Overview - 4(1) contents and editorial

Richard Caladine
University of Wollongong

Follow this and additional works at: http://ro.uow.edu.au/overview

Recommended Citation
Available at:http://ro.uow.edu.au/overview/vol4/iss1/1

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
Overview - 4(1) contents and editorial

Abstract
The articles in this edition of Overview reflect the current issues in teaching at university. Several of them are concerned with flexible delivery, resource-based learning or student-centred learning, while others report on the integration of information literacies into undergraduate programs. Since the last edition Academic Development Services has been disestablished and the new home of Overview is CEDIR (Centre for Educational Development and Interactive Resources). Overview is your journal. It is a venue for teachers at University of Wollongong to share experiences with their colleagues across the campus. Contributions on any aspect of teaching are welcome. I hope you find this edition both enjoyable and helpful and I look forward to your comments and contributions.
- Integrating information literacy into curriculum
- Teaching library skills
- Using PowerPoint in lectures
- Open learning in Undergraduate teaching
- First time using student centred learning
- Learning package for teaching
- Teaching techniques in science
- Flexible delivery approach
- Improving seminar presentation

1997 Vol. 4 No.1
Overview

Overview is a publication of the Centre for Educational Development and Interactive Resources (CEDIR) in association with the Teaching and Learning in Higher Education Research Group, University of Wollongong

Vol. 4 No.1 1997

Editor • Richard Caladine

Editorial Board • Anne Porter, Linda Tapsell, Maureen Bell

Layout and Printing • Printery Services, University of Wollongong

Cover Design • Brad Madge © 1993

© University of Wollongong 1997
ISSN 1320 3304
Contents

Integrating Information Literacy into Curriculum
Margaret Wallace, Allison Shorten 4

A Subject Integrated Approach to Teaching Library Skills
Chris Faricy 8

Using Powerpoint in Lectures
Mark Walker 12

Open Learning and Home Study Modes in Undergraduate Teaching: STS 1994-1996
Rhonda Roberts, Stewart Russell, Lawrence Stevenson, Richard Caladine 15

First Time Using Student-Centred Teaching?
Will Rifkin, Mark Norton, Joanne Dodd 21

Designing and Using a Learning Package for Teaching
Maureen Bell 28

An Experiment in Applying Distance Education Teaching Techniques in Science to On-Campus Students
Paul L Else 33

A Flexible Delivery Approach to a Post-Graduate Health Subject
Ray Stace 41

Improving the Seminar Presentation System for Final Year Thesis Students
Muhammad N.S. Hadi, Carl E. Morris, Brian Uly 47
The articles in this edition of Overview reflect the current issues in teaching at university. Several of them are concerned with flexible delivery, resource based learning or student centred learning, while others report on the integration of information literacies into undergraduate programs.

Since the last edition Academic Development Services has been disestablished and the new home of Overview is CEDIR (Centre for Educational Development and Interactive Resources).

Overview is your journal. It is a venue for teachers at University of Wollongong to share experiences with their colleagues across the campus. Contributions on any aspect of teaching are welcome.

I hope you find this edition both enjoyable and helpful and I look forward to your comments and contributions.

Richard Caladine

CEDIR

(Centre for Educational Development and Interactive Resources)

University of Wollongong
Assessing Student Learning in Universities is based on the principles that assessment should assess a broad range of learning outcomes, guide and enrich learning and support autonomy and self evaluation. The book presents 62 case studies of current practice in university assessment. The editors have classified the cases into eight clusters of abilities which represent the areas in which academics would like their students to make significant progress. These clusters are:

- Thinking critically and making judgements
- Solving problems and developing plans
- Performing procedures and demonstrating techniques
- Managing and developing oneself
- Accessing and managing information
- Demonstrating knowledge and understanding
- Designing creating and performing
- Communicating.

Most of the cases are presented in some detail, outlining context, method, procedures, effectiveness, strengths and limitations, examples and so on. One of the strengths of the book is in the discussion of cases and strategies and further information provided by the editors. An extensive annotated bibliography is an added bonus.

Academics looking for new assessment techniques will find Assessing Student Learning in Universities not only an inspiring collection of practical ideas but a useful reference on a variety of assessment issues and strategies.
The Union 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
- Course Design for University Lecturers, Allen M Miller, Kogan Page, London, 1987
- Creating a Teaching Profile, Graham Gibbs, Teaching and Educational Services, 1992
- 500 Tips for Tutors, Phil Race, Kogan Page, London 1993
- 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)

- Improving the Quality of Student Learning, G Gibbs, Technical and Educational Services, 1992
- Rethinking University Teaching, Diana Laurillard, Routledge, London, 1992
- Tutoring at University, Pat Berrola, Paradigm Books, 1994

“Green Guides”, HERDSA Inc, PROBLARC, PO 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 AE & Zelmer ACL, 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
UltiBASE (http://ultibase.edu.au/) is an acronym: University Learning and Teaching in Business, Art, Society and Education. Essentially, ultiBASE is a World Wide Web service for tertiary educators in these discipline areas, although academics from all disciplines are welcome to visit our site. ultiBASE promotes the improvement of tertiary teaching and learning. We focus on:

* Research: recent, original work
* Issues: timely, pertinent topics
* Resources: events, links, materials

Our current awareness service is delivered by email. 'ultiBASE In-Site' is our monthly electronic newsletter sent to all our 'subscribers' - for free of course.

Planning for ultiBASE began in 1994 when CAUT (Committee for the Advancement of University Teaching) decided to fund UniServe, a national network of six electronic clearinghouses providing complete discipline coverage while contributing to the enhancement of university teaching as a profession. Each university hosting a clearinghouse also committed substantial funds to its development. RMIT jointly funds ultiBASE for all of Australia.

ultiBASE - Success

Since its launch as an embryonic Web site bolstered by ambitious dreams, inspired by technical challenges but tempered by periods of intense reflection, ultiBASE has achieved success by World Wide Web measures. Our site usage statistics follow a steady upward curve. The numbers of direct subscribers to 'ultiBASE In-Site' is over 400 and many Deans forward 'In-Site' to their staff. Numbers of submissions are also increasing with the wider acceptance of electronic publication and the possibilities it offers.

ultiBASE - What You Will Find There

We call ultiBASE a service because it is more than an electronic journal. The site itself is divided into a number of sections, each described and represented by an icon on our Home Page. The most informative sections are Articles (moderated and peer reviewed), Resources (selective reviews and teaching materials), Workshop (practical advice) and Choice Clicks (selection of WWW sites by people whose work is relevant to ultiBASE). Access to these areas is provided by menus and lists, 'ultiBASE In-Site' and a site specific search engine. There is also an extensive list of conferences large and small in our Events section. Rather than host yet another email discussion list we have introduced an Exchange section where you can determine your level of involvement by visiting the page and choosing when to participate. Our 'housekeeping' sections are Publishing (our publishing policy), Guest (use this to subscribe to 'ultiBASE In-Site') and About Us where you can learn about our production team.

ultiBASE - Challenges

We have set ourselves a cracking pace by uploading substantial quantities of material on a monthly basis. Editing and publishing on the Web is still a labour intensive operation. Like any project which requires invention and reinvention 'on the fly', there are tensions caused by production versus maintenance. We try to err, if err we must, on the side of production.

ultiBASE is underpinned by a theory of staff development. Obviously staff development is much more than distributing information about teaching and learning. Working with our contributors to utilise the interactive possibilities of the World Wide Web requires careful articulation and patience on our part. Planning for and engaging in interaction may require a shift in focus for all Internet readers and writers.

Objectively gauging the usefulness of and response to the variety of information offered at ultiBASE was a major activity for early 1997. The responses to
questionnaires sent to academics in our disciplines from all Australian universities are currently being analysed. The result of the analysis will provide useful information for us and for our Editorial Committee and will guide our next developmental steps.

The most difficult question of all is: to what extent do we make a difference? Have we contributed to the CAUT goal of enhancing university teaching as a profession and, therefore, how have students benefited? What else is needed? Who else should be involved? These questions will continue to engage and challenge us as we refine and develop ultiBASE.

Wendy Pryor, Electronic Information Manager and Editor. (wendyp@rmit.edu.au)

Contact Wendy for more information, ultiBASE In-Site or brochures for distribution.

HERDSA (INC.)

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 twice 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's 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.

For further information please contact:

Ms Heather Koch
HERDSA (Inc.)
PO Box 516
Jamison Centre ACT 2614

Ph: (06) 253 4242
Fax: (06) 253 4246
Email: herdsa@anu.edu.au