

DIRECTIONS

RED DEER COLLEGE

Vol.10 No.1

SEPTEMBER 1993

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Congratulations to...

Don Wales

First recipient of the Faculty Professional Development Merit Award

Don was nominated for his strong involvement in the Professional Development Program at Red Deer College. He has been an Instructional Skills Workshop facilitator for the past three years. As well, he has given several professional development presentations to his department and to his other RDC colleagues. Don has written brief articles for *Directions* and has been involved in several of the College's special interest groups. He has organized field trips to the Bamfield Marine Station and the Galapagos Islands, as well as being involved in the planning of the annual biology department field trip.

While playing a leadership role in the College, Don has also been actively involved in his own professional development, attending workshops and conferences on and off campus on topics relating to both his discipline and teaching.

Don will be asked to decide whether he wishes to attend the Rockies Great Teachers Seminar in June or to use a sum equivalent to the Great Teachers registration on another approved professional development activity.

Our congratulations to Don. And our thanks for his continued involvement in the professional development life of Red Deer College.

People like Don make our program strong and vital.

– An Interview with Don Wales –

Directions: Congratulations on your award, Don. As you know, the award includes a significant sum of money to be applied to the Great Teachers Seminar or another approved professional development activity. Have you decided what you will do with the award money?

Don: Yes. I went to the Great Teachers Seminar last year and thought it was great. But I think I'll use the award money next spring to attend Potlatch, which is the development workshop for Instructional Skills Workshop (ISW) facilitators held in Naramata each year. I've heard good things about it. I'll be returning from a year's leave then and I think it will allow me to get back into the flow of teaching.

Directions: What do you like best about teaching?

Don: The students. I like the adults in CPP and the Biotech Program as people. They're enthusiastic and that makes me enthusiastic about facilitating their learning.

(cont'd on page 2...)

Directions: You're clearly very involved in professional development. Has that helped you to maintain your enthusiasm for teaching over the past 20 years?

Don: Yes. My professional life is always changing. Workshops provide ideas and teaching techniques that allow me to change. I also like to get involved with new faculty who are willing to share their fresh ideas and enthusiasm.

Directions: Has your professional development changed over the past 20 years?

Don: I often take advantage of what's available on campus and I've tried to address the areas where I felt I needed to improve. That hasn't really changed.

Directions: What were the most motivational or memorable pd activities you experienced.

Don: Definitely the Great Teachers Seminar. I'd recommend it to anyone. Also there was an interesting session on teaching styles run by Muska

Mosden many years back. We had to teach using the purest form of each of several teaching styles and I learned a lot from the experience.

Directions: One of your involvements in the pd program is as a facilitator in the ISW. What have been the benefits to you?

Don: I've always felt I learned from the participants. I don't consider myself a "master teacher." If you allow the ISW process to happen, you can learn a lot from each other. I like to meet the new faculty each year, and being involved in the August ISW seems to give me a head start on the year.

Directions: You went on sabbatical in 1986-87. Was that a positive experience?

Don: Yes! I did a BEd in Outdoor and Experiential Education at Queen's. It took 14 months and really changed my teaching philosophy.

Directions: How?

Don: I met remarkable, world class

educators. Mac Freeman taught an Education Foundations course called "The Human Dimension" which basically looked at how we can stay well as teachers. He was a dynamic teacher, so a potentially boring, theoretical course ended up being very useful and, at times, moving. I also had to teach junior and senior high school. As a result, I have the utmost respect for public school teachers!

Directions: What other professional development have you been involved in?

Don: I find presenting seminars is a really good experience. I've helped out with seminars dealing with passive students (with Pam Clarke), and done sessions on the use of games, music, and cartoons as teaching tools.

Directions: It seems that wellness, vitality, and enthusiasm are the themes of your professional development life.

Don: Exactly!

Directions: Thanks, Don. And congratulations, again.

Message from the Animator

Welcome back to returning faculty and welcome to our new members. I hope your summer was restful and that you are refreshed, rejuvenated, renewed . . .

Way back in June, I was writing my 1992-93 Annual Report. I was tired and more than ready for a holiday. As I listed the tasks I'd completed over the course of the year, I became even more exhausted.

Then on my last day at work, I completed the final section of the report, which involved collecting the names of all the individuals who had contributed to the college's professional development program through offering workshops, seminars, and

lunchbag seminars or writing articles in Directions. The sheer number of faculty was amazing. I thought about other faculty development coordinators who tell me that trying to involve their faculty is like pulling teeth.

As I sat at my desk, I reflected on how very fortunate we are that commitment to professional development and the sharing of knowledge, skills, and expertise are both so highly valued by our faculty. And suddenly I wasn't tired any more. I was grateful once more for the opportunity to be involved with such a generous group of colleagues . . .

Procedures established four years ago required that an evaluation

be conducted last year to determine if my Animator contract should be renewed for a second and final term. I'm pleased that the contract was renewed and look forward to the second half of my tenure as Animator. However, the Board/Faculty Professional Development Committee will soon be thinking about my successor. If you think you might be interested in taking on the position (probably in 1995-96), please let me know. I'd welcome the opportunity to discuss it with you.

I hope your fall term is successful and satisfying.

Glynis Wilson Boulton

Faculty Development Animator

DIRECTIONS is published by the Board/Faculty Professional Development Committee at Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. Editor: Glynis Wilson Boulton. Inquiries may be made to the Editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

Professional Development With A Difference

Board/Faculty Professional Development Committee Objectives

In May of 1993, the Board/Faculty Professional Development Committee held its annual spring planning meeting. At that time, we revised our objectives, and came up with the following list:

1. To promote excellence in the teaching/learning process through creative teaching/learning strategies while enhancing responsiveness to students' needs.
2. To promote research and scholarship.
3. To promote a sense of individual responsibility for faculty development.
4. To facilitate the identification of development plans that reflect individual, College, and program/departmental needs.
5. To provide information about institutional policies, procedures, expectations, etc. as they relate to faculty development.

Each of you should have received a copy of the revised objectives as an addendum sheet for page I-2 of your Faculty Development Guidebook. If you didn't, contact Lynda Pelz at 3259.



When they think "professional development" many faculty immediately envision conferences, research, or reading. But the range of professional development activities happening at Red Deer College is very broad. In the Trades area, professional development often means practicing the trade in some way.

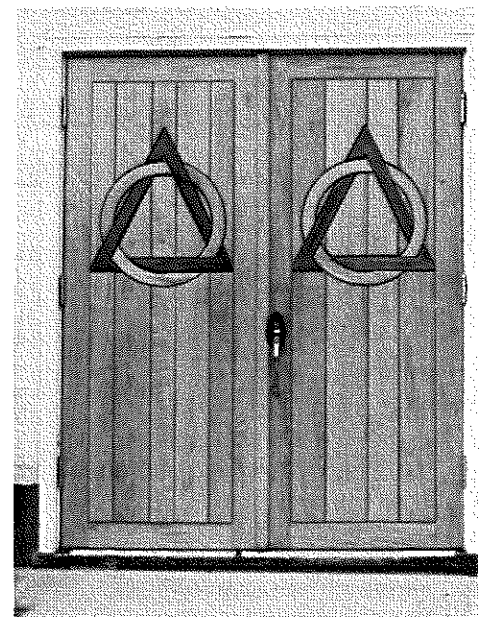
These photographs of work done by Gerry Motta (Carpentry) provide excellent examples of "hands on" professional development. Creation of the doors for Trinity Lutheran Church (oak with walnut and maple inserts)



and the dining room suite (maple and redwood burel inlay) for his daughter allowed Gerry to keep up his hand skills. Since carpentry instructors require precision "within a millimetre of tolerance or less", a sloppy demonstration just wouldn't cut it with the students.

Gerry also builds an energy-efficient house every 18 months, as well as the odd boat. Because he's "out there" in the field, he knows what the current construction methods are. He believes his teaching has more credibility as a result.

Do you have a photo of your professional development project? Would you be willing to be interviewed about a professional development activity that is a little unusual? If so, please contact Glynis at 3417.



Research News

Paul Boulton, Library

In order to assist faculty in research projects, this column will be used on as regular a basis as possible to present information about sources of funding and assistance, and deadlines for grant proposal submissions. This first column lists sources of information currently available in the Library. Please send any comments or suggestions about this column to Paul Boulton (3578).

- Association of Commonwealth Universities. Awards for Commonwealth university academic staff. London: The Association, 1970 - (LB 2339 G7 A84 1990-92)
- _____. Awards for university teachers and research workers. London: The Association, 1991- (REF LB 2339 G7 A841 1992-94)
- Association of Universities and Colleges of Canada. Canadian directory of awards for graduate study. Ottawa: The Association, 1981- (REF LB 2338 C35)
- Canadian directory to foundations. Ed. by Allan Arlett and Norah

McClintock. Toronto: Canadian Centre for Philanthropy, 1988- (REF AS 911 A2 C33 1991)

- The grants register. London: St. James Press, 1970- (REF LB 2338 G7 1993-95)
- A guide to government grants in Alberta: a comprehensive guide to federal and provincial grants available to Albertans. Edmonton: Oakdale Publishing, 1985- (REF HJ 9351 G85 1992)
- Information Exchange Centre for Federally Supported Research in Universities. Directory of federally supported research in universities. Ottawa: The Centre, 1972- (REF LB 2342.2 C2 D57)
- Medical Research Council (Canada). List of MRC grants and awards. Ottawa: The Council, 1970- (REF R 840 M4 1990/91)
- _____. University-industry grants and awards guide. Ottawa: The Council, 1986- (R 840 U 55 1990/91)

• National Research Council of Canada. Annual Report. Ottawa: The Council, 1980- (Q 180 C2 N2)

- Natural Sciences and Engineering Research Council of Canada. Awards guide. Ottawa: The Council 1979- (REF Q 180 C2 N375)
- _____. List of scholarships and grants in aid of research. Ottawa: The Council, 1981- (REF LB 239 C3 L57)
- _____. Report of the President. Ottawa: The Council, 1981- (Q 180 C2 N377)
- _____. Scholarships and fellowships guide. Ottawa: The Council, 1979- (REF Q 180 C2 N379 1990)
- _____. Visiting fellowships in Canadian government laboratories. Ottawa: The Council, 1981- (REF QA 180 C2 V58)
- Unesco. Study abroad. Paris: Unesco, 1948- (REF LB 2339 S8 1991)

The 1993-94 Board/Faculty Professional Development Committee

Ray Allan.....	Health and Science
Paul Boulton.....	Student and Educational Resources
John Hylton.....	Admin Representative
Elizabeth Radian.....	Arts
Renate Scheelar.....	Education and Developmental Studies
Cliff Soper.....	Admin Representative and Committee Chair
Noel Stevenson.....	Trades & Technology
Janet Welch.....	Business, Trades, and Technology
Glynis Wilson Boulton....	Faculty Development Animatour (non-voting)

Sabbaticals Available for 1994-95

Because demand for sabbaticals in 1993-94 was unusually low, there are extra sabbatical spots available in 1994-95. If you are thinking of taking a sabbatical in the near future, this may be a good year in which to apply. The deadline for sabbatical proposals is January 15, 1994. In other words, you may want to begin discussing your ideas with your department and Dean in the very near future. Assistance in developing your proposal is available from the Faculty Development Animatour, Glynis Wilson Boulton (3417).

International Students Week At RDC

The College has designated the week of October 25 as "International Students Week." Watch for information about the programs, workshops, and other activities that are being planned for the week. If you'd like ideas about how to incorporate this celebration into your classes, call Glynis Wilson Boulton. She has been collecting ideas and names of resource people.

International Bulletin Board

This year, the bulletin board to the left of the Student Resource Centre (beside the vending machines in the Forum) will be celebrating our global community. International job postings and other opportunities, as well as displays about international issues of general interest to the College community, will be posted regularly. Check it out! (If you have thoughts about the bulletin board, contact Oonagh Docherty at 4026.)

Discipline-Specific or Interdisciplinary Workshop Topic

If you have an idea for a workshop that relates to your discipline or is interdisciplinary, please contact Glynis Wilson Boulton (3417) who will be happy to help you organize it.

May Workshop Reports...

Evaluating Participation and Group Efforts

In May of 1993, a group of instructors met to discuss strategies for evaluating class participation and group efforts. The discussion was fascinating and pointed to some of the fundamental differences in philosophy and purpose that underlie each of these evaluation efforts.

Many felt that the term "class participation" does not accurately reflect what we are measuring. Perhaps a term such as "course involvement" would help our students to understand that we aren't just looking for the person who talks the most in class.

A number of faculty shared evaluation instruments and/or procedures. If you were unable to attend the workshop, but would like copies of these handouts, contact Glynis Wilson Boulton at 3417.

* * *

Helping International Students to Succeed

Kate Hegaduce of the College's Literacy and Learning Centre offered a May session on how instructors can help their international students. Based in part on her experience as an immigrant and in part on her graduate research, the session was interesting and informative.

After talking with a number of international students, she came up with the following list of possibilities that you might consider when thinking about how you might assist your international students to succeed:

1. Because dealing with a foreign language is a challenge that can slow them down, some of your international students would appreciate time extensions on exams if this is possible.
2. Use of an English dictionary during exams would be helpful so that students can confirm their understanding of some of the vocabulary.
3. The encouragement of Canadian/International student partnerships would be appreciated. Canadian students might be able to help with peer editing, explain cultural differences, provide examples of previous term papers, etc.
4. Reviewing assignments to determine if they are culturally biased would also be helpful. Perhaps you could agree to do this with a colleague as cultural biases are often subtle and difficult to detect.
5. Providing a vocabulary list or a glossary for the course at the beginning of term would be of particular benefit to international students.

* * *

Cheating Across the Curriculum

Watch for a report in a future issue on the findings of a group of instructors who looked at 1. how to discourage student academic dishonesty and 2. how to deal with the rare instances when our students do cheat.

* * *

Disabled Student Services at Red Deer College

Objectives:

1. To provide a support system which will help equalize educational opportunities for students with disabilities.
2. To promote awareness, acceptance and interaction of the disabled within the College community.
3. To promote independence on the part of the disabled student.
4. To work towards increased accessibility of the campus.

Hours of Service

Monday to Friday

9:00 am - 4:00 pm

Appointments can be made through the Student Resource Centre (4044).

•Support System

The Disabled Student Service Coordinator can assist students in a variety of ways, depending on their needs. The Coordinator can help with:

Pre-Semester Procedures:

- orient the student to the College
- acquire list of books and purchases at the Bookstore
- discuss special arrangements for the disabled student with Divisional Deans, Chairpersons, and Instructors
- ensure that classrooms are accessible to physically disabled students
- arrange for textbooks, other written material and lectures to be taped

Classroom Support Services

- arrange for note takers
- assist the student in acquiring equipment not available at the College

- assist the student in locating tutors
- arrange for alternative examinations or assistance to write examinations
- arrange for volunteer assistance

Note Taking:

Students are encouraged to choose two or more volunteers so that they can choose the style which suits them, and it also provides a backup system in case a student is absent. Special note taking paper and binders maybe purchased from the Bookstore or from the Coordinator.

Volunteers/Tutors:

The Disabled Student Services Coordinator recruits volunteers who are available to do needed tasks for the students. Disabled students are encouraged to try to "team up" with another student in the class who would be willing to provide assistance. If a volunteer is required, arrangements may be made through the Coordinator.

•Braille and Recorded Material

Contact the Coordinator to make necessary arrangements if braille material (books, lecture notes, etc.) needs to be recorded. ** 8 weeks advance notice is required.

•Scribes

One week advance notice is required to transcribe material onto paper for assignments or examinations.

•Equipment

The College has a limited supply of special equipment for students with disabilities.

Available now:

- 1 electric wheelchair
- 1 visualtex
- 1 scooter
- T.D.D, Reading Edge Machine

If other equipment is required at the College, we will try to obtain it from our other sources.

For more information, please contact :

Cheryle Jahraus
Disabled Student Services
Coordinator, Room 1402
Student Resource Centre
3254

DEADLINES...

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OCTOBER 1

is the deadline for applications to the following

Professional Development
opportunities:

- Special Projects • Travel Grants •
- Study Leave Fund •

If you'd like more information about any of these programs, ask your Divisional Professional Development Representative or Glynis Wilson Boulton. Or consult your Faculty Development Guidebook (the Apple book.)

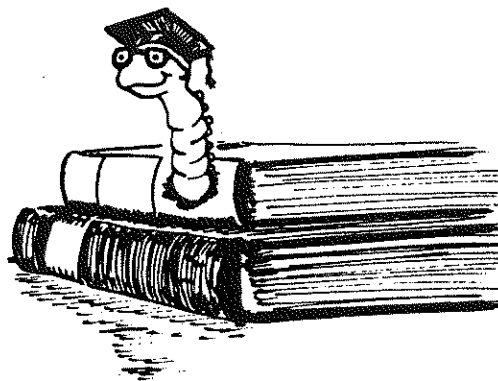
Read Any Good Books Lately?

Roberto Bencivenga
(Learning Assistance Centre)

"The Phantom of the Opera"

by Gaston Leroux.

Whether you are, like me, a fan of the Lloyd Webber musical version or not, reading "the original" should prove quite interesting. By claiming to be simply reporting the result of factual research, Leroux takes the reader through a story that wobbles continuously along the line dividing the feasible and the fantastic and keeps you wondering whether those facts couldn't in fact have really happened. Here it is in a nutshell: a physically deformed mechanical genius and music lover takes over the inner workings of the Paris Opera House and builds all kinds of traps and "special effects" to scare and control the Opera's workers; he then focuses attention on a young chorus girl, teaches her to sing and lures her to his underground world. The girl's "normal" suitor gets trapped by the phantom while attempting to rescue her, but eventually and mysteriously both find themselves out of the trap, going on with their lives

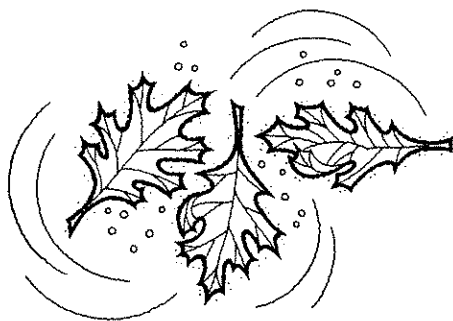


and wondering whatever happened to phantom and why he decided to let them go.

This is not a long book, which is good, since once you start it you definitely want to get to end; neither is it difficult to read, but it does use a 19th century style that may sound unfamiliar and clearly reveals the author's times.

If you don't know the musical version (is there still such a person?) reading the book may stimulate your curiosity to hear the music. If you do know it, you will enjoy the excitement of discovering the commonalities and differences between the two versions, from the comedy generated by the phantom's notes to a key character ignored by Lloyd Webber (the Persian), from the fall of the chandelier to a chamber of torture transformed in the opera into a lasso.

Either way, should you decide to sit down with this book for a leisurely fall evening, you will truly experience the power of the reading "of the night . . ."



Proposed Visiting Scholar Program

The Board/Faculty Professional Development Committee is exploring the possibility of alternating the present "In-House Visiting Faculty Program" with a proposed "Visiting Scholar Program." Every other year, the College would cover the costs (up to \$5000) of bringing in a guest scholar for a specified period of time. He or she would offer a series of lectures and/or provide other individual or group programming for faculty. Faculty would be invited to submit proposals by March 1 for bringing in the Visiting Scholar at some point during the following academic year. The Board/Faculty Professional Development Committee would make a selection from the proposals received.

If you have suggestions or comments about this new program possibility, please send them to your Divisional PD Representative or Glynis Wilson Boulton. We would welcome reaction from the college community before making a final decision about the program.

CONGRATULATIONS TO . . .

**ROBERTO
BENCIVENGA**

The editor of an American periodical on teaching asked for permission to reprint Roberto's Directions article, "Do You Have Any Questions, Dear Textbook?" The article appeared in the March, 1993 issue of The Teaching Professor.

CONFERENCE PLANNER

October 7 - 9, 1993

International Society of Exploring Teaching Alternatives 1993 Conference. In Ogden, UT. Contact: Dr. Kenneth F. Klopfenstein, ISETA Secretary/Treasurer, Department of Mathematics, Colorado State University, Fort Collins, CO. 80523.

October 13 - 17, 1993

1993 College Teaching & Learning Exchange ("Quality, Creativity & Renewal"). In San Jose, CA. Contact: 1993 College Teaching & Learning Exchange, Institute for Teaching & Learning, California State University System, Office of the Chancellor, 400 Golden Shore, Suite 132, Long Beach, CA. 90802-4275.

November 4 - 6, 1993

Council for Adult & Experiential Learning International Conference. In New



Orleans, LA. Contact: Diane Barnford-Rees, CAEL National Headquarters, 223 West Jackson Blvd., Suite #510, Chicago, IL. 60606.

November 17 - 20, 1993

1993 Annual Adult Education Conference. In Dallas, TX. Contact: AAACE, 2101 Wilson Blvd., Suite 925, Arlington, VA. 22201.

February 17 - 19, 1994

First International Computing & Instructional Technology Exposition. In Nashville, TN. Contact: Stan Zenor, AECT, 1025 Vermont Ave., NW, Suite 820, Washington, DC. 20005.

May 11 - 14, 1994

Canadian Association for Distance Education Conference. In Vancouver, BC. Contact: CADE '94, Centre for Distance Education, Simon Fraser University, Burnaby, BC. V5A 1S6.

May 13 - 16, 1994

Alberta Apprenticeship 50 Conference & Trade Fair. In Edmonton, AB. Contact: Alberta Apprenticeship 50, c/o Alberta Hospitality Company, #203, 10441 - 124 Street, Edmonton, AB. T5N 1R7.

Audio Visual News

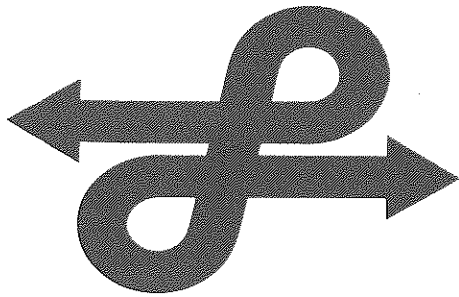
There is now a Video Laser Disc Player available for circulation in the AV Department. Laser Disc technology provides excellent image quality with quick and easy access. Check with your Divisional Librarian for availability of compatible software, or call the AV Department at 3350 for more information.



CONGRATULATIONS TO...

Caren Clouston

who won a t-shirt from the Bookstore at the Information Fair on August 16.



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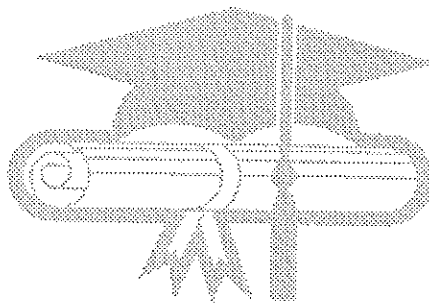
- 6 EMPLOYABILITY SKILLS
PROFILE**

- 7 HANDOUT EXCERPT**

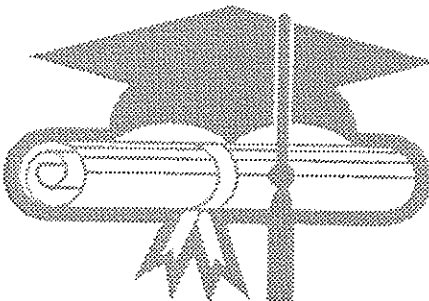
INTERNET NEWS

- 8 RULES FOR WRITING**

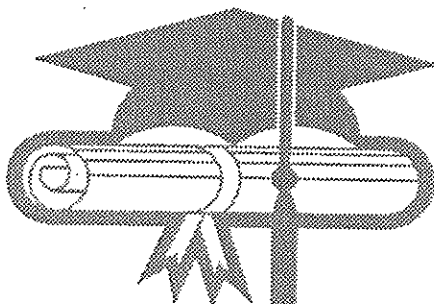
A Matter of Degrees



Linda Blades has completed her Bachelor of Education degree requirements.

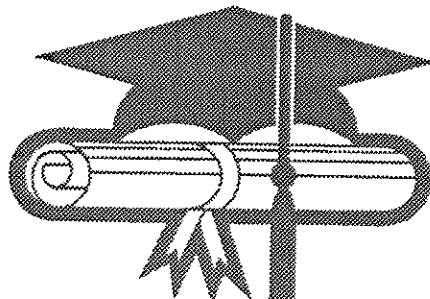


Linda Moore Martin has completed her Master of Nursing degree requirements.



Donna Morrison has completed her Ph.D. degree requirements.

Pamela Sing has completed her Ph.D. degree requirements.

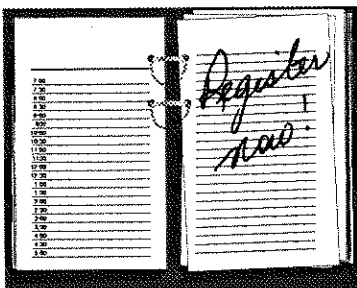


Ralph Wold has completed his Master of Education (in Special Education) degree requirements.

Linda Blades, Linda Moore Martin, and Ralph Wold received sabbatical funding from the Board/Faculty Professional Development Committee to work on their degrees. Congratulations to all on their academic success.

CONFERENCE PLANNER

Don't forget to look on the Board/Faculty Professional Development Committee bulletin boards for brochures on other conference or workshop opportunities. One bulletin board is just outside the Staff Lounge; the other is opposite the administration area in the 800 wing.



November 6 - 9, 1993

International Education & Democratic Reform. In Ottawa, ON.
Contact: CBIE 1993 Conference, 85 Albert St., Suite 1400, Ottawa, ON. K1P 6A4

November 10 - 13, 1993

Canadian Association Against Sexual Harassment in Higher Education. In Ottawa, ON. Contact: Mariette Blanchette (613) 237-6885 or Solange Cantin (514) 343-7020

November 14 - 17, 1993

1993 Annual Conference of the League for Innovation in the Community College ("Reinventing the Community College"). In Nashville, TN. Contact: League for Innovation, 26522 La Alameda, Suite 370, Mission Viejo, CA. 92691.

November 17 - 20, 1993

1993 Annual Adult Education Conference. In Dallas, TX. Contact: AAACE, 2101 Wilson Boulevard, Suite 925, Arlington, VA. 22201.

November 25 - 27, 1993

Canadian Council for Multicultural and Intercultural Education. In Vancouver, BC. Contact: Sam Fillipoff, (604) 731-8121.

February 16 - 18, 1994

Lifelong Learning 1994 Annual Conference. In San Diego, CA. Contact: National University Research Institute, 4025 El Camino del Rio South, San Diego, CA. 92108.

February 17 - 19, 1994

First International Computing & Instructional Technology Exposition. In Nashville, TN. Contact: Stan Zenor, AECT, 1025 Vermont Ave., NW, Suite 820, Washington, DC. 20005.

March 12 - 14, 1994

"The Politics & Processes of Scholarly Publishing." In St. Petersburg, FL. Contact: Lagretta Lenker, University of South Florida, Division of Lifelong Learning, (813) 974-5242.

June 3 - 5, 1994

Association of Women in Post-Secondary Education Annual General Meeting in BC. In Bowen Island, BC. Contact: Jean Cockell, Vancouver Community College, BC.

June 25 - 27, 1994

Collaborative Learning. In University Park, PA. Contact: Roger MacLean, (814) 863-6106.

Message from the Animateur

Congratulations on making it through the first month of classes! Perhaps you now have a moment to peruse this issue of *Directions*, which includes reports and articles by a number of faculty who received funding from the Board/Faculty Professional Development Committee. As always, the range of projects and activities is fascinating. Arun Mishra shares information and ideas gathered on student success during his sabbatical last year. Paul Williams discusses

his Hot Air Balloon Project which involved a number of College people. T/Ed Dyck, Ann Fisk, and Paul Williams describe papers they presented elsewhere in Canada and the States. If you have questions about the activities, I know these faculty members would be very interested in talking with you.

As you already know, we've planned a series of Lunchbag Seminars for October and November. I hope you're

able to join your colleagues for the one(s) that are of interest to you.

Enjoy October!

Glynis Wilson Boulton



DIRECTIONS is published by the Board/Faculty Professional Development Committee at Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. Editor: Glynis Wilson Boulton. Inquiries may be made to the Editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

Board/Faculty Professional Development Committee News

Several faculty received funding last year for Travel Grants and Special Projects. Each recipient was asked to prepare a brief report for Directions. Here are some of them. (Watch future issues for further reports.)

• Special Projects

Hot Air Balloon and Free-Fall Project

*Paul Williams
College Preparatory Program*

This special project was conceived to use a full-sized hot air balloon as a platform for a number of experiments in physics. As the project developed, interest in doing experiments in other areas was expressed and more ideas and faculty were added to the project. Originally, the project was to consist of two parts: a tethered flight at a fixed elevation, and a free-flight. Difficulties with the tethered flight arose and a third part using a tall crane was added. The successful conclusion of the activities involved the cooperation of about 20 faculty and students in the College Prep and Science areas.

The tethered balloon flight involved the gathering of technical data for the hot air balloon, first hand experience with the launch and tethering, and a number of free-fall experiments. There were many weather delays before the balloon finally did arrive on campus on June 2, 1993. About half-way through the agenda, the wind became too strong, broke one of the tether ropes, and forced the balloon to land.

A crane was hired to lift a man-basket to a height in excess of 30 m on

June 4. This was a successful attempt to finish the experiments left out from the tethered flight, and repeat the others. Free-fall, air resistance, rebound, sound ranging, pendulum period, and impact were all recorded. Some difficulties arose, however, when several people needed to be recruited "on the spot" to fill in for those who could not fit their schedule because of all the delays and changes.

The free flight was also postponed due to weather, but finally took place in early July. The balloon lifted off from the Lynn Valley Recreation Centre north-west of Red Deer and spent an hour of beautiful weather floating up and down over Highway #2 and the Red Deer River before landing just west of the 32nd Street overpass.

All parts of the project were videotaped for further reference and use by instructors. Data was recorded and summarized for further use by instructors and/or students. Many faculty worked together with others they had never met before. Many new ideas were spawned from the project. The general opinion of those involved was that it was a very worthwhile project to be involved with, and now why don't we try . . .

• Travel Grants

•T/Ed Dyck, Humanities and Social Sciences

I used the Travel Grant to travel to the 1993 Learned's at Carleton University (Ottawa) in May to deliver a paper to the Canadian Society for the Study of Rhetoric, entitled "Symbol as Figure."

The paper reviewed the history of the literary symbol, including rhetoric's apparent inability to assimilate this nineteenth-century development. Using the semiotics of C.S. Peirce, the paper then outlined a recursive definition of the symbol which would allow rhetoric to accept it as legitimate figure.

This paper will be published in a forthcoming issue of the The Canadian Journal of Rhetorical Studies.

•Ann Fisk, Nursing

In February 1993 Shirley Shantz and Ann Fisk of the Nursing Department attended the annual conference of the Canadian Association of University Schools of Nursing: Western Region in Vancouver to deliver a poster presentation on the review of the Collaborative Nursing program currently underway. Several other faculty were also able to attend, and provided valuable support to this effort.

Approval for the Red Deer College/University of Alberta Baccalaureate Degree in Nursing was granted in 1988. One condition of this approval was the development of an extensive program review.

The evaluation model that was developed by the Red Deer College and University of Alberta Faculties of Nursing, with the assistance of consultant Angeline Jacobs, is an adaptation of the Stufflebeam Model. The resulting evaluation model addresses program goals in terms of context, input, process, and output. Faculty have developed a series of instruments designed to gather data pertaining to

(continued on page 4 . . .)

those four categories from a variety of sources: students, faculty, graduates, employers, and collaborative partners. In addition, relevant curriculum and college documents have been collected to describe the history and context of the program.

The poster presentation illustrated the evaluation plan. Specifically, it defined the relationship between the program goals and the plan for data collection, which was accomplished through presentation of the model, explanation of the data collection and discussion of experiences with the model. In addition, a brief handout was distributed to describe program evaluation at Red Deer College and pertinent experience related to use of the model.

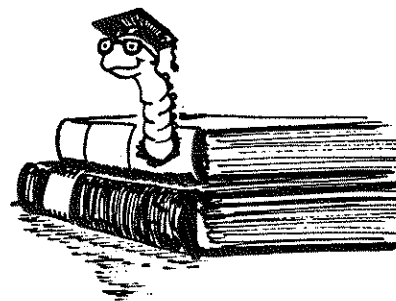
•Paul Williams, College Preparatory Program

Last spring, I was honoured by being selected to present a session at the National Science Teachers Association annual convention. I attended the convention in Kansas City, along with nearly 16,000 other teachers from all over North America, on April 1 - 4, 1993. On Friday, April 2, I gave a one hour session on "How Abstract is Your Teaching?" This session was an adapted version of the sessions I have given here at Red Deer College. The session sparked quite a bit of discussion and seemed very well received. The fact that I received four follow-up letters asking for copies of my presentation handouts, and an invitation from the 1994 Convention Chairperson to give this session again next year leads me to believe that my session received "favourable press reviews."

Read Any Good Books Lately?

Dr. Arun Mishra, Engineering

Normally, short synopses or reviews of books are presented in this monthly column. However, Arun was so taken with a report he read lately that he provided a complete precis. Thanks, Arun!



THE HARVARD ASSESSMENT SEMINARS

(Second Report 1992):

Explorations with Students and Faculty About Teaching, Learning and Student Life by Richard J. Light

All teachers get caught up in a continuing debate on how we can help students to learn effectively. The Harvard Assessment Seminars are an effort to respond to this challenge. More than 100 faculty and 570 students have participated in one or three hour interviews. The report talks to what we know to be important for student learning: working in groups, contextual writing, personal engagement with other students and faculty, smaller class sizes, and challenging work. The report describes the students' suggestions for improving all aspects of college. The findings can be summarized under the following five groupings.

1. Interactive relationships organized around academic work are vital. More successful students have at least one, and often more than one intense relationship build around academic work with other people. These students are engaged with others on campus, and this engagement is built at least in part around academic work. Smaller classes encourage much more in-class interactions. Students belonging to study groups

consider them crucial to academic success. These groups succeed only when they convene after each member has completed the reading or the problem set in advance. Each member brings to the group a set of ideas, or questions, or work on a problem set. Teachers should encourage students to work in groups and use student work (such as papers) in class as teaching/discussion too.

2. Students value strong writing skills. Students who improve their writing the most describe an intense process of working with a professor, a writing teacher, or with a small study group of fellow students who meet regularly to critique one another's writing.

The relationship between the amount of writing for a course and students' level of engagement to the course is stronger than any other course characteristic. It is stronger than student engagement and class size, and why a student chooses a course. There is a positive correlation between the amount of required writing and time spent on the course, its intellectual challenge, and students' personal engagement with the course.

Students argue that the best time to emphasize writing in great depth is during the junior and senior years. The seniors feel that as freshmen

(continued on page 5)

they didn't fully appreciate writing instruction: it is viewed just as another course requirement. They point out that writing instruction helps most when the students want it. Seniors believe that they learn most effectively when writing instruction is organized around a substantive discipline. Students feel most frustrated when a teacher begins to change the "voice" of the paper to the teachers' voice. The students should learn to differentiate between creative, interpretive and analytical or scientific writing. Better student writers meet regularly within groups to discuss writing assignments.

Students indicate that a teacher should avoid abstract terms when giving students feedback (so that the students do not misinterpret teacher's comments) and should suggest concrete strategies for revision. From their teachers, the students should ask (if possible, previously prepared) questions during conferences, ask about recurrent feedback, ask for specific examples of problems in essays, ask for strategies for revision, and get help from others.

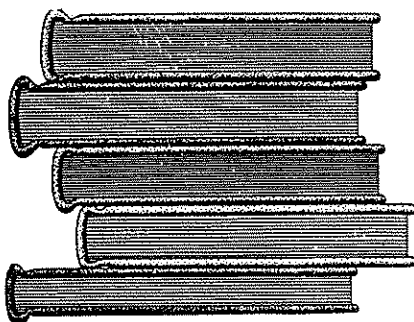
3. Advisors can help students to make a few key decisions that will shape their college experience. Advisors should inform the students that there is a strong connection between academic success and becoming an active member of the college community. Students' satisfaction with college is correlated to their satisfaction with formal and informal interactions with faculty, academic quality and challenge level of courses, and academic advising, and personal support. According to the students, advisors should ask the freshmen to choose courses with small classes (in smaller classes, the students are more engaged, they spend more time on work for these courses, and are academically more satisfied with these courses), avoid a "get the requirements out of the way" strategy, encourage them to join a

small study group outside of classes, and get them to work on time management.

4. Students have strong views about how the science faculty can attract and keep more students. Students who stay in sciences work in small student organized study groups, meeting outside of formal classes, and enjoy intense and often personal interaction with a teacher. Students like science courses which have a lower level of grade competition but a higher level of challenging work. Science students also find it important to join small out of class study groups. They think that it is valuable to work with more student-student and student-faculty interactions.

5. Foreign languages and literature courses are the most appreciated courses. Many students study one or more foreign languages even if it is not a requirement. This phenomenon may partially be explained by the fact that these classes are usually small, teachers in these classes insist that each student must contribute regularly, students are encouraged to work in groups, classes demand regular writing assignments, and frequent quizzes give feedback for mid-course adjustments. In other words, these courses already practice what students describe as most valuable for enhancing their course work and learning.

A copy of this report can be obtained from your Dean.



Research Deadlines

Paul Boulton, Library

1. Canada Council
 - a) Explorations Program:
September 15, January 15,
May 15

Contact:

Canada Council
9 Metcalfe Street
P.O. Box 1047
Ottawa, ON K1P 5V8
Tel: 1-800-263-5588
(613) 237-3400

2. Northern Research Institute

- a) Research Fellowships:
March 15, 1994
- b) Research Associates:
15th of any month

Contact:

Northern Research Institute
Yukon College
P.O. Box 2799
Whitehorse, Yukon Territory
Y1A 5K4
Tel: (403) 668-8735
Fax: (403) 668-8734

3. Alberta Heritage Scholarship Fund

- a) Excellence in Teaching
Research Projects:
October 30, May 15

Contact:


Alberta Heritage Scholarship
Fund
9th Floor, Baker Centre
Edmonton, AB T5J 4P9
Tel: (403) 427-8640



EMPLOYABILITY SKILLS PROFILE: WHAT ARE EMPLOYERS LOOKING FOR?

The following profile was developed in 1992 by the Corporate Council on Education, a program of the National Business and Education Centre, The Conference Board of Canada.

The profile outlines the generic skills, attitudes, and behaviours that the Corporate Council on Education believes employers are looking for in the workforce of today and tomorrow. The Council encourages students, parents, teachers, employers, labour, community leaders and governments to use the profile as a framework for dialogue and action. You might want to share this information with your students.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required on the Canadian Workforce		
Academic Skills Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results.	Personal Management Skills The combination of skills, attitudes and behaviours required to get, keep, and progress on a job and to achieve the best results.	Teamwork Skills Those skills needed to work with others on a job and to achieve the best results.
<p>Canadian employers need a person who can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • Understand and speak the language in which business is conducted • Listen to understand and learn • Read, comprehend and use written materials, including graphics, charts, and displays • Write effectively in the languages in which business is conducted <p>Think</p> <ul style="list-style-type: none"> • Think critically and act logically to evaluate situations, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use technology, instruments, tools, and information systems effectively • Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts, and social sciences) <p>Learn</p> <ul style="list-style-type: none"> • Continue to learn for life 	<p>Canadian employers need a person who can demonstrate:</p> <p>Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> • Self-esteem and confidence • Honesty, integrity and personal ethics • A positive attitude toward learning, growth, and personal health • Initiative, energy, and persistence to get the job done <p>Responsibility</p> <ul style="list-style-type: none"> • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money, and other resources to achieve goals • Accountability for actions taken <p>Adaptability</p> <ul style="list-style-type: none"> • A positive attitude toward change • Recognition of and respect for people's diversity and individual differences • The ability to identify and suggest new ideas to get the job done—creativity 	<p>Canadian employers need a person who can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • Understand and contribute to the organization's goals • Understand and work within the culture of the group • Plan and make decisions with others and support the outcomes • Respect the thoughts and opinions of others in the group • Exercise "give and take" to achieve group results • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance 

Permission to reproduce the profile is available from:

The Conference Board of Canada, 255 Smyth Road Ottawa, ON K1H 8M7 Telephone: (613) 526-3280
Fax: (613) 526-4857. Ask for: *Employability Skills Profile: What Are Employers Looking For?* Brochure 1992 E/F
(Ottawa: The Conference Board of Canada, 1992)



Handout Excerpt

This is a new column which will provide interesting or unusual excerpts from instructors' course outlines or handouts.

Student Success Through Base Groups, Journals and Time Logs

Arun Mishra, Engineering

Preamble:

Student success is one of the essential components of a student's college life. Toward this end, this term, I have been trying some ideas that are new for my classes. In order to begin a dialogue with other teachers in the college, I am disseminating this information over the next three months through "Directions."

The following is a handout my students received at the beginning of this term.

Base Groups

In our class sessions, I choose to be a "guide on the side", rather than a "sage on the stage". I believe that knowledge should be discovered, constructed, transformed and extended by students. You construct this knowledge most effectively when you are ACTIVELY involved in the learning. My effort in this is aimed at developing your talents and competencies. I also believe that education is a personal transaction among

students and between the teacher and students as they work together. This can only take place within a cooperative context.

Thus, there will be a considerable amount of group work in our classes. These groups will be formed by me to reflect the class demographics and will be changed every month so that you have opportunities to work with many colleagues.

In our classes, you should sit with your group and work cooperatively on the tasks. All members of a group are responsible for the learning of each member of their group. All members must agree on the strategies for performing their tasks. If all members of a group score above 80 percent correct on the tests (excluding the final exams), they will earn five bonus points.

In your groups, you should help, assist, encourage, and support each other's efforts to learn. Explain to each other how to solve problems. Discuss with each other the nature of the concepts and strategies being learned. Teach what you know to

each other. Explain to each other the connections between present and past learning.

In addition to your accountability for the learning of your group members, you are responsible for your own learning. This will be determined by individual tests. You should also check to see who in your group needs more assistance and provide that assistance. Remember that you are accountable for each other's learning.

Your groups cannot function effectively if you do not have and use the needed leadership, decision-making, trust-building, communication, and conflict management skills. In order to improve these skills, in each group, you should assign each other the roles of reader, checker, and encourager. The reader reads the problem aloud to the group, the checker ensures that all members of the group can explain how each problem was solved, and the encourager coaxes all group members to participate in the discussion and share their ideas and feelings.

In order for us (the students and the teacher) to see how well we are achieving our goals of learning, we will meet about once a week for an hour to discuss:

- 1) How are the courses functioning? What is working well and should be reinforced and expanded. What is not as effective, and how can it be made more effective? What would you and I do to accomplish this?
- 2) How are the groups working? What is something that each member did that made their group more effective? What is something each member could do to make their group more effective?

The time and the place for these meetings will be arranged each week.

Let's cooperate!

If there is something that you include in your course outline or handout which might be of interest to your colleagues, please pass it on to Glynis Wilson Boulton.

Internet News

These new Internet lists may be of interest to you. Directions about how to subscribe to the lists are available on a bulletin board in the Faculty Resource Centre (B208).

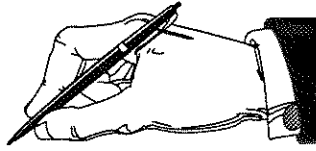
The Center for Professional and Applied Ethics — a list designed to discuss issues related to professional and applied ethics in health care, media, public policy, computing, business, law, education, etc.

FEMISA — a list for those who work on or think about feminism, gender, women and international relations, world politics, etc.

Edstyle — a list that will deal with the learning styles movement.

RULES FOR WRITING

Maurice Dunbar, De Anza College, CA.

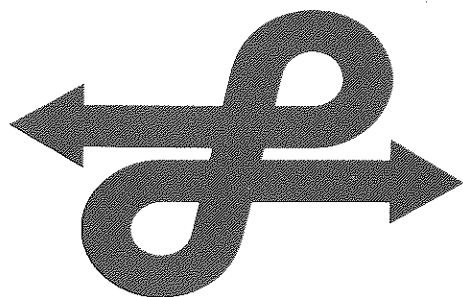


1. A recent consensus indicates that correct spelling is essential.
2. Make each pronoun agree with their antecedent.
3. The use of the reflexive will be explained by myself.
4. One should not use no double negatives neither.
5. Join clauses good like a conjunction should.
6. After eating our lunch, the teacher explained dangling participles.
7. Verbs, whether transitive or not, has to agree with their subjects.
8. Now about those sentence fragments.

9. The instructor showed Roger and I that case was important.
10. Don't write run-on sentences they are hard to read.
11. Try to hardly ever split infinitives.
12. Don't use commas, which are not necessary.
13. Each student should avoid unnecessary pronouns in his or her sentences.
14. If you don't use apostrophe's correctly, people will think your ignorant.
15. Proofread your papers to see if you any words out.
16. A preposition is a poor word to end a sentence with.
17. If anyone can use predicate nominative correctly, it's me.
18. Avoid the snobbish inclination to use mots francaises.
19. Eschew the implementation of ostentatious verbiage merely to obfuscate the neophytes with your erudition.
20. Malapropisms can embarrass you even at the pinochle of your success.
21. Finally, we should avoid cliches like the plaque.

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DIRECTIONS

RED DEER COLLEGE

Vol. 10 No. 3

NOVEMBER 1993

Leonard
COHEN

Conference October 22 - 24
Red Deer College 1993

Conference Successful

It's too early (two days after the Conference) to give anything like a full report. But I want to thank everyone who contributed in any way during the past two years to the success of the Cohen Conference - and that means *everyone*.

Of course I want to thank especially the members of the Conference Committee, each of whom "I owe one."

A very special thank-you to the two co-ordinators, Shirley Jorgensen and Reni Dalshaug. I owe you many.

To Red Deer College: thank-you for your full support of a bizarre notion born of "[double whiskey] wisdom running high."

And to the un-named redhead in "The Bottom": you got me into this; now get me out.

The last thanks to Perla Batalla, whose contribution to the poem "Leonard's Got No Voice But He Sure Can Sing" sums up something about I don't remember what:

"Oh darling—your beautiful sadness."

In appreciation from:

T/Ed Dyck, UT English

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Message from the Animateur

We've experienced the Leonard Cohen Conference and International Awareness Week since the last issue of **Directions**. Organizing a large conference or campus activity can be a professional development activity in itself! The organizers of both events are to be commended for their hard work and for their dedication to expanding the professional development opportunities for both our students and staff.



In mid-October, I attended the annual conference of the National Council for Staff, Program, and Organizational Development. I return to the College with a multitude of ideas for serving you better and involving you more! The conference provided an opportunity to talk with staff developers from all over the continent and to share ideas about how to improve our programs. Over the next while, I plan to raise a number of possible initiatives with the Board/Faculty Professional Development Committee. I hope you'll be hearing about some of them soon.



Coming up: more in the extensive series of Fall Lunchbag Seminars. And watch your boxes near the end of this month for a brochure outlining the Board/Faculty Professional Development Committee's December workshops.



And finally, a reminder: Sabbatical applications are due in Don Snow's office by January 15. If you haven't begun to put together a proposal, you may want to get started soon.

Glynis Wilson Boulton



DIRECTIONS is published by the Board/Faculty Professional Development Committee at Red Deer College.

The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. Editor: Glynis Wilson Boulton. Inquiries may be made to the Editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

Board/Faculty

Professional Development

NEWS

BUDGET:

The Committee recently approved its budget for 1993/4. Your divisional professional development representative should be able to let you know now about individual allotments.

TRAVEL GRANTS:

Travel Grants were recently approved for Ray Allan, Caren Clouston, T/Ed Dyck, Alma Funk, Ken Hammer, Sandy MacGregor, Darrel Morrow, Pamela Sing, and Paul Williams.

SPECIAL PROJECTS:

Meetings to discuss the Special Projects applications were held throughout October. Final decisions will be announced in the December issue of **Directions**.

EVALUATION:

Of Selected PD Programs and the Position of Animateur:

This extensive evaluation was recently completed. Overall, faculty support for the programs and the animateur position was strong. There are, of course, a number of issues that have been identified for further discussion. The Committee will be reviewing the findings and recommendations in detail over the next few months. I'll report on these discussions regularly.

Congratulations!

Syed Ahmed

(Economics)

★ Presented a paper at the annual meeting of Allied Social Sciences.

Torben Andersen

(Economics)

★ Published a co-authored paper in **Economic Enquiry** and presented a paper at the Western Social Sciences Association and the Western Economic Association meetings.

Dave Baugh

(Political Science)

★ Had an article published in **Policy Options**.

Joan Crate

(English)

★ Had poetry published in the **Great Plains Issue** of **Grain**.

T/Ed Dyck

(English)

★ Presented a paper at the 3rd International Congress of Word and Image Studies. T/Ed was also the Chair of the highly successful Red Deer College Cohen Conference.

Randy Dykman

(Hospitality and Tourism)

★ Received the highest mark on the accounting exam for Certified Hospitality Accountant. As a result, the International Association of Hospitality Accountants awarded him the Certified Hospitality Accountant Executive of the Year.

Dennis Johnson

(Communications and Red Deer College Press)

★ Won the Ethel Taylor Memorial Award for Arts Development and the City of Red Deer's Mayor's Award for contribution to the Arts in the city.

Shawn Haley

(Anthropology)

★ Gave a paper at the Society for American Archaeology Conference and another paper at the Northwest Anthropological Conference. He has also had papers published in the *Mensa* national magazine, in **Current Research in the Pleistocene**, and in the BC Provincial Intermediate Teachers' Association newsletter.

Ken Hammer

(Recreation Administration)

★ Was co-chair of the '93 Alberta Recreation and Parks Association Annual Conference in Banff. He was also a presenter.

Donna Hennig

(Literacy and Learning Centre)

★ Has completed her Master of Education requirements in language education.

Pam Johnson

(Counselling)

★ Recently received her Canadian Counsellor Certification from the Canadian Guidance and Counselling Association.

Ved Madan

(UT Mathematics)

★ Had an article published in **Rivista Di Matematica Pura Ed Applicata**.

Will Marchuk

(CPP Biology)

★ Had a co-authored paper published in **Journal of Plant Research**.

Darrel Morrow

(Recreation Administration)

★ Presented a paper at the '93 Alberta Recreation and Parks Association Annual Conference.

Maureen Niwa

(English)

★ She and her co-editor had their anthology about major Canadian poets published by Oxford University Press.

Paul Nonnekes

(Sociology)

★ Had an article published in **Dianoia**.

Bernie Pauly

(Nursing)

★ Recently completed the requirements for her Masters in Nursing from U of A. Bernie has also been appointed Chairperson of Central District, Alberta Association of Registered Nurses.

And more on page 5...



Technology in Advanced Education

Fiscal restraint is now and for the foreseeable future a reality we must learn to accept. Does doing more with less inevitably mean bigger classes, more multiple choice exams, doing it worse? CAFA (The Confederation of Alberta Faculty Associations) sponsored a participative conference (February 18-20, 1993) to look at dealing with major problems involved in increasing demand currently facing advanced education and potential technological solutions to these problems. Accessing of remote resources, improving student access, non-traditional approaches to learning, changing student demographics are all common problems facing post-secondary institutions. How can we use technological solutions to solve them?

I would like to highlight some of the major conclusions that were implicit in the discussions that took place at the conference and presented in the *CAFA Conference on Technology and Post-Secondary Education - Final Report*.

SUMMARY

High speed information technology presents great opportunities for economic and social advancement in Alberta. This is as true for post-secondary education as it is for K-12, economic development, social services, and health care.

Alberta has already fallen behind its competitors overseas, in the U.S., and in eastern Canada in this sphere. If this opportunity is not seized in an organized, thoughtful way, we will fall further behind; moreover, there is a great possibility that the result will be fragmentation, duplication, and waste. Only the provincial government has the ability to pull together all the players and to initiate a coordinated approach that will ensure that the basic requirements are in

place—that is, linking fibre optic cable, a non-proprietary protocol, and organizational structures.

Guiding Principles

Decisions should be based on criteria that derive from long-term educational needs of Alberta society, balanced by current fiscal imperatives. If "investment in human capital" is to be more than just a slogan, then educational goals must drive the policy process. The goals should be defined in educational terms, and

"If 'investment in human capital' is to be more than just a slogan, then educational goals must drive the policy process."

those goals should drive the technological choices made. The impacts of options considered should be analyzed carefully, for they will affect all participants in, and users of the post-secondary systems. This includes students (of all ages), businesses, social agencies, health care providers, and many other individuals and organizations who benefit from and rely upon the operation of universities, colleges, technical institutes, and vocational colleges.

System Characteristics

There should be established a provincial education network that will be adequate—at least for some time—for future needs. This network must be province-wide in its coverage. It will not be immediately possible to supply all services to all potential users, but the possibility of universal extension is the touchstone of the system. The new information infrastructure must be established in a way that is generally congruent with

defined purposes. While the question of means is important, purpose must be the prior consideration. Interconnection into a provincial network system will make the boundaries between institutions much more permeable than they have been in the past. This provincial network will need to be constructed with a set of agreed protocols and standards that permit and encourage provincial, national and international connectivity. The "information age" does not recognize Canada Customs. TCP/IP is such a non-proprietary standard which has wide acceptance. This will allow access to the network's systems to be transparent to the user, i.e. any user anywhere in the province will be faced with a system that looks and feels the same. Once the skeleton is established and operational protocols are in place, there will be considerable role for entrepreneurial activity to develop secondary or tertiary capacities. Also there must be something on the system that people want to use, a reason for access. What is needed first is better information services, such as library services, institutional course calendars and timetables, data bases, a commonly accessed base of high school academic records (presently being worked on) and research systems.

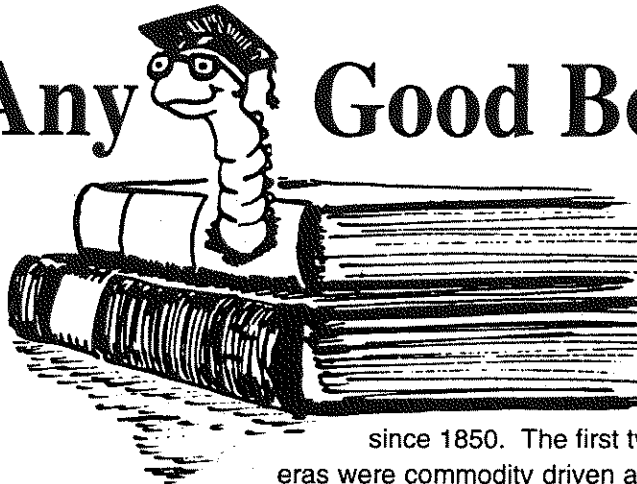
Future

A task force must be established to define the process, create a decisional structure, and fix timelines.

The technological improvements will not in themselves enable the post-secondary system in Alberta to cope with an estimated additional 50,000 new students in the next decade. They will, however, provide increasing capacity to respond to access problems.

Watch for Part Two of this discussion next month...

Read Any Good Books Lately?



DOUG DURAN
(CPP Science)

The Science of Everyday Life

By Jay Ingram

Have you ever seen something and thought, "I wonder why that is?" Jay Ingram, former host of CBC's **Quirks and Quarks**, has been doing some thinking, too. How is that early morning cup of Java like a mini weather generator? Why is it that bugs swarm? Could snow on a TV picture be caused by the Big Bang? Just how smart are bees? These are just a few of the topics he attempts to explain in his book. Written to be enjoyed by a general reader, it is easy to read and uses common sense to explain concepts. This book may be especially important for those of you who love asparagus!

DOUG GIRVAN
(UT Mathematics)

Shifting Gears: Thriving in the New Economy

By Nuala Beck

This book purports to be a guide to the new economy of the computer age. Beck, an economist by training and now a consultant in Toronto, relates how we have passed to a new economic era but many of our political, financial, and educational leaders do not realize it. Economists are heavily criticized for using measures of the "old economy" such as machine tools (lathes, milling machines, etc.) while ignoring the fact that modern instrumentation such as industrial control devices are now worth 10 times as much.

Three economic eras are identified

since 1850. The first two eras were commodity driven and manufacturing driven while the one we're in now is technology driven. As a result more people work in the computer industry than in the automobile industry and the book value of Microsoft is higher than that of General Motors. She predicts that we are moving into a new era, propelled by rapid advances in biotechnology and where the main engines of growth will be genetic engineering, artificial intelligence, space related and new materials such as ceramics.

The people who have jobs in the present economy and the one to come are the "knowledge workers" i.e. professional, managerial, scientific and technical. Their present unemployment rate is less than 3% and they make up 30% of the American workforce as opposed to production workers who account for 10% (23% in 1960).

This book has been on the bestseller lists for the better part of a year and makes for an interesting read. Some of Beck's statements seem rather brash but since she's charting unfamiliar territory, it's difficult to argue with her.

LINDA MACKAY
(Nursing)

Peace and Power: A Handbook of Feminist Process

By Charlene Eldridge Wheeler
& Peggy L. Chinn

This book is written as a result of the insights that evolved over the years within a group of women who value

human caring. These women were and are committed to developing feminist analysis of issues in nursing and women's health. A very practical guide to enhancing a humanistic group process for anyone involved in seminars and/or meetings.

JOE MCCUTCHEON
(CPP Science)

Origins Reconsidered

By Richard Leakey
& Roger Levin

The authors explain how Leakey's theories about early man have changed over time because of new discoveries in the fields of anthropology and archaeology. Also included is information about his own early life and the relationships within his family. Joe reports that the language is not highly technical and the style is very readable.

Congrats!
continued...

Birk Sproxtton (English)

★ Had essays published in **NeWest Review** and **Canadian Literature**. His "The Mounties Get Their Woman" appeared on CBC Alberta Anthology.

Lorraine Way (Nursing)

★ Was recently elected Vice President of the Alberta Association of Registered Nurses.

Glynis Wilson Boulton (Learning Assistance Centre)

★ Recently made a short presentation at the National Council for Staff, Program, & Organizational Development annual conference.

Handout Excerpts

PLINY HAYES places the following on all of his course outlines and on his door:

Children are taught submission to authority, how to search for other people's opinions and decisions, and how to quote and comply... it may be that there is no other way of educating people. Possibly, but I don't believe it. In the meantime it would be a help at least to describe things properly, to call things by their right names. Ideally, what should be said to every child, repeatedly, throughout his or her school life is something like this:

"You are in the process of being indoctrinated. We have not yet evolved a system of education that is not a system of indoctrination. We are sorry, but it is the best that we can do. What you're being taught here is an amalgam of current prejudice and the choices of this particular culture. The slightest look at history will show how impermanent these must be... You must remember, always and all the time, that you are being molded and patterned to fit into the narrow and particular needs of this particular society."

Doris Lessing, from the introduction to "The Golden Notebook."

RESEARCH NEWS

From Paul Boulton, Library

These directories,
which can be
found in the
Library, list
research centres
and institutes
which may be of
interest to
researchers here
at Red Deer
College.

- *Directory of federal government scientific and technological establishments.* Ottawa: Statistics Canada, 1985-. (STATSCAN 88-206)
- *Directory of research and development laboratories/facilities in Canada.* Ottawa: Industry, Science and Technology Canada, 1990. (REF Q 179.98 D57 1990)
- *Directory of special collections of research value in Canadian libraries.* Ottawa: National Library of Canada, 1992. (REF Z 883 A1 D47 1992)
- *International directory to Canadian studies.* Willowdale, ON: Association for Canadian Studies, 1992. (REF FC 95 I58 1992)
- *Research centers directory.* 16th ed. Edited by Karen Hill. Detroit: Gale, 1992. (REF AS 25 D5 1992)
- *The world of learning.* London: Europa, 1993. (REF L 900 W54 1993)

Handout Excerpts

ARUN MISHRA includes the following in his course outline:

JOURNALS:

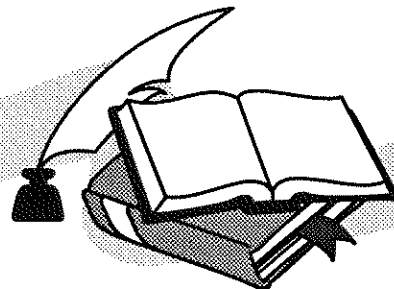
Buy a BOUND notebook in which to record your reflections and ideas. Get a book you may wish to keep for a long time.

Write in this journal daily. Write what you are learning about yourself and about the course. It should become a record of your discoveries and concerns through your studies. Your journals should be written in the first person, be reflective or introspective and have an element of spontaneity. This will give you an opportunity to write in a more personal and self-expressive manner.

These journals should be used to stimulate critical thinking and metacognition (understanding the process of understanding) during your studies. For example, if you are attempting to solve a problem in Statics, and are running into difficulties, you could record how you proceeded to solve the problem and write in as much detail as possible the stumbling blocks to your progress. Read through what you have written and see if this gives you any ideas or additional information to solve the problem. Record this process as well. This process will help you unravel some of your difficulties and provide you with insight into your own thinking and problem solving skills. Unlike a finished paper you write for a grade, this writing is exploratory and points out difficulties and

errors for improvement. By its nature it isn't polished or impressive. You are not writing for a grade or to impress your teacher. Write with the idea that this writing is for improving your own learning and not to impress anyone.

This journal is a log of your learning, thoughts, impressions and questions while you are studying (reading, working on an assignment, or solving a problem). Such insights are often involuntary and unexpected. These jottings are far more long-



lasting and important than lecture notes. These writings, in a real sense form the crux of your education.

Please keep this notebook with you at all times. You never know when you will get an idea

Continued on next page...



IN THE LIBRARY

- 1.** Central Bureau for Educational Visits and Exchanges, **Home from Home**. (Aylesbury: BPCC Hazell Books) 1991.
TX 907 H597 1991

Opportunities for homestays, exchanges, educational term stays, and home exchanges are listed for Mainland Europe, British Isles, and elsewhere in the world. This book might help you plan for a study leave or a deferred salary leave year.

- 2.** Central Bureau for Educational Visits and Exchanges, **Working Holidays 1993**. (Aylesbury: BPCC Hazell Books) 1993.
HF 5549.5 E45 W674 1993

This handbook contains practical advice about working holidays, profiles of the kinds of jobs available, an index of over 500 employers and many opportunities (paid and voluntary, from Australia to Zaire, and in periods from 3-365 days long). You might find it useful if you are planning to take a leave or an energetic holiday.



INTERNET LISTS

*Directions for signing on to these
lists are posted in the Faculty
Resource Centre in B208*

• • • •

American Educational Research Association Lists

*Forums for discussion on a
variety of topics.*

International E-Mail Classroom Connections

*A "meeting place" for teachers
seeking partner classes for inter-
national and cross-cultural
electronic mail exchanges.*

Liberty and Feminism

*Discussing the classical liberty
and individual rights perspective
as applied to feminist issues.*

Towards a Positive, Healthy Lifestyle

*For individuals who choose
healthy living and the avoidance
of heavy consumerism.*

NOTE:

Interested in starting an
electronic newsletter? A brief
article on the topic is avail-
able in the Faculty Resource
Centre. Call Glynis at 3417 to
borrow it.

JOURNALS

By Arun Mishra

...continued from
previous page

that will help you solve a problem which has been eluding you for three days. You might also want to write any interesting items you read in the newspaper or the formulae you need to remember for the Dynamics course. During my classes, I will also ask you to write ONE-MINUTE PAPERS on your learning. Frequently, during the term, I will arbitrarily ask 5-10 students to hand in their journals to me so that I have an opportunity to browse through them and to interact with you privately. This gives both of us a chance to open a dialogue on topics of mutual interest. Rest assured that I will respect the confidentiality of our interaction. Also, do not hesitate to write personal impressions and thoughts.

Remember that one writes to learn and learns to write.

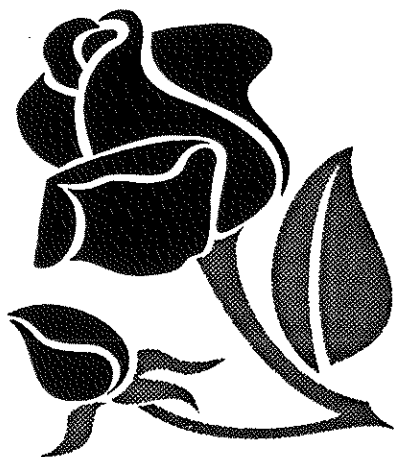
Happy writing.

If there is something that you include in your course outline or on a handout which might be of interest to your colleagues, please pass it on to Glynis Wilson Boulton.

Thank You

to the

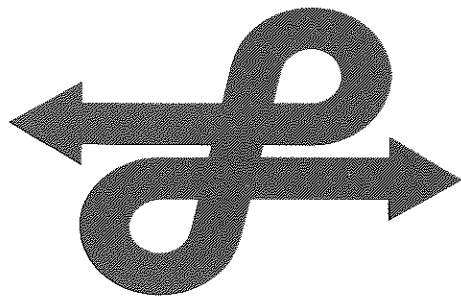
Public Relations Department



For years the Public Relations Department has done the typesetting & layout for "DIRECTIONS." They are no longer able to provide this service, but I want to thank them for their hard work on our behalf.

From this issue on, "DIRECTIONS" will be produced off-campus.

Glynis Wilson Boulton



DIRECTIONS

RED DEER COLLEGE

Vol. 10 No. 4

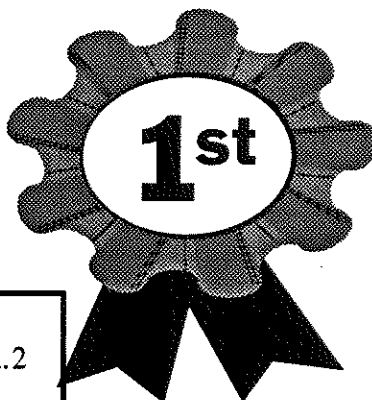
DECEMBER 1993

■ Analogy Contest ■

Winners Announced!

HONOURABLE MENTION...

LINDA BJORGE, PAM CLARKE,
and LINDA MACKAY
earned Honourable Mention recognition
for their analogies which will be published
in future issues of *Directions*.



Congratulations to
Alma Funk
who won the
Grand Prize!

A \$50.00 Gift Certificate from
Creative Catering in Lacombe

Thank you to all who entered the contest. You will be seeing their analogies in upcoming issues.

Special thanks to Creative Catering for donating the grand prize, to the Bookstore staff who donated the Honourable Mention prizes, and to the judges who were appointed by the Board/Faculty Professional Development Committee: Pliny Hayes (Science), Jim Scott (English), and Janet Welch (Office Administration). They reported that they enjoyed the opportunity to read the submissions and were impressed by the creativity of their colleagues.

To review the winning entry by Alma Funk of the Nursing Department, turn to page 3 now!

erratum... from the November issue
of *Directions*.

Please note that the entire text provided by Pliny Hayes in "Handout Excerpts" was a quotation from the introduction of Doris Lessing's **The Golden Notebook**.

INSIDE THIS ISSUE

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Message from the Animateur

By the time you actually read this, classes will probably be over. Congratulations on surviving the term. It's been a challenging time for many. Our focus has, of course, been on our students and our classes, but the awareness of economic realities has impinged to a greater or lesser degree on most of us. I hope you enjoy a refreshing Christmas break and return to the College renewed and ready for the winter term. Happy holidays to all.

Glynis Wilson Boulton

RESEARCH NEWS

By Paul Boulton, Library

Alberta Heritage Foundation for Medical Research

The Alberta Heritage Foundation for Medical Research was established in 1979 with an endowment of \$300 million. The objective of the Foundation is to establish and support a balanced long-term program of medical research based in Alberta directed to the discovery of new knowledge and the application of that knowledge to improve health and the quality of health services in Alberta.

Grants and awards fall into four major groups:

1. Personnel Salary Support Programs
2. Training Programs
3. University Related Support Programs
4. Technology Commercialization Programs

The Foundation also welcomes proposals for innovative initiatives that would accelerate the achievement of its overall objectives, and proposals for pilot projects in patient or population-based research.

Grants and awards are made to institutions not individuals. Applications must come from an Alberta university or an Alberta teaching/research institution affiliated formally with an Alberta university.

For more information, contact: Alberta Heritage Foundation for Medical Research, 3125 Manulife Place, 10180 101 Street, Edmonton, AB T5J 3S4; phone (403) 423-5727.

Board/Faculty

Professional Development

NEWS

SPECIAL PROJECTS:

Congratulations to the following faculty whose Special Projects proposals were recently approved:

Dave Cooper

- To explore the possible use of Expert Systems to improve/extend existing Information Systems Development Methodologies.

Jim McCloy

- To complete his articles with a small Red Deer firm and to complete the Alberta bar admissions course.

Maureen Niwa

- To work with students to restore three comedies for possible use by the Theatre Studies Department and for inclusion in a volume of plays by women in the late seventeenth and eighteenth centuries.

Richard O'Brien

- To complete the first of four years of Feldenkrais training and certification (relating to the teaching of voice and acting at the post-secondary and pre-professional level).

Watch future issues of **Directions** for final reports of Special Projects that have recently been completed.

Analogy Contest

Nursing 302 Community Based Nursing of Families and Groups

(9 credit 3 hour lecture, 15 hour clinical practice course)

By Alma Funk

On the first day of class in orientation to the whole course, I introduced the idea of hiking on mountain trails as an analogy of this course. With slides of various trails, conditions, barriers, challenges, and rewards I asked the students to detect how the analogy might describe aspects of this course. In discussion they came up with wonderful ideas. I then ran through the slides again and added further comments.



"Trails 302"

Welcome to TRAILS 302! In this course you will all be hiking on new territory, community nursing. The five of us instructors are thrilled to be on the trails for the second time, instead of our first run, and are pleased to be your guides.

The river of the course provides the direction for where we are going to hike. We've planned some routes, viewpoints and historic interest points, campgrounds and rest areas. Parts of the trails are wide and groomed, for easy access and quick travel. Parts of the trails are narrow and rough with switchbacks and steep grades, with roots across the path that can trip you. In some areas we may find a particular route is impassable and have to turn around and go back to another better trail. But in some areas there are already staircases built by last year's students, which you can use. And there is still lots of new territory that has no trail markers on it, lots of challenge for those of you who love to bush-whack and be trailblazers.

Some of us love hiking, anywhere, anytime - we love the thrill of adventure and excitement, the satisfaction of overcoming a

challenge; we feel rewarded by the beauty of the views along the way, the peace and quiet away from the hustle and bustle of the institutional rat-race. Some of us like hiking only on existing trails, preferably paved, and are fearful of cutting cross country, lest we get lost. Some of you may not even like hiking at all; you might prefer the comforts of a lodge, the security of an institution, and air-conditioned limousines to take you from place to place. Some of you may be open to learning the joys and challenges of hiking in new territory; others of you may have decided you will not like this trail, no matter what.

Regardless of your attitude today about being on this new trail, it is required of us to give it an honest effort. A key for all of us in our hiking is to listen for the main river to reorient ourselves. Some of you may not wander too far away from the river, especially not initially. That's okay; hopefully as you gain experience you'll also gain confidence and as the semester progresses you'll have more courage to try your own trails. Some of you will love the freedom and independence, and wish to hike and climb anywhere.

For you we may have to put occasional markers of danger or "Keep on the trail".

There is another factor to consider from the outset: each of us will hike along a unique trail; no two trails will be identical. The down side of this is that you cannot rely on someone else to get you through your hike. The up side is that there will be tremendous diversity of experience along the way, great enrichment as we sit around the camp fires every week in small groups and swap stories.

It is our intent as instructors that we ALL arrive safely at the finish line of the trail on December 3rd, 1993. In order for that to happen we have prepared some maps for you to follow; along the way we'll be teaching you some new hiking skills; we have a bit of basic hiking equipment and gear for you. We five are experienced hikers on various kinds of terrain, and have good orienteering skills. You may come to us anytime for help, guidance and encouragement. We cannot walk the trail for you; but parts of the trail we will personally walk *with* you. And all along the way we will cheer you on.

★ ★ ★ ★ ★ *Congratulations!* ★ ★ ★ ★ ★

David Baugh (Political Science)

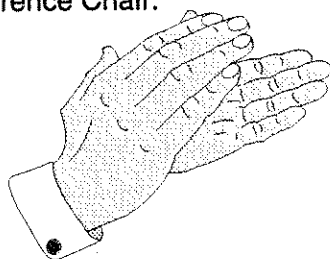
★ Had an article selected for reprinting in the 3rd edition of **Annual Editions. Canadian Politics** (1993) which was edited by Gregory S. Mahler and Roman R. March.

Joan Crate (UT English)

★ Has been doing a lot of publishing lately, including some poetry in the summer and upcoming winter editions of **Dandelion**; a short story in the November 1993 NeWest short story anthology **Boundless Alberta**; a short story in the spring 1993 coffee table book, **The Road Home**; a poem in the spring 1993 Prentice Hall anthology, **Literature in English** (700 A.D. - 1992); and an essay in **Canadian Poetry's** Cohen Conference Proceedings. Joan also has poetry accepted for the winter 1993/4 edition of **Poetry Canada**.

T/Ed Dyck (UT English)

★ Has been published in **Canadian Poetry's** special issue of the proceedings of the Cohen Conference. The success of the conference was due in large part to T/Ed's vision and his work as the Conference Chair.



Doug Girvan (UT Mathematics)

★ Attended the "Symposium of Math Department Heads: Schools and Post-Secondary" in Calgary on October 28 where he gave a short talk on recent changes to the Precalculus and Calculus courses at the College. He also attended the "Annual Conference of the Mathematics Council" of the ATA at the end of October.

Doug Hart (Nursing)

★ Worked hard to help make October's Palliative Care Conference a success. Doug was on the organizing committee which included members from the Red Deer Palliative Care Coordinating Council and the Red Deer College Nursing Department's Community Education Committee.

Paul Nonnekes (Sociology)

★ Had an essay published in **Canadian Poetry's** special issue of the proceedings of the Cohen Conference.

Birk Sproxtton (UT English)

★ Had a short story published in the November 1993 NeWest short story anthology, **Boundless Alberta** and had an essay published in **Canadian Poetry's** special issue of the proceedings of the Cohen Conference.

Conference Planner

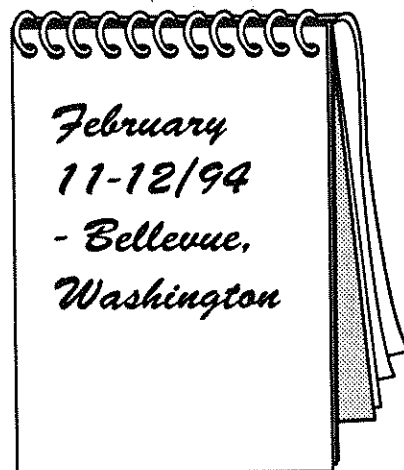
**"Creating Connections Among Students,
Faculty and Disciplines: A Conference
on Learning Communities."**

In Bellevue, WA

February 11-12, 1994

Contact:

Learning Communities Conference, Washington Center L 2211,
The Evergreen State College, WA 98505



Educational Technology at my Fingertips Now ... and the Future?

Conferences abound on the uses and future of educational technology. As well as this, a great many "knowledgeable" people are willing to enlighten one at great length about the "latest", the "fastest", the "cheapest" of the "best" technology to buy. There are examples of its use in many classrooms. VCRs, laser discs, high resolution TVs, LCD projectors for videos, and computers with overhead display panels to project sound patterns in physics or graphics in math, are used every day.

The ramifications of information technology will force us to move with the times. The norm is no longer status quo; the norm is change. Sometimes, however, a technological decision can turn into a long-term liability. How many video loops or Micom or Dec Mate disks are still out there gathering dust? When these items were bought, they were good in their time, but how do we access information from a Micom disk now? In most cases the information has to be re-entered on a new system.

The **Final Report** from the **CAFA** (Confederation of Alberta Faculty Associations) **Conference on Technology and Post-Secondary Education** made several recommendations regarding educational technology for the future. My comments on their application to Red Deer College follow:

1. An information network should have "linking fibre optic cable, and a non-proprietary protocol with wide acceptance", and the system "must be transparent to the user."

There are several parts to the recommendation. First we have to link using a non-proprietary protocol. In non-technical language, this means that we have to have wires to computers all over the campus from the VAX, and it should not matter if you have a VT320, a Mac or an IBM (DOS) machine – we should be able to accept E mail from anyone else on the system.

The system must also be transparent to the user. I don't want to know how the system does what it does, as long as it works and is not tied to any one type of computer. I realized exactly what this meant when I was *sending an E mail*. I received a message, and I wanted to use part of the message to send to someone else. I do not use the E mail system extensively, so when I say the processing editor in E mail is not very user friendly - I am being E mail polite. At any rate, after several tries I copied the information I wanted out of the previous message. Then I opened a new document in Microsoft Works, which I edited, copied back to E mail, and

sent. I used the same data from this E mail message in a table and I edited on it two different sites. What surprised me is not what I did, but what the computers did which was "transparent to the user": me.

I don't know how it translates the different programs; I just know it worked. As Jamie Stewart explains - it is like a duck on a pond. The smooth movement I see on the surface does not give an indication of the frantic action which is happening under the water. The operating systems are different, but I don't see that. The monitors only show my document, not the billions of electrons running around to make the thing work. A provincial, national, international network should be as smooth to operate. One should be able to tie in that direction, but we must go further: CDV, interactive video, microwave or...?

2. "It is currently possible—in a technical sense—to provide audio teleconferencing and audiographics to any home with single line telephone service." Also "it is possible to supply compressed video transmission to properly equipped community centres."

Audio teleconferencing has been in use for several years. The use of what has been referred to as audio graphics and is more properly termed computer mediated communication has more recently been used as a distance education delivery method. The simultaneous use of both teleconferencing and computer mediated communication has been used to deliver courses and has shown, at least initially, great promise. There are several courses being delivered from Red Deer College using this combined delivery mode.

One of these courses is Social Studies 85, a college preparatory course which is delivered to sites located on Red Deer College's campuses at Stettler and Rocky Mountain House. The computer mediated communication component is managed through the Macintosh software program, *Aspects*, which provides the capability for students to interact site to site and with the instructor at the college. The course was designed to have the students rather than the instructor use the technology—computer and teleconference mikes—as much as possible.

While the instructor used the computer from the beginning of the course, the first goal was having the students use the teleconference equipment with ease and comfort. This was facilitated through the conduct of group work done first of all

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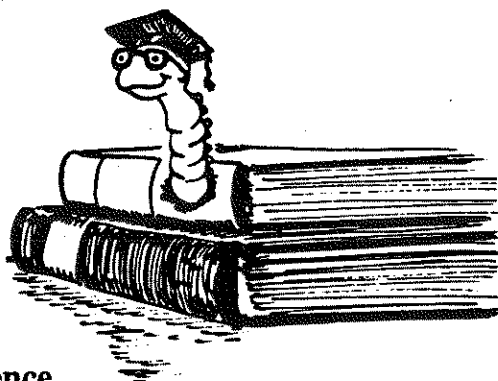
with students at each site forming groups, and then with cross-site groups. Since there are only six students at both sites, numbers aren't a problem. The next process involved getting students to form cross-site groups, which provided all kinds of unanticipated challenges. The major technical hitch is the lack of a bridging system which is organized to temporarily eliminate a site so that two sites can interact without the other site hearing. The students quickly became comfortable using the teleconference process; however, using the computer as the mode of interaction proved to be more of a challenge.

To begin familiarizing the students with the use of the computer, the instructor created documents and had the students at one site and then the other amend them. At each site, students alternated in taking responsibility for operating the computer. Once the students were given basic directions about using the word processing function of the *Aspects* program, group work using the computer as the reporting medium was quite successful. The groups at each site used the computer to complete a group assignment by creating a document to report whatever the assignment requires. The information on the computer screen is projected at each site on an overhead screen through the use of a projection panel. To clarify further any information presented, the students use the teleconference process to ask questions. They can also use the "Chatbox" feature of

the *Aspects* program to ask questions and add information. The document's authors can then respond, possibly amending the document. The final use of technology occurs when the student-created documents are saved, printed off the instructor's computer and then faxed to the students for their "hard copy" of the information. What results is that the computer becomes much like a chalkboard or newsprint or overhead in a regular classroom; however, what is most significant is that the students are now accustomed to using the computer and are at ease with it. An instructional goal was to have the technology become less and less intrusive to the teaching-learning process and to become perceived as an asset by the students. While the technology has not yet become completely "transparent to the users", it has moved quickly from being seen as a burden by most of the students to being seen as having usefulness. The results so far are consistent with the same course work presented on campus.

Where do we go from here? If the post-secondary system in Alberta is to cope with the estimated additional 50,000 new students in the next decade then we must start to look at alternatives to the standard classroom. We **MUST** look at a provincial network, at audiographic systems, at things like the RPG communications microwave system. These must be studied. Change is the norm, and we must be willing to supply resources to search out what the proper change will be.

Read Any Good Books Lately?



By Joe McCutcheon, CPP Science

Atlas Shrugged By Ayn Rand

On the 35th anniversary of its publication, this 1960's classic was reprinted. Joe reports that rereading the book in the summer of 1993 felt very different from his first perusal at the age of 18. A tale of a major strike by society's producers and industrialists, it's still an enjoyable read, although Joe says it sounded more naive this time around.

INTERNET NEWS

For information about the latest lists, check the bulletin board in the Faculty Resource Centre (B208). This includes a new list on Native American (including Canadian) Literature.

The October 1993 issue of **Tech Trends** (pp. 39-40) includes "Where to Start: An Internet Resource Guide" and the ordering information for the November 1992 **The Internet Companion**. The latter, described as "your best 'first book'," outlines basic and advanced topics.

"All Stressed Up and On the Go" or "Adults Becoming Students"

By Tom Gwin, CPP

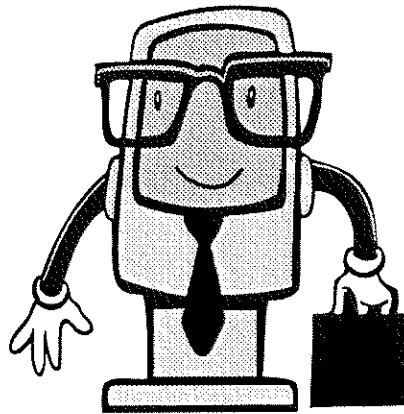
The current decline in the Canadian and international economies is causing considerable change in the workforce and has led to increasing numbers of adults returning to formal education for upgrading and retraining. For many adults this return is traumatic and fearful for a variety of reasons. They usually have been away from formal learning for several years, and may not have positive experiences in their earlier education. Many are well beyond the traditional age of postsecondary students and, as parents, spouses, and employees (or employers), face far greater demands on their time. As adults, they have more strongly developed identities and are less willing to take risks. The transition from autonomous adult to student status is filled with anxiety.

These are the perceptions of thirty-three adult students enrolled as freshmen at Red Deer College in the Winter 1992 term. Their experiences are very similar to those of adult learners in general, as described in the literature of adult education. Instructors who find wide-eyed, or wild-eyed, adult students in their classes may find these perceptions informative and useful in helping the learner adjust to college life. All names have been changed to protect participants' privacy.

Adjusting to an Academic Environment

Adult students returning to college expressed considerable enthusiasm, optimism, and excitement countered by a noticeable degree of stress caused by the need to adjust rapidly to a student lifestyle. Students had a wealth of comments about the stress of adjusting to an academic environment relating to learning skills, the pace of instruction, and concern about performance. The information was gathered after the first week of classes, a hectic time for students generally, but even more so for those who have been away from formal learning for some time.

For these adults, the first adjustment in returning to school is the need to develop or renew learning skills. Here, the source of stress most frequently mentioned was "getting used to the school thing again." Part of adjusting to being an adult student is the need to be "consistent" in keeping up with homework, meeting assignment deadlines, and studying for tests. Another adjustment is simply sitting in classes for one to one and a half hours, maintaining attention, and learning new information each day. After all, as one participant



said, "On the job, you learn one thing and you do that over and over again for weeks. I'm not used to learning something new every day."

Others mentioned the need for improved time management, and for some form of learning skills refresher. Dave, who had been out of school for five years, felt, "if you've been out of school longer than four years, they should have a class just to bring your skills up."

The second adjustment related to the pace of instruction. All groups felt that courses were being delivered too rapidly. Jeri said she pushed herself until she had headaches every night, and others had problems retaining the information. Henry stated that one instructor provides notes on the board; however, "She's very fast at it so you don't have time. You're writing what

she's already said and you don't hear what she's currently saying. It's really frustrating. Adult students that have never taken or have been away for a number of years can't absorb it as fast as it's being taught."

The third adjustment concerned performance in classes, a stressor partly because of previous unsatisfactory academic performance and partly because of anxiety over meeting instructor expectations. As Larry said, "I didn't know if I was going to be able to do it, because when you're going to school and only getting 50s, or failing classes, you wonder, 'Am I doing the right thing, going to a place where they're so far advanced in what you went to in Grade 12?'" Leanne, one of the older participants, said, "I find I'm still in panic mode when I hear the word 'tests'," and "I still go to bed doing those figures in my head." Rick, also an older participant, feels that the level of language used in classes is above his comprehension.

Students found they also had to adjust to a more sophisticated vocabulary. Rick, as mentioned above, said the terminology used in class has him "dumbfounded," and Dean noticed a contrast between his everyday speech and that used in classes: "I talk a lot of slang, and I have a difficult time relating to stuff like in English class." Four participants were coping with English as a second language. For those new to the language, as Jari said, "The biggest problem is just learn English."

Challenge to Self Esteem

Students also found returning to college challenged their self-esteem because of their preconceptions about college, feelings of inadequacy, changes in relationships, and fear of failure.

For some, the threat to self-esteem derived in part from a preconceived idea of what returning to school would be like: "My image of going there was

- continued on page 8

"Adults Becoming Students"

Continued from page 7...

"I'm going to be among little kids'." Others' comments indicated a sense of inadequacy. Lech said of his return, "It's stressful. I thought I was smart, but I find out I'm not." Dorena felt she would be out of place in the classrooms because "by my age, I should know this; everyone will think I'm a dummy."

Altered roles as a consequence of returning to school also presented challenges to self esteem. Ben admitted, "I'd have to say my self-esteem was floundering because I'm putting my wife under pressure. She has to be the breadwinner, and that would perhaps change her attitude toward me, and family and friends' attitude toward me."

Fear of Failure

Participants were quite explicit in their discussion of fear of failure. Dan brought up the issue directly, along with its consequences: "Failure. Just plain old blowing it - the fear of going to school here until April and then finding out you have to do it over again."

Balancing Demands of School and Home

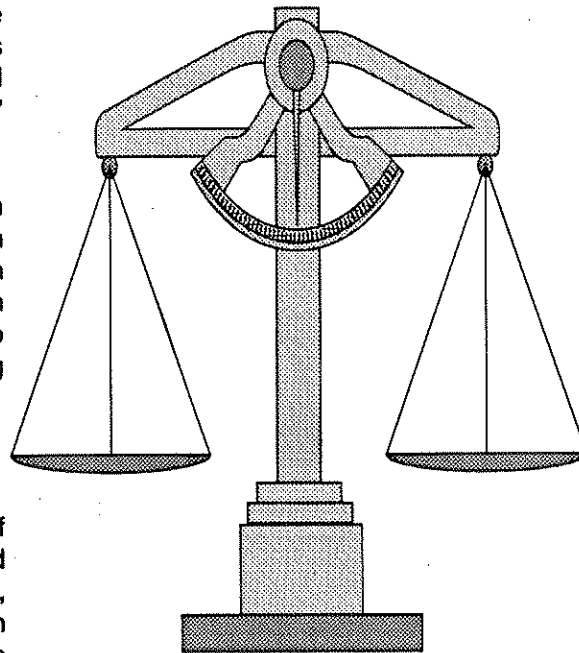
Trying to balance the demands of classes, maintaining a household, and meeting family obligations is stressful, particularly for those who have been out of school for a long time and have established home routines which may not include time for reading or studying. Children demand attention, but so does homework. Female students mentioned that because of their children they could not do homework until after nine o'clock, or had to miss classes when children became ill.

An important dimension of returning to school is a role shift in a relationship. For males returning to school, their wives may become the major wage earner in the family, a situation which places the wife under greater strain and affects the husband's self esteem. For Ben, the decision to return to school was not an easy one:

I couldn't make the decision on my own, because it was such an affective decision. It puts my wife under

a lot of pressure, because she has to be the breadwinner. She knows it's for the better, but it did at the time affect my self-esteem. I had to ask her if this is going to be okay. I was suddenly in the position of having to ask.

One group was acutely aware of financial adjustments caused by returning to school, but seemed to accept it as a temporary condition made bearable by the knowledge that "you're working for something" and that "it's not going to



be like that forever." Dan pointed out that the financial adjustment involved a change in status: "There is a big change. When you're used to living well, and all of a sudden you're in really tight budgeting, that's a change in status right there." Jim noted that the adjustment includes more than just the adult student: "Especially when you have kids, you can't say, 'Well, sorry, Dad's going to school, you can't continue on with your hockey.'" For these adult students the financial adjustment in returning to school is a major consideration.

Generally Hectic Time Period

The first weeks are hectic for adults returning to school, as they learn the layout of the campus and the range of college services, adjust to new demands

on their time, develop or refresh learning skills, meet dozens of people, confirm financial support, and cope with registration and changes in timetables.

Stendel described the first two weeks as "running around like a chicken with your head cut off." Other participants also found the first weeks rather hectic. Gina noticed, "[I] always seem to be on the run. There's no more just sitting back and doing things that we used to do." Cassandra found this hectic time prevented her from learning about college activities and services: "You're so flustered you don't have time to stop and look at all the bulletin boards."

Entry Anxiety

For some, a generalized anxiety characterized the return to school. As Dan said, "It's like before a new job. Who actually slept the first night before you came to school? Lying there awake—tomorrow's a new day, a new life pretty much." Others, too, felt the anxiety keenly. Carol, for example, said, "I was very scared the first morning. In fact, until midnight the night before I was almost chickening out. It was very hard for me to go." Anna agreed, "Me too. My husband convinced me. He said,

'You're going! This is it! You've been talking for years - you're going.'"

Cassandra felt the pressure of anticipated academic competition heightened her anxiety: "I was terrified the first day I came back. I just about quit the first day. The anxiety just about did me in."

Summary

Students find their return to school brings an immediate, general change in their lifestyles, which introduces a number of stresses they have not anticipated. As Ben pointed out during these discussions, "this decision to go back to school has far-reaching effects. It's not just me going back to school, it affects everything - your lifestyle, your family and friends, relationships."

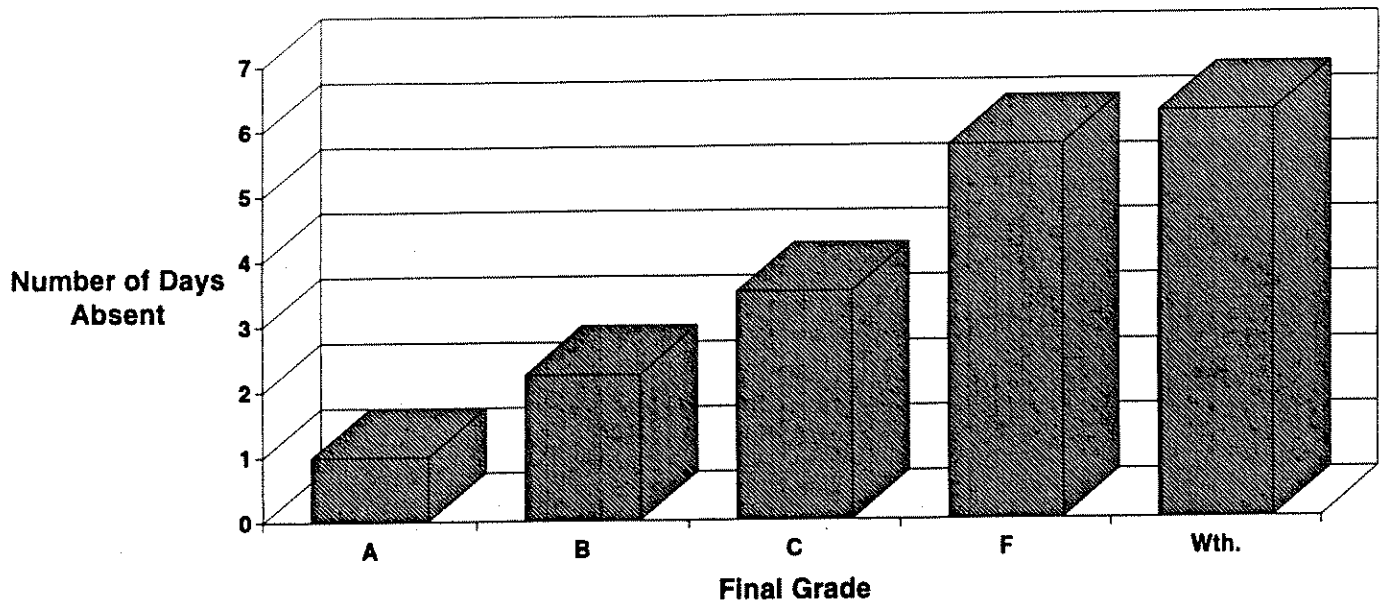
- ✓ Attendance &
- ✓ Achievement

A FREE OFFER

from the

Board/Faculty Professional Development Committee

THE RELATIONSHIP BETWEEN ATTENDANCE DURING THE FIRST FIVE WEEKS OF THE SEMESTER AND FINAL GRADES



In **Innovation Abstracts** (vol. VI, n. 30), John Q. Easton, a research specialist, reported on a study in which researchers compared the attendance rosters and final grades of a sample of students in business, social sciences, mathematics and English. Rick Blakeley of Lethbridge Community College used this information to produce the chart above. If you would like a paper copy or a transparency of this chart for use with your students in the first week of classes, drop a note to Glynis Wilson Boulton before December 15.

First Annual

RED DEER
COLLEGE

Behavioral Science Student Conference MARCH 26, 1994

The Rehabilitation Services Student Society (RSSS) has undertaken the task of coordinating and hosting a conference for students. The conference has been designed to serve two functions: promote research among undergraduates and provide a "safe" forum for undergraduates to present their research. *The conference format has recently been expanded to offer poster sessions as well.*

We hope to make this an annual event. This year's theme is **PROVERBS: Are they fact or fiction?** It is the committee's hope that students will design a research project to investigate a proverb, adage or maxim. As an example, a group of first year rehabilitation students are currently developing a study to investigate the adage "Beauty is only skin deep!" Their thesis is that beauty carries with it a great many other positive attributes. They believe that "pretty" people are much more likely to be viewed as being "smart" than "less pretty" people. They have designed a complex series of carefully matched "pictures" to

use in a survey with randomly selected subjects.

The task of researching adages is certainly the direction the committee wants to take. However, students wishing to research another topic have been encouraged to do so. We also have strongly encouraged students to attend the conference as participant observers if they do not have a desire to conduct research and present the results of their research efforts to others.

Instructors who assist/sponsor students will be invited to attend the conference. Some instructors are using a "bonus" system to entice students; others are building the conference into their course requirements. *Instructor support of the research activity of their students is very likely the single most important factor which will ensure a successful conference.*

Financial support from the CAT Fund is greatly appreciated and is certainly a factor which is enabling the Rehabilitation Services Student Society to pursue this task. For more information, please contact Rhonda Gibson (RSSS President) or Doug Swanson.

DIRECTIONS

is published by the
Board/Faculty
Professional Development
Committee at
Red Deer College.

The views expressed in
the newsletter are those of
individuals and not neces-
sarily those of the Board/
Faculty Professional
Development Committee.

Editor:

Glynis Wilson Boulton.

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Red Deer, Alberta,
Canada, T4N 5H5.**

RESEARCH NEWS

By Paul Boulton, Library

Alberta Law Foundation

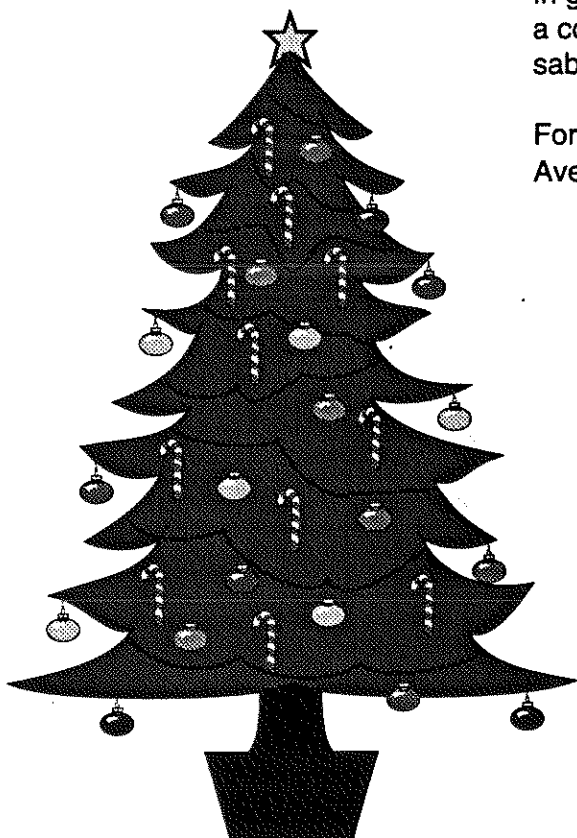
The Alberta Law Foundation, established in 1973, uses its funds to meet the following objectives:

1. Conducting research into and recommending reform of law and administration of justice.
2. Establishing, maintaining, and operating law libraries.
3. Contributing to the legal education and knowledge of the people of Alberta and providing programs and facilities therefore.
4. Providing assistance to native people's legal programs, student legal aid programs, and programs of like nature.
5. Contributing to the costs incurred by a board, committee or other body that administers a plan to provide legal aid under an agreement under section 4.

The funds which the Alberta Law Foundation administers come from the interest which banks, credit unions, and trust companies must pay on clients' funds held in lawyers' general trust accounts. The interest is made available by the Foundation to organizations engaged in activities which are considered to be in keeping with the Foundation's objectives.

In general, grants will not be made to an individual or for the support of a commercial venture nor are they available for bursaries, fellowships, sabbatical leave support, or endowments.

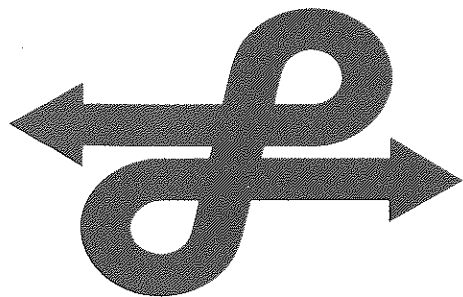
For more information, contact: Alberta Law Foundation, #205, 407-8th Avenue, S.W., Calgary, AB T2P 1E3; phone (403) 264-4701.



Merry Christmas

&

A Very Happy New Year !



DIRECTIONS

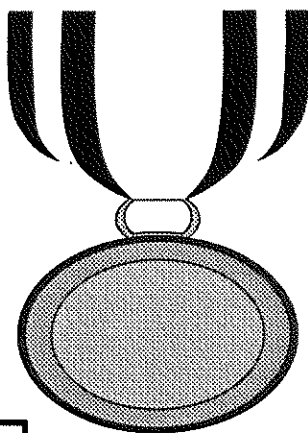
RED DEER COLLEGE

Vol. 10 No. 5

JANUARY 1994

■ Analogy Contest ■

Honourable Mention Winners!



Congratulations to

Linda Bjorge

(College Preparatory Program)

Pam Clarke

(College Preparatory Program)

Linda MacKay

(Nursing)

Each of these individuals received an RDC wine glass filled with chocolates compliments of the Bookstore. Thanks to the winners for their creative entries and to the Bookstore staff for their support of the contest. Their analogies are presented in this issue of **Directions** (in alphabetical order), and certainly are a worthwhile read...

LINDA BJORGE (CPP)

Cellular respiration is a topic in biology courses that I find difficult to teach. What reactions and where they take place overwhelm a lot of the students and I think some totally turn off before they even try to understand the process.

This year I tried a different approach. I very briefly outlined the entire process and then the students were given an assignment where they were to write a script for a play called "Cellular Respiration." The play was to consist of four Acts titled:

- Act 1: Glycolysis
- Act 2: Transition Reaction
- Act 3: Krebs Cycle
- Act 4: Respiratory Pathway

(continued on page 3)

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Message from the Animateur

Happy New Year to all of you. I hope your holiday season was fun and that you enter the new year relaxed and renewed, ready for the challenges of the coming term.

Unfortunately, most of the professional development activities planned for the December period had to be adapted or, in one case, cancelled because of the Presidential Search meetings. I felt it was inappropriate to compete with an endeavour that is so crucial to our future. The session on metacognition will be rescheduled for later in this term. Thanks to those of you who participated in the sessions that we were able to salvage.

There are still three issues of **Directions** left this year. I would particularly welcome the opportunity to print articles or opinion pieces from individuals who haven't been as vocal in these pages in the past while. If you have ideas on professional development or teaching that you'd like to share with your colleagues or results of research on which you'd be willing to report, please let me know. Increasingly, instructors are using this publication as a forum for discussing important (and sometimes controversial) issues relating to the professional development needs of faculty. Why not share your thoughts and start some conversations?

Glynis Wilson Boulton

Board/Faculty

Professional Development

Committee

NEWS

The Committee spent a good portion of its December meetings finishing its analysis of the findings of the "Evaluation of Selected Professional Development Activities and the Position of the Animateur." The results were positive; the position and most of the programs organized by the Animateur were deemed to be valuable elements of the professional development program at RDC. Specific findings and recommendations will be printed in the February issue of **Directions**.

Sabbatical proposals are due in Don Snow's office by the 15th of this month. Interviews with the candidates will be held on a Saturday shortly thereafter.

Conference Calendar

June 2-7, 1994

7th Annual National Conference on Race and Ethnicity in American Higher Education.

In Atlanta, GA.

Contact: The Southwest Center for Human Relations Studies, College of Continuing Education, The University of Oklahoma, 1610 Asp Avenue, Suite 500, Norman, OK, 73037-0003

June 3-18, 1994

Learned Societies Conferences.

In Calgary, AB

Contact: Dr. Harry H. Hiller, The University of Calgary, 2500 University Drive N.W., Calgary, AB, T2N 1N4.

June 2-18, 1994

International Symposium and Exhibition on Teaching & Learning.
In Calgary, AB.

June 2-4: Symposium on the impact of technology on instruction.

June 9-11: Symposium on curriculum development

June 16-18: Symposium on staff training, development, and evaluation

Contact: Dr. Timothy Buell, Faculty of General Studies, SS301, The University of Calgary, 2500 University Drive N.W., Calgary, AB, T2N 1N4.



Analogy Contest: Honourable Mention Entries



PAM CLARKE

(CPP)

LINDA BJORGE

Continued from page 1...

In the script for each act, the students were to describe the setting, identify the leading actors or actresses, identify supporting actors or actresses, write opening scenes with appropriate characters and closing scenes also with appropriate characters. To do this the students had to identify the reactants and products for each subpathway and also the site in the cell where the particular stage occurred.

One of the plays submitted was very creative as the cell was likened to a Medieval township and the different reactions were different battles that occurred in various locations of the township. The ending, of course, was that the knight in shining armor (hydrogen ions) married the fair maiden (oxygen) and lived happily ever after (as water). The liberated peasants were the ATP molecules produced.

Another play submitted likened the cell to a fitness centre and each subpathway was a part of the fitness routine. The amount of sweat produced was likened to ATP. Various appropriate activities were described with varying amounts of sweat (ATP) being produced at each activity.

In this manner I had the students develop their own analogies for Cellular Respiration.

The analogy described below is used at the Biology 75/130 level to describe the function of enzymes. Many students have difficulty understanding the concept that "enzymes catalyze reactions in organisms by reducing the need for activation energy." Many College Prep biology students are also taking chemistry and so they are familiar with heating the contents of flasks and test tubes to several hundred degrees in order to "spark" a chemical reaction; that is, they provide activation energy by heating. However, the idea that enzymes enable the reactants to react without speeding them up (i.e. without raising their temperatures to a dangerous level and thus cooking the cells) is quite abstract and therefore quite difficult. I thought of this analogy because it not only describes the nature of enzymatic reactions but it's silly enough that the students find it quite amusing and thus tend to remember it.

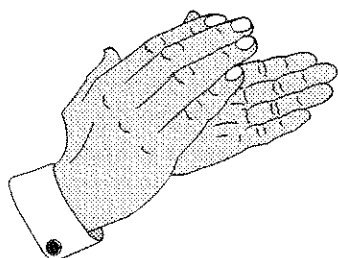
I ask the students to imagine that in five minutes a big bell would sound in the College and that was a signal that all students and staff were required to walk **slowly** from wherever they were in the College and congregate in the Forum. I have the students imagine the kinds of conversations they may have on the way and to concentrate on what a pleasant experience this would be. I point out that, although there would be several hundreds of people going toward the Forum at the same time, things would progress rather well and very few people would bump into each other or trip over each other, etc. At the molecular level, very little chemical activity would occur in this situation - the molecules would not be colliding with enough force.

The next day a bell would ring at the same time as the day before but this time all the occupants of the College would be asked to get to the Forum as **quickly** as possible - run, wheel, bike, whatever. In this situation, there would probably be little time for pleasantries - there would be plenty of bumps and bruises, stubbed toes and anger. Chances are there would be many, many collisions. At the molecular level, increased speed translates to increased temperature. There would certainly be lots of collisions among molecules (and thus many chemical reactions) but the cost would be certain death for the cell (it gets cooked or burned).

The question is - how to increase the chances of collisions (reactions) among molecules without heating them up? On the third day, our class (the coenzymes) would arrive at the College awhile before the bell would ring (at the same time as the previous two days). As soon as the occupants of the college had entered their classrooms/offices we would set about altering the conditions of the hallways. First, we would grease all of the hallways with the most slippery lubricant we could find. Then we would go into the basement below the Forum and attach a big winch to the underside of the Forum floor. We would then use the winch to pull down the Forum floor so that the whole College sort of leaned toward the Forum. We are very competent coenzymes so we can do all of this in a very few minutes. The bell rings and, although people have been instructed to again walk **slowly** toward the Forum just as they did on the first day of this "experiment", they would most certainly slip and slide and tumble and collide (react!) as they went along. Students have an interesting time imagining the huge pile of tangled bodies at the bottom of the dip in the Forum (analogous to the active site of an enzyme), and thus realize that it is possible to increase collisions without increasing speed to a dangerously hot level.

(Final Analogy Contest Winner on page 4)

Congratulations!



Children's Service Centre Staff

★ On completing a manual, **Promoting Positive Behaviour in Children.**

Caren Clouston

★ For her contribution to the success of the Palliative Care Conference held in October.

LINDA MacKAY

(Nursing)



When attempting to explain the time sequence and tracking of electrical impulses traveling along pathways in the heart, an analogy is used. Picture looking back at your tracks across a field of deep, freshly fallen snow. Your tracks will appear to wander and you may recall your progress was slow. The tenth member of your party will have made this trek faster and easier as he was able to take advantage of the packed pathways.

So it is in the heart. When the electrical impulses do not use heart pathways, the PQRST tracing on an ECG is distorted and the time sequence is much longer. When electrical impulses travel on ingrained pathways, the route is rapid and when looking at the imprint on an ECG each PQRST impulse travels an identical route.

Lorne Daniel

★ Whose regular newspaper column has recently been picked up by **The Ottawa Citizen** and **Contact** (the newsletter of Interpretation Canada). **The Citizen** has carried two articles, and expects to continue using about one article a month. **Contact** carried Lorne's column on Writing-On-Stone-Park, which park interpreters described as "the first time a writer has got it right."

Denzil Garrett

★ Who spoke on earthquakes at the Red Deer Public Library in late November.

Donna Grutter

★ Who was awarded the AAAL (Alberta Association of Adult Literacy) Award of Merit for her dedication to literacy work.

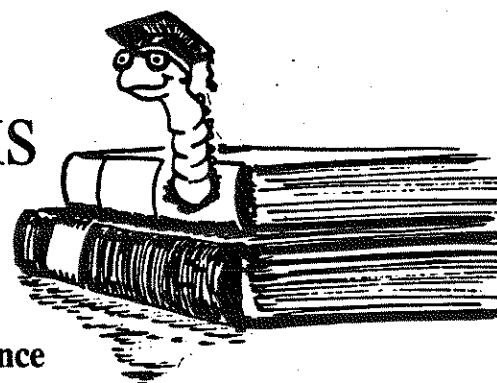
Birk Sproxtton

★ Whose paper, "The Figure of the Unknown Soldier: Home and War in **The Fire-Dwellers**," was accepted for presentation to the Margaret Laurence Symposium at the University of Ottawa in the spring of 1994. This paper grew out of his 1992-93 sabbatical project.

Marjorie Syms

★ On receiving her Masters in Nursing degree from the University of Calgary.

Read Any Good Books Lately?



Joe McCutcheon, CPP Science

Raptor By Gary Jennings

Set in Europe in 500 AD as the Roman Empire is crumbling, this historical novel is told from the point of view of a servant who eventually becomes second in command to a ruler. This novel is filled with fascinating details about the period and about how the society functions.

EDITOR'S NOTE: As you've no doubt noticed, I didn't have a lot of time this past term to drum up business for this particular column. However, evaluations indicate it is popular. If you've read any good books lately, won't you please make my day and let me know about them? Thank you.

Educational Technology: An Opinion

Once upon a time, in an office at the college, there was an E Mail message, that had an interesting trip!

- E Mail (VT terminal) to VAX
- VAX to AGAGNE (Mac Classic which is set to emulate a VT320 terminal)
- Message copied to Microsoft Works in Mac, edited, copied back to E Mail and sent
- Information translated to Microsoft Word on Mac - added to
- Information translated and saved as a DOS file
- Added to document in WORKS in OADM lab (DOS)
- Translated to Word on Mac and printed on Laser printer.

Why would I bother going to all the trouble of E-Mail, Vax, Mac, DOS conversions? In reality, nobody would want to do this. It was partially to show it could be done.

In the future, the computer type will not be as important as the application to which it is applied. All computers will be able to "talk" to each other. The conversions in this case were all done by the Mac. I assume that within 10 or 15 years the DOS world will be able to do this as well. It is true, I believe, that there are more DOS computers in business applications. On the other hand, the last school built in Red Deer (Holy Family) is completely Mac-based, and the one being built (Hunting Hills) has not committed to one or the other. However, they have let contracts for the cabling, which is Ethernet and local talk. To me, this would suggest a predominance of Macs. In the new multimillion dollar Grant MacEwan Community College, 30+% of its computer labs are Mac-based.

I do not believe we need to discuss which is better. Frankly it doesn't matter, as they both have their pros and cons. Institutions should attempt to keep up with the times. This means they should have as much of the new technology as possible. While there has been a concerted effort at Red Deer College to keep/increase/update the DOS labs, we are woefully short of updated Macintoshes. We ARE part of the technology world, and our students should be allowed to view all the possibilities.

New computers (Power PC, etc.) will be able to work in many or all operating systems. 100 MHz clock speed on PCs is a reality now and will be common within one year. Some new computers have 64 bit addressing (128 bit & 256 bit are around the corner). An example of this is an advertisement from a magazine that was put in my mailbox (thanks to Craig West). The new INDY PC from Silicon Graphics has a 100 MHz 64-bit processor. As well as coming with a digital INDYCam color camera, it has 22 input/output ports on the back, so you could input (from or output to) VHS tapes, laser discs, stereo sound, etc, etc. It comes with 16 MB RAM (expandable to 256) and its floppy drives read/write Macintosh, IBM, or UNIX diskettes. The multimedia possibilities are

endless. (In English - all of this means it will do amazing things incredibly fast.) All of this for under \$5,000 (US).

Compare this to our present Mac lab. It is basically useless even for community education programming. Works 2.00 is of no value to the 25+% of households who have modern PCs. We cannot possibly keep up with all the new technology - but I believe we must be more responsive to changes occurring. This is not a future-oriented reality. Even video tapes are basically an outdated teaching tool. CDs in conjunction with high resolution monitors and bar code readers are "in". Will they be "in" for long? Probably not - but we must supply resources to allow our college staff to keep up with these technologies.

We do not need a class set of every new operating system that comes along - but Computer Services or the CST Program, or the OADM program, or AV Services should have access to them so they can give educated responses to on-campus computer questions. It is frustrating when computer questions are asked and the knowledge base of the response is from a DOS or UNIX perspective. It is not that the response is incorrect, it is just that computers to me are a tool that I must use constantly in my job, and I do not want to know how or why it works, I just want it to work as simply and easily as possible.

"Touch screens, voice recognition, etc. are today's realities and tomorrow's everyday use machines ... we should at least attempt to keep track of the incredible changes occurring."

Back to the beginning - Macs are capable of doing many chores in a straightforward manner. Computers will become easier and easier to use. Tomorrow's DOS or UNIX machines will be like today's Macs. Touch screens, voice recognition, etc. are today's realities and tomorrow's everyday use machines. We will never be able to be completely up to date - but we should at least attempt to keep track of the incredible changes occurring.

Again, I will use a Jamie Stewart analogy. Consider disposable diapers of only several years ago. They were big, ugly, cumbersome, hard to use, awkward and leaked like crazy (broke down). Modern ones are small, look good, work fine, come in designer colours, are thinner, hold more and work better. Tomorrow's will be even better than today's.

Can we not try some of these new ones, and get rid of the old leaky ones if they are no longer serviceable? Or do we keep them because they were the best thing at one time? Perhaps we should try some of the new ones to see if they really are better! (Would saying this is food for thought spoil your lunch?)

Faculty Practice

Linda Moore Martin, Nursing

Just as art instructors need to create their own art, so do nursing instructors need to practice nursing. This past sabbatical year provided me with the opportunity to do just that - practice nursing directly with clients. As a nursing instructor, my clinical practice has been through my students - helping them to acquire the necessary knowledge, skills and attitudes needed for the nursing of others. Practising directly with my own clients afforded me the opportunity to expand and enrich my own clinical skills and knowledge. It was during my clinical practica that I became interested in pursuing the idea of faculty practice here at Red Deer College. How could I combine my teaching role and responsibilities with those of a clinical practitioner, in my current position?

What is Faculty Practice?

Faculty practice has a wide range of definitions and characteristics, ranging from joint appointments and "moonlighting" to health centres run by nursing faculties. The roots for faculty practice stem from the Frontier Nursing Service of the 1920's, where family health care was provided by nurses. Regardless of the type of practice, there tends to be a common intent - to maintain, improve, and master clinical skills.

My own beliefs about faculty practice suggest that it is not something done in a secondary position but done within the context of a faculty position which ensures that it receives the recognition it rightfully deserves. The definition that fits best with my own beliefs is: "The provision or facilitation of the delivery of nursing care through advanced behaviours of research, mentoring, leadership, collaboration, and direct patient care with outcomes of scholarship

and student learning" (Campbell, 1993, p. 22). It requires combining teaching roles and responsibilities with those of direct clinical practice. This combination is viewed as one position and as such clinical practice is recognized and treated as workload.

A number of benefits regarding faculty practice are cited in the literature: provides viable role models for students; promotes currency in clinical practice specialties; may create an additional clinical placement agency for students; enhances integration of theory, research and practice; creates a better connection between education and service; provides an arena for scholarly research; may provide an alternative model of health care for communities; and may decrease the reality shock experienced by new graduates.

At the same time several authors have discussed obstacles in the implementation of faculty practice: creates role strain/conflict/overload; requires time commitment and energy; may have difficulty gaining acceptance within the health care system; conflicts between the needs of the client population and the availability of nursing faculty may arise; and, is there compensation for this clinical practice, and by whom? Another area that remains to be addressed is that of institutional legitimization (Smith, 1990). Related issues to this concept are: public endorsement by the institution for faculty practice, workload flexibility, provision of equipment and supplies (budget), and a formal means of recognition within the institution.

The issues are complex, but not, in my estimation, unattainable. The idea of faculty prac

(Continued on page 7)



Continued from page 6...

tice is built on the premise that nursing is a practice discipline. I contend that clinical practice is nursing's *raison d'être*. RDC prides itself on teaching excellence and the provision of an exciting learning environment for students. However, the traditional teaching model at RDC limits our ability to practice nursing directly with our own clients. With this in mind, I have a potential model for faculty practice which I believe is congruent with the goals of RDC. Perhaps an overview of my ideas would stimulate discussion about creative ways to meet the needs of our own discipline and those of the students.

Faculty Practice Model

The model I am proposing is a

nurse-managed centre. It is not intended to replace the current RDC Health Office, which I believe offers specialized occupational health care services. The centre would be run by nursing faculty with expertise in providing nursing care to specific populations of individuals and families. The primary purpose would be to provide nursing services which include counselling, referral, education, information and assessments. Specifically, nursing faculty may provide: seminars and workshops; workplace, community and rural programs (i.e. take the programs to where they are needed); a phone-line service; individual and group sessions (i.e. prenatal/postnatal program, breast health clinic, pre and postoperative program).

A centre would provide nursing faculty with the opportunity for direct practice, while providing an innovative clinical setting for nursing students. What better way to role model nursing practice than to have the students work with you in direct practice with clients? This centre would offer students creative learning opportunities that are more congruent with changes occurring in nursing practice settings.

Conclusion

Faculty practice raises many questions and poses many new challenges about what constitutes workload, cost recovery, and ownership of the service, among others. But we need to create new avenues for student learning which keep pace with the changing environment of nursing and the health care system itself. Creating a faculty practice model here would jet-tison RDC to the forefront of alternative methods of student instruction and learning in nursing. As well, it would provide a direct means and unique environment to integrate nursing practice activities with teaching and research interests. We have the expertise within the current nursing faculty. The challenge is in having this expertise recognized through the creation of a faculty practice model.

RESEARCH NEWS

By Paul Boulton, Library

Canadian Federation for the Humanities

The Canadian Federation for the Humanities is a national non-profit organization which represents the professional interests and concerns of over 8,000 humanities scholars in thirty-two disciplines, and promotes scholarship and research in the humanities.

The Federation's main activities are as follows:

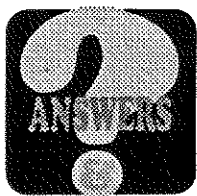
1. Aid to Scholarly Publications Programme: Some 400 scholarly manuscripts are reviewed each year. Through a process of peer review, about 150 are approved for a subsidy in meeting publishing costs.
2. Lobbying: Day-to-day, the Federation brings concerns and policy recommendations to the attention of politicians and government officials. Annually, the Federation organizes a fall lobby of federal Ministers, Members of Parliament, and Senators.
3. Research Policy: Regular surveys and reports are designed to develop policies that will strengthen Canadian research and scholarship in the humanities.
4. Conference of Learned Societies: Co-sponsors this annual spring conference of eighty scholarly societies.
5. Other Conferences: The Federation organizes periodic conferences designed to highlight problems or opportunities within the humanities.

For more information, contact: Canadian Federation for the Humanities, 151 Slater Street, Suite 407, Ottawa, ON K1P 5H3; phone (613) 236-4686, fax (613) 238-6114.

References

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- Smith, G.R. (1980, November). Compensating faculty for their clinical practice. *Nursing Outlook*, 673-676.

Note: This article represents the author's views and not necessarily those of the Nursing Department of Red Deer College.



What Do Students Want From A Math Instructor?

Introduction

An important aspect of our course-planning work consists of identifying and implementing activities that will please students and attract their attention. But what exactly will please them? Having lived for many years with the illusion that I knew what they wanted and having been contradicted by them so many times in the past, I decided to go to the source and, well, ask the students!

Materials and Methods

So on September 3, 1993, during the first meeting with my Math 201 class, and therefore before I could influence their ideas, I asked my new students (approximately 40 of them) to get into 10 groups of four and to identify 3 class activities that each group would consider useful and interesting, and 3 behaviours that they would want me to stay away from.

Moreover, the HOTS day offered at the College at the end of August gave me the opportunity to conduct a dress rehearsal of the same experiment on a group of instructors (approximately 25, divided into 6 groups) and also to compare instructors' and students' responses.

Results

When I combined all the suggestions I received from the two groups, I realized that

many of them were very specific, so for the sake of simplicity I have paraphrased and grouped them by core content. The table below lists each of these main ideas, together with the number of instances each idea was addressed by students (left) and instructors (right).

Discussion

Looking at this table it seems clear that students and instructors share concerns regarding the competence and ethical behaviour of the instructor. It would be interesting to speculate about the reasons for the consistent focus on these two characteristics.

The only specific teaching method addressed consistently by both groups is the use of group work in class. This is an interesting piece of information, given the current debate on the topic.

It is also clear that students are not concerned with getting realistic applications of mathematical methods. Did they forget that issue or are they aware of the fact that math is mostly about theoretical techniques and the applications will come later in their own field? Uhm, I wonder...

The areas which were ignored by instructors, but emphasized by students, relate to evaluation, workload and handling

difficulties. I guess the students are telling us that, no matter how well we conduct our classes, much of their work happens later and that, whatever our feelings might be about tests, they are important. So they are asking that we take the planning of evaluation methods seriously, in terms of spacing, fairness and follow up. And they are asking us to realize that our teaching job continues well after each class is over. Important ideas indeed.

Conclusions

Twenty five instructors attending the HOTS day and forty students enrolled in a remedial math course can hardly be viewed as representative samples, so I am not going to draw any sweeping conclusions from the results of the experiment. However, I would like to make two concluding remarks.

First of all, I believe that this kind of experiment is badly needed if we want to move away from simply discussing pedagogical issues and get instead into finding facts. If anything, we should conduct them on a larger scale, and with better planning of method, sampling, etc. (and maybe with a real researcher at the helm!).

Secondly, I noticed that students provided sensible and common-sensical responses. We often forget that and discuss instructional issues among ourselves, possibly using students as guinea pigs, but seldom asking for their input. Perhaps we should start considering including students in all our discussions involving teaching. They could give us some valuable advice.

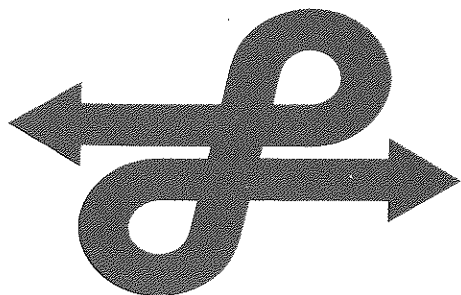
Student Groups*	Comments	Instructor Groups*
9	Use lecturing techniques that are effective, attractive and not boring	7
9	Demonstrate all techniques in a detailed step-by-step fashion	4
8	Allow time for group work in class	5
8	Identify and respond to student difficulties	1
8	Allow time to review assignments, tests & past topics	0
7	Spread workload evenly	0
6	Treat students with fairness and respect	7
5	Clarify expectations related to student performances	1
4	Avoid embarrassing students	4
0	Use applications from real life	5
* (Some groups provided more than one comment under the same category.)		

DIRECTIONS

is published by the Board/Faculty Professional Development Committee at Red Deer College.

The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee.
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Red Deer, Alberta, Canada,
T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

Vol. 10 No. 6

FEBRUARY 1994

Faculty Professional Development Merit Award

**Now Accepting
Nominations...**



Just a reminder that the Board/Faculty Professional Development Committee is calling for nominations for the Faculty Professional Development Merit Award. Aside from the usual certificate of recognition, the award is a substantial one: registration fees for the Canadian Rockies Great Teachers Seminar or the equivalent amount of money for another approved professional development activity.

If you know of someone who has made major contributions to the PD Program over the past few years and who has been dedicated to his/her own professional development as well, please consider nominating this person for the award. Forms are available on the PD bulletin boards and from members of the committee. Nominations are due in Cliff Soper's office by March 1, 1994.

BOARD/FACULTY PD COMMITTEE DEADLINES

**The deadline for submission of applications
for the following programs is March 1, 1994:**

- **Special Projects Funding**
- **In-House Visiting Faculty Program**
- **Study Leave Funding**
- **Travel Grants**

Descriptions of the programs and application guides are provided in the Faculty Development Guidebook (with the apple on the cover). For more information, contact your divisional PD representative or Glynis Wilson Boulton (3417).

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Message from the Animateur

As you may have heard, I informed the Board/Faculty PD Committee at its first meeting in January that I have decided to resign as Animateur effective June 30, 1994. Although I will be very sorry to give up this fascinating job, the position is a consuming one and I now feel the need to return to full-time faculty work. This is an important time for the College. I've spent many hours working on the Strategic Planning Committee this year and I would like to continue to contribute where I can in this initiative — which I now know is impossible if I continue as Animateur. There aren't enough hours in the week!

In my last "Message" in April, I'll talk more about what being Animateur has meant to me. In the meantime, however, the Board/Faculty PD Committee will soon begin the search for a new Animateur, pending budgetary considerations. If you are interested in applying for the position, please contact any of the committee members. I would also be happy to talk with you about it. Holding the position has probably been the single richest professional development opportunity I've experienced and I would highly recommend it.

Glynis Wilson Boulton

NEWS

Board/Faculty Professional Development Committee

PD Program Questionnaire Results

Because of some questions asked by the Rightsizing Committee in December, the Board/Faculty Professional Development Committee felt that it needed information as quickly as possible from faculty members about what professional development initiatives are most valued. Thus, in early January, you were asked to fill out a PD Program Questionnaire. You were asked to distribute 10 points among the five categories noted below; the more points allocated to the category, the more you valued that category. (Please note that Trades instructors, who are not eligible for sabbaticals, were given a survey which did not include the sabbaticals category.)

In the short time available to us (about one week!), we designed the survey. We are aware that it is not perfect, but do believe that the information is useful in providing a **general** sense of faculty's views. The results are presented below. We will, of course, consult the membership further if and when we need to make any important decisions about program changes.

Thank you to the 55% of faculty who took the time to return the survey. We appreciate your help in attempting to determine how best to respond to your needs.

PD Program Questionnaire - Survey Results

Total Points Awarded by Division

Note Abbrev. **	E&DS	Arts	H&S	S&ER	Bus.	Trades	Total
# of Respondents	26/37	26/51	36/57	7/8	9/30	11/25	115/208
% of Total Possible Respondents	70%	51%	63%	88%	30%	44%	55%
Sabbaticals	54	70	83.6	14	12	N/A	233.6/20%
Individual Allotments	112	91.3	166	27	56	80	532.3/46%
Animateur & Programs	46.5	28.5	61	14	12	10	172/15%
Special Programs/Activity Funding	26.5	48.1	44.4	11	5.5	10.75	146.25/13%
Administrative/Other	21	12.05	16	4	4.5	9.25	66.8/6%

** E&DS (Education & Developmental Studies), H&S (Health & Science) S&ER (Student & Educational Resources), Bus. (Business).

	Current Budget Distribution	Survey Results
Sabbaticals	40.5%	20%
Individual Allotments	49.6%	46%
Animateur & Programs	4.2%	15%
Special Programs	4.8%	13%
Administration	.8%	6%

(see page 3 for more PD News)

Evaluation of Selected PD Activities & the Animeur Position

In the winter of 1993, as part of an ongoing evaluation process, the Board/Faculty PD Committee conducted an extensive survey and a detailed review of the position of Animeur and the programs for which he/she is responsible. We constituted a sub-committee of Ray Allan, Darrel Morrow, Elizabeth Radian, and Glynis Wilson Boulton (ex-officio) to conduct the evaluation and bring recommendations to the Committee. The results were compiled in the spring and the recommendations completed in the fall of 1993. The highlights of the report are presented opposite. For more details, contact any member of the Board/Faculty PD Committee.

Special thanks are due to Darrel Morrow for his significant contributions of time and expertise. His help was invaluable.

Please note that the summary of the findings and recommendations presented opposite is based on individual interviews and a survey of all full-time and sessional faculty. The return rate for the survey was 37.9%.

1. The following activities were viewed positively by the majority of respondents and should be retained at their present levels: orientation, instructional skills workshops, **Directions**, on-campus seminars and workshops. The report recommends that different strategies be used to attract participants to the seminars and workshops.

2. The following activities were viewed positively by the majority of respondents, but the time spent by the Animeur could be modified: Colleague Network (reduce time); exchange programs (reduce time); Special Interest Groups (increase time).

3. Almost everyone (98.8%) reads **Directions**. Faculty members find some components of the newsletter to be useful (e.g. learning about the interests and activities of colleagues - 87.5%). Other components are less valued (e.g. helping individuals select pd activities - 57%). The PD Committee will work with the Animeur to develop some clearer guidelines about the content.

4. The Committee should allocate time to address the following issues: how to engage long-term faculty in more activities; how to interest those divisions and departments with low involvement in the services offered; how to enhance faculty participation generally. The Committee should also undertake a needs assessment specifically targeting long-term faculty to determine what their needs are and how best to meet them.

5. The workload of the Animeur should be evenly distributed between college-wide initiatives and individual consultations. Some new initiatives should be explored, but not included as part of the Animeur's present workload. These initiatives might be developed by interested individuals as Special Projects. A sub-committee will work with the Animeur to establish workable guidelines that address the accountability and autonomy of the Animeur's position.

(see more PD News on page 7)

Audio Visual Services
now has 1 portable

COMPACT
disc
DIGITAL AUDIO



CD Player
for general circulation.

☎ 3350
to reserve
NOW!



Handout Excerpt

From the Course Outline of Lorne Daniel, Communications

Plagiarism Policy

For your own sake, please note that even "unintentional" plagiarism on one assignment will likely result in me giving you an F for the entire course. Furthermore, many program areas will expel a student who is caught plagiarizing. The plagiarism policies of the College and this course are clear; see the course outline and the College Calendar for the specifics of these policies. Plagiarism is simply not worth the risk.

The problem, however, is that some students (particularly those new to college and academic writing) don't understand what constitutes plagiarism, and/or resort to plagiarism when faced with a dead-

line. We will be discussing plagiarism in class, and doing exercises to help you avoid it.

To ensure that there is no confusion, I require students to submit an Acknowledgement (see below) stat-

ing that they understand this issue. The Acknowledgement is usually required along with any formal research assignment(s). The plagiarism policy/guidelines, however, apply to all work you do in the course.

The following is to be stapled to the front of your Research Paper:

ACKNOWLEDGEMENT

I, the undersigned, hereby acknowledge that I have read the plagiarism policies of Communications 190 and Red Deer College, as stated in the Communications 190 Course Outline, the RDC Calendar, and the textbook. I understand that plagiarism in any course work, whether intentional or unintentional, can result in my receiving a grade of F for the entire course.

(Your Signature)

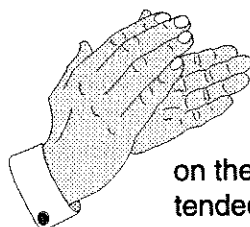
(Date)

NOVA Meeting

There will be a meeting on the morning of **April 20** for people interested in NOVA University programs. If you're interested in earning your PhD while working full-time, this may be the program for you.

For more information,
please contact:
Darrel Morrow.

★ ★ *Congratulations!* ★ ★



Kathryn Pallister (Communications)

★ Who recently won a scholarship from the Bureau of Broadcast Measurement for her thesis on the television program, **North of Sixty**. Kathryn attended the conference of the Canadian Association of Broadcasters in Halifax last fall to accept the award.

Ricardo Peres (Music)

★ Who received an Award of Merit from the Alberta Association for Adult Literacy for his work in supporting the downtown Library Expansion.

Doreen Sturla-Scott (Nursing)

★ Who was recognized as the Red Deer **Advocate's** Volunteer of the Week in November for her work for the Canadian Mental Health Association (CMHA). Doreen was also recently named Volunteer of the Year for the CMHA.



presents

Workshops in February & March

Cultures of the Academy

Ken Hammer, RDC Instructor

Date: Wednesday, Feb. 9
Time: 12:00-1:00 pm
Rm: 908

As we enter the challenging times ahead, we will need to be able to understand the different needs and desires of the various constituency groups that make up the College. This seminar is designed to help us begin the process of understanding our colleagues.

Financial Planning

Garnet Rambaut, Imperial Life

Date: Thursday, February 17
Time: Session 1: 12:00-1:00 pm
Session 2: 1:00-2:00 pm
Rm: 1433
Note: Session 1 will be repeated at Session 2.

This financial planning session will cover the following topics:

- Strategies for Financial Planning (especially in times of reduced incomes).
- Retirement Planning Tips. (How much will be enough?)
- Charts and graphs so that individuals can gauge if they are within an appropriate saving range for their age.
- What are the lowest rise, highest return investments.
- What people can do for their childrens' future (not educational funds).
- Quick strategies for planning our future.

Thriving on Change

Glen Allen, Ventures in Self Dimension

Who pulls the strings in your life? Is it them or is it you? Too many of today's social and economic environments may be bruising. Some, however, see it in another way - they thrive on it! How can this be? What is their secret?

The difference between victims and winners has been widely studied. Most research concludes that our internal makeup largely determines how the external affects us. This inner core has been described as our self-esteem. Most of us are so busy contending with the "alligators" that we neglect what is happening inside us. Isn't it time to give yourself a break? Learning to build and support your self-esteem is an opportunity to learn to thrive on change.

Beginning in February, a five-part series on building positive self-esteem will be offered by Glenn Allen. Glenn brings a wealth of experience into this arena. He has offered programs of this nature to thousands of Albertans in both the private and public sector. As an educator, counsellor, psychologist, consultant and entrepreneur, Glenn has demonstrated a clear mission toward developing people. This perspective continues in this new College program which will be a combination of lecture and participant interaction ideally suited to the adult learner.

Building Inner Security and Trust

Date: Tuesday, February 22
Time: 4:00 - 6:00 pm
Rm: 908

Enhancing Interpersonal Skills

Date: Monday, March 7
Time: 12:00 - 1:00 pm
Rm: 908

Taking Action and Celebrating Success

Date: Monday, March 21
Time: 12:00 - 1:00 pm
Rm: 908

Discovering and Re-Affirming Identity and Awareness

Date: Monday, February 28
Time: 12:00 - 1:00 pm
Rm: 908

Re-Establishing Purpose and Goals

Date: Monday, March 14
Time: 12:00 - 1:00 pm
Rm: 908

These workshops may be of interest to you if you would like to help your students develop their self-esteem.

A New Paradigm in Science

Recently, I had the opportunity to read the latest edition (3rd) of *The Tao of Physics: An Exploration of the Parallels Between Modern Physics and Eastern Mysticism*, by Fritjof Capra (Shambhala Press, Boston, 1991). The book states that, during the 20th century, the mechanistic world view of classical physics of macro scale has given way to the 'organic' world view of the new physics of atomic and subatomic scale. The book describes how the developments in the new physics show similarities with the ideas in eastern mysticism. In the afterword to this edition, Capra describes a shift from a mechanistic, materialistic, and competitive paradigm to an emerging ecological, holistic and cooperative paradigm; and he enumerates six criteria of this new paradigm in science. In this note, I will explore the implications of these developments on teaching and learning.

The first criterion of the new paradigm is that the relationship between the parts and the whole has changed. Whereas the characteristics of the parts contribute to the understanding of the whole, the whole is primary in that the dynamics and context of the whole define the interactions of the parts. This is reminiscent of the interdisciplinary nature of our teaching. It is more effective when learners work within contexts and are able to make inter/intra-disciplinary connections as well as relate the learning to their life experiences. Learners can be guided to work from the 'big picture' and to think and work with these contexts and connections. In general, teacher and learners in university transfer programs find it more difficult to discover contexts and connections across disciplines than their career-oriented counterparts.

And Its Implications For Teaching And Learning

Arun K. Mishra, Engineering

There is a shift from the primacy of a structure to importance of the process of creating the structure (the second criterion). Learning is more effective when the students are actively involved in the learning process through problem solving, case studies, real-life applications, and writing in relation to the subject matter. The intricacies and the structure of disciplinary concepts are revealed through active involvement. Therefore, involvement in and applications of the theoretical construct of the subject enrich the learning experience.

Instead of being passive, the observer is part of the understanding of knowledge, and thus changes the knowledge and in the process is changed. This is the third criterion of the new paradigm: any knowledge and understanding requires 'full participation with one's whole being'. In academic terms, the learner has to possess the skills and the attitude and be ready and willing to learn and to change because of the new knowledge. The teacher should be capable of providing motivation for the learning, and to guide the learner through the changes the learning brings about.

The fourth criterion replaces the metaphor of knowledge as a building with that of knowledge as a network. All concepts and relationships are interconnected; we move from a static to a dynamic description where various components can change and have different importance. Half-life of knowledge re-

duces every year and this dynamic model of knowledge is more appropriate to today's ever-changing technology-based society. Rather than focusing on facts, learners using this model learn to recognize the network inherent in the subject, locate important connections in the network, and learn the essential skills and attitudes to learning.

A shift from knowledge as truth to approximate description is the fifth criteria. Here again, for learners, the implications of knowledge being relative rather than absolute are immense in that relativity of knowledge promotes appreciation of alternate points of view, describes the open-endedness of real-life problems, and models tolerance of ambiguity. This also defines knowledge as a dynamic process rather than a fundamental truth.

In consideration of the ecological balance, there is a shift from an attitude of control to cooperation. This is the sixth criterion of the new paradigm. Cooperative groups and collaborative learning are in use in many courses. Students work in cooperation with fellow learners and teachers to actively construct knowledge. Such an environment provides motivation and context for learning. In addition, the collaboration provides an excellent social milieu for learning, quality management, and support. In contrast to competition, cooperation models real-life work situations for the students.

The changes in the world view require changes in how we teach and learn. The six criteria for the new paradigm in science suggest a possible point of view. I found it interesting that these criteria will have implications in teaching and learning. I welcome comments. Call me at 3380 or drop me a line.

Special Project Report - Bob Gosselin, Physical Sciences

My project was to develop a case study for use with Physics 241 (calculus based introductory physics). The problem was to save the earth from possible catastrophe due to a collision with a large asteroid. (The solution of course involves intercepting, then deflecting/destroying it.) The physics concepts required to solve such a problem are usually covered in this course. However, the mathematical complexity of the solution would make it unreasonable to expect students to solve the problem. A specialized computer program (MathCad) for doing difficult mathematical operations makes it feasible for first-year science students to solve such a problem.

I spent most of the summer of 1992 learning how to program in C so as to write a computer program to simulate the physical scenario for the students. I did learn how to program in C (although I am still not very fluent) and did write a program that tracks and manages the three objects (earth, rocket and asteroid) that would be involved. However, the program is not in "user-friendly" format (yet).

Some time was also spent on readings in innovative course design and evaluation. One article in particular (*Calculus and Physics: Challenges at the Interface*, **Am. J. Phys.** 60 (8) 1992) foreshadowed a major objection to implementation of such a case study which I was soon to verify for myself. It has been observed that in innovations where unfamiliar technology (i.e. computers) plays a significant role, weaker students actually seem to do worse. Mastering the new "tool" becomes another hurdle to overcome.

The fall of 1992 was spent developing sample problems to be solved on the computer using MathCad. (There was a considerable delay in starting on this aspect due to two factors. The first was that the Cad lab was being renovated so that the computers were not available until October. The second delay was due to shipping delays of the MathCad program so that it was late October by the time we started using it.) Although a small minority of students learned how to use the program quite quickly, most students seemed to have trouble just getting equations typed into the program correctly despite repeated instruction from both myself and those who mastered the operation of the computer quickly. It is probable that lack of motivation played a role for some of these students since these were primarily in-class exercises (all assignments could be done without MathCad). A significant portion (about one-fifth) of the class was adamantly against using the computer: "This is a physics class not

computer science", "I hate computers", etc. I found this very surprising given that all my students are science majors or in pre-professional programs. Perhaps the wave of computer-literate students has not hit college level yet.

Another frustration that both students and I faced was the inconvenience of accessing the computers. Usage involved a trek to the basement at the opposite end of the college, waiting in line to sign out a key (with a brick attached!), trekking back upstairs and down the hall to the Cad lab (which only has one printer [barely] capable of producing output from this program), then the whole process in reverse when done. This time consuming procedure discourages the frequent use which would allow the students to become comfortable with the program.

I also used MathCad during seminars in Physics 243 which had students who had passed 241. It was mainly used with already entered equations and graphs for demonstration purposes, obviating the need for students to type in their own equations. Most students seemed to like MathCad in this context, but most were reluctant to use it themselves.

A survey done after the course was over asked these students to comment on their experiences with using MathCad. Only five out of a possible 24 responses were received. All but one were positive about the use of MathCad. However, even these suggested more time was needed to really learn how to use the program to full advantage.

There are three main reasons why I would not implement this case study, at least at this time:

- 1) It is likely to adversely affect the performance of weaker students.
- 2) Current facilities at the college make it impractical.
- 3) Lack of computer literacy among students demands too much training time to be taken from the main focus of the course (i.e. physics). Computing "across the curriculum" is probably the only way this approach would be feasible for first year students.

Positive outcomes:

- 1) I learned how to program in C.
- 2) College has 20 copies of MathCad which I intend to use with interested students in Physics 243.
- 3) I am adept in MathCad and willing to train other instructors.
- 4) I have something extra to offer interested students.
- 5) I was able to work on a discipline-specific problem with applications to a course.

Strategic Planning Bibliography

Paul Boulton, Library

This annotated bibliography lists selected items found in the Red Deer College Library on the topic of Strategic Planning. These items include books and journal articles. The books were found by searching the Library's catalogue under the subject heading "strategic planning". The journal articles were found by searching the Library's ERIC CD-ROM database under the combined subject headings "strategic planning", "long range planning", and "higher education". This selected database was then limited to journal articles. All of the items in this bibliography can be found in the Library.

Bryson, John M. *Strategic planning for public and nonprofit organizations*. San Francisco: Jossey-Bass, 1989. [on Reserve]

Bryson explains a variety of approaches to help leaders and managers of public and nonprofit organizations fulfill their missions and satisfy their constituents through strategic planning. He provides examples of successful and unsuccessful efforts at strategic planning, offers practical advice on how to overcome obstacles, and shows how to implement a successful planning process. The book also includes sample strategic planning worksheets and methods for managing strategic issues.

Certo, Samuel C. & J. Paul Peter. *Strategic management: a focus in process*. New York: McGraw-Hill, 1990. [HD 30.28 C42 1990]

This book is meant to provide an integrative learning experience in order to develop strategic management knowledge and skills.

Coleman, Jack W., "Planning and resource allocation management", *New Directions for Higher Education*. n. 55:53-61, Fall 1986. [LB 2300 N4 no. 55]

Modern scientific management techniques provide college administrators with valuable planning and resource allocation insights and enhance the decision process. The planning model should in-

EDITOR'S NOTE:
At a January meeting, the Board/Faculty PD Committee agreed to take a leadership role in educating staff about the Strategic Planning process recently approved by the Board of Governors. We will be sponsoring a Lunchbag Seminar in the near future. In the meantime, perhaps you might be interested in doing some reading on the subject.

corporate assessment, strategic planning, dynamic and long-term budgeting, operational planning, and feedback and control for actual operations. (ERIC abstract)

Dickmeyer, Nathan, "Financial management and strategic planning", *New Directions in Higher Education*. n. 38:51-60, June 1982. [LB 2300 N4 no. 38]

Strategic planning involves analysis of risks and opportunities; financial management entails balancing risks and resources to achieve institutional goals. A framework is suggested to help college administrators integrate the two functions. (ERIC abstract)

Ghemawat, Pankaj. *Commitment: the dynamic of strategy*. New York: Free Press, 1991. [HD 41 G48 1991]

Ghemawat discusses identifying strategic choices before rather than after the fact; analyzing short-term and long-term positions implied by particular strategic options; assessing positions over time; accounting for flexibility in dealing with future options; and dealing with honest mistakes and deliberate distortions.

Green, Janice S., "Planning at a small institution: Bradford College", *New Directions for Institutional Research*. n. 67:39-54, Fall 1990. [LB 2341 N39 no. 67]

Bradford College (Massachusetts), a small liberal arts college, used creative planning to revitalize the institution despite fiscal constraints. Decisions and actions since 1981 are reviewed in terms of first steps (revitalizing faculty affairs), finding a new president, reorganizing the curriculum, planning non-curricular changes, and developing an ongoing planning system. (ERIC abstract)

Hellebust, Karsten G. & Joseph C. Krallinger. *Strategic planning workbook*. New York: Wiley, 1989. [HD 30.28 H43 1989]

(continued on page 9)

Strategic Planning Bibliography cont'd...

Strategic planning workbook systematizes the planning process and combines theory and principles of strategic and business plans with methods for their application. There are also examples of appropriate documents, charts and forms.

Hoffman, Richard B., "Repositioning for the future: Franklin and Marshall College", *New Directions for Institutional Research*. n. 75:89-101, Fall 1992. [LB 2341 N39 no. 75]

Franklin and Marshall College (Pennsylvania) has used institutional mission, strategic planning, lessons learned from previous experience, and sound general management principles to guide reallocation of resources during a period of financial constraint. The objective was repositioning not retrenchment, and the resulting academic program is stronger than it otherwise would have been. (ERIC abstract)

Hooks, William Michael and Susan E. Kelley, "The effective linkage of planning and resource development: a process that works". National Council for Resource Development, 1990. Resource paper, no. 43. [on Reserve]

This paper provides a philosophical rationale concerning how Valencia Community College (Florida) became involved in strategic planning and linked it to resource development. An overview of the strategic planning model and processes is described, and examples given showing that the process works, particularly as it relates to resource development.

Kellor, George, "Strategic planning and management in a competitive environment", *New Directions for Institutional Research*. n. 77:9-16, Spring 1993. [LB 2341 N39 no. 77]

Four developments have made strategic planning and information-based management necessary in higher education: changing external conditions; demands for accountability; deteriorating financial strength; and need for changes in leadership roles. Although institutional situations and needs vary, what is most important is to learn to manage with usefully packaged data. (ERIC abstract)

Knapp, John Lewis. *Institutional planning in Alberta's public colleges: a quantitative and qualitative assessment*. PhD thesis. University of Alberta, 1991. [LB 2341.93 A37 K593 1991]

This study was based on the premise that the elements of strategic planning should be found in effective planning activities in colleges. Fifty-seven senior administrators from eight public colleges (including Red Deer College) were questioned. Knapp concludes that the various planning processes did not conform in all dimensions to those found in models of strategic planning; however, many elements of normative models were found. There is an extensive bibliography.

Knepp, Marilyn G., "Renewal in the 1990s: the University of Michigan initiatives", *New Directions for Institutional Research*. n. 75:77-87, Fall 1992. [LB 2341 N39 no. 75]

During the 1980s, a difficult period for many colleges and universities, the University of Michigan was able to respond successfully to changing circumstances. The university has conducted three analyses (costs, staffing, revenue) that have led to recommendations in the areas of organizational cultural change, a quality approach to strategic planning, and budgeting and planning systems. (ERIC abstract)

Moving from confrontation to consensus. 1992. 14p. [on Reserve]

Strategic planning described/outlined in point-form style.

Newberry, Alan J. H. *Strategic planning in education*. Vancouver: EduServ, 1992. [LC 91 N487 1992]

Newberry attempts to assist educators in incorporating strategic planning into the educational environment.

Pailthorp, Keith G., "Examples of strategic planning at several levels", *New Directions for Institutional Research*. n. 52:77-85, Winter 1986. [LB 2341 N39 no. 52]

Three different approaches to environmental scanning for strategic planning are offered. Long-range planning in the San Francisco Community College District, the University of Nevada, Reno, and the California Postsecondary Education Commission are described. (ERIC abstract)

(continued on page 10)

Strategic Planning Bibliography cont'd...

Plan the future together. Red Deer: County of Red Deer, 1993. [on Reserve]

The agenda package for the County of Red Deer's two day session to plan for the future of education.

Ringle, Philip M. & Frederick W. Capshaw, "Issue-oriented planning: Essex Community College", *New Directions for Institutional Research*. n. 67:69-82, Fall 1990. [LB 2314 N39 no. 67]

Essex Community College (Maryland) has used issue-oriented planning to maintain flexibility and adaptability while responding to environmental changes. Issues addressed by centralized and structured processes include management information systems, budget development, and external resource development. Issues addressed by decentralized processes include developmental education reform and revision of general education. (ERIC abstract)

Sagini, Meshack M., "Planning models: the challenges of strategic imperatives in higher education", *Community/Junior College*. 15(1):71-85, 1991. [on Reserve]

A sample of 42 top- and middle-level planners in four community colleges was identified and selected on the basis of informed opinion....These planners were administrators who were surveyed, interviewed, and selectively tape recorded for data collection in rational and strategic decision making. The data were analyzed with the use of ethnographic and nonparametric procedures. With the use of satisfactory evidentiary warrant, it was concluded that two rural colleges (A and C) used different planning models as compared to those used by urban institutions, namely B and D. A and C used the consensus model, while B and D applied the autocracy and rational models, respectively. (journal abstract)

Schmidtlein, Frank A., "Responding to diverse institutional issues: adapting strategic planning concepts", *New Directions for Institutional Research*. n. 67:83-93, Fall 1990. [LB 2314 N39 no. 67]

The diverse planning approaches used by five institutions of higher education discuss the role of differences in institutional cultures and issues. Such differences must be taken into account in the design of the planning process, implementing plans, and evaluating benefits. (ERIC abstract)

Conference Calendar

March 11-13, 1994

Beyond the Visual: A Multi-Media Craft Conference. In Regina, SK.

Contact: Saskatchewan Craft Council, 813 Broadway Avenue, Saskatoon, SK, S7N 1B5.

March 12-14, 1994

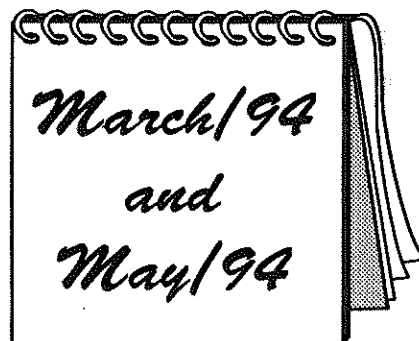
The Politics and Processes of Scholarly Publishing. In St. Petersburg, FL.

Contact: USF Division of Lifelong Learning, 4202 E. Fowler Ave., MGZ 144, Tampa, FL, 33620-6610.

March 25-27, 1994

Values, Ethics, and Vision: Health Care Planning and Decision-Making. In Edmonton, AB. (Note: There is no registration fee for this conference which is open to Albertans of all ages, professions, and vocations.)

Contact: ECHO, c/o Dr. Donna M. Wilson, Faculty of Nursing, Third Floor Clinical Sciences Building, University of Alberta, Edmonton, AB, T6G 2G3.



May 25-28, 1994

Creativity and Discovery (4th Interdisciplinary Conference). In Corner Brook, NF.

Contact: Dr. Georg Gunther, Sir Wilfred Grenfell College, Memorial University of Newfoundland, University Drive, Corner Brook, NF, A2H 6P9.

May 29 - June 1, 1994

ACIFA '94: Community and Education: Building Together. In Grande Prairie, AB.

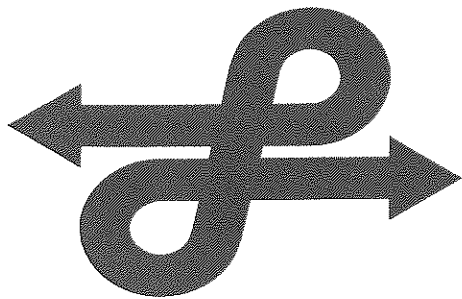
Contact: Dolly McArthur, Grande Prairie Regional College, Grande Prairie, AB.

DIRECTIONS

is published by the Board/Faculty Professional Development Committee at Red Deer College.

The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. **Editor: Glynis Wilson Boulton.**

Inquiries may be made to: **Editor, Red Deer College,**
Box 5005, Red Deer, Alberta, Canada,
T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

Vol. 10 No. 7

MARCH 1994



An Invitation to...

The Fair Sex: Comedy & Women Writers of the Restoration

A FREE PRESENTATION

sponsored by the
Board/Faculty Professional Development Committee

**Wednesday, March 16
Margaret Parsons Theatre
Red Deer College
12:00-1:00 p.m.**

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Message from the Animateur

March... Starts with Future Focus Day on March 3. The Strategic Planning Committee has been working hard to develop a day that is interesting and involving. Members of the Board/Faculty Professional Development Committee (Janet Welch and I) and two other willing volunteers (Jamie Stewart and Todd Reed) recently trained the facilitators for the day. These facilitators-in-training went through the writing and discussion exercises we'll be taking you through on the 3rd. They indicated that the day helped them think differently and creatively about where we want Red Deer College to be in ten years. The community members were very helpful, providing a fresh perspective and an interesting set of ideas. The Strategic Planning Team is now more than ever looking forward to collecting the information that emerges from the Future Focus Day groups.

All that and spring is just around the corner... If you're interested in becoming a facilitator for the Instructional Skills Workshop, there are still a couple of spaces in this early May training session. Let me know if you'd like more information. Or perhaps you'd like to lead a professional development session in May. If so, drop me a note or call me at 3417.

I hope your final month of classes for the winter term is rewarding.

Glynis Wilson Boulton
Faculty Development
Animateur

E **A SPECIAL PROJECT** EVENT!

Maureen Niwa, English

Don't miss your chance to see a faculty and student collaboration, *The Fair Sex: Comedy and Women Writers of the Restoration*, a Red Deer College 1993-94 Special Project. Since October, this student-oriented project that I've been managing has focussed on restoring and editing dramatic scripts that have been out of print for over two hundred years. A presentation of this work will occur on Wednesday, March 16 from 12:00-1:00 in the Margaret Parsons Theatre. This combined lecture and dramatic reading offers you a sampling of the plays, as well as an insight into a high-quality teaching method: student-faculty collaboration.

Collaborating as a team with a shared goal allows you to get work done. Furthermore, it gives you—as an instructor—an ideal educational experience. A non-hierarchical teaching method, the team approach with a product-oriented goal is a direct way for an instructor to teach higher level skills that may not be covered in coursework. This approach is mutually beneficial for the student who is given the chance to apply, experiment with and develop transferable skills, as well as pursue an area of special interest. So far, this project has offered two students the chance to learn editing, research and writing skills; one student to gain experience in computer scanning; and four others to increase their acting experience. When the goal is to share an experience, rather than merely “instruct,” important non-authoritative teaching skills such as mediating, listening, and advising are developed. From this project, I have found that writing projects do not have to be done in painful isolation, and also that learning can be done outside the classroom at Red Deer College in an efficient, creative and enjoyable way.

We would be happy to share our work with you on March 16th. One goal of this project is to acknowledge women's contribution to the eighteenth century stage by making their work accessible for study and performance. The other is to learn from each other: faculty from student, and student from faculty. See you there.

MASTER OF DISTANCE EDUCATION

Athabasca University has opened this new program beginning in September, 1994. A brochure and application materials are available from Glynis (3417). If you'd like your own copies, call Dr. Bob Spencer, Director of the Master Distance Education Program, and Centre for Distance Education at (403) 675-6179.
(Fax: (403) 675-6431.)

Hoarding Words

Birk Sproxton, English

In the Old English poem *Beowulf* a formulaic expression appears each time one of the storytellers launches into a tale. The formula translates roughly as "And he unlocked his word-hoard." I have unlocked my word-hoard to deliver a summary of my sabbatical (September 1993-September 1994) and you have unlocked yours to follow my lead. The word-hoard expression implies that each of us carries a treasure of words that we use for communication. Each time we meet a class or engage our colleagues in conversation, we draw on the word-hoard. Perhaps these sentences have added to your store already: to read is to engage a text, and if the engagement is sufficiently compelling, you will be moved to speak or write and therefore to create another text.

As a teacher, I am a producer of texts. As a specialist in English, I am immersed in the double-discipline of reading and writing,

sometimes styled as literary analysis and composition. During my sabbatical I was able to read a great many texts and to read a few of them to pieces. I had time to update the hoard (or intellectual reservoir, knowledge base) which makes effective teaching possible. The texts I read to pieces included the Manawaka fiction of Margaret Laurence, the essays for the RDC Leonard Cohen conference, a series of titles in critical theory (theory which has dramatically transformed the humanities and social sciences in the last ten years), a chapter from my 1982 dissertation on Eugene O'Neill, novels by Robert Kroetsch and Carol Shields, the life of a dead friend (Jon Whyte), a book by bpNichol on the theory of fiction, a biography of Malcolm Lowry. These pieces have been published in such university based journals as *Canadian Literature* and *Canadian Poetry*, and general interest magazines such as *Books in Canada*, *Border Crossings*, and

Prairie Fire. One of my stories appeared in *Boundless Alberta*, an anthology of Alberta writing. I presented papers to a conference at the University of Oregon, to the Leonard Cohen conference, to a conference of the Manitoba Writers' Guild in Winnipeg. At an Alberta theatre conference I participated as a playwright and found myself in a "hot seat" exercise. My play is set in 1934 and the central character is a 20 year-old political activist. During the exercise I was required to assume the voice of my character while theatre professionals and other "students" asked personal questions of her/me.

Later this spring I will deliver a paper at the University of Ottawa on Margaret Laurence. My paper was one of ten selected from more than three dozen proposals, and since the conference will be attended by scholars from around the world, I fully expect that my contribution will play some small role in the subsequent teaching of Margaret Laurence.

This time of role-playing and studying informs my teaching now, and I expect it to carry me for a few years. The pieces that I have published will enjoy a much longer life-span and remain available, potentially, as long as people are compelled to read.

Sabbaticals do not benefit only a few; they are essential to the short and long term physical, mental and intellectual health of Red Deer College. Educated people have an obligation not to hoard their resources or squander them or let them dry up.

INTERFACE '94

A Conference on Educational Technologies: Tools & Solutions

**Grant MacEwan
Community College,
Edmonton, AB**

June 1-3, 1994

Do you believe that technology is going to be an important part of our future in post-secondary education? Would you like to know more about networking & E-mail? Distance Education? Managing technology? Computer-managed learning? Multimedia and computer assisted instruction? If you answered yes to any of these questions, you may be interested in this conference.

**FOR MORE INFORMATION CONTACT GLYNIS AT 3417 OR
CALL THE CONFERENCE OFFICE AT 497-5287 (FAX: 497-5425).**

PART ONE Guides to the Internet: A Selected Bibliography

Paul Boulton, Library

Aboba, Bernard. *The online user's encyclopedia: bulletin boards and beyond.* Reading, MA: Addison-Wesley, 1993.

Braun, Eric. *The Internet directory.* New York: Fawcett Columbine, 1994. [REF TK 5105.875 I57 B738 1994]

Dern, Daniel P. *The Internet guide for new users.* New York: McGraw-Hill, 1994.

Falk, Bennett. *The Internet roadmap.* San Francisco: Sybex, 1994.

Frasse, Michael. *The Mac Internet tour guide: cruising the Internet the easy way.* Chapel Hill, NC: Ventana Press, 1993.

Gilster, Paul A. *The Internet navigator: a new user's guide to network exploration.* New York: Wiley, 1993.

Hitchhiker's guide to the Internet. Carmel, IN: Que, 1993.

Kehoe, Brendan P. *Zen and the art of the Internet: a beginner's guide.* 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1993. [TK 5105.875 I57 K44 1993]

Kochmer, Jonathan. *Internet passport: NorthWestNet's guide to our world online.* 4th ed. Bellevue, WA: NorthWestNet & Northwest Academic Computing Consortium, 1993.

Krol, Ed. *The whole Internet: user's guide and catalog.* Sebastopo, CA: O'Reilly and Associates, 1992.

Lambert, Steve. *Internet basics: your map to the global electronic super highway.* New York: Random, 1993.

Lane, Elizabeth S. & Craig Summerhill. *Internet primer for information professionals: a basic guide to Internet networking technology.* Westport, CT: Meckler, 1993. (TK 5105.875 I57 L35 1993)

LaQuey, Tracy L. & Jeanne C. Ryer. *The Internet companion: a beginner's guide to global networking.* Reading, MA: Addison Wesley, 1993.

Levine, John R. & Carol Baroudi. *The Internet for dummies.* San Mateo, CA: I D G Books Worldwide, 1993.

Malamud, Carl. *Exploring the Internet: a technical travelogue.* Englewood Cliffs, NJ: Prentice-Hall, 1992.

Marine, April. *Internet: getting started.* Englewood Cliffs, NJ: Prentice-Hall, 1994.

Smith, Richard. *Navigating the Internet.* Carmel, IN: Sams, 1993.

Tennant, Roy et al. *Crossing the Internet threshold: an instructional handbook.* Berkeley, CA: Library Solutions Press, 1993.

7 February 1994

Conference Calendar

March 23-26, 1994

"Cyberspace Superhighways: Access, Ethics, and Control." In Chicago, IL.

Contact: The John Marshall Law School, 315 South Plymouth Court, Chicago, IL, 60604.

June 13-24, 1994

The Fourteenth Summer Institute on "Quantitative Analysis of Social Data." In Edmonton, AB.

Contact: Ms. Fran Russell, Department of Sociology, University of Alberta, Edmonton, AB T6G 2H4.

June 27-29, 1994

The summer Institute for "Demographics Analysis." In Edmonton, AB.

Contact: Ms. Fran Russell, Department of Sociology, University of Alberta, Edmonton, AB T6G 2H4.





presents

Managing Organization Change and Stress

The following sessions are being sponsored by REACH in March. If you would like to register for any (or all) of these workshops, please call Anna at 3427.

Thriving on Change

Glenn Allen
Ventures in Self Dimension

Session 3:

Enhancing Interpersonal Skills

Date: Monday, March 7

Time: 12:00-1:00 pm

Rm: 908

Session 4:

Re-establishing Purpose & Goals

Date: Monday, March 14

Time: 12:00-1:00 pm

Rm: 908

Session 5:

Taking Action & Celebrating Success

Date: Monday, March 21

Time: 12:00-1:00 pm

Rm: 908

Investment Planning

Elvine Skoretz, Moneystrat

Want to make the most of your money? These two identical sessions on investment planning may be of interest. Topics include strategies for investment planning, making the most of low risk investments to maximize your return and retirement investment planning.

Date: Thursday, March 31

Time: 12:00-1:00 pm, or
1:00-2:00 pm

Rm: 908

More Analogies

In explaining the Emergent-Interaction Theory of human consciousness, I use the analogy of understanding time by looking at a clock. The theory states that the mind emerges from the activity of the brain yet cannot be understood by reducing the brain into its physical components (ie, neurons, neurotransmitters). Similarly, we keep track of time by using clocks yet we couldn't explain time to an alien by looking at the clock's internal mechanism.

- Cheryl Bereziuk, Psychology.

**Reading an essay full
of vague diction is
like spending half an
hour with the wrong
end of a vacuum
cleaner plugged into
one ear.**

- David Jordan,
English

HOTS:

What's in a Name?

The HOTS (Higher Order Thinking Skills) Special Interest Group explores issues related to the teaching of higher order thinking. However, over time, this group's interest has broadened to teaching and learning generally. As a result, we polled members to identify other names. Suggestions are included below. Please let us know your preference. Should we stay the same (which has the advantage of being known, but is also perceived to be on the "cutesy" end of the scale)? Or should we change the name to be more reflective of our interests?

To: Arun Mishra

From: _____

Please fill out your response, cut on the dotted line, and turn in to Arun Mishra. Thanks.

_____ Keep HOTS as it is

_____ Change the name to:

_____ Teaching & Learning SIG

_____ Learning, Teaching, Thinking SIG

_____ Teachers for Learning

_____ Talking About Teaching

_____ Fanning & Nurturing

_____ Teaching & Learning Users Group

_____ So What's Happening in Your Classroom?

• INTERNET NEWS •

PART TWO Internet Educational Listings - Paul Boulton, Library

- | | |
|--|--|
| <p>ADLTED-L Canadian Adult Education Network
listserv@uregina1.bitnet
A broad world wide discussion group.</p> <p>AEDNET Adult Education Network
listserv@suvn.bitnet
International network consisting of 500 individuals in 12 countries.</p> <p>ALTLEARN Alternative Approaches to Learning Discussion
listserv@sjvmn.bitnet
Discussion list concerned with learning strategies.</p> <p>DEOS-L International Discussion Forum for Distance Learning
listserv@psuvm.bitnet
1325 subscribers in 48 countries.</p> <p>DTS-L Dead Teachers Society Discussion List
listserv@ubvmn.bitnet
Broad discussion of teaching and learning.</p> <p>EDNET Education Net
listserv@nic.umass.edu
A very active list of educational professionals interested in exploring the potential of internet.</p> | <p>ENTESIG Electronic Networking Special Interest Group of AER

listserv@uhunix.uhcc.hawaii.edu
For members of the American Association of Education Research.</p> <p>EDPOLYAN Educational Policy Analysis
listserv@asuacad.bitnet
A more philosophical/academic list than many.</p> <p>EDSTYLE Learning Styles Theory and Research List
listserv@sjvmn.bitnet
Discusses all forms of information on learning styles.</p> <p>NEWEDU-L New Paradigms in Education List
listserv@uscvmn.bitnet
Broad list discusses technology, media and more.</p> <p>STLHE-L Forum for Teaching and Learning in Higher Education
listserv@unbvm1.bitnet
List focuses on post secondary education.</p> <p>OTHER For a listing of educational related forums contact
net-happenings@internic.net</p> |
|--|--|

Source: CACIF Newsletter, January, 1994.

FREE TRAVEL ANYONE?

Are you interested in travelling? Would you like to travel free? Instructors interested in taking student groups on an educational trip can travel free with EF Educational Tours. If you're interested, call 1-800-387-1460.

FEELING OVERWHELMED?

"Recent estimates on the rate of information processing tell us that every few minutes we process more information than was processed in a lifetime by those living in the Middle Ages."
- Anne Wilson Schaefer
Meditations for Women Who Do Too Much

CLASSROOM ASSESSMENT TECHNIQUES

Pat Cross will be at Mount Royal College on Wednesday, May 11 to discuss Classroom Assessment Techniques. More information, including registration costs, is available from Glynis (3417).

RESEARCH NEWS

Paul Boulton, Library

National Welfare Grants



The Roeher Institute

National Welfare Grants is a national research and development program with the mandate to develop and promote knowledge and resources which support social well-being and a healthy social and economic environment for all Canadians.

The following are the National Welfare Grants' program objectives:

1. Acquire, generate and promote national research and information on particular social welfare priorities, on population groups, national social and economic issues and interventions.
2. Support policy and program development and evaluation by cumulating and providing timely Canada-wide information syntheses, situational analyses and strategic overviews.
3. Strengthen the capacity of the social welfare network to contribute to the social and economic well-being of Canadians.
4. Provide relevant professional subject expertise to key national, regional and other stakeholders in the social welfare and related networks.
5. Analyze and generate information on parallel international social development issues applicable to a Canadian context.

Using a social development perspective, program funding mechanisms, and human and financial resources, the National Welfare Grants operates at the national level through three program components:

1. Fellowship Program: Support to doctoral students in social work and other disciplines involved in social welfare.
2. Grants Program: Support to national social service organizations for the purposes of carrying out national level activities.
3. Contribution Funding: Support to research and development projects with a national scope.

National Welfare Grants works with federal, provincial, and territorial government departments, national volunteer social service organizations, university researchers and academics, professional associations, and other non-governmental organizations.

For more information, contact: National Welfare Grants, Human Resources and Labour Canada, Room 1214, Finance Building, Tunney's Pasture, Ottawa, ON K1A 1B5; phone (613) 957-2895, fax (613) 954-1821.

The Roeher Institute is Canada's national institute for the study of public policy affecting people with an intellectual impairment and other disabilities. It supports families, self-advocates, community groups, service providers, professionals, and governments to develop strategies for community living for people with an intellectual impairment and other disabilities.

The Institute's grants and bursaries fall under the following categories:

1. Major Research Grants: for university faculty/ researchers, medical research facilities, and Roeher Institute associates and consultants who are doing work in the field of intellectual impairment or closely related fields.
2. College Bursaries: for community college students who are studying in the fields of intellectual impairment and human services.
3. Graduate Student Research Grants: to post-graduate students who are interested in the field of intellectual impairment or closely related fields. (Administered on behalf of the Scottish Rite Charitable Foundation of Canada)
4. Research Grants: to university faculty members or associates who are interested in the field of intellectual impairment or closely related fields. (Administered on behalf of the Scottish Rite Charitable Foundation of Canada)

For more information, contact: The Roeher Institute, Kinsmen Building, York University, 4700 Keele Street, North York, ON M3J 1P3; phone (416) 661-9611, fax (416) 661-5701.

CANADIAN STUDIES DIRECTORATE

Do you have a project designed to encourage learning about Canada? The Canadian Studies Directorate offers funding for the development of materials, aimed at the general public or the classroom, which will teach Canadians about their country & themselves. Next application deadlines: April 1 and November 1. For more information call (819) 994-1544 or fax (819) 953-8147.

Handout Excerpt

Roberto Bencivenga, Learning Assistance Centre

MARKING SCHEME FOR TECHNICAL QUESTION

For work submitted, marks will be awarded according to the following guidelines:

- 100%** The method used to answer the question, its description, its implementation and the conclusions are all correct and clearly presented.
- 90%** The work presented is satisfactory, but contains:
- a) a few minor computational errors, or
 - b) a number of errors in the use of symbols, terminology, spelling or syntax that make it difficult to read.
- 80%** The question is addressed in an appropriate way, but:
- a) no conclusions - or explicit answers - are presented, or
 - b) the work is not presented in a sufficiently organized way, or
 - c) not all details are presented or supported.
- 70%**
- a) The work displays only the computational aspects of the question, but no description or rationale for their use.
 - b) The chosen method uses a long, direct, computational approach rather than an alternative and simpler, logical approach.
- 60%** All the main ideas needed to answer the question are correctly and satisfactorily identified, but their implementation contains some major errors.

- 50%** A complete and correct description of the method needed to answer the question is presented, but is not implemented.
- 40%**
- a) The work submitted describes a correct answer to a question that is different from, but closely related to, the one proposed.
 - b) The method used has a credible rationale, but includes some major errors or shortcomings.
- 30%** The work presented contains:
- a) the correct initial steps only, with implementation and conclusion; or
 - b) the correct conclusion only, without any supporting work.
- 20%** Some work relevant to the question is displayed, but it contains a number of major methodological mistakes indicating only a minimal knowledge of the topic.
- 10%** One or two ideas related to the question are presented, but no coherent indication is offered as to how to use them in order to arrive at an acceptable answer.
- 0%** No work related to the question is presented; or work is presented in such a confused manner as to be unintelligible.

Overall Rider:

Any mark earned through this scheme will be halved if the conclusions are incorrect, could have been checked for reasonableness, but were not.

Notes:

* This scheme is to be considered as "work-in-progress" and therefore I will welcome any comments, criticisms, and proposed changes, additions or deletions.

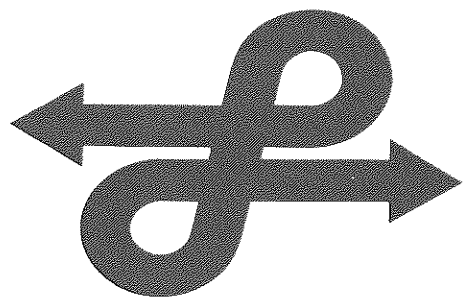
* As this scheme suggests, communicating your ideas and processes clearly is an important part of your work. Therefore feel free to use as much English as you need to describe your methods and thoughts. However, the mark will NOT be proportional to the length of your work!

DIRECTIONS

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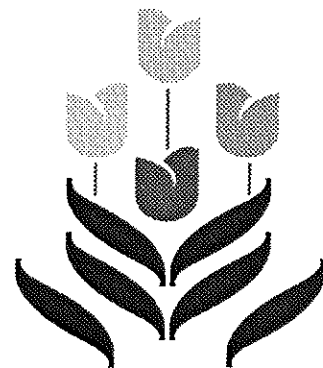


DIRECTIONS

RED DEER COLLEGE

Vol. 10 No. 8 APRIL 1994

Welcome SPRING!



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New Animateur Appointed

The Board/Faculty Professional Development Committee is pleased to announce the appointment of **Ray Allan (Biology)** to the position of Faculty Development Animateur.

Sabbaticals Granted

The Board/Faculty Professional Development Committee met in February to interview sabbatical applicants and make recommendations to the College's Board of Governors. The Board recently announced that the following instructors have been granted sabbaticals for 1994/5:

Art Gagné: to pursue a doctorate in
Educational Administration

Elizabeth Radian: to pursue a doctorate in
Environmental Studies

Jamie Stewart: to pursue a Master of Science
in Instructional Science

Duke Thompson: to finish his doctorate in
Musical Arts

Message from the Animateur

This is my final **Directions** column. Sigh...

I have mixed feelings about giving up the Animateur position. I'm feeling pretty worn out right now and I do look forward to wearing only one hat. On the other hand, there are many aspects of the job that I'll miss — from the challenge of producing a newsletter every month to the regular collegial interactions that have been so rewarding. I'll miss getting to know all the new instructors in August. And I'll even miss the committee work, as I've always found members of the Board/Faculty Professional Development Committee to be both supportive of and highly committed to professional development.

One thing about which I have **no** mixed feelings is my successor. This spring, I pass on the torch to Ray Allan who has been appointed the new Faculty Development Animateur. I know Ray will do a wonderful job. He's an enthusiastic and dedicated teacher whose commitment to professional development has been demonstrated regularly since his first year at the College. I'm sure he'll take our professional development program in new and interesting directions as he puts his own stamp on the position.

I'd like to take a few moments to reflect on the past four years — in many ways the most rewarding and demanding time in my life. It's been a pleasure to go to work knowing that I would be interacting so often and so interestingly with my colleagues; searching out the many innovative teaching practices; helping people to learn from one another; and learning from you all in a multitude of ways. In fact, I believe one of the main benefits of the job has been my growing appreciation of the diversity of individuals at this most comprehensive of community colleges.

I'd like to thank the many, many people who willingly wrote articles for **Directions** — when I asked for them and even when I didn't; who agreed to do workshops on the topics I suggested — and offered to do workshops on topics I never would have thought of; who made wonderful suggestions about how the pd program could be improved; who shared their classroom and professional development successes with me.

I'm going to miss my interactions with you in my Animateur role, but I look forward to continuing our conversations informally — in the Staff Lounge, in the hallways, and in my new Learning Assistance Centre office.

I look forward to seeing many of you at the workshops being offered in May. In the meantime, I hope you all have a productive spring and a wonderful summer.

Glynis Wilson Boulton
Faculty Development Animateur

2

DOCTORATE OPPORTUNITIES

Brigham Young University

Wayne Poncia is looking for people interested in forming an Alberta cohort who would work toward an Ed.D. at BYU. This summer residency program costs a total of approximately \$8000. You attend classes at BYU from the end of June to mid-August for 3 years (or more depending on how many courses you take.) During the fall and winter, an individual project class and group classes are held monthly in Alberta. (If enough Red Deer people were interested, the classes might be held here.) You will also be expected to write a thesis.

Married housing for the summer is \$750 and there is a Fun Fest program for kids 6-16 which costs \$50 for the summer. If you are interested in learning more about this program, please call Wayne Poncia at work at 347-3364.

NOVA University

The director of the NOVA University Doctor of Education program will be at Red Deer College on Tuesday, April 26 at 1:30 (in Room 922) to discuss this field-based program. Keep your job while pursuing your studies. Specialize in Adult Education (including higher education; vocational, technical, and occupational education; health care; or computer technology.) This degree program is offered with the approval of the Minister of Advanced Education.

In Appreciation For All Your Contributions & Support...

The Committee would like to thank the many people who have been involved with our program this year. Special thanks to Lynda Pelz, Elsie Mather, Euphemia McLeod, as well as the staff in the Library, Reprographics, Audio Visual, and Public Relations departments, for their assistance.

Thank You

To our many workshop presenters:

- | | |
|----------------------|-------------------------|
| • Mary Abt | • Gene Leavitt |
| • Ray Allan | • Sandy MacGregor |
| • Murray Arnold | • Linda MacKay |
| • Roberto Bencivenga | • Jim Martens |
| • Pam Clarke | • John McKenna |
| • Sharon Comstock | • Arun Mishra |
| • Lorne Daniel | • Darrel Morrow |
| • Don Dary | • Lori Myers |
| • Barb Duffy-Tagg | • Maureen Niwa |
| • Alma Funk | (and her students) |
| • Serge Gingras | • Paul Nonnekes |
| • Tom Gwin | • Richard O'Brien |
| • Shawn Haley | • Todd Reed |
| • Brad Hamilton | • Caroline Rentz-Golub |
| • Ken Hammer | • Jamie Stewart |
| • Pliny Hayes | • Doreen Sturla-Scott |
| • Dave Inkster | • Janet Welch |
| • Cheryl Jahraus | • Glynis Wilson Boulton |
| • Pam Johnson | |

Thank You

To our many DIRECTIONS contributors:

- | | |
|----------------------|-------------------------|
| • Mary Abt | • Wendy Heggerud |
| • Roberto Bencivenga | • Cheryl Jahraus |
| • Cheryl Bereziuk | • Angela Jeske |
| • Linda Bjorge | • David Jordan |
| • Paul Boulton | • Sandy MacGregor |
| • Pam Clarke | • Linda MacKay |
| • Caren Clouston | • Joe McCutcheon |
| • Lorne Daniel | • Arun Mishra |
| • Doug Doran | • Linda Moore Martin |
| • T/Ed Dyck | • Darryl Morrow |
| • Hilary Eade | • Maureen Niwa |
| • Cynthia Edwards | • Wayne Poncia |
| • Ann Fisk | • Elizabeth Radian |
| • Alma Funk | • Claudia Ramsay |
| • Art Gagné | • Jim Scott |
| • Doug Girvan | • Birk Sproxton |
| • Bob Gosselin | • Doug Swanson |
| • Tom Gwin | • Paul Williams |
| • Pliny Hayes | • Glynis Wilson Boulton |

The Ukrainian Connection

Ukrainian International Summer School

University of Alberta is offering a six-week program (July 4 - August 10) which includes courses in Ukrainian language, history, and culture. Tuition, room, and board (Campus Towers Hotel) will cost approximately \$1200. For more information, contact Department of Slavic and East European Studies, 450 Arts Building, University of Alberta, Edmonton, AB T6G 2E6.

Grant MacEwan Community College's Kiev Office

GMCC offers and delivers a variety of business and educational services in Kiev. GMCC is also organizing a Central and Eastern Europe study abroad opportunity (May 14-30), "Transition to Democracy — Challenges and Prospects," which will include visits to Prague, Vienna, Bratislava, Budapest, and Kiev.

If you are interested in finding out more about their Kiev office or the May tour, refer to the brochure and posters on the Professional Development Bulletin Board outside the Staff Lounge.

Special Project Final Report - Interdisciplinary Course Preparation

Jim Scott (UT English)

Summary of Project

Jim Martens and I received funding in order to engage in all the preparatory work for mounting of a Senior-level, team-taught interdisciplinary Humanities course focusing on the history and English-language literature of twentieth-century Europe. Students enrolled in this full-year, six-hour-per-week course will receive transfer credit for History 310-6, English 361-3, and English 368-3. This course ideally will serve as a prototype for other new courses that will reflect the interdisciplinary, non-specialist focus that our Department has agreed is the fundamental principle in the proposed Red Deer College Bachelor of Arts degree program.

Rationale for Funding

In order to engage in the research and planning needed to meld the existing three courses and to prepare both the overall schedule and the daily lesson plans, some instructional release time was needed. The proposed instructors for the course are Jim Scott and, if he were to return as a sessional instructor for the 94-95 year, Jim Martens. Decisions on the curriculum content and general design were made jointly by these two instructors, and both needed to engage in extensive research in order to deal effectively with the expanded scope of their teaching, especially since the course's broad concern with twentieth century thought would

entail much new study of non-traditional factors such as cinema, popular culture, aesthetic theory, the impact of electronic media, etc.

In addition, the logistics of the new course (such as that needed to structure the course, promote it, design specific lesson plans) had to be undertaken. Accordingly, Jim Scott was granted the funds to release him from his scheduled Spring teaching commitment for 1993. Jim Martens was granted approximately a three-week extension of his current contract.

Activities Completed

As anticipated, the bulk of the time provided to us in May/June was used to engage in reading in each other's discipline in order to determine the most productive means of creating a seamless fusion of the literary and historical developments in Europe in this century. As well, much time was given over to discussions of the units through which we saw the course progressing (i.e., from the late 19th century on to the

1980's). While we have not yet specified all the details of how each class within each unit will be conducted, we do have a clear sense of the texts, concepts, and methodological principles by means of which we will be approaching each unit. We have begun the work of blending the modified course outlines for History 310 and English 361/8, but we are still working on establishing a list of supplementary readings for each of the units.

We would like to thank the Board/Faculty Professional Development Committee for its support of our project, and we like to think that the course we offer in 1994-5 will serve as a prototype for other trans-disciplinary courses in our department and thus will help keep us abreast of contemporary new-historicist movements in our disciplines.

(Editor's Note: This report was received in the fall of 1993. Apologies to the author for the publication delay.)

CONNECTIONS

"Good teaching is, above all, a connective activity. To teach is to weave a community of relationships between my students, my subject, and myself, to the end that students will develop their own capacity for connectedness."

Parker Palmer
"The Loom of Teaching"

Special Project Report - Nursing Management

A grant from Red Deer College Special Projects Fund made it possible for Dr. Mary Abt to undertake this descriptive study during the summer of 1993. The idea for the study arose during planning meetings for a management course in the Red Deer College/University of Alberta collaborative BScN program for nurses. Dr. Abt spent several weeks interviewing nurse managers in and around central Alberta. She is working jointly on this study with Dr. Judith Hibberd of the University of Alberta who is the teacher for *Nursing 401: Nursing Management*.

The purpose of the study is to develop a data base of case materials which would exemplify the problems and issues facing nurse managers in rural and urban health care facilities in Alberta. The case studies will be used for problem-based learning by students enrolled in Nursing 401. One of the difficulties for instructors of nursing management courses has been the lack of case material that is based on the Canadian Health Care System, and in particular, the experience of nurse managers in rural areas.

Method

Following ethical clearance from the University of Alberta, letters of invitation to take part in the study were sent to the administrators of 14 hospitals and health units in and around the central Alberta area, with copies to nurse managers. Selection was based on the type of agency, and individual participants were drawn from a network of professional nursing relationships. Interviews with nurse managers were tape-recorded and then transcribed. Almost all agencies approached were pleased and willing to be involved in this study.

Analysis of data

Content analysis of the interview data is currently underway and thus far, five cases have been drafted. Care is being taken to ensure that no identifying information is contained in the case studies, thus some modification of the context of the data must inevitably be

made. Copies of the case studies are being sent to interviewees so that they have an opportunity to comment and to let the researchers know if they have concerns about the identity of the material in the cases. Three of the cases will be used by students this term.

The data provides a rich source of case material and there is potential for a further eight cases. Once these additional cases have been written, a paper will be prepared for publication in the *Canadian Journal of Nursing Administration*.

Acknowledgments

Dr. Abt and Dr. Hibberd wish to acknowledge the support received, and are especially grateful for the operating grant from the Red Deer College Special Projects Fund. The grant made it possible to release Dr. Abt so that she could collect the data. The Faculty of Nursing, University of Alberta provided funds for transcription of interviews, and Ms. Marie Pickering did the transcribing very skillfully. Drs. Abt and Hibberd particularly wish to thank Dr. Cliff Soper for his enthusiastic support of the study.

The Work of Nurse Managers: A Descriptive Study of Current Issues and Problems

MARY ABT
Nursing - RDC
JUDITH HIBBERD
Nursing - U of A



REACH is implementing a program for all individuals in the college to enhance their job search skills. The program will include workshops on resume writing, cover letters, accessing the hidden job market, interviewing skills, etc. A resource centre, in conjunction with the program, will be established with books, videos, and computers.

If you can contribute your time and/or resources to assist your colleagues, please call the Health Centre at 3427.

RESEARCH NEWS

Paul Boulton, Library

MEDICAL RESEARCH COUNCIL OF CANADA

The Medical Research Council of Canada, established in 1969, promotes, assists, and undertakes basic, applied, and clinical research in Canada in the health sciences. The Council is responsible for supporting research and research training in health sciences in universities and their affiliated hospitals and institutes. It also promotes cooperation between industry, universities, and health care institutions in order to enhance the development of knowledge and its application.

The Medical Research Council of Canada achieves its objectives through the following programmes:

1. Research Funding: provides support to investigators in medical, dental, nursing, optometry, pharmacy or veterinary schools and affiliated institutions, or other departments when the research has clear and direct relevance to human health.
2. Personnel Support: provides direct support for research personnel or research trainees.
3. University-Industry: creates opportunities for collaboration between Canadian companies and researchers now conducting research in Canadian universities or affiliated institutions.

For more information, contact: Medical Research Council of Canada, Tower B, 5th Floor, Holland Cross, 1600 Scott Street, Ottawa, ON K1A 0W9; phone: (613) 954-1382, fax: (613) 954-1800.

Communications Instructional Design Study

Cynthia Edwards,
Communications

Until the end of June, the Division of Arts will be conducting a study of the Communications curriculum. The study will operate under the direction of Hilary Elliott, the Dean of Arts, plus a steering committee and external advisors. The study's goal is to recommend the most suitable course content and pedagogy for the medium range future (1995-2000).

We will be asking many of you for your ideas and reactions, in addition to asking for input from business, students and graduates. If you want to ensure your personal participation, and you haven't already been asked, please call Cynthia Edwards, who is coordinating the research, at 3495, or Lorne Daniel at 3319. Cynthia or Lorne would also be happy to answer any questions you may have about the study.

The input sessions will be scheduled for this spring, so please contact us right away if you want to participate. We welcome your input!

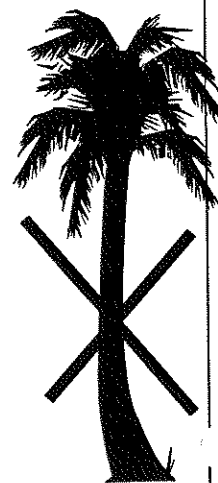
NO HAWAII FOR US!

TRAVEL GRANT REPORT

Caren Clouston,
Alma Funk,
Sandy MacGregor
(Nursing)

During reading week, while other colleagues headed for sunny beaches, we braved the elements (-40 C windchill and drifting snow) and DROVE to Saskatoon, Saskatchewan to attend a conference on Teaching Excellence in Nursing.

Western Region Canadian Association of University Schools of Nursing (WRCAUSN) meets annually to give nurse educators a forum to share new ideas, discuss common concerns and develop their professional networking. The RDC nurses presented highlights of their third year Community Nursing course to nurse educators from across Canada. Their presentation was well received and stimulated discussion among colleagues. The faculty came away from the conference affirmed in their belief that RDC continues to be on the cutting edge of changes occurring in nursing education across Canada today.



ANALOGIES

'Dressing up' an essay correctly

Wendy Heggerud, CPP English

This works well for upgrading English classes; it provides a visual and easily understood basis for understanding correct and appropriate language and style. Dressing for a specific occasion is similar to writing a paragraph/essay.

The class is invited to a formal dinner and dance at the Red Deer Lodge. HRH Queen Elizabeth II and Prince Philip will be in attendance. We have all been invited. In order that we are all suitably clothed, all students have access to charge cards!

There will be a protocol/etiquette committee at the Lodge whose responsibility will be to determine whether guests are appropriately dressed. Those who are not up to standard have an opportunity to re-dress in order to reach an acceptable standard.

The suitability of the clothing to the occasion can now be paralleled to the importance of completeness and correctness of writing.

eg. - Within the acceptable outfits, there is a variety of individual differences. Similarly in writing, an essay will allow for stylistic differences, within the boundaries of correctness.

- As unco-ordinated clothing needs to be organized and changed to become co-ordinated, so fragments, spelling and sentence structure errors must be fixed.

- It is not appropriate to upstage or outdress the Queen! Similarly, it is not appropriate to write in a wordy, padded style.

- The whole outfit should be unified; similarly the paragraph/essay should be focused.

- "A long blue dress" is not sufficiently detailed for the committee to make a decision; detail is important in writing.

- Details (jewelry, hairstyle) contribute to overall impression; spelling and format are important to credibility.

More details can be added according to class and imagination.

This leads to simple, non-threatening comments.

- eg. 1) Outfit generally acceptable, but make sure the shoes co-ordinate and that you are not upstaging the Queen.
2) Is it appropriate to wear a ball cap to the meal? If not, what might be better?
3) Glad to see your outfit is so co-ordinated.

For me, this has proved to be an excellent alternative to - language too flowery; style inappropriate, check spelling, expand details, etc.

I have found that this analogy is easy and helpful to both instructor and students.

Cell Inc.

Pam Clarke, CPP Biology

I try to instill in my students at the Biology 75 and 130 level that a eukaryotic cell is designed in such a way that there is a very definite division of labor. The individual structures within the cell (the organelles) have a specific structure that suits their function. That is, a cell will not waste materials or energy on structures that are redundant with other structures or that have little value in enhancing this thing called life. This analogy was developed to help students sort out the functions of the organelles and evaluate these functions in terms of the overall operation of the cell.

Students are divided into groups of 2 to 4 depending on the size of the class. Each group is assigned an organelle (or sometimes a couple of related organelles). The idea is that the cell is a large company - Cell Inc. Each of the organelles is a specific department in the company. The problem is that Cell

Inc. has fallen on rough times and has been asked to downsize (should that be "rightsized"?). There will be a meeting of the Board of Directors in which each department has to defend its function so that it can be one of the lucky ones to stay - those that cannot adequately defend their functions must amalgamate with other departments or disappear altogether. Each group of students prepares a "brief" to describe the function and then must defend that function at the meeting of the Board the next day. Each "department" is supplied with a cardboard "tent" sign which can stand on a desk to indicate the name of the department. Each department, in turn, has a short time (usually two to three minutes) to plead its case. Other departments must take notes because there is a question period at the end of the meeting wherein each department must ask at least one question of at least one other department. At the completion of the meeting (i.e. for homework)

Continued on next page...

RESEARCH NEWS

Paul Boulton, Library

Social Sciences and Humanities Research Council of Canada

The Social Sciences and Humanities Research Council of Canada (SSHRC) is a federal agency responsible for promoting and supporting research and research training in the social sciences and humanities in Canada. Individual scholars or groups of scholars who are formally affiliated with or occupy positions at Canadian universities or other Canadian post-secondary institu-

tions are eligible to apply for SSHRC research grants, strategic grants, and special research fellowships.

SSHRC's main activities include:

1. Research Grants: to encourage the production and dissemination of high quality, independent research in the social sciences and humanities.

2. Strategic Grants: to foster collaborative, multidisciplinary research by groups of two or more researchers on specific social and cultural issues of interest to Canada.

3. Fellowships: to develop and expand the research skills of students at the doctoral and post-doctoral levels in the social sciences and humanities and to assist in the training of highly qualified personnel to meet Canada's current and future needs.

4. Publication Grants: to promote the sharing of research results in the social sciences and humanities by supporting the production of individual scholarly journals and by publishing individual scholarly works.

5. Travel/Conference Grants: to help further the dissemination of research results in the social sciences and humanities.

6. Institutional Grants: to encourage the focused development of research capacity in Canada's smaller universities.

For more information, contact: Social Sciences and Humanities Research Council of Canada, 255 Albert Street, P.O. Box 1610, Ottawa, ON K1P 6G4.

Natural Sciences and Engineering Research Council of Canada

The Natural Sciences and Engineering Research Council of Canada (NSERC) was established in 1978 to "promote and assist research in the natural sciences and engineering other than the health sciences, and advise the Minister in respect of such matters relating to such research as the Minister may refer to the Council for its consideration."

The general objectives of the Council are:

1. To secure a healthy research base in universities.

2. To secure an adequate supply of highly qualified personnel in science and engineering, well educated and trained with state-of-the-art facilities.

3. To facilitate collaboration between research and development sectors in Canada.

NSERC provides scholarships/fellowships at the undergraduate, postgraduate, and postdoctoral levels. It also administers awards on behalf of other agencies. NSERC's Strategic Grants Program also supports research in advanced technologies, natural resources, environmental quality, and new directions in research.

For more information, contact: Natural Sciences and Engineering Research Council of Canada, Centennial Towers, 200 Kent Street, Ottawa, ON K1A 1H5; phone: (613) 995-6295, fax: (613) 992-5337.

ANALOGIES

Cell Inc...

Continued from previous page

each individual student (or department) must write the C.E.O. (me, of course) a memo to describe what they thought were the best arguments presented and suggest their view of a reorganized, "rightsized" Cell Inc.

This activity has been a particularly useful tool in Biology 130 when used as a review of cell structure. Some students at this level have very recently completed Biology 75 and thus have a good understanding of cell structure and function. Others may not have taken biology for many years and even the few "facts" they do remember are no longer considered accurate because of considerable advances that have been made in the field of cytology. Groups can be constructed so that less knowledgeable students can be placed with more knowledgeable ones and thus the learning curve for the "new" students becomes fairly steep.

**May 10-12**

The Work and Family Challenge: Issues and Options. In Vancouver, BC.

Contact: The Conference Registrar,
The Conference Board of
Canada, 255 Smyth Road,
Ottawa, ON K1H 8M7.

May 11-14

Annual Conference for the Canadian
Association for Distance Education. In
Vancouver, BC.

Contact: CADE '94 ACED, Conference
Services, Halpern Centre,
Simon Fraser University,
Burnaby, BC V5A 1S6.

May 12-14

Canadian Association for Studies in Adult
Education Conference (Theory and
Practice). In Vancouver, BC.

Contact: Mark Selman, Continuing
Studies, Simon Fraser
University at Harbour Centre,
515 West Hastings Street,
Vancouver, BC V6B 5K3.

May 22-25

Competency Based Education
International Conference. In
Charlottetown, PEI.

Contact: CBE Conference Coordinator,
Holland College, 140
Weymouth Street,
Charlottetown, PEI C1A 4Z1.

May 22-25

NISOD International Conference on
Teaching Excellence. In Austin, TX

Contact: 1994 NISOD Conference,
EDB 348, The University of
Texas at Austin, Austin, TX
78712.

ANNUAL**DIRECTIONS EVALUATION**

Please help us to provide the best possible newsletter by taking a few moments to answer the following questions. Thank you.

What do you find most useful and/or interesting in Directions?

What would you like to see more or less of?

What topics would you like to see addressed next year?

Do you find Directions to be laid out well and easy to read? Why or why not?

Anything else you'd like to add?

Thank you for your feedback. We will use this information when working on next year's issues.

Please return to Lynda Pelz's office by April 15.

ANNUAL

ANIMATEUR EVALUATION

Please take a few moments to answer the following questions. Thank you.

**As Faculty Development Animateur, what did Glynis do well?
What could have been improved?**

**What suggestions do you have that could be used by Ray Allan,
the incoming Animateur?**

Anything else you'd like to add?

Please return this form to

Lynda Pelz's office by April 15.

Thank You!



June 13-15

15th National Educational Computing Conference. In Boston, MA.

Contact: Frances Carr, NECC
Coordinator, Lesley College,
29 Everett Street, Boston, MA
02138.

June 15-18

Society for Teaching and Learning in Higher Education 14th Annual Conference. In Vancouver, BC.

Contact: Dr. Gary Poole, Centre for University Teaching, Simon Fraser University, Burnaby, BC V5A 1S6.

June 25-27

What Works: Building Effective Collaborative Learning Experiences. In Pennsylvania.

Contact: Roger Maclean, Conference Coordinator, (814) 863-6106.

July 20-23

Improving Teaching Through Reflective Practice Using Cases, Narratives and Stories and Classroom Inquiry: A Working Conference for College Faculty. In Vancouver, BC.

Contact: Erin Anderson, AAHE Teaching Initiative, One Dupont Circle, Suite 360, Washington, DC 20036.

September 25-28

Telelearning Conference '94. In Baltimore, MD.

Contact: Chris Dalziel, ITC, One Dupont Circle, NW, Suite 410, Washington, DC 20036.