



UNIVERSITY
OF WOLLONGONG
AUSTRALIA

University of Wollongong
Research Online

Deputy Vice-Chancellor (Academic) - Papers

Deputy Vice-Chancellor (Academic)

2006

Blending on and off campus: A tale of two cities

Geraldine E. Lefoe

University of Wollongong, glefoe@uow.edu.au

J. G. Hedberg

Macquarie University

Publication Details

This paper was originally published as Lefoe, G and Hedberg, J, Blending on and off campus: A tale of two cities. In C. Bonk & C. Graham (Eds.), *Handbook of Blended Learning Environments: Global Perspectives, Local Designs*, Pfeiffer, San Francisco, 2006, 325-337. Copyright John Wiley & Sons. This publication is available online [here](#).

Research Online is the open access institutional repository for the University of Wollongong. For further information contact the UOW Library:
research-pubs@uow.edu.au

Blending on and off campus: A tale of two cities

Abstract

Increasingly online learning has become part of the normal educational experience of students. This chapter examines the changes faced by two universities in different countries as they move to blend traditional face-to-face learning activities with those online. In particular, it reviews lessons that can be drawn for others moving into blended learning environments for successful implementation.

Keywords

online learning, Asia, culture, blended learning environment, implementation

Disciplines

Arts and Humanities | Social and Behavioral Sciences

Publication Details

This paper was originally published as Lefoe, G and Hedberg, J, Blending on and off campus: A tale of two cities. In C. Bonk & C. Graham (Eds.), *Handbook of Blended Learning Environments: Global Perspectives, Local Designs*, Pfeiffer, San Francisco, 2006, 325-337. Copyright John Wiley & Sons. This publication is available online [here](#).

Blending on and off campus: A tale of two cities

Geraldine Lefoe and John G Hedberg,

Introduction

The last decade has seen unprecedented change in higher education throughout the world. In particular, predictions of wholesale moves to totally online degrees, greeted initially with enthusiasm, and by some with total scepticism, have proved elusive. The recent closure of the UK eUniversities Worldwide (UKeU) follows earlier failure of such schemes in the US, where the low numbers of enrolled students indicate that this is not always what the majority of students seek for their university education. When reporting on the closure of the UKeU, the funding body reported that universities now favoured a blended approach “involving a mixture of IT, traditional, work-based and distance learning to meet the diverse needs of students” (Higher Education Funding Council for England, 2004). While some distance education universities and their partners have achieved moderate success in the area, many campus-based universities, especially in Australia have taken a more conservative approach, opting to increase student numbers through the expansion of their structures, and through partnerships with international institutions.

Like their counterparts in the UK, Australian higher education institutions have been bombarded with change efforts, many driven by the new market economy that found universities competing for funds in a changed resource environment (Adams, 2002;). Universities looked beyond their boundaries for ways to increase funds and became more entrepreneurial in their outlook through the inclusion of full fee-paying international students and more vocationally-oriented postgraduate courses to raise revenue (Gallagher, 2000). They looked offshore, forming relationships with other institutions to provide a university education in partnership with them, or establishing their own offshore campuses. Within Australia, they also competed for students and extra funding. Any opportunity for access to growth funds was essential to universities, particularly regional institutions with limited and reducing budgets.

Universities worldwide were finding it difficult to meet the challenge of decreased funding from government sources with requirements to improve access to education and the quality of the educational experience, ideas supported by earlier government reports (NBEET, 1990, 1996) and high on the political agenda. Whilst attempting to reduce costs created a challenge for universities, many believed this could be met by improving teaching and learning, and with information and communication technologies (Yetton & Associates, 1997).

However, the story of technological innovation in higher education (Hedberg & McNamara, 2002) demonstrates that technological solutions do not always address the needs of students and teachers and that technological solutions are often looking for a problem to solve. As the use of technology matures in the learning environment in Australian universities, a more pragmatic approach is being demonstrated. Universities are combining the best features of distance and face-to-face learning environments to produce blended learning environments supported by the use of technology.

An effective blended learning environment takes a learning design approach which looks at the learning goals and aligns them with teaching and learning activities and assessment, thereby ensuring the integration and appropriate use of technology (Boud & Prosser, 2002). This integration can also be reflected in the wider university through, for example, the provision of student portals where students can manage and interact with all administrative areas, including subject choice, timetable changes, and personal information management (Cornford & Pollock, 2003).

This chapter examines two examples of blended learning implementation in two vastly different universities. One is a regional university in Australia, the other is one of the three state-funded universities in Singapore.

The Australian university adopted a blended approach to meet the requirements of institutional change that resulted in a radical change to the nature of the student body. The composition changed from a largely local body of students, attending the local campus and coming straight from high school, to one which included a very diverse range of students, in a number of locations, and which also included a significant increase in the percentage of mature age and international students. We provide an overview of the strategic changes this university made to pedagogy and provide an example of implementation of a new degree developed specifically for students located at a satellite campus and access centers. From this case study, we identify aspects of blended learning that support and challenge improvements for student learning.

In contrast, the Singapore institution adopted the technologies as part of a major government initiative to quickly develop the technical expertise of its teachers and students. The employment of ICT technology in blended ways was seen as a mechanism by which the university would be able to participate in global alliances and to demonstrate levels of sophistication in modern teaching approaches. In short, it is the story of many universities as they seek to establish their reputations and to move the emphasis more into postgraduate and research studies. From these contexts, we develop some broader ideas that are still proving elusive as the institution attempts to change its teaching strategies and create greater invention and challenge in the curriculum. We use the Singapore Institution by way of a contrasting and matching comparison as we explore the blended learning context.

Background

Government imperatives to increase access to higher education for rural and remote students in Australia have seen the provision of a large pool of money for development of satellite campuses and access centers. Many universities took advantage of this opportunity with the resultant expansion to multi-campus institutions. The use of technology combined with a desire for increased flexibility for students, saw a blended approach to teaching and learning underpin many of the developments, combining strategies from distance and traditional education with many of the latest technological developments at many of these campuses. Several studies, in fact, documented the challenges faced in establishing these new learning environments (Chalmers, 1999; Taylor, 1999).

In Singapore, it was a series of government initiatives that challenged the whole of the educational sector over two separate 5-year Master plans to review their approaches to teaching and learning and to employ the technologies in more creative and engaging ways. Thus, the emphasis was upon the modernisation of educational practice, to some extent the improvement of the learning experience for the student often taught in large classes, but most certainly to be seen as using the most modern tools to familiarise a technically oriented workforce.

Blended learning in Wollongong

The University of Wollongong is a regional university in southeastern Australian with approximately 20,000 students. It includes the main campus in Wollongong, a campus in Dubai in the United Arab Emirates, a satellite campus about 1 hour from Wollongong, and four access centers for students (up to four hours drive from the main campus). The university received substantial government funding to establish the satellite campus and access centers to promote entry to education for students in remote and regional areas. Blended learning at the University of Wollongong involved a number of early adopters in the mid-nineties but by 2000 the impetus for change was driven by the needs of the Australian and overseas students studying away from the main campus.

At the University of Wollongong, approximately 35% are international students, with two-thirds of this group studying on the Wollongong Campus and the rest studying in their homeland through partner universities or at our Dubai Campus. Only 50% of students are studying full-time. A large portion are mature age students, often balancing work, home, and study, attending the Wollongong or Shoalhaven Campuses or attending one of four access centers located up to four hours drive from the main campus. Finally, with only 25% of all students under 21 years, there is a much smaller cohort who have just completed secondary school. Many of the school leaver cohort are also working part-time to support themselves while at the university. As a result, such individuals require flexibility but still want an on campus experience and opportunity to work with and meet other students and their lecturers.

One single model of blended learning would not meet the needs of the different student groups and consequently there are a variety of models in use. They may vary from a traditional one-hour lecture, two-hour tutorial with supplementary resources provided through a web-based learning management system (LMS) for students on campus to subjects where the majority of communication and collaboration occur online with only occasional face-to-face meetings with tutors. Other subjects rely on web-based streaming video of lectures supplemented by resources accessed through the LMS but supported by weekly face-to-face tutorials with a local tutor. Many of the overseas cohorts see a different blended model whereby they meet regularly with a local tutor to work on identified learning tasks designed by the Wollongong lecturer then come together for a block teaching session of a few days, once during the semester to meet with the lecturer from Wollongong.

A recent case study at University of Wollongong provides an example of how subjects are tailored to meet the needs of the students (Lefoe, 2003). The Bachelor of Arts (Community and Environment) was a new degree program developed specifically for the satellite campus and access centers. The program was designed to

be flexible in terms of time and place, and to use a student-centered approach to learning to assist students to take responsibility for their own learning.

The program was designed to use a blended approach for teaching and learning; involving the combination of reduced face-to-face teaching with both synchronous and asynchronous interaction often mediated by technology to produce an environment for learning which is student-centered. As the locations were geographically distributed, the teaching and learning activities were dispersed across a number of settings, including the centers, the library, the main campus, and the student's home; across time; and through a variety of technologies, including print, videoconference, and online tools.

The core subjects in the Arts degree were not designed to use traditional lecture delivery methods for transmitting information to students. They used a student-centered approach requiring students to take responsibility for learning the content through either reading material themselves, watching a video, or engaging in activities during the tutorial and then making their own connections with the concepts discussed or presented in the tutorials or practicals. Students were required to prepare for the tutorials in some subjects by reading the lecture notes or content modules before attending the tutorial, so that they could participate in the tutorial activities and discussions.

There were seven subjects on offer in 2000 through the Bachelor of Arts, which included five compulsory subjects and two elective subjects. Data for four subjects, collected through focus groups, semi-structured interviews with staff and students, and subject surveys, were analysed to identify the perceptions of the academic staff and students on the first year of implementation.

There were a variety of teaching and learning strategies used in the first year. Tutorial or practical support was provided locally through tutors, while course design and coordination occurred at the Wollongong campus. A number of common themes emerged in the perceptions of teaching and learning in a blended learning context. The supportive areas identified included:

- opportunity for students and tutors to participate in higher education in their local community
- commitment of the local tutors and the benefit of the small tutorial classes to student learning,
- student-centered subject designs that included workbooks or study guides containing learning objectives, content, learning activities, and assessment tasks.

There were six common themes identified from the perceptions as constraints for teaching and learning in the blended learning context. These were:

- teaching and learning strategies chosen were not always the most appropriate.
- emerging roles were different to those experienced on campus.
- improved communication was required between the main campus and the centers.
- a need to develop new skills and understandings.
- workloads were perceived as high by students and staff.

- the role of technology was new and unfamiliar.

Singaporean blended learning contrasts

Singapore is a nation state of approximately 4 million people. The major resource is seen as the people and indeed the educational systems and aspirations seem to be overarching issues in daily life. Access to schools and universities is highly competitive and the demand far outstrips the places available. The undergraduate programs are largely populated by students who have come directly from school; only in the postgraduate courses do mature age students predominate. However, the strong tradition for many polytechnic diploma students to study offshore to gain their degrees has created an increase in interest to enrol some of these students into the undergraduate programs. These students are also slightly older and are often more prepared to study in blended learning contexts.

Overall, the tertiary system is highly evolved with a strong emphasis on business, technical, manufacturing and the new information economies. Unlike situations in larger countries, for most Singaporean students, blended learning is a convenience to decouple time and space rather than a necessity for access. However, travel, while not costly, is time consuming and the educational institutions are not necessarily centrally located.

While blended strategies are used in on-campus courses, largely they have been supplementary rather than key to addressing core pedagogy. The challenges of campus extension have largely not been present. However, while students have attitudes with varying degrees of ambiguity towards the blending of approaches, some notable initiatives in terms of strategic thinking about the nature of blending have been adopted. The use of blended approaches has been to support international linkages and to establish specialised niches for high level of technical skill. Alliances have been developed with prestigious international institutions to leverage off postgraduate specializations with particular relevance to a planned and controlled economy. Once such alliance has been with MIT to teach a special masters program in engineering (<http://web.mit.edu/sma/>). Here, the technological connection was maintained with video recording and conferencing to expertise in North America with local tutors providing face-to-face support. Interestingly, the program also supports and attracts students from other southeast Asian countries to study in Singapore. Thus this linkage is seen as a “cheaper” alternative to living in the USA with some of the benefits of accessing cutting edge ideas. This approach to learning also supports the government’s initiative to become an educational hub.

Another unique point of departure is the use of blended approaches that focus more on matching the technology’s affordances and the learning task. Choosing learning tasks, which cannot be undertaken without a blended approach, is not just a convenience but a necessity. One such initiative is the development of students creative skills as they can be applied to the design and programming of computer games. Rather than simply playing them, the students integrate skills sets that have practical commercial potential.

Learning from the tale of two cities

While the two contexts we are describing are very different, there are some common elements which can provide some guidance in selecting and designing blended learning contexts.

Choosing student-centered teaching and learning strategies builds on blended contexts

Delivering and accessing a blended program requires new ways of thinking about teaching and learning. In the Wollongong case, the project team had determined that traditional teaching paradigms used at the main campus would not meet the needs of students and academic staff in the distributed context. This meant that the courses had to include appropriate learning outcomes, teaching and learning strategies, content provision, assessment strategies, and learning resources, as identified in models of teaching and learning in higher education (Biggs, 1999; Laurillard, 2002; Ramsden, 1992). Such courses typically include an activity-focused study guide, which incorporates more than just content or lecture notes by providing scaffolding for student learning. They also require strategies that engage students by encouraging them to make the links between theory and practice and provide feedback on students' learning performance. The Wollongong course developers devoted a great deal of time and energy to reconceptualizing teaching and learning activities, so that the students could make and use their own professional contexts as the basis for their understandings. A curriculum focus on interdisciplinarity also emphasizes the need for students to draw links and comparisons beyond narrow subject domains. Blended approaches are ideal for presenting illustrations from different areas and online components can support access to a wide diversity of resources which can be integrated by students as part of their assessable tasks. In the Singapore context, this approach is also used however, the focus on international business issues and linkages with the large economies of China, India and the USA require the compilation and explication of multicultural resources.

At Wollongong, there is also a corollary, new course coordinators and other members of the faculty were not involved in the initial design process and did not have the same opportunity to develop the new conceptions required to move from a teacher-centered approach to a student-centered approach. This resulted in some course implementation that differed from the original design and caused concern for the students. Students and tutors perceive the courses that support student-centered approaches to learning as more appropriate in a blended context.

Establish clear roles and responsibilities

A dominant theme from the perceptions of students, tutors, and course coordinators is the need for clarity of the roles they play in a distributed learning context. This affects the level of responsibility they assume for aspects of teaching and learning. In the Wollongong case, students indicated some uncertainty about their roles, a common problem for first year university students (Pargetter, McInnis, James, Evans, & Dobson, 1998). In a student-centered learning environment students need to understand their own role and that of their instructor, since this may differ considerably from their previous experience if they have only participated in teacher-centered instruction, such as, at high school. If students are to take responsibility for

their learning then, they need to have a clear idea of what this entails and from both cases, those more mature students are often more comfortable with this expectation.

New roles are also required in the distributed learning context. Course coordinators, for instance, saw their role as administrative; however, the distributed context meant that they needed to take more responsibility for communication with the tutors and students, taking on a more proactive student advisor role in addition. In the Wollongong context, one coordinator felt his responsibility ended with the preparation of the resources, and in another, the coordinator taught the same subject to 180 students on campus. In both cases, they responded to questions from the tutors but had little contact with the students. As roles emerge, it is important to recognise the need for supportive understanding of the changes required and to acknowledge the changes through policy documents, increasing new forms of communication and writing role statements.

Ensure communication matches the type of blending

In the evaluation of the Wollongong experience, communication was identified as the third concern for students and tutors. Collaboration between the course coordinators and tutors across the distributed sites may have prevented some specific problems. Such problems included an inconsistency with implementation and marking of an assessment in one course, and the perception of the coordinator in another course that students were not capable of the work yet they achieved better marks than the main campus cohort in the final results. Regular meetings during the semester would have helped to address these problems. For example, given the distance, they could have used teleconferencing, online chat, or videoconferencing if people were available at the same time, or they may have used an asynchronous discussion forum or email to address concerns and share strategies. The divergence between design and teaching expectations has not been as critical when the one teacher is responsible for both.

In one instance, while student-student and student-tutor interaction was high because of the small numbers, interaction between the course coordinators and the students was low and often just to solve specific problems. The research on student-faculty interaction points to the importance for student learning of this kind of interaction (Pascarella & Terenzini 1998). The students and the tutors in one course responded positively to a videoconference the coordinator held after complaints of too little interaction during the semester. Regular face-to-face meetings or videoconferencing two or three times during the session can improve relationships and address concerns for many students. This indicates the possibility of finding ways to communicate between the groups that harness the affordances of the technology when face-to-face meetings are not possible, thereby helping remove feelings of isolation from activities and people at the main campus (Collis, 1998; Kuh & Hu, 2001).

Develop supporting academic skills and understandings

While support is provided for students through the library, student support, and information technology services, finding ways to encourage students to access this support needs further attention. Even when skill development support was provided during orientation, some students require support beyond the initial orientation for the development of new academic and technical skills especially when they are in their first year (Taylor & Blaik, 2002). Students often require skill development for technical and information literacy and for tertiary literacy skills development. They

need effective just-in-time support but to make use of this support they need knowledge of the support available and flexible access to it (Choy, McNickle, & Clayton, 2002). Incorporating skill development such as computer and essay-writing skills within core courses could improve the overall outcomes for students.

Support and encouragement is required for tutors and academic staff to engage with their changed roles and responsibilities to develop basic student skills, and this needed to be enhanced by changes in the institutional recognition, reward, and incentive systems (Anderson, Johnson, & Saha, 2002; University of Queensland, 2002). Interestingly in the Singapore context, for many students English is a second or third language, and most programs include specific writing and communication components to ensure these basic academic skills are mastered.

For the tutors such changes might include recognition of their role through financial rewards for additional hours resulting from the blended model and provision of office space and access to resources. Tutors also need to be included in the culture of the faculty through acknowledgement of their skills and expertise. For this to occur, it will require the establishment of effective policies on the working conditions and roles of tutors.

For the course coordinators, there will be changes in workload allocations, which take into account the changed nature of the work (Coaldrake & Stedman, 1999; McInnis, 2000) and policy changes, which reflect the changed role of the course coordinator in a blended learning context. Such actions will require changes to the institutional rewards and incentives systems which truly value teaching as much as research, especially in the promotions system.

Expect higher workloads with blended learning

At Wollongong, students, tutors, and course coordinators identified increased workloads in the blended learning context. Some students perceived the workload as high and measured their workload as related to the amount of time they spent on campus or in an access center. The reduction of face-to-face time meant increased responsibility for students to work outside the class. Not surprisingly, such an expectation needed to be made clearer to students. In two courses, students specifically commented on the high workload. For one course, this was due to misunderstanding of the requirements of the assessment task in one centre, and, in another course, this was due to the separation between the lecture material and the practical classes. A tutor expressed a concern that students saw the independent work they were required to do as additional to their load, rather than part of the student role in this environment.

Research on student workload points to the importance of balancing workload for students and some studies report that students will adopt a surface approach to learning when they identify workload as high (Kember & Leung, 1998; Ramsden, 1992). Niklova and Collis (1998) point out that in a student-centred learning environment students are expected to be more independent and require “self-initiative, self-motivation, and self-control” (p. 60). They caution that increased flexibility for the learner correlates with greater workloads for the teacher as academic staff move to “consultant, collaborator, and facilitator” (p. 60).

Choose appropriate technologies for the learning tasks

Technology plays a critical role in the delivery of blended courses which use communication technologies to carry the key information and interactions, such as, videoconferencing, audio and videotapes, email, and aspects of a LMS. The use of technology requires the development of new skills for students, tutors, and lecturers. The participants often report concerns about inappropriate use of technology, such as videotaped lectures and online lecture notes; the need to learn computer literacy skills; technical difficulties with equipment including the videoconference facility, computers, and printers; and the difficulties of relying on critically time and place dependent media like videoconferencing, which invariably requires technical support to be available.

Students support the use of technology when they feel it enhances the learning experience. For example when interactive web-based content was provided in one course, and, in another, where videoconference was used for tutorials, students felt positive about the experience once they overcame their initial concerns about the technology-mediated environment. In the brief Singapore example, when the curriculum and pedagogy is built around the inherent technology affordances, the match and relevance is seen very easily by both students and staff. The educational technology literature supports the view that pedagogy not technology should determine how it is best used (Collis & Moonen, 2001; Laurillard, 2002).

Conclusion

While quality, access, and cost are identified as major issues for higher education in the future, sustainability of new developments in an era of increased workload and the lack of “down time” is becoming a major contention for the academic staff involved. The notion of blended learning, combining the best features of traditional and distance education with appropriate use of the affordances of technology, may serve the sector well, allowing for a better balance between teaching and research but still providing the quality and flexibility that students expect of a 21st century university. However, the critical factor will be juggling the pedagogical options so that the reduction in face-to-face contact hours and an increase in asynchronous interactions does not become an opportunity to expand the working events of faculty to fill the remaining time. Time needs to be provided for knowledge generation and planning activities not just the servicing of immediate learning needs of the students. Getting the right mix in the blended learning context will be the challenge for the future.

References

- Adams, D. (2002). The unintended consequences of deregulation: Australian higher education in the marketplace. In P. Trowler (Ed.), *Higher education policy and institutional change: Intentions and outcomes in turbulent environments* (pp. 108-125). Buckingham,: SRHE & Open University Press.
- Anderson, D., Johnson, R., & Saha, L. (2002). *Changes in academic work: Implications for universities of the changing age, distribution and work roles of academic staff* (Commissioned Report). Canberra: DEST.
- Biggs, J. (1999). *Teaching for quality learning at university: What the student does*. Buckingham: SRHE and Open University Press.

- Boud, D., & Prosser, M. (2002). Appraising new technologies for learning: A framework for development. *Educational Media International*, 39(3/4), 237-245.
- Chalmers, D. (1999). A strategic university- wide initiative to introduce programs of study using flexible delivery methods. *Interactive Learning Environments*, 7(2-3), 249-268.
- Choy, S., McNickle, C., & Clayton, B. (2002). *Learner expectations and experiences: An examination of student views of support in online learning*. Leabrook, South Australia: NCVER.
- Coaldrake, P., & Stedman, L. (1999). *Academic work in the twenty-first century. Changing roles and policies*. Canberra: DETYA. Retrieved 28/9/00 from <http://www.deet.gov.au/highered/occpaper/99H/academic.pdf>
- Collis, B. (1998). New didactics for university instruction: how and why? *Computers & Education* (31), 373-393.
- Collis, B., & Moonen, J. (2001). *Flexible learning in a digital world: Experiences and expectations*. London: Kogan Page.
- Cornford, J., & Pollock, N. (2003). *Putting the university online: Information, technology and organizational change*. Buckingham: SRHE and Open University Press.
- Gallagher, M. (2000). *The emergence of entrepreneurial public universities in Australia: paper presented at the IMHE General Conference of the OECD Paris, September 2000*. Canberra: Higher Education Division, DETYA.
- Hedberg, J., & McNamara, S. (2002). Innovation and re-invention: A brief review of educational technology in Australia. *Educational Media International*, 39(2), 111-121.
- Higher Education Funding Council for England. (2004, 27 February 2004). *HEFCE to discuss restructuring of e-Universities venture: Background statement*. Retrieved 22/07/04 from <http://www.hefce.ac.uk/News/HEFCE/2004/euni/further.asp>
- Kember, D., & Leung, D. Y. P. (1998). Influences upon students' perceptions of workload. *Educational Psychology*, 18(3), 293-307.
- Kuh, G. D., & Hu, S. (2001). The effects of student-faculty interaction in the 1990s. *The Review of Higher Education*, 24(3), 309-332.
- Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies*. London: Routledge Falmer.
- Lefoe, G. (2003). *Characteristics of a supportive context for distributed learning: a case study of the implementation of a new degree*. Unpublished Doctor of Education, University of Wollongong.
- McInnis, C. (2000). *The Work Roles of Academics in Australian Universities* (EIP Report No. 00/5). Canberra, ACT: AGPS. Retrieved from http://www.dest.gov.au/archive/highered/eippubs/eip00_5/fullcopy.pdf
- National Board of Employment Education and Training (NBEET). (1990). *Equity in higher education: advice of the NBEET Council*. Canberra: Australian GPS.
- NBEET. (1996). *Equality, Diversity and Excellence: advancing the National Framework for Higher Education Equity*. Canberra: AGPS.
- Pargetter, R., McInnis, C., James, R., Evans, M., & Dobson, I. (1998). *Transition from secondary to tertiary: A performance study*. Canberra: AGPS.
- Pascarella, E. T., & Terenzini, P. T. (1998). Studying college students in the 21st century: Meeting new challenges. *The Review of Higher Education*, 21(2), 151-165.

- Ramsden, P. (1992). *Learning to teach in higher education*. London; NY: Routledge.
- Taylor, P. G. (1999). *Making sense of academic life: academics, universities, and change*. Philadelphia, PA: Open University Press.
- Taylor, P. G., & Blaik, J. (2002). *What have we learned? The Logan Campus 1998-2001* (Unpublished Report). Brisbane: Griffith Institute of Higher Education.
- University of Queensland. (2002). *Training, Managing and Supporting Sessional Teaching Staff*. Retrieved 28/2/03 from http://www.tedi.uq.edu.au/sessionalteaching/home_frameset.html
- Yetton, P., & Associates. (1997). *Managing the introduction of technology in the delivery and administration of Higher Education* (Report No. EIP 97/3). AGPS, Canberra. Retrieved 1/6/98 from http://www.detya.gov.au/highered/eippubs/eip97_3