

DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 1

SEPTEMBER 1995

Congratulations to ...

GLYNIS WILSON BOULTBEE

1995 Faculty Professional Development Merit Award Winner

Glynis has been involved in Professional Development at Red Deer College since 1986 when she became a facilitator for Instructional Skills Workshops (ISWs). She has since become a Trainer for ISW facilitators.

Glynis has also offered numerous high quality, well-organized professional development workshops for College faculty and staff. She has recently undertaken training in Conflict Resolution

and Mediation.

Glynis has been and continues to be involved in instructor support. She has conducted several Small Group Instructional Feedback (SGIF) sessions for colleagues and is involved with the Colleague Network.

Glynis has served as a member of the Board/Faculty Professional Development Committee; undertaken two Special Projects incorporating learning skills into the curriculum/classroom; written several articles for *Directions*; and is currently working on her second book. (Her first, *Mending Your Broken Heart*, was published in 1994.)

As Faculty Development Animateur (January 1991-June 1994), Glynis was ineligible to receive this award. This was the first year in which she was eligible. Congratulations Glynis!



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**WELCOME BACK
EVERYONE!**

Message from the Animateur

Welcome back. I hope you had a rejuvenating summer. As we start a new year of teaching there is opportunity for growth. Last year the Board/Faculty Professional Development Committee ran 46 workshops and seminars, the majority of which were conducted by Red Deer College faculty and staff. The vibrancy of our professional development program depends on us. I wish to thank all those workshop leaders and ask you to consider doing a professional development activity that involves your colleagues. What have you learned about teaching that you feel would be of benefit to share? What strategies have you been using in your teaching that you see improving student success? Information on such questions can be of incredible value to all of us so let me know and we can plan to inform our colleagues. Have a great year. **Ray**

Message from the Co-Editor

In the last issue of *Directions* for 1994/95 we asked for your comments and suggestions on what you would like to see in future issues. Overwhelmingly, you wanted more articles by faculty and more articles about individual faculty professional development activities. We will try to provide these but we must rely on all of you to help us. If you have an idea for an article or an article all ready to go, please let us know. We may also be calling on some of you to provide us with a summary of your Special Project or some other activity funded by the Board/Faculty Professional Development Committee. Please don't let us down when we come calling.

You can contact Ray at 4056 or on e-mail at flash::rallan. You can contact me at 3578 or on e-mail at apollo::pboultee. **Paul**

1995/96

BOARD/FACULTY

PROFESSIONAL

DEVELOPMENT

COMMITTEE

Ray Allan

Faculty Development Animateur (ex-officio)

Paul Boultee

Student and Educational Resources

Terry Card

Business

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Education and Developmental Studies

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Health and Science

Chuck Wissinger

Arts

TBA - Trades and Technology

TBA - Administrative Representative

TBA - Administrative Representative

DEADLINES!!

Please remember the following deadlines for Professional Development activities for 1995/96:

- | | |
|-------------------------|---|
| October 1, 1995 | Special Project proposals (first intake)
Study Leave proposals (first intake)
Travel Grant proposals (first intake) |
| January 15, 1996 | Sabbatical proposals |
| March 1, 1996 | In-House Visiting Faculty proposals
Special Project proposals (second intake)
Study Leave proposals (second intake)
Travel Grant proposals (second intake) |

Please consult a copy of the *Faculty Development Guidebook* ("The Apple Book") and/or your Divisional representative on the Board/Faculty Professional Development Committee for details.

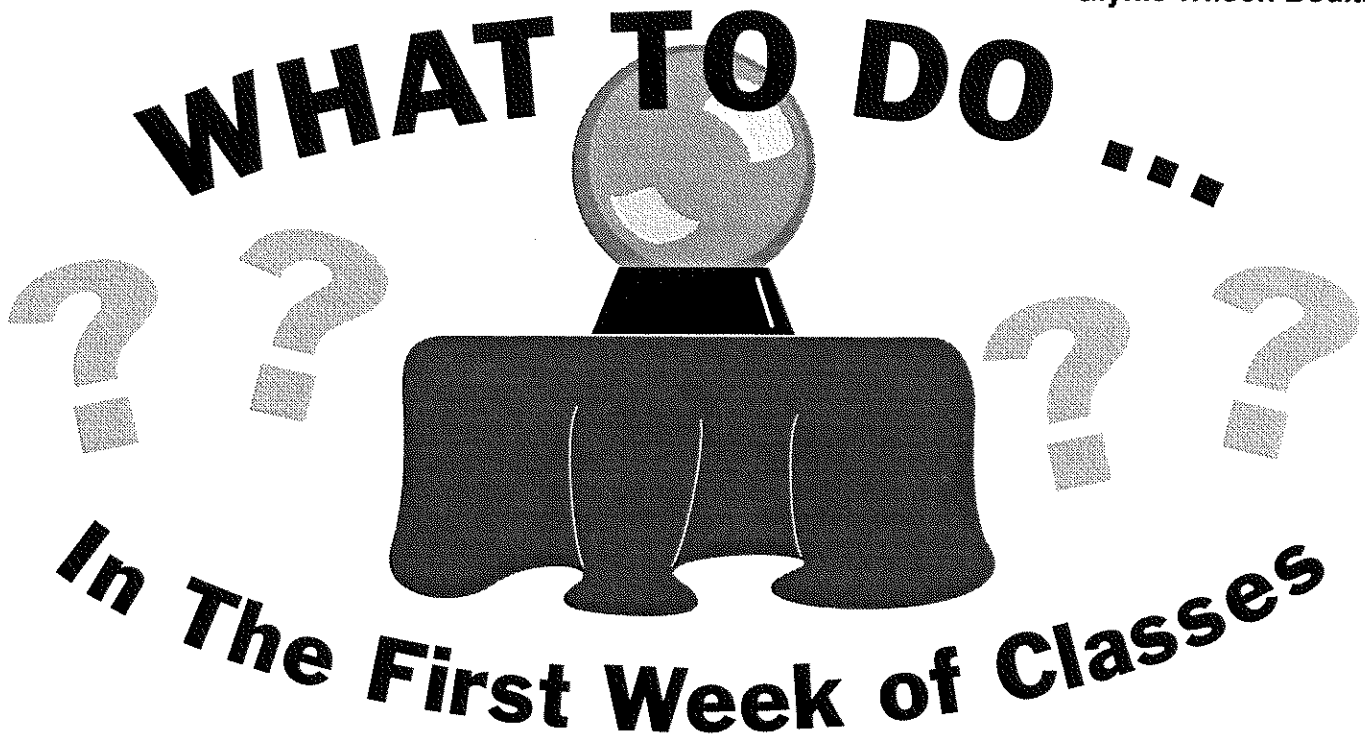


Instructors often ask, "What should I do on the first day of classes. Should I hand out the course outline and assign a reading? Should I teach something? Should I do some kind of get acquainted exercise? And how can I make the first week work?"

The answers to these questions will vary depending on the course, the instructor's teaching style, the class size, and so on. But what is clear is that the first week is important. Studies indicate, for example, that students' impressions on the first *day* of classes affect their subsequent academic success, as well as course/instructor evaluations.

Back in 1989 and then again in the spring of 1993, RDC faculty were asked to submit ideas about what to do during the first day and/or week of classes. We believe that these ideas could help you to make some of the most important instructional decisions of the year.

Glynis Wilson Boulton



Pam Clarke:

1. Have students fill in some sort of information card re: name, address, phone, dreams, aspirations, etc. (one idea that's a little different is to have students create a "business card" that shows them in the job of their dreams along with some of the other information like address, etc.).
2. I also like to ask returning students to talk or write about the "most important" thing(s) they have learned in previous terms about being a successful student.
3. Have some sort of activity wherein students can get to know a little bit about each other/the instructor/the college. (e.g. "Picnic", "Interest Bingo", introductions of each other, interviews and profile sheets, college scavenger hunt.) (P.S. talk to other instructors in your program about this ahead of time; one term our students did "Picnic" three times in one day.)
4. Model and/or introduce things you do regularly throughout the term (e.g. if you use lots of group work, get them into some group activities in the first week; if you give a test every Friday, give a test that Friday; if you use question-answer techniques, use that the first week; if you expect lots of written work of a certain nature or calibre, have them write in the first week).
5. "Rules" re: absenteeism, acceptance of late assignments, etc. along with an explanation of why these are suitable rules.
6. Some suggestions/ideas about how to take notes/study skills, etc. that are appropriate for that particular class.
7. Some information about expected classroom behaviour, i.e. classroom etiquette.
8. Learn all the students' names (if possible).

Continued on page 4 ...

WHAT TO DO ...

continued ...

Judy Dussault:

I teach a class on human relations and communication skills in which there is a lot of work done in dyads, triads, and small groups. They also practice communication skills with each other, so there is a fair amount of risk taking.

After explaining the class format I have them each complete the following on a file card.

a) The feelings I have re: sharing myself in a small group are...

b) When I think of sharing in a group the thing I'm most afraid of is...

I then collect the cards, mix them up, and redistribute them so anonymity is maintained. Each student reads the card and I write the responses on a flip chart. From the list we develop rules and guidelines for class discussion which I type and give to students.

Next, I have them get in dyads and each person tells the other what they want to get out of the class and what their expectations are. Then each person relates to the total group what the other said. I write their goals and expectations on newsprint and from them develop group goals.

Hope this is helpful. I find it really helps to diffuse anxiety.

Art Gagne:

I usually include some student success stuff:

1. Relation between attendance and grades.
2. Learning styles, or left/right brain stuff so learners can see people learn different ways.
3. Appeal policy.
4. Time management.
5. Physical educational facilities on campus.

Ken Hammer:

In my First Year class I have found the "gang-up-on-Peter" technique to be quite useful. Have students form groups of four or five and formulate questions about the instructor and the course (See *The Instructor's Survival Kit: A Handbook for Teachers of Adults* by Peter Franz Renner.) This technique, on the first day of class, accomplishes a number of things:

- students meet other students;
- trust and openness is established between student and instructor;
- interesting way to cover course outline;
- instructor finds out what is important to the students;
- encourages questioning;
- students learn a bit more about their instructor.

In Second Year classes I have experimented with a number of "first class" techniques. In a number of classes I have reviewed an old midterm and final exam to show the content of the course. I have also found that getting the students to suggest what the instructor and the students have to do to make the course enjoyable and interesting a valuable approach to the first day of class. Having students present the information on the course outline to their peers helps them to understand it. I have had the students review the recommended readings (ten minutes) and present a brief outline of what the book is all about (two minutes).

Very seldom do I read the course outline over in the first class. I will usually cover any specifics with the second class if they were not brought up in the first class.

Probably the most important thing in the first class is to create interest and enthusiasm for the course content. The best way I know to do that is to be enthusiastic and interesting.

The More, The Merrier

A recent paper published in the journal, *Physical Review Letters*, listed 437 authors from 35 institutions; a second paper in the same issue listed 403 from 42 institutions. A review of 4,000 scientific journals conducted by the Institute for Scientific Information in Philadelphia found that in 1994 there were 407 papers published with more than 50 authors, 182 with more than 100 authors and 98 with more than 200 authors and 18 with more than 500 authors. A paper published two years ago in the *New England Journal of Medicine* listed 972 coauthors.

Reprinted from *The University of Calgary Gazette* 25(7):2, July 10, 1995

Northern Research Funding

The **Canadian Circumpolar Institute** is a multidisciplinary research unit of the University of Alberta and functions as a northern information and research centre. The Institute administers a research grants program that includes three competitions. Established in 1960, the **Circumpolar/Boreal Alberta Research Grants** provide funds to support field research on northern subjects in any academic discipline. The geographic region of focus is the Circumpolar North — that is, any area of the world north of the southern limit of the boreal forest. Grants are tenable for two years, commencing 1 April 1996.

Terms of Reference, Application Forms, Research Grants, License and Permit Applications, etc. are available. **Contact:** Canadian Circumpolar Institute, University of Alberta, Old St. Stephen's College, 8820-112 Street, Edmonton, AB T6G 2E2; Tel: 403-492-4512; Fax: 403-492-1153; e-mail: emaloney@gpu.srv.ualberta.ca
Application Deadline: 4:30 p.m., 13 October 1995

Conference Planner

OCTOBER 12-14, 1995 (Bloomsburg, PA)
Twenty-fifth Anniversary Conference of the International Society for Exploring Teaching Alternatives

Contact: Bonnie Johnson, California State University, Chico, CA 95929. Tel: 916-898-6402; e-mail: bjohnson@oavax.csuchico.edu

OCTOBER 13-15, 1995 (Sudbury, ON)
Interdisciplinarity and the Teaching of Canadian Studies

Contact: Dr. Tom Gerry, Universite canadienne en France, Domaine du Mont Leuze, 06230 Villefranche-sur-mer, France. Fax: 011-33-93 019889; or, Association for Canadian Studies. Tel: 514-987-7784; Fax: 514-987-8210

OCTOBER 15-18, 1995 (Banff, AB)
Fourth Canadian/American Conference on the First Year Experience

Contact: John Gardner, University 101, National Resource Center, University of South Carolina, Columbia, SC 29208. Tel: 803-777-6029 or 803-777-3799; Fax: 803-777-4699

OCTOBER 23-25, 1995 (Fredericton, NB)
ACCESS '95: World Wide Web Conference on Gateways and Publishing

Contact: Alan Burk. Tel: 506-453-4740; Fax: 506-453-4595
See also Web Conference Page: <http://www.hil.unb.ca/library/conference/>

NOVEMBER 15-19, 1995 (Seattle, WA)
1995 Biennial Conference of the Association for Canadian Studies in the United States

Contact: Association for Canadian Studies in the United States, One Dupont Circle, Suite 620, Washington, DC 20036. Tel: 202-887-6375; Fax: 202-296-8379; e-mail: acsus@umail.umd.edu

October 1995
- Bloomsburg, PA
- Sudbury, ON
- Banff, AB
- Fredericton, NB
November 1995
- Seattle, WA



Congratulations



LARRY REESE (Theatre Studies)

Who received the Red Deer & District Allied Arts Artist of the Year Award for 1995. Larry was recognized for his film, television, and theatre work as well as his work with students in the Theatre Studies program. He was also commended for integrating theatre students, and professional and non-professional actors in Centre Stage productions.

PAUL BOULTBEE (Library)

Whose article "Vain Dream to Mainstream: the Growth of Red Deer College Press" was published in *Papers of the Bibliographical Society of Canada*, volume 33, number 1, Spring 1995. An earlier draft of this paper had been read at the Annual General Meeting of the Bibliographical Society of Canada in Calgary in June 1994 during the Learned Societies of Canada meetings.

New on the Internet

DIVERSITY-FORUM

DIVERSITY-FORUM, the Global Diversity Forum, is a discussion list for individuals engaged in human resource management, education, social work, training consultants, and anyone else in a group-leading/managerial capacity. The main purpose of Global Diversity Forum is to provide a platform of cross-disciplinary communication on a global level with a focus on aspects of human relations in business, education, and social work.

To subscribe: MAJORDOMO@IGC.APC.ORG
Command: SUBSCRIBE DIVERSITY-FORUM

EDEQUITY

EDEQUITY (Educational Equity Discussion List) is an international theory and practice discussion list on issues of educational equity in a multicultural context in schools, colleges, and other education sites. Educational equity refers to an educational environment in which individuals can consider options and make choices based on their abilities and talents, not on the basis of stereotypes, biased expectations, or discrimination. Topics for discussion include, but are not limited to: classroom interactions, curriculum development, school environment, education reform, violence prevention, math and science education, vocational and non-traditional education, school-to-work issues, community-based learning, and counselling.

To subscribe: MAJORDOMO@CONFER.EDC.ORG
Command: SUBSCRIBE EDEQUITY

INTCOLED

The INTCOLED list is dedicated to issues of concern to all teachers in the use of computers who use the Internet in the classroom. The aim is to promote international understanding through collaborative learning.

To subscribe: LISTSERV@IST01.FERRIS.EDU
Command: SUB INTCOLED

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

Electronic Connections to Canada

Canada Net Pages

<http://www.visions.com/netpages/>

Goal: to be the most comprehensive resource of Canadian business and finance data on the World Wide Web.

Canadian Broadcasting Corporation

<http://www.cbc.ca/>

Includes information about English TV and radio, "Newsworld", "What's Hot", "About the CBC", and offers the opportunity to "Talk to CBC". Also has information on Societe Radio-Canada and Radio-Canada International.

Canadian Federation of the Humanities

gopher.fech-cfh.umontreal.ca:7071

A gopher server for the CFH member associations and universities and members of the public interested in CFH activities.

City.Net Canada

<http://www.city.net/countries/canada/>

An international guide to communities around the world with information on travel, entertainment, local business, government, and community services for all regions of the world. A gateway to WWW pages from Canadian cities.

National Atlas Information Service

<http://ellesmere.ccm.emr.ca/>

A selection of base maps, geographical names, and thematic maps that reflect the social, economic, environmental, and cultural fabric of Canada.

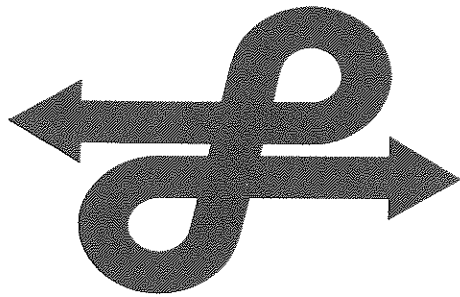
Electronic Publications Project

The National Library of Canada's Electronic Publications Pilot Project (EPPP) is now available on the World Wide Web and the Gopher.

Using 12 Canadian periodicals currently available only online, the EPPP is examining various means by which Canadian electronic publications can be deposited at the National Library where they will be catalogued, permanently stored in a database, and made accessible to library patrons across Canada.

Information on the status of the project and the publications it includes is now on the Internet info server at <http://www.nlc-bnc.ca/ePPP/e3p.htm> and at gopher.nlc-bnc.ca under Canadian electronic publications.

For further information, contact: Nancy Brodie, Tel: 613-947-5887; Fax: 613-996-7941; e-mail: Nancy.Brodie@nlc-bnc.ca



DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 2

OCTOBER 1995

Shine on ISW

Another orientation is complete and more new faculty have found the Instructional Skills Workshop an empowering experience. People say the ISW helps them integrate into the college community, practice their teaching skills, take risks in a supportive environment, and discover new ways of involving students in participatory learning.

Most of us have similar good things to say about the ISW, but most of us have never taken a second refresher ISW (not counting the Facilitator Development Workshop). If it is such a powerful learning experience, then why are so few seasoned instructors repeating the experience? If you remember, the ISW uses a laboratory approach where faculty learn from each other. Participants can try new strategies and techniques in a supportive environment. This recipe appears to work.

*Message from
the Animateur*

I propose that an ISW, tailored to the specific needs of experienced teachers, would be of extreme value and attract more of us to use this effective forum for enhancing our learning. So, could you benefit from another "ISW"?

Here are some more ideas to ponder:

• Computer Magic

At this year's retreat for workshop facilitators, I attended a demonstration of an Instructional Media Workshop. This workshop blended the ISW format with technology in the classroom. Many instructors are using computers to produce customized support materials, such as overheads. The computer data projector throws images from the screen onto the overhead projector. By using a wand you can manipulate the images directly on the overhead! Just think how you could use this to enhance student learning? The Instructional Media Workshop uses the ISW format, a technically skilled facilitator, and an ISW facilitator to develop media for the classroom.

• DDSW

Dr. Bill Bergquist, while visiting our campus in August, had some other innovative ideas. To enhance distance learning, how about a Distance Delivery Skills Workshop (DDSW)? We could establish a link via video, computer or phones to another college in Alberta and do a joint DDSW. We would experience the distance learning environment directly. Instructors would receive immediate feedback on what worked and suggestions for growth.

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Message
from the
Animateur

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• Other Ideas

Additional workshops could be organized to focus on a wide variety of teaching situations—use of case studies, seminar processes, simulations, course and curriculum design, questioning techniques, etc. You can add to the list.

The possibilities are endless. Talk to your peers and let's see what we can do. Contact me at 4056 or on e-mail at flash::rallan to discuss your ideas and set up an ISW tailored to your needs. Ray

**MESSAGE FROM
THE CO-EDITOR**

Our September 1995 issue of *Directions* contained an incomplete list of members of the Board/Faculty Professional Development Committee. The current, complete list appears in this issue. There is also a correction you may wish to note. The Fourth Canadian/American Conference on the First Year Experience listed in the September "Conference Planner" has changed dates and location. The Conference is now scheduled for December 3-5, 1995 and will be held in Toronto. The updated information appears in the "Conference Planner" column in this issue.

Once again, I encourage you all to consider submitting article ideas or articles to *Directions*. In this issue, we are pleased to introduce a new column, "The Other Curriculum", by Ken Hammer and Arun Mishra. You can contact Ray at 4056 or on e-mail at flash::rallan. You can contact me at 3578 or on e-mail at apollo::pboulbee. Paul

An Opportunity for Your Students

"Choose Success"
BULLETIN BOARDS

The Division of Student and Educational Resources is responsible for two bulletin boards - one outside the Bookstore, the other along the main hall outside the President's office. They will highlight a variety of ideas that help students to become successful. Although we will develop some displays ourselves, we believe some instructors will be interested in getting their students involved in designing displays.

You could:

- assign a bulletin board display to an interested student as an extra credit project
- work with students in class to develop a class display around an important curriculum topic related to success
- ask a small group to design the display, while others would implement their design.

Office Administration students will be available to do typing and banners if given enough lead time.

Topics might include:

- studying effectively for (math, physics, multiple choice, whatever) exams
- staying healthy and stress-free during exams
- getting along with roommates
- studying with children underfoot
- elements of good class preparation
- taking effective notes in class
- attitudes that encourage success in college and work
- communication strategies
- how to turn failures into successes.

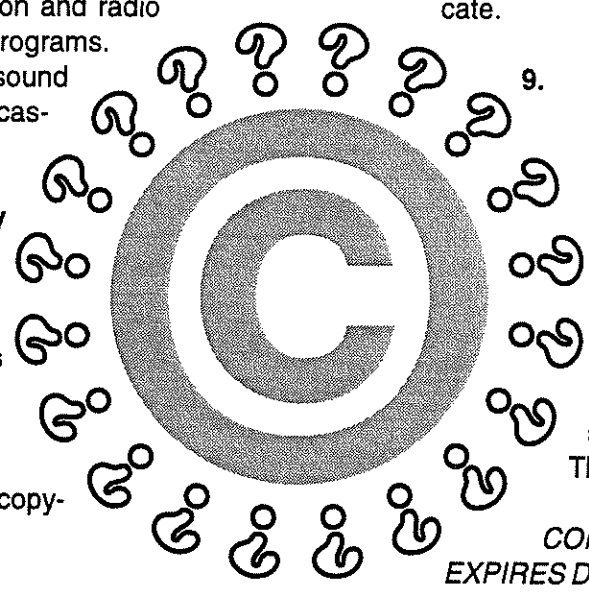
If you would like more information about this opportunity for your students, please call Glynis at 3173. Also, please draw the attention of your students to the bulletin boards.

1995/96

Board/Faculty Professional Development Committee

Ray Allan	Faculty Development Animateur (ex-officio)
Paul Boulbee	Student and Educational Resources
Joanne Bucklee	Administration Representative
Pam Clarke	Education and Developmental Studies
Dave Cooper	Business
George Flood	Trades and Technology
Don Haldane	Administration Representative
Marjorie Syms	Health and Science
Chuck Wissinger	Arts

Twenty Common Questions About Copyright

1. **What is copyright?**
 - A. A copyright is the exclusive right to copy a creative work or allow someone else to do so. It includes the sole right to publish, produce or reproduce, or perform a work in public, translate a work, communicate a work to the public by telecommunication, to exhibit an artistic work in public under certain conditions, and in some cases, rent the work.
 2. **To what does copyright apply?**
 - A. Copyright applies to all original literary, dramatic, musical and artistic works. These include books, other writing, music, sculptures, paintings, photographs, films, plays, television and radio programs, and computer programs. Copyright also applies to sound recordings, such as records, cassettes, and tapes.
 3. **What is not protected by copyright?**
 - A. Themes, ideas, most titles, names, catch-phrases and other short-word combinations of no real substance.
 4. **Who owns the copyright?**
 - A. Generally, the owner of the copyright is:
 - a) the creator of the work; or
 - b) the employer, if the work was created in the course of employment unless there is an agreement to the contrary; or
 - c) the person who commissions a photograph, portrait, engraving or print for valuable consideration unless there is an agreement to the contrary; or
 - d) some other party, if the original owner has transferred his or her rights.
 5. **How do I obtain copyright?**
 - A. You acquire copyright automatically when you create an original work.
 6. **Do I have to do anything to be protected?**
 - A. No. Since you obtain copyright automatically, you are automatically protected by law. However, it is still a good idea to register your copyright and to indicate a notice of copyright on your works.
 7. **What are the benefits of copyright registration?**
 - A. Registration gives you a certificate stating that you are the copyright owner. You can use this certificate in court to establish ownership. (The onus is on your opponent to prove that you do not own the copyright.)
 8. **How do I register a copyright?**
 - A. You file an application with the Copyright Office, along with a prescribed fee. The application form and instructions for filling it out are available from the Copyright Office. The registration process normally takes six to eight weeks. The fee covers review of your application, registration and your official certificate.
 9. **Once I have registered, do I have to pay further fees to maintain my copyright?**
 - A. No. The registration fee is a one-time expense.
 10. **How long does copyright last?**
 - A. Generally, copyright in Canada exists for the life of the author plus 50 years following his or her death. There are some exceptions.
 11. **Does the Copyright Office check to ensure that my claim of copyright is legitimate?**
 - A. No, the Office does not verify ownership. Only the courts can do that.
 12. **Do I need to mark my work with a notice of copyright?**
 - A. This isn't necessary to be protected in Canada, however, you must mark your work to be protected in some other countries. Even though it is not always required, marking is useful since it serves as a general reminder to everyone that the work is protected by copyright.
- 
- COPYRIGHT PROTECTION ALWAYS EXPIRES DECEMBER 31 OF THE LAST CALENDAR YEAR OF PROTECTION.*

Continued on page 4 ...

Twenty Questions ...



Continued from page 3 ...

13. **Is the copyright of a Canadian author valid in foreign countries?**
 - A. Yes, as long as the country in question belongs to either the Berne Copyright Convention or the Universal Copyright Convention. These conventions include most countries in the world.
14. **Is the copyright of a foreign author valid in Canada?**
 - A. Yes.
15. **Should I send copies of my work with my application?**
 - A. No, copies aren't required.
16. **What is the difference between an assignment and a license?**
 - A. An assignment is a transfer of ownership of the copyright from one party to another. A license is a contract which, for specific purposes, allows someone to use a work temporarily.
17. **What is copyright infringement?**
 - A. Unauthorized use of copyright material. Plagiarism — passing off someone else's work as your own — is a form of infringement.
18. **What is "fair dealing"?**
 - A. Use of reproduction of a work for private study, research, criticism, review or newspaper summary.
19. **Will the Copyright Office prevent others from infringing my rights?**
 - A. No. The responsibility for policing your copyright rests with you.
20. **Can libraries or educational institutions make multiple copies of parts of books or articles for student use?**
 - A. No. The making of multiple copies requires the consent of the copyright owner. This consent may be obtained through a licensing agreement with a photocopying collective. However, the Copyright Act does allow the copying by individuals of parts of works for private study or research. Such copying should be minimal. This exception falls within the "fair dealing" section of the Act.

Reprinted with permission from *A Guide to Copyrights* (Industry Canada, 1994.)

The Other Curriculum

Ken Hammer (Rec. Admin)
Arun Mishra (Engineering)

"It is funny that we are talking about things outside of the classroom because I feel like that is the place that I have done my most growing." (Stanford University Senior)

Kuh (1995), in his article "The Other Curriculum: Out-of-Class Experiences Associated with Student Learning and Personal Development", points out there is an abundance of research suggesting that what happens outside the classroom can provide the student with valuable experiences. Kuh's own research found that students' out-of-class experiences contributed to a number of changes in interpersonal competence, cognitive complexity, knowledge and academic skills, practical competence and humanitarianism. Specifically, leadership responsibilities, interactions with peers, academic related activities, faculty contact, work, travel, and institutional ethos were mentioned as contributing to learning productivity and personal growth.

Kuh also suggests that Colleges should be held accountable for creating conditions that encourage students to take advantage of the many educational opportunities which are available outside the classroom. How can this be done? Do we have an institutional ethos which values student participation outside the classroom? What specific out-of-class experiences contribute most to student learning and growth? What are the barriers to this holistic approach to learning? What can an individual instructor do to promote student participation in all aspects of institutional life?

Kuh, G.D. (1995). The other curriculum: out-of class experiences associated with student learning and personal development. *Journal of Higher Education*. 66 (2), pp. 123-155.

Let us know what you think about the "other curriculum". Do you have an "other curriculum" success story to share? We'll print your thoughts, as well as some of ours, in upcoming issues of *Directions*.

By Dave Cooper (Computer Systems Technology)

Introduction and Summary

Over the spring term I had the opportunity to look at a number of ways information technology was being applied to the development and delivery of courses. My specific interest was the use of course authoring tools. The topic is of interest to me and also relevant to my discipline as an instructor in information technology.

This initial investigation was the first part in a two part project covering the spring and winter terms this year. PD special projects funding provided support for work this spring.

In my conversations in the College I found that there was significant interest in the topic. This generated questions like :

- how do I develop courseware
- what tools are available
- where do I find out if pre-packaged courseware is already available
- how can I get trained in the technology, and
- how can course materials be delivered in a distance insensitive way.

There were already successful initiatives in this area in the College. Examples of this are the SAIL Lab and the courses run on Internet earlier this year.

I visited three centres in Alberta that have related expertise. At Athabasca University I looked at the start of a project to put course material on the Internet. I also participated in an interactive dialogue with students using "talker" software to communicate over the Internet. At Gemini Learning Systems I was introduced to the SWIFT course development tool. This allows rapid development of computer based course materials. The development of SWIFT is funded by the Alberta Research Council. NAIT provided me with the opportunity to see what was available at one institution for in-house training and support on a range of software tools.

I have received support from the instructional design fund to continue with the project during this term. I hope to work with PD to bring a number of speakers into the College. I also hope to build a small demonstration system using an authoring tool.

Discussion within the College

Initially I met with a number of members of senior administration. The purpose was to find out what was already happening in the College and to see what they viewed as useful outcomes of the project. Their input is summarized as :

- there is work already being done in the area and considerably more interest about the use of the technology
- there is a wide range of interest that includes the use of pre-packaged materials, development of materials, use of the Internet as a vehicle for delivery of material.
- we need to know how to go about factoring courses and subject areas to enable use of the technology - we need a development methodology.
- there is a concern that we should not reinvent the wheel - we should be aware of available pre-developed materials and organizations that will do some or all of the custom development
- there is a recognition of the need to develop an internal base of expertise in the technology
- we need to know what is available in the areas of training, development systems, etc.
- we need to be able to make reasonable estimates of the cost of development

The most common points mentioned concerned how to apply the technology safely and predictably in both the design and delivery of materials.

I also spoke with a number of people working with the technology in the College.

Visits to other organizations

These involved visits to Carmen Swalwell at Gemini Learning Systems in Calgary, Peter Holt at Athabasca University Computing Science, and John Knapp at NAIT.

Carmen demonstrated the authoring system called SWIFT, which has been developed with assistance from Alberta Research Council. The development continues as the

Continued on page 6 ...

software is upgraded. SWIFT is already in use in both schools and industry. It is available on a number of windows based micro computer environments. The product allows development of courseware that is able to adapt to different learners' needs. Gemini quote relatively fast courseware development times and an environment that is easy to use.

Peter has significant experience in use of electronic media for delivery of courses. He is working on a development methodology that facilitates modularization and sharing of course material.

This work is being done as part of the process of preparing to develop course material for delivery on the Internet. Peter demonstrated the work being done. He also demonstrated AU's use of text based "talkers" that allow students and instructors to interact in real time and provide a virtual "help desk", irrespective of their actual location.

John Knapp and Mohammed Ally at NAIT introduced their in-house training programs and support provided to instructors. NAIT has an Educational Technology Advisory Group that has been operating for a year and has provided guidance about support services available to instructional staff. NAIT offers training and support in a number of tools including Internet, the authoring tool, Authorware, and the presen-

tation tool, PowerPoint.

I have tried to obtain information about the authoring tool for Plato. This is the product used to develop the courses in the SAIL lab. I have not yet been successful in obtaining this information.

Proposed activities over the winter term

Over this term I hope to work with the PD Animateur to bring a number of guest speakers into the College to share their experience and provide some hands on and demonstration to interested faculty. Both Carmen and Peter have indicated their willingness to come and share their work. I also hope to build a small course using SWIFT and/or Authorware.

Resources available

I have a working demonstration version of the Authorware authoring tool and SWIFT. I hope to get an updated version of the SWIFT demonstration package any day now. Both these demonstration products allow development of limited courseware. I also have some materials on the In-Service training offered by NAIT. This is now out of date but gives an indication of the breadth of offerings. Anyone wishing to borrow these is welcome to do so. Please contact Dave at 3416.

International Business Communications Project

**Sara Cushing Smith
(Piedmont Technical College)**

Changes taking place in business and industry have created a need for changes in educational processes and curricula. In designing a new course in Professional Communications, we took a strong look at the concept of a team-centered workforce. In addition to standard business letter, memorandum, and report writing skills, students needed oral communications skills—speaking and listening in meetings, presentations, and daily communication—as well as problem-solving and team-building skills.

Students also needed to see the world as a global economy, to communicate and work with individuals of diverse

ethnic and cultural backgrounds. The area around Piedmont Technical College is populated with such diverse industries as Sara Lee Knit Products, Monsato, Fuji, Pirelli, Kemet, Velux, Capsugel, Greenwood Mills, Pro Med, Kaiser Aluminum, Greded Foundry, Torrington, and Walbar Metals, to name a few. These companies are heavily involved in the global economy and have a need for associates who can address and meet the challenges it poses.

We work hard to incorporate all industry needs in this course by including a team project requiring a mock business transaction. During the semester-long project, the teams select their countries, divide the work, and research the values, cultural beliefs, business practices, and

other matters which would aid in doing business with another culture. The final product is a research-based written and oral presentation.

At first, some of the students are reluctant to try team projects, but most of the grades in such projects are higher than the student's individual grades. (An unspoken commitment is that a team grade will never lower an individual student's grade.) The students gain skills in listening, speaking, team-building, problem solving, documentation, collaborative learning, research, cultural diversity, creating visual aids, proofreading, report writing, and presenting in groups.

Reprinted from *Innovation Abstracts*, v. 17, no. 12, April 14, 1995.

Conference Planner

OCTOBER 10-12, 1995 (Edmonton, AB)

Canadian Multimedia Conference

Contact: Multimedia Conference, c/o Continuing Education, NAIT, 11762-106 Street NW, Suite 2000, Edmonton, AB T5G 3H2. Tel: 403-471-8919; Fax: 403-471-8993

OCTOBER 12-14, 1995 (Bloomsburg, PA)

International Society for Exploring Teaching Alternatives

Contact: Eunice Krinsky, Department of Mathematics, California State University — Dominguez Hills, Carson, CA 90747. Tel: 310-516-3391; e-mail: ekrinsky@dvhx20.csudh.edu

OCTOBER 19-22, 1995 (Vancouver, BC)

Centre for Research in Women's Studies and Gender Relations Conference '95

Contact: University of British Columbia, 1896 East Mall, Vancouver, BC V6T1Z1. Tel: 604-822-9171; Fax: 604-822-9169; e-mail: joey@unixg.ubc.ca

OCTOBER 20-22, 1995 (Red Deer, AB)

The Icelandic Connection Conference

Contact: Reni Picton, Conference Co-ordinator, Division of Community Education, Red Deer College, Box 5005, Red Deer, AB T4N 5H5. Tel: 403-342-3476; Fax: 403-340-8940

NOVEMBER 2-5, 1995 (Orlando, FL)

Association for the Study of Higher Education

Contact: ASHE, Department of Education Administration, Texas A&M University, College Station, TX 77843-4226

October 1995

- *Edmonton, AB*
- *Bloomsburg, PA*
- *Vancouver, BC*
- *Red Deer, AB*

November 1995

- *Orlando, FL*
- *Kansas City, MO*
- *Edmonton, AB*
- *Calgary, AB*
- *Oxford, OH*

December 1995

- *Toronto, ON*

NOVEMBER 5-8, 1995 (Kansas City, MO)

Conference on Information Technology

Contact: League for Innovation Computer Conference, 26522 La Alameda, Suite 370, Mission Viejo, CA 92691. Tel: 714-367-2884

NOVEMBER 14, 1995 (Edmonton, AB)

NOVEMBER 15, 1995 (Calgary, AB)

Understanding and Using the Internet

Contact: National Seminars of Canada, 2660 Meadowvale Boulevard, Unit 11, Mississauga, ON L5N 6M6. Tel: 1-800-477-4749; Fax: 913-432-0824; e-mail: rccec@accunet.com

NOVEMBER 17-19, 1995 (Oxford, OH)

Lilly Conference on College Teaching

Contact: Tel: 513-529-6648

DECEMBER 3-5, 1995 (Toronto, ON)

Fourth Canadian/American Conference on the First Year Experience

Contact: John Gardner, University 101, National Resource Center, University of South Carolina, Columbia, SC 29208. Tel: 803-777-6029 or 803-777-3799; Fax: 803-777-4699

**THIS IS A CORRECTION FROM THE
SEPTEMBER ISSUE OF DIRECTIONS**

The Icelandic Connection

On October 20-22, 1995, Red Deer College will host a three-day conference on Canada's "Icelandic Connection". The conference will celebrate the history, literature and culture of the extensively docu-

Gunnars, who will be speaking on Sunday, October 22, is a professor of English at the University of Alberta. She is an accomplished poet, novelist, critic, and editor.

There will be a series of twelve

Edmonton), music (pianist Nina Margaret Grimsdottir from Reykjavik and New York), and dance (the Fanatullen Dancers from Red Deer). W. D. Valgardson and David Arnason will also give readings.

The Conference Committee hopes that many Red Deer College faculty, staff and students will consider attending this conference. For more information, contact Reni Picton at 3476.

Tours to Markerville and Stephansson House have been planned, along with an Icelandic Banquet.

mented connections between Canada and Iceland, focusing largely on the work of the poet Stephan G. Stephansson who lived and wrote in Markerville, a short distance from Red Deer.

The two keynote speakers are Finnbogi Gudmundsson and Kristjana Gunnars. Dr. Gudmundsson, who will open the conference on Friday, October 20, was Director of the National Library of Iceland from 1964 to 1994. He has edited three volumes of letters written to Stephansson and has published a collection of essays on Stephansson's poetry. Kristjana

academic papers delivered at the conference. The speakers come from Canada, Iceland and the United States. The papers to be presented include: "The life cycle of a language" (Birna Arnbjornsdottir, Notre Dame College), "Stephan G. Stephansson and the conditions of creativity" (Thorsteinn Gylfason, University of Iceland), and "Historical and cultural aspects of the Icelanders in Canada" (Christopher Hale, University of Alberta).

Tours to Markerville and Stephansson House have been planned, along with an Icelandic banquet. Stephan Stephansson's great-grandson (and 1992 Juno Award winner) Bill Bourne will be in concert on the Main Stage on October 21. There will also be coffeehouses featuring poetry, songs (the Saga Singers from

William Bergquist's Presentations Available

Two sets of each of the following video presentations by Dr. William Bergquist are available for your use. They are housed in the Media section of the Library.

Quality and Access
(LB 2341 B4765 1995)

The Four Cultures of the Academy
(LB 2341 B4761 1995)

Moving the College Forward
(LB 2341 B4733 1995)

NEW!

on the Internet

ESLCC

The purpose of the ESLCC list (English as a Second Language at the Community Colleges) is to provide community college ESL teachers with an electronic forum for the discussion of instruction-related topics, trends, issues, strategies, and resources.

To subscribe: ESLCC-REQUEST@HCC.HAWAII.EDU
Command: SUBSCRIBE ESLCC

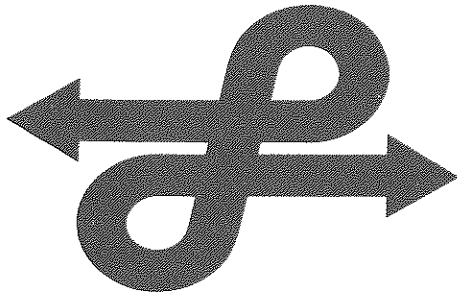
DIRECTIONS

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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Ray Allan and
Paul Boultsbee.

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Canada, T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 3

NOVEMBER 1995

THE TEACHING CONSULTANT - A New Process for Renewal -

A teaching consultant program is being developed by the Board/Faculty Professional Development Committee. It is a peer-based program which will be available to faculty who wish to analyze their teaching behaviours in order to make changes.

* The teaching consultant program is **voluntary**. It provides the participant with an opportunity to do some extensive thinking about teaching.

* It is **confidential**. Only you and a qualified teaching consultant review and discuss your teaching behaviours.

* The program is **structured yet flexible**, and can be tailored to suit your needs. Initial contact between the consultant and the instructor to develop a plan is combined

*Message from
the Animateur*

with data collection and analysis, followed by implementation of strategies.

* The teaching consultant and the instructor focus on **behaviour changes**.

* **Data are collected** from observations and student input.

* This program is **independent of summative evaluation** reviews, and is available to encourage and enhance good teaching practices.

* Sources of data include interviews, review of course materials, classroom observations, videotapes of teaching, and student questionnaires.

* These sources provide the material to review behaviours and institute changes. These changes can undergo further review to enhance student learning.

Look for this program in the new Board/Faculty Professional Development guide book which is presently under review by the Professional Development Committee.

Message from the Co-Editor

In last month's issue of *Directions*, we ran an article from *A Guide to Copyrights* (Industry Canada, 1994) which asked and answered twenty questions about copyright. This month we have chosen to look more closely at fair dealing, an often misunderstood section of the Copyright Act.

There is also some follow-up to Dave Cooper's article with some information about SWIFT, a course development tool Dave had described.

Paul

INSIDE THIS ISSUE	Small Group Instructional Feedback	2
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S **SMALL GROUP INSTRUCTIONAL FEEDBACK**

— instructional improvement and course evaluation —

Caroline Rentz-Golub - Early Childhood Development

What is Small Group Instructional Feedback?

Small Group Instructional Feedback (SGIF) is a method that uses small group topic discussion among students to provide feedback to an instructor in order to improve teaching, provide suggestions for strengthening the course, and generally increase communication between the students and the teacher.

Following the small group process is a discussion of findings with a supportive and knowledgeable colleague who can reassure the instructor that the problems are not unusual or insurmountable.

How the method works.

Instructors are demonstrating greater sensitivity to student's needs and perspectives, and as such are looking for ways to gain objective input to a variety of pertinent questions. Does the course organization provide for optimal student learning? Is the presentation enhancing or detracting from the content? What material is seen as relevant or irrelevant? Are there more effective ways to present the material? How is the pacing of the course, too fast or too slow?

The SGIF method of course evaluation is directed at helping instructors answer these questions. The method not only identifies problem areas, but also generates some alternatives for the suggested revisions. Secondary benefits can include increased student interest and the acceptance of the course material and methods.

Implementing the SGIF methods involves about 20 to 30 minutes at mid-quarter/semester. Class members are asked to form small groups

of six, preferably with persons they do not know well. The groups are asked to choose a spokesperson and reach consensus on the following questions:

- 1) what do you like about the course?
- 2) what areas do you think need improvement?
- 3) what suggestions do you have for making those improvements?

The groups are asked to report to the entire class following ten minutes of discussion. The suggestions are collected and summarized by the facilitator following clarification with students.

The facilitator then organizes the data into a presentation for the instructor. Together, the two colleagues develop a teaching improvement process to fit the needs of the instructor and the skills and resources of the facilitator.

Benefits to students and instructors.

Student and instructor response to the method has been outstanding. Students have expressed greater satisfaction with the SGIF method than with the more depersonalized and highly structured methods using questionnaires. They appreciate the mid-term timing, which provides opportunity for changes to affect them, and the heightened teacher awareness of student concerns. Instructors prefer the personal interaction and supportive interpretation by a colleague, as well as the content of the data in a form which facilitates its use by the instructor in making changes. Student suggestions also provide diversity of perspective and may save time for the instructor in generating problem-solving alternatives.

November Workshops at University of Alberta

Topics Include:

Survival and Coping Strategies
Caught in the Middle
Critical Thinking: Classroom Strategies and Tactics
One Course, Two Cultures
World Wide Web for Teaching and Research
Overhead Transparencies: The Secret Killer
Survival and Coping Strategies for the Classroom: Keeping Ahead of the Alligators
Videoconferencing I: The Basics
Videoconferencing II: Cameras, Graphics, Action
Use of Computers for Teaching
How to Find Teaching Resources on the Internet
Computer Assisted Instruction: What Works, What Doesn't, What Next

Contact Ray Allan at 4056 or on e-mail at flash::rallan for more details.

"Fair Dealing" AND "Infringement"

What is "fair dealing"? Although the term is not defined in the *Copyright Act*, the *Act* does state that "[a]ny fair dealing with any work for the purposes of private study, research, criticism, review or newspaper summary" does not violate copyright. However, the concept of fair dealing was originally included in the *Copyright Act* in 1921 when reproducing materials meant copying by hand; photocopiers, computers, scanners, etc. had not yet been anticipated. One must remember that fair dealing "does not give permission in advance to use copyright material ... it is a defense which may be raised in a copyright violation suit" (Harris, 1992, p. 110).

The following passage from *A Guide to Copyrights* (Industry Canada, 1994) gives another interpretation of fair dealing:

People such as critics, reviewers and researchers often quote works by other authors in articles, books, and so on. Are they infringing copyright? Not necessarily. The *Copyright Act* provides that any "fair dealing" with a work for purposes of private study or research, or for criticism, review or newspaper summary, is not

infringement. However, in the case of criticism, review, or newspaper summary, the user is required to give the source and author's name, if known.

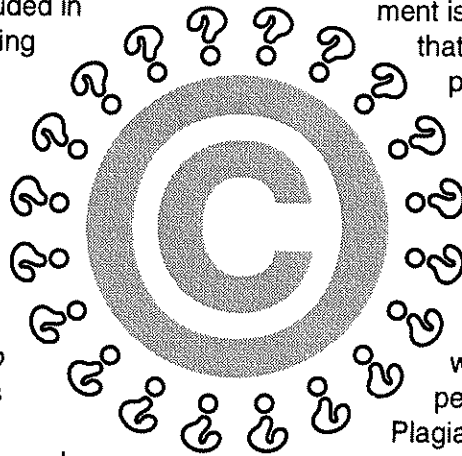
The line between fair dealing and infringement is a thin one. There are no guidelines that define the number of words or passages that can be used without permission from the author. Only the courts can rule whether fair dealing or infringement is involved. (p. 8)

What then constitutes infringement? A copyright gives the creator the sole right to produce or reproduce his or her own work. Anyone who does this without the creator's permission has infringed copyright.

Plagiarism is one specific form of infringement. Some activities, although they involve producing or reproducing a work, are not considered infringement:

[I]f you give a private performance of someone else's song or play in your own home, this would not be infringement ... [However] making a copy of a videocassette movie protected by copyright is infringement, even if you watch it in your own home. (*Guide*, 1994, p. 8)

Many educators have used fair dealing as a way of reproducing copies of periodical articles for in-class use under the guise that the article is being used by individual students for private study or research. In order to ensure that fair dealing is not abused and that the rights of copyright holders are not abused, reprography collectives such as CANCOPY have been established by law. Although the CANCOPY licence does not extend to copying done under the rubric of "fair dealing", the licence does allow for last-minute copies for classroom distribution. Any other copies made for classroom distribution should become part of a course package and sold through the Bookstore.



New on the Internet

L-ACLRNG

The L-ACLRNG list is for people who are interested in the topic of active and collaborative learning. Discussions in this area began at a colloquy sponsored by the Executive Vice President and Provost of Penn State University. The colloquy brought together over 150 Penn State faculty and students, along with secondary school teachers from across Pennsylvania.

To subscribe: LISTSERV@PSUVM.PSU.EDU
Command: SUBSCRIBE L-ACLRNG
<yourfirstname your lastname>

References

A guide to copyrights. (1994). Ottawa: Industry Canada.

Harris, L. E. (1992). *Canadian copyright law*. Toronto: McGraw-Hill Ryerson.

Shared Economic Jurisdictions

This report comes from Dave Baugh's Special Project which was funded by the Board/Faculty Professional Development Committee in the Spring of 1994.

Dave Baugh - Political Science

One of the areas studied in second year Canadian Politics is the relationship between the federal and provincial governments. D.V. Smiley used to keep the discipline informed on important aspects of the constantly evolving relations. He had retired, and one of the neglected new agreements involved Alberta.

Bucking the trend for the usual turf wars over jurisdictions, in the final year of the Mulroney government an agreement on a pilot project had been reached. Drawing upon common party affiliation to overcome confrontation, they had reduced duplication and waste in several economic fields. What was interesting was that instead of Ottawa vacating—the model of the failed Charlottetown Accord—there was intergovernmental cooperation for powers having regional and national aspects.

With Liberals in power in Ottawa I wondered if party change had stopped the experiment, or whether it was being applied, again through party I.D., to Liberal provinces, particularly the Daniel Johnson Liberal Government in Quebec, to reduce polarization after the failures of the Meech and Charlottetown Accords. The Alberta project would be a natural fit with Liberal Red Book promises that had staked out economic improvement over constitutional change. But was anything being done?

A chance to upgrade lecture notes, and possibly get enough for

a paper also unavoidably entailed low-key political action. In the study of contemporary government, to ask a question is to attribute importance to it, and in this case to urge others to reflect on whether or not they are doing what they evidently could be doing to cut costs and make federalism work better.

It didn't look good. Negotiations to reduce interprovincial trade barriers were behind schedule and had stalled. The 35th annual Premiers Conference was slated for the end of August in Toronto and could become another round of "fed-bashing". Quebec was heading to a fall election and the PQ were 20 points ahead in the polls. Was the Alberta pilot bearing fruit in other provinces, especially in Quebec and Ontario? To use the old cliché that it's better to light one candle than curse the darkness, I applied for funding to find out.

In Ottawa, I was briefed by a regional coordinator in the Privy Council Office, then directed to various ministry contacts. As it turned out, a number of positive things were underway. The next stop was Quebec City. As in Ottawa, I was impressed with how extremely helpful my contact was. (The Quebec contact's spouse had been in RDC's now discontinued summer language immersion program some years earlier, but professionalism was obvious.) Perspectives varied, but in places there was agreement or bases for agreement. I returned to Ottawa for

clarification on several problem areas and to share information.

The final stop was Queen's Park in Toronto. This was the most difficult leg, partly because it was by then prime vacation time for public servants, but the bureaucracy appeared to have become more overgrown since my days at U of T. Eventually, helpful people were found and a morning was spent with the Director of Premier Rae's advisory council. He understood the urgency of the issues and was involved in planning the upcoming Premiers Conference.

It is not possible to share much of the findings here, only a few highlights. As to the effect, if any, of the asking of question and sharing of information on political outcomes, one never knows. Taking a guess I'd say little or nil. But notwithstanding the generalities of official communiqués, that spring and summer did feature some increased cooperation and actual progress, and it was an interesting time to be traveling the circuit. The Ottawa-Alberta experiment in single-window service for all programs in business development and export assistance (called the Canadian Business Service Centre) got replicated for all regions, Quebec included, although in a more limited way. Ontario surpassed Alberta's lead on co-location of provincial trade offices inside Ottawa's embassies and consulates; plans were announced

Continued on page 5 ...

Shared Economic Jurisdiction ...

Continued from page 4 ...

to close all separate offices. The Red Seal apprenticeship program, also mentioned in the Ottawa-Alberta accord, became the framework to resolve long-standing disputes of New Brunswick and Ontario with Quebec on the interprovincial movement of construction workers.

On July 18, 1994 Ottawa and all ten provinces beat the odds and signed a moderately broad agreement to reduce internal trade barriers. The Premiers Conference highlighted cooperation on infrastructure, internal trade promotion and the like, and a cooperative approach to Pacific Rim Trade, rather than denunciations of Ottawa and the federation.

Although the PQ took office in September 1994, the new-look Liberals, who had been making economic gains by participating, rebounded from massacre status to a tie in the popular vote, blunting some of the separatist momentum created by the PQ in the previous year's federal election. Later in the fall, the Prime Minister headed an unprecedented and controversial trade mission to the Pacific Rim with nine provincial premiers and Quebec's deputy premier.

A first draft of a paper was forwarded to the contacts and comments were received. A paper was submitted to Policy Options and they have expressed interest in publishing it. New lecture material was obtained. I would like to thank the Board/Faculty PD Committee for its generous support.

S . W . I . F . T .

The SWIFT course development tool was mentioned by Dave Cooper in his article "Courseware and Information Technology" (*Directions*, October 1995). Gemini Learning Systems which has developed SWIFT has just released a demo of SWIFT Designer's Kit 2.1.1 for Windows which allows you to insert your own course content.

To access the SWIFT demo at Gemini's FTP site, at the FTP prompt enter **open ftp.gemini.com** and follow the instructions.

You can also download SWIFT via the World Wide Web. The URL is <http://www.gemini.com/demo>.

If you do not have an Internet connection, you can request the SWIFT demo for a nominal fee of \$49.95 + GST. Contact Carmen Swalwell, Gemini Learning Systems, Suite 1750, 101 6th Avenue S.W., Calgary, AB T2P 3P4, Tel: 403-263-8649; Fax: 403-261-4688; e-mail: swalwell@gemini.com

Please contact Dave Cooper at 3416 for more information about SWIFT.

This information is presented for the benefit of our readers but is not endorsed by the Board/Faculty Professional Development Committee or the co-editors of Directions.

Conference Planner

NOVEMBER 10-12, 1995 (Prince George, BC)
Canadian Research Institute for the Advancement of Women 1995 Conference: Northern Visions/Northern Futures

Contact: Deborah Poff, University of Northern British Columbia, 3333 University Way, Prince George, BC V2N 4Z9. Tel: 604-960-5611; Fax: 604-960-5791

JANUARY 31-FEBRUARY 3, 1996 (Orlando, FL)
Workforce 2000

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 3-4, 1996 (Boston, MA)
Foundation for Critical Thinking Workshop

Contact: Foundation for Critical Thinking, 4655 Sonoma Mountain Road, Santa Rosa, CA 95404-9514. Tel: 800-833-3645; Fax: 707-546-4718; e-mail: johnpruess@attmail.com

FEBRUARY 8-10, 1996 (Atlanta, GA)
Assessment Institute

Contact: National Center on Postsecondary Teaching, Learning and Assessment, Pennsylvania State University, 403 South Allen Street, Suite 104, University Park, PA 16801-5252. Tel: 814-865-5917; Fax: 814-865-3638; e-mail: nctla@psuvm.psu.edu

FEBRUARY 22-24, 1996 (San Antonio, TX)
Improving Teaching Quality

Contact: Jean E. L. Layne, Center for Teaching Excellence, Texas A & M University, 232 Blocker, College Station, TX 77843-4246. Tel: 409-862-4269; Fax: 409-845-9242; e-mail: jlayne@acs.tamu.edu

November 1995

- Prince George

January 1996

- Orlando

February 1996

- Boston

- Atlanta

- San Antonio

• The Other Curriculum •

**Ken Hammer - (Recreation Administration), and
Arun Mishra - (Engineering)**

Last month we presented the concept of the other curriculum, out-of-class experiences associated with student learning and personal development (Kuh, 1995). This month we would like you to complete the following survey on the educational value of various out-of-class experiences.

Please assign a score (3: high educational value, 2: moderate educational value, 1: low educational value) to each of the following:

- _____ leadership position with a student club or society (president or board member)
- _____ involvement with a study group
- _____ fieldwork/practicum (e.g. working in a daycare)
- _____ volunteer with a community agency (e.g. Food Bank)
- _____ attendance at professional conferences (e.g. Alberta Teachers Association Conference)
- _____ educational travel (e.g. field trip to Columbia Icefields)
- _____ volunteer with a student club or society (e.g. help organize a social event)
- _____ presentation of class papers/projects outside of the classroom (e.g. poster session)
- _____ use community resources to complete a class project (e.g. collect data from RCMP)
- _____ involvement with college committees (e.g. SA Representative on the College Foundation)
- _____ work (e.g. hostess at Earl's Restaurant)
- _____ attendance at Arts Centre Functions (e.g. Noon Music Show)
- _____ participation in Learning Assistance Centre Workshops
- _____ Student-faculty interaction over coffee
- _____ visiting other colleges and universities (e.g. transfer institutions)
- _____ other _____
- _____ other _____
- _____ other _____

Please send your completed survey to Ken or Arun by November 10. We'll report our findings in next month's issue of *Directions*. Thanks for your participation.

Problem-Solving - A Selected Biography -

The following bibliography is courtesy of the electronic listserv, LRNASST, a discussion list for Learning Assistance Professionals. Library call numbers for the Red Deer College Library have been included for your benefit.

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Crawley, J. and R. S. Parmar, "Arithmetic Programming for Students with Disabilities: An Alternative" *Remedial and Special Education*, 13(3):6-18, May/June 1992. [HV 3004 J68]

Dollinger, S. J. and M. A. McMorrow, "Individual Differences in 'Reading Between the Lines': The Word Association Implications Test" *American Journal of Psychology*, 104 (3):395-411, Fall 1991. [BF 1 A5]

- see more "Selections" next issue -

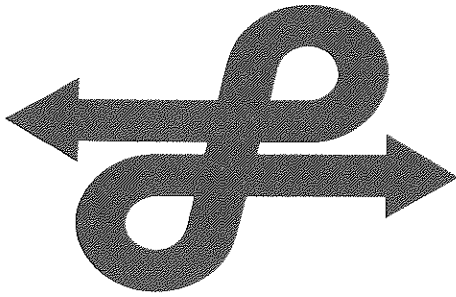
DIRECTIONS

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Co-editors:
Ray Allan and
Paul Boulton.

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Canada, T4N 5H5.



DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 4

DECEMBER 1995

"GOOD IDEAS FOR TEACHING"

The theme for the December workshop series is "Good Ideas for Teaching". This theme encompasses a range of topics from technology in teaching to the examination of what we do to enhance learning. Take some time away from the bump and grind of marking and grading and prepare to renew your enthusiasm for teaching. This is a good opportunity to learn and mix with colleagues.

I am interested in knowing what you think of the work-

Message from the Animateur

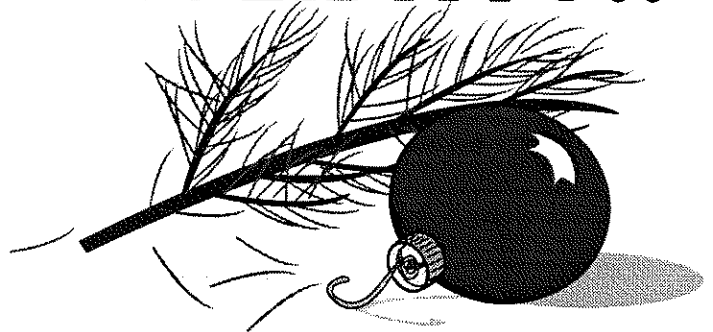
shops and what ideas you have for future endeavours. Please pass on your ideas to me or anyone on the Board/Faculty Professional Development Committee. Enjoy the workshops and have a grrrrreat holiday. **Ray**

MESSAGE FROM THE CO-EDITOR

This month's issue of *Directions* is filled with a little bit of this and a little bit of that as we gather up a number of loose ends to finish off the Fall term. In particular, you will find a number of congratulatory messages announcing travel grant and special project awards, non-College awards, and a new PhD. For those of you who may be overwhelmed by large classes or those of you who relish the challenge of a large class, we have provided an article on teaching the superclass — 1200 students! Ken Hammer and Arun Mishra have also reported on the survey they included in November's *Directions*. **Paul**

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HAPPY HOLIDAYS!!





TRAVEL GRANTS

The following faculty have been awarded Travel Grants by the Board/Faculty Professional Development Committee:

**JIM MARTENS (History) and
ANN PRICE (Communications)**

Who will present a paper, "We're Not All Right, Jack: British Working Class Films of the Early 1960s" at the Popular Culture Conference (Las Vegas, NV, 25-28 March 1996).

KATHY PALLISTER (Communications)

Who will present a paper, "The Big Deal: Self Help Groups and Proselytizing Through Video" at the Popular Culture Conference (Las Vegas, NV, 25-28 March 1996).

ELIZABETH RADIAN (Social Work)

Who will present a paper, "Paradigms in Social Work Research and Education: How Educators Influence" at the Annual Meeting of the Alberta Association of Social Workers (Edmonton, AB, 28 February-1 March 1996).

BIRK SPROXTON (English)

Who presented a paper, "Multiple Margins in Margaret Laurence's *The Fire-Dwellers*" at a conference on "Iconicity and Narrative in Canadian Literature" (Winnipeg, MB, 28-30 September 1995).

Please Note: The maximum travel grant allowed has been raised from \$250 to \$350.

December Workshops

Monday, December 11

9:00 - Noon Microsoft Power Point
Noon - 1:30 Small Group Instructional Feedback
1:30 - 4:30 SoftWare Intelligent Freeform Training (SWIFT)

Tuesday, December 12

9:00 - 11:00 Introduction to Internet and the Netscape Navigator
12:30 - 1:30 Analysis of Teaching Styles
2:00 - 4:00 Motivating Students to Learn

Wednesday, December 13

12:30 - 1:30 Fixing Your Back the Feldenkrais Way

Thursday, December 14

12:15 - 1:45 College Students and the Law

Friday, December 15

12:30 - 1:30 Marking Techniques for Essays and Long Assignments

For more information, contact Ray at 4056 or e-mail at

Call for Papers/Presentations

INTERNATIONAL CONFERENCE ON TEACHING AND LEADERSHIP EXCELLENCE

National Institute for Staff and Organizational Development
Austin, TX, May 26-29, 1996
Due Date: 19 January 1996

2ND ANNUAL LILLY SOUTH CONFERENCE ON COLLEGE AND UNIVERSITY TEACHING

Columbia, SC, May 17-19, 1996
Due Date: 1 February 1996

21ST INTERNATIONAL CONFERENCE ON IMPROVING UNIVERSITY TEACHING

Nottingham, England, July 22-25, 1996
Due Date: 15 February 1996

Contact Ray Allan at 4056 (e-mail flash::rallan) for details and presentation forms.

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.

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

The following individuals have been awarded Special Project funding by the Board/Faculty Professional Development Committee:



SPECIAL PROJECTS

SERGE GINGRAS (French/Spanish)

MA Degree in Hispanic Languages and Culture: This is a Master's Degree program in Hispanic Studies at the University of California, Santa Barbara to be started in the summer of 1996 and completed over a course of three summers.

MAUREEN GIRVAN (Early Childhood Dev.)

Art Education: From Theory to Practice: This project will provide the required technical knowledge and skills to teach Art 310 for the Bachelor of Education program at Red Deer College. Funds will be used to attend Red Deer College Series courses.

SHAWN HALEY (Anthropology)

Oaxaca Day of the Dead: Attendance at and participation in the Todos Santos Festival (also known as the Day of the Dead) in Oaxaca, Mexico. The project will follow one urban family and one rural family through their preparations for and celebration of Todos Santos. Oral interviews will be undertaken to record memories of past festivals and traditions, and document the local folk art industries associated with the event.

SANDRA MacGREGOR (Nursing)

Collaborative Curriculum Deliberative Inquiry: This project will lead to a revision of the University of Alberta Collaborative Nursing curriculum. The goal will be to achieve consistency across curriculum intention, educational content, educational sequencing, teaching/learning mechanisms, and evaluation mechanisms and content.

DEAN McNEILL (Music)

McGill University Self Study Project: Funds will allow for consultation with members of the McGill Faculty of Music concerning music education techniques (especially in the area of jazz) and intensive private study.

DARREL MORROW (Recreation Administration)

Development of Strategies for International Education at Red Deer College: This project will be a comprehensive exploration of the strategies, processes and structures used successfully by other colleges to deliver international education. It will include references to the internationalizing of the campus as well as the delivery of a variety of international services on campus and in other countries.

DARREL MORROW and KEN HAMMER (Recreation Administration)

Recreation for Seniors Lodge Activity Coordinators of Alberta: This project will provide a one-day workshop for members of the Activity Coordinators Association Alberta who offer recreation services in seniors lodges across Alberta.

ALICE McNAIR, PAUL BOULTBEE, KRISTINE BLACK, DIXIE ANDERSON (Library)

Technical Skills Workshop Focusing on the Internet and Electronic Sources: Librarians and Reference staff will learn how to search the Internet and a variety of electronic sources through a Technical Skills Workshop format.

RICHARD O'BRIEN (Theatre Studies)

The Application of Feldenkrais Training to the Teaching of Voice and Acting at the Post-Secondary, Pre-Professional Level: This project leads to Richard's certification as a practitioner of the Feldenkrais method of somatic education. The Feldenkrais method incorporates, among other techniques, those of the Linklater, Alexander, Bertherat, and Biogenergetic methodologies.

Continued on page 4 ...



SPECIAL PROJECTS cont'd

SALLY STUART (Natural Sciences)

Creating a Multimedia Anatomy Learning Tool Using Digitized Slide Images: The aim of this project is to create a tool for students to access important microscope slide images, together with information about those images. Students will be able to view images of tissues and read appropriate descriptions/course notes on their own time.



ESSAY WINNER

The following excerpt is from a press release issued by the Writers Guild of Alberta:

The 1995 Jon Whyte Memorial Essay Prize has been awarded to **Lorne Daniel** of Red Deer. The fourth annual competition, named for the late Jon Whyte of Banff, includes a cash prize from the Alberta Foundation for the Arts, publication in the Edmonton Journal and Calgary Herald, and a broadcast on CKUA FM.

Lorne Daniel is an instructor in Communications at Red Deer College and a regular columnist for the Red Deer Advocate. His work has also been published in newspapers and magazines across Canada. Mr. Daniel is currently writing full-time while on sabbatical.

The winning essay, "Time is the Frontier", explores the impact of time passages on western Alberta, and on the generations of transient people who have passed through the area. The jury described Daniel's writing as "a swiftly moving blend of essay and prose."



PhD AWARDED

DAVE HANNAH

(Counselling)

Has received his PhD from Bowling Green State University in Bowling Green, Ohio. His thesis is entitled: *Student-Institution Legal Relationships in the Common-Law Provinces of Canada: An Analysis of the Case Law from 1982 to 1994*. Dave hopes to offer a workshop/seminar on this topic in the near future.



IDEA BANK AWARD

WALLY FOSTER

(Theatre Studies)

Wally Foster was awarded second place in the Idea Bank Society's 1995 competition. Walter's idea is to put a covered, open-air pedestrian mall on Gaetz Avenue, between Ross Street and 48th Street. Called Gaetz Avenue Market, the mall would be a place for street festivals and art exhibits.

THE ~~OTHER~~ CURRICULUM

KEN HAMMER (Recreation Administration) and ARUN MISHRA (Engineering)

Last month we presented a list of various out of class experiences that may be valuable to the students and asked you to rate them. The response was underwhelming (to say the least) and we thank the 12 people who returned the survey. The following is the list as rated by you in order of importance with scores out of 3:

- 2.82 Field work/practicum (e.g. working in a daycare)
- 2.73 Leadership position with a student club or society (president or board member)
- 2.55 Presentation of class papers/projects outside of the classroom (e.g. poster session)
- 2.50 Participation in Learning Resources Centre workshops
- 2.36 Use of community resources to complete a class project (e.g. collect data from RCMP)
- 2.36 Attendance at professional conferences (e.g. Alberta Teacher Association Conferences)
- 2.36 Educational travel (e.g. field trip to Columbia Icefields)
- 2.32 Involvement with a study group
- 2.28 Involvement with college committees (e.g. SA representation on College Foundation)
- 2.23 Volunteer with a community agency (e.g. The Food Bank)
- 2.18 Student-faculty interaction over coffee
- 1.77 Volunteer with a student club or society (e.g. help organize a social event)
- 1.73 Visiting other colleges and universities (e.g. transfer institutions)
- 1.55 Work (e.g. hostess at Earls Restaurant)
- 1.50 Attendance at The Arts Centre functions (e.g. Noon Music Show)

Four of you took the opportunity to add to our list with:

- 3.00 College/community peer tutoring
- 3.00 Workshops presented by community agencies that work with a college course
- 3.00 Writing to a politician on a course related issue
- 3.00 Present at a public hearing on a course related issue
- 3.00 ACAC teams and community sports teams
- 3.00 Raising a family
- 2.00 Contribute time to a political party at election time
- 2.00 Peer support

One reader commented that "I perceive the 'educational value' to have no *necessary* overlap with 'personal development' if you equate 'educational value' with 'improved' academic performance! You use the word 'educational' in a very fuzzy way; every life experience is educational in some way but not all such experiences have educational value within a realm of academic studies."

Thank you for sharing your thoughts about out of class experiences of our students. We believe that these are a very important component of students' learning and their success as lifelong learners. What do *you* think of these ideas? Would you like to write a column agreeing or disagreeing with these issues? We would be tickled pink (or die of surprise) if you contacted us! You can contact Ken at 3403 or Arun at 3380.

- PROBLEM SOLVING - A SELECTED BIOGRAPHY

In the November 1995 issue of *Directions* we printed a few entries from a bibliography courtesy of the electronic listserv, LRNASST, a discussion list for Learning Assistance Professionals. That was just the teaser. In this issue we have reproduced the list of items available in the Red Deer College Library. The call numbers have been included for your benefit.

Alesandrini, K. L., "Pictorial-Verbal and Analytical-Holistic Learning Strategies in Science Learning", *Journal of Educational Psychology*. 73(3):358-368, 1981. [LB 1051 A2 J6]

Bergstrom, R. F., "Discovery of Meaning: Development of Formal Thought in the Teaching of Literature", *College English*. 45(8):745-755, December 1983. [PE 1 C6]

Crawley, J. and R. S. Parmar, "Arithmetic Programming for Students with Disabilities: An Alternative", *Remedial and Special Education*. 13(3):6-18, May/June 1992. [HV 3004 J68]

Dollinger, S. J. and M. A. McMorrow, "Individual Differences in 'Reading Between the Lines': The Word Association Implications Test", *American Journal of Psychology*. 104 (3):395-411, Fall 1991. [BF 1 A5]

Johnson, M. K. and L. Hasher, "Human Learning and Memory", *Annual Review of Psychology*. 38:631-668, 1987. [BF 30 A5]

Klein, J. D. and E. T. Freitag, "Training Students to Utilize Self-Motivational Strategies", *Educational Technology*. 32(3):44-48, March 1992. [LB 1043 E33]

Linn, M. C. and J. F. Swiney, "Individual Differences in Formal Thought: Role of Expectations and Aptitudes", *Journal of Educational Psychology*. 73(2):274-286, 1981. [LB 1051 A2 J6]

Continued on page 6 ...

It's Got To Be Theatre!

That's the firm belief of psychology professor Michael Atkinson on how to teach very large classes. He has some experience: his introductory psychology class at the University of Western Ontario has 1,200 students.

While many of his colleagues thought he was nuts, Dr. Atkinson chose to teach such a large class for pedagogical reasons. "We upped it to 1,200 because we thought we could give students a better educational experience than in classes of 300 or 400," he says.

At the Society for Teaching and Learning in Higher Education conference held at Western this summer, Dr. Atkinson's seminar offered a taste of his pedagogical production.

"Large classes are performances," says Dr. Atkinson, "and we need to take the theatre metaphor seriously."

With dim lights and background music to set the tone, the "class" begins with a riveting clip from the film *One Flew Over the Cuckoo's Nest* showing Jack Nicholson receiving electro-shock therapy, projected on a huge screen and at the sound level of a movie theatre. Then the scene switches to an interview with a real patient who has undergone electro-shock therapy, followed by an animated explanation of how electric pulses send messages to the brain. This typical

class opening takes about 10 minutes.

Dr. Atkinson's actor-performer teaching model entails a set, a stage, a script that he follows scrupulously, and sophisticated equipment and a full-time technician to operate it. "I color code stage directions in my script. I rehearse it, and I know what I'm doing every moment," he says. It takes Dr. Atkinson and his technician, Bill Cox, about 30 hours preparation for every hour of class time. "We prepared it between 2 a.m. and 4 a.m., on Sundays, early Saturdays and over lunch." On the day of class, they both are in the auditorium, to set up and rehearse, five hours before class begins.

To answer student concerns and help keep discipline in class, dozens of teaching assistants are each assigned a section of the auditorium. Student ombudspersons report to Dr. Atkinson on class concerns and hand out lecture notes. Office hours are 9 a.m. to 3 p.m., four days a week, staffed by TAs; if students want to see the professor they make an appointment.

Are students learning as much in this big a class? So far, results show that students in the superclass came right in the middle of the four other sections, which are also large classes with about 300 students each. ("As you can imagine," says Dr. Atkinson, "we surveyed this class to death.")

In a surprise multiple-choice quiz given to all introductory psychology students on the same day, the superclass students outperformed the others. On other indicators, students in the superclass report that they study longer, spend more time with the text and like the class better. During summer registration it fills up just as quickly as the sections with 300 students.

Allan Gedalof, a professor of English at Western and a 3M Fellow, advises people who plan to teach a superclass to demand release time from other responsibilities because of "the time and energy they drain from you." (Dr. Atkinson teaches only one other course, but he is also resident educational consultant in the professional development office for large class teaching.)

"Mike is very modest and he won't tell you this," adds Dr. Gedalof, "but he's terrific. Not everyone has the potential to teach a class like this. In any department you might find one or two."

Dr. Atkinson's idea to teach a class of this size received strong backing from Western's former provost. "I told him we'd need half a million dollars to renovate and equip the basketball court," recalls the professor, "and he helped us acquire the funding."

But support from psychology colleagues was mixed, and many said it couldn't be done. Now, most have come around, "especially when they sit through a production," says Dr. Atkinson. He has had inquiries from academics at several other universities. And this year, two more Western professors, one in biology and one in social science, are wading in to superclasses of 1,200 students.

"Each one has a different way of doing things," says Dr. Atkinson, "and we try to help them produce it."

Reprinted with permission from *University Affairs*, 36(8):14, October 1995.

- PROBLEM SOLVING - A SELECTED BIOGRAPHY

Continued from page 5 ...

Lochhead, J. and J. Clements, eds. *Cognitive Process Instruction: Research on Teaching Thinking Skills*. Philadelphia: Franklin Institute Press, 1979. [BF 455 C658 1979]

Nisbett, R., "Teaching Reasoning", *Science*. 238(4827):625-631, October 1987. [Q 1 S35]

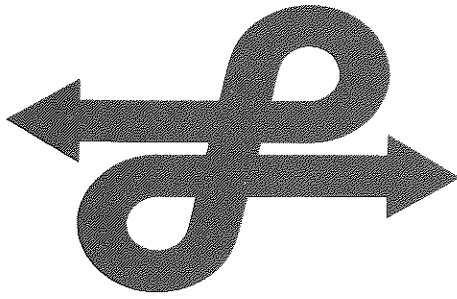
Polya, G. *How to Solve It: A New Aspect of Mathematical Method*. 2nd ed. Princeton, NJ: Princeton University Press, 1985. [QA 11 P6 1985]

Reisberg, D. and D. Chambers, "Neither Pictures nor Propositions: What Can We Learn from a Mental Image?", *Canadian Journal of Psychology*. 45:336-352, 1991. [BF 1 C3]

Scheerer, M., "Problem Solving", *Scientific American*. 208(4):118-128, April 1963. [T 1 S5]

Schoenfeld, A. H. *Mathematical Problem-Solving*. San Diego: Academic Press, 1985. [QA 63 S35 1985]

Schultz, K., "The Contribution of Solution Strategy to Spatial Performance", *Canadian Journal of Psychology*. 45:474-491, 1991. [BF 1 C3]



DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 5

JANUARY 1996

And now for the second semester...

The Faculty Resource Centre has moved from the Library to Room 2100 on the second floor of the administration building. All the components of the Resource Centre will be in one accessible place with the Animateur's office at the rear of the room. The Resource Centre contains three Macs and an IBM computer; a filing cabinet full of information on teaching and research related topics; and a variety of books and manuals for you to review. New materials will be prominently displayed. This is your Resource Centre and if you see a new way for the Centre to serve your needs then I would love to hear from you.

I wish to thank all the presenters who made the December workshop series a big success. It was wonderful to see so many people participate. The discus-

Message from the Animateur

sions were lively and I think some new seeds were planted for this semester.

Be watching for new initiatives in Professional Development this semester. The next workshop series will be during the February mid-term break. If you have an idea for a workshop or seminar don't keep it to yourself, share it!

Good luck with your classes and have a successful winter term. **Ray**

Message From the Co-Editor

In this issue of *Directions* you will find, among other items, an article on public performance rights — the use of non-print (primarily videos) in classroom presentations. This aspect of copyright is very confusing and although the article doesn't give you all the answers, we have tried to outline the problem.

Since 1993 the editors of *Directions* have worked with Kelly Quine of K. Quine-Design in preparing each issue for duplication in Reprographics. Kelly has taken all our submissions and worked them into a readable and inviting newsletter. She has always provided welcome and useful comments on our layout and we have been pleased to work with her. This month Kelly and her family will be leaving Red Deer as her husband takes up a two-year appointment in Kuwait. We will miss her sound advice and her excellent work. The remaining issues of *Directions* for 1995/96 will be laid out by Rob Gilgan. We look forward to working with him. **Paul**

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Conference Planner

JANUARY 18-21, 1996 (Atlanta, GA)

Fourth American Association for Higher Education Conference on Faculty Roles and Rewards

Contact: Kris Sorchy, Project Assistant, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110. Tel: 202-293-6440; e-mail: aaheffr@capcon.net

JANUARY 21-23, 1996 (Burnaby, BC)

Changing Times, Changing Strategies

Canadian Council for the Advancement of Education (CCAIE)
Contact: Marianne van Toor, CCAIE National Public Affairs Workshop Communications Office, Malaspina College, 900 5th. Street, Nanaimo, BC V9R 5S5. Tel: 604-755-8717; Fax :604-741-2582

JANUARY 25-27, 1996 (San Juan, PR)

Second International Conference on Classroom Research

Theme: Classroom Research Practices: Turning the Classroom into a Learning Organization
Contact: Wilma Ferrer, Vice President for Academic Affairs, Ann G. Mendez System, P.O. Box 21345, San Juan, PR 00928-1345. Tel: 809-751-0178, ext. 7390; Fax: 809-759-6411 e-mail: ac_wferrer@suagm5.suagm.edu

FEBRUARY 14-17, 1996 (Phoenix, AZ)

Fifth Annual International Conference of the National Community College Chair Academy

Theme: Overcoming Obstacles, Balancing Skills, Taking Risks
Contact: Tel: 602-461-7304; Fax: 602-461-7806

MARCH 13-16, 1996 (Phoenix, AZ)

Society for Information Technology and Teacher Education International Conference

Contact: Association for the Advancement of Computing in Education, P.O. Box 2966, Charlottesville, VA 22902. Tel: 804-973-3987; Fax: 804-978-7449; e-mail: aace@virginia.edu

APRIL 13-16, 1996 (Atlanta, GA)

American Association of Community Colleges Annual Conference

Contact: Mary Ann Settlemyre, AACC, One Dupont Circle, Suite 410, Washington, DC 20036-1176. Tel: 202-728-0200, ext. 231; e-mail: msettlemyre@aacc.nche.edu

MAY 9-11, 1996 (Vancouver, BC)

Connections '96: Linking Teaching, Learning and Technology

Contact: Amanda Harby. Tel: 604-356-7662; Fax: 604-387-9142; e-mail: harby@camosun.bc.ca

MAY 22-25, 1996 (Toronto, ON)

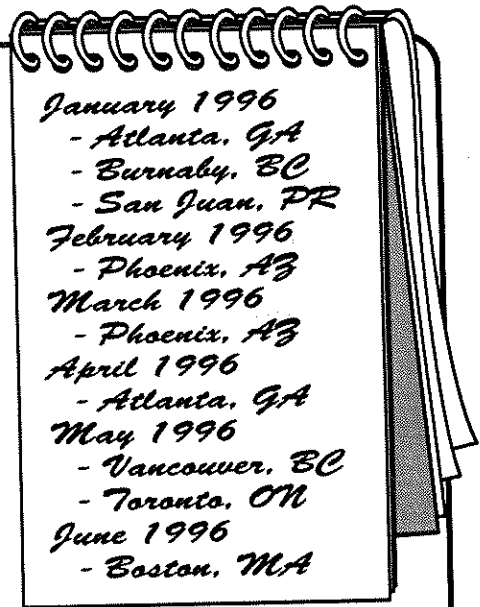
Multimedia '96 Exposition and Forum

Contact: Susan Blair. Tel: 905-660-2491; Fax: 905-660-2492

JUNE 17-22, 1996 (Boston, MA)

Ed-Media 96: World Conference on Educational Multimedia and Hypermedia

Contact: Association for the Advancement of Computing in Education, P.O. Box 2966, Charlottesville, VA 22902. Tel: 804-973-3987; Fax: 804-978-7449; e-mail: aace@virginia.edu



January 1996
- Atlanta, GA
- Burnaby, BC
- San Juan, PR
February 1996
- Phoenix, AZ
March 1996
- Phoenix, AZ
April 1996
- Atlanta, GA
May 1996
- Vancouver, BC
- Toronto, ON
June 1996
- Boston, MA

The Other Curriculum

Ken Hammer
(Recreation Administration)
and
Arun Mishra
(Engineering)

What do students think about the educational value of certain out-of-class experiences? The following is the list as rated by the faculty (12 faculty responded to the survey in *Directions*) and students (39 respondents from two classes - RLS & GNST) with scores out of 3.

Faculty	Students	Out-of-Class Experience
2.82	2.82	field work/practicum (e.g. working in a daycare)
2.73	2.61	leadership position with a student club or society (president or board member)
2.55	2.19	presentation of class papers/projects outside of the classroom (e.g. poster session)
2.50	2.39	participation in Learning Assistance Centre workshops
2.36	2.44	use of community resources to complete a class project (e.g. collect data from RCMP)
2.36	2.37	attendance at professional conferences (e.g. Alberta Teachers Association Conference)
2.36	2.25	educational travel (e.g. field trip to Columbia Icefields)
2.32	2.35	involvement with a study group
2.28	2.18	involvement with college committees (e.g. SA representative on College Foundation)
2.23	2.47	volunteer with a community agency (e.g. Food Bank)
2.18	2.16	student-faculty interaction over coffee
1.77	2.33	volunteer with a student club or society (e.g. help organize a social event)
1.73	2.23	visiting other colleges and universities (e.g. transfer institutions)
1.55	1.78	work (e.g. hostess at Earls Restaurant)
1.50	1.67	attendance at the Arts Centre functions (e.g. Noon Music Show)

Several students took the opportunity to add to the list with:

3.00	sports team involvement
3.00	coaching a competitive team
3.00	personal development outside of school
3.00	maintain strong/intimate relationships
1.50	student society socials
1.00	class competitions
1.00	brown nosing

Some thoughts: Anyone interested in discussing the education value of attendance at the Arts Centre functions? Should we be providing more field work/practicum experiences and leadership opportunities for students? How can we facilitate study groups or participation in Learning Assistance Centre workshops? What educational value do students perceive, that faculty don't perceive, in volunteering with a student club or society, visiting other colleges and universities, or volunteering with a community agency? What educational value do faculty perceive, that students don't perceive, in presenting class papers/projects outside of the classroom? What is the other curriculum for faculty? What do faculty do outside of the classroom that has educational value?

Any thoughts? Write or phone Ken (3403) or Arun (3380).

Call For Papers/Presentations

16th Annual Conference on Teaching and Learning in Higher Education

Ottawa, Ontario June 12-15, 1996

Due Date:

26 JANUARY 1996

Contact Ray Allan at 4056 (e-mail flash::rallan)
for details and presentation forms.

Reference Consultation

I hope that by now, all of you are familiar with the Reference Consultation Service which was introduced by the Library in September 1995. For those of you who are not, a brief overview. The service has been designed for students who are having difficulty getting started with their research or who have gotten bogged down in their research or who just need more in-depth help than can be given at the Reference Desk.

The service has been very well received though the numbers of students who have taken advantage of it has not been overwhelming. In the Fall term around 60 students took advantage of Reference Consultation. We are now in the process of evaluating our first term.

This article is not just to introduce you or re-introduce you to Refer-

ence Consultation (or to ask you to once again advertise it in your Winter term classes) but it is also to let you know that Reference Consultation is not just for students. It's also for faculty and the community. What kind of research are you doing? What kind of help do you need? Why not make an

appointment to meet with one of your colleagues in the Library and use our expertise in information gathering to complement your expertise in your own discipline. After all, Red Deer College is a teaching/learning institution. We can all teach and learn from each other.

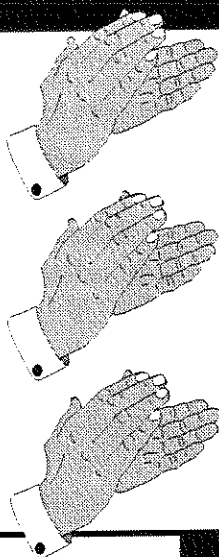
We may also be able to help you out in your classes. If you would like one of us to talk to your students about Reference Consultation just let us know and we'll be there with bells on. And, of course, we can also provide whatever instruction you might want for your students in the area of research in our Library or elsewhere. You might also want to consider a session on bibliographic style. Many of our Reference Consultation appointments have to do with the APA or MLA styles. We can



"Why not make an appointment to meet with one of your colleagues in the Library and use our expertise in information gathering to complement your expertise in your own discipline."

help you with that as well. Just give us a call.

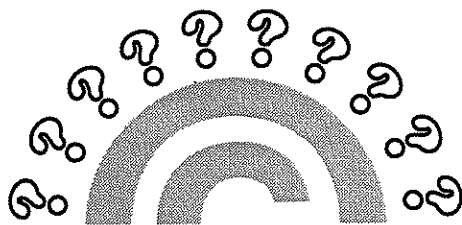
Dixie Anderson	3346	apollo::danderson
Kristine Black	3351	apollo::kblack
Paul Boulton	3578	apollo::pboulton
Alice McNair	3306	apollo::amcnair



Faculty Professional Development Merit Award

The Board/Faculty Professional Development Committee is calling for nominations for the Faculty Professional Development Merit Award. Aside from a certificate of recognition, the award pays the 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 from the Animateur and from members of the Committee. Nominations are due by March 1, 1996.

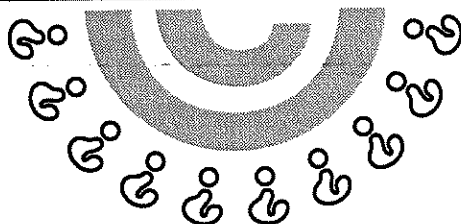


PUBLIC PERFORMANCE RIGHTS

As technology becomes more and more sophisticated and multimedia takes over our world, a class presentation by faculty or students that relies on mere speech and the occasional overhead transparency just doesn't cut it. But how can one incorporate multimedia into a class presentation and still stay within the bounds of the *Copyright Act*? It isn't easy. This article attempts to present some current information about copyright in this area. However, these are NOT the words of a lawyer but rather a gathering together of the comments of a variety of experts in the field. And remember, the CANCOPY license signed by the College applies to print media ONLY.

When dealing with non-print media, one must always be aware of public performance rights—the right to present the material in a public setting. These are the rights that the Library must purchase before it can include a videorecording in its collection. The College Library must pay public performance rights on all the videos it purchases and cannot purchase and then make available “Home Use Only” videos in its collection. Videos rented from a video store are for “Home Use Only” and are not licensed for showing in schools or other public places — even if no admission is charged.

Unfortunately, the *Copyright Act* is not clear on what exactly constitutes a public performance and exactly when permission is needed. The *Act* does not define ‘public’ but various court decisions tend to indicate that “when the audience is by nature domestic or quasi-domestic . . . the performance is less likely to be considered a ‘public’ performance.” (Harris, 1992, p. 93) A performance in a non-domestic setting is con-



sidered to be public “whether or not an admission fee is charged, whether the performance is incidental to the main purpose of an event, or whether there is a small or large audience.” (Harris, 1992, p. 93) In fact, there need be no audience at all as long as the performance was meant for an audience.

Videorecordings, either taped from television broadcasts or spliced from movies rented from a video store, are appearing more and more in class presentations. Taping programs from television networks for use in the classroom is a violation of copyright unless specific permission has been received in writing.

Copyright applies to all original films, videos, and recordings (records, cassettes, compact discs) and is “the sole right to produce or reproduce a work, or a substantial part of it in any form.” (Guide, 1994, p. 6) “[M]aking a copy of a videocassette movie protected by copyright is infringement, even if you only watch it in your own home.” (p. 8)

Does all of this mean that students (and faculty) who are putting together class presentations and wish to include some video clips are tightly restricted? There is no easy answer. “Anything less than a substantial part may be copied without authorization. This raises the question, ‘What is a substantial part?’ This concept is not defined in the *Act*.” (Harris, 1992, p. 92) As with ‘public performance’, it is the courts which are helping to define ‘substantial part’.

There are two factors a court considers. “First, the court will examine the quantity of the work, that is, how much of the original work has been copied. Second, the court will examine the quality of the work, that is, was the portion copied qualitatively a substantial portion of the work copied.” (Harris, 1992, p. 92) Clear as mud, right? Harris offers the following example:

Even the reproduction of a small amount of a copyright work, which is an “important” part of it, may be considered a substantial part of a work. In one case concerning a musical work, twenty-eight bars of a song were played (which equalled twenty seconds of a four-minute song) and these twenty-eight bars were held to “contain what is the principal air of the ‘Colonel Bogey’ march — the air which every one who heard the march played through would recognize as being the essential air of the ‘Colonel Bogey’ march.” (p. 92)

Some students want to underscore their presentations with music. Can this be done? “The right to publicly perform a record, and also possibly a compact disc, may be allowable where the playing of the record is incidental; that is, it is not being used as a form of entertainment, but is background music.” (Harris, 1992, p. 93)

Some people invoke ‘fair dealing’ to cover some of the situations which arise but “you should be aware that fair dealing only applies with respect to published works.” (Harris, 1992, p. 112)

Continued on page 6 ...



Public Performance Rights...

Continued from page 5 ...

The Library does have a copy of the video *Understanding Copyright* (KE 2799 W557 U5331 1994). It is written and presented by Brenda Wilson and Lesley Ellen Harris. In it, they explain copyright as it applies to both the creator and the consumer.

The National Film Board of Canada does offer some relief in this area. All NFB films and videos are available with public performance rights included in the purchase price and can be used anywhere, anytime. The Library collection contains 78 NFB films and 116 NFB videos. Let's hope you can find something to suit your needs, and that copyright can be the least of your worries.

So, what do you do when you want to use some non-print material in the classroom, or what do you tell a student who wants to something like this as part of a class presentation? There do not appear to be any concrete answers. But the following may be some good guidelines:

- If the item is already in the Library collection then public performance rights have already been granted.
- If the item has been rented from a video store, don't use it.
- If the item has been taped from television, don't use it.
- If you're not sure, ask at the Media Desk in the Library.

I'm afraid that's all the advice we can give for this very confusing and frustrating issue.

References

A Guide to Copyrights. Ottawa: Industry Canada, 1994.

Harris, Lesley Ellen. *Canadian Copyright Law*. Toronto: McGraw-Hill Ryerson, 1992.

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.

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

Dial-In Access to Library Catalogue

For those of you who have the capability, the following steps will allow you access to the Library's catalogue via your at-home modem:

1. Modem settings:

Baud rate:	2400
Data bits:	7
Parity:	Space
Stop bits:	1
Flow control:	Xon/Xoff
Terminal emulation:	Dec VT100, or VT102, or VT320
2. Dial: 342-3398
3. At *CONNECT 2400*: press <enter> until you see *R.D.C. Dataswitch (*)*
4. At *Enter host*: type *rdc* and press <enter>
5. At *Request Complete*: press <enter> until you see *Local>* prompt
6. At *Local>* prompt: type *c apollo*
7. At *Username*: type *library* and press <enter>
8. Screen will display *One moment* and then connect you to the Library's catalogue.

Web Sites You Won't Want To Miss

Archives of TV News

<http://tvnews.vanderbilt.edu/>

Books on the Internet

<http://www.bookport.com/htbin/welcome/misc>

Cable News Network (CNN)

<http://www.cnn.com>

Canadian Parliament

<http://www.parl.gc.ca>

Club Med

<http://www.clubmed.com>

Electronic Journals

<http://www.4mesa.com/4mesa/weblist/ejournal.html>

<http://www.lib.uwaterloo.ca/ejournals>

<http://www.lib.uoguelph.ca>

<http://www.spew.com/stupendous.html>

Internet Resource Guides

<http://www.lib.umich.edu/chhome.html>

National Film Board of Canada

<http://www.nfb.ca>

Public Broadcasting Service (PBS)

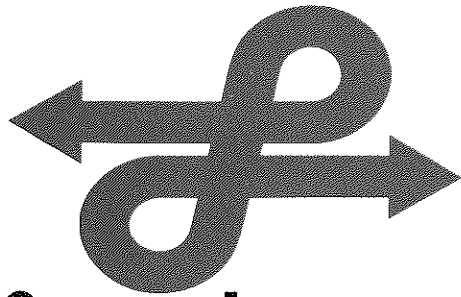
<http://www.pbs.org>

SchoolNet

<http://schoolnet2.carleton.ca>

Sabbatical Proposals

**Sabbatical Proposals
are due in the President's office by
Monday, January 15, 1996.**



DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 6

FEBRUARY 1996

Stop the presses!

Application deadline approved

At its January 8th meeting the Board/Faculty Professional Development Committee approved a third application deadline for Special Projects and Travel Grants.

The third intake deadline is June 1st. This will be for Special Project proposals and Travel Grant requests for activities which will be undertaken in the July to September time period.

The PD Committee hopes that this will assist faculty with those projects which, in the past, often required retroactive funding approval.

*Message from
the Animateur*

Fresh Eyes.....do I do that?

The next time you go to a conference or workshop record your impressions of the presenter or speaker. What did the individual do that engaged you? What frustrated your learning? These are some of the questions Stephen Brookfield poses in his latest book, *Becoming a Critically Reflective Teacher*. He suggests that we (teachers) should focus on answering these questions when participating in conferences and workshops. His premise is that when we are in the position of a learner we can gain many insights into effective and ineffective teaching behaviours. It is an opportunity to reflect on our own teaching practices: "Do I do that!?"

Here is an example of an opportunity missed. A couple of years ago I attended a zoology conference with a symposium on "Great Lakes of the World". The organizers had taken great care to bring together top researchers from all over the globe. To my dismay a couple of them did such poor jobs that if I hadn't eaten such a big lunch I would have walked out!

My reaction was "What a waste of time and money to bring that pathetic presenter all the way from Australia." Using the Brookfield paradigm, I should have asked myself: "What did the presenter do that turned me off?" I needed to get a pen and paper and write it down, examine what I had written and ask myself, "What can I learn from this about my own teaching?"

So the next time you find yourself in an evening class, workshop, seminar or conference saying, "Whoa, this is great!" or, "Get me out of here!", Continued on page 2...

FACULTY RESOURCE CENTRE

The Faculty Resource Centre (Room 2100) is normally open daily, Monday to Friday, from 9:00 am to 6:00 pm. If the FRC is locked (eg., evenings and weekends), a key can be signed out at the Information/Reception Desk at the Main Entrance of the College.



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Message from the Animateur

....continued from page 1

stop and reflect on what is happening to you. It's a learning opportunity. There may be some gems for you to take back to your own classroom and teaching. **Ray**

MESSAGE FROM THE CO-EDITOR

This issue of *Directions* lists some PD deadlines you should be aware of and some information from the Board/Faculty PD Committee about Special Projects.

One interesting article we have included this month outlines how one RDC instructor worked with her students to design a unique final exam. Maybe it will give you some ideas.

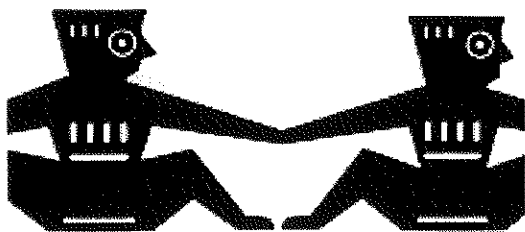
"The Other Curriculum" presents some out-of-class experiences at Red Deer College that do work and some suggestions of other possible activities. **Paul**

BOARD/FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE DEADLINES

The deadline for submission of applications for the following programs is March 1, 1996:

**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 (4056).



Conference Planner

MARCH 2-6, 1996 (Portland, OR)

Distance Learning Conference III: Practical Experiences and Information for Distance Learning Practitioners
Contact: e-mail: farquharl@cmail.orst.edu

MARCH 8-10, 1996 (Lake Arrowhead, CA)

Lilly-West Conference on College & University Teaching
Contact: International Alliance of Teacher Scholars, Inc., Suite 313, 414 S. Craig St., Pittsburgh, PA 15213. Tel: 412-361-5425; 412-362-6195; e-mail: richlin@vms.cis.pitt.edu

MARCH 13-16, 1996 (Phoenix, AZ)

7th International Conference
Society for Information Technology and Teacher Education
Contact: SITE 96/AACE, P.O. Box 2966, Charlottesville, VA 22902. Tel: 804-973-3978; e-mail: AACE@virginia.edu

MARCH 20-23, 1996 (Jacksonville, FL)

6th National Conference on College Teaching and Learning
Contact: Jack Chambers. Tel: 904-632-3231; Fax: 904-356-5681; e-mail: jchamber@fccj.bitnet

MARCH 21-23, 1996 (Wichita, KS)

9th Annual National Student Success Conference
Learning Resource Center and University College of Wichita State University
Contact: Janelle Darr, Conference Chair, University College, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0129. Tel: 316-689-3700

APRIL 13-16, 1996 (Atlanta, GA)

American Association of Community Colleges Annual Convention
Contact: Mary Ann Settlemire or Monica Jackson. Tel: 202-728-0200, ext. 231

APRIL 18-20, 1996 (Kananaskis Lodge, AB)

International Symposium on Teaching and Learning
College Reading and Learning Association (CRLA)
Theme: Changing with the Times
Contact: Perry Franklin, Learning Skills Centre, Mount Royal College, 4825 Richard Road, S.W., Calgary, AB T3E 6K6. Tel: 403-240-5934; e-mail: pfranklin@mtroyal.ab.ca

MAY 17-19, 1996 (Columbia, SC)

Lilly-South Conference on College & University Teaching
Contact: International Alliance of Teacher Scholars, Inc., Suite 313, 414 S. Craig St., Pittsburgh, PA 15213. Tel: 412-361-5425; Fax: 412-362-6195; e-mail: richlin@vms.cis.pitt.edu

CONGRATS CONGRATULATIONS CONGRATS

This year, the Board/Faculty Professional Development Committee established a new PD program, Chairperson Grant, a fund which will assist chairpersons who wish to undertake a professional development activity that is specifically designed to improve their administrative abilities. **Linda Blades** (Legal Assistant), **Joan Scott** (Teacher Education/General Studies), and **Donna Storvik** (Adult

Development) have been given funding to attend *Olympics of Leadership: Overcoming Obstacles*, the 1996 International Conference for Chairs, Deans, and Other Organizational Leaders.

Syed Ahmed (Economics) has had two papers published recently: "Estimating export demand function for Bangladesh: an application of cointegration and error-correction modelling", *Bangladesh Development Studies*. 21(4), December 1993, [co-authored with Nazmul Hoque and Sherajul Islam Talukder] and "Financial development in Bangladesh: a test of the McKinnon-Shaw model", *Canadian Journal of Development Studies*. 16(2), 1995, [co-authored with Mohammed I. Ansari].

Special Project Guidelines change

Elsewhere in this issue of *Directions* you will find a reminder of the deadlines for a number of PD programs. One of those is the Special Projects Fund. The Board/Faculty Professional Development Committee has made some slight changes to the Special Project Guidelines.

According to the *Faculty Development Guidebook*, a Special Project is defined as a specific undertaking planned and initiated by faculty members to facilitate scholarship and/or pure or applied research in:

- a. their trade, discipline, field of study or area of teaching responsibility, or
- b. teaching (methodologies, practices) and learning (p. VII-1)

This definition still holds true. The change (if you can call it that) that the Committee has made is to encourage faculty/student partnerships and interdisciplinary/team requests, both of which could quite easily fall under the definition of a Special Project as it now stands.

This type of request is not new but it is not common. One of the most successful faculty/student partnerships

was *The Fair Sex: Comedy and Women Writers of the Restoration*. Directed by Maureen Niwa (late of the English Department), the project focussed on restoring and editing dramatic scripts that had been out-of-print for over two hundred years. A presentation, combining lecture and dramatic reading, was held in the Margaret Parsons Theatre. Maureen described the faculty/student experience in the March 1994 issue of *Directions*:

. . . the team approach with a product-oriented goal is a direct way for an instructor to teach higher level skills that may not be covered in coursework. This approach is mutually beneficial for the student who is given the chance to apply, experiment with and develop transferable skills, as well as pursue an area of special interest. . . . When the goal is to share an experience, rather than merely "instruct", important non-authoritative teaching skills such as mediating, listening, and advising are developed. (p. 2)

So, what do you think? How can you involve your students directly in a Special Project? Or, how can you involve someone from another discipline in a team project?

Web sites you won't want to miss!

Coffee on the Net
http://www.illuminatus.com/fun/agogo/coffee_a_gogo.html

Daily News
http://ukanaix.cc.ukans.edu/carrie/news_main.html

Electronic Journal Guide
<http://unixg.ubc.ca:7001/0/providers/hss/zj/ejhome.html>

Index to Web Sites
<http://www.mgroup.com/freelinks/>

International Conferences for Education
<http://www.edunet.com/evendex.html>

Library of Congress Prints and Photos (illustrated guide)
<http://www.loc.gov/coll/print/guide>

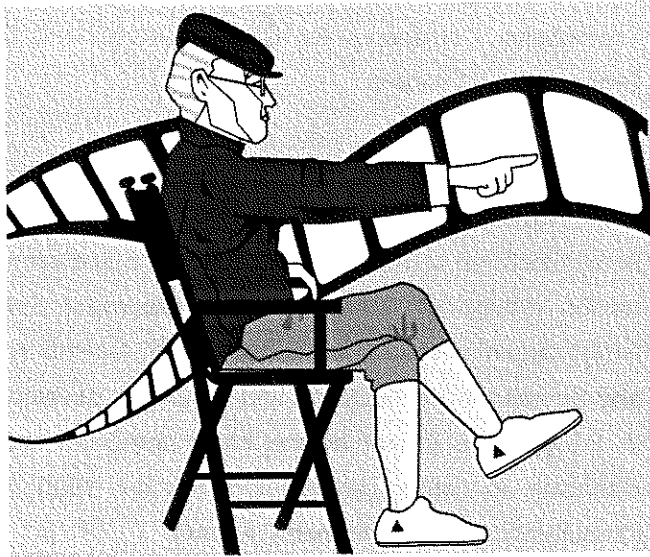
Natural Sciences and Engineering Research Council
<http://www.nserc.ca>

Searching for Listservs
<http://catalog.com/vivian/interest-group-search.html>

Virtual Medical Library
<http://www.portals.pdx.edu/~zendog/vlib.html>

Wine on the Net
<http://www.speakeasy.org/~winepage/wine.html>

STUDENT DESIGNED



FINAL EXAMINATION

Donna Morrison
(Early Childhood Development)

Through a collaborative decision making process, students in GNST 201 designed their own final examination.

The examination met the objectives of the course, my personal evaluation requirements, and the students' personal learning preferences and assessment needs.

1. Students were asked to review the course objectives and to brainstorm suggestions for course evaluation methods/activities that could effectively demonstrate the achievement of these objectives. About 15 methods were suggested.
2. Students individually scored each alternative, on a scale of 1 to 10, according to how well they believed the activity would meet the objectives. Points were calculated and the top four alternatives were highlighted - Jeopardy Game, Multiple Choice Exam, Class Mural, and Individual Oral Examination.
3. During an open class discussion students presented lists of pros and cons for each alternative.
4. Students wrote comments stating personal preferences and a rationale for their choices on the best and worst alternatives.

5. These comments were submitted to me. I summarized the students' opinions and presented the results to them.

6. The final task was to flesh out these options and to arrive at a class consensus about which one would become the final examination. This occurred through ongoing dialogue, debate and revision.

7. The final examination method selected was the development of a class mural.

Details of Final Examination Activity

Each student in the class contributed to a group mural which was posted on the College Bulletin Board. It was titled What Every Beginning College Student Needs to Know.

1. Students each determined the most successful aspect of their learning during the course and came to the final examination prepared to contribute their ideas to the mural.
2. Before the last day of class, students presented a list of materials that they would need, and I arranged to have these available in an appropriate classroom.
3. During the 3 hour exam period, students demonstrated their ideas on the mural in whatever ways could best get across their messages. This included such methods as original drawings or illustrations, pictures, photographs, written messages, collage materials, inspirational thoughts or quotations, cartoons, humorous anecdotes, poetry, etc. There were no rules or limitations, except the size of the paper!
4. Student(s) cooperatively organized and designed individual items into an effective overall presentation.
5. Upon completion of the mural, students explained the meaning of their contribution in one (or more) of the following ways:
 - a) Talked to other students in the class.
 - b) Talked to me individually.
 - c) Handed in a written examination.
6. Students were also responsible for posting the finished product on the bulletin board. This entire process took about 2 1/2 hours.

Evaluation Criteria and Process

The final examination was worth 20% of the course grade. Students received a total of 60 points for this examination activity, based on:

- a) Preparation of individual ideas prior to the final examination (10 points)
- b) Representation and presentation of personal learning on the mural (20 points)
- c) Verbal or written expression of personal learning (15 points)
- d) Overall effectiveness in conveying the message (15 points)

Peer Evaluation: Informally, students provided feedback to one another as they worked.

Self Evaluation: Informally, students also commented on the effectiveness of their own work and learning throughout the term. As well, students provided input into the formal group mark (d).

Instructor Evaluation: Formally, I awarded each student a grade, using criteria a), b), and c). The group score (d) was added to each student's final mark for this examination project.

Achieving Goals

1. Individual Student Goals:

Each student could effectively demonstrate personal learning of course objectives, in a way that provided the opportunity for individual success. During the "examination", student stress was reduced and general feelings of success were shared as we all participated in a student-initiated evaluation experience.

2. Instructor Goals:

I felt confident the assessment strategies and grading procedures were viable, in terms of evaluating course objectives, and fair, in terms of potential achievement for each student.

3. Group Goals:

Students demonstrated their ability to explore creative possibilities, to think critically, and to resolve internal class conflicts in ways that met their individual needs. This was accomplished using a problem solving model, with a "win-win" solution as the goal. These topics were all part of the course content dealing with "relationships", and the activities contributed to the development of a "community of learners" within a positive learning climate.

Call for Nominations

The Board/Faculty Professional Development Committee is calling for nominations for the Faculty Professional Development Merit Award. Aside from a certificate of recognition, the award pays the 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 from the Animateur and from members of the Committee. Nominations are due by March 1, 1996.

Where in the world is Clark Prendergast?

Many of you are aware that Clark Prendergast (Social Work) is currently on sabbatical. Clark is taking part in in-service training and work experience with the Cambridgeshire Professional Development Centre. He is also studying and teaching at East Anglia University and has spent time as a visiting scholar at the University of Bucharest.

Because of the contacts he has made, Clark has indicated to the Board/Faculty Professional Development Committee that there is the possibility of establishing common research endeavours and/or exchanges of information with these two institutions.

If you are interested in these sorts of international contacts, you can contact Clark at Social Services, Training Section (Centre), Cambridge Professional Development Centre, Foster Road, Trumpington, Cambridge CB2 2NL, England, Tel: 001-441-223-355201; Fax: 001-441-223-846019.

DIRECTIONS

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**Board/Faculty Professional
Development Committee at
Red Deer College**

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**Co-editors:
Ray Allan and
Paul Boulbee**

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

The Other Curriculum

Out-of-class experiences at Red Deer College

Ken Hammer (Recreation Administration)

and

Arun Mishra (Engineering)

with

Richard O'Brien (Theatre Studies)

In previous columns, we discussed what out-of-class experiences are valuable to college students. Inter-disciplinary opportunities within the college may also be utilized to provide such experiences. This column focuses on teaming students from diverse programs in the college with Theatre Studies students. This is just one example of potential inter-disciplinary collaborations. Similar cooperative experiences can be listed between other programs in the college.

Recreation and Leisure students could get involved with Theatre Studies students in planning, mounting and managing a play season. Statistics or Business Administration students could work with Theatre Studies students to conduct a survey of audience needs and market a season. Students in English and Communications courses could write scenes for use in Theatre classes, or develop scenes from class improvisations. Oral communications students could study the unique communication patterns between theatre director and actors. Students of English literature could watch plays, interview participants and write previews and reviews. Office Administration students could be part of a publicity team. Students from Engineering or Technical Training programs could experiment and solve

problems related to set design and construction. Social Science students could observe the varied behaviours demanded of performance students in different settings. Currently, Hospitality and Tourism students have catered pre-show dinners and post-show receptions. Art and Design students regularly visit show sets to sketch renderings and drawings. English classes regularly visit productions of plays in Red Deer, Calgary and Edmonton. The possibilities for blending varied program students into teamwork are endless and the students involved could learn a great deal from each other.

Such interactions among the students and faculty of different areas of the college are beneficial to everyone involved. These are excellent professional development opportunities for faculty and staff as long as their workload is not increased disproportionately. The students could be encouraged to work on such course-related projects for partial credit or bonus marks!

These activities democratize the learning process by allowing the students to experience flexible curriculum, work on something they might enjoy and demonstrate that learning may be facilitated through many sources. Such work increases interaction between people from many disciplines around the college; increases ownership of the learning process by college students, faculty and staff; and encourages development of a learning community of scholars. Such collaboration has the potential to become part of the college ethos.

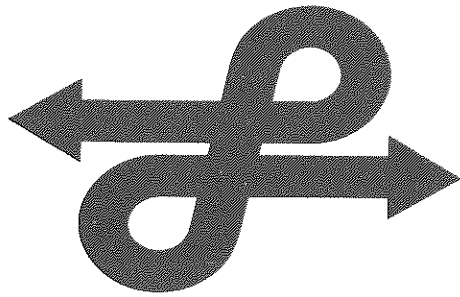
Other inter-disciplinary opportunities exist around the college. Would you like to share your ideas, projects and challenges with us? Would you be interested in attending a brainstorming session (during Reading Week or in May) to discuss inter-disciplinary ideas and develop specific projects for implementation? Please complete the following tear-off sheet and send it to Arun Mishra or Ken Hammer to facilitate further planning, or call them at 3380 (Arun) or 3403 (Ken).

Please send this form to Ken Hammer or Arun Mishra

I will attend a brainstorming session to discuss interdisciplinary ideas and develop specific projects during Reading Week and/or May.

I think that the following ideas are worthy of consideration:

Name **Phone**



DIRECTIONS

RED DEER COLLEGE

Vol. 12 No. 7

March 1996

Red Deer College

STUDENT FAIR '96

Monday March 4
11:00-2:00 pm
5:00-8:00 pm
RDC Forum

A great opportunity for our students to:

Talk one-on-one with instructors

Attend free seminars

Get information on:

Transferability,

University Requirements,

Switching Programs,

Awards & Scholarships,

Financial Aid, Health Services,

Peer Support, Counselling

Academic Advising and more.

Enter to win a tuition free course & other door prizes

For more information or to book a table

342-3148

342-3558



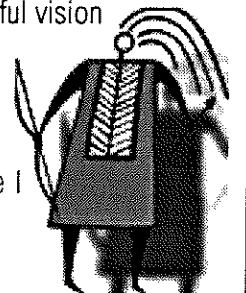
Message from the Animateur "Pushing the Envelope"

Thank you for responding to the needs survey that I sent you in late January. Once again we see the diverse interests of faculty. In terms of learning support, the top issues are "creating a positive climate for learning" and "helping students without creating dependency". This parallels the high interest in increasing class participation, and encouraging critical thinking and reflective judgment. We are constantly striving to create independent students who recognize the interdependence of learning.

In refining our craft, designing appropriate assignments and writing effective multiple choice questions are at the forefront. But it's January, very very cold, the car won't start and even if it does the seats are freezing. Our top priority turns to leave opportunities and travel (not to the North West Territories). However if we have to stay HERE, being a more effective person is a powerful vision of the future (only 7 habits are required).

With the college into high RAM, the Internet and proficiency on e-mail top our list of things to do.

Watch for a splash of workshops in May and June. Hope I can offer sessions that will push your envelope. **Ray**



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Message from the Co-editor

In this issue of Directions we have included a number of items which follow-up on previous articles. We hope that a couple of them will provide you with another perspective on out-of-class experiences and student-designed tests. Jamie Stewart has also provided a reflection on his recent sabbatical and there are, yet again, some more well-deserved congratulations. **Paul**

CONGRATULATIONS! Sabbatical Recipients

Dave Baugh

(Political Science) will be completing a book tentatively entitled *The Canadian State: A Political Theory Approach*. In this work, Dave will apply a political theory approach to the study of Canadian government.

Terry Card

(Transitional/Vocational Program) will complete her Bachelor of Community Rehabilitation degree through the University of Calgary.

Shawn Haley

(Anthropology) will undertake research in the state of Oaxaca in southern Mexico. He will be studying the Todos Santo (Day of the Dead) celebration and, if all goes well, teaching some RDC Anthropology courses in Oaxaca as in intercultural, interinstitutional pilot program.

Joan Scott

(Education/General Studies) will complete and defend her doctoral thesis at the University of British Columbia. Her research centres on the social foundations of educational policy and issues of professionalization in the teaching profession.



CONFERENCE PLANNER

APRIL 12-15, 1996 (Marietta, OH)

Leadership and the Liberal Arts

Contact: National Resource Center for the Freshman Year Experience and Students in Transition, University of South Carolina, 1728 College Street, Columbia SC 29208. Tel: 803-777-6029; Fax: 803-777-4699; e-mail: fyeconf@rcce.sc.edu

MAY 6-7, 1996 (Philadelphia, PA)

Reinventing Higher Education

Contact: Tel: 215-895-2499; Fax: 215-895-1619; e-mail: whelansd@duvm.ocs.drexel.edu; World Wide Web: <http://vmarketing.com/orion/education/>

MAY 26-28, 1996 (Toronto, ON)

Association of Canadian Community Colleges Annual Conference

Contact: Gail Mulhall, Conference Coordinator. Tel: 613-746-5916; Fax: 613-746-6721; e-mail: conference@accc.ca

MAY 26-29, 1996 (Irving, TX)

National Conference on the Adult Learner

Contact: National Conference on the Adult Learner, University of South Carolina, Division of Regional Campuses and Continuing Education, 937 Assembly Street, Suite 108, Columbia SC 29208. Tel: 803-777-9444; Fax: 803-777-2663; e-mail: confs@rcce.sc.edu

JUNE 2-5, 1996 (Fairview, AB)

ACIFA '96 Spring Conference

Contact: Fairview College, Box 3000, Fairview, AB T0H 1L0. Tel: 403-835-6600; Fax: 403-835-6698

JUNE 12-15, 1996 (Ottawa, ON)

16th Annual Conference on Teaching and Learning in Higher Education

Contact: Sergio Piccinin. Tel: 613-564-2350; Fax: 613-564-6356; e-mail: sjpcut@acadvm1.uottawa.ca

JUNE 16-21, 1992 (Kananaskis, AB)

11th Annual Canadian Rockies Great Teachers' Seminar

Contact: Faculty Development, Grant MacEwan Community College, City Centre Campus, 7-318, 10700 104th Avenue, Edmonton, AB T5J 4S2. Tel: 403-497-5279; Fax: 403-497-5578; e-mail: miller@admin.gmcc.ab.ca

JUNE 17-22, 1996 (Boston, MA)

World Conference on Educational Multimedia and Hypermedia

Association for the Advancement of Computers in Education
Contact: Ed-Media 96/AACE, P.O. Box 2966, Charlottesville, VA 22902. Tel: 804-973-3987; e-mail: AACE@virginia.edu

JUNE 26-29, 1996 (Rochester, NY)

7th Annual National Problem Solving Across the Curriculum Conference

Contact: World Wide Web: <http://www.cs.oswego.edu/misc/psac>



Ten Advantages of a Student-Centred Test Design

Lyndon O. Barton
(Widener University)

...a way to make students more responsible for their own assessment.

In designing a test, I have the students submit, individually or in groups, their selections of test questions or problems based on specific topics to be covered on the test. Then, from each individual group or selection, I choose an equal number of problems distributed among the topics to make up 80% to 90% of the final test. I supply the additional problems to complete the test.

These additional problems serve not only to cover the remaining topics that cannot be evenly distributed among the groups or individuals, but also provide a way to adjust the level of complexity needed to challenge the more ambitious student. I also reserve the right to make appropriate editorial changes to the final test problems for clarity and simplification.

Advantages

While this idea, at first thought may seem a "giveaway" it really is not so, for the following reasons:

1. Students see this approach as an opportunity to improve their grades through active participation in an activity that typically causes a great deal of apprehension. Consequently it helps to motivate students.
2. Students are more willing to accept greater responsibility in preparing for a test that they have participated in creating.
3. Using this approach, each student is assured of at least one question or problem on the test that he or she is capable of solving. This assurance is often what students need to calm their nerves.
4. Students are unlikely to blame the instructor for poor performance on the test if they helped to create it. The question of fairness should not arise.
5. Students tend to study the material more fully as they find themselves in a testing role in which questions or problems are viewed more objectively. This activity is also a learning experience.
6. The instructor maintains control throughout the entire process by setting the guidelines, reviewing the submitted questions/problems, and selecting the final set of problems, which include some the instructor has created.
7. The approach is particularly suited to technical courses where practice is necessary to develop skills and reinforce concepts learned in the classroom.
8. By sharing the task of designing the test, both students and instructors are relieved of customary anxieties and concerns that come with a test. The students are relieved because they have accurate expectations of what will be on the test. And since, in their selections of test problems, students tend to display what they are capable of doing, instructors can more easily determine whether or not students have attained the objectives for that unit.
9. Working as a team adds a touch of excitement to the task of test creation, since both students and instructors are curious to see what questions or problems will emerge. As a result, tests are likely to be greeted with anticipation rather than anxiety.
10. Since questions or problems bear the name or names of the contributors, students are given the opportunity to be recognized and valued for their contributions. When students feel valued and empowered, their confidence and, consequently, their performance improve.

The student-centred test design is adaptable to almost any course and various class situations. Instructors can vary the percentage of class contribution to the test as they see fit. For example, in a class where the motivation or performance level is high, an instructor may elect to adjust students' contribution to as low as 10% or as high as 90%

Reprinted with permission from *The Teaching Professor*, v.8, n.1, January 1994.

REFERENCE VIA E-MAIL

For all of you who are tied to your computers and just can't make it into the Library to get an answer to that one reference question which nags at you day and night, take heart. You can now contact the Reference Desk in the Library via e-mail! Our new e-mail address is **reference@rdc.ab.ca**. We will be monitoring this address daily and will do our best to answer your questions quickly and accurately. Who says libraries are just collections of dusty books patrolled by librarians in sensible shoes! Why, we're even wired to the Internet. Come on in and visit

THE NET EFFECT

which is the Library's ten station Internet work area. The terminals are available at all times the Library is open and we have Internet monitors on duty for 45 hours a week for those of you who need some user friendly help. You can also connect to The Net Effect via our World Wide Web address **http://204.209.3.28/rdc_library.html**.

More on the Power of Those Out-of-Class Experiences

Over the last several years, we have started highlighting research that establishes and explains the importance of out-of-class experiences for students. We do that because we believe that faculty are often too focused on what happens in class.

Our concern about those experiences is natural; after all, we are more directly in charge of them. But as important as they are, they are not all that matters in the student's educational experience. What happens outside the class can reinforce and otherwise make classroom learning more real.

We believe that teachers should understand the importance of out-of-class learning and better design classroom activities and assignments to take advantage of this learning potential. It's also a matter of viewing our work with students in its larger and more complete context.

It is a well-established fact that what happens to students outside the classroom stands to impact the overall effects of college. A substantial volume of evidence documents, for example, that participation in extracurricular activities, living on campus, and being able to converse with faculty and peers are positively related to persistence and satisfaction. More specifically, experiences like these can be shown to be associated with gains students make in areas like social competence, autonomy, confidence, self-awareness, and appreciation for human diversity. One researcher found that for 40% of the students, what happened outside the classroom was the most significant of all their educational experiences.

Despite the fact that we know how important out-of-class experiences are, researcher George D. Kuh points out that "little is known about which out-of-class activities (for example, volunteerism, student government, on-campus job) are linked with what outcomes (for example, social competence, reflective thought, knowledge application)." (p. 124) And so he set out to remedy this gap in our knowledge by conducting a study that he describes as "an exploratory effort to identify the out-of-class experiences that seniors associated with their learning and social development." (p. 125)

Principally, he aimed to answer two ques-

tions (p. 125):

- "To what activities, events and people do students attribute their intellectual, social and emotional development?"

- "Do the types of out-of-class experiences associated with various outcomes differ by type of institution attended and such characteristics as sex and ethnicity?"

The researchers surveyed 149 seniors at 12 institutions. The group consisted of 69 men and 80 women -- 101 whites, 30 African Americans, six Hispanics, six Asian Americans, and six international students, with 20 of the students older than 23 years.

Factors in Personal Development

To what activities, events, and people did this collection of seniors attribute their intellectual, social and emotional development? The category of out-of-class experiences mentioned by the greatest number of students involved specific leadership responsibilities, activities in which they performed tasks like planning, organizing, managing and decision-making: 85% of the students attributed one or more learning and/or personal development benefits to these activities.

Also high on the list were interactions with peers (79%) and academic-related activities (also mentioned by 79%). Institutional ethos (a constellation of cultural properties associated with the organization) was mentioned by 60%. Mentioned less by the seniors interviewed were contact with faculty (by 46%), work (by 32%), and travel (by 22%).

The second question -- pertaining to institution and individual differences -- is answered in the four tentative conclusions offered as a result of this inquiry.

- 1) "Many different kinds of out-of-class experiences have the potential to contribute to valued outcomes in college." (p. 145) However, particularly powerful experiences were those "that demanded sustained effort to complete various tasks." (p. 145) And one interesting side note: "certain peer related activities to which some undergraduates devote considerable time (namely, watching television, drinking) were not mentioned as antecedents to changes." (p. 146)

- 2) "Students attributed similar benefits to their out-of-class experiences, sex and ethnicity notwithstanding." (p. 146)

- 3) "The relationships between outcomes associated with certain antecedent experiences varied somewhat by institutional type." (p. 146) Students at the small, independent colleges in the sample show more gains in outcomes associated with the development of practical competence and humanitarianism than did their counterparts at the larger institutions. The findings also document the relationship between being involved in leadership activities and reported gains in interpersonal competence and practical competence reported by students at the public and non-residential schools. In other words, if the students were involved in "educationally purposeful out-of-class activities," the benefits accrued.

- 4) "The institutional context - its ethos and other cultural properties - influences learning and personal development." (p. 147) Kuh notes how silent the literature has been on an institution's role in shaping behaviour, "yet students in this study attributed more than a tenth of their learning and personal development gains to the constellation of properties that contribute to the institutional ethos." (p. 147) He observes that those properties were mentioned more often than contact with faculty, travel, or work.

In light of these findings, Kuh concludes (p. 150): Colleges cannot force students to participate in organized campus activities or perform leadership roles. However, they can and should be accountable for creating the conditions that promote such behaviour. Policies and practices should be designed to encourage students to take responsibility for their own affairs, interact frequently with members of different groups in various settings, and apply knowledge gained in the classroom to other areas.

Reference: George D. Kuh, "The Other Curriculum: Out-of-Class Experiences Associated With Student Learning and Personal Development." *Journal of Higher Education*, 66:2, March/April 1995:123-153.

Reprinted with permission from *The Teaching Professor*, v.9, n.10, December 1995.

TRUE CONFESSIONS:

MY SABBATICAL EXPERIENCE

by **Jamie Stewart**
(Office Administration)

As I sit quietly in my office contemplating how I might report on my sabbatical, a number of thoughts come to mind: Should I elaborate on my course of study --What is Instructional Science anyway? Should I report on the richness of my experience at Brigham Young University? Should I discuss the joys and challenges of taking a family of six away for a year? Should I justify my "time off" by discussing the academic rigours of graduate school? Should I discuss how the experience changed my views on teaching and learning? How might I provoke some thought, yet at the same time, give a sense or a feeling of the experience?

After considering a number of approaches, I thought I would be best to frame my ideas in the form of confessions. Here is what really occurred during my sabbatical leave:

CONFESSION #1

I felt very anxious before starting school. I wondered if I would be able to meet the expected standard or would I flounder hopelessly. As I searched my soul for the source of this anxiety, I discovered that I was really afraid of getting a professor that was like me. I was afraid that I would have a professor that would put me through the "academic ringer" like I had so joyfully put so many students through. I confess that, prior to beginning classes, I tried to repent of the gruelling three-hour exams, the harsh marking, and all of the unrealistic expectations that I had ever imposed on students in the hope that I would not have to face the same taskmaster.

CONFESSION #2

I thought I would return an expert or master in my field of study. I confess that I have more questions now than when I left. The more I studied teaching and learning, the more I realized I had much to learn. I also learned that the "experts" in the field have a lot of questions, and that they are experts because they are always willing to ask questions.

CONFESSION #3

I thought I would return a better teacher. I have returned a different teacher, and I hope to get better, but as many students from the first semester will tell you, I have a journey ahead of

me. Many of the activities that I have led classes through in the past, I can no longer philosophically justify. Now I am experimenting with different approaches to learning that I hope will be better, but I am having to rescript my own approach to teaching and learning, and that is a struggle.

CONFESSION #4

I expected that my professors would not only teach instructional design but that they would model it through their courses. I confess that I was disappointed to find a frequent gap between what I was taught and what was actually occurring in the courses. This caused me to reflect deeply upon my own teaching experiences. Do I model what I teach?

CONFESSION #5

As a grad student, I thought that I would have little time for activities other than studying and writing. I confess that, shortly into my studies, I realized that the campus offered a wealth of guest speakers and activities that were so interesting and insightful that I felt I could not afford to miss them. I have returned with a greater appreciation for the professional development opportunities at Red Deer College and the potential growth that can flow to students by participating in out-of-class experiences relating to learning and personal development.

CONFESSION #6

I thought that I would learn how to effectively integrate computer technology into the curriculum. I confess that I saw a lot of expensive, high-tech educational operations that were impressive from the outside, but lacked substance on the inside. Although I am still captivated by the promises of educational technology, I confess that I don't believe it will bring about quantum leaps in learning that are sometimes promised.

CONFESSION #7

While staying in the States, I thought I might be able to take in one or two big-time college football or basketball games. I confess that, after finding out I could purchase two seasons tickets for both the football and basketball seasons (22 games in total) for \$90, I attended a lot of big-time college sports. I confess that singing the Cougar fight song with 65,000 people on a warm Saturday afternoon is pretty incredible.

I have a deep sense of gratitude for the sabbatical program. I am grateful to my colleagues in the Office Administration, the PD Committee, Administration and the Board for allowing me the leave. I appreciate the value the institution places on leaves of this type.

CALL FOR PAPERS

Quebec: Facing the Future, Remembering the Past

Quebec City, PQ

October 17-20, 1996

Due Date: 15 March 1996

Contact: Emile Talbot, Department of French, University of Illinois, 707 S. Matthews, Urbana, IL 61801. Tel: 504-286-6520; Fax: 504-286-6272

Congratulations!

Pam Thompson (Childrens' Services Centre) has just completed her Master of Science degree in Life Span Care and Administration specializing in Family Support Studies.

Serge Gingras (French) and **James Martens** (History) are to be presented with the NISOD Excellence in Teaching Award.

Keith Mann (Music) has been elected to the position of vice-president/president-elect of the National Association of Music Merchants Affiliated Music Business Institutions.

NEW SOFTWARE IN THE FRC

The following software programs have recently been installed on the IBM clone in the Faculty Resource Centre:

Express Author Demo

This is a multimedia authoring program designed for people with little or no programming experience. There is an online manual which contains several tutorials. The program uses a runtime version of Asymetrix Software's Toolbox program. **Express Author** works with text buttons, CD-ROM video/audio, WAV audio files, and graphics. Operations are both menu-driven and drag-and-drop.

Smart Ideas

This is a versatile program for flowcharting, conceptualizing, mind mapping, linking ideas, and visualizing just about anything. **Smart Ideas** can be used to develop a database of shareable ideas and present those ideas to others. It allows you to create graphically-based concept maps of linked idea symbols, supplement those ideas with more conventional forms of information from other applications (word documents, spreadsheets, audio files, etc.), and create a complex web of idea references.

Searching the Library Catalogue

In the January issue of Directions, we told you how to access the Library's catalogue from your office. What we'd like to give you now are some searching techniques that may prove to be useful to you.

1. Selecting a Number of Authors or Subjects from a List:

Once you have generated a list of authors or subjects, the computer allows you to select one or more of the authors or subjects from the list. To select one author or subject, type the number of your selection and press <return> or <enter>. To select more than one author or subject from the list, ensure that you are at the last screen of the search and type the numbers of your selections and press <return> or <enter>, eg.:

Selection: 1-10, or
Selection: 1,5,8-10

2. Expanding and Limiting a Subject or Title Search:

The asterisk "*" is used to expand your subject search. It will save you typing and it will allow you to find different forms of the same concept, eg.:

secretar* = secretarial
 secretaries
 secretary

The semicolon ";" is used to limit your title search. If you are searching for the title *Alaska* by James Michener, typing the word **alaska** will produce a list of every title with the word **alaska** in it. Type **alaska;** and you will get all titles consisting of the word **alaska** and their subtitles.

3. Combination Searches:

Combination searches allow you to combine or eliminate titles based on criteria that you define. All combination searches are done using the prefixes established in the main menu of the catalogue. To do a combination search you must enter a prefix, your search term, the word "and", another prefix, and your second search term. In the following example, sh=subject heading and dt=document type,

sh=motivation and dt=videorecording

This search will find all the videorecordings in the Library related to motivation.

If you have any questions about the Library catalogue and searching techniques, please give us a call at the Reference Desk (3152) or come a see us for a private lesson.

Websites you won't want to miss!

Bookstore on the Web

<http://www.bookshop.co.uk/>

Brit Speak on the Web

<http://pages.prodigy.com/NY/NYC/britspk/main.html>

Canadian Legal Resources

http://www.mbnet.mb.ca/~psim/can_law.html

Globe and Mail

<http://www.globeandmail.ca/>

Internet Public Library Reference Center

<http://ipl.sils.umich.edu/ref/>

Monty Python

<http://www.engr.unl.edu/~bmihulka/monty.html>

Reference Works on the Web

<http://www.cs.cmu.edu/Web/references.html/>

Rock and Roll Hall of Fame

<http://rocknroll.org/>

The Sports Network

<http://www.sportsnetwork.com>

Travel on the Web

<http://www.gnn.com/gnn/bus/wview/index.html>
<http://www.swifty.com/tbug/>

EBOOK-List

This mailing list is open to all individuals and organizations interested in developing, researching, producing, authoring, publishing, distributing, reading, and even dreaming about electronic books.

To subscribe: MAJORDOMO@AROS.NET

Command: SUBSCRIBE EBOOK-LIST

HTML-L

The HTML-L list is for assistance with questions on the creation of World Wide Web (WWW) pages, including CGI pages, home pages, etc.

To subscribe: LISTSERV@VM.EGE.EDU.TR

Command: SUB HTML-L <yourfirstname yourlastname>

INFOLIST

InfoList for teachers is a moderated list to filter items on usenet groups, lists, WWW pages, and user contributions, and forward them to those interested in education, computers, the Internet, and other interests.

To subscribe: MAJORDOMO@GSN.ORG

Command: SUBSCRIBE INFOLIST

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

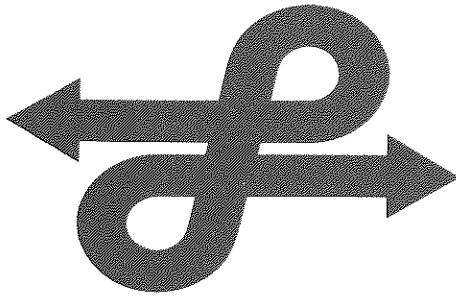
Inquiries may be made to:

Editors, Red Deer College,

Box 5005, Red Deer, Alberta,

Canada, T4N 5H5.

New on the Internet



DIRECTIONS

RED DEER COLLEGE

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April 1996

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Message from the Animateur LEAVING OHIO

Ever heard of the Lilly Conferences on College and University Teaching? I just discovered them myself and experienced one in March. They are organized by the International Alliance of Teaching Scholars in Miami University, Ohio. (I guess some unsuspecting faculty thought they were going somewhere more exotic) What else is there to do in Ohio but to organize conferences all over the U.S. so you can leave Ohio? Now there is a conference at Miami University, Ohio, if you want to see why everyone wishes to leave Ohio to go to California in March, South Carolina in May,

New England in September, or Oregon in October.

Besides, it's a wonderful opportunity to talk about and experience teaching. A mixture of university and college folks putting on workshops and seminars on topics we in the far north find of value: use of technology; collaborative learning; teaching with style; and teaching myths (e.g. teaching is well compensated). Uch, enough of this rambling. Do yourself a favour, take in at least one Lilly Conference in your teaching career — you won't regret it — unless it's in Ohio. **Ray**

Message from the Co-Editor LEAVING THE OFFICE

This is the last issue of Directions for the 1995/96 academic year and it contains a number of "leftovers" (for lack of a better word). We have included quite a long list of conferences which are taking place over the summer and on into the fall. There is also an extra long list of interesting (we hope) web sites. There are also a number of congratulations and a list thanking those of you who have contributed to the PD program and Directions over the past year. Finally, we have included an evaluation sheet

for Directions and one for the Faculty Development Animateur which we ask you to fill out and return to Paul.

This is my last message as co-editor of Directions; next month I begin a year-long deferred salary leave. I have enjoyed being involved with this newsletter and I shall miss helping to put it together. I would like to thank Ray Allan for asking me to assist him with it over the past two years. **Paul**

Conference Planner



MAY 4-5, 1996 (Orlando, FL)

Workshop on Critical Thinking

Contact: Foundation for Critical Thinking, 4655 Sonoma Mountain Road, Santa Rosa, CA 95404-9514. Tel: 800-833-3645; Fax: 707-546-4718; e-mail: johnpruess@attmail.com

MAY 5-7, 1996 (Vancouver, BC)

College Survival: Student Success Workshops

Workshop Director: Dave Ellis, author of *Becoming a Master Student*
Contact: Houghton Mifflin, Faculty Development Programs, 1900 S. Batavia Avenue, Geneva, IL 60134. Fax: 605-343-7553

MAY 5-8, 1996 (Albuquerque, NM)

Association for Institutional Research Annual Forum

Theme: Rising to the Challenge
Contact: Elizabeth C. Stanley. Tel: 515-294-1181; Fax: 515-294-4835; e-mail: estanley@iastate.edu

MAY 6-8, 1996 (College Park, MD)

Distance Education and Technology Workshop

Theme: Future Visions
Contact: International University Consortium, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD 20742. Tel: 301-985-7811; Fax: 301-985-7845; World Wide Web: <http://www.umuc.edu/iuc>

MAY 12-15, 1996 (Bowen Island, BC)

Chairs Development Institute '96

Contact: Diane Morrison or Cheryle Wilson, Centre for Curriculum and Professional Development. Tel: 604-387-6065

MAY 16-18, 1996 (Pittsburgh, PA)

American Association for Adult and Continuing Education Conference

Contact: Judith Aaronson. Tel: 412-481-4836

MAY 17-18, 1996 (Prestonburg, KY)

Community College Service Learning Workshop

Theme: Linking the Classroom and the Community
Contact: Carol Mulling. Tel: 606-886-3863, ext. 432; e-mail: cjmull@eastky.com

MAY 26-28, 1996 (Toronto, ON)

Association of Canadian Community Colleges Annual Conference

Theme: Building Learning Communities
Contact: Gail Mulhall, Conference Coordinator, ACCC. Tel: 613-746-5916; Fax: 613-746-6721; e-mail: gmulhall@accc.ca

MAY 26-29, 1996 (Austin, TX)

National Institute for Staff and Organizational Development Annual Conference

Contact: NISOD, Department of Educational Administration, College of Education, EDB348, University of Texas at Austin, Austin, TX 78712. Tel: 512-471-7545; Fax: 512-471-9426

MAY 29-31, 1996 (Kamloops, BC)

Society of Vocational Instructors Convention

Contact: Denis Moran, University College of the Cariboo, Box 3010, Kamloops, BC V2C 5N3. Tel: 604-828-5119

MAY 30-JUNE 1, 1996 (Orlando, FL)

Community College General Education Association Conference

Theme: The Expanding Role of Community Colleges: Diversity, Technology, Assessment
Contact: Barbara Ripel, Suffolk Community College, 2 Speonk-Riverhead Road, Riverhead, NY 11901

JUNE 9-11, 1996 (Naramata, BC)

Great Teachers Seminar '96

Contact: Diane Morrison or Cheryle Wilson, Centre for Curriculum and Professional Development. Tel: 604-387-6065

JUNE 16-18, 1996 (Vail, CO)

Teaching for a Change

Theme: Making a Difference
Contact: Community College of Aurora, Conference Coordinators, Box 101765, Denver, CO 80250-1765. Tel: 303-759-5860; Fax: 303-758-7008

JULY 15-19, 1996 (St. Andrews, Scotland)

9th International Conference on the First Year Experience

Contact: National Resource Center for the Freshman Experience and Students in Transition, University of South Carolina, 1728 College Street, Columbia, SC 29208. Tel: 803-777-6029; Fax: 803-777-4699; e-mail: fyecnf@rce.sc.edu

JULY 21-25, 1996 (Rohnert Park, CA)

National Academy on Critical Thinking

Contact: Foundation for Critical Thinking, 4655 Sonoma Mountain Road, Santa Rosa, CA 95404-9514. Tel: 800-833-3645; Fax: 707-546-4718; e-mail: johnpruess@attmail.com

JULY 24-27, 1996 (Evanston, IL)

2nd International Conference on the Learning Sciences

Theme: Learning for the Real World
Contact: ICLS '96 Information, Institute for the Learning Sciences, Northwestern University, 1890 Maple Avenue, Evanston, IL 60201. Tel: 708-491-3500; Fax: 708-467-2490; e-mail: icls96@ils.nwu.edu

JULY 27-30, 1996 (Vancouver, BC)

American Association for Higher Education/Pace University Center for Case Studies in Education

Theme: Using Cases for Reflective Teaching and Learning
Contact: William M. Welty, Center for Case Studies in Education, School of Education, Pace University, 861 Bedford Road, Pleasantville, NY 10570. Tel: 914-773-3873; Fax: 914-773-3878; e-mail: welty@pacevm.dac.pace.edu

JULY 28-31, 1996 (Rohnert Park, CA)

16th Annual International Conference on Critical Thinking and Educational Reform

Contact: Center for Critical Thinking, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928-3619. Tel: 707-664-2940; Fax: 707-664-4101; e-mail: cct@sonoma.edu

AUGUST 4-7, 1996 (Panama City, FL)

Southeastern Association for Community College Research Annual Conference

Theme: Research and Assessment: Where We've Been and Where We're Going

Contact: Bernard Levin, Blue Ridge Community College, P.O. Box 80, Weyers Cave, VA 24486. Tel: 540-234-9261; e-mail: bud@cfw.com

AUGUST 17-23, 1996 (Edmonton, AB)

8th Symposium of the International Organization of Science and Technology Education (IOSTE)

Theme: Science and Technology Education for Responsible Citizenship and Economic Development

Contact: Continuing Professional Education, University of Alberta, 4-116 Education North, Edmonton, AB T6G 2G5. Tel: 403-492-0395; Fax: 403-492-0390; e-mail: kris.calhoun@ualberta.ca

AUGUST 7-9, 1996 (Madison, WI)

12th Annual Conference on Distance Teaching and Learning

Theme: Designing for Active Learning

Contact: Tel: 608-265-4159

SEPTEMBER 23-25, 1996 (Ottawa, ON)

2nd Global Conference on Lifelong Learning

Contact: P.O. Box 55068, 1800 Sheppard Avenue East, North York, ON M2J 5B9

SEPTEMBER 26-28, 1996 (Augusta, ME)

Distance Education Conference

Theme: Yesterday's Dreams are Today's Reality: Quality and Access in Distance Education

Contact: Bob McVane, Dean of Continuing Education, University of Maine, 46 University Drive, Augusta, ME 04330-9410. Tel: 207-621-3170; e-mail: kmoore@maine.maine.edu

Instructional Technology: An Instructor Assesses Impact

Instructional technology is making a difference in higher education. There are revolutionary changes - and a lot of hype.

But what about the impact? Do students learn more and better when instructional technology is incorporated into classroom learning environments? Are they less likely to drop out of courses with technology components? What do students think about the changes?

Scott Magnuson-Martinson asked those very questions about using several electronic activities in his introductory sociology courses. He used an electronic blackboard to introduce "hands-on" laboratory activities that involved computer programs for data analysis.

He compared these courses with courses he taught using traditional methods. He collected data from experimental and control courses across four semesters. He assessed the impact using measures of attitude to evaluate the computer activities, multiple-choice exams to assess learning, and overall course ratings to provide feedback about the quality of instruction.

He describes his results as "ambiguous." Students evaluated the technology favourably, and strongly so, but in three of the four terms a clear majority did not wish to see more of it in the class. The results? "Most of the students in all the experimental classes incorrectly answered most of the [exam] questions based on the computerized activities. In all sections, however, the overall classroom performance of those in the experimental classes was comparable to that of students in the traditional class-

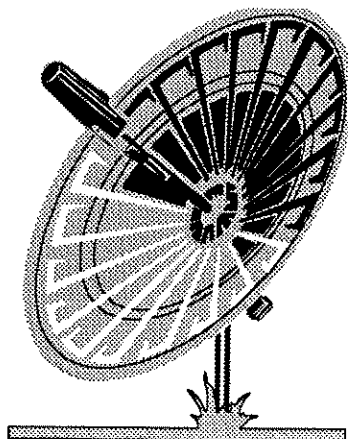
es." (p.3) Student ratings in the test and control classes were comparable, as was attrition.

In sum, then, the technology in these courses seemed to have no significant effect on student attitudes or learning. This is only one study, but the findings remind us that we need much more work that describes and documents the effects of technology on learning.

Magnuson-Martinson writes, "Exposure to classroom computing may be a useful goal in itself, but assertions of effectiveness must be based on adequate empirical study, not on pedagogical ideology." (p.6)

Reference: Scott Magnuson-Martinson, "Classroom Computerization: Ambivalent Attitudes and Ambiguous Outcomes," Teaching Sociology, 23 (1995), 1-7.

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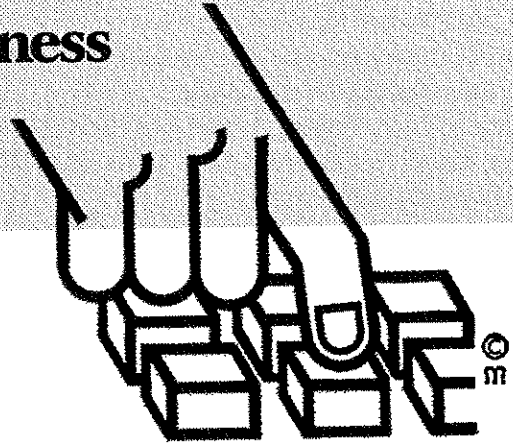
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The Use of Computers in Business Administration Programs

Doug MacDormand
(Business Administration)



The information revolution is upon us. Information has become the major asset of many businesses, and will continue to increase in importance in our society. Moreover, the computer is fast becoming the definitive business tool. Companies who do not keep up with the times and the changing demands of information technology may soon find themselves at a competitive disadvantage. In contrast, some companies forge full speed ahead, using the most up-to-date computer equipment available, often without the skills of using the computer most efficiently, thus resulting in inefficiencies and mounting costs. It is the job of the Business schools to assist companies in becoming proficient and efficient in the use of computers and information technology.

As a business instructor at Red Deer College (and previously at U of A) I have spent several years teaching computing and statistics courses to business students. During that time my colleagues and I have witnessed the rapid growth of computer use in most of our business courses. If we are to maintain the quality of our business programs in Alberta we need to seriously examine how and why we are using the computer in teaching our courses. This is obviously not just a concern for instructors at Red Deer College. In fact the interested instructor now has a plethora of technology related conferences to pick from each year. The yearly Interface conferences have brought together instructors from all areas of education. And at these conferences, a recurring theme is that instructors need to talk more to each other in order to find out how other institutions are handling this rapid change in technology. Thus, in what began as a paper for a graduate course, and has evolved into a thesis, I have spent the last year gathering information about the use of computers in business schools around the province. Initial discussions with select business instructors at the Universities of Alberta and Calgary, along with business instructors at Red Deer College reveal that while most of the interviewees were enthusiastic about the use of computers in their classes, many did not have an understanding of how computers are being used by other colleagues in their discipline- and even in their own institution. (This was, of course, a greater problem in the universities.) This begs a serious question: if instructors are unaware of how computers are being used in business schools, are they in touch with the computing needs of the business community?

To address this issue, I decided to conduct two surveys - one targeting business instructors in Alberta, and one targeting businesses in Edmonton, Calgary, Red Deer and area. It was decided that the first survey would be sent to the business instructors, and upon analyzing the results, a second, more focussed survey would be sent to businesses. Focus is important, because the whole topic of "computers in

business" is too large to consider in its entirety. Thus the business instructor survey was meant to be an exploratory tool, to determine what the main business computing issues are; although even in this survey respondents were asked to focus on key issues - as will be discussed shortly.

Questionnaires were sent to the approximately four hundred full time business instructors at Alberta's public colleges, trade institutes (NAIT and SAIT), and universities. 110 completed questionnaires were returned, yielding a response rate greater than 25%. This response rate is typical of mail-out questionnaires, and is adequate for exploratory research. Two thirds of the responses came from colleges and technical institutes, with one third from the universities. As expected, the majority of respondents were business instructors involved in the quantitative areas; in particular: accounting, marketing, business computing, and management science. However, 30% of respondents were instructors from the 'qualitative' disciplines, such as organizational behaviour, business communications, etc. Moreover, 89% of the respondents rated their mastery of computers as being moderate or extensive. It is interesting though that 91% of respondents believed that the average level of mastery of computers by their colleagues is none or slight! (Please note that while such information may be viewed as 'non-factual' or non-quantifiable, such perceptions are important in exploratory research.) That these instructors believe that computer use is important in business is obvious. 97% of respondents believe that their students should be required to take a computing course, and 91% believe it should be in their first year. 87% of respondents claim that their students were already required to take a compulsory computing course. Moreover, 77% of respondents require their students to use the computer in their courses, and most of their courses include assignments that require some use of the computer.

Use of the computer is a very ambiguous phrase in that the computer can be used as a pedagogical tool - such as using a computer simulated business game to teach marketing strategy, or as an essential business tool - which manifests itself in the wide use of accounting software in higher level accounting courses. Thus a major focus of the survey was to distinguish between these two, and the emphasis that they are given in business schools. Surprisingly, the vast majority of respondents see the computer as an essential business tool, not just a pedagogical tool.

The above discussion shows the problem in trying to define the scope of computer use in businesses and business schools. But a greater issue arises: who uses computers in business organizations? Well we know the answer to that in part - the computer has histori-

cont'd on p.5

cally entered organizations from the bottom (or sides, so as not to insult anyone!) Blue collar workers in some industries have used computers for years. And the past two decades have shown rapid growth in the white collar functional areas. Few, secretaries, accountants, technicians and analysts could now function efficiently without the use of computers. But what about the manager? We are only now beginning to see the potential of the computer as an important management resource. Thus, a major focus of this study has been to determine the unique computing needs of the manager. It is because of this focus that I decided not to survey instructors from the specific functional business areas - such as office administration and CST. Formal college based managerial training most often occurs in business administration and commerce programs - although some would argue that most managerial skills must be learned on the job.

It is interesting that the majority of responding instructors do not see themselves as training future managers. In fact, 55% of the instructors believe that less than one-third of the graduates from their schools will become managers in the next five years. And only 17% believe that at least two-thirds will become managers in the next five years. And yet, when asked to rank the top business skills needed by managers along with the top business skills needed by the general business graduate, the differences are slight. Instructors believe that problem solving, oral and written communication, team building and computing are the most important business skills needed by graduates. And they believe these skills are the most important skills needed by managers, except that computing is seen to be a relatively unimportant skill for managers, whereas leadership skills are deemed to be very important. In terms of actual computing skills, instructors believe that the old standards: word processing, spreadsheet and database skills are quintessential for the general business graduate whereas financial planning skills are more important to managers. Finally, instructors rated presentation software skills (such as using PowerPoint) as being third in importance to both the general business graduate and manager - behind word processing and spreadsheet skills. It is also interesting to note that instructors considered Internet skills as being of lesser importance to most other skills. The next few years may show a different picture.

It is important to remember that this survey is exploratory in nature, and as such, the reliability of the results is questionable. However it does show some important results: almost all of the respondents believe that computing skills are important to business students, and in fact most are using the computer in their classes (and not just for pedagogical purposes). Most of the respondents believe they have moderate or extensive computing skills, but that their colleagues do not. And finally, although most instructors believe that less than one-third of their graduates will become managers in the next five years, the skills needed for managers and general business graduates are roughly the same. This last point is important and launches us into the next phase - a survey of Alberta managers. Fortunately, a recent survey conducted by the RDC business administration instructors shows that the general managerial skills listed above are the same ones listed by managers as being important. This is encouraging in that it indicates that perhaps business schools are not out of touch with their 'customers'. The next survey will help to address that issue with regards to computing skills.

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<http://www.atlanta.olympic.org>

Books on the Web

<http://www.bookwire.com/>

Canadian Embassy (Washington, DC)

<http://www.nstn.ca/wshdc>

China on the Web

<http://www.ihep.ac.cn/china.html>

Endangered, Special, or Fun Words

<http://www.infi.net/~rvance/esofword.html>

Financial Information

<http://www.garli.com/fininfo/>

Job Listings

<http://www.netjobs.com:8000>

Keats on the Internet

<http://www.cc.columbia.edu/acis/bartleby/keats/index.html>

Life Magazine

<http://pathfinder.com/Life/lifehome.html>

Museums on the Internet

<http://www.comlab.ox.ac.uk/archive/other/museums>

Newspapers

New York Times	http://www.nytimes.com/
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Nobel Foundation

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Online Books

<http://www.cs.cmu.edu/Web/books.html>

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Science Fiction Resource Guide

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Shakespeare on the Web

<http://www.shakespeare.com/>

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congratulations

The following faculty members have recently been awarded Travel Grants by the Board/Faculty Professional Development Committee:

Syed Ahmed (Economics) who co-presented two papers, "Determinants of Export Growth in Bangladesh: A Constant Market Share Analysis" and "Financial Reform in a Developing Economy: The Experiences of Bangladesh" at the Southwestern Federation of Administrative Disciplines Conference (San Antonio, TX, 6-10 March 1996). He was also a discussant for two other papers at the same conference.

Ray Allan (Biology) who presented a poster session, "Poster Presentations: An Active Learning Experience" at the Lilly Conference on College Teaching (Arrowhead Lake, CA, 7-10 March 1996).

Torben Andersen (Economics) who will serve as a discussant for papers being presented at the Western Economic Association Conference (San Francisco, CA, 28 June-2 July 1996).

Dave Hannah (Counselling) who will be a panel member for a forum on legal and student discipline-related issues in Canadian colleges and universities at the National Conference of the Canadian Association of College and University Student Services (Burnaby, BC, 16-19 June 1996).

Paul Nonnekes (Sociology) who will present a paper, "Do We Need a Popular Guerilla Education?" at the Liberal Arts and Future of Education Conference (Banff, AB, 10-11 May 1996).

Elizabeth Radian (Social Work) who will present a paper, "Guiding Paradigms in Social Work Education" at the Canadian Association of Schools of Social Work Conference (St. Catharines, ON, 3-7 June 1996).

more congratulations...

The following faculty members have recently been awarded Special Project funding by the Board/Faculty Professional Development Committee:

Gord Inglis and Laurel Goodacre (Physical Education) Canadian Association for Health, Physical Education, Recreation and Dance Conference: Funding has been provided to allow Gord and Laurel to attend the 1996 CAHPERD Conference in preparation for hosting the 1997 joint CAHPERD/HPEC (Health and Physical Education Council) Conference at Red Deer College.

Paul Williams (College Preparatory) Central Alberta Applied Mathematics Network: This project will allow Paul to develop a network of educators to facilitate and experiment with the implementation and articulation of applied mathematics in Central Alberta. As part of this project, Paul will also train to become a Certified Applied Mathematics Trainer.

Paul Boulton has worked hard to produce each monthly issue of *Directions*. Please join me in thanking him for his invaluable contribution to our professional development. Thanks Paul and have a great leave.



THANK YOU

The Co-Editors of would like to thank the following people for contributing to *Directions* for 1995/96:

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Art Gagne
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Doug MacDormand
Arun Mishra
Donna Morrison
Caroline Rentz-Golub
Jamie Stewart
Glynis Wilson Boulton

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

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Jim Martens
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Darrel Morrow
Richard O'Brien
Jan Peterson
Caroline Rentz-Golub
Birk Sproxtion
Brian Stackhouse
Lantry Vaughan
Don Wales
Craig West
Glynis Wilson Boulton



ANNUAL DIRECTIONS EVALUATION

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

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

What would you like to see more or less of?

What topics would you like to see addressed next year?

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

Anything else you would like to add?

Please return this form to Paul Boulton's mail box 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 would 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 Paul Boulton's mail box by April 15.