Editorial

This is the eighth year of *CAL-laborate* and the last year that we publish in the current format. From 2007 we will produce *CAL-laborate* as an online refereed journal. Whilst we will keep an emphasis on 'the use of information technology in tertiary teaching and learning for the sciences', we will also accept papers that are about improving teaching and learning within the sciences (minus an ICT flavour). We have been encouraged to do this through surveying you our readers and so far we have volunteers from Australia and the UK to be on the editorial committee. Information about the refereed journal will be put on our web site as soon as it is available. I would like to take this opportunity to thank all those who have indicated their interest in this move and their willingness to be involved. At UniServe Science we believe that there is still a need for a general tertiary science teaching journal which has a focus on classroom teaching.

In the current issue, from Finland we have an extremely thought-provoking paper outlining the use of discipline songs in learning. A CD of songs on pharmacology concepts has been successfully used in undergraduate teaching with test results showing that student use of the resource increases their performance on pharmacology exams. This CD could have a broad application in other countries.

From the USA we have an interesting discussion on the development of greater capabilities within *Excel* for statistical graphing in spreadsheets. Whilst these capabilities exist within other more complex statistical packages, the author wished to provide his students with easier ways to compute the statistics, so that they could concentrate on the meaning and not how to use the complex package. The outcome from this project is available to all of you interested – just email the author.

From Australia we have four papers in this issue. Firstly there is a paper on teaching statistics at university. It is obvious that the teaching of statistics requires a special approach and this is discussed within this paper.

From the medical sciences area we have a paper on the use of a CD ROM that gives students (nurses and medical students) opportunities for learning about chest auscultation. This skill is often not appropriately taught (through lack of available patients during teaching programs) and the provision of this CD ROM offers new approaches to learning. Responses to the trials of this CD ROM indicate that the resource is easy to use and offers authentic learning resources that are valued by students.

Also from Australia we have a paper on one use of e-posters and the development of collaborative learning activities. The paper includes an interesting discussion on a model used to develop a reflective, iterative approach to the teaching and learning of scientific inquiry.

Lastly from Australia is a paper on the management of the development of e-learning resources within a science and technology environment. The paper articulates how a balance is being made between top-down (as perceived needed by senior managers) and bottom-up (as perceived needed by teachers) approaches.

Mary Peat