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FEATURES

REGULAR ITEMS

APRIL 1986

Editorial

This is my last issue as Editor of HERDSA News. After 8 years in the position I relinquish it with a mixture of relief — at last I can do some other things — and regret — I will miss the way in which I have been able to extend my range of interests and contacts. For the most part it has given me great pleasure in putting together such an eclectic publication. (I conveniently forget those uncomfortable times when deadlines draw near.)

HERDSA News is unusual in that it attempts to do so many things: present information and ideas, introduce new topics, encourage debate, keep members in touch with the organisation. No one will be ever satisfied with the mix, but hopefully each one of us finds something to interest us within its pages. While I have complained in the past about the paucity of material that is submitted by members, in fact I have secretly come to welcome it for it has enabled me to shape the publication by commissioning articles in areas that I judged were important, interesting, and, just occasionally, a little self-indulgent. All that is no more and I hand over fully to Peggy Nightingale with just one recommendation: do what you think is right.

I wish her well: she may not need to produce 23 issues to work out how to do it. Already, she has commissioned from John Clanchy in last November's issue an article that has probably been read by more people than any other in HERDSA News (courtesy of The Australian*).*

There are many things you can do to make her task easier, but the most important is to keep her informed about what is going on. You don't need to write long articles, though these will be welcomed, but you do need to tell her about what is happening in your institution, State or Country — it may be of much wider interest than you think.

Well, I will resist meddling any more in something I am no longer associated with. Best wishes.

Good luck,

Dave Boud

REPORT

February Executive Meeting

A meeting of the HERDSA Executive was held at TERC, University of NSW, on Sunday February 9 from 9.30 am to 5.15 pm. Fourteen members attended and two others participated by means of a three-state teleconference late in the afternoon.

Several reports were discussed at length on topics such as HERDSA serial publications, forms of co-operation with other societies, a HERDSA membership drive, the editorship of HERD (discussed in another item in this issue) and the HERDSA Visiting Fellow scheme.

Considerable time was spent discussing Guidelines for HERDSA Conference Convenors, prepared by Jackie Lublin and Lee Andresen. It was decided that the document should be recommended to Convenors with the request that any proceedings of a HERDSA conference should be published promptly, should be of reasonable quality and should reflect the unique climate of the conference.

Plans for the 1986 and 1987 Conferences were also discussed. A number of abstracts of papers for the May conference in Canberra have been received and most details regarding the venue have been finalised.

The 1987 Conference in Perth is to be in late August and will be followed by a two-day programme in Singapore. The President has formally invited a Singapore academic to be our liaison person there. More details should be available by the time of the Canberra Conference.

John Bowden,
President.

* * *

Search for HERD Editor

Dr John Powell, founding editor of HERDSA's journal *Higher Education Research and Development*, has informed the Executive Committee of his intention to retire from this position. His resignation was accepted at the February Executive meeting, but he will continue as Editor during 1986.

The President moved a vote of thanks and commendation to John Powell, who, since 1980, has seen the journal from an idea to a reality. Now publishing Volume 5, HERD has become an internationally recognised and highly respected journal of Higher Education, largely due to John's efforts to secure material of the highest quality for its pages. Without his breadth of experience and wide circle of colleagues in higher education here and abroad, it is doubtful the journal would have achieved its present standard of excellence.

The Society now faces the difficult task of finding a replacement Editor for HERD. The Executive requests all members to consider carefully who might be nominated and to make suggestions to the President, John Bowden (Centre for the Study of Higher Education, University of Melbourne), who heads an informal search committee of the Executive. Volunteers for the position are also sought.

From Study Skills to Better Teaching and Learning

The Study Skills Project, a Participation and Equity Program-funded activity at South Australian College of Advanced Education, has integrated staff development activities with providing support facilities for students. Coordinator of the Project, Christine Brock explains developments to date.

Like many other tertiary educators, staff at SACAE were haunted by the spectre of semi-literate students emerging from their educational institution to teach the young. Eventually, the time and energy expended by a group of concerned staff resulted in the College mounting a Study Skills Project funded by the Tertiary Education Authority of South Australia with PEP monies. Begun in 1985 and continuing through 1986, a dynamic program is taking shape, one which has moved far beyond its original study skills emphasis. The emphasis is now on a *process* which begins with communication from staff to students, encourages the use of language as a tool for learning, and culminates when students communicate their learning to others.

Very early "What is wrong with students' writing?" was the question addressed. Students were tested for spelling, punctuation and grammar skills, with remedial help and self-help materials being offered to those below the required standard. But too few students took advantage of such help, and it seemed difficult to tell whether people had actually benefited from it. As one of the study skills tutors in the Project reported, "I have so far concluded that students in need fail to seek help because they are afraid of what it might cost them in terms of self-esteem, confidence, reputation, change, time and security." On the other hand, demands on staff in their normal teaching program ("remedial" work not being recognised as the proper work of tertiary institutions) meant too little time to pursue the problems of student writing adequately.

"...a dynamic program... has moved far beyond its original study skills emphasis."

The receipt of $80,000 in 1985 and subsequently $44,000 for 1986 enabled the group of concerned staff, the Study Skills and Literacy Advisory Group (unpleasantly labelled SSLAG!), to employ 4 part-time study skills tutors in May 1985, each working on one of the College's 5 sites. (Before amalgamation in 1982 there were 5 autonomous CAEs in South Australia.) This step reflected the Group's top priority: the provision of voluntary individual or group help. The tutors worked from the Student and Community Services Unit where they could be part of the administrative structure but independent of the faculty structure. The SSLAG member for each site invited interested staff to form a site advisory group to support the tutor by providing a strong base and any necessary local information.

In summary, the organisational structure of the project is as follows:

Director Academic

Student and Community Services Unit

Management Group including a representative from each site, Student and Community Services Unit, a student and the co-ordinator

Co-ordinator

4 study skills tutors working on each site

An Advisory Group to each tutor, site based

The Study Skills Tutors have stablished themselves in their own ways on each site. Each one has:

- advertised her services to staff and students;
- worked with students on an individual and group basis;
- developed a referral and resource service for staff;
- established a small, essential collection of materials for use with and by students;
- initiated many contacts with staff and students according to needs on each site;
- maintained detailed records including:
  - numbers of students using the service and numbers of sessions held;
  - referrals by staff;
  - PEP categories of students;
  - contacts with staff;
  - problems presented by students;
  - feedback from students and staff.

In the period May to November 1985, 246 students sought help from study skills tutors who conducted 597 individual sessions; 235 of these students fell into the PEP categories of disadvantage. Sixty-five members of staff took advantage of the opportunity to refer students to tutors. (In 1985, SACAE had 5000 full-time internal students of whom 2000 were commencing courses; 11,000 were enrolled externally. There were 650 academic staff.)

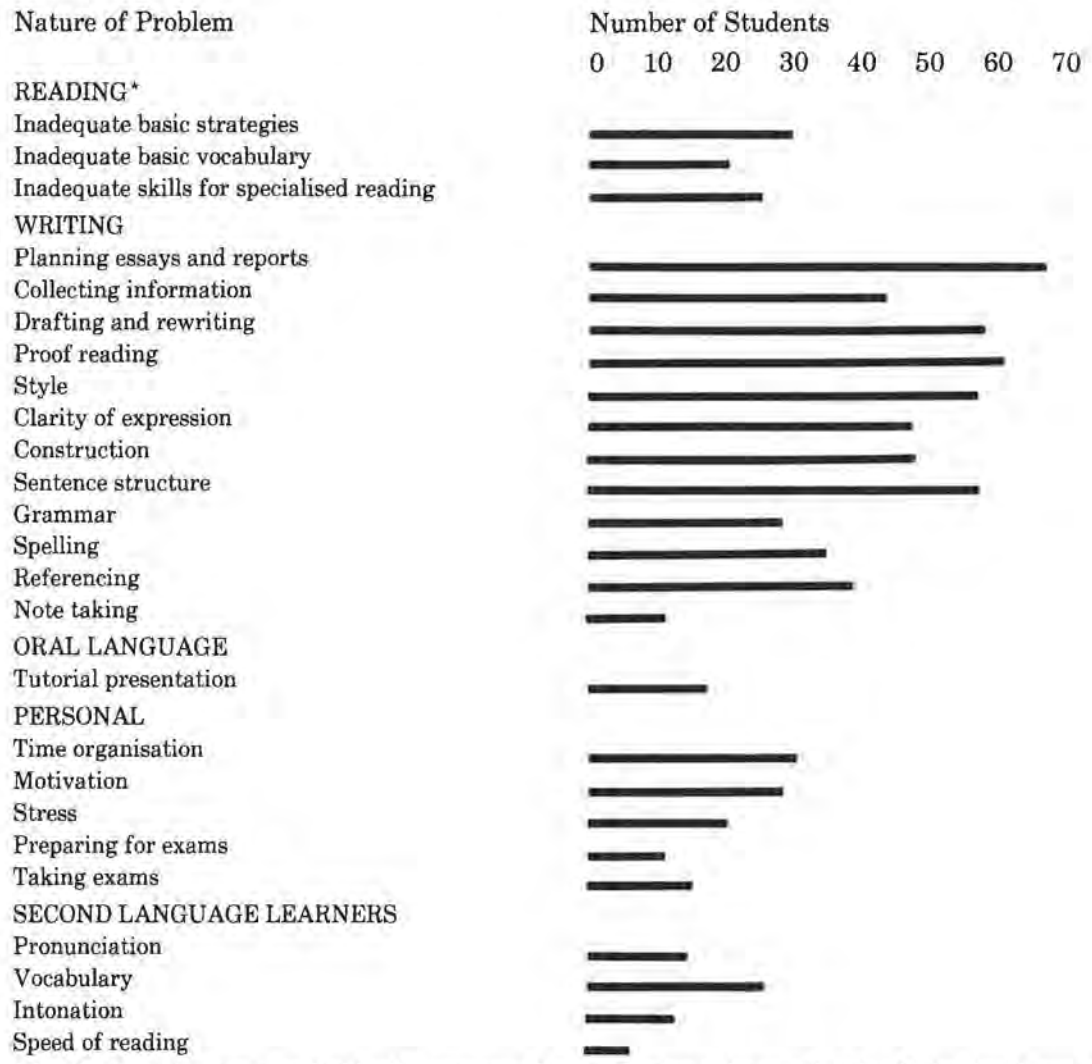
In addition, a research brief was given to one of the tutors:

- Collect relevant information about students who seek help from the study skills tutors e.g. age, sex, language, and education background, nature of difficulties, help sought.
- Determine for PEP purposes, which students in need of assistance do not seek help and why.
- Monitor the materials and methods used by study skills tutors, and their effectiveness.
- Monitor the approaches used to promote the program.

South Australian College of Advanced Education

PROBLEMS PRESENTED BY STUDENTS TO STUDY SKILLS TUTORS

1/8/85 to 30/11/85



* Reading problems are masked by the urgency of essays having to be completed; a higher incidence of inadequate reading strategies underlies writing problems. Students rarely come early enough to work on these.

- Report on the most promising/effective study skills program in operation in Australia.
- List the units and parts of units within courses that assist students with their study skills.
- Note the type and effectiveness of study skills assistance given to students by academic staff.
- Collect information on student and staff assessment of the program.
- Review literature and liaise with other groups working with PEP grants.

After some delay, a Co-ordinator who would also organise staff development was appointed in July 1985. This step was based on the belief that long-term benefits for students would come through changes in staff practices, and that in a decade of financial strangulation money for continued tutoring would not be found. Various models of staff development were discussed by the SSLAG but the Co-ordinator was free to pursue her own model, a ripple-effect approach, beginning with those who wanted to work with students more effectively.

"... long term benefits for students would come through changes in staff practices."

The approach taken on each site was to:

- Talk to the Deans to create awareness of the project and gain support for working with staff.
- Solicit invitations to all relevant staff meetings in order (1) to make the project known; (2) to discover the level of concern for student performance; and (3) to invite staff to a workshop that was designed to help them improve student writing.
- Send personal invitations to the coming workshop (in this case one to be run by Dr Peggy Nightingale of TERC, University of NSW on "Improving Student Writing") and organise wider distribution of fliers.
- Offer follow-up workshops by individual request, or in response to expressed needs.
- Offer support to staff by creating networks of common interest across sites and by acting as a resource in the area of study skills.

These strategies have resulted in 23% of the College's academic staff being involved in staff development workshops so far. Follow-up workshops have been sought by site, faculty and subject groups. A major area of concern has been with the setting of written assignments and effective marking. External Studies staff have sought help with study skills notes, tutoring for students, and evaluation of a study skills course. (Communicating with external students will be the focus of a forthcoming workshop.)

The positive response of staff to the workshops has been exciting. Even more so has been the unexpected interchange between the two major strands of the Project, the work of the tutors and staff development. Here are some examples of this interchange:

- Staff attending workshops are seeking help from tutors and co-ordinator.
- Increasing numbers of staff are referring students to the tutors. Many solicit feedback on students' progress (confidentiality is strictly observed where requested).
- Some staff want to communicate additional input to workshop participants by follow-up letters to them.
- One of the most valued outcomes of the workshops is the interchange of ideas and information between staff who rarely have the opportunity to discuss such issues, and have no idea of what others are doing.
- Feedback from students to the Project is now being made available at workshops; staff are finding this extremely interesting and want it to be circulated more widely (to influence the unconverted).
- The site Advisory Groups are becoming resources to other staff. Participation in workshops is giving them confidence, information and practical strategies to share with others. Their role will be strengthened this year by increasing their fund of resources, by involving them more in workshops and developing a political direction so that elements of the project will continue on their site when PEP funding ceases at the end of 1986.
- Staff are putting into practice suggestions about classroom methods which may help students improve skills, such as allowing resubmission of essays and specifying marking criteria.

Letters of support have come from students and staff to underline the need for the Project to continue. TEASA has responded to the Project's Interim Report with the following comments:

" The approach adopted by the College ... is impressive particularly in respect of the emphasis being given to staff development in recognition of the need to influence teaching methods and staff attitudes if longer-term benefits are to be realised.

" ...Although there has been an emphasis on aspects of the programme which will provide long-lasting benefits it is apparent that a continuing commitment by the College will be needed if the benefits are not eventually to dissipate."

"23% of the College's academic staff [have been] involved in staff development workshops so far."

In addition to tutoring, staff development, research and assessment of achievements, there will be a strong political direction to our work this year to prevent such dissipation.

One of SSLAG's original intentions was the production of appropriate study skills materials should they be needed. To this end, a search of relevant materials used Australia-wide was made and materials found most useful by students using the service were monitored.

This of course begs the issue: what *are* study skills? Repeatedly, students come to tutors for help in essay writing, how to handle reading, making sense of the College's requirements regarding bibliographic convention, article reviews, annotated bibliographies and so on. Consequently, we have written a series of leaflets, *not* entitled Study Skills, but simply: Essay Writing, Effective Reading, Note-Making, Tutorials and Seminars, Referencing, Tests and Exams, Annotated Bibliography and Article Review, and Time Organisation. These are delightfully illustrated and boldly printed on coloured A4 paper, and are readily available to students and staff.

"And so we have moved from a focus on study skills to supporting more effective communicating and learning."

However, in our work with students and staff, we are focussing on a number of processes: the process of communication with students; the processing of information via the senses and the use of language in thinking, reading, reasoning and connecting experience and writing; the process of communicating what is learned to others, and the process of assessing learning. There are many "study skills" involved, but problems arise where the *processes* are interrupted, where there is static interference, where thinking, reading, speaking and experiencing do not connect, where confidence and self-esteem are low or the desire to make meaning is missing. And so we have moved from a focus on study skills to supporting more effective communicating and learning.

It appears that perhaps 12% of students in the SACAE have basic problems with reading and writing and need more intensive help than can be given by teaching staff. Regardless of staff awareness and willingness to help students learn, there will be a need for tutoring support for these students. (The hoary issue of selection procedures will not be raised here: if the institution admits students we believe it is responsible for offering support services.) The involvement of staff in identifying such students is crucial; staff development can help them clarify how they can help students, and when to refer them to the tutoring support service.

Several factors have enabled this Project to succeed, one of the most important being the concern and support of staff throughout the College providing a welcome base from which to work.

Christine Brock
South Australian
College of Advanced Education.

Encouraging Local HERDSA Activities

A New South Wales Branch of HERDSA was organised on a trial basis to promote more local activities for state members. Alan Prosser reports on its first year of operations.

From soon after its foundation, 14 years ago, HERDSA has been running local activities through the initiative of a few individual members. There has been no structure to support the local entrepreneurs; it has been up to those who took the initiative to persuade others to help. Of course, these activities have been irregular and there has been no continuing theme. Members in a particular region have had no idea what was coming next, nor when. Anyone with an idea, but who was unable or unwilling to turn it into an event, could only approach the HERDSA Executive, which in turn had to seek a local volunteer to take up the idea. It is to the great credit of a few individuals that such local activities have continued. For some years the Executive has tried to increase the number of local activities but the only mechanism has been to request members of that committee to take on extra duties. But now a significant change has occurred.

Late in 1984 the Executive agreed to the proposal to establish, on a trial basis in New South Wales, an addition to the HERDSA structure with the primary purpose of maintaining local activities. Early in 1985, an informal meeting was held of Sydney-based members who had previously accepted responsibility in local HERDSA affairs. That meeting elected a small working party to prepare proposals for formation of a state branch to put to members working in NSW. All NSW members were invited to attend a meeting on 8 May 1985, and decide on the formation of a New South Wales Branch, with an elected Branch Committee, to organise activities primarily for existing members in the state. (It was a mistake to have had a purely business meeting, because only 10 out of 120 members attended. With hindsight we realise that more members would probably have attended if the business had been coupled with an educational activity.) In August the Executive endorsed the formation of the Branch and the election of the Branch Committee of five members. Four of those members are practising teachers — that in itself is a noteworthy feature of the Branch.

It is one thing to have aims and plans, free of a real context, but it is an entirely different matter to execute them satisfactorily in the 1985 environment of higher education in Australia. The Branch Committee has considered a number of ideas about local activities. Sometimes the right person to lead the activity cannot be identified; sometimes the person selected is not able to take on the task when invited; other times the activity has had to be held on a particular day regardless of convenience; always the organising tasks have had to take second or third place to the departmental duties of Committee members. Nevertheless, some results have been achieved.

The first local activity of the new era was held on 16 July 1984, when Roderick Neame and Brooke Murphy of the Faculty of Medicine, University of Newcastle, led an afternoon workshop on an analytical approach to developing students' problem-solving skills. The topic was deliberately selected as a follow-up to the popular week-end conference on problem-based learning during Don Woods's visit. All NSW-based participants at that conference, as well as the full state membership, were invited to the July workshop. In the event, 22 people attended from several different institutions. Further meetings relevant to problem-based learning are being planned.

The next meeting was a very different affair in almost every respect. The Western Australian Institute of Technology (WAIT) has worked to improve the procedures for promotion of academic staff. Members of the Educational Development Unit of WAIT have been deeply involved in the development and evaluation of the procedures. They offered to conduct a workshop on issues of academic staff appraisal and the WAIT procedures on their way home after the Auckland conference. The Branch was worried that the workshop would not be addressed to people who formed the bulk of the membership, that it would be expensive (underestimated at $500), and that there was little time for organising, but we chanced our luck. Nearly 50 people wanted to come, but we restricted registration to 30, and judging by comments afterwards, most of the participants were well satisfied, for which we thank Don Openshaw and Norm Dennis.

Recently NSW has seen one branch of higher education grow rapidly, viz. nursing education, and several members of the new departments had attended the problem-based learning activities. Some enquiries indicated that there was worthwhile purpose in bringing together teachers from the many departments around NSW to discuss "The first year of the new programs, experiences and issues". HERDSA seemed a most appropriate body to host such a meeting, and Ruth White agreed to conduct the proceedings. During the afternoon of 23 January, more than 40 people discussed their experiences and issues in nursing education with an unusual breadth and depth. What a pity more people from other disciplines were not present to hear how nursing courses had been designed and students' experiences monitored. The great majority of participants supported the proposal to hold a second, full-day meeting in June or July.

So far all meetings have been held in Sydney, but three or four enthusiastic members from other cities have asked us not to forget them. The first response was to elect Grahame Feletti of Newcastle to the Branch Committee. While that presents some problems to Grahame and Noel Lonergan, the Secretary/Treasurer, the result is a constant reminder of the out-of-Sydney members. We hope NSW members will bear with the Sydney meetings for a while longer until we are more organised and sure of ourselves. Early on, the question was raised whether HERDSA members in the ACT were members of the Branch or not. The question has not been officially resolved, but we inform them of all meetings and assure them of a warm welcome.

Lastly, let me name and thank the remaining two members of the Branch Committee — Zenon Pudlowski and Bonnie MacDonald — and record with appreciation the contribution made by Judy Kay to the first working party. The moral support and constructive advice of Dave Boud, Peggy Nightingale and Ian Dunn have also been most valuable.

Alan Prosser,
University of New South Wales.

Can Senior Students Be Good Small-Group Tutors?

Students can be effective tutors for their peers, but as Roger Smith, Grahame Feletti and Jenny Hughes report from the University of Newcastle Faculty of Medicine, there is a need for developing some specific skills if students are to be good small-group leaders.

Introduction

The undergraduate medical course at the University of Newcastle, NSW, develops students' problem-solving skills within five major strands. It relies heavily on the small-group tutorial (7-9 students) as its main educational method (Engel and Clarke, 1979). But in attempting to reduce inefficient learning, this approach creates an administrative problem — by requiring a relatively large number of tutors. The first three years of the course require about 30 tutors each, while Fourth and Fifth Year require nearer 100 tutors or clinical supervisors for the students' ward attachments.

Apart from the 45 full-time academic staff, the medical school has relied on the services of about 200 part-time tutors — they include hospital medical officers, private specialists and general practitioners, recent medical graduates, allied health professionals and academics in non-medical disciplines. While the course could not function without such co-operation, early evaluation of First Year tutoring showed that students felt some part-time staff were not familiar with the school's educational approach, its course structure or implementation, nor even the learning objectives of each Strand (Feletti et al, 1982). In part this was compounded by the school's lack of expertise in tutor training, and in part because part-time staff found it difficult to attend training sessions. Besides introducing tutors to the program and its objectives, these sessions also attempt to ensure that tutors are prepared to facilitate student interaction, thereby allowing *the group* to work towards solving problems effectively.

"... students felt some part-time staff were not familiar with the school's educational approach, its course structure or implementation, nor even the learning objectives..."

An alternative system of tutors was tried out in one of the strands in 1984 as an attempt to overcome some of these educational and administrative difficulties. The Scientific Method and Critical Thinking (SMACT) strand is aimed at developing skills in interpreting published biomedical information, such as in journal articles and drug company brochures. For this strand in First Year, all eight tutors were Third Year medical students who had recently shown a high standard of performance in their assessment in the same strand. It was expected that these student-tutors would be more aware of student needs, and have first-hand experience of the course aims and the strand's objectives.

In evaluating the merits of senior students as tutors, we reviewed various data. One source was the first year groups' results on their SMACT summative assessment task (see Figure 1). Another was students' perception of their tutors using a standard set of questions. Finally, these same perceptions aggregated over the eight student-tutors were compared with corresponding ratings of "regular" Faculty tutors made in 1982 by other first-year students (Feletti and Sanson-Fisher, 1983).

Method

Selection and Training of Student Tutors. Third year students initially judged satisfactory on this Scientific Method and Critical Thinking strand had their assessment papers re-graded as either excellent (85% or better), good (70-84%), or average (50-69%) for the purposes of this tutoring assignment. All students with "excellent" or "good" gradings were offered the opportunity to be First Year tutors, and the first eight students to volunteer were accepted. They were given one training session of one hour, at which the learning objectives and format of their tutorials were determined. They were then assigned to one of the eight groups of students enrolled in this First Year Strand. The student-tutors then conducted two two-hour sessions with their respective groups. One month later, the First Year students completed a group-task as their assessment in this Strand (see Figure 1). They were

Figure 1
Year 1 SMACT Summative Assessment 1984

Mr Lawrence, a 64-year-old man, presents to your general practice in Adamstown complaining of aching in his right knee. Investigations indicate the diagnosis to be osteo-arthritis requiring pain relief only. You usually prescribe aspirin in this situation but a drug company representative has recently recommended Diflunisal (Dolobid) to you (and provided the supporting material you have had for 1 week, including the paper by De Vroey).

Question 1:
With regard to the paper by De Vroey, indicate three ways in which the author tried to minimise bias and improve internal validity. Explain how these measures improve internal validity.

Question 2:
How applicable are the results of the De Vroey paper to the management of Mr Lawrence? Answer in less than 100 words.

Question 3:
You decide to organise a trial of your own to solve your therapeutic problem. Indicate what hypothesis you will be testing. Give 4 aspects of your own trial which you consider of importance, which will make it of more value to you than that performed by De Vroey.

also asked to complete a 20-item rating form on perceptions of their student-tutor. A six-point Likert scale was used for each item, ranging from (1) *strongly agree* to (6) *strongly disagree.* Anonymity of response was assured and ample space on the form itself was provided for other comments.

Results

Each student group's performance on the assessment task was judged independently by two staff members to be "satisfactory", according to pre-set criteria or mandatory levels of competence. Forty-seven of the students (78%) also completed the tutor evaluation form. In general, students were highly accepting of their Third Year student-tutors. For example, all but one student rated 1 or 2 (i.e. strongly agreed) that having a Third Year student as a tutor was useful. More than 82% of students strongly agreed (rated 1, 2) that the student-tutor allowed them to explore their attempts to solve problems (item 3), encouraged them to express themselves freely (item 5), really appeared to be an understanding person (item 6), was easy to get along with in the sessions (item 10), and appeared to be enthusiastic about the problem-solving approach (item 15).

It had been presumed earlier that student-tutors would be conversant with the course, the Strand and its objectives. Overall students' ratings firmly supported this for their respective tutors. More than 92% of students strongly agreed (rated 1 or 2) that their tutor discussed, and was knowledgeable about the objectives of the group's sessions (item 1), had a thorough up-to-date knowledge of the particular problem that they were studying (item 2), encouraged the group to make appropriate use of the undergraduate programme objectives (item 9), appeared to be knowledgeable about course structure, regulations and assessment requirements (item 14), and felt these tutors significantly improved their understanding of SMACT concepts (item 4).

However, it was interesting to find several items clearly indicating less consensus or satisfaction of students with their tutors. For example, there was only mild agreement that these tutors encouraged students either to review their academic progress (item 7), or to take responsibility for their own learning (item 12). Students also varied in responses about whether the tutor prompted involvement of all group members in the problem-solving situation (item 17). A few students reported that their tutor occasionally made them feel inadequate.

A comparison between these ratings of student-tutors and those of regular first year tutors made three years earlier revealed more student agreement on being allowed to explore their own attempts to solve the problems and actively encouraged by the staff member to review their academic progress. Alternatively, *student-tutors* were perceived to be slightly better in terms of their knowledge of the objectives of the sessions, the problems they were studying and in developing better understanding of the concepts. Student-tutors were also seen to be easier to get along with in the sessions, to be understanding persons, and to encourage students to think independently. However, it should be reiterated that these differences were in the order of only 10-12%.

Discussion

Attempts to correlate student perceptions with performance at assessment failed because there was no variance in the latter results but at least all groups demonstrated the desired level of competence. Previous studies have indicated that satisfaction with lecturers correlates well with their apparent interest in a given topic (Ware and Williams, 1977). Perceptions derived from the current study led to several findings. First, student-tutors may be better informed on the Faculty's educational philosophy and the objectives of particular Strands or tutorial sessions. Perhaps as so many of their students spontaneously added in written comment, it is because the student-tutors have "been through it all themselves before". Second, the student-tutors appear to develop a facilitative climate, being more understanding and allowing students to express themselves freely.

"... they may need more training in how to actually get the group to solve problems, and how to help individual students to review their progress."

However, there is some indication that they may need more training in how to actually get the group to solve problems, and how to help individual students to review their progress. These skills seem necessary in spite of student-tutors' first-hand experience with this form of learning. Such results suggest that training in transmitting information is simpler or more easily learned than that in promoting effective problem-solving. The real value of student-tutors needs further study, including more objective measures of tutorial behaviour and more variance in judgement of assessment performance.

Roger Smith,
Grahame Feletti,
Jenny Hughes,
University of Newcastle.

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Conference

Society for Research in Higher Education Annual Conference

Theme Fitness for Purpose: Standards and Criteria in Higher Education
Place Bulmershe College of Higher Education, Reading, U.K.
Date 17 — 19 December 1986
Chair Dr Harold Silver, Bulmershe College of Higher Education, Woodlands Ave, Earley, Reading, RG6 1HY

REVIEW

A Handbook for Clinical Teachers, David Newble and Robert Cannon, Lancaster: MTP Press, 1983, (distributed by D.A. Books, Melbourne), $11.95, ISBN 0-85200-728-0.

Clinical teaching has been a neglected field in health professional education. Mainly no doubt because it is assumed that a skilled classroom teacher is equally expert in clinical instruction. The assumption on which *A Handbook for Clinical Teachers* rests almost certainly involves that concept as it has been written, the authors say, "for the busy teacher faced with undertaking the educational tasks which must inevitably come his way".

I take issue therefore with the title of this otherwise excellent text because it is misleading, but I recommend it highly as a Handbook for Teachers. It deals in a down-to earth way with how students learn, how learning can be facilitated, how teaching and assessment can be improved. The writing is clear, its format easy on the eye and the advice for overcoming many sticky problems in day-to-day teaching is practical and feasible.

As a Handbook for Clinical Teachers there are many needs unmet. For example, there is only one chapter dealing with teaching practical and clinical skills (13 pages out of a total of 136). The authors suggest that the teacher should use the book selectively, dipping into the chapters for particular needs. Used in this matter, as a ready resource, it is excellent for the "general" teacher. For the clinical teacher whose commitment is mainly with students and patients and who is genuinely seeking help on how to integrate basic and clinical sciences with clinical problems (a question raised in the beginning of the chapter) a few detailed examples would have helped. Another question asked in the introduction to the chapter — "do you have and demonstrate a positive attitude to your teaching?" — raises an important issue. The need for positive thinking is apposite as the text reinforces its lack by claiming, seriously: "only a commitment to the somewhat boring task of observing the student..." And elsewhere in the same chapter under the heading, "Set a good example", if not a tongue-in-cheek remark, one wonders what meaning was really intended behind the sentence, "Even on ward rounds it is important to demonstrate a concern for the patient's feelings".

The authors are right in their view that more deficiencies have been found in clinical teaching than in any other area of teaching. The statement applies equally to any of the health professions and is an indictment! Why has it been so neglected?

Perhaps because the differences between classroom and clinical teaching have not yet engaged the minds of teachers to the extent of making it an area for serious research. David Newble and Robert Cannon deserve congratulations in highlighting the need for improved clinical teaching in medical schools.

Because the text is general in nature (albeit with medical examples) other health professionals than the medical teachers for whom it was written will benefit from this book. However, if your expectation is for a specialist text on clinical teaching, you must wait until the authors follow the text with the Handbook for CLINICAL Teachers Mark II.

Ruth White,
University of New South Wales.

November Special Issue

ADMINISTATIVE DEVELOPMENT FOR ACADEMIC ORGANISATIONS

Guest Editor: Robert Cannon

Increased attention is being given to the development of the skills and abilities of administrators in institutions of higher education. Programs and activities address the needs of both academics who accept administrative responsibilities and non-academic administrators. Greater awareness of some of the unique features of academic organisations suggests that professional development programs for academic administrators should address their particular needs within this distinctive environment.

The November issue of HERDSA News will focus on this aspect of professional development. Contributions (for example, short articles, reviews, or notes) that address the issues, policies or practices of administrative development are sought for the special issue.

Intending contributors are invited to contact the Guest Editor, Robert Cannon, on 08-228-5771 or write c/- ACUE, The University of Adelaide, Adelaide, S.A., 5000. The deadline for contributions will be 1 August 1986.

ABSTRACTS

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

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

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

HERDSA is most grateful to its abstractors and the co-operation of the editors of a number of journals abstracted in this issue. The *Abstracts* are edited by Hugh Guthrie, Educational Research Officer, Curriculum Development Group, Education Unit, The Royal Melbourne Institute of Technology, P.O. Box 2476V, Melbourne, 3001, Victoria, Australia.

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

A GENERAL

Anderson, T. and Jones, N., **Leading a Curriculum Research Workshop: A Values-Rules Analysis of a Complex Skill.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 57-65.

The authors look at the methods used by experienced group leaders of curriculum research workshops. They comment on the skills which are required by group leaders and on the pitfalls which they should avoid.

(Modified journal abstract)

Butterworth, P. and Rustomji, L., **Wither TAFE Research? (A Content Analysis of the "Initiatives in Technical and Further Education" Booklets)** Australian Journal of TAFE Research and Development, 1, 1, 1985: 25-38.

In this investigation the authors seek to pinpoint the foci of research in the TAFE sector in Australia and to determine whether TAFE Authorities have similar or different patterns of research effort.

They have examined the contents of the *Initiatives in Technical and Further Education* booklets in order to separate those documents which can be regarded as relating to "research" and examined the pattern of research across each state to determine the extent to which it is similar to that of other states.

The main findings of the investigations were:

- states appear to have concentrated their research efforts on a limited number of possible areas — particularly curriculum and student issues.
- the patterns of research in some states are quite similar, while in others it is highly individualistic.
- the research effort of the TAFE National Centre for Research and Development appears to have been directed towards "filling in the gaps" in the state TAFE Authorities' research efforts, even if only to a minor degree.

(Modified journal abstract)

Fricker, L., **TAFE National Curriculum Development and Co-operation.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 9-15.

This paper discusses the programme of national TAFE curriculum development and co-operation, the criteria used for selecting that programme and some issues facing its future development.

(Journal abstract)

Fricker, L., **TAFE and the Kirby Report.** Victorian TAFE Papers, 3, 1985: 42-44.

This paper examines some of the implications for TAFE from the Kirby Report. Whilst stating that recent developments in TAFE have increased the prospect of implementation of the traineeship scheme, the paper points to the development of the educational component of traineeships as being a key issue. The paper also looks at the relationships between traineeships and other programs in TAFE.

(Journal abstract)

Hall, W., **Through a Glass Darkly: Changes to the Year 2000.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 1-7.

The author considers some ways in which Australian society may change up to the year 2000 and the role of the TAFE National Centre for Research and Development in reacting to these changes.

(Modified journal abstract)

Noonan, P., **The Participation and Equity Programme in TAFE: A Critical Analysis.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 73-78.

Peter Noonan analyses the Commonwealth Government's Participation and Equity Programme. He finds that, although there is an increase of participation by young people in TAFE, there is little increase in equity of outcome as access to mainstream TAFE courses does not follow necessarily by progression from PEP through a structured and accessible course framework. He concludes that it would be desirable for such a framework to be developed.

(Journal abstract)

Parkinson, K., **Research and Labour Market Programmes: Some Reflections on the Kirby Report.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 17-23.

The author looks at the research implications of the Kirby Report. He suggests that the introduction of new labour market programmes will require considerable research into the processes of skills development and considerable evaluation of the effectiveness of new programmes.

(Modified journal abstract)

Puplick, C.J., **University Fees.** Vestes, 28, 2, 1985: 11-14.

The author (a Federal Senator) discusses the issues surrounding the debate over whether or not university fees should be reintroduced. The Liberal Party policy is presently under review and possible models to solve problems in higher education are considered.

(HG)

Tefler, R., **Follow-Up Studies of Graduates: A Literature Review.** The South Pacific Journal of Teacher Education, 13, 1, 1985: 11-28.

The author conducted an extensive computerised literature search to examine instruments available for follow-up studies with the intention of devising an optimal questionnaire. The sheer scope of the literature and the variety of instruments available forced the author to change this original plan.

The author discusses the need for, and the benefits and limitations of, follow-up studies. An analysis of the literature led to the conclusion that there are many useful instruments. The author has therefore produced a summary of selected follow-up studies and has examined sources useful to all researchers involved in follow-up studies of teacher graduates.

(PB)

B SYSTEMS AND INSTITUTIONS

Flynn, W., **Collaborative Problem-Solving and Decision-Making.** Victorian TAFE Papers, 3, 1985: 74-75.

Many TAFE colleges are reviewing their management structures to include greater staff participation in decision-making.

This article expresses the view that collaborative decision-making cannot be introduced without the development of knowledge and skills for those involved. Once such knowledge and skills have been developed, the collaborative approach can be successful and satisfying.

(Journal abstract)

Haas, A., **The Development of Engineering Certificates of Technology.** Victorian TAFE Papers, 3, 1985: 22-26.

In the latter part of the 1960s, certificate of technology courses were introduced in a number of Victorian technical colleges. Directed at engineering para-professionals, that is, design draftsmen, technical officers, production planners, etc, they were immediately successful. This success was to continue into the 1970s.

Victoria has a lengthy history in the conduct of courses of this nature, extending back to the last century. This article seeks to investigate the factors which led to their launching, and subsequent conduct in what became Victorian TAFE colleges.

(Journal abstract)

Malone, J.A., **Double Degree Courses: A Viable Proposition for the CAE Sector.** Higher Education Research and Development, 4, 2, 1985: 145-157.

Double-degree courses (studies in which two disciplines are taught in conscious relationship to one another) are almost exclusively a phenomenon of the university sector in Australian tertiary education. This article examines the double-degree program from the college perspective. It describes a rationale for the approach and suggests why colleges should pursue this type of study program; it describes several organisational models which have been initiated in various institutions both in Australia and overseas; it considers the areas in which such development might take place in a college; it discusses the advantages and limitations of these courses and it highlights some of the difficulties and issues in their implementation.

(Journal abstract)

Sungaila, H.M., **Myths, Rituals and Medicine Men for University Administration: An Anthropological Critique of the Case for Marketing.** The Journal of Educational Administration, 23, 1, 1985: 73-81.

It is over twenty years since March and Simon launched their attack on "classical" organisation theory. At the time their castigation of Gulick and Urwick for enunciating what Simon and March recognised as homely proverbs, myths and slogans seemed quite brilliant. The major purpose of this paper is to demonstrate that, in retrospect, it was not: myths, rituals and medicine men should not be spurned, but the significance of the part they play in ordering experience and action in educational organisations should be fully explored. This is what this paper attempts to do, taking the Doyle/Newbould case for marketing, published in 1980 in this journal, as a case in point. *Science must begin with myths, and with the criticism of myths.* — Popper

(Journal abstract)

Weller, S., **Equal Opportunity in TAFE.** Victorian TAFE Papers, 3, 1985: 57-60.

This article brings into focus the first three months of the introduction of the new position of equal opportunity officer in Victorian TAFE colleges. It reviews the experience of one TAFE college, the Melbourne College of Textiles, and attempts to draw out some early indications of the impact of the position to the TAFE system.

The events leading to the establishment of the position are outlined, and the reaction in one college through announcement, selection and first month of appointment are discussed from the perspectives of the Director, the staff and the Equal Opportunity Officer.

(Journal abstract)

West, S., **Coping with Change: The Organisational Effectiveness Project at Bendigo College of TAFE.** Victorian TAFE Papers, 3, 1985, 64-69.

This paper traces the steps in The Organisational Effectiveness Project undertaken by staff at all levels of the Bendigo College of TAFE to improve the College's organisational effectiveness. The Project had a twofold aim of building staff commitment and morale, and developing an organisational framework that was capable of responding to change.

(Journal abstract)

C TEACHING AND LEARNING

Anastassiou, M., **Simulators in TAFE: Training for the New Technology.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 53-56.

The author looks at the impact of simulators on training in TAFE. He finds that they are successful in certain types of training, particularly when there is a ready transfer of skills from the simulators to real equipment. However selection of simulators has been made on an ad hoc basis and he recommends a systematic approach to the evaluation of their effectiveness.

(Modified journal abstract)

Baxter, E., **Verbal Inactivity in Tutorial Groups, Under Conditions of Varying Preparation and Leadership.** Higher Education, 14, 6, 1985: 723-740.

The effects of variations in preparation and leadership on verbal inactivity in tutorial groups were investigated in a field-experimental setting. A factorial, randomised, longitudinal design was employed, with controls imposed over many of the identifiable extraneous effects. Four groups (n = 15) discussed problematic case study material under conditions of varying preparation (prepared vs. unprepared) and leadership (emergent vs. assigned leadership), for eight consecutive weekly sessions of one hour's duration. The principal hypotheses were tested by Chi-square analysis, and a cautious approach was adopted to the interpretation of statistically significant results, in that preparation or leadership effects were only taken as being of any theoretical or practical significance if they reached significance in at least three of the eight discussion sessions. Both preparation and leadership influenced verbal inactivity in groups. The obtained leadership effects were explained in terms of interaction-expectation theory, and behaviour modelling.

(Journal abstract)

Connell, R.W., **How to Supervise a Ph.D,** Vestes, 28, 2, 1985: 38-41.

Supervising research in a higher degree is the most advanced

level of teaching in our education system and the article attempts to consider the process and its problems systematically. There is a mystique about Ph.D. work including students believing that it must be a flawless piece of research and the belief of staff that supervision is generally not regarded as teaching. It is suggested that supervision is a genuinely complex teaching task. There can be no formula for Ph.D. supervision and no fixed course of events. Nevertheless some stages are common, such as defining the topic, the design of the project, gathering of material and writing up the thesis. Additional aspects are choosing examiners and dissemination of the research results, the latter being a task not necessarily acknowledged by many staff. It is held that if the thesis is a worthwhile contribution to knowledge, as most Ph.D. regulations specify, then the contribution ought to be published and the supervisor could assist in that.

(AD)

Croucher, J.S., **Analysis of Bivariate Data Using the Microcomputer.** International Journal of Mathematical Education in Science and Technology, 16, 4, 1985: 533-536.

The well-known recurrence formulae for means and standard deviations have been extended to encompass bivariate data. The effectiveness of this technique is enhanced with the aid of a microcomputer.

(Journal abstract)

Gray, N.A.B., **A Computer Simulator for Use in an Introductory Course on Computer Systems and Assembly Language Programming.** Computers and Education, 9, 3, 1985: 155-163.

This paper describes a simulator for a computer system comprising a simple central processor, memory and a variety of peripheral devices. The simulator is used in the laboratory component of an introductory course on computer systems and assembly language programming. The simulator exploits the limited "cursor graphics" capabilities of commonly available display terminals; the graphics are used to present a view of the internal operations of the simulated computer.

(Journal abstract)

Hart, I., **Interactive Video in Education and Training.** Canberra, A.C.T. Papers in Technical and Further Education, School of Education, Canberra College of Advanced Education, Fourth Edition, 1985: 99-105.

This paper discusses interactive video in terms of the levels of educational interaction that various programmes allow. At the lowest level there is no scope for individual student responses. Other programmes permit more branching and more student control. At a still higher level of interaction are programmes which allow an extremely wide range of responses. The writer sees the area of training in banks, department stores and the like as the most likely to introduce interactive video.

(Journal synopsis)

Healy, P.C., Landbeck, R.C. and Hewson, M.G.A'B., **The Use of the Summary Card in Chemistry Examinations.** Journal of Chemical Education, 62, 9, 1985: 779.

The authors describe a simple method of increasing the understanding of course content by the students' active involvement in the organising of their knowledge by means of a summary card which could be taken into the examination. The authors report an increased examination performance of the 1983 group undertaking first year science studies in thermodynamics and organic chemistry when compared with students taking a similar course in 1982.

(PB)

Holdsworth, D., **Simulation and Animation with a Sinclair Spectrum.** Education in Chemistry, 22, 5, 1985: 147-150.

Rather than rely on educational software which is not tailor-made for their own style of teaching, it is better for science teachers to prepare their own simple microcomputer programs. Animations can effectively introduce a topic or experiment. Simulations can allow individual students to explore many different parameters of an experiment, make scientific or economic decisions and design practical exercises. The author describes several programs he has produced for student use.

(Modified journal abstract)

Holt, J.E. and Radcliffe, D.F., **The Mechanical Design Course at the University of Queensland — Philosophy and Practice.** International Journal of Mechanical Engineering Education, 13, 2, 1985: 141-147.

The dual nature of engineering design derives from the combination of two intellectual activities: innovative thinking and the highly disciplined testing of ideas. This paper describes the structure and content of the mechanical design course at the University of Queensland, Australia, which has evolved on the understanding of that duality. The basic theme throughout the course is that the design process is concerned with designing for function, at the same time designing against failure.

The three design courses in Mechanical Engineering are planned as part of a whole and are based on several tenets. Design is characterised by both innovation and testing and design is a doing activity learnt only by doing. Students move through some profound intellectual changes in their undergraduate years and design courses must be cognisant of those developments. Finally, the ultimate test of any solution to an engineering design task is, "Does it work?"; design courses must be based on the real world.

(Journal abstract)

Jackson, M.W. and Prosser, M.T., **De-Lecturing. A Case Study of the Implementation of Small Group Teaching.** Higher Education, 14, 6, 1985: 651-663.

Though many educationists have repeatedly advocated small group teaching in higher education, there are few reports of the implementation of such teaching. The use of small groups has been widely recommended as a means of developing higher cognitive skills. The introduction of such activity requires a substantial reduction in the conventional program of lectures and tutorials. It would be difficult for a university lecturer wishing to introduce small group activity to find a range of descriptive case studies to use as a model. To provide such a model is the aim here.

In the case at hand, the lecture component of a senior undergraduate course in political theory taught by M.W. Jackson was substantially reduced and replaced by small group sessions. The strategies developed were systematically evaluated, mainly but not exclusively for formative purposes, by M.T. Prosser. In this article we describe the background, structure, and evaluation of this innovation, suggesting a number of problems that others may anticipate. We hope that this account will be of use to others in de-lecturing.

(Journal abstract)

Kennedy, K., **A Perspective on Curriculum Implementation in TAFE.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 67-72.

Kerry Kennedy questions whether curriculum design can achieve its aims if the users of the curriculum are not involved in developing its aims. In a study with which he was involved in Western Australia, it was found that, where users of the curriculum are involved in the decision making processes, they are more likely to be concerned with the impact of the curriculum on the students than with the demands made upon them.

(Journal abstract)

Knapp, R., **Access Programs in TAFE.** Victorian TAFE Papers, 3, 1985: 50-52.

This article outlines some findings of a study called *TAFE Access Programmes* (written by the author and available through the Victorian TAFE Clearinghouse). The programs considered

were those conducted at typical large suburban colleges in Melbourne, Victoria. The study categorised diverse and numerous programs into five basic types. Each type was then examined by comparing the physical settings, student selection procedures, curricula, student assessment techniques, types of teachers and program evaluation styles. This process led to the discovery of a relationship between the programs, enabling a better understanding of them.

(Journal abstract)

McBeath, C., **Electronic Media in Learning.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 45-52.

The author discusses some of the advantages of using electronic media in learning. The most important ingredients for developing good learning materials are quality design strategies and instructional methods. She also looks at some of the issues in the literature on effectiveness of media in learning and on interactive learning materials.

(Modified journal abstract)

Mack, D., **Curriculum Development and Youth Programs.** Victorian TAFE Papers, 3, 1985: 37-41.

The recent introduction of a number of youth programs in the wake of the Kirby Report and the Victorian Government "Youth Guarantee" scheme has posed exciting challenges to TAFE curriculum developers. Some considerations resulting from these initiatives are presented and a model for the development of curriculum for these programs, particularly relevant to staff of TAFE providers, is proposed.

(Journal abstract)

Mullock, B., **Curriculum and ESL.** Victorian TAFE Papers, 3, 1985: 14-21.

After considering the nature of curriculum, this article examines five major perspectives on curriculum with regard to the teaching of English as a Second Language (ESL) to adults.

The perspectives are: the development of cognitive processes, the humanistic curriculum, curriculum as technology, the social reconstructionist curriculum, and the academic rationalism curriculum.

(Journal abstract)

Perry, C. and Euler, T., **Experiential Learning and Management Education.** Higher Education Research and Development, 4, 2, 1985: 183-192.

Two core subjects in operations and strategic management have been developed for the final year of a Bachelor of Business (Management) degree. The subjects are interrelated and emphasise experiential learning. Objectives of the subjects are presented, and the reasons for their experiential emphasis given. Experiential exercises for some topics are briefly described, together with an assessment of their worth and the reasons for their development. The exercises include a work study of leggo block construction, role plays, environmental scanning, industrial negotiations, and a business simulation that threads through both subjects.

(Journal abstract)

Sandery, C., **Some Concerns with Writing Behavioural Objectives.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 97-104.

In late 1984, the TAFE National Centre for Research and Development published *Occupational Curriculum Development: A guide for teachers of trade education.* The forword of the document requested feedback on its content and applications.

The consequential feedback has brought two major items to the attention of the author. The first related to the need for the inclusion of a social and educational philosophical underpinning of curriculum development in the occupational areas. The second, which is the subject of this article, is related to some of the ongoing concerns which people engaged in curriculum development at various levels have with writing behavioural objectives. The author considers the second item by answering some common questions on writing objectives and then addressing some of the concerns that the feedback has raised.

(Modified journal abstract)

Thompson, M.P., **A Research Project-Format for Biochemistry Practical Classes for Medical Students — its Philosophy and Design.** Biochemical Education, 13, 3, 1985: 114-116.

The author outlines the implementation of a research project-format to teach basic analytical techniques of biochemistry to undergraduate medical students at the University of Otago Medical School, N.Z. The emphasis of the format was to provide experience in the whole process of scientific research by allowing the students some choice of research areas and emphasising principles of experimentation rather than subject matter.

The author concludes that the new research-project format increased student enthusiasm and involvement in projects and provides an appropriate format for students to learn and apply the principles of scientific method.

(PB)

Wade, J., **Accelerative Learning — Faster Learning?** Canberra, A.C.T. Papers in Technical and Further Education, School of Education, Canberra College of Advanced Education, Fourth Edition, 1985: 143-147.

The Accelerative Learning Method utilises a combination of physical relaxation exercises, mental concentration and confidence building suggestions. Lesson content is presented and then learned with certain types of background music.

(Journal synopsis)

Webber, R., **Devolution of Curriculum Development: What's in it for you?** Victorian TAFE Papers, 3, 1985: 9-11.

TAFE in Victoria is in the process of devolving the curriculum process. The key feature of this is the appointment of Curriculum Development Officers (CDOs) to colleges.

The CDOs are to provide advice, consultancy and training on matters relating to:

(a) the development, implementation, evaluation and validation of quality TAFE programs;

(b) the development of policy-matter relating to the development, delivery and implementation of TAFE programs.

Both aspects are discussed in this paper, with the latter role being considered in the light of the *Report of the Ministerial Review of Post-compulsory Schooling.* Some possible consequences for curriculum development are considered.

(Journal abstract)

D INFORMATION NETWORKS

E STUDENTS: GENERAL

Anderson, D., **Access to TAFE: Some Issues and Concerns.** Victorian TAFE Papers, 3, 1985: 53-56.

This paper examines the nature of access to TAFE and attempts to highlight some issues and concerns for further discussion and debate. In particular, consideration is given to the role and status of the Transition and Participation and Equity Programs in TAFE with respect to mainstream TAFE provision. It is argued that unless a fundamental re-examination is undertaken of both the prevailing notions of "access" and "mainstream" and the relationship of access to mainstream TAFE programs, then it is unlikely that TAFE will achieve the socially and educationally desirable goal of equal access.

(Journal abstract)

McEvedy, M.R., **Minimal Study Skills Required in Teacher Trainees: A Proposed Screen for Lecturers.** The South Pacific Journal of Teacher Education, 13, 1, 1985, 44-52.

A large proportion of graduate and undergraduate teacher trainees require tuition in study skills if they are to study at tertiary level, be recognised as literate members of the community and acquire skills to pass on to their pupils in turn. This paper attempts to help lecturers who do not have access to remediation facilities in their institutions, but whose students need to acquire study skills, and who, therefore, have to develop ad hoc study skills courses themselves. The matters addressed here are:

- an examination of the rationale underpinning ad hoc study skills courses;
- a suggested set of objectives for such courses;
- a description of the skills to be taught; and
- the provision of a set of criteria to screen students and identify those in need of further remediation.

(Author summary)

Mageen, P. and Linke, R., **How Can TAFE Better Assist Students from Non-English Speaking Homes? Suggestions by these Students and their Teachers.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 39-44.

This paper is based on a report commissioned by the Australian Institute of Multicultural Affairs as part of a general review of manpower programmes and services affecting migrant and refugee youth. Some problems facing TAFE in providing transition education to migrants are considered and some solutions are suggested.

(Journal abstract)

Mealyea, R., **Working Class Students and the TAFE Curriculum.** Victorian TAFE Papers, 3, 1985: 27-36.

Two significant changes are taking place in TAFE in Victoria: a change from the traditional working class to middle and professional class backgrounds of students presenting for apprenticeships, and the introduction of a new curriculum design, the Instructional Systems Approach for Vocational Education. This article, based on empirical data from a TAFE college, addresses the effects of the curriculum change on working class students specifically, and in general explores some of the social and cultural outcomes of the changes faced by TAFE teachers and students.

(Journal abstract)

Newmann, R., **English Language Problems and University Students from a Non-English Speaking Background.** Higher Education Research and Development, 4, 2, 1985: 193-201.

Many universities now run language classes for students from a non-English speaking background (NESB). This is a clear indication that the universities believe that some of their students have difficulties with the English language. However, despite the existence of these courses and a steady enrolment in them, little is known about the extent of the problem or its nature.

This paper examines the difficulties which university students from various non-English speaking backgrounds may have with English. However, the lack of research data and the range of opinions on the topic hamper definitive analysis. The likely nature and cause of language problems are discussed with reference to some current programs and within the framework of current political debate on ethnic affairs and the Higher School Certificate English pre-requisite.

It is apparent that current knowledge of language problems is inadequate and that further research is needed. The major concerns should be with the extent to which language problems are common to all groups of students and the degree to which difficulties in university study are related to conceptual capabilities independent of language background.

(Journal abstract)

Schedvin, M.B. **"Why We Discontinued": An Exploration of Voluntary Discontinuation of Studies Among First Year Students at a College of Health Sciences.** Higher Education Research and Development, 4, 2, 1985: 159-173.

Reasons for wishing to discontinue study which are given by students in formal applications to withdraw or in response to questionnaires tend to simplify the grounds for leaving. External factors such as accident, ill-health, financial or family problems which are cited as "acceptable" reasons for leaving may merely reinforce or even disguise an underlying problem. In-depth interviews with discontinuing first-year students from the Lincoln Institute of Health Sciences made possible identification of five basic patterns, each of which represented a problem central to the decision to discontinue. These patterns may be identified as (a) commitment to a prior goal; (b) need for "time out"; (c) reality-testing a career; (d) specific academic difficulty which aroused strong latent fear of failure; (e) factors beyond the control of the individual, such as accident, illness, family crisis or lack of money for the continuation of study.

(Journal abstract)

F STUDENTS: SELECTION AND PERFORMANCE

Jackson, I., **On Detecting Aptitude Effects in Undergraduate Academic Achievement Scores.** Assessment and Evaluation in Higher Education, 10, 1, 1985: 71-88.

The widespread use of aggregate measures of academic achievement, such as grade point average and degree class, is re-examined in the light of evidence to indicate that performance is multidimensional, not unitary. The performance data came from a sample of university undergraduates (N = 88) enrolled in a first year course on child and adolescent development. The data comprised scores from: an essay, an analytic report on two research papers, an interpretive report on the observation of a child's behaviour, participation in tutorials. Regression and discriminant analyses applied to the data illustrate the manifold nature of academic achievement but also the crucial importance of the methods of analysis, because these can indicate different patterns of relationship between personality traits and performance.

(BJH)

Johnson, E.G., **Analysis of Assessment Procedures Used in an Introductory Course in Psychology.** Assessment and Evaluation in Higher Education, 10, 1, 1985: 63-70.

Fifteen components, comprising multiple-choice and essay examinations, classwork essays and quizzes, used for assessment in the introductory course in psychology at the University of Sydney in 1981 and 1982 were examined in order to determine their relative values as predictors of overall performance. The effectiveness of each of the components was assessed in terms of its contribution to the variance of the total mark and of the rank-order correlation of each with the total mark. Multiple-choice examinations were found consistently to be more effective than essay examinations, but arguments are advanced for the retention of the latter.

(BJH)

Sweet, R., **Access and Selection Revisited.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 89-95.

Richard Sweet looks at development in access and selection in TAFE since he considered the questions first in 1983. He notes that, as predicted, the questions would have to be addressed in an environment of steady or declining resources. Even so there have been encouraging developments in making the processes more equitable.

(Journal abstract)

West, L.H.T., **Differential Prediction of First Year University Performance for Students from Different Social Backgrounds.** Australian Journal of Education, 29, 2, 1985: 175-187.

In all states in Australia, the Higher School Certificate (HSC) or its equivalent is used to select students for entry to higher education, and it is generally considered to be the best predictor of first year performance. However, Dunn (1982) demonstrated, at the University of Melbourne, that HSC was a biased selector with respect to type of school attended. The present study tested that hypothesis at Monash University. In addition, an examination of selector bias was undertaken for other social background variables: father's occupational status as a surrogate of socio-economic status, and student's country of birth as a surrogate of ethnicity.

It is shown that HSC is a consistently biased selector with respect to type of school attended but not with respect to father's occupational status or student's country of birth. Students from government schools perform as well in first year as those from independent schools who have an HSC score of the order of 10-25 marks higher (or about one quarter to one half of the standard deviation in HSC score).

(Journal abstract)

G STUDENTS: CAREERS AND EMPLOYMENT

H STAFF

de Rome, E., Boud, D. and Genn, J.M., **Changes in Academic Staff Perceptions of the Status of Teaching and Research.** Higher Education Research and Development, 4, 2, 1985: 131-143.

This paper is based on an opportunity which arose, in a major metropolitan Australian university, to use empirical data to investigate change. The question addressed was whether academic staff's perceptions of the relative importance of teaching and research in the university's reward structure had changed over the nine year period 1973-1982. Reference is made to a theoretical orientation concerning rewards, morale and institutional health, in the framing of hypotheses and in discussion of the implications of the findings. Efforts to change the status of teaching, relative to research, are noted, as well as problems confronting such efforts.

(Journal abstract)

Kaplan, G.T., **Coming Up with Bright Ideas: Women in Academia.** Vestes, 28, 2, 1985: 19-22.

One of the reasons why women continue to be underrepresented in academia lies in the informal, non-verbal signs of belonging which operate to include men and exclude women from positions of power and acceptance into an all-male group. Some positive strategies to overcome these barriers are considered.

(JL)

Moses, I. and Roe, E., **Feedback for Heads of Department.** Higher Education Research and Development, 4, 2, 1985: 113-129.

Heads of departments in institutions of higher education grow into their job. Typically, there is no job description, no list of activities heads must perform or decisions they must take. And there is no clarification of the importance of different aspects of their various functions to the department, and no feedback to heads on how they are performing.

At the University of Queensland a feedback questionnaire for heads was developed in response to one head's request. Staff views both on the importance of various functions and attributes of heads and on heads' performance were sought. The results of appraisals by academic staff in nine departments are discussed. Results showed the importance of the head's interpersonal skills, particularly in dealing with unsatisfactory staff performance; and also of the professional and personal authority required for heads to act effectively as advocates for their departments vis-a-vis the university administration.

A second means of assistance to heads was through workshops and seminars providing a forum in which problems could be shared and solutions explored. This feedback from peers tended to confirm the results of the feedback questionnaire, particularly with respect to the problems of dealing with unsatisfactory staff performance. This topic receives special attention in the latter part of this paper.

(Journal abstract)

Moses, I., **What academics think about regular reviews of performance.** Vestes, 28, 1, 1985: 34-40.

104 staff of the University of Queensland were interviewed to identify their attitudes towards performance reviews. The majority of staff interviewed favoured regular reviews, subject to a number of qualifications. A number of positive effects were identified including that reviews would generally improve performance, raise standards or maintain high standards. Of negative effects, the effects on individuals were mentioned — anxiety, insecurity, feeling of persecution and pressure, defensiveness. It is concluded that the purpose of reviews must be specific, unambiguous and open with no "hidden" agenda. Reviewers must be free from political and partisan pressures. All academic tasks should be taken into account. Reviews must be open and interactive with each staff member giving significant input into his or her own evaluation and being able to comment on the results. Many staff connect regular reviews with tenure decisions. The author suggests that the purpose and emphasis of regular reviews should be on professional development and would demonstrate that the university was, in fact, interested in the development of its staff, that academic freedom was not being steamrolled by a bureaucratic machinery, but could flourish within the context of professional accountability.

(AD)

Newman, W., **A Study of Staffing Patterns in Faculties and Departments of Education in Australian Universities.** Vestes, 28, 2, 1985: 22-27.

The study aims to survey current staffing patterns in faculties and departments of education in ten Australian universities and relate these patterns to those detected in earlier, more general studies. While not exhaustive or definitive the study examines university staffing practices and recruiting procedures.

(HG)

Over, R., **Early Career Patterns of Men and Women in British Universities.** Higher Education, 14, 3, 1985: 321-331.

The early career paths of 436 men and 162 women who took up lectureships in British universities in English, modern languages, or psychology in 1971-1973 were identified. Proportionately fewer women (61 per cent) than men (80 per cent) held a full-time post in a British university ten years after their initial appointment. Among those retaining a university appointment, relatively fewer women (8 per cent) than men (18 per cent) had advanced to the level of senior lecturer, reader, or professor. Factors that may have served to restrict the career development of women in British universities are discussed. There now is a higher proportion of women than in the past in the pool of graduates who are qualified for academic posts. However, the end to university growth makes it unlikely that the sex ratio of academics will shift substantially in the 1980s or the 1990s. Since promotion has become more competitive than it was in the past, the current sex ratio at senior levels of appointment may also remain relatively unchanged.

(Journal abstract)

Over, R. and McKenzie, B., **Career Prospects for Women in Australian Universities.** Journal of Tertiary Educational Administration, 7, 1, 1985: 61-71.

Although many women now hold qualifications that in the past guaranteed an academic appointment, few jobs are available

in universities. In an unrestrained labour market, the sex ratio of academics in Australian universities is unlikely to change much over the next 10 to 15 years. The likely impact of affirmative action policies and practices is discussed.

(Journal abstract)

Shaw, J.W., **Are University Academics Entitled to Natural Justice?** Vestes, 28, 2, 1985: 36-37.

The rules of natural justice require fair hearing before an impartial tribunal. Although it might be thought self-evident that teaching staff in Australian universities are entitled to natural justice in relation to disciplinary questions, it turns out that the matter is far from simple. A number of cases are examined. Some relevant principles are whether academics are employed pursuant to a contract, whether they hold an office "at pleasure" or whether they hold an office where there must be something against the officer to warrant dismissal. The conclusion reached is that an Australian university academic has a powerful argument with good prospects of legal success that he or she must be accorded natural justice in relation to disciplinary proceedings brought within the university.

(AD)

Stanton, H.E., **Ego-State Reframing as a Tool in Staff Development.** Higher Education Research and Development, 4, 2, 1985: 175-181.

The procedure of ego-state reframing is described, and its application to an academic setting illustrated by reference to three cases. One of these is a lecturer who used the technique to overcome his anxiety before large classes; a second is a tutor able to become closer to her students; and a third employed the technique to overcome a writing block. The efficacy of the approach is discussed in terms of the four elements essential to successful psychotherapy.

(Journal abstract)

I CONTINUING EDUCATION

Battersby, D., **The Greying of the Campus: Elderhostels and U3As.** Journal of Tertiary Educational Administration, 7, 1, 1985: 81-84.

The greying of the campus describes the trend towards the increasing number of senior academic and administrative colleagues nearing retirement age as well as the rapid increase in the numbers of mature age and older students enrolling in programs of study. Universities of the Third Age (U3As) and Elderhostels are both designed to cater for the learning needs of elderly and seriously challenge the notion that colleges and universities are youth ghettos. The paper discusses the issues related to the establishment of U3As and Elderhostels in Australasia.

(HG)

Davis, D., **Education and Worker Co-operatives: Some Perspectives of the Australian TAFE Connection.** Australian Journal of TAFE Research and Development, 1, 1, 1985: 79-87.

Denis Davis looks at the increase in worker co-operatives in Australia and considers the demands which such developments will make on TAFE. He sees the case for the development of formal connections between worker co-operative development agencies and the TAFE system.

(Journal abstract)

Main, A., **Should TAFE Extend the Teaching of Leisure Skills to the Aged?** Canberra, A.C.T. Papers in Technical and Further Education, School of Education, Canberra College of Advanced Education, Fourth Edition, 1985: 123-131.

This paper deals with a survey of two groups of retired people — one within a retirement home and the other meeting as an outgoing social group. The aim of the survey was to determine if TAFE should become more involved in leisure education for the retired.

From the totally different answers and subsequent discussions with various social workers, the author was struck with the patch-up situation for many of those in retirement and the need to redirect educational energies into *preparing* people for their retirement.

(Journal synopsis)

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