1996 Faculty Professional Development Merit Award Winners!

Ken Hammer and Arun Mishra

IN THIS ISSUE

Directions

Ken Hammer

Ken has made many significant contributions to faculty and staff professional development at Red Deer College. Over the last two years some of the workshops and seminars include - Dealing with Attendance and Due Date Issues, Women and Leisure and The Four Cultures of the Academy. He has also been a presenter at conferences in Alberta and across North America.

Ken is deeply concerned about success, our success. In addition to committee work he co-wrote a column in "Directions" on student success. Ken expresses his commitment to the success of Red Deer College through his involvement in several special interest groups at the college, including Teaching and Learning, Women in Education and Issues in Higher Education. He is an ISW facilitator and facilitated in the Future Focus day event.

Ken has an infectious positive attitude and a willingness to take risks. He has just taken on a new role as a chairperson. Thank you Ken for your continued development, we all benefit.

Welcome Back!

Arun Mishra

Over the last few years Arun has made major contributions to faculty development at Red Deer College and has through his publications and presentations put Red Deer College on the map of engineering education.

Through research and experimentation with classroom experience, Arun has focused on the effects of major changes in technique. The result has been many exciting innovations which he has shared with us in workshops - Partnership in Learning, Journal Writing, Student Success Through Cooperative Learning, Metacognition, Fighting Mediocrity Through Group Work and Creating an Environment for Thinking.

Arun has taken a leadership role by being chair of the Teaching and Learning Special Interest Group and Writing a column in "Directions" on student success.

Through his research and writing Arun is constantly challenging himself to be a more effective teacher. I remember when Arun returned from his last sabbatical he was bubbling with enthusiasm and had more ideas than ten CD-ROMs. Keep on growing, thanks Arun for your valuable contributions.

1996 Faculty Development Merit Award

We'd like to hear from you, our readers, with comments and suggestions about how to make Directions an even better resource for your professional development. Please record your comments and suggestions below and return this form to Ray Allan or Kathy Pallister, via the Faculty mail system.

Teaching in the 21st Century

by Michael Flachmann, California State University-Bakersfield.

I learned some important lessons that may be of some interest to those of us that will be dragged kicking and screaming into the strange and wonderful world of 21st - century pedagogy. I'd like to advance the following six assertions, which I believe to be true about the process of good teaching. I hope they will be as valid in the 21st century as I think they are today.

The first truth has to do with *passion*. One of my professors at the University of Chicago, Norman Maclean (now well-known as the author of *A River Runs Through It*), was once asked to define "good teaching." He responded simply that "a good teacher is a strong person who cares deeply about a difficult topic."

Ironically, I think much of our graduate training and professional responsibility encourages us to adopt a façade of being aloof, impersonal, and scrupulously objective about our chosen fields. In short, we're so damned serious all the time. Let's not forget why we love Shakespeare or differential equations or 17th-century political history or whatever subjects we're spending our professional lives with. And let's not be afraid to share that passion with our students.

My second truth has to do with the power of *illusion*. Actors speak metaphorically about the "illusion of the first time": the necessity of providing each night's fresh audience with the sense that they are seeing the first performance of a production, a unique theatrical moment created especially for them. This concept ought to help us remember-particularly this of us who have taught the same classes for many years-that our students deserve the same important educational illusion

We too are actors, and our classrooms are stages. As we move into the 21st century-some of us more arthritically than others-we need to ensure that each sequential classful of students feel that we are explaining the mysteries of our craft. with a freshness and enthusiasm directed to them alone. We need to fight against the boredom and complacency inherent in our repetitive academic process.

My third truth is that good teaching is a *journey* rather than a *destination*. It's not like a subway stop where, once you are there, you can cease moving forward. Remember Woody Allen's great lines to Diane Keaton in *Annie Hall*: "A love affair is like a shark-it's got to keep moving to stay alive. What we've got on our hands here is a dead shark!"

We desperately need to keep from turning into dead sharks in our profession. You know the signs:

•a neurotic over-reliance on yellowed, dog-eared, ten-year-old lecture notes;

•a lack of butterflies in our tummies when we enter through our classroom doors;

•a compulsive tendency to detour around the scholarly periodicals section of the library; and most horrifying,

• and absolute inability to listen to one more student excuse involving a sick grandmother.

Inertia is an insidiously powerful negative force in teach-

ing-the urge to keep doing things the way we've done them for years. It's a bit like belonging to the pedagogical equivalent of Alcoholics Anonymous: there's always a poor teacher inside of us waiting to emerge. We have to resist the temptation to stay as we are, to rest at the bus stop, to be a dead shark.

Progress, Growth, Innovations

This metaphor of good teaching as a journey leads to **the fourth truth,** which concerns *technology*. Part of the process of moving ahead and growing as a good teacher involves the willingness to embrace a new technology in our fields.

In my primary area of Shakespeare, this includes the creative use of new computer programs, video performances and video conferencing, and newly sophisticated, computerized sleuthing through bibliographical data banks. I try to stay abreast of all these technological marvels in my classroom, but I must also confess that I am happiest and most productive as a teacher when the technology I'm using brings me closer to my students rather than setting up walls between us.

In the final analysis, what I teach best involves the way humans relate to other humans-on the page or the stage, and in the classroom. The further I get from that basic fact, the less successful I am as a professor.

My fifth truth concerns the *locus of knowledge*. Who "owns" the wisdom that we dispense in this university? Where does it exist? We need to find newer and more innovative ways to encourage our students to take possession of the knowledge that we impart.

I'm a little embarrassed to tell you that I used to want credit for having all the intelligent insights in my classroom. I worked hard to learn these facts. I'm smart. I secretly wanted my students to look at me with reverence.

I now believe that that the opposite effect should occur-that the oracle, the locus and ownership of knowledge, should reside in each student and that our principal goal as teachers must be to help our students discover the most important and enduring answers to life's problems within themselves. Only then can they truly possess the knowledge that we are paid to teach them.

My sixth and final truth about good teaching involves *sensitivity*. We need to continue our efforts to respond to students that are different from ourselves-ethnically, sexually, politically, and culturally.

We are not good teachers if we have only one forward gear, if we cannot adjust our sensitivity and our pedagogy to the many different students and their equally diverse learning styles that is our challenge, duty responsibility, and joyful privilege to initiate into the mysteries of our academic disciplines.

Ray asked this question from a random sample of faculty who were busily preparing for fall classes. Here are some of the responses.

Peter Craw(Chemistry):
Prepared new seminar manual with answers. Made revisions to course and read a Medical Biochemistry text in order to find medical applications of biochemistry. Reviewed a video disc for an organic chemistry text - lots of graphics.

Art Gagne (College Preparatory, Chemistry and Math):
Conducted research on the conference board of Canada employability skills. Researched the proper procedure to develop a DACUM.
Went to a series of talks of the philosophy of education and administration held at the University of Alberta. Reconstructed overheads and handouts for some P. D. seminars.

Birk Sproxton (English):
Prepared a new course for the B.A. program - Traditions in English Poetry.
Researched at the University of Manitoba and the University of Alberta in support of courses. Wrote a couple of book reviews and an article. Was an external examiner for a Ph.D. student at the University of Manitoba.

Cathy Michalenko (Nursing):
Attended an International Conference of Nursing Educators in Hamilton, Ontario. Participated in a two day seminar to practice problem based learning. Read three books on chaos theory. I am interested in how it relates to aging.
The books included - Frontiers of Complexity. The Search for Order in a Chaotic World, Chaos - Making a New Science, and The Holographic Mind.

Martin Kartzmark (Computer Systems Technology):
Developed software for correctional services staff scheduling. Not much time as I taught spring session.

James Martens (History):
Rewrote a conference paper for a journal. Did some course preparation for a new course in sports history. Went to NISOD conference in Austin, Texas. Did research on a book on the seven years war.

Warren Elgersma (Chemistry):
Went to a multimedia conference on Toronto. Checked out new molecular modeling software and slide viewer software, plus worked with Window 95.

Paul Williams (College Preparatory physics):
Conducted a special project on math network and applied math training in Waco, Texas. Put together materials for training sessions for applied math. These sessions are for high school teachers in central Alberta. Read three books on cooperative learning.

Bob Dussault (Rehabilitation Services):
I read - Exploring Our Sexuality, Surviving Schizophrenia, When Someone You Love Has a Mental Illness, The Helping Relationship, The Professional Councilor, Therapeutic Counseling and Psychotherapy, Focus Oriented Psychotherapy -- and more!

Keith Hansen (Phys Ed):
Went to the Olympic Games to watch volley ball and track and field. Also went to the U.S. Volley Ball National Championships in Los Angeles.

Lexie Loseth (TA Program):
Worked on distance courses - "It had to be done".

Darrel Morrow (Recreation Admin.):
Worked on completing my thesis. Also read a couple of books, Reclaiming Higher Ground - a humanistic view of work, and The history of Work in Canada.

Jim Glenn (Biology):
Reviewed new additions of general biology texts for first year courses. Read Morphology and Evolution of Vascular Plants for my new course. Worked at the Goldeye Centre as the residence plant expert during the county schools outdoor program.

infomaniacs
Internet Presence and Content

Message from the Animateur

Welcome back. As you can see from the responses to my question, " What did you do for professional development this summer?" faculty are very diverse in their activities and focus. Thinking of P.D.,I hope to continue to work with you to provide many developmental opportunities through our P.D. program. The extent of our collegial nature determine the success of our program. So let's talk about what's happening in your class-rooms/programs.

I'm pleased to announce the next and future issues of "Directions" will be co-edited by Kathy Pallister. If you have any articles or contributions for "Directions" don't hesitate to contact Kathy or myself.

With only a FEW CHANGES happening at RDC, let's make this an empowering and wonderful year.

Ray Allan

Assessing Student Outcomes

Performance Assessment Using the Dimensions of Learning Model

Performance assessment and learner-centred education come together in this latest extension of ASCD's Dimensions of Learning program. Dimensions of LEarning is an instructional framework based on the best of what research and theory say about learning.

Marzano, Pickering and McTighe explain how the Dimensions of Learning model relates to the new lifelong learning standards and content standards being developed in mathematics, science, and other subjects and include practical suggestions for assessing performance. They offer extensive examples of classroom tasks that help students achieve deep learning and promote active construction of knowledge, and suggest ways to score performance assessments and track achievement at the classroom, school and district levels.

For more information on how this book has been used, see Sue Townsend.

HOW TO WRITE GOOD

by Sally Bulford
(reprinted from the Canadian Association of Journalists listserv)

1. Avoid alliteration. Always.
2. Prepositions are not words to end sentences with.
3. Avoid cliches like the plague. (They're old hat.)
4. Employ the vernacular.
5. Eschew ampersands & abbreviations, etc.
6. Parenthetical remarks (however relevant) are unnecessary.
7. It is wrong to ever split an infinitive.
8. Contractions aren't necessary.
9. Foreign words and phrases are not apropos.
10. One should never generalize.
11. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quot-ations. Tell me what you know."
12. Comparisons are as bad as cliches.
13. Don't be redundant; don't use more words than necessary; it's highly superfluous.
14. Be more or less specific.
15. Understatement is always best.
16. One-word sentences? Eliminate.
17. Analogies in writing are like feathers on a snake.
18. The passive voice is to be avoided.
19. Go around the barn at high noon to avoid colloquialisms.
20. Even if a mixed metaphor sings, it should be derailed.
21. Who needs rhetorical questions?
22. Exaggeration is a billion times worse than understatement.

Deadlines!

Please remember the following deadlines for Professional Development activities for 1996/97:

October 1, 1996	Special Project Proposals (first intake)
	Study Leave proposals (first Intake)
	Travel Grant Proposals (first intake)
January 15, 1997	Sabbatical Proposals
March 1, 1997	In-House Visiting Faculty proposals
	Special project proposals (second intake)
	Study Leave proposals (secondIntake)
	Travel Grant Proposals (second intake)
June 1, 1997	Special project proposals (third intake)
	Travel Grant Proposals (third 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.

Conference Planner

October 7-8, 1996 (St. Louis, MO)
Developing a Comprehensive Faculty Evaluation System
Contact: Center for Educational Development and Assessment, P. O. Box 172314
Memphis, TN 38187 – 2314 Phone: 901-758-1627, Fax: 901-758-1091

November 7-9, 1996 (San Francisco, CA)
The Humanities at the Crossroads
Contact: San Diego Mesa College Humanities Institute, A-109 7250
Mesa College Dr., San Diego, CA 92111

November 13-16, 1996 (Phoenix, AZ)
12th Annual Conference on Information Technology
Contact: League for Innovation, 26522 La Alameda, Suite 370, Mission
Viejo, CA 92691 (714) 367-2884 Fax (714) 367 – 2885
(Ray has a coupon for a $50 discount!)

February 6-8, 1997 (Charleston, SC)
Writing Across the Curriculum
Contact: College of Charleston, Lightsey Conference Center, Charleston
SC 29424 – 0001 Phone: 803-953-5822 Fax: 803-953-1454

(Ray has registration information forms for some of these confer-

Call for proposals

Spring 1997 Lilly Conferences on College and University Teaching

Lilly - West, March 7-9, 1997
Proposal Due Date: October 7, 1996
Lilly - Atlantic, April 4-6, 1997
Proposal Due Date: October 7, 1996
Lilly - South, May 23-25, 1997
Proposal Due Date: December 13, 1996

For proposal forms and more information about the Lilly series of confer-
ences see Ray in the Faculty Resource Centre, local 3417 or 4056

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 nec-
essarily those of the Board/Faculty Professional Development Committee.

Co-editors:	Inquiries may be made to:
Ray Allan and	Editors, Red Deer College,
Kathy Pallister	Box 5005, Red Deer, Alberta,
	Canada, T4N 5H5.

infomaniacs

User friendly information services
5604-60 Street
Red Deer AB T4N 2P5
(403) 343-7461 rgilgan@agt.net

Web sites you won't want to miss!

Your Best Informant Online
"This is a student-developed service for all users of the Internet. It allows
you to enter keywords to describe subjects you're interested in and keep up
to date with new Web sites covering the subject. The Informant runs a Lycos
search using the words you specified and then saves the results. At a later
time, it runs the same search and if any new Web sites are found, it informs
you by e-mail. The message will point you to a customized page that con-
tains links to all of the new sites."

http://informant.dartmouth.edu/

BOOKWIRE
http://www.bookwire.com/

WORD
http://www.word.com/index.html

INTERNET SELF-TEACHING GUIDES AND TUTORIALS
http://www.loc.gov/global/internet/tutorial.html

PAML - Publically Accessible Mailing Lists
http://www.neosoft.com/internet/paml/index-contacts.html

MailingList Search Engine
(seaches List of Lists)
http://catalog.com/vivian/interest-group-search.html

Mailing ListGuide
Very complete online instructions and aids
http://www.webcom.com/impulse/list.html

Angry about something?
http://www.angry.org
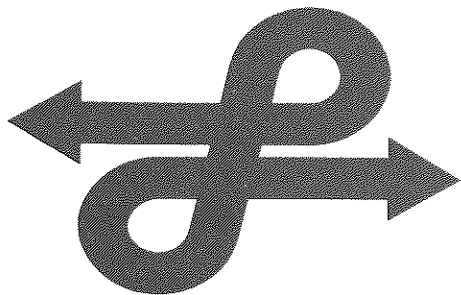
Got an interesting Internet source you'd like to share? Send your
favourite URL and a brief description of its interest to readers of
Directions and I'll include it in the next issue. Send your information
and comments to rgilgan@agt.net

Meet the New Faculty

Directions editors decided to find out more about the new probationary faculty who have come on stream this fall. For the next few additions of "Directions" we will reveal their work and passions for you.

Liming Dai

Liming is teaching mathematics and Computing Science. He has some previous teaching experience at University of Calgary and Mount Royal. He completed a Ph.D. in Engineering in 1995.

Liming is looking forward to concentrating on teaching and developing teaching techniques. To this end he plans to focus on ways to improve student satisfaction.

Liming is attracted to teaching at a college because it plays a vital role in the process of education which provides a rich resource for Canada, an educated populace.

Dianne Rasmussen

Dianne teaches in the Rehabilitation Services Program. Previously she worked in the laboratory for the Defense Research Board, in the jungles of Papua New Guinea as a science teacher, and in the field of rehabilitation with Alberta Family and Social Services as a staff development instructor. Most recently Dianne was a behavior outreach psychologist.

Her position at RDC gives her an opportunity to convey her learning in the field to students at the beginning of their careers.

Dianne's professional development goals include "improving my instructional skill, and remain current in new developments in the field.- The urge to attain a Ph.D. has long been percolating".

Keith Hansen

Keith teaches in the Kinesiology Department. His experience includes four years as Technical Director of Alberta Volleyball, and part-time Assistant Coach for Team Canada Volleyball. Keith hopes to learn more about coaching so he can keep RDC volleyball on top. "I will also stay involved in international volleyball and would love to coach Canada at the World Student Games". With an eye to his future Keith would like to get involved in senior administration at RDC.

When asked what attracted him to a teaching career Keith responded, "I've always known I would be a teacher. Having the opportunity to work within the area of elite athletics and academics as a student made me realize that I wanted to make this area my career. It is such a wonderful feeling to look forward to going to work each day !! ".

Message from your Animateur

Yes, we are on our way to becoming one great seething digital organism. It gives a new context to being wired or weird, no it's wired which will be weird!! There has been a big response to the P.D. Committee's initiative to develop some additional skilled faculty in this wired, weird world. I am hoping that a number of workshops to assist us in our wired development will evolve from this investment.

Typing about investments, I bought the reprint rights to "Teaching Excellence" so each edition of Directions will have a reprint for you to browse. Stay wired, your weird Animateur.

Ray Allan
Faculty Development Animateur (ex-officio)

Pam Clarke
Access & Student Development

Dave Cooper
College & Business Development

Maureen Girvan
Education Programs & Learning Effectiveness

Don Haldane
Administrative Representative

Jim McCloy
College & Business Development

Lynne Mulder
Administrative Representative

Kevin Piers
Health & Science

Elizabeth Radian
Arts

Florence Rickards
Administrative Representative (ex-officio)

Call for proposals

Spring 1997 Lilly Conferences on College and University Teaching

Lilly - West, March 7-9, 1997
Proposal Due Date: October 7, 1996
Lilly - Atlantic, April 4-6, 1997
Proposal Due Date: October 7, 1996
Lilly - South, May 23-25, 1997
Proposal Due Date: December 13, 1996

NEXT WEEK!

For proposal forms and more information about the Lilly series of conferences see Ray in the Faculty Resource Centre, local 3417 or 4056

TRAVEL GRANTS

Ever wonder where all the money for travel grants goes? Each year, several RDC Faculty receive travel grants to help fund their attendance at events such as academic conferences. Here's a sample of where the money went recently:

Syed Ahmed (Economics) attended the SWFAD conference in San Antonio, Texas, this March. There, he presented two papers and served as a discussant for another paper. Syed commented that attending the conference provided him with the opportunity to increase his confidence for teaching courses in the fields of trade and money banking.

Anne Price (Communications) co-presented a paper with Jim Martens at the Popular Culture Conference in Las Vegas this March. Titled "I'm Not Alright, Jack," their paper deals with issues of class in post World-War II England. Anne found the conference benefited her research through the very positive feedback she received. However, she also mentioned that the experience "reminded me how touch it is to present to one's peers."

Jim Martens (History) also attended the Popular Culture Conference in Las Vegas, Co-presenting with Anne Price. In preparing and presenting the paper, they developed a theory of class relations in post World-War II England. As well, attending the conference benefited him in his teaching by exposing him to new ideas to incorporate into his classes. Jim also found the experience helped him develop a strong sense of cooperative learning. He heartily recommends this conference, and he's returning this year with another paper using the same theory. He says the conference is "good because it deals with a variety of themes from varied perspectives."

Kathy Pallister (Communications) accompanied the Martens/Price entourage to the Popular Culture Conference in Las Vegas. She presented a paper on self improvement programs that proselytize through infommericals. Attending the conference sparked interest in a new research area, detective fiction, which will be the subject of her paper at this year's conference. As well, the experience reinforced her commitment to using popular culture as a learning tool in the classroom.

Elizabeth Radian (Social Work) travelled to the Learneds Conference in St. Catherines, Ontario, this summer. There, she presented her preliminary Ph. D. research on Guiding Paradigms in Canadian Social Work Education. She later shared the information from the conference with her classes. In addition, she mentioned that the conference gave her an opportunity to receive feedback on her work. As well, she had the opportunity to network with other educators, highlighting RDC's profile in the discipline area. Elizabeth stressed the benefits of this type of opportunity. As she said, "it represents a valuable opportunity, promoting the cross-fertilization of ideas and teaching strategies."

Torben Andersen (Economics) participated as a discussant at two sessions of the Conference of the Western

Creating Computer Based Teaching Resources
An everyday tale of web authoring folk
Sally and Nigel Stuart

The Problem

Changes in the Nursing curriculum resulted in the elimination of laboratories from the first year anatomy course. This project grew out of the desire to make material in the labs readily available to students to help mitigate this loss. The first question most people ask is "Doesn't this material already exist?" As far as we can tell, the answer is "no". As far as material on the web, CD-ROMs exist that contain some slide material, but they are not ideal and not cheap.

Choosing the Solution

The initial target was to make microscope slides of tissues available through the computer. However, we were more ambitious and wanted to see more interactivity, movement and possibly three dimensional features and simulations. At the start of the project, it was not clear whether the web could deliver everything that we might wish for, or whether one should go with a multimedia authoring product such as PowerPoint and distribute the resource on discs. We decided to start with the web route, and solutions have come along that will enable all our multimedia wishes to be fulfilled:

The Process

Constructing the web material ("Tissue Workshop") first involved putting the images from slides into the computer. This, of course, was the real work of the project. The major time consumer was getting the best possible image in the microscope viewfinder - choosing slides, choosing views within slides and adjusting the microscope. Next came digitizing the image. The microscope used had a video camera attached. The signal was fed to a device called a "Snappy", which converts the analogue T.V. signal into a digital image stored on the computer's disk.

The images could be improved quite a bit by playing with image processing software that was supplied with Snappy. This let us sharpen images, adjust colour etc. to bring out the features that are of most interest.

There are a large number of different file formats that can be used for storing images. Initial experiments with the BMP format used by most windows programs meant that a single image could use over 900k of disc space. That would mean that a floppy disk could only hold one image.

However, for working with the web, two image formats are widely used. GIF files are used for diagrams, and JPEG files are used for photographic images.

JPEG allows for 'data compression'. We found that our images compressed at 50% would shrink to about 23k with no noticeable loss in quality.

In other words we could now put more than 50 images on a floppy disc. Shrinking the image file like this has two advantages: First, it saves disc space and makes the final product more portable. More important, however, is that it make images download over the web faster.

The next major step involved creating the web page. The web page, (www.rdc.ab.ca/bio/sal/sal.htm) consists of the JPEG image files described above and text files created with the simple Microsoft editor that comes free with Windows. These text files contain 'tags" message to the browser described by the Hyper Text Mark-up Language.

These are very simple, easy to learn and you need very few of them. For example,if you want the text "Sally Stuart's Home Page" to appear as a large (level 1) heading you enclose in tags: <h1>Sally   Stuart's   Home Page</h1>

The tags we used created headings, linked in the images, created clickable text so that you can jump around the document or to other places on the web, and performed minor layout functions.

We have, at this stage, purposefully avoided using advanced features that might not be supported by some browsers (the programs used to view web pages).

The final chore for this phase of the project is to publicize it outside of RDC. This means e-mailing individuals who maintain web pages that contain hotlists to this sort of thing. If you go to the trouble of creating web material, you may as well let others know that it is there.

It should be noted that though the tissue workshop is up and running over the web, there is no reason why a student should not have a copy on disc if they do not have web access but do have a computer.

Future directions

Web content can readily be divided into steak and sizzle. Clearly it is important to create worthwhile material rather than go for novel features for their own sake. However, technology is providing us with ways to make learning material interactive and we are keen to explore the use of the Java language doing this.

Workshop(s) to follow.

We will shortly be giving a 25 minute workshop showing how to capture images and put them in your own web pages. If there is interest we will give a further workshop just on creating web pages as reference material (i.e. creating HTML files using the MS DOS editor).

SeminaLearning

There's a spawning stream outside

Where the Kokanee come to spawn

And the male does a delicate dance,

Exciting the female to release her eggs,

Fertilized at just the right time

To create new life and regeneration.

So it is with teaching - a delicate dance

Of the learner and "to be learned"

- A blend of art, skill, and timing

To create new life and learning

And take a bit of you

Into the future.

Tom Gwin
Great Teaching Seminar
Naramata '96

Economic Association International in San Francisco this summer. The session on Andrew Hanssen's paper, "Discrimination and the Firm: A study of major league Baseball," proved particularly valuable. He commented that "It turned out that this paper and another of Professor Hanssen's projects overlaps with some of my dissertation research—so we had some very interesting discussions that could result in some ongoing collaboration." As well as using material from the conference in his classroom lectures, Torben found the experience showed him how different presentation styles about economics may be more or less effective.

Ray Allan (Biology) presented a poster at the Lilly West Conference on College Teaching this March. This opportunity provided exposure to various ideas about teaching, such as the idea of concept mapping which Ray used to create his poster. Ray said he benefited greatly from the conference, saying that "Through discussion with many participants, I felt reinforced that what I attempt to do in the classroom is worthwhile and will benefit student learning." He recommends these conferences to anyone who is interested in improving and expanding her teaching experience.

LEAP Fund Opportunity
for Red Deer College Faculty and Staff

All full time faculty and staff are invited to submit LEAP fund proposals for individual and group projects which focus on the research, development or implementation of innovative approaches to learning. The LEAP Fund of $100,000 was established last year to promote innovation in student support and the teaching/learning process. Application forms and assistance in the preparation of the proposals are available from Cliff Soper, Director of the Learning Innovation and Teaching Excellence Centre..

Proposals are to be directed to L. Mulder, Vice President Education, by October 31, 1996.

Focus on Creative Learning Innovations (such as but not limited to):
• alternate delivery of a course or program (CD-ROM, Internet)
• support systems for students engaged in alternate/electronic/ distance delivery
• research and market analysis for off-campus delivery
• approaches to improve the quality of the learning environment at RDC

Selection Criteria:

• integrates technology into the learning environment
• improves accessibility/responsiveness of RDC
• results in actual product development
• supports college strategic direction

Funding:

• workload release time, pay per proposal contract
• operational expenses
• product expenses

Proposals due October 31, 1996. Submit to Lynne Mulder, Vice President Education, Room 1000B, Red Deer College. For more info, call 342-3433

Conference on Information Technology

At least ten lucky people from RDC will be attending the upcoming Conference on Information Technology, courtesy of the recent PD Committee lottery. Other faculty will also attend, using their personal PD allotment.

The conference, held in (sunny) Phoenix, Arizona, from November 13 to 16, focuses on how colleges like RDC can use technology to function more effectively.

Through a series of workshops, sessions, and forums, the conference will address issues in the areas of:

   ❱ Access and the "At-Risk" Student
   ❱ Applying Technology to Teaching and Learning
   ❱ Distance Learning
   ❱ The Internet
   ❱ Managing Technology and Change
   ❱ Multimedia Production and Development
   ❱ Model Programs and Partnerships
   ❱ Networking and Communications
   ❱ Vendor Solutions and Demonstrations

The conference provides a unique learning opportunity which would benefit anyone who attended. If your name wasn't drawn, consider using your personal PD allotment to join those lucky few.

As well, the group from RDC will certainly return from Phoenix with excellent ideas in technology innovations, in addition to their suntans.

Watch for articles about the conference in future issues of Directions.

❱   ❱   ❱   ❱   ❱   ❱   ❱   ❱

Conference Planner

OCTOBER 31 - NOVEMBER 3, 1996 (Memphis, TN)
Association for the Study of Higher Education (ASHE)
Annual Conference. Contact: Billie Jones, ASHE Office,
409-845-0393,
409-862-4347 fax, bjones@acs.tamu.edu

NOVEMBER 10-12, 1996 (Monterey, CA)
Council on International Educational Exchange Annual
Conference.
Contact: Andrew Young, Council on International
Educational Exchange, 205 East 42 Street, New York, NY
10017-5706, 202-822-2686, 212-822-2699 fax,
ayoung@ciee.org

NOVEMBER 21-22, 1996 (Ottawa, ON)
Association of Universities and Colleges in Canada (AUCC)
Contact: Karen McBride, Manager, Policy and Liaison,
International Relations and Programs, AUCC 350 Albert
St., Suite 600, Ottawa, ON, K1R 1B1, 613-563-1236 x 252,
613-563-9745 fax, kmcbride@aucc.ca

DECEMBER 6, 1996 (Vancouver, BC)
Brain-Based Learning Workshop.
Contact: Bob Aitken, Program Development and Staff
Training, Vancouver Community College, 604-871-7510,
604-871-7511 fax.

Active Learning Beyond the Classroom

Edward Neal, PhD
Center for Teaching and Learning
University of North Carolina at Chapel Hill

Attending class is akin to regular religious observance: The ritual or sermon is less important for what it teaches directly than for its motivational impact on what believers do between services.

Lowman, 1984, p. 165.

Even carrying a full course load, students spend a relatively small proportion of each week in class, typically about 15 hours, and research has shown that most undergraduates spend only a few hours a week studying outside of class. How do they occupy their time? According to a national survey of college students (Boyer, 1987), almost 30 percent of full-time students work 21 or more hours a week; 31 percent spend over 10 hours a week in informal conversations with other students; 33 percent watch television more than seven hours a week; 38 percent spend between three and 10 hours in leisure reading; and 47 percent participate in some type of organized student activity, consuming another three to 10 hours a week.

Clearly, students find many more interesting things to do on a college campus than coursework, but perhaps the question we should ask is whether the out-of-class work we require of our students is interesting enough (and sufficiently rewarding) to compete with non-academic activities. Our goal should be to devise out-of-class assignments that promote collaboration and active involvement in learning so that students can find their academic work at least as interesting as late-night bull sessions in the dorms. Four discrete approaches to the problem are offered below, but combining two or more of these strategies can multiply their effectiveness.

Study Groups

Research has consistently shown the effectiveness of peer teaching and group work for enhancing learning, but spontaneous student collaboration is rare. Undergraduates rarely organize study groups on their own, even if teachers encourage the practice, so it is usually necessary to make study groups a course requirement if we expect students to form them. Students will need help in setting up their groups and advice about the best procedures to follow in order to maximize the benefits of group study. You can provide guidelines for the groups in the course syllabus and offer to help solve problems when they arise. Typical guidelines might include the following:

- Meet at the same time and place every week.

- Combine class notes into a set of master notes, discuss the key ideas in each lecture, and highlight these ideas in the master notes to aid individual review.

- Take turns asking each other questions about the assignments, making sure everyone has a chance to ask and answer questions.

Journals and Diaries

Students often view term papers, essays, and book reports as make-work exercises rather than integral parts of the course, which helps explain why their products are often poorly-researched and hastily composed. Written assignments that involve students' imagination and reflect course goals in significant ways can increase their interest in doing a better job, and many teachers have achieved this outcome by requiring journals or diaries. Students are asked to record their reflections on the course, write about material that confuses them, and describe new insights or discoveries about the subject matter. Journal writing helps students think more cogently about the course and their own learning; they become actively involved in the process of learning and develop a better understanding of how they learn. A teacher can choose to make a the journal a basic course requirement rather than a graded assignment, but journals that show little thought or work should be returned for rewriting until they are acceptable. Student journals have been

used successfully in courses across the curriculum: history, business administration, physics, math, history, and sociology. Student journals in mathematics courses reduce math anxiety and improve performance on exams. Math students who express their difficulties in writing are able to understand and solve problems they could not solve before (Griffin, 1982).

Experiential Learning

A number of authorities have begun to question the reliance on the classroom, lab, and library as the only proper environments for learning. Many teachers have decided that, since the world cannot be brought into the classroom, students need to be sent into the world. They have integrated experiential activities into their courses by offering internships and community-based activities as options for learning. For instance, a professor at the University of North Carolina who teaches a course that deals with race, poverty, and politics arranges with local social welfare agencies and community service organizations to place his students in volunteer positions. In reflection sessions, students discuss the ways their experiences relate to the course (Murphy and Jenks, 1981). To be pedagogically effective, experiences must be carefully tied to the course and made the subject of some academic analysis or reflection. Help is available from the National Society for Experiential Education (NSEE), an organization that supports publications and conferences on experiential learning, at 3509 Haworth Drive, Suite 207, Raleigh, NC, 27609-7229.

Student Research

Most undergraduates never have an opportunity to engage in the kind of research that their professors practice. Often they are given assignments that insulate them from contact with the complexities and confusions of the research world, and also keeps them from experiencing the joy and pride of discovery. Professors in the social sciences might structure their courses entirely around research projects in which students are required to develop hypotheses, gather and analyze data, and report their findings. Although

the level of research would not be as sophisticated as that performed by the faculty, it would be sufficiently complex to give students a taste of the real thing. Similar assignments are possible in the natural sciences as well. For example, student lab groups can be given the task of designing lab experiments rather than simply repeating pre-structured exercises. These changes not only require the development of new course plans, they imply a refocusing of the course outcomes, which may be difficult without curriculum reform. However, seeking ways to incorporate any research experience into our courses will bear fruit.

Combining Strategies

Innovative combinations of these four strategies — study groups, journals, experiential learning, and student research — are easy to imagine. For example, a teacher could require a journal as a way for students to reflect and report on an experiential learning assignment (or a research project). Study groups can be focused on a group research project or used for reflection sessions to process activities in experiential learning. Experiential assignments in the community might also be combined with research projects, with the added benefit that the research results could have real-world impact. In each case, these strategies will help students appreciate the connections between life inside and outside of the classroom while making coursework more stimulating and fun.

References

Boyer, E. L. (1987). *College: The undergraduate experience in America.* New York: Harper & Row.

Griffin, C. W. (Ed.). (1982). *Teaching writing in all disciplines.* New Directions for Teaching and Learning, No. 12. San Francisco: Jossey-Bass.

Lowman, J. (1984). *Mastering the techniques of teaching.* San Francisco: Jossey-Bass.

Murphy, C. & Jenks, L. , (Eds.). (1981). *Integrating the community and the classroom: A sampler of postsecondary courses.* Washington, DC: National Society for Internships and Experiential Education.

Ed Neal is Director of Faculty Development, Center for Teaching and Learning, at the University of North Carolina at Chapel Hill, and editor of To Improve the Academy, 1995. He can be reached at the Center for Teaching and Learning, Campus Box #3470, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3470, (919) 966-1289 , FAX 962-1593, ed_neal@unc.edu.
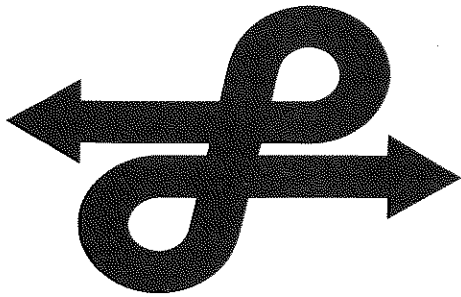
DIRECTIONS

Redoubtable rookies

Shaun Lovell

Shaun is a new instructor in the Locksmith Apprenticeship Program. His work primarily involves development, writing and illustrating the CBAT modules for the program. Shaun is looking for opportunities to become a better writer and to keep up to date in the fields of physical security and education. He is interested in the process of distance delivery. Shaun gets great satisfaction from teaching others and is excited to be working in this new program.

Nancy Batty

A probationary position in English gives Nancy a chance to focus on teaching and areas of research that can help meet her students' needs. Nancy's professional development goals include attending conferences where she can share ideas with colleagues. She will continue to attend sessions at RDC and encourages others to take advantage of our resources!

Tracey Henselwood

Before coming to RDC Tracey was completing a masters degree at the University of Calgary. Tracey is excited to be working on improving her teaching skills. To this end she plans to attend a conference on science teaching and read books on teaching strategies and adult education. (Some selection is available in the Faculty Resource center !) Tracey realizes the value of peer and student feedback as a source of learning and an opportunity for development. She has always enjoyed learning and hopes her enthusiasm will be contagious.

Doug MacDormand

Although Doug is not new to the college he views his probationary position as a wonderful opportunity to develop courses and contribute to the college. He is completing an MBA. This goal has consumed much of his professional development time. As Doug teaches statistics and computing in the business department he is always on the lookout to score some new software. He is also constantly involved in increasing his computing skills. The joy of teaching for Doug is watching students 'get it'.

MESSAGE FROM THE ANIMATEUR

Interactive, that's the word. Kathy and I are trying to encourage interactivity (there is no such word in a Mac)! If you wish to respond to any of the issues and articles printed in Directions, we would be delighted to publish them. This edition includes an article from the November 1996 edition of The Teaching Professor. This article is encouraging the readers to respond. Also Kathy's article on "participation" is asking for your input. It does not need to be long, just provocative!

Tutoring: The Block Parent Way   An alternative approach

How can we offer help to hundreds of our math students if the Math Centers are staffed with only one or two qualified instructors? Students who are receiving failing grades need help urgently. If a student needs help now - any delay would add on to his or her misery. Such a student if not helped in time may lose interest in the program. That is often the case why our students can not catch up with the course work or drop the course suddenly. This problem is more frequent with the math than with other subjects.

What is Tutoring: The Block Parent Way ? It is more like the service we provide to our young school children who can knock on to a door in the neighborhood that displays a Block Parent sign when they are confronted with a danger on way to school or home. The block parents take pride in safe guarding school children; their services are offered at no cost to the community and so police help is minimized. Like wise, 1 am suggesting that instructors who wish to offer block services to the college students on volunteer bases should become Block Members of the Math Center. Any instructor who offers his/her services in this manner may display a sign:

Member - Math Center and post his/her office hours and other pertinent information at office location. Students who see this sign can drop in for obtaining help in area(s) of the members' specialization or levels indicated.

If a student needs help now - any delay would add on to his or her misery

The members of the math center are thus able to reach out to a larger class of students in a timely manner helping each other's students. The advantages of the block tutoring are numerous. The member's college time will become more cost effective. Students' waiting time shall be minimized, and the late appointments will often be eliminated. Moreover, the students will benefit from the experience and teaching styles of new members and get to know them as well. Also the math center instead of being located in one area will now find its presence among the instructors. Instructors who become members of the math center must, however, adhere to a certain code of ethics for smooth functioning.

The Block Tutoring is an ideal concept for present times because we are faced with the budget restraints. It is needed more than ever before since the number of students who need tutoring in mathematics keeps on increasing. Instructors who offer block services to the Math Center will derive a greater degree of satisfaction with the gob. And it is hoped that their institutions will also find some ways to reward worthy members.

Dr. Ved Madan, Applied Science Department, Red Deer College, Alberta, Canada T4N 5H5.

HOW TO INCREASE PARTICIPATION:

"So, any questions or comments? Anyone? Anyone." Silence falls.   Papers shuffle.   Eyes cast downwards.   Watches tick. "Anyone?"

In theory, classroom participation motivates students to learn, encourages active involvement with course material, and makes the classroom "Busy, Noisy, and Powerfully Effective" (as Idahlynn Karre would say). In practice, participation can bring an otherwise smooth lecture to an abrupt halt because it's an aspect of teaching that often slips beyond an instructor's control.

However, we can enhance and increase student participation, and make the process easier for ourselves and our students. The suggestions provided below can help a newer instructor begin to implement participation. As well, the suggestions may refresh and reinforce an experienced instructor who already uses participation effectively. All of the suggestions come from articles available in the Faculty Resource Center in the "Participation" folder in the file cabinet.

Encourage your students to "take a stand" and actively position themselves to display their standpoint on an issue brought up in a reading or discussion. Have students who believe strongly in an issue stand, and those who feel strongly against the issue remain seated. Then, encourage students to further emphasize their opinion by standing on chairs and desks, by sitting on the floor, or by moving themselves closer to other students with the same "standpoints." This exercise can work well in a variety of subjects, as long as some opportunity for opinion exists (Chandonia, 1991).

Make students feel like individuals, and get to know them by name. Use a Polaroid camera at the beginning of the term to help learn students' names. If students feel like individuals, they will more willingly express themselves and their individual thoughts and opinions (Adams, 1991).

Ask discussion questions, not questions with "right" answers. Students won't risk giving a wrong answer, so if they know you aren't looking for one particular comment, they'll more willingly participate (Adams, 1991).

Reward students who do participate. Acknowledge responses by paraphrasing, praising, and writing comments on the board. Draw other students in by asking them to respond to previous student comments (Adams, 1991).

Kuhn (1988) comments on research on student participation apprehension, noting that one of two students feel communication apprehension.

Cont'd on p. 3

So, that's what the "experts" say. We'd like to know what the local experts have to say. Join us in cyberspace and help us prepare an interactive article on participation for a future issue of Directions. Just email your comments, suggestions, and questions to Kathy Pallister at FLASH::KPALLISTER by Friday, November 22. (You could also try the more traditional "note in the mailbox" method to convey your ideas.) Then, watch for this upcoming interactive article.

Teaching is wonderfully fulfilling fun.
Teaching is frustrating, fearsome and baffling.
Teaching is what I do when I'm not doing my research.
Teaching is what I do when I'm not doing my real job.
Teaching is all these things and more, or less.

These lines open Champagne's book, emphasizing how the experience of teaching can range from exhilaration ennui . Champagne focuses throughout the book on how good teaching follows learning: teachers need to learn how to teach effectively. Yet often college teachers don't have this luxury. As Champagne says: "after we take our first college or university job, someone gives us a room assignment, points us to it and wishes us good luck. Sometimes, they omit the good luck part of this preparation. Or the secretary gives us a key and tells us where the mailbox is." Champagne's book helps to fill this gap, providing a broad variety of instruction on teaching, balanced with specific ideas to increase teaching effectiveness.

The range of topics covered in this fifteen chapter book offers something to all different types of teachers, with all different levels of experience. Following are the most practical hints I found when reading the text:

Chapter 2 on "What is teaching?" explains the rationale and background for the teaching profession. This chapter would be especially helpful for those instructors writing evaluations on their progress.

As discussed in Chapter 7, "Planning Your Course" involves more than the process of meeting curriculum objectives. This chapter suggests we need to examine students' assumptions about our course, our own assumptions, and the outcomes we would like for our students when we plan our courses.

The information in Chapter 8 discusses ways to get students to read assigned materials. It suggests that students will be more likely to read if they know why they are reading. As well, basing classroom activities to build upon (not simply repeat) the readings and publicly rewarding those who do the readings will help motivate students.

Chapter 9 on instruction suggests we audio or videotape one lecture per year in order to more objectively assess your own lecture style and identify points for improvement.

Chapter 12 on Evaluation points out the trio of purposes for evaluation: to assess your teaching, to help students assess their progress, and as a means to assess formal grades. This chapter concludes with Champagne's "concluding heresy about evaluation" where he explains that he no longer gives tests, evaluating students instead on projects, journals, papers and self-evaluation.

Chapter 13 suggests special issues for women professors. Female professors may feel extra pressure to be role models and may overextend themselves in teaching, publishing and committee service. Champagne reminds to "do your job and not two others" and not to let the perceived role as "defender of the faith" detract from the actual purpose of the job.

The Appendices include suggestions on text/material selection, a learning styles survey based on Jungian psychology ,and a miscellaneous "Appendix for the Curious."

To read more about any of these subjects, check out the book in the Faculty Resource Center.

Participation

She suggests instructors **allow adequate time for responses** and show personal interest in the subject. AS well, she suggests instructors remove themselves from the situation, perhaps by breaking classes down into small groups for students-only discussions.

Have students teach the material themselves. The day before, assign small segments of the material to individual students, and ask them to give brief presentations or lectures on the material (Everest, 1990).
Even if you try all of the following tips, some students will still have considerable difficulty with actual classroom discussion, so you can **implement participation in "non-spoken" ways** as well. Fedorchuck (1991) suggests the following:
Have students write critiques of other students papers or presentations.
Have students bring in cartoons, quotes, newspaper articles, and other material that relates to class material.
Have each student submit a notecard with prewritten questions and comments.
For the bibliography of this article. see the 'Participation' folder in the filing cabinet, in the Faculty Resource Center.

Recognition of Students
Dean's Honour Roll

The Academic Policies Committee and Academic Council have approved a new level of recognition for students, and we ask your assistance in publicizing this to the college community. We have asked our student representative, Nadine Arendt, to ensure this information is also publicized in the student newspaper, the Bricklayer.
As you are aware, there is currently a President's Honour Roll which recognizes students who have achieved a cumulative grade point average of 3.50 or higher with a minimum of 30 credit hours in the Fall and Winter terms of any one academic year. We have now implemented a Dean's Honour Roll which will recognize students who achieve a grade point average of 3.50 or higher with a minimum of nine credits per term. We have asked Deans to send a congratulatory letter to those students who have achieved this level; however, individual Deans may determine another suitable form of recognition.

Publications, Recent and Forthcoming

submitted by David J. Baugh
"A Two-way Senate for Canada," Policy Options, Institute for Research on Public Policy, Vol. 17. No. 3. April 1996.
Review of Thomas M. Lennon, ' The Battle of the Gods and Giants. The Legacies of Descartes and Gassendi, 1655-1715', in History of Political Thought, Vol. XVII. No. 1. Spring 1996.

The expanding role of technology in higher education confronts us everywhere on campus. But often it seems as though the nexus of change swirls around our classrooms and what technology can or should do for
the teaching-learning enterprise.

As technology continues what sometimes feels like an invincible march to conquer all, the discussion of its role must grow larger, even if it transforms into a rancorous and contentious debate. Too much is at stake to let the future unfold as it will or to let it be driven by those with impressive wares to sell or by those with
ancillary instructional roles.

This ought to be a debate about student learning -and who better than faculty to lead the offense or play defense? Their instructional experiences, knowledge of
students, and intimate understanding of content should add intellectual muscle to the discussion of technology -- what, when, and why.

And although much has already been said by various higher education constituencies, not nearly all (or could one boldly assert "not any"?) of the important questions have been answered or issues settled. And the time to be talking is now.

Continuing our tradition of offering our readers the opportunity to weigh in on important topics, we propose a thoughtful exchange of faculty ideas, insights,
concerns, experiences, and questions about the role of technology in the teaching-learning enterprise.

It was Sandy Middleton at the University of Guelph (Ontario), a long-time TP reader and regular contributor, who proposed that we do a forum on the "effective use of instructional technology." He worried that the topic might be too big.

We agree. We propose to focus the exchange by raising six questions. Some of these are versions of the ones Middleton proposed, but the bulk of them are adapted from a set of questions that appear

in an article aptly titled, "The Emperor's New Computer: A Critical Look at Our Appetite for Computer Technology,"
by David Pepi and Geoffrey Scheurman (Journal of Teacher Education, May-June 1996).

We invite you to address as many of the questions as you like, but to write in response to the questions rather than on the topic generally. Judging from what you have told us about previous forum exchanges, the value is in the wide range of opinions and ideas we can include.

This ought to be a debate about student learning

Given our space limitations, this means we are interested in carefully crafted, insightful paragraphs, not pages. Sometimes less means more.

The six questions:
1. Just what do computers offer that those of us involved in teaching college students really need?
2. Is technology an effective catalyst for educational reform?
3. Does instructional technology promote critical thinking?
4. Does the use of instructional technology promote collaborative and cooperative learning among students?
5. Does technology change the fundamental dynamics of the teacher-student relationship? If so, how do they change?
6. Is technology appropriate to all disciplines, to all students, at all kinds of institutions, and for all faculty?

Respond by the middle of February and we'll publish a collection of material before the end of the school year. Use the email or postal addresses of the editor,
listed on the second page. Tp

Conference Planner

January 11-14, 1997 (San Diego, CA)
The Learning Paradigm
Contact: Palomar College, Office of Media, Business & Community Services, 1140 W. Mission Rd., San Marcos, CA 92069, 619-744-1150 x 2154, 619-591-9108 fax, learncon@palmar.edu

January 4-7, 1997 (Fort Worth, TX)
Women in Higher Education Annual International Conference
Contact: Nancy Wacker, Conference Coordinator, Professional & Continuing Education, The University of Texas at El Paso, 500 West University, El Paso, TX 79968-0602, 915-747-5538 fax.

February 12-15, 1997 (Reno, NV)
The Chair Academy Annual International Conference.
Contact: The Chair Academy, 145 North Centennial Way, Mesa, AZ 85201,
604-461-6270, 604-461-6275 fax, chair@mc.maricopa.edu

February 14-15, 1997 (SeaTac, WA)
Washington Center Annual Conference,
Teaching and learning in the information age
Contact: Jeanine Elliott, 360-866-6000 x 6609
elliottj@elwha.evergreen.edu

Call for Papers and Workshops

July 21-24, 1997 (Rio de Janeiro, Brazil)

22nd International Conference on Improving University Learning and Teaching
Theme of Conference: Technology in Learning and teaching.

CHRISTMAS PROFESSIONAL DEVELOPMENT CONFERENCE

Theme : "Alternatives"

Date: Tuesday, December 17, 1996

Reserve this day for your Professional Development
Conference Topics will include:

Alternative marking strategies, Problem based learning, using the www in teaching and learning, discovering your shadow, use of media in the classroom.
                    AND MORE

Never in a Class by Themselves:

An Examination of Behaviors Affecting the

Student-Professor Relationship

David J. Walsh & Mary Jo Maffei
Management, Miami University

Teaching involves a good deal more than "just" mastering content, designing sound courses, learning techniques of instruction, and polishing presentation skills. There is a pervasive and profound social dimension to the craft of teaching. Teaching necessarily entails a relationship between faculty and students. The quality of that relationship may go a long way toward determining the outcomes of teachers' efforts. It does not require elaborate theorizing to anticipate a link between the quality of the student professor relationship and the ratings given professors on student evaluations. If students like, respect, and trust a professor, we would expect them to be disposed toward a more favorable evaluation of that professor.

Career survival is one thing, but what about the primary goal of teaching: promoting student learning? There are a variety of theoretical grounds for suspecting that a more positive student-professor relationship will lead to increased learning. Insofar as motivation plays a critical role in learning by initiating, channeling, and sustaining student efforts to learn, theoretical linkage between the quality of the student-professor relationship and motivation to learn is very important in accounting for the relevance of the student-professor relationship to learning. Students who perceive a more positive student-professor relationship and like their professors may be more motivated to learn because (a) the presence of the professor is rewarding (Uranowitz & Doyle, 1978); (b) they care more about obtaining the approval of the professor; (c) the professor de-emphasizes power over students, thereby strengthening their intrinsic motivation (Lowman, 1987); or (d) with sufficient encouragement, students feel more confident that they can attain the level of performance needed to do well in the class and be rewarded for doing so. Alternatively, Brookfield (1991) suggested that the professor who successfully instills trust is most able to encourage students to take risks in learning and to engage in critical thinking.

We conducted a survey designed to assess the extent to which students and faculty viewed particular professor behaviors as enhancing or detracting from the student-professor relationship. It was necessary to develop our own survey instrument, because although there are scales assessing related concepts such as immediacy, there is, to our knowledge, no existing instrument capturing the student-professor relationship broadly construed and with specific, behavioral items. Importantly, our survey instrument asks respondents for their views on the consequence of particular behaviors for the student-professor relationship, and not for a rating of professors in terms of the frequency with which they actually display these behaviors.

The survey was composed primarily of 46 closed-ended items. For a given professor behavior (e.g., "learns students' names quickly"), respondents were asked to indicate to what extent that behavior enhances or detracts from the student-professor relationship. Several of the items included were expected to be perceived as detracting from the student-professor relationship (e.g., "tends to look away while talking with students"). Because there is reason to believe that students respond differently to unstructured items, particularly concerning the relational aspects of teaching (Feldman, 1976), a single open-ended item also was included, asking students to give their "view of the most important thing that a professor can do in order to have a good relationship with students." Students and faculty responded to the same survey, with the only difference being the background information requested. It was necessary to rely upon convenience, rather than random, samples of students and faculty. Undergraduate students from 10 classes throughout the university, with majors in 41 different departments, were surveyed. The principal sources of faculty respondents were a mailing list of some 200 faculty currently or previously associated with the Teaching Scholars Program (a university teaching effectiveness pro-

gram) and about 25 faculty in attendance at a particular teaching effectiveness workshop. These procedures yielded 295 undergraduate and 116 faculty respondents.

We identified a number of differences in views of what is important to the student-professor relationship, both among types of students and between students and faculty. Although these differences do not militate against cautious generalization, it is likely that the specific behaviors most conducive to a positive student-professor relationship will differ somewhat depending upon the sex and major of students. Differences in response by sex, with female students consistently perceiving professor behaviors as more important to the student-professor relationship than male students, were quite evident. Although the differences were not as pronounced as those between faculty and students, they suggest that female students may be especially attuned and sensitive to behaviors affecting the student-professor relationship. In the educational context, Baxter Magolda (1992) argued that female students are more likely to utilize ways of knowing that are interpersonal in nature, as opposed to the individualistic approaches favored by male students. Undoubtedly, women also have been subjected to sexist behaviors by teachers in the course of their educational experiences. Female students' greater concern with the student-professor relationship may reflect a resulting need for reassurance that they will be treated fairly and respectfully.

Differences in response also were evident across majors. Fine Arts students' emphasis on a flexible, close, peer-like relationship may be due to the particular nature of their work: ongoing projects, a larger than usual dose of ambiguity in evaluation, and, perhaps, a more personal involvement with the output. Possibly owing to their professional socialization. Education majors also were apt to rate professor behaviors as important to the student-professor relationship. The lesser expectations of undeclared majors were interesting and may reflect a view that lack of commitment to a major does not entitle one to expect as much of professors.

We were puzzled by the lack of differentiation in views across class years. Feldman (1976) offered the empirical generalization that first- and second-year students place somewhat more emphasis on instructor fairness and ability to get along with students. Notions that students develop cognitively over the course of their college careers (Baxter Magolda, 1992)

also imply differing viewpoints across year in school. Yet, that is not what we found. The simplest explanation may be that most of the behaviors we asked about are rudimentary enough that they fail to reflect the more subtle changes in expectations of the student-professor relationship concomitant with cognitive development during the college years.

Students consistently rated more highly those behaviors related to reduced social distance and greater flexibility on the part of professors, while faculty respondents emphasized behaviors related to fairness in evaluation and to their core pedagogical function. Without overdrawing the contrast, students leaned toward a vision of the student-professor relationship as easygoing, familiar, and accommodating, whereas professors contemplated a relationship marked by fair dealing, clarity of expectations, and a strong commitment to learning by both parties. Thus, although the findings of this study do not portray a faculty out of touch with students, the perspectives of students and faculty were sufficiently divergent that well-intentioned efforts by the latter might miss the mark in improving the student-professor relationship.

The broadest practical implication of this study is the evidence it provides that students really do care about many of the "little" things teachers do (or fail to do). Although solid course content and clear, enthusiastic communication are likely what students want from teachers first and foremost, students also want to be treated fairly, to be cared about as individuals, to be dealt with in an accommodating manner, and to have faculty they can trust and respect. The chance that a professor will sour students' educational experiences by not adequately attending to these matters appears larger for female students and for students in programs where a close working relationship is essential, rather than merely desirable. It is clear that student desires in terms of the student-professor relationship are not so transparent to faculty as to render them purely a matter of common sense, requiring no particular attention.

Problems may arise, however, in attempting to improve the student-professor relationship. For one thing, fairness, caring, flexibility, and trustworthiness sometimes present conflicting demands. Fairness, for example, typically entails consistency and universality in dealing with students, whereas flexibility calls for individualized, case-by-case determinations. Flexible accommodation also may undermine trustworthiness, as the instructor is seen as not following through on established policies and procedures. Similarly, rapport may be enhanced by admitting to mistakes and lack of expertise, but possibly at the price of one's credibility (particularly early in the relationship) (Brookfield, 1991).

A more basic source of problems is that, although we have focused exclusively upon professor behaviors as a determinant of the quality of the student-professor relationship, that relationship is, in fact, a two-way street. In the context of this study, it made sense to focus

on one side of the relationship, because professors' own behavior is the most controllable and because considering varieties of student behavior would have introduced inordinate complexity into the analysis. Nevertheless, it is evident that students are not unfailingly polite, reasonable, trustworthy, and, occasionally, even likable. Even if professors accept as part of their role as professionals the responsibility to work around these things, student failure to reciprocate considerate treatment clearly renders the job of maintaining a positive relationship far more problematic.

It also should be recognized that a number of conditions conducive to mutually satisfactory, fulfilling social relationships are absent or only marginally present in the college setting. The evident desire of students to be treated more like peers or relative equals to professors conflicts with the reality that professors know more about the subject at hand, have the primary responsibility for designing and implementing courses, bear the burden of evaluating students (students get their turn at the end when the course is already over), and generally manifest far greater commitment to the learning process. These and other differences between faculty and students are not insurmountable obstacles or justifications for authoritarian approaches to education, but neither can they be overlooked. Given the objective differences in the roles of faculty and students and what is brought to these roles, it is not surprising that faculty respondents had more qualms about embracing the proposition that students be treated as equals. Consider also that relationships with students are rather time-limited (typically "one-semester stands") and that, even under the envious circumstance of small classes, there are many more students than professors. Large numbers of students, limited time for relationships to develop, and relational partners on unequal footing—all of which typify the college setting—are scarcely optimal conditions for the development of quality social relationships.

A better student-professor relationship, then, is eminently attainable, but there are obstacles that have to be acknowledged and dealt with. Improving relations with students is not only a matter of employing certain behaviors, but also of deciding what kind of relationship would be most appropriate and eliciting more responsible, considerate behavior from students. Professors are never "in a class by themselves." There is a profound social dimension to teaching that we, as professors, need to give greater attention. Apart from our skill in arranging and conveying knowledge, our actions toward students enhance or detract from our relationships with them. The consequences of this behavior affect both our careers and our ability to help students learn.

References

Baxter Magolda, M. B. (1992). Knowing and reasoning in college: Gender-related patterns in students' intellectual development. San Francisco: Jossey-Bass.

Brookfield, S. D. (1991). The skillful teacher: On technique, trust, and responsiveness in the classroom. San Francisco: Jossey-Bass.

Feldman, K. A. (1976). The superior college teacher from the students' view. Research in Higher Education, 5, 243-288.

Lowman, J. (1987). Promoting motivation and learning. College Teaching, 38, 136-139.

Uranowitz, S. W., & Doyle, K. O., Jr. (1978). Being liked and teaching: The effects and bases of personal likability in college instruction. Research in Higher Education, 9, 15-41.

David Walsh and Mary Jo Maffei are Assistant Professors in the Department of Management at Miami University. Walsh's teaching and research focus on labor relations and employment law. Maffei is interested in developing effective ways of communicating a combination of practical experience and theoretical knowledge. This article was condensed from a full report on their project in the 1994 Journal on Excellence in College Teaching, 5(2), pp. 23-49. Contact them at Miami University, Oxford, OH 45056, (513) 529-4933, e-mail: JWALSH@SBA-LAWS.SBA.MUOHIO.EDU for a copy of the survey instrument.
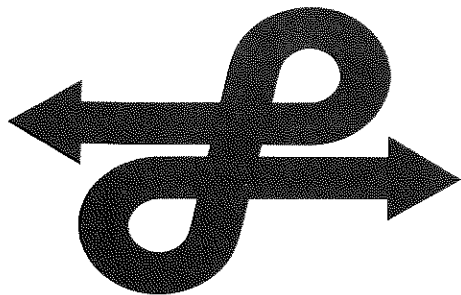
DIRECTIONS

Sabbatical Announcements

The Board/Faculty Professional Development Committee approved the following four Sabbatical Proposals for the upcoming year (September '97 - August '98):

Judy Dussault will complete her Master of Nursing degree as a full time student at the University of Calgary in the fall of 1997. She is studying adults with physical disabilities, and has a special interest in persons with multiple sclerosis, spinal cord injuries and the sexuality needs of the physically disabled. Judy is following the clinical route, and her advanced clinical practice with patients during her sabbatical year will enable her to serve as a preceptor to RDC students who want to work with the physically disabled, as well providing expertise in these areas to the broader nursing community.

Cathy Michalenko will also complete her Master in Nursing degree at the University of Calgary with a clinical specialization in gerontological nursing. Her studies will provide her with knowledge and skill in the care of the elderly, an understanding of what influences the aging experience, and what health can delivery and community development options are available to them. As an advanced practitioner for the elderly, Cathy would like to explore new roles for nurses in both health maintenance and illness care in the elderly.

Doug Hart will be pursuing a second graduate degree in Health Promotion at the Multidisciplinary Centre for Health Promotion Studies at the University of Alberta. Doug's interest in this area stems from the changing state of health care which is moving away from institutions to a more client-centered approach, and which is placing a greater emphasis on "enabling individuals to control and improve their own health through actions that focus on the determinants of health". He plans to complete his course work during the 1997-98 academic year, and his thesis proposal by the end of the spring term.

Angela Jeske will take a six months sabbatical leave, from July 1 to December 31, 1997, in order to complete coursework through Athabasca University towards a Master of Distance Education. Her goals include developing a familiarity with HTML instruction and alternative delivery methods, with a special interest in learning ways by which entry level distance education students can be supported to ensure their success.

Message from the Animateur

TIME & ENERGY

I'd like to thank the eighty- three faculty who returned the needs survey for 1997 on time. I appreciate your commitment and energy.

Here are the TOP 10 subjects you are most interested in seeing workshops and seminars on. Not surprising is the focus on technology and value added education. In descending order the top ten are , use of the Internet, multimedia development, encouraging critical thinking/reflective judgment, helping students without creating dependency, computer based teaching resources, distance learning, use of E-mail, running CHAT discussions, creating a positive climate for learning, and increasing class participation.

As the May professional development period is just around the corner, you can expect to explore some of these topics. Also note that Lorne Daniel has an in-house visiting faculty position next year in which he will be working with individuals to
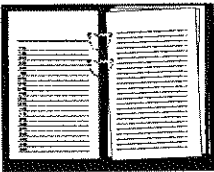
Conference Planner

Conference for the Teacher in You
April 18-20, 1997 (Saratoga Springs, NY)
12th Annual International Conference on The Power of Humor & Creativity
Contact: The Humor Project, Inc. 110 Spring St., Saratoga Springs, NY 12866
(518) 587-8770, Fax (800) 600-4242,
http://www.wizvax.net/humor/
We need some of this. Faculty Resource Centre has info.

May 25-28, 1997 (Austin, TX)
19th Annual International Conference on Teaching and Leadership Excellence
Contact: Sheryl Fielder, NISOD, The University of Texas at Austin, SZB 348, Austin, TX 78712-1293
Phone (512) 471-7545
Faculty Resource Centre has brochures and promo video. Jim Martens and Serge Gingras when last year!

June 1-3, 1997 (Halifax, NS)
Association of Canadian Community Colleges (ACCC) Annual Conference
Theme: On the Leaning Edge
Contact: ACCC, 200 - 1223 Michael St. North, Ottawa, ON. K1J 7T2
This is a Canadian classic.

June 8-10, 1997 (Naramata, BC)
Great Teaching Seminar '97, for educators interested in improving as teachers.
Contact: Dianne Morrison or Cheryl Wilson, Centre for Curriculum and Professional Development, 604-387-6065.
Fred Cardwell, Ken Hammer, Tom Gwin and Ray Allan went to this. Talk to us.

June 14-17, 1997 (Vail, CO)
Teaching for a Change: Theme - Pulling Together the Pieces.
Topics include: learning, diverstiy, assessment, technology, transitions.
Contact: Community College of Aurora, Faculty, Staff and Organizational Development, 16000 E. Centre Tech. Parkway, Aurora, Colorado 80011
www.cca.cccoes.edu/afs/afstc.html
Brochure in the Faculty Resource Centre.

June 15-20, 1997 (Kananaskis Region, AB)
Canadian Rockies Great Teachers' Seminar. Similar to the one above, but longer.
Contact: Faculty Development, Grant MacEwan Community College, City Centre Campus, 7-318, 10700 - 104 Ave., Edmonton, AB T5J 4S2.
(403) 497-5279, Fax. (403) 497-5578
millerc@admin.gmcc.ab.ca
Don Wales has experienced this seminar.

June 22-26, 1997 (Columbia River Gorge, on the edge of Portland, OR)
18th Annual Pacific Northwest Great Teachers Seminar.
Similar to the one above, but wetter.
Contact: Bob Johnston, Director, Pacific Northwest Great Teachers Seminar, Umpqua Community College, P.O. Box 967, Roseburg, OR 97470-0226
541-440-4678 Fax 541-440-4716, E-mail:
bjohnson@rosenet.net
Application form in the Faculty Resource Centre.

Message from the Animateur

develop materials from the Internet. During May, Sue Townsend will be available to assist faculty with technology related issues. Also I have just purchased some videos from the Institute for Critical Thinking which I hope to use in discussion groups in the spring. There is also the possibility of running Instructional Skills Workshops which focus on the development of computer based teaching resources.

The possibilities are endless but at this time of year *time* and *energy* are not. So please let me know what you are willing to, desperate to do, this spring and I'm assuming it already includes golf!

Please note the ad for a visiting speaker Nancy Stetson on the 16th of May. She will be worth your professional development *time* and *energy*.
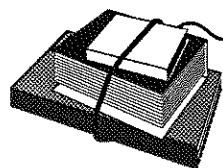
New Books - in the Faculty Resource Centre

Classroom Communication - Collected readings for effective discussion and questioning
Ed. Rose Ann Neff & Maryellen Weimer
Magna Pubs. Inc.
Teaching & Performing - Ideas for energizing your classes.
William M. Timpson, Suzanna Burgoyne, Christine S. Jones & Waldo Jones
Magna Pub. Inc.s

How am I Teaching - forms and activities for acquiring instructional input.
Maryellen Weimer, Joan L. Parrett & Mary-Margaret Kerns. Magna Pub. Inc.
Randon Thoughts II - teaching from the heart
by Louis Schmier, Magna Pub. Inc.

Travel Grants Awarded

Ray Allan to present a workshop entitled, "Powerful Learning Through Creative Visuals", at NISOD International Conference on Teaching and Leadership Excellence in Austin, TX.

Syed Ahmed to present a paper entitled, "Purchasing Power Parity in the Long-run: The Korean Experience", at Southwestern Federation of Administrative Disciplines Conference in New Orleans, LA.

Ted Dyck has been invited to give a reading at the Grain (a literary magazine) magazine's 25th anniversary celebration in Saskatoon, SA.

Bernie Pauly and **Sheila McKay** to make a presentation on the RDC Health Matters Health Workforce Education Project at the Western Region Canadian Association of University Schools of Nursing in Edmonton, AB.

Elizabeth Radian to present a paper entitled: "Engaging Social Work Students in Collaborative Community Research at the Learned Society Conference, St. John's, Newfoundland.

Birk Sproxton to present a paper to the "Margaret Laurence and her Times" symposium in Winnipeg, Manitoba. The paper is entitled "The Figure of the Unknown Soldier in A Bird in the House."

Chuck Wissinger to participate in a lecture at the Arizona Ceramics Symposium organized by the National Council for Education in the Ceramic Arts. Viva Las Vegas.

Jim Gough to be a commentator for several sessions at the Argumentation and Rhetoric Conference to be held in St. Catharines, Ont.

Lorne Daniel to present an essay called *On-Stone-Writing* at the annual Conference of the Association for the Study of Literature & Environment in Missoula, Montana.

A Real "Paradigm Shift"

Over the past few years, we've heard a great deal about "paradigm shift". In spite of the fact that the phrase has become an overused "buzz word" in contemporary business and educational circles, we are likely to hear a great deal of it in the months or years to come.

As I consider that possibility, I can't help but fear the tendency to use such terms either as a polemic weapon or as a substitute for genuine thought about an issue. I suggest this because it appears to me that what is often proposed as "paradigm shift" proves, in reality, to be little more than a bit of squeezing the tube of toothpaste from the other end for a change — a way to say something old without the risk of appearing outdated or cynical in one's thinking.

If we are troubled with the effort of considering redefined values and a new perspective, let us make the endeavor worthwhile. Let's create a *real* paradigm shift in education!

The prevailing assumption today, whether in business or education, seems to be that *time* is synonymous with value. The assumption is evidenced, for example, in that employees usually get paid for so many hours "on the job", without regard for the value (or lack of value) of what may have been accomplished during that time.

Similarly, students who "take" a course and spend time in a classroom assume they deserve credit in the subject by virtue of simply being exposed to it. Excessive student absenteeism in recent years suggests that, perhaps, many students have concluded that even "exposure" is unneces-sary; that their tuition receipt entitles them to the full benefit of much desired but unearned credit.

We have recently and frequently been told to shift our paradigm to a "customer-driven" philosophy which asserts that we are on campus to serve a student's wants and needs, and that the student knows best what those are. Yet, even this "paradigm" perpetuates an old value: that our role is simply to turn out a renewable contingent of job applicants who expect to trade their time on campus (first) and in the job force (later) for an income. Within our lifetime, the notion that we are adequately meeting this job force need will become a cruel joke, as the pace of many technical advances will make what they learn obsolete in shorter time spans.

A true paradigm shift would take us from a foundation of time-driven life and values (and the education sought to achieve it) to one which is knowledge-driven. For most people, preparation for specific "jobs" would mean less and less, with greater emphasis being placed on preparation for "living," which promises to equip our "clientele" with more effective survival skills to succeed in a world not redefined once-per-generation but once every few months.

After all, rather than prune students for some niche for which they will have to be retrained a decade from now, isn't it better that we give students a comprehensive

> *"Paradigm shift" has become an overused "buzz word" in contemporary business and educational circles.*

"foundation for learning" upon which, as life-long students, they can build the knowledge and expertise they may not, at this point, even know they might need.

How would this real paradigm shift affect us as teachers? How would it change our relationship with administrators and students?

In the present system, primary emphasis is placed on the "time equals value" goal of "getting your money's worth." We perpetrate that fraud by offering courses in semester blocks and implying that "if you give us your time and attention, you'll end up with the facts and skills you will need."

This can be changed by acknowledging that all learning does not occur at the same pace or through the same means. True learning is holistic, not segmented into discrete facts and skills applicable only to specific tasks. True learning grows in an environment of trust where students and teachers perceive a freedom to inquire and to collaborate in a common interest for whatever time it takes to achieve a level of satisfaction.

Many students today may balk at our traditional courses and programs, viewing

A Real "Paradigm Shift"

them as irrelevant to their "needs." While there is some truth to that perception, the student's presence is an admission on their part that they seek to draw upon our knowledge and expertise. We might best impart these in a manner akin to "coaching" or "mentoring," which represent an expansion of the collaborative learning strategies that have already gained some, though perhaps limited-scale, credibility.

As teachers, we are professionals dedicated to making this a better world. As individuals, we should be equally committed to that goal, if only because we must live in this world, too.

We deserve the trust and support of administrators who recognize us as professionals. By working together with administrators who recognize and value us as professionals, we can offer our students a meaningful, flexible, relevant and knowledge-driven education that would satisfy many of our desires:

- colleges would attract and retain students because we offer what they want;
- students might even attend more classes — or office hours and study groups — if they are arranged to meet everyone's needs;
- faculty, staff and administrators would be mutually appreciated because we would truly be working on the same team toward the same end; and, consequently,
- students would receive the most effective possible education.

Talk about paradigm shift!

Author Evan Garrett can be reached at Michigan's Schoolcraft College via e-mail sent to: egarrett@schoolcraft.cc.mi.us. Reprinted from the January 1997 issue of "The Teaching Professor."

Reserve May 16, 1997

"Implementing the Learning Paradigm" Workshop

with Nancy Stetson
from the College of Marin, California,
and President of Company of Experts

9:00 am to 4:00 pm
watch for registration information

Nancy will take us through some exercises to explore our readiness for, or progress in implementing the Learning Paradigm.

In-House Visiting Faculty Program Awards

Ken Hammer has developed a Adjunct Facilitator Program for his department. A member of his deptment will be granted time release to provide part-time faculty with support.

Lorne Daniel will have time release to as sist faculty use of the Internet as a research source for their courses. He will assist in developing learning resources for the classroom.

Special Projects Awarded

Diana Gillespie will visit law offices throught the province to collect information which will keep the Legal Assistant Program current and develop strong connections with the market place.

Pam Clarke & Don Wales are to investigate and produce multimedia learning experiences in biology at the C.A.P. level. They will visit two colleges in Arizona to assess their materials and participate in a number of LITE Centre courses.

Elizabeth Radian will be completing a second research project for her PhD thesis. She will be interviewing graduates from a number of Social Work schools. Elizabeth is exploring the relationship between social action and the paradigms students were taught.

Clark Prendergast will be developing a social work intergration plan. He will be traveling to Britain to work with a number of organizations to gather information in order to modularise the social work program.

Brian Stackhouse will become a facilitator in The Seven Habits of Highly Effective People Workshop. He is planning to offer th program to RDC students.

Students' Reactions To Performance-Based Versus Traditional Objective Assessment

Anthony L. Truog
Educational Foundations
University of Wisconsin-Whitewater

Popular and professional articles have been explicit about the loss of meaningful assessment of student learning through traditional objective measures, as defined by objective tests, particularly published tests mandated by state governments. Most would agree that these measures have proven to be highly *efficient*. The question now is what is known about student abilities as a result of such testing? That is, beyond the numerical indices generated by objective testing what do educators, parents, business, and students really know about student performance? When asked to recall or recommend a student a semester or two hence, what remains is little more than vague recollections of student attributes and the course grade. Transcripts do provide patterns of strengths and weaknesses, but scant data regarding other variables such as attitudes, competencies, or processing skills. The grades themselves provide an index on how students respond to certain kinds of questions in highly structured settings. Hardly the stuff of what the "real" world is like. Is it any wonder that many question these kinds of sterile results that place such high value on skills little valued elsewhere? Is this what college teaching is supposed to provide?

These questions and concerns fo-cus on assessment and the nature of the teaching/learning model. As learning is more clearly and broadly defined and articulated, more reflective teaching should result. Traditional approaches tend to lead to traditional conclusions and outcomes. If we desire different outcomes it will require different inputs.

To break away from traditional assessment molds, the first issue is over-dependence on objective tests. Should the tests be eliminated? There remains in my mind a place for objective tests. These tests are well suited to test knowledge level learning, as well as higher-order thinking (Bloom, 1954). Further, objective tests can provide documentation relative to the quality and nature of the test itself, unavailable to alternative assessment strategies. There is a certain finality in this approach, and it provides a reality check, as well. The objectiveness of these tests provides a floor effect for quality.

The project I envisioned was applied to the required course *Measurement and Evaluation*. I began by changing just one assignment, then expanding it. The first assignment asked students to develop "one general educational objective." From the objective, each student generated one multiple-choice question. These were col-lected and evaluated using a format that looked primarily at the mechanics of the project rather than the process or the outcomes. The project evolved into a more elaborate assignment, with the instructions and the evaluation requiring students to demonstrate not just the finished product, but the means and justification on how they arrived at the end product. That is, I asked to hear how students were thinking about the project as they created it. And, I asked that the assignments be completed on a diskette. The product served as a means of demonstrating the quality of the output and could be used in the development of portfolios.

The performance aspect of the assignments attempted to model the kind of assessment and product evolution that would be required in most settings where the students would be employed upon graduation. But there was more. The student crafted questions were used on one exam in the course. The quality of the items was determined primarily by other students, who respond to them. Students were designing their own assessment instruments and determining what was important for them to learn. Student self-assessment began to be a reality, matching the intrinsic assessment that individuals do in professions. Expanding the concept of alternative assessment, I also required students to write a one-page assessment philosophy paper that links their personal experiences with objective and item construction with their personal viewpoint on assessment.

This strategy requires more faculty involvement in student work, as well as an expanding role in the product development. Students, too, are more willing to evaluate their own work in light of peer review and comments. This engagement provides invaluable insights. First, I am understanding better the misunderstandings that students have of the material. My teaching strategies are beginning to reflect the subtleties of learning that were unrecognized using only traditional evaluations. Students seem to appreciate the work that goes into the projects and the time spent evaluating them. My ability to evaluate students is getting better, as is my ability to articulate quality and craftsmanship issues as their writing and thinking improve.

But not all is positive. This approach is much more costly in terms of time and effort. Given the workloads, are these alternative assessment strategies justified? or is some other method equally effective? One outgrowth of the reevaluation of course assessment is my use of the computer for all assignments. Feedback to students via a diskette has reduced my workload. At times, however, the mechanics appear to steer the type and nature of the interactions. Is this simply replacing one objective means with another? Student reactions have been mixed, but improving.

How would I change this process in the future? More group work on projects would make the assessment not only performance-based, but authentic as well. I have found that ideas are better and more thoughtful in group efforts rather than on an individual basis. Specifically, each group is assigned to develop only one worthwhile objective--a valuing issue. By working together each group must collectively generate one multiple-choice question per student. Implementation of this particular aspect of the assignment is just beginning and feedback from the students is interesting. I expect greater coherence of the project, as well as greater creativity.

What the student gains is a series of intensive exchanges of ideas from the peer review process. Feedback is less generic and more specific, and as the items develop, there is direct access to the process of learning--doing learning rather than learning about it. Portfolios could be developed to provide concrete evidence of performance, and would remain available if the professor is ever asked to recommend a student. This evidence affirms my faith in the student's ability to perform the work as well as the processing high-order thinking skills. This appears to more closely align class assignments with professional placement or graduate work.

In summary, the struggle to obtain more performance-based evaluation goes on. The results to date support the idea that more student involvement is better. The issue of cost-benefit analysis must be continually addressed, while not losing either the vision to make assessment intrinsic to the learning process, nor the efficiency of objective detachment. The really exciting aspect will be the personal growth of the students and their instructor.

Reference

Bloom, B.S., (Ed.). (1954). Taxonomy of education objectives: The classification of educational goals; Handbook I: The cognitive domain. New York: Longman Publishers.

Tony Truog's teaching is in the areas of measurement & evaluation, techniques of research, educational psychology, and human abilities & learning. He is a frequent presenter at the Lilly Conferences on College Teaching. He can be reached at truogt@uwwvax.uww.edu.