1998

Overview - 5(1) contents and editorial

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Abstract

Welcome to Volume 5 Number 1. This edition marks a watershed in the way Overview is published with the introduction of OveIView On-Line. Overview In Print is still available although the number of copies has been reduced. For this reason staff members are asked to complete a subscription (no charge) to ensure their copy of OveIView In Print. Subscription forms may be found at the above uri or by email request to the editor. Not only will readers benefit from this change but contributing authors will gain wider exposure through Overview On-Line as the uri is being distributed to centres for teaching, learning, professional and staff development in Australian and overseas universities. Copies of previous issues are being converted and will soon be available at the web site. As the publication means becomes more flexible it is then fitting that seven contributors from the faculty of Arts report on their presentations at a recent Flexible Delivery Workshop. Lenore Lyons-Lee writes about using the World Wide Web in the classroom. John Schuster and Stewart Russell discuss different aspects of the STS program's Open Leaming offerings. Graham Barwell reports on the use of listservers, David Simpson on handouts, Phillip D'Alton on making video tapes and John McQuilton on CDROM. In an email message earlier this year the Vice-Chancellor wrote that' ... we are placing emphasis on internationalising the experience of students .. .' and that 'Internationalisation can be achieved in a number of ways including aspects of curriculum design and opportunities for students to gain overseas experience'. Noriko Dethlefs' article on the effectiveness of short term in-country study/work programs discusses undergraduate international experience. Also in this issue two articles are presented in the area of generic skills. Anne Porter writes about strategies to integrate generic skills into curriculum and Cath Milne writes about the development of a description of generic skills. Three other articles are included because of their interest to teachers. Parviz Doulai reports on his Educational Strategies Development Funded project, H. B. Dharmappa et al. report on the use of multimedia in Environmental Engineering and Muhammad Hadi discusses the use of spreadsheets in Civil and Mining Engineering. I hope you find this edition, whether in print or on-line, interesting and helpful and as always your comments are most welcome.

University of Wollongong

OVERVIEW

In this Issue

- Reports - Faculty of Arts Flexible Delivery Workshop

- Developing a multimedia teaching package for Environmental Engineering

- The effectiveness of short term in-country study/work programs

- Generic skills and teaching

- Book lists

OVERVIEW IS NOW ON-LINE
http://cedir.uow.edu.au/CEDIR/overview

Overview

editor's note

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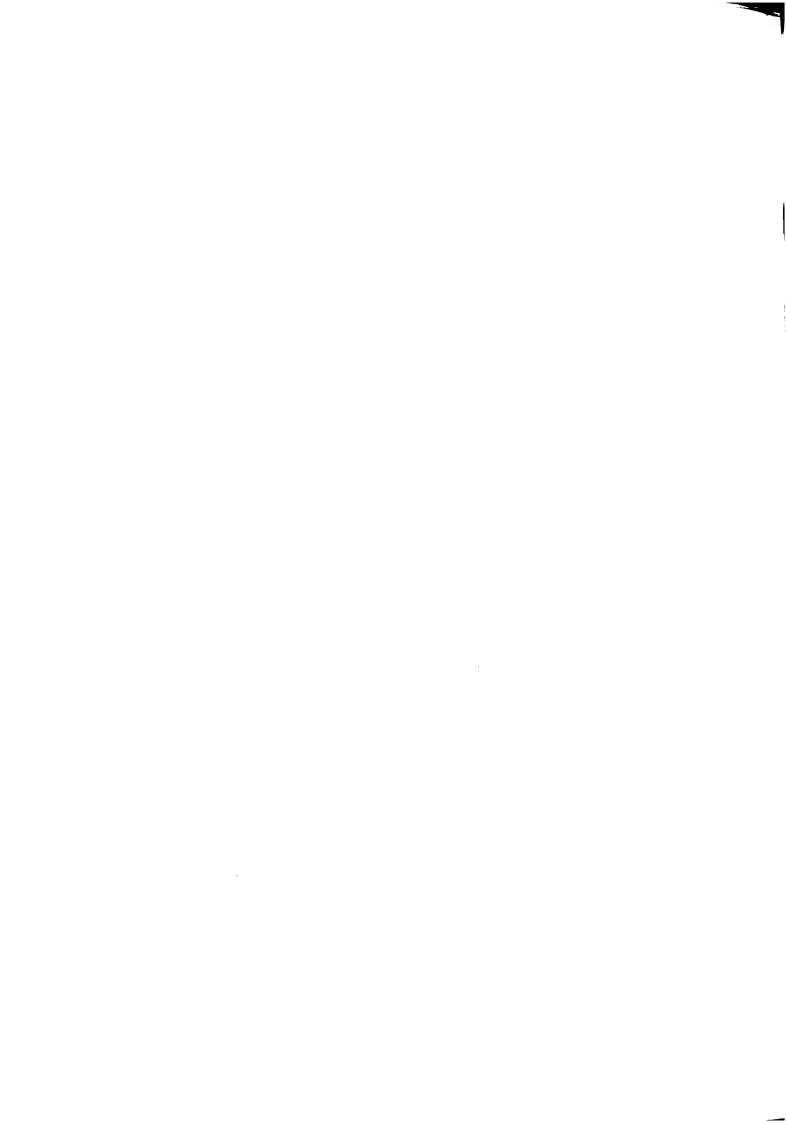
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Richard Caladine

contents

OVERVIEW

Learning and Teaching Research Group

A new era in research into learning and teaching has commenced at the University of Wollongong, backed by the University's stated mission to enhance the quality of learning and teaching in higher education. The newly formed Learning and Teaching Research Group (LTRG) aims to develop a more prominent profile for practical, experiential research into learning and teaching within the University, as well as to promote advances in pedagogical, curriculum and evaluation theory.

In 1997, when the University's Research Groups, Centres and Institutes underwent a review, it was agreed that two of the Research Groups within the University would combine: the Faculty of Education's Curriculum Research Group, and the Teaching and Learning in Higher Education Research Group. In this way, collaborative research could be undertaken with members of the Faculty of Education, together with tertiary educators across all disciplines, and units within the University which are developing praxis in educational media, learning support, innovative assessment, academic staff development, communication skills, and related fields.

The Mission for the L&T Research Group for 1998–2000 is:

> The development and continuation of a Centre of excellence in Research in Learning and Teaching in all contexts of educational endeavour, with emphasis on research into processes and theories of communication, the culture of context, and the construction of meaning. Through collaborative and interdisciplinary research, the LTRG aims to create possibilities for experimenting, documenting, advocating and improving learning in educational and training contexts.

There are three themes in 1998:

1. **Researching educational practice in tertiary settings**

   Chief Investigators   A/Prof Sandra Wills

                                A/Prof Fazel Naghdy

                                Dr Paviz Doulai

2. **Communication, identity and meaning construction**

   Chief Investigators   Dr Jan Wright

                                Dr Will Rifkin

3. **Educational change and evaluation**

   Chief Investigators   Dr Christine Fox

                                Lynne Wright

Throughout the year, the group is holding regular seminars, meetings, workshops on planning and publishing research, and project planning sessions. Many members of LTRG are involved in CUTSD grants, ARC Grants, and have consultancies to advise on various aspects of learning and teaching in all education sectors, from preschool to the Third Age. Two seminars have so far been held in the first six weeks of the 1998 academic year: Dr Will Rifkin has presented a seminar based on the Group's project in communication skills in tertiary teaching; and visiting Prof. Helen Lenskyj from the Ontario Institute of Studies in Education, Canada, presented her research into feminist pedagogy. Prof. Lenskyj is a guest of Dr Victoria Foster, who has recently joined the University as an academic member of the Faculty of Education.

For further information, contact the LTRG Coordinator, Dr Christine Fox, Faculty of Education, Ph. 213882, email Christine_Fox@uow.edu.au.

The Wollongong UniCentre bookshop has a selection of books on teaching in higher education. Some of the practical and helpful titles are:

Assessing Learning in Universities, Peggy Nightingale, UNSW Press, 1996.

Creating a Teaching Profile, Graham Gibbs, Teaching and Educational Services, 1992.

500 Tips for Tutors, Phil Race, Kogan Page, London, 1995.

53 Interesting Things to do in Your Lectures, Gibbs, Habeshaw and Habeshaw, 1992.

53 Interesting Things to do in Your Seminars and Tutorials, Habeshaw, Habeshaw and Gibbs, 1989.

53 Interesting Ways to Assess Your Students, Gibbs, Habeshaw and Habeshaw, 1989.

53 Interesting Ways to Teach Mathematics, Hubbard, 1991.

53 Interesting Communication Exercises for Science Students, Habeshaw and Steeds, 1987.

(All published by Technical and Educational Services Ltd, Bristol)

A Handbook for Teachers in Universities and Colleges, David Newble and Robert Cannon, Kogan Page, London, 1991.

Improving the Quality of Student Learning, G Gibbs, Technical and Educational Services, 1992.

Key Concepts in Adult Education and Training, Malcolm Tight, Routledge, 1996.

Learning to Teach in Higher Education, Paul Ramsden, Routledge, London, 1992.

Rethinking University Teaching, Diana Laurillard, Routledge, London, 1994.

Teaching Large Classes in Higher Education - How to Maintain Quality with Reduced Resources, Graham Gibbs and Alan Jenkins, Kogan Page, London, 1992.

Tutoring at University, Pat Bertola, Paradigm Books, 1994.

HERDSA, PO Box 516, Jamison, ACT, 2614.

HERDSA Gold Guide Series

1. Clinical Teaching, Rick Ladyshewsky.

2. Making Connections: Using Student Journals as a Teaching/Learning Aid Roy Ballantyne and Jan Packer.

3. Teaching and Learning Social Responsibility, Alan Prosser.

HERDSA Green Guide Series

1. Reviewing Departments, Rod McDonald and Ernest Roe.

2. Up the Publication Road, D. Royce Sadler.

3. Supervising Postgraduates, Ingrid Moses.

4. Improving Student Writing, Peggy Nightingale.

5. Implementing Student Self-assessment David Boud.

6. Conducting Tutorials, Jacqueline Lublin.

7. Lecturing, Robert Cannon.

BOOKS

8. Assessing Student Performance, Terry Crooks.

9. Heading a Department, Ingrid Moses and Ernest Roe.

10. The Desktop Teacher, John Hedberg.

11. Organising Academic Conferences, Amy Zelmer & A.C. Lynn Zelmer.

12. Tutoring Distance Education and Open Learning Courses, David Kember & David Murphy.

13. Developing Students' Library Research Skills, Christine Bruce.

14. Improving Teaching Through Action Research, David Kember & Mavis Kelly.

15. Design of University Courses and Subjects: A strategic approach, Geoff Foster.

16. Multiple Choice Testing, Geoff Isaacs.

17. Considering Gender, Peggy Nightingale & Cathy Sohler.

18. Student Centred Teaching: the development and use of conceptual frameworks, Kym Fraser.

19. Collaborating in Research, Carol Bond & Briony Thompson.

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20. An Introduction to Educational Media, Alison Viskovic.

21. Role Play, Edward Errington.

HERDSA Green and Gold Guides

Green Guide No 7. 'Lecturing' by Robert Cannon.

This guide has been written for two audiences; inexperienced lecturers looking for straightforward advice and ideas on ways to lecture tostudents, and experienced teachers in higher education who may be seeking new ideas on lecturing. The guide addresses such matters as reducing the amount of preparation time, improving learning as a result of lecturing, and making the task of lecturing more personally rewarding. 47 pages.

Introducing

Gold Guide No. 4

'Improving Teaching and Learning in Laboratories' by Elizabeth Hazel and Caroline Baillie

While many of us can remember an occasion where a laboratory class was particularly memorable or enlightening, we can also probably remember many hours of tiresome exercises which seemed to teach us very little.

The design and delivery of laboratory classes and the forms of student assessment used in them, need to be examined critically for their contribution to effective student learning. This guide is written for both experienced and inexperienced staff who are involved with laboratory classes for science or engineering subjects. The guide can be read in its entirety or specific sections can be reviewed to try to address specific issues. The authors articulate the goals and potential of laboratories and go on to explore issues in the design and teaching of laboratories, including controlled exercises,

experimental investigations and projects, the assessment and evaluation of laboratory programs, detecting and discouraging fraudulent practices and introducing change in laboratory programs.

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Also available from Wollongong UniShop.

HERDSA

HERDSA (Higher Education Research and Development Society of Australasia Inc) aims to bring together and support those people who are engaged in teaching in higher education, in the study of learning, teaching and policy in higher education, and in the continuous improvement of higher education.

Membership of the Society gives you the opportunity to interact with practitioners, learning support staff, academic staff development consultants, and educational researchers who share similar interests and, above all, a commitment to quality in higher education.

Members automatically receive a copy of each volume of the journal, Higher Education Research and Development, published three times each year, as well as the newsletter, HERDSA News. HERDSA publishes two separate series, the Green Guides and Gold Guides written by experts and practitioners in specific fields. These are available to members at reduced rates.

The Society holds an annual conference at venues in Australia and New Zealand, and members are encouraged to attend and present papers. Special Interest Groups exist to cater for members' particular needs. Full details are available from the HERDSA Office.

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