sequences like ² for ^{2} and ° for °. Libraries of special symbols can be accessed but the flow of thought is severely disrupted by needing to gather special symbols from out on the internet. The MathML standard will improve this situation somewhat, by supporting math layup more naturally within the web document.

The package that we have developed makes creation of mathematical notation as simple as using a web browser. No special markup language is needed, and it handles matrices, sums, integrals, fractions and includes superscripts, subscripts, greek and a variety of special symbols. The package provides WYSIWYG (what you see, is what you get) HTML, and allows the user to have their equation as either, HTML, LaTeX source or as a rendered GIF image stored on a server for easy reference and later use. A new version which is MathML compliant is planned.

Acknowledgements

Student-created Hypertexts and the Understanding of Psychology

Stephen Provost, Department of Psychology, University of Newcastle
provost@psychology.newcastle.edu.au

Teaching psychology in a Faculty of Science presents some interesting, and slightly unusual academic challenges. Students are convinced that psychology is a "helping profession", and that gaining a degree with the word "psychology" in it will prepare them for a rich and rewarding career assisting individuals to improve their well-being. Academic psychologists know, of course, that Psychology is a Scientific Discipline, and that a good education in the intricate, and extremely diverse, theories which support it, as well as a solid dose of statistical training, must precede any opportunity to be let loose on an unsuspecting public. The difficult balance between science and practice in psychology provides a never-ending source for curriculum design and redesign, professional accreditation anxiety, and a steady stream of disillusioned students.

The CAUT-funded project which I conducted in 1995 and 1996 was designed to allow me to implement and evaluate the usefulness of collaborative, student-created hypertext as a teaching method in a conventional psychology subject (PSYC311, Associative Learning). The intention was that hypertext creation would lead to more effective understanding of the theoretical content in this subject. What was revealed, however, is that allowing students more scope in the kinds of media which they may employ to meet assessment requirements created an environment in which they could successfully articulate the relationship between this theoretical content and the practical application of this knowledge.   Students created quite beautiful hypertext markup language documents with almost no instruction; documents which revealed their understanding of how associative principles may influence behaviour with far greater diversity than any single academic could hope to achieve. In this poster I will report on the quantitative analysis of the students' evaluations of the teaching method, display some of their work as hypertext, and show a video taken at their laboratory presentations. I hope that these will reveal the value and enjoyment which can be derived from the use of "homespun hypertext" in any educational context.