1993

Overview - 1(1) contents and editorial

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Overview - 1(1) contents and editorial

Abstract
This is the first issue of Overview. It is intended primarily for academic staff and will include articles relating to teaching, research and other academic activities. It is hoped that articles will be short, easy to read and relevant. Liz Ellis, who will edit the journal during 1993, will be most pleased to receive contributions. Overview will appear each Session and will be distributed across campus. We are aware that many general staff are interested in academic issues and will want to receive the journal. They will find a subscription slip on page 14 in this copy and are invited to return it to the Centre. Academic staff will receive the journal automatically. We hope that you will find the contents interesting and useful.
In this Issue

- The Vice-Chancellor’s Award for Excellence in Teaching: an award-winner talks
- Crossing Cultures in Creative Arts
- Working with International Students
- Evaluating Teaching - myths and realities
Foreword

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John Panter
Head
Centre for Staff Development
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Editor's Note

This issue of Overview concentrates on student learning, and particularly on aspects of learning relating to international students. Helen Smith discusses her approaches to dealing with a culturally varied class. Lynn Brunet of the School of Creative Arts describes the special program set up to assist international students to examine artistic and creative perspectives on the cross-cultural experience. Both articles contain practical suggestions which can help to make teaching more effective for international students as well as for local students.

Don Lewis of the Department of Economics, a recipient of the Vice-Chancellor’s Award for Excellence in Teaching, offers his prescription for improving student learning through careful course design and planned teaching strategies. We hope to include articles from other Award-winning teaching staff in future issues.

Kim Draisma gives a run-down on the new-look Learning Development Centre and its activities, and Sylvia Huntley-Moore and John Panter of the Centre for Staff Development explain how evaluation of teaching operates at the University of Wollongong.

You will also find information on conferences relevant to teaching staff, special interest groups, on-campus services available to staff and useful reading lists.

The next issue of Overview will focus on Alternative Technologies in Teaching and Learning, so watch out for articles on video conferencing as a teaching tool, computer-assisted learning, interactive multimedia and more!

The emphasis in Overview is on practical, useful approaches to university teaching and the other roles of an academic. Central to this emphasis is the view that you don’t have to be a researcher in education in order to write about your teaching. We would like to receive contributions from staff in disciplines from Engineering to Philosophy: your perspective can be valuable to others!

Contributions should be sent to Liz Ellis at the Centre for Staff Development on Email or via internal mail, in Microsoft Word for the Mac, in Palatino 12 point text with an accompanying hard copy.

The deadline for the next issue is 31st August 1993.

Liz Ellis
Centre for Staff Development
Most teaching staff know CSD for the workshops we offer throughout the year for academic and general staff, for the student surveys of teaching we conduct and the educational technology services we provide.

Did you know about the other services we offer?

**Tailored workshops**

We will work with one or more members of your department to design a seminar or workshop to address issues of interest or concern to your staff.

Teaching staff find this focussed approach extremely useful. It means that they can concentrate on problems and solutions relevant to their discipline, and the sharing of ideas in combination with the educational expertise provided by CSD staff produces positive results.

Examples of recent Departmental training workshops:

- **Tutorials: Active Learning** - Dept. of Accountancy
- **Marking Assignments: standardising the approach** - Dept. of Business Systems.
- **Time Management** - Mechanical Engineering

**Individual teaching consultations**

Have you ever wished a friendly observer could visit your class to help you think about what’s working well and what isn’t? It’s easy to get into the habit of doing the same old thing in teaching, and some fresh ideas can work wonders. If you’ve been having problems with students not participating, or not getting the message (and we all do!) give us a call.
We can help in several ways. In all cases discussion is confidential and we approach it as a collaboration between you and us: there is no question of “assessment” of teaching.

* Sometimes just a discussion will help, and we can usually recommend some reading in the area you’re interested in.

* Other times a lecturer will ask us to visit the class, make notes and discuss it with them afterwards. In this case we find out as much as we can about what you are trying to achieve in the class and then meet to discuss what’s happening afterwards, with suggestions on different approaches to try.

* Some lecturers, instead of a visit, ask us to set up a video camera in their class so that they can watch it at their leisure later. Then they come to discuss their impressions with us and explore options for change or variety.

* We can also act in a liaison capacity to help you find a colleague for you to work with, to sit in on each others’ classes and learn new ideas from each other. In this case we can provide ideas and checklists of things to look for, helpful reading materials and a structure for discussion with your colleague.

**Computer-Assisted Learning**

We can offer expert advice and consultation in designing or using educational software for alternative modes of delivery of courses.

**Evaluation of teaching innovation**

Using new educational technology? Trying out a different way of structuring the course? We can design a tailor-made survey for your students and/or other stakeholders to help you evaluate the benefits.

**Curriculum advice**

Naturally CSD cannot advise on the content of courses, but content is only part of the story. The process is equally important. How is the course structured? What are the objectives? What is the context in which it is taught? Who are the stakeholders? Does the assessment test what it should test? Is there a “hidden curriculum”?

When co ordinators are reviewing courses, they often find it helpful to seek some input from CSD staff on such issues as the principles of course design, or writing appropriate objectives, or alternative ways of structuring a course.
The Union Bookshop now has a section for books about Teaching in Higher Education. You’ll find it at the back, under the Education section.

Some of the practical and helpful titles are:

- Practical and realistic, with case studies

- Practical and easy to read

**Teaching Students from Overseas**, Brigid Ballard and John Clanchy, Longman Cheshire, Melbourne, 1991
- Very practical

- Thorough, readable, helpful

**Learning to Teach in Higher Education**, Paul Ramsden, Routledge, London 1992
- Not a "how to" book but informative

53 **Interesting Things to do in your Lectures**, Gibbs, Habeshaw and Habeshaw

53 **Interesting Things to do in your Seminars and Tutorials**, Habeshaw Habeshaw and Gibbs

53 **Interesting Ways to Assess your Students**, Gibbs, Habeshaw and Habeshaw

53 **Interesting Ways to teach Mathematics** Hubbard

53 **Interesting Communication Exercises for Science Students**, Habeshaw and Steeds
- Highly practical with step-by-step activities to try in class:

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