HERDSA NEWS

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FEATURES

EDUCATION FOR CAPABILITY	John Stephenson	Page 3
COPING WITH THE CROWDS	Bob Barbour	Page 7
HERDSA 90: Religious Fervour in a Bushland Setting	Terry Hore	Page 9
EDITORIAL: Staff Development and Hard Times	Peggy Nightingale	Page 10

REGULAR ITEMS

CONFERENCES	Page 12
HERDSA ABSTRACTS	Page 13

Editorial

With this issue of HERDSA News *I conclude my term as Editor. Five years have passed with frightening speed, and a great many things have happened in higher education in our region. I hope that the 15 issues we have put together have helped to draw attention to significant developments, trends and innovations.*

More than formal journal publications, a newsletter exists as a service to the members of an organisation. Long before I took over as Editor, I was convinced HERDSA provided more to members than any other organisation I have belonged to. It has been my aim to maintain that level of service. Without the work of the compilers of Abstracts, I would have failed. Many, many thanks to Martin Hayden and before him, Hugh Guthrie.

I have been assisted by many other people, but most especially by Ian Dunn. Not only has he seen to the production side of things, but also he has regularly reminded me of essential details I would otherwise have regretted omitting. Nothing has ever been too much trouble for him or too complicated. And he has supported, encouraged and been a friend.

While I'm on the production end, Anna Tsakaros must be the most amazingly accurate, quick and reliable typesetter in the world, and Clarendon Printing have produced on schedule without fail for many years. Professionals of their quality make the lives of people like me much easier.

Margaret Buckridge (Centre for the Advancement of Learning and Teaching, Griffith University, Queensland) will begin her term as Editor of the News with Volume 13. I'm sure it will be an auspicious number. I could not wish her more than the pleasure and satisfaction I have had over the past five years.

Peggy Nightingale.

KOL STAR

Jan Star has let us know that Kol died on 9 January and was buried in a little cemetery in Western Australia "among the huge jarrah trees with a good jazz band to see him off as was his wish and he would have approved of the wake!"

Kol became involved in higher education in Australia when he was Research Information Officer to the Australian Vice-Chancellors' Committee in 1970. His academic career had been a sound preparation for this task. He had a first degree in psychology from Melbourne University, tutored there and then had experience as Lecturer in Psychology at Newcastle University College, The University of Western Australia and the University of Birmingham.

There are few contemporary members of HERDSA who will be fully aware of the debt the society owes to its first Honorary Secretary and first Honorary Life Member. During 1971-72 Kol corresponded with societies for higher education in Britain and Canada and after studying their constitutions suggested the format to be adopted by HERDSA. He was able to draw together all the heads of departments and units for research and development of higher education and convince them of the utility and practicability of founding an Australian society.

Kol had high expectations of the national function HERDSA would fulfil but in 1974 he wrote "it has not been as active or productive as was originally hoped". In 1975 Kol became ill and was obliged to resign from HERDSA and the AVCC. He never fully recovered his health and during his retirement in Western Australia his family was the centre of his life.

Those members of HERDSA who remember Kol in 1970 will have a picture of a large, friendly, bearded man; always ready to share ideas with a colleague. He was generous in appreciation of the work of colleagues in academic research and development units. Many of us benefited from his support and regretted that his contribution was so brief.

Education for Capability

John Stephenson's Keynote Address to the August 1990 PRAHE/HERDSA(NZ) Conference describes the British Higher Education for Capability project.

The theme of the Conference was "Capability through Higher Education in the Pacific Region". In this Keynote Address I described the notion of Education for Capability, how it came about, and its implications for our teaching strategies. I addressed some issues — such as level — which directly apply to a higher education context. I concluded with a brief review of the different ways in which capability is currently being developed through higher education, the role of the Higher Education for Capability project in encouraging change and how others might participate in its activities.

I had recently completed a brief tour of Polytechnics and Universities in all parts of New Zealand, which enabled me to talk with a wide variety of people to get a feel for current issues, problems and opportunities. Circumstances, of course, are different in different areas. At times, however, I have had difficulty in believing that I was not in the UK, such was the commonality of issues. In particular, I refer to the pressure on higher education to be more relevant to the economy — pressure from politicians and others which is virtually couched in the same language as in Thatcherite Britain.

The response to that pressure which I discuss here has the support of the thinking members of the business and political community, is consistent with higher education's distinctive educational role in society as a whole, and promotes the kind of progressive education for which many in HERDSA have long campaigned.

As you may know, I am associated with the RSA, which was formed 236 years ago in 1754, just in time for Cook's historic first journey to these shores. Most people have heard of its typing and shorthand certificates, but the RSA is much larger than its examinations board. One of the largest things about the RSA is its formal title, rarely quoted in full: Royal Society for the Encouragement of Arts, Manufactures and Commerce.

The key word in the long title is "Encouragement". The RSA seeks to encourage progress in the arts, manufactures and commerce, hence its interest in education in general and education for capability in particular. If education developed human capability, the Society argues, then people would be able to make better contributions to the arts, manufactures and commerce. The quality of human life, including their own, would be enriched.

Education for knowing, or doing?

The RSA first became interested in Education for Capability in 1978 when Tyrrell Burgess gave a series of lectures (the Cantor Lectures) on the topic. At that time, there was a growing perception — whether true or false is less relevant than the perception itself — that higher education was not relevant to the real world. This perception was fuelled by criticisms from industry that graduates seemed unaware of the realities of the world of work and were ill-equipped to perform effectively within it. Typical of the conventional wisdom of the day was the remark made by Bill Shankley on his retirement as manager of Liverpool Football Club. He had transformed a routine second division team into Europe's most successful club, a position which it still holds. When asked to account for his success he said "I didn't have an education so I had to rely on my ability". Post school education, it seemed, was perceived to be about things other than being able to get things done.

Politicians and large companies were increasingly concerned about the low proportion of young people with technical and commercial skills entering the workforce, particularly in comparison with the country's main competitors in Europe, North America and Japan. They wanted a better trained work force. An ideological conflict was in full flow — education for its own sake versus training for skills relevant to the economy. This conflict was exacerbated by the arrival of a government committed to reducing public expenditure and promoting business efficiency. Some parts of the educational establishment, from Vice-Chancellors to lecturers, saw this new concern for skills as an attack on traditional educational values.

In these debates, the voice of training was the Cinderella voice. As was the case with Bill Shankley, "education" was seen as a privilege and a route to the establishment. Training was about rolling up your sleeves, getting your hands dirty and working in offices and factories. Teachers in schools advised the more able to pursue higher education rather than training; parents aspired to an education, not training, for their children. This apartheid between education and training was institutionalised right up to government level, which still has three separate departments with interests in this issue: the Department of Education and Science, the Department of Employment and the Department of Trade and Industry. The need to bridge the gap was very urgent.

"If education developed human capability ... people would be able to make better contributions to the arts, manufactures and commerce."

The position is similar here. The New Zealand Government, for instance, asserts in "Learning for Life"

> As far as possible, distinctions between education and training should be avoided — they both belong to the same process, which differs in emphasis rather than content.

Education for Capability was created out of frustration at the artificiality of this divide. What was needed, the founders argued, was a new concept of education, one which respected the best features of each tradition, which developed people who "can do" as well as who "know about".

An Education for Capability approach

Higher Education for Capability aims to find ways in which excellence in the traditional higher education virtues of knowledge acquisition and skills of analysis can be combined with excellence in equally important attributes such as doing, the use of skills and knowledge, organising, designing, communicating, working without supervision, working with others, creativity and imagination.

Capability is an all-embracing concept. In short it describes one's power to perform. It is essentially a neutral quality, relevant to any context in which the individual chooses to be, whether at work, at home, in community groups or as a private individual. It enables one to participate in and make positive contributions to the quality of life, of one's self and of one's community. Capability, we argue, is having confidence in your ability to take effective action, to explain what you are about, to live and work effectively with others, and to continue to learn from one's experiences. Above all, the capability for which we are arguing is one which enables people to participate effectively in a changing and diverse society.

Higher Education for Capability believes that in order to develop capability one needs to put one's own capability to the test. One needs to practise taking effective action, explaining what one is about, working effectively with others and learning from one's own experiences within the context of one's main-stream higher education study.

In short, the Higher Education for Capability project asserts that higher education should find as many ways as possible to give students experience of being responsible and accountable for their own learning.

"Capability is an all-embracing concept."

If possible, opportunities for student responsibility and accountability should be within students' main-stream studies. A number of very good "bolt-on" approaches are used (communication skills between 4 and 5 on Friday afternoons) but they always raise difficulties. They imply that normal educational activities are not about the development of personal qualities; they give students the impression that such activities are marginal, not central; and they set up timetable conflicts with the subject teachers. In higher education they also raise issues of level such as "What is a good upper second class honours degree in listening skills?".

In summary, the Higher Education for Capability project argues that if students have experience of being responsible and accountable for their own programmes of study, within a rigorous and interactive environment, they will develop confidence in their ability to take effective action, to explain what they are about, to live and work effectively with other people, and to continue to learn from their own experiences.

Other voices supporting a Capability approach

In the United Kingdom at the present time, other national bodies are also calling for changes in the way students are educated in our colleges and universities. The Confederation of British Industry (CBI), for instance, in the Interim Report of its Vocational Education and Training Task Force (1989) asserts that

> Every young person's aspirations and needs are different. Their horizons need to be broadened and their expectations of themselves raised so that they are helped and motivated to make fullest use of their talents... We must develop a greater self development ethic which builds on both entitlements and responsibilities.

The Confederation of British Industry sees the student as the client whose individual needs must "receive more attention *relative to the views of the provider*". "Necessary steps", they conclude, are

> The introduction of action plans for all individuals aged 14 and over as the basis for achieving agreed objectives.

The key words in that statement are "action plans", "individual" and "agreed objectives". Nothing could be further from the delivery of teacher determined material to groups of students who are assumed to have the same needs. The British business establishment, in other words, wishes to see the end of passive and receptive learning and seeks to promote ways of involving students in planning, negotiation and completion of agreed programmes of study.

In a similar vein, the Department of Employment (a major Government ministry), through its "Enterprise in Higher Education" initiative, recognises that the "workplace of today and tomorrow requires employees who are resourceful and flexible and who can adapt quickly to changes in the nature of their skills and knowledge". Students, therefore,

> will need to be able to innovate, recognise and create opportunities, work in a team, take risks and respond to challenges, communicate effectively and be computer literate.

The Enterprise in Higher Education initiative is aimed specifically at the teaching methods used in British universities and polytechnics. They offer financial support to institutions which take steps to broaden the learning environment and move towards less passive teaching styles. The initiative encourages the use of negotiated contracts of learning and team-work as well as flexible forms of accreditation and qualification.

At this point it is appropriate to mention the financial sponsors of the RSA's Higher Education for Capability project. In addition to the Department of Employment's Enterprise initiative, the sponsors include the City of London and major multi-national companies such as British Petroleum, IBM, Digital Equipment Company and Lucas Industries. Our call for more student responsibility and accountability has support amongst the most prestigious members of the British business community.

I occasionally have to pinch myself to see if I am dreaming. The ideas about open and participative teaching and learning for which I and many others have worked over the years, and which have been resisted by the educational establishment as being "fine in principle but impracticable because our students have to get jobs", are suddenly in vogue as the way to prepare students for employment. The concept of capability, in fact, is much broader than employment. It is about the quality of life, of which employment is a part. These same qualities being demanded by employers are equally useful for any activities which our students wish to pursue. We are very pleased, therefore, to work with employers in their current demands on education.

"The Enterprise in Higher Education Initiative is aimed specifically at the teaching methods used in British universities and polytechnics."

Education for Capability in the context of higher education

When taking this campaign into the inner sanctums of higher education, into the mysterious centres of educational power, where the content and processes of higher education are decided (or reside, since "are decided" implies debate and an awareness of issues and outcomes), it is necessary to address the issue of level. Higher education, quite properly, sees its business to be the development of intellectual and academic excellence in its students. The project will not get far if the development of capability is seen as a diversion from this primary task. The message we must take into the universities and polytechnics is that far from being a diversion, "Learner Responsibility and Accountability" actually promote greater intellectual and academic excellence.

"... learner responsibility and accountability inevitably take students into a search for meaning..."

Take, for instance, the *negotiation* of programmes of study. To prepare and secure agreement for programmes of study, students need to develop clarity of purpose, to communicate those purposes, to express their purposes as learning goals which can be achieved and demonstrated, and to show how what they propose to do is feasible in terms of time and resource availability. These are usually activities left to the teacher.

When the students are involved in *collaborative learning*, they have to share roles and tasks which, in turn, requires awareness and acceptance of those tasks. There is access to a greater amount of data when students are able to pool their individual learning for the collective purpose. Pooling of learning requires students to communicate what they have learned to peers and eventually to others, and the collaborative learning environment gives opportunity for the practice and development of interpersonal skills.

Learner responsibility and accountability also promote *deep learning*, as opposed to shallow learning. There is a story going the rounds of the final year medical student who in a practical examination failed to identify x-rays of various parts of the body, from ankles to lungs, from stomachs to livers. "How is it," asked the dismayed examiner, "that after four years you have got every one of these simple identification tests wrong?" "Well, sir," said the student by way of obvious explanation, "I thought the exam was tomorrow."

We all recognise that in the context of conventional delivery modes of teaching and learning such an outrageous situation has a hint of reality about it. By contrast, learner responsibility and accountability inevitably take students into a search for meaning and for underlying principles. Students have to judge the relevance of what they learn to their longer term goals. As they do so, they are able to integrate the various components of their studies in their own minds, around the unity of their negotiated purpose. In the conventional course, meaning, underlying principles, relevance and component integration are the preserves of the teacher — if teacher teaches A then A must be relevant to the course.

Learner responsibility and accountability also give students greater involvement in the *monitoring* of their own progress. If comparison of grades with students on identical courses is not available, simply because students are on distinctive programmes, then other means of checking progress have to be found. If students have clear purposes and goals, they have the opportunity to judge their progress according to the extent to which they feel they are understanding what they learn and according to the progress they are making towards the achievement of those goals. They will judge their learning according to the extent to which they feel able to converse or argue with established experts, either in person or in print. The ultimate test is when students are taken seriously by the specialist reference group they are seeking to join. Finally, to demonstrate their completion of their negotiated contracts, students must be able to communicate what they have learned, and the extent to which they have achieved their goals.

Dependent and independent capability

The importance of giving students more opportunities for being responsible and accountable for their own learning can be explored in the context of the kinds of situations in which graduates are expected to be capable.

Most of us operate, for much of our time, in Position Y. In position Y, we are dealing with familiar problems for which we have learned familiar solutions. The context in which we are operating is also familiar. Position Y can apply to the work-place, the home, community activities or artistic pursuits. Good performance in Position Y may require skills and knowledge of the highest order, or at the simplest level. Insofar as our post-16 education is a preparation for capability, it is mostly a preparation for Position Y. We give students information about the context; we teach them common solutions to common problems. Capability in Position Y is dependent upon previous experience and other people's knowledge and solutions.

But Position Y is not the whole of our experience. Contexts change and new problems emerge. In fact, the rate at which circumstances are changing, knowledge is advancing and technology is developing means that many more of us will be spending more of our time having to operate in Position Z. In Position Z, we have less familiarity with the context and we have not previously experienced the problems with which we are faced. To a large extent we are on our own, either individually or collectively. Very often, what distinguishes the effective pilot, the effective builder, the effective accountant is the confidence we have that they will perform well in Position Z, as well as in Position Y. In my tour of New Zealand's universities and polytechnics, I have met a lot of people who are having to operate in Position Z.

It would take a whole conference to explore the reasons why, and the extent to which, Position Z is becoming more of a feature of more aspects of our lives. For the present, each of us here need only reflect on our own lives — and the extent to which our formal education prepared us for our current position and concerns — to appreciate the importance of developing in our students the confidence that they can operate effectively in Position Z.

Position Z is essentially a learning situation. It may have its urgency; it may be a matter of survival; but it is a learning situation. We cannot ask others to tell us what to do; we must learn it for ourselves. The cavalier imposition of a shot in the dark and to hell with the consequences is not what is required. Neither do we require dithering inertia nor (perhaps worse) an unawareness that the situation has actually changed. We need confidence in our ability to learn about the next context, to formulate problems within it, and to test possible ways forward from which we can learn. We need confidence in ourselves, and in our judgments, if we are to take actions in uncertainty and to see initial failure as a basis of

learning how to do better.

In fact, when we examine the qualities one needs in order to be capable in Position Z, i.e. to be able to take effective action, to explain what one is about, to live and work effectively with others and to learn from one's experiences, we need to have confidence in our own self-worth and in our own ability to make judgments. However knowledgeable and skilful we may be, without belief in ourselves and in our value systems we would be unlikely to take any action at all within the uncertainties of Position Z.

It is in the context of preparation for Position Z that we must judge the appropriateness of giving our students more opportunities to be responsible and accountable for their own learning. We can summarise the situation as follows:

Knowledge and skills

If students learn in a *dependent mode*, their knowledge and skills are received from others and are tested by others. Others determine the relevance of the different components which can appear to be fragmented to the student. Others determine the contexts in which knowledge and skills are applied. In an *independent mode*, knowledge and skills are learned and progress is monitored by the student who must also judge the relevance and decide the application of what is learned.

Esteem

The esteem gained in the *dependent mode* is externally given and can be externally withdrawn. It is based on labels, status and formal qualifications. Failure is avoided because it is a threat to externally given esteem, and proof or certainty is required before action will be taken. Students who achieve via an *independent mode* have proved their own self-worth, which cannot be easily taken away. They have confidence in their own ability and see failure as an opportunity for further learning. They have the confidence to trust their own intuition.

Values

In a *dependent mode* of learning, priorities are decided by others so one has little experience of making judgments. Students in an *independent mode* have had experience of testing their own priorities and have learned to trust their own judgments.

In short, the medium is the message. If we want our nurses, accountants, engineers, managers and teachers to be effective in Position Z, we must give them some experience of learning in Position Z within their specialist programmes of study.

"We are raising issues of principle at the national level and working with practitioners at the local level."

The Higher Education for Capability Project

The RSA's Higher Education for Capability Project was launched in November 1988. The Launch Documents show that the project recognises that moving towards learner responsibility and accountability requires action on a number of fronts. It presents challenges for students, teachers, course designers, professional and accrediting bodies, institutional managers and employers of college graduates. It is a major task.

The RSA is operating at two different levels. We are raising issues of principle at the national level and working with practitioners at the local level. We recognise, as the Launch Documents indicate, that circumstances are working in our favour, particularly the squeeze on the dependent mode which is coming from:

- the realisation that the rapid expansion of knowledge particularly in business, engineering and science cannot be accommodated within the confines of tight timetables;
- higher student/staff ratios, which are requiring many institutions to rethink their teaching strategies;
- larger numbers of what the sector still patronisingly calls "non-standard students". Learner responsibility and accountability makes it possible for higher education to begin where individual students actually are, not where teachers would like them to be.

Our programme includes *major enquiries* into capability and the professions, capability and the validation and accreditation of programmes, capability and employers, and capability and institutional change. We are convening specialist support groups of experienced practitioners, to provide examples of good practice and advice to professional colleagues. We are establishing regional networks and sponsoring regional conferences. Above all, we are preparing an Education for Capability Data-base to disseminate information on all aspects of educating for capability in higher education.

If you have something to contribute, or something to learn, then write to us and let us know.

"It is down to the commitment of teachers and their educational institutions to bring such change about."

A range of possibilities

In the project we have come across a variety of ways in which students are currently being given opportunities to have some responsibility and accountability for their own learning. They range from the all or nothing programmes of independent study to small scale activities within individual classrooms.

The independent study programmes enable students to negotiate complete programmes on the basis of their distinctive experience and longer term intentions. They use specialist advice and resources from existing institutions and secure publicly recognised awards at Diploma, Honours Degree and Masters Degree levels. Associate student schemes are very similar, and are in response to the opening up of institutions to groups not normally included.

Popular amongst the partial schemes, and which may be relevant to the current moves in New Zealand to convert some polytechnic courses to degree level, is the negotiated final year. This enables students to build on the experience of conventional years 1 and 2 (foundation years) — and, possibly, a third year spent on placement — by negotiating their final year in association with their potential employers. Where modular schemes have been devised, there is scope for some students to take full responsibility for individual units within an otherwise traditional programme of study.

(continued page 16)

Coping with the Crowds

More discussion of teaching large classes, this time in Computing Science, comes from Bob Barbour.

Most of my colleagues would agree with Jane Munroe's assertion (*HERDSA News*, Vol. 11 No. 1 1989) that people find difficulties in learning/teaching effectively in very large groups. "Bulk teaching", however, appeals to administrators facing high costs and is tolerated by students faced with the alternative of limited enrolment in more popular courses. While Munroe's paper refers to the teaching of language, I wish to describe the ways in which the University of Waikato provides courses for very large class groups in a laboratory oriented subject, Computer Science. The major distinguishing feature that separates Computer Science courses from others is the mandatory requirement of specific performance in practical classes. Students must be able to show appropriate behaviours in the objective environment of the application of machine performance to the solution of specific problems. The problems facing language teaching professionals and computer science teaching professionals are centrally concerned with problem-solving performance. In the case of the language context the task is to create and communicate meaning to other people through the medium of language. The problem to be solved is the transmission of meaning by voice.

In the case of computing, the task is to select appropriate problems, restructure these into a machine-executable framework and then communicate the solution of the problem to other people using the medium of the data and information processing activities carried out by the machine. The "problem" to be solved is mediated through the tool complex called the computer system. The computing system consists of the physical machine, the software complex and the people at the extremities of the person-machine-person communication process.

I coordinate the first year course in Computer Applications. In addition to a substantial administrative role, this appointment includes a significant commitment to teaching the program. The aim of the course is to provide introductory experiences in computing applications. By far the majority of students, well over 600, take the Computer Applications course to meet the degree requirements of Computer Science and Management Studies first degrees. Students are as diverse in socio-economic and cultural background and experiences of computers and computing as is possible to imagine. Most of the nationalities in the Pacific Basin and Rim are represented among the students in the classes. For one in ten, English is a second language, while a similar proportion are mature adult or second chance students.

The age range of people taking the course is from seventeen through to seventy. Motivation of students ranges from those who may best be described as not being "serious students" to those who have to be reminded that other people need access to the machines in the lab. The drop-out rate is less than three percent, although I have been informed that ten percent drop-out is to be expected.

The staff of the Computer Science Department contribute expertise to selected parts of the course. The present staff to student ratio of the Computer Science Department as a whole is about 90:1, about 125:1 including lecturers and tutors for the first year courses, and about 200:1 for the lecturers of the Computer Applications course. Five other lecturing staff individually present between one and four of a total of twenty-four lecture sessions. Tutorial sessions for students are provided by five tutors and two members of the lecturing staff. Some twenty undergraduate students work as demonstrators in conjunction with tutors and lecturers to provide laboratory supervision and assistance. In 1990 it was expected that student numbers would be of the order of 800 people. 960 people enrolled for the full-year course, 100 enrolled for the first semester option while some 60 are currently seeking to enrol in the second semester option.

"... students [come] from a wide range of disciplines from all schools on campus."

Student commitment to the full-year option is to attend a one-hour lecture, a one-hour tutorial and a one-hour practical session per week of the academic year. Students are also advised that an additional minimum of three hours per week private study will be required. Students taking the first and second semester options move at twice this rate and consequently have double the time commitment. The minimum time commitment would therefore be about six hours per week for full-year option and twelve hours per week for the first semester course and second semester course people.

Lecture material is repeated to students in each of three sessions in each week with students making self selections according to their other commitments. This means that on the first two lecture sessions there were more people attempting to attend the session than there were seats available. The advantage of the self selection process is that the responsibility for which session any one student attends is that of students rather than the administrators. The main disadvantage is that the first two or so weeks are exercises in crowd control and as such very demanding on the person presenting the lectures. For example, lectures do not begin until the students sitting in the aisles have either obtained seats or agreed to come to one of the other sessions. The task of asking people to leave a session which they would very much like to attend is not very easy.

"Lecture material is repeated to students in each of three sessions in each week..."

The teaching program is organised to match in task and timing the lecture, tutorial and practical activities. The main objective of the lecture sessions is to present the context, the information and understandings required to solve problems using the application environments in the laboratory sessions. The traditional lecture format has been found to be the most effective way of communication with large groups of students. These lectures are supplemented by demonstrations of software. An RGH video projector is used to screen the RGB video output from a Commodore Amiga 2000 computer.

This machine setup enables screen displays created in the Amiga software environments to be printed by a laser printer and then converted into OHP transparencies. The lecture OHP can literally come alive in the lecture theatre by running the software that was used to create the OHP on the video projector. These demonstrations have enabled me to bring to life what might otherwise be a dry descriptive session. The practial skills that must be acquired in the Laboratory sessions can be demonstrated to students in an efficient way. Common problems identified during the practical and tutorial sessions may be dealt with more efficiently in lecture sessions than through the tutorial sessions.

> *"Assessment is weighted one-third on the term's work and two-thirds on a three-hour examination."*

For example, the software environment on the PC Network is constantly being "improved". The lecture context is used to pass on the administrivia of information about system improvements.

The students have access on a timetabled basis to one of sixty Commodore PC AT clones configured as two local area networks. With over one thousand students in the course there are very few occasions when all the machines are not in use during normal working hours or during most evenings and weekends up until the closing time of eleven o'clock.

Ten different software environments are available for students to explore either on their own initiative or through the medium of the Laboratory tasks. Laboratory work is directed by carefully designed and prepared tasks in the specially prepared section in the Laboratory Manual. The objective of Laboratory work is to guide students through the joint tasks of learning about the network environment, selected applications environments and learning about solving problems using the computer system. Students' work, which is the completion of tasks set out in the Laboratory manual, is verified by a demonstrator's signature, or the supervising tutor/lecturer, as being the student's own work.

The outcome of lab sessions is a page with the verification stamp attached and a machine printed paper copy of the work carried out in the hands-on session on the computer. This material is submitted for assessment and later returned to students.

Tutorial sessions, for people in groups of up to thirty, are carefully structured to enable students to investigate problems either in preparation or in parallel to Laboratory sessions. Tutorial work is focused by the discussion topics and other prepared resource material bound into a section of the Laboratory manual.

The term's work is assessed on both the laboratory work and the mid-term test. A fundamental difficulty still to be resolved is establishing that the students' Laboratory work is in fact their own. The verification process ensures that the student is able to demonstrate the operation of particular software environments but there is still some doubt as to whether the students bring pre-prepared work to the laboratory sessions that is not their own. I actively encourage students to attempt to solve the Laboratory tasks before they attempt solutions using the machines. The daunting task of devising and assessing a distinct task for each laboratory session does not seem justified as yet.

If it were seen as desirable to increase the weighting of assessment for Laboratory work, then some additional effort would be justified in order to ensure students actually accomplished a unique task in the hour of the Laboratory sessions. The preparation, collection, assessment and return of some thirty different problems for each of up to 60 students has not been seriously considered as yet. A current view is that the learning process is more important than being absolutely sure that the work is absolutely the student's own. What we are sure of is that the specific performance of problem-solving is verifiably the student's. The advantages of permitting students to work on problems outside the time of laboratory and before the submission date far outweigh any current disadvantages. Besides which, the material covered in the Laboratory sessions is sampled using a formal examination as the assessment tool.

I would be interested to hear how other university departments weight practical work in relation to formal examination work and how the question of confirming originality of practical work is resolved. My interest in this area is on practical solutions to the problem of rewarding genuinely individual effort in the Laboratory setting.

Bob Barbour,
University of Waikato.

HERDSA 91

Theme: Towards 2000 — Trends in Tertiary Teaching
Place: Victoria University of Wellington, New Zealand
Date: 29 August — 1 September 1991
Information: Alison Viskovic, Professional Development Unit,
Wellington Polytechnic, Private Bag 756,
Wellington, New Zealand.

Please note the change of venue and date, one week later than notified to delegates at HERDSA 90.

Religious Fervour in a Bushland Setting

Terry Hore's reflections on HERDSA 1990.

At the HERDSA Conference at Griffith University, I was in bed reading John Clavell's latest novel *Whirlwind* and I was struck by the similarity between the discordant singing from the Common Room at the end of my corridor and the sound of the minaretted muezzins, calling the faithful to prayer, described by Clavell. This train of thought caused me to consider other comparisons between the two unlikely bedfellows, HERDSA Conferences and the Iranian context in which Clavell had set his novel.

For those not familiar with the Iranian context against which I wish to set some HERDSA happenings, let me explain some significant terms. I said Iranian rather than Muslim because Iranians are Aryans and not Arabs and the majority of Iranians are Shi'ite Muslims, a volatile breakaway sect, who are fanatic guardians of the Koran which contains all instructions by which the individual or society should live. The Arabs are mainly Sunni Muslims.

Both Shi'ites and Sunnis believe there is one God (Allah is the Arabic word for God), that Mohammed (AD 570-632), who came from Mecca was his prophet who proclaimed the words which later became the Koran. There are no priests, "mullas" are leaders, but whereas the Shi'ites believe that the earth should be ruled by a semi-divine, infallible leader descended from Mohammed, the Imam, the Sunnis believe in leadership by consensus. The greatest of the mullas are ayatollahs (from "ayat' Allah" meaning "Reflection of God") and the greatest ayatollah is the Imam; the Shi'ites accept the Imam's infallible authority.

Now why would a HERDSA Conference remind one of the Shi'ites and Sunnis, or of the religion Islam (another arabic word which means "submission to the will of God")?

If you went to the conference, please complete the following questionnaire:

HERDSA 1990 Conference Questionnaire

1. Were the majority of conferrers Sunnis or Shi'ites? If there were *any* Shi'ites (in your view), proceed to Question 2.
2. Who is Mohammed?
3. Who were the Mullas? (NB: In Islam only men can be mullas.)
4. Who is the Ayatollah?
5. What is the "Koran"?
6. Where is "Mecca"?
7. Does having visited Mecca confer a special status on you? (NB: Muslims who have been to Mecca can add "Hadji" to their name.)

If you were able, without much effort, to give answers to the questions then perhaps it indicates the presence of a fanatical sect guided by a Koranic doctrinal stance.

What does the literature tell us about in-group/out-group behaviour? What are the manifest behaviours of in-groups and can you recall whether these were apparent during the conference?

In-groups exhibit the following sorts of behaviours:

- cohesion (stress differences between themselves and the rest) (Tajfel & Forgas, 1981)
- groupthink (Janis, 1972)

The questions you need to ask to highlight cohesion are: Was any group observed to move around the conference as a phalanx? Did any group only appear when one of their members was presenting, and leave before an out-group member presented? Did any group isolate themselves, i.e. live away from the conference accommodation, or at the conference dinner? Was there any phenomenon which identified them as "in"?

Questions to illuminate groupthink would be: Were the in-group willing to consider alternative positions? Were questions satisfactorily answered in plenaries?

Again, if you can answer these questions in the affirmative, then maybe one of the final speakers was correct when he said that he noticed a division in the conference between the educational idealogues, those who had a comprehensive educational theory and the rest which he clustered under the label of "atheoretical, value-free, politically expedient realists".

But was this the dichotomy which divided?

Generally the conference was a good one, the weather was fine but I think I would have liked to see it a bit more "Sunni", with a lot less "Shi'ite".

Terry Hore,
Monash University.

REFERENCES

Janis, I. *Victims of groupthink*, Boston, Houghton Mifflin, 1972.
Tajfel, H. & Forgas, J.P. "Social categorisations: cognitions, values and groups" in Forgas (Ed.) *Social cognition: Perspectives on everyday understanding*. London: Academic Press, 1981.

Selection for Tertiary Study in Australia. David Hester, Advisory Centre for University Education, University of Adelaide, 1989, paper, $7.50, 43 pp, ISSN 0157-2628. (Available from ACUE, University of Adelaide, GPO Box 498, Adelaide, SA 5001.)

This monograph surveys the mainland states of Australia to determine how students are selected for tertiary admission; it also refers in passing to the selection process in England and in Scotland. Hester favours the "mixed" system of WA and SA to the abandonment of state examinations (Qld and Vic.) and to the retention of the examination-based system of NSW.

Heads and Chairs: Managing Academic Departments. Ingrid Moses and Ernest Roe, University of Queensland Press, St Lucia, 1990, paper, $29.95, 269 pp, ISBN 0-7022-2263-1. (Available from University of Qld Press, PO Box 42, St Lucia, Qld, 4067.)

Based on surveys and interviews of heads of departments and schools, this book considers not only the responsibilities of academic leadership but also the rewards and the problems. One section addresses how heads see themselves and another how they are seen by others. The final chapter considers their professional development needs. Many case studies are included.

EDITORIAL: Staff Development and Hard Times

An edited version of a talk to a conference convened by the Auckland "twig" of the New Zealand branch of HERDSA in April 1990. The theme of the conference was Maintaining Quality in Higher Education, and I was asked to talk from the perspective of an Australian staff developer. (PN)

There is a real problem in trying to talk about staff development with anyone, whether they are "in the business" or not. The various academic development units — Australian or New Zealand ones — have different characters and different perspectives. Probably the only thing they all do is teaching development. And teaching development can mean almost anything, emphasising classroom delivery or course development or evaluation of teaching.

To me staff development is different from teaching development, which I see as a specific aspect of educational development, which is, in turn, a specific aspect of staff development. Two terms in all this are more or less interchangeable at least as they apply to academic staff — staff development and professional development. I think the increasing use of the term "professional development" probably has to do with image and trying to draw attention to the way the business I am in is itself changing.

Why "professional development" rather than "staff development" when we are talking about academic staff these days? Well, the game has changed. We academics really are called upon to be "professional" in our approach to our work, and there is increasing emphasis on the many challenges in that work. If ever there was an ivory tower into which great thinkers could retreat to think great thoughts, emerging on occasion to share those great thoughts with a few privileged students, the ivory tower has been torn down. The ivory may have been used in the executive loo, but the great thinkers are likely to be housed in demountables!

Teaching is understood to include all of the activities that result in students of many different types and at many different stages of progression gaining learning in many different ways. When we talk about teaching these days, we rarely have to remind people that there is more to the task than writing a lecture. It is assumed that teaching includes:

- the scholarship which keeps one abreast of one's area of study,
- the planning of whole programs of study so that separate subjects contribute to a sensible whole,
- the planning of separate subjects to meet the needs of students at specific stages of progression through the program,
- the development of instructional materials ranging from subject notes to sophisticated video materials and computer programs,
- the classroom delivery techniques which make the most of the various situations we find ourselves in — from large lectures to tiny postgrad seminars,
- the use of appropriate evaluation techniques, and
- for an increasing number of discipline specialists, research (or at least scholarship) on student learning within their discipline contexts, research or scholarship which will inform the decisions and choices they make on all of the above.

But all of that is only one element of an academic's life. There is the discipline research as well, and the administration, and the community service. And we are expected to be as skilled and "professional" in all of those areas as we are asked to be in our teaching. So, not to labour the point too much, an academic chairing a committee is assumed to understand group processes as well as the procedural rules and the organisational structure of the institution. And even the members of the committee, seeking to be effective, try to come to grips with the committee's place in the organisation and how they may bring the right kind of pressure in the right places to get things done. And they may ask themselves how to get their points across most effectively in meetings and how to judge the political climate and pick the right moment, and so on and on. Those are the questions which have been addressed in "management development" but rarely in professional development for academic staff.

Then our academic emerging from the ivory tower faces the requirement to become a financial manager as well. Even the one who tries to hide in serious research and avoid administration must cost that research, find the right sources of funding, supervise staff, report to funding bodies, and so on and on. Regardless of the many joys and benefits of academic employment, this is no "cushy number". I doubt that it ever has been, but certainly right now there are terrific demands on academic staff to be professional at a vast range of tasks. And my understanding of academic staff development — or professional development for academics — is that it seeks to assist academic employees to do their whole job efficiently, effectively, for personal satisfaction, and for the benefit of the institutions for which they work and of the society within which they work.

Let me try very briefly to sketch some of the major threats and opportunities in what is happening in the "new era" in Australian higher education.

As I see it, the threats are:

- that all institutions may wind up looking alike as we scramble to meet government-defined national priorities so we can claim and keep our slice of the pie;
- that we may wind up with an academic class structure in which mobility is severely restricted by the designation of some departments as "teaching only" (this could be a de facto thing rather than a formal up-front thing);
- that corporatisation of management style and organisational structures may destroy collegiality — which may be something of a myth but which, as an ideal, really has contributed to an ethos that is valuable within our institutions;
- that some disciplines or sections within disciplines may be so starved of resources that they are forced into long hibernations to the detriment of the intellectual life of our society.

Notwithstanding all of the above, there are opportunities in the demands placed on higher education. These are:

- Emphasis on increased access and participation, preparation of people who have been disadvantaged so they may contribute to national priorities, etc. Buried in the rhetoric, which has often seemed to be undercut by the actions of our government, there have been promises

of funding and support for institutions which will make some efforts in the equity area. For years it has been almost impossible to get funding for educational research but now it is possible to get help from agencies which claim they don't fund research — only development programs. It seems to be a matter of learning to play the new game by their rules, but with our own goalposts.

• Similarly, we can use the emphasis on national priority areas if we can demonstrate the role of some of the de-valued areas of study in contributing to those areas. It may mean that a few who are hiding in the ruins of the ivory towers have to be lured out with scraps of meat but it can be done.

• Emphasis on accountability. I've been hanging around higher education for a long time now, and I really don't understand why we are so defensive about it. I think we're doing a pretty good job — a difficult job in difficult circumstances with smaller rewards than most of the population would accept and with little recognition of the job's importance. If individuals account for themselves within institutions, and if institutions correctly portray the work that is being done within their walls, I believe we will be a whole lot better off than we were in the halcyon days of laissez-faire.

I've been painting with a pretty broad brush so far. I'd like to get down to a few specifics. There's a danger that you will dismiss me as a Pollyanna. I don't want you to think that I underestimate the problems we are facing. They are substantial and they are real. But the other reality is that we've got to get on with things and wringing our hands isn't going to help.

I want to suggest that, from a staff (professional) developer's point of view a change in climate — almost any change — can be used to advantage. The changes that are taking place can be used as the triggers to bring about developments of the sort we have been trying to achieve for ages. Let me just give you one example.

Some of you have already heard about the UNSW Professional Development Centre's "Teaching with Reduced Resources Project". Several years ago we decided to try to address the needs of people who were being asked to teach more students with fewer staff in poorly equipped facilities. I won't describe our processes, but here are the outcomes. We put together in a couple of booklets many, many suggestions for things people can do to help themselves — first, with the assessment load, and second, with managing numbers of students by increasing student independence. Our notion originally was that we would seek in the literature any suggestions that addressed efficient and effective use of resources in teaching. We soon realised that many of the suggestions were not aimed at better use of resources but rather at better teaching practice in general.

That is, if you think hard about what most of us have been doing in classrooms, we have often squandered resources. We've timetabled tutorial groups so that each meets at a different time of day with a different lecturer/tutor, for instance, when parallel timetabling and assigning only one or two tutors to the several groups might more than halve the number of teacher-hours required to "cover" those tutorial groups. Sure, we will have to use some creative methods of combining and splitting the groups for different purposes and we will have to set up situations in which leaderless — or teacherless — groups may be effective. But all of that can be done with no loss of quality in education. As a matter of fact, I believe there may well be a gain in educational quality.

The pressure to do more with less is one of the most useful pressures I have ever found as a staff developer. I find myself suggesting interventions and innovations that I have favoured for many years, and now people listen, make changes, and find they are pleased with outcomes. Another example: How many times have I pleaded with staff in some disciplines to set fewer essays or shorter ones so that students have some time to think and work on their writing seriously? When the staff: student ratio gets bad enough, people start saying, "I can't go on setting three 2000 or 3000 word essays in a half year". And I say "Great!"

I've already said I think accountability may be higher education's friend. I'm sure it can be turned to a professional developer's advantage.

Let's take the requirement that the performance of all staff be reviewed at regular intervals throughout their careers, not just at the crisis points of tenure review and promotion applications. I know that sounds threatening to staff and like a lot of work to Heads of Schools and Faculties. But let's consider the realities.

First, there really aren't many academics who grossly abuse their positions. All of the people who do their difficult and complex jobs to the best of their abilities have nothing to fear from being asked to show their supervisors what they are doing every year or two. For some, particularly those who work in areas where the usual mode is to operate as an individual rather than in research teams, it will be to their advantage to sit down with someone periodically and recount their achievements and assess their goals. For those who have chosen to put effort into teaching — into creating new subjects or re-creating old ones — this is a chance to demand and receive recognition for their contributions to departments.

The challenge is going to be making sure that supervisors know what to look for and demand good information from the staff whose performance is being appraised. And the flip-side of that challenge is to assist the staff to document their cases.

Finally, may I suggest that even "corporatisation" may be turned to the staff developer's advantage. First, there is the chance that some senior administrators may recognise that they are ill-prepared for the role of corporate-style manager and seek some development themselves. And that development will help them adapt some of the useful strategies of the private sector to the unusual culture of educational institutions, so that collegiality is not lost.

Second, we are up to our ears in corporate planning these days. It can be a real nuisance and it can be treated as a joke. But it can also lead to discovery of some of the duplications of effort that seem to characterise some big organisations. If each work unit puts forward a serious plan on a regular basis and identifies its priorities sensibly, etc, there is some hope the institution won't be pulling in eleven or twelve different directions at once without even knowing what is going on. As staff developers we have the opportunity to help people conceive interdisciplinary programs across Faculty lines which maximise the use of expertise around the place.

I was invited to Auckland to present a staff developer's view of "the new era" when "all sorts of things are happening to take the quality out of education". I emphasised that I believe there is a threat, but I also believe that with energy and commitment, it can be met. There are universities around the world which are hundreds of years old. They have survived a lot worse than the current governments of Australia and New Zealand are likely to throw at us. We and most of our colleagues are "class-act" people. As long as we are here, so is the quality.

Peggy Nightingale,
Editor.

Conferences

HERDSA 91
Theme Towards 2000 — Trends in Tertiary Teaching
Place Victoria University of Wellington
Date 29 August — 1 September 1991 (note change)
Information Alison Viskovic, Professional Development Unit, Wellington Polytechnic, Private Bag 756, Wellington, New Zealand.

SRHE Staff Development Group Annual Conference
Theme Assuring Quality Through Staff Development
Place University of Surrey
Date 17 — 18 December 1990
Information Dr Pat Cryer, Universities' Staff Development and Training Unit, University House, The University, Sheffield S10 2TN, UK.

1990 Society for Research on Higher Education Conference
Theme Industry and Higher Education ... Pipers and Tunes
Place University of Surrey
Date 18 — 20 December 1990
Information Mrs Jane Turner, 1990 SRHE Conference Administrator, Secretariat, University of Surrey, Guildford, Surrey GU2 5XH, UK.

Conference on the Development of Management in Higher Education
(Organised by Manchester Business School, SRHE, and CVCP Universities' Staff Development and Training Unit)
Place Manchester Business School, UK
Date 9 — 11 January 1991
Information Dr John Boddy, HE Conference Manager, Manchester Business School, University of Manchester, Booth Street West, Manchester M15 6PB, UK.

25 Years After Martin: Australia's Binary Experiment for Higher Education
Place Mary White College, University of New England
Date 3 — 5 February 1991
Information Dr V.L. Meek, 25 Years After Martin Conference, Department of Administrative, Higher and Adult Education Studies, University of New England, Armidale, NSW 2351.

CAL 91: International Symposium on Computer-Assisted Learning
Place University of Lancaster
Date 8 — 11 April 1991
Information Prof. R. Lewis, CAL 91 Symposium, Department of Psychology, University of Lancaster, Lancaster LA1 4YF, UK.

Classroom Action Research Network Annual Conference
Place Florence Booth Hall, University of Nottingham
Date 19 — 21 April 1991
Information Bridget Somekh, CARN, University of East Anglia, Norwich NR4, 7TJ, UK.

Thirty-First Annual Association for Institutional Research Forum
Theme Building Bridges for the 21st Century
Place Westin St Francis, San Francisco
Date 26 — 29 May 1991
Information Assoc. for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, Florida 32306-3038, USA.

East-West Congress on Engineering Education
Theme Improving Training Methodologies
Place Jagiellonian University, Crakow, Poland
Date 16 — 20 September 1991
Information Dr Zenon Pudlowski, Chair: Program Committee, School of Electrical Engineering, University of Sydney, NSW 2006.

1991 Society for Research on Higher Education Conference
Theme Research and Higher Education
Place University of Leicester
Date December 1991
Information SRHE, The University, Guildford GU2 5XH, UK.

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.

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

A GENERAL

Smyth, J. **Collegiality as a Counter Discourse to the Intrusion of Corporate Management into Higher Education.** Journal of Tertiary Educational Administration, 11, 2, 1989: 143-55.

In this paper I want to do three things: firstly, to sketch out the features of corporate management as it is currently being visited upon us; secondly, to elaborate on the fundamental deficiencies of this approach; and thirdly, to assert that the principles of collegiality make them a far more appropriate basis upon which to operate in higher education.

(Extract from article)

Stretton, H. **Life after Dawkins: Teaching and Research with Diminishing Resources.** The Australian Universities Review, 32, 2, 1989: 9-14.

My subject is how we should work under the new regime rather than what is wrong with it. But to characterise what it is that we must work under I will begin, for a reason which will appear at the end of the lecture, by summarising the way three of its distinguished critics see it.

(Extract from article)

B SYSTEMS AND INSTITUTIONS

Dixon, K. **Cost Determination and Cost Recovery Pricing in Non-Business Situations: The Case of University Research Projects.** Journal of Tertiary Educational Administration, 11, 2, 1989: 173-89.

The purpose of this paper is to provide an insight for service professionals and administrators into the use of costing in decision making in nonbusiness organisations, particularly in relation to the agreement of selling prices with external customers. The paper was prompted by moves afoot in New Zealand for wider application of a user pays philosophy in the rendering of public sector services. Specifically, this philosophy is being advocated for research projects undertaken by universities for external customers. However, though the discussion revolves around research projects commissioned from non-business universities by external customers, its conclusions can be applied to other user-pays situations in universities and other educational organisations, and in other organisations such as hospitals, government departments and local authorities whose prime motivation is service provision but which sell some services to customers at a price based on cost.

(Extract from article)

Gillam, B. **The American University.** The Australian Universities' Review, 32, 2, 1989: 34-39.

Whatever the inadequacies of American universities it would not be possible for them to be so dominated by the conceptions and agendae of a government as has recently happened in Australia. In this article I shall try to explain why this is so and then go on to describe the main features of the US system, particularly those relevant to Australian concerns.

(Extract from article)

Huppauf, B. **Reforming Research and Higher Education — the Example of the Federal Republic of Germany.** The Australian Universities' Review, 32, 2, 1989: 26-34.

This essay consists of three parts, an introduction in which I try to locate my argument within the current debates on the future of research and higher education, a second part which addresses three aspects of the ongoing restructuring of the system of research and higher education in the FRG, and a conclusion in which the concept of time is used in an attempt to draw together various international tendencies in the reconstruction of research and higher education.

(Extract from article)

Jones, J. and Castle, J. **Women in Higher Education — Changes in the '80s?** The Australian Universities' Review, 32, 2, 1989: 6-8.

This paper argues that the key to improving the position of women in academe is improvement at honours and postgraduate levels. Our examination of trends in these areas since 1980 finds that gains have been minimal and that the possibilities for further improvements in women's position are limited.

(Extract from article)

Marshall, N. **End of an Era: the Collapse of the "Buffer" Approach to the Governance of Australian Tertiary Education.** Higher Education, 19, 1990: 147-67.

For the first eight years or so of its existence CTEC functioned as a relatively self-contained entity in the commonwealth bureaucratic arena and enjoyed a very high degree of authority over the development of the nation's colleges and universities. It earned an impressive reputation for stability, coherence and high standards in policy-making. At the end of 1987, as part of a wide-ranging series of reforms, the government decided to disband the Commission and transfer most of its functions to a newly created "super" department. The presiding minister now possesses direct control over the activities of universities and colleges. This situation amounts to a significant change in the style of policy formulation and implementation in Australian tertiary education.

(Shortened journal abstract)

Moses, I. **Is Performance "Management" Appropriate in a Learning Institution?** Journal of Tertiary Educational Administration, 11, 2, 1989: 127-41.

I have structured my presentation into three parts:

1. I want to remind you very briefly of the business definition of "Performance Management", then
2. discuss (at some length) the universities and colleges as

institutions of learning and learning institutions, and

3. finally respond to my question whether performance management is appropriate in a learning institution.

(Extract from article)

Moses, I. **Teaching, Learning and Scholarship in Different Disciplines.** Higher Education, 19, 1990: 351-75.

Teaching and research are the primary functions of academics in all academic disciplines in all Australian universities. Scholarship is expected of all academics whether in the university or college sector. Under new policy Australian higher education institutions have to develop "educational profiles" that will describe their strengths in teaching and research. The federal government, and indeed, institutions, are developing and using performance indicators to distribute resources. Some of these, e.g. number of publications, number of research grants, and number of PhD graduates are disadvantaging the Humanities. This paper addresses differences in four disciplines, Chemistry, Engineering, English and Law as they are described by other researchers and emerge from a questionnaire study at an Australian university.

(Journal abstract)

Poole, M. **Educational Research Funding in Australia.** The Australian Educational Researcher, 17, 1, 1990: 49-58.

The government is the major source of research funding in Australian education at all levels. This is achieved through national and state agencies which fund specific kinds of research, through various processes of application and submission (e.g. competitive, contractual, invitational). Non-government-funded research is associated with professional associations and philanthropic trusts. The various schemes are outlined below.

(Extract from article)

Sloper, D. **Innovative Management of Budget Deficits: A Proportional Salary and Time Reduction Scheme.** Journal of Tertiary Educational Administration, 11, 2, 1989: 191-99.

Profound changes are occurring in Australian higher education at both system and institutional levels. These changes, whatever discontinuities they bring, should provide opportunity for greater freedom and responsibility in the financial management of universities and colleges consonant with the spirit of economic rationalism and entrepreneurship being fostered by the Federal Government. This paper presents one novel opportunity aimed at enhancing flexibility in the management of institutional budgets and particularly in dealing with the accumulated deficit which is a component of many operating budgets.

(Extract from article)

White, M. **Themes in the Early History of the Western Australian Institute of Technology.** Journal of Tertiary Educational Administration, 11, 2, 1989: 157-72.

This paper presents an historical study of the Western Australian Institute of Technology from its inception till about 1975, when the first growth phase came to a close. A perspective from 1989 offers opportunities to review a number of themes in that history having some significance for the study of advanced education itself. For in many ways WAIT became a standard bearer for the new institutional type established from about 1966. A more interpretative study is now possible too as compared with an earlier account by WAIT's first Director Haydn Williams.

(Extract from article)

C TEACHING AND LEARNING

Baxter, E.P. **Comparing Conventional and Resource Based Education in Chemical Engineering: Student Perceptions of a Teaching Innovation.** Higher Education, 19, 1990: 323-40.

While the adoption of resource based education (RBE) in the teaching of individual engineering subjects is not novel, the introduction of RBE throughout an entire university department is unprecedented. The purpose of this longitudinal study with second year Chemical engineering students (n = 31) was to detect, quantify and describe the consequences for teaching and learning of some concerns that had arisen in students as a result of the introduction of RBE. These concerns appeared to pose some formidable obstacles to the successful implementation of RBE within the academic department.

(Shortened journal abstract)

Boud, D. **Assessment and Promotion of Academic Values.** Studies in Higher Education, 15, 1, 1990: 101-11.

This paper raises issues concerning the relationship between student assessment and the values which academic institutions propagate. It argues that many current assessment practices are incompatible with the goals of independence, thoughtfulness and critical analysis to which most academics would subscribe; that forms of assessment which are commonplace are not consistent with the behaviour of academics in their own contributions to knowledge; and that there is evidence to suggest that the assessment policy of many departments undermines deep approaches to learning on the part of students. Some indications are given of possible strategies to address the problems which have been identified, drawing upon ideas from academic and professional practice in general and self-assessment and peer review in particular.

(Journal abstract)

Bruni, N. **Holistic Nursing Curricula: Towards a Reconstruction of Health and Nursing.** Unicorn, 16, 2, 1990: 100-08.

In this paper the cultural politics of pre-registration or "basic" tertiary-based general nursing programs are explored. The discussion examines discourses which constitute the new holistic curricula, as distinct from the traditional biomedical nursing curricula, specifically discourses of health and nursing. Questions of content, development and proposed outcome are raised. It is argued that embedded within the curricula are assumptions of liberal humanism, professionalism, scientism and patriarchal discourse, relocated within the social and contextual relations of nursing. Critical discourses are evidenced by their absence or marginality. Thus whilst constituting "new" pedagogic discourses for nursing, holistic curricula are seen to constitute discourses which are conservative and reformist. The impact of educational change for nurses as a panacea for "illness" in the health care system is thus questioned.

(Journal abstract)

Harris, R. **Reflections on Self-Directed Adult Learning: Some Implications for Educators of Adults.** Studies in Continuing Education, 11, 2, 1989: 102-16.

Self-directed learning has attracted intense interest among researchers, theoreticians and practitioners in adult education and human resource development. This paper explores some general reasons for this, before examining several different perspectives on self-directed adult learning. The main theme is that attention needs now to be focused less on process and more on the self-directed learner. The key element in self-directed learning, it is argued, is reflection. This concept is analysed and implications drawn for the educator of adults.

(Journal abstract)

D INFORMATION NETWORKS

E STUDENTS GENERAL

Watkins, D. **Student Ratings of Tertiary Courses for "Alternative Calendar" Purposes.** Assessment and Evaluation in Higher Education, 15, 1, 1990: 12-21.

Surveys of student opinion of tertiary courses often constitute a major source of information for prospective students. Yet the reliability and validity of such surveys have not previously been investigated. In this paper, data from a survey of some 20,000 individual ratings of 224 undergraduate courses were analysed. The purpose was to explore the relationship between students' ratings and the characteristics of their courses. It was found that these ratings were stable and significantly related to the academic area of the course, the size of the class, the percentage of full-time students, the academic year of the course, and the grades awarded in the course. Implications for the validity of such ratings are then discussed.

(Journal abstract)

F STUDENT SELECTION AND PERFORMANCE

Jones, J., Harris, A.C. and Putt, G.D. **Streaming in First year University Classes.** Studies in Higher Education, 15, 1, 1990: 21-30.

Streaming refers to the practice of dividing up a group of students on the basis of previous educational experiences. At the secondary school level, convincing arguments have been brought to bear against the practice. However, the analysis contained in the paper concludes that these arguments are not valid in the context of universities. Two case-studies of streaming in the departments of accountancy and physics are presented. Generally, the streaming arrangements led to greater staff and student satisfaction with the courses, and there is some evidence that students performed better academically under the streamed conditions. It is concluded that streaming in the first year of university may be beneficial, but that pressures for efficiency may act against its implementation.

(Journal abstract)

G STUDENTS: CAREERS AND EMPLOYMENT

H STAFF

Dunkin, M.J. **The Induction of Academic Staff to a University: Process and Products.** Higher Education, 20, 1990: 47-66.

Interviews with 55 new Lecturers at an Australian university focused upon early experiences in the institution and attitudes and perceptions regarding teaching and student evaluations. Interview data were used to describe the induction perceived by the Lecturers. Expectations for induction experiences and based on background characteristics of Lecturers were used as critria in one form of evaluation of the induction process. Evidence of effects of induction processes upon orientations to teaching was used as a second form of evaluation. Help in learning about the institution and special consideration in workload were found to favour the more academically qualified rather than the reverse. Help in solving problems favoured the less academically qualified, those without employment experience in the university, those appointed on probation and those with less impressive publication records. Some evidence was found that special consideration in workload, and the perception of unexpected opportunities were conducive to desirable orientations to teaching. Lecturers who were less self-assured about their teaching competence tended to report participation in development activities more than others.

(Journal abstract)

Gale, F. and Lindemann, S. **Women in the Academic Search for Excellence.** The Australian Universities' Review, 32, 2, 1989: 2-6.

It would surprise no one if we were to state that women are under-represented, especially at the senior academic levels, in all Australian universities. The important question to ask is whether their position is improving. This paper examines the extent to which the situation may have changed over the decade 1977-87. To do so, it compares a study of 1977 by Gale with statistics collected for 1987.

(Extract from article)

Harman, K.M. **Professional versus Academic Values: Cultural Ambivalence in University Professional School in Australia.** Higher Education, 18, 1989: 491-509.

University staff who teach and research in professional schools inhabit an ambivalent cultural world. Their dual mandate requires commitment to traditional academic norms and scholarship through the disciplines on the one hand, and commitment to the transmission of distinctly vocational skills and attitudes on the other. Tensions created by these two intersecting roles both within professional schools and between professional school staff and their colleagues in non-professional fields, and the implications of these for the functioning of a university are explored. Findings suggest that university leaders who understand more fully the bases of tension between the two and develop strategies to minimise symbolic separation, are more likely to ensure the survival and growth of both the academic-scholarly and practice-oriented cultures.

(Journal abstract)

Jones, J. **Students' Ratings of Teacher Personality and Teaching Competence.** Higher Education, 18, 1989: 551-58.

The validity of student rating of teaching is discussed in terms of the effect that students' perceptions of teacher personality might have on that rating. A procedure for using student feedback to evaluate teaching was trialled which sought to minimise the effect of teacher personality on students' ratings of teaching quality. A total of fifteen rating exercises, using ten teachers over a two year period, was carried out. Results indicate that teacher personality, as perceived by students, is still very significantly related to their ratings of teaching quality. It is argued that this is a proper state of affairs which does not undermine the validity of student ratings.

(Journal abstract)

Marginson, S. **Academic Salaries in Australia, 1967 to 1990.** The Australian Universities' Review, 32, 2, 1989: 14-23.

Between the early 1970s and the process of award restructuring in 1990, there was a substantial decline in academic salaries, in relation to prices and in relation to other wages and salaries: average community earnings, private sector earnings, international academic salaries and even — to a lesser extent — comparable salaries in the public sector. At the same time as the decline in salaries, workloads increased, promotional opportunities were reduced and research funding became more difficult to obtain. The combination of reduced rewards and greater stress has made an academic career less attractive, in itself and in relation to the growing number of alternative careers open to people with advanced university qualifications.

(Extract from article)

Wood, F. **Factors Influencing Research Performance of University Academic Staff.** Higher Education, 19, 1990: 81-100.

The application of performance based criteria in the allocation of resources and the targeting of substantial research funds to topics of national priority are two main features of the new research funding climate in Australian higher education. Successful competition for such funds will depend on universities developing and implementing appropriate research management plans and on the overall research performance. This paper reports the views of academic staff from one Australian university on such issues as the determinants of research performance and the importance of individual autonomy in the selection of research topics. One of the main findings is that research activity is highly variable and influenced by a number of factors including personal characteristics; differences in research styles, methods and strategies both within and between disciplines; and dependence on funding. The findings show that academics firmly believe in "freedom of inquiry" in the choice of research topic.

(Journal abstract)

I CONTINUING EDUCATION

Hedberg, J.G. **Australian Higher Education Institutions and the Provision of Continuing Education.** Studies in Continuing Education, 11, 2, 1989: 142-60.

A survey of continuing education courses in all higher education institutions in Australia was undertaken in the second half of 1987. This paper describes the range of course and subject provision, and the difficulties experienced in achieving common descriptions from the highly individualistic survey data. It explores the extent of the largely unrecognised role that can be and is played by the institutions as they provide continuing education programs. In particular, it discusses some innovative delivery strategies which a few institutions have employed to develop courses of professional relevance and to ensure that they recover costs.

(Journal abstract)

(from page 8)

On the smaller scale, many institutions are finding it helpful to use three way learning contracts between student, college and employer for work placements. Interest in peer and self assessment is growing particularly in the professional fields, including nursing and engineering.

For the whole and partial schemes, some institutional initiative is required. At the smaller scale, all teachers are able to make changes to their own teaching strategies. I am very much looking forward to learning from conference participants about ideas which they are using in their own work.

Concluding remarks

It is my belief that the issues I have raised today have universal relevance. Position Z applies throughout most of the modern world; dependent modes of teaching, wherever they are practised, prepare people for dependent lives.

It is, of course, open to each one of us to judge the extent to which we need, or indeed can, give more of our students more opportunities to be responsible and accountable for their own learning. In the end it is down to the commitment of teachers and their educational institutions to bring such change about.

The New Zealand Government has opened the way

In the first sentence of "Learning for Life", Phil Goff, New Zealand's Associate Minister of Education (as he then was), reminds us that "Rapid change is a feature of the modern world". New Zealand requires, he continues, people to "possess higher levels of skill and to be more adaptable". The need for more skilful and adaptable people is the educational rationale for the institutional changes which make up most of the remainder of the document. "Learning for Life" contains relatively little about the kind of learning processes we should encourage in order to achieve those educational aims.

We should welcome that omission. This conference, this Society, and each one of us can make an important contribution to the debate about what that process should be.

Comments, requests for further information and offers of help can be sent to;

Professor John Stephenson
Director, Higher Education for Capability
RSA
8 John Adam Street
London WC2N 6EZ
England.

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All contributions to the Editor: Margaret Buckridge, CALT
Griffith University, Nathan, Qld, 4111

Editor: Dr Peggy Nightingale, Professional Development Centre, University of New South Wales, Kensington, NSW 2033
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