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Overview - 2(1) contents and editorial

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Overview - 2(1) contents and editorial

Abstract

courses available through the use of video, CD Rom, Email, and TV as well as the more traditional printed materials. The mention of such multimedia tends to bring to mind the provision of distance education, but it is often overlooked that these technologies can be used just as effectively as part of on-campus teaching. Richard Joseph describes how he used Email as an integral part of the course he teaches in Information Technology, where students had to complete a joint research project with students in the USA. Also adapting multimedia to the needs of on-campus students is Roger Lewis, who developed video demonstrations of laboratory procedures in Physics, in order to improve safety and give the students the chance to become thoroughly conversant with lab procedures before starting their experiments. Overview welcomes contributions from staff who have tried an innovative approach to teaching, or who are engaged in action research into learning. I hope you enjoy the articles in this issue, and I look forward to your comments, suggestions and contributions.

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DEVELOPMENT

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In recent years there has been an increasing emphasis on reviewing curricula in education for the professions in order to ensure that graduates leave university with not only a sound body of theoretical knowledge but also technical, personal and managerial skills needed in their profession. Such reviews and re examination of assumptions about the nature of education for the professions have been undertaken in engineering, medicine, law and management courses among others. The profession of nursing faced this challenge a number of years ago as part of the structural upheaval of moving the education of nurses from hospitals into universities. There continue to be, however, differences of opinion about the optimum balance of theory and practice and how this balance should be achieved through curriculum design and teaching strategies. There is also debate about the degree to which nurses are autonomous practitioners. In this issue of Overview, Tracey McDonald describes how she incorporated a curriculum change to reflect the view that nursing graduates need to be prepared to deal with real situations in the community where they are expected to be proactive and autonomous. To be effective, she argues, they need political and managerial skills which cannot be developed through traditional teaching methods either at university or in clinical practice. She gives details of how the program was set up, assessed and evaluated.

A different issue is dealt with by Lesley Head who teaches a subject in prehistory to students in geography. A problem which will be familiar to many of those who teach non-specialist subjects to students whose main interests lie elsewhere is the extent to which it is possible to challenge students' possibly *misinformed or narrow* conceptions of a complex subject area. As part of her investigation of students' views of a number of concepts crucial to the course, she studied the kinds of reading and viewing they did outside class in relation to the concept of how an 'informed layperson' would go about keeping in touch with relevant developments.

A new section has been included in this issue: participants in the course Introduction to Tertiary Teaching have contributed practical articles on changes they made to their teaching as a result of their involvement in one component of the course: the Teaching Development Program.

Bob Jones, Marilyn Hales and Allison Fox report on a variety of strategies used to enhance their students' learning. Elsewhere in this issue, Graham Williams describes a new approach to conducting tutorials in Mathematics.

The development of alternative modes of delivery of courses is an aspect of teaching which is receiving a good deal of attention as universities make

e d i t o r ' s n o t e



courses available through the use of video, CD Rom, Email, and TV as well as the more traditional printed materials. The mention of such multimedia tends to bring to mind the provision of distance education, but it is often overlooked that these technologies can be used just as effectively as part of on-campus teaching.

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Overview welcomes contributions from staff who have tried an innovative approach to teaching, or who are engaged in action research into learning.

I hope you enjoy the articles in this issue, and I look forward to your comments, suggestions and contributions.

Liz Ellis
Centre for Staff Development
University of Wollongong

Introduction to Tertiary Teaching



The following three articles were contributed by lecturers who in 1994 were participants in the Introduction to Tertiary Teaching program, (ITT), taught jointly by the Centre for Staff Development (CSD) and the Faculty of Education.

The subject aims to introduce both new and experienced teaching staff to a range of methods and skills of university teaching. A major part of the course is the Teaching Development Program, wherein staff identify aspects of their teaching which they wish to change. A mini action research cycle is then set up with the assistance of ITT lecturers or another 'support person'. Objectives are set and new strategies planned as a result of a combination of discussion, reading, students' views and colleagues' input. The support person assists through visiting classes, videotaping or audiotaping in order to provide data for the lecturer to analyse and reflect upon. This process is based on a philosophy of teacher development which encourages lecturers to engage in a process of critical reflection on their teaching. Rather than impose a model of university teaching on participants, the design of the ITT course requires lecturers to devise their own models as appropriate to their discipline but based on sound educational principles.

Three articles are presented here which discuss changes in classroom approaches as a result of lecturers' participation in the ITT program.

Liz Ellis teaches the ITT program with Dr Max Gillett.

The Union Bookshop has a section for books about Teaching in Higher Education. You'll find it under the Education section.

Some of the practical and helpful titles are:

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

All published by Technical and Educational Services Ltd, Bristol

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

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

Teaching Students from Overseas, Brigid Ballard and John Clanchy, Longman Cheshire, Melbourne, 1991

Course Design for University Lecturers, Allen M. Miller, Kogan Page, London, 1987.

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

Teaching in Further Education

Trevor Kerry & Janice Tollitt-Evans, Oxford, Blackwell, 1992

Rethinking University Teaching Diana Laurillard Routledge London 1993

HERDSA "Green Guides" HERDSA Inc., PROBLARC, P. O. Box 555, Campbelltown NSW 2560

1. McDonald R. & Roe E. *Reviewing Departments*
2. Royce Saddler D. *Up the Publication Road*
3. Moses I. *Supervising Postgraduates*
4. Nightingale P. *Improving Student Writing*
5. Boud D. *Implementing Student Self-Assessment*
6. Lublin J. *Conducting Tutorials*
7. Cannon R. *Lecturing*
8. Crooks T. *Assessing Student Performance*
9. Moses, I. & Roe, E. *Heading a Department*
10. Hedberg J. *The Desktop Teacher*
11. Zelmer A.E. & Zelmer A.C.L. *Organising Academic Conferences*
12. Kember D. & Murphy D. *Tutoring Distance Education and Open Learning Courses*
13. Bruce C. *Developing Students' Library Research Skills*
14. Kember D. & Kelly M. *Improving Teaching through Action Research*
15. Foster G. *Design of University Courses and Subjects: a strategic approach*
16. Isaacs G. *Multiple Choice Testing*

YOU PROBABLY NEED HELP WITH STATISTICS

Whether you conduct quantitative research yourself, or are supervising a student, you will find that the service courses in statistics which you did years ago have left you ill-prepared for the task before you. There is nothing shameful about this; would one or two courses in your discipline make someone else as expert in it as you are?

However, the Statistical Consulting Service, based in the Department of Applied Statistics at the University of Wollongong, is here to assist you. We will advise on:

- planning an investigation so that your research hypotheses are formulated clearly, the data you collect are appropriate, and the variability in the data is minimised;
- how to collect the data, and to prepare them for analysis in a computer;
- the most appropriate form of analysis, and which statistical package to use;
- how to interpret the output from the package; and
- how best to present the conclusions you draw from the analysis.

The service is funded principally by the Graduate Faculty. As a consequence, if your research (or that of a student you supervise) does not have external funding, you will receive up to ten hours of FREE advice per calendar year. If you receive external funds, the advice is still available, but you have to meet the cost. Naturally, there are some conditions attached. For information about these, ring Ken Russell on extn 3815. To make an appointment, please ring Kerrie Gamble on extn 4308.

The service is available throughout the year, including the Summer Session when most researchers are hard at work. You should take advantage of it. Some points to consider:

- we don't expect you to be a statistical genius;
- we won't talk down to you or use lots of statistical jargon;
- we won't use a complicated analysis if something simple will do the job.

And one final point... Many people think that you only seek advice when it is time to analyse your data. This is WRONG!!! No amount of statistical sophistication can salvage a poor investigation. You should see the consultant at the very beginning of your research, so that s/he can help ensure that it is properly planned.

In summary:

If you need a statistical mate
'Cause quantitative worries are great,
Then come to Consulting,
We won't be insulting
(Not even if you've left it too late).

Statistical Consulting Service
Dept. of Applied Statistics

For an appointment: Kerrie Gamble, extn 4308

For further information: Dr Ken Russell, extn 3815

SURVEY SYSTEM RE - VAMP!

This session the Student Survey of Teaching System operated by the Centre for Staff Development will be up and running in its new format.

Most of the changes made have been in up-dating and refining our software and hardware, and may not be obvious to you at first.

These up-dates will, however, enable us to achieve a quicker turn-around time - so you will receive your Survey Reports at the speed of light! (well... maybe not quite so fast! but we do envisage a major improvement.)

One change we have made will impact on your students: we have designed a new survey booklet for students to record their answers. The new booklet will bring up the efficiency of our survey handling, pre- printing and scanning and help to reduce costs.

Until students become familiar with the new format, administration time for surveys may take a little longer than usual. Please be patient with us! It's in all our interests to take the time to properly familiarise students with our new format.

Wishing everyone a happy and productive year,
Jill Jones
Survey Administration
Centre for Staff Development

FACULTY LIBRARIANS

Did you know that there are Librarians available to provide specialised services to assist academic staff within each Faculty?

Faculty Librarians can provide reader education programs, including CD Rom classes especially tailored for your students as well as general information and reference services. Faculty Librarians are also available to perform both CD Rom and online database searches on your behalf on a cost recovery basis.

For further information on these and other Library services please contact the following Faculty Librarians :

Arts	Catriona McGurk	Ext. 3332
Commerce	Susan Jones	3551
Creative Arts	Chrissy Ralston	4867
Education	Keith Gaymer	4638
Engineering	Craig Littler	4501
Health & Behavioural Sciences	Chris Faricy	3536
Informatics & STS	Helen Mandl	4637
Law	Elizabeth White	3184
Science	Deirdre Jewell	3334
Creative Arts	Chrissy Ralston	4867

You keep up with developments in your discipline
But are you keeping up with developments in the TEACHING of your discipline?

The Library subscribes to a number of journals relating to the teaching of specific subjects/disciplines.

The following Term search conducted on the library catalogue will reveal those journals held in the Library on your particular subject:-

TE subject teaching periodicals

Example: TE accounting teaching periodicals

Some of the journal titles held in the Library include:-

S 372.7/57	Micromath
S 507/18	Journal of Research in Science Teaching
S 510.71/7	Journal for Research in Mathematics Education
S 540.706/1	Journal of Chemical Education
S 613.07/2	Journal of Health Education
S 621.0705/1	International Journal of Mechanical Engineering Education
S 621.305/27	IEEE Transactions on Education
S 657/372	Journal of Accounting Education
S 850.7/2	Italica: Bulletin of the American Association of Teachers of Italian



CALL FOR CONTRIBUTIONS TO OVERVIEW



Articles on any aspect of tertiary teaching and learning are welcome! They should be no more than 2000 words and be of practical relevance to teaching staff. Short practical articles on specific teaching techniques are also welcome, as is information about conferences, networks, special interest groups or mailing lists relating to tertiary teaching.

Please send contributions to Liz Ellis at the Centre for Staff Development, on Email or floppy disk via internal mail, in Microsoft Word for the Macintosh, with an accompanying hard copy.

The deadline for the next issue is 23rd June 1995

GUIDELINES FOR CONTRIBUTORS

Layout

Articles should have a 2.5 cm margin on all sides and be double-spaced.

Paragraphs should not be indented.

The title should be in bold capitals, first level headings in bold lower case, second level headings in non-bold lower case and third level headings in italics.

Please provide an author by-line at the end of the article in the following format:

"Dr Judith Evvans is a Senior Lecturer in the Department of Architecture, University of Wollongong. Her Email address for correspondence is j.evvans@uow.edu.au"

References

References within the text should be followed in brackets by author, date, and where appropriate, page number, eg (Ramsden 1992:104).

Details of works to which your article refers should be included in alphabetical order at the end of the article as in the following examples:

Schwartz P. and Webb G. 1993 *Case Studies on Teaching in Higher Education* London Kogan Page

Preston N. 1992 Issues for Higher Education in the Teaching of Ethics

Higher Education Research and Development Vol 11 No 1: 9-19

Notes

Notes will be printed as endnotes at the end of the article. They should be indicated in the text in numerical order using superscript and listed at the end of the article.

Illustrations

Each illustration should be provided on a separate sheet of paper in camera-ready form. Their position in the text of the article should be clearly indicated. Tables may be provided in Microsoft Word in the body of the text.

Originality

All submissions will be assumed to be original and previously unpublished unless otherwise indicated.



