HERDSA NEWS

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FEATURES

REGULAR ITEMS

Editorial

*In my last editorial, I suggested that our November issue be devoted to consideration of the impact of the White Paper (*Higher Education: a policy statement*) on the working lives of HERDSA members. For once, a request for material seems to have struck a chord, and I have already received some material. There is still room for more, however, and I renew the call. I am especially interested in whether the Australian White Paper made waves across the Tasman. Would someone in New Zealand please comment?*

In the News from the Executive, distributed with the last issue, members learned of recent moves to form some ties with the Pacific Region Association of Higher Education (PRAHE). PRAHE began in 1978 with a meeting in Seattle of academics from the north-western region of the United States who had an interest in teaching and research in the field of higher education. After several years as an American concern, membership widened and interests became more international. The largest membership groups now are from the United States, Japan, and South Korea, with many other countries of the Pacific Region represented in their total of approximately 200 members, including a few from Australia and New Zealand.

PRAHE's 1990 conference is being organised in conjunction with the HERDSA New Zealand Branch and will be held at the Central Institute of Technology, Trentham (near Wellington), 21-24 August. In addition, the first News *of 1990 will be guest edited by PRAHE's Secretary/Treasurer and former Newsletter editor, Dr Brent Poppenhagen. It will address issues of "Multicultural Tertiary Education". This issue will be distributed to PRAHE members and offers us all a chance to exchange information and views.*

In this issue, we have a varied selection of articles: A description of the first year of operation of the University of Queensland's teaching awards scheme. (I can remember a few years ago hearing that a similar suggestion at another Australian university was dismissed as "American Mickey Mouse" and insulting to academics. Isn't it great that several universities are now offering rewards — both recognition and cash! — for inspired teaching?)

Also a description of an extended exercise involving peer marking of essays, which not only increases the feedback students receive on their work but also helps clarify the criteria by which it is assessed.

And finally, a reminder that higher education has yet another challenge to meet from the sphere of industrial relations — award restructuring.

By the time these words reach you, many of us will have met in Adelaide. I'm looking forward to seeing you and to another stimulating and fun-filled HERDSA conference.

Peggy Nightingale.

HERDSA '90

TEACHING FOR EFFECTIVE LEARNING

Griffith University, Brisbane
Friday, 6 July — Monday, 9 July

The Conference will contain three half-day sessions with sub-themes:

- Teaching, Design for Learning
- Appraising Teaching, Supporting Learning
- Teaching: An Activity under Pressure

Each session will be based on an initial plenary in which an invited panel will lead discussion on a commissioned paper pre-circulated to all participants. Parallel sessions of submitted papers on the sub-theme will follow. Abstracts for submitted papers will be called for early 1990.

Another half-day will include selected demonstrations of teaching practices (materials, including videos of, but not papers about, such practices welcome) followed by analysis and discussion of the demonstrations.

Demonstrations will be selected (and negotiated) on the basis of proposals which should be submitted to Bob Ross, CALT, Griffith University, Nathan, Qld 4111, as soon as possible.

Rewarding Excellence in Teaching

For some years a feature of American campus life, awards for excellence in teaching are now being offered at Australian universities. Trevor Heath describes the system, believed to be the first in Australia, at the University of Queensland, and reports on the first round of awards.

Former Director of the Tertiary Education Institute (REDI), Dr Mac Grassie, first proposed a scheme to encourage and reward excellent teachers. The University of Queensland Academic Board established a Teaching Awards Committee to draw up guidelines and administer the conferral of up to three Awards per year, each valued at $1500, which was made available by the UQ Alumni Association.

A large committee of sixteen members was formed, including: the Deputy Vice-Chancellor (Chair); President, Academic Board; President, UQ Student Union; Director, TEDI; one student and one staff member from each of the five Groups of departments; and two representatives of the Alumni Association. The Committee formed a four-person Executive: the Chair, President of the Union, Director of TEDI, a representative of the Alumni Association.

The Award process consists of five phases:

- distribution of information throughout the University,
- nomination of teachers by students or peers,
- submission of supporting material by nominees,
- consideration of material by the Executive and the full Committee,
- notification and presentation of Awards.

The following describes the operation of the Scheme in its first year, 1988.

Distribution of information

Early in first semester multiple copies of a brochure, containing details of the Award Scheme, and nomination forms were sent to all departments for distribution to all members of academic staff. In addition, items concerning the Award Scheme were published in two editions of the university newspaper, the student newspaper and the TEDI newsletter. The brochure was also placed on most student noticeboards throughout the University.

Nomination of teachers

All full-time and part-time members of the academic staff with at least three years service to this University were eligible. Nominations were required from at least five people, who could be other staff members, current students, and former students taught by the nominee within the past five years. (Staff members could not nominate themselves.) The nominators indicated which of the categories they belonged to and the reasons for their nomination. Nominations closed on 30 May 1988.

Thirty staff members were nominated, eight of them women, from 23 departments (out of 60). Their rank was: tutor (1), senior tutor (2), lecturer (7), senior lecturer (13), reader/associate professor (5), and professor (2).

Seventeen of these teachers were nominated only by current and former students (one of them by 171 students!), 12 by a combination of staff and students, and one by five staff members. The nominators included pro-vice-chancellors (3 nominees), heads of department (3), other professors (3) and a dean (1), and members of the lecturing, tutorial, and senior technical staff.

Submission of supporting material

Nominees received a letter from the Secretary and Registrar in which they were congratulated — after all there were only 30 nominees from almost 1100 staff — and were invited to furnish, within the next two months, a brief *curriculum vitae* and information about their teaching. It was suggested that this information include, but not be restricted to, statements on their teaching philosophy; on teaching responsibilities at undergraduate and postgraduate (course-work and research) levels; on any teaching innovations; on results of student evaluations of their teaching; and on their own scholarship/research and/or professional development in relation to teaching. They were also asked for the names of two colleagues who might be approached for comment, but were informed that the Committee might approach other referees, including their Head of Department.

"Nominees ... were congratulated — after all there were only 30 nominees from almost 1100 teaching staff..."

Nominees were also invited to discuss the preparation of their submission with the Acting Director of TEDI. Eighteen accepted the invitation: 10 came as a group, and the rest singly. Some questions raised in these discussions (with answers in parentheses) were:

- how will the Committee select the recipients (each member will have a mental picture of what constitutes excellence in teaching, and will test each submission against that mental picture);
- how much detail should be provided (try to be as concise as possible without compromising the case);
- will nominees be interviewed (not decided; in fact no interviews were held);
- will committee members sit in on classes or view teaching innovations (will be considered if requested; in fact members of the executive visited one nominee for a demonstration of computer programs);
- who will provide results of student evaluations (if the results of TEDI surveys [TEVAL] are to be used, they must be provided by the nominee and not by TEDI, as

these are provided to staff members on a confidential basis; it was also suggested that, rather than submit computer printouts, TEVAL results be tabulated).

The brochure on the Award had indicated that the Committee would seek evidence of the nominee's command of the subject; professional development; ability to organise course material and to present it cogently; ability to clarify for students the relationships between the subject and other fields of knowledge; enthusiasm and vitality in learning and teaching; ability to stimulate curiosity and creativity; and participation in the guidance and advising of students. These came from a statement from the Committee on Teaching at the University of California, Berkeley (1985). It was expected that the nominees would have addressed these points when preparing their submissions.

Material was submitted by 28 of the 30 nominees; the two who did not submit material were not considered further. The amount submitted varied widely between nominees. Despite suggestions that they should be as concise as possible, some nominees submitted statements of more than 60 pages, and some also provided practical books, sets of objectives and other teaching materials. It has now been decided to limit submissions to 30 pages in future, though some additional teaching material will be also accepted.

Consideration of material

This was reviewed initially by the four-person executive, who made recommendations to the Committee on seven nominees who, in their opinion, should be considered further. The submissions from these nominees were sent to all Committee members in mid-September. Although labour and cost precluded the distribution of all papers on other nominees, these papers were available in the committee secretary's office. Members of the Committee were invited to peruse these papers and, if they wished, to add an additional name to the "short list".

At the Committee meeting in mid-October, there was some preliminary discussion of nominees and procedures, then each member was asked to indicate the three nominees who, in their opinion, were most worthy of an Award. For this process, it was decided not to use any precisely-defined criteria or any attempts at quantifying facets of teaching performance. Instead, it was expected that Committee members would each have their own mental picture of what constitutes excellence, and would compare the evidence on each nominee against that mental picture.

"It has now been decided to limit submissions to 30 pages..."

There was remarkable uniformity of opinion within the Committee despite the fact that a very high standard of teaching performance and commitment clearly existed amongst the nominees.

No difficulty was found in obtaining agreement on three winners of the initial Awards. One was a senior lecturer, one a reader and one a professor; one was from psychology, one from English and one from pathology; all were male.

It was decided that winners would not be eligible for reconsideration for five years. However, given the high standard of the other nominees, they would be invited to update their submissions for consideration in each of the next two years, without the necessity of renomination.

Notification and presentation of awards

It was considered important that all nominees be left in no doubt about the Committee's high regard for their teaching performance, and that the methods for notification and presentation of the Awards reflect the University's appreciation of their work.

Accordingly, the names of the recipients were announced at an informal social gathering of nominees, committee members and representatives of the Alumni Association (the donors), and they were then advised by letter.

The presentation was made at the graduation ceremony in December which was most appropriate to the discipline of the recipient. At the ceremony, the recipient was introduced by the Deputy Vice-Chancellor as Chairman of the Teaching Awards Committee, who read a statement emphasising the importance placed by the University on high quality teaching. The Award, which consisted of a cheque and a certificate signed by the Chancellor and Vice-Chancellor, was then presented by the Chancellor.

"There was remarkable uniformity of opinion within the Committee..."

COMMENT

What was the response of the university community?

Initially some concerns were raised about the difficulties of selecting the "right" people; and the possibility that the Awards could be regarded as patronising or corny or both, or as a "consolation prize"; that they could generate ill-will or bad publicity; that, in general, they could have the opposite effect from that intended.

Now that the first Awards have been made, those responsible for administering the scheme are not aware of any persistence of these concerns. The initial disquiet seems to have been largely dispelled by the high regard in which the initial winners are held, coupled with the active contribution of both student and Alumni representatives to the selection process, and the efforts that were made to disseminate information about the awards and the procedures to be followed.

The process of selection

It may be tempting to try and quantify the various facets of teaching performance — so many points for clarity, so many for organisation, and so on — and to use this as a basis for selection. However, given the range of possible criteria and the diversity of teaching styles, it could be extremely difficult to gain agreement on which facets should be included, and on the relative weight that they should be given.

Furthermore, teachers who score highly using such a process might lack some of the less tangible though very important qualities; they might lack the flair or charisma that often contributes to excellence of performance; they might "go wrong in all the right directions" as suggested by Eble (1972). Conversely, some teachers who have a lasting and highly positive effect on their students might, on more objective analysis, be seen to be deficient in some

of the facets that would be included in a criterion-based, numerically-scored system of selection.

It was for these reasons that we decided to base the selections on the individual judgments of the diverse group of staff and students that made up the Teaching Awards Committee. The fact that this Committee was readily able to reach agreement within less than 30 minutes (although members had done considerable preparation before the meeting), and the fact that the selection seemed to gain wide support within the university, attest to the merit of this approach.

What was seen to represent excellence in teaching?

An analysis of reasons given by students for nominating their teachers revealed some strong common threads. These included:

- having a high level of knowledge, skill, interest and dedication in relation to the discipline; maintaining high standards; drawing on own research; a passion for genuine scholarship;
- showing a genuine regard and respect for students and rapport with them, and commitment and availability to them;
- giving and accepting suggestions and constructive criticism in a positive way;
- putting considerable thought and effort into providing the best possible learning environment; devising and using varied and lively approaches to teaching; and relevant and interesting practical examples; clarifying relationships with cognate areas; and generating enthusiasm in students;
- presenting clear, logical, interesting and well-prepared classes.

Colleagues who supported nominations or acted as referees made similar comments but some additional points were emphasised. These included:

- effective organisation of courses, classes and laboratories;
- maintenance of standards (a point made frequently);
- reputation for scholarship (It appeared that some of the best teachers were also active, productive research workers, and that this was appreciated by students.);
- ability to attract postgraduate students.

The perspectives of the nominees were reflected in statements of their own teaching philosophies. While naturally some variations existed between nominees in both their philosophies and the elegance with which they

"The initial disquiet seems to have been largely dispelled..."

expressed them, most were consistent with this statement provided by one of the winners:

"My approach to all my teaching is based on three premises:

- that tertiary learning ... should make the learning of facts and skills subordinate to the understanding and mastery of governing principles;
- that students should be responsible for their own learning and understanding;
- that it is our responsibility to guide students, partly through class contact, but especially with carefully crafted exercises and assignments, so that they avoid time-wasting error, and have their inquisitiveness and creativity strengthened rather than diminished."

Trevor Heath,
University of Queensland.

Reference

Eble, K. (1972) *Professors as Teachers*, San Francisco: Jossey Bass.

Acknowledgements

I am grateful to the members of the Teaching Award Committee, especially its Chairman, Professor Ralph Parsons, and Secretary, Mr Peter Griggs, for their advice and assistance, and to the University of Queensland Alumni Association for their financial support of the Teaching Awards Scheme.

HERDSA Subscriptions

HERDSA News (3 issues per annum) and the journal, *Higher Education Research and Development* (2 issues per annum) are distributed to all members of HERDSA. The membership year runs from July to June (the financial year), and the 1989-90 fee is $40.00 (Australian currency preferred). Institutional and library subscriptions are also available. Enquiries to: Membership Secretary, HERDSA, c/- Professional Development Centre, University of New South Wales, PO Box 1, Kensington, NSW 2033, Australia. (In New Zealand, enquiries to R. McKay, Educational Research and Advisory Unit, University of Canterbury, Christchurch 1.)

CALL FOR PAPERS

ANZAAS CONGRESS, 14-16 February 1989, University of Tasmania

Abstracts of not more than 400 words should be submitted to the Organising Committee of the Education Section no later than **11 August**. Theme for the Education Section is "Changing World, Changing Education" in keeping with the Congress theme, "Global Change and the Southwest Pacific". Further information about the Education Section from: Hugo McCann, Centre for Education, University of Tasmania, GPO Box 252C, Hobart, Tas. 7001.

Peer Assessment of an Essay Assignment

Students learn many things from reading each other's essays. Dennis Fox describes a structured peer assessment exercise which sensitises students to criteria for assessment as well as the variety of ways they might approach a task.

This paper describes an exercise designed to sensitise students to the criteria used in the assessment of essay-type assignments. This is done by arranging for the students to discuss the criteria and then to apply them in the assessment of four essays written by their peers.

The exercise is one in which:

- each student writes an essay assignment of about 1000 words which is then assessed by four other students
- there is full discussion of the criteria used in the assessment of essays
- each student reads and assesses independently the essays of four other students (who are all anonymous to the assessors)
- each assessor discusses her/his own judgements with three other students who have all assessed the same set of essays independently
- each student receives written comments on her/his own essay from four student assessors
- the assessors choose whether or not to remain anonymous to the students whose essays they have assessed
- the student assessments are moderated by a staff assessor.

The exercise is usually run with groups of 20-45 students though there is no reason why it should not run equally well with very much larger groups.

The exercise occupies three successive two-hour sessions at the end of a teaching programme as follows:

1 Analysis of the essay title and the discussion of assessment criteria.
2 Peer assessment of the essays.
3 Discussion of results and review of the exercise following moderation.

Each session is separated by a week: the essays are written after the first week and presented for assessment at the second session.

What follows concentrates on the mechanics of running the second session when the peer assessment takes place. This is not because this is the most important part of the process (it isn't) but because it is a fairly difficult and complex set of arrangements which, if you get it right, makes the rest of the exercise very easy to run.

Logistics of the second session

- Before the students arrive, the furniture is arranged to accommodate self-contained groups of four. Each group is arranged around a table and each table is labelled with a letter — A, B, C, etc.
- Students do not put any identifying marks on their own essays but each student attaches a sheet of paper with his name on it to the front of the essay.
- As the students arrive and present their essays, a serial number is written on each essay and on the corresponding front sheet which is then detached and kept separately. From this point on, the essays are identifiable only by their serial numbers until they are reunited with their front sheets at the end of the exercise for return to their authors. Each student is given four blank marking sheets on which there are columns headed *Criterion, Comments, Judgement*, and is allocated to a table according to the serial number. Students 1-4 go to table A, students 5-8 go to table B, and so on.
- During the time that it takes for the whole class to arrive the students at each table start discussing amongst themselves the criteria (agreed the previous week) and these criteria are entered on the blank marking sheets.
- When all groups are complete (i.e. four students at each table) the essays are distributed for marking as follows: group B receives essays 1-4, group C receives essays 5-8, group D receives essays 9-12 etc. Group A receives the four essays with the highest serial numbers i.e. 21-24 in a class of 24 students. This arrangement means that students do not find themselves marking their own essays and no one will be marking the essay of any of their own assessors.

"Each student receives written comments ... from four student assessors."

- Students now assess independently the essay in front of them. They consider their judgement on each of the criteria and record that judgement on one of the marking sheets.
- After a prearranged time interval students finish their assessment of an essay and pass it on to their left. They receive another essay for marking from their colleague on the right and proceed to assess this in the same way. This procedure is repeated until all four essays have been independently assessed by each of the students in the group. After the final "turn" students will have in front of them the essay which they marked first.
- The four members of the group at each table now consider *as a group* each of the four essays. Each member reveals her/his own judgements and, especially where there are disagreements, they discuss the reasons for arriving at their judgements. Sometimes at this stage the assessors will wish to revise their judgements in the light of these discussions. There is space on the mark sheet for recording second thoughts.

- At the end of the discussion period the four mark sheets for each essay (one from each assessor) are all stapled together and attached to the essay to which they refer.
- The essays, each with its own mark sheets attached, are collected for monitoring.

Two hours is a very tight time schedule for all this to be accomplished even when the essay length is nominally 1000 words. Longer essays and/or more leisurely and thorough marking entail either a longer session or the reduction of the group size to three students. A typical allocation of time for a two-hour session is:

Collection of essays and forming groups	10 mins
Marking first essay	30 mins
Marking second essay	20 mins
Marking third essay	20 mins
Marking fourth essay	20 mins
Discussion and collation	20 mins

"I have also used this as a valuable revision exercise..."

This exercise has been used for the assessment of essays which were formal assignments and where marks contributed to final degree classifications. In this case responsibility for the mark awarded is vested in the internal examiner (the tutor) — hence the necessity for tutors to monitor the marking and to make a final judgement about the final grade to be awarded.

Experience has revealed a very close correlation between the judgements made by the students and the grade allocated by the tutor.

I have also used this as a valuable revision exercise in the run-up to examinations. In that case there is no necessity for tutor monitoring though it can be useful to both tutor and students.

The following are some of the likes and dislikes expressed both informally and formally (in feedback sheets) by students and tutor.

Likes

- It focuses attention on the criteria used in the assessment of essays. Students report that when they have to *apply* the criteria they see the criteria in a quite different light.
- It enables students to read and learn from students who have different ways of approaching assignments. They learn that there are many different ways of writing good essays (and poor essays). They also experience the effects that poor presentation and illegible writing have on an assessor.
- It helps students to realise that the marking of assignments is a difficult, time-consuming, subjective and somewhat haphazard business. Tutors feel that their own assessment task is made easier and less tedious and that the results are *more valid*.

The first two of these points are seen as quite powerful ways of helping students to improve the quality of their assignments.

Dislikes

- Some students have a dislike *in principle* of other students reading their work.
- Some students dislike the idea that a tutor's judgement might be influenced by comments written by other students.

Dennis Fox,
Trent Polytechnic.

SPECIAL ISSUE ANNOUNCEMENT

Multicultural Tertiary Education

The subject of multiculturalism in education is important in every country which educates minorities or foreign nationals. Relatively little has been done to bring together ideas, program initiatives, research agendae on a Pacific Regional basis.

The first issue of *HERDSA News* in 1990 will be guest edited by Dr Brent Poppenhagen, former editor of the Newsletter of the Pacific Region Association for Higher Education (PRAHE). It will be distributed to the combined membership of the two associations.

If you wish to contribute to this special issue, please contact:

Dr Brent Poppenhagen
Mahkota College
Jalan Parlimen
50480 Kuala Lumpur
MALAYSIA

Deadline for copy to Dr Poppenhagen is early December. Articles should be of the usual brief and informal *News* style.

Industry Restructuring and Tertiary Education

Is there no end to the challenges being offered tertiary education? Bill Hall, writing from his TAFE perspective, reminds us of those associated with industry restructuring.

Through informal agreements as well as through formal changes to industrial awards, restructuring will produce major changes to work in industry. There are three main forces behind restructuring: an increased sophistication of world markets, the introduction of new technologies, and the rapid growth of some industries (accompanied by rapid decline of others).

Industry restructuring will have a huge impact on all tertiary education. There will need to be important changes to course content and structure, to teaching approaches, and to relationships between institutions.

There will also need to be staff attitudinal changes. Tertiary institutions will need to be much more client-oriented than many have been in the past.

Courses

Courses in tertiary institutions will need to place a much greater emphasis on conceptual learning, on technological literacy, on the social implications of technological change and on multidisciplinary concepts like "quality". Learning to learn skills will need to be developed. Courses will need to specify planned outcomes much more precisely than presently occurs in most college and university handbooks.

Graduates from tertiary institutions will have to be able to combine skills in two or more disciplines. ("Mechatronics" is one example of this: an amalgamation of electrical and mechanical engineering.) Graduates will need to be able to adapt quickly to technological change, and throughout their working lives be prepared both to transfer existing skills and to learn new skills.

"Tertiary institutions will need to be much more client-oriented..."

Course structures will need to allow for a wide range of choices, especially across disciplines. Modular courses will be one popular solution. Multiple entry and exit points will be required and there must be credit for previous learning, including informal and on-the-job learning.

Some academics have expressed concern that there will be a narrowing of tertiary education because of industry restructuring pressures. They are wrong. The reverse will occur. For example, some of the humanities subjects will be essential for tomorrow's successful engineers. And technological literacy will be essential for everyone.

Teaching

Although Australia has a good external studies record, most students are still taught in traditional ways, in traditional buildings. Increasingly, students will demand some say in why, what, how, where and when they learn. Consider one of these: the choice of *where* they learn.

No longer should the walls of an institution be considered sacrosanct. For much learning, students should only be expected to go to a college or a university when learning cannot more appropriately take place elsewhere, for example, at the workplace or in the home. Some lecturers will teach in factories rather than in a college or a university.

Tertiary teachers will need to strengthen their links with industry. Education/industry liaison will include the joint use of facilities, equipment and staff. There will be more jointly funded and jointly staffed research projects.

Institutional cooperation

In some instances in the past, communication even within a single institution has been poor and transfer between departments nonexistent. Industry restructuring requires that not only should communication be good, but that there should be the possibility of good student mobility between as well as within institutions. This is because there will need to be both horizontal mobility (i.e. between disciplines) and vertical mobility (i.e. between academic awards and job levels).

Until recently, there has been very little movement between TAFE colleges, CAEs and universities. This is now quickly changing, but the movement is mostly one-way. That, too, must change, so that (for example) a university graduate with a general degree will be able to complete a short TAFE vocational course before entering employment.

Schools will need to recognise that most of their students who go on to tertiary education will enter TAFE colleges, not universities. (There are over twice as many TAFE students as higher education students.)

Some dangers

Industry restructuring could fail because the necessary changes are occurring too quickly for key groups to assimilate them. In particular, the country's middle management (in all areas) needs to be revolutionised.

A key assumption in restructuring is that the present general workforce possesses a minimum level of education to cope with the changes. That assumption is probably not valid. Therefore, the level of general education needs to be raised, using television, on-the-job training, and various approaches to "open learning".

Lastly, formal education at all levels needs to respond quickly. Universities, in particular, do not have a good record in this regard. We must succeed: Australia's survival depends upon it. What is your institution's strategic plan for dealing with the demands of industry restructuring?

William Hall,
TAFE National Centre
for Research & Development.

Conferences

Issues in Problem-Based Learning (workshop series)
Theme Simulation in PBL; Assessment in PBL
Place Macarthur Institute of Higher Education
Date 28 — 29 August 1989; 31 August — 1 September 1989
Information Problem-Based Learning Assessment and Research Centre, School of Nursing and Health Studies, Macarthur I.H.E, P.O. Box 555, Campbelltown, NSW 2560.

British Educational Research Association
Place Newcastle-upon-Tyne
Date 30 August — 2 September 1989
Information BERA Conference Office, School of Education, University of Newcastle-upon-Tyne, St Thomas' Street, Newcastle-upon Tyne, NE1 7RU, UK.

Teaching and Learning in Higher Education (20th Annual Course)
Place University of Surrey
Date 17 — 22 September 1989
Information Mrs Sally Sparham, Centre for the Advancement of Teaching in Higher Education, Department of Educational Studies, University of Surrey, Guildford, GU2 5XH, UK.

Australian Association for Research in Education
Theme Research and the Future Development of Education in Australia
Place University of Adelaide
Date 28 November — 2 December 1989
Information Dr Michael Lawson, School of Education, Flinders University, Bedford Park, SA 5042.

Society for Research in Higher Education
Theme Access and Institutional Change
Place Polytechnic of North London
Date 18 — 20 December 1989
Information John Powell, Polytechnic of North London, Research Development Office, Holloway Road, London, N7 8DB, UK.

ANZAAS CONGRESS
Theme Global Change and the Southwest Pacific
Education Section: Changing World, Changing Education
Place University of Tasmania
Date 14 — 16 February 1990
Information Congress Secretariat, 1990 ANZAAS Congress, University of Tasmania, GPO Box 252C, Hobart, Tas. 7001.
Education Section: Hugo McCann, Centre for Education, University of Tasmania.

First International Conference on Learner Managed Learning
Place Thames Polytechnic, Avery Hill Campus
Date 2 — 6 April 1990
Information Ms Joan Tremble, NELPCO (Conferences) Ltd, Livingstone House, Livingstone Road, Stratford, E15 2LL, UK.

HERDSA 90
Theme Teaching for Effective Learning
Place Griffith University
Date 6 — 9 July 1989
Information Bob Ross, CALT, Griffith University, Nathan, Qld 4111.

Fifth World Conference on Computers in Education
Place Darling Harbor Convention Centre, Sydney
Date 9 — 13 July 1990
Information WCCE/90, PO Box 319, Darlinghurst, NSW 2010. Ph: (+612) 211-5855; FAX: (+612) 281-1208.

The 1990 PRAHE/HERDSA (NZ) Conference
Theme Capability through Higher Education in the Pacific Region
Place Central Institute of Technology
Date 21 — 24 August 1990
Information Brad Imrie, 1990 Conference, CITEC, Central Institute of Technology, Trentham, New Zealand.

XV International Council for Distance Education World Conference
Theme Distance Education: Development and Access
Place Caracas, Venezuela
Date 4 — 10 November 1990
Information Ms Marian Croft, Laurentian University, Ramsey Lake Road, Sudbury, Ontario, P3E 2C8, Canada.

SCED* Occasional Papers

(* standing conference on educational development, U.K.)

8. Twenty Terrible Reasons for Lecturing:
Refuting many of the traditional reasons given to justify lecturing, this paper then offers what are possibly the "real reasons" — ignorance of alternative teaching methods, and organisational and institutional pressures.

10. A Case Study in Service Teaching:
Despite seeing the class only once a week and an externally imposed exam syllabus, this study describes the author's success in departing from a "lecture-and-cover-the-subjects" approach, with emphasis on group dynamics.

11. Team Teaching in Higher Education:
This paper gives a definition and rationale for team teaching, and then describes various models and ways they can function in Higher Education, exploring the advantages and disadvantages of each for both staff and students.

12. Three Ways to Learn:
Three very different articles with a common theme: 1. The impact of new technologies on society and the implications for learning methods; 2. Why the lecture still dominates HE; 3. Education of the "affective domain".

13. Alternative Models of Course Evaluation: 5 Examples from Oxford Polytechnic:
Although from the same institution, a diversity of approaches are described, both qualitative and quantitative, and are followed by an overview which discusses "dimensions of evaluation" using ten parameters.

14. Rewarding Excellent Teachers:
In two articles, this paper describes ways that two institutions — one British, one Australian — have addressed the problem of assessing and rewarding "excellence" in teaching, and outlines their promotion and appraisal systems.

17. A Compendium of Course Evaluation Questionnaires:
A range of types of questionnaires, in five sections: 1. Intro. to questionnaire design, and four on areas of feedback; 2. Teaching; 3. Courses; 4. Departments; 5. Students, with critical commentaries where appropriate.

18. Alternatives in Assessment 1:
A collection of brief case studies from a range of disciplines, each using different assessment techniques including self and peer assessment.

19. Enhancing Employability:
Containing six short studies and a summatory survey of general characteristics, this paper stresses the value to students and describes various ways in which different courses prepare them for the initial search for jobs.

20. Evaluating Computer Aided Learning Materials:
Designed to help teachers assess the possibilities and problems of using computer aided learning material. Although basic technical considerations are touched on, this paper concentrates on educational questions.

21. Alternatives in Assessment 2: Computer Based Assessment:
Describes six applications from three Polytechnics, all bar one from science, but they show how objective testing can perform a variety of functions, and suggestions are made for transferring the techniques to other disciplines.

23. 32 Questions about Independent Learning: And Some of the Answers:
Based on experiences at Heriot-Watt, the argument made for independent learning is forceful but the problems involved for both staff and students are not under-estimated and some of the answers offered may be unexpected.

25. Staff Release Schemes:
Four accounts of the operation of such schemes in different institutions, each highlighting the criteria used for the approval of applications, their wide range, and the benefits gained by both staff and institution.

27. Enhancing Employability and Educational Experience for Students:
Detailed practical descriptions of eleven teaching, learning and assessment methods, mainly to stimulate groupwork and communication skills, following an introductory discussion of aims, demands and principles.

30. Distance Learning for Town and Country Planning: A Case Study in Collaboration:
Describing the development of the RTPI's Distance Learning Course, this paper examines the consideration and constraints involved in the design of the package, its structure and modes of assessment.

33. Models of Appraisal 1:
A collection of papers describing appraisal schemes from a variety of sources including business and industry, as well as education.

51. Learning for Action:
"Education for Capability" — this paper examines the nature of capability and its significance, and includes a number of case studies which provide powerful exemplars for action while pointing out the associated problems.

53. Up to Expectations:
Previously published by Nuffield, describing students' first weeks at a University or Polytechnic, it highlights the failings in many of the arrangements made for them and offers constructive alternatives.

54. Learning from Learners:
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BOOKS AND JOURNALS IN BRIEF

TWO SPECIAL ISSUES

European Journal of Education, Vol. 23, Nos 1/2, 1988.
Oxford Review of Education, Vol. 14, No. 1, 1988.
(Both from Carfax Publishing Company, P.O. Box 25, Abingdon, Oxfordshire, OX14 3UE, U.K. Prices for **EJE**: subscription (4 issues/year) $230; special issue $57.50. Prices for **ORE**: subscription (3 issues/year) $188; special issue $62.67.

The **European Journal of Education: research, development and policies** devotes the combined issues 1 and 2 of volume 23, 1988, to a series of articles on "Recent Trends in European Higher Education". Guy Neave leads off with an "overview of recent trends in higher education in Western Europe", "On the Cultivation of Quality, Efficiency and Enterprise". Others write specifically on their own countries' policies and practices: most countries of Western Europe are covered. Well worth perusal by those fascinated and concerned by developments in Australia and New Zealand.

The Oxford Review of Education devotes a special issue to "The Legacy of Robbins" on the 25th anniversary of that historic report. Sir Claus Moser and John Carswell "combine their present assessment of higher education with the insider view of the committee's machinery". Moser is unambiguous about stating the dangers inherent in current policy directions: "I believe it is the universities that are in greatest trouble through misunderstanding and threats, and where most is at stake" (Moser, p. 5). Guy Neave also contributes his understanding of the European perspective to this publication. Again worth some reading time as we hear Australian leaders talking about increasing access for students who have been denied participation in higher education in the past. After all, some see Robbins "as the application of the welfare state ethic to higher education" (Neave, p. 69). What happens when welfare state ideals bump into conservative economic realities?

NEW INTERNATIONAL JOURNAL

Higher Education Policy, quarterly journal of the International Association of Universities, edited by Guy Neave. Subscriptions: $100 institutional rate; $75 individual rate. Order from: Kogan Page, 120 Pentonville Road, London, N1 9JN, U.K. (Free sample copy available).

Focus on policy issues and the role of higher education in society, also reports on relevant research. Topics of 1989 issues: No. 1 — Access to higher education; No. 2 — Higher education: public service and private commitment; No. 3 — Problems of higher education in Latin America; No. 4 — Excellence in higher education.

Critical Thinking: Theory, Research, Practice and Possibilities. Joanne G. Kurfiss, Washington, DC: ASHE-ERIC Higher Education Report No. 2, 1988, paper, 148 pages, ISBN 0-913317-44-6, ISSN 0884-0040, US$15.00. (Available from ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Pub. Dept, Washington, DC 20036-1183, U.S.A.).

This report, on a topic which should be of urgent concern to all in higher education, looks first at the three perspectives that dominate current literature on critical thinking and its development: argument skills, cognitive processes, and intellectual development. It goes on to describe numerous examples of courses that successfully integrate critical thinking with content learning in many disciplines. The work of HERDSA's next Visiting Fellow, Georgine Loacker, is featured.

The Crisis in Higher Education: competence, delight and the common good. Marjorie Reeves, Milton Keynes: SRHE and Open University Press, 1988, hardcover, 98 pages, ISBN 0-335-09530-5, £22.50. (Open University Press, 12 Cofferidge Close, Stony Strafford, Milton Keynes, MK11 1BY, U.K.)

Marjorie Reeves writes about values inherent in the pressures being exerted upon higher education — the pressures to prepare students to do "jobs" in the "real world" which will contribute to "the economy". Her thoughts have been stimulated by discussions held by the Higher Education Group which came into being as a result of Sir Walter Moberly's 1949 book, *The Crisis in the University*. Acknowledging that there may indeed be an imbalance in higher education which leads to certain symptoms of over-specialisation and lack of skills such as creativity and problem-solving, Reeves asserts,

> "the nature of the disease is wrongly understood. This concept of education deliberately attempts to create a dichotomy between the scholar who is taught to understand but not to act; between the activities of analysis, criticism and acquisition of knowledge on the one hand, and those of problem solving, doing, making, organising, constructing and creating on the other; between 'pursuing knowledge for its own sake' and learning to act wisely and live effectively." (p. 3)

She believes these are false dichotomies.

Interactive Learning Events: a guide for facilitators. Ken Jones, London: Kogan Page, 1988, hardcover, 185 pages, ISBN 1-85091-585-7, £19.95. (Available from Astam Books, 27B Llewellyn Street, Balmain, NSW, 2041.)

For educators and trainers, a practical guide to many different types of learning events — simulations, role play, discussions, etc. Not just a book about what these events might comprise but also what might happen during interactive events and what to do about it. Readable and illuminating.

Skills and Vocationalism: The Easy Answer. Maurice Holt (ed), Open University Press, Milton Keynes, 1987, paper (£7.95), 179 pp, ISBN 0-335-10289-1. (Available from Harcourt Brace Jovanovich, Locked Bag 16, Marrickville, NSW, 2204.)

A collection of papers challenging the assumptions about education and training which have formed the basis of government initiatives in Britain for over a decade and which seem to be spreading through higher education in Australia. The book exposes the fallacy of transferable skills and offers instead a new synthesis based on a reinterpretation of the concept of liberal education.

(Continued on page 16)

ABSTRACTS

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

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

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

HERDSA is most grateful to its abstractors and the cooperation of the editors of the journals abstracted. The *Abstracts* are edited by Martin Hayden, Educational Development Services, Lincoln School of Health Sciences, La Trobe University, 625 Swanston Street, Carlton, Victoria 3053, Australia.

A GENERAL

Unwin, D. and McAleese, R. (eds). **The Encyclopaedia of Educational Media Communications and Technology,** 2nd edn, New York, Greenwood Press, 1987. 568 pp, illustrated tables.

This second edition of the encyclopaedia embraces a wide range of topics and represents a substantial revision to the first edition published in 1978. Extended entries are provided on sixty-two topics, including artificial intelligence, assessment, audiovisual media, communication satellites, course design, distance education, educational cybernetics, evaluation, holography, interactive video, learning environment, motivational design, programmed learning, symbionics, team teaching, teletext, textbook design, viewdata and visual literacy.

Williams, B. **The 1988 White Paper on Higher Education.** The Australian Universities' Review, 32, 2, 1988: 2-8.

This paper presents a detailed analysis and critique of the Government's White Paper. The author is Sir Bruce Williams, formerly Vice-Chancellor of the University of Sydney.

(Summary)

B SYSTEMS AND INSTITUTIONS

Allen, N. **The Distribution of the Special Research Grant in Australian Universities.** Journal of Tertiary Educational Administration, 10, 2, 1988: 177-87.

In the last few years several government-initiated reviews of the management of research and the distribution of research funds in Australian universities have recommended concentration and selectivity in research funding in order to achieve the Government's aims. In 1988 restructuring of the tertiary education system, foreshadowed a year earlier, was begun. Research is one of the many areas which will be affected — its funding, its administration and possibly also its direction. This paper outlines the ways in which research in Australian universities was supported before the changes were announced and describes how the universities allocated the government's earmarked Special Research Grant.

(Journal abstract)

Bessant, B. **Corporate Management and the Institutions of Higher Education.** The Australian Universities' Review, 32, 2, 1988: 10-13.

This article examines the background to the introduction of the administrative structures of the corporate sector to the public service in Australia and the implications this has for the universities and colleges.

(Shortened journal abstract)

Denham, P. **Organisational Structures for the Administration of Full Fee Courses in Tertiary Institutions.** Journal of Tertiary Educational Administration, 10, 2, 1988: 189-95.

This paper outlines three common organisational structures for the administration of full fee programs for overseas students, as well as one transitional structure. The most effective of the structures appears to be one which is centralised and autonomous because it enables the institution to respond rapidly and effectively to student demands, government regulations and marketing requirements.

(Journal abstract)

Gilding, K. and Franklin, P. **The South Australian Enquiry: Immediate Postcompulsory Education.** Curriculum Perspectives, 9, 1, 1989: 4-10.

In this article the aims and background of the proposed South Australian Certificate of Education are discussed. Recommendations of the Enquiry into Immediate Post-Compulsory Education that the South Australian Government has specifically endorsed are indicated and significant matters about which there are ongoing discussions are described.

(Summary)

Harrold, R. The Green Paper's Proposals to Achieve and Utilise Economies of Scale. Journal of Tertiary Educational Administration, 10, 2, 1988: 165-75.

This article examines the extent to which economies of scale can be expected from these [Green paper] policies and investigates the organisational conditions under which Commonwealth policy makers might be able to utilise these expected economies to assist in resourcing the projected increases in student throughput.

(Extracted from article)

Meek, V.L. **Institutional Amalgamation in Higher Education.** Journal of Education Policy, 4, 1, 1989: 23-27.

Institutional amalgamation in higher education is used to change not only the structure, function and character of individual institutions, but also that of national systems of higher education. Merger is used extensively as a mechanism to further the bureaucratic control of higher education and to enforce the political will of governments on this sector of public activity. Although institutional amalgamation is a common experience for the higher educational systems of many countries, the political, educational and administrative implications of merger are little understood. This paper examines some of the reasons why colleges and universities amalgamate and illustrates the importance of merger at the national systems level through a detailed examination of the merger experience in Australia and the UK.

(Journal abstract)

Meek, V.L. and O'Neill, A. **Institutional Amalgamation and the "New Binarism".** Journal of Tertiary Educational Administration, 10, 2, 1988: 137-48.

This paper attempts to help inform the current debate on amalgamations by addressing two primary questions: how can we explain the current push towards amalgamation in political and ideological terms? What implications does the demise of the Australian binary structure of higher education have for amalgamations?

(Extract from article)

Murphy, J. **An Analysis of the Functions of Selected Australasian Higher Education Research and Development Units.** Australian Educational Researcher, 16, 1, 1989: 45-56.

The author surveyed higher education research and development units in Australia. His analysis of responses suggests that such units provide advice and improvement in one or more of eight areas. These are: (1) teaching and learning, (2) curriculum development, (3) research facilities and research, (4) dissemination of research information by means of publications, (5) educational management, (6) audio-visual services to individuals, departments and the host institution, (7) development of general staff, and (8) other professional activities.

(Summary)

Osborne, M. **Priorities, Equity and Excellence in Research.** Journal of Tertiary Educational Administration, 10, 2, 1988: 149-54.

In this address I want to identify three factors which have some bearing on research funding — priorities, equity and excellence — and to suggest that it is the shift in the traditional balance of these that is responsible for the present furore [concerning the creation of the Australian Research Council].

(Extract from article)

Sweet, R. **What Do Developments in the Labour Market Imply for Postcompulsory Education in Australia?** Australian Journal of Education, 32, 3, 1988: 331-56.

This paper is concerned with two of the principal demands currently being made by the labour market and the economy upon postcompulsory education in Australia: to delay young people's entry into the labour market and, by the consequent reduction of the fraction of the age group in the labour force, to effect a reduction in levels of youth unemployment; and to improve the quality of the skills which the education system provides to the economy. Within the context of these concerns, and drawing upon some comparative international data, the paper explores implications for the reform of postcompulsory education — not simply schooling — in Australia.

(Extract from paper)

C TEACHING AND LEARNING

Balla, J.I., Gibson, M. and Biggs, J.B. **Problems with Curriculum Implementation in In-service Clinical Education.** Medical Education, 23, 3, 1989: 282-89.

We report a hitherto poorly documented cause of failure of curriculum implementation. The case of the clinical training of foreign medical graduates (externs) in Hong Kong is used to illustrate problems that may arise in professional education where in-service work in institutions is part of the educational process. The example is particularly relevant to health professional education which generally involves a significant in-service component.

We believe that the failure of curriculum implementation was related to conflict between institutional needs, which must be safeguarded by the supervisors and the educational needs of the learners. This conflict affects the perceptions of the supervisors and without their full cooperation the curriculum cannot be delivered. The roles and perception of supervisor and learner must overlap sufficiently for the system to be effective and this must be taken into account by curriculum planners.

(Shortened journal abstract)

Candy, P.C. **Key Issues for Research in Self-Directed Learning.** Studies in Continuing Education, 10, 2, 1988: 104-24.

This paper consists of two parts. The first part gives an overview of two major paradigms which have influenced research in education: the positivist/empiricist and the interpretive. The second part of the paper represents an attempt to develop a research agenda into self-direction from an interpretive perspective; that is, one which takes account of the learner's subjective construing of the learning situation.

(Shortened journal abstract)

Castleden, W.M. **An Audit of Clinical Teaching: An Approach to One Performance Indicator of Educational Competence.** Medical Education, 22, 5, 1988: 433-37.

This paper describes a simple, self-administered audit of the year-by-year clinical examination results of 149 students taught by the writer over a 9-year tenure (1977-1985) as a Senior Lecturer in Surgery at the University of Western Australia. The clinical examination results of these 149 students are compared with the clinical examination results of a total peer group cohort of 1567 students taught by the writer's colleagues in the same academic department over the same years.

(Shortened journal abstract)

Evans, D.B. **Medical Education and Economics.** Medical Education, 23, 1, 1989: 48-54.

The time available to medical students for learning is scarce in relation to the knowledge they are asked to absorb. New material should not therefore be added to medical curricula without careful consideration of the benefits of the extra knowledge compared to the costs of obtaining this knowledge. In this paper a justification for integrating economic principles into medical education is presented. It would benefit society by encouraging the practice of efficient medicine, and benefit students by giving them the ability to absorb the growing economic content of the medical literature and by encouraging an appreciation of why economic factors will influence their clinical decision-making. These benefits would accrue at little cost because only a limited number of economic concepts need to be absorbed by medical students. The critical concepts are outlined and some of the obstacles to students applying this knowledge in practice are considered. The paper concludes by suggesting that the impact of teaching economics to medical students should be evaluated, but this will require further research into ways of evaluating the outcome of medical education programmes in general.

(Journal abstract)

Jackson, M.W. and Prosser, M.T. **Less Lecturing, More Learning.** Studies in Higher Education, 14, 1, 1989: 55-68.

In this paper we describe the results of a three-year study of the introduction of small group teaching and learning techniques into a large, first-year course. Such techniques have had many advocates in the literature, but there are few reports of implementation and evaluation. Many teachers are reluctant to embrace these techniques because they do not know where and how to start. A report of implementation, like this one, can provide a model — first draft — for other teachers to revise. It may also encourage some to take the plunge. The most common reason given for the reluctance to introduce small group teaching is the lack of resources. We show how these techniques can be introduced in large classes with no increase in resources.

(Journal abstact)

Gordon, J., Sanson-Fisher, R. and Saunders, N.A. **Identification of Simulated Patients by Interns in a Casualty Setting.** Medical Education, 22, 6, 1988: 533-38.

Fifty-four interns agreed to a study in which their clinical performance in an out-patient unit with standardised patients was recorded on videotape. In order to examine whether they could distinguish standardised from real patients, the interns were asked to note any patients who they thought might be simulating their complaints and report these to the researchers at the end of each two-day period of study. Thirty-two of the interns were assessed again at the end of their internship, using the same clinical problems presented by different simulators. The consultations took place in the casualty department of a large urban hospital in New South Wales. At the beginning of the year there were 152 consultations with standardised patients and 328 consultations with appropriate genuine patients. Standardised patients were identified definitely as "not genuine" in only 12 of the 152 consultations (sensitivity 7.8%) whereas 320 of the 328 genuine consultations were accepted by the interns as genuine (specificity 87.8%). When the level of confidence required to distinguish the two groups was reduced from "definite" to "probable", the number of correctly identified simulator consultations increased to 36/152 (27%) but the rate of misclassification of genuine patients also increased from 8 to 37 out of 328 consultations (11%). At the end of the year there were 81 consultations with standardised patients and 149 consultations with genuine patients. Identification rates were only slightly changed. We conclude that simulator identification is not a problem in applying standardised patients to evaluate the quality of care provided in a hospital casualty.

(Journal abstract)

Kent, P.F. and Linnegar, G.H. **Integrating Computers into Accounting Education. A Survey of Australian Universities and Colleges.** Accounting and Finance, 28, 2, 1988: 81-91.

This paper presents a report of a survey of the use of computer assisted learning in accounting curriculum in Australian universities and colleges, academics' commitment to computer assisted learning and obstacles to further applications of computer assisted learning in accounting courses. The survey found that computer assisted learning has occurred mostly at an introductory level in the areas of worksheets and special purpose journals. Academics want to increase computer assisted learning in their accounting courses but are hindered by lack of financial resources, staff time, staff expertise and educationally suitable software.

(Shortened journal abstract)

Nettle, T. **A Teaching and Learning Approach to Supervision within a Teacher Education Program.** Journal of Education for Teaching, 14, 2, 1988: 125-33.

This article presents a rationale for and a description of an innovation within the primary teacher education program at the St George Institute of Education in Sydney. The focus of the innovation is on a teaching and learning approach to supervision. This approach has led to the offering of a special course for third-year students where they learn about supervision and teaching while working with first-year students who are participating in microteaching. A description of the courses for both third years and first years is provided along with some of the students' evaluations of their involvement in this teaching and learning process.

(Shortened journal abstract)

Newble, D.I., Entwistle, N.J., Hejka, E.J., Jolly, B.C. and Whelan, G. **Towards the Identification of Student Learning Problems: the Development of a Diagnostic Inventory.** Medical Education, 22, 6, 1989: 518-26.

An understanding of how students approach their learning has important implications for medical education. Of particular interest is the fact that the approach students use in their study has a significant impact on both the quality of the learning and their academic success. It would clearly be of value to identify students whose approach to learning was predictive of unsatisfactory performance. This paper describes the initial development of two versions of an inventory (questionnaire) which was designed to aid in the diagnosis of student learning problems. Preliminary information is given on the reliability and validity of these instruments. Factor analyses support the underlying design. Correlation of subscales with academic performance has provided encouraging evidence of the potential of these inventories in identifying students with specific learning or study problems.

(Journal abstract)

Ramsden, P., Whelen, G. and Cooper, D. **Some Phenomena of Medical Students' Diagnostic Problem-Solving,** 23, 1, 1989: 108-17.

This paper introduces a perspective on medical problem-solving that derives from recent studies of content-related learning. Results from a study of fourth-year medical students' approaches to understanding a data base of significant facts about a patient (a problem synthesis) are presented. By analysing data collected in interviews, we obtain categories of description that portray the qualitatively different ways in which the information in diagnostic problems is handled by these students. Two major categories describe the variability in approach: "ordering" and "structuring". The latter category contains elements that most clinical teachers would regard as desirable; the former represents a less satisfactory approach. We provisionally identify two diagnostic strategies within each of these categories. The perspective has implications for improving instruction and assessment.

(Journal abstract)

D INFORMATION NETWORKS

Journals, Oxford Ltd. **Technical Education Abstracts.** Abingdon: Carfax Publishing Company. ISSN 0040-0920.

Technical Education Abstracts, first published in 1961, is designed to serve the information needs of all those working in scientific, technical and further education, including education and training for industry and commerce. It provides abstracts of some 480 journal articles, books and reports each year in four quarterly issues. Each abstract provides a concise non-evaluative summary of the item and gives full bibliographical details.

Society for Research into Higher Education, **Research into Higher Education Abstracts.** ISSN: 0034-5326. Abingdon: Carfax Publishing company for SRHE.

Research into Higher Education Abstracts is published by Carfax Publishing Company on behalf of the Society for Research into Higher Education and is based on a regular survey of the relevant journals and books. It is intended for use by administrators, libraries, research workers, students, teachers and all who are interested in higher education. Although it is mainly publications describing research which are abstracted, reference works, some theses, reviews and important articles of general interest are also noted.

TAFE National Centre for Research and Development, **Initiatives in Technical and Further Education.** ISBN 0-159-5008.

"Initiatives" is the publication of the National TAFE Clearinghouse. The Clearinghouse Officer in each of the eight TAFE Authorities in Australia summarises information on research and development reports published in their TAFE Authority. This information is collated by the National TAFE Clearinghouse Officer located at the TAFE National Centre, and is published twice a year in this "initiatives" series. The information is also included in the Australian Education Index of the AUSINET database. Documents listed in the booklet and database can be obtained from the relevant Clearinghouse Officer in the TAFE system of their origin. Issues 1-15 are available.

TAFE National Centre for Research and Development, **TAFE Projects in Progress.** ISBN 0729-5324.

Research and Development projects that are currently in progress in TAFE Authorities, Government Training Authorities and other organisations that work in areas relevant to TAFE are detailed in this publication. It is published twice a year. Issues 6-13 are available.

E STUDENTS GENERAL

Carpenter, P.G. and Hayden, M. **The Entrance of Girls to Higher Education: Single-Sex Versus Cooeducational Schools.** Education Research and Perspectives, 15, 2, 1988: 69-82.

Using data from samples of youth in two Australian States this article assesses empirically the impact of single-sex versus coeducational schooling upon the likelihood of girls entering higher education when measures of the girls' social origins, interpersonal encouragement for further education and academic achievements are statistically controlled. In Queensland, once a girl's secondary school had been chosen, its gender composition had no significant impact upon her likelihood of entering college or university. In the other State, Victoria, even when a range of measures were statistically controlled, girls at single-sex schools were more likely to enter higher education than girls at coeducational schools. This latter effect was enhanced by Year 12 academic results.

(Journal abstract)

LeClaire, K.A. **University Choice Behaviour: A Preliminary Analysis.** Education Research and Perspectives, 15, 2, 1988: 83-96.

Previous research has failed to define the decision processes underlying high school students' choice to enter higher education in Australia. The purpose of the present study was to identify and describe the decision process stages (DPS) through which Years 7-12 high school students proceed in choosing to undertake study within the university sector of higher education, and their relevant predictors. Years 7-9 students were found to be primarily concerned with the first three of seven identified DPS, which are subject and career-oriented. Years 10-12 students' primary focus is the four later DPS which are oriented towards the university. Differences between the two groups were found in the number, nature and strength of the predictive association between the underlying variables and the seven DPS.

(Journal abstract)

F STUDENTS' SELECTION AND PERFORMANCE

Huxton, G.J., Lipton, A., Hamilton, D. and Chant, D. **What "makes" a Good Doctor.** Medical Education, 23, 1, 1989: 3-13.

The relation between gender, personality, school scores, grades at medical school and eventual achievement as a medical practitioner eight years after qualifying has been explored by path analysis in a cohort of medical students. Factor analysis of data derived from a questionnaire identified a significant factor accounting for 75% of the common variance of the professional achievement scores. Standardised path coefficients were computed to indicate the relative importance of the casual factors to postgraduate achievement. Gender played an important role at many levels. For example it was apparent that many of our women graduates were seriously disadvantaged in their professional careers. Of the school subjects, chemistry was a surprising long-term predictor of postgraduate achievement. Academic achievement during medical school training, particularly in the final year, was a significant predictor, while personality attributes made their contribution to one or other aspect of achievement at earlier stages in training but made little additional direct contribution to postgraduate performance.

(Journal abstract)

Keef, S.P. **Performance in Accountancy Courses.** Accounting and Finance, 28, 2, 1988: 73-79.

This paper seeks to determine whether student performance differs in what can be termed "academic" and "professional" undergraduate courses. The results indicate that student performance is lower in courses that are required to meet the academic requirements of the Accountancy profession than in other courses offered by the Department of Accountancy at the Victoria University of Wellington.

(Shortened journal abstract)

Lipton, A., Huxham, G. and Hamilton, D. **School Results as Predictors of Medical School Achievement.** Medical Education, 22, 5, 1988: 381-88.

In Queensland, scores in the final two years of secondary school scaled by an independent aptitude test are used to determine admission to tertiary education. We demonstrate that the school science subjects were of moderate value for prediction of preclinical achievement, but that school English was the most important predictor of performance in the clinical years, which is perhaps an indication of the value of communication skills.

(Shortened journal abstract)

Smart, D. **Recruitment and Financing of Candidates to Study Overseas: the Case of Malaysia and its Implications for Australia.** The Australian Universities' Review, 32, 1988: 26-30.

This article provides an account of the expanding demand of Malaysians for overseas study, of Australia's overseas student policy, of Australian recruitment of Malaysian students, and of "twinning" as a means of matching Australian and Malaysian demands.

(Summary)

H STAFF

Hilton, K. **Real Salaries in Australia and Britain: the Case of Academic Staff 1976-1988.** The Australian Universities' Review, 32, 1988: 19-25.

The general conclusion of this paper is that the real salary, before tax, of the Australian academic has fallen since 1976 by more than a quarter relative to his/her British counterpart.

(Summary)

Imrie, B. and Hall, C. **Assessment of Student Performance: An In-Service Professional Development Programme.** Assessment and Evaluation in Higher Education, 13, 3, 1988: 253-63.

Assessment of student performance is a crucial professional responsibility of teachers. At the tertiary level in New Zealand there is no pre-service training requirement and staff are "trained" on the job. In New Zealand polytechnics, the academic staff (tutors) are entitled to 12 weeks induction training, but with the increasing use of internal assessment there is a recognised need for in-service training and resources. This paper describes the development and content of an in-service professional development programme designed to meet the needs of part-time staff as well as experienced staff. The principal sponsor of the project was an external examination body.

(Journal abstract)

Jones, D.R. **Professionalising Administration: The American Past and Australian Future in Tertiary Education.** Australian Educational Researcher, 16, 1, 1989: 57-64.

This paper describes the rise in numbers and importance of the professional administrator in higher education in the United States. Factors contributing to the rise are identified. Australia is said to have lagged behind many countries in the professionalisation of educational administration at all levels, but increasingly similar circumstances to those in the United States suggest the likelihood of a similar rise here.

(Summary)

Rao, S.V. and Bostock. W.W. **The Place of Tenure in Efficient Academic Organisations.** The Australian Universities' Review, 32, 2, 1988: 30-33.

This article reviews the origins of the concept of tenure and reviews recent recommendations on tenure to the Australian Government. The costs and benefits of tenure are considered.

(Summary)

Wieneke, C. and Durham, M. **Hidden Inequalities: Professional Experience Programme Leave.** The Australian Universities' Review, 32, 2, 1988: 37-39.

This paper addresses a number of issues related to PEP leave in NSW colleges of advanced education. The findings of a survey suggest that the system of PEP leave discriminates against women in direct and indirect ways.

(Summary)

I CONTINUING EDUCATION

Nelson, J.W. **The Design and Delivery of Programs under Mandatory Continuing Professional Education.** Studies in Continuing Education, 10, 2, 1988: 81-103.

In the last few years mandatory continuing education has become for many professionals in Australia a fact of their practising lives. This paper examines the nature of the schemes which have recently been set up for members of the legal and accountancy professions. It considers whether the main concern is really continuing education or the certification by professional bodies of their members as competent to practice.

(Shortened journal abstract)

ABSTRACTORS:

Hugh Guthrie, TAFE National Centre for Research and Development, South Australia.
Martin Hayden, Lincoln School of Health Sciences, La Trobe University.

(From page 11)

Improving Teaching and Courses: a guide to evaluation. Paul Ramsden and Agnes Dodds, University of Melbourne: Centre for the Study of Higher Education, 1989, paper, 64 pages, ISBN 0-86839-997-3.

A very brief handbook which "suggests a variety of methods by which evidence about the effectiveness of curricula, teaching methods and student assessment can be compiled". It explicitly declines to "make recommendations about methods of determining the teaching performance of members of staff". Despite this uncompromising stand, the authors are forced to admit "points of contact between appraisal, performance assessment and evaluation". It is to be hoped that discussion of the authors' opinions does not detract from the very interesting suggestions they make about from whom and how to collect information which will help improve the quality of teaching. These suggestions even address ways of gaining some insight into whether students learned what you hoped they would — an area of teaching evaluation which is chronically neglected!

Opportunity from Strength: Strategic Planning Clarified with Case Examples. Robert G. Cope, Washington, DC: ASHE-ERIC Higher Education Report No. 8, 1987, paper, 130 pages, ISBN 0-913317-43-8, ISSN 0884-0040, US$10.00. (Available from ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Pub. Dept, Washington, DC 20036-1183, U.S.A.)

"The term 'strategic' usually associated with 'planning' has been applied to virtually every administrative action in higher education over the past six or so years. The term has been overused and frequently incorrectly applied. This report identifies appropriate and inappropriate uses of the concept, reviews the significant literature that provides both conceptual and practical guidelines, presents a series of very simple to more complex planning models institutions can adopt or modify, depending upon their circumstances, to plan strategically, and illustrates the use of various strategic planning models with case examples." (Executive Summary, p. iii)

(PN)

Deadlines for future issues:

November Special issue: 15 August
The Impact of the White Paper (to Peggy Nightingale)

March 1990 Special issue: 7 December
Multicultural Tertiary Education (to Brent Poppenhagen)
(see announcement in this issue)

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