

1999 - HERDSA Annual International Conference, Melbourne, 12-15 July 1999





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## Cornerstones

The 1999 International HERDSA Conference



### Welcome

Greetings and welcome to the 1999 HERDSA International Conference. We are delighted to welcome participants from around the world who have chosen to share with us in the scholarship that underpins HERDSA with its concern to promote research and development in Higher Education through activities such as this conference. We look forward also to the social activities of the conference for these contribute so much to the community that is HERDSA. We are appreciative that three internationally renowned scholars have accepted our invitation to present keynote addresses and pleased that many members of the past and incoming National Executive are with us.

Informing our planning and organisation was our desire to offer a conference where collaboration is both highly valued and central. For this reason, it is especially pleasing that the conference committee is drawn from nine institutions, and that responsibility for various aspects of the program has been shared within the context of effective consultation within the group, and with the national executive and staff of the Society.

The design of the program has also foregrounded the opportunity for engagement with issues in a range of ways as we explore together, informing one another of our work and experiences and gaining from the opportunity to learn together.

We are very much aware that we are hosting the final HERDSA international conference for this decade. This was influential in our selection of a conference title and theme, for we recognised that this period is a natural time to reflect on what has gone before, and to anticipate what will occur in the next few years and beyond. We are all very conscious of the changes to Higher Education in the last decade or so, and while some of these changes have been beneficial, there is a widely-shared concern that many changes have been enforced by those who do not understand or appreciate the sector, and who have different agendas. Hence, it seemed timely to come together as a group that is involved and concerned with Higher Education to consider what are the attributes we value and, by implication, would wish to hold on to as we move into the next millennium: what our cornerstones are.

The conference organising committee hopes that 12-15 July 1999 in Melbourne will be a time that will be stimulating, useful and enjoyable for all; a time that you will recall with pleasure, a time that you will value.

If we can do anything to enhance your experience of 'Cornerstones', please do not hesitate to contact one of the members listed below, or one of the staff of Convention Professionals.

Di Challis  
President HERDSA (Vic) and Chair of the Conference Organising Committee



## Organising Committee

Brent Challis  
Di Challis  
Glenda Crosling  
Marcia Devlin  
Roger Gabb  
BJ Hamilton  
Laurine Hurley  
Richard James  
Judy Lyons  
Don Maconachie  
John Milton  
Tony Owens  
Richard Trembath  
Peter Webb

Com Tech Education Services  
Deakin University  
Monash University  
Decalas Consultancy  
Victoria University of Technology  
Australian Catholic University  
Australian Catholic University  
University of Melbourne  
RMIT University  
University of Ballarat  
RMIT University  
RMIT University  
University of Melbourne  
Victoria University of Technology

## HERDSA Contacts

At this conference, you can visit Coral or Heather at the registration desk for membership enquiries, publication lists and sales.

<b>HERDSA web page</b>	<a href="http://sunsite.anu.edu.au/education/herdsa">http://sunsite.anu.edu.au/education/herdsa</a>
<b>Phone</b>	61-2 6253 4242
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<b>Postal</b>	HERDSA Office PO Box 516 Jamison ACT 2614 Australia

## HERDSA 1999 Conference Secretariat

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Victoria 3129 Australia  
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Email [conprof@netspace.net.au](mailto:conprof@netspace.net.au)  
**HERDSA Conference Organiser**      **Probati Milton**



## Keynote Speakers

### Professor Peter Coaldrake

Professor Peter Coaldrake is Deputy Vice Chancellor of Queensland University of Technology, a position he assumed in 1994 after four years within the Queensland state government as Chair of the Public Sector Management Commission. In 1995, Professor Coaldrake was a member of the Higher Education Management Review (Hoare Committee), the group appointed by the Australian Government to examine and improve the management practices of Australian universities. The author of three books, Professor Coaldrake's latest co-authored book is called "On the Brink: Australia's universities confronting their future" which deals with the question of the future of universities in Australia. Within his keynote address, "Rethinking University Work", Professor Coaldrake will discuss some changes in thinking required to deal with forces that are greatly influencing the university environment.

### Professor Ference Marton

Professor Ference Marton is Professor of Education at the University of Gothenburg, Sweden. Being a founder of phenomenography, his international reputation is such that he is one of the most widely cited researchers in the area of student learning. He has been involved in many international research projects and has been a regular keynote presenter at international and national conferences. A prolific author, he has recently co-authored "The University of Learning: Beyond quality and competence" which explores the nature of the university. In his keynote address, Professor Marton will address some of the issues raised in the book, focusing, in particular, on the role and nature of learning in the university.

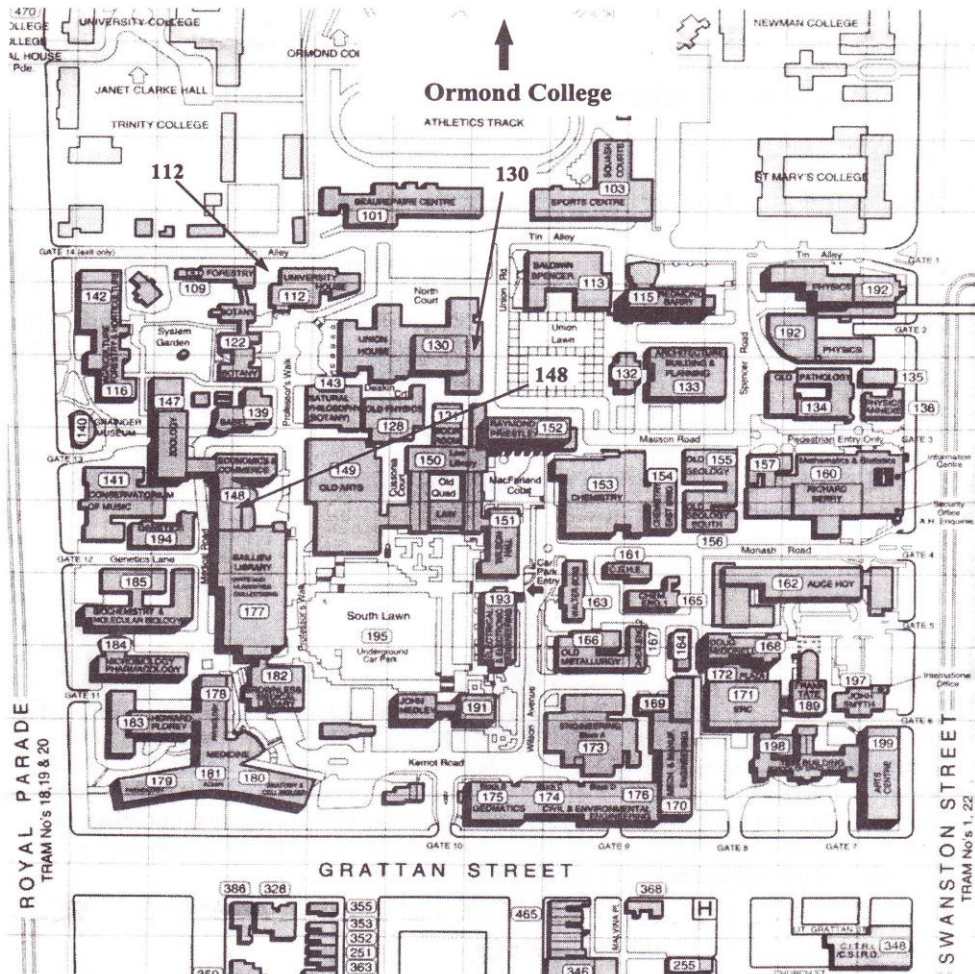
### Associate Professor Veronica Brady

Associate Professor Veronica Brady is a well-known and highly regarded scholar, having held senior academic positions teaching Australian literature. Currently at the University of Western Australia, she is known for her strong views on the "instrumentalisation" of academic work and the role of universities. In her keynote address entitled "Transformations of Expectation: The quest for the 'internal combustion' of higher education", Professor Brady will argue that the "engine" higher education is in danger of breaking down and is in need of some new kind of dynamic that goes beyond mere economics. It requires a new sense of what the tradition of learning has been and needs to be in the future.

Refer to page 18 for abstracts



## Location Map



### The University of Melbourne

112 – University House (Cocktails venue)

130 – Union House Grand Buffet Hall, upstairs  
(Lunch venue)

148 – Copland Theatre (Conference venue)

Ormond College (Dinner Venue)



## Venue & General Information

See map showing building location on facing page

<b>Registration Desk:</b>	Located on Ground Floor, Copland Complex, Economics Building. It will be staffed at the following times:	
<b>Monday 12</b>	4pm – 7pm	
<b>Tuesday 13 and Wednesday 14</b>	8am – 4pm	
<b>Thursday 15</b>	8.30am – 12 noon	
<b>All Keynote Sessions</b>	Copland Theatre, Lower Level. Stairs are located opposite the registration desk	
<b>Exhibitors</b>	Foyer, immediately outside Copland Theatre, Lower Level	
<b>Name Badges</b>	Each delegate has a name badge issued at registration. These must be worn at all times for admittance to conference sessions and social functions. Some participants can be distinguished by the colour of the dots on their badges.	
	Green Dot	Keynote Speaker
	Red Dot	Member of Conference Organising Committee
	Yellow Dot	Member of HERDSA National Executive
	Blue Dot	Sponsor representative
	Orange Dot	First time attendee at a HERDSA conference
<b>Conference Satchel</b>	Each full delegate will receive a conference satchel.	
<b>Conference Proceedings</b>	Papers submitted by the time of the conference will be published immediately after the conference on the HERDSA web site. In general, they will be published as received and will not be subjected to further editing or peer review. In addition, the Conference Organising Committee will select 12 papers for publication as an issue of "Research and Development in Higher Education" later this year. These papers will be subjected to further editing and peer review.	
<b>Parking</b>	\$8 per day at Royal Women's Hospital, entrance Grattan Street.	



## Cornerstones

The 1999 International HERDSA Conference



### Social Program

#### Cocktails

**Monday, 12 July, 7pm at University House  
(Building 112 on location map)**

A cocktail reception will be held on the first evening of the conference, providing the opportunity for participants to meet old and new friends in a relaxed atmosphere. The reception will be held at University House, from 7.00 pm, after registration has been completed at the Copland Theatre Complex. Local jazz trio, *Clinkscapes*, will perform and the emphasis is on informality and enjoyment.

#### Conference Dinner

**Wednesday, 14 July for 8.00 pm dinner  
Ormond College (See location map for  
directions)**

As many will know, the most important part of any conference is the interaction with other conference participants. The Conference Dinner promises the opportunity to meet and converse with others in relaxed convivial surroundings. If you wish, you can ask the questions which you may have missed during the day or engage in earnest debate on issues raised in the conference. Equally, you can just get to know new people all committed to higher education, yet working in other settings, states and countries. For its part, the Conference Organising Committee promises a minimum of speakers to interrupt the conversations.

Your dinner ticket is the blue ticket attached to your name badge.

**Late requests for dinner tickets can be accepted at the registration desk only until 12 pm Tuesday, 13 July.** Student and Day registration delegates may purchase tickets at \$60 per head.

### Accompanying Persons Program

Those who paid and registered as accompanying persons are entitled to the cocktails, dinner and the Melbourne Highlights Tour on Tuesday 13 afternoon. Please see registration desk for tour details.

**Melbourne Symphony Orchestra and the two Plays at the Victorian Arts Centre  
Monday to Thursday nights, 8pm**

Those who pre-purchased tickets for these events must collect their tickets from the Victorian Arts Centre as per directions in your letter of confirmation.



## A New HERDSA Conference Program ...

The Organising Committee has brought a fresh approach to this year's CORNERSTONES conference.

For the first time, a 'light' reviewing of 'papers-in-progress' was undertaken. The feedback on this initiative has been pleasing - many people believe it has helped them shape their papers (and helped with their writing momentum!)

Authors were invited to address the main conference theme of 'What do we value in Higher Education?' on four sub-themes:

- The Student Learning Experience
- The New Curriculum
- The Recreated University
- The Redefined Profession

The conference program is arranged around these sub-themes. On each day, the first parallel sessions will begin with a 15 minute discussion of the morning's keynote address, lead by the session chair.

On Tuesday and Wednesday afternoons, we are calling on provocateurs, Craig McInnis and Carmel McNaught, to leave us with one or two challenging questions at the end of the day's proceedings, drawing on the keynotes addresses, conference presentations and discussions.

In the parallel sessions we are pleased to present an impressive range of 'lighthouse', 'showcase', 'theme' and 'roundtable' papers. These papers have been scheduled for 45, 30, 20 and 45 minutes respectively. It has been recommended to presenters that a roughly 50/50 mix of 'presentation'/'discussion' would be appropriate for most sessions. Roundtable sessions are likely to be interactive throughout.

Where possible papers on similar themes and topics have been allocated to the same parallel session. We hope that most parallel sessions will take the form of sustained discussions on particular issues. To encourage this, the program order for each parallel session may not represent the presentation order - this will be decided by the presenters in consultation with their session chairs.

*With most parallel sessions arranged around a common theme - and with the papers being presented of variable length, and in a variable order- we ask conference participants to avoid swapping sessions in mid-stream.*

Monday 12 <sup>th</sup> July	Tuesday 13 <sup>th</sup> July	Wednesday 14 <sup>th</sup> July	Thursday 15 <sup>th</sup> July
	8.00 Registration	8.00 Registration	8.00 Registration
	<b>8.45 Opening</b> <i>Richard James</i>	<b>8.50 Opening</b> <i>Roger Gabb</i>	<b>8.50 Opening</b> <i>Di Challis</i>
	9.00 – 10.00 Keynote  <b>Professor Peter Coaldrake</b>  RETHINKING UNIVERSITY WORK	9.00 – 10.00 Keynote  <b>Professor Ference Marton</b>  THE UNIVERSITY OF LEARNING	9.00 – 10.00 Keynote  <b>Associate Professor Veronica Brady</b>  TRANSFORMATIONS OF EXPECTATION: THE QUEST FOR THE 'INTERNAL COMBUSTION' OF HIGHER EDUCATION
	10.00 - 10.30 Break	10.00 - 10.30 Break	10.00 – 10.30 Break
	10.30 – 12.30 Parallel session 1 (including reflection on keynote address)	10.30 – 12.30 Parallel session 4 (including reflection on keynote address)	10.30 – 12.30 Parallel session 7 (including reflection on keynote address)
	12.30 – 1.30 Lunch	12.30 – 1.30 Lunch	12.30 Keynote presenters Emerging themes and challenges ahead
	1.30 – 3.00 Parallel session 2	1.30 – 3.00 Parallel session 5	12.50 – 1.00 Conference Closure
	3.00 – 3.30 Break	3.00 – 3.30 Break	1.00 – 2.00 Lunch
	3.30 – 4.50 Parallel session 3	3.30 – 4.50 Parallel session 6	
4.00 – 7.00 <b>Registration</b> (Copland Theatre Complex)	4.50 – 5.10 Provocateur Emerging themes and challenges ahead	4.50 – 5.10 Provocateur Emerging themes and challenges ahead	
6.00 – 7.00 <b>Book Launch</b> (University House)	5.20 – 6.20 <b>CONFERENCE DEBATE</b>	5.15 – 6.15 <b>HERDSA ANNUAL GENERAL MEETING</b>	
<b>COCKTAIL RECEPTION</b> (University House) 7.00 – 8.00 8.00 Bar open at University House		<b>CONFERENCE DINNER</b> (Ormond College) 7.30 Drinks 8.00 Dinner	

**Conference  
Program  
Outline**

**Tuesday 13 July 1999**

		<b>10.30 – 12.30</b> <b>Session 1</b> Page 19	<b>1.30 – 3.00</b> <b>Session 2</b> Page 32	<b>3.30 – 4.50</b> <b>Session 3</b> Page 42
<b>STUDENT LEARNING EXPERIENCE</b>	<b>A</b>	Vaughan p. 19 Najar Patrick Beck, Long & Howard Chair: John Milton TR3	Gamble, Davey & Chan p. 32 Kiggins & Ferry Melles Lynch Chair: Barbara Black TR2	Asmar p. 42 Chen Chanock Chair: Valerie Clifford OA262
	<b>B</b>	Tanian & Ryan p. 20 Tapper Taylor Thompson Chair: Roger Gabb TR2	Murtagh & Orrell p. 33 Lambert Taylor Chair: Kate Chanock LT3	Riley & Harsch p. 43 DiGregorio, Page & Farrington Zhang, Sillitoe & Webb Chair: Kate Patrick LT1
	<b>C</b>	Curtis & Lawson (lighthouse) p. 21 Glass & Muthu Clerehan, Turnbull, Vance & Brown Chair: John Dearn CT	Barrett p. 34 Sugirin ✓ Herbert & Burt Ingleton Chair: Reynold Macpherson TR3	Chambers, Mikhailovich & Pampilon p. 44 McLean, Al-Mahmood, Powell & Ryan Chair: Glenda Crosling SA
	<b>D</b>	Alderman & Milne p. 22 Chang & Fisher Chin Dowling Chair: Glenda Crosling A108	Styles, Beltman & Radloff p. 35 Webber Kiat & Ming Chair: Gerlese Akerlind OA108	Haynes p. 44 Carbone, Hurst, Mitchell & Gunstone Drury & Taylor Fowler Chair: Lee Andresen LT2
	<b>E</b>	Breen p. 24 Wright Zeegers Albury, Lefoe, Curtis, Milne & Merten Chair: Judy Lyons OA262		
	<b>F</b>			
<b>NEW CURRICULUM</b>	<b>G</b>	Rhea p. 25 Grey & Levin Black & Ratnayake Chair: Richard Trembath SA	Radloff p. 36 Foster Jones Chair: Janice Orrell CT	Haynes p. 46 Viskovic Sundar Chair: Joanna Tapper OA108
	<b>H</b>	Trigwell & Yasukawa (lighthouse) p. 26 Bricknell, Down, Martin & Hagar Nunan Chair: Peter Webb LT1	Vardi (lighthouse) p. 37 van der Wal Chair: Angela Brew LT1	Flagg p. 47 Paxton Steyn Chair: Erika Martens LT3
<b>RECREATED UNIVERSITY</b>	<b>I</b>	McNaught, Kennedy & Lord p. 27 Naidoo Smith & Pybus Chair: Marcia Devlin LT2	Goldschmid p. 38 Aijing Pearson & Beasley Rennie & Carbone Chair: Simon Barrie OA262	Barrett & Feast p. 48 Frankland Halabi & Pullin Reid & Melrose Chair: Carmel McNaught TR2
	<b>J</b>	Anderson p. 28 Little Mazzarol & Hosie Smith Chair: Roger Landbeck A263	Pearson, Wissler, p. 39 James, Pettigrove Chair: Margot Pearson LT2	Hill p. 49 Dorsamy Harvey Chair: Michael Prosser TR3
<b>REDEFINED PROFESSION</b>	<b>K</b>	Cleary p. 30 Smith Kandlbinder Tilbrook Chair: Brent Challis TR4	Willis & Harper p. 40 Rowland Chair: Gerry Mullins SA	Troskie-De Bruin p. 50 Osborn & Johnson Robertson Chair: Roger Gabb CT
	<b>L</b>	Collings p. 31 MacKinnon Chair: Tony Owens LT3	Angelo p. 41 Frielick & McLachlan-Smith Gravett & Petersen Chair: Owen Hicks TR4	Litchfield & Spear p. 51 Litchfield Chair: Neil Trivett TR4



**Session 2C, Tutorial Room 3, Tuesday 1.30-3.00**  
**Student Learning Experience**                      **Chair: Reynold Macpherson**

**Question choice: Does marker variability make examinations a lottery? (20 min)**

*Steven Barrett, Division of Business and Enterprise, University of South Australia*

Focus groups that have been conducted with undergraduate students of the Division of Business and Management at the University of South Australia revealed general concerns about marker variability and the possible impact on examination results and student performance. This study has two aims. First, to analyse the relationships between student performance on an essay style examination, the questions answered and the markers. Second, to identify and determine the nature and the extent of the marking errors on the examination. The overall goal of the study was to improve item specification and to inform the staff development process in order to improve student confidence in the assessment practices of the Division. These relationships were analysed using two commercially available software packages, RUMM and Conquest to develop Rasch Test Models. The analyses revealed minor differences in item difficulty, but considerable inter-rater variability. Furthermore, intra-rater variability was even more pronounced. Four of the five common marking errors were also identified. The results of the study provide a framework for staff development with respect to assessment practices. However, the key to improved marker reliability and the reduction in marker error may lie in the University's industrial relations policies rather than staff development practices.

✓ **Studying the academic reading comprehension process: Responding to methodological concerns (20 min)** ✓  
*Sugirin, Deakin University & IKIP Yogyakarta, Indonesia*

University students are required to read and comprehend large amounts of material, and academic reading comprehension presents particular challenges for students working through the medium of a foreign language. However, little is known about these students' reading comprehension process which may open the path to helping them. Despite methodological concerns, think-aloud protocol analysis is the method commonly used in studying the reading comprehension process. While it has revealed data which no other methods could offer, there are claims that it can complement almost any kind of data elicitation technique. The study reported in this paper employed retellings, a reading comprehension test, in-depth interviews and casual observations to complement think-aloud tasks to reveal the strategies used by 15 third-year students at a state university in Indonesia in comprehending texts in English. Transcripts of the protocols were coded using a coding scheme adapted from Strauss & Corbin's model. A preliminary analysis of the data indicates that while the complementary methods employed have extended the breadth of data coverage and allowed for a check on the validity of the data elicited through think-aloud tasks, the readers in the study share characteristics of both poor and good native readers.

**Remembering and knowing: The student learning experience (20 min)**

*Debra Herbert and Jennifer Burt, School of Psychology, The University of Queensland*

Recent research (Conway et al, 1997; Herbert & Burt, 1998) examining student learning in the university context has proposed that when new knowledge is acquired, memory is initially represented in a way that supports recollection of the specific learning episodes (e.g., a lecture). As learning proceeds, the underlying memory representations may change so that they no longer primarily lead to recollective experiences, but instead become so highly familiar that they are simply 'known'. Corresponding with this shift from knowledge that is episodic and literal to knowledge that is semantic and conceptual, should be a shift in memory awareness from 'remembering' to 'just knowing'. Therefore, as learning progresses, memory awareness should vary systematically with the degree of schematisation of knowledge. The present paper extends this work by investigating the link between memory awareness and schematisation, student achievement and approaches to learning in a correlational study using the SPQ (Biggs, 1987). Results were generally consistent with the above ideas and the theory on which the SPQ is founded. This is followed by a discussion of students' personal learning experiences derived from an interview study that provides both support for the memory awareness research and ideas for the improvement of teaching and learning.

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