

# ***DIRECTIONS***

**RED DEER COLLEGE**

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## **SEPTEMBER 1997**

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### **Message from the Animateur**

Welcome back and welcome anew! I trust that your summer was restful and that organization for the new term has gone well. We had fifteen participants in the recent Instructional Skills Workshops and a multitude of participants in the Information Fair and New Faculty Orientation. Thanks again to all of you who assisted in these events; it really helped our new faculty to feel more at home.

"Directions" has a new look this month! In an effort to reduce costs of typesetting and printing, and to take advantage of the technology that has recently been made available at RDC, we decided to experiment with producing "Directions" on-line. Thanks to the knowledge gained from two wonderful courses that I took through the LITE Centre this spring and the invaluable assistance of Robert Bastell, our new "web master", I will be formatting "Directions" using "Clarix Home Page". If you are interested in submitting articles for "Directions", they may be submitted on paper and/or on disk. Documents submitted on disk may be written using any program as long as the document is Saved As.... "Text Only". I have a Power Mac so either IBM or Mac disks can be read. I also welcome suggestions regarding the format - we are very much in experimental mode at this time. Pictures and graphics will be added in future editions. By the way, if you would like a "hard copy" of "Directions", please feel free to print it directly from the internet. For those of you who do not have access to the internet, I will have a few "hard" copies of "Directions" available in the Faculty Resource Centre.

The college community was saddened by the death of Dan Cornish this summer. He was committed to supporting faculty in their professional development activities and in their efforts at innovation. I'm sure all of us send our condolences to Dan's family.

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*"Directions" is produced by the Board/Faculty P.D. Committee of Red Deer College, edited by Pam Clarke and Kathy Pallister, and made internet-ready by Robert Bastell.*

*Please contact us (click on Page 8 above) if you have questions, comments, or suggestions. The deadline for submission of articles for "Directions" is the fifteenth of each month.*

*Thank you to our contributors this month:*  
*Caren Clouston*  
*Lorne Daniel*  
*Paul Williams*

Acting President Lynne Mulder has also demonstrated her interest in professional development by selecting to sit on the Board/Faculty P.D. Committee during the 1996/97 term. As acting president, she will be responsible for implementing the College Educational Plan which includes a focus on staff development. I hope you will join me in supporting Lynne's staff development work.

The year ahead presents many challenges. I believe that open communication and mutual support can create an environment in which we can try new things and learn new ideas. Please contact me if you have any ideas for future editions of "Directions" or ideas for professional development activities.

Pam Clarke

# DATES TO REMEMBER

- The Policy which outlines Professional Development responsibilities states that, in order to qualify for professional development funding, faculty members must have a **Professional Development Profile** on file. The date for submission of a new, or updated, Profile is **September 30**. Please remember that three copies of the Profile are to be submitted to your Departmental Chairperson, who will sign all three copies, keep one, and submit the other two to your Divisional Dean. The Dean will then sign the remaining two copies, keep one, and submit the final copy to your Divisional Professional Development Representative. The P.D. Representative will keep the Profiles on file to check each time that you request access to your individual allotment.

The Policy also states that P.D. Profiles cover a period of three to five years and that they be reviewed annually; it is suggested that returning faculty check with their divisional p.d. reps to ensure that an up-to-date Profile is on file. Guidelines for producing or amending a P.D. Profile are found in section III of the "Faculty Development Guidebook". The policy states that "the profile will contain a statement of the faculty member's personal, professional, and career goals and their relationship to departmental, divisional and college goals, where appropriate. The college goals can be found in the Red Deer College Educational Plan; there are several copies of the Educational Plan in the Resource Centre for your reference. Please help yourself to a copy if you need one. (You should have received a copy of the revised "Faculty Development Guidebook" in the fall of 1996, or more recently if you are new faculty. There are a few copies available in the Faculty Resource Centre if you need one.)

I have set aside drop-in times to assist you with your Profile from **1:00 - 2:30 p.m., each Monday through Thursday, in the Faculty Resource Centre (Room 2100), throughout September**. If those times are not suitable for you, please call me at 4050 or 3417, drop by 2100 or my faculty office 1616, e-mail me at [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca), or put a note in my mailbox so that we can set up an appointment for another time.

- The deadline for submission of applications for **Travel Grants, Special Projects, or Study Leave** funds is **October 1**. Guidelines for Travel Grant applications are found in Section X of the "Faculty Development Guidebook", guidelines for Special Project applications are in Section VII, and guidelines for Study Leave applications are in Section VIII. It is suggested that the format outlined in the Guidebook be adhered to because it makes it easier for the P.D. Committee to evaluate your request.

Note that each of these applications requires a signature and comments from your Departmental Chairperson and your Divisional Dean. Please allot enough time for these two individuals to review your application and attach their comments so that the October 1 deadline may be met. Late applications are not normally accepted by the P.D. Committee; however, there are two other intake periods for these applications - March 1 and June 1.

I will be available on a drop-in basis in **Room 2100 (the Faculty Resource Centre) daily Monday through Thursday, from 1:00 to 2:30 p.m. to assist you in constructing your applications**. Please contact me at 3417 or 4050, or as outlined above, if you have questions or would like to set up an appointment at another time.

# Internet Delivery Provides Opportunities and Challenges

Communications instructor Lorne Daniel has been working since January to adapt the College's Business and Workplace Writing course (Communications 250) to the Internet. Now comes the fun part: actually running the course.

The on-line version of the course has been designed so that students can work at their own pace, and have a great deal of flexibility in specific work projects. As a result, virtually all of the class preparation had to be done before the term started.

One of the biggest challenges Lorne faced in creating the course was the sheer workload of developing all the materials which students will need for every possible topic area and assignment, well in advance of the term. That work was finally completed in early July, and the course is now ready to roll.

The summer provided yet another challenge: recruitment. As with any new venture, it has required a lot of work to get the word out. After many letters, phone calls, Internet postings, and media releases, students are finally signing up for the new section. Inquiries about the course have come in from all point on the World Wide Web (a graduate student in Romania is in the process of signing up).

Once the course gets underway, the remaining challenge will be to create a 'virtual classroom' which replicates the traditional classroom through active discussion, student support, and varied interpersonal relationships. Weekly on-line class discussions will be a key component in building a sense of community amongst the students.

For an overview of the course, visit its public website at <http://www.rdc.ab.ca/rdc/comm250.htm> or go to the RDC Home Page and click on Communications Courses On-Line. The detailed course materials and day-to-day 'virtual classroom' activities are located on another (password-protected) site.

If you're interested in learning more about how an on-line course is designed and conducted, watch for an information session which Lorne will be offering during the fall term. At that session, he will give a 'guided tour' of the virtual classroom, including the class website.

*Keep scrolling for another internet application presented by Lorne Daniel...*

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*An opportunity to provide students with guidelines for*  
***Effective Use of Internet Sources in Research***

Many Red Deer College students are now making extensive use of Internet sources when they research and write course assignments.

During the Fall and Winter terms, Lorne Daniel will be available to work with faculty who wish to assist students in making *effective* use of Internet sources. The emphasis will be on the **critical thinking skills** associated with use of Internet sources: how should students evaluate WWW sources for authority, accuracy, objectivity and other criteria for credible research. A related focus is on accurate **documentation of electronic sources**: guidelines from organizations such as MLA and APA are emerging, but in many cases aren't yet fully integrated into well-known instructional resources or style guidebooks.

Through an In-House Visiting Faculty project, Lorne will be available to:

- make classroom presentations on these topics in your classes, and/or
- assist you in developing learning materials which you can use in your classes.

If there is widespread demand for information on a specific aspect of this topic, he will also offer a workshop for faculty.

This program complements and expands upon the introductory Internet awareness and search workshops planned by the Library for 1997/98. If your students need a general introduction to the Internet, or assistance in learning how to use the various Internet search engines, they should be directed to the Library workshops. For more information on those, contact Kristine Black by phone at 3351 or by e-mail at [kblack@rdc.ab.ca](mailto:kblack@rdc.ab.ca)

In conducting this project, Lorne will try to 'customize' the content to the research requirements of specific disciplines. The learning materials could include PowerPoint presentations, overhead transparencies, printed handouts, WWW bookmark lists, or other formats to suit your needs.

If you are interested in participating in this project during the Fall term, please contact Lorne Daniel by phone at 3319 or by e-mail at [ldaniel@rdc.ab.ca](mailto:ldaniel@rdc.ab.ca)

If you are interested in a workshop on this topic, please contact Pam Clarke by phone at 4050 or 3147 or by e-mail at [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)

# Multidisciplinary Learning

*by Caren Clouston*

The Health Workforce Education Project provided funds for a revision of the Collaborative Nursing Curriculum and, as well, an initiative to explore possibilities for multidisciplinary education. Several departments within RDC supported the proposal along with departments and faculties from U of A, Grant MacEwan Community College, Grande Prairie Regional College and Keyano College.

After the first multidisciplinary workshop in February 1997, several meetings have been held at RDC and it has been generally agreed that there are lots of ideas about possible learning activities that would benefit students in human services programs at RDC. For example, this group supported the idea of a modest series of multidisciplinary "workshops" (perhaps three hours in the evening) which could address areas of common interest. These workshops might also serve as required experiences in courses in winter term.

The goals for multidisciplinary learning opportunities as developed to date include:

- enhance graduates of human services program's knowledge, skill and attitudes necessary to work collaboratively;
- broaden the education of students.

We are very enthusiastic about the possibilities for students participating in learning activities that will help them work together as graduates.

People who initiated this project include Judy Robins-Weir (3223 or [jweir@rdc.ab.ca](mailto:jweir@rdc.ab.ca)), Caren Clouston (3420 or [cclouston@rdc.ab.ca](mailto:cclouston@rdc.ab.ca)), Clark Prendergast (3369 or [cprendergast@rdc.ab.ca](mailto:cprendergast@rdc.ab.ca)), Doug Swanson (3163), and Darrel Morrow (3463 or [dmorrow@rdc.ab.ca](mailto:dmorrow@rdc.ab.ca)). We have brainstormed several ideas about how these multidisciplinary learning seminars might work and have generated a list of topics that might be addressed in the seminars. We welcome input from any interested persons as we move to the next step of formulating a formal proposal. Any members of this committee would be happy to discuss multi-disciplinary learning with you and to hear your ideas. We are excited about the opportunity to work together to broaden the experience and learning of the students here at the College.

An initial meeting to form a Multidisciplinary Learning Special Interest Group has been set for 4:00 p.m. on Thursday, September 18 in Room 2301. Please contact Pam Clarke (4050 or 3417 or [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)) for questions about the meeting.

# **Career Development Portfolio**

*by Paul Williams*

For some time, we at RDC have been struggling with the issue of providing our students with an education that is broader than the individual courses they take, and even more encompassing than a program. Many instructors and programs have had good success with various projects and portfolio assignments, but for some of us, something is still not quite complete. We want our students to understand that their whole experience at RDC, and in life, is indeed much more than the sum of its parts.

A small group has met a few times to discuss an idea to address this issue. The following is a proposal for a new direction to take in guiding our students to a clearer view of the bigger picture of education and personal development. The purpose of this article is to stimulate some interest in RDC Faculty to take part in an Interest Group to flesh out this proposal and turn it into a workable pilot project. What follows are some initial ideas about the Career Development project to date.

## **"Employability Essentials"** **(Career Development Portfolio)** **(Personal Development Portfolio)**

Students will embark on a self-directed project to make themselves aware of their career and life goals and their strengths and weaknesses, and to outline their current position of employment readiness. Students will prepare and present a portfolio to document their employability qualifications. The portfolio will be presented to a panel of designated instructors and/or employers at the end of each term. Students who successfully assemble and present their "Employability Essentials" portfolio will be granted three credits and will also receive a certificate and a standard letter of reference from the evaluating team. The real prize, however, will be their portfolio.

Students wishing to take advantage of this opportunity will be required to register their intentions. They will be given an outline of what is expected for successful completion of the project and a skeleton outline of portfolio categories. One hour per week of consultation time with an instructor (mentor?) will be made available. A portfolio mentoring office (LAC?) could be established and operated by a group of interested faculty, each committing only one hour per week. Seminars, workshops, or sessions with speakers, employers, career and education personnel, etc. may be offered monthly.

Student portfolios would include "the usuals" (resumés, transcripts, etc.). As well, students would include evidence of responsibility and ability to plan and organize, academic accomplishments, personal skills, contacts made with the business world, details of prior work-related experiences, "best-work" samples, and a self-evaluation. Students will be encouraged to use their classes as a source of documentation for their portfolios. They will

also be encouraged to work together to develop their own learning and growth opportunities across the curricula. Time could be arranged for mock presentations, as appropriate.

After completing their portfolios, students will present the results to a panel which may consist of faculty, staff, and/or people from the community such as prospective employers. The panel will assess the portfolio, make recommendations for improvement, and sign a letter of reference upon a satisfactory presentation.

There are many potential benefits for students and RDC by implementing this project. RDC could use this unique opportunity, not offered elsewhere, for recruitment. As well, by promoting self-awareness and goal-setting, and by emphasizing the value of all the parts of the education process, this project would promote student success. Working on this project would also promote life-long learning for students, highlight skills learned in classes and help students recognize generic, trans-discipline skills. Adoption of this idea by Red Deer College would provide another opportunity for collaboration among RDC students and faculty and the community.

There are certainly many more ideas to consider and details to work out before this idea could be implemented. With the enthusiasm and wide variety of skills contained in this Faculty, this project could become a vehicle to encourage many trans-discipline links, and provide a valuable product for our students.

If you have questions about this project, please contact Paul Williams (by phone at 3390 or by e-mail at [pwilliams@rdc.ab.ca](mailto:pwilliams@rdc.ab.ca)). If you are interested in being part of an "Employability Essentials Portfolio" Special Interest Group, please contact Pam Clarke (by phone at 4050 or 3417 or by e-mail at [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)).



# **\*Bulletin Board\***

- We are fortunate to have about two dozen people who are new Red Deer College faculty members this year. Some of these people have been part-time instructors in past years and have moved to sessional or probationary contracts, others have moved to Red Deer College from other learning institutions, and others are new instructors. From experiences at the New Faculty Orientation, Information Fair, and recent Instructional Skills Workshops, this appears to be an energetic, innovative group. Welcome to you all! New staff will be honored at the Fall Warm-Up on September 5; I hope you will be/were able to join in the festivities that evening. If you are a new faculty member and were unable to participate in the New Faculty Orientation, please contact Pam Clarke ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca) or phone at 4050 or 3417).
- Each year, faculty members who have been the recipients of the KITE Award for Teaching Excellence and other interested educators may elect to attend the NISOD Conference. Tom Gwin, Ray Allan, Shawn Haley, and Lynne Mulder attended the NISOD Conference this May. Award recipients are invited to submit a video-taped answer to two questions and a compilation of responses is incorporated into a tape produced by NISOD. Tom Gwin's response was one of those chosen for the 1997 tape. A copy is available for viewing in the Faculty Resource Centre. Congratulations Tom!
- A Special Interest Group has been meeting on a regular basis throughout the summer in an attempt to determine ways in which Red Deer College demonstrates that it is a learning centred institution and other ways to move even further in that direction. If you have questions, comments, or suggestions about this topic, please contact Arun Mishra ([amishra@rdc.ab.ca](mailto:amishra@rdc.ab.ca) or phone at 3381). The October edition of "Directions" will include several articles related to this topic; if you would like to submit an article related to the learning paradigm or to learning centred institutions, please contact Pam Clarke ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca) or by phone at 4050 or 3417).
- The Financial Aid Advisory Committee has compiled a list of possible student needs/inquiries and the departments or services to which students should be directed to address the need or inquiry. Copies of this comprehensive list are available in the Faculty Resource Centre. Questions about contents of the list may be directed to Joanne Premak (phone: 4027 or e-mail: [jpremak@rdc.ab.ca](mailto:jpremak@rdc.ab.ca)).
- One of the initiatives that the Board/Faculty Professional Standards Committee worked on during the 1996/97 committee year was the assessment of faculty by peers and chairpersons. As a result of this initiative, two forms were developed -

one to assist peers and one to assist Chairpersons doing a classroom evaluation. The intent is to make these available on disk for each division to provide to its faculty. Providing these on disk allows the individual user to lengthen the space for comments where it is deemed appropriate; however, the questions and the format should not be changed. Samples of each of these forms are available in the Faculty Resource Centre. The Standards Committee would appreciate receiving feedback from faculty and Chairs who use the form.

- Several new part-time instructors have expressed interest in participating in an Instructional Skills Workshop if it is offered on the weekend(s) in late September or during October or November. Whether you are new faculty, a new part-time instructor, or an experienced instructor who would like an ISW refresher, if you are interested in participating in an ISW during that time, please e-mail ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)) or call (4050 or 3417) Pam Clarke. Please indicate your preference for dates and whether you would like the workshops to run over one weekend (from about 4:30 - 10:00 p.m. on Friday and full days on Saturday and Sunday) or two weekends (9:00 a.m. - 3:00 p.m. on both Saturday and Sunday for two consecutive weekends). In order to benefit from the Instructional Skills Workshops, it is necessary to attend the full workshop, rather than portions of it.
- Several groups within the college have initiated or have expressed interest in developing mentoring systems for their students. If you have developed or been involved in a mentoring system or would be interested in beginning a mentoring Special Interest Group, please e-mail ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)) or call (4050 or 3417) Pam Clarke. I would like to develop a "mentoring resource/reference guide" and I would welcome any kind of input you may be able to offer.
- The "Constructivist Classroom" also seems to have generated a fair amount of interest. Constructivist Classrooms are those in which learning experiences are designed in such a way that students "construct" their own learning. If you are aware of some good articles or books on this topic, or are interested in a Special Interest Group to examine this topic, please e-mail ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)) or call (4050 or 3417) Pam Clarke.

# Conference Planner

What follows is a list of conferences and workshops about which information was received prior to August 20, 1997. If you have information about other conferences, please contact Pam Clarke at 4050 or by e-mail ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)). For most of the conferences listed, further information and/or application forms is/are available on the P.D. Notice Board outside the Staff Lounge or in the Faculty Resource Centre. Where possible, links have been established to the e-mail addresses or URL's. To go directly to the URL or to send e-mail, just click on the appropriate underlined section. To return to this page from the URL, press "Back" in the upper left hand corner.

Please let Pam Clarke know when you register for any of the conferences listed on this page.

- **September 1997 - June 1998 - Adult Education and Training: Seminars and Workshops, Faculty of Extension, University of Alberta, Edmonton.** The Faculty of Extension provides workshops, seminars and distance delivery instruction on a wide variety of topics. For further information, contact the Faculty of Extension, phone: (403) 492-1501 or come to the Faculty Resource Centre to peruse the Course Offerings booklet.
- **September 18 - 20, 1997 - Promoting Partnerships in Higher Education, Washington, DC.** The conference literature promises interactive sessions dealing with partnerships in higher education, the use of technology, professional development for consortium leaders, and the state of higher education. For further information, contact Larry Dotolo, phone: (757) 683-3183
- **September 25 and 26, 1997 - Teaching for Learning Workshop: Promoting Success Across Disciplines, Edmonton, AB (also available in Madison, Wisconsin on October 16 and 17).** "Participants in these events will experience and exchange practical teaching strategies that promote the success of first year students. Here is a sample of the interactive, collaborative sessions: Developing Critical Thinking Skills, Teaching the Invisible Curriculum, Journaling for Academic Success, Dealing with Difficult Classroom Situations, Assessment of the Teaching and Learning Process, Equity in the Classroom, Teaching and Learning Styles, Promoting Active Learning." For further information, contact by phone at 1-800-856-5727 or visit the website: <http://www.facultytraining.com>
- **October 3, 1997 - Functional Context Education, Calgary, AB (also presented in Montreal, September 26).** Topics include: The conceptual framework of Functional Context Education based on cognitive science, various approaches to contextual learning, differences between Functional Context Education and traditional adult education and between competency-based and objectives-based education, how to use FCE principles and methods to design new courses of instruction for workforce education and lifelong learning. For further information, contact Catherine Bruce, phone: (403) 297-4932; fax: (403) 297-5007; e-mail: [cbruce@avc.calgary.ab.ca](mailto:cbruce@avc.calgary.ab.ca); internet: <http://www.avc.calgary.ab.ca>
- **October 4 - 8, 1997 - Cold Spring Harbor Laboratory Meeting on "Human Evolution", Cold Spring Harbor, NY.** The format of the meeting will include morning and evening sessions consisting of a mixture of invited talks, as well as talks chosen from openly submitted abstracts, principally on unpublished works. Topics range from "Primate behavior and the reconstruction of human social behavior" to the "The Human Genome Diversity Project". For further information, contact Cold Spring Harbor Laboratory, 1 Bungtown Rd., Cold Spring Harbor, NY 11724-2213; phone: (516) 367-8346; fax: (516) 367-8845; e-mail: [meetings@cshl.org](mailto:meetings@cshl.org)
- **October 8 - 11, 1997 - National Association of Biology Teachers Annual Convention, Minneapolis, MN.** The theme of the conference this year is "Focus on the Study of Life"; topics range from environmental science to oceanography to microbiology to curriculum

development to public health to genetics and evolution. For further information, contact Pam Clarke, Alberta Representative, phone: 343-4050; e-mail: [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca) or contact NABT directly, phone: (703) 471-1134 or toll-free at 1-800-406-0775; e-mail: [NABTer@aol.com](mailto:NABTer@aol.com)

- **October 12 - 15, 1997 - Conference on Information Technology, Atlanta, GA.** The League for Innovation's annual conference is designed to showcase the use of information technology to improve teaching and learning, student services, and institutional management in community and two-year colleges. This is the conference to which several faculty were supported to attend by the Board/Faculty P.D. Committee in 1996. Reports are that it was an extremely good learning opportunity. We have received ten \$50 vouchers from League for Innovation to subsidize attendance at the conference and the Board/Faculty P.D. Committee will decide by early September whether we will support participants for this conference, this year. For more information, visit their "award-winning" website at [www.league.org](http://www.league.org)
- **October 16 - 18, 1997 - Canadian Vocational Institute Virtual National Conference, Videoconference Links.** The theme of assessment will be addressed in a regional manner. For further information, contact Keith Dunbar phone: (250) 387-6868; e-mail: [dunbar@ctt.bc.ca](mailto:dunbar@ctt.bc.ca); internet: <http://www.cva.ca>
- **October 16 - 19, 1997 - Alberta Teachers' Association Science Council Conference, Jasper, AB.** Innovations in science teaching will be explored. For further information, visit the Science Council's home page at [www.atasc.ab.ca](http://www.atasc.ab.ca)
- **October 17 and 18, 1997 - Tech. Prep., Red Deer, AB.** For further information, please contact Tech Prep Coordinator, Patti Henley, phone: 342-3732; e-mail: [phenley@techprep.ab.ca](mailto:phenley@techprep.ab.ca)
- **October 22 - 25, 1997 - NCSPD (National Council for Staff, Program & Organizational Development) 20th Annual Conference, San Antonio, TX.** Some of the program topics are: Capitalizing on Change for Growth, Designing Innovative Delivery Systems, Aligning People and Programs to Enhance Effectiveness, Encouraging the Teaching-to-Learning Shift. For further information, contact Tom Rodgers, Collin County Community College, Preston Ridge Campus, 9700 Wade Boulevard, Frisco, TX 75035; phone: (972) 377-1551; fax: (972) 377-3226; e-mail: [zstrodgers@express.ccccd.edu](mailto:zstrodgers@express.ccccd.edu)
- **October 23 - 25, 1997 - Adult Literacy Conference, Edmonton, AB.** Topics include: literacy and technology, linking literacy to personal and social goals, family literacy, literacy and employment skills, networking and building relationships, student issues, the International Adult Literacy Survey, and literacy research. For further information, contact Margaret Eastwood, phone: (403) 463-5209 or Candice Jackson, phone: (403) 340-4945
- **October 30 - November 2, 1997 - Canadian Lifelong Learning Lyceum '97, Charlottetown, PEI.** At the Second Global Conference on Lifelong Learning in St. Johns in July of 1997, a plan for promoting lifelong learning in Canada was started; planning will continue at this Lyceum. Other lifelong learning initiatives will also be launched. For further information, contact The Learning Link, Edmonton; toll-free: 1-800-596-5392; phone: (403) 421-7141; fax: (403) 421-7159; e-mail: [tlmlink@connect.ab.ca](mailto:tlmlink@connect.ab.ca)
- **November 5 - 8, 1997 - Students in Transition Third National Conference, Oakbrook, IL.** The conference will "provide the framework for participants to learn from each other how to develop blueprints that successfully examine and change campus structures, promoting the learning and success of students in transition". Students in transition are defined as "first year students, transfer students, returning students, seniors, ESL students, concurrently enrolled high school/college students, undecided students, part-time students," etc. For further information, contact National Resource Center for The Freshman Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia SC 29208; phone: (803) 777-6029; fax: (803) 777-4699; e-mail: [fyeconf@ssl.csd.sc.edu](mailto:fyeconf@ssl.csd.sc.edu); web site: <http://web.csd.sc.edu/fye/index.html>

- **November 13 - 16, 1997 - AMATYC (American Mathematical Association of Two-Year Colleges) Conference, Atlanta, GA.** The conference will present innovative approaches to the instruction of mathematics at the 2-year college level. For further information, contact AMATYC by phone at (901) 383-4643 or by e-mail at [AMATYC@STIM.TEC.TN.US](mailto:AMATYC@STIM.TEC.TN.US)
- **January 10 - 13, 1998 - The Learning Paradigm Conference, San Diego, CA.** The conference goals are to increase understanding of the Learning Paradigm as a metaphor for causing institutional change in order to improve student learning, performance and success; to provide a forum for the exchange of innovative processes and approaches to transforming undergraduate education and improving institutional student outcomes; to bring together cutting-edge leaders in learning technology for demonstrations and interchange of ideas; to allow conference participants to interact and develop new networks of colleagues in support of the shift from teaching to learning institutions. For further information, contact Learning Paradigm Conference, Palomar College, Division of Media, Business and Community Services, 1140 W. Mission Rod., San Marcos, CA 92069; phone: (760)744-1150, ext. 2154; fax: (760) 591-9108; e-mail: [learncon@palomar.edu](mailto:learncon@palomar.edu)
- **May 4 - 6, 1998 - Renewable Energy Technologies in Cold Climates '98, Montreal, Quebec.** Updates will follow as available. For further information, contact phone: (613) 234-7004; fax: (613) 234-2988; e-mail: [RETCCC.98@sympatico.ca](mailto:RETCCC.98@sympatico.ca)
- **May 24 - 26, 1998 - 1998 ACCC Annual Conference (Call for Papers), Winnipeg, Manitoba.** The conference theme is "Imagine - Technology, Education, and You". The organizers are welcoming proposals for papers related to the following: "Imagine technology - What are the new tools, methods, products...?, Imagine education - How will education be transformed by technology?, Imagine you - What are the psychological and sociological effects of technology on Community College stakeholders?" Deadline for submission is September 26. For further information, contact Gail Mulhall, ACCC Conference Office, 1223 Michael Street North, Ottawa, ON K1J 7T2; phone: (613) 746-5916; fax: (613) 746-6721
- **June 7 - 10, 1998 - Innovations 1998 (Transforming Community Colleges) - Dallas, TX.** The conference, developed by The League for Innovation (see October 12 - 15) is designed to showcase innovations and to explore how these programs can transform the community college. For further information, contact League for Innovation in the Community College, 26522 La Alameda, Suite 370, Mission Viejo, CA 92691; phone: (714) 367-2884; internet: [www.league.org](http://www.league.org)

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# *How to make contact.....*

Thanks for reading our first "e-zine" edition of "Directions"! We would appreciate feedback on the contents, the format, etc. as well as suggestions about future articles.

You can reach Pam Clarke:

by phone at 4050 or 3417

or

by e-mail: [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)

You can reach Kathy Pallister:

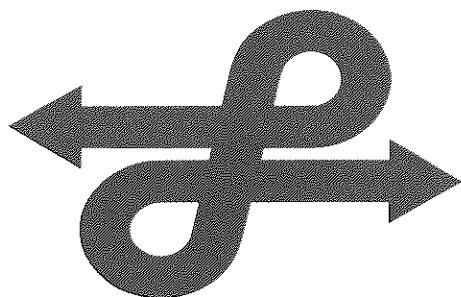
by phone at 3109

or

by e-mail: [kpallister@rdc.ab.ca](mailto:kpallister@rdc.ab.ca)

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# **DIRECTIONS**

**RED DEER COLLEGE**

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## **Message from the Animateur**

September has been a very busy P.D. month! I have seen many of you as you prepared p.d. profiles and applications for travel grant and special project funding. There is some exciting activity going on in this College this year! Initial meetings for five special interest groups took place: mentoring, multiple intelligences, portfolio creation, multidisciplinary learning, and learning community (learning-centred college). If you missed the initial meeting but are interested in joining one or more of these special interest groups, or have another suggestion for an S.I.G., please contact me (4050 or 3417 or [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)) and I will provide you with the required information.

## **OCTOBER 1997**

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I will continue my drop-in times in the Faculty Resource Centre for the remainder of the term, however, because there are no huge deadlines for the rest of the term, I will be dropping Tuesday's time. My drop-in hours in room 2100 are from 1:00 - 2:30 p.m. on Monday, Wednesday, and Thursday. On Tuesday and Thursday afternoons I will usually be available in my faculty office, room 1616 (phone 4050). I will, however, be off-campus on October 8, 9, 10, 22, 23, and 24. By the way, there doesn't seem to be a listing anywhere of the Animateur's phone number. It is 3417, and I have that number forwarded to my 4050 number when I am not there. On the 4050 line there is an answering machine and, yes, that electronic "music" is awful but there is no way to remove it. Sorry!

Many of you responded to the questionnaire regarding P.D. Publications. I have ordered extra copies of a couple of the publications due to the high level of interest that you expressed. Those publications should be beginning their routes as I write this! I had a few requests for "Innovation Abstracts". I did not include that newsletter on the list because we get multiple copies of that one - enough for all faculty. Phemie receives those copies and puts them into our mailboxes as soon as she has received two or three editions of them. The mail problems with Canada Post seem to have delayed delivery of our copies over the past few weeks but they are starting to

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*"Directions" is produced by the Board/Faculty P.D. Committee of Red Deer College, edited by Pam Clarke and Kathy Pallister, and made internet-ready by Robert Bastell.*

*Please contact us (click on Page 9 above) if you have questions, comments, or suggestions.*

*The deadline for submission of articles for "Directions" is the fifteenth of each month. If you are interested in submitting articles for "Directions", they may be submitted on paper and/or on disk. Documents submitted on disk may be written using any program as long as the document is Saved As.... "Text Only". Either IBM or Mac disks can be read. The theme for November "Directions" will be technology in education, however articles on other topics are gladly accepted as well.*

*Thank you to our contributors this month:*

*Linda MacKay and Tom Gwin (ISW pictures)*

*Arun Mishra*

*Diana Gillespie*

*Kathy Pallister*

arrive now.

Thank you for your feedback on "Directions" on-line. It seems that most of you appreciated the easy-to-read font and the simple layout. Notice that we have added a few pictures this month; please let me know how the download of this goes, especially for the last page which has mega pictures. Please note the "warning" on page 2 that links to that page - it will take TIME to load. I, again, will have 20 - 30 "hard" copies of "Directions" available in the Staff Lounge and in the Faculty Resource Centre. Please help yourselves, if you'd like; however, if you would like a printed version of only one or two of the articles, the trees would appreciate it if you would just print those articles from a computer that has that capability.

During this year, as you spend your individual p.d. allotment, I would appreciate you sending me a paragraph (or more) describing the highlights of the activity. I would like to expand the "Conference Planner" page to include information about past experiences at a given conference and would like to include information about worthwhile p.d. activities in future editions of "Directions".

In this edition of Directions we have included some summary information from two August p.d. activities: the I.S.W.'s and the Multiple Intelligences Workshop. Please remember, if you are interested in an I.S.W. refresher or would like to take one for the first time (whether you are part-time, sessional, or continuous), please let me know. They could be offered on a weekend, at Christmas, or during February break, or in May. Past participants rave about the value of these workshops!! The Multiple Intelligences Workshop was well attended, received exceptionally positive feedback and was lots of fun! Thanks, Kathy, for your article summarizing this activity. I have several documents related to M.I. available in the F.R.C.; for further information about these, please read the note at the end of Kathy's article or stop by the F.R.C. and take a look. The other two contributed articles have to do with the Learning Paradigm. Arun Mishra has outlined where RDC is at in terms of being a learning centred institution (a learning community), and has given some suggestions about some other things we might think about doing in this direction. Arun welcomes feedback on his article. Diana Gillespie offers some thoughts about how and why considering the Learning Paradigm is important for instructors in the Legal Assistants Program. She has some interesting insights. I have made several copies of an article from the January 1997 "Teaching Professor", entitled "A Real Paradigm Shift"; they are available in the F.R.C. if you are interested. There is an interesting quote from that: "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." On the conference Planner page I have marked Learning Paradigm-related Conferences with a double asterisk. I was particularly interested in a couple of quotes which came from two of those conference brochures: "There are enormous pressures for change in higher education both from our various constituencies and from the new intriguing challenges that beckon. Particularly fascinating is the work being done on the 'learning organization'..." and "Reaching



occurs when we stretch beyond the level of optimum comfort, but we fall short of radical transformation. In reaching we assure continuous growth, inclusion, fresh thought, even heated discussion about priorities or direction. Paths may shift somewhat, but focus remains constant. We have accomplished much, but are still hoping to touch a higher level. We are reaching." I believe that, at Red Deer College, we are "reaching" to be the best that we can be; we are reaching for student success and for innovative ways of ensuring it. The discussion that we have on the path there is healthy and inspires growth and innovation.

Have a great October - let me know where p.d. takes you this month!

Pam Clarke

## ***ISW's ARE GREAT LEARNING EXPERIENCES!***

Fifteen eager new faculty took part in the Instructional Skills Workshops between August 15 and 20 this year.

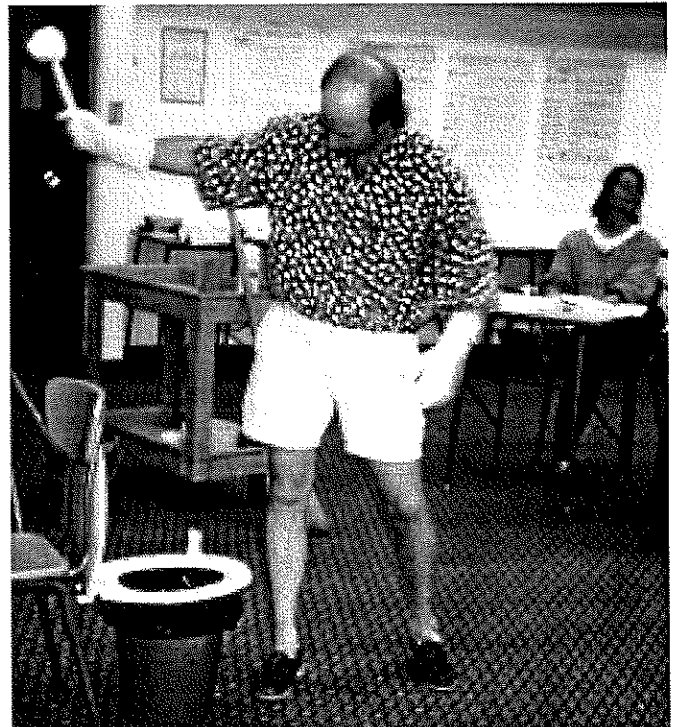
Workshop facilitators were Tom Gwin, Angela Jeske, Jim Martens, Toni LaChance, Linda MacKay, and Glynis Wilson Boulton.

As these pictures attest, many ....um.... "interesting" learning activities took place....



**Katherine Robinson leads Louise Jewkowitz, Jean Cumming, Corinna Rohse, and Ken Heather through a stimulating game of Krokono.**

**I wave my magic wand and presto.....**



There are more ISW pictures but they are BIG and takes ages to load so, if you're interested in seeing them, press [HERE](#) and you will be transported, by link, to that page. In the meantime, go get a coffee, call your mother, visit the washroom, and when you come back they'll be waiting for you.

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# ***MULTIPLE INTELLIGENCES WORKSHOP***

***August 27, 1997***

*by Kathy Pallister*

"Just call us Em and Bill" they said, as we began the Multiple Intelligences workshop at the end of August this year. With their modesty and their humor, Dr. Emma Plattor and Dr. William Washburn made the workshop both accessible and enjoyable. Rather than detail the history of the philosophy of intelligence and other ponderous subjects, Em and Bill focused on the practical applications of considering multiple intelligences as a learning and teaching tool. Their message centered on the idea that intelligence comes in different forms, and we can capture these various forms to foster creativity and success in our classrooms.

We began the workshop through experiencing each of the seven intelligences identified by the "guru" Howard Gardner: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, interpersonal, intrapersonal, and musical/rhythmic. Em and Bill directed groups of participants through seven short exercises to help us understand these intelligences. The last exercise involved a group presentation of a poem about a Saskquatch. Ray Allan's group's rap version and the theatrical chanting of Lantry Vaughn's group stole the show.

Later in the workshop, Em and Bill led us in exercises to assess our own intelligences. Some of us found surprising results. Though all participants were relieved to find out they had some form of intelligence, not everyone's dominant intelligence centred on their field of teaching expertise. Who knew that scientists could lead the pack in interpersonal intelligence?

At the end of the day, each group brainstormed a list of ways that we could use the workshop content in our classrooms. We generated an extensive list, which is available in the Faculty Resource Room, along with other materials from the workshop such as the availability of books listed on Bill and Em's Reference List and samples of Multiple Intelligences checklists.

One of the key ideas I took away from the seminar will serve as a guiding philosophy about applying Multiple Intelligence theory in the classroom. In essence, this philosophy asserts that if we determine a learner's dominant intelligence, we can use that intelligence as a key to the other intelligences. To use a specific example, I might have a group of music students in a class geared toward learning about essay structures and thesis statements. The music students, most likely, will have "musical/rhythmic" as a dominant intelligence. Therefore, I would need to tap into this intelligence in order to activate the "verbal/linguistic" intelligence of essay writing. One way I could do this would involve playing popular songs, emphasizing how the chorus or refrain of the song serves as a thesis statement while the verses work to support and further explain the chorus/refrain like the paragraphs in an essay.

Based on the number of people participating in the workshop and the volume of great ideas for incorporating multiple intelligences into the classroom, we're going to hear a lot more about this subject around the college. If you'd like to join the excitement, plan to join the Multiple Intelligences SIG. At the first meeting of this SIG we determined that our focus would be to explore applications of Multiple Intelligences in the classroom and perhaps to conduct some research into things like the preponderance of certain intelligences in certain fields of study and whether this can be an indicator of student success in a course or a field, whether intelligence type is linked to handedness, etc. This promises to be a FUN group! If you'd like to join us, please contact Pam Clarke (4050 or 3417 or [pcclarke@rdc.ab.ca](mailto:pcclarke@rdc.ab.ca) or by personal visit in 1616 or 2100).

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# **RED DEER COLLEGE AS A LEARNING CENTRED INSTITUTION: A TIP OF THE ICEBERG APPROACH TO WHAT WORKS**

*by Arun Mishra*

## **INTRODUCTION**

When I came back from my deferred salary leave, I heard the phrase "learning centred institution" from many different sources around the college. It is an attractive and seductive phrase and yet my first reaction was to think of it as just more jargon to add to clutter in the halls of learning. When I did some digging, I found much of this discussion to be centred around a seminal article by Robert Barr & John Tagg, entitled "From Teaching to Learning - A New Paradigm for Undergraduate Education" (Change, November/December 1995). In order to better understand the ideas related to the Learning Paradigm, I began to discuss them with our colleagues at the College. I also found that many of the more effective members of Red Deer College already operate as if they are in a learning centred institution. In this document, I will discuss what, in my opinion, is a learning centred institution, and describe how some members of the college make the college work as a learning centred institution.

Every institution has an official statement of purpose, and a purpose in reality. We, at Red Deer College, may "talk the talk" of being a learning centred institution, but to what degree are we actually "walking the walk" of having the learner at the centre of our *raison d'être*? It is well known that students learn as much from the culture of the institution as from the formal curriculum. A purpose of this document is to begin a dialogue about Red Deer College as a learning centred institution where students, CUPE, support staff, faculty and administrators participate in this "community" of learners. It is important that we discuss the components of the college that "walk the walk". What works here?

Many elements of the Learning Paradigm are not new at all. The concepts related to active learning, cooperative and collaborative learning, learning assessment, and out-of-class learning experiences are incorporated in this paradigm. Many effective components of the Instructional Paradigm are also woven into the new paradigm. For example, it is not suggested that lectures be thrown out completely; the idea is to be open to alternate methods of learning where lectures are used when they are most effective.

## **FROM TEACHING TO LEARNING**

Lately, in post-secondary education, the focus has been shifting from instruction to learning, and how to effect this learning in an effective manner. All college instructors want their students to learn and succeed. To this end, they are moving from exclusively "chalk and talk" lecture-discussion format to more learner-centred active learning methods. They understand that when the students are learning discipline-specific material, they also need to learn several ancillary skills such as problem solving, critical thinking, ethics, and team building. It is becoming more clear that, when stand-alone courses in such skills are offered without the context and structure of a discipline-oriented course, they are not very effective. The following is my understanding of the Learning Paradigm, as espoused by Barr & Tagg, and as it relates to its purpose, assessment of learning, teaching and learning structures, learning theory, productivity, and role of participants. I have inter-woven its implications for Red Deer College throughout the document.

### **Purpose**

In the Teaching Paradigm, the locus of control is external and students believe that teachers are responsible for transmitting knowledge and teachers think that students are responsible for their own learning. In the Learning Paradigm, the locus of control is internal, and, in addition to the learners and teachers, everyone at the college,

including CUPE, support staff and administrators takes responsibility for this learning to occur. All constituent groups take responsibility to ensure that learning takes place. Instead of just the teacher being the transmitter of knowledge, everyone at the college becomes responsible for creating experiences and environments that encourage learners to discover and construct knowledge for themselves. The learner joins teachers, CUPE, support staff and administrators in the community of learners.

## **Assessment of Learning**

The evaluation system generally evaluates in teaching terms rather than in term of effectiveness of students' learning. It is well documented that students learn more effectively in an active learning environment. Instead of evaluating students at the end of the course, for grades, it is more effective to frequently assess student learning during the term. These assessments, as popularised by K. Patricia Cross and Thomas Angelo, actively involve the learners, don't take much class time, and change the pace in the class. Such learning assessments have prompted large changes in teaching to effect more effective learning.

## **Teaching and Learning Structures**

Historically, structures that evolved in a college have worked efficiently for the institution. Anyone who has tried to experiment with different types of learning environments would attest to the rigidity of these structures. Experiences at Red Deer College - in first-time offering of team-teaching, paired or capstone courses, or inter-disciplinary and across-the-curriculum teaching of skills related to writing, studying and team building - have demonstrated that, although it is difficult to bring new ideas into the main structure of the college programs, it is not impossible. Faculty in programs such as Nursing, Office Administration, Engineering, Theatre Studies, and Recreation Administration have successfully used these learning-centred innovations to demonstrate the interrelations of the courses to form a whole program of study.

Another constraining structure in education has been the "rule" of time remaining constant while learning varies. Everyone agrees that people learn at different paces, with different methods, depending on the subject being studied. Colleges, in the main, have ignored this truism. As this time rule seems to be unassailable, the colleges need to provide institutional support and opportunities for the learners not only to appropriately prepare for a class before they begin a course, but also during the course for in and out of class experiences to develop skills crucial for success in their program of study.

Educational institutions have been generally unsuccessful in providing the learners such support for student success. At Red Deer College, this challenge can be addressed equally to everyone who is responsible for providing a learning centred environment in terms of intellectual, administrative, physical and emotional support to the learners. This includes teachers as well as support personnel in the library, Students' Association, Computer Centre, Access Centre, counselling, and the physical plant. This is not to negate the excellent work in certain areas as detailed later in this document. Just one example: historically, colleges have focussed on access for more and more students without paying much attention to these students' success once they are in the college - issues related to student success had been left to teachers to resolve - only recently has Red Deer College begun to address student success issues on the college-wide basis.

Implementing the Key Performance Indicators has made it necessary for Red Deer College to track transfer, graduation and other completion rates. For the college to transform into a truly learning centred institution, this KPI research should be used also for tracking learners through stages of their skills development and knowledge attainment. A learning centred institution values improvement in a learner during his or her stay at the institution, and its assessment measures the "value added" to the student's knowledge and skills. Thus, the focus is moved from passing a course to improving one's level of knowledge and skills. The "value" added to the aggregate student body becomes the measure of the institutional quality. The challenge for our college is to explore how this improvement can be measured, and to reconcile rewarding such improvements with the KPIs.

Learning centred institutions focus on the outcome competencies and skills for effective living and work, and design programs and environments to improve these outcomes. Skills such as problem solving, writing and team effectiveness become essential for all programs and experiences at the institution. Thus, the Learning

Paradigm stresses the learning results rather than lectures, courses and tests. Students are given credit for knowledge and skills relevant to their programs. These exit knowledge and skills are explicitly published and they are treated in a holistic manner rather than on a course-by-course basis. Under these conditions, the college experience becomes more significant and fulfilling for the learners.

## **Learning Theory**

In the Learning Paradigm, the learners, instead of the teacher, are the main agent and they create their knowledge by constructing frameworks. Such knowledge is neither cumulative nor linear and is visualised as nestings and webs of information and skills. It is similar to learning to golf, or what it means to see the forest from the trees. In a learning centred institution, the learning activities and environment are focussed on, and controlled by, learners and are designed by the teachers and learners in collaboration with the college support personnel. If, in the Learning Paradigm, an experience doesn't work effectively, the learners and teachers redesign the activity or environment.

Parker Palmer says that teachers have a passion to connect with other learners. Teachers feel a kinship to their discipline and wish to pass this excitement and life-affirming knowledge to the students. Because of their experiences as successful learners, teachers work with advanced frameworks and guide students in developing these frameworks for themselves. Here, learning doesn't occur only within a classroom but also out side the class in the college and community, in collaboration with other learners, teachers and other institutional support personnel; a teacher need not be involved in every structured activity where learning occurs. Real learning takes place when students actively interact with the subject matter in a trusting, accepting and ethical environment, and are brought closer in relationship with other learners as well as with teachers and other stake-holders in their learning.

When learning is offered in discipline-specific course units without much coordination amongst the teachers to demonstrate how these courses fit within the framework of knowledge and understanding, the learner finds it difficult to find meaning in a context with his or her life experiences. Learning is more complete when it is connected to the life of the students and the outside world. Learners take the abstract ideas and anchor them to their own real-life examples beyond the classroom and the college doors. Contextual learning develops a deeper understanding of a course or program successfully completed. Such understanding is developed from, and becomes rooted in, the learner's everyday experience. This is a non-linear process. We learn better when we actively participate in an environment that is connected to our life experiences. Students internalize their knowledge - they "own" it. They may or may not succeed in a course or a program, but they become independent learners and develop skills and competencies that are invaluable to their life and work. After all, without context, how many of us would be able to remember what statements like "the rate of reduction in inflation rate had decreased" and "the results are accurate within 2.5%, nineteen times out of twenty" really mean?

Howard Gardner explains that people learn differently through their "multiple intelligences". In a learning centred institution, learners receive, what Gardner calls, "education for understanding" where students bring their unique experiences, skills and competencies to new problems and situations. Every person has an individual learning experience different from that of other learners. Every student succeeds in his or her own individual way and the college personnel must find methods and techniques to help learners develop their unique talents. Students, faculty and others in the college become equally responsible for such success for all students. Here, leaning evolves as a collaborative win-win experience for all stake-holders. Our challenge is to reconcile these ideas with the culture at our college.

## **Productivity**

In a learning centred institution, students invest their time in learning. This statement raises many questions. Some of these are:

How does our college minimize the time students spend standing in line for registration, and buying text-books?

How long do they wait for an appointment with a counsellor?

How much time do students spend taking redundant course material in more than one course?

How effective is our prior learning assessment system?

What remedial strategies are available for the students who need skills to succeed in their program of choice?

Are these remedial strategies available in a timely and appropriate fashion?

No institution can address all these concerns with complete success. The key is that, we, at Red Deer College, constantly improve in these areas. For example, when students come to the college lacking skills and competencies essential for success in their program, they must be guided through appropriate process to address these shortcomings before they take the courses for which they are not ready. A successful implementation of such remediations is like the "intensive care unit" John Roueche describes. The Learning Assistance Centre at the college addresses some of these issues for the students already in their courses. Such strategies make an institution more efficient. These efforts reduce the number of students who drift, without direction, from program to program. In some community colleges, about a third of the Fall term students don't return for the Winter term and are a lost opportunity for the institution. An effective remediation program may reduce such an attrition and could do wonders for our KPIs and funding.

### **Role of Participants**

In the collaborative learning parlance espoused by Johnson and Johnson, the teacher is not "the sage on a stage" but a "guide on the side". Instead of "covering the course," the teacher helps the learner "discover the material". In a learning centred institution, the teacher is a facilitator of learning and a coach participating in the learning of the students, guiding them through active practice and changing strategies during the "game" for more effective learning. Not only the teacher, but everyone in a learning centred institution contributes toward the design of effective learning environments that produce student success. In some progressive institutions such as Evergreen College in Tacoma, WA, the interdisciplinary nature of learning is recognized and student programs of study are designed around themes; students prepare portfolios and work collaboratively on projects. Support staff, discipline specialists and other experts work with students as resource persons in a learning community delivering "just-in-time" knowledge and skills in context with student life skills and learning objectives. Such a community involves active exploration of ideas and is an excellent antidote to the prepackaged "online" choices available to our students. After all, to paraphrase Ernest Boyer, an educational institution is not just walls; it's the human spirit inside.

### **CHALLENGES AND OPPORTUNITIES**

The Learning Paradigm not only doesn't answer all the questions, it raises few of its own. For example: What skills and competencies does a graduate need to live and work fully? Does Red Deer College provide learning opportunities for achieving them? It is an excellent start to begin to examine these questions. We know that learning outcomes are what the students do as a result of their educational experiences, but we know very little about how to measure them. The more we learn about these learning outcomes, the faster we will become a learning centred institution. Interestingly enough, KPI measures are moving us from body-count method of funding and pulling us toward learning outcomes faster than we would like. A positive side to this could be that the time might be ripe for asking for government funding for innovative remediation initiatives. As the Learning Paradigm stresses learning, we could also propose that we get funded on the basis of the "value-added" learning rather than on program completion. Again the challenge would be to construct methods of measuring this learning.

### **WHAT WORKS AT RED DEER COLLEGE?**

The above discourse is meant to raise issues related to the learning centred institution. Some of this stuff is old hat to us and we already have incorporated it into our college culture; some is new. I am sure I have missed many people and programs that are great successes at the College. Please help me in enumerating them.

Please e-mail me ([flash::amishra](mailto:flash::amishra)) and describe, in your opinion, what works at the College. You may also include examples of what has improved from the past. I would also like to discuss these ideas with you. I plan to weave many of these examples into this document.

I would also like you to criticize, comment, and correct any factual, grammatical or other errors in the document. Much of this may be provocative and its intention is to begin a dialogue. I welcome your reaction, both intellectual and emotional.

**Please plan to attend the next meeting of the Learning Community Group (a.k.a. Learning Centred College Special Interest Group) which takes place on Tuesday, October 14 at 8:00 a.m. in the Board Room. We welcome your ideas and your input.**

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# ***TEACHING TO DIVERSITY***

## ***(the key to student success in the marketplace)***

***by Diana Gillespie***

This spring, special project funding gave me the opportunity to travel throughout the province visiting law firms to prepare an up-date on marketplace demands for the Legal Assistant Program at Red Deer College. My visits proved to be very interesting. In total, I visited 55 firms and each one had its own unique working environment.

In one of the smaller centers in Southern Alberta I found a quaint one-man law firm situated in a renovated older brick home. The home and grounds were absolutely beautiful, giving the law firm a warm, welcoming atmosphere. One legal assistant was running the whole office. I found a sharp contrast to this working environment in one of the largest law firms in Calgary. The offices were located on the 32nd and 33rd floors of a large office tower. They were beautifully decorated with large working stations for the staff. The legal assistants stayed at their desks all day. There were support staff to pick up and deliver mail, move courier packages, do photocopying, do courthouse work as well as deliver refreshments and clean up dirty dishes. The primary goal of these legal assistants was production. Most of them worked for two lawyers at one time.

Diversity in computer technology surprised me somewhat. Some of the one-man law firms had the most up-to-date hardware and software, while some of the larger firms were less advanced. Legal assistant students must be trained for a wide variety of working environments to adapt to these technological differences. The training of these students rests with the Instructors in the Legal Assistant Program. The instructors must be able to give students the skill to operate many different computer hardware and software packages, the skill to deal with varying expectations of expertise as well as the skill to become an active team member. All of these expectations are important, but the general consensus from most of the firms I visited was that they wanted "students who could think for themselves". The ability to reason through a problem on their own was rated the #1 asset of legal assistants.

To quote Robert Barr and John Tagg (1995), authors of "From Teaching to Learning: A New Paradigm for Undergraduate Education", "A College is an institution that exists to produce learning." The concept of producing learning "embraces... 'education for understanding' - 'a sufficient grasp of concepts, principles, or skills so that one can bring them to bear on new problems and situations...' (p.22) Making use of this new paradigm will enable us, as instructors, to produce students who are critical thinkers and problem solvers, matching employers' needs. If we endeavor to teach our students to think for themselves, as instructors we need not worry about the fast changing pace of computer technology or marketplace requirements. We will have presented to our students the basic concepts that they will need to reason through the changes for themselves.

The learning paradigm places responsibility for all learning not only on the instructor, but on the student as well. "To take responsibility for achieving an outcome is not to guarantee the outcome, ...it is to make the achievement of the outcome the criterion by which one measures one's own efforts." (p.15) Therefore, by using the Learning Paradigm, we not only give the students the basic reasoning skills they require, but we also give them personal fulfillment of reaching their goals. These translate into a high skill level and high self-esteem which make for student success in any chosen endeavor.

The legal field is not unlike most other areas of the marketplace. Fast-changing demands mean that we need to utilize the Learning Paradigm to enhance our students' success. If our students are successful, only then can we claim success as instructors and as a College.

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Barr, R.B. and Tagg, J. (Nov/Dec, 1995) "From Teaching to Learning: A New Paradigm for Undergraduate Education." CHANGE

## ***TRAVEL GRANTS AND SPECIAL PROJECTS***

They said "Show us the money!" in the form of a travel grant or a special project grant....so the Professional Development Committee did! Here's what some of the recipients of those grants experienced:

**CLARK PRENDERGAST** worked on a Special Project to gather information to enable the Social Work Program to convert some of its courses into open and multimedia formats. This project involved gathering and exploring materials from eight major resource organizations in England. Clark's work on this ambitious project has resulted in key contacts for RDC with frontrunners in the field of alternative delivery formats. As well, Clark mentions that one of the highlights of the experience was "buying shoes in England."

**T/ED DYCK** attended the 25th Anniversary Celebration of the literary magazine *GRAIN* in Saskatoon this spring, with the support of a Travel Grant. As a former editor of the magazine, he was invited to read from a revised version of his novel "Whenever I think of Munich". This experience allowed T/Ed to receive feedback on his work, and it gave him the opportunity to renew his acquaintances with the other editors of *GRAIN*.

**BERNIE PAULEY** used her travel grant to attend the Canadian Association of Universities and Schools of Nursing Western Region Conference. There, she presented the abstract of "Innovative Education for Nursing Students". This experience provided Bernie with the chance to share information about innovative clinical placements for students, and she especially enjoyed hearing a presentation by a student who had been a part of the project discuss the experience of a non-traditional clinical placement.

**PAM CLARKE** used her travel grant to present a workshop entitled, "Puzzling Through Critical Thinking" at the National Association of Biology Teachers Annual Conference in Charlotte, NC. The presentation was made in collaboration with Janet Cowser of Moraine Valley Community College in Chicago and focused on ways to make critical thinking activities in biology fun and engaging for students. The best part of this opportunity for Pam was moving from conference participant to conference presenter for the first time and being well received by the audience (perhaps it was because candy-eating was one of the required activities!).

**SERGE GINGRAS** spent the second of three summers at the University of California Santa Barbara, working towards an M.A. in Hispanic Languages and Culture. His coursework covered topics in language and literature in an immersion-style program. He enjoyed the opportunity to learn new things and be a student, and he says he "rediscovered things learned years ago".

**DAVE HANNAH** travelled to the ACIFA conference in Edmonton to give a presentation on Alberta's Freedom of Information and Protection of Privacy Act and its implications for post-secondary students. He co-presented with Howard Welch (from the U of A Academic Staff Association), providing a forum for discussing the impact this legislation will have on the way RDC and other colleges and universities gather, store, and use information.

**KEN HAMMER** used his chairperson's grant to attend the Chair Academy's Sixth Annual International Conference for Chairs, Deans, and Other Organizational Leaders. He had the opportunity to share ideas and suggestions with other chairs and deans on leading and managing effectively. He especially enjoyed a session on adjunct facilitators, an issue the business department will deal with in an upcoming pilot project with an adjunct facilitator.

**KRISTINE BLACK AND LYLE FORD** went to the Canadian Library Association Conference in Ottawa to present a paper entitled "How Do You Use the Internet? A Survey of Information-Seeking Behaviors of Internet Lab Users at RDC Library", which was co-developed with the Institutional Research Office and Computer Services Department. Their presentation elicited a great discussion and good questions, despite the "last-day-of-the-conference-Sunday-a.m." timeslot.

**SHEILA MCKAY** co-presented a paper on "Innovative Education for Nursing Students Through Community Partnerships" at the Western Region Canadian Association of University Schools of Nursing

Annual Conference. Attending the conference reaffirmed Sheila's belief of the need to find new "non-traditional" ways to prepare nursing students for future practice. The highlight of the conference for her was the opportunity to talk with other nursing educators to share ideas.

**PAM CLARKE AND DON WALES** visited several colleges in Arizona to accumulate ideas for the incorporation of technology into non-majors biology courses and labs, and for the creation of learning modules for continuous entry/exit studies in biology. Some incredible things are taking place in these colleges and some BIG money is being spent on technology, particularly in the Maricopa Community College District. The project is ongoing as Pam and Don work to incorporate these ideas into courses, labs, and modules for use at RDC.

**DAVE HANNAH** traveled to the ACIFA Conference in Edmonton to co-present (with Howard Welch of U of A Academic Staff Association) on Alberta's Freedom of Information and Protection of Privacy Act and its implications for post-secondary institutions. He notes that when FOIP legislation comes into effect, it will have a major impact on the operation of RDC in how we gather, store, and use information.

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# **\*Bulletin Board\***

- Please come to the Faculty Resource Centre if you would like to peruse conference material that has been listed on the Conference Planner page. I have pamphlets for most of the conferences, as well as registration forms for several of them. I also received an extensive list of conferences that was submitted by the Alberta Teachers' Association. I selected several of those for inclusion in the Conference Planner page but there are several others that I omitted due to lack of room. It is a bright yellow brochure and it is posted in the F.R.C.; come and take a look if you're interested.
- Just a reminder: The Faculty Resource Centre is located in room 2100 and is generally left locked during the day if no one is there. A key for that room may be obtained at the Switchboard, during or after regular office hours. (I've attempted to get the Commissionaires to open this office early each morning but it is, apparently, not possible because of the computers that are there.) The phone number in the Animateur's Office is 3417. Drop-in times for November and December are Monday, Wednesday, and Thursday from 1:00 to 2:30 p.m..
- Attention Chairpersons! The deadline for submissions of applications for the Chairpersons Grant is December 1. The Chair Academy Conference is in the latter part of February; the Board/Faculty P.D. Committee decided at its recent meeting that a deadline of December would give an individual adequate time to plan for the conference. To make application, please follow a format similar to a travel grant request (as outlined in the Faculty Development Guidebook) and submit completed applications, by December 1, to Don Haldane, chair of the Board/Faculty P.D. Committee. I would be happy to assist you in completing your application if you would like.
- I have received a video tape from NAIT of Dr. W. Purkey's keynote address from the 1997 ACIFA Conference, "Invitational Education in the College Classroom". Dr. Purkey's keynote received exceptional reviews at the ACIFA '97 Conference, as well as at the 1996 National Association of Biology Teachers Annual Conference in Charlotte, NC. Please feel free to stop by the Animateur's office and sign out the video; it's full of humor and good ideas.
- Speaking of videos...the Communications Office has a 5-minute video highlighting various amenities in the City of Red Deer. This would be a useful tool if you are presenting or promoting Red Deer College to groups or at trade fairs. The video was recently produced by Tango Productions on behalf of city organizations like the Red Deer Visitor and Convention Bureau, the Hospital, city Economic Development, and Red Deer College. Copies of the video tagged with Red Deer College Contact

Information are now available on VHS from the Communications Office; call 3203.

- Rumor has it that Pliny Hayes will sponsor an S.I.G. on C.A.I. (Chalk-Aided Instruction) this year. Please submit a hand-written note to Pliny's mailbox if you would like to join.
- The Australian Technical and Further Education (TAFE) Staff Exchange Consortium (ATSEC) is a government sponsored organization which has been established to facilitate international staff exchanges and study tours for Australian college staff. There are presently 21 Canadian colleges that are members of ATSEC and the consortium is now soliciting membership by other Canadian colleges (membership is not available to individuals). I have details about this in the F.R.C. if you're interested. Should we explore this further?
- In early September, Laurel Goodacre circulated a memo entitled "Computer Exit Competencies are Coming!!". Two open forums were held in the latter part of September wherein Laurel presented the competencies for discussion and solicited feedback. Laurel stated that she would be working with Wing-Han to select proper resources and package the information for learning. She requested volunteers to pilot this information, to survey/critique the resources and/or try the packets and learn at the same time. If you're interested, please contact Laurel at 3372 or at [flash::lgoodacre](mailto:flash::lgoodacre)
- I recently received the Awards Brochure from ACCC. There are awards for Staff Excellence, Program Excellence, Student Leadership Excellence, Teaching Excellence, and Leadership Excellence. If you are interested in submitting nominations for any of these awards, the Awards Brochure, which lists criteria for each of the awards, is available in the Faculty Resource Centre. There is also a website which offers further information: <http://www.accc.ca> . Deadline for submissions is December 5, 1997.
- The University of Alberta recently sent us a document entitled, "Teaching and Learning Exchange" which outlines a couple of dozen Teaching and Learning Effectiveness Sessions offered by University Teaching Services. Topics range from Issues and Techniques for Marking Assignments and Papers to PowerPoint for Beginners to Evaluating Videoconferencing to Portfolio Creation, with a range of topics inbetween. The best part is that these sessions are FREE! They ask that all off-campus registrations be coordinated through a single person and I would be happy to serve as that person. Further information and registration forms are available in the Faculty Resource Centre.
- I recently received a booklet entitled "Trends: Guide to the Internet, 1997". This booklet offers an extensive guide to the "guts" of the internet, creating a home page, news groups, etc., etc. Please come and sign it out from the Faculty Resource Centre if you're interested or visit their website at

<http://www.elsevier.com/locate/trendsguide>.

- Casterbridge Tours has sent us a catalogue of the Educational Tours which they offer. Please stop by the Faculty Resource Centre and take a look if you're interested.

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# Conference Planner

What follows is a list of conferences and workshops about which information was received prior to August 20, 1997. If you have information about other conferences, please contact Pam Clarke at 4050 or by e-mail ([pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)). For most of the conferences listed, further information and/or application forms is/are available on the P.D. Notice Board outside the Staff Lounge or in the Faculty Resource Centre. Where possible, links have been established to the e-mail addresses or URL's. To go directly to the URL or to send e-mail, just click on the appropriate underlined section. To return to this page from the URL, press "Back" in the upper left hand corner.

**Please let Pam Clarke know when you register  
for any of the conferences listed on this page.**

- **October 3, 1997 - Functional Context Education, Calgary, AB (also presented in Montreal, September 26).** Topics include: The conceptual framework of Functional Context Education based on cognitive science, various approaches to contextual learning, differences between Functional Context Education and traditional adult education and between competency-based and objectives-based education, how to use FCE principles and methods to design new courses of instruction for workforce education and lifelong learning. For further information, contact Catherine Bruce, phone: (403) 297-4932; fax: (403) 297-5007; e-mail: [cbruce@avc.calgary.ab.ca](mailto:cbruce@avc.calgary.ab.ca); internet: <http://www.avc.calgary.ab.ca>
- **Extended to October 3!!! - Calls for Presentations at ACCC Annual Conference, Winnipeg**
- **October 4 - 8, 1997 - Cold Spring Harbor Laboratory Meeting on "Human Evolution", Cold Spring Harbor, NY.** The format of the meeting will include morning and evening sessions consisting of a mixture of invited talks, as well as talks chosen from openly submitted abstracts, principally on unpublished works. Topics range from "Primate behavior and the reconstruction of human social behavior" to the "The Human Genome Diversity Project". For further information, contact Cold Spring Harbor Laboratory, 1 Bungtown Rd., Cold Spring Harbor, NY 11724-2213; phone: (516) 367-8346; fax: (516) 367-8845; e-mail: [meetings@cschl.org](mailto:meetings@cschl.org)
- **October 8 - 11, 1997 - National Association of Biology Teachers Annual Convention, Minneapolis, MN.** The theme of the conference this year is "Focus on the Study of Life"; topics range from environmental science to oceanography to microbiology to curriculum development to public health to genetics and evolution. For further information, contact Pam Clarke, Alberta Representative, phone: 343-4050; e-mail: [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca) or contact NABT directly, phone: (703) 471-1134 or toll-free at 1-800-406-0775; e-mail: [NABTer@aol.com](mailto:NABTer@aol.com)
- **October 12 - 15, 1997 - Conference on Information Technology, Atlanta, GA.** The League for Innovation's annual conference is designed to showcase the use of information technology to improve teaching and learning, student services, and institutional management in community and two-year colleges. This is the conference to which several faculty were supported to attend by the Board/Faculty P.D. Committee in 1996. Reports are that it was an extremely good learning opportunity. We have received ten \$50 vouchers from League for Innovation to subsidize attendance at the conference and the Board/Faculty P.D. Committee will decide by early September whether we will support participants for this conference, this year. For more information, visit their "award-winning" website at [www.league.org](http://www.league.org) **I now have registration information for this conference.**
- **October 15, 1997 - Deadline for proposals to present a forum at the 1998 American Association for Community Colleges Convention, Miami Beach, FL.** See Pam Clarke

for brochure describing this conference; see entry under April 25 - 28, 1998 for conference description

- **October 16 - 18, 1997 - Tech. Prep., Red Deer, AB.** Conference topics include: Applied Academics (in core subject areas), Employability Skills, Career Planning Portfolio Development, Work Experience (students' and employers' points of view), Articulation between secondary and post-secondary, ....and much more! For further information, please contact Tech Prep Coordinator, Patti Henley, phone: 342-3732; e-mail: [phenley@techprep.ab.ca](mailto:phenley@techprep.ab.ca); website: [www.techprep.ab.ca](http://www.techprep.ab.ca) **I have registration information for this conference.**
- **October 16 - 18, 1997 - Canadian Vocational Institute Virtual National Conference, Videoconference Links.** The theme of assessment will be addressed in a regional manner. For further information, phone (306) 953-5500; e-mail: [dunbar@ctt.bc.ca](mailto:dunbar@ctt.bc.ca); internet: <http://www.cva.ca> **I now have registration information for this conference.**
- **October 16 - 18, 1997 - Special Education Council, ATA Annual Conference, Kananaskis.** The theme of the conference is Celebrating the Challenges '97. For further information, contact Carmela Amelio-McCaw, phone: (403) 454-9985 or fax: (403) 454-9883
- **October 17 - 19, 1997 - Alberta Teachers' Association Science Council Conference, Jasper, AB.** Innovations in science teaching will be explored; the theme is "Metamorphosis: Moving from Concepts to Practice". Several RDC faculty are presenting at this conference. For further information, visit the Science Council's home page at [www.atasc.ab.ca](http://www.atasc.ab.ca), phone/fax: Penny Bailey (403) 720-3303, e-mail: [102754.636@compuserve.com](mailto:102754.636@compuserve.com)
- **October 17 - 19, 1997 - National Council of Teachers of Mathematics (NCTM), Anchorage, AK.** For further information, contact NCTM, 1906 Association Drive, Reston VA 20191-1593; phone: (703) 620-9840; fax: (703) 476-2970; e-mail: [nctm@nctm.org](mailto:nctm@nctm.org)
- **\*\*October 22 - 25, 1997 - NCSPOD (National Council for Staff, Program & Organizational Development) 20th Annual Conference, San Antonio, TX.** Some of the program topics are: Capitalizing on Change for Growth, Designing Innovative Delivery Systems, Aligning People and Programs to Enhance Effectiveness, Encouraging the Teaching-to-Learning Shift. For further information, contact Tom Rodgers, Collin County Community College, Preston Ridge Campus, 9700 Wade Boulevard, Frisco, TX 75035; phone: (972) 377-1551; fax: (972) 377-3226; e-mail: [zstrodgers@express.ccccd.edu](mailto:zstrodgers@express.ccccd.edu)
- **October 23 - 25, 1997 - Adult Literacy Conference, Edmonton, AB.** Topics include: literacy and technology, linking literacy to personal and social goals, family literacy, literacy and employment skills, networking and building relationships, student issues, the International Adult Literacy Survey, and literacy research. For further information, contact Margaret Eastwood, phone: (403) 463-5209 or Candice Jackson, phone: (403) 340-4945 **I have registration information for this conference**
- **October 29 - 30, 1997 - Conference on the Holocaust: Art, Politics and Law - U of A, Edmonton.** Fee is \$20. For further information, contact Prof. F.C. DeCoste, 455 Law Centre, U of A; phone: (403) 492-0285
- **October 29 - November 1, 1997 - Canadian Association for Suicide Prevention, Thunder Bay, ON.** The theme is "Confronting Suicide Together". For further information, contact CASP 97 Conference, Lakehead University, 955 Oliver Road, Thunder Bay, ON P7B 5E1; website: <http://www3.sympatico.ca/masecard>
- **\*\*October 30 - November 2, 1997 - Canadian Lifelong Learning Lyceum '97, Charlottetown, PEI.** At the Second Global Conference on Lifelong Learning in St. Johns in July of 1997, a plan for promoting lifelong learning in Canada was started; planning will continue at this



Lyceum. Other lifelong learning initiatives will also be launched. For further information, contact The Learning Link, Edmonton; toll-free: 1-800-596-5392; phone: (403) 421-7141; fax: (403) 421-7159; e-mail: [tlmlink@connect.ab.ca](mailto:tlmlink@connect.ab.ca)

- **October 31 - November 5, 1997 - Association for the Advancement of Computing in Education Conference, Toronto, ON.** The theme of the conference is "WebNet 97 - World Conference of the WWW, Internet and Intranet". For further information, contact AACE, PO Box 2966, Charlottesville VA 22902; phone: (804) 973-3987; fax: (804) 978-7449; e-mail: [aace@virginia.edu](mailto:aace@virginia.edu); website: <http://aace.virginia.edu/aace>
- **November 1 - 2, 1997 - Mathematics Council, ATA Annual Conference, Edmonton, AB.** The theme is "Doing Mathematics". For further information, contact Cynthia Ballheim; phone: (403) 228-5810 (bus.) or (403) 278-2991 (res.); fax: (403) 229-9280; e-mail: [ballheimcj@aol.com](mailto:ballheimcj@aol.com)
- **November 5 - 8, 1997 - Students in Transition Third National Conference, Oakbrook, IL.** The conference will "provide the framework for participants to learn from each other how to develop blueprints that successfully examine and change campus structures, promoting the learning and success of students in transition". Students in transition are defined as "first year students, transfer students, returning students, seniors, ESL students, concurrently enrolled high school/college students, undecided students, part-time students," etc. For further information, contact National Resource Center for The Freshman Year Experience and Students in Transition, University of South Carolina, 1629 Pendleton Street, Columbia SC 29208; phone: (803) 777-6029; fax: (803) 777-4699; e-mail: [fyeconf@ssl.csd.sc.edu](mailto:fyeconf@ssl.csd.sc.edu); web site: <http://web.csd.sc.edu/fye/index.html>
- **November 13 - 16, 1997 - AMATYC (American Mathematical Association of Two-Year Colleges) Conference, Atlanta, GA.** The conference will present innovative approaches to the instruction of mathematics at the 2-year college level. For further information, contact AMATYC by phone at (901) 383-4643, by fax: (901) 383-4561, or by e-mail at [AMATYC@STIM.TEC.TN.US](mailto:AMATYC@STIM.TEC.TN.US) **I have registration information for this conference.**
- **November 17, 1997 - Managing Multiple Projects, Objectives, & Deadlines, Edmonton (also available on November 18 in Calgary).** This is a one-day workshop that promises to "show you how to survive - and thrive - in a high demand job. For further information, phone: (800) 873-7545; fax: (913) 362-4241; e-mail at [skillpath@mcimail.com](mailto:skillpath@mcimail.com) or [7293072@mcimail.com](mailto:7293072@mcimail.com) **I have registration forms for this workshop; cost is \$139 per person or \$129 if there are four or more people.**
- **November 20 - 25, 1997 - National Council of Teachers of English Annual Conference, Detroit, MI.** The theme of the conference is "Language as Moral Action". For further information, contact NCTE, 1111 W Kenyon Road, Urbana, IL 61801-1096; phone: (217) 328-3870; fax: (217) 328-9645
- **November 21, 1997 - Call for Proposals deadline for Innovative Projects through the Office of Learning Technologies, Human Resources Development Canada.** This office was developed to expand innovative learning opportunities through technologies. Among its activities, OTL provides funding support through contribution agreements for innovative projects in this area. Proposals must focus on adult learners and meet specific program and assessment criteria described in the OTL Guidelines and Application Procedures. Funding will be for activities starting in April 1998. For further information, contact by voice mail: (800) 563-3518; fax: (888) 724-7344; visit the web site: <http://olt-bta.hrdc-drhc.gc.ca>, or mail: Office of Learning Technologies, 15 Eddy St., Ground Floor, Hull, QUE K1A 0M5
- **November 21 - 23, 1997 - National Council for the Social Studies Annual Conference, Cincinnati, OH.** The theme is "Transforming Cultures: Past, Present, and Future". For further information, contact NCSSm 3501 Newark St NW, Washington, DC 20016-3167; phone: (202) 966-7840; fax: (202) 966-2061; website: <http://www.ncss.org>

- **December 1 - 3, 1997 - The Challenge of Meeting the Learning and Training Needs of Adult Workers, Vancouver, BC.** Some of the topics of discussion are: New Governance Model for Industry Training and Apprenticeship, Distributed Learning and Technology, Workplace Training, Matching Delivery Programs for Educators to Market Driven Training Needs, Meeting the Needs of Adults with Learning Disabilities, Improving Opportunities for Adult Learners. For further information, visit the web site: <http://www.ctt.bc.ca>
- **December 15, 1997 - Deadline for Presentation Proposals for National Conference on Teaching and Learning Diversity in American Higher Education, Monterey, CA, April 8 - 11, 1998.** For further information, see entry for conference under April 8 - 11, 1998.
- **\*\*January 10 - 13, 1998 - The Learning Paradigm Conference, San Diego, CA.** The conference goals are to increase understanding of the Learning Paradigm as a metaphor for causing institutional change in order to improve student learning, performance and success; to provide a forum for the exchange of innovative processes and approaches to transforming undergraduate education and improving institutional student outcomes; to bring together cutting-edge leaders in learning technology for demonstrations and interchange of ideas; to allow conference participants to interact and develop new networks of colleagues in support of the shift from teaching to learning institutions. For further information, contact Learning Paradigm Conference, Palomar College, Division of Media, Business and Community Services, 1140 W. Mission Rod., San Marcos, CA 92069; phone: (760)744-1150, ext. 2154; fax: (760) 591-9108; e-mail: [learncon@palomar.edu](mailto:learncon@palomar.edu)
- **\*\*January 29 - February 1, 1998 - Sixth AAHE Conference on Faculty Roles and Rewards, Orlando, FL.** "There are enormous pressures for change in higher education both from our various constituencies and from the new intriguing challenges that beckon. Particularly fascinating is the work being done on the 'learning organization'..." The key emphases of the conference will be a combination of new challenges and critical agendas....such as: Honoring Multidimensional Forms of Scholarly Excellence, Academic Careers for a New Century, the Changing Faculty "Home", Toward a More Engaged Faculty." For further information, contact AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: (202) 293-0073; phone (202) 293-6440
- **February 18 - 22, 1998 - Association for Educational Communications and Technology, St. Louis, MO.** For further information, contact AECT, 1025 Vermont Ave NW, Suite 820, Washington, DC 20005; phone: (202) 347-7834; fax: (202) 347-7839
- **February 25 - 28, 1998 - The Chair Academy's Seventh Annual International Conference, Houston, TX.** "Expand your ability to think outside the box, in this time of continuous change. Learn when to put yourself on the line, when to implement change, and when to embrace tradition. Stay on the leading edge by joining hundreds of chairs, deans, presidents, and other organizational leaders for a fun packed professional development experience. For further information phone: (602) 461-6270, fax: (602) 461-6275, or visit the web site: <http://www.mc.maricopa.edu/partners/nccca/>
- **\*\*April 8 - 11, 1998 - National Conference on Teaching and Learning Diversity in American Higher Education, Monterey, CA.** This conference is directed toward higher education instructional faculty and administrators, student leaders and professional staff who are interested in identifying, pursuing and supporting innovative approaches to creating successful learning environments for a variety of student populations. The focus is what takes place in the classroom - the teaching/learning environment. For further information, contact Center for the Study of Teaching and Learning Diversity in Higher Education, Foothill-De Anza Community College District, c/o De Anza College, 21250 Stevens Creek Boulevard, Cupertino, CA 95014-5797; phone: (408) 864-8993/8309; fax: (408) 864-5412 **I have registration information for this conference.**

- **April 19 - 22, 1998 - Supporting Educational, Faculty & TA Development Within Departments and Disciplines, Austin, TX.** Some of the conference themes for this conference are: supporting research into teaching and learning within departments, developing departmental faculty as change agents, peer consultation within and across departments, incorporating technology to facilitate educational/faculty development that is discipline-specific. For further information, e-mail: [kglewis@mail.utexas.edu](mailto:kglewis@mail.utexas.edu)
- **\*\*April 25 - 28, 1998 - American Association for Community Colleges, Miami Beach, FL.** The theme for the conference is "Reaching" and its implications for community colleges. "Reaching occurs when we stretch beyond the level of optimum comfort, but we fall short of radical transformation. In reaching we assure continuous growth, inclusion, fresh thought, even heated discussion about priorities or direction. Paths may shift somewhat, but focus remains constant. We have accomplished much, but are still hoping to touch a higher level. We are reaching." For further information, contact AACC Annual Convention, American Association of Community Colleges, One Dupont Circle - Suite 410, Washington, DC 20036-1176; phone: (202) 728-0200
- **May 4 - 6, 1998 - Renewable Energy Technologies in Cold Climates '98, Montreal, Quebec.** Updates will follow as available. For further information, contact phone: (613) 234-7004; fax: (613) 234-2988; e-mail: [RETCCC.98@sympatico.ca](mailto:RETCCC.98@sympatico.ca)
- **\*\*May 7 - 8, 1998 - Teaching for Learning Workshop, Vancouver, BC.** This workshop, organized by Houghton Mifflin, includes topics such as Promoting Active Learning, Developing Critical Thinking Skills, Teaching Styles/Learning Styles, Journaling for Academic Success, Assessment of the Teaching and Learning Process. For further information, contact Houghton Mifflin by phone: (800) 856-5727; fax: (800) 210-0212
- **May 24 - 26, 1998 - 1998 ACCC Annual Conference (Call for Papers), Winnipeg, Manitoba.** The conference theme is "Imagine - Technology, Education, and You". The organizers are welcoming proposals for papers related to the following: "Imagine technology - What are the new tools, methods, products...?", "Imagine education - How will education be transformed by technology?", "Imagine you - What are the psychological and sociological effects of technology on Community College stakeholders?" Deadline for submission is September 26. For further information, contact Gail Mulhall, ACCC Conference Office, 1223 Michael Street North, Ottawa, ON K1J 7T2; phone: (613) 746-5916; fax: (613) 746-6721
- **\*\*June 28 - July 1, 1998 - Innovations 1998 (Transforming Community Colleges) - Dallas, TX.** The conference, developed by The League for Innovation (see October 12 - 15) is dedicated to "improving student and organizational learning through innovation, experimentation, and institutional transformation" and is designed to showcase innovations and to explore how these programs can transform the community college. For further information, contact League for Innovation in the Community College, 26522 La Alameda, Suite 370, Mission Viejo, CA 92691; phone: (714) 367-2884; internet: [www.league.org](http://www.league.org)

# *How to make contact.....*

Thanks for reading our first "e-zine" edition of "Directions"! We would appreciate feedback on the contents, the format, etc. as well as suggestions about future articles.

You can reach Pam Clarke:

by phone at 4050 or 3417

or

by e-mail: [pclarke@rdc.ab.ca](mailto:pclarke@rdc.ab.ca)

You can reach Kathy Pallister:

by phone at 3109

or

by e-mail: [kpallister@rdc.ab.ca](mailto:kpallister@rdc.ab.ca)

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*Here they are! More pictures from the August ISW's....*



ISW's are going to the dogs!  
Actually, dog training was one  
of the mini lessons; ask Louise,  
Katherine, and Jean.

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Jean Cumming, Tom Gwin,  
Linda MacKay, and Corinna Rohse are all decked out for welding.....



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and Ken Heather is expert at showing them the ins and outs  
of the trade.....



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