

Research and Development in Higher Education
Volume 18—A—H

Higher Education: Blending tradition and technology

Proceedings of the 1995 Annual Conference of the
Higher Education and Research Development Society
of Australasia (HERDSA)

A C Lynn Zelmer
Editor

Professor Amy Zelmer
Conference Coordinator

Andrew Chiou
Editorial Assistant



HERDSA is the **Higher Education Research and
Development Society of Australasia.**

p iii: Sir John Daniel

The editor apologises for these and other inadvertent errors in the publication; individual authors are responsible for errors in papers and abstracts.

Research and Development in Higher Education, Volume 18, Higher Education: Blending tradition and technology, bound as two volumes, and the text-only electronic (diskette) version, are Copyright 1995 © by the individual contributors and Higher Education Research and Development Society of Australasia (HERDSA).



HERDSA 1994-95 Executive

Mr Vic Beasley, Language and Learning Unit, Flinders University
 Ms Carol Bond, Griffith Institute for Higher Education, Griffith University
 Ms Margaret Buckridge, Griffith Institute for Higher Education, Griffith University
 Prof Philip Candy, Academic Staff Development Unit, Queensland University of
 Technology
 Dr Gay Crebert, Academic Staff Development Unit, Queensland University of
 Technology
 Dr Kym Fraser, HEARU, Professional Development Centre, Monash University
 Mr Ian Dunn, First Year Teaching Unit, School of Physics, University of New
 South Wales
 Dr Martin Hayden, Southern Cross University
 Mr Owen Hicks, Centre for Staff Development, University of Western Australia
 Dr Peter Ling, EQARD, Royal Melbourne Institute of Technology
 Assoc Prof Penny Little, c/- MACSEARCH University of Western Sydney
 Mr Rod McKay, ERAU, University of Canterbury
 Assoc Prof Peggy Nightingale, **HERDSA President**, Professional Development
 Centre, University of New South Wales
 Dr Malcolm Pettigrove, CEDAM, Australian National University
 Mr Greg Ryan, Professional Development Centre, University of New South Wales
 Assoc Prof Bill Timpson, Tertiary Education Institute, University of Queensland
 Assoc Prof Keith Trigwell, Centre for Learning & Teaching, University of
 Technology Sydney
 Mrs Alison Viskovic, Academic and Staff Development Dept, Wellington
 Polytechnic
 Dr David Warren-Piper, Tertiary Education Institute, University of Queensland
 Dr Graham Webb, HEDC, University of Otago
 Ms Linda Worrall-Carter, Greensborough, Vic
 Prof Amy Zelmer, Faculty of Health Science, Central Queensland University

Research and Development in Higher Education, Volume 18, Higher Education: Blending tradition and technology, bound as two volumes, and the text-only electronic (diskette) version distributed to Conference participants only, are Copyright 1995 © by the individual contributors and

Higher Education and Research Development Society of Australasia (HERDSA)
 c/- AAACE, PO Box 516, Jamison Centre, ACT 2614

Phone: 06 253 4242

Fax: 06 253 4246

Printed at the CQU University Publishing Unit and published by the Professional Education Centre, Faculty of Health Science CQU, for HERDSA. The format of the publication was chosen to minimise costs and ensure rapid production. The authors were responsible for preparing camera-ready copy for reproduction and, except for the keynote speakers, the maximum allowable length was six pages.

ISSN: 0155 6223



Central Queensland
UNIVERSITY





Introduction and Summary Program

The Theme

This two part volume is a record of the 1995 Annual Conference of the Higher Education and Research Development Society of Australasia (HERDSA). The 1995 Conference, held at the Central Queensland University, Rockhampton Queensland, from July 4th to 8th, had the theme 'Higher Education: Blending tradition and technology' and included participants from Australasia and overseas.

Higher education in Australasia has been in a continual state of change for at least the last half decade. While new institutions and institutional forms have been created out of existing institutions and unmet needs, new teaching technologies have been espoused as one of the supposed foundation stones (and dare I say saviour) of the resulting cost-conscious systems.

The theme of the Conference came out of this mixture of hope and despair—new challenges and opportunities while groaning under the demands of developing and learning new ways of delivering an educational product within the higher education system.

Conference Coordinator, Professor Amy Zelmer, set the theme as a focus on the positive aspects of the challenge—how we blend tradition and technology in higher education. Implicit in this theme was the realisation that higher education has always utilised, and continues to utilise, a variety of individual and group learning technologies—lectures, tutorials and small group discussion; television and slide projectors; wet labs and field trips; books, journals, and the most modern computer-based World Wide Web facilities.

The Conference

The 1995 HERDSA Conference is one of the larger conferences hosted by Central Queensland University (CQU) in recent years but it wasn't really planned that way. CQU, formerly the Capricornia Institute of Advanced Education, has deservedly earned a reputation for hosting a variety of small well-focussed conferences, and our initial estimates of attendance fit that mould. The Committee's initial planning was on the basis of 'over 100' participants with two-thirds of the participants making presentations.

Two weeks after the February 27 deadline for receipt of abstracts it was obvious that the attendance might be much larger—we had well over 100 abstracts to consider and they were still flowing in. The planned timetable allowing 30 minutes per paper was revised to 20 minutes and several additional rooms were booked for the parallel presentations.

One month before the Conference paid registrations had gone over the 200 mark (we had celebrated passing the 100 mark with a glass of champagne less than two weeks earlier) and additional program revisions—primarily changes of venue—were required.

The Conference has three plenaries and 180 presentations in 9 concurrent sessions. The papers and similar presentations (15 minutes plus questions) and short oral abstracts (5 minutes plus questions) are organised in streams which include teaching and learning (two streams), staff development, assessment, research, multimedia, computer-based, evaluation, and writing. They are supplemented by a number of workshops and special activities. One of these, included because of CQU's emphasis on distance education, is being conducted as a parallel conference by electronic mail and includes more than a dozen participants from Fiji, Europe, United States, and Canada..

Conference speakers themselves use a variety of newer presentation technologies, ranging from a televised keynote address from the United Kingdom to a showcase of posters and multimedia productions. Concurrent session facilities include white boards, video playback, overhead projectors, slide projectors, and computer-based projection.

The Conference planners included a variety of social and informal events as well as the purely academic. It is being opened by Her Excellency Mrs Leneen Forde, Governor of the State of Queensland, a one-time adult student and a representative of the changing traditions in Queensland. The second evening of the Conference includes social events for Staff Developers and for Multimedia Developers, both hosted by CQU. The Conference Banquet includes a bush dance at an historic Central Queensland cattle property. The final evening of the Conference is in the tradition of the Great Debates—*Resolved that the World No Longer Needs Universities*—and is a multi-campus event involving the Central Queensland community.

The People

The HERDSA 95 Conference Planning Committee consisted of:

Marc Barnbaum
 Don Bowser
 Bob Breakspere
 Donna-Lee Bradford
 Gay Crebert, HERDSA Liaison
 Trudy Dwyer
 Leone Hinton
 Jennifer Jones
 Jeanne McConachie
 Ian Robert
 Malcolm Russell
 Liam Ryan
 Ian Whelan
 Leonie Williams
 Bruce Young
 Lynn Zelmer, Preceedings Editor
 Amy Zelmer, Conference Coordinator

We would also like to thank the many staff members at CQU who went beyond the call of duty to produce a conference with 'all the trimmings'. In particular:

Staff of the Professional Education Centre, Health Science—Conference Managers
 Staff of the Faculty of Health Science
 Catering and other staff of Capricornia College
 Staff of Educational Media Services
 Margaret Appleton, Andrew Chiou, and Patricia Robins—editorial assistance
 The Byte Centre, Rockhampton's Apple Computer Dealer, for technical support
 and donated satchels

The Proceedings

HERDSA Conferences have traditionally been both a forum for discussing higher education teaching and learning technologies and as a staff development cum induction activity for junior academics. The Conferences have, for example, maintained an open and flexible format which has had the effect of encouraging new academics to present and publish. *Research and Development in Higher Education* documents these conferences, thus providing a record of changes in the traditions and teaching/learning technologies in Australasian higher education.

In previous years HERDSA Conferences have provided participants with unbound copies of the papers being presented and *Research and Development in Higher Education* has been published after the Annual Conference which it documents. This has enabled some refereeing of articles and the inclusion of resolutions and other material from the topical sessions. It has also meant delays in producing the formal conference documentation.

Increasingly academic conferences are providing bound proceedings (perhaps more appropriately called preceedings) as part of the registration package. While this runs the risk of including papers which have not been presented, and cannot include the results of specific conference sessions, it enables participants to have copies of the proceedings for reference during the conference and for their academic record. It also reduces the post-conference workload for conference organisers and is definitely more cost effective. For these reasons the 1995 Annual HERDSA Conference organisers restructured both the abstract selection system and the publishing deadlines to provide this volume of *Research and Development in Higher Education*.

Many of the papers contained in this volume have also been provided to participants in an electronic format (compressed text files). We could not include every paper since electronic copies were not universally submitted, the diskette submitted was unreadable, or the paper was submitted in an incompatible format (for example, we could print EPS files but could not output them in a text file). To conserve space on the distribution diskettes the papers are not formatted and none of the tables, illustrations, or graphic materials have been included.

The first call for papers for the 1995 Annual Conference was made at the 1994 Annual Conference in Canberra with a deadline of 27 February 1995 for the receipt of initial abstracts. As noted above, we had received over 100 abstracts for the various categories of presentation by that deadline and eventually received roughly 220 proposals. Since the opportunity to present at the Conference is reasonably open to all applicants, the initial screening simply eliminated those activities which were outside the topic, space, time limitations of the Conference.

While abstracts were still arriving daily, most applicants were advised by mid-April of their acceptance and received the guidelines for preparing the final 'camera-ready' copy of their presentation. To the discomfort of some presenters, the final paper presentations were restricted to a maximum of six pages except for keynote speakers. As those who inquired quickly found out, the six pages had to include the abstract, acknowledgments, references, et cetera. Given the size of this two part volume I hope that it is obvious why the restrictions were necessary. [Papers in excess of the limit have been shortened during the editing process and marked to indicate that the author should be contacted for the missing references or other materials.]

The final version of the papers (or abstracts for the posters and oral abstract categories) was due, along with the presenter's paid registration, at the end of May. This ensured that presenters were serious about attending and allowed us slightly over a month to accommodate late arriving or improperly formatted papers (approximately 50%) and to prepare the volume for the printers.

As a reasonably prolific conference presenter — three to six times per year — and occasional editor of similar materials in the past I had assumed that the complexity of the Proceedings would, at worst, follow the 80-20 rule. In other words, approximately 80% of the materials would follow the guidelines and only 20% would cause problems. Oh how wrong I was...

A number of problems occurred because of the change of format from previous years. Obviously if proceedings are to be prepared *after* the conference there is no real urgency to either submitting abstracts or final papers. *Our* publishing deadline was somewhat stricter. As well, I didn't fully understand the implications of allowing authors to submit materials electronically. For example, while my mail handler automatically handles many types of documents sent via electronic mail, it does not translate documents attached using 'uuencoded', a Unix utility and seemingly very popular with HERDSA Conference presenters worldwide. Uuencoded documents can be converted to a readable document on my system, it just takes a little bit longer and my editorial assistant has now become quite adept at the process.

Other problems could perhaps have been foreseen. We changed word processor and operating system versions in the middle of the exercise. Some manuscripts sent by mail arrived looking like they had been through a badly functioning origami machine. Some were stapled together or folded around the computer diskette, requiring new copies to be prepared for applying the page headers and numbering and duplicating. Other papers came only by fax and, due to the lateness of receipt, required retyping before use.

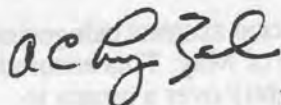
Finally, as with any such project, I/we 'stuffed up' on occasion — my apologies if that happened to your paper. I hope that we caught most of the problems but given Murphy's Laws, there are bound to be a few errors which we didn't catch (or a paper which we received but didn't get into the Proceedings for some reason).

This volume has been duplicated and bound by the CQU Printery unit using one of the most sophisticated document preparation systems in Australia. This system, part of the infrastructure which enables CQU to deliver printed materials for distance education students in a timely manner, is essentially a fully electronic photocopier and accepts either camera ready copy or computer-based (desktop publishing or word processor) files. Using a camera ready manuscript was not as flexible (or sophisticated) as using a desktop publishing system but was a realistic compromise given the very short timelines involved. The electronic version of the files, text-only on a diskette was similarly a compromise. Perhaps future proceedings will be published using the World Wide Web or other such system.

HERDSA '96

Research and Development in Higher Education can only record the formal aspects of the Conferences. Every participant takes home her or his own personal record — renewing old acquaintances, meeting new friends and potential collaborators, informal discussions, the development of ideas for new projects and papers...

HERDSA Conferences are really about networking and making connections. Hopefully HERDSA '95 provided an opportunity to make those connections and the encouragement for every participant to attend HERDSA '96 in Perth.



Editor