor, are quiet dedicated achievers who have strongly supported the Executive through its redevelopment.

It is an exciting time for HERDSA —we look forward to progressing these and other initiatives to enhance higher education research and development. Above all, however, please don't forget that an Executive needs to be fully connected to its wider membership base. Ideas and feedback are always welcome, and may be forwarded to Shelda.Debowski@uwa.edu.au. I look forward to hearing your thoughts and suggestions.

New Executive Members 2005–2007

Geoffrey Crisp

Geoffrey Crisp is Director at the Centre for Learning and Professional Development at the University of Adelaide. He has a teaching and research background in Chemistry and in 2003 was awarded the RACI, South Australian Branch Stranks medal for outstanding achievement in the field of Chemical Education. He has a professional and passionate interest in student learning and staff teaching in higher education. He believes that professional organisations like HERDSA should continue to uphold the highest standards of scholarship and promote an evidence-based approach to learning and teaching.

Matin Hayden

Professor Martin Hayden has wide-ranging experience in the field of higher education. His teaching areas include higher education policy and management, the sociology of education, and research design and methods. His current research interests include student finances and university governance. He has had significant management responsibilities within higher education, having been the Chair of Academic Board, the Director of Teaching and Learning, and the Head of School of Education at Southern Cross University. He has acted as a consultant to a wide range of educational bodies including UNESCO, the Commonwealth Department of Education, various statutory bodies in Australia and numerous Australian universities. He has published widely across a range of topics in higher education policy and practice. A recent publication (with Michael Long) is *Paying their way*, the report of a survey of student finances in Australia that was commissioned by the AVCC.

Margaret Hicks

Margaret Hicks has worked in higher education for the last fifteen years and has had roles in learning advising and academic development. She currently holds the position of Co-ordinator: Teaching and Learning Services in the Flexible Learning Centre at the University of South Australia. In this role she has responsibility for the leadership and management of professional developers, learning advisers and online advisers. She also coordinates the University's introduction to teaching program, Teaching @ UniSA. Margaret's research interests are in academic development and she is currently completing doctoral work in this area.

Judyth Sachs

Judyth Sachs is currently Acting Pro-Vice Chancellor (Teaching and Learning) at the University of Sydney, a position that she has held since June 2004. Prior to this she was chair of the Academic Board from 2001–June 2004 and Chair of the Teaching and Learning Committee from 1999–2003. She worked at the University of Queensland and Griffith University before moving to Sydney in 1996 as Professor of Education. She was President of the Australian Association for Research in Education in 1997 and convened the AARE conference at the University of Sydney in 2000. Her current research interests lie in the fields of Academic Governance, Women in higher education and education policy. Her most recent publications include: *The Activist Teaching Profession* (2003 Open Univ Press); *The International Handbook on Continuing Professional Development* (Edited with Chris Day, 2004 Open Univ Press); and *Performing and reforming: Gender, education restructuring and organisational change* (with Jill Blackmore (forthcoming), New York: State University of New York Press).

Her time as president of AARE has given her insight and experience of the complexities facing professional associations. Her experience as a senior manager at the University of Sydney gives her first hand experience of the challenges facing higher education.

Gail Wilson

Gail Wilson is an academic developer at the University of Western Sydney. Her work interests are academic career development, working within discipline groups on curriculum renewal projects, and contributing to the shaping of professional development that is integrated across the university. She has an active role in the university in the area of teaching portfolios, and programs for new university teachers, including developing resources to support staff learning in these areas. Her doctoral research, nearing completion, focuses on academics' use of information and communication technologies in "blende" learning contexts, and the provision of professional development for academic staff for teaching and learning in the online environment. Her career spans teaching in higher education, adult and vocational education institutions, and management roles in the public and private sectors, including higher education.

HERDSA CONFERENCE 2005
"Higher Education in a Changing World"

The 2005 Conference held at the University of Sydney from 3-6 July was the biggest ever with 450 delegates and, as befits the 2000 Olympics city, was the best yet! In addition to the great variety of papers there were exciting workshops, interesting activity sessions and discussion groups. For those unable to attend, the papers are available at www.herdsa.org.au/2005. It is possible to use Google to search by subject e.g. Assessment.

There were several prizes awarded at the conference and the winners were invited to write short articles for this edition of *HERDSA News*. In addition four new HERDSA Fellowships were awarded and three new Life Members of the Society honoured at the conference dinner. The Awards were as follows:

- The Taylor & Francis Prize for the best paper by a New Researcher was awarded to Susan Rice from the University of Sydney;
- The Edith Cowan University Prize for the best paper on Authentic Learning was awarded to Louise Sutherland, Gerard Marcus and Andrew Jessup from the University of Sydney; and
- The Institute for Learning and Teaching (Sydney University) Creative Presentation Award was won by Mary Simpson and Dorothy Spiller from the University of Waikato.
  This award was a new innovation at the conference. At each presentation the Chairperson and three randomly selected delegates rated the presentation on three criteria and were invited to add written comments. It is expected

that the prize will be offered again at the 2006 conference.
- Travel Grants for Postgraduate Students of $500 were awarded to Baakile Motshegwa and Santosh Kumar Madugula

The four new HERDSA Fellows are:
1. Professor Peter Spiller, University of Waikato, New Zealand;
2. Associate Professor Larry Smith, University of New England, Australia;
3. Associate Professor Susan Donoghue, University of Hong Kong; and
4. Dr Gillian Hallam, Queensland University of Technology, Australia

The three new Life Members are:
1. Professor David Boud;
2. Mr Roger Landbeck; and
3. Associate Professor Mike Prosser

Impressions of the Conference

Editors Note. I asked two delegates who were attending their first HERDSA Conference, to write some personal reflections on their experiences. Sue Clegg comes from the UK and Diane Quinn from South Australia.

Sue Clegg

Attendance for the first time at a Conference is always interesting in terms of the "feel" of the thing. I've been to conferences in the past that turned out to have been a category mistake on my part. The funniest was in the dizzy days of the early 80s trooping onto the "Sexual Difference" minibus and inspecting my fellow delegates to discover that the conference was full of Lacanians and that my humble sociological brain, while understanding the words individually, could not make sense of

90% what was being said. HERDSA didn't involve a minibus rite of passage and the only labelling involved was the name badge indicating that this was the first time I'd been to HERDSA and being invited to talk to those around me. I rapidly discovered that the Conference had its own special *joie de vivre* as well as immense intellectual delights.

I was heartened by the openness of debate—between sessions (the Brits could be spotted craving the sun) as well as following the papers—and for the diversity of views. More than most conferences it made me want to question some of my assumptions and review my practice. I've been beavering away at supervisor development programmes since the early 1990s and am now increasingly more anxious about the ways they are being tied to quality assurance agenda. The approaches outlined at

the HERDSA session on supervision have stimulated me to think again and perhaps more importantly to realise that I've been evolving a theory of our practice which differs quite markedly from some of my earlier formulations in print (which are mercifully now out of date). I recognised some of the dilemmas the presenters raised and was cheered by the creativity of the responses. So I will revisit my practice, continue to pester colleagues with my rambling thoughts, and try to write (at least for my own purposes) about what I think are some important issues regarding the sorts of knowledge produced in Doctoral level study and the implications this has for the ways in which supervisors collaborate with, and support Doctoral researchers.

As well as practice reflections I also came away a head buzzing with new ideas and paradigms. The

CAD collective session inspired a level of concentration that Mihaly Csikszentmihalyi describes as "flow"; that wonderful state of happiness associated with being entirely involved in a situation. The inner dialogue has continued in my head, including about difference and reflections on the auto/biographical experiences which draw scholars to different frames of reference. I want to continue to explore these differences and commonalities with the presenters. The session created the space for a shift in perpective that allows one to enage in the sort of mental auto-critique that I hope will feed into my ongoing work.

My final reflections, I guess, are to do with the diversity of participants—I'm not sure that in the UK we have a forum that enagages developers, researchers, and policy makers in quite that way. This may be, however, a rosy view that means that other people's patches always look better than one's own—partly, no doubt, because one is transported from one's own. I gather the other way around our patch looks rosy to Australian collegeaues in terms of the extra money flowing into teaching and learning projects. However, I would have to say in all objectivity that the quality of your wine, and food is much better than most UK conferences and the dancing—well what can I say!

Sue Clegg is Professor of Educational Research and Head of Research and Evaluation in the Learning and Teaching Institute at Sheffield Hallam University. Her recent publications include critical analyses of Personal Development Planning, and of approaches to systematic review and "evidence-based" practice. She is Editor Designate for Teaching in Higher Education.
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Diane Quinn

During July 3–6, I went to the University of Sydney, Sydney, for the Higher Education Research and Development Society of Australasia HERDSA 2005 conference, *Higher education in a changing world*. These are my reflections of that experience. I must confess that I am reasonably new to the area of education and professional development, after

teaching for over a decade in the area of undergraduate and postgraduate medical science. Another confession —my main reason for going to HERDSA in 2005 was that it was part of my performance plan with my University!

I logged on to the conference web site well before the conference and was rather please to find my abstracts (one on group work and one on CaptureCAM-Pro) and many other papers from the conference already available online (what a bonus!). This was quickly replaced with a slight fear as the magnitude of the conference became clear—13 sessions were scheduled concurrently in the program—and so many were only for 20 minutes! When the pre-conference discussion board opened, I took the opportunity to introduce myself and my concerns—which is how I ended up having the task of writing my reflections of the conference for *HERDSA News*.

As my experience with reflective writing is limited, and my next area of research is in the development of online journals, it seemed appropriate for me to take on the task. The request was to try to reflect on the experience of the first-time HERDSA participant. HERDSA, as I understand it, is undergoing a sort of renaissance, with a marked increase in numbers of people electing to come to the 2005 conference and become members (hard to avoid). I think this increase is a result of the scholarly teaching push within Australian Universities which has urged people to open the classroom door and go public with their teaching and learning. So, perhaps the reason for these reflections is that, as increasing numbers of cross-discipline folk enter the fray so to speak, how did HERDSA go at supporting these "newbies"?

Well I think the organising committee did a fabulous job in making sure the social side of the conference was as welcoming as possible for first-timers. I think it started with Tai's post on the pre-conference discussion board about love. Then there was the colour-coded name tag necklaces, great coffee, friendly and helpful students serving, evening activities for special interest groups and a fabulous dinner. Even

scheduling the welcome function after a keynote and showcases, meant that we all had something to talk about as we nibbled and enjoyed the splendour of the music and surroundings of the Great Hall! Even the final gesture of the swapping of name tags with someone nearby meant that HERDSA learning might even continue beyond the conference (so if you haven't already, go into your conference bag, and find that name tag, send a quick e-mail to that person and see what happens).

When I tried to think back on what my recollections were on the sessions that I went to, I was a little disappointed with my memory performance. I remembered my presentations and what people said about them, and then, with more mental strain, I was able to remember a 3-way sword fight, a twister game, a sketching lesson and something about a head massage for better brain function. I can remember being really impressed with Graham Gibbs presentation and, thanks to a colleague with a more absorbent mind that mine, I have his quote "quick and dirty is better than slow and perfect" in regards to feedback, to perpetuate within my work circles. I can also remember going to one really bad session. That's not much from the smorgasbord of sessions provided— so what happened?

Perhaps it is foolish to think that a conference is a place for deep learning—it's just too intense. Conferences are really about building relationships. There were several key relationships that I developed during my time at HERDSA. The first was with the group of people from my University who also went to the conference. Being a multi-campus University, we have only limited amounts of social time together, so it was good to get to know these co-workers a little bit better.

I would also like to mention how important it was to me to see Catherine McLoughlin at my presentation. I have read several of her papers and have found them strongly aligned to my own thinking. So much so that I took time out in December last year to see her during a fleeting visit to Canberra to get some guidance about publishing in the higher education literature. Her few words of encouragement over

coffee (and my blithering effort to reply) meant a lot to me. I am sure others had the opportunity to meet, in person, people who they have admired in print.

I also had the opportunity to meet other HERDSA people informally over meals at the conference, in-between sessions, in the computer room, at the hotel and walking to and from the conference venue. These conversations I can recount (reasonably) clearly. Funny how memories work (or at least mine).

So when does the deep learning occur? I suppose its now—as the hurly-burly of returning to work settles—its time to pull out the proceedings and select some papers for a closer read, making connections from them to what it is that I need to do. The papers all have contact details for the authors and I feel that I understand enough about HERDSA participants that, if I needed to, I could contact these people for scholarly discussions about those topics.

I do look forward to my next visit to HERDSA where, now I know what to expect from the conference, I can be a bit more strategic in my preparation.

Diana Quinn is a senior lecturer at the University of South Australia providing professional development for academic staff. Diana's background is in medical science

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Prizes and Awards @ HERDSA 2005

Taylor and Francis Prize for the Best Paper by a New Researcher

Teaching and Learning about early design sketching in architectural education – towards a phenomenographic viewpoint

The purpose of the award is to foster original research by encouraging new and less experienced researchers. A prize of $1000 will be awarded to the paper written by a new researcher or new researchers, which, in the opinion of a panel of experts, makes a significant contribution to research in the field of tertiary education.

For the purposes of this award, a new researcher is someone who has not previously published in the tertiary education literature. Student researchers are particularly encouraged to apply. (From "Background Information to the Award").

The winner for 2005 was Ms Susan Rice a lecturer in the Faculty of Architecture and a PhD student in the field of Architectural Education.

Sue is a practicing architect, a design teacher and lecturer in communications for 20+ years, and is currently undertaking a PhD investigating the role that early design sketching, a fundamental tool of creative design thinking for architects, can have in architectural education. Her paper outlines an investigation from a phenomenographic viewpoint, which identifies the qualitatively

different ways students approach using sketching as a tool of designing with a view to understanding what it is in particular about the use of sketching which would be beneficial for students to learn, if they are to develop a strong and effective design process.

There is an interesting twist to this investigation in so far as an important outcome of the teaching/learning design studio is for each student to develop their own characteristic way of working through the design process, in a sense learning to think in an architectural way. In order to help students to develop this ability, teachers and students need to be able to access how a student progresses their thinking through a design project. Experience has shown that sketching presents an appropriate means through which the student can offer their teacher a window into their design thinking. So in effect what the students are needing to learn about also becomes the means through which they are able to learn.

The judges noted that while Sue's paper reported research that was still at an early stage, the research and argument was innovative and exciting, and of all the applications received

it showed the greatest potential for a creative and original contribution from a new researcher in the field.

Sue wrote this short comment for *HERDSA News*:

"I would like to take this opportunity to thank Taylor and Francis and HERDSA for this award and to say that as a person new to research the award's intention of offering encouragement is very much appreciated.

'Higher education in a changing world 2005' has been the first HERDSA conference I have attended. To realise that there is such an extensive community of clear sighted, highly experienced and focussed people from far ranging backgrounds suggests that the future of higher education is in fine hands. For me, to take a new and slightly unsure place within this community offers much needed support, a forum to exchange and to test out ideas and a source for emerging friendships. Importantly I have come away with perhaps many more questions having been raised than answered, always a good outcome. I look forward to growing-up my place within this community. Thanks HERDSA. Sue Rice"

The Edith Cowan University Prize for the Best Paper in Authentic Learning

Developing Authentic Tasks for Preservice Professionals

By Louise Sutherland, Gerard Marcus and Andrew Jessup

Many students enrolling in professional courses such as Medicine, Dentistry, Nursing, Veterinary Science, Teaching and Social Work enter their respective programs expecting to and wanting to be involved in their future workplaces. One of the challenges for these Faculties, is to provide ways of engaging students with the underlying theoretical knowledge before they participate in the professional practice aspects of their courses. Strategies such as problem-based learning and case-based learning are two teaching methodologies often used to engage these students.

For the last nine years, The Master of Teaching, at the University of Sydney has used a case-based approach to preservice teacher education. While this approach assists the majority of students to relate the theoretical issues to the future work, some students found it difficult to relate the theoretical issues in these cases to the daily demands of teaching. Advances in the internet and computer technology and the restructuring of the Master of Teaching program, provided the stimulus to further enrich the learning of the preservice teachers enrolled in one of the compulsory units of study in this program. The paper, *From face-to-face to blended learning: Issues and challenges in redesigning a professional course* presented at the recent HERDSA conference discusses the redevelopment of this unit. In this redevelopment an online component, facilitated by teachers working in schools, provided multiple opportunities for preservice teachers to engage with their future professional colleagues.

A sociocultural learning theory provided the theoretical basis for development of the authentic tasks in this unit. In the online component, virtual seminar groups were created so that the preservice and current teachers had multiple opportunities to discuss the concepts and issues presented in the course. In these discussions the teachers were able to share their insights about how these concepts and issues impacted on and were resolved in their daily work as professionals. Secondly, to enhance the authenticity of the case studies new support and stimulus materials were developed. All case studies were set in one of two virtual schools, a primary and a secondary school. The presentation of the case studies mimicked the variety of information sources and challenges faced by teachers in their daily work. Finally, the tasks the students completed were changed. In their analysis of the case studies the students were expected to take on the roles of senior members of staff in the virtual school, developing and planning new programs, policies and procedures. Engagement in these activities placed preservice teachers on an *Inward Trajectory* into their future community of practice, assisting them to become more familiar with the knowledge structures and routines and develop some of repertoire of language, and understanding of the knowledge and skills of teachers.

The expertise and skills of the multi-disciplinary team were essential to the success of the overall project. The team consisted of: curriculum development, Dr Louise Sutherland (Faculty of Education and Social Work); instructional design, Mr Gerard Marcus (Faculty of Veterinary Science); web development, Mr Andrew Jessup (Faculty of Education and Social Work); application programming, Mr Adam Ullman (Centre for Research on Computer Supported Learning [CoCo]); and Ms Anna Blazey a recent graduate from the Master of Teaching program, worked as a research assistant. The scope and expertise of these different personnel enabled us to refine every aspect of the project, including making complex technological changes where necessary to better support the student experience.

There were many challenges and issues associated with the development of the authentic tasks and the rich on-line learning environment. The final product greatly enhances the opportunities for students' learning. Feedback from the pre-service teacher, in-service teachers and academic staff will be used to guide the ongoing development of this unit as well as the redevelopment of an on-line component in the next phase of the Master of Teaching program.

The Edith Cowan University Award winners. Andrew Jessup, Louise Sutherland, Gerard Marcus and Jim Millar, Director, Learning and Development Services, Edith Cowan University, who presented the award.

Louise Sutherland is a lecturer in Teacher Education in the Faculty of Education and Social Work at the University of Sydney. Before taking up this position she has previously worked in a school–university partnership and taught course through distance education. Her current research focuses on developing and implementing learning experiences in an online learning environment to assist students to engage with the work of their future professional practice.

Gerard Marcus is an instructional designer and educational developer for the Faculty of Veterinary Science at the University of Sydney. He has a background in information technology and experience in the design of online learning resources and systems. His research interests are online learning designs and student approaches to learning.

Andrew Jessup is an instructional designer and web developer for the University of Sydney. He has a background in software development and graphic design, and more recently in learning design and project management.

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ITL Creative Presentation Award

Art in Communicating Knowledge: Developing Creative Conference Presentations

By Mary Simpson & Dorothy Spiller

Mentoring the new academic: Conversations for individual and university development by Mary Simpson, Cheryl Cockburn-Wootten, and Dorothy Spiller. Paper presented at HERDSA, 3–6 July, 2005.

It was with some surprise (and elation!) that we received the news of our winning the University of Sydney, Institute for Teaching and Learning Creative Presentation Award at the 2005 HERDSA Conference. Dorothy Spiller and I enjoy working together[1] and this particular presentation was one of our most enjoyable experiences. Furthermore, the substance of our paper lent itself to a conversational approach. Each of us—Dorothy, Cheryl and Mary—is committed to the effective communication of scholarly knowledge in the classroom and conference setting. This paper talks to that commitment.

We took up Roger's invitation to write a short piece on creative approaches to presenting scholarly work for two main reasons. Firstly we wanted to encourage the presenters to talk in a relaxed and informative way about their work. There is nothing as boring as a conference presenter reading—word for word—a written paper. If someone can talk their research, they know their research, and can enthuse about. From a communication perspective research

should be communicated in multiple ways and to different audiences. What is more, conferences provide the opportunity to present both written and dynamic versions of a research endeavour. A presentation should *add* to the written work, not simply duplicate it, and conversations can be forums for rethinking the written text. The conference presentation can promote another level of *engagement* by both speaker and audience. It is this dimension that we address when preparing conference presentations.

Against this backdrop, a "creative" presentation is one that engages participants in meaningful and memorable ways. Sometimes the nature of a paper will influence the ways in which an author chooses to present his or her work. Our view is that whatever the content there is scope for creative presentation.

This short paper outlines the principles we apply to create an engaging conference session. To demonstrate these principles in action, we use examples from the workshop that we developed for the HERDSA conference.

Identify Central Message: In 15 words or …

It is important to identify in 15 words or fewer, the central message of one's research paper. Why 15 words?

It forces us to be focused, clear, and succinct. Our less-than-15-word central message was "conversations are central to development of the novice teacher and university programmes". Sharpening the focus in this way facilitates talk and reduces dependence on the written word. The written word is often more complex, and may become "circumlocutionary". For example, our written equivalent read as follows "This paper looks at how a conversational framework can be used to socialise the new academic, assist with day-to-day teaching, and draw out tacit knowledge" (Simpson, Cockburn-Wootten, & Spiller, 2005, p. 2). We would have lost the particpants as soon as we uttered those words.

Identify Goal(s) for the Session

As tertiary teachers, we are trained to identify the "desired outcomes" or "learning outcomes" of a course as well as each teaching session. Conference sessions should be no different. In fact, HERDSA is one of the few conferences we've attended that requires a session plan when submitting a conference paper. The goals for our session read as follows:

By the end of this session, participants will:

1. Know how a conversation-based strategy can be used to enhance the socialisation process; and
2. Be able to identity ways this conversation-based strategy could be used in a range of different university forums

Whether it be a 20 minute presentation, 40 minute workshop, or a whole day session, articulating what you want people to leave with is halfway to achieving effective, creative communication of knowledge.

Create Connections: Participants, Context, Central Message

The next critical step is to identify ways in which the paper's message connects with participants' experiences. Generally, people who attend conference sessions want to be there. Each person identifies something in the abstract or paper that interests them. The art of creative presentations is to acknowledge and enhance those connections. For instance, in our workshop, our first activity after the introduction was designed to "draw on participants own experiences of the initiation into university teaching relationship and being a new academic". In the process of sharing those stories, we learnt a lot about the connections between our paper and participants' experience and built connections between the participants.

Take a Bag of Tricks and a Dose of Courage

The next knack is to not over or under-prepare. Over-preparing usually results in a "scripted" performance that lacks room for improvisation. Under preparing results in getting up and waffling—mostly because there is no clear reason for being there! Therefore, in addition to steps above, it is important to take the conference itself into consideration. If the presentation is scheduled anywhere other than the first session, there is time to get a sense of direction or themes of the conference. For instance at HERDSA, one keynote speaker

highlighted the negative effects of some institutional changes. In our workshop, we opened with a reference to this keynote speech saying that our research demonstrated that individual efforts also have the potential to affect individual and universities positively.

Secondly, the atmosphere at HERDSA also clued us in to the kind of workshop and level of creativity that was acceptable to this audience. We re-jigged our workshop outline the night before, and we practiced the "who-does-what" and the change overs. We realised that HERDSA people were relaxed as an audience, and open to creative presentations. Dorothy and I had intended to open with music … but that got left behind. However, when Michael Jackson (2005) *mentioned* the song "Accentuate the Positive" in his presentation, I thought we could *sing* it. We were careful to point out that this song was relevant to the workshop—it was not pure entertainment. The bag of tricks should only include things that are relevant to the communication of the story.

Thirdly, conducting our presentation as a collaborative conversation was an important strategy for conveying our message. We tried to present a sense of dialogue between us. This is in contrast to the "serial monologues" approach common at conferences.

Final Tips

Finally, it is important to reflect on the strengths of a presentation (it's easy to spot weaknesses) and above all have fun! As mentioned above, Dorothy and I have worked together before, and we know when to give and take, step up and down, fill in the gaps, and keep the pace going. In addition our in-depth knowledge of the material liberated us from the constraints of a tightly prepared "script". Instead we were able to respond to the emerging dynamics of the session—that is between participants and presenters.

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Endnotes

1. The second author of our paper, Cheryl Cockburn-Wootten was not able to be present at the HERDSA Conference because she was already committed to present at a conference in Dubrovnic.

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Reports from the Winners of the Postgraduate Students Travel Awards

HERDSA 2005: Impressions of a First Time Attendee

By Baakile Motshegwa

First Contact with HERDSA

The call for the conference papers arrived in December, 2004 while I was in Botswana in the University of Botswana email list. My colleague and I jumped at the opportunity as we knew I would be able to attend as I would already be in Australia. We submitted our abstract and immediately got a response with a code number. That was the first impression that we were dealing with a professional association. Apart from extensions that were given, all dates for giving feedback to authors of articles were adhered to.

There was personal attention given to me when my application to attend was received and I got a call from the Administrator about accommodation and arranging for payments.

The Conference

It started on Sunday, 3rd July 2005 and I arrived on the afternoon of that Sunday. A friendly face greeted me when I first approached the registration desk and collected my conference materials. The conference pack included all the materials on the conference schedule, some tourist information and places where participants could dine at night. There were information desks where participants were able to get whatever information they needed. The venue was big enough to accommodate the 480 participants who attended and it was one of the conferences with a big attendance. Regardless of this size, organisers were able to arrange for all the presentations and all the required overheads, computers or anything needed for the presentations were well arranged. The ability for organisers to have radio communications made tracing the organisers easy. Access to internet services was also provided and that helped participants to keep in touch with their friends, relatives and workplaces.

The trade mark black uniform with a HERDSA logo made everyone working for the conference visible.

Highlights of the Conference

My highlights were the two invited guest's speaker's presentation which made me aware that we in Africa were not the only ones struggling with education issues of big classes, class timetable arrangements (which are done by the Administrators with little knowledge of class sizes).

Finally, I wish this kind of conference can be held in Botswana one day!!!

Baakile Motshegwa is studying for a PhD in Human Resource Management at the University of Newcastle. Her topic is "An Evaluation of the Reward Management Systems in the Ministry of Education in Botswana". The aim is to evaluate the rewards in government and the inherent problems that arise and how these can be solved.

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A Memorable HERDSA Experience

By Santosh Kumar Madugula

Right from the moment I learnt about the HERDSA 2005 at University of Sydney in one of my random Google searches until I took the direct flight from Sydney back to Singapore after attending the conference, it is a very memorable and special experience for me.

Being a student pursuing a research thesis on GATS and educational services, I was keen to attend this higher education conference, where I could learn much more from other presenters around the world, including the workshops and keynote speakers. Indeed, I did have a very intellectually stimulating and a good socialising experience. Particularly, the invited parallel workshop discussion on "Getting teaching and learning scholarship published: A forum with key journal editors" was a very helpful one for me. And among fellow delegates' presentations that I attended, presentation on "Fair use agenda: A wider copyright defense in the face of the AUS Free Trade Agreement changes to copyright term" by Mary Wyburn and "Academic honesty online module for students" by Henriikka Clarkeburne and Mark Freeman were good ones.

My paper presentation was on "Universities and Human Resource Development in a Country, State and Region" where I showcased some earlier studies as well as my ideas on the role and significance of regional universities in smaller cities and towns, with concluding remarks on India. As a research scholar from NUS, Singapore this was my second international conference paper presentation experience. The first one being at the University of

HERDSA Life Memberships

The award of HERDSA Life Membership recognises a distinguished contribution to the Society and to the field of Higher Education.

Nominations for Life members are called for from the HERDSA membership from time to time. Nominations were called for earlier this year when members were asked to suggest worthy recipients and provide a written statement in support of the nomination.

There were several people proposed for consideration for life membership this year. The nominations were reviewed by an international selection committee including members of the HERDSA Executive and on the basis of this three new Life Members were elected to the Society.

The 2005 HERDSA Life Members are:

- Professor David Boud;
- Mr Roger Landbeck; and
- Associate Professor Mike Prosser.

Life Members are recorded on the HERDSA website and as members of the Society have all usual HERDSA voting rights but no membership fees are charged in recognition of the Life members outstanding contribution. This is one small way in which HERDSA tries to recognise and say "thank you" for your contribution.

Who are HERDSA's Life Members

Kol Star	elected 1978
Barbara Falk	elected 1981
Ilma Brewer	elected 1982
Peter Karmel	elected 1984
Ernest Roe	elected 1985
Norman Henry	elected 1986
John Powell	elected 1987
Don Anderson	elected 1993
Alan Lonsdale	elected 1993
Alan Prosser	elected 1993
Ian Dunn	elected 1996
Rod McKay	elected 1998
Jackie Lublin	elected 1999
Ingrid Moses	elected 1999
Peggy Nightingale	elected 1999

David Boud

David Boud has made a very significant contribution to higher education. He began his career in teaching and research in Physics, initially in the UK and subsequently in Australia. He moved into Professional Development in which he was Professor and Director, Professional Development Centre, University of New South Wales from 1988 to 1991. He now works in Adult Education as Professor of Adult Education and Head of the School of Adult and Language Education at the University of Technology, Sydney.

He is a prolific writer being the author of 9 monographs, 55 international refereed journal papers in a wide variety of international journals, 72 book chapters and 62 papers published in conference proceedings.

His books (written or edited with various others) include:

Developing Student Autonomy in Learning; *Reflection: Turning Experience into Learning*; *Appreciating Adults Learning: From the Learners' Perspective*; *The Challenge of Problem-Based Learning*; *Learning Contracts: A Practical Guide*; *Enhancing Learning through Self Assessment*; *Peer Learning in Higher Education* (all Kogan Page) *Teaching in Laboratories*; *Using Experience for Learning*; *Work-Based Learning: A New Higher Education* (all SRHE and the Open University Press) *Working with Experience: Animating Learning*; *Understanding Learning at Work*; *Productive Reflection at Work: Learning for Changing Organisations* (all Routledge)

He is currently Co-Editor, *Studies in Continuing Education* (since 1986). Member of International Editorial Boards of: *Studies in Higher Education* (UK); *Advances in Health Sciences Education* (Netherlands); *Assessment and Evaluation in Higher Education* (UK); and *Research into Higher Education Abstracts* (UK).

He was President of HERDSA from 1988 to 1991 and a member of the Executive from 1978 to 1992. He edited *HERDSA News* from 1978 to 1986.

His contribution to higher education was recognised in 1986 by the Society for Research into Higher Education when they made him a Fellow of the Society.

The Fellowship is the highest honour of the Society for Research into Higher Education. The award involves an inspection of publications by an expert panel and the criteria applied include "a level of achievement approximating to that of a higher doctorate". The citation stated that it was awarded for "work in teaching and learning in higher education, course evaluation, self assessment ... and facilitating learning in the context of continuing professional education".

It is therefore very fitting that HERDSA now also recognises his work in higher education and to the Society by making him a Life Member

Roger Landbeck

Roger Landbeck is long standing member of HERDSA and has served the association as a dedicated member of the Executive, Editor of *HERDSA News* and Moderator of the HERDSA listserv. Without Roger's generous contribution of his time and effort HERDSA would not be able to offer its members the service of either the *HERDSA News* or the email discussion list. Roger's contributions have been noted by the Executive in many meetings and the Society's appreciation is well documented in the minutes of the meetings of the Executive. In addition to the evidence of the Executive's appreciation Roger frequently receives expressions of thanks from members for instance a recent email from Kym Fraser in the UK noted:

Dear Roger

I would appreciate it if you would send the following message to the list serve for me.
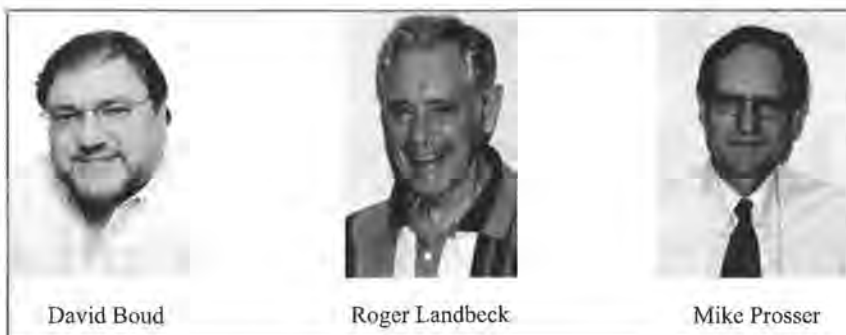
David Boud   Roger Landbeck   Mike Prosser

Dear Colleagues

I would like to say a big thank you to Roger for moderating this list. I cannot tell you how useful I find this weekly message to be and how much I appreciate receiving it. I highly value feeling "in touch" with some of the things that are going on in Australasia. Roger you are most generous and you do a wonderful "community service" in your work with HERDSA and I am extremely grateful to you. Thank you very much Roger

Kym Fraser
(currently working in the UK).

Roger performs his work for only a nominal honorarium, which in no way covers the time and dedication with which he has supported the association. I would like to propose that HERDSA recognise the value of Roger's outstanding and lengthy contribution to the society in the form of a life membership.

Mike Prosser

Associate Professor Michael Prosser is without doubt one of Australasia's most influential researchers in higher education. He is internationally recognised for his research in the area of teaching and learning which has explored how university students and teachers approach their teaching and learning, how these approaches are related to the ways in which they perceive the teaching and learning context and conceive of the tasks in which they are engaged. His work has been widely published and he has an enviable track record in attracting ARC Discovery Grants in this field. His ideas and insights have contributed much to the student focussed learning perspective which dominates the field today. As an early proponent of phenomenoghraphy he has shaped a decade of recent research and is to a large extent responsible for the wide uptake and use of this method as a key tool in teaching and learning research in higher education in Australia. He has an excellent reputation in supervision of doctoral research in the field. Mike's research has been instrumental in achieving the current high regard in which Australian teaching and learning research is held. This is exemplified in his recent appointment as Director of Research and Evaluation in the Higher Education Academy in the UK.

Mike also has a long time involvement with HERDSA in particular through his involvement with the journal HERD. He was Advisory Editor from 1996–1998 and Co-editor from 1991–1994 and again from 1998–2000. He also co-edited a special Edition of the Journal in 2004. In the course of his work for HERDSA on the journal he has done much to promote the reputation of HERD as a forum for scholarly publications.

For eleven years Mike was a member of staff of the Centre for Teaching and Learning at the University of Sydney before taking up the position of foundation Director and Professor of the Academic Development Unit at La Trobe University for six years. He returned to Sydney to become Director of the ITL in June 2000. Mike has had a distinguished career in academic development, where he has worked tirelessly to improve teaching, learning and evaluation in higher education. In addition Mike has had a considerable influence on the careers and thinking of many in the field of academic development providing mentorship and advice to new academic developers.

Mike has clearly made a distinguished contribution in teaching in higher education, in the study of learning, teaching and policy in higher education and he has served HERDSA well over a significant period. He is well deserving of Life Membership.

I.T. IN HIGHER EDUCATION COLUMN

Plagiarism: The Technologies as Both Enabling and Counteracting Agents

By Roger Atkinson

The word *technoparanoia* does not exist yet, according to my trusty *Macquarie Dictionary*, but I'm hopeful (it is creeping into *Google* [18] :-) The word could be so apt for describing the fear that educational technologies are at times being persecuted, for instance for having "caused" or "enabled" a new wave of plagiarism in university students' assessment tasks. To keep my technoparanoia at bay, at least in relation to plagiarism, I read a sample of papers from Australasian region conferences 2003–2005, having titles containing the word "plagiarism". The authors and titles are listed in Table 1, together with an illustrative, "key points" quotation from each of the seventeen papers. It is not a random sample, merely the results from a search in likely places, and it is confined to articles with online availability, full text, or in three cases, abstract only. Some authors are represented several times. The selection of "recent Australasian conferences" in contrast to "journals" or other categories was done partly to contain the sample size, and partly because online availability of proceedings free to the Internet [19] is good to excellent for conferences in our region, compared with journals.

TABLE 1. Recent conference papers on the topic of plagiarism

	Authors	Title	Selected key points
1	Alam (2004)	Is plagiarism more prevalent in some form of assessment than others?	A survey. "... integrated approach that recognises and counters plagiarism at every level through a process of plagiarism detection software combined with individual academic support... aim to generate constant awareness among students and staff with an approach to support rather than punish."
2	Baskett, Collings & Preston (2004)	Plagiarism or support? What should be the focus for our changing graduate coursework cohort?	Support and cultural issues. "...support overseas students so that they can adapt to new ways of learning. ...provide an academic moderation of assignments, and research and writing skills development through a student resource centre, effectively reducing stress on students and staff...".
3	Carroll (2003)	Setting plagiarism tariffs: An institutional approach seeking fairness and consistency	University procedures. "Academic Misconduct Officers", emerging consensus "...on punishment tariffs, on differentiating major and minor offences... establishing the role, ...monitoring compliance with university regulations."
4	Combes (2004)	The culture of information usage, plagiarism and the emerging Net Generation	Cultural issues. "...connections between early use of the Internet, academic protocols and the rise of an emerging culture of plagiarism amongst the "Net Generation"."
5	Crisp (2004)	Plagiarism and the reputation of the university: How to distribute effort between educating students on attribution and rigorous detection of cheating?	University procedures. "...whether plagiarism should be considered an educational issue or a disciplinary issue." Students "...unsure of the educational resources and assistance available to them in how to meet expected standards related to academic integrity and methods for attribution and referencing."
6	Dawson (2004)	Plagiarism: What's really going on?	Issues. What motivates students to plagiarise? "... what is needed to address plagiarism is not better detection and punishment but teaching that stimulates engagement and helps students develop an appropriate scholarly voice."
7	Dawson (2004)	A perspective on plagiarism	University management must provide "...a learning environment that stimulates academic engagement and gives students guidance in developing their own scholarly "voice". ... holistic teaching and learning strategies rather than ...detection and punishment."

8	Holloway, Joseph & Vuori (2005)	Australian university responses to student plagiarism: Shooting the messenger?	Nature of responses from university management. "...suppress the problem in order to avoid adverse public relations."
9	Kuiper (2005)	Proctors, plagiarism and problems: A case study in developing procedures for dealing with dishonest academic practice	University procedures. "...replacement of the concept of plagiarism with distinct concepts of inappropriate copying and dishonest academic practice may prove a way forward..."
10	Lahur (2004)	Plagiarism among Asian students at an Australian university offshore campus: Is it a cultural issue?	Cultural issues. "...investigating whether plagiarism cases committed by Asian learners... are purely a genuine mistake, an intentional cheating, a cultural issue or a language issue."
11	Lancaster & Culwin (2004)	Using freely available tools to produce a partially automated plagiarism detection process	Detection. "...a set of tools... for finding similarity within corpora of student submissions and investigating what might, after due process, be termed plagiarism.... all employ visual techniques to aid in the investigation of non-originality..."
12	McGowan (2005)	Plagiarism detection and prevention: Are we putting the cart before the horse?	Tertiary induction. Develop "...an appreciation of the culture of enquiry that characterises learning at the tertiary level... success is more likely if the students' goal is something positive: to achieve a new approach to learning, than if it is something negative: to avoid 'committing' plagiarism."
13	Mulcahy & Goodacre (2004)	Opening Pandora's box of academic integrity: Using plagiarism detection software	University procedures and detection. "Plagiarism detection software is viewed at UTAS as one tool in a broader approach... focus on the development of an educative and developmental approach with students, embedding good practice in scholarship and academic referencing."
14	Savage (2004)	Staff and student responses to a trial of Turnitin plagiarism detection software	Detection. "...Turnitin is thought to be most useful as a deterrent rather than as a solution to Internet-assisted plagiarism, and that it would be wise to concurrently pursue other methods to reduce the problem of plagiarism..."
15	Sutherland-Smith (2003)	Hiding in the shadows: Risks and dilemmas of plagiarism in student academic writing	Issues. "...plagiarism is a multi-layered phenomenon encompassing a spectrum of human intention."
16	Vuori, Joseph, Gururajan & Roberts (2005)	Staff and student attitudes to plagiarism in Australian universities	A survey. "...tendency for both staff and students to justify plagiarism in certain circumstances. Students in particular did not find the practice of plagiarism in conflict with their ethical values."
17	Vuori, Joseph & Gururajan (2004)	Proposing a model to address issues of plagiarism in Australian tertiary education.	A model "...framed around the elements of risk, reward, morality and management ... plagiarism is not a simple matter of rule-bound definition: culture, circumstance and changing attitudes to the management of education interact to exacerbate the scope..."

References

To conserve space, all references are abbreviated to a URL only. Use these to obtain the full citation; for electronic copies, see http://www.users.bigpond.net.au/atkinson-mcbeath/roger/pubs/herdsa-newslet27-2.html

1. ASCILITE 2004   http://www.ascilite.org.au/conferences/perth04/procs/alam.html
2. AUQF 2004   http://www.auqa.edu.au/auqf/2004/program/papers/Collings.pdf
3. HERDSA 2003   http://www.herdsa.org.au/conference2003/ (restoration of online access to be advised)
4. ACEC 2004   http://www.acec2004.info/confpapers/paperdetails.asp?pid=7211&uid=&docid=77
5. AUQF 2004   http://www.auqa.edu.au/auqf/2004/program/papers/Crisp.pdf
6. TL Forum 2004   http://lsn.curtin.edu.au/tlf/tlf2004/dawson.html
7. HERDSA 2004   http://herdsa2004.curtin.edu.my/Contributions/RPapers/P060-jt.pdf
8. TL Forum 2005   http://lsn.curtin.edu.au/tlf/tlf2005/abstracts.html#holloway (abstract only)
9. HERDSA 2005   http://www.itl.usyd.edu.au/herdsa2005/pdf/refereed/paper_261.pdf
10. HERDSA 2004   http://herdsa2004.curtin.edu.my/Contributions/NRPapers/A033-jt.pdf
11. ASCILITE 2004   http://www.ascilite.org.au/conferences/perth04/procs/lancaster.html
12. HERDSA 2005   http://www.itl.usyd.edu.au/herdsa2005/pdf/refereed/paper_412.pdf
13. ASCILITE 2004   http://www.ascilite.org.au/conferences/perth04/procs/mulcahy.html
14. AUQF 2004   http://www.auqa.edu.au/auqf/2004/program/papers/Savage.pdf
15. AARE 2003   http://www.aare.edu.au/03pap/abs03.htm (abstract only)
16. TL Forum 2005   http://lsn.curtin.edu.au/tlf/tlf2005/abstracts.html#vuori (abstract only)
17. TL Forum 2004   http://lsn.curtin.edu.au/tlf/tlf2004/vuori.html
18. http://www.google.com/search?as_q=technoparanoia Results 1 - 10 of about 186 for technoparanoia
19. http://www.ascilite.org.au/ajet/about/ref/conf-procs.html
20. http://www.turnitin.com/
21. http://www.ascilite.org.au/ajet/

The purpose for reading seventeen papers and abstracts on plagiarism was to explore the idea of technologies as both enabling and counteracting agents, or, as expressed elegantly by McGowan [12], "In the age of the Internet, the ease of cut and paste plagiarism is being countered by a parallel ease in detecting plagiarism by electronic means such as *Google* or *Turnitin.com*". Whilst eight of the fourteen articles (excluding the three abstract only records) mention "cut and paste plagiarism", the Internet is not subject to criticism as a source of plagiarised material, by any of the authors (so, technoparanoia is not warranted!). References, if any are uniformly non-critical, for example as illustrated by Savage [13], who uses the neutral phrase "Internet-assisted plagiarism". This is quite a contrast to the Internet's "guilty, guilty, guilty" position (according to some commentators) in other matters such as pornography and pirating of popular music. The neutral attitudes towards the sources of plagiarised material adopted by the authors listed in Table 1 are readily understood after examining their key points. "Sources" is a minor topic, because almost invariably their key points are concentrated very much upon the "how" and "why" we combat plagiarism, rather than "where" the materials were sourced.

Use of technologies to counter plagiarism is also a minor topic for most of the authors listed in Table 1, the main exceptions being the three articles that have plagiarism detection software as their research topic. Six others mention detection software, in most cases one of the best known of the commercial services, *Turnitin* [20]. Again, the lack of prominence for detection software and services seems to be due to a common, near uniform concentration upon more important key points, for example, "... what is needed to address plagiarism is not better detection and punishment but teaching that stimulates engagement and helps students develop an appropriate scholarly voice." [Dawson, 6]. Collectively, the authors listed in Table 1 make an excellent case for well-reasoned, evidence based, institutionally supported anti-plagiarism strategies, in which the technologies have what is really a subsidiary role. Another important impression I have gained from my reading for Table 1 is also non-technological: plagiarism is not generating academic controversy in universities, as researchers from a wide range of disciplinary backgrounds demonstrate high levels of agreement on the really important points.

Nevertheless, the role of the technologies may be indispensable. For an example, this time relating to staff rather than students, one part of my production editor work for AJET [21] is checking for prior publication of a submission. With about 2% of AJET's 2004 and 2005 (to July) submissions, we encountered the problem of prior publication *not being disclosed* by the authors in their reference list or elsewhere in the article. The main detection technique is a simple *Google* search, usually for an "exact phrase". This is not quite the same as plagiarism, 2% is not a worryingly high incidence, and sometimes there are good reasons for republishing (eg, ASCILITE Conference Outstanding Paper Awards), but checking is now a part of the routine practised by prudent editors.

Roger Atkinson retired from Murdoch University's Teaching and Learning Centre in June 2001. His current activities include publishing AJET and honorary work on TL Forum and other academic conference support and publishing activities. Website: http://www.users.bigpond.net.au/atkinson-mcbeath/roger/
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A Memorable HERDSA Experience cont ...

By Santosh Kumar Madugula

Bergen in Norway and later I would be presenting two more papers at the University of Oregon in the US and Bilkent University at Ankara, Turkey respectively. Among these four conferences, I already have a feeling that my HERDSA experience would be something very special and distinct due to various reasons. The organisation of this conference is excellently managed and every HERDSA executive and this year's organising team including the student volunteers at the university of Sydney (who were showing their best of hospitality), deserve a lot of praise. I would like to congratulate the team which was responsible for the HERDSA conference website for a splendid job, as they had constantly updated the website with comprehensive information about the whole conference and presenters including their abstracts and papers. Due to highly reputed, large, and diverse number of reviewers and selection panel, including persons like Angela Brew, the presenters get to benefit a lot as well.

Apart from registering for HERDSA 2005, I had also taken up membership of HERDSA before going to Australia. I am glad I did this, it now makes me feel that I am part of a highly professional international educational organisation for Higher Education.

Finally, I must admit that I am as impressed by the HERDSA team as I am, by the Australian Cricket team.

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Reflections on the 2005 Australian Universities Quality Forum: Engaging Communities

By John Dearn

The 2005 HERDSA was a great success, not only in terms of the record number of delegates but the degree to which the conference engaged with real issues of substance facing higher education at the current time.

The idea of engagement was picked up in the days following the HERDSA Conference at the 2005 Australian Universities Quality Forum which had the theme this year of *Engaging Communities*.

Community engagement is often seen as a poor cousin to the twin pillars of higher education—teaching and research. This way of dividing up the work of universities into teaching research and community service is common and embedded into organisational structures, funding models and promotion criteria.

A major rationale for the AUQF conference theme was no doubt the need to increase our understanding of how the community engagement and service roles of universities can be better measured, documented and validated.

However, what emerged at the conference, inspired by two very impressive speakers from the USA, was a very different and far more critical vision for community engagement.

Dr Barbara Holland opened the conference with a talk entitled *Community Engagement as a Key Element of the 21st Century University*. Dr Holland is the Director of the National Service Learning Clearinghouse in the USA as well as being a Senior Scholar in the Centre for Service and Learning at Indiana University–Purdue University Indianapolis.

The conference ended with a talk by Professor Judith Ramaley, newly appointed President of Winona State University, Minnesota, titled *Successful Strategies for Embedding Community Engagement within Teaching and Research*.

While most of the local conference presentations saw community service as an add-on, the real business of universities being teaching and research, the two overseas visitors presented a model for university engagement that was quite different.

Under this new vision, community engagement is seen as the way in which teaching and research are enacted. All scholarship, according to this view, involves some form of engagement. The issue becomes one of which community a university is engaging with—the community of disciplinary scholars (the traditional community for universities), the community represented by the professions, the community represented by employers or the community represented by the local community.

All of these different communities represent different types of problems, issues, ways of working and ways of validating knowledge. The problem is, of course, that ways of validating engagement with the traditional disciplines through scholarship are far more developed and recognised than ways of engaging with the social and environmental problems faced by local communities. Michel Gibbon's model of Mode 1 and Mode 2 knowledge production will be a valuable framework for developing this approach to engagement.

I left this years AUQF with a very positive view as to the potential for the concept of engagement to provide a renewed vision for higher education as we move into the 21st century—a vision that would give a greater sense of purpose for the role of universities in society.

This vision would reflect an emerging role for universities as central participants in a learning society that integrates discovery, learning and engagement and help counter the current divergence of teaching and research. It could provide a meaningful differentiator between different institutions in terms of their distinctive missions and help restore the notion of higher education as a public good.

Papers from the Forum will be available online and in hard copy in September. Check with http://www.auqa.edu.au/auqf/2005/index.shtml

John Dearn is Professor of Higher Education and Pro Vice-Chancellor (Academic) at the University of Canberra and Immediate Past President of HERDSA.

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Online Conversations about the Digital Divide: Identifying Research Agendas

By Peter Birks, Peter Donnan, Andrea Duff, Gerard Marcus, Catherine McLoughlin and Gail Wilson

Note from the Editor. I was very pleased to get this paper which developed work started at the 2005 conference. I hope the group will continue to develop these important ideas and be joined by other interested readers I also hope it develops a trend for others to follow—see next issue!

"New technologies: Transforming the academy," was convened by Denise Kirkpatrick and Christine Goodacre as part of the HERDSA 2005 conference. Conference participants were invited to contribute to this discussion topic:

> What are the issues that we and our students face with the introduction of new technologies? Where are the gaps, and what are the silences with regard to technology and university teaching and learning? If we are seeking to achieve academic transformation who should be engaged and how?

This article documents a post-conference online discussion amongst six participants who attended this workshop. Starting with the concept of the digital divide (a term from the Clinton Administration in the 1990s) we explored the gap existing between staff and information and communication literacy skills *and their application to teaching and learning*. As Wilson & Stacy (2004) have indicated, staff do not embrace change at the same rate or in the same way, with some reluctant to incorporate technology into their teaching strategies.

We have used Goodyear et al.'s framework (2001) to conduct our analysis of the digital divide and explore associated research agendas. This framework is part of an article focused on the collaboration between the IBSTPI (International Board of Standards for Training, Performance and Instruction) and the scholars and practitioners that met in 2000 in the UK to begin to identify the knowledge, skills and attitudes required for online teachers. This article records the outcome of that meeting. Subsequently, Edith Cowan University used this framework as a basis for development of a Graduate Certificate in Online Teaching (Herrington & Oliver, 2001). The finalised competency framework (Klein, Spector, Grabowski, & de la Teja, 2004) was introduced to Australian practitioners recently at a series of workshops held in Brisbane, Sydney and Melbourne.

Authors' Statements In-role

In this section each co-author was asked to adopt one of the roles outlined in Table 1 which closely resembled their own professional life.

Process Facilitator

As a process facilitator, I recognise the importance of creating a sense of welcome for students when they arrive online, promoting netiquette, knowing when and when not to intervene in discussions, cultivating e-moderating skills such as weaving, summarising etc and establishing a teacher presence. Although these tasks and competences have their classroom equivalents, they are not, in my view, directly transferable to the online environment because the medium is electronic text rather than face-to-face communication. I also have concerns about the usefulness of the concept of "an online community" because a community is established over a much longer period than within the confines of one semester; furthermore, it is based on different dynamics.

Working in a traditional on-campus, research intensive university is very different from a university environment where there is a large involvement in off-shore or off-campus teaching so I am aware of the impact of different organisational cultures and varying levels of institutional support for online teaching, the technical skills required of an academic, the constraints of learning management systems and the realities of class size and workloads. So in a sense I am quite strategic about the adoption of online elements to complement, supplement or replace elements of on-campus classes: I recognise that the time I spend on online facilitation is generally appreciated by students but institutional recognition is more problematic.

Adviser–Counsellor

O'Regan's (2003) study of 11 students grappling with the realities of online learning encapsulates the emotional spectra students experience when first learning online. These emotions include frustration; fear and apprehension; shame and embarrassment; enthusiasm and pride.

As an adviser (and formally facilitator) of online learning, I see first-hand the frustration, satisfaction and exhilaration studying (partly or wholly) online brings. Advisers also have the valuable ability to explain things in everyday language and have, themselves, had to conquer some of the emotions outlined by O'Regan. Rather than immerse ourselves in the comfort of our own taken-for-granted skills and online literacy, advisers

TABLE 1. Framework for discussion (Goodyear et al., 2001)

ROLE	DESCRIPTION	TASKS AND COMPETENCES
Process Facilitator	Facilitates the range of online activities that are supportive of student learning	• Welcoming • Establishing ground rules • Creating community • Managing communication • Modelling social behaviour • Establishing own identity
Adviser-Counsellor	Works with learners on an individual basis, providing advice about how to get the most out of their engagement in a course	• Identifies students experiencing difficulties • Works on invitational basis • Suggests solutions
Assessor	Provides grades, feedback and validation of learners' work	• Uses online techniques to assess learning outcomes and processes • Ensures authenticity of student work • Distributes grades
Researcher	Concerned with production of new knowledge of relevance in the content areas being taught	• Analyses and reflects upon data, experience and records of online teaching • Conducts research on online teaching • Develop theory or models of online teaching and learning
Content Facilitator	Facilitates learners' growing understanding of course content	• Identifies relevant learning resources • Summarises content of discussions • Provides feedback
Technologist	Assists with technological choices that improve the environment available to learners	• Uses technology at an operational level • Assesses what tools can be used for learning • Diagnoses learners' technical issues and challenges • Selects appropriate media to meet intended learning outcomes
Designer	Concerned with designing worthwhile online learning tasks	• Specifies activities to be performed by students • Establishes relevance between the activity and the intended learning outcome
Manager/administrator	Concerned with issues of learner registration, security, record keeping etc	• Interfaces with the institution (enrolling, assessment, evaluation etc) • Refers students to appropriate support

Source: Adapted from Goodyear et al. (2001)

and counsellors still have an acute sense of the digital divide wrought through economic disparity; parental income and education levels (Zappala & McLaren, 2002) or lack of prior exposure to online tools in secondary education. It is the adviser's role to make the requirements of online learning explicit for first time learners while having an active say in web design and accessibility.

Frustration occurs as students attempt to navigate the vast cyber sea that is the corporate web in a university. This navigation—for information, learning, evaluation, communication and assessment—occurs both at the "finding" of information and the "using" of tools.

Satisfaction occurs when a student eventually feels comfortable with the tools and accepting of the occasional technological glitch. This is especially evident in the case of the remote student who relishes a well-moderated discussion and the sense of community this brings. Satisfaction also occurs when the technology fulfils its role as enabler of flexible learning and lifestyle—but this takes time and is reliant on the mastery of online skills.

Exhilaration occurs on at least two levels. Firstly, those new to online learning will experience the strong sense of accomplishment that comes with learning a new and seemingly complicated skill set. Secondly online learning allows students to glide and soar between state boarders, over oceans and between cultures—particularly if the learning offers transnational or cross border interaction.

If we are to help students (and academic staff) soar, then we—as leaders and teachers—need to reflect on our own technological journeys and realise that for some students this has only just begun.

Assessor

In conducting formative and summative assessment in a digital environment, I have sometimes been puzzled when automated assessment with multiple choice options has been proposed to me as a starting strategy, often for administrative or workload considerations. In humanities disciplines such as literature, multiple choice options were often considered to trivialise assessment before the advent of online learning, so why should it be any different now, simply because it can be done more efficiently?

Learning management systems such as WebCT and Blackboard can be associated with invisible pedagogies, drivers and rhetoric indicating that technology-mediated assessment constitutes better practice but how commonly does one ask whether high quality conceptual change learning, including critical thinking and problem solving skills, both at an individual and group level, can be explored in Web-based environments? I recognise that the affordances of online technologies can be used to create authentic, problem-based scenarios, especially with the incorporation of rich multi-media components, but the time and skills required for this is daunting.

Online discussions, blogs and wikkis offer potential for assessing online interaction and communication but at times it is difficult to create transparent assessment criteria, particularly where large classes and multiple postings are involved, so this is a problematic area and I suspect too that numbers of students may share this view.

In terms of research agendas, I am looking for effective strategies to create rich, engaging learning activities that are constructively aligned with the curriculum and promote formative assessment.

Student Researcher in the Online Environment

As a doctoral student at Deakin University for several years now, engaging in research relating to the e-environment, I am accustomed to being an online student. Deakin provides online seminars for its doctoral students, both PhD and EdD students. I have enrolled and participated successfully in several of these seminars, including Writing the Literature Review, Research Writing, Conducting Online Research and Preparing the Thesis for Examination. What I liked most about studying in this environment was the participation in the community of learners that each seminar develops over the length of the seminar, and the ability to engage with the seminar and other learners at various times of the day. This involved guided discussion on specific topics, critique of the literature and critique of others' work submitted through the discussion space. If I was to select one model that best represents the scaffolding of the experiences of each of these seminars, it is Gilly Salmon's five-staged model for developing online learners (Salmon, 2000; 2002). What I found is that those of us who were quite experienced as online learners, moved quickly from the "Access and Motivation" stage (Level 1 of Salmon's model) through to the Knowledge Construction (Level 4) and Development stages (Level 5). The role of the facilitator in these online seminars was crucial to the success of the learning experience for me—providing timely feedback, encouraging comment and reflection from more silent members of the group, suggesting resources for support of particular research interests, and, helping all of us to develop a sense of community as learners.

Technologist

The digital divide has many perspectives but one that is creeping up on us is the divide between Prensky's (2001) digital immigrants (teachers) and digital natives (students). We are facing a multiplicity of digital divides rather than the image of the digital divide as having only two sides. The suggested digital divide between teachers and students can also exist between our young students just released from school and our mature-age students. The problem we face is greater than the digital divide between identified groups of stakeholders in the educative process. There is often a digital divide present between the ICT environments in some contexts and the proposed expectations of ICT professional development. How can our educators and students attempt advanced ICT integration into their teaching and learning if the ICT infrastructure can't keep up or be relied upon?

What should the operational profiles of learners and teachers look like in the future? For the technologist, whose job it is to support academics and students who span such a wide range along the ICT skills and knowledge continuum, it is indeed problematic and complex.

The literature discusses the failure of effective ICT integration in spite of huge expenditure over a long period of time. So the obvious question is, what are we doing wrongly? Literature is available that provides an insight into ideal requirements for the effective ICT integration in the teaching and learning context but it generally focuses on individual components or lists of components that require development. In general, it seems as though the importance and impact of the contextual aspects is understated and in particular far more attention should be placed on the powerful effect of the collective combination of components (Birks, 2005). When **all** of the necessary components of effective ICT professional development are present and fully operational at the same time and over time for teachers and students in a particular context, then success is maximised. Doctoral research by Birks (2005) has illuminated the need for **all** components as a package to be present at the same time to maximise success and these have been categorised as follows:

- Support for teachers on many levels at the same time;
- Teacher characteristics such as skills, knowledge and beliefs need to be considered individually and collectively;
- ICT-enhanced environment as the immersive context; and

- Authenticity of professional development activities from the teachers' perspectives.

An example of the part of the problem is offered from my experience in schools where, on many occasions teachers' professional development funds were spent by sending teachers to ICT professional development activities, usually outside the school context and sometimes even outside of the teaching and learning context altogether. Teachers were often amazed and motivated by the application of ICT to aspects of their teaching/ learning role. Often on their return, however, the everyday environment was not sufficient to support their need to apply newfound applications of ICT. This example illustrates a need to match the ICT environment with the ICT professional development experiences. The negative effect of such an experience was sometimes worse than initially thought where the teacher could not implement what was learned on their return. The teachers sometimes showed signs of developing a "defeatist attitude" towards the use and integration of ICT when it was difficult to apply what they had learned. Even the hardiest of technology-savvy educators have experienced the disappointment of having the best intentions but not being able to implement them to enhance their teaching. Some would argue that it may have been better not to know what was possible with ICT rather than to experience the extensive possibilities, get excited and then be frustrated by the inability to implement them.

An extension of this theme applies to the profile of our learners where they are often aware of the advantages of the latest ICTs outside of the educational environment but may be unable to use them in their studies because of the shortcomings in the categories mentioned above. In this sense focus needs to be on the educational organisations ability and capacity to support teachers and learners to integrate ICT to maximise the teaching/learning experience.

Researcher

A number of research directions emerge from our collective discussion, but we must not go down the track of replicating past studies about technology integration strategies and models. There have been successes and failures, and it is important for us to emphasise the nature of context, localisation of effort, customisation and the situatedness of each individual learning environment. Wilson & Stacey (2004) indicate that while we might know about best practices, we need to become more sensitive to the challenges of leading change in higher education and explore potential approaches that work in the institutional context.

We need to focus on the dynamic and flexible interplay between deliberate and emergent strategies needed to manage change in universities. To deal with the various issues that elearning raises, major shifts in human resources policies in universities are required. This in itself is a major research agenda, but one that focuses on the macro issues, and goes beyond simply the roles of instructional designers and staff developers to broader policy issues and directions. We need to candidly address the manifold cultural challenges of the integration of elearning in the university environment, and engage in systematic review, analysis and evaluation. The usual forthrightness of sharing "lessons learned" at conferences needs to be supplemented and enriched by systematic and systemic evaluative research, creation of cross-institutional benchmarks against which to measure progress, performance and profit.

Collis & Moonen (2001) describe elearning as "the new economy" and while it is now much embedded in popular consciousness, there is still a debate about why productivity has not been boosted in education and in the economy despite the huge expenditures on information technology that have occurred. There are several factors that may account for the apparent lack of impact and improvement in learning outcomes and productivity. Among these might be the need for new tools and methods to assess the impact of information and communication technologies (ICTs) on learning; the time lag for innovations to occur or the lack of systematic evaluation processes. In addition, many ICT projects may initially have been misconceived as replacements for human skills and teacher, rather than as sources of enrichment, extension and triggers for reengineering of roles and resources. Simply put, there has been a lack of alignment between our expectations and our modes of researching and evaluating the impact of ICT.

Recent studies by the British Educational and Communications Technology Agency (2005) have shown that ICT does improve learning outcomes and motivation to learn. However, other research (Noble, 2002) documents negative perceptions of students and undermines the need for ICT integration. Again, we need to examine the contexts, constraints and student perceptions that apply in differing contexts. Other recent more positive studies (Concannon, Flynn & Campbell, 2005) showed that participants believed ICT to be a necessary part of their university learning experience and necessary for future job prospects. How much do we actually know about student expectations and perceptions?

Conclusion

In this article we have examined the use of ICTs from different role perspectives We have also questioned the degree of change as well as the degree of student /teacher readiness for change and that has led us to identify some research agendas that address critical issues. Despite dramatic advances in information and communication technologies, there is little evidence of a transformation of the academy.

Although we are starting to provide for "technology in the classroom" it appears that we are also confronting a dichotomy when it comes to the *effective use of technology for learning*. There is the divide between digital natives (students) and digital immigrants (teachers). Lack of ICT literacy creates gaps for those who want to learn, both for students and for staff, but even where there is possession of these skills, this does not necessarily translate to effective learning or teaching. When students and staff encounter difficulties in using the technology, they need time and support to become accustomed to the online environment.

For more fundamental change in higher education however, one needs to go beyond the tools, affordances and capabilities of the technologies and address the quality of learning, appropriate forms of staff development, the cultural challenges of integrating elearning in the university environment: these are some directions for ongoing evaluation and research.

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Metaknowledge in Tertiary Education: Some Unintended Consequences

By Robert Barbour

Introduction

This paper is a revised version of papers earlier presented in New Zealand (Barbour, 2004) and to the 2005 Sydney HERDSA Conference. The current revision has been carried out at the request of Roger Landbeck, Editor, *HERDSA News*.

We look at some recent changes in tertiary education in Western nations. Some of these changes have unintended consequences. We discuss the shorter and longer term consequences of these changes. Suggestions are made as to how to ensure that the unintended consequences do not seriously change the primary role of tertiary education. In the conclusion, we call on HERDSA members to participate in an interdisciplinary Delphi as a first step to seeking to advance the identity of the Western academic enterprise in the face of the pressures of internationalisation.

Recent Changes from Aid to Trade

In the traditional university, students learned about academic culture through day to day exposure to academics and academic activities. Tacit aspects of academic behaviour were taught or caught, by example. The expectations of communities was that academics, as educators, were to pass on knowledge about advanced learning and to identify people who were able to replace current academics. The academic enterprise was designed to attract the best and brightest in society. Capable people from other cultures accepted Aid scholarships to attend Western universities. Because numbers were small there was little or no impact of international students on the pedagogical or other activities in Western universities. When they returned to their own countries, these

people, in turn, advanced rapidly in their own societies taking advantage of the education ladder to acquire social and economic status. These people were expected return to their countries of origin so the costs of providing them with an education were not subsequently amortised by a contribution through employment in the host nation. Over time a new category of international student began to appear. These people represented the children of the affluent in their home countries. The condition of entry into universities became not intellectual ability but ability to pay. As numbers of international students grew their impact became such that full fees were charged and students without scholarships paid their own (very large) fees. From what began as an Aid activity for other nations grew into an accounting mentality among administrators and politicians where international students were seen as sources of revenue (Meiras, 2004). Over time, Western governments increasingly sought to offset the costs of tertiary education by actively seeking international full-fee-paying (FFP) student enrolments. Ironically, the education as commerce ethos existed in parallel with the education as a mechanism to increase global understanding. This juxtaposition has not been a comfortable one (Doherty, 2004) leading to the unintended consequences discussed below.

From Trade to Education Enterprise

The desire of people in South East Asian nations to participate in Western academic education led to a very large increase in international student enrolments in Western Universities. The much more focussed and goal driven ethos among South East Asian

full fee paying students in comparison with other students contributed to pressure from vocal groups among those FFP students, supported by academic administrators, that international students' experiences be enhanced by "more friendly" and understanding interactions. Increased numbers stressed academic staff to the extent that significant changes occurred in how new staff were employed. On the one hand there was a rapid increase in the numbers of academic staff teaching in Western universities who did not speak English as a first language. This step supposedly meant that international students could now expect academic staff to understand the difficulties they encountered and to advocate on their behalf. Local students, on the other hand, faced two new elements in their tertiary experience. The first was students who did not share the same cultural expectations about university education and the second was broadly a new set of learning experiences that included interacting with people for who English was a second language. These changes brought about associated unintended consequences for local students mentioned above.

Unintended Outcomes for Students

The learning tasks for local students (L1, English as first language) changed from being discipline specific learning to including language related aspects (changed vocabulary, syntactic structures, and accent) and working with people from different linguistic origins. So far as I am aware no formal evaluation of the impact of these additional learning tasks on tertiary education has been carried out. My informal observations suggest that L1 students have been very

accommodating in general but have become increasingly careful to ensure that their interactions with other students, particularly when group work is required, do not affect their own grades. Where one L2 (English as second language) student joins a group there will be an accommodation made but where the group consists of one L1 student among four or five L2 students there have been justifiable questions and questions over contributions from each group member. Unintended outcomes are not new in education and can provide suggestions as to ways forward when diversity generates unforeseen problems.

As participants in Western tertiary education became increasingly diverse in origins and backgrounds there followed a changed understanding about what constitutes a university education. There is much more uncertainty about the attributes of people with academic credentials. In times of great change in education, discourse is often focussed on short term issues, desired economic/ employment outcomes and detail while larger issues such as cultural identity and unintended consequences sketched above , are rarely considered or planned for (Mestenhauser, 2000). The well-known Bloom's Taxonomy of Educational Objectives has provided explicit structure and raised the nature of debate about the nature of educational experiences in secondary schools from the late 1950's. The motivations behind the Bloom's Taxonomy are described as: specifying, among other things, the desired outcomes in operational terms, to indicate what was and was not intended. This paper is a contribution to the debate on the experiences that should form the basis of the metaknowledge experiences of tertiary students and in the preparation of academics as educators. To give some preliminary shape to the discussion, a "straw man" curriculum is advanced as a constructivist contribution to addressing the problems of making historically tacit metaknowledge explicit. While the proposed levels and content for entry, graduate and post graduate "exit metaknowledge" are advanced in an Australasian context it is expected that the issues raised are relevant elsewhere.

Problem Statement

In the current, and foreseecable future, much that was tacit in tertiary education must be made explicit, in the sense that the taken for granted assumptions about what is important require spelling out for increasing numbers of staff and students. The linguistic and performance experiences and capabilities of staff and students are increasingly diverse, as tertiary education providers in every Western country make accommodations for people with diverse disciplinary, social and cultural backgrounds. There is a smaller but no less important flow of staff and students to non-Western nations. These trends of exchange of people from different cultures are to be welcomed as contributions to increased global understanding. However, such exchanges are not without problems when either numbers exceed particular thresholds (about 10% in a single class grouping), or where the financial motivations become more significant than educational motivations (Meiras, 2004).

The lack of provision for identifying and sharing taken-for-granted academic cultural behaviours has changed the nature of the tertiary experience for L1 and L2 learners. In my professional experience, over a period of more than 30 years in the education sector, better students are now much better prepared to engage in tertiary education. However, increasing numbers of students come with a lack of exposure to the metaphors and supporting cognitive structures (Tan, 2005) required to engage in English language academic discourse. There is, thus, a growing disparity in the preparation of the best and other students. Lack of provision of the full range of metaknowledge experiences as preparation for tertiary learning has exacerbated this disparity and is, in part, a consequence of the increased access to tertiary education provided for people from diverse cultures and social backgrounds. The rapid growth of learning support centres staffed by very capable educators goes some way to helping students make up preparation deficits and is indicative of a responsible approach to lack of metaknowledge among students and academic staff.

While there is much talk about "generic graduate attributes" in education circles, there is no agreed, in an operational sense, underlying structure towards which graduate attributes contribute. Consequently, the basis for considering the relative merits of particular educational experiences and outcomes has no well understood and interdisciplinary structure that formalises tertiary Educational Objectives in the way Bloom's Taxonomy of Educational Objectives does for secondary schools. Even so, metacognitve knowledge has only recently (Krathwhol, 2002) been added to the Taxonomy.

In the context of this paper "metaknowledge" is naively defined as a global term labelling "knowledge about knowledge". Metaknowledge is the knowledge component that supports academic attributes (Barrie, 2005). Metacognitive knowledge, according to (Pintrich, 2002) refers specifically to "strategic knowledge, knowledge of cognitive tasks and self knowledge in relation to cognition". "Metaknowledge" includes meta-level knowledge in addition to that specifically related to cognition as is implied by the term "metacognitive knowledge". Ethical, cultural (within and between disciplines) organisational and generational knowledge is also included at scales beyond the individual person, group or society. Where individuals in a tertiary context share a particular culture, at whatever scale, such issues diminish in importance. But where, as is increasingly the case, societies become pluralistic, tending towards a multicultural structure, knowing about, understanding, and acting wisely in complex contexts assumes greater importance (Commission, 2003). The proliferation of disciplines and flavours within disciplines generates incomprehensible complexity at a surface level. Much of this complexity is about the metaknowledge that is taken for granted within a discipline. I sit on an interdisciplinary committee examining thesis proposals. It is concerning that commonly used disciplinary metaphors are not understood by colleagues. I have encountered discussions where neither "Newton's Apple" nor the "black box" metaphors are understood by colleagues. Yet, the expectation is that

the educated leaders of tomorrow will both understand and be able to work usefully in, and with, the complexity implied by multi-disciplinary and multicultural contexts. An unintended consequence of failing to have metaknowledge issues addressed is that academics do not share a common set of interdisciplinary metaphors that could encourage interdisciplinary discourse. In the next section we explore some contributory aspects of the current tertiary context in Australasia as an instance of wider trends in an increasingly globalised international education community. Evidence for the claim of the impact of a globalised community is found in the unintended increasing influence of L2 students in tertiary institutions in changing the experience of tertiary education for all people involved.

Supporting Evidence

The International Institute of Education provides data on students moving to and from the US while the Education NZ web site reports people entering tertiary education in New Zealand. Both sources show roughly one overseas student per 500 residents in each country. By far the largest source nation for students in New Zealand is China whereas in the US it is India that dominates. The UK, on the other hand, is a net destination for US students. For the last five or six years there has been a slow decline in the overall percentage of international full fee paying students at all levels of Western education. This trend suggests that local English language experiences are being substituted for international English language schools. New Zealand residents (people with permanent residency but who are not yet New Zealand citizens) are not distinguished in reported statistics. Many recent migrants in this group have English as a second language. The New Zealand Ministry of Education web site does provide much informative documentation about foreign fee paying (FFP) students in New Zealand. The statistical information provided below is extracted from the Ministry's web site documents ((Anon, 2001; 2004). Among the more challenging statistics are those reporting that FFP students make up 2.6% of the total secondary roll.

Of these students more than half (about 3,127) are found in the Auckland region. They move into particular classes in the most popular business, commerce and computing subjects that may have a large majority of FFP students. For the L1 learners in those classes those numbers mean that the New Zealand student gets an internationalised learning experience since courses and content are crafted so as to be "more friendly" to the majority of the student body, L2 learners, and are often taught by L2 academics. Over 90% of FFP students come from Asia with China, Japan, Korea and Taiwan being the most important source countries. Interestingly, the data shows that the large bulge of FFP student from secondary schools in the year 2000 will have moved on. Behind them is a significantly smaller pool of students that may offer a useful breathing space for academics coping with the large influx over the period from 2001 to 2003.

The unintended consequence of the movement of this large group of L2 learners has been to seriously stress academics teaching in entry level classes in the recent past and postgraduate classes now and for the next decade. The pressure on teaching space has shifted the learning context away from face-to-face teaching to technology based solutions discussed below. The additional academic staff could not come from within New Zealand so a further influx of overseas academics was required to provide for the numbers of FFP students. The staffing situation in existing New Zealand tertiary education is sketched in the next section.

Indicative Survey of Tertiary Academic Staff in New Zealand

Gaining some insight into the origins of academic staff without biographical details is difficult and may be seen as intrusive of other peoples' privacy. Tertiary institutions however, provide published, and therefore public, documents that detail staff employed and provide other related information such as department or faculty groupings. Some documents are available "online" with listings of employees by department,

qualification, role and curriculum vitae. Looking at the first degree reported in department web pages and tertiary "Calendar" publications as an indicator of first language, in a larger New Zealand university department of some 30 academics, only 8 have a first degree from a New Zealand university. Of the other academics 13 took out a first degree from countries where English is likely to be the language of education but whose cultural ethos is, not unexpectedly, different from New Zealand. Almost one third (9) of the remaining academic staff are L2 speakers whose first degree was taught in a language other than English. Across an available sample of 90 academics at another institution 68 were New Zealand qualified L1 speakers, 18 were L1 speakers qualified in other English speaking cultures and just 4 were L2 speakers.

This diversity of backgrounds presents particular difficulties for both FFP students, whether L1 or L2 and New Zealand students whether L1 or L2. Not the least of these difficulties is the assumption questioned by (Pennington, 1998)) that students will be able to hear through distinctive accents and pronunciation what is being said in lecture theatres and tutorials. The distinctive syntax that characterises regional and national variants of English also presents an additional communication difficulty. The communication aspects of academic accents, pronunciation and written expression may be addressed through appropriate instruction (Schmitt & McCarthy, 1997). The metaknowledge issues facing L2 speakers and L1 speakers from other nations are not trivial for academics in Western universities (Leask, 2003). There appears to be little or no reported serious attempt to acculturate L2 tertiary academics into local cultural practices in tertiary institutions. It is noted, in passing, that there is little or no formal reporting of mechanisms for mentoring L1 academics into academic roles either.

Course Materials and Course Work Preparation

Local L1 practitioners recognise that the changes in the composition of staff in tertiary education place increasing demands

on academic institutions and the courses prepared and presented for students. Undergraduate courses and programs tend to be team taught so that differences in expectations are moderated by shared local knowledge. In preparing materials, academic staff are mindful of the increasing use of student course appraisal processes. Course appraisal processes mix issues of feedback on the learning experience with management and control of academic staff. At an individual level, academics attempt to ensure materials are comprehensible to people with disparate language backgrounds. Many academics see student preparation for tertiary learning as inadequate and so resort to a reduced vocabulary of instruction with few metaphors or discipline specific linguistic structures other than those found in conventional dictionary sources. Such coping strategies are to be deplored since the unintended outcome is that both L1 and L2 students are disadvantaged as a consequence of the "internationalised" medium of instructional English. L1 learners because they are denied part of their national cultural heritage and L2 learners because they sought a local Westernised cultural and linguistic experience (only to get a watered down internationalised version with none of the richness of the local culture). Classes have tended to become content focussed and wider issues, among which is the development of metaknowledge such as "developing an academic voice" and developing academic literacy, are neglected. There is a serious need to follow linguists' advice and dispel the myths and misconceptions about second language learning (McLaughlin, 1992). McLaughlin, citing the research literature argues that it takes "2 to 3 years of formal instruction to acquire oral communications skills" and "4 to 6 years to acquire the proficiency through instruction needed for understanding language in its 'academic uses'". On this basis alone the current practice of allowing entry, into undergraduate and graduate courses, to persons with less than adequate literacy is to be deplored. The unintended outcome is that literacy development takes precedence over discipline specific learning. Expecting that students will acquire academic literacy in the

spoken and written word without formal instruction is simply flying in the face of the evidence. While it is easy to state the case, the solutions are not yet readily apparent as is discussed in the next section.

Seeing and Making Sense of Words

It is still an open question among educators and linguists as to the form of a suitable second language acquisition theory let alone language teaching pedagogy. As Gregg (Johnson, 2001) says, such a theory would be expected to "accurately describe and explain the process of how an adult learner acquires a second language". From a semiotic point of view, languages use different gestures, marks and sounds from which hearers and readers create meaning. At a surface level, there will be differences in the ways in which L1 learners create meaning from alphabetically represented languages as distinct from character based languages such as Chinese. (Koda, 1999) argues that the fundamental distinction between these language forms is derived from whether the meaning in writing is conveyed through sound (phoneme) or the form of the word (morpheme). Koda's (1999) most telling observation is "that when designing materials or curriculum for L2 instruction educators need to take the first language background of their students into account". Essentially, the first question of relevance to tertiary pedagogy is, what linguistic metaknowledge does the learner bring to the learning context.

Metaknowledge is knowledge about knowledge in a context. As such, metaknowledge implies both a maintenance and constructive aspect. Knowledge is maintained through records and through instruction. Knowledge is constructed through reported research and through changes in practice. Academic disciplines are concerned with both aspects, mostly with the former (records and instruction) roughly from ages 13 to 20 while the latter (research and changed practice) is more prominent in masters and doctoral levels. Metacognitive knowledge is acquired in contexts in which the learner can construct and evaluate personally

important relationships between what is known and new material. Providing that context has been part of the well understood role of academics in traditional settings. As indicated below, changes in practice also occur in the settings to which they apply. These two elements of metaknowledge learning are under threat from proponents of new technologies who assume that interpersonal and intergroup relations can be learned through virtual technologies.

E-Learning and Ways Forward

The introduction and continued spread of e-learning exacerbates the separation of academics from students and leads to the untested expectation that courses can successfully deal with metaknowledge issues with no shared-air-space face-to-face interaction. If the intention of the e-learning experience is to advance English language acquisition among L2 students then the advice of linguists is clear. Face-to-face feedback is an important aspect of L2 learning (Johnson, 2001; Oliver, 2000), no surprise there. Face-to-face monitoring is an important aspect in how verbs are used, more monitoring brings more correct responses (Salaberry, 2000). Learning that is textbook or screen-based can become contextless, fact based, time-dated and increasingly dissatisfying to all concerned. Microsoft "University" is perhaps the most visible exemplar of this process. Microsoft's course ware offerings are specific to company products and have a limited usefulness bounded by whether Microsoft continues to support a particular version of a particular product. While there is a role for such learning, metaknowledge aspects of the type discussed below are almost entirely absent from the Microsoft "University" experience.

Metaknowledge, knowledge about how knowledge and practice is organised, conveyed, advanced, and legitimated, because it is difficult under the best of circumstances, may be dropped from disciplinary curriculum. The consequences of failing to identify and defend a specific disciplinary cultural ethos in academic life will be the loss of our points of difference in the international

setting. It may well be that the point of difference Western nations wish to advance does not include a particular perspective on academic discourse. It may well be that Westerners are happy to become McDonald-ised joining the Coca-Cola nations of the world. It may well be a version of Microsoft "University" meet tertiary students educational needs. Until that day comes, steps need to be taken to address the metaknowledge issues in Western tertiary institutions either from the point of view of cultural identity or from the point of view of adequately preparing local graduates for contributing a specific cultural perspective in an internationalised disciplinary community.

In this paper, I recommend addressing the assertion of a lack of provision for metaknowledge and put forward suggestions for long term solutions. Some suggestions are made in the next section to address the issues of acculturation into Western academic culture. These suggestions take the form of a "straw man" curriculum described by indicative examples in the next section. The straw man metaphor in this case is used in the sense derived from decision making where a simple draft proposal is put forward to generate discussion of its disadvantages and to provoke the generation of new and better proposals. As the document is revised, it may be given other metaphorical edition names, i.e. "stone-man", "iron-maiden", until we may finish up with a "Gold Standard". The following examples have been abstracted from the Tertiary Information Technology curriculum in the United Kingdom and the USA as well as New Zealand tertiary curriculum statements. No specific disciplinary examples or details are provided since each discipline will view particular outputs or exemplars in different ways. However, it is contended that it is a specific discipline's responsibility to address the issue of how to meet students' metaknowledge needs. It is strongly advocated that the following topics be presented in shared air-space face-to-face situations and that they be part of every completing student's tertiary experience. The suggested metaknowledge areas dealt with below are intended as exit level performance items that, when mastered, would

enable further study at the next level. The levels correspond to entry into tertiary education (Level 4) undergraduate study (Levels 5,6 and 7) postgraduate study (Levels 8 and 9) and doctoral level study (Level 10). These levels include the Knowledge Dimensions listed in the revised Taxonomy (Krathwhol, 2002, Tables 2, 3, and 4) probably most commonly addressed, if at all, prior to Level 4.

Level 4 (ages 16–18)

Metaknowledge about using terms and specialist vocabulary

- **A vocabulary** of 2,000 English language word families (Nation & Waring, 1997).
- **A vocabulary** of 500 discipline specific words related to discourse in target disciplines and a vocabulary of 836 academic words (UWL, (Nation & Waring, 1997)).
- **Demonstrated fluency** in using the vocabulary in literary and verbal context such as is required for engaging in simple discourse.

Level 5 (ages 17–19)

Metaknowledge about communication in communities of Practice

- **Roles and Communities of practice:** Academic as a member of the wider community of practice, stakeholders within the discipline.
- **Intellectual property, Academic Voice,** the role and importance of the contribution of individuals in academic contexts, mechanisms that promote, recognise and maintain creativity. Discipline specific ethics.
- **Academic literacy:** The use of the core means of demonstrating oral and written literacy in the disciplines. For most disciplines the core language will be English or Maori but for others mathematics may be the language of discourse or one or more programming languages, or one or more natural languages such as Japanese or French.
- **The creation of clear text** using the language of the discipline.

- **Logic, introductions to** both first order and modal logics, the structure of defensible argument.
- **Temporal Structures:** Exemplars and case studies in the personal organisation of time. Understanding and meeting schedules, planning for deadlines, setting and meeting targets and goals. Managing time (work, leisure and study as an individual and group member).
- **Assessment and Evaluation:** Academic processes for deciding who may benefit from further education. What is assessed and the assessment processes. Preparing for assessments and evaluation. Ways of legitimising and demonstrating knowledge, skills, abilities, and affective outcomes.

Level 6 (ages 19–20)

Metaknowledge about academic contexts and activities

- **Academic Interactions,** academic disciplines structures and process. The roles and contributions of academics and associated staff. The advantages and disadvantages of group work in disciplines and in practice. Group dynamics and interactions. Intradisciplinary interactions between people with specific disciplinary interests. Planning and managing learning in groups. Conflict resolution
- **Assessment and evaluation** of group work. Projects and in-depth short term studies. The role of groups in completing projects.
- **Academic literacy** reflected in reports and extended essays demonstrating within discipline use of accurate expression following instruction in the tools and techniques.

Level 7 (ages 20–23)

Metaknowledge about theory and trends

- **Academic Theory and Methods:** The role of theory in specific disciplines. The role of methods in disciplines. The relationship between theory, methods and practice. The use and role of theory and methods in practice. The

illustration of theory and method through practice.

- **Disciplinary issues and trends:** The nature and role of change in disciplines. Historical outline of disciplinary developments, turning points and pressure points.
- **Advanced tools and techniques:** Identification and enumeration of past and current tools and techniques. Illustrative evaluations of past tools and techniques in relation to current tools and techniques. The discipline specific role of computer based technologies. Appropriate and inappropriate uses of technology.

Level 8 (graduate study)

Metaknowledge about philosophies and bases of judgement

- **Academic philosophies:** Discipline specific philosophy. Elucidation of the central philosophy of disciplines, as well as the range of philosophies extant in disciplines. Evaluation of current developments in disciplines, both cognate and reference disciplines with a specific focus on codes of ethics and ethical issues.
- **Academic evaluations** of contemporary trends and issues.
- **Academic evaluations** of contemporary tools and techniques as used in practice.
- **Literatures:** The nature and role of academic literature. Evaluating and reviewing a literature within a tightly scoped discipline specific focus.
- **Academic communication in disciplines.** The nature and role of publications from popular to professional to academic. The preparation of Working Papers, Poster Sessions, short and longer conference presentations, Journal and textbook preparation. The patterns of academic critique and the role of critique in the advancement of knowledge. Defensible and indefensible argument.

Level 9 (graduate study)

Metaknowledge about knowledge dissemination and dealing with interdisciplinary and interdisciplinary issues

- **Contemporary Trends and Current Issues:** The identification of trends from historical and current professional literature. Preparation of literature-based reports of trends in disciplines. The writing of reviews and papers for publication.
- **Interdisciplinary Trends and Issues:** Contrasts in Codes of ethics in professions. Points of stress and methods of conflict resolution at disciplinary interstices. Pedagogies for knowledge transmission and choices in academic career paths.
- **Metaphor** Common academic metaphors. Discipline specific metaphor. Instances and exemplars from cognate and contrasting disciplines.

Level 10 (doctoral study)

Metaknowledge about academic communities of practice, praxis and knowledge creation activities

- **Cultures in the academy:** The advance of disciplinary specific interests. Practical aspects of advancing the interests of a community of practice. The life-cycle of ideas and the growth and development of disciplines. Life-cycle of ideas in practice.
- **Reflexive thinking:** Critique of Praxis. Praxis for whom and for what, who is advantaged/disadvantaged. Knowledge and contributions to knowledge specific to disciplines and across disciplines. Pedagogies for knowledge creation and generational succession.
- **Research and re-search:** The creation and validation of existing and new knowledge and new practice. The range of research types and research communities of practice. Disciplinary specific primary, secondary, tertiary and quaternary research. Research ethics.

Summary

We reported on developments from internationalised education that have had unintended outcomes. As a mechanism for addressing the emergent issues, we reported work in progress on identifying aspects of metaknowledge in tertiary education. The suggestions follow the work in the Revised Bloom's Taxonomy of Educational Objectives (Anderson & Krathwhol, 2001) for schools and attempt to extend that work into the undergraduate, graduate and post-graduate levels. It will be clear that none of the above foci of interest belong in any one specific discipline. I would argue that it is in the nature of metaknowledge that every discipline should be concerned with each of the themes identified in the above suggestions. It would be surprising if there were not omissions in the suggestions I have made. There will be differences in where emphases are placed and perhaps the order of presentation will vary from discipline to discipline. There are many disciplines, some with lengthy histories of scholarly inquiry that do not take aspects of these metaknowledge issues seriously and do not make attempts to ensure their students are adequately prepared for the other than content specific aspects of academic life. It seems reasonable to expect, at the end of a tertiary education experience, that every student's attention should have been focussed on all of the themes identified in discipline and level specific contexts. At stake here is an academic point of difference, the advantage offered to Western tertiary students of a comprehensive exposure to the central contextual and communication issues in the tertiary experience. The problem remains for educators to consider where the role, if any, of metaknowledge should be played out in the crowded tertiary curriculum.

A Suggested Way Forward

It is not clear yet whether the task of addressing metaknowledge issues "belongs" to any particular group or academic discipline. What is clear is that the task is significant to people identifying with Western culture and, if taken up seriously, will require

combined and mutually respectful contributions from academics in all disciplines.

My challenge to HERDSA members is to consider participating in a Delphi-like project. The first step would be to respond to the challenge by individually indicating whether the issues are of concern by emailing the author at *bbarbour@unitec.ac.nz*. The second step would involve a number of interactions via email prior to the 2006 HERDSA Conference, in which volunteers offered to collect opinion from within their discipline as to which, if any, of the **straw man** items suggested above are acceptable and then make specific suggestions as to what has been missed out. Following a series of further interdisciplinary versions, as consensus develops, I would propose that HERDSA members with specific metaknowledge interests gather at the next HERDSA conference for a special session to formulate a 2006 version of a HERDSA metaknowledge position paper as third step prior to wider dissemination of the emerging Tertiary Metaknowledge Educational Objectives.

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Higher Education at the National Institute of Adult and Continuing Education (NIACE): A view from the UK

By Bill Jones

By University adult education in Scotland (always ahead of England in matters educational) began around the end of the 18th century, while it was in 1867 that Cambridge academic James Stuart organised a lecture tour of northern English industrial cities, teaching the elements of science and mathematics to working women. The university extension movement began as a result of Stuart's radical work, and by the start of the 20th century most universities were engaged. The foundation in 1903 of the Workers' Educational Association as a student-led organisation with a mission to enable access to universities by usually excluded social groups contributed the other half of a relationship which dominated adult education in its early years. The WEA's founder, Albert Mansbridge, was also, at the end of the 1914–18 war, the originator of the grandly-titled World Association for Adult Education (WAAE), made up of British members, with the international dimension from the then-British dominions.

An offshoot of the WAAE was the British Institute of Adult Education (BIAE), founded in 1921, as an association of individuals with a common interest in the adult education movement. A later body—the National Foundation for Adult Education—was established immediately after the Second World War to act as a discussion group of organisations with responsibility for adult provision. In 1949 the BIAE and the National Foundation merged and became the National Institute of Adult Education with both individual and institutional membership.

It was in the 1980s that the National Institute added the now-familiar "Continuing" to its name, to reflect the increasing areas of work in which it was engaged, widening steadily from the original concentration on university extra-mural provision, local education authority adult and community education, and major voluntary bodies like the WEA. As the 1980s progressed, NIACE started to focus on the relationship between general adult education and vocational training, and between economic success and social inclusion. NIACE was also building membership among further education colleges and government bodies whilst retaining its traditional membership base among local authorities and universities.

Writing in 1999, Stephen McNair described NIACE's continuing steady progress from marginal to mainstream: "Like adult learning itself, NIACE has moved dramatically from the margins to the mainstream in the last decade. Its strengths lie in its many networks, working in partnership across sectoral boundaries, and its willingness to take risks with new ideas, of which Adult Learners Week (one of the great international innovations in adult learning in recent years) is only the most widely visible. It has consistently sought to support the interests of adult learners, in all their diversity, and to be a critical friend to all those who support adult learning" (McNair, 1999).

NIACE is a non-governmental organisation, and is one of the enduring features of adult learning in all its aspects in the UK (strictly England and Wales). Since its foundation it has been the watchdog, advocate and critical friend of lifelong learning. NIACE describes itself as "working for more and different adult learners ... we interpret this to mean advancing the interests of adult learners and potential learners. Our strategic plan commits NIACE to support an increase in the total numbers of adults engaged in formal and informal learning in England and Wales; and at the same time to take positive action to improve opportunities and widen access to learning opportunities for those communities under-represented in current provision'.

In recent years adult education in English higher education has come under a range of threats. These include government policies which are preoccupied with participation by young, full-time students as training for employment, an erosion of commitment to personal ("liberal") education, and a diminution of interest in their local community programmes by research intensive universities, who by historical chance are the ones specifically funded for adult provision.

Older students are among those who have suffered disadvantage in this climate.

NIACE has engaged with these issues and policies to mitigate the disadvantage to part-time and older students caused by the Higher Education legislation in 2004 with its controversial proposals for increased student fees, and unequal financial treatment of full and part-time (usually older) students.

Yet even by Government's own predictions the labour market demands in the next decade will not be met by young entrants to careers but will need a high proportion of older workers to remain in work, upskilling and retraining to meet the demands for graduate skills. As Alan Tuckett, Director of NIACE writes: "Only one third or so of the new workers will come from indigenous young entrants to the national workforce; the balance will come from a combination of three sources: ...increase in the proportion of women...net in-migration...and older people staying on in the labour force" (Tuckett & McAulay, 2005, p. 1).

The aspect of higher education with which NIACE most closely engages is that of widening participation—the social equity agenda which strives to counter the tendency for university education still to be the province of the middle classes following traditional academic ("A level") routes, with participation by less affluent or non-participating social and ethnic groups, especially on "vocational" routes, remaining stubbornly low and unchanging. In this there is increasing interest by policymakers and academics in lessons which might be drawn from international comparative studies.

In a time of rapid change in the economic and technological and therefore employment context, government, funding bodies and higher education providers are looking globally for examples and perhaps inspiration. The US structure of community college and university networks attracts notice, while New Zealand's overarching tertiary funding system offers another model for overcoming the funding/planning divides which beset UK and especially English policy and provision. Similarly, UK policymakers have, not for the first time, looked to Australia for models for innovation in cross-sector provision, joining further education colleges with universities in the manner of the Australian dual sector universities. The complexity of the international landscape of higher education is explored in a NIACE collection of essays by experts from a range of countries, including Australia, Canada, New Zealand and European countries: *A contested landscape: International perspectives on diversity in mass higher education.*

A more specific international comparison, often made by UK policymakers and academics seeking models for widened access while preserving excellence, is with the USA structure of community college/university, commonly termed the "Wisconsin model". The comparison is in fact complex, and careful study is necessary if lessons are to be learned. A recent study of both the UK and the US systems indicates that if policies are to work they need to ensure not only that traditionally-excluded social groups are given access to higher education, but are guided through as

well into the higher education system, which itself must adapt to their needs. "The challenge is to change the curriculum, the environment and the culture so that it meets the needs of the learners not to change the learners so that they meet the needs of the university" (Layer, 2005, p. xi).

A new development in English higher education is the creation of *Lifelong Learning Networks.* These are partnerships of colleges, universities and employment-related organisations, funded by government, with the intention of improving progression rates from further education colleges to higher education: the so-called "vocational" (as opposed to "academic") route. This initiative could be simply another instrumental process to improve progression of a young age cohort in a narrow, vertical path, or it could be true to the "lifelong learning" vision of the title and become a genuinely radical revision of the further and higher education system, perhaps even heralding a new "tertiary" era, to the benefit of providers and students alike.

The NIACE Higher Education team has been working with the Higher Education Funding Council for England (HEFCE) to support this initiative and to steer it towards its larger, more ambitious lifelong learning aims. This project began with a national seminar, inviting leading figures in the widening provision community to contribute papers, which were then collected into an edited volume: *The Tertiary Moment* (Duke, 2005). The editor, Chris Duke, drawing on his wide Australasian experience, takes the opportunity to press the case for "tertiary" thinking in policy approaches to further and higher education.

Both members of the NIACE Higher Education team have connections with Australasia: Chris Duke is of course well-known through his extensive work in Australia and New Zealand, while the author of this article is an enthusiastic newcomer to the southern hemisphere's lifelong learning culture. Other NIACE colleagues have Australasian links; as I write this our Director of Research, Peter Lavender is visiting New Zealand. The issues for adults

in higher education in the UK are common to many cultures, and will be recognisable to members of HERDSA. NIACE values its growing international links, and as I hope the above examples illustrate, vigorously promotes the debates on behalf of widening participation in an inclusive and learner-centred higher education.

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