

PROGRAMMES IN AUSTRALASIA

Background

The early development of the Teaching/Research Units in Australia was fairly chequered, evolving and reorganising to meet new and existing needs of institutions and the staff within them. A typical example is what is now the Centre for the Study of Higher Education at the University of Melbourne.

Though at Melbourne there had been an Audio-Visual Section since 1948 and an Education Research Office since 1958, it was the general experience that neither the installation of audio-visual equipment nor research projects undertaken and successfully completed led automatically to the improvement of educational practices. With a view to remedying this situation, the University Teaching Office was established in 1961. The specific origin of this project was in a service provided to the University's School of Engineering by the School of Education, an account of which has already been given elsewhere (Moorhouse and Falk, 1963). The office was opened under the auspices of Mrs. Barbara Falk who was to become the Reader-In-Charge of the Centre for the Study of Higher Education, when this was formally established in 1968. This reorganisation involved bringing together three distinct sections, and this is clarified in the observation in the AVCC Report of 1973 that "although the commitment of some staff is particularly in one of the three areas (research, development, or educational technology) the extent of overlapping contribution is sufficiently significant for the Centre to be regarded as a single unit, operating in three broad and inter-related areas, not as an amalgam of three discrete units". Mrs. Falk remained as Head of the Centre until her retirement at the end of 1975, and her attitude towards the role and function which the Centres should (and generally do) play is well documented (Moorhouse & Falk, 1963; Falk, 1966; Falk and Lee Dow, 1971 (a) and (b)). Her successor, Dr. David Beswick, who came from the Educational Research Unit at the Australian National University was appointed as a Professor in 1976.

No specific aims and objectives appear to have been laid down for the Centre. But scrutiny of the various writings which have emanated from the Centre seem to suggest that this is policy rather than oversight, for the Centre is clearly seen as a developing agency which itself must evolve to meet changing needs and changing situations. Insofar as the Centre does have broad objectives, these are embodied in the literature, for example -

The formation of the Centre was a pioneer endeavour in an Australian university ... directed to research into, and improvement of, academic teaching.

This function requires work at three levels. At one level the centre must query the structure of the university and subject its professed objectives to scrutiny. At another level it must conduct empirical studies of the learning and teaching that occur. At the third level, the Centre must work to bring about changes deemed desirable. To this end, discussion must take place in the various committees of the faculties and the central academic and administrative bodies, where decisions are made. Means for change must be made available to staff and students through courses of teacher education, through consultative services, and through the provision of technological aids to communication. (Falk and Lee Dow, 1971 (b) p.7).

In terms of its institutional organisation, the Centre differs from most if not all, other university centres, in that it is firmly grounded in the Faculty of Education as an academic department in its own right. Mrs. Falk was the only Director to disagree with the first of a set of recommendations offered by a meeting of directors, as guidelines that "Centres should be distinct, autonomous units - not part of a Faculty

or Department of Education. It is recommended that the Director of the Centre be directly responsible to the Vice-Chancellor or his deputy" (AVCC, 1973). The original University Teaching Project at Melbourne had, after all, been conceived after approaches from other Schools to the School of Education, and it is to be expected that staff of the Centre would value their status as an academic department similar and equal to other departments of study.

At about the same time as the University Teaching Project was established at Melbourne, a similar development was taking place at the University of New South Wales. Here, in 1961, an Educational Research Unit was set up "to carry out research and development activities relevant to the operation of the University generally and especially to its teaching-learning programme" (TERC Annual Report, 1975). Its origins, however, were rather different from the Melbourne Project, the particular stimulus in this case being institutional concern over a generally high failure rate amongst the students at the University of New South Wales. The source of this concern lay in the findings of a major research study - "Failure and wastage at the University of New South Wales". As a consequence, much of the work of this unit was directed towards problems of examinations and assessment of students, and a short account of this activity is given by Dr. Max Dunstan of the T.E.R.C. in the first issue of INTERCOM, a regular news-sheet issued by the Centre (Dunstan, 1969). In 1968 the Unit was re-organized and renamed, The Tertiary Education Research Centre; Professor Fred Katz was appointed as the Director, and staffing and resources were considerably enlarged.

The Centre is autonomous and directly responsible to the Pro-Vice-Chancellor (Educational Matters) and its Director is a member of the University Professorial Board. It has five subsections - the Research and Development Section, the Educational Testing Centre, the Teaching/Learning Resources Centre, the Visual Aids Centre, and the Film Centre. These, however, "function not as separate units - in fact, just the opposite, there is considerable overlap and interaction" (AVCC, 1973). Specific aims and objectives for the Centre are not laid down though the Centre is described as "active in assisting faculties, schools, and individual staff members in their endeavours to optimize the effectiveness of their educational programs, including the development of appropriate teaching strategies and evaluation practices" (AVCC, 1973).

Again in Melbourne, another Centre was evolving in Victoria's second University, Monash. Its history is well documented in a report prepared by the present Director, Dr. Terry Hore, (Hore, 1974) from which much of the following account is taken. In 1964 the University's Standing Committee on Education recommended the appointment of a Research Officer at lecturer or senior-lecturer level. Subsequently, an Educational Research Officer was appointed both to undertake service projects referred to the Committee for investigation and also to pursue topics of his own choice. He was located in the Faculty of Education, but had a separate budget. Over the next few years the deliberations of the Committee, under its Chairman, Professor Syd Dunn, indicate increasing concern about the need for higher education research and development activities within the University. These culminated in 1969 with the re-organisation of the Education Research Unit into the Higher Education Research Unit. Professor Dunn was appointed temporarily as (half-time) Director and two Senior Research Fellows were subsequently appointed. In 1971, some months after Professor Dunn had been appointed Dean of the Education Faculty, Mr. John Clift (then a Senior Research Fellow in the Unit) was appointed to be full-time Director of H.E.R.U. responsible to the Dean (of Education). His conditions of appointment were -

- (a) To keep departments informed about research into teaching and evaluation.
- (b) To assist departments in any of their functions.
- (c) To undertake such other duties as the Dean may determine.

The Unit was attached to the Faculty of Education for the purpose of budgeting, administration, and the provision of accommodation. In mid-1972, the salary of the Director was changed to that of Associate Professor. Soon after, Mr. Clift left Monash to take up a professorial appointment as Head of the University Teaching and Research Centre at the Victoria University of Wellington in New Zealand and was replaced at the beginning of 1973 by Dr. Terry Hore, the present Director. Before leaving Monash, however, Mr. Clift prepared a substantial report proposing a possible re-organization of the Unit. This formed the basis of the major developments which occurred in 1973. The Higher Education Advisory and Research Unit (HEARU) emerged from an amalgamation of H.E.R.U. and the T.V. and A.V.A. services. It was separated from its former administrative and geographical location in the Education Faculty. The Director was made a full member of the Professorial Board and nominally responsible to a Standing Committee of that Board and constituted as a "high level, non-representative committee". The addition of the "A" for "Advisory" was significant in stressing the major advisory role of the Unit, although previous research efforts were maintained.

Insofar as the Unit has specific aims, these are judged as being embodied in the Director's conditions of appointment which indicate that the Unit's functions are to assist academic staff with problems in teaching, assessment, use of audio-visual services and in all aspects of course evaluation; to undertake research into tertiary education; to act as an information source; and to assist in teaching students of tertiary education.

There were two other University Centres established in the 1960's in Australia. One was the Centre for Advancement of Teaching (C.A.T.) at Macquarie University (in New South Wales), and the other, the Research Unit in University Education at the University of Western Australia, in Perth.

The C.A.T. at Macquarie University is fundamentally different in conception from other University Centres.

In 1966 Macquarie University announced the establishment of a new unit conceived as a dynamic link between the University and schools, teachers' colleges, technical institutes and other educational agencies, and as one of the focal points for a consideration of teaching and learning within the University itself". (Meyer, 1967).

Dr. Rex Meyer was appointed as Director of the Centre in late 1967 and in affirmation of the above, subsequently reported that the Centre serves "as an agency through which the University can make a contribution to increasing the effectiveness of teaching and learning at all levels - primary, secondary and tertiary" (Meyer, 1969). Much of its efforts is directed towards two activities. The first is the provision of backing materials and aids for teaching (in document form these include many and diverse publications, for example, Education Monographs, Education Bulletins, Guidelines and CAT Newsletter, a journal issued at regular intervals). The second is running "Mini-courses", which are short (eight hour) intensive in-service courses for teachers covering a whole range of aspects of teaching. A high proportion of these activities are aimed at teachers in primary and secondary schools. Within the University, advice and a general consultative service on teaching, including evaluation, is offered for staff of the University.

The Research Unit for University Education at the University of Western Australia was established in 1968, its purpose being to assist in the improvement of Education in the University. This Unit is autonomous and responsible directly to the Senate through the Vice-Chancellor, though in practice, the Unit operates under the Deputy Vice-Chancellor. The Director, Mr. A. W. Anderson, is a member of the University Professorial Board's Committee on University Education, though the Unit is not itself responsible to any committee.

This brief and necessary selective historical account of the first three University Centres to be established, perhaps portrays their development as fragmentary, the outside observer might almost say messy. Looking back, it is difficult to see how it could have been otherwise. Times were (and still are) changing, and the complex problems resulting have no ready solutions. Proposed strategies for tackling these problems need to be tested, by trial and error, and after early piecemeal development, each of these centres has reached the position, in their own particular ways, of offering a very solid but flexible basis for facing the tasks with which they are confronted.

The progress made by the Centres already described clearly provided a springboard for major developments in other Universities during the 1970's. The attitude of the Australian Universities' Commission in 1972 was quite explicit -

Teaching Research Units. Units concerned with improving the effectiveness of university teaching and learning and with conducting research into problems of higher education have been established at nine universities and three universities are proposing to establish them in the 1973-75 triennium. The Commission supports the establishment of such units. Student representatives who met the Commission stressed repeatedly their belief in the importance of such units as contributing to improved teaching. The Commission believes that all universities should operate such units. Their cost is not great in relation to total expenditure on teaching and research, and there is evidence that considerable benefits flow from them. (AUC, 1972, p. 102)

Further encouragement came in a report compiled under the auspices of the Australian Vice-Chancellors' Committee's Sub-Committee on Educational Research and Development (AVCC, 1973). The Report was based on information supplied by the directors of the six centres then in existence (the five described above, plus the Tertiary Education Institute at the University of Queensland). This offered a good deal of useful information based on the experiences of these centres and included a set of recommendations which emerged during a conference of the directors and which were presented as guidelines for the development of new centres.

Guidelines for Development of Centres

To give some indication of their thinking at that time, these guidelines are reproduced in full below -

1. Organisation

1.1 Centres should be distinct, autonomous, units - not part of a Faculty or Department of Education. It is recommended that the Director of the centre be directly responsible to the Vice-Chancellor or his deputy. Care should be taken to ensure, however, that the centre is seen to be independent from the Administration.*

1.2 It is recommended that staff of Centres be accorded normal academic status; that is, that appointments are made at the level of professor or lecturer/senior-lecturer level. This would ensure that suitable, well-trained staff members are attracted to the Centres and that there is a possibility of persons moving in from other departments and out to their original disciplines.

*The Director of the Centre for the Study of Higher Education, University of Melbourne, expressed his disagreement with this recommendation.

1.3 The Centre should be organisationally linked to service units responsible for instructional services.

2. Resources

2.1 It is recommended that the director of the centre be appointed at the status of professor reader (minimum). The director should be a member of committees responsible for educational policy.

2.2 It is the view of the directors that the minimum staff requirements for a viable unit are - one director and one senior academic, plus supporting staff. The number of staff required will necessarily be related to the size of the university.

2.3 The provision of staff should take cognisance of the likely increase in demand for services from the Centre, and the need to meet this demand in a reasonable time. Hence, planning of the establishment should include a growth factor.

2.4 Because expertise in a number of different areas is required, for example teaching processes, evaluation, curriculum development and instructional aids, the staff establishment must provide for such different expertise.

2.5 There is strong support for a policy of staff release, that is, for staff to be seconded to the Centre by other departments for variable periods of time. This would have the advantage of avoiding the necessity for all staff of Centres to commit themselves to a career shift. It would ensure also that eventually there would be members of staff in different departments who had been actively engaged in educational research and development.

2.6 Because much of the work of the Centre is difficult to predict, and because there are often periods of sudden pressure, there is need for flexibility in budgeting for staff. A special fund for appointments of short-term or part-time staff should be made available to the director of the Centre.

2.7 The minimum resources, other than staff, will necessarily be dependent on the functions the Centre is expected to perform. However, it is recommended that adequate data-processing equipment and a range of instructional aids including video-tape equipment and library facilities be available to the Centre.

3. Activities

3.1 The operation of each centre will differ, but it is essential that they be oriented to the improvement of educational programmes and processes within the institution.

To further this aim the Centre will necessarily be involved in:

(i) Providing information about relevant educational principles to be applied in the clarification and definition of objectives, the effectiveness of different teaching strategies and evaluation process.

(ii) Providing services which will facilitate the task of the lecturer.

(iii) Gathering information on problems relevant to the functioning of the institution.

(iv) Identifying constraints which hinder the development of new programmes and processes.

(v) Facilitating communication between students and staff and between the staff at different levels.

5. It is also desirable that some rationalisation of services offered by centres be attempted; for instance, it may be possible that one or two centres use their equipment to facilitate examination processing for other centres.

6. The consensus of the Directors is that the work of the A.V.C.C. Research Information Officer has been very helpful and that this should be further strengthened. (AVCC, 1973)

At the time of compilation, all but four of the eighteen Australian Universities had established centres. Of these four, the University of Wollongong and the James Cook University of North Queensland were proposing to develop units during the 1976-78 triennium, but the suspension of triennial funding, for 1976 at least, has affected these developments.

The University of Sydney and La Trobe University are the other two institutions without units. Deakin University, planned to commence in 1978 or 1979, advertised in 1975 for an "Adviser on Course Development" to set up a series of course teams, similar to the Open University in England and Griffith University. The Adviser would function in a similar way to Directors of other units except that he/she would also be responsible for organising and directing the extra-mural programme. The position was advertised at Professorial level.

While units are not strictly comparable, since they are responding to the idiosyncratic needs of their institutions, it is interesting to look at the similarities and differences observable in the teaching-research units at this time. Taking some of the guidelines presented above as a framework for comparison, the following comments may be offered:

(a) "that the centres should be 'distinct, autonomous units'". Each of the units described here have separate budget allocations from their university's recurrent funds budget; all describe themselves as autonomous, although two of them (Macquarie and Melbourne) are allied to the school or faculty of Education for some but not all functions.

(b) "... that the Director of the Centre be responsible to the Vice Chancellor or his deputy". In the majority of cases this is so, except for Macquarie (responsible to the Head of the School of Education) and some, like Monash and Melbourne, are nominally responsible to a Standing Committee of Professorial Board.

(c) "... that staff of Centres be accorded normal academic status". Positions in units are usually offered at lecturer or senior-lecturer level with all academic privileges, that is tenure, study leave, etc.

(d) "The Centre should be organizationally linked to service units responsible for instructional services". In most cases, instructional services are found within the centres, but in some universities these services are separate (for example, the Australian National University, Western Australia and Queensland). The organizational link is maintained at the University of Queensland by having the Director of the Centre ex-officio "manager" of the service. In New Zealand separate instructional services are found at the University of Wellington, Auckland, Canterbury and Otago.

(e) "... that the Director be appointed at the status of professor or reader (minimum)." Before this recommendation is examined, it may be wise to describe the rungs on the Australian academic ladder, which is more similar to the English than the North American system. As practices differ in some universities below the rank of lecturer,

this rank will be used as the base-line.

- (a) Lecturer
- (b) Senior Lecturer
- (c) Reader and Associate Professor receive the same salary, but differ in status and designation
- (d) Professor

The recommendation said "status" of professor or reader (minimum) not "salary level equivalent to ...". Until June, 1976 when a director was appointed to the University of Melbourne at professorial level, only three of the existing directors carried the title of professor (University of New South Wales, The University of Queensland, and the Victoria University of Wellington). Two others are paid at professorial level (Macquarie and Griffith), the majority at the Associate Professor/Reader level with two others at the Senior-Lecturer level (Murdoch and Adelaide). In the latter case the director receives a "non-professorial head of department allowance" which brings his salary level to that of Associate Professor/Reader.

(f) "... strong support for a policy of staff release ... for staff to be seconded to the unit ..." Only two units (Queensland and Monash) have "established" positions on their staff reserved for secondments from other departments.

(g) "... essential that they (the centres) be oriented to the improvement of educational programmes and processes ..." Apart from the University of Western Australia and a very new unit at the University of New England, both of which have concentrated primarily on educational research, there appears to be a great similarity in the orientation of the unit towards "improvement", "encouragement" and "assistance" of staff. The strategies adopted vary somewhat but usually feature a consultancy role, provision of long and/or short courses, action research, dissemination of information and in many cases the provision of technical advice and support.

(h) "facilitating communication between staff and students". Many of the Directors mentioned that their staff taught in other departments "to keep in practice", but only Melbourne and Monash have teaching and the supervision of higher degree students written into their mandates. It should be noted, however, that although teaching-research units are established to assist academic staff, Griffith alone has as part of its function "To advise and assist students with specific learning problems".

Criteria for Evaluation of Units

The pressures for "accountability" which have been sweeping the academic scene in other parts of the developed world are only just beginning in Australia. But one could predict a build up as resources become more scarce. The absence of it to date has meant that no formal common system of evaluation of teaching research units exists nor would one expect one to be created, for evaluation must take place within each institution. The emerging characteristics of a developing unit are a function not only of the Director and his brief, but also the amount of nurturing provided by the institution.

Teaching research units are evaluated, however, by their institutions, their clients, and themselves. A framework provided by an article by Craven (1975) may help to clarify this point. Craven (p. 135) argued that accountability requires indicators of responsible management and he considered that there were four areas of programme evaluation; extensiveness, effectiveness, efficiency, and benefit. These criteria may be used to explain how evaluation takes place within the teaching research units in Australia.

Extensiveness criteria refer to the amount of any indicator, for example, "How many different staff have sought assistance?" or perhaps better still, "How many staff have returned with other problems?" Most annual reports of the units contain indicators of this sort; this information is useful, in a formative way, for example, to recognize areas of concern, to re-allocate unit support staff and to forecast topics likely to be useful. As these indicators are readily quantifiable there is a danger that their importance may be elevated in a summative way, that is to regard them as the measures for the purpose of accountability; to ascribe a normative value to something which is simply descriptive.

It would seem more reasonable to ask, "How well does the unit's programme meet the aims of the unit?" and, "With what level of quality?" The answers to the questions about outcomes, in relation to programme objectives, provide Effectiveness criteria. There are obvious links between the two types of criteria mentioned, for example, if an aim of the unit was to disseminate information, one may wish to know how much information was disseminated. But effectiveness requires one to ask, "How well ...?" Failing to find answers to this question of quality in the Annual Reports or the replies to this survey by the Directors does not mean that questions of this nature are not asked but due more likely to remnants of an Anglo-Saxon reticence in parading the unit's accomplishments. By their nature all units tacitly follow a systematic and dynamic approach to curriculum design and instruction which ensures feedback at each step. This involves

- (a) the potential customers in the discussion of content and objectives,
- (b) the actual customers, both formally through evaluation questionnaires or informally through discussion, or circuitously through a growth in demand from a department where the work was carried out,
- (c) evaluation by fellow unit members, since some of the work will involve team teaching or other close collaboration.

However, some areas of work are not amenable to the statement of objectives - a colleague drops in to discuss something troubling him - a vague concern. It may take some time and gallons of coffee before the "real" problem is identified. There may well be no readily observable outcome for that time investment.

I've known faculty to think about a change for three years before attempting it - and some of their results have been among the best in ultimate quality and quantity". (Hammons, 1975, p.27)

Efficiency criteria relates to a productivity criterion, that is what are the input - resource costs per unit of output? This may be an appropriate question for Bursars to ask in some areas of higher education, for example average cost per graduating undergraduate student. But just as it would be a nonsensical criterion to apply to the student-counselling service, so it is to apply it to teaching-research units. It is difficult to describe the outcome and illogical to reason that the outcome, if there is an observable one, should manifest itself immediately. The labour-intensive and almost psychotherapeutic nature of a lot of the work make it inappropriate to employ an input cost - output criterion.

Once we begin to think about the longer-range value or the impact on individuals, the institution or society, we are now in the area referred to by Craven as Benefit criteria. By definition, benefit criteria require some follow-up information. One such is a follow-up study of academic staff who have participated in Monash University's Diploma in Education for tertiary teachers (taught by HEARU and the Faculty of Education) and the preliminary results indicate that many of the long-range benefits are attitudinal. For example:

The course had an immediate and important effect in improving my attitude towards teaching ..."

The most important influence, more indirect than direct perhaps, has been to make me realize the importance of the teacher as a person and the personal relationship with the student.

These would be examples of benefit criteria related to individuals. The teaching-research units are of too recent origin for evaluation on the basis of the criteria of benefit to the institution or to society. Nevertheless, long-term changes are appearing in curricula and techniques and while one may wish to attribute these to the activity of units, one does not know whether this is a natural phenomenon which may have occurred anyway, a sort of spontaneous remission.

The fact that change is occurring and quite rapidly may suggest that some agents for change are at work. Similar thoughts may have been in the minds of the writers of the Australian Universities Commission's Sixth Report (1975) when they said:

... there is evidence that the existence of such units has contributed to the effectiveness of university teaching during the triennium. (p.75)

Responsible management can be demonstrated through criteria of extensiveness, effectiveness and longer-range benefits, but the worth of any unit cannot be estimated by reference to efficiency criteria alone.

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INDEX OF UNITS IN AUSTRALIA

1. THE UNIVERSITY OF ADELAIDE

Address	North Terrace, Adelaide, South Australia 5001 Cables, Telegrams - Univad Adelaide Telephone Adelaide (Area Code 082) 223 4333
Name of Unit	Advisory Centre for University Education (A.C. U.E.)
Director	Dr. W. C. Hall, BSc Sheffield, MSc East Anglia, PhD London
Aims and Objectives	To give professional assistance to those staff members and departments who seek help to improve the effectiveness of their teaching; To study any matter related to higher education and the planning of and, where possible, the conducting of surveys and investigations relating to such study.
Organisation and Structure	The Centre is an autonomous unit with a separate budget, nominally responsible to a Standing Committee consisting of elected representatives from faculties and students and which acts in a consultative capacity. The Centre is not attached to any faculty and is not responsible to the administration but reports direct to the University's Education Committee of which the Director is a member. This Committee broadly corresponds to the professorial boards of other universities.
Strategies, Research and Training	(a) <u>Advice on Teaching</u> The Centre offers confidential advice on teaching to members of staff. University teachers can at all times discuss any aspect of university education with the A.C. U.E. Departments can also use the A.C. U.E. in similar ways. (b) <u>Course Work</u> The Centre provides courses on ways of teaching assessment procedures and tertiary curriculum with departments and with individuals. Course details are circulated to Chairmen of Departments well in advance of commencement dates and course outlines are also printed in "Diary of Events". The A.C. U.E. also arranges courses for individual departments. (c) <u>Technical Services</u> These are audio-visual services and include colour and black and white video recording, sound recording and reprographics (including colour photography). Technical and educational advice can also be given on all aspects of audio-visual media, and the use of this media can be evaluated. (d) <u>Research</u> The centre carries out practical problem-solving research into university education including curriculum development. Small-scale educational research is also undertaken including surveys, course evaluations and lecture and tutorial analyses. Students' feedback forms are made available to university teachers so that they can do their own analyses of lectures and tutorials.

Personnel and
Equipment

Personnel

A Director (at Senior-Lecturer level plus Head-of-Department allowance), one Lecturer, a Technical Manager, a Reprographics Manager, two Technicians and a Secretary.

Equipment

The equipment includes a three-camera colour television studio and control room, an audio-visual demonstration room, full reprographic facilities, seminar rooms and offices. Accommodation was purpose built in 1973, when the A.C.U.E. was formed.

Publications*

A newsletter appears each term, and sixteen occasional papers have been circulated since 1973.

2. AUSTRALIAN NATIONAL UNIVERSITY

Address

Box 4, PO, Canberra, A.C.T., Australia 2600
Cables, Telegrams - Natuniv, Canberra
Telephone: Canberra (Area Code 062) 49-5111

Name of Unit

Office for Research in Academic Methods (ORAM)

Head

Prof. A. H. Miller, BSc, Dip Ed Sydney, BA New England

Aims and Objectives

The Office for Research in Academic Methods (ORAM) was established in March, 1975, with the following mandate from the ANU Council:

- (a) to encourage an interest by the academic staff in the improvement of teaching and learning in the University;
- (b) to promote investigations of teaching programmes and methods;
- (c) to collect and analyse information useful in planning and decision making, particularly with respect to the allocation and effective use of resources.

The Office, therefore has a two-fold aim: in initiating and furthering research programmes (both within the Office and within the University generally) towards the development of improvements in University teaching and the more effective use of resources, and service to the University, in promoting and encouraging measures to improve the quality of teaching and learning.

Organisation and
Structure

ORAM is an independent unit in the ANU with a separate budget. It does not come under the Board of the School of General Studies, or the Board of the Institute of Advanced Studies. Its Head takes decisions about its development and direction in consultation with the Advisory Committee; he is answerable, through the Vice-Chancellor, to the ANU Council. (This system of organisation is currently under review).

Strategies, Research
and Training

Strategies

ORAM works closely with members of various other parts of the ANU to carry out its mandate. Especially close links have been established with Central Administration, the Survey Research Centre, the

* Publications in reference to units in Australia and New Zealand mean publications of the unit which appear regularly or irregularly, and not to publications by members of the units' staff in learned journals, or reports for internal use only. Registers of research projects and research interests can be found in a publication by the Higher Education Research and Development Society of Australasia.

Computer Centre, the Instructional Resources Unit, the Library, and the Counselling Centre. The following methods have been established for the achievement of the objectives of ORAM.

(a) Promoting educational improvements and responding to expressed needs from:

- (i) the Council and academic boards (research projects and reports);
- (ii) faculties and departments (course evaluations, workloads studies, recommendations on assessment procedure);
- (iii) individuals (course development, evaluation of teaching, modified teaching procedures).

(b) Arranging seminar and conference programmes, as, for example, a continuous series to provide a balanced programme throughout a whole year, single sessions dealing with issues likely to be of wide interest, a short series of discussions in which a topic is considered in some depth, residential conferences (no more than one per year) to examine some major issue of general concern, and introductory programmes for new academic staff.

Research

To date, the two major research projects which have been completed were both carried out at the request of the University Council. The first was a study of career patterns for women in the Australian National University, and the second major project was a feasibility study of proposals to establish an undergraduate medical school in the Australian Capital Territory.

Personnel and Equipment

Personnel

Staffing of the Office varies according to the needs of the University. It has a Head at the Professorial level and a permanent secretary. The rest of the staff consists of one Research Assistant, Grade 2; two Research Fellows; two part-time Research Assistants, Grade 2; one Typist/Data Processor; one Programmer, Grade 1; and one Temporary Research Assistant, Grade 2.

Equipment

The Office has a modest range of equipment but can borrow equipment as required from the Instructional Resources Unit. The Instructional Resources Unit, which provides media services for the University, is separate from ORAM.

Publications

There is no regular ORAM publication at present.

3. THE FLINDERS UNIVERSITY OF SOUTH AUSTRALIA

Address	Bedford Park, South Australia 5042. Cables, Telegrams - Flinduniv, Adelaide Telephone: (Area Code 082) 275 3911
Name of Unit	Educational Research and Resources Unit, (E.R.R.U.)
Director	Dr. P. Sheldrake
Aims and Objectives	(a) To carry out research on aspects of higher education; (b) To carry out research on teaching and course planning in relation to interests of staff in the university; (c) To provide an audio-visual service for the university.
Organisation and Structure	The unit, founded in November 1975, consists of a Director (also Reader in Educational Research), a Senior Lecturer, Technical Staff, and a Secretary. The Unit will eventually be in two parts, with a Media Services Centre, under the direct control of a member of staff and an Education Research Section. The Director is responsible directly to the Pro-Vice-Chancellor.
Strategies, Research and Training	The Unit works in four areas : (a) <u>Research in Higher Education</u> This research is based on the interests of the staff of the unit and reflects current areas of concern. Research tends to be on issues that relate to Flinders, but not exclusively so. The unit has an interest in collaborating in joint projects. Staff of the Unit are encouraged to carry out their own research work in areas other than higher education - and those whose interests may stem from areas related to higher education but do not want to lose their primary interests are also encouraged to work in the Unit. (b) <u>Applied Research for the Staff of the University</u> Studies are carried out on teaching techniques, examining methods, course planning, and other related areas. In this area the Unit operates as a consultancy service. (c) <u>Establishment of a Media Services Centre</u> This will both help in the preparation and the use of audio-visual materials and techniques and provide a consultancy and advisory service. (d) <u>Seminars and Courses</u> The Unit runs a continuing series of seminars on issues and techniques in higher education and regards this as an important form of staff training. The Unit also conducts short courses from time to time in relation to demand.
Personnel and Equipment	<u>Personnel</u> Director (Reader), a Senior Lecturer, an Audio-Visual Officer, a Technician and a Secretary. <u>Equipment</u> The Unit has a substantial amount of audio-visual equipment.
Publications	The Unit publishes a regular newsletter and a series of Occasional Papers.

4. GRIFFITH UNIVERSITY

Address	Nathan, Brisbane, Queensland 4111 Cables, Telegrams - Unigriff, Brisbane Telephone: (Area Code 072) 467111
Name of Unit	Centre for the Advancement of Learning and Teaching (CALT)
Director	Dr. R. A. Ross, BSc, Dip Ed Sydney, MSc New England, PhD London
Aims and Objectives	The Centre has been set up to work in very close co-operation with the schools in order to establish, develop and co-ordinate procedures and techniques for the continuous assessment, evaluation and improvement of the processes of learning and teaching within the University.
Organisation and Structure	Griffith University is a new and differently-structured institution compared with the older Australian Universities. It is academically organised in Schools (Humanities, Modern Asian Studies, and Science to date). The Schools have a considerable degree of autonomy, but there are no departments within Schools. Students enrol in a School, and each School has a single integrated programme of study for all its first-year students. All courses are approved by an Academic Committee, acting on behalf of Council. Academic Committee comprises the Chairmen of the Schools and the Director of CALT together with representatives of the teaching staff at all levels, students and the Council. The Centre is integral to the process of teaching and is an autonomous unit with a separate budget. The Director is responsible to the Vice-Chancellor nominally through the University's Academic Committee.
Strategies, Research and Training	The major initial strategy of the Centre was to work on course teams with academic staff designing courses. The input later moved to working with co-ordinating groups across a number of courses. Another major strategy is to help establish policy by working on University policy committees. Research and Training to date have played an insignificant role. The Centre carries out its objectives by (a) Assisting the faculty staff in the schools, the Language Centre and the Library in the development of their courses by working with them to: (i) develop procedures for designing courses; (ii) choose themes and structures for courses; (iii) draw up aims and objectives for courses; (iv) outline the contents of courses and match this against the aims and objectives; (v) design assessment procedures and items to test student achievement of the stated aims and objectives; (vi) decide on appropriate teaching strategies for courses. (b) Assisting faculty staff to evaluate the success of their courses by helping them to: (i) determine students' success at achieving the aims and objectives of the courses; (ii) determine staff and student attitudes to the courses; (iii) compare the course as given with the plans made;

- (iv) match the assessment as carried out against the aims and objectives of the courses and against the content of the courses;
 - (v) examine the teaching strategies adopted both in terms of the success at meeting the aims of the teaching methods and in terms of meeting the needs perceived for the courses.
- (c) Supplying an audio-visual service to the University including:
- (i) the supply of projection, reproduction and recording equipment to lecture theatres and other teaching environments as required;
 - (ii) the operation of projection equipment, etc., in teaching environments where necessary;
 - (iii) advice on the purchase of audio-visual hardware where such is being purchased outside CALT;
 - (iv) advice on the creation of suitable facilities in teaching environments to enable the successful use of audio-visual aids;
 - (v) the production of audio-visual software on request;
 - (vi) advice on suitable audio-visual software;
 - (vii) advice on the use and design of audio-visual materials in various teaching strategies.
- (d) Advising the University, where appropriate, on all policy matters that affect the success of the teaching programmes directly or indirectly.
- (e) Advising and assisting students with specific learning problems by:
- (i) directly advising students on ways of overcoming their difficulties;
 - (ii) drawing the attention of faculty staff to specific student learning problems and assisting them to design programmes within their courses for coping with such problems;
 - (iii) organising and running courses for students to help with specific skills.
- (f) Helping staff improve their teaching techniques by:
- (i) analysing with them the information gained in e ii and suggesting changed techniques therefrom;
 - (ii) holding seminars, discussions and demonstrations.
- (g) Providing sources of information on research findings on educational techniques and disseminating such information within the University.
- (h) Making known outside and within the University the results of evaluations of new techniques used within the University.

- (i) Giving advice on learning and teaching to non-faculty staff where appropriate.
- (j) Collecting, collating and interpreting information on attitudes of students in order to assist investigations within the University under approved programmes and outside the University for organisations and individuals (with University approval).
- (k) Assisting the University to formulate policy on procedures the University could adopt when considering applications for tenure or promotion of faculty staff.
- (l) Assisting the Academic Committee to review the progress made by the University towards achieving its goals.

Publications None to begin with as a deliberate priority decision.

5. MACQUARIE UNIVERSITY

Address North Ryde, New South Wales, Australia 2113
Cables, Telegrams - Macquniv, North Ryde
Telephone: (Area Code 02) 888-8000

Name of Unit Centre for Advancement of Teaching (C.A.T.)

Director Dr. G. R. Meyer

Aims and Objectives The official terms of reference for the Centre have been set out as follows.

"The Centre serves as an agency through which the University can make a contribution to increasing the effectiveness of teaching and learning at all levels: primary, secondary and tertiary. To this end the Centre co-operates with the academic staff of the University, with teachers in primary and secondary schools, and with appropriate officers of the State Departments of Education and of Technical Education and of other appropriate agencies.

Organisation and Structure The Centre is at present an autonomous unit within the School of Education, but his status is under review, and the Centre may become an independent department of the University. The Director is responsible to the Head of the School of Education for

(a) an academic programme, including staff improvement activities, for information and consultancy on aspects of teaching, especially curriculum, teaching techniques and media; and

(b) a unit concerned with audio-visual production and service. The latter unit is complex and there are departments specializing in television, audio, graphic, art, photography and projection. Each section is under the direction of a senior technical officer and technical aspects of production are co-ordinated by a Manager of Technical Services.

Strategies, Research and Training The Centre has evolved a variety of strategies and programmes for the achievement of the objectives laid down and these include

(a) Courses and Conferences

Direct assistance is given to members of staff in the development of their teaching skills through minicourses, on teaching techniques, assistance with the organisation

of educational conferences, displays of educational resources, and in-service courses for primary and secondary school teachers.

(i) Minicourses

These courses were introduced as soon as academic support staff was made available (one part-time tutor) in 1973. There are now two series, Series I for Primary and Secondary School teachers, and Series II for teachers of Tertiary Institutions. Since 1976 these have become part of the continuing education programme of the university. Each minicourse has specific objectives concerned with the development of teaching skills and is arranged as a "workshop" with stress on practical activity. Each course consists of eight hours of intensive training.

(ii) Conferences and Displays

From time to time the Centre sponsors or co-sponsors conferences on aspects of teaching, for example, co-operatively with voluntary professional educational associations. Displays of educational resources are also mounted, usually in association with a conference or with some agency within the university or the community.

(iii) In-Service Courses for School Teachers

While this particular series of minicourses is designed for school teachers, some topics are relevant to teachers at tertiary level; and, on occasion, members of staff enrol from universities and colleges. More than twenty titles are currently offered in this series which is staffed by casual appointments.

(b) Consultancy Services

Consultancy is available in a number of areas, such as, the design of programmes and courses of study, techniques of teaching, problems of evaluation, the use of media and educational technology, and the production of learning materials.

(c) Direct Postgraduate Teaching

The Director provides a full postgraduate seminar for students taking Masters Degrees in Education and Science. This course, "Science in the School", stresses the development and educational use of various learning resources.

(d) Audio-Visual Production

Apart from providing services for staff wishing to use A-V technology, the Centre has excellent facilities for production of learning resources.

(e) Research

Research interests of the Centre include, microteaching techniques for tertiary training, audio-tutorial systems, curriculum development and education, and techniques for the in-service training of school teachers.

Personnel and
Equipment

Personnel

(a) The academic staff consists of a Director (at professorial level), an Assistant Director (Senior Lecturer), and two part-time tutors. There are funds for the appointment of casual academic staff for specific activities.

(b) The technical staff is co-ordinated by a Manager of Technical Services. The Art unit is staffed by one Chief Designer, two Designers, and one Graphic Assistant. The Projection staff consists of one Senior Projectionist, one Projectionist, and two Assistant Projectionists. The Photographic staff includes one Senior Photographer, three Photographic Technicians, and four Photographic Assistants. The Audio unit has one Senior Technical Officer, one Technical Officer, three Technicians, three Audio Laboratory Assistants, and two Audio Assistants. The TV unit is newly established, and at present has only two staff members - a Senior Technical Officer and a Technical Officer. In all the total number of technical staff is twenty-nine.

(c) The clerical and administrative staff are maintained at six.

Equipment

Equipment is available for a full-service and production facility in: Graphic Art, Projection, Photography, Audio and Television.

Publications and
Library Service

At present, apart from occasional reports and special items, the Centre issues the following series -

- (a) Newsletter (quarterly);
- (b) Guidelines on teaching and learning at university (about once a month);
- (c) Bulletins on aspects of teaching at university level (occasional);
- (d) Educational monographs (irregular);
- (e) Service brochures describing resources available (annual).

6. UNIVERSITY OF MELBOURNE

Address	Parkville, 3052 Cables, Telegrams - Unimelb, Parkville, Victoria Telephone: Melbourne (Area Code 03) 345 1844
Name of Unit	Centre for the Study of Higher Education (C.S.H.E.)
Director	Professor D. Beswick
Aims and Objectives	(a) to provide a consultative service on problems of higher education within the University; (b) to provide courses of induction and in-service training for University teaching staff; (c) to undertake research into topics relevant to higher education; (d) to provide consultation and assistance in the production and evaluation of applications of educational technology; (e) to be responsible for the provision and operation of a range of educational technology services within the University; (f) to supervise research students and to undertake such other teaching activities as may be approved by the Faculty of Education; (g) to undertake research projects for persons or bodies outside the University and subject to the direction of Council, to negotiate arrangements pertaining to such projects which may form the basis of contracts between the University and outside persons or bodies.
Organisation and Structure	The Centre is a department of the University with its own budget. For some functions it operates within the Faculty of Education. The Centre has reported to Council through the Standing Academic Committee of Professorial Board, pending the establishment of an Advisory Board. Under a recent statute which regulates affairs of the University, the Director is required to report to the Advisory Board, which is empowered by Council to determine policy in consultation with the Director. Originally conceived as a centre with three distinct units, (1) Educational Technology, (2) Staff Development, and (3) Research and Development, the extent of overlap is sufficiently significant for the Centre to be regarded as a single unit.
Strategies, Research and Training	The activities of the Centre are varied and will be summarised for convenience under four heads - Research, Staff Development, Consultancy and Teaching. (a) <u>Research</u> This includes the study of the social and educational background of university students; the study of student evaluation in improvement of university teaching; the study of workload of students; the problem of evaluation of innovations in teaching; and the study of tertiary institutions. (b) <u>Staff Development</u> This includes assistance to departments and staff-student committees in obtaining student evaluations of courses; assistance in applying technological aids to teaching, including advice on, and actual construction of, teaching carrels and the making of programmes; building and installation of equipment for immediate

student feedback; and advice to faculty and departmental committees and to individual staff members.

(c) Consultancy

At the present time the Centre, through its Educational Technology Section; is required to investigate and collaborate with departments proposing to purchase teaching equipment, for example, T.V. materials, carrels and language laboratory facilities, to ensure that the educational desirability of proposals are thoroughly considered before purchase, and to ensure future compatibility of equipment purchased by different departments.

(d) Teaching

The teaching role of the Centre is carried out in a variety of formal and informal ways. The Centre conducts induction and in-service courses, including a year-long course which now counts as two subjects in the B.Ed. (First Year) programme.

Personnel and
Equipment

Personnel

The academic staff consists of a Director (Professor), five tenured Lecturers/Senior Lecturers; three Research Fellows; and three tenured Graduate Research Assistants, one of whom is half-time.

The Technical Staff consists of a Laboratory Manager; a Chief Technical Officer; seven Technical/Senior Technical Officers and Technical Assistants.

Administrative and Secretarial Staff consists of an Administrative Officer and an Administrative Assistant, two Secretaries, and two typists.

Equipment

As appropriate for providing a full range of film, television, photographic and graphic art services.

Publications

- (a) An occasional periodical, Educational Technology.
- (b) Occasional monographs.

7. MONASH UNIVERSITY

Address	Clayton, Victoria 3168 Cables, Telegrams - Monashuni, Melbourne Telephone: Clayton (03) 544 0811
Name of Unit	Higher Education Advisory and Research Unit (HEARU)
Director	Dr. T. Hore, MEd, PhD Alberta
Aims and Objectives	(a) To assist academic staff in the various faculties, either individually or through the organization of short courses, with problems in teaching, assessment, use of audio-visual services and all aspects of course development and evaluation. (b) To conduct research into all aspects of tertiary education. (c) To supervise higher-degree students in the area of tertiary education who may be attached to the unit for this purpose. (d) To provide information about innovations and research in tertiary teaching. (e) To assist the Faculty of Education in teaching courses designed for students of tertiary education.
Organisation and Structure	The unit is autonomous, separate from any faculty and has its own budget. The unit consists of two budgetary units, the advisory and research section, and the audio-visual aids section. It is hoped that these two geographically separate units would eventually be merged into a single unit. The Director is nominally responsible to the Chairman of a Standing Committee of the Professorial Board.
Strategies, Research and Training	The strategy consistently followed by HEARU has been "soft sell", being prepared to assist whenever requested. The "shop-front" activity provided through formal workshops enable staff to become acquainted with the unit and its facilities. Activities of the Unit include the following: (a) <u>Advisory Work</u> This is both informal with individuals and departments, and formal through workshops, media production, and course-evaluation exercises. (b) <u>Research</u> The majority of research studies conducted in co-operation with departments is of the problem-solving or action-research type. For instance, what is the socio-economic background of entering students? Are there any changes in the social background of students due to fee abolition? Can the social data lead to better prediction of university success? Why do some students eligible to proceed to second and later years of study fail to do so? Research of a more basic nature relies upon outside research grants. One commenced in 1976 was on "The meaningful learning of intellectual skills". (c) <u>Supervision of Students</u> The Staff of HEARU supervise higher degree students and teach half of the Diploma in Education (Tertiary) offered by the Faculty of Education.

(d) Review of Journals

Approximately one hundred and fifty journals are surveyed regularly and items of interest disseminated to individuals or departments.

(e) Service to the Community

The unit is also active in the wider community. Over the last two years the unit has been invited to assist other universities, colleges and professional associations with problems of teaching and learning.

Personnel and
Equipment

Personnel

A Director (at the level of Associate Professor), two Senior Lecturers, four Lecturers (one of whom is a fixed-term appointment, and one position used for secondment from other departments), two graduate Research Assistants, five administrative/secretarial staff, an Audio-Visual Officer, and twelve Technical Officers complete the permanent staff. Two Research Assistants are employed part time on external research funds, and one "Research-Training Fellow" is attached to the unit by the Federal Educational Research and Development Committee.

Equipment

A full range of equipment is available for projection and productions (especially film and monochrome television). The present location and studio facilities, however, are inadequate.

Publications

Two publications, Notes on Higher Education and Equipment in Education appear irregularly.

8. MURDOCH UNIVERSITY

Address	Murdoch, Western Australia 6153 Telephone: (Area Code 092) 662211
Name of Unit	Educational Services and Teaching Resources Unit (ESTRU)
Director	Dr. R. J. McDonald, BSc, PhD, Australian National University
Aims and Objectives	The aims of the Unit are to assist and promote the teaching/learning process in the University.
Organisation and Structure	The Unit was established in February, 1976 with the appointment of the present director. It is comprised of three inter-related sections on (i) Teaching Skills, (ii) Learning Skills, and (iii) Media Services. The post of Director is held by the Senior Lecturer in Teaching Skills of the Department of Education and is responsible to the Vice Chancellor. The post may be held in three-year rotation at the discretion of the Vice Chancellor.
Strategies, Research and Training	The current strategy is to tailor the Unit's activities to the needs of a developing University, while at the same time publicising the services that can be offered by a unit of this type. Murdoch University has a number of innovative policies; they include admissions' policies for mature-age students, the division of degree courses into Part I and Part II, foundation courses and independent study contracts. The Unit is becoming involved in assisting with, and helping to, evaluate many of these innovations. The activities of the Unit are organised through its three sections as follows: (a) <u>Teaching Skills Section</u> co-operates with academic staff in course development, course evaluation and other aspects of the improvement of teaching. This section also circulates information on new developments in education and conducts workshops and an induction programme for new staff. (b) <u>Learning Skills Section</u> conducts programmes designed to remedy any deficiencies in literacy, numeracy, or study skills on the part of students entering the University. (c) <u>Media Services</u> provide production resources, presentation assistance and advice to staff members on the use of media in their teaching.
Personnel and Equipment	<u>Personnel</u> The academic staff consists of a Director (at present, at Senior-Lecturer level), one Lecturer in Learning Skills, three Tutors (half time) in Learning Skills and one Lecturer in Media Services. The rest of the staff consists of four technical staff in Media Services, two secretary/typists and a clerical assistant (half time).
Publications	The Unit publishes a newsheet, designed to report new developments and to publicise the activities and services offered by the Unit.

9. UNIVERSITY OF NEWCASTLE

Address	Newcastle, New South Wales, 2308 Telephone: (049) 680401
Name of Unit	Higher Education Research and Services Unit (H.E.R.S.U.)
Director	Dr. H. Maddox, BA, PhD London
Aims and Objectives	The improvement of teaching and examining; Applied research on teaching; Field testing of new methods and materials; Diffusion of innovations; A small Audio-Visual section makes and advises on visual aids and TV.
Organisation and Structure	The Unit, established in 1974, is in the charge of a Director who is responsible direct to the Vice-Chancellor through the Vice-Principal. The Director is a member of Senate and can attend all Faculty meetings.
Strategies, Research and Training	<u>Research</u> Research of an ad-hoc nature is conducted for the Admissions Committee and some Faculty Committees on admissions' policies, workloads, and pass rates. Some research is also done on methods of lecturing and student note taking in lectures. The Unit also undertakes analysis of data for various academic committees. <u>Training</u> Short courses on aspects of teaching are run, mostly in the vacations, for academic staff and for tutors, and a weekly staff seminar is held during part of the year at which papers are given by academic staff. The Director conducts a course unit on "Tertiary Teaching Methods" in the BEd course in the Education Department.
Personnel and Equipment	The academic staff consists of a Director (at Associate Professor level) and graduate assistant. The technical staff consists of a television officer and a photographer. Limited facilities are available for audio-visual production.
Publications	The H.E.R.S.U. Bulletin is published three times a year.

10. UNIVERSITY OF NEW ENGLAND

Address	Armidale, New South Wales 2351 Cables, Telegrams - University, Armidale Telephone: (067) 72 2911 Telex 66050
Name of Unit	Educational Research Unit (Institutional Research)
In Charge	Dr. D. Watkins
Aims and Objectives	To conduct and report research of interest to the University. Such research is normally requested by the Professorial Board, but in addition there are opportunities to initiate research which has general implications for the academic and institutional functioning of the University. This is a new unit and was initially established as a research unit.
Organisation and Structure	It is envisaged that the present unit will later develop into a Tertiary Education Centre when funds become available. At the present moment, workshops on teaching, learning and assessment techniques are conducted by a committee of interested staff members.
Strategies, Research and Training	The main research emphasis has been on student withdrawal, student satisfaction with University, and the success of the scheme to admit students by Principal's reports.
Personnel	Research Fellow, Research Officer and Secretary (part time).
Publications	Internal research reports have been published. But as yet there are no unit publications.

11. UNIVERSITY OF NEW SOUTH WALES

Address	P.O. Box 1, Kensington, New South Wales 2033 Cables, Telegrams - Unitech, Sydney Telephone: (02) 663 0351
Name of Unit	Tertiary Education Research Centre
Director	Professor F. M. Katz, MA, BEd Melbourne, PhD New England
Aims and Objectives	To carry out research and development activities relevant to the operation of the University generally and especially to its teaching-learning programmes.
Organisation and Structure	The Centre is an autonomous unit directly responsible to the Vice-Chancellor through a Pro-Vice-Chancellor. The Centre is organised into four units: (a) the Research and Development Section; (b) the Education Testing Centre; (c) the Film Centre; and (d) the Audio-Visual Section.
Strategies, Research and Training	The work of the Centre can be summarised under four heads. (a) <u>Evaluation and Assessment</u> The bulk of the work of the Centre arises from approaches made by individual academics, Schools and Faculties, and, to a lesser extent, the University administration. These approaches usually focus around teaching, assessment or curriculum development and evaluation issues. In recent

years the Centre has been very active in course evaluation and in the design and analysis of student evaluations of teaching.

(b) Research

Independent research of a more fundamental nature has been less prominent and outside funding is sometimes obtained to support this.

(c) Community Service

The Centre is often approached by outside bodies, such as, other universities and government agencies, who wish to make use of the resources of T.E.R.C., especially the data-processing capacity of the document-reading equipment. Where possible, these requests are met if adequate funding is available. At present, six research assistants are employed with the aid of these funds.

(d) Courses and Seminars

Short training courses and seminars are provided for both new and experienced members of the academic staff in order to assist with the development of teaching skills. There is also a full-time one-year training programme for staff from Indonesian universities.

Personnel and
Equipment

Personnel

The establishment of the Centre consists of: The Director (Professor), the Assistant Director (Associate Professor level), two Senior Lecturers, one Lecturer, one Senior Education Officer, five Education Officers, one Research Assistant, one Film Officer, one Visual Aids Officer, one Photographer, four Programmers and five support staff.

Equipment

The Testing Centre possesses a Westinghouse high-speed document-reading facility, the only one of its kind in Australia. The Film Centre has its own small theatre and film-projection equipment. The Audio-Visual Section is well equipped for 16 mm film production, video taping and photographic work generally, although it has no studio. Closed-circuit television is handled by a Unit which is quite independent of T.E.R.C.

Publications

Much of the Centre's work is published in the form of Research and Development Papers. It also produces Intercom, a Monograph series, Occasional Papers, and an Annual Report.

12. UNIVERSITY OF QUEENSLAND

Address	St. Lucia, Brisbane, Queensland 4067 Cables, Telegrams - Brisbane University Telephone: (Area Code 07) 3700111, Telex: UNIVQLD AA 40315
Name of Unit	Tertiary Education Institute (TEDI)
Director	Professor E. Roe, MA Oxford, PhD Adelaide, BEd
Aims and Objectives	To improve by research and practical means the quality of teaching and learning in the University. More specific objectives are not listed, since these fluctuate a great deal due to changes in demand and in priorities.
Organisation and Structure	The Institute is autonomous. It is neither a part of the University Administration nor linked to the Faculty structure. The Director, a Professor of the University, decides in consultation with his own staff on the projects and activities to be undertaken. Much of the staff work is based on team work. The Director has a nominal responsibility to the Deputy Vice-Chancellor (Academic) but the work done by TEDI is essentially independent and is at the Director's discretion.
Strategies, Research and Training	<u>Strategies</u> TEDI works by demonstration, for example, dissemination of information rather than by exhortation. Its major "grass roots" activity is private consultation with academic staff of the University, and its major "corridors of power" activity is the Director's participation in the work of various policy-making boards and committees of the University. It works more publicly in seminars, workshops, and publications, such as, research reports and newsletters. <u>Research</u> Projects are mostly survey type, involving questionnaires and interviews with staff and students, directed towards reporting on what is happening in the University in the general area of teaching, learning and assessment. Recent studies have centred on student workload, assignment work in the University, problems of communication among lecturing staff, library staff and students, the use of library resources and the operations of departmental consultative committees. Reports typically make suggestions for improved efficiency of operation rather than sweeping recommendations. <u>Training</u> TEDI does not offer any formal courses of training. Improvement of individual staff competence in, for example, teaching and examining is fostered through informal contacts and a varied but very small-scale programme of seminars and workshops. There are also funds available for use at the Director's discretion to support teaching innovations in the University.
Personnel and Equipment	<u>Personnel</u> TEDI is staffed by a Professor (Director), two Lecturers, three Graduate Assistants, a Secretary and a clerk-typist, with the addition of academic staff seconded full time from teaching departments for varying periods. TEDI has no specifically audio-visual personnel because the University has a separate Department of Audio-Visual Services. The Institute has an Advisory Committee of senior academics, of which the Director of TEDI is the ex-officio chairman. <u>Equipment</u> Significant items of equipment include a computer terminal, calculators, and a wide range of audio-visual equipment. The last is housed in a studio and is available to academic staff of the University for

familiarisation, practice, and experimental use.

Publications

TEDI Newsletter published five or six times a year.

13. UNIVERSITY OF TASMANIA

Address	Box 2526, GPO, Hobart, Tasmania 7001 Cables, Telegrams - Tasuni, Hobart, Telex - UNTAS AA 58150 Telephone: Hobart (Area Code 002) 230561
Name of Unit	Teaching and Learning Unit (TLU)
Director	Dr. H. E. Stanton, BA, BEd Melbourne, MA Adelaide, PhD Flinders
Aims and Objectives	To improve the standard of teaching and learning within the University.
Organisation and Structure	This Unit was established only in 1975 and its structure is still fluid. The Director of the Unit is responsible to the Vice-Chancellor and has a seat on the Professorial Board, the main academic policy-making body of the University.
Strategies, Research and Training	The Unit attempts to carry out its previously stated aim in the following ways: (a) <u>Staff Development Courses</u> These consist of lunchtime meetings, half-day seminars, two to three-day courses and residential weekends, in which various aspects of teaching and learning within the University are discussed. Practical workshops on laboratory methods and audio-visual technology are also conducted. (b) <u>Publicity</u> The main purpose of the publicity which the Unit issues is to sensitize academic staff to innovative practices in teaching and learning, to familiarize them with the work being done by colleagues, both on their own campus and overseas and generally to incorporate the idea that there are many different alternative strategies available for lecturers and tutors. The general approach is to avoid emphasis on any one particular approach to teaching and learning, but to encourage staff members to try different approaches for themselves on an experimental basis so that they will be in a better position to decide for themselves which particular methods suit their own personality and teaching aims. (c) <u>Provision of Audio-Visual Materials</u> Academic staff are encouraged to familiarize themselves with the range of audio-visual equipment available and to seek the advice of the Unit on the creation of materials helpful to their course presentation. (d) <u>Advice</u> Advice and assistance is given on request to individuals, departments, or faculties as the occasion arises. Such advice ranges from help with very personal teaching problems to general discussion of assessment procedures, small-group learning, techniques to improve laboratory sessions, etc.

(e) Research

Research is undertaken into various aspects of teaching and learning within the University, but priority is given to practical assistance.

Personnel and
Equipment

Personnel

The Unit comprises a director (at Reader level), a Lecturer who is in charge of the audio-visual services, and a Secretary.

Equipment

The unit has a modest range of CCTV audio equipment, and projection equipment.

Publications

Instead of issuing a separate publication, the Unit makes use of the University paper, The University of Tasmania News as the medium for information and comment.

14. UNIVERSITY OF WESTERN AUSTRALIA

Address

Nedlands, Western Australia 6009
Cables, Telegrams - Uniwest, Perth
Telephone: (Area Code 092) 86 2481

Name of Unit

Research Unit in University Education (RUUE)

Director

Mr. A. W. Anderson, BA, BEd

Aims and Objectives

To assist in the improvement of education in the University.

Organisation and
Structure

The Unit is autonomous and is responsible to the Senate through the Vice-Chancellor.

Strategies, Research
and Training

The Unit operates by assisting various departments and committees with introduction and evaluation of new teaching procedures. Some self-initiated research is carried out in the area of tertiary entrance procedures, but no training is provided apart from occasional seminars devised to provide information.

Personnel and
Equipment

Personnel

The establishment consists of a Director (Reader level), two Lecturers, two Programmers, and a secretarial staff of two.

Equipment

The Unit has a Computer Terminal. There is, at present, access to a full range of media equipment. However, this area is under revision.

Publications

The Unit publishes an occasional bulletin containing general information. Some reports of a more specific nature have been made available in mimeo form.

OTHER UNIVERSITY AGENCIES

HIGHER EDUCATION RESEARCH AND DEVELOPMENT SOCIETY OF AUSTRALASIA (HERDSA)

Following a series of unofficial meetings of those interested in research into higher education, held usually in connection with the annual ANZAAS Congress, HERDSA was formally established in 1972. Since then conferences and workshops have been conducted in association with ANZAAS at various universities. In 1977 however HERDSA held its own conference in Sydney. The general objective of the Society is to promote research and development in higher education and membership is open both to individuals and to societies and institutions. The governing body consists of a President, Secretary, Treasurer, Editor and an Executive Committee and information about the Society is published in a Newsletter (approximately one every term). In its aims and composition the Society is similar to the Society for Research into Higher Education in the United Kingdom. One of its major activities is the compilation of a Register of Research and Development Projects in Tertiary Education and a Project Co-ordinator is in charge of this.

The main activities of the Society as set out in the constitution, in furthering its objective are:

1. Organizing working parties to deal with specific problems.
2. Arranging workshops on specific topics.
3. Improving communication between persons in different institutions of higher education in matters relating to tertiary education research and development by means including publishing bulletins, newsletters, a journal and monographs.
4. Assisting in the co-ordination of tertiary educational activities in different institutions and in the exchange of information and co-ordination of work between tertiary teaching research centres.
5. Providing information and guidance on educational equipment at the national level with a view to maximizing compatibility.
6. Setting up a tertiary education clearing house for documents and other materials.
7. Organizing national conferences and, also, meetings of local (institutional or regional) branches.

Further information may be had from:

- The Secretary: Mr. N. W. Henry,
Head, Education Unit, Royal Melbourne
Institute of Technology,
Box 2476V, G.P.O., Melbourne 3000
Ph (03) 345 2822 Ext. 2510.
- The Editor: Mr. P. Sheldrake,
Director, Educational Research and Resources
Unit,
Flinders University of S.A., Bedford Park,
S.A. 5042 Ph (08) 275 2807.
- Project Co-ordinator: Mr. A. J. Dare,
Education Unit, Royal Melbourne Institute of
Technology, Box 2476V, G.P.O. Melbourne
3000 Ph (03) 345 2822 Ext. 2524.

INDEX OF UNITS IN NEW ZEALAND

1. UNIVERSITY OF AUCKLAND

Address	Private Bag, Auckland Cables, Telegrams - University, Auckland Telephone: 74-740
Name of Unit	The Higher Education Research Office (HERO)
In Charge	Dr. J. Jones, BSc, PhD Wales
Aims and Objectives	To develop university teaching by (a) carrying out research into higher education; (b) providing resources for changes in teaching strategies; (c) improving teaching procedures through seminars and course work; (d) providing a consulting service for the staff.
Organisation and Structure	The Higher Education Research Office was established early in 1975 and consists of a Higher Education Research Officer supported by secretarial and part-time assistance. The office functions as a "mini Department" within the University, with the Higher Education Research Office directly responsible to the Vice-Chancellor. The relationship is kept flexible as a matter of policy.
Strategies, Research and Training	The activities of the Unit fall into four broad areas: (a) <u>Research</u> Research done by the Unit is of two kinds (i) <u>Service Research</u> is done at the request of departments and faculties and has consisted mainly of three large-scale workload surveys carried out for the Faculties of Commerce, Arts and Science. Some correlational data related to examination results in successive years has also been undertaken. (ii) <u>Action Research</u> which is related to educational development has centred around work with part-time demonstrators and tutors in a number of departments. A number of developments, related to course structures and training are progressing. An ongoing project related to student success and failure at University is in progress. This aims to identify relationships between student characteristics (cognitive and affective), course characteristics (demands, resources, etc.), and performance. (b) <u>Building Resource Centre</u> A start has been made by undertaking two projects (i) The compilation of a "directory" of teaching methods and innovations within the University. (ii) The construction of instructional modules dealing with course evaluation and assessment procedures which may be used by staff members.

(c) Course Work

(i) Discussions have been held concerning the feasibility of offering a course in tertiary education with formal certification.

(ii) The Unit organises an annual Teaching Skills Workshop. An introductory short course for staff new to teaching and a course for part-time tutors and demonstrators has been planned and will be offered annually if successful.

(iii) A number of ad-hoc workshops (A-V aids, Keller plan, etc.) have been organised in response to requirements which were fairly obvious.

(d) Consulting Service

The Unit offers help and advice to staff. It is impossible to document the ways in which this aspect operates. Staff do come, and they are helped as far as is possible.

Personnel and
Equipment

Personnel

Higher Education Research Officer, secretarial assistance, part-time research assistance (flexible and employed as required).

Equipment

An Audio-Visual centre exists on the campus: There is ready access to the equipment contained within the centre.

Publications

Occasional papers appear "fairly regularly".

2. UNIVERSITY OF CANTERBURY

Address

Private Bag, Christchurch
Cables, Telegrams - University, Christchurch
Telephone: Christchurch 488-489

Name of Unit

Educational Research and Advisory Unit (ERAU)

Director

Dr. T. G. Emery, Ed MA New Zealand, PhD

Aims and Objectives

(a) To provide the fullest information possible as a background for discussions and decisions on academic developments arising from the day-to-day operations of the University.

(b) To provide educational services to assist staff in the improvement of teaching practices and examining techniques.

Organisation and
Structure

The Educational Research Advisory Unit (ERAU) was established in 1969 as an autonomous academic entity within the University. The ERAU is responsible to the Professorial Board through the Committee on Educational Policy. The Director of the ERAU also has other University duties for which he is directly responsible to the Vice-Chancellor of the University.

Strategies, Research and Training

Research

This is confined mainly to the establishment requirement to provide information to facilitate academic decisions taken in Departments, Faculties, the Professorial Board and its agencies (especially the Educational Policy Committee). This function includes the provision of information and data to individual staff members and various ad-hoc committees concerned with specific academic issues. In addition, on its own initiative the Unit undertakes various investigations and surveys (especially in the field of students' academic performance) both concerning the institution as a whole and of particular concern and interest to the members of the Unit.

Training

In the area of training the Unit assumes responsibility for mounting courses for academic staff on teaching practices and examining techniques and provides an advisory service to individual staff members seeking assistance to improve the quality of their teaching. In addition, the Unit provides a service and conducts course evaluations both for individual teachers and departments.

Strategies

The strategies adopted to give effect to these activities are:

- (a) personal contacts and through the formal academic agencies, such as Heads of Departments, Deans of Faculties, Chairman of the Educational Policy Committee and the Vice-Chancellor and Rector, if appropriate, as will other formal and informal agencies, such as the University Librarian, Director of the Computer Centre or the Presidents of the local branches of the Association of University Teachers or the Students' Association;
- (b) the dissemination of information on research findings and teaching and examining techniques (including course innovations) throughout the University and on occasion only to those disciplines especially concerned;
- (c) fostering associations with equivalent and interested staff members in other local tertiary education institutions, such as Lincoln College, Christchurch Teachers' College, Christchurch Technical Institute and the Christchurch Clinical School of the Faculty of Medicine of the University of Otago.

Personnel and Equipment

Personnel

The staff of the Unit consists of a Director, two full-time professional officers (one Senior Lecturer and one Lecturer), and a secretary.

Equipment

The Unit has no equipment apart from its library and tape-recording facilities. But it has unrestricted access to, and support from, the University's administrative services and computing, audio-visual aids and library resources.

Publications

All publications of the ERAU are domestic to the University of Canterbury; being largely originated in response to specific requests and, therefore, confidential between the client and the Unit; excepting where University-wide publication is agreed to.

3. UNIVERSITY OF OTAGO

Address	Box 56, Dunedin Cables, Telegrams - University, Dunedin Telephone: Dunedin 40-109
Name of Unit	Higher Education Research and Advisory Centre (HERAC)
In Charge	Dr. T. J. Crooks, BSc Cantab, MS, PhD Illinois
Aims and Objectives	The Centre aims to facilitate the improvement of teaching and learning in higher education. Its central role is the collection, organisation, and dissemination of information and advice about the processes of teaching, learning and assessment.
Organisation and Structure	This Centre is in a very early stage of development. At present a small committee of the University Senate is co-ordinating and guiding a limited range of staff development and research activities. This committee is answerable to the Academic Services Committee of Senate a major committee which oversees the activities of several service units within the University. It is hoped that within three or four years a Director may be appointed for the Centre, at which time the administrative structure would probably be reviewed. Audio-Visual services are available through a separate Audio-Visual Learning Centre, which has its own Director and Committee answerable to the Academic Services Committee.
Strategies, Research and Training	To achieve its aims, the Centre can be expected to adopt some or all of the following strategies: (a) initiating or guiding basic research on teaching, learning, and assessment processes; (b) initiating or guiding surveys of current teaching, learning, and assessment practices, and of attitudes towards these; (c) collecting (largely through regular surveys of relevant journals and books) information which can be used to guide teachers, students, and administrators, and making this information available through a suitable information retrieval system; (d) acting as a source of advice and constructive help to all interested university teachers; (e) organising staff development meetings or workshops in an attempt to both interest staff in teaching improvements and to communicate worthwhile ideas and techniques; (f) teaching substantial courses about instructional processes in higher education, probably in conjunction with the University's Department of Education.
Personnel and Equipment	The University has made provision for the salary of a Director for the Centre, but at present the only staff member is Dr. T. J. Crooks, a Lecturer who has half-time appointments in the Centre and in the Department of Education. However, a number of activities have been carried out using contributions from staff of other departments, and certainly the Audio-Visual Learning Centre has made significant contributions in the areas outlined as aims for the Centre.
Publications	As yet, no publications have arisen from the work of the Centre, except for minor reports for use within the University.

4. VICTORIA UNIVERSITY OF WELLINGTON

Address	Private Bag, Wellington 1 Telephone: Wellington 721-000
Name of Unit	The University Teaching and Research Centre (UTRC)
Director	Professor J. C. Clift, MSc Cantab
Aims and Objectives	The principal role of the Centre is to provide a service that will assist in improving the quality of the education students receive at Victoria University of Wellington. To achieve this general aim, the Centre has three main objectives: (a) to improve the quality of teaching, including course design and assessment; (b) to disseminate information to members of staff on matters related to teaching and assessment; (c) to provide a research and development programme to further knowledge about tertiary education and to support objectives (a) and (b) above.
Organisation and Structure	The University Teaching and Research Centre was established in July, 1973. The Centre is an autonomous academic entity within the University with the Director responsible to the University Council through the Vice-Chancellor for the satisfactory administration of the Centre. The Director has full professorial status within the University, and Centre staff are appointed within the academic structure. The Centre has close association with a Professorial Board Committee on Teaching and Learning. Closely allied to the Centre is the University Teaching Aids Facility. This Facility is managed by the Director of the Centre, but for budgeting and staffing purposes it is considered to be an autonomous entity. The Centre was initially funded by a grant from the McKenzie Education Foundation. This grant provided a reducing sum over five years, with the University taking up the funding from its normal quinquennial grant.
Strategies, Research and Training	<u>Research</u> The principal role of the Centre is to provide a service and not to undertake research for its own sake. Nevertheless, it is essential that the Centre supports its service role with an active research programme. Some of the research projects arise from departmental or faculty demands, and the Centre itself undertakes at least one major project a year. <u>Consultancy Service</u> The services of the Centre are available to departments, members of staff or official student bodies who seek assistance and advice on matters related to teaching and learning. The Centre also assists official University groups with educational surveys for obtaining information needed in educational decision making. In this service the emphasis is on working with, rather than for, people in order to provide a valuable training component to departments or individual staff members or students working on their own problems, supported by advice and resources from the Centre. The Centre has no supervisory role, and in all its work with individuals, departments, or faculties, confidentiality is rigorously observed. <u>Strategies</u> For the achievement of its stated aims the Centre has adopted a wide range of activities. (a) To improve teaching the Centre conducts in-service courses, workshops and seminars, makes

observation of individual lectures, provides micro-teaching programmes and holds consultations with departments and individuals.

(b) To encourage and evaluate current practices and innovations the Centre provides assistance to departments in the form of projects for the evaluation of courses and programmes, preparation of questionnaires and guides to course evaluation.

(c) The Centre makes available publications, bibliographies, and information handouts and intends to prepare an effective information storage and retrieval system.

(d) The Centre makes available information regarding teaching and assessment methods and techniques and publicises surveys and reports to official committees on subjects, such as student reaction to the educational process, in-term assessment, course assessment, and on student workloads.

(e) To evaluate teaching the Centre conducts surveys, such as those on the Use of Modular Instruction in Higher Education.

(f) The Centre participates in development programmes, such as the Working Party of the National Council on Adult Education on the Training of Tutors.

(g) The Centre seeks to improve research and survey techniques and procedures as, for example, by the Conference on Technical Problems associated with measuring student workload.

Relations Outside the University

The Centre is also active outside the University and has established liaison and co-operation with other Universities and Tertiary educational bodies both within the Wellington area and throughout New Zealand. To foster co-operation amongst tertiary institutions within the Wellington area, as well as to extend the educational programmes for tertiary staff, the Centre has, in collaboration with the University Education Department, introduced two courses in tertiary education. One of these, the Principles of Tertiary Teaching, is a Diploma-level course; and the second course, Research on Teaching in Higher Education, is available in the Bachelor-of-Education studies programme.

Personnel and Equipment

Personnel

The staff of the Centre comprise of a Director (Professor), a Senior Lecturer, a Research Assistant, and a Secretary.

Equipment

The Centre has limited resources but does have access to the University's central services, such as the Teaching-Aids Facility and the Photographic Section.

Publications

No Unit publication as such except occasional papers.