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FEATURES

REGULAR ITEMS

Editorial

My thanks to last issue's guest editor, Bob Cannon, and his contributors for an excellent special issue on Administrative Development for Academic Organisations. Continuing in this issue with the themes of their discussion is Alan Lindsay's contribution on accountability and efficiency, which was also collected and edited by Bob.

In August 1986, HERDSA's NSW branch organised a one-day conference, "Designing curricula in higher education: women's perspective". I am very happy to share with all HERDSA members the talk with which Hester Einsenstein, Leader of the NSW Department of Education's EEO Unit, opened the meeting.

There is a crying need to reconsider curricula in such a way as to design programs which are genuinely co-educational, not only in the schools but also in tertiary institutions. The editors of Everywoman's Guide to Colleges and Universities *(Howe, Howard and Strauss, 1982, Feminist Press) quote the "counting" research which characterised studies of women in higher education in the late 1960s. Eighty percent of undergraduate English majors were female but only 20% of the PhDs were women; 60% of the sociology majors were female, but only 17% of the PhDs. Why, they ask, did women choose not to go on with their study? The answer they offer is not only in the absence of adequate child care facilities and the lower community expectations for female students. The large answer lies in the curriculum and in textbooks which omit women and their contributions to one subject after another. Things have changed, but not enough. In Australian universities, "between 1968 and 1982, women's share of total earned doctorates increased from 5 to 22 percent; their share of master's degrees, from 16 to 27 percent; and their share of bachelor's degrees, from 29 to 41 percent" (Over and Mackenzie, Career prospects for women in Australian universities,* Journal of Tertiary Educational Administration, *May 1985, pp. 61-71).*

For the time being, Women's Studies programs try to balance the predominantly male-centred curricula offered by our educational institutions. And there is a noticeable shift in the consciousness and understanding of many people, but it would seem that in curriculum development for "mainstream" courses, Australia is a long way behind the United States institutions named in Everywoman's Guide. *More than 50 campuses (in 1982) — including Wheaton College, the University of Arizona, the University of Southern California, Montana State University, and the University of Maine — had mainstreaming projects in program development aimed at reforming the male bias of traditional curriculum.*

At the last meeting of the HERDSA executive, it was agreed that I would try to find some others who are interested in gender issues in curriculum development, and see if we can come up with a workshop plan which would help tertiary educators address these matters. Obviously if we wish to do more than preach to the converted, this workshop will be sensitively designed and equally sensitively advertised. And I need help (!) from members anywhere, not just in Sydney or NSW. If you have any ideas, if you know of any materials which would be useful — reading lists, case studies, whatever, or if you have a personal experience which might be relevant (either as a teacher or as a student), please drop me a note. The Executive has made no commitment to support such a workshop in any way, preferring to wait for a proposal from us, but there is, in principle, recognition that a well-conceived activity along these lines would be appropriate.

This issue also recognises the achievements of two HERDSA stalwarts. First there is a tribute to one of our dearest friends in HERDSA, Norm Henry, our most recent Honorary Life Member. Most of you have probably met him at some conference or other, and if you have, you no doubt remember his friendliness and thoughtfulness. Whether you know him personally or by reputation as a leader in educational development as well as a fine person, I'm sure you join in wishing him well in his retirement. Far from retirement is David Boud, recently honoured by SRHE for his contributions to higher education — warmest congratulations.

Peggy Nightingale

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November Special Issue

CONTINUING EDUCATION IN TERTIARY ORGANISATIONS

New Life for the Phoenix

Over the past two years there has been increasing interest in the field of continuing education. Institutions are reviewing and tentatively supporting new growth. Recent CTEC enquiries have raised more questions than they have answered. What has happened and where is it going?

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

Intending contributors are invited to contact the Guest Editor, Dr John G. Hedberg on 02-697-3179 or write C/- Continuing Education Support Unit, University of New South Wales, Kensington, 2033. The deadline for contributions will be 1 August 1987.

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The Next Wave: From Accountability to Efficiency

Administrators are having to contend with new pressures relating to economy. Alan Lindsay discusses the relevance of the concepts of efficiency and effectiveness to tertiary education. He argues that the evaluation of institutional effectiveness and efficiency should aim at addressing the problems, needs and perspectives found in the particular setting under evaluation, rather than with meeting criteria which derive from organisational and management concepts inappropriate for higher education.

Just as "accountability" has been the codeword of governments concerned with control, "efficiency" is emerging as the codeword of governments concerned with economy. Accountability has proved to be a complex and illusive notion which has been difficult to apply usefully to higher education. The concept of "efficiency", and its companion term "effectiveness", also require careful analysis and modification before useful applications can be made. However, the underlying political goals of greater control and economy are quite straightforward. Thus, exploring the complexities of the euphemisms used to disguise these goals, misses the point of much of the political use. Nevertheless, provided the real political imperatives are understood, an appreciation of the complexities and difficulties in applying notions of effectiveness and efficiency in higher education can be of direct use to administrators in tackling their basic task of improving the quality and performance of higher education, and of indirect use in fending off some of the "blunt instrument" attacks by governments on the level of effectiveness and efficiency in universities and colleges.

The article seeks to contribute to the better understanding and use of these notions in higher education by examining the conventional organisational and management assumptions underlying their use; by demonstrating that these conventional assumptions are not appropriate for education and other non-profit-making organisations; and by suggesting some ways in which the two notions can be usefully applied in such settings.

At a very general level there is a common management task across all types of organisation. All managers strive to achieve an optimal or at least satisfactory allocation of scarce resources among competing activities. Data about the effectiveness and efficiency of past and current resource usage can inform attempts to improve organisational or program performance through alternations in resource allocation. However, while the twin concepts of "effectiveness" and "efficiency" are attractive notions which have been widely advocated for the evaluation and better management of all types of organisation, insufficient attention has been given to the conceptual and measurement problems involved.

In particular, taking the classical economic concepts and techniques originating from the measurement of manufacturing productivity in terms of the unit costs of tangible products, and applying them to non-profit-making and service organisations has at best highlighted our lack of knowledge about the processes and outcomes of such organisations. The absence of profit motive, the major dissimilarities in structure and function between non-profit enterprises and business enterprises, and the relative complexity and intangibility of the outcomes from service-oriented organisations, mean that simple indicators of effectiveness and efficiency cannot be readily obtained.

Nevertheless, simplistic and inappropriate applications of these notions abound and the pressures for further use continue to grow. It is time all administrators, and academics, came to grips with what is involved.

Conventional notions of effectiveness and efficiency

In classical management and economic theory, effectiveness refers to the extent of goal achievement. Hence, the evaluation of effectiveness involves comparing outcomes with goals so that corrections may be made for deviations. The concept of efficiency relates outputs to inputs. It appears in various forms depending upon the ways in which the values of the inputs and outputs are determined. The most common form is "allocative" or "price" efficiency which means producing a given level of output at least cost. Other notions of efficiency include "production" or "resource use" efficiency in which the outputs and inputs are measured in physical rather than monetary terms (this notion links with that of "productivity" which is the ratio of output in physical terms), and "preference" efficiency in which the inputs are measured in physical terms and the outputs measured in terms of utility to inputs measured in terms of cost. Implicit in these conventional notions of effectiveness and efficiency are the goals of profit maximisation and cost minimisation which are central to micro-economic theory and business management.

"... simplistic and inappropriate applications of these notions abound... It is time all administators, and academics, came to grips with what is involved."

For their application to be valid, the organisational setting concerned must conform to a number of assumptions:

- The inputs and outputs can be identified and their levels measured.
- The organisation operates in a competitive market with market-determined prices for inputs and outputs.
- Managers have complete information about the production process; that is, the technology of converting inputs to outputs. Hence the properties of an efficient conversion process are clearly understood.
- Managers control the acquisition and use of inputs.
- There are incentive and reward structures which encourage profit maximisation and cost minimisation.

"... the goals of higher education are intrinsically ambiguous and contentious, and the outcomes intangible and not susceptible to measurement."

Clearly, higher education institutions, and indeed many other types of organisation do not conform to this description. Goals and activities associated with the pursuit of such fundamental purposes as equity, access, excellence and diversity are given precedence over profit maximisation and cost minimisation. Further, the goals of higher education are intrinsically ambiguous and contentious, and the outcomes intangible and not susceptible to measurement. Universities and colleges do not operate in a competitive market and hence market-determined prices cannot be used to place a value on outputs. Nor do administrators have complete information about how the complex and intangible outputs are produced, so that the best way to use resources is not readily determined. Finally, the level of managerial discretion over the acquisition and use of resources is severely limited by government intervention, a wide diffusion of power, and extensive participation in decision making.

The basic assumptions of the economic "theory of the firm" and classical business management are simply not applicable to higher education institutions and other non-profit-making organisations. Consequently, the conventional notions of effectiveness as "goal achievement" and efficiency as "output at least cost" cannot be validly applied. If these notions are to be useful, appropriate variations must be developed to cater for goals and outputs which are ill-defined, complex, conflicting, and problematic. Since higher education's goals are only loosely defined and their meaning subject to varying interpretations and factional conflicts, the goals cannot be readily translated into clear-cut programs with well-defined outputs. In the absence of measurement or market prices for the outputs, judgements based on widely differing criteria of success will be applied simultaneously by different groups of participants, clients, and constituencies. These must provide the basis for assessment of effectiveness and efficiency.

Effectiveness in higher education

Cameron and Bilimoria's (1985) article in the special "institutional effectiveness" issue of the *Review of Higher Education* discusses six useful alternatives to the goal-based approach to effectiveness. The first is the "system-resource" approach in which organisations are viewed as effective in so far as they are successful in acquiring resources from their community. The second approach, the "internal-process" model, focuses on the internal processes and operations of the organisation.

The organisation is regarded as effective if it has the characteristics of a "healthy" organisation. Such characteristics include smooth internal functioning, a high level of commitment and integration, a good communication network, and the ability to adapt to change. The third approach emphasises satisfaction within the organisation's community and is called the "strategic-constituencies" model. From this perspective, effective organisations are those whose constituencies are at least minimally satisfied. Thus, the satisfaction of individuals and groups who have a stake in the organisation become the primary focus for evaluation. This approach is output-oriented and caters for a range of perspectives on the performance of the organisation. The fourth approach, "the competing values" model, also relates to constituencies: the organisation is effective if the profile of its emphases matches constituent preferences. In the fifth model, organisations are seen as striving for legitimacy with their external public. The effective ones are those who are successful in surviving over time. The "ineffectiveness" approach focuses on faults and problems. Effective organisations are those that eradicate faults and overcome problems.

Efficiency in higher education

Appropriate measures of efficiency for higher education can not be derived from simple application of the "output at least cost" notions. While simple quantitative measures representing organisational input-output relations have been traditionally used as indicators of "efficiency", they are simplistic and distorted. Such ratios as students/staff and cost/student have the attraction of being convenient and easily communicated but these virtues are purchased at the price of adequacy and completeness. They are far removed from adequate measures of efficiency. The crudeness of the "output" component of the traditional ratios is particularly striking.

"The organisation is regarded as effective if it has the characteristics of a 'healthy' organisation."

There is no valid sense in which "the number of students" or even "the number of graduates", can be regarded as adequate output measures as they do not reflect the relevance or the standard of the learning embodied in a degree, are a better reflection of labour market conditions and traditional status relativities than of academic achievement. Nevertheless, when used with due caution and recognition of their limitations simple ratios do provide a means of studying changes within an institution over time, or of making comparisons across institutions. The main issues become how to incorporate judgemental data to compensate for the distortion and the lack of meaning and comparability associated with the measures, so that useful management information can be obtained. More detailed discussions of these issues are contained in Lindsay (1981, 1982a, 1982b).

Conclusion

Of course, all of these approaches have their problems. Each of them involves making difficult judgements, and where a range of individuals and groups are involved, it is likely that there will be disagreement and conflict on how well the institution is performing. Nevertheless, they represent a step forward because they take the notions of effectiveness and efficiency out of the technical economic context and place it firmly within a political context which is the appropriate one for evaluating higher education institutions. The essentially political nature of evaluation is heightened in plural settings such as higher education where different individuals and groups will apply different criteria in making judgements, and hence draw quite different conclusions about value. Absolute judgements are not possible and consensus on the value of the intangible outputs is rare. Thus, it is important in evaluating institutional performance to be

sure that the judgements reflect not only the views of the powerful groups concerned but the full range of interests and needs of the institution's community. The evaluation of higher education institutions should ensure that information is collected about the full range of activities as seen from the full range of perspectives adopted by the various participants and clients. Attempts should not be made to achieve unanimity or simple global judgements at the expense of the range of legitimate viewpoints and divergent judgements. Thus, the judgements should be representative of all the membership categories and interest groups of the institution and its communities.

"... they take the notions of effectiveness and efficiency out of the technical economic context and place it firmly within a political context..."

In summary, the range of concerns and issues expressed by interest groups both outside and inside the institution is the best starting point for evaluating universities and colleges and the best basis for assessing effectiveness and efficiency. Goal achievement and input-output models tend to be narrow and biased towards the measurable but trivial aspects of an institution's activities. To provide the best possible assessment a balance should be sought between the quantitative and qualitative; the global and the specific; and the input-output and the unstructured forms of information. Quantitative data should not be favoured at the expense of identifying and clarifying the assumptions and values which underlie existing policies and practices, and of establishing the degree to which these are acceptable to the parties involved. Thus the evaluation of effectiveness and efficiency should be aimed at addressing the problems, needs and perspectives found in the particular setting under evaluation rather than with meeting technical economic criteria which derive from organisational and management concepts inappropriate for higher education.

Alan Lindsay,
Macquarie University.

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NEW SOUTH WALES BRANCH NEWS

For nearly two years the Society has had meetings in New South Wales organised by a Branch Committee. The Committee plans to use HERDSA News as a means of communicating with the members it aims to serve. Also, the item may prompt members in New Zealand and other states to develop their own ways of maintaining a visible presence for the Society. One of the more significant achievements of the NSW Branch so far has been a marked increase in membership, particularly among practising teachers.

The three activities held in the second half of 1986 were each declared a success by the participants. The one-day meeting "Designing curricula in higher education: women's perspective" was a step in a fresh and topical direction for HERDSA. Too few men attended, but had more done so they would have learnt the extent to which they have been distorting higher education and scholarship to the present day. Another one-day meeting at the C.B. Alexander Agricultural College, north of Maitland, was a continuation of activities centred on problem-based learning and an important first meeting out of Sydney. Participants experienced PBL first-hand, facing challenges much as do students, and had an opportunity to assess the impact of group dynamics on a group PBL program. The enthusiastic members in the Newcastle area are to be congratulated for their initiative and preparation, and the College for its hospitality. The third one-day meeting was "Improving effectiveness in laboratory teaching". This was run by two leading members of the Society, Dave Boud and Elizabeth Hegarty-Hazel, who used their new book "Teaching in laboratories" (with Jeff Dunn of Curtin as co-author) as a resource. At the end of the day, an eminent member of the Society, Gus Guthrie, President, New South Wales Institute of Technology, did the honours in officially launching the book.

The Committee has undergone some mid-term changes. Grahame Feletti has departed to Harvard and Zenon Pudlowski has succumbed to the pressures of his departmental duties. Rob Cowdroy of Newcastle University agreed to maintain the representation of out-of-Sydney members, and Michael Jackson and Penny Little have also been co-opted.

Looking ahead, the Committee is considering activities on the following topics:

- problem-based learning, particularly personal interactions;
- women's issues in the curriculum;
- short meetings at which members "show and tell" their work in higher education;
- the CTEC Review of Efficiency and Effectiveness in Higher Education;
- assessment of students, particularly in the context of unusual teaching and learning methods;
- taking higher education into the market place;
- the transfer of concepts and principles from "management" to "higher education".

Committee members cannot be aware of the expertise and issues in such a diverse range of topics and must rely on other members to assist in the design of the programme for an activity. Please contact Helen Simpson (Hon. Secretary) (02) 697-4932, Alan Prosser (Chair) (02) 697-4403 or any other member of the Committee if you have some suggestions about these or other topics for a meeting.

In conjunction with a meeting in the first half of this year there will be a short AGM. Please make a point of coming and showing your support for the Branch; it will be another occasion for the exchange of ideas for activities.

Alan Prosser,
Chair, NSW Branch.

University Science Students as School Tutors

University science students tutor high school pupils with positive outcomes. John Jones reports from New Zealand.

During 1986 twenty-five University of Auckland science students acted as science tutors in five local secondary schools. Typically, five students spent a two-hour block of time at the same school each week throughout the second term. During this period all five of the students acted as "teacher aides" in one third form (grade 8) and one fourth form (grade 9) science class, visiting the same classes and working with the same groups of school pupils each week. There was no question of the university students displacing the class teacher; they were there as assistants, under the direction of the teacher, and usually acted as a kind of "small group tutor" assisting school students with practical work and assignments. The scheme is not novel. It is based on the Pimlico project (Goodlad et al) which has been operating out of Imperial College at the University of London for about a decade.

Students were recruited early in the year by placing advertisements around campus. Those who participated were paid for their work in schools, from a Department of Education grant. It is probable that the scheme will continue on this basis in 1987, while in the long term there is the possibility that students will gain academic credit for their successful participation in the scheme.

"Using undergraduate students as tutors in secondary schools is a cheap and effective way of breaking down barriers..."

There were a number of reasons for instituting the scheme.

1 It was hoped that the small group work which the university students made possible would make science lessons more interesting for school pupils.
There was also the possibility that some "de-mystification" of science would occur for school pupils, through their interactions with the students.
2 Few science graduates choose teaching as a career. The scheme was seen as one possibility for enabling science students to taste the experience of working in school classrooms, and making science-teaching a more solid career option.
3 In common with other countries the university student population in New Zealand is predominantly white middle-class. The majority of the schools in which the students worked drew on lower socio-economic groups, and contained large numbers of ethnic minority students. We were interested to see the extent to which our students could act as positive role-models for school pupils, and cause higher education/careers in science to emerge as realisable personal options.
(To this end we attempted to recruit as many Maori/Polynesian — and women — university students as possible.)
4 The image of the university as an ivory tower is still strong in many quarters. Having its students perform a useful, down-to-earth community service may help to open the institution more to the total community that it serves.

The operation of the scheme in 1986 has been monitored quite closely, and perceptions gathered from university tutors, teachers and school pupils. In general it seems to have been a positive experience for those involved and, with a few exceptions, all participants were enthusiastic about the idea of using undergraduates as tutors in secondary schools. School pupils like the life and interest that university students bring to the classroom, and the greater freedom they allow in the activities that are possible — especially practical work. Teachers were mainly enthusiastic, although some took a little time to make the adjustments to classes that were necessary to capitalise fully upon the presence of the tutors. Some considered that pupils "learned better" when students were present. University students gained a great deal of personal satisfaction from the work, particularly in those classrooms where the teacher utilised them effectively, and they were fully employed. Several confirmed their attitudes toward science teaching as a career.

Using undergraduate students as tutors in secondary schools is a cheap and effective way of breaking down barriers between town and gown. The tutors can help pupils understand and enjoy the subject, and provide walking and talking proof that there is a future for students of science.

John Jones,
University of Auckland.

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NEW BOOK

Educational Development in an Established Medical School, Dick Martenson.

This book summarises twelve years of implementing educational change at a well-established medical school, delineating principles for development work and providing reassuring examples.

Chartwell-Bratt Ltd, Old Orchard, Bickley Road, Bromley, Kent, BR 1 2NE, England.

"The Barbarisms to which men cling longest":
On a woman's perspective in curriculum design

Responsible curriculum development must examine both the content and the methods of education as it interacts with gender. Hester Eisenstein introduces the broad issues which should be addressed at all levels of education.

In commencing his argument on "the subjection of women" John Stuart Mill noted that it would not be easy to shift the weight of opinion against the granting of equality to women, despite his view that the subordination of women to men was "wrong in itself" and, in the mid-nineteenth century, "one of the chief hindrances to human improvement". He explained that

> So long as an opinion is strongly rooted in the feelings, it gains rather than loses in stability by having a preponderating weight of argument against it. For if it were accepted as a result of argument, the refutation of the argument might shake the solidity of the conviction; but when it rests solely on feeling, the worse it fares in argumentative contest, the more persuaded its adherents are that their feeling must have some deeper ground, which the arguments do not reach; and while the feeling remains, it is always throwing up fresh entrenchments of argument to repair any breach made in the old.

But, Mill went on to explain, this resistance to the argument for women's equality should not be considered surprising.

> (T)he feelings connected with this subject (being) the most intense and most deeply-rooted of all those which gather round and protect old institutions and customs, ... we need not wonder to find them as yet less undermined and loosened than any of the rest by the progress of great modern spiritual and social transition; nor suppose that the barbarisms to which men cling longest must be less barbarisms than those which they earlier shake off. (excerpted in Watson, p. 17)

In short, to paraphrase John Stuart Mill, people defending the subordination of women in the middle of the enlightened nineteenth century were clinging to an outworn and outmoded custom. It was difficult to change their views on the matter because it is hard to use reason against emotion. It is harder still to get people to let go of customs to which they have an emotional attachment, no matter how apparently barbarous these may appear to those who have moved beyond superstition to a period of clarity and scientific knowledge.

So it appears today, to those who have been steeped in the scholarship and assumptions of Women's Studies courses, texts, conferences, curricula and debates. It seems tedious even to have to rehearse the arguments for the research basis of the self-evident requirement to adapt teaching, learning, and research to the needs of girls and women. Feminist perspectives in education, religion, law, health care, philosophy, economics, anthropology, sociology, literature, and the natural and biological sciences are well established, and the Women's Studies literature produced over the last 15 or so years — not to mention the basic literature on feminist theory and the women's movement itself — fills many bookshelves. Yet it is futile, as Mill reminds us, to bring the weight of argument against those who stubbornly refuse to see the value of this body of knowledge, or its relevance to their own writing, teaching, and research. They are attached to what they are doing by the weight of their own feelings.

"... we need to think through carefully the differential impact of materials on the two sexes..."

"Some of the research findings that have been produced by taking gender into account have been dramatic."

It is at least refreshing to think of the standard bearers of academic life — exponents and apostles, to a *man*, of the objectivity of their research and writing — as unable to accommodate themselves to the requirements of feminist education because they find it too emotionally disturbing. This, at least, is a reversal of roles: we can think of women academics as the sober bearers of new enlightenment, and their male opponents as agitated, even hysterical, in their refusal to take on board the findings of the new scholarship on women. But Mill's hypothesis on the matter may not go far enough for our purposes. We may need to look further, and inquire whether there are some interests at stake here. Are there reasons going beyond personal feelings that would militate against the quick and eager acceptance of the feminist perspective in our teaching institutions?

To equip ourselves to answer such a wide-ranging question we need to remind ourselves of the issues raised by feminist writing for the standard curriculum that we have inherited. (For the purposes of argument I am conflating here the women's perspective with the feminist perspective: I am aware that this is contentious, but I persist with it). Firstly, there is the issue of who is being educated, and for what purposes. That males and females have been socialised differently, and that as students they bring to their studies differences in self-concept, in life-chances, and in their notion of what is possible for them and prescribed for them, means that we need to think through carefully the differential impact of materials on the two sexes, and the reactions they are likely to have to them.

The work of Jan Harding in England is relevant here.

In a recent program on the ABC, Dr Harding described the revised science course she has devised, which has reversed the trend for girls to leave science courses in secondary education by a simple device. She commences the course with social and economic issues such as environmental conservation, and then moves on to the nitty-gritty of chemistry and physics. The new curriculum is based on data about the psychological and social needs of adolescent boys, who are obsessed at the age of 12 or 13 with ideas of mastery and control, and are hence drawn to mathematics. In sharp contrast are the needs of adolescent girls, focused at the same age on society, other people, and themselves in relationship to others, and drawn to studies of society. Her new course accommodates both sets of needs, and is successful with girls and boys.

There are other examples of the importance of attending to differences in male and female socialisation in the classroom. Recently there has been a heated debate on the question of single sex classrooms within co-educational schools and their value in enhancing the skills of young women students. Preliminary evidence in the New South Wales Department of Education appears to indicate that this value is at least arguable. (There is rather less debate, of course, on what may be the debilitating effects of single sex classrooms on boys, who, in the absence of the moderating effect of the presence of girls may be overdeveloping the worst aspects of male sex role socialisation.)

Another example here is the work of Sheila Tobias and others on "math anxiety", a phenomenon that can be found in boys and girls, but which predominates with girls, whose education has often frightened them away from developing skills and a sense of ease in computation and other mathematical operations. Finally one can look at the studies now beginning to be published on the achievements of women in sport in recent years, most dramatically in the running of the marathon, and the spinoffs of these sporting achievements of women on the philosophy of physical education for girls in schools.

In all of these areas of research and debate, the crucial point is the need to examine education as it intersects with gender. It is especially incumbent upon researchers and educators to become conscious of and sensitive to the special questions raised by gender, not in order to enhance differences between boys and girls in the long term, but in order to tailor curriculum and teaching styles to accommodate the differences already in place when children commence their educational journeys. That the way to do this is not always obvious is not a substantial argument against undertaking the project in the first place.

"One of the tools that our students will require is an understanding of the role of gender in social and political life."

Secondly, there is the issue of what is being taught, and its accuracy (to the extent possible). The underlying assumption of feminist scholarship is that if gender is taken into account, like class, it becomes a fundamental variable, which produces a paradigm shift comparable (as Bob Connell and others have pointed out) to that caused by Marxist analysis in the 19th century. To continue teaching in any area of the social sciences without a gender-conscious framework is to remain in the barbaric era of pre-feminist thinking. Psychology, anthropology, sociology, history, economics, politics — all these fields must take account of women because they all treat issues of society, social change, and social conservation and reproduction.

Of course the debate continues as to what is meant by taking account of women and women's experience, and/or of gender as a category of analysis. But a curriculum that does not look at this issue in the late 20th century is open to severe criticism for bias and lack of objectivity. It is remaining within a framework of masculine preoccupations and assumptions. The most glaring cases here are usually taken from psychological or anthropological research, which seeks to generalise about human behaviour on the basis of research carried out only on male subjects. Such a research base is inadequate and misleading, and will give rise to generalisations and hypotheses that are only true for half of the population.

Some of the research findings that have been produced by taking gender into account have been dramatic. An important example of the kind of fresh perspective lent by looking at an issue from a woman's point of view is the research carried out by Carol Gilligan on moral development in women. Gilligan sees women's moral development as based in relationship and responsibility to others, while men's is (more austerely) connected to an abstract vision of rights and justice. Gilligan's critique of the work of Lawrence Kohlberg, whose theory was entirely geared to the normal development of boys, is a classic piece of feminist revisionism. Once absorbed, her findings and her insights changed the landscape of research in the area, whether or not other researchers agreed with the direction of her thinking.

Similarly the work of the economist Meredith Edwards shows the importance of taking account of women's experience in building economic models for the purpose of social policy development. Edwards points to the relevance of income distribution between husband and wife, an area that is ignored or glossed over in economic analysis that treats families as a homogenous unit. If, as it appears, the husband's income is not "pooled" between spouses, then there can be a serious differential in the actual standard of living between spouses in a marriage.

Other examples of the impact of feminist analysis on conventional academic thinking are easy to find. Two good recent Australian collections that perform this task are the essays in *Gender Reclaimed,* on women in social work, and those in *Feminist Challenges,* looking at philosophy critically from a variety of feminist perspectives. (See Marchant, and Pateman.)

Finally, there is the issue of what kind of a society we are seeking to build as a result of our educational practices.

There is a long tradition that holds that public education prepares students for participation in a free, democratic society, by teaching them the principles of how the society works, and what responsibilities they carry for the perpetuation of its institutions. It is obvious from the statistics and from everyday observation that the traditions by which men learned to become breadwinners and public citizens, while women learned to become wives and mothers, have long since broken down. It is evident that both girls and boys are going to need to acquire a flexible range of skills to adapt themselves to the vagaries of an uncertain job market, and an equally uncertain social structure, where marriage remains the norm but not for life.

One of the tools that our students will require is an understanding of the role of gender in social and political life. They will also, I believe, need to acquire some sophistication about the meaning of the traditions they have been taught to honour. That culture and religion have been steeped in male bias, and that politics remains

male-dominated, are facts that they need to be taught, to make sense of a world where the roles of men and women are continuing to shift, in a manner that will no doubt accelerate in their lifetimes. Whatever conclusions they come to about their own values, we owe it to them to raise the issues of gender and society, as part of their equipment for coping with the future.

"...are there some reasons beyond emotion that stand in the way of revolutionising the curriculum?"

All of this seems so self-evident, so commonsensical, that it does not seem to help answer the question that I posed to you earlier, namely, are there some reasons beyond emotion that stand in the way of revolutionising the curriculum so as to ensure that women's experiences, concerns, and perspectives have got an equal voice and an equal influence to those of men? Here I do not propose to offer a glib answer. But as is the case with everything else, there is a politics of the curriculum. In the United States, Women's Studies has burgeoned and become, on one level, a powerful force. On another level it is arguable that it has become ghettoised, and has left the rest of education — outside of the Women's Studies patch — untouched by the new feminist perspectives. This has been a historical artifact, related to some feature of tertiary education in the United States, but it raises serious questions for Australian education. I would like to see a different path followed here.

This will however require the weight of argument, in Mill's sense, to prevail with all those, male or female, who up to now have seen their interests allied to a male-dominated tradition in education, which has restricted the options and the horizons of girls and women.

Hester Eisenstein,
NSW Department of Education.

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STUDENT LEARNING: A SPECIAL INTEREST GROUP

The 1986 Herdsa Conference generated considerable interest in student learning in higher education. Soon after the conference I wondered if this interest could be maintained and developed by the formation of a special interest group in student learning within HERDSA.

I had in mind a number of activities for the group as follows:

- To monitor the "state of the art" in current research in student learning and identify areas for future development. This review could occur at a special session at the annual HERDSA conference since this is an occasion when many workers in the field and those interested meet together.

Indeed once established the group might offer a regular session to conference organisers.

- To hold an annual 1-2 day workshop to discuss ideas in depth, these would work well either nationally or as a local HERDSA activity.
- To maintain a register of current research projects in student learning being undertaken in Australia and New Zealand. People could then make informal contacts about projects that interested them if they wished.
- To circulate news of projects, developments either by a newsletter or more likely at first through a section in HERDSA News.

I contacted a few people I thought would be interested and in general there was support for the idea.

I am aware of the history of the rise and fall of interest groups in recent years and that those heavily involved in research in the area already have valuable informal contact with one another so I am cautious about starting the group.

I am also aware that "student learning" covers a very broad area of interest and that to be effective it might be better to confine attention to a few topics within the area. For the moment, however, I think it is best to leave the area very broad.

I thought that I would do two things to see if the idea was worth developing:

- Call for a response to the idea through HERDSA News, so that if the idea interests you, if you have thoughts about the way such a group could function or if you have any comments at all could you drop me a note C/- CALT, Griffith University, Nathan, Queensland 4111 or phone me (07) 275-7155. If you are working on a research project and would like to be included in a register then send me also a brief description of your work. I will report the results of the response in the next issue of HERDSA News.
- Call an informal meeting at the HERDSA Conference at Perth to gauge interest and explore future possibilities.

I look forward to hearing from you.

Roger Landbeck,
Griffith University.

Review Article

The Art of Learning or the Art of Performing?

Eureka! or How to be a Successful Student (Revised Edition). Vic Beasley, Bedford Park, SA: Flinders University Press, 1986, 167 pages, $5.95 (Available from Flinders University Bookshop, Bedford Park, SA, 5042).

Being a Successful Student: A Guide to Success at College and University. William C. Hall, Melbourne: Longman Cheshire, 1985, 133 pages, $7.95. (Available from Longman Cheshire, 95 Coventry Street, South Melbourne, Vic., 3205).

Strategies for Student Writers: a Guide to Writing Essays, Tutorial Papers, Exam Papers and Reports. Pam Peters, Belwood: John Wiley and Sons, 1985, 141 pages, $9.95. (Available from Jacaranda Wiley, 65 Park Road, Milton, Qld, 4064.

Two important observations of the Roe Report (1982) relating to students in tertiary institutions in Australia, were as follows:

1. the changing climate in institutions (due to economic pressures) illustrated by students' concerns now being more vocationally-oriented and towards doing well in exams, rather than towards a liberal education;
2. institutions now having a higher proportion of less able students who need specific help (e.g. special entry) as distinct from the "elite" student population of the past.

Additionally the Roe Report also found, from gathering information from over 6,000 tertiary students in Australia, that the most often cited problem areas of students were related to study motivation (64%), academic course planning (57%) and study skills (53%). While this sample may not be strictly representative, it is apparent that for a large number of students, the very essence of University life, "learning" itself presents a problem.

It would appear that a strange transformation has taken place during the formal education process — that the most natural and exciting activity for the new-born has become an anxious burden for the "educationally initiated". Perhaps continuous assessment is taking its toll, changing students' focus from the art of learning to the art of performing. Certainly, to be a successful student nowadays, it is necessary (though not sufficient) to perform well under specified conditions of continuous and final assessment (i.e. tutorial presentations, production of essays/laboratory reports, oral and written examinations, etc).

Recently a variety of new "self-help" books for tertiary students has appeared on the market which, though varying in content, are mainly directed towards assisting students to cope with this system. Not surprisingly, the focus of such books is generally on performance skills relevant to assessment, while at the same time maintaining, either implicitly or explicitly, that following the advice will ensure success in a particular area or general success as a student.

As a consequence, three queries immediately come to mind:

(1) To what extent do particular books achieve their goals?

(2) Is it really possible to deal effectively and sufficiently with the topic of tertiary student learning in isolation from the whole teaching/learning process and out of context of students' own disciplines?

(3) Is it reasonable to expect that such books alone can offer the answer to student success? (After all, we have not even agreed on a definition of success!)

The writers of two of the books reviewed below attempt to offer a formula for success in general; the third directs attention specifically towards student writing tasks.

Vic Beasley's *Eureka!* is written in a friendly, encouraging style by an author keenly aware of the myriad adjustments required of students entering tertiary study, particularly those special entry students towards whom this book is primarily directed.

Perhaps more important than the services of an artist (whose contributions add an unmistakable appeal to the text) would have been attention to the typographic presentation of the material. As it is presented, it is difficult for readers to select relevant material efficiently. Whilst sections are well categorised, the absence of sufficient variation of style in typesetting tends to reduce the impact of valuable information for the reader. With regard to terminology, some first-year students may find chapter headings somewhat abstract; for example, Chapters 1–4 are entitled "Learning to Learn", "Collecting the Building Materials", "Building the Structures", and "Evaluating the Structures". However, the summary section of each chapter is especially well presented. Perhaps in future editions the summary could be located at the beginning of chapters, providing an overview and a guide to selection of specific information as required.

The writer's purpose is threefold: to help the student "(1) to become a truly more competent student, capable of critically analysing material on any subject in constructive and creative ways; (2) to learn about learning ... what it means in a university setting and how to create learning techniques to make study more enjoyable; (3) to follow the 'unfamiliar customs' and 'unique rituals' of the university." Especially with regard to the general adaptation to university life, this is a useful book for first year students. The content of the book relates mainly to the humanities and social sciences. References to other disciplines are more by way of token gestures and it is not clear that skills of analysis of material are transferable to ANY subject.

While Beasley recognises and articulates key problems of students, some tend to be glossed over without constructive suggestions about how to deal with them. For example, the writer notes that many students are fearful about speaking in tutorials, and comments, "This is a great pity because it will considerably limit their ability to master material". More than such a comment is needed here. In fact, a disappointing aspect of this book is the writer's lack of attention in practical terms to those areas of performance which induce most stress for so many; it is regrettable that only one-quarter of the

book is devoted to oral presentations, essays, lab reports, oral and written examinations, as the author is particularly well equipped by virtue of profession and experience to offer advice on coping realistically with the anxiety associated with these types of assessment. Instead the author painstakingly attends to general aspects of learning skills, material which I believe might be addressed more appropriately by academics or learning skills specialists working within the teaching/learning situation.

At this point one asks: "What do students really need to know and do in order to be successful?" and "Who are the most appropriate people to assist students with these particular areas of development?" I would list five areas for development:

(1) a useful range of general learning skills and specific learning skills related to the discipline content and context of the student's learning situation;

(2) a comfortable adaptation to the tertiary institution whereby the student becomes familiar and confident in dealing with the new "culture";

(3) effective communication skills, social skills and organisational skills related to the academic learning situation and practical aspects of day-to-day living as a student;

(4) motivational skills relating to short-term and long-term goal-direction; stress/anxiety management (especially related to examination performance and assignment deadlines);

(5) construction of a balanced life-style between family/social life, study commitments, extra-curricular activities, and general health care.

Beasley attends mainly to the first and second areas; consequently, one is not convinced he tells all about how to be a successful student. The contents of Bill Hall's book relate to all areas listed above although general learning skills rather than subject-specific skills are the focus of this guide to success.

Hall asserts that he offers "a wholly realistic view of post-secondary study" and that he offers advice which "is firmly based in research". His highly practical approach is impressive as is the variety of perspectives he brings to bear on issues of the teaching/learning process. Issues addressed include lectures, small groups, the library, academic writing, tertiary level learning, working with others, assessments, technical support, health, "some major problems", and finally getting a job.

The readable style of writing is open, direct, and at times provocative. Only within the "learning" section of Chapter 6 is the style somewhat laboured and the vocabulary too technical and out-of-touch for students not familiar with psychology. Presentation is appealing and enables efficient selection of information for various purposes. Each chapter offers an overview, a summary of relevant research, typical problems and solutions, and references for further reading. In the third section of each chapter, the writer encourages students to view problems/difficulties as normal and to *do something* about them. In addition, examples are given in each chapter which would be useful for discussion with the institution's student counsellor — a refreshing approach, no doubt welcome to most counsellors.

Perhaps the author's evaluation of his own approach as radical is because he presents the "warts and all" reality of tertiary study: "your assignments will be assessed by lecturers who may or may not be good writers themselves, and very seldom have had any training in teaching others how to write". The chapter on assessment presents some insights into reasonable expectations of one's teachers, while also dealing with results, reliability of assessments and problems caused by lecturers themselves — material which could lead to fruitful discussion between students and teachers.

Sections summarising the research are interesting and useful, on the whole. Nevertheless, Hall can be guilty of over-generalisation, such as, research tells us "mature-age students experience problems arising from anxiety" or "the student who has only two hours of study time in the morning is heading for disaster". In addition, he gives few references "because the research sections are distillations of many reports and publications".

Chapter 11 is disappointing in several respects. The title is "Some Major Problems" and it deals with such topics as mature-age entry, ethnic groups, handicapped students. At the same time it takes up anxiety, loneliness, shortage of money and sexual harassment. Minority groups already keenly sensitive to their disadvantages might well have preferred two separate categories of problems. Strangely missing is discussion of the necessary adjustments of overseas students and non-local students. Another apparent oversight with Chapter 11 concerns the section on women's issues which all but totally deals with sexist language. While useful practical remedies for sexist language are offered, fundamental aspects of "women's issues" merit discussion.

Throughout the book, Hall attempts to assist students to cope with the present tertiary system and to become successful students, and the book is very helpful — as far as it goes. However, student readers might have benefited from suggestions about their role, and that of their teachers, in producing a teaching/learning environment in which the focus might be learning rather than assessment.

Pam Peters presents a wide range of *Strategies for Student Writers,* in a book which would be a very useful reference for the advanced student, the learning skills tutor, English as a second language tutor, or subject lecturer. However, the style is probably inaccessible for a first-year student. In addition, insufficient use of categorisation, variation in layout and diagrams hinders efficient use of the book. The writer might well have heeded her own counsel in Chapter 5: "Readers as a breed are an impatient lot. They are usually looking for quick returns on their investment of time and welcome any opportunity to gain information in summary form".

The complete title of the book is somewhat misleading. While approximately four chapters focus on essay-writing and one on report-writing, only on six pages scattered throughout the book is there some reference to examination writing and no particular attention is given to the preparation of tutorial papers. In terms of students' performance needs the chapter on punctuation and referencing might well have been replaced by one on tutorial and examination writing.

Within the chapter on reports Peters clearly attempts to link theory to practice by including a broad range of examples from subjects in the humanities, social sciences and sciences. However, in the attempt to cover too many subject areas, the continuity of the argument is easily lost. A more thorough concentration on fewer examples followed through in a typical report style representing each group of disciplines might have been more helpful to readers.

The remaining offerings of the text include a chapter on "writing as a means of enquiry", chapters on word usage and sentence construction, and two appendices containing handy hints on spelling and additional essay topics. While the first chapter presents interesting background reading, it is doubtful that it is pertinent for the student searching for practical strategies for writing. Similarly, the chapters on words and sentences are not pitched at the level of the student who requires clear, concise, and direct presentation of such topics; and the appendices are probably superfluous to the more pressing student needs. However, all chapters and appendices, while not likely to satisfy the student market could well

serve as useful reference material for both learning skills tutors and English language tutors.

In short, while Peters is to be commended for obvious diligence in research and attention to detail, it is more likely that those students who do benefit from her text will do so indirectly. Its value is as a reference for teachers of strategies for student writers, and therein may be found a keen clientele.

Advice to students is forthcoming from many sources ranging from teachers through counsellors, parents, peers, self-help materials, and so on. Yet, to the student, such advice and resources are only the first step. Ultimately, tertiary students are left largely to themselves to make sense of it all, to function as self-directed learners, while simultaneously weathering the onslaughts of the continuous assessment system. Surely herein lies the challenge: to discover what works for oneself and to have the confidence to implement it. Both require a measure of self-knowledge and self-management as well as stick-at-it-ability. Towards assisting students to take more control of their learning situation, writers might care to produce books which address themselves to this challenge, particularly in terms of items 3, 4 and 5 listed at the beginning of this review. In addition, such a contribution might also address itself to teachers, considering how they might assist tertiary students to learn more naturally and joyfully. Therein might lie a greater measure of genuine success for all.

Carmel Mitchell,
University of Tasmania.

Conferences

Standing Conference on Educational Development National Conference
Theme Course Development for Capability: A conference on learning for effectiveness in Higher Education
Place Napier College, Edinburgh
Date 21 — 22 May 1987
Information Dr F. Percival, SCED Conference Organiser, Napier College, Craiglockhait Site, 219 Colinton Road, Edinburgh, EH14 1DJ, Scotland

Association of People Interested in Asia
Theme Relevance of Asia for Australian Education
Place Canberra
Date 19 — 21 June 1987
Information N. Redhead, C/- Southeast Asia Centre, Faculty of Asian Studies, Australian National University, G.P.O. Box 4, Canberra, ACT, 2601

Seventh Annual Conference on Teaching and Learning in Higher Education
Place Queen's University, Kingston, Ontario
Date 21 — 24 June 1987
Information The Society for Teaching and Learning in Higher Education, C/- Health Sciences Office of Education, Botterell Hall, Queen's University, Kingston, Ontario K7L 3N6, Canada

Improving University Teaching: 13th International Conference
Place Haifa, Israel
Date 29 June — 2 July 1987
Information IUT, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD 20742, USA

Sixth World Congress of Comparative Education
Theme Crisis and Change in Education
Place Hotel Gloria, Rio de Janiero, Brazil
Date 6 — 10 July 1987
Information E. Gauci, ANZ Comparative and International Education Society, C/- State Board of Education, Level 22, Rialto Towers, 525 Collins Street, Melbourne, Vic., 3000

SCUP-22 22nd Annual Conference of the Society for College and University Planning
Theme Planning for Uncertainty
Place Washington, D.C.
Date 19 — 22 July 1987
Information SCUP, 2026M School of Education Building, University of Michigan, Ann Arbor, MI 48109-1259, USA

Second International Conference on the First Year Experience
Place University of Southampton
Date 20 — 24 July 1987
Information International Conference on the First Year Experience, University 101, University of South Carolina, Columbia, SC 29208, USA

ASPESA 8th Biennial Forum
Theme Distance Education: Access, Equity and Participation
Place University of New England, Armidale, NSW
Date 27 — 31 July 1987
Information I. Small, ASPESA Forum Convener, University of New England, Armidale, NSW

HERDSA's New Honorary Life Member

NORM HENRY

On 9 December 1986, Norm Henry was made the Society's honorary life member, thus joining Kol Star, Barbara Falk, Ilma Brewer, Peter Karmel, and Ernest Roe. Norm was thus honoured because of the contribution he has made to the Society and its objects since the foundation of the Society in 1972. Norm was a foundation member of the committee and attended every conference of the Society from its first workshop in Perth, August 1973 until the Auckland conference, August 1985. Norm was secretary of the Society 1976-77. With support from the President of that year, Dr Barbara Falk and Ian Dunn, Norm and Jackie Lublin organised the Society's third conference, held in Melbourne at International House in May 1976.

Norm was a secondary teacher with the Victorian Education Department, teaching during the 1950s and 1960s at Yallourn High School and Melbourne High School, among others. He also did method work for the Faculty of Education at the University of Melbourne in the mid-1960s. He then joined Monash Teachers College and became head of the department of chemistry. After an interlude in the financial securities business, he was appointed Head of the Education Unit at the Royal Melbourne Institute of Technology in February 1972. (The position had originally been called "Principal Lecturer in Educational Methods and Training".) Over the years he was able to develop a successful unit which made a significant contribution to the development of teaching and learning in one of Australia's most prestigious tertiary education institutions. The 1970s was one of its more turbulent periods, and over the years Norm came to be seen as a person who exerted a moderating influence and was able to foster harmony. This was the kind of contribution Norm was able to make to the Society too, especially in its early formative years.

In his personal relationships Norm stood for hospitality and friendship, especially apparent when he hosted a number of overseas visitors such as Colin Flood-Page, Dietrich Brandt and Alan Tucker. In this way he contributed to the development of HERDSA as a network with important overseas connections, helping to keep staff in Australia up to date with overseas developments.

In August 1986 Norm retired owing to ill health, and has spent a considerable amount of his time further developing his hobby farm in Gembrook. Society members look upon Norm with love and respect, and wish him all the best for the future.

Fellow of the Society for Research into Higher Education

DAVE BOUD

At the annual conference of the Society for Research into Higher Education, Reading, England, 17-19 December 1986, it was announced by the Chairman of the Governing Council, Professor Gareth Williams that Dr David Boud, Tertiary Education Research Centre, University of New South Wales had been awarded one of the first three Fellowships of the Society. The granting of the designation Fellow is a means of formally recognising those who have "shown their commitment to the objectives of the Society through a demonstrable contribution to knowledge and understanding about higher education". It is awarded only to those who are highly distinguished in their own field of study of higher education. It would "indicate a level of achievement approximating to that of a higher doctorate".

The citation for Dr Boud reads "for work in teaching and learning in higher education, course evaluation, self assessment and peer assessment as part of student assessment, and facilitating learning in the context of continuing professional education".

REVIEWS

Learning More and Teaching Less (A Decade of Innovation in Self-instruction and Small Group Learning), Ilma M. Brewer, Guildford, Surrey: SRHE&NFER-Nelson, 1985, 150 pages, ISBN 1-85059-003-6; U.K. paper price £14.95.

I use heaps of exam scripts as mulch in the garden; Ilma Brewer kept her old scripts for ten years and used them to assess her teaching in an evolving course on the anatomy of plants. In 1968 administrators of the University of Sydney agreed to spend $6000 to enable Dr Brewer to set up an audio-tutorial teaching lab. They were thinking of saving money in the future; she planned to show that plant anatomy could be taught more effectively and enjoyably using audio-tutorials similar to those of Sam Postlethwait at Purdue University. The Ashby Learning Centre resulted, under the leadlight gaze of early botanists (Figure 1) in the chapel atmosphere of the former Botany Library.

This book describes how the course evolved from 1969 to 1978. It is not easy reading, just as it was not easy to produce concrete data showing SIMIG (Self-Instruction by Modules with Interactive Groups) is a good thing. Dr Brewer describes it as a jungle of data to struggle through. It is; I would rather have spent the time talking to her about SIMIG or to her former colleagues who continue to use the "Brewery", and most of her original tapes, for teaching anatomy and other courses.

The most interesting chapters are those describing the struggle to quantify what the course is doing to the students: the sort of things that we'd all like to do if we had time. I, too, have spent a decade innovating in audio-tutorial teaching. I was stimulated by these chapters to do a small assessment of the results of my efforts. I could not use the exam results (the worms had eaten them) but I could look at the students, years later.

Here, at Macquarie, there are alternative courses in first year biology — one traditional, the other audio-tutorial. I looked at the results of finishing biology students who had done these courses and compared them with a group who started elsewhere, but are now finishing at Macquarie (Table I). A student's Grade Point Average is believed by many to indicate how well he or she performed in classes and coped with life, simultaneously. The GPAs ranged from 1.41 to 3.95.

Figure 1: Tournefort, French forerunner of Linnaeus, in the bay window of the Ashby Learning Centre.

TABLE I:
Average of GPAs of students who have nearly completed a biology degree

First Year Course	Mean GPA	Number of Students
Traditional	2.37	268
Audio-tutorial	2.37	107
Done elsewhere	2.33	82

Evidently, my efforts in first year did not influence GPAs over the next few years. And it was an effort: setting up A/T courses requires enormous effort. I used to justify it on the grounds that I was assisting average students to do well and was helping many of the less well-equipped (mature-age included) to cope. If this was true I would expect the GPAs of students who had gained Bs or Cs in the audio-tutorial course to be lower than those in the traditional course. Table II demolished another of my beliefs.

So why did I put so much effort into the audio-tutorial course? Was it that I enjoyed preparing good lesson plans, then cementing them in tapes, with study guides and resource materials? Was it a pleasure to modify them subsequently, to take account of student performance? It is obvious that Ilma Brewer enjoyed doing this with her course. Maybe that is why the course performed so well in the various tests.

TABLE II:
Average of GPAs of students nearly completing biology degrees, groups according to their grade in first-year courses

Grade in course	A	B	C
Traditional course	3.15±0.59	2.62±0.51	2.04±0.40
Audio-tutorial	2.98±0.61	2.41±0.50	1.95±0.41

Unfortunately, reading about SIMIG won't speed up the process of preparation and modification. Course creators will still have to go through all stages with their own material. But worse, given average scepticism amongst

colleagues, data like Dr Brewer's will need to be collected again and again in the defence of innovation. Meanwhile, the next innovation should be integration of modules on plant anatomy within courses on genetics and physiology, where they belong.

Malcolm Reed,
School of Biological Sciences,
Macquarie University.

PS: Ilma Brewer is the I.M. Pidgeon (1937) still quoted by ecologists in the Sydney region.

Educational Staff Development, Alex Main, Sydney, Australia: Croom Helm, 1985, 127 pp. ISBN 0-7099-1760-0. $39.95. (Available from Croom Helm Australia, GPO Box 5097, Sydney 2001)

Previously Research Officer of the Co-ordinating Committee for the training of University Teachers (CCTVT) in United Kingdom, and subsequently Educational Methods Adviser to the University of Strathclyde, Alex Main is in a very strong position to write this book.* It is a worthwhile monograph for anyone in higher education who is involved in any way with educational staff development.

It is *not* a catalogue of procedures, policies, practices or whatever which have been adopted by different institutions. Readers who are looking for recipes for staff development programmes will be largely frustrated, though some specific initiatives are examined, as illustrative examples of general points. What the book *is*, is an examination of the basic premises upon which various models of staff development rest, through the question "What kind of model of the person is implied by each form of staff development?". There is also an argument for a view of professional development which is essentially a personal-growth model, derived from adult education theory.

The book is organised into eight chapters, with a postscript, "Staff Development and Recession". After an opening chapter considers the question of what staff development means, the four following chapters consider some of the basic issues implied in development as evidenced by formal courses, instructional development, centres for teaching improvement and the roles played by staff developers.

The next two chapters deal with teachers as learners, and the need for staff counselling; these lead into the final section which presents the author's model for professional development.

The basic thrust of the argument is that professional development should stress individual responsibility, through a continuing education model, with particular emphasis on developing staff confidence to carry out the range of required tasks. Alex Main suggests that the following basic elements are essential for the proper functioning of such a model.

- Colleagues should be treated as autonomous, self-directed adults.
- Staff should be offered a wide range of development activities.
- The service should be "self-help".
- Development should be viewed as a natural part of career-planning, rather than seen as problem-based.
- A central element is individual counselling, on a colleague-to-colleague basis.

To actually implement the proposed model would not be easy, I suspect, in most institutions. But, the basic principles which are being suggested give food for serious thought.

Two final points: it is interesting to note how often Australian examples are cited in the book; and the price of books seems to be going through the roof — sixteen quid (forty bucks) for just over a hundred pages?!

John Jones,
University of Auckland.

* Alex Main is now Director of the Educational Services and Teaching Resources Centre at Murdoch University, Perth.

A Degree of Choice? Edited by J. Finch and M. Rustin, Harmondsworth: Penguin, 1986, 252 pp, ISBN 0-14-022689-2, $11.95. (Available from Penguin Books, P.O. Box 257, Ringwood, Vic. 3134)

This collection of eleven papers is published on behalf of the Socialist Society and "is about what education after 18 *could* be like and also what it *should* be like if it were to become democratic and socialist" (p. 7). Whilst the contents are never excessively polemical they do vary in style and can, like Gaul, be divided into three parts. The first consists of the first chapter, "The Idea of the Popular University", a historically based account by Rustin of the development, especially since Robbins, of the contemporary British bourgeois university and its expansion through the CNAA with the Open University as the one democratic experiment. Some hope for moving towards a more comprehensive tertiary (a concept rarely used in the UK) system is found in pushing for institutions to "disaggregate their three-year courses into certificate-, diploma-, and degree-level awards, each normally corresponding to one year of full-time study" (p. 55).

In the second part a number of nuts and bolts issues are discussed. These include differential access by e.g. class, sex, colour and region; student finance — a mixture of grants and loans is recommended; paid educational leave — some interesting experiments in the UK and on the Continent are briefly described. Gender discrimination is fully analysed; both structural and curricular factors are examined. Much of what is included in these two parts relates particularly to the situation of the tertiary, especially the university, sector in the UK and to possible socialist policies to change things. For the general reader in Australia there is not a great deal that can be directly applied to the field here, even by a reader with a big cultural cringe.

However, the third part, concerning the curriculum, has much more general relevance. The content and pedagogy of four important areas are considered: cultural studies, art and design, social science and physical science. Schwarz's brief outline of the way in which cultural studies developed out of Arnold (Mathew, not Thomas, of course) under the influence, first, of the Leavises (bourgeois) and, then, of Raymond Williams (socialist) is outstanding. His presentation of the way "a strategically democratic transformation of the humanities" (p. 182) might be generated should interest anyone teaching in the related areas, socialist or not. One thread that is not really woven into the argument by any

contributor except rather briefly by Hilary Rose in her piece on women in science is the philosophical one. Particularly when advocating the bringing together of the academic disciplines as now conceived, their epistomological nature must be related to the methods used and to the ultimate form of the integration if sound curricular development is to result.

This last point reminded me, as did many of the points made in this collection, of the secondary curriculum development movement in Victoria in around 1970; there was, for example, the problem of General Studies. What is to be found in these papers does not on the whole advance us at the tertiary level much beyond what Bill Hannan and others had to say in *The Secondary Teacher* at that time and nowhere in this book does anyone say anything as revolutionary as Hannan's suggestion of rationing scarce places by the ballot.

P.W. Musgrave,
Monash University.

Evaluating and Assessing for Learning, Duncan Harris and Chris Bell, London: Kogan Page, 1986, 179 pages, ISBN 0-85038-9917, $49.50. (Available from Astam Books, 27B Llewellyn Street, Balmain, NSW)

Increasingly, the tertiary teacher is being seen as a manager and organiser of learning rather than as a presenter of knowledge: a conception of the teaching role that invites the learner as collaborator and participant in the processes of managing learning. This book addresses such collaboration, with particular reference to the assessment and evaluation of learning. The authors explain their usage: "assessing" focuses on the learner, "evaluating" on the resources for learning (including the teacher).

The major part of the book describes, particularly group-based, techniques that involve the students in evaluation and assessment and that emphasise "negotiating" and "communicating". These sections of the book are helpful, as are the suggested further readings.

Other sections are, however, both trite and overwritten: there is no need, for instance, to impose the term "loving" on the process underlying cooperative groupwork, or to introduce each chapter with a complex and untidy line-drawing that does not in fact clarify. These defects will probably not put off the tertiary teacher who is sympathic to this general approach, but there is another group of potential readers, who may be uneasy with the way things are, but would find such hints of trendiness the excuse for a quick dismissal. This would be a pity, because this book has some important things to share with all concerned teachers.

John Biggs,
University of Newcastle.

BOOKS IN BRIEF

Rethinking Teacher Education. D. Hopkins and K. Reid, editors, London: Croom Helm, 1985, ISBN 0-7099-3705-9, $35.95. (Available from Croom Helm, GPO Box 5097, Sydney 2001, NSW).

Collection of papers compares teacher education as it is and as various authors believe it should be in England, Wales and Canada. Teacher education is not highly regarded, fails to integrate theory and practice as effectively as it might, and is vulnerable to political whims. Authors advocate deep structure approach to teacher education — school-based, systematic and rigorous teaching practice, continuation into probationary year, and as a precursor to continuing professional development. (PN)

Writing in Non-academic Settings. Lee Odell and Dixie Goswami, editors, New York: The Guildford Press, 1985, ISBN 0-89862-252-2, $59.50. (Available from Astam Books, 27B Llewellyn Street, Balmain, NSW).

Collection of papers which brings together results of first decade of attempts to study writing in the workplace: what we now know about such writing and the implications for teaching; structures of discourse; influence of new technologies on writers; social and institutional perspectives on writing; making connections between academics who teach and study writing and business/industry/government; conducting research on writing. Obviously an area of study and teaching where the real world should not be neglected; amazingly, it has been until recently. (PN)

Classroom Environment. B. Fraser, London: Croom Helm Curriculum Policy and Research Series, 1986, ISBN 0-7099-1057-6, $44.95. (Available from Croom Helm, GPO Box 5097, Sydney 2001, NSW).

How quantitative methods may be applied in research on the classroom environment. Educational measurement may be used to assess quality of life in the classroom using perceptions of students and of teachers. Classroom environment considered to be a determinant of learning outcomes. Assessment instruments and instructions for their use presented. Past research reviewed. (PN)

Educational Research and Policy: How do they relate? T. Husen and M. Kogan, editors, Oxford: Pegamon Press, 1984, ISBN 0-08-030820-1, no price given. (Available from Pergamon Press Australia, PO Box 544, Potts Point 2011, NSW).

Report of a top-level symposium honouring Torsten Husen, and of his own study on relations between researchers and policy-makers in four countries. Two of the four have centralised educational systems (Sweden, England); two vest educational prerogatives with the states (Germany, USA). The symposium sought to exemplify and conceptualise the evidence of the impact of research on policy-making; also took up France and developing countries. Concluded knowledge-policy relationship is indeterminate and unsystematic; identified contextual factors which determine extent of impact; attempted some policy proposals for bridging gaps. Kogan's summary brings themes of papers together, but papers are reproduced as well. (PN)

ABSTRACTS

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

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

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

HERDSA is most grateful to 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, Research and Development Officer at the TAFE National Centre for Research and Development Ltd, 296 Payneham Road, Payneham, 5070, South Australia, Australia. NOTE THE CHANGE OF ADDRESS FOLKS!

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

Ausburn, L.J. and Ausburn, F.B., **Technology for the TAFE Distance Educator.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 143-155.

A review of literature in the area of technology in distance education and an extensive survey of delivery technology currently utilised by TAFE providers of distance education were undertaken. Distance educators' opinions of the potential usefulness of such technologies were also surveyed. The major recommendations of the study are summarised in the first part of this paper. The second part discusses a consortium approach to the development of TAFE distance education.

(Modified journal abstract)

Beswick, D.G.,**The Victorian State Funding Initiative.** Australian Universities' Review, 29, 1, 1986: 32-33.

The paper discusses some of the implications of the decision by the Cain Government in Victoria to fund 1500 additional places in higher education. The initiative goes along with a further expansion of TAFE and a plan to spend $11 million on youth policy initiatives, including the provision of 1250 traineeships in the public sector. The funding initiative arose out of the Cain Government's commitment to a "youth guarantee" made at the election earlier this year whereby all young people were guaranteed a place in education or work or some combination of the two.

(HBG)

Daniel, A.E., Encel, S. and Barnes, J., **Education in the Computer Industry.** Australian Universities' Review, 29, 1, 1986: 13-16.

The rapid growth of the information industry in the past thirty years has been reflected in an ever-rising demand for the teaching of computer-related skills at all levels of the educational system. Despite the general recession which has affected the world economy since 1970, information technology has continued to expand. As a result, there appears to be a chronic shortage of appropriately trained people, particularly at the higher levels of skill and education. This shortage is particularly clear in Australia, and in this paper we report the results of our inquiries, which were undertaken as part of a larger project on the changing nature of work in the electronic data processing industry.

(Journal abstract)

Dusselldorp, J., **The National Youth Strategy.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 37-43.

The author notes that there have been fundamental structural changes in the youth labour market which have resulted not only in fewer jobs for young people, but also in increasing entrance standards for those jobs which do exist. He outlines the national youth strategy which has been designed to respond to those structural changes.

(Modified journal abstract)

Fricker, L., **The Changing Context of TAFE and its Consequences for the Role of TAFE.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 13-30.

Lyall Fricker describes the role of external factors in the past development of TAFE, and discusses external factors which will affect TAFE in the future.

(Journal abstract)

Keating, M., **The Australian Traineeship System: Issues for TAFE.** The Australian Journal of TAFE Research and Development, 1, 2, 1986: 49-60.

Michael Keating describes the Australian Traineeship System (ATS) and its implications for TAFE. This paper also explains why the ATS has been introduced, its objectives and how it is designed to complement other government initatives for young people.

(Journal abstract)

Mackie, K., **Traineeships: A New System of Vocational Preparation.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 34-48.

This paper continues the theme of the Australian Traineeship System (ATS) which was developed in Vol. 1, No. 2 of the Australian Journal of TAFE Research and Development. From a policy perspective, a successful Australian Traineeship System (ATS) is dependent upon a buoyant economy, a restructuring of employment patterns, a wage rate acceptable to the trainee, the employer and unions and a fair but workable specification of eligibility and priority criteria. Uncertainty, time pressures and the untested market for traineeships confront those responsible for the implementation of ATS.

(Modified journal abstract)

Rao, G.L., **Effectiveness of Government Employment Programs in Improving the Employment Prospects of Disadvantaged Youth: Some Research Findings.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 61-70.

In this paper the evaluation findings from a major Bureau of Labour Market Research (BLMR) investigation of twelve youth programs soon to be published as a report are reviewed and the implications for Kirby programs considered. In terms of post-program employment probabilities, participants were significantly better than non-participants and employment based and pre-apprenticeships programs were more effective than general vocational programs.

(Modified journal abstract)

B SYSTEMS AND INSTITUTIONS

Butterworth, P., **Some Issues in Facility Utilisation in TAFE: A Discussion Paper.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 82-93.

Despite considerable expansion in both recurrent and capital funding for TAFE authorities over the last decade, substantial numbers of people could not gain entry to TAFE courses in 1986. One cause of this unmet demand was a lack of facilities. While TAFE Authorities have striven to maximise the levels of utilisation of their facilities; until a satisfactory conceptual framework and reliable measures for facility utilisation have been established, it will be impossible to provide an objective basis to demonstrate the relative success of their efforts.

(Modified journal abstract)

Fensham, P.J., **Equality and Education the Roles of Universities and Schools.** Unicorn, 12, 4, 1986: 226-234.

The paper is the text of the Third Archer Memorial Lecture, which is co-sponsored by the Australian College of Education and the Council of the Caulfield Grammar School. The paper describes the development of secondary education in Victoria, the expansion of tertiary education and the emergence of retention, selection and the transition between secondary and tertiary as problems. The restruturing of post-compulsory schooling in the light of the Blackburn review is discussed. A number of suggestions for structural changes to higher education are made.

(HBG)

Pyle, N., **TAFE Productivity and Equity.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 65-81.

Pyle argues that there are many different ways of looking at TAFE and how it should use its resources to assist its clients. Acknowledging this diversity of approach should lead to an understanding that different client groups will have different measures of productivity based on the values they place on varying outputs. This in turn should make those who work in TAFE less defensive about TAFE's inability to meet all of the many goals demanded of it by its client groups.

The paper then suggests that equity in TAFE should be seen as more than targetting-in on groups whose members warrant special attention as potential students and/or employees and raises the question of how an equitable distribution of TAFE effort across the spectrum of its potential clients can be achieved.

(Modified journal abstract)

Smith, R., **The LAN Project — An Indonesian Change Program.** Australian Journal of Adult Education, 26, 2, 1986: 13-18.

The article describes a large scale training program for LAN (the Indonesian National Institute of Administration). A feature of the program was the objective of having Indonesian trainers assume responsibility for the future implementation of the program, adapted to local needs.

WAIT-AID Ltd (now operating as WAITEC), the consultancy arm of the Western Australian Institute of Technology was engaged by the Australian Development Assistance Bureau to act as managing agent for the LAN project in Indonesia.

(Modified journal abstract)

Teese, R., **The Traditional Structure of the University Market in Australia.** Australian Universities' Review, 29, 1, 1986: 17-21.

In the years before the Second World War a very close relationship existed between Australian universities and private grammar schools. With the explosion of enrolments in the decades after the war, the role of public secondary schools greatly increased. However, several studies have shown that the traditional structure of the university market has remained substantially unaltered, especially in the most prestigious faculties. The exchange relationships between private non-Catholic schools and the universities form a micro-ecology of universities and private schools. This system relies on the reciprocal action of their joint adaptation to the wide environment in which they are located and from which they shelter each other.

(HBG)

West, P., **A University for Western Sydney: A Case Study in Educational Policymaking.** Australian Universities' Review, 29, 1, 1986: 4-8.

This article examines proposals for a university in Western Sydney as an example of policymaking in post-secondary education. The State and Federal framework of post-secondary education is sketched, and some features of Western Sydney's society are depicted, before the movement for a Western Sydney university is outlined and options discussed.

(Journal abstract)

White, M.A., **Community Colleges in Western Australia — Historical Accidents and Policy Dilemmas.** Australian Journal of Education, 30, 1, 1986, 92-106.

This paper traces the establishment of Western Australia's three community colleges. Features of this development are significant government initiatives, historical accidents, and policy issues concerning the co-ordination, control and future directions of new post-secondary institutions. All this is examined against a background of debates about the control and management of the state's system of technical and further education. The policy issues that are raised are similar to issues discussed in most Australian states, and invite speculation about the future shape of technical and further education in Western Australia that is highly relevant to what is happening in other parts of the nation.

(Journal abstract)

C TEACHING AND LEARNING

Balla, J.I. and Edwards, H.M., **Some Problems in Teaching Clinical Decision-Making.** Medical Education, 20, 1986: 487-491.

Evaluation of a number of courses in clinical decision-making (CDM) indicates that there are well-defined problems in teaching this subject. This paper describes some of the difficulties and proposes appropriate remedies. Problems in teaching undergraduates are different from those in the postgraduate years. Two remedies are suggested which will help course developers when faced with these problems. Firstly, the early introduction of concepts regarding sensitivity analysis, making it clear that with the aid of CDM we are able to deal with a wide range of probability estimates, precision rarely being required in clinical medicine. Secondly, the availability of education support systems will help expert clinicians teach CDM concepts within their own field.

(Modified journal summary)

Dunlop, M., **Preparation of Nurse Teachers in the Pacific Region.** Australian Journal of Adult Education, 26, 2, 1986: 37-41.

A modified external studies format was used to prepare nurse teachers in the Solomon Islands, Vanuatu and Fiji by Armidale CAE under contract to the World Health Organisation (WHO). The origin of the College's involvement and the nature of the projects are described, with some discussion of cultural differences and the needs of the local health-care system. Overall, the projects seem to have been successful and suggest that external studies can enlarge the range of choices available to small nations.

(Journal abstract)

Diamond, P. and Zuber-Skerritt, O., **Postgraduate Research: Some Changing Personal Constructs in Higher Education.** Higher Education Reseach and Development, 5, 2, 1986: 161-175.

This paper discusses how computer programs, such as FOCUS and SOCIOGRIDS, can aid students and staff in learning about their own formerly tacit perceptions of research effectiveness. The programs are designed to elicit and analyse one's own construct system and theory of, for example, learning, teaching, or research. The computer printout can be used to facilitate "learning conversations" either with oneself or with others. A greater awareness and understanding of one's own theory and that of expert others can lead to improved learning, teaching or research.

Kelly's (1955) theory of personal constructs and its reportory grid technology made it possible for the present study to demonstrate and measure both how the construing of a group of continuing postgraduate students changed over the three-months period of their professional preparation as researchers and how it differed from that of four experienced staff researchers. This study shows how computers can help promote greater personal control over the construction and negotiation of meaning in higher education.

(Journal abstract)

Eunson, B., **Telematics at Box Hill College of TAFE.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 49-64.

This paper presents the case for TAFE to develop telematic technologies such as television and radio. It is argued that if TAFE has access to broadcast media outlets, it can maximise stimulus for the wider community. Baden Eunson recommends open circuit broadcast television, with exclusively educational programming and extensive use of talkback.

(Journal abstract)

Feletti, G.I. and Smith, E.K.M., **Modified Essay Questions: Are they Worth the Effort?** Medical Education, 20, 1986: 126-132.

The method chosen for important examinations strongly influences the nature of student learning. The Newcastle Medical School in Australia developed a 5-year problem-based curriculum and adopted the Modified Essay Question (MEQ) as the main written instrument for assessing students' problem solving skills. Even with the best of intentions the MEQ has been abused by its over-use, as shown in this review of annual assessment for years 1, 3, and 5 of the course. Analysis of staff and students' dissatisfaction with this instrument showed some difficulties attributable to the nature of MEQ items. However, a number of problems also emerged as a result of subtle changes in the teaching staff's approach to learning and assessment. This paper concludes by acknowledging the strengths and limitations of the MEQ. It recommends a way in which the MEQ can be effective as part of a balanced programme involving other suitable instruments.

(Journal summary)

Fraser, B.J., **Differences Between Students' and Instructors' Perceptions of Actual and Preferred Classroom Environment in Higher Education.** Higher Education Research and Development, 5, 2, 1986: 191-199.

The College and University Classroom Environment Inventory was developed for assessing higher education students' or instructors' perceptions of the following seven dimensions of actual or preferred classroom psychosocial environment: personalisation, involvement, student cohesiveness, satisfaction, task orientation, innovation and individualisation. Each scale displayed satisfactory internal consistency reliability and discriminant validity for use in its actual and preferred forms with either perception in different classes. Use of the instrument in a study in 20 higher education classes revealed that, first, both students and instructors preferred a more favourable classroom environment than the one actually present and, second, instructors perceived the environment of their classes more positively than did their students in the same classrooms.

(Journal abstract)

Fraser, B.J. and Treagust, D.J., **Validity and Use of an Instrument for Assessing Classroom Psychosocial Environment in Higher Education.** Higher Education, 15, 1 and 2, 1986: 37-57.

The first main aim of this paper is to describe the development and validation of a new instrument to assess perceptions of classroom psychosocial environment in university and college classrooms. The second major purpose is to report the first two research uses of this instrument in, respectively, a study of associations between student outcomes and classroom environment and an investigation of differences between students and instructors in their perceptions of actual and preferred classroom environment. As well, desirable future research directions involving the new instrument are suggested. Before describing the development and use of the new instrument for the higher education level, important background information about analogous work at the primary and secondary school levels is briefly reviewed in an attempt to place the new work into context.

(Modified journal abstract)

Hall, W.C., **Traineeship Curriculum Evaluation.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 31-35.

The purpose of this paper is to present basic information to TAFE teachers about curriculum evaluation (as distinct from programme evaluation). The paper discusses some of the characteristics of curriculum evaluation, briefly describes different approaches to evaluation, lists the main techniques of evaluation and then raises two questions: What should be evaluated? and, who should do the evaluation?

(Modified journal abstract)

Hayes, M., **A Process Model for Skill Formation — An Industry Point of View.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 14-19.

In this paper, the author expresses his concern that discussion and debate on skill formation may in the future become esoteric and academic. In order to prevent this, he attempts here to establish a process model which can be modified and refined to provide a framework within which research, debate and understanding of this issue can be developed. In outlining the process the author has also identified some important areas of possible future research.

(Journal abstract)

Holdsworth, D. and Thompson, C., **Electrochemical Simulation with a Microcomputer.** Education in Chemistry, 23, 5, 1986: 142-143.

The article suggests further ways of using microcomputers for the animation and simulation of chemical topics. Listings of the programs available can be obtained from the Editor, Education in Chemistry.

(Modified journal summary)

Holdsworth, D. and Gough, R., **Analysis of Food Colourings — A Simulation.** Education in Chemistry, 23, 6, 1986: 183.

Practical work and a simulation can be used together for teaching chromatography.

(Journal summary)

Juchnowski, M., **Migrant Women Accessing TAFE — An Innovation in the Training of Bilingual Child Care Personnel.** Australian Journal of Adult Education, 25, 3, 1985: 13-16.

There have been relatively few trained bilingual staff working in Day Care Centres. For the past three years the Child Care Studies Department at Prahran TAFE has offered a

Bilingual Child Care Aide course for participants of Victorian Employment Initiative Programs. The majority of students have been female, and all spoke a second language. The course includes a communication component which was developed to assist students with the vocational content of the course, the translation of child care material into different languages and with their English language skills. The main success, apart from the high rate of employment among graduates, has been the gain in confidence and self-esteem of the participants themselves.

(Modified journal abstract)

Kenny, D., **Context, Content and Social Responsibility in Professional Education.** European Journal of Engineering Education, 11, 1, 1986: 21-32.

The Advanced College of the Royal Melbourne Institute of Technology has embarked upon an experiment in technological education by which it hopes to close the gap between the "culture" of liberal education and the "culture" of engineering and applied science. The experiment is called the context curriculum. This paper describes the design of and the rationale for this curriculum and invites comments and suggestions for its improvement.

(Modified journal abstract)

Killen, R., McKee, A., MacLeod, G. and Spindler, L., **Critical Incidents in TAFE Teaching: An Approach to Teacher Decision Making.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 131-134.

The authors consider some of the principles of which TAFE teachers should be aware in maintaining classroom and workshop discipline and performance. From these principles they have developed a simple decision-making model which may assist TAFE teachers in making rational and appropriate decisions.

(Journal abstract)

McBeath, C., **Research into Curriculum Decision Making in TAFE.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 135-141.

This paper is a preliminary report on a TAFE National Centre research project in progress. It looks at the concerns of and the factors affecting vocational curriculum decision making. The project on completion will attempt to establish a set of guidelines to assist curriculum development teams maximise their decision making efficiency. This paper set out the questions to be addressed in establishing those guidelines.

(Journal abstract)

McLeod, J., **Writing Teaching Materials for TAFE Students.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 127-130.

Janice McLeod expresses her concern that the many writers of TAFE material do not consider their text from the perspective of the user and makes some suggestions based on her experience in working with TAFE teachers in New South Wales as to how, if the needs of the user become the primary consideration, texts could be improved.

(Journal abstract)

Marshall, S., **An Intelligent Marking Assistant: An Application of Artificial Intelligence in Teaching.** Higher Education Research and Development, 5, 2, 1986: 201-211.

We are entering the second computer revolution — described by many as "THE REVOLUTION". The Japanese have committed themselves to a programme to develop a Fifth Generation of computers — machines that can understand natural language, diagnose problems, and discover solutions. What are the implications for higher education?

This paper argues that the most interesting applications of this new technology are in producing "intelligent assistants" or "powerful tools" in the teaching/learning process. It describes in some detail a particular "Expert System" being used in this role — assisting academic staff with the evaluation of student work.

(Journal abstract)

Newble, D.I. and Entwistle, N.J., **Learning Styles and Approaches: Implications for Medical Education.** Medical Education, 20, 1986: 162-175.

This paper reviews the recent literature on learning styles and approaches to learning. Students learn in different ways which are partly attributable to their preferred learning style and partly to the context in which the learning takes place. Three basic approaches have been identified: surface, deep and strategic, each resulting in a different learning outcome. The most desirable and successful is the deep approach.

The way in which the teaching and the policies of the department and school influence the students' approach to learning are reviewed in some detail. A consideration of these characteristics in medical schools suggested that many may hinder rather than assist in the development of the desired approach. The work reviewed here suggests that the remedy will require not only substantial changes in the teaching, curriculum and, particularly, assessment, but also a new strategy based on identifying and assisting individual students whose approaches to study are not those expected of a competent university-educated doctor.

(Modified journal summary)

Newble, D.I. and Clarke, R.M., **The Approaches to Learning of Students in a Traditional and in an Innovative Problem-Based Medical School.** Medical Education, 20, 1986: 267-273.

In order to explore further the relationship between education context and approach to learning, a comparison was made between students attending a traditional medical school and those attending a problem-based medical school. The results showed marked differences, with the problem-based school being higher on deep approach and lower on surface approach than the traditional school.

(Modified journal summary)

Nightingale, P., Magin, D. and Simpson, H., **Research Degree Study at the University of New South Wales: Academic Staff Survey 1985.** Research and Development Paper, RD64, Tertiary Education Research Centre, University of New South Wales, May 1986, 21 pages, ISBN 909528-35-7.

This report provides a summary of quantitative results obtained from a survey of academic opinion about research degree study at the University of New South Wales in 1985. Topics covered include: purpose and appropriateness of research degree study, duration of candidature, desirable levels of enrolment, and satisfactory and unsatisfactory aspects of research degree study.

(Abstract of report)

Osland, D., **Teaching Writing at University: An Experimental Programme.** Higher Education Research and Development, 5, 2, 1986: 177-184.

The quality of students' writing frequently provokes complaint, less frequently efforts to redress the grievance. In English Departments in particular, the view that staff have better things to do than teach writing is widespread. This paper looks at one attempt to provide a writing programme that does more than offer remedial assistance; it examines the reasons for doing more, the problems in doing it, and the benefits gained from a second-year credit course in expository writing.

(Modified journal abstract)

Sandery, C., **Occupational Curriculum Development: A Guide for Teachers of Trade Education.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 97-105.

The author outlines the steps which a technical teacher should take into account when preparing a curriculum for a

vocational course. This article is a summary of a report published by the TAFE National Centre (Sandery, 1984).

(Modified journal abstract)

Smyth, J., Dickie, B. and Tinning, R., **Research As Practice: Experiences in a Graduate Course for Experienced Teachers.** Higher Education Research and Development, 5, 2, 1986: 147-159.

This paper recounts the experiences of three faculty and a group of graduate teachers as they experimented with a classroom mode of in-service education known as "clinical supervision". It was used as a way of teachers gaining entry into an analysis of their own teaching. Unlike most university courses this one did not start out to "tell" these experienced teachers anything of a prescriptive kind. Rather, it provided them with a framework within which they could begin to collaboratively examine their own practice. Journals and diaries were used as the main method by which these experienced teachers were able to engage in reflective conversations with their work contexts. The study reports on some of the strengths as well as the problems of this way of working, and points to some further agendas in need of exploration.

(Journal abstract)

Thiering, J., **Teaching Concepts in Trade Mathematics.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 20-33.

In this paper the author discusses mathematical concepts and how they can be taught. She suggests that once the concepts have been understood, the student is then able to apply them in new situations, thus gaining a flexible rather than mechanical approach to the solution of mathematical problems.

(Modified journal abstract)

Watkins, D., **The Approaches to Learning of Australian Tertiary Students: A Replication.** Higher Education Research and Development, 5, 2, 1986: 185-190.

The learning processes of Australian tertiary students were examined in a longitudinal study which replicated that of Watkins and Hattie (1985). In accord with the earlier study, older students and Arts students were more likely to adopt deeper level approaches to learning. In addition it was once again those who most utilised surface level strategies, who disliked their learning environment and/or who had "pathological" learning problems who tended to perform least favourably in their first year courses. However, unlike the earlier study, it appeared that students who remained at ANU to complete their course did tend to change to less superficial learning strategies.

(Journal abstract)

Watson, J.M., **The Effect of Method of Instruction on Long-Term Retention of Mathematics Concepts.** Higher Education Research and Development, 5, 2, 1986: 135-146.

This paper presents the final report of an extended study which assessed the viability of individualised tertiary mathematics instruction in Australia. Data collected over five years between 1978 and 1984 gave information on three treatments: a personalised system of instruction based closely on the Keller Plan with no final examination, a conventional lecture course with final examination and a modified personalised system including lectures. Long-term retention of concepts was used as the major criterion for judging success of the methods. Results favouring students taught in the conventional manner have led to a questioning of the original precepts of the personalised system as developed by Keller.

(Journal abstract)

Note: The author has also recently published the article listed below:

Watson, J.M., **The Keller Plan, Final Examinations and Long-Term Retention.** Journal for Research in Mathematics Education, 17, 1, 1986: 60-68.

For reasons of space this article has not been abstracted.

For reasons of space this article has not been abstracted.

Wicks, P.C. and Ichsan, J., **Teaching About South-east Asia at a Distance.** Australian Journal of Adult Education, 25, 3, 1985: 17-26.

The article describes the background to the Associate Diploma in Asian Studies course at the Darling Downs Institute of Advanced Education. The structure, aims, entry requirements, methods used in the course, as well as the student profile, are described. In addition the teaching of the compulsory linguistic component of the course is explained.

(Journal abstract)

D INFORMATION NETWORKS

E STUDENTS: GENERAL

Anderson, B. and McDonald, I., **Unmet Student Demand in Universities and Colleges of Advanced Education.** Australian Universities' Review, 29, 1, 1986: 33-39.

The study follows an initial and fairly crude survey of current unmet student demand conducted in 1985. The 1986 study related to undergraduate courses in Universities and CAEs only and excludes overseas students. Gross unmet demand was calculated at 33,001 persons; however this figure was corrected to account for double counting, for applicants who listed a narrow range of preferences and for the rate of rejection of offers. Overall the range in which unmet student demand lies in 1986 is probably very similar to that of 1985 and, depending on the assumptions made, the actual figures must be between 9000 and 14,000 places.

(HBG)

Harper, G. and Keniber, D., **Approaches to Study of Distance Education Students.** British Journal of Educational Technology, 17, 3, 1986: 212-222.

The "Approaches to Studying" inventory of Ramsden and Entwistle (1981) was administered to groups of external and internal students at Capricornia Institute and the Tasmanian College of Advanced Education. Factor analysis revealed a similar factor structure for external students to that of the total sample. This finding, together with analysis of variance data, is taken as evidence that it is valid to use the inventory and the associated theories on learning styles with distance education students. Analysis of variance data showed differences in learning styles for older students. The implications of this finding for the design of distance education courses are discussed.

(Journal abstract)

Moran, P., **Trading Tradition: Evaluation of the Issues Arising from the Experiences of Female and Male Apprentices in Male-Dominated Trades in the Hunter Region.** Australian Journal of TAFE Research and Development, 1, 2, 1986: 119-126.

This paper reports the major findings of the project which was initiated by the N.S.W. TAFE Equal Opportunity Training Programme in the Hunter Region and the N.S.W. TAFE Women's Co-ordination Unit and commissioned by the National TAFE Research and Development Centre. The purpose of this research was to provide the information necessary for TAFE to continue to respond to the needs of women entering male-dominated occupations. The study, set in the Hunter Region in the early 1980s, aimed to document and analyse the comparative

experiences of female and male apprentices training in the trades considered non-traditional for women.

(Modified journal abstract)

Nightingale, P., **Universities and Student Writing: Selected Annotated Bibliography.** Occasional Publication, OP27, Tertiary Education Research Centre, University of New South Wales, November, 1986, 49 pages, ISBN 909528-41-1.

References to materials of interest to tertiary educators wishing to understand the writing process and development of students' writing abilities. Three sections: General Interest (research reports, theory and practice, assessment, guide, opinion); Use of computers and word processing in teaching writing; Appendix (specific subject areas, scientific and technical writing, ESL).

(Summary)

Rosinski, E.F. and Hill, P.McN., **Student Expectations and Personal Perceptions as an Approach to Course Evaluation.** Medical Education, 20, 1986: 228-233.

Evaluation of courses tends to emphasise individual teacher behaviour and/or student reaction to the course. To avoid this approach a technique to determine student expectations and the degree to which the expectations were or were not met by the course was used. In addition, student perceptions of laboratory teaching/learning objectives of teachers were obtained.

(Journal summary)

Simpson, H. and Powell, J.P., **Some Characteristics of Undergraduate Students Entering the University of New South Wales.** Research and Development Paper, RD 63, Tertiary Education Research Centre, University of New South Wales, December 1985, 15 pages, ISBN 909528-98-5.

Just prior to enrolment in 1985 all new undergraduate students were surveyed by mailed questionnaire: replies totalled 1908, a response rate of 53%. The survey was intended to collect information on ethnicity, socio-economic status, source of financial support, employment and travel to the University. The findings were very similar to the results of a similar survey conducted in 1976 and confirmed that students from socially privileged backgrounds are substantially over-represented compared with those from less privileged sections of the community. The only major trend over the past decade has been a major reduction in the proportion of students receiving financial assistance from non-family sources.

(Abstract of report)

Zuber-Skerritt, O. and Knight, N., **Problem Definition and Thesis Writing: Workshops for the Postgraduate Student.** Higher Education, 15, 1 and 2, 1986: 89-103.

The purpose of this paper is to present some innovative solutions to major problems experienced by coursework postgraduate students. The paper focuses on two key problem areas: the definition of the research problem, and the planning and writing of the first draft of the thesis. It is argued that one approach which can assist the student to overcome these problems is the workshop; research skills can be developed through the practical guidance, group-support, discussion and reflection which occur in the workshop context. The authors' experiences in conducting postgraduate workshops at Griffith University are discussed, and student evaluation of the workshops presented.

(Journal abstract)

F STUDENTS: SELECTION AND PERFORMANCE

Barrett, E.M., **Mature Age Unmatriculated Students — Final Report. A Look at Graduation Rates and Subsequent Employment.** Research and Development Paper, RD 65, Tertiary Education Research Centre, University of New South Wales, June 1986, 21 pages, ISBN 909528-37-3.

The University of New South Wales has been admitting mature age unmatriculated students since 1975. The first section of this report looks at graduation rates for the first five cohorts of these Special Admission students and finds that overall they have performed as well as their younger peers. Indeed some have been particularly successful. The second part summarises a survey carried out in 1985 which looked at the current employment situation of mature age graduates and asked them to comment about their experiences both at University and in seeking employment. Eighty percent of those surveyed are currently employed; only three percent report being unemployed. Graduates generally have made considerable movement up the occupational scale although a number of women are still employed at the "clerical" level. Only six respondents said they would not enrol if they had their time over again. However, ALL respondents would encourage other mature age persons to undertake university study.

(Abstract of report)

Bradsen, J.R. and Farrington, J.A., **Student Selection and performance in the Faculty of Law, The University of Adelaide.** Australian Universities' Review, 29, 1, 1986: 25-31.

The central purpose of the paper is to set out the results of research into the performance of entrants into the University of Adelaide Law School. The performance of matriculants against transfer students (who had already completed a degree in whole or part) was compared. It was found that the matriculation results of transfer students apparently have surprisingly little bearing on their performance in the Law School. Success in their pre-law tertiary experience, though not Law itself, seems to be a better predictor of success in Law than matriculation results, although matriculation still remains quite a good predictor of faculty performance. The evidence suggests that in the highly competitive circumstances currently prevailing, selection would be more fair and euitable if based upon performance in circumstances where all potential applicants share similar education facilities and a common environment in which to develop their aspirations. Accordingly the University of Adelaide has decided that selection into Law in 1987 and beyond should be based upon tertiary, not matriculation results.

(HBG)

Dawson, C.J. and Rowell, J.A., **All Other Things Equal: A Study of Science Graduates Solving Control of Variables Problems.** Research in Science and Technological Education, 4, 1, 1986: 49-80.

The responses of science graduates to control of variables problems were investigated in two content areas, biological (plant) and physical (pendulum), and two formats, experimental planning and interpretation of given data. While the pendulum planning problem and the interpretation problem in the plant context were relatively well answered, the pendulum interpretation problem and the plant planning problem proved to be particularly demanding. Inappropriate strategies which utilised prior and, with respect to these problems, irrelevant knowledge of plants and pendulums, and also a restricted understanding of "control" in biological experiments, were adopted by many subjects. Possible reasons for the adoption of these strategies are discussed, together with some educational implications.

(Journal abstract)

Goldney, R.D. and McFarlane, A.C., **Assessment in Undergraduate Psychiatric Education.** Medical Education, 20, 1986: 117-122.

An assessment of medical students' psychiatric performance demonstrated no association between the ability to rate psychopathology or to observe interview behaviour and traditional written methods of academic achievement. This is in accordance with those few studies which have addressed this issue and indicates that there may well be at least three independent skills involved in clinical decision-making: the

ability to observe psychopathology; the ability to engage in interpersonal interaction and elicit information; and the ability to acquire and use academic knowledge. This is consistent with work suggesting that maturational and learning processes influence clinical reasoning, and demonstrates that each component should be addressed in assessing students in psychiatry.

(Journal summary)

Marginson, S., **Selection into Higher Education.** Australian Universities' Review, 29, 1, 1986: 21-24.

Despite the expansion of higher education since World War II, despite increased school retention, and despite periodic attempts to implement policies which would encourage greater equality of opportunity, the existing patterns of privilege have been reproduced and distributional changes in the social mix of students have been marginal. The selection system for higher education is discussed critically. Proposals for reform are made.

(HBG)

Schwartz, P.L., Crooks, T.J. and Kyaw Tun Sein, **Test-Retest Reliability of Multiple True-False Questions in Preclinical Medical Subjects.** Medical Education, 20, 1986: 399-406.

It has been suggested that the "ideal" measure of reliability of an examination is obtained by test and retest using the one examination on the same group of students. However, because of practical and theoretical arguments, most reported reliabilities for multiple choice examinations in medicine are actually measures of internal consistency. While attempting to minimise the effects of potential interfering factors, we have undertaken a study of true test-retest reliability of multiple true-false type questions in preclinical medical subjects. Between test and retest, there was little overall decrease in the percentage of items answered correctly and a decrease of only 3.4 in the percentage score after correction for guessing. However, there was an inverse relation between test-retest interval and decrease in performance.

(Modified journal summary)

Watkins, D., **Learning Processes and Background Characteristics as Predictors of Tertiary Grades.** Educational and Psychological Measurement, 46, 1, 1986: 199-204.

Data from 181 Australian first-year university students were analysed to show that learning process subscales as measured by the Approaches to Studying Inventory (Ramsden and Entwistle 1981) contributed to the prediction of freshman grades beyond the level possible by tertiary entry achievement scores alone. Because of the large number of predictor variables in relation to sample size some caution should be exercised in the interpretation of the data.

(Journal abstract)

G STUDENTS: CAREERS AND EMPLOYMENT

H STAFF

Cantor, L. and West, P. **Staff Development: The Way Ahead for TAFE.** Australian Journal of TAFE Research and Development, 2, 1, 1986: 100-106.

TAFE in Australia is a large concern addressing widely spread problems and trying to satisfy the needs of around one million Australians. In recent years it has been called on to respond to a wide variety of demands by the government and the community. For these reasons, staff development in TAFE has become a national priority, and in April of 1986, for the first time, an Australian university sponsored a conference devoted to a TAFE issue. This article aims to report on that conference and to suggest some of the ways in which staff development in TAFE ought to develop in the next decade.

(Journal abstract)

McCarthy, T., **Performance Appraisal of University Academics: Issues and Implications.** Australian Universities' Review, 29, 1, 1986: 8-13.

The current concern with declining financial resources in Australian universities has, in turn, given rise to a preoccupation with increased efficiency and effectiveness. While the question of staff development seems to have been posed generally in positive terms, the question of individual performance review (referred to here as performance appraisal) has caused some unease amongst academic staff. This paper explores issues and implications relating to the introduction of performance appraisal of individual academic staff in universities from the viewpoint of general management theory and practice. It will be suggested that, conducted under the proper conditions, performance appraisal can be beneficial for the individual academic as well as the university. But there is also potential for the adverse use of performance appraisal procedures and the information gained from them.

(Modified journal abstract)

Moses, I., **Promotion of Academic Staff: Reward and Incentive.** Higher Education, 15, 1 and 2, 1986: 135-149.

This paper discusses studies of job satisfaction and staff motivation as background to an interview study at an Australian university. Data concerning promotion issues from interviews with 104 academic staff members are presented and discussed. Interviewed staff at that university see their institution as actively encouraging research through rewards and incentives. But they perceive the university as paying only lip-service to teaching by requiring documentation of teaching performance without rewarding good performance adequately. Many also perceive the university as interested more in publications than in scholarship and some adjust their activities accordingly.

(Modified journal abstract)

Moses, I., **Self and Student Evaluation of Academic Staff.** Assessment and Evaluation in Higher Education, 11, 1, 1986: 76-86.

At the University of Queensland a questionnaire to students for their evaluation of tutors' and lecturers' classroom presentation and clasroom management has been in (increasing) use since 1982. Student evaluations per se do not induce change. However, self evaluations focus staff's attention on their own perception as teachers, and possible discrepancies between self and student evaluation may then motivate staff to change.

Therefore self evaluation has been used in the evaluation of teaching schemes to facilitate change. Overall, there was no relationship between student ratings and staff self ratings on the question. "All things considered, how would you rate this staff member's overall effectiveness as a university teacher?" Both highly and poorly rated lecturers showed large discrepancies between their self perception and student perception. This emphasises the importance of using more than one source of evaluative information for decision making. An interview study found that nearly all those evaluated had implemented changes and felt positive about evaluation.

(Modified journal abstract)

NOTE: The author has also recently published the article listed below:

Moses, I., **Student Evaluation of Teaching in Australian University — Staff Perceptions and Reactions.** Assessment and Evaluation in Higher Education, 11, 2, 1986: 117-129.

For reasons of space this article has not been abstracted.

Newman, W., **Overseas Influence on the Staffing of Schools and Departments of Education in Australian Universities and Colleges.** Higher Education, 15, 1 and 2, 165-174.

Research conducted during the past twenty-five years has consistently indicated that Australian universities are subject to considerable overseas influence in their staffing. It is not known to what extent this influence also extends to the staffing of the country's more recently established colleges of advanced education. This study looks at overseas staffing influence in schools and departments of Education in a sample of ten universities and ten colleges of advanced education in Australia. It compares the extent of such influence in these two different types of institutions and analyses its nature and scope in terms of particular types of qualifications and particular countries.

(Journal abstract)

I CONTINUING EDUCATION

Boud, D., **Facilitating Learning in Continuing Education: Some Important Sources.** Studies in Higher Education, 11, 3, 1986: 237-244.

Learning-centred and problem-based courses, which can be especially appropriate in continuing education are rare particularly in those professional subjects where the potential for continuing education provision may be the greatest. The aim of the paper is to consider briefly the contributions of three groups of people to the ways in which learning can be facilitated in continuing education courses. These are Malcolm Knowles and his associates on teaching and learning strategies, John Heron and his associates on facilitation skills and the needs of adult learners, and the Sydney group based on the Australian Consortium on Experiential Education on fostering learning from experience and problem-based learning.

(Modified journal abstract)

Smith, B., **University Continuing Education — An Asset or a Liability.** Australian Universities' Review, 29, 1, 1986: 39-44.

The author discusses the provision of adult and community education by universities in the light of a national survey commissioned by a Commonwealth Tertiary Education Commission (CTEC). The draft report by Professor Richard Johnson (issued in October 1985) suggested that universities do have a responsibility in these areas and that adult and continuing education could be accorded a higher priority than at present. The issues surrounding the provision of adult and continuing education are discussed including purposes, dangers and cost. The author concludes that continuing education is, or can certainly be, an asset to a university, providing it is undertaken seriously and systematically. In terms of cost it is seen as a singularly inexpensive asset.

(HBG)

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ABSTRACTOR

H.B. Guthrie, The TAFE National Centre for Research and Development Ltd.

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