

e-news

on

higher

education



Department of Education,  
Training and Youth Affairs

www.detya.gov.au

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Informing the Higher Education Sector—June 2001

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# navigating



## getting around

The front page of *e-news on higher education* features a set of icons that take you to the articles inside. These icons are repeated at the bottom of every page, to guide you to other articles.

## accessibility

A HTML 'text-only' copy of e-news has been posted onto our website.

[www.detya.gov.au/highered/enews](http://www.detya.gov.au/highered/enews)

## pages

You can also navigate through the pages using the *forward* & *back* buttons on the right of the page.

## to exit

Don't have any menus to help you exit? Select 'Esc' on your keyboard then close the window as per normal. Note: You can close the file *and* the application at the same time by selecting the top 'x'.

## printing

Use the keystrokes of 'Ctrl P' to launch a print window. Remember, you can print all of the pages or choose to print current page.

## websites

*e-news on higher education* also has links to relevant websites. To access a website, simply click on the URL when the open hand cursor changes to a pointing hand.

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# Online Learning

## *in a Borderless Market*

Over 120 delegates from universities, government and the commercial sector attended a conference in February 2001 to explore the growth and impact of online learning.

The conference was organised by the Centre for Continuing Education at the Australian National University and sponsored by the Department of Education, Training and Youth Affairs. It was held at the Gold Coast campus of Griffith University. The opening address by Professor Roy Webb, Vice-Chancellor of Griffith University is available at [www.gu.edu.au/vc/](http://www.gu.edu.au/vc/).

The conference provided a forum for key decision-makers in the education sector to debate the contributions of leading thinkers and practitioners. Issues included the impact of new technologies on academic culture; the entrance of non-traditional providers into the tertiary education marketplace; the

purpose and structure of a degree; the application and development of new pedagogies; and the commodification and massification of knowledge. There are already strong and diverse viewpoints on many of these issues and there was vigorous debate over the two days of the conference.

Speakers at the conference included Professor Lauchlan Chipman, Mr Terry Hilsberg, Professor Malcolm Skilbeck, Professor Bruce King, Professor Paul Clark, Professor Bill Lovegrove, Professor Dale Spender, Dr Yoni Ryan and Dr Terry Cutler. A copy of the conference papers will be available on DETYA's web site in late June and in hard copy format in July.

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# UNSW

## Indigenous student programme

The University of New South Wales (UNSW) will receive almost \$84 000 over two years from the Higher Education Innovation Programme of the Department of Education, Training and Youth Affairs (DETYA) for its Built Environment Preparatory Programme (BEPP) for indigenous students.

An initiative of UNSW's Faculty of the Built Environment and its Aboriginal Education Programme, BEPP aims to increase the number of indigenous students studying in mainstream built environment programmes and to assist indigenous students to choose a vocational path in the field of built environment.

The four-week programme will offer students:

- an exciting and intensive introduction to university study;
- development of the skills they will require for successful study;

- an introduction to built environment professions and career options;
- project work at UNSW and in the field; and
- opportunities to meet many indigenous and non-indigenous practitioners.

Students who successfully complete BEPP will be able to enrol in any of the six built environment programmes offered by the Faculty of the Built Environment.

More information on the programme can be found at <[www.aep.unsw.edu.au/images/built2002.pdf](http://www.aep.unsw.edu.au/images/built2002.pdf)>

An interactive web site for the programme will be launched later this year.

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# INCREASED FUNDING FOR NURSE EDUCATION

This year's Budget provided new funding to improve access to undergraduate nursing education for rural and regional students. The funding is intended to address the chronic shortage of health services in rural and regional Australia.

One measure provides funding for 400 annual nursing scholarships of \$3000 each. These scholarships will allow rural nurses to re-enter the workforce or upgrade their skills.

Another Budget measure targeted towards improving rural and regional health services is a \$13 million initiative over four years to improve access to undergraduate nursing education for rural and regional students.

\$10.9 million over four years will provide one hundred nursing scholarships of \$10 000 per annum

for rural students. A further ten scholarships will be made available for Indigenous Australian nursing students or Aboriginal health workers who want to upgrade their qualifications.

The remaining \$2.1 million will be provided over four years for support measures associated with the scholarships, with a particular emphasis placed on Indigenous nursing students. Financial assistance will be made available to scholarship holders in exceptional circumstances where students suffer financial hardship. Funding will also be provided for culturally appropriate training for rural nurses to assist them in providing care to Indigenous clients and to improve access to mentor/preceptor programmes.

For more information, view the Department of Health and Aged Care's website at <[www.dhac.gov.au](http://www.dhac.gov.au)>.

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# Education Initiative wins 2001 Eureka Prize

The Minerals Tertiary Education Council (MTEC), a joint partnership linking the Federal Government, the tertiary education sector and the Minerals Council of Australia, has won the prestigious 2001 Australian Museum Eureka Prize for Industry.

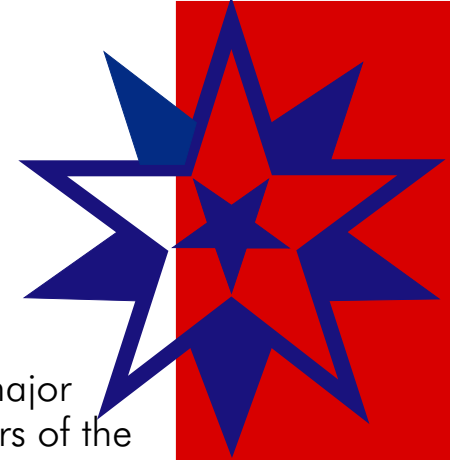
It is the first time since the establishment of the Eureka Prizes that an education initiative has won an industry prize. Even more impressively, the entry was considered of such a high calibre that no other finalists were named.

The Minerals Tertiary Education programme encourages collaboration between universities and the minerals industry to provide education for students and graduates of geoscience, mining engineering and metallurgy. The programme's focus is to build a world-class tertiary learning environment for the education of professional staff for the Australian minerals industry. It is part of a

broader five-year initiative supported by major Australian resource companies as members of the Minerals Council.

The Eureka Prize is considered by many to be Australia's pre-eminent national science and environment award. It is sponsored by the Australian Museum. It honours a business or corporation which, through innovation or outstanding commitment to research, development or training, has sought to elevate corporate responsibility for scientific endeavour to a level consistent with our national capacity and needs.

The Commonwealth provided \$1.5 million to the Minerals Council of Australia through its Science Lectureships Initiative, administered by DETYA's Higher Education Division <[www.detya.gov.au/highered/sciencelectureships/sciencelecture.htm](http://www.detya.gov.au/highered/sciencelectureships/sciencelecture.htm)>.



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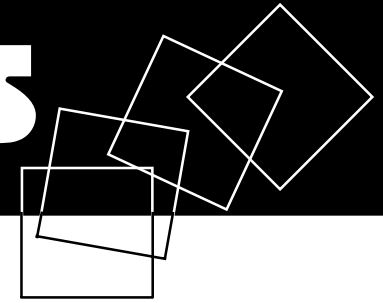
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# DETYA's publications

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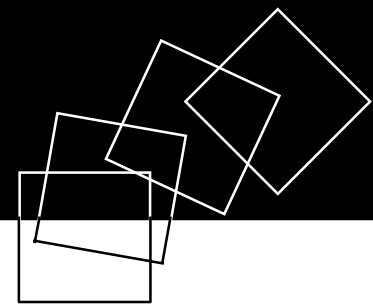


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# DETYA's publications

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### recently released



#### **Educational Research: In Whose Interest?** (Higher Education Series Report No. 39)

Recent reviews of educational research in Australia have questioned its value. The 1992 *Report of the Review Panel—Strategic Review of Research in Education* claimed that educators and administrators perceived that much educational research was irrelevant to them. This perception was despite the good opinion held by the international research community of Australian educational researchers.

This raises questions about the type of research being undertaken, how and by whom it is being used, and in what circumstances.

This paper synthesizes the findings of five studies which sought to answer these questions. It also explores their implications for strategies for strengthening the relationship between educational researchers and users of research.

All of the five studies have been fully published by DETYA as *The Impact of Educational Research*.

*Educational Research: In Whose Interests?* is available from DETYA in hard copy and electronic formats.

[www.detya.gov.au/highered/hes.htm#39](http://www.detya.gov.au/highered/hes.htm#39)

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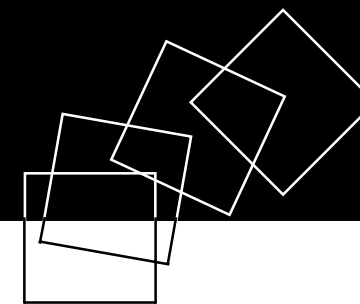


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## due out soon

**Factors Associated with Completion of Research  
Higher Degrees**  
(Higher Education Series Report No. 37)

This paper is based on a review of the contemporary literature on factors that influence students' completion of their research degree programmes. The evidence demonstrates that there are many factors involved and that they interact in complex ways and with substantial variation between disciplines. Three broad types of factors were identified through the review: institutional/environmental influences; individual supervisory arrangements; and student cohorts and characteristics.

The Report will be available in hard copy and from DETYA's web site.

## to grab a copy

### internet versions

Most of our publications—from October 1996 onward—are available in full on the DETYA website at:

[www.detya.gov.au/highered/repts.htm](http://www.detya.gov.au/highered/repts.htm)

### hard copies

Copies of most of our publications can be purchased from AusInfo's Government Information Bookshops. Locations and contact details for the AusInfo bookshops are available at:

[www.dofa.gov.au/infoaccess/infoaccess/ia\\_infoshops.htm](http://www.dofa.gov.au/infoaccess/infoaccess/ia_infoshops.htm)

### enquiries

General enquiries about publications can be emailed to

[highered@detya.gov.au](mailto:highered@detya.gov.au)

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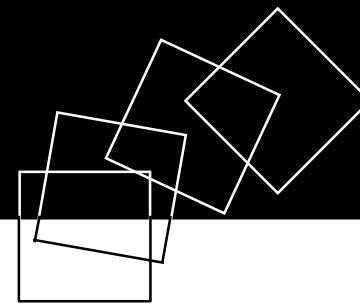
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Main page for DETYA's Higher Education Division  
[www.detya.gov.au/highered](http://www.detya.gov.au/highered)

HECS—Higher Education Contribution Scheme  
[www.hecs.gov.au](http://www.hecs.gov.au)

Which Course? Which University?  
[www.detya.gov.au/tenfields](http://www.detya.gov.au/tenfields)

National Office of Overseas Skills Recognition  
[www.detya.gov.au/noosr](http://www.detya.gov.au/noosr)

### links

Higher Education Links can help you access ...

- Australian State and Territory Education Departments
- Australian Education Organisations
- Australian Universities
- Australian Universities - Admissions Centres
- Careers Information
- MCEETYA
- Overseas Universities and Organisations
- Research Organisations

[www.detya.gov.au/highered/links.htm](http://www.detya.gov.au/highered/links.htm)

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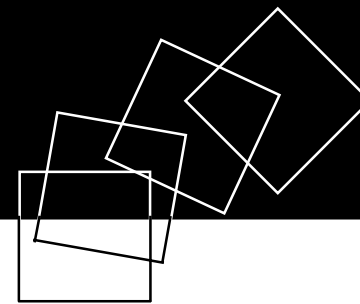
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### favourites

- *Atlas of Higher Education: A community focus*  
[www.detya.gov.au/uniatlas](http://www.detya.gov.au/uniatlas)
- e-news on higher education  
[www.detya.gov.au/highered/enews](http://www.detya.gov.au/highered/enews)
- *Backing Australia's Ability*  
[www.innovation.gov.au/iap](http://www.innovation.gov.au/iap)
- *Staff 2000, Selected Higher Education Statistics*  
[www.detya.gov.au/highered/statpubs.htm](http://www.detya.gov.au/highered/statpubs.htm)

### updates

DETYA's website has new information posted to it on a regular basis. You can keep up with changes via the free Site Change Subscription Service (SCSS). This Service notifies subscribers of significant updates and additions to DETYA websites.

#### how it works

Interested parties need to register to the subscription service. Registration involves providing your email address and selecting the parts of DETYA's website you wish to be notified about.

#### what it does

Once registered, subscribers will be sent a weekly email (usually on Monday evenings) with a brief description of any changes and the address for such pages.

At [www.detya.gov.au](http://www.detya.gov.au) select *Site Change Subscription Service*

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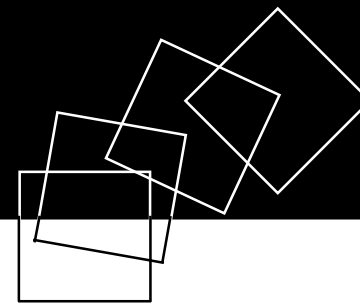
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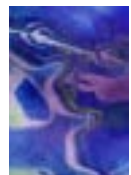
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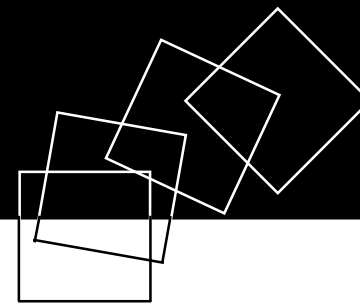
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