

DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 1

SEPTEMBER 1994

Welcome Back!

Who was it that said time is relative? Although your vacation may appear a distant memory, I trust that it was grreat (Scottish emphasis) and you're returning to teaching with renewed vigor. So welcome back and a big warm welcome to our new faculty at Red Deer College.

Ray Allan's the name and animateuring is my plan! Yes, I have taken on the daunting task of stepping into the Animateur's shoes. We all congratulate Glynis Wilson Boulton on her excellent work and wish her the best on returning to her full-time position in the Learning Assistance Centre.

As we begin another season of students, papers and committee work my thought is that it be fruitful and life giving. We all wish this for ourselves, our students and our colleagues. You may ask yourself — What do I need to do to take care of myself? How do I find my own way of being a teacher at RDC? I find the answer to the first question in the second and vice versa. What?! Let me explain. By using your own special and unique gifts as a teacher you will indeed care for yourself and in the process give life to your creations. After all there are so many ways to teach and teaching is highly creative.

Message from the Animateur

What an opportunity! Taking care of oneself by finding one's own way of being a teacher. This concept reminds me of the yin-yang symbol. One part is only complete when it displays the other.

Yes, each September is a fresh start and I wish you all the best for the 1994-95 college year. The Animateur's door is always open and I'm ready to discuss issues and concerns with you. RDC has a strong community spirit which will grow. If you have a professional development issue which you would like to explore with your colleagues please bring it to my attention and I will endeavor to get faculty together to develop it. I see the secret to a strong community is in sharing our thoughts and values. Let's do it and use this office as a vehicle for developing our professions.

P. S. **Directions** has two editors — Paul Boulton and me. Paul has volunteered to be a co-editor. He loves the work and we are deeply grateful to him for sharing his gifts. Grreat stuff! Paul is also a member of the Board/Faculty Professional Development Committee. Please direct any comments about **Directions** to Paul or me.

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In Defense of the Tangent

Parker Palmer has pointed out that the "standard advice to teachers, at least by implication, is: 'Never show the students you are afraid, or you will lose control.'" But Palmer himself espouses a very different type of teaching, one which "demands that we 'lose control' so that truth can control us" (*To Know As We Are Known*, p. 84).

Palmer's theory is encouraging to me, because I always feel at my best as a teacher when the class seems out of control—when active, sometimes eccentric students are hellbent on pulling us off on seeming tangents. The fact is, *I like* giving up control of the class. Teaching would bore me silly if I knew ahead of time what was going to happen in a class.

So my favorite teaching technique has always been to prepare a class discussion carefully, and then to throw out my notes. The notes are there, providing some landmarks

JOHN NEARY
(St. Norbert College)

*"Teaching would bore me silly
if I knew ahead of time what
was going to happen in class."*

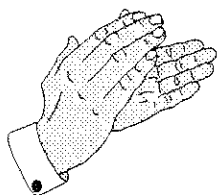
for the class's journey through the mysteries of the text at hand, but in the best classes the students—and I—take us on detours, examining interpretations that I hadn't previously thought of, or sharing related personal feelings or anecdotes or jokes.

But truly creative loss of control occurs only if a class is communal rather than authoritative. So I try from the start to establish an equal footing with the students by, among other things, having us all sit in a circle (if that's spatially possible), making sure we all know each other's names, and asking students

to call me by my first name (after all, the students in Plato's dialogues call their teacher "Socrates," not "Professor" or "Doctor").

I don't think that creating the atmosphere of an informal chat diminishes the academic rigor of a class; I think, rather, that this is the kind of environment in which we can best let down our defenses and truly, as Palmer puts it, allow truth to find and control us. I guess I trust truth more than I trust my own intelligence, and I figure that the best insights probably start out as tangents.

John Neary was co-recipient of the Outstanding Teacher Award at St. Norbert College in De Pere, Wisconsin. His remarks are reprinted with permission from the St. Norbert College Faculty Development newsletter, The Beacon, (St. Norbert College, De Pere, Wisconsin, 541154-2099.)



Congratulations to...

CAROLINE RENTZ-GOLUB

on being awarded the

1994 Faculty Professional Development Merit Award.

Caroline has been a long term contributor to professional development at Red Deer College. She took a leadership role in the introduction of Instructional Skills Workshops at RDC and has continued her involvement as a facilitator and trainer of facilitators. As the College has become involved in training facilitators from other colleges in Alberta, Caroline has been dedicated to this process. Caroline is active in leading in-house workshops and New Faculty Orientation. She has been involved in starting a Peer Support group and, more recently, a Women in Education special interest group. For three years she has been a senior colleague in the Colleague Network and has contributed numerous ar-

ticles to **Directions**. She frequently assists peers with Small Group Instructional Feedback. Her activities beyond the College involve being co-chair for the 1994 Alberta Association of Young Children Provincial Conference.

Caroline continues to work on her own professional development by taking courses and studies towards an MA in Religious Studies. She also attends workshops and conferences in her discipline.

Congratulations Caroline. Your colleagues at Red Deer College appreciate your continued dedication to professional development.

Where is the Faculty Resource Centre?

Due to a reorganization of the Library's Technical Services Department the space used for the Faculty Resource Centre has been seconded. A temporary home has been created in the Library. The books, journals and filing cabinet containing professional development resources have been moved to the second floor of the Library. They are to be found in the southwest corner next to a large picture window. There are chairs at a desk which will facilitate your browsing. Check it out! There are many useful materials to assist you in your profession.

The faculty work area which includes computers, Scan-Tron and E-mail link will be moved to the first floor of the Library into the old Technical Services area next to the elevator. This will be its home for the fall, after which a new space will need to be discovered.

If you have any ideas on where to put either the written resources or the work area please contact Ray Allan.

**The Animator's
office will remain in
the basement in
room B208c.**

Conference Planner

September 30 - October 2, 1994
(Red Deer, AB)

**Alberta Association for Young
Children Annual Conference**
*"Face the Challenge: Supporting
Families in the Nineties"*

Location: Capri Centre
Contact: Barb Duffy-Tagg, Red
Deer College (3283)

October 2, 1994 (Orlando, FL)

**Centre for Educational Develop-
ment and Assessment** *"Assessing Student Learning Outcomes"*

Contact: PO Box 172314, Memphis, TN 38187-2314, Phone (901) 682-9761

October 3-4, 1994 (Orlando, FL)

Centre for Educational Development and Assessment
"Developing a Comprehensive Faculty Evaluation System"

Contact: PO Box 172314, Memphis, TN 38187-2314, Phone (901) 682-9761

October 13-15, 1994 (Portland, OR)

National Science Teachers Association *"Area Conference"*

Location: Pacific Science Center
Contact: Dennis Schatz, Pacific Science Center, 200 2nd Avenue N.,
Seattle, WA 98109

October 13-15, 1994 (Tempe, AR)

International Society for Exploring Teaching Alternatives
"1994 Conference"

Contact: Ms Gloria Balderrama, ISETA - 94, Mathematics Dept., Colo-
rado State University, Ft. Collins, CO 80523, Phone (303) 491-6452

October 19, 1994 (Calgary, AB) or **October 21, 1994** (Edmonton, AB)
Stress Solutions Workshop For Women

Register: Phone 1-800-334-6780.

October 21-23, 1994 (Red Deer, AB)

Science Council, ATA Annual Conference *"Science, Technology and
Society"*

Location: Red Deer Lodge
Contact: Glen Hornland, 13546 111 Avenue, Edmonton, AB T5M 2P2

November 7-9, 1994 (Calgary, AB)

The Canadian Multimedia Show

Location: Calgary Convention Centre
Contact: Margaret-Anne Stroh, University of Calgary, Phone 1-800-265-2494





Government Funded Programs



The Canadian College Partnership Program (CCPP)

Overview:

The Canadian College Partnership Program is the main program facilitating Canadian College participation in institutional cooperation projects with developing country partners. It is composed of five components: three program components, one program support component and one administration component. The three principal program components are entitled Institutional Development, Environmental Sustainability, and Private Sector Development. Each component's purpose is distinctly different, optimizing the partner-

ship relationships which Colleges have developed in Canada and internationally. The Program Support Framework component will complement program activities with research studies, analyses and capacity development

initiatives to ensure that lessons learned during the course of program and project implementation are reinvested.

Submission Deadline is October 14, 1994. For more information see Ray Allan.

MONEY! MONEY! MONEY!

Access Fund: (Edmonton) The business plan of the Department of Advanced Education and Career Development calls for the creation of a \$47 million Access Fund. The fund is intended to finance innovative, cost-effective methods of increasing Albertans' access to quality learning. A key consideration in awarding funds will be the creation of new learning opportunities that improve students' chances for employment.

OBJECTIVES:

The purpose of the Access Fund is threefold:

- to enrol more adult Albertans in basic education and skills training, career and technical programs and degree programs;
By the end of 1995-96, commitments will be in place to increase total enrolments by 10,000 students (FTE) places.
- to expand or create programs to enable more Albertans to acquire the attitudes, skills and knowledge required for employability and personal growth; and
- to improve the productivity and performance of the adult learning system by supporting quality program proposals that demonstrate effective and efficient use of public funds.

FUNDING:

The fund will rise to \$47 million over three years beginning with \$1.6 million in 1994-95, a further \$16.9M in 1995-96 and an additional \$28.5 million in 1996-97. Separate funding categories will be established for the three components of the adult learning system:

- basic education and skills training,
- career and technical programs, and
- degree programs.

Grants and contracts from the Access Fund will be conditional and may be

- term certain, in order to rearrange and make more effective use of existing resources or to reflect a short-term market need, or
- continuing, in order to implement permanent change.

ELIGIBLE PROVIDERS:

Universities, public colleges, technical institutes, private accredited colleges and licensed private vocational schools.

From Government of Alberta News Release, June 1994.

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 Board/Faculty Professional Development Representative or Ray Allan or consult your Faculty Development Guidebook (the one with the apple on it).

SABBATICALS for 1995-96

If you are thinking of taking a sabbatical in the near future, the deadline is **January 15, 1995**. 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 Animator, Ray Allan (3417).

DEADLINES

TEACHER → STUDENT TURNING POINTS ←

(The Teaching Professor. Vol. 7, No. 1, January 1993)

With the costs of recruiting and retaining students on the rise, their integration into the college environment is being studied carefully. For example, Karen O'Neill and William Todd-Mancillas asked 52 students at California State University, Chico, to recall the development of their relationships with their instructors in terms of key "turning points" that either enhanced or detracted from their learning experiences.

Turning points are generally few in number but dramatic in influence. The students identified 117, which O'Neill and Todd-Mancillas categorized as follows:

Perceived Competence

Students want to feel that their instructors are knowledgeable and articulate. This category comprised 44 turning points, 15 positive and 29 negative. Positive comments included "very knowledgeable" and "articulate." Negative comments included "could not explain subject matter concepts." Why so many negative comments? O'Neill and Todd-Mancillas explain that students "appear to be keenly aware of instructors' inability to convey their subject matter expertise. They judge communicatively incompetent instructors harshly and are also critical of instructors who lecture on non-course related topics or who make blatant errors and lack the ability to recognize or correct these errors." (p. 287).

Character

Students hold their instructors to certain professional standards for behavior. Four turning points based on this criterion were

reported—all negative. Two reports claimed that an "instructor was 'biased' against certain students, and one instructor was reported as giving higher grades to students of one major over students in another." (p. 284) A final turning point described a professor who was condescending to students.

Learning Climate

Students reported 24 turning points related to their instructor's ability to foster positive learning environments. Most students who described a turning point based on learning climate stated that professors were enthusiastic,

supportive, and "had a sense of humor." (p. 284) Those who reported negative turning points in this category claimed the instructors were "very authoritarian," or "unorganized." (p. 284)

Course Administration Style

Students want instructors to manage classroom administrative duties efficiently and effectively. This category comprised 12 turning point events, five positive and seven negative. The positive attributes included adding extra office hours, closing the door to avoid interruptions during office visits, and responding to student

Continued on next page...

New Lists on the Internet

The following are new distribution/discussion lists on the Internet. To subscribe, send your request to the Internet address given for the list. Leave the subject line blank. Your message should be: SUB <list name> <your name>.

ADLTED-L: The Canadian Adult Education Network
Subscribe: listserv@uregina1.bitnet

DAILY: The first official release of statistical data and publications produced by Statistics Canada
Subscribe: listproc@statcan.ca

GIFTEDNET-L: Information exchange pertaining to gifted learners such as research, curriculum, intellectual, academic, moral and ethical, social, and emotional needs
Subscribe: listserver@listserv.cc.wm.edu

ROADMAP: A free Internet training workshop which begins in October 1994
Subscribe: listserv@ua1vm.ua.edu

THRDWRLD: The Association of Third World Studies
Subscribe: listserv@gsuvm1.gsu.edu

Turning Points...

Continued from previous page...

complaints that "the outside grader had been too harsh." (p. 285) Negative traits included coming late to class and continually missing office hours.

Rhetorical Sensitivity

Students expect instructors to have adequate personal interaction skills. These skills were involved in 19 turning points. Positive comments described instructors as "understanding," "helpful," and "receptive" (p. 285), while negative comments suggested "that the professor appeared 'cold and uncaring' or 'argued over a concept and was unwilling to acknowledge the [student's] idea.'" (p. 285)

Feedback

Students want helpful and constructive feedback. Of the 12 turning points in this category, all but one were positive. One student reported a positive turning point in which the instructor accepted a student's ideas and announced this to the class.

The authors conclude from these data that "the more effective an instructor's communication style, the more positive the relationship will be between the student and the faculty member, a relationship facilitative of—if not requisite to—optimal learning." (p. 288)

These data also suggest that knowledge of a subject is not the only attribute that makes a good teacher. Students also need faculty who can communicate well and who are sensitive to their role in helping students acculturate to the college environment.

Reference: Karen Lynn O'Neill and William R. Todd-Mancillas, "An Investigation into the Types of Turning Point Events Affecting Relational Change in Student-Faculty Interactions." *Innovative Higher Education*, 16:4 (Summer 1992), pp. 227-290.

The 1994/95 Board/Faculty Professional Development Committee

Ray Allan	Faculty Development Animateur (non-voting)
Bob Blackett	Trades and Technology
Paul Boulton	Student and Educational Resources
John Hylton	Administrative Representative
Renate Scheelar	Education and Developmental Studies
Don Snow	Administrative Representative and chair
Marjorie Syms	Health and Science
Janet Welch	Business, Trades and Technology
Jim Westergard	Arts

CONGRATULATIONS

to Sheila McKay

on completing her Masters of Nursing degree from the University of Calgary.

THANK YOU!

to Workshop contributors

The Board/Faculty Professional Development Committee would like to thank the following individuals for their contributions to the May 1994 workshop series:

Brian Stackhouse for Video Highlights of Physics 205;

Sharon Comstock, Pam Johnson, Marti Ryan, and Glynis Wilson Boulton for Mediation Skill Builder;

Ray Allan, Serge Gingras, Caroline Rentz-Golub and Glynis Wilson Boulton for Facilitator Development Workshop;

Jim Martens for History Session;

Lorne Daniel for HOPS;

Glynis Wilson Boulton for Student Study Groups;

Arun Mishra for Journal Writing;

Ken Hammer for Teaching Assistants;

Richard O'Brien for Body Think;

Members of the Women in Education Group; and

Glynis Wilson Boulton for Sabbatical/Leave Planning.

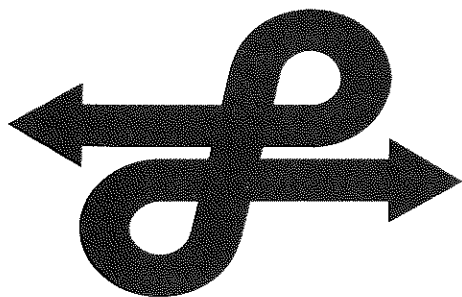
DIRECTIONS

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.

Co-editors: Ray Allan and Paul Boulton.

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Canada, T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

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OCTOBER 1994

The Promise of Potential

Here is a short version of a Taoist story of a woodcarver.

A woodcarver was commissioned by a prince to create a bell stand. When the stand was finished everyone in the land marveled at its beauty and perfection. When asked what his secret was the woodcarver responded by saying that it was not a work of magic but more the product of an ordinary person with no secrets. "Then how did you do it?", they

asked.

"I fasted for seven days and in the process I forgot all the interference which could disrupt my vision. I forgot that if I did not do a good job I would be beheaded. I forgot that people may praise or criticize my work", he replied. Then and only when the woodcarver was focused did he venture into the forest where he saw

*Message
from the
Animateur*

the tree with the bell stand in it.

The woodcarver's vision of potential is soulful. Can we as teachers see the potential in our students as the clutter of term rises with rumours of cuts, evaluations, praise and criticism (often internal)?

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Master of Education could be offered in Red Deer

The University of Lethbridge is to offer a M.Ed. program. Four of the core courses could be taken in Red Deer starting January, 1995. This will occur if a minimum of 20 Red Deer area students are enrolled. The program focuses on practicing education, not administration. For more details contact Gerry Paradis or Ray Allan.

Helping Students Set Ground Rules For Their Informal Groups

Glynis Wilson Boulton
Learning Assistance Centre

In March of my second year of university, I finally learned how to prepare effectively for exams. Up until then, I had been a solitary learner - preparing for exams in my residence room, emerging for panic-filled tea breaks with my friends. But in March of 1977 an exam loomed so large and so overwhelming that my old habits got swept away.

Over tea, four of us discussed the horrendous preparation we needed to do for our modern American novel exam. We had to be prepared to discuss and identify key passages from about 20 novels. We felt it was too much work for any one individual. So we agreed to share the burden.

Each of the four group members agreed to review five key passages for discussion at our first working session. We each also agreed to come up with ten essay topics. We talked about the qualities of a good topic - broad, incorporating discussions of several books, and so on. At our first working session, we discussed the passages and then whittled the forty essay topics down to twelve that represented a broad cross section of the course. We discussed general approaches to these topics and then each of us agreed to develop three topics into outlines. At our final meeting, we circulated the outlines, critiqued them and then went off to do our own further preparation.

At the exam, we quickly realized that 2 exam topics were almost identical and 2 very close to the ones we had developed. We looked up at one another briefly with triumphant smiles and dove into the exam enthusiastically.

I tell my students this story frequently - to illustrate how to prepare for exams and to suggest the benefits of group work. I am aware that we were fortunate to have evolved good group rules and useful approaches to the task. As a result, I encourage my students to think about some of these logistical considerations when forming their own groups.

There are several kinds of groups that can assist students in their college work. Members of learning groups help one another on an ongoing basis with the understanding of complex material and the approaches they could take to assigned problems. Notetaking pairs or trios can help one another to be sure their class notes

are complete (and as a by-product help one another with regular review). Exam preparation groups such as mine come together for a limited time to help each other with a specific task.

Listed below are some tips you might want to share with students who are interested in forming groups.

General Instructor Tips

1. Discuss the benefits of study groups in class before suggesting the students form groups.
2. Discuss any positive personal experiences with study groups that you had as a student.
3. Leave 5 minutes at the end of class to allow for the formation of groups. Or ask for volunteers and suggest groups to one another.
4. Check with the groups periodically on progress. Help students trouble shoot.
5. Ask a couple of students for a short piece of writing about the group experience that could be used in a future course outline.
6. Design assignments and/or exams that involve some group work so they begin to experience the benefits. (Example: Offer bonus marks on a test for handing in a set of predicted questions which could be developed as a group and then refined individually.)

Suggestions to Learning Groups

1. Find two or three other students who are interested in reviewing course material together.
2. When you meet for the first time, the following may be helpful: elect someone as chairperson of your group or decide on a fair rotation of responsibility; decide when and how often you'll meet (same time each week is advisable); decide on the format of your meetings (see #4 below).
3. Keep in mind the goals of your group as you discuss problems. In other words, make sure that your meetings are useful and productive. Also ensure that the needs of all members are being at least partially met. At the end of each session check on this.

Continued on next page...

Helping students with groups...

Continued from previous page ...

4. Here is a sample format for a session:
 - a) Each member lists x number of questions or problems encountered in the past week.
 - b) The group decides which of these issues are most important to least important (be democratic!) and sets an agenda.
 - c) The group approaches each issue in a systematic way. Outline the problem. Explore the problem. Listen to each other. Attempt to resolve the problem.
 - d) The group decides on or confirms the next meeting time and date. The group may wish to assign itself "homework" as a result of discussions during the meeting.

Suggestions to Notetaking Groups

1. Find one or two other students who want to work on their notetaking skills and/or ensure that their notes are complete.
2. When you meet for the first time: exchange phone numbers; arrange a time (soon after class) to meet to review and add to each other's notes; establish any ground rules.
3. The group will be most successful if all members attend all classes. If someone simply wants a way to get notes without attending classes, his/her contributions will not be as valuable. Be clear with one another about this before you begin. You may even want to set rules about class attendance at the beginning.

Suggestions to Exam Preparation Groups

1. Find three to four other students dedicated to preparing effectively for the exam in this class.
2. At your first meeting, exchange phone numbers, arrange meeting times, decide on your tasks, establish any ground rules. Discuss the type of exam you're anticipating as this will affect the kind of preparation you do.
3. Here is a sample outline of possible tasks for an essay exam:
 - 1) Assign the development of ten essay topics to each member. (Be sure to discuss the components of a good essay topic.)
 - 2) Each person brings a list of ten possible essay topics covering a broad cross section

of the material. Decide on the 10-12 most likely questions. Divide these up among the group. Each member will research and do an outline for 2-3 topics.

- 3) Each person brings outlines (copied for each member of the group). Discuss them. Members make further suggestions and all take notes. After this stage, you may choose to go off on your own and practice writing the questions in the exam situation (e.g., timed, closed book, etc.) **OR**
- 4) Each person brings actual essays and shares them around. Critique each other's work.

(P.S. I got an A on my American novel exam.)

New Lists on the Internet

AFA-FIN

Contains eleven moderated lists on a variety of topics including real estate, banking, international finance, and investments

- send a message to John Trimble (TRIMBLE@VANCOUVER.WSU.EDU) to SUBSCRIBE

E-Finance

Disseminates information of interest to academic researchers in finance

- subscribe: SUB E-Finance <first name last name>
- send to LISTSERV@TEMPLE.VM

FEMAIL

A shared communication channel for feminists around the world; both women and men are welcome to join

- FEMAIL-REQUEST@LUCERNE.ENG.SUN.COM

LITERARY

Numerous general topics in literature and reading

- LISTSERV@UCF1VM.CC.UCF.EDU

MBU-L

A list concerned with computers, composition, theoretical issues in writing instruction, and technology in the writing classroom

- LISTSERV@TTUVM1.TTU.EDU



Learning Styles PROFILES

By Ray Allan - Animateur

LOGICAL

WE ARE: Focused, organized, structured, reserved, reflective, independent, dependable, skeptical, economical, introverted, thinkers, secure, thorough, cautious, like ideas, exact, considerate, forgiving, attend to details, qualitative, arrogant, honest, like to win, competitive, principled, quiet.

WE NEED: Whole picture, models, theory, evidence, quiet, instruction manual, clarity, consistency, outline, reference list, to trust intuition more, support to loosen up, quantification, discussion, to suppress residual feelings, evaluation, encouragers, effective instruction.

(This group completed the task of recording quietly, neatly and with little fuss.)

PRACTICAL

WE ARE AND WE NEED: Structure, purpose, relevance, deadlines, guidelines, practice, applications, details, demonstrations, stay on topic, no distractions.

(This group combined what they needed and what they are into an orderly package.)

ENTHUSIASTIC

WE ARE: Controlled chaos, talkative, moving, humorous, movers and shakers, touchers, empathetic, feeling, changers, doers, involved, pleasers, like fussy boarders, everything is possible, into concepts not details, opinionated, sensitive leaders.

WE NEED: to be kept active, entertained, hands on, love groups, be participating, excitement, meaning, lots of stuff.

(This group was very, very noisy and disorganized. They spent most of the time guffawing.)

IMAGINATIVE

WE ARE: positive, vulnerable, reflective, slow, independent thinkers, philosophical, idealistic, dreamers, flexible, quiet, patient, creative, playful, interested in the big picture.

WE NEED: opportunity to express, to share, pictures, music, tactile, experiential, security, acceptance, to develop relationships, to be valued, task/maintenance, invitation to contribute.

(This group created a colourful mind web diagram and took the time to do it.)

These are the learning styles of the people you work with. They have been generated by about sixty faculty from RDC at a recent Teaching and Learning workshop conducted by Dr. Idalynn Karre on Cooperative Learning. If you tried this learning styles inventory in the classroom you would find similar results - diversity!

Check it out! There are some dramatic differences in who we are as learners and what we need in order to learn. What are the implications for our students? We tend to teach from our learning style which may be great for some students and frustrating for others.

Try out this learning styles profile in your class. It may shed some light on you and your students. Please contact Ray Allan for a copy (3417 or 4056).

NEW!

in the

Faculty Resources Centre

TURNING PROFESSORS INTO TEACHERS

Joseph Katz and Mildred Henry
(Oryx Press) 1993.

"Turning professors into teachers is the result of two projects conducted between 1978 and 1987 which involved fifteen institutes. Katz and Henry have utilized interviews with students, classroom observations by colleagues and themselves to create a model for long-term faculty development designed to increase student learning. The book opens with a critical examination of current research in faculty development and student learning, and demonstrates why a new approach is needed if undergraduate classrooms are to be effective in promoting student learning. The workings of the model are described and applied to actual classroom teaching situations in a range of disciplines. Finally, the authors map out a new approach to undergraduate learning. Three special chapters discuss the use of the learning style inventory as a tool for learning about faculty and student thinking; explain the what, who and why of interviewing; and provide two samples of interviews with faculty - one a biologist, the other a political scientist - about their teaching. This book is based on the most comprehensive investigation to date of the college classroom. It offers new perspectives and strategies for faculty in all disciplines and for administrators who wish to help shape an environment in which student learning can flourish." (from cover notes)

Document Delivery

Paul Boulton - Library

For those of you who can't find the journals you need in the Red Deer College Library and you aren't able to travel tens of, hundreds of or thousands of miles to find the journals you need, have we got a deal for you. If you have access to the Internet and can telnet from your terminal, read on.

A database in the US called CARL Uncover can provide you with access to thousands of documents and millions of articles. CARL Uncover is a database of current article information from over 15,000 multidisciplinary journals and contains brief descriptive information about 5,000,000+ articles which have appeared since Fall 1988. Over 4000 current citations are added daily. The database allows you to search for articles by name, word, and journal title. Table of contents searches are also available.

Each article costs approximately \$9.00 (US) plus fax charges if you have the copy faxed to you. When

you first access CARL Uncover you can create a personal profile which will allow you to charge your requests to your credit card. However, you can use CARL Uncover without charge; charges only apply if you order materials to be sent to you.

Access to CARL Uncover also gives you access to the British Library Document Supply Centre (BLDSC), a serial database of 54,000 currently received titles and 170,000 journal titles which have ceased publication. All articles ordered from the BLDSC are sent to you by fax and cost \$19.00 (US).

How do you access this marvelous system? Telnet to uncover.carl.org and follow the instructions which appear on the screen. It's as easy as that. If you don't have access to the Internet, contact Paul Boulton in the Library (3578) or your divisional librarian.

Conference Planner

October 13-14, 1994 (Edmonton, AB)

Self Discipline and Emotional Control: how to stay calm and productive under pressure

Register: Phone 1-800-788-5478

October 27-29, 1994 (Portland, OR)

Community College Humanities Association Annual Conference

"The Humanities Challenged: Threats or Opportunities?" Contact: Bernard Knab, Chemeketa Community College, Phone: 503-399-5184

November 8-10, 1994 (San Juan, Puerto Rico)

Evaluating Faculty Performance: the state of the practice II

Contact: Center for Educational Development and Assessment, P.O. Box 172314, Memphis, TN 38187-2314, Phone: 901-682-9761

November 9-12, 1994 (Tucson, AZ)

Association for the Study of Higher Education Annual Conference

This conference will focus on research on higher education. Contact: Department of Educational Administration, Texas A&M University, College Station, TX 77843-4226

November 9-12, 1994 (Washington, DC)

International Conference on Experimental Learning

A Global Conversation About Learning: Exploration, Reflection, Action. Contact: Olivia Barbee, Council for Adult & Experimental Learning, 223 West Jackson Blvd., Suite 510, Chicago, IL 60606, Phone: 312-922-5909, Fax: 312-922-1769

October 1994

- Edmonton

- Portland

November 1994

- San Juan

- Tucson

- Washington

Electronic Journals on the Internet

Journal of Technology Education

Features peer-reviewed articles on technology in education

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• send to LISTSERV@VTM1.CC.VT.EDU

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Rhetoric and Teaching

The teacher, according to Northrop Frye, is the supreme ironist: because he (or she) "knows the answers" to the questions he asks students, he isn't really asking questions at all. And so an ancient figure of rhetoric-irony-enters the professional vocabulary of the man who said that teaching was his first and last vocation. The irony (!) that one of the world's foremost literary critics called himself first and foremost a teacher will not escape my readers; the synecdoche of rhetoric and teaching, however, just might be more elusive.

"Do we really need to know what synecdoche means?" ask my students (my teachers).

"You already know," I say. "By the way, did you bring your Abrams *Glossary of Literary Terms* to class?"

"Left him in my 4x4," says the guy with the Blackfald's hat. "Right on the seat, beside the six-pack."

"*Quod erat demonstrandum.*"

So I claim - as rhetors have since 500 BC - that rhetoric is part, an indispensable part, of the whole called communicating. Rhetoric, the art of persuasion, is based on appeals to ethos, to logos, to pathos (Aristotle). And this triad is a paradigm of the communicative act: the set of relations among ethos/logos/pathos; or, among speaker/thing spoken/hearer (Bitzer). Or (as Dyck said just the other day to his class), among narrator/text/narratee.

In the classroom, the triad is the flexible matrix, the veritable "mother of all situations" that encompasses every communicative act, no matter who's speaking, who's listening, or what's discussed. So I admit the rhetorical hat I necessarily wear as a teacher, as a student. Just because I can't see what's on my

Ted Dyck - English

head, doesn't mean it's bare. Look in the mirror ...

Reflection #1:

Whom do you see in the text?

Let Joe (*Great Expectations*) answer: "When you do come to a J and O, and [you say] 'Here at last is a J-O, Joe,' how interesting reading is!" Reading happens when you meet yourself in the text, when the reader identifies (in some sense) with the narrator. We read to discover ourselves ...

Reflection #2:

Whom do you address when you write/speak?

*O westron wynd, when will thou blow,
And the small rain down can rain?
Christ, that my love were in my arms,
And I in my bed again. (14th C)*

Here, a sailor-poet seems to address the wind - is the poem an apostrophic prayer, then, and the wind a synecdoche for God (see "Christ," last line)? If the beloved ("my love") had read or heard this famous little poem, she would be in no doubt about the intended narratee. Writing presupposes

many readers: yet all of them are somehow (rhetoric makes this "somehow" more precise) figured in the text, all of them are already present in the language. The narratee, like the narrator, is hardly dead, for the language is alive.

Reflection #3:

What do you want to say?

The ancients called it *res*, as opposed to *forma*, and a lot of non/sense has been written about one being "female," and the other "male," about the patriarchy versus the matriarchy. Form is but an extension of content, say some (Charles Olson, via Robert Creeley). I might add that content is the "mother" of form, as necessity is the "mother" of invention. So the question of "What" presupposes the two questions of "How" and "To whom": any one of the text, the narrator, or the narratee entails the other two.

Reflection #4:

Rhetoric is synecdochically related to teaching.

Reference:

Bizzell, Patricia, and Bruce Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Times to the Present*. Boston: St. Martin's Press, 1990.

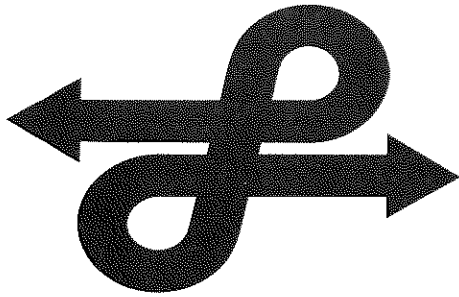
DIRECTIONS

is published by the
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The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee.

Co-editors:
Ray Allan and Paul Boulton.

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



DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 3

NOVEMBER 1994

Faculty Development on the Incline

In times of financial crisis, organizations often respond by cutting "expenses" in research, development, marketing and training. I have often wondered if exactly the reverse strategy is required when major change is demanded of our organizations.

DAN CORNISH
(PRESIDENT RDC)

commitment. Let me share with you some of the beliefs I have about Faculty Development in particular, but also

about staff development in general at Red Deer College.

Purpose of Faculty Development

The primary purpose of our Faculty Development Program must be the improvement of teaching and learning at Red Deer College. "Self-evident!" you say. "Every faculty member worthy of the appellation 'teacher' is committed to this cause." I know this to be true, but let me expand that primary purpose to encompass the belief that continuous improvement of student performance comes about through the continuous improvement of faculty members' knowledge and skill.

A Faculty Development Program concerned with these outcomes will encourage and enable faculty members to improve and grow by making planned changes in their expertise, skills, attitudes, career path,

Continued on next page ...

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Message from the Animateur

Think about it! **A SABBATICAL!** Lots of time to do _____.

No need to be concerned with _____, _____ and especially _____.

This is the year to be contemplating a sabbatical in 1995-96. The Board/Faculty Professional Development Committee has enough funds to support two additional sabbaticals. This means that approximately seven sabbaticals could be granted this year for the 1995-96 academic year. The deadline for applications is **January 15, 1995**. Begin planning now. If you need assistance do not hesitate to contact the Animateur at 3417.

... on the Incline

Continued from previous page...

or personal lives.

The more difficult question is whether we organize and assess our development programs to ensure that such continuous improvement is in fact an outcome? Not only do I strongly believe we CAN answer such questions, but, I believe we must.

Faculty Development Defined

I believe that Faculty Development at Red Deer College should be based on the propositions that it is:

- a professional obligation;
- most effective when personally initiated in an institutionally supportive environment;
- available to all Faculty;
- designed and operated by faculty who consider the needs of students and the college; and
- composed of a variety of activities responding to a range of individual and institutional needs and stages of development.

For me, Faculty Development Programs fall into three broad categories of activities.

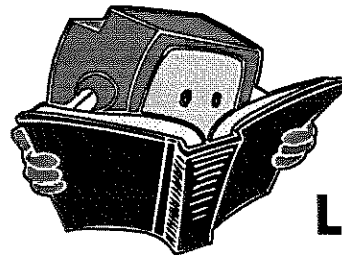
Professional Development focuses on the individual member and fosters acquisition of knowledge, sensitivities, and techniques related to teaching and learning and the faculty member's area(s) of expertise.

Instructional Development focuses on courses, curricula, learning materials and the structure of learning experiences in order to evaluate student achievement and to foster improvement of student learning.

Organizational Development focuses on the department or division and is concerned with the creation of policies and procedures which create an effective teaching and learning environment.

In the coming weeks we will be challenged to continue supporting and feeding the roots of our Development Program in the face of serious fiscal challenges. Will we have the courage, creativity and discipline to carry off such a saucy "spit into the winds of change?" We must and we will!

We will have to streamline and focus our Development Programs, of that there is no doubt. But eliminate them? Never! To do so would be the ultimate contradiction of what we know creates great teaching - continuous learning!



ACCESS to the Library Computer Catalogue From Staff Offices

Maureen Toews (Library)

The Library's Computer Catalogue can be accessed from staff offices every day between 7:00 a.m. and 10:00 p.m. You need a microcomputer or terminal which has access to the VAX mainframe and is one of the following: a VT terminal, a DOS based machine running ZSTEM, or a MAC running Microsoft Works Communications. If you currently have a DOS based machine running VTERM, you can acquire ZSTEM by contacting Anna Olive at 3509.

The Computer Catalogue is available from any HOST. When you receive a USERNAME prompt, type LIBRARY. At this point you will have access to the Catalogue. To exit, press PF1 until you return to the VAX prompts.

If you have any questions, please contact Maureen Toews at 3351.

IN BRIEF

REMEMBER

Patricia King will be speaking about DEVELOPING REFLECTIVE JUDGEMENT IN THE CLASSROOM on NOVEMBER 10, from 11:00 - 12:20 p.m. Watch for more details in your mail boxes.

NOTICE

There is now an E-mail terminal in the Staff Lounge. It is located in the phone booth in the south-east corner of the Lounge.

CONGRATULATIONS

To Jolene Keogh who has received a Masters of Science in Education and Policy Management from the University of Oregon.

SPECIAL REPORT

SHARON COMSTOCK (Counselling)

Conflict Resolution Training Initiative

I received special project funding from the Board/Faculty Professional Development Committee to develop a training program for staff who were interested in developing conflict resolution skills primarily in mediation. The project gave me an opportunity to become more knowledgeable in the area and to refine my skills as a trainer. The project was based on the rationale

that conflict resolution training gives people the knowledge and skills to work cooperatively toward interest-based resolutions and outcomes. Staff skilled in conflict resolution techniques benefit students directly by providing training opportunities in the curriculum and indirectly by being positive role models.

The initiative supported a Red Deer College goal to promote adherence to a consultative decision making process. Although interest in conflict resolution had increased significantly over the last few years, and staff

were beginning to realize the potential of win-win conflict resolution strategies, relatively few were trained in the process or had easy access to training. A training program at Red Deer College played an important role in meeting an identified and expressed need and provided an alternative model for parties in dispute.

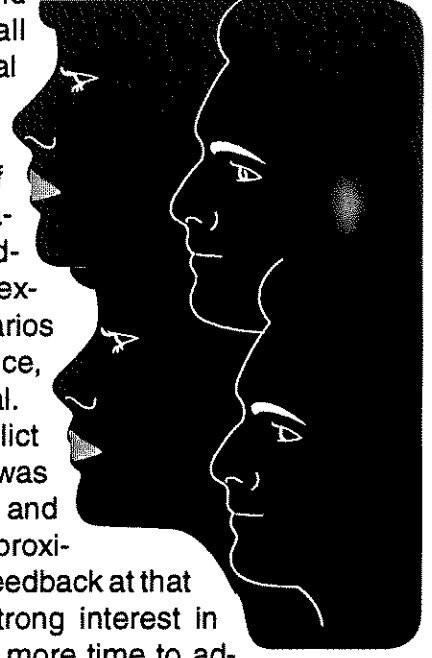
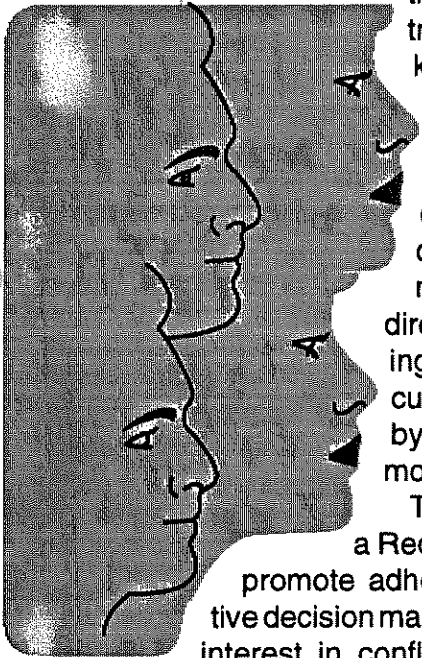
The project covered two academic years and involved a review of the literature and training materials in mediation, development of new training materials (including audiovisual), coach (small group facilitator) training, and workshop presentations to college staff. The program was similar to the conflict resolution

training program offered at the Justice Institute of British Columbia in Vancouver. The emphasis was on practical application and skill development through use of small group facilitation and videotape feedback.

Four faculty participated in the first semester (Fall '92) of coach training. Two of those individuals continued in the second coach training (Fall '93) which had a total of 5 trainees and consisted of approximately 30 hours of training. Training materials included videos, pen and paper exercises, case scenarios for role play practice, and reading material.

A one-day Conflict Resolution Taster was offered in May '93 and was attended by approximately 15 faculty. Feedback at that point indicated a strong interest in further training with more time to adequately develop skills. The four-day Mediation Skill Builder offered in May '94 provided more indepth mediation training to 9 staff. Three coaches facilitated the small group discussion and practice. Feedback at the end of the workshop was positive. Participants felt they had learned some valuable skills and were more confident in their ability to be truly helpful in conflict solutions.

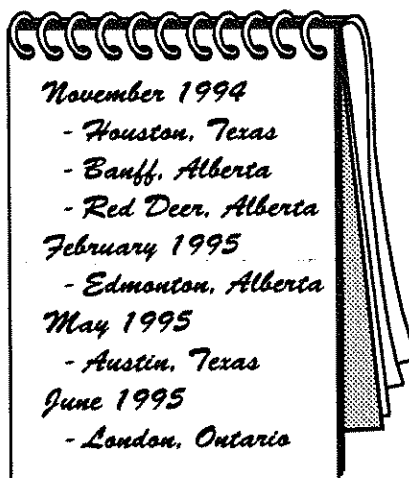
At the end of the workshop, there was some discussion about the benefits of continued practice and training: perhaps an ongoing Use It Or Lose It clinic. Anyone interested should contact Sharon at 3338.



Conference Planner

NOVEMBER 13-16, 1994 (Houston, TX)
League for Innovation in the Community College: The Community College and the Computer

Contact: James O. Dobbins, North Harris Montgomery Community College District, 250 W. Sam Houston Parkway East, Houston, TX 77060
 Phone: (713) 591-3528, Fax: (713) 591-9301



NOVEMBER 16-19, 1994 (Banff, AB)
Canadian Association Against Sexual Harassment in Higher Education Annual Conference

Contact: Shirley Voyna Wilson
 Phone: (403) 220-4086, Fax: (403) 284-0049

NOVEMBER 17-19, 1994 (Red Deer, AB)
Learning Disabilities Association of Alberta Conference at the Capri Centre. Theme: "Partners in Harmony: Home, School, Community"
 Contact: Learning Disabilities Association of Red Deer. Phone: 340-3885

FEBRUARY 18, 1995 (Edmonton, AB)
Perspectives on Spirituality, Psychology and Community
 Dr. Scott Peck (author of *The Road Less Travelled*)
 Phone: 1-800-561-5789

MAY 21-24, 1995 (Austin, TX)
International Conference on Teaching Excellence and Conference of Administrators
 The National Institute for Staff and Organizational Development
 Contact: Community College Leadership Program, The University of Texas at Austin, EDB 348, Austin, TX 78712-1293

JUNE 14-17, 1995 (London, ON)
Society of Teaching and Learning in Higher Education, 15th Annual Conference
 Contact: Dr. Colin Baird or Dr. Marilyn Robinson, Conference Coordinators, Educational Development Office, University of Western Ontario, London, ON N6A 5B8
 Phone: 519-661-2111, ext. 4622

NEW!

in the

Faculty Resources Centre

**BETTER TEACHING,
 MORE LEARNING**

**James R. Davis
 (Oryx Press) 1993.**

"In *Better Teaching, More Learning*, James Davis argues that postsecondary instructors have to improve their performance in the classroom not only by better understanding how teachers teach, but also how learners learn. Rather than focus on technique, as other writers on teaching improvement have done, Dr. Davis makes a dramatic departure by putting student learning at the center of his discussion. He then integrates it with current thinking on teaching to construct a framework or model for effective classroom communication. Dr. Davis begins with an examination of the perspectives at work in a teaching situation: subject, setting, and students. Then [he] explores the relationship of learning to teaching as it applies to specific strategies, such as — training and coaching, lecturing and explaining, inquiry and discovery, groups and teams, and experience and reflection. This book offers a deeper discussion of teaching and learning than is found in other books on this subject." (from cover notes)

NEWS

BFPD

The committee recently approved its budget for 1994-95. Your divisional professional development representative should be able to let you know about individual allotments.

The committee has a new chair, Gerry Paradis. The secretary is Pau Boultee and the treasurer Janet Welch.

THE OUTSTANDING TEACHER

Faculty members of personnel committees are called upon to distinguish between satisfactory teachers and outstanding teachers for the purposes of merit raises, contract renewals, and promotions and tenure decisions. Typically, the personnel committee members have available to them established models for the domain of research, but often lack established models for the domains of teaching and service. As a result, most of the attention is given to what a candidate has published, and little attention is given to teaching and service.

BY IRA G. SHAPIRO
TEMPLE UNIVERSITY

The following models represent an attempt to distinguish between the satisfactory teacher and the outstanding teacher and to distinguish between a faculty member who is satisfactory in service and one who is outstanding in service. The models identify elements associated with outstanding teaching and service that could be modified and shaped to meet the particular needs of a given department. Because no one faculty member is likely to be outstanding on every point, the models are intended to provide a basis for decisions.

The Satisfactory teacher is one who:	• Personal Qualities •	The Outstanding teacher is one who:
1. is enthusiastic, interesting, innovative, inquisitive, and has a sense of humor; 2. is positive about teaching and accepts criticism;	is dynamic, engaging, creative, insatiably curious, and has a keen sense of humor; is dedicated to teaching, and welcomes and responds to criticism;	
The Satisfactory teacher is one who:	• Knowledge of Discipline •	The Outstanding teacher is one who:
3. is knowledgeable of the discipline;	is an authority in the discipline;	
The Satisfactory teacher is one who:	• Classroom Management •	The Outstanding teacher is one who:
4. is organized and ready for classes; 5. is a good speaker and conveys ideas through logical presentations; 6. sets high standards, clearly outlines the learning objectives, is fair and consistent in judgements and grading; 7. is flexible and willing to experiment; 8. involves students, arouses curiosity, accommodates individual differences, and facilitates learning; 9. engages in periodic student evaluation and feedback; and	is organized and prepared for classes; is a dynamic speaker and communicates ideas through sound presentations; maintains high standards, clearly defines the learning objectives, and is fair and consistent in judgements and grading; is flexible and actively engages in experimentation; engages students, inspires curiosity, utilizes individual differences and promotes learning; engages in ongoing student evaluation and feedback; and	
The Satisfactory teacher is one who:	• Relationship with Students •	The Outstanding teacher is one who:
10. is interested and respects his/her students and listens to their concerns.	cares about and respects his/her students and serves as a sympathetic listener to their concerns.	

**More
next
page**



OUTSTANDING

Teacher cont'd...

By Ira G. Shapiro - Temple University

A faculty member who is considered satisfactory in the domain of service is one who:

1. demonstrates commitment to service by volunteering for active membership on committees within the university, the profession, and the community (e.g. department, college, and/or university committees; S.P.R.E. committees; and voluntary agency committees);
2. demonstrates evidence of influencing policy to help committees meet their stated objectives (e.g. helping to establish new guidelines for certification or accreditation);
3. involves him/herself in service activities which are consistent with the mission of the department, college and university (e.g. being active in recruitment activities);
4. contributes in ways which reflect positively on the department (e.g. service as a departmental representative on a community service project in recreation);
5. demonstrates some continuing involvement with service designed to advance the profession (e.g. serving on an editorial board of a journal or serving as an active member on a committee for accreditation, certification, or code of ethics).

A faculty member who is considered outstanding in the area of service is one who:

1. is dedicated to serving as a change agent in active leadership roles within the university, the profession, and the community (e.g. serving as chairperson of a committee or head of a project);
2. demonstrates that his/her leadership roles have had an impact on advancing the department, the college, the university, and the community (e.g. leading a project to revise accreditation or certification standards);
3. demonstrates that his/her leadership services are solicited through nominations, elections, and/or special appointments (e.g. elected president of a state or national organization);
4. demonstrates that his/her services are valued through awards, memberships, or other forms of recognition for outstanding service (e.g. recipient of honor awards in state or national organizations);
5. demonstrates a continuing significant involvement where there is clear evidence that the leadership roles advance the profession (e.g. chair the Council of Accreditation, chair a certification committee, or chair a code of ethics committee at a state or national level).

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New Lists & Journals On the Internet

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A monthly electronic journal and FTP archive dedicated to providing more immediate information about high-tech arts activities around the world than is possible in a printed publication

- Distributed 12 times per year over the Internet
- \$15 for *Leonardo* subscribers, \$25 for non-*Leonardo* subscribers
- To order: send e-mail to journals-orders@mit.edu along with credit card number, expiration date, name, complete address, and telephone number

VOCNET

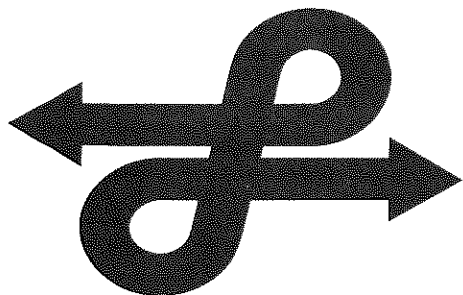
An open, unmoderated list for those who are interested in all aspects of vocational education; managed by the Dissemination Program of the National Center for Research in Vocational Education, University of California at Berkeley Graduate School of Education

- Subscribe: SUB VOCNET <first name last name>
- Send to: LISTSERV@CMSA.BERKELEY.EDU

WISA

An open, unmoderated discussion list featuring issues relating to women in Student Affairs specifically, and higher education in general, sponsored by the National Association of Student Personnel Administrators

- Subscribe: SUB WISA <first name last name>
- Send to: LISTSERV@ULKYVM.LOUISVILLE.EDU



DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 4

DECEMBER 1994

Essays: Gifts from our Students

As I trudged home, my briefcase packed with student term papers, a feeling of heaviness engulfed me. **Thirty hours of marking!!** (emphasis added) — at least. I steelled myself for a marathon week-end of churning out comments, critiques and grades until my eyes crossed.

Before I began my cerebral robotics, I took a quiet walk in the leaves to restore my sense of balance. And while I walked I contemplated the hundreds of hours of student labour represented in those papers. Labour that for them, was their life's work at this time. I reminded myself that I was charged with evaluating that work, to help them sort the grain from the chaff in a way that was not critical, but constructive. A humbling thought.

So as I sat to mark each paper, I paused to consider

the student and the energy and effort expended in producing the paper — for me. Each paper became a gift. Hours passed and my energy stayed high; my week-end was consumed with marking, but I wasn't! I like to think my remarks to each student were more respectful, more honouring than usual because that's how I was feeling. A simple "attitude adjustment" made all the difference.

Submitted by an RDC faculty member who wishes to remain anonymous.

*Message from
the Animateur*

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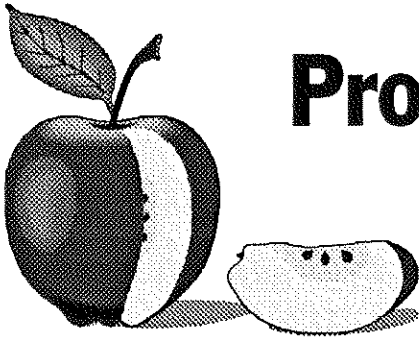
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The Marriage of the Warrior and the Lover

As the end of term approaches the warrior in us is determined to finish. Complete the action and then rest. It is a stressful time as we rush to finish marking first papers and exams. We are a car climbing a steep hill and the computer voice is saying, "Fuel level is low! Fuel level is low", and the gas station is way down the road. It is just at this point that we need compassion for ourselves and our students. In Jungian terms we need more lover in our lives.

As you read the article titled, "Essays: Gifts From Our Students", think of it as an example of the marriage of action and compassion, the bringing together of the warrior and the lover. You will make it to the top of the hill, take time to admire the view, and have a great holiday.

**Deadline for Sabbatical Applications is
JANUARY 15, 1995**



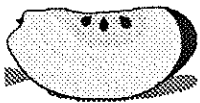
Professional Development As *Personal* Experience

Donna Morrison - Early Childhood Development

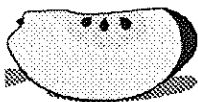
THE prevailing myth that teachers and teaching are life long constants, beginning with initial teaching certification and ending at retirement, is a persistent and pervasive misconception among the general population. While some educators may base their practice on this premise, thoughtful teachers understand the continually changing nature of their profession. With this understanding comes the realization that the process of altering, modifying, or transforming educational practices and beliefs is not an easy task. Recognizing that educational change may entail termination, growth, substitution, replacement, or simply passing from one phase to another demands high levels of reflective inquiry. Such personal challenges impact the professional development of teachers in a wide variety of settings - from caregivers in early childhood programs to professors and instructors in post-secondary institutions.

Change and Professional Learning

Professionals engage in an individual learning process as they deal with the complex issues of educational change. Changes in practices and beliefs, or in doing and thinking, are the essence of professional development. I believe that high-quality professional learning experiences occur within a respectful and supportive social climate. First and foremost, the personal and professional growth of individual teachers must be recognized and valued. More effective learning for students and the continuous responsibility of self-renewal for educators and educational institutions can be achieved through personalized professional development experiences which are based on a sound theoretical understanding of the following principles of change.

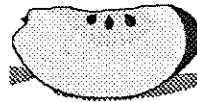


Change is dynamic. Professional learning is dynamic, not static. It can have a powerful influence on education by remaining responsive to the changing needs of students in contemporary society. Yesterday's educational solutions are inadequate for meeting the needs of today's students and for solving current educational problems. As teachers grapple with educational strategies which are no longer effective in today's society, professional learning can become a visionary means to allow educators to adapt and modify existing pedagogy in accordance with new beliefs and practices and with the anticipated needs of tomorrow's world.

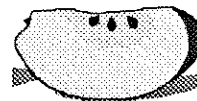


Change is a process. Professional learning is a process, not an event. Teachers must remain open to new learning throughout their educational careers. This learning takes many forms over time, and changes in response to the teacher's development and to existing educational environments. This process

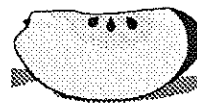
is not linear, but cyclical. Each pedagogical change invites personal assessment and opens the way for new possibilities.



Change focuses on the individual. Professional learning focuses on the individual, not on the educational system. Pedagogical change occurs as teachers change and the system changes as a result of these individual accomplishments. Thus, opportunities must be provided for empowering teachers to participate in their own change process. Effective professional learning does not rest solely on changing pedagogical strategies nor on changing teacher beliefs; instead, teacher growth lies within the dynamic interaction between the two. When teachers experiment with new ideas and then think and talk about the meaning of their actions, there is opportunity for personal and professional discovery.

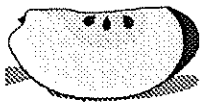


Change is created through social interaction. Professional learning occurs in a social context, not in isolation. Teachers live and work within a social and cultural milieu in which they continually interact with students and colleagues. While reflective inquiry may result in collegial personal relationships or in expert-teacher impersonal relationships, collaboration is an important component of personal and professional reflection and learning. As teachers enter into dialogue with others, they create personal meaning.



Change is a personal experience. In my career I have been involved in many types of change - some government-imposed, some inspired by enthusiastic speakers and challenging course work, some worked out through experience and gradually adopted, while others have been the inevitable

continued on next page ...



Personal Experience continued ...

Continued from previous page...

result of personal circumstance. I have come to the place where I believe that enduring change occurs when one's pedagogy becomes part of who one is; thus, the teacher changes as a person through a process of "coming to know." Because change is essentially a neutral term, teachers must play an active and central role to ensure professional and personal changes become positive changes.

Accepting Personal Responsibility For Professional Development

During my work with young children as a classroom teacher, with ECS teachers as a consultant, with adult students as a college instructor, and also with primary teachers (participants in my doctoral study), I have been intrigued with the meaning of change and with the role of professional development in this process. I have continued to explore the question of how new pedagogical practices move from fleeting, superficially implemented experiments to become an integral part of the teacher's belief system and practice. I have discovered that if teachers desire profound pedagogical change, they must become engrossed in a quest to understand the meaning of their behaviour in the classroom - interacting passionately with the ideas to create the personal meaning that results in enduring change that can powerfully affect the essence of the teacher, as a person.

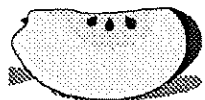
Each teacher must take individual responsibility for his or her professional development and personal growth. Through such commitment, it is possible for dedicated teachers to effectively influence the educational system; however, enduring change requires both internal conviction and social action. Powerful teachers engage in a change process which allows them to feel differently, to feel empowered and thus to perceive and act upon the world differently. Some of the ways

that I believe I can effectively direct my own professional learning include:

- 1) keeping abreast of the latest information by reading professional journals, books, and related curriculum materials;
- 2) engaging in personal introspection about the teaching/learning process through active involvement in educational projects and research studies;
- 3) debating issues of mutual educational concern with colleagues during informal supportive conversations;
- 4) establishing partnerships with community personnel to provide opportunities for stimulating, and often controversial, educational discussions;
- 5) participating in formal peer coaching, collegial supervision, and team teaching projects in which beliefs, practices, and resources can be shared;
- 6) writing in a Teaching Journal/ Diary to record and analyze successes and failures as a method of improving practice;
- 7) submitting narratives of personal experience and/or pedagogical reflections to professional journals for publication;
- 8) maintaining a positive attitude toward teaching by collecting and periodically re-reading notes of appreciation and mementos of accomplishments;
- 9) initiating ongoing dialogue with students to share specific highlights and challenges in the courses being taught;
- 10) researching topics and delivering presentations to local community groups and to fellow professionals within the larger educational milieu;
- 11) taking pro-active political measures to foster the principles of quality education; and
- 12) regularly assessing professional and personal learning needs and developing an annual Professional Development Profile to organize ongoing learning experiences, whether they be private endeavours or attendance at educational conferences and workshops.

Interdependent teachers, working together with progressive systems, construct new meanings to more effectively serve the students of both the present and the future. If teachers are to achieve such interdependence, they must first develop a sound philosophical understanding of their educational beliefs and of themselves, as teachers and persons.

Ultimately, professional development is a personal experience.



Would you like to become a Facilitator of ISW?

We are in the process of planning another province-wide facilitator training event at RDC from the 2nd to the 6th of May, 1995. If you are interested, please drop Ray a note and reserve these dates for an experience of a lifetime. Please see Ray for more details.

Conference Planner

FEBRUARY 1-4, 1995 (Phoenix, AZ)
Annual Conference for Community College Chairs, Deans and Other Instructional Leaders

Contact: Gary Filan, National Community College Chair Academy, 1833 West Southern Avenue, Mesa, AZ 85202. Tel: 602-461-7303

MARCH 1-4, 1995 (Portland, OR)
Forum for Distance Education Practitioners to Exchange Practical Strategies for Partnership Programs
 Contact: Don Olcott, Jr. Tel: 503-737-1288

MARCH 19-22, 1995 (Washington, DC)
American Association for Higher Education (AAHE) Annual Conference
 Contact: AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110. Tel: 202-293-6440, Fax: 202-293-0073

APRIL 22-25, 1995 (Minneapolis, MN)
American Association for Community Colleges (AACC) Annual Conference
 Contact: Mary Ann Settlemyre, AACC, One Dupont Circle, NW, Suite 410, Washington, DC 20036. Tel: 202-728-0200, Fax: 202-833-2467

JULY 11-15, 1995 (Santa Barbara, CA)
Association for Computers and the Humanities Association for Literary and Linguistic Computing Joint International Conference
 Contact: Eric Dahlin, Local Organizer, ACH/ALLC '95, Office of the Provost, College of Letters and Science, University of California, Santa Barbara, CA 93106. Tel: 805-687-5003, E-mail: HCF1DAHL@ucsbuxa.ucsb.edu

February 1995

- Phoenix

March 1995

- Portland

- Washington

April 1995

- Minneapolis

July 1995

- Santa Barbara

BOARD/FACULTY PROFESSIONAL DEVELOPMENT

NEWS

Goal Setting

After reviewing the PD Committee's 1993/94 goals, its five year plan and the College's Strategic Plan, the following list of goals for 1994/95 were generated:

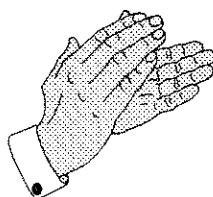
1. Review individual allotments to faculty.
2. Review special projects, travel grants, study leaves and the in-house visiting faculty program.
3. Establish a three year plan for the PD Committee.
4. Examine a mechanism for alternative methods of utilizing individual allotments.
5. Explore the need for a re-engagement program.
6. Assist the College in the implementation of the Strategic Plan.
7. Investigate the possible implementation of a cooperative model of PD workshops and conferences in Red Deer.

If you have any questions about these goals, please contact any member of the PD Committee.

★ ★ ★ ★ ★ Congratulations ★ ★ ★ ★ ★

RANDY WOJTOWICZ

Who has received his Ph.D. in Philosophy from the University of Southern California at San Diego. His thesis is entitled *Kant: Prolegomena to a Defense of Transcendental Idealism*.



GLYNIS WILSON BOULTBEE

Who has just published her first book with Dr. Ann McGill. It is entitled *Mending Your Broken Heart: A Survival Kit* and has been published by Detselig.

Special Projects Approved

Rosalie Chappell: to research and obtain materials for the development of a Canadian-based textbook on Social Services

Shawn Haley: to interview Hindi religious leaders and others in order to understand their view of death; part of an ongoing project to produce a book entitled *Look at the sky: a cross-cultural look at death*

Darrel Morrow: to develop a student success workbook and undertake a grade-point average analysis of RDC transfer students and students who have been at the University of Alberta for their entire post-secondary career

Richard O'Brien: to complete the second of four years of Feldenkrais training and certification

Jan Peterson: to explore the relationship between science and literature and its application in the classroom.

Travel Grants Approved

Ray Allan: to attend the semiannual council meeting of the Canadian Society of Zoologists

Nancy Batty: to present a paper at the Canadian Association for American Studies Conference

Rock Folkman: to speak at the Okanagan Pharmacy Update Conference

Jim Gough: to present a paper at the American Association of Philosophy Teachers 10th International Conference

Shawn Haley: to deliver a presentation at the World Archaeological Congress

Linda Moore Martin, Sheila McKay, Jennifer Young: to present a paper at the Western Region CAUSN (Canadian Association of University Schools of Nursing)

Robert Mills: to present a paper to the Midwestern American Society for 18th Century Studies Conference

Paul Williams: to present a session at the National Science Teachers' Association Conference

New on the Internet

ALEX

This catalogue allows users to retrieve the full text of over 900 titles (but not serials) from Project Gutenberg, Wiretap, the On-Line Book Initiative, the Eris system at Virginia Tech, the English Server at Carnegie Mellon, the online portion of the Oxford Text Archive, Project Bartleby at Columbia, and Project Runeberg in Sweden. Use your gopher to connect to rs1.ox.ac.uk. Select menu items: 11 Librarian's Corner / 7 ALEX. (Note: a) not all of the texts are actually available, and b) many of the files referenced are large — greater than half a Megabyte — and may take a long time to retrieve.)

NCL-E

This pilot project makes the journal, *Nineteenth-Century Literature*, available on the Internet free of charge via the gopher server at the University of California at Berkeley. Use your gopher to connect to infolib.lib.berkeley.edu (make sure your settings indicate port 70 and gopher+ [Gopher Plus] server). Select menu items: 5 Electronic Journals, Books, Indexes and Other Sources / 3 Journals / 15 Nineteenth-Century Literature.

SCAN

This pilot project (Scholarship from California on the Net) has been established to facilitate broad scholarly access to humanities journals and monographs by publication on the Internet. Initially, SCAN has created a prototype electronic edition of *Nineteenth-Century Literature* (see above). For further information, contact Rebecca Simon (tel: 510-642-5536, e-mail: rrs@violet.berkeley.edu) or Sandra Whisler (tel: 510-642-7485, e-mail: smw@garnet.berkeley.edu)

Search ERIC

This electronic tool contains options for information on ERIC and the ERIC Clearinghouses; explanation of ERIC abstracts from RIE and CIJE; information on ERIC Digests and the digests themselves; and sites available for searching ERIC and additional databases. There are a number of ERIC sites to choose from. One site is at the University of Saskatchewan which includes the Canadian Education Index. Use your gopher to connect to gopher.cua.edu. Select menu items: 11 Special Resources / 3 ERIC Clearinghouse on Assessment and Evaluation / 9 Search ERIC.

TCC-L

This is an electronic forum for community college teachers. Topics for discussion are related to instruction and revolve around a particular theme each month. For example, the November 1994 question under discussion was: Is workload an issue on your campus, and what are you doing about it?

To subscribe: SUB TCC-L <first name last name>

Send to: LISTSERV@UHccVM.UHcc.Hawaii.edu

INTERNET UPDATE

For those of you who may have joined ROADMAP listed in the November issue of *Directions*, you are not alone. Over 62,000 people in more than 75 countries subscribed — a response that has meant that no new subscribers are being accepted and there are no plans to repeat the ROADMAP workshops any time in the near future. However, you can still retrieve the ROADMAP workshop lessons via e-mail. To find out how, send an e-mail message to LISTSERV@UA1VM.EDU with the command GET MAP PACKAGE F=MAIL in the body of your e-mail message.

Trade and Budget Deficits: Twins or Distant Cousins?

This paper tests the validity of the hypothesis in a model in which domestic savings and investment are explicitly considered. A major finding of this study is that the current account balance (which includes balance of trade in goods and services as well as net transfer payments and net investment income) seems to be related both to the budget balance and the savings-investment gap.

I. What is the twin deficit hypothesis?

The Canadian current account deficit has been soaring in recent years. Similarly, the Canadian budget deficit has been steadily rising in recent years. The twin deficit hypothesis, which stems from a simple Keynesian income determination model, postulates a theoretical relationship between the two deficits. This hypothesis implies that any budget deficit has to be financed either domestically (by an excess of domestic savings over domestic investment) or by international capital inflows (a current account deficit) or by both. The "twin deficit" hypothesis implies that an escalating budget deficit will cause the current account balance to deteriorate. According to the "distant cousins hypothesis", it is the trade deficit that causes the budget deficit. The theoretical justifications for the twin deficit hypothesis are as follows:

1. when the economy is operating below full employment level, a budget deficit provides stimulus to the economy contributing directly to the increased demand for imports. In this scenario, budget deficit is directly responsible for the current account deficit, and

2. budget deficits are considered to put an upward pressure on the interest rate causing increased foreign capital inflows. This will lead to an appreciation of the domestic currency in a flexible exchange rate regime, which, *ceteris paribus*, will lead to a deterioration in the current account balance. This hypothesis has a clear policy implication. If the twin deficit hypothesis holds, then the government will not be able to reduce the current account deficit as long as the budget deficit persists, unless savings rise or domestic investment fails. If, however, the twin-deficit hypothesis does not hold, the explanation for a persistent current account deficit must be found somewhere else such as international competitiveness, international mobility of capital, demand for domestic investment goods, etc.

II. Methodology

The theoretical relationship between fiscal and current account deficits has been tested quite extensively. Most studies have tested for a direct statistical relationship between budget and trade deficits, using the standard regression techniques. One serious problem with the conventional regression method is that, if the variables in the model are non-stationary (that is, the means and variances of the variables are not constant over time), regression may lead to spurious results. The conventional Box-Jenkins approach does not offer a suitable alternative because differencing generally results in the loss of long term information. To avoid these statistical problems, the recently developed cointegration methodology has been employed to test the twin deficit hypothesis. The cointegration method which is used to investigate the long-term relationship among variables, is an

appropriate estimation method for regression among non-stationary variables. If two variables are non-stationary, but a linear combination is found to be stationary, then the variables are said to be cointegrated. Intuitively, cointegration among a set of variables implies that there is an underlying long-run relationship between these variables that holds together. Unit root tests such as Dicky-Fuller and the augmented Dicky-Fuller tests are first applied to detect the presence of non-stationarity in each time series variable. Unit root tests were used to check for non-stationarity of the variables, and an error-correction model was established. Such a model has the advantage of capturing both the short-run dynamics of the system and distinguishing between the short-run and the long-run relationships among the variables.

III. Empirical results

The study finds that the variables in the model (current account balance, Canadian national income, saving-investment gap, budget deficit, OECD income, etc.) are cointegrated. Changes in the current account deficit are explained by both the changes in the federal deficits and the savings-investment gaps, thus, corroborating the actual time series behaviour of the two deficits and supporting the twin deficit hypothesis. An increase of one dollar in the federal budget deficit raises current account deficit by about 13 cents. Similarly, an increase of one dollar in investment-saving gap will raise the current account deficit by about 19 cents. Thus, it seems that the movement in the domestic investment-saving gap has a 50 percent larger impact on the current account deficit than the movement in the federal budget deficit.

This paper is an abridged version of the original paper under the title "A Tale of Two Deficits: An Empirical Investigation for Canada", presented at the 1994 annual meeting of the South-western Society of Economists held in Dallas. It has been accepted for publication in a forthcoming volume of International Trade Journal. The author is grateful to Dr. Torben Andersen for helpful comments, and to the Board/Faculty Professional Development Committee for a Travel Grant to assist in the original presentation of this paper.

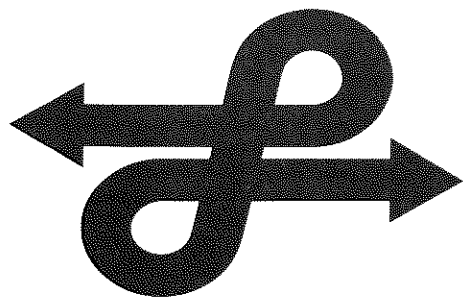
DIRECTIONS

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.

Co-editors:
Ray Allan and
Paul Boulbee.

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



DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 5

JANUARY 1995

John Roueche on campus Feb. 23

Plan on spending the day with John E. Roueche. Tentative plans have him presenting a workshop on college/community partnerships in the morning and a workshop on student success in the afternoon.

John Edward Roueche is professor and director of the Community College Leadership Program at The University of Texas at Austin, where he holds the Sid W. Richardson Regents Chair in Community College Leadership. The Texas doctoral program in Community College Leadership is the nation's oldest and has produced more presidents, vice presidents, and deans of American community colleges than any other university graduate program. A 1992 national study of graduate programs, conducted by President Lee Betts, ranked the Community College Leadership Program Number One for its quality impact on American and Canadian community colleges. Roueche has served as Director of the Program since 1971.

John Roueche is a community college graduate (Mitchell

Community College, 1958) and received his Ph.D in higher education administration from The Florida State University in 1964. He has served as a high school history and English teacher, community college dean of students and instructional dean, and faculty member at UCLA and Duke University before joining the Texas faculty.

Roueche has received national recognition for his research, teaching, service, and overall leadership including the 1994 Distinguished Faculty Award from The University of Texas at Austin, the 1988 B. Lamar Johnson Leadership Award from the League for Innovation in the Community College, and the 1986 National Distinguished Leadership Award from the American Association of Community and Junior Colleges. He has been honoured with the 1990 Distinguished Research Publication Award from the Council of Universities and Colleges; the 1986 Distinguished Research Publication Award from the National Association of Developmental Education; the 1985 University of Texas Outstanding Researcher Award; the 1985 Distinguished Research Award from the National Council for Staff, Program, and Organizational Development; the 1985 Distinguished Research Publication Award from the Council of Universities and Colleges; and the 1983 Outstanding Learned Article Award from the United States Press Association.

Since 1970, John Roueche has spoken to more than 1200 colleges and universities on topics of teaching and leadership excellence. He is the author of 30 books and more than 100 articles and chapters focused on leadership, teaching, and learning in American colleges and universities.

His most recent book, *Between A Rock and A Hard Place: The At-Risk Student in the Open-Door College* (with Suanne D. Roueche), was selected by the Public Broadcasting System as its education book for 1994 and was featured in an hour-long PBS special telecast. Other current titles include *Access and Excellence: The Open-Door College*; *Shared Vision; Transformational Leadership in American Community Colleges*; *Teaching as Leading: Profiles of Excellence in the Open-Door College*; and *Women and Minorities: A Question of Diversity in American Community Colleges*. All are available from the Community College Press.

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Message from the Animateur

Well, I hope you had a no bad holiday. It's back to the workin' at the college. A new bunch o students gives us a fresh start. Maybe there'll be some familiar faces. Yea ken in Scotland the tradition is to come up with some New Year's resolution. Usually it's somethin' personal. Well do ya no think that teachin' is personal? A new resolution about teachin' in 1995, how's tha' fur an idea. Whit will it be? Uch aye and remember it's no supposed to be broken!

Book your AV requests by E-mail

Do you work at home . . . evenings . . . weekends . . . and have an urge to book audio-visual equipment or software? If you have access to e-mail you can now make your bookings at any time.

Send your requests for hardware to ZEUS::AVSERVICES and software to APOLLO::MEDIA. Include the date required, the time of pick up and return, and the equipment and title required. We will reply via e-mail or call if there is a problem.

Media and AV Services are pleased to offer this service. Let them know if it meets your needs.

Conference Planner

FEBRUARY 8-11, 1995 (San Diego, CA)
**League for Innovation in the Community
College Workforce 2000**

Theme: The Workforce Landscape: Change
and Challenge

Contact: League for Innovation in the Community College, 26522 La Alameda, Suite 370, Mission Viejo, CA 92691, Tel: 714-367-2884, Fax: 714-367-2885

FEBRUARY 23-24, 1995 (Victoria, BC)

Leading Edge Training Technologies Conference and Trade Show

Contact: University of Victoria, Division of Continuing Studies, Box 3030 MS 8451, Victoria, BC V8W 3N6, Tel: 604-721-8451, Fax: 604-721-8774

MAY 3-5, 1995 (Nanaimo, BC)

Society for Vocational Instructors Annual Conference

Contact: Gail Brown, Malaspina University College, Tel: 604-753-3245, Fax: 604-755-8725

MAY 14-17, 1995 (Toronto, ON)

Canadian Association for Adult Education Annual Conference

Theme: Adult Learners on the Information Highway??

Contact: Canadian Association for Adult Education, Tel: 416-964-0559

MAY 28-June 10, 1995 (Montreal, PQ)

The Learned Societies

Contact: Canadian Association of University Teachers, Tel: 613-820-2270

JUNE 4-7, 1995 (Victoria, BC)

Association of Canadian Community Colleges Annual Conference

Theme: Strategic Alliances

Contact: Karen Robinson, Training and Development Services, Camosun College, 3100 Foul Bay Road, Victoria, BC V8P 5J2, Tel: 604-370-3255, Fax: 604-370-3150

JUNE 9-11, 1995 (Naramata, BC)

Association of Women in Post-Secondary Education Annual Conference

Contact: Linda Coyle, Kwantlen College, Tel: 604-599-3281, Fax: 604-599-3277

JUNE 18-20, 1995 (Vail/Beaver Creek, CO)

International Faculty Development Conference

Contact: Karen Hewett, Faculty Development Program, Community College of Aurora, Aurora, CO, Tel: 303-360-4831

February 1995

- San Diego

- Victoria

May 1995

- Nanaimo

- Toronto

- Montreal

June 1995

- Victoria

- Naramata

- Colorado

Journal Writing and Student Learning

Arun K. Mishra (Engineering)

Abstract

Student success is one of the essential components of college life. This paper explores the ideas related to student journals and how they can enhance student learning. Journals are used to record students' ideas and reflections. Students write what they are learning about themselves and their courses. The journals are introspective, spontaneous, personal and self-expressive. This writing is exploratory and points out difficulties and areas for improvement.

This paper explores how journals stimulate critical thinking and metacognition. Students can use journals to think through problem solving protocols to decipher difficult problems. This provides students with insight into their own thinking and problem solving skills. The journals are also a log of students' learning, thoughts, impressions and questions. Such insights are often involuntary, unexpected, important, and long-lasting, and form the crux of students' education.

Methods of using journals in the class to stimulate student-student and student-teacher dialogues are examined. Through journals, elements of mentoring and peer support are addressed, and components of classroom research are incorporated. Journals also become the starting point of group activities where students use their journal entries to clarify difficulties and share ideas. The paper relates ideas from adult motivation, critical thinking, metacognition, problem solving, writing across the curriculum, and cooperative learning to journals. Through journals, students are writing to learn and learning to write. Components of liberal education are incorporated in engineering courses to facilitate student success.

Introduction

Many students find the transition from high school to college to be a traumatic experience during which their ideas regarding academic work must be radically transformed. Engineering students not only carry a heavier than 'normal' workload, they are also expected to adopt good study skills, become familiar with the culture of the engineering discipline, and learn significantly more sophisticated problem-solving skills that are different from the ones which brought them success in the past. Teachers can be effective catalysts for increasing the students' desire and capability to learn by introducing them to many innovations including group work, positive reinforcement, learning skills, and synthesis-generating writing. This paper focuses on student journals and how they can enhance learning.

The degree to which students are actively engaged in the learning process is one of the important contributors to their intellectual development.¹ In the author's classes, journal writing is used to increase students' active involvement with their learning. The students write in journals to learn the concepts, reflect on ideas, and hone their problem-solving skills. These journals are used to stimulate critical thinking and metacognitive skills and allow students to think through problem-solving protocols that are utilized to decipher difficult problems. Journals are also used in class to stimulate student-student and student-teacher dialogues. They reinforce good study skills, provide an excellent learning tool for the students, and are appropriate motivators for student learning. Learner motivation is enhanced when writing is related to the engineering profession and as the student realizes that writing is essential for most jobs. Journal writing incorporates components of 'writing across the curriculum' and 'learning to write and writing to learn.'

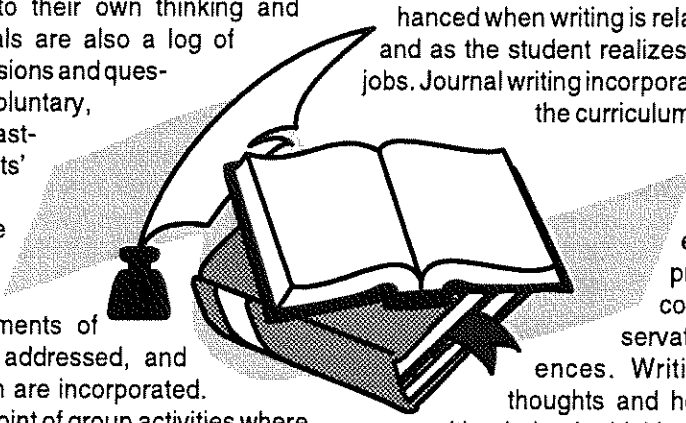
Journals present a non-threatening arena for the learners to practice their thinking in private. The journal entries may contain personal questions and observations, reflective ideas and references. Writing organizes and stimulates thoughts and helps integrate concepts.² Thus, writing helps in thinking through the subject matter and learning it. The practice of writing promotes intellectual, emotional and social growth.³

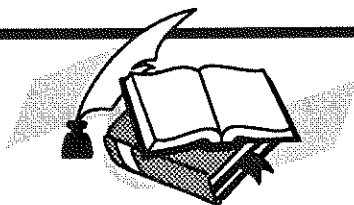
How Journals Are Used in the Courses

On the first day of class the author introduces the students to the idea of writing in a bound notebook. The bound nature of the book gives it permanence and increases its importance to the learner. The students are encouraged to have this book with them whenever and wherever they study and are urged to write what they are learning about themselves and about the course. The journal becomes a record of their discoveries and concerns through their studies. These entries are self-expressive, reflective and introspective and have an element of spontaneity.

The journal is the log of a student's learning, thoughts, impressions and questions while studying (reading, working on an assignment, or solving a problem). Unlike a finished paper written for a grade, this writing is exploratory and points out difficulties and areas for improvement. By its very nature it isn't polished or impressive. The learners are not writing for a grade or to impress their teacher, but to improve their own learning. Such writing produces insights that are often involuntary and

Continued on next page...





Journal Writing ...

Continued from previous page ...

unexpected, insights that are far more long-lasting and important than lecture notes. These writings, in a real sense, form the crux of a student's education.⁴ The learners might also summarize a complete course in these journals for 'open journal examinations.'

Writing is used to stimulate the thinking process so that one is more likely to think of all alternative aspects of a concept or problem. Writing also allows the learners to articulate and understand the process of problem-solving through the act of writing. For example, if a learner is attempting to solve a problem, and is running into difficulties, the learner records, in detail, the protocol of solving the problem and writes in as much detail as possible the stumbling blocks to progress. Reading through what is written may generate additional ideas and information to solve the problem. The students are advised to record this information as well. This metacognitive process may help students to unravel some of their difficulties and provide them with insight into their own thinking and problem-solving skills without teacher intervention.

In their journal, students may write about ideas and concepts they find essential for learning the course material. The students also summarize the material and discover relationships between concepts presented across course boundaries. They would also write any interesting items they might read in the newspaper, an idea that will help them solve a problem or clarify a concept which is eluding them, or the formulae they need to remember for a course.

In the class, the learners are given opportunities to write in their journals one or two sentences regarding a concept, a section of the course, or a problem. At the end of a chapter, they are guided to compose a summary or a brief paragraph describing the chapter as it relates to previous chapters as well as to other courses. The learners may also share this writing in small group discussions or use it to initiate class discussions.

■ Discussion of Effectiveness of Journals ■

In this ever changing, hyper-technical age, there should be less emphasis on the transmission of knowledge from teacher to student, and more on a student's ability to determine the relevance of information, locate it, and make it meaningful in light of other information available in the learner's repertoire. Writing in journals, incorporated with group work and discussion, increases students' active involvement in their own learning. This involvement helps students to discover, construct, transform and extend their knowledge. Thus, education becomes a personal transaction among the learners and between the teacher and learners as they work together.

A considerable amount of peer support and informal counseling activities occur among the students. In-class reading and discussion of the journal entries using groups creates a cohesive

learning community. There is a feeling of collaboration rather than competition among the learners. The teacher's role is also transformed from being a disseminator of information to becoming a coach and a mentor. The learners take ownership of their newly found knowledge, and thus more effectively internalize the concepts and the subject matter.

Of the four language processing skills (listening, talking, reading, and writing), writing creates a tangible construct that is unique to the writer.⁵ Learning may be expressed as reorganizing one's schema of understanding in the light of an experience. Active learning involves doing, depicting in an image, or restating in one's own words. Writing involves interactive, cognitive, integrative and strategic processing of information and knowledge. Journal writing helps students to think on paper and is an excellent prelude to class discussion and summation.⁶ Knowledge implies making connections, and contextual writing provides the medium for intellectual discovery. Writing encourages new knowledge through articulation and engagement with new material. The journal is a vehicle for the mind's progress.⁷ Such writing creates opportunities for the students to respond to the issues and concerns raised by the curriculum and assignments in a personal manner. This unique response cannot be 'corrected' for marks, and their colleagues and teacher can only react to it.

Writing in journals improves students' understanding of course material and ability to reason. It helps the students to discover what they think about the subject. They use this writing to make the subject their own. Knowledge is interactive and learners, through writing and involvement with their colleagues and the

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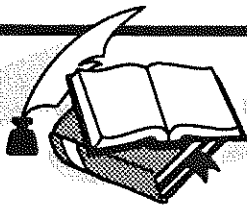
Document Delivery - Update

In the October 1994 issue of *Directions* (vol. 11, no. 2) there was a short article describing the CARL Uncover database of current article information from over 15,000 multidisciplinary journals. If you recall, this database allows researchers to browse for journal articles and order copies of those articles. Instructions for accessing this database were given as follows:

Telnet to **uncover.carl.org** and follow the instructions on the screen.

If any of you have had difficulty in doing this and accessing CARL Uncover, please use these alternate instructions:

Telnet to **database.carl.org** and follow the instructions on the screen.



Journal Writing ...

Continued from previous page ...

teacher, are able to achieve a level of knowledge in the subject to be able to make informed commitment to the subject and to evaluate and interpret the discipline specific information.⁸

Contextual and directive writing, as incorporated in the courses with the help of short essays and one sentence theme statements in journals, is effective as a learning tool for the student and the teacher alike. Context for writing creates motivation for the learner and produces better writing. One sentence theme statements are useful for a quick evaluation of understanding and preparedness of the learners and the course materials can be altered to address any deficiencies.⁹ Small and directive writing assignments help students to critically think about the subject; gather information; develop their skills through trial and error, practice and discovery; interpret ideas and concepts by exploring points of view; and questions assumptions, facts and beliefs.¹⁰ Critical thinking can best be incorporated in the curriculum by engaging students in the search of solutions to real life problems and issues. Practical examples of trouble shooting taken from engineering may be used to stimulate critical thinking and learning. Problem definition and solution with the help of journal writing, in a structured milieu that is also fun, is an effective learning tool.¹¹

Through regular journal writing, the teacher may help students become more aware of significant factors affecting their performances. When students monitor their own understanding of the curriculum through their journals, summarize the material learned, and discover relationships between different components of the courses, they develop the ability to analyze tasks as they relate to their own learning strategies, use methods that work for them, identify protocols that work best in specific

situations, and learn new strategies to replace the less effective ones. Here, the students are developing metacognition - an awareness of the conscious control over their own learning strategies.¹²

The journals can be used for enhancing learning through tests. Each test can be an 'open journal test': such a device is a far more effective learning tool than an open-book exam because, in the process of writing in their journals, the students critically synthesize their understanding of the course and thus create their own knowledge. Before each test, the learners are asked to summarize test material and to write in their journals what they think is relevant for the test. To prepare for the tests, the learners must synthesize the information and the concepts learned, enumerate the quirks of the problem types attempted, and list the still unfamiliar and perplexing formulae. The process of writing these ideas helps the students to learn the content and be better prepared for the test. The journal becomes the student's own little text book. Having the journal at hand during the test results in considerable reduction in exam anxiety and allows the students to write their tests in an environment more like engineering work. Such tests do not depend on memory and instead of testing for just knowledge, they test for the learners' comprehension, analysis and synthesis skills.

■ *Students Write About Journals*

Students are periodically asked to write if the journals have been effective for them, if they have helped in learning the crucial concepts related to the courses, reducing exam anxiety, increasing learning effectiveness, and if this writing has helped them understand the material. The following is a synthesis of

Continued on next page ...

Red Deer College Press - 1994

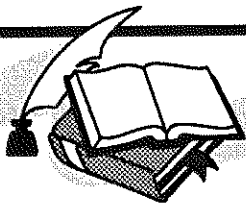
This past year has been a busy and successful one for Red Deer College Press. The Press has produced 12 new titles and reprinted four earlier ones bringing the total number of titles currently in print to 68. As one of the most successful small presses in Canada, Red Deer College Press has garnered its fair share of media attention. Broadcast media attention has included coverage on CBC's "Wildrose Country",

"Morningside", "Arts Tonight", "Sunday Arts", and "Morning Show with David Gel". Print media and review coverage has occurred locally, provincially, nationally, and internationally.

The Press' biggest success came with the announcement of the nominees and winners for the 1994 Governor General Awards. *Josepha* by Jim McGugan, illustrated by Murray Kimber, was nominated for children's text and

children's illustrations. Murray Kimber won the award for children's illustrations. Several Press titles received Canadian Children's Book Centre Our Choice Awards while others were recognized internationally. One title, *The Song Spinner* by Pauline Le Bel, is being produced as a major made-for-TV motion picture.

Thanks to Carolyn Dearden of Red Deer College Press for this information.



Journal Writing ...

Continued from previous page ...

their comments (they have been merely edited and combined for flow and clarity).

The students find the journals to be very effective and helpful. They are helpful in improving students' work habits and are a useful learning tool. This writing helps them feel more confident in classes. Many textbooks are considered incomprehensible by the students, and their journals sum up the subject in their own words and in an easy to understand manner. The journals help them organize their notes. They write the key concepts and the relationships between different topics. During journal writing, many students go back to the text or their notes to understand what they are writing. To write a concept, it needs to be articu-

lated, and during this process of articulation, the students begin to understand some of what they are writing. The journals become excellent review tools because they are cumulative and represent all the learning at a glance.

The journals help the students to learn since they learn best when they write things down. The process of writing takes time and this is well spent on thinking about the ideas written. Writing what they have learned is much better for understanding than reading or hearing. They write important problem-solving strategies in their journals. The students write about crucial areas where they are having difficulties and during writing, sometimes solve these difficulties. Thus, the journal becomes a record of all the difficulties and how they are overcome.

The students consider the journals to be an effective aid for reducing exam anxiety, as they do not feel the need to memorize trivial facts and formulae and have more time to understand and apply the underlying concepts. During an exam, the journal may not answer any questions, but it is a good place to begin to define a problem. Many students don't even use their journals in the exam because when the concepts are written down they become easier to understand and more is retained. Some students feel that the journals are a key factor in their success in the courses. Many students, though skeptical about the usefulness of the journals at the beginning, are converted in one term and think that they will continue to use their journals throughout their studies.

It is interesting to note that the less successful students misunderstand the reason for using journals. They think that the journals are for just copying the facts without having to really 'remember' them: they have yet to understand the importance of comprehending concepts and ideas. Many of these students spend a lot of time flipping through their journals for something which continues to elude them. Some of the less successful students feel that if they used their journals more, they might become better learners. Peer counselling and coaching is useful for such learners.

Conclusions

Writing in journals helps students to become actively involved in their own learning process. Through their journals, the students first attempt to articulate their understanding of the concepts and ideas woven into the subject matter and to synthesize and correlate information from disparate disciplines. Active group involvement facilitates discovery and construction of knowledge. Student success is enhanced when the teacher provides clear expectations and helps students understand what writing is intended to accomplish. Writing helps the students to socialize in the discipline and access its context as the teacher provides support appropriate for using the language of the engineering community.¹³ Students' ability to write well provides appropriate preparation for their subsequent course and career advancements.

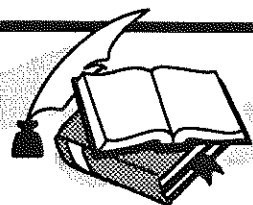
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What Does It All Mean?

The Internet is full of information as we have all begun to realize and has a language all its own. For the uninitiated and for the unsure, the following list of acronyms is offered for your enlightenment and amusement:

BTW	By The Way
FWIW	For What It's Worth
FYI	For Your Information
IAE	In Any Event
IANAL	I Am Not A Lawyer
IMO	In My Opinion
IMCO	In My Considered Opinion
IMHO	In My Humble Opinion
IOW	In Other Words
NFW	No # @ * & \$! % Way
NRN	No Reply Necessary
OTOH	On The Other Hand
PITA	Pain In The Ass
ROFL	Rolling On Floor Laughing
RSN	Real Soon Now
SNAFU	Situation Normal, All # @ * & \$! % Up
SITD	Still In The Dark
TANSTAAFL	There Ain't No Such Thing As A Free Lunch
TIA	Thanks In Advance (also AtDhVaAnNkCsE)
TIC	Tongue In Cheek

Source: Marcus Patz (patz@slais.ubc.ca) via
collib-l@willamette.edu



Journals ...

Continued from previous page ...

Through journals, students are writing to learn and learning to write. Writing creates intellectual as well as emotional involvement with the discipline and the learning is more personal and long lasting. Components of liberal education are incorporated in the engineering courses to facilitate student success. When writing in journals is incorporated with concepts of cooperative learning, adult motivation, metacognition and classroom research, student learning is enhanced.

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NEW on the Internet

AR

The Achiever Report is a newsletter for the discussion of mental and emotional problems which interfere with learning, memory, and achievement. To subscribe: Send an e-mail message to MOREMIND@AOL.COM Command: SUB AR SUBS

CIE-NEWS

This is a service of the Center for International Education (CIE) at the University of California, Irvine. It provides information about international opportunities such as study, work, internships, volunteer, research and teaching experiences available through the University of California Education Abroad Program (EAP) and other institutions and/or programs throughout the world. This is a newsletter and not a discussion group.

To subscribe: LISTSERV@UCI.EDU
Command: SUB CIE-NEWS <your first name your last name, your institution>
Note: Archives for CIE-NEWS can be found on the UCI gopher.

COLLAB-L

This is a discussion list bringing together playwrights, directors, theatre technicians, composers and librettists for the purpose of creating collaboratively new scripts for performance. To subscribe: Send a request for information to the list owner, Steve Schrum, at SAS14@PSU.EDU

EDRES-L

This is a moderated forum to announce, describe, and evaluate educational resources available on the Internet. Its companion list, EDRES-DB, functions as a database for these resources. To subscribe: LISTSERV@UNB.CA
Command: SUB EDRES-L <your first name your last name>
Note: You cannot subscribe to EDRES-DB. You can only search and retrieve from the database. For initial information, send the command: GET EDRES-DB FAQ to LISTSERV@UNB.CA

NEW on the Internet

EFLIST

This list has been started for advocating the educational process and the environment.

To subscribe: EFLIST-REQUEST@HTBBBS.COM

Command: SUBSCRIBE

EMPATHY

This is a moderated list for classroom teachers of interpersonal communication.

To subscribe: EDWARDS@UGA.CC.UGA.EDU

Command: In the body of your request send: your first name your last name
your institution
your snail-mail address
the name of one interpersonal course you teach

Note: To obtain the archives of empathy mail items, send the command INDEX EMPATHY to LISTSERV@UGA.CC.UGA.EDU

ENVIROETHICS

This is a forum for academic discussion of environmental ethics and philosophy. Topics for discussion range from value theory to applied ethics in an environmental context.

To subscribe:

MAILBASE@MAILBASE.AC.UK

Command: JOIN ENVIROETHICS

<your first name your last name>

Note: To obtain archives of enviroethics mail items, send the command INDEX ENVIROETHICS to MAILBASE@MAILBASE.AC.UK

GEOPOL

This is an international discussion list for people interested in political geography and information on forthcoming conferences, job announcements, new curriculum and syllabi, new books, etc.

To subscribe:

LISTSERV@UKCC.UKY.EDU

Command: SUB GEOPOL <your first name your last name>

Collaborative Testing, Grading

By Charles Cassini, Barry University (FL)

The class was metaphysics, a virtually uncharted terrain for most of the students enrolled. Some had encountered certain of the subject's concepts in other classes, but here they faced them head on and in full force, unabated by other less abstract philosophical content. Five weeks into the course, as the first exam loomed, anxiety rose to disconcertingly high levels.

I decided it was time to intervene. I opted for two collaborative activities.

First, on the test day, after distributing the two essay questions, I allowed students to consult their notes *and* to discuss the questions with other students. After this 20-minute exchange, students then used the remaining 90 minutes to write their answers. They could use any notes or outlines they had prepared during the opening 20 minutes.

Second, I devised a method whereby students could "collaborate" with me on grading their essays. I read each response and commented on their answers at length. (I find word processing makes it possible for me to write more and to "recycle" comments that may be relevant to more than one student.) I graded each essay but did not indicate that grade on the sheet of comments.

Along with the comment sheet, I added another page on which I had printed, I have read the comments on my test and

(a) accept them essentially as they stand, or

(b) would like to add the following comment(s) for consideration.

I left space there for the comments and then printed on the bottom of the sheet, I evaluate my test as deserving a letter grade of ____.

Five-sixths of the class marked (a). Of the 24 answers (number of students in the course), four matched exactly the grades I had given them, 10 overvalued their exam and 10 undervalued it. None did so by more than one letter grade.

I did not lower the grade of any student who undervalued his or her exam. In some cases I raised the grade by a third (e.g., from C- to C) if the student's comments seemed to warrant doing so.

The students and I were pleased enough with the outcome on this first exam that I essentially repeated it on the next exam. Surprisingly, there was more and closer agreement between the students and me on the grading than the first time around: 10 students evaluated themselves exactly as I had, five under evaluated themselves, and nine over evaluated their performance. The discrepancies between my grade and the student-assigned grade were wider for those who over evaluated than for those who under evaluated.

The general consensus among the students was that they found this form of collaborative testing and evaluation fairer and more conducive to learning. They seemed especially to appreciate it in light of the speculative nature of the subject, which tends to be far removed from everyday concerns.

I think this testing procedure is not only more 'student-friendly' but also that it motivates students to think more and retain material better. It forces them to apply content to the pretest collaborative discussions as well as on the test itself. I also think the self-appraisal encourages them to come to grips with their own mastery of this difficult material.

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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.

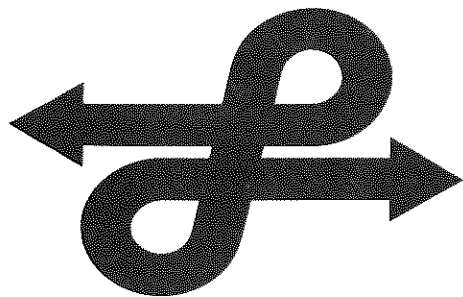
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Box 5005, Red Deer, Alberta, Canada, T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 6

FEBRUARY 1995

"And the Survey says ..."

Thank you for your responses to the Professional Development Needs Survey. Here are some of the highlights:

* There were 67 replies representing all the divisions in the College.

* These are the top ten topics you are interested in learning more about:

- use of Internet
- creating a positive climate for learning
- helping students without creating dependency
- encouraging critical thinking
- using E-mail
- designing appropriate assignments
- marking criteria

Message from the Animateur

- developing effective writing assignments and essay questions
- collaborative learning
- seven habits of effective people

The February Professional Development Series will cover some of these topics. Cyberspace is coming during Reading Week. John Marshall has offered to do an introductory session on Internet, so reserve Tuesday morning, February 21 for this adventure. In addition, Roberto Bencivenga will facilitate a workshop entitled, "What criteria do we use when marking?". It will be on Wednesday, February 22 from 10-11a.m.

Of course, the main attraction during the February Professional Development Series will be John Roueche who will have something to say about creating a positive climate for learning and helping students without creating dependency (Please see the summaries in this copy of *Directions*). What more can I say. **Get your Professional Development needs met by coming to the February P.D. Series.** Look for the brochure in your mail boxes. If you are interested in presenting a workshop on any or all(!?) of these topics I would be interested in hearing from you .

FEBRUARY PROFESSIONAL DEVELOPMENT SERIES

★ ★
**February
21-24**

INSIDE THIS ISSUE

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DISTANCE EDUCATION

Special Interest Group

Lantry Vaughan - College Prep Program

The Distance Education Special Interest Group (SIG) was formed in the Fall of 1994 and has met monthly since October. It is open to anyone who is interested in the general topic of Distance Education.

Distance education would seem to be an inescapable reality for many people in the field of education. It is a way of making institutions flexible, mobile and responsive to students in remote locations who may not otherwise be able to take part in the educational process. It is also seen as cost effective, in that it allows an instructor to 'be' in several locations at once without the need for expensive, tiring, time-consuming and sometimes dangerous travel. Distance education allows students to take advantage of course offerings that would not be available to them on a single-site basis with a 'live' instructor (Translation: it's cheaper than live bodies travelling all over the countryside).

Distance education takes a variety of forms. Correspondence courses were the original form. Current forms also include telephone conference calls, either alone or accompanied by computer networking, so that student and instructor can see and share the same data. Newer technology adds the possibility of video images to accompany audio and data links, in what is known as videoconferencing. We are discovering, through our SIG meetings, that distance education takes many forms at Red Deer College.

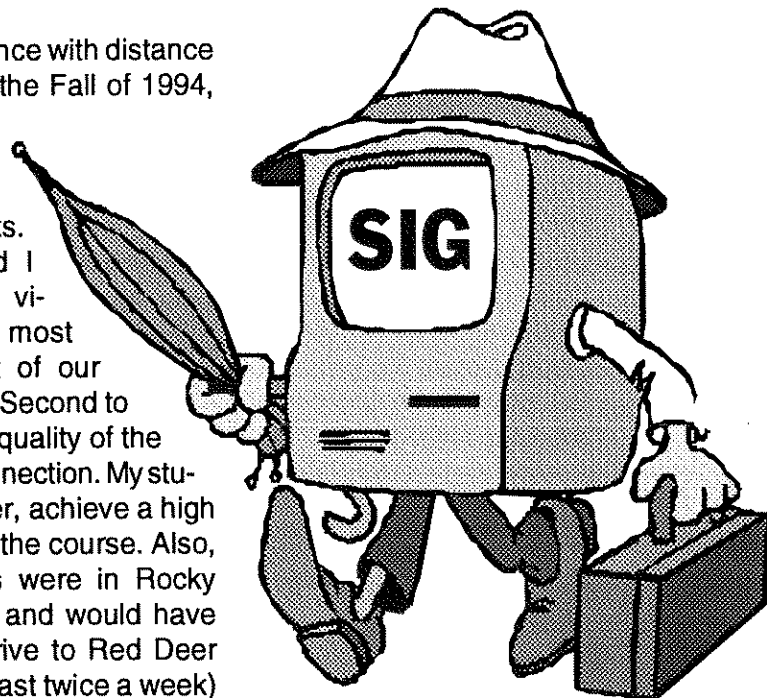
Distance education clearly is *not* a replacement for instructors interacting with students in a classroom.

Most forms of distance education at RDC involve only a telephone, sometimes with the addition of a computer hookup. Many instructors and students find this barrier frustrating and difficult to overcome. It is somewhat akin to conducting a class from the next room with the door closed.

My first experience with distance education was in the Fall of 1994, when I taught a Social Studies course with audio and computer links. My students and I found the lack of visual contact the most frustrating aspect of our class experience. Second to this was the poor quality of the speakerphone connection. My students did, however, achieve a high rate of success in the course. Also, all eight students were in Rocky Mountain House, and would have been forced to drive to Red Deer every day (or at least twice a week) had the course not been offered in a distance education format. Other advantages included the ability to FAX documents to Rocky for same-day distribution, and the ability to download and print class discussion documents which were shared via the computer network. The keys to success, I felt, were somewhat paradoxical. On the one hand, I tried to focus on the advantages, rather than the disadvantages, of the technology; on the other hand, I was honest with the students about the limitations which the technology imposed on our group.

The existence of a Special Inter-

est Group on distance education would seem to signal not only a growing acceptance of the reality of distance education, but also a growing awareness of the need for sharing information and solutions to a common problem. The feeling among our group members seems



to be that the primary role of the SIG should be to provide and disseminate information about distance education to the College community, and to provide a forum for discussion and exploration of issues relating to distance education.

A brief questionnaire has been circulated to our members to help us determine what distance education courses are being offered at RDC, and through which methods they are being delivered.

If you wish to contribute to the survey, please contact me and I will forward a copy.

John Roueche Program

February 23 from 9:00 a.m. to 3:30 p.m.

February
Professional
Development
Series

Morning Keynote Address: 9:00 a.m. - 10:00 a.m. Workshop: 10:30 a.m. - 12:00 p.m. (Margaret Parsons Theatre)

☒ **College partnerships with community**

The future of Red Deer College is closely tied to the services we provide for the community, and vice versa. John will address the opportunities and options for community partnerships. "Collaboration, carefully used, is one tool that recognizes underlying interrelationships, that may result in economies and that has the potential to increase organizational flexibility." Communities are asking community colleges for assistance in developing collaborative programs to deal with a changing environment. John will facilitate our recognition of the purpose of partnerships and the range of collaborative activities we can undertake to reach our vision of the future.

Afternoon Session: 1:00 p.m. - 3:30 p.m. (in Room 913)

☒ **Helping motivate students - the road to success**

John will describe some of the research he has been conducting on student success. To quote a recent paper: "Community college teachers all over the country are becoming more concerned about how to 'motivate' their students. Part of the answer may lie in taking a new approach to the problem: to understand students' desire to succeed and not to assume that those who fail are not 'trying'; and to help students change their views of themselves and to achieve successes, which will set expectation for future success rather than future failure.

Students most likely to fail are described as 'externally oriented, or externals'. These students feel acted upon, rather than capable of acting; they feel at the mercy of the world and helpless to change. 'Internals', on the other hand, are more likely to succeed, since they feel responsibility for their actions. Having experienced success, these students expect and attain more successes."

How can we change "externals" to "internals"? In this workshop, John will assist us in exploring this issue.

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 Don Snow's office by March 1, 1995.

BOARD/FACULTY PD COMMITTEE DEADLINES

The deadline for submission of applications for the following programs is March 1, 1995:

- 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 Ray Allan (3417 or 4056).

What is PLR?

The Public Lending Rights (PLR) Commission was established in 1986 to administer a program of payments to Canadian authors for their eligible books catalogued in libraries across Canada. PLR payments are determined by sampling holdings of a representative number of libraries; basically, the more libraries in which an eligible title is found, the larger the PLR payment. Cheques are issued in February of each year.

You are eligible for PLR payment if you are a Canadian citizen (living in Canada or abroad) or a permanent resident of Canada and your name appears on a given work's title page or, for the contributors to an anthology, in the table of contents. You are not eligible if your work was created for your employer in the course of your employment.

There are a number of ineligible titles including musical scores, bibliographies, exhibition catalogues or published proceedings of a conference, seminar or symposium, a work containing fewer than 48 pages or a children's work containing fewer than 24 pages, and a textbook or book designed primarily for the educational market.

All first-time registrations must be postmarked no later than May 1. For more information, contact: Public Lending Right Commission, 350 Albert Street, P.O. Box 1047, Ottawa, ON K1P 5V8; tel: 613-566-4378, fax: 613-566-4332.

Winter Term

Meetings with Dr. Cornish

FEBRUARY

9	Office Admin Faculty	9:00-11:00	Pres. Conference Room
13	Rehabilitation Faculty	3:00-5:00	Pres. Conference Room
16	Library Faculty	10:00-12:00	Lacombe Room
16	Athletics/Phys Ed Faculty	2:00-4:00	Arts Centre Conf. Room
21	Business Admin Faculty	9:00-11:00	Board Room
22	Physical Science Faculty	3:00-4:30	Room 1605
27	Social Work Faculty	1:30-2:30	Arts Centre Conf. Room
28	Theatre Studies Faculty	10:00-12:00	Arts Centre Conf. Room

MARCH

2	Hospitality/Tourism Faculty	9:00-11:00	Pres. Conference Room
7	Kevin Sirois Centre Faculty	3:00-5:00	Pres. Conference Room
8	Education Faculty	3:00-5:00	Pres. Conference Room
9	Literacy & Learning Faculty	2:30-4:30	(will be off campus)
14	Humanities & Social Sciences	4:00-6:00	Room 2401
20	Nursing Faculty	8:30-9:30	Board Room
21	College Prep Faculty	4:30-6:00	Room 2401
22	Legal Assistant Faculty	11:00-12:00	Pres. Conference Room
22	Transitional/Vocational Faculty	9:00-11:00	Pres. Conference Room
28	Carpentry Faculty	3:30-5:00	Room 817

Conference Planner

MARCH 5-7, 1995 (San Francisco, CA)
Developing a Comprehensive Faculty Evaluation System Assessing Learning Outcomes
 Contact: The Center for Educational Development and Assessment, P.O. Box 172314, Memphis, TN 38187-2314, Tel: 901-682-9761, Fax: 901-685-7329

MAY 13-15, 1995 (Toronto, ON)
Training Models in Industrial Technology Conference
 Contact: Michael Hatton, APEC-HURDIT, 3199 Lakeshore Blvd., W., Toronto, ON M8V 1K9, Fax: 416-252-7573, E-mail: hatton@admin.humberc.on.ca

JUNE 18-20, 1995 (Vail, CO)
Teaching for a Change — Beyond Buzzwords — Walk the Talk
 Contact: Teaching for a Change, Box 470608, Aurora, CO 80047-9999, Tel: 303-759-5860

JULY 23-26, 1995 (San Francisco, CA)
Leadership 2000: League for Innovation in the Community College
 Contact: League for Innovation in the Community College, 26522 La Alameda, Suite 370, Mission Viejo, CA 92691, Tel: 714-367-2884, Fax: 714-367-2885



What do we teach through our marks & grades?

February
Professional
Development
Series

In my early years as a College Math instructor, I tried to follow faithfully the example set by my role models, that is, my own math instructors. As a consequence, I focused my attention on preparing lectures full of technical details, thus showing my students what a competent mathematician I was, and assignments and tests that were meant to "challenge" the students' ability to think and apply what they had studied. When it came time to mark and assign final grades (or final marks, depending on the institution) I would follow my instincts and give marks that expressed my opinion of the students' competence and skills.

And so my office was frequently visited by students who came to "discuss" marks they had received, and I found my self spending quite a bit of time explaining why they had received this mark or that. Don't get me wrong: I was not a whimsical marker and I did not spend more time than any of my colleagues. Hey that was the way things were done, and if a student did not get it, that's what Fs were for!

Then my conscience started to bother me. What was the reason for keeping my students in the dark about my marking choices? Why did I find myself on the defensive in situations where the student's point of view was quiet compelling? I did try to be fair and many times I granted students their request for a change of mark, but every time that happened my conscience came out with one of those annoying "I told you something was wrong" thoughts. Then came the final blow, in the form of the question: If your main role is that of a teacher, what are you teaching when you assign a mark?

So I started working on the issue and, particularly on these questions:

- 1) What criteria do I use when I decide which tests to give students and what weight each carries?
- 2) What principles do I use when assigning marks?
- 3) What type of errors or shortcomings are major in this course, and which ones are minor? How does my marking reflect and teach that?
- 4) What values am I trying to communicate to my students by the way I assign marks?
- 5) What am I doing to apprise my students of these

Roberto Bencivenga
Learning Assistance Centre

criteria, principles and values?

It was a slow process, and one which is still in progress, but I have now developed a set of answers to these ques-

tions and a set of marking "rules" stemming from those answers. And each answer has a solid rationale. And I share both answers and rationale with my students. And I have not had any more "discussion" about grades with my students. Now when a student disagrees with me on a mark or grade, we sit down and analyze my decisions in light of those criteria, principles and values, and we look for a solution to the problem. If the student is right, I change the mark—no discussion. stems from different values, I acknowledge a different point of decision. In the latter not be happy, but they

As I explain my criteria and values, and marking, I also teach about what is important. And as I continually review the content and priorities of my courses, I make sure they are reflected by my marking methods. "Will that be on the test" is a question I am receiving less and less. If it is important enough for me to talk about it, it's going to be on the test and my marking methods will reflect its importance.

If this issue interests you to the point that you are still reading, you are now probably wondering what are the criteria, principles and values I have chosen. In that case, please give me a call (3168) and we'll talk about it over coffee. Or come to the Reading Week workshops that Ray Allan and I are organizing on this topic. Or wait until I put that information in writing at some other time. The point of THIS note is to encourage you to think about those questions on your own and to arrive at your own answers. One of my beliefs is that marking and grading is a highly subjective activity and I would not want to influence your approach to decisions that have to come from your heart and your competence and may have little to do with my approach.

During the February workshop we'll have a chance to share our different approaches and thus get some ideas of the commonalities and differences of our visions. And won't that make for an interesting hour and a half? So, see you then.

In the Faculty Resource Centre



NEW!

On the Internet

Changing College Classrooms

*Edited by Diane F. Halpern and Associates
(Jossey-Bass, 1994)*

This book provides a range of instructional strategies with helpful guidelines for assessing the effectiveness of instruction. It will help faculty and administrators equip students with the creative, critical, technological and problem-solving skills — as well as a coherent sense of multicultural awareness — necessary to thrive in a rapidly changing society. Diane F. Halpern is professor of psychology at California State University, San Bernardino. She is author or editor of several books on cognition and instruction and has received numerous awards for her teaching and research, including the California State University State-Wide Outstanding Professor Award.

The Skilled Facilitator

*Roger M. Schwarz
(Jossey-Bass, 1994)*

Today more than ever, groups play a major role in the lives of effective organizations. Skilled group facilitation is a resource organizations cannot do without. In this book, Roger Schwarz draws on his own extensive facilitation experience and insight to bring together theory and practice, creating a comprehensive reference for consultants, peer facilitators, managers, leaders — anyone whose role is to guide groups toward realizing their creative and problem-solving potential. This book provides a clearly defined set of basic principles to help facilitators develop sound, value-based responses to a wide range of unpredictable situations. It also includes advice on how to work with outside consultants and facilitate within one's own organization, along with a groundbreaking section on facilitative leadership.

DIRECTIONS

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Development Committee at Red Deer College.

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Co-editors:
Ray Allan and
Paul Boulton.

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

EST-L and EST-SL

EST-L is an unmoderated discussion list designed for teachers of English for Science and Technology and related to the teaching of scientific and technical writing. To subscribe: LISTSERV@ASUVM.INRE.EDU
Command: SUBSCRIBE EST-L <your first name your last name>

EST-SL is a list where students of English for Science and Technology can go for help with scientific writing. Teachers are encouraged to join EST-SL as well. To subscribe: LISTSERV@ASUVM.INRE.ASU.EDU
Command: SUBSCRIBE EST-SL <your first name your last name>

HLT-NET

This list was created by the Network of Community-Oriented Educational Institutions for Health Sciences. The list deals with topics related to innovations in health professions education. To subscribe: LISTSERV@NIC.SURFNET.NL
Command: SUBSCRIBE HLT-NET <your first name your last name>

INCLASS

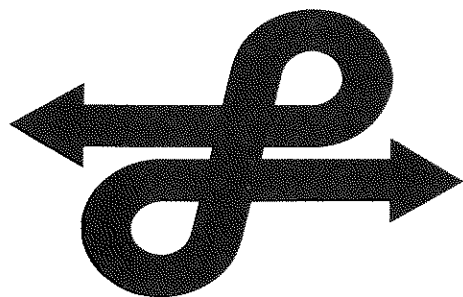
This is a moderated discussion list about using the Internet in the classroom. To subscribe: LISTPROC@SCHOOLNET.CARLETON.CA
Command: SUBSCRIBE INCLASS <your first name your last name>

PATCHWORK

This is an open, unmoderated list featuring original literary works, including poetry and prose. To subscribe: PATCHWORK-REQUEST@NOX.CS.DU.EDU
Command: SUBSCRIBE <your e-mail address>
Note: To obtain archives of selected Patchwork mail items, send the command GET PATCHWORK/INDEX to PATCHWORK-REQUEST@NOX.CS.DU.EDU

WELLNESSLIST

This list was founded for the purpose of discussing issues concerning health/nutrition/wellness/life expectancy/physical fitness, and the books, experiences and solutions recommended by the participants. To subscribe: MAJORDOMO@WELLNESSSMART.COM
Command: SUBSCRIBE WELLNESSLIST



DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 7

MARCH 1995

Roueche's presentations highlighted Reading Week

Message from the Animateur

From talking to many of you who attended John Roueche's presentations over Reading Week, the event was successful. He certainly provided us with many ideas we may wish to consider in implementing our

strategic plan. His insights into college/community partnerships was diverse and fascinating. I found the idea of defining community as much more than the immediate geographical area a mind expanding concept. Too often we are very parochial in our thinking.

Our faculty resource library will soon be expanding with a couple of his latest books, so if you missed him in person you can still tap his wisdom.

Wishing you high energy. Ray.

INSIDE THIS ISSUE

- Impressions of the B.C. Key
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Directory of Scholarly Electronic Conferences

The 9th revision of the Directory of Scholarly Electronic Conferences is now available in print form and accessible via Internet services. This directory contains descriptions of electronic conferences (e-conferences) on topics of interest to scholars. E-conferences is the umbrella term that includes discussion lists, Internet interest groups, e-journals, e-newsletters, Usenet newsgroups, forums, etc.

The print version is published by the Association of Research Libraries. Contact Ann Okerson at ann@cni.org for information.

Via the Internet, the Directory is available <ftp://zeus.kent.edu/library/acadlist> or [gopher://gopher.usask.ca/computing/Internetinformation/directory of scholarly electronic conferences](gopher://gopher.usask.ca/computing/Internetinformation/directory%20of%20scholarly%20electronic%20conferences)

Two Faculty Members' Impressions of the British Columbia Key Effectiveness Measures Project

Arun K. Mishra (Engineering) & Ken Hammer (Rec. Administration)

Recently, we have been discussing student success at Red Deer College. For this reason, we have become interested in the Key Performance Indicators (KPIs), as proposed by the Alberta Government Ministry of Advanced Education and Career Development, and how they relate to student success. During our readings, we have come across three documents about "Key Effectiveness Measures" from the B.C. Ministry of Advanced Education, Training and Technology. In this article we attempt to understand what has transpired in B.C. We plan to present our impressions of the Alberta KPIs in a subsequent article.

The 1992 B.C. Colleges and Institutes **Student Outcome Report**¹ is based on a survey of present and past students of the institutions. The survey includes demographic profiles of program completers. The Career/Technical and Vocational Program graduates are in high demand and enter a variety of occupations in goods (18%) and services (82%) industries. A significant number of these continue their education and transfer of credits matters. The majority of Arts & Science completers continue their education at other colleges, institutes and universities and this transfer trend and placement rates are on the rise. The results indicate that student satisfaction and goal attainment are

high. Students attain cognitive skills required for their career. Skills related to written and oral communications, analysis and problem solving, and reading and studying are important. Students are well prepared. Students who meet frequently with their teachers outside class time, work on meaningful out of class assignments, and work with their colleagues in groups gain the most from their college experiences, and they do so regardless of their grades. These results have remarkable similarity with another study completed with Harvard students². Every component of this student outcome report has student success implications; and it appears that student outcomes, as they relate to student success, can be measured.

The **Key Effectiveness Measures**³, published in 1993, have four components. **Student Outcome Indicators** are employment, placement, and employment preparedness rates for career/technical and vocational graduates; transfer and academic preparedness rates for university bound students; retention, completion and flow rates; satisfaction and goal attainment rates; skills and learning gains; and social and personal development rates. These indicators seem to be based on the student outcome report discussed above. **Operational Responsibility Indicators** are resource allocation, maintaining output/resources ratio, program utilization, facility utilization, resource generation, and innovation. **Relevance Indicators**

continued on next page



... in the Faculty Resource Centre

STRENGTHENING DEPARTMENTAL LEADERSHIP

ANN F. LUCAS (Jossey-Bass, 1994)

Those who become department chairs for the first time often find their experience as faculty members does not equip them for the transition. The conflicts inherent in representing administration to faculty colleagues as well as taking the concerns of the faculty back to the administration can leave department chairs feeling alone, overwhelmed by paperwork, and unsupported. *Strengthening Departmental Leadership* is a practical guide to developing the survival skills that chairs need in order to function as leaders and build cohesive teams in departments.

Key Effectiveness Measures Project ...

Continued from previous page...

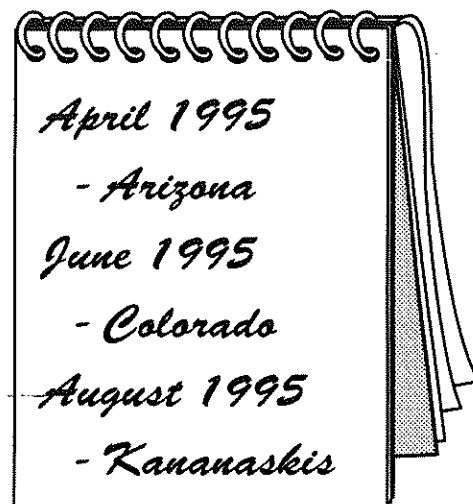
are demand and capacity; physical and financial accessibility; community outreach; client service orientation; and community development. **Organizational Health Indicators** are decision making, governance and empowerment; leadership and followership; innovation and risk taking; team work, esprit de corps; quality improvement, control systems and processes; information sharing and openness; and development of people, learning and skills building. Most of the indicators listed above have implications for inside and outside the classroom for faculty members and student success.

The **Accountability Framework**⁴ proposed by the B.C. Ministry of Advanced Education, Training and Technology seems to have resulted from the key effectiveness measures. This framework raises seven questions and it is expected that it will help institutions to better focus their thinking and provide unified direction. These questions address institutional missions and objectives; meeting the needs of the community; appropriate number and mix of students; student outcome achievement; reasonable allocation of resources; maintaining and building institutional intellectual and physical resources; and availability of systems to gather information to answer these questions. It is apparent that these questions also relate student success and faculty commitment to outcomes.

Our intentions in presenting this information are to extend current debate around student success and to generate discussion on Alberta's Key Performance Indicators. The next article will describe these KPIs. We will compare the Alberta and B.C. initiatives and will discuss how the essential components of student success could be utilized to affect Alberta KPIs.

References

1. 1992 B.C. Colleges and Institutes Student Outcome Report. Prepared for B.C. Ministry of Advanced Education, Training and Technology.
2. Light, R. J. (1992). The Harvard assessment seminars (second report): explorations with students and faculty about teaching, learning and student life. Cambridge, MA: Harvard University.
3. Key Effectiveness Measures Project. (June 1993). B.C. Ministry of Advanced Education, Training and Technology.
4. A Proposed Accountability Framework for Colleges and Institutes in B.C. (199?). B.C. Ministry of Advanced Education, Training and Technology.



Conference Planner

APRIL 5-9, 1995

(Tempe, AZ)

College Reading and Learning Association Annual Conference

Contact: Dorothy Gray, Division of Arts and Science, Grant MacEwan Community College, 266 10700-104 Avenue Edmonton, AB T5J 4S2, Tel: 403-497-5353, Fax: 403-497-5347

JUNE 18-20, 1995

(Vail, CO)

International Faculty Development Conference

Contact: Karen Hewett, Faculty Development Program, Community College of Aurora, Tel: 303-360-2885

JUNE 25 - JULY 21, 1995

(Bryn Mawr College, CO)

Summer Institute for Women in Higher Education Administration

Contact: Betsy Metzger, Tel: 303-871-6866

AUGUST 20-23, 1995

(Kananaskis, AB)

Creating Excellence: A Seminar for Innovation and Celebration of Good Teaching

Contact: NAIT Academic Staff Association, Tel: 403-471-8702

Mentoring Part-Time Instructors

In the College Preparatory Program

Directions: How did the program get started?

Linda: Faced with a high turnover of part-time faculty, the Department realized that we had to support the difficult transition into teaching adults with diverse needs. There are so many things to do when starting to teach a new course, such as, organizing the content and determining difficulty level in tests. We pair up seasoned instructors with new part-time instructors that are teaching the same courses in the same semester. New faculty get discouraged when there is so much to learn and little time to learn it. The mentor can monitor the pace of teaching and share tests to compare content and difficulty level.

Directions: How often do you meet?

Linda: Mainly before the course gets started. After that, about once a week to discuss organization and expectations of the students. It is especially important at the beginning of a new chapter. Part-time instructors have difficulty adjusting to the needs of adult learners in CPP classes. The students are at different stages of learning and often have problems beyond the classroom that interfere with their progress. This is a lot to handle when you are starting to teach a new course.

Directions: Besides the course and dealing with the students, what else are you involved in?

Linda: The math instructors have put together a package for new part-time instructors. It describes where to find paycheques, mailboxes and reprographics, things like that. Self-evaluation is another area where we can help the instructor get oriented.

Directions: I can see that this benefits the part-time instructors, but how do you find the experience?

Linda: I enjoy it. I learn from the instructors and we have great discussions about teaching techniques. In addition, the students are a lot happier.

Directions: Do mentors visit part-time instructors' classes?

Linda: It has not happened in my case. The problem is that part-time instructors work different hours. They could come into my class but many have other jobs.

Directions: What other issues do you address?

Linda: The biggest problem is with tests. Part-time instructors have difficulty with how long the tests should be and the type of questions they should contain. As many instructors are from industry, I give them some teaching tips. Remember, the first time through a course it is hard to work on teaching skills when you are swamped with mastering the content. Part-time instructors find out they have less time than they thought for preparation. Students appear at the instructor's door outside of office hours; they require a lot of assistance and support. I find that a lot of my mentoring is over the phone. This is often the only way we can meet.

Directions: What is the ultimate benefit of this program?

Linda: The college keeps part-time instructors longer and the students receive a better education.

Directions: Thanks for your time, Linda.

Linda: You're welcome (Get out of my office!).



★ ★ ★ *Congratulations* ★ ★ ★

to the following Faculty who have been granted Sabbaticals for 1995/1996:

Bill Alcorn (Hospitality)

Who will be taking a year-long sabbatical to return to the industry. He will be working with the Red Deer Golf and Country Club, the Holiday Inn, and the Westerner.

Walter Fick (Psychology)

Who will take a five-month sabbatical to complete a research project with Alberta Health, Prevention and Promotion Branch on sexual abuse of children in family settings.

Clark Prendergast (Social Work)

Who will take part in in-service training and work experience at the Professional Development Centre at Cambridge School Services. He will also be pursuing some studies at East Anglia University.

Winter Term Meetings with Dr. Cornish

MARCH

2	Hospitality & Tourism	9:00 - 11:00	Pres. Conference Room
3	Applied Science Faculty	10:00 - 11:00	Room 2504
6	Literacy & Learning Faculty	2:30 - 4:00	South School
7	Kevin Sirois Centre Faculty	3:00 - 5:00	Pres. Conference Room
8	Education Faculty	3:00 - 5:00	Pres. Conference Room
14	Humanities & Social Sciences	4:00 - 6:00	Room 2401
20	Nursing Faculty	8:30 - 9:30	Board Room
21	College Prep Faculty	4:30 - 6:00	Room 2401
22	Transitional/Vocational Faculty	9:00 - 11:00	Pres. Conference Room
22	Legal Assistant Faculty	11:00 - 12:00	Pres. Conference Room
28	Trade Reps/Bus, Trades & Tech	3:30 - 5:00	Room 823

APRIL

4	Teacher Assistant Faculty	3:00 - 4:00	Room N/A
5	Early Childhood Dev. Faculty	11:30 - 1:00	Room 1600
19	Intramurals	10:00 - 11:00	President's Office
20	Music	9:00 - 10:00	Board Room
21	Pharmacy Technician Faculty	3:00 - 4:30	Pres. Conference Room
26	Art & Design	11:00 - 12:00	Arts Centre Conference Room

NOTICE!

Last issue of Directions Next Month!
Get your submissions in early to Ray Allan
or Paul Boulton.

NEW on the Internet

CANLIT-L

CANLIT-L is a new bilingual discussion group for anyone interested in Canadian literature, literary publishing, or Canadian children's literature. To subscribe: MAILSERV@NLC-BNC.CA
Command: SUBSCRIBE CANLIT-L

CORELINK

CORELINK is a moderated discussion group and distribution list open to interchanges among both K-12 and post-secondary educators at the national and international level in topics pertaining to educational goals and outcomes and to "core curriculum".
To subscribe:
LISTPROC@MERCURY.CAIR.DU.EDU
Command: SUBSCRIBE CORELINK
<your first name your last name>

**more Internet
on next page...**

Congratulations

to the following Faculty who have been granted Sabbaticals for 1995/1996:

Lorne Daniel (Communications)

Who has designed a year-long, four-fold sabbatical. He intends to research the works of E.B. White, pursue his professional writing career, prepare a manuscript of his essays for publication, and continue work on a novel in progress.

Jim Gough (Philosophy)

Who will undertake research in ethics, value theory, argumentation theory, Greek Philosophy, and human rights. His work will be conducted primarily at the University of Alberta and the University of British Columbia.

Jennifer Young (Nursing)

Who intends to complete her Master of Nursing Degree through the University of Alberta.

What does Cancopy mean to You?

CANCOPY, established in 1989, is a licensing body under Canada's Copyright Act. As such, this national, non-profit organization administers and protects Canadian creators' and publishers' photocopying rights.

What does CANCOPY mean to you as an author?

CANCOPY represents more than 1.5 million titles which are licensed to major users in exchange for royalties. These royalties are subsequently forwarded to the legitimate copyright holders, minus an administration fee. CANCOPY has also signed bilateral agreements with

similar foreign collectives such as those in the United States, Great Britain, France, Germany, Norway, and Australia.

If you would like more information about registering your work with CANCOPY, contact: CANCOPY, 6 Adelaide Street East, Suite 900, Toronto, ON M5C 1H6, Tel: 416-868-1620, Fax: 416-868-1621.

What does CANCOPY mean to you as faculty member?

The College will be signing a contract/licence with CANCOPY which grants access to a vast array of copyright material. It will not cover publications subject to Crown copyright, most print music, and consumables such as workbooks. The licence will also contain an exclusions list of publishers, titles, and countries not represented by CANCOPY.

The licence which the College will sign allows you to reproduce, within the terms and restrictions of the licence, copyright material for use in your classroom without having to obtain copyright permission for each separate item. However, this permission refers only to material which is needed for the "teachable moment". Any material (hand-outs, articles, etc.) which you regularly use and distribute on a semester or annual basis should now be reproduced as part of a course package to be sold through the Bookstore. The CANCOPY licence does not give any of us permission to copy whatever we want, whenever we want it. Please remember that this does not apply to publishers, titles, and countries on the exclusions list.

For more information, contact any member of the College's CANCOPY Committee:

Joanne Bucklee (3123)
Paul Boulton (3578)
Bob Allan (3250)
Dolores Sillars (3396)
Rennie Brown (3127)
Leah Williams (3302)

New on the Internet

MULT-ED

MULT-ED is a list co-sponsored by the National Association for Multicultural Education and George Mason University. The list has been created for educators and other professionals interested in topics related to multicultural education.

To subscribe: LISTPROC@GMU.EDU

Command: SUBSCRIBE MULT-ED <your first name your last name>

MULTIAGE

MULTIAGE is a discussion list formed to help create a knowledge base of multiage learning and teaching. The goal is to provide an avenue for persons interested in multiage learning to interface.

To subscribe:

LISTPROC@SERVICES.DESE.STATE.MO.US

Command: SUBSCRIBE MULTIAGE <your name>

STARnet

STARnet (Students At-Risk Network) brings together people, ideas, and information to cooperatively promote educational and support services for at-risk youth in order to enhance youth's self-esteem, as well as their academic, social, and personal growth. STARnet is an open, unmoderated discussion list.

To subscribe:

LISTPROC@SERVICES.DESE.STATE.MO.US

Command: SUBSCRIBE STARnet <your first name your last name>

VIRTED

VIRTED is an open, unmoderated discussion list for teachers, students, and anyone else interested in the uses of virtual reality in education and learning.

To subscribe: LISTSERV@SJUV.M.STJOHNS.EDU

Command: SUB VIRTED <your first name your last name>

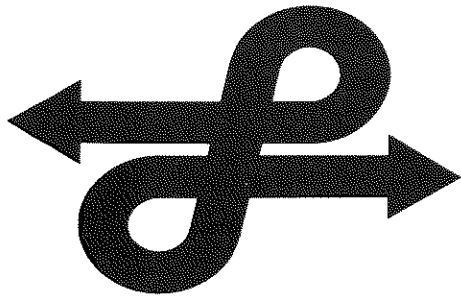
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Canada, T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

Vol. 11 No. 8

APRIL 1995

Time to renew our passion...

Message from the Animateur

It's April! Gasp! Done it again, another term has flown by leaving us breathless. Now is the time to renew our passion for our discipline and teaching. This issue of *Directions* has many exciting conferences that you may wish to consider and by reviewing previous issues you will find more options. The May professional development brochure is in the works so be on the look out for some excellent

workshops and an opportunity to discuss our ideas with our colleagues. You may wish to pay a visit to the Faculty Resource Centre on the second floor of the Library. There are many new books and journals containing a wealth of information from teaching strategies to being a chair. Please don't forget to fill out the evaluations at the back of this issue. Have a great professional development period. **Ray**

Message from the Co-Editor

This is the last issue of *Directions* for 1994/95. Ray and I hope that all of you have found something in at least one of this year's issues that has contributed to your own professional development. Thank you to everyone who has contributed to *Directions* this past year. I would like to remind you that the first issue of *Directions* for the 1995/96 academic year will appear in September. Our deadline for submissions for that issue is Friday, 25 August. Please send any submissions to Ray or me. **Paul**

INSIDE THIS ISSUE

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In-House Visiting Faculty Approved

Birk Sproxton: to assist faculty in curriculum development, expanded teaching approaches, and interdiscipline interaction by offering a 9-10 week writing seminar for a small number of faculty, workshops for small groups on identified writing and teaching issues, and individual consultations with faculty.

Helping Students Improve Their Test Performance

Glynis Wilson Boulton
(Learning Assistance Centre)

A PILOT IN PROGRESS

Don Wales
(College Preparatory Program)

DESCRIPTION OF PROJECT:

In late January, Don approached Glynis to discuss how the Learning Assistance Centre might help students who were doing poorly on tests in Biology 130. After some discussion, we decided to offer the bonus project described below.

PART I:

Students signed up for a "Wales Exam Session" at the Learning Assistance Centre. These small group sessions were designed to explore why students were running into difficulty and to begin to develop a plan for how to improve their performance. Some issues identified included poor class attendance, problems with time management, poor test preparation skills, etc.

PART II:

Students handed in a plan to Don outlining what they intended to do to improve their marks. Strategies included weekly sessions with an LAC instructor, improved class attendance, elimination of partying the night before the tests, etc.

PART III:

(This is the "in progress" part.) Near the end of the term, students will hand in a report outlining how they implemented the plan and what the results were.

Students were informed that if all the activities were completed satisfactorily, their lowest quiz mark would be deleted. How much this will affect their final grade varies depending on how low their marks were, but there was significant motivation to take advantage of this offer.

GLYNIS' COMMENTS:

This offer brought in several students who would otherwise not have come to the LAC. The initial small group interviews were short, but resulted in significant insights for some. Many knew what they needed to do (especially when partying was the problem), but they said this activity forced them to set some goals to

address the problem. Some had attended early generic LAC workshops and needed some assistance to apply those concepts in this particular course. A couple of students committed to working together when they learned they were both struggling with similar concepts. It will be interesting to read their final reports to learn how successful they were in reaching their goals.

DON'S COMMENTS:

I have observed several indicators that this project is working, including:

- improved attendance
- grades improving on quizzes by 10-15%
- a renewed commitment to this course
- several have expressed a feeling that they are more in control after having attended sessions with Glynis and Ralph. They said they feel more confident.

CONCLUSION:

We would be happy to discuss the results of this experiment with you after the students' grades have been calculated. If you are interested in offering a similar opportunity to your students, please be sure to contact Glynis in the LAC. She will provide a sample handout describing the bonus project and will arrange the logistical details with the Learning Assistance Centre desk staff.

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Paul Boulton.

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

Conference Planner

Something For Everyone This Summer!

APRIL 30-MAY 3, 1995

(Edmonton, AB)

Training Adult Education and Tomorrow's Workplace

Contact: AAHE/NWAEA Joint Conference, Division of Community Education and Program Development, Medicine Hat College, 299 College Drive, SE, Medicine Hat, AB T1A 3Y6. Tel: 403-529-3844, Fax: 403-527-0459

MAY 1-3, 1995 (College Park, MD)

Distance Education and Technology

Contact: University of Maryland, College Park, University Boulevard at Adelphi Road, College Park, MD 20742-1612. Tel: 301-985-7811, e-mail: gbrostro@polaris.umuc.edu

MAY 13-15, 1995 (Toronto, ON)
Exemplary Training Models in Industrial Technology

Contact: Michael Hatton, APEC-HURDIT, 3199 Lakeshore Boulevard, W., Toronto, ON M8V 1K9. Tel: 416-252-7573, e-mail: hatton@admin.humberc.on.ca

MAY 14-17, 1995 (Toronto, ON)
Adult Learners on the Information Highway

Contact: Canadian Association for Adult Education. Tel: 416-964-0559

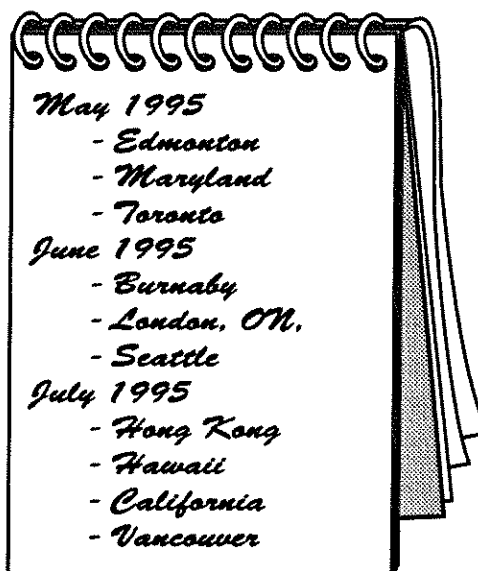
JUNE 10-14, 1995 (Burnaby, BC)
Innovations 2020: 3rd International Symposium on Technician Education & Training

Contact: John E. Leech, Chair, Host Steering Committee. Tel: 604-585-2788, Fax: 604-585-2790

JUNE 14-17, 1995 (London, ON)

Society for Teaching and Learning in Higher Education (STLHE) Annual Conference: Focus on Learning

Contact: Colin Baird, Conference Co-ordinator. Tel: 519-661-2111, local 4622, Fax: 519-661-3076, e-mail: slbmmr@uwoadmin.uwo.ca



JUNE 24-30, 1995. (Seattle, WA)
Institute for Academic Leadership Development

Contact: National Community College Chair Academy. Tel: 602-461-7304, Fax: 602-461-7806

JULY 10-13, 1995 (Hong Kong)
Improving University Teaching: Twentieth International Conference

Contact: Improving University Teaching, University of Maryland University, College Park, University Boulevard at Adelphi Road, College Park, MD 20742-1659

JULY 23-28, 1995 (Hawaii)

Hawaii Great Teachers Seminar
Contact: Larry Fujinaka, Director, Hawaii Great Teachers Seminar, Leeward Community College, 96-045 Ala Ike, Pearl City, HI 96782. Tel: 808-455-0374, Fax: 808-455-0471

JULY 27-29, 1995 (Berkeley, CA)
Faculty Development Institute on Teaching and Learning

Contact: Education Department, University of California Berkeley, CA. Tel: 510-642-1171, Fax: 510-643-8683

JULY 30- AUGUST 2, 1995
(Vancouver, BC)

Improving Teaching and Learning Through Reflective Practice
Contact: Erin Anderson, AAHE Teaching Initiative, One Dupont Circle, Suite 360, Washington, DC 20037. Tel: 202-293-6440, ext.42, Fax: 202-293-0073

JULY 30 - AUGUST 2, 1995
(Sonoma, CA)

International Conference on Critical Thinking and Educational Reform

Contact: The Center for Critical Thinking, Sonoma State University, 1801 E. Cotati Avenue, Rohnert Park, CA 94928-3609. Tel: 707-664-2940, Fax: 707-664-4101

IN BRIEF

SPECIAL PROJECTS APPROVED

Cheryl Cooney: to prepare the scores for a commissioned double concerto for flute and piano with orchestra.

David Cooper: to explore course authoring systems and other computer based delivery systems.

Glynis Wilson Boulton: to become a facilitator for "The Seven Habits of Highly Effective People".

STUDY LEAVES APPROVED

Cheryl Cooney: to develop reading and conversational skills in French and to coach, rehearse, and observe performers working in the French language.

Dick Huddleston: to develop reading and conversational skills in French.

TRAVEL GRANTS APPROVED

Syed Ahmed: to present two papers at the SWFAD Conference.

Walter Foster: to research programs and instruction at the National Theatre School and George Brown College.

Paul Nonnekes: to present a paper at the Popular Culture Association Annual Conference.

Richard O'Brien: to research programs and instruction at the National Theatre School and George Brown College.

SSHRC Budget Cuts

The following letter from Lynn Penrod, President of the Social Sciences and Humanities Research Council (SSHRC) has received widespread distribution on the Internet. Dr. Penrod has asked that "the contents of this letter [be shared] as broadly as possible within your institution."

* * * * *

"This letter is intended to provide you with essential information about the impact of yesterday's [1 March 1995] federal budget on SSHRC.

"It is with deep concern that I inform you that SSHRC's budget has been cut and the Council has been compelled to make a number of painful decisions to reduce or eliminate support to various program areas in order to absorb these decreases in funding. The cut is 14% over three years, with the sharpest reductions coming in years two and three. Thus our budget will be 14% lower in 1997-98 than it would have been if these restraints had not been imposed.

"While we have been aware for a number of months that our budget would probably be diminished, the precise magnitude was unknown. In anticipation, SSHRC staff prepared and submitted to Council several options for absorbing the cuts while protecting the core mandate of direct support of research in the social sciences and humanities.

"Council decided that the most appropriate way to deal with the anticipated decline in the budget was through selective, rather than across-the-board, cuts. Decisions on how and where to retrench flow from the SSHRC Strategic Plan, and the greatest impact will be in the areas of lower priority.

"Council affirmed that the following core activities of SSHRC have the highest priority:

- * Funding of basic research in the social sciences and humanities through direct grants to individuals or groups of researchers;
- * Training of new researchers through the Doctoral and Post-Doctoral Fellowships programs.
- * Collaborative research, including multidisciplinary, inter-university, and international team research with a strong user interest, through such programs as Strategic Grants (themes and joint initiatives), Major Collaborative Research Initiatives, and International Summer Institutes.

"To maintain adequate levels of support among all three sectors, the following measures will be taken:

1. The budget for Research Grants will be reduced by 6.3% for 1995-96. We cannot at this stage estimate the amounts for the two following years. However, given that demand has declined in three of the last four years, it is hoped that the Council will be able to maintain success rates at or near current levels, at least for the next year.

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SSHRC budget cuts ...

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2. The General Research Grants will be reduced by 6.3% in 1995-96.
3. Support for Aid to Learned Journals, Scholarly Publications and Conferences will be reduced in proportion with the overall cut faced by SSHRC.

"To help maintain as healthy a level of funding as possible for direct research costs, Council was compelled to assign a lower priority to infrastructure programs and agreed to the following changes:

1. The Aid to Small Universities program will be placed on a competitive basis and the budget reduced by 25%, which should nonetheless permit funding of the most dynamic and promising research at these institutions.
2. Support of Specialized Research Collections will be phased out.
3. Given their lower priority within the Research Communications Sector, core funding for the Federations (SSFC and CFH) and for Scholarly Associations will be phased out over the next three years. (Funds which support the administration of the Aid to Scholarly Publications and Travel to Learned Societies meetings will be protected).

"The decision to phase out support for the Learned Societies and the Federations is one that has not been taken lightly. It was preceded by lengthy deliberations, which took into account the following: a) core funding of such organizations is most unusual among our counterpart organizations in the US and in Europe; b) the initial decision to support these organizations financially was a recognition of the need to develop Canada's social sciences and humanities research community to an internationally competitive level; c) over the years these organizations have indeed matured to the point where they should be able to sustain support through their own membership, as is the practice in other countries; d) in a period of budgetary restraint, SSHRC must focus its resources on direct support of research and the development of new researchers.

"We do recognize the important and valuable role the learned societies and the federations play in the professional development of the research community, particularly in the communication of research. SSHRC wishes to engage as early as possible in discussions on alternative approaches to supporting some of these activities and to structure the phase-out of support in order to maximize the time available to explore such alternatives.

"In this difficult period of downsizing and restructuring, I would like to reiterate Council's commitment to promoting the highest quality of research and training in Canada and to continuing to do so in close collaboration with the community it serves."

NEW on the **Internet**

ABELL

ABELL is the Modern Humanities Research Association's Annual Bibliography of English Language and Literature. It is available for searching on-line until 30 April 1995 for evaluation purposes. The database currently contains more than 20,000 records of articles, doctoral dissertations, books and reviews in the field of English studies from the report years 1991 and 1992. To access the database, use **telnet** to connect to **vaxf.lib.cam.ac.uk**, enter **GUEST** at the username prompt, and then follow the instructions which appear on the screen.

WORDPLAY -L

WORDPLAY-L is an unmoderated electronic discussion list that deals with the usage of words and phrases in the English language, including vocabulary, grammar, spelling, and pronunciation. Participants will have a chance to debate wording or phrasing of a controversial nature and explore the origins of English idioms.

To subscribe:

MAILSERV@LEVELS.UNISA.EDU.AU

Command:

SUBSCRIBE WORDPLAY-L

<your first name your last name>

Alberta KPIs

and Their Relationship to Student Success

Ken Hammer & Arun Mishra

"The post-secondary system is challenged by an increasing demand for access to educational institutions in the face of limited resources. Since the post-secondary system in Alberta receives in excess of one billion dollars annually from the people of Alberta, it is imperative that the system be more accountable."¹

The government of Alberta has proposed that the performance of post-secondary institutions be measured against specific goals or results. Key performance indicators will be used to measure the achievement of these results.^{1,2}

Expected results fall under five categories: learning (e.g. students achieve their objectives); university research (e.g. research

results are effectively diffused); community service (e.g. staff are involved in and make a positive contribution to their communities); fiscal management (e.g. resources are used effectively); and system accountability in the public post-secondary system (e.g. the existence of programs and structures can be justified in terms of their relative costs and benefits).¹

A number of key performance indicators that would measure these results are suggested. These range from student demand for program/course offerings (quantitative) to student success relative to personal goals/objectives of students (qualitative).¹

There are many differences between British Columbia's Key

Effectiveness Measures³/Accountability Framework⁴ and Alberta's Accountability Measures¹ (e.g. B.C. places more emphasis on organizational health indicators). Nevertheless, it is indicated that despite the specific directions taken by the provinces, goals/results can be measured. Central Florida Community College's Indicators of Excellence⁵ provides evidence of this. According to the President of the College, "The indicators have become a way of life at the college, and many employees have taken considerable pride in institutional accomplishments and become unofficial, but competent college public relations spokespersons."

As Red Deer College embraces the notion of student success, a number of the proposed KPIs will provide effective measures of our goals/results. For example, if student success is considered to be individual and program specific, then measuring graduate satisfaction with personal goal attainment and quality of educational experience seems to be appropriate. On the other hand, if we believe student success is attained through developing intellectual, professional and personal competencies, then the percentage of employers indicating that a program adequately prepares students for employment is a useful indicator.

Continued on next page ...

Spring Term Meetings With Dr. Cornish

APRIL

4	Teacher Assistant Faculty	3:00-4:00	Arts Centre Conference Room
5	Early Childhood Dev. Faculty	11:30-1:00	Room 1600
19	Intramurals Faculty	10:00-11:00	President's Office
20	Music Faculty	9:00-10:00	Board Room
21	Pharmacy Technician Faculty	3:00-4:30	Pres. Conference Rm
30	Theatre Studies Faculty	10:30-12:00	Arts Centre Conference Room

MAY

5	Art & Design	11:00-12:00	Pres. Conference Rm
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Alberta KPIs

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It also appears that a number of proposed KPIs will be ineffective measures of our goals/results as they relate to student success. If we believe that student success is much more than simply a measure of retention of academic standing, perhaps percentage of program continuation and the percentage of course withdrawals/incompletes would not be an appropriate measure. If, on the other hand, we believe that student success also involves substantive interactions outside the classroom,⁶ measuring average cost per student contact hour across all programs may not be a good indicator of student success.

"Would you tell me please which way to go from here?" asked Alice. 'That depends a good deal on where you want to get to,' said the cat. 'I don't care much where ...,' said Alice. 'Then it doesn't matter which way to go,' said the cat" (From Lewis Carroll's Alice's Adventures in Wonderland). If our purpose (or where we want to go) is to facilitate student success then it seems critical that we have well articulated goals/results which arise directly out of our concerns for this success. The right KPIs will tell us if we're headed in the right direction.

This note is written to begin a discussion about KPIs and how they can be used to enhance student success. Please call the authors (Ken: 3403, Arun: 3380) with your comments and concerns. We would love to hear from you. What do you think?

References

1. The Key Performance Indicators Committee. (January 1994). Accountability measures for the public system: Key performance indicators linked to expected results. (Draft).
2. Government of Alberta. (December, 1994). Measuring up.
3. B.C. Ministry of Advanced Education, Training and Technology. (June 1993). Key effectiveness measures project.
4. B.C. Ministry of Advanced Education, Training and Technology. (1997). A proposed accountability framework for colleges and institutes in B.C.
5. Champion, W.J. (1995). A pleasant approach to outcomes assessment: Indicators of excellence. Innovation Abstracts. 17 (5).
6. Light, R.J. (1992). The Harvard assessment seminars (second report): Explorations with students and faculty about teaching, learning and student life. Cambridge, MA: Harvard University.

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**PEND TIME WITH
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RY, TRY AGAIN!

Thank-You

To Our *Directions* Contributors:

Syed Ahmed	Linda McInnis
Roberto Bencivenga	Arun Mishra
Sharon Comstock	Donna Morrison
Dan Cornish	Maureen Toews
Carolyn Dearden	Lantry Vaughan
Ted Dyck	Glynis Wilson Boulton
Ken Hammer	

The Board/Faculty Professional Development Committee wishes to thank the faculty who demonstrated commitment to professional development at RDC by conducting workshops, facilitating in ISWs, or leading Special Interest Groups. Thank you to:

Mary Abt	Linda MacKay
Roberto Bencivenga	Arun Mishra
Les Blakely	Donna Morrison
Gary Fabris	Bernie Pauly
Laurel Goodacre	Caroline Rentz-Golub
Dave Hannah	Brian Stackhouse
Phyllis Kober	Lantry Vaughan
	Glynis Wilson Boulton

 **Grant MacEwan
Community College**
ANNOUNCES THE

10th Annual CANADIAN ROCKIES GREAT TEACHERS' SEMINAR

Toward Improving Post-Secondary Instruction

PURPOSE:

- ▲ To practice rational analysis of instructional problems and to find realistic, creative approaches to their solution.
- ▲ To cause educators to venture beyond the limits of their own specializations and environments in search of transferable ideas and the universals of teaching.
- ▲ To stimulate the exchange of information and ideas within post-secondary institutions by building an expanding communications network among faculty.
- ▲ To promote an attitude of introspection and self-appraisal by providing a relaxed setting and an open, human climate in which participants can seriously reflect on their own attitudes, methods, and behaviors as teachers.
- ▲ To celebrate good teaching.

To be held at the
Nakoda Lodge,
Kananaskis Region,
Alberta, Canada
June 11 - 16, 1995

For more information or to register, contact:
Faculty Development Office
Grant MacEwan Community College
City Centre Campus
A318, 10700 - 104 Avenue
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Canadian Rockies **GREAT TEACHERS'** Seminar

JUNE 11-16, 1995
(Kananaskis, Alberta)

Contact:
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ANNUAL DIRECTIONS EVALUATION

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 THIS FORM 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 is Ray doing well?

What suggestions do you have that would help him perform his job more effectively?

Anything else you'd like to add?

THANK YOU FOR YOUR FEEDBACK. RAY WILL USE THIS INFORMATION TO IMPROVE HIS WORK WITH AND FOR FACULTY.

PLEASE RETURN THIS FORM TO LYNDA PELZ'S OFFICE BY APRIL 15.

EVALUATION