

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 1 SEPTEMBER, 1985

A Faculty Development Newsletter of Red Deer College

Hemstreet Selected for Scholarship

Brad Hemstreet, a Red Deer College autobody instructor since 1983, was one of six instructors chosen from a field of 278 applicants from across North America to attend a vocational education research program this past summer.

The six-week project was a joint venture between publishing company John Wiley and Sons and the National Center for Research in Vocational Education at Ohio State University. The O.S.U. Center is the home for vocational education research in the United States.

Brad, the only Canadian selected, focused his research on a curriculum development project based on the post 1981 automobile.

A former Red Deer College student, Brad is presently working on his Masters degree through the U of A.

Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the October Directions is September 30, 1985.

Editor: Ed Kamps

TRAVEL BURSARIES

The Secretary of State offers Travel Bursaries to post-secondary students of the minority official language group who are unable to pursue studies in their first official language in their own province or within reasonable commuting distance.

The financial aid programs described above are by no means all that the Government of Canada has to offer. Assistance is available to post-secondary students from other departments, including Environment Canada, Health and Welfare Canada, Fitness and Amateur Sport and Veterans' Affairs. The publication entitled Guide to Federal Sources of Financial Aid for Canadian Post-Secondary Students, prepared by the Secretary of State, lists the departments and agencies that offer grants and awards as well as eligibility requirements and addresses for further information. This brochure may be obtained by writing to: Student Assistance Directorate, Secretary of State, P.O. Box 2090, Station D, Ottawa, Canada K1P 6C6.

"Everyone has a story to tell
- if only someone would listen
- if only someone would ask."

Wm. Zimmerman

My Sabbatical Experience - Arun K. Mishra

(Arun was on sabbatical during the 1984/85 term.)

As instructors all of us have no choice but to keep abreast with the advances in our respective professions. To achieve this, we

1. study trade journals
2. consult with other instructors at Red Deer College and with colleagues at the universities.
3. frequently discuss our professional concerns with our colleagues in the "real world".

Teaching at the College isolates us from the practice of our professions. One method of gaining some "hands-on" practice is the use of a sabbatical. A major benefit of this method occurs by the fact that since your sabbatical employer is not paying your salary, you will be free to work in the areas of your interest rather than the fields where the employer is short of personnel. You will be benefitting your employer by working for him at no cost and you will be able to learn a great deal from your colleagues. The colleagues won't mind spending time with you to teach you the subtleties of the trade when they know that next week or next month your work will reduce the amount of time they will spend on a project.

This has been my experience at the Alberta Gas Ethylene Company at Joffre, northeast of Red Deer. I worked at the AGEC from January to June, 1985. My experience at the AGEC was very positive. I worked in various aspects of engineering and the people I worked with were very helpful. I worked mainly in the field of projects engineering. My projects involved design, production and process engineering, field installation, maintenance, and safety engineering. I designed heat exchangers and piping configuration-sized steam

traps; used thermal expansion considerations; worked on heat transfer, two phase flow, design specifications for exchangers, foundation design, bills of materials and manpower calculations, etc. I also worked on writing proposals, writing detailed budget estimates, writing economic justification of projects, preparing bid packages for contractors, selecting contractors, supervising contract personnel, etc.

There are two ethylene and one polyethylene plant at the AGEC site. The second ethylene plant was started in September 1984 and does not require much project or maintenance work. The polyethylene plant is quite small in size and scope. Most of the work is done on the first ethylene plant which was started up in 1979. I worked on more than a dozen projects. These ranged from large ones costing as much as \$500,000 to small ones costing a few hundred dollars. In addition, I have also been involved with some associated studies. I have read papers on Plant Layout and Piping Design. I read a home study course on Natural Gas Plant Operation. I have also observed numerous in-progress reports.

The other part of my sabbatical involved computers. As computers are rapidly becoming an indispensable part of engineering design and manufacturing, I tailored this part of my sabbatical to learn about Computer Aided Engineering. During the fall term I was working in the Mechanical Engineering Department at the University of Calgary. I was involved in the following activities:

1. I learned about the advances in Computer Aided Drafting and Design and Computer Aided Manufacturing.

Included were graphics and design systems which allow one to complete the design process for a problem on a graphics terminal in

as little as 10 to 25% of the time required for doing the project in a conventional way. All the work is done interactively on a terminal.

2. I liaised with CADD/CAM users in industry in Calgary to learn about computer applications in industry. I visited two dozen establishments where computers are used for engineering design and drafting. I was able to learn a great deal about actual applications of CADD and about the state of the art equipment and methods. I visited a few manufacturing firms which employ NC machines to fabricate articles such as mining and oil industry tools. These visits were very helpful in that I will be able to use a lot of this information in my classes. I also contacted more than a dozen vendors to determine the types of CADD/CAM hardware and software available in the market.
3. I attended various undergraduate classes in the subjects I teach at the College. I also discussed mutual curriculum and evaluation concerns with the professors at the University.
4. I attended one course in CADD/CAM and various classes on computer analysis for design applications and on Manufacturing and Production processes.

Overall, my experience has been quite positive. I feel that I have learned a great deal and I have enjoyed my work. I hope to bring back these positive feelings and my enthusiasm to the College and to my classroom.

"If we make "Star Wars" they'll make "The Empire Strikes Back".

2300 Wing Washroom

The Society for Educational Visits and Exchanges in Canada (SEVES) is a volunteer agency, supported in part by the federal government, whose goal is to promote and organize educational exchanges and visits for Canadians between the ages of eight and 18 years. Anglophone and francophone students are carefully paired and visit each other's homes during the summer. For further information, write to: SEVEC, Office 505, 1580 Merivale Road, Ottawa, Ontario K2G 4B5.



If you are involved in education, training and development, the Western Canada Film and Video Showcase invites you to the *Banff Springs Hotel*, November 17 - 21, 1985.

Take advantage of Western Canada's major educational film and video exhibition featuring the newest film and video releases from North America's best producers and distributors.

For your W.C.F.V.S. information package contact:

William R. Hanson
WCFVS Publicity and Marketing
Media Services Group
3610 - 9th Street, S.E.
Calgary, Alberta
T2G 3C5
(403) 294-8554

"There is an unexplored side to everything because instead of looking at things with our eyes we look at them with the memory of what others have thought."

Gustave Haubert

The Macintosh and Foreign Languages - Brian McDonald

The Macintosh (the Mac) is the first multilingual microcomputer to be produced and as such will probably dominate the world market. Mac's plastic housing case has icons (pictures and symbols) rather than words. The ROM (read-only memory) chips, the memory that Mac uses to store its operating programs, have not a word of English. Nothing depends on words. Mac has only one ROM for the world, not different ROMs for Italian, German, French, English, etc. All the programs are written in assembly language, which is the most fundamental programming language, next to the computer's actual machine language. And that is why no alphabet or character sets are in ROM. Individual languages and the different alphabets and characters required are handled by the Mac's software.

The Mac's software in foreign languages uses the same icons as the English edition. In other words, the software icons are international; the same icons are used for the same software program regardless of whether it is the Italian, French or German edition. Each icon, however, is conveniently labelled with a word or words and the labels are in different languages for different editions.

That means that you could use the English edition of the MacWrite word processing program on a Mac and when you have finished someone else could sit down at the same Mac you were using and use the French edition. Not only that, if you were sufficiently familiar with the icons of the MacWrite program, you could use the French edition, even if you were totally unfamiliar with French.

If Red Deer College bought Mac's, then foreign language instructors could purchase Mac software in French, German, etc. to use in the teaching of foreign languages.

There will be Mac software produced in many language editions because the Mac international group decided that all Mac software should be written so that the basic part of the program that is constant regardless of the language used is kept separate from the language/cultural part of the program. This makes for easier, less expensive translation of all Mac software into all languages. This will also encourage international exchange of software, regardless of the country of origin of the software.

What about different keyboards for different languages? Because the Mac keyboard is modular, attached by a plug to the Mac, you can plug in keyboards for several different languages on the same Mac. However, an alternate keyboard is not absolutely necessary because the Key Caps desk accessory in the Mac menu displays a keyboard on the Mac's screen that shows the full international character set, including accents and Greek letters. These international characters can be implemented when you press Shift, Caps Lock, or Option in combination with another key. This international character set makes one Latin-alphabet keyboard (whether English, French or German) good for all Latin-alphabet languages.

What about the nonLatin-alphabet languages like Japanese, Arabic and Hebrew? The Japanese version will require changes in the hardware inside the machine to make the machine capable of an 8000-character set. In addition, a special type of keyboard will have to be designed. The adaptations for the Arabic and Hebrew versions will be less complicated because the character sets of those languages are a standard size. In addition, the Mac will have to read and write text from right to left for Arabic and Hebrew. Designs for the Japanese, Arabic and Hebrew Mac's are already underway.

WRITER'S SUPPORT GROUP

One form of professional growth and development that faculty may engage in is writing for publication.

The final product represents a considerable amount of thought, reflection, organization, and research. These can be difficult processes to manage while maintaining teaching and other responsibilities. Writing is generally a solitary experience as well and one may not have the benefit of working with others and receiving their feedback and support.

The idea of a Writer's Support Group is to establish an informal network of faculty with similar writing goals to provide a source of support, encouragement, and feedback.

Such a network, loosely structured, would respond to the needs of the group members, perhaps establish some meeting times, consider aids to the writing process, techniques for dealing with blocks and procrastination and so on.

The emphasis is on sharing each other's resources and supporting each other's efforts.

If you are interested in belonging to the Writer's Support Group, contact Ed Kamps, 3396.

"The whole of science is nothing more than a refinement of everyday thinking."

Albert Einstein



LUNCH BAG SEMINARS

September 17, 12:30-1:45, Board Room. "The Galapagos" A slide presentation by Don Wales

September 24: Postponed to Winter Term

October 15, 12:30-1:45, Board Room. "Attitudes, Philosophies, and Approaches". A comparative study of the educational system in West Germany, the U.K. and Canada - presented by Diane Tyler and Pat Pattison, based on a study tour conducted earlier this year.

November 12, 12:30-1:45, Board Room. "In Search of Excellence". Excerpts from the videotape, based on the best selling book by Thomas Peters and Robert Waterman. The authors discuss eight principles used by America's best run companies.

November 19, 12:30-1:45, Board Room. "In Search of Excellence: Applications to Red Deer College" A panel discussion considering the applications of the eight key principles of the Peters and Waterman book to Red Deer College. Tentative panelists include Dr. Ed Luterbach, Dr. Harry Davis, Doug Swanson, Gerry Paradis.

"They are able because they think they are able."

Virgil

Nursing Preceptorship Gets Attention

The Nursing Preceptorship program of Red Deer College was featured this summer in a two-part series published in the AARN newsletter.

The articles, written by Mary Gardiner and Linda Martin describe the unique program as "a final clinical experience where on-the-job learning is individualized through a student's relationship with a preceptor."

"... The preceptorship program arose to facilitate the learning process in the final course of the nursing program. Preceptorship is one learning method to aid in the prevention and ease of impact of reality shock. It allows students to be exposed to the realistic view of nursing while still being a student. It provides a link between service and education..."

They go to describe a preceptor as "a nurse who is a positive role model, knowledgeable and a clinical expert in her particular area. By clinical expert, we mean someone who is competent in the clinical knowledge and skills required for practice in her area. Facilitator, teacher, observer and evaluator are terms used to describe a preceptor. Effective use of skills in establishing sound interpersonal relationships

is necessary. A preceptor should be able to generate and examine alternatives and seek assistance from others when needed, demonstrating effective problem solving skills. The ability to give both positive and constructive feedback is vital since this is part of the students' learning process. An essential attribute is that the staff nurse must want to facilitate and teach students.

To meet our own needs, since we would be functioning more in a consultative role than one of direct supervision, we requested the preceptors to have been employed by the hospital for a minimum of one year. Part of the impetus behind this move was that we needed nurses who could function as resource people for hospital philosophy, policy and procedure interpretation."

The program has had a thorough evaluation over the last three years and has received positive support from students, staff, and hospitals.

Full details of the program and copies of the articles published by the AARN are available from the Nursing Department.

(Mary Gardiner is an instructor in medicine-surgery and psychiatric nursing.

Linda Martens instructs in second year medicine-surgery.)



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K. Bailey, The Effective Use of Resources

VOL. 2, NO. 2 OCTOBER, 1985

A Faculty Development Newsletter of Red Deer College

In Search of Excellence - Reid David Evans

(Evans is a community college instructor)

The search, by Tom Peters and Bob Waterman, was conducted not so much to find excellent organizations, but more so to uncover the critical elements that contributed to organizational success. Peters and Waterman appear to have operationalized what Scully (1981) had suggested was the primary task of an administrator, supervisor, or manager:

"... find ways to tap into whatever pools of energy are available, find ways to stir up and excite the energy, and design, organize and manage work environments so as to provide channels through which the energies of personnel can be directed toward accomplishing the goals of the organization."

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Deadline for submission for the November Directions is November 1, 1985.

Editor: Ed Kamps

Peters and Waterman have delineated eight crucial variables that, when given serious attention, contribute, in an interdependent fashion, to the growth and development of innovative and creative organizational cultures: bias for action, hands on-value driven, stick to the knitting, staying close to the consumer, autonomy and entrepreneurship, productivity through people, small is big, and simultaneous loose-tight properties.

My personal conviction is that the text, In Search of Excellence and the follow-up text, A Passion for Excellence (Tom Peters and Nancy Austin) can be synopsized by two statements:

- 1) Managers make meaning, and
- 2) Managers must make performance matter.

Managers make meaning! It is the contention of Peters and Waterman that the first place a manager investigate, when assessing his or her organization, is his/her own role. If a manager and his/her groups wishes to "realize" the organizational mission, an intensive "look" at his/her own tasks will illuminate the factors which are promoting or retarding the group's progress toward their "vision". Questions which offer some intrigue are:

- 1) Are the tasks undertaken by the group constantly referenced to the mission?

- 2) Is the intention of the organization on the agendas of each meeting? Where do we spend our time?
- 3) Are new initiatives referenced to the mission?
- 4) Do all group members know the mission and are they encouraged to "realize" the mission through their own tasks in their own innovative and creative ways?
- 5) Does the organization "stick to the knitting"? or Does it "water-down" the mission as it reaches to "grab" distantly-related initiatives? When is growth cannablistic?
- 6) Does the manager "protect" his/her group from the bureaucracy? Is he or she a shield which protects the autonomy and integrity of each member while at the same time promoting adherence to the central mission and core values? Now that's delicate balance!

The second point stated is that managers must make performance matter. Organizational environments must be responsive to the individuals. Individuals and groups must know they are important. Efforts to be innovative and creative must be celebrated. Individuals and groups must be lead to feel powerful - in control - self-managed. Managers, I content can easily bring meaning to the individual if they will begin to consider interpersonal relationships and interaction as more meaningful than adherence to policies and procedures. Questions to ponder:

- 1) Is eagerness, enthusiasm, and energy rewarded?
- 2) Is innovation promoted and nurtured without "fear" of failure?

- 3) How many "failures" will be tolerated?
- 4) Who gets the attention? Is it the persons in the trenches?
- 5) What about hoopla? Who celebrates who, and what?
- 6) Has the group been told that A is the goal, while all rewards are channelled to B?
- 7) Do the group members believe they are important to their students, faculty and community? Why or why not?
- 8) Have managers thought about autonomy and responsibility as rewards? They may be rewards to some people?
- 9) Finally, are managers consciously attempting to assist their groups (and the individuals in the groups) to become everything they can become?

While these two points are admittedly extracted from the texts and are not discussed by the authors as individual principles, I believe that they summarize, succinctly, at least one strand of a complex array of tasks in organizations which "want to excel".

"The degree to which the opportunity to use power effectively is granted to or withheld from individuals is one operative difference between those companies which stagnate and those which innovate. The difference begins with a company's approach to solving problems and extends throughout its culture and structure."

Rosabeth Moss Kanter,
The Change Masters

Instructional Leadership and the One Minute Manager - Earl Bloor

The One Minute Manager is back on the bookshelves - this time espousing the values of situational leadership. Co-author Ken Blanchard is on familiar turf here since he amassed his initial fortune as co-inventor (with Paul Hersey) of "Situational Leadership".

Basic one minute management involves three steps. Simplified, they are:

- 1) Tell the employee, in one minute or less, precisely what you expect him/her to do,
- 2) Find him/her doing it well so you can give him/her one minute praising. (People who produce good results feel good about themselves), and,
- 3) Show him/her your high expectations by administering one minute reprimands, but always end on a positive note. (When you end a reprimand with a praising, people think about their behavior, not your behavior).

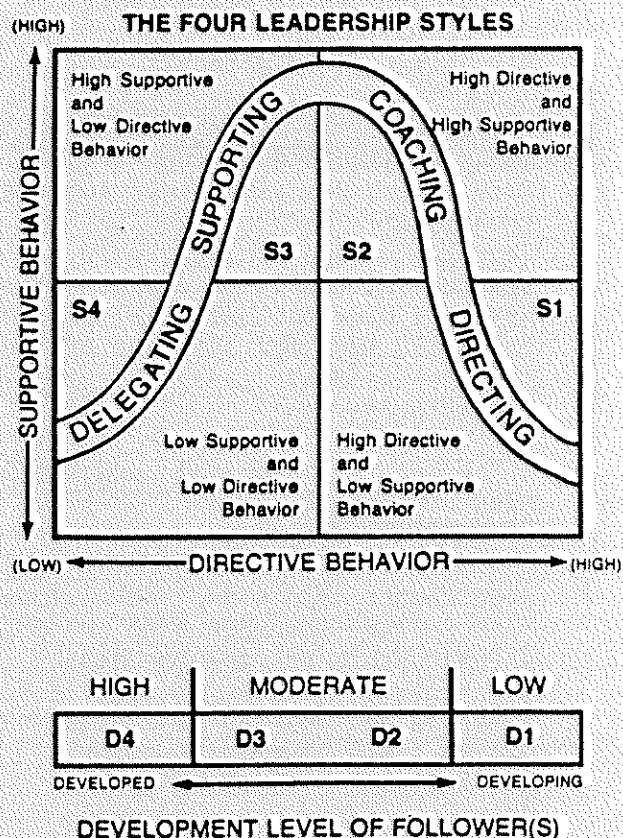
To this structure, Blanchard has now added the basics of situational leadership. And what comes out can be as easily applied to institutional education as it can be to the corporate world. For a leader, or teacher, there are four basic leadership styles:

- 1) Directing - provide specific instructions and close supervision.
- 2) Coaching - provide direction and supervision, but also explanations, participation and support.
- 3) Supporting - facilitate and support task completion and share decision making with employee/student.

- 4) Delegating - turn over responsibility for decision making and problem solving to employee/student.

Upon this matrix of leadership styles, Blanchard superimposes the four development levels of followers/subordinates. Development level is based on competence and commitment. A follower with low competence and high commitment (designated a D1) requires a directing leadership style whereas a highly competent and committed employee/student (at development level D4) responds well to a delegating styles. The four leadership styles and the four levels of follower development are illustrated in the diagram.

SITUATIONAL LEADERSHIP II



from: Blanchard, Ken
Leadership and the One Minute Manager

The goal of one minute management cum situational leadership is for all followers to be highly competent and committed and thus for leaders to be able to delegate all tasks. One minute management fosters follower development to the D4 level. Similarly, goal of the educators enterprise is to foster self-directed learners - learners with high levels of competence and commitment.

The One Minute Manager offers a five step process to follow in developing competence and commitment in followers:

- 1) Tell them what to do.
- 2) Show them what to do (identify the performance standards).
- 3) Let them try.
- 4) Observe their performance.
- 5) Praise their progress.

The One Minute Manager tells us about a favourite college teacher. This fellow was always getting into trouble with the Dean and fellow faculty members because every semester on the first day of class, he would hand out the final examinations and then for the rest of the semester he would teach the people the answers.

The book is Leadership and the One Minute Manager.

[Ed. note: Ken Blanchard will be in Calgary December 6 to present "Leadership and the One Minute Manager". The cost is \$200 if ten people go from the same organization. See Doug Swanson for details.]

Guided Design: A Teleconference Seminar - a Review - by Donna Storvik

The first teleconferencing seminar sponsored by the College-wide Professional Development Committee came to us directly from beautiful West Virginia. The presentor, Dr. Charles Wales, warmed us to his topic by first telling us about the 80 F, clear-sky day he was experiencing. At that same moment, we had a rainy gray day with icy temperatures for early September.

Dr. Wales' topic, "A Perspective on Individual Instruction: Patterns and Relationships" captured the interest of the 18 or so people gathered. Using as his focus the problem-solving approach to learning, Dr. Wales discussed his particular Guided Design Approach for approximately 25 minutes. Each institution on line then was encouraged to submit two questions addressing any issue resulting from the talk. The entire presentation was well-organized and easy to follow.

Because I am personally involved in a project based on problem-solving skills, I found much of what Dr. Wales had to say very apropos. Thinking skills should be taught and in order to do this, the following three problems must be addressed:

1. How can we make room in the curriculum for thinking skills?

Dr. Wales suggests we prune the curriculum to include only the essential material. Then, we can adopt some form of individualized instruction. He states that not all the jargon is needed in a course. We need to remember that we should teach people, NOT subjects. Teachers must be selective.

2. How can we teach thinking skills?

Simulation exercises work well here. Teaching must be direct and explicit. Students should follow a guided design to decision-making which integrates the course material.

3. Which thinking skills should we teach?

Dr. Wales feels that both critical thinking and creative thinking should be taught. They can either be taught separately or as part of a whole scheme.

Students should learn analysis, synthesis, and evaluation. These three are the components of a 12-step decision-making process that Dr. Wales uses in teaching freshmen to fourth year engineering students. His text, A Guide to Successful Decision-Making discusses these steps. Furthermore, as a result of using this technique, Dr. Wales and his colleagues have observed an increased retention rate in 30% of students as well as an increased grade point average in courses. When asked why these increases, Dr. Wales is quick to reply that students are taught to attack problems and make decisions. They focus on patterns. If you can visualize--draw pictures so you can see patterns, you can handle problems. This ultimately leads to better writing skills.

By the end of the presentation, I had many more questions I had wanted to ask Dr. Wales. However time ran out. It seems to me most appropriate for our CWPDC to try to bring such an excellent resource person to our College to share his approach to decision-making.

[Ed. note: Print materials and a videotape of the guided design approach are available.]

Printing on Overheads with APPLEWORKS - Brian McDonald

The Apple IIe computer and the program APPLEWORKS can be used to do printing on acetate overhead sheets for use in the classroom. I have experimented with a variety of ways of doing this and have shown the results to both students and faculty and on the basis of their feedback have come up with the best method.

Before you begin to enter your script you should enter "open apple - 0" to give you the printing options. The printing options you should use are:

Platen Width (PW) = 8.5
Left Margin (LM) = 1.9
Right Margin (RM) = 0.3
Characters per Inch (CI) = 4
Unjustified (UJ)
Paper Length (PL) = 11.0
Top Margin (TM) = 1.2 (or 0.0) if you set the paper up 1.2 inches.
Bottom Margin (BM) = doesn't matter, you are only going down 22 double spaced lines.
Double Space (DS)

You will have 25 characters maximum across the page. You must only use 22 double spaced lines downward. Use only capital letters. Small case letters are not clear enough. Leave the setup unjustified (UJ) because the letters are large enough that you get weird spacing if you justify (JU) the setup. Go ahead and create your page. Then print out a hard copy. Take the hard copy to a Canon copier where you can have the original automatically fed in. Set the Canon for enlargement. Place the original downside with the top of the original upward (away from you as you face the machine). The unequal Left Margin (1.9) and Right Margin (0.3) will give you a perfectly centered enlargement. Run the enlargement copy through a thermofax to give you the acetate copy. If you wish you can run off an acetate copy directly

on the Canon copier but it will not look as dark and filled out as a thermofax copy will.

If you want to add photographs, make the acetate copy directly on the Canon and overlay the photo on top of the script acetate. If you want to draw pictures you can draw directly on the script acetate or draw on an overlay. The Bookstore provides special pens for drawing on acetate.

I also examined the Apple IIe program PRINTSHOP and found that its fonts are too large for overheads. Even its "typewriter" font is too large. However, PRINTSHOP can be used for a "title page" overhead each time you begin a new topic or when you wish to make an unusually deep impression on your class (eg. time and place of an exam). However, PRINTSHOP cannot be used all the time because it restricts the amount of script on any one overhead and can make your presentation seem segmented.

"It's easier to ask forgiveness than for permission."

Gifford Pinchot, Intrapreneuring

"The fastest way to succeed is to look as if you're playing by other people's rules, while quietly playing by your own."

Michael Korda

"I can live for two months on a good compliment."

Mark Twain

Physics Demonstrations in the Classroom - excerpts from a status report by Paul Williams based on an innovative project funded by CWPDC.

"The Ideas:

Much of the personal benefits of this project were to come from the process of searching for, organizing, screening and cataloguing ideas. I have made considerable progress in this activity, aided by my attendance at the American Association of Physics Teachers Conference and through discussions with other Faculty members at RDC. This part of the process has been in a way too successful as I now have a growing booklet of ideas and things to do in my file that cannot be completed within the next year or two.

The process of evaluating ideas and finding possible uses for them has been very interesting in that it has given me a new insight to Physics education and teaching methods. This process is in no way complete.

The Projects:

The ideas for Physics demonstrations have been sorted into several categories. Firstly there are two broad categories of usefulness: demonstrations that supplement courses presently being taught, and demonstrations that are not related to courses but are interesting, or fun or exciting. Emphasis will be placed on those demonstrations that have valid use in the classroom.

A second sorting of demonstration ideas relates to what needs to be done to implement them. These categories include:

- things to build or construct
- things to buy
- demos to practice or perfection
- demos to vide-tape
- topics to video-tape

- A/V materials to have made
- topics to organize into demonstration lectures.

Completed (or nearly so):

A number of "things to build" have been completed or are near completion. These include the following:

- a display stand
- a "spinner" to show energy changes
- a pair of "wheels" to demonstrate torques, forces, angular momentum, etc.
- a "mirror box" to show the physics of an illusion
- a "bed of nails" to illustrate pressure.

Some A/V materials have also been designed and produced to stimulate interest and attract attention to some areas of physics. Also a videotape on "Dynamics on the Midway" is now being edited for use with some print material in the classroom this fall.

Many other projects have been outlined or blue-printed and await action."

"As you eliminate criticism, defensiveness, and other negative factors, you will build up a surplus of energy for the better management of your time."

James T. McCay

"To save energy, you need to know where you're losing it."

James T. McCay

"... we like to think of ourselves as winners. The lesson that the excellent companies have to teach is that there is no reason why we can't design systems that continually reinforce this notion; most of their people are made to feel that they are winners. Their populations are distributed around the normal curve, just like every other large population, but the difference is that their systems reinforce degrees of winning rather than degrees of losing. Their people by and large make their targets and quotas, because the targets and quotas are set (often by the people themselves) to allow that to happen.

In the not-so-excellent companies the reverse is true. While IBM explicitly manages to ensure that 70 to 80 percent of its salespeople meet quotas, another company (an IBM competitor in part of its product line) works it so that only 40 percent of the sales force meets its quotas during a typical year. With this approach, at least 60 percent of the salespeople think of themselves as losers. They resent it and that leads to dysfunctional, unpredictable, frenetic behavior. Label a man a loser and he will start acting like one.

The old adage is "Nothing succeeds like success." It turns out to have a sound scientific basis. Researchers studying motivation find that the prime factor is simply the self-perception among motivated subjects that they are in fact doing well. Whether they are or not by any absolute standard doesn't seem to matter much.

Mere association with past personal success apparently leads to more persistence, higher motivation, or something that makes us do better."

from In Search of Excellence

Funds Available for Professional Development Projects

The CWPDC has again allocated part of the annual p.d. budget towards funding innovative projects.

According to the p.d. handbook, innovative projects must address one or more of the following areas to qualify for funding:

- " (i) instructional innovation
- (ii) research/study in teaching professional discipline or trade
- (iii) research/study in an academic subject
- (iv) other innovations in professional development.

... Specific items and activities which might be included as part of an innovative project proposal would be:

- (i) travel associated with the project
- (ii) external consultants' fees
- (iii) materials and equipment necessary to the project
- (iv) payment of release time for faculty engaged in the project."

"He who lets the world, or his own portion of it, choose his plan of life for him, has no need of any other faculty than the ape-like one of imitation. He who chooses his plan for himself, employs all of his faculties. He must use observation to see, reasoning and judgement to foresee, activity to gather materials for decision, discrimination to decide and when he has decided, firmness and self-control to hold to his deliberate decision."

John Stuart Mill

Planning and Producing Instructional Media - Earl Bloor and Gene Leavitt

The Audio Visual and Instructional Design Services of the Learning Resources Centre have developed a procedure to help you plan and produce instructional media. This is how it works.

When you have an idea for a course improvement which involves the development of media resources, contact Gene Leavitt or Earl Bloor. Pretty soon an Instructional Design Team will be formed consisting of Gene, Earl and yourself. This team will manage the development of your media through attention to the following activities.

PHASE I Plan the Project

- A. Analyse the problem or need this project addresses.
- B. State the objective(s) of your project.
- C. Analyse the conditions for the presentation.
 - 1. Audience
 - 2. Environment
 - 3. Available hardware
 - 4. Available software
 - 5. Available time for presentation.
- D. Identify resources required for production (equipment, raw stock, etc.)
- E. Brainstorm alternatives
 - 1. Possible content
 - 2. Attendant media
 - 3. Follow-up activities
 - 4. Introducing the presentation
 - 5. Best length for presentation
 - 6. What has been done elsewhere?
- F. Outline the content.
- G. Develop a storyboard.
- H. Script the presentation.

PHASE II Produce the Presentation

- A. Schedule the events.
- B. Capture the content (take pictures, record sound, etc.).
- C. Edit (match script and storyboard).
- D. Answer questions
 1. Is the organization logical
 2. Is the story line complete
 3. Is the presentation too long - too short
 4. Are you meeting your objectives?
- E. Prepare captions and titles.
- F. Coordinate the media
 1. Prepare the audio
 2. Synchronize audio, visual, print, etc.

PHASE III Evaluate the Project

- A. Field test.
- B. Revise.
- C. Utilize.
- D. Revise?

Writers' Support Group Formed

A support group has been formed for instructors who have an interest in writing for publication. Nine people so far have expressed interest in various facets of the writing/publication process and the group is now determining what the next steps might be.

Tentative plans include a get-together during an up-coming noon hour to share ideas and concerns, a collection of articles related to academic writing, and a workshop geared to helping people get started.

Individuals wishing more information should contact Ed Kamps.



LUNCH BAG SEMINARS

November 12, 12:30-1:45, Board Room. "In Search of Excellence." Excerpts from the videotape, based on the best selling book by Thomas Peters and Robert Waterman. The authors discuss eight principles used by America's best run companies.

November 19, 12:30-1:45, Board Room. "In Search of Excellence: Applications to Red Deer College" A panel discussion considering the applications of the eight key principles of the Peters and Waterman book to Red Deer College. Panelists include Dr. Ed Luterbach, Dr. Harry Davis, Doug Swanson, Gerry Paradis.

December 17, 12:30-1:45, Board Room. "On the Road". An informative seminar for anyone planning a sabbatical, leave, or extended travel/holidays. Topics to be discussed and examples given, include:

- house rental and property management
- income tax/moving expenses
- immigration and customs
- medical coverage outside Alberta
- medical assistance in foreign countries
- dental plans
- insurance: house, personal, auto

"It is more important to do the right thing than to do things right."

Peter Drucker

"... I found that the entrepreneurial spirit producing innovation is associated with a particular way of approaching problems that I call "integrative": the willingness to move beyond received wisdom, to combine ideas from unconnected sources, to embrace change as an opportunity to test limits. To see problems integratively is to see them as wholes, related to larger wholes, and thus challenging established practices - rather than walling off a piece of experience and preventing it from being touched or affected by any new experiences.

Entrepreneurs - and entrepreneurial organizations - always operate at the edge of their competence, focusing more of their resources and attention on what they do not yet know (e.g. investment in R & D) than on controlling what they already know. They measure themselves not by the standards of the past (how far they have come) but by visions of the future (how far they have yet to go). And they do not allow the past to serve as a restraint on the future; the mere fact that something has not worked in the past does not mean that it cannot be made to work in the future. And the mere fact that something has worked in the past does not mean that it should remain.

Integrative thinking that actively embraces change is more likely in companies whose cultures and structures are also integrative, encouraging the treatment of problems as "wholes," considering the wider implications of actions. Such organizations reduce rancorous conflict and isolation between organizational

units; create mechanisms for exchange of information and new ideas across organizational boundaries; ensure that multiple perspectives will be taken into account in decisions; and provide coherence and direction to the whole organization. In these team-oriented cooperative environments, innovation flourishes. There may be differences recognized and even encouraged - an array of different specialities, a diversity of people - but the mechanisms exist for transcending differences and finding common ground ..."

from The Change Masters
by Rosabeth Kanter

"It is very obvious that we are influenced not by "facts" but by our interpretation of facts."

Alfred Adler

"Sometimes it is more important to discover what one cannot do, that what one can do."

Lin Yutang

"My left hand is being held by someone who knows more than I and I am learning. My right hand is being held by someone who knows less than I and I am teaching. Both my hands need to be held for me to be."

Natasha Josewitz

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 3 NOVEMBER, 1985

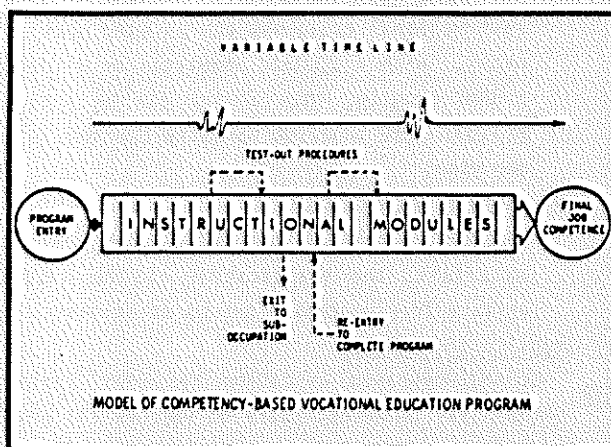
A Faculty Development Newsletter of Red Deer College

Competency-Based Education - Earl Bloor, Instructional Design

Competency-based education (CBE) is training based on the accomplishment of specific skills, knowledge and attitudes. In a CBE program the student is

- (1) told what she/he must learn,
- (2) given ways to accomplish the specified learning, and
- (3) tested to determine if the required learning actually occurred.

The student performance objectives are defined in instructional modules; mastery of the objectives is measured on a module post-test. The operation of a CBE program is illustrated in the diagram.



Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the December Directions is December 1, 1985.

Editor: Ed Kamps

Elements of CBE

The feature of CBE that sets it apart from the traditional, non-CBE approaches to education is the reversal of the achievement and time dimensions. It has been observed that the only aspect of a university education that educators can agree on is that it takes four years. The traditional approach fixes time in school; student achievement during that time is variable. In CBE, student achievement is fixed; students are allowed the time necessary (within reason) to develop specified competencies.

If a program is to be truly competency-based, the following five essential elements must also be present:

1. Competencies to be achieved are carefully identified, verified, and made known to the students before the course begins.
2. Criteria to be used in assessing the achievement of competencies and the conditions under which the achievement will be assessed are explicitly stated and made public in advance (i.e., students are told exactly how their performance will be evaluated).
These 2 points are exemplified in the following performance objective from a nursing program:
Given a patient assignment sheet and infant patient, feed the infant. The infant must be held securely, fed appropriate formula, and placed in crib to avoid aspiration.
3. The instructional program is individualized. Each student is given the opportunity to demonstrate his/her mastery of each competency.
4. Assessment of a student's competency requires the actual performance of the competency as the primary source of evidence.
5. A student progresses through the instructional program at her/his own rate by demonstrating mastery of the specified competencies.

Challenges of CBE

The major challenge of CBE is in its implementa-

tion. Developing a CBE program requires a considerable expenditure of time and money. The instructor interested in using the CBE approach to learning faces the formidable tasks of:

1. Conducting (or otherwise obtaining) a valid job/task analysis;
2. Developing performance objectives, learning activities and criterion referenced tests;
3. Implementing the program; and
4. Creating a course management system.

With the recent growth of CBE programs, particularly in B.C. with its TRAC program and in Saskatchewan at Regina's Wascana Institute, there are many resources available to ease the transition to CBE.

In changing from a traditional program to a CBE program the instructor's role changes dramatically. In a CBE program, the instructor is more of a consultant and manager. Teacher-student consultation occurs on a one-to-one basis when a student encounters difficult-to-learn materials; most student learning occurs independently by working with pre-prepared materials. As a manager of the learning process, the instructor tracks student progress, motivates students, maintains records, orients new students and provides instructional resources. All of these management tasks are more challenging in CBE because of its open entry/exit policies.

The challenge that faces the student in a CBE system is to efficiently manage her/his time. Unrestricted student pacing of instruction can lead to an inefficient use of time and this will lower the level of competency attained.

Benefits of CBE

CBE generates important educational benefits in the following areas:

1. Student Motivation

By providing students with concrete goals, the instruction is perceived as being more relevant than traditional instruction. Because CBE instruction is based on job/task analyses, students know the training is job relevant. Success experiences at each step of the program maintain student motivation.

2. Flexibility

Students can work at their own pace on the material relevant to their individual needs and are not required to repeat learning of skills and knowledge previously learned.

3. Education Experimentation

As long as time-based degrees and normed tests are used, there is little that can be done to measure or improve the productivity of educational systems. CBE allows for more experimenta-

tion with the methods of acquiring skills. CBE accommodates different student learning styles by offering students several different ways to learn, e.g. textbooks, videotapes, slide/sound programs, etc.

4. Modularized Credit

The modular design permits students to progress through the many small segments of the program on an individual basis. They can 'drop back in' if they drop out. Modularized credit encourages students to do each program segment because as they complete each module they gain a fractional unit of credit. (Refer to Model of CBE Program diagram.)

5. Program Evaluation and Monitoring

Since teachers have a constant progress report on each student, they can determine who is progressing and who is not - and why.

6. Job Placement

Students who complete a competency-based vocational instructional program should have, along with a school diploma, a record or certification of competencies they have mastered. This is a powerful tool for job interviews and placement.

7. Student Access

Students can obtain immediate access to open entry/exit instructional programs.

8. Program Efficiency

The instructional staff, the building and instructional equipment can be used more efficiently. When a student completes or discontinues a CBE program, the vacancy can be immediately filled. CBE programs normally operate 12 months per year.

9. Uniform Presentation

Because program delivery relies upon pre-prepared materials, the presentation of the program is uniform for successive groups of students.

Applications of CBE

Competency-based education has been implemented extensively in recent years to improve all levels of education, particularly adult vocational education. CBE allows learners to acquire knowledge and skills required in an occupation with maximum efficiency of time and effort. In a competency-based program, individual differences become an asset to the student rather than a liability. Instruction is designed to assist the student in developing competencies in identified areas of skill deficiency. This makes it possible for a student to enter and exit the educational system throughout his/her lifetime.

Applications of competency-based education have

not been restricted to adult vocational education. The academic equivalent of CBE is the personalized system of instruction, PSI, or the Keller Plan. PSI has been most frequently applied to courses of study in the natural sciences. In addition, Centers for Instructional Design at several universities have been facilitating the movement of programs such as English, Music/Music Industry, Organizational Behaviour, and Basic Art toward self-paced, competency-based learning.

A 1974 study of first-year apprentice training in the metal trades demonstrates the effectiveness of competency-based training (ERIC, ED#091552). An experimental group received a systematically organized and administered, self-paced program using criterion-referenced performance standards. This group completed a full year of related instruction in 61 hours compared to 187 hours for the control group using traditional training. The experimental group scored 80 percent higher on the final exam for the related instructional materials. After less than 40 hours of training they rated higher in quality of shop performance than the comparison group after 1,200 hours of shop training.

"I have a fairly simple theory. It is that what students take away in a positive sense from an institution of higher education is little more than the spillover of excitement and commitment that they observe in the adult models around them. If administrators, faculty, and support staffs are made up of contentious cynics and spiritual zombies, students will develop a notion of the life of the mind that is finally expressed in the phrase, 'Who needs it?' If, on the other hand, they find themselves surrounded by human beings who exude dedication and excitement in their own lives, an invaluable role model is created."

- Stephen K. Bailey (from Administrator,
(11/29/82))

"Culture is knowing the best that has been thought and said in the world; in other words, culture means reading, not idle and casual reading, but reading that is controlled and directed by a definite purpose."

- Albert Jay Nock

The Competency Based Education Philosophy

The basic CBE philosophy is to prepare students to enter the job world by providing training experiences which closely resemble on-the-job situations. The goal of instructors of CBE programs is to aid students in acquiring the skills, knowledge and attitudes needed to gain entry into and advance in an occupation. To that end, CBE training programs are based on the performance of valid job tasks, the study of technical knowledge which actually applies to the chosen occupation, and the cultivation of healthy job-related attitudes and values. The students' learning experiences are designed to help them attain the relevant job competencies.

A CBE program accepts students at whatever level of competency they have achieved prior to entry. For example some individuals may attend a program on a full time or part-time basis to update or upgrade their skills for a job they are currently holding. It is possible for each student to meet both short and long-range employment goals. A wide variety of student needs is accommodated by a policy of open entry, open exit, and self-paced, individualized instruction.

The CBE philosophy, when put into practice, means that each program resembles as closely as possible the job setting for which training is being offered. Equipment, tools, supplies, and environment match those on the job. Each program is run by instructors who are skilled workers in their trade or business.

Students enter and exit the CBE program when personal and employment consideration dictate. They progress through learning experiences at their own rates, and focus on attaining the competencies necessary to meet their personal career goals.

From: Wascana Institute Student Handbook
Wascana Institute, Regina, Saskatchewan

"The growth of all knowledge consists of the modification of previous knowledge - either its alteration or rejection."

- R. Spillane

"There is many a horse which, until he is led to the water, does not know that he wants to drink."

- William Ernest Hocking

"The direction in which education starts a man, will determine his future life."

- Plato

Competency Based Training in Carpentry - Malcolm Sharp, Carpentry

Competency based training is not a new concept by any means. Although there were many earlier specialized systems, I was first exposed to the concept in the '60s. At that time there were numerous "authorities" expounding on the merits of individualized learning but none could point to an example of a successful broad-based program. Indeed none of the "authorities" I was in contact with had developed a full fledged program, and there were numerous examples of failures. However, when the opportunity came I accepted the challenge, determined to prove or disprove the concept, as I felt most failures could be attributed to non-commitment on the part of the instructor or administrators. To date our program is working exceptionally well.

I have developed a dacum chart itemizing relatively small "bite size" modules that are representative of the first and second year carpenter apprentice course outline for Alberta. These modules are self-explanatory in that objectives are given as well as instructions of how to go about achieving them. Multi-resource material is utilized with a strong emphasis on the visual. Students work through the modules at their own pace, challenging a post test when they are prepared. I have set a high pass rate, 80% for most modules.

Initially we prescribed the sequence of modules students were expected to complete within approximately two weeks, but as they progressed we encouraged them to set their own targets. To monitor progress and identify problem areas we interview each student bi-weekly. Feedback is also an objective of these interviews.

A potential problem area in learning by modules is that of retention. Students will tend to forget skills unless there is an ongoing need for them. To counteract this, the modules are designed to utilize prior skills allowing continual evaluation. If it becomes evident that skills are not being retained we can ask a student to upgrade himself.

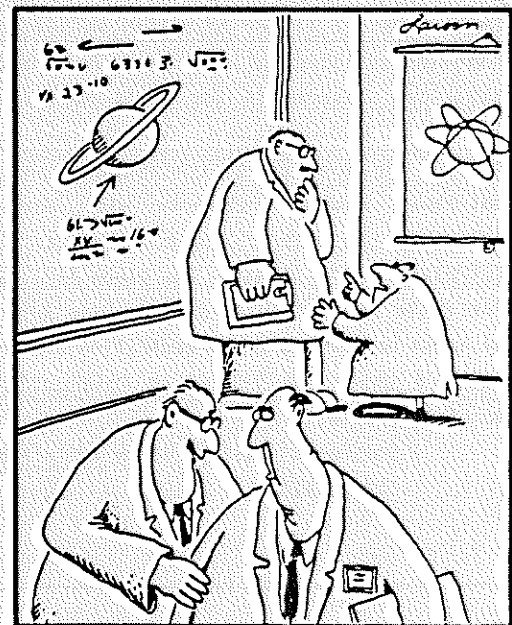
We are finding that students must learn how to read, manage their time effectively and become competent in every aspect of the program. There is no opportunity for a student to be lost in obscurity or to just scrape by. Each student's performance is very visible and some find this difficult to handle.

Attendance in our program is mandatory but difficult to keep track of at any specific time as students have several study areas available to them. Our shop area is separate from the resource area and some students prefer to study in a lounge or the

library. Many are also seeking assistance at the LAC. Consequently we have initiated a check-in system whereby students identify their location. Obviously some tend to abuse this "freedom", but so far those numbers are diminishing and the more serious ones are clearly identified at the interviews.

Students are rated on a 9-point system with the mid-range being the target for all but a few exceptions. A "4" is the minimum requirement for each module. However, ratings can be increased by the student displaying continued competency in subsequent related modules. In the shop situation students can re-do the module to raise their rating level. Many are doing this, which was not the case in traditional programs.

We are finding this program very rewarding, even exciting. Students are continually displaying beneficial spin-offs that we have not seen in traditional programs. They seem to like learning this way and revel in the constant and immediate feedback of their performance. The word "failure" is fast proceeding into extinction. One caution, though, there is a big demand on the instructors. They must be very competent and very dedicated. However, the rewards are exceptional.



"There goes Williams again ... trying to win support for his Little Bang theory."

"The pleasures of the senses pass quickly; those of the heart become sorrow; but those of the mind are with us even to the end of our journey."

- Spanish Proverb

"Creative Teaching" (A summary of an October 18 teleconference with Ken Eble, Professor of English at the University of Utah) -Lesley Metcalfe, Nursing

"Just because we lecture students,
we have no right to be dull!"

Teachers are often stereotyped as being uncreative, which leads to the assumption that students can be, are and will be bored. The ability to be creative in the classroom is an issue that Dr. Eble believes all educators should be confronted with. He describes teaching as a creative interchange between teachers and students, where students are considered to be ASSETS rather than LIABILITIES to the stimulation of creative thought.

In order to access the reservoir of creative thought in both teachers and students, Dr. Eble suggests the following:

1. Recognition that teaching is a creative interaction.
2. Removal of the teacher as the authoritative figure
 - a) the "professional" image where the professor professes while the student takes notes.
 - b) recognition of personal inhibitions.
 - ie.- safety behind the podium
 - monopoly of the conversation
 - uncreativity by sticking to objectives, keeping to the text and staying within the guidelines.

A basic premise to Dr. Eble's presentation is that one can learn to become a creative teacher. Creativity is not something that happens after learning, but rather is always present. A creative teacher is always present. A creative teacher should be synonymous with a better teacher.

"No matter how severe the budget cuts, no matter how high or low the enrollment, no matter how successful or meager the alumni fund drive, the moments of teaching and learning between persons go on.

"It seems to me that it is the business of the dean to see that those moments have a chance to develop. In many instances, this will mean acting to protect the teacher and learner from whatever might distract them. At this point it seems to me that the dean becomes woman, in the traditional sense of the role of woman: the dean becomes nurturer, healer, soother -- the one who keeps the personal group together and ensures an emotional climate in which the members can work."

- Jane F. Earley, Nov. 1981 speech.

Strategies for Implementing CBE - Pat Pattison, Electrical

One of the more common questions that occurs in the consideration of Competency Based Education (CBE) is, "How do we get from where we are to CBE?". The answer to this question can be clearly stated; "THAT DEPENDS."

A number of models are available depending on what specific short term goal is established for the course or program in question and where it is now. It is generally accepted that moving from a "traditional" learning delivery program to a CBE program can involve a fair cost. Resources such as instructor time, resource materials (AV, etc.), clerical and consultant support are required to properly implement a complete CBE course or program.

The good news is that there are some things that can be done as intermediate steps to move towards CBE that are almost easy.

For any course, a set of Learning Objectives can be established with very little pain. It doesn't require a great commitment of time on your part as the instructor; only that before each class meeting you write down what the student will be able to do as a result of that class. Don't worry about whether these objectives are perfect in a traditional sense. Do two things with these:

1. share them with the students at the start of the class; and
2. collect them in a file so that at the end of the term a complete set of Learning Objectives exists for the course(s).

The students will appreciate getting them as it will help them better focus on the material and thus learn more.

Some side benefits are that you will be able to evaluate your tests and exams with respect to what you're teaching and make adjustments to either. The content of the course can be maintained or altered over time and you will probably be able to better evaluate texts and other resources.

Although this is not CBE, you have established a base should you ever decide to move further into a CBE style system as well as a documentation of your course as it exists.

Frequently courses have prepared package of information already in existence. This is common in the Technical Training Division and in Science labs. These packages often represent the valuable core of material for the course. If the same plan for implementing Learning Objectives outlined above is followed you might find that you have at hand the heart of the Module(s). The content already exists

and sprucing up of the format and clarification of language used is all that's required to produce a usable module. Granted, the module is probably not ready to be turned loose on students without teacher support, lectures, etc. but, it does now constitute a valuable resource to supplement your teaching. In fact, no modules should be used in the absence of a teacher, anyway. Modules simply allow a more flexible pacing of learning activities. Self tests are relatively easy to add where they don't already exist in some form, and these round out the module. The test must, of course, relate directly to the module's stated learning objectives. This will allow the package to provide feedback on itself. If some question is rarely completed correctly, then presentation of material in the module probably needs to be modified or, perhaps, the Learning Objectives aren't clear. You may, in fact, decide that the question is inappropriate.

Obviously, we'll all do better at these tasks with some help and support. I propose that a group of people be available to assist and support instructors in these activities. I expect that workshops on writing learning objectives, tests, etc. will be scheduled on both an event basis as well as on an as-requested basis.

Robert Andreyka, writing in the Canadian Vocational Journal last May, lists a number of concerns in implementing CBE. He sees the need for commitment on the part of the administration, collaboration, planning, and staff development. The administration has stated its commitment to the use of CBE; what is required is the supported risk-taking of instructors to determine the extent to which CBE, or some part thereof, can help us be better teachers and provide better learning opportunities for students.

"If you did not know where you are going all roads will get you there."

- Talmud

"...Grandchild plus grandparent plus tape recorder equals 'living history'..."

- The New York Times in describing
How to Tape Instant Oral Biographies by Wm. Zimmerman

"When the gods want to punish us, they grant us our desires."

- Ancient Greek Saying

DECEMBER WORKSHOPS

"Experiential Learning Theory and the Curriculum" - Wednesday, December 11, 1:00-4:00 p.m., Board Room

This workshop is a follow-up to October's Teaching/Learning Styles workshop.

WORKSHOP OBJECTIVE: Participants will develop a lesson plan that incorporates the elements of David Kolb's Experiential Learning Theory.

OUTLINE OF TOPICS:

1. Review theory and learning style (CE, RO)
 2. Develop concepts (AC)
 3. Experiment with concepts in small groups (AE)
 4. Develop lesson plan (AE, CE)
 5. Group discussion of lesson plans (CE, RO)
- (Participants should bring with them whatever course materials they require to build a lesson plan.)

"Developing a Module: An Introduction to Competency Based Education" - Monday, December

16, 9:00 a.m. - 4:00 p.m., Board Room

WORKSHOP OBJECTIVE: For a topic that you teach you will develop a module which students can use in independent study.

OUTLINE OF TOPICS:

1. Identify topic
2. Write performance objectives
3. Complete task analysis
4. Develop pre- and post-tests
5. Prepare learning activities
6. Assemble components into learning package (module).

APPROACH: Modularized, individualized, self-paced. (Participants should bring with them whatever course materials they require to build a complete module.)

"The Nominal Group Technique: Procedures and Applications" - Friday, December 13, 9:00 a.m. - 12:00 noon, Board Room

WORKSHOP OBJECTIVE: The NGT is a data-collection method whereby individuals meet to generate ideas and/or information by responding in writing to a question rather than by using the usual approach of verbally interacting in a traditional group setting.

OUTLINE OF TOPICS:

1. Elements of NGT
2. Experiencing the NGT
3. Advantages and Disadvantages
4. Applications.

More details on the above workshops will be forthcoming.

Writing Support Group Formed

A writing support group has been formed with the main goal of assisting faculty in their writing, research, and publication efforts.

Stressing that we tend to overlook the amount and role of writing at the College (for example consider the materials which we write for our students), the support group plans to meet on a regular basis to review the progress of individuals' projects, as well as to consider ways of enhancing organizational support which includes membership from Nursing, Chemistry, Rehabilitation, Early Childhood Development, Technical Training, College Preparatory, Anthropology, English and Instructional Design has among its goals the following:

- to facilitate networking among faculty around writing, research and publication
- to provide a sounding board for members' ideas and writing
- to assist faculty in their writing. eg. learning elements of style and mechanics, how to use word processors, finding markets, handling research questions and ethical issues
- to add motivation and encouragement for members' efforts
- to support faculty interests. eg. copyright policy
- to gain recognition for the special needs of writers.

The next meeting is planned for Friday, November 22, 1985, 3:30 - 4:30 p.m. in the Lacombe Room.

For more information contact Ed Kamps (3396).

Next Teleconference: Friday, January 17, 1986, 1:00 p.m., Room 923

Dr. Sheila Tobias, Visiting Scholar in Political Science, University of Arizona, Tuscon, and author of Overcoming Math Anxiety (1978), and "Math Anxiety and Physics: The Politics of Teaching a 'Difficult' Subject", in Physics Today, (June, 1985)

Topic: "Peer Perspectives on the Curriculum"

"You open doors when you open books. Doors that swing wide to unlimited horizons of knowledge, wisdom, and inspiration that will enlarge the dimensions of life."

- Wilferd A. Peterson

"Ideas on Teaching" - excerpts from an interview with Brian McDonald, Natural Science. (One of a two-part series. Part 2 in December DIRECTIONS.)

ED: "What do you mean by learning objectives?"

BRIAN: Learning objectives are requests for certain kinds of behavioral performances. The successful carrying out of the requests shows the student that he has a grasp of a certain body of knowledge. I'll give you an example of an objective: to state the Chromosome Theory of Inheritance... All of these objectives could be turned around and put in question format if you wanted to. They are very specific. They cause the students to work the information they are given in lectures, and that working of information helps them learn the information and change it to knowledge. This is really what I am after. My objectives are very complete in Biology 297 in that if students do all of the objectives, they should be able to do all the questions on the exam.

ED: So your exams are literally based on a list of objectives that you and the students work with.

BRIAN: Yes. And it also covers everything I take in lecture very extensively. I've divided my Biology 297 course into three sections. For the first section, I give them the objectives partway through each topic. Then they have an exam. Then in the second section, at the end of each topic, they give me a list of objectives that they have made up for that topic. I take it and look it over and I give them back their list plus my list so they can compare and see where they are at, and I sort of look where they are at, too. This is optional. They only have to do this if they want to. Then, in the third section, they are on their own. If they like that approach to study they can go ahead and produce their own learning objectives. The objective being that they learn to do their own learning objectives. If you spoon-feed them right through, then really you are not doing your students a favor at all. I like the approach of spoon-feeding at the beginning and then starting to wean because then you don't have to guess where different people are at. Some people are more independent than others and they'll just have to put up with the spoon-feeding at the beginning - and usually they don't mind it at all - and then you slowly

start to wear them.

There is something else I do, too. I give them unity charts that show where the different topic areas fit - how they relate. I think that is very, very important. I think the mind has a natural tendency towards unity - towards trying to make and associate everything - towards a oneness. A unity chart shows the lines of association. In Biology 297 I give them that unity chart right at the beginning. In Microbiology 315 I don't give them a unity chart at the beginning. Instead, together we evolve a unity chart as we go from topic from topic. The class participates in fitting everything together. I think that is important because it gives them the integration that is necessary. Another thing I do for integration is that I make sure every exam starts from the beginning. For example, in Biology 297, my first exam goes from topics 1-5; the second exam is topics 1-10; and the final exam is topics 1-15. The idea being that the students will integrate the whole course. Of course, the greatest emphasis in each exam is on the untested material. But still, it is necessary for integration...

ED: Going back to the objectives for a moment.

when and why did you first get started with them?

BRIAN: I got started with them when I realized that some students were getting ahold of previous exams and other students weren't. I thought that was unfair. So I made a list of objectives. This made it fairer for students. What I found was that it allowed students who don't have the ability to zero in, to zero in on exactly what they should know in a course.

EO: To help them when they are studying, reading and reviewing?

BRIAN: Yes, just going through the objectives. Gosh, I think that's 20% of the learning just that initial working the information. It is something that just evolved. I didn't realize what I'd stumbled onto until I started to do it more extensively. I don't make objectives for my 300 level courses. In the 300 level courses they should be able to make their own learning objectives..."

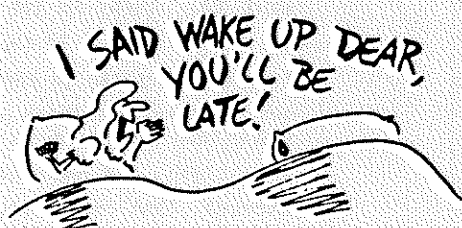
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"The pleasures of the senses pass quickly; those of the heart become sorrow; but those of the mind are with us even to the end of our journey."

- Spanish Proverb

Pett Peeves

by Joel Pett





LUNCH BAG SEMINARS

November 12, 12:30-1:45, Board Room. "In Search of Excellence." Excerpts from the videotape, based on the best selling book by Thomas Peters and Robert Waterman. The authors discuss eight principles used by America's best run companies.

Time and place to be announced. "In Search of Excellence: Applications to Red Deer College" A panel discussion considering the applications of the eight key principles of the Peters and Waterman book to Red Deer College. Panelists include Dr. Ed Luterbach, Dr. Harry Davis, Doug Swanson, Gerry Paradis.

December 17, 12:30-1:45, Board Room. "On the Road". An informative seminar for anyone planning a sabbatical, leave, or extended travel/holidays. Topics to be discussed and examples given, include:

- house rental and property management
- income tax/moving expenses
- immigration and customs
- medical coverage outside Alberta
- medical assistance in foreign countries
- dental plans
- insurance: house, personal, auto

READING WEEK ACTIVITIES

Workshops tentatively scheduled include:

- Superlearning: An Introduction to Suggestive Accelerative Learning Techniques (SALT)
- Recursiveness in Course Planning
- Career Development

"If higher education is to be something other than a holding operation or an ill-considered act of faith, we need to know ... what a student is when he enters, what he is when he leaves, and what accounts for the difference. We need to know who teaches what."

- Antioch College Reports

"Literature broadens personal moral vision through exploring character, circumstance, and choice."

- Commission on the Humanities, The Humanities in America: Report of the Commission on the Humanities, Berkley, California, 1980

"Twenty courses do not make a college education any more than twenty legs make a man, nor twenty heads, nor even ten hearts, two legs, and eight fingers."

- Alexander Meiklejohn

This space reserved for your comments and suggestions regarding DIRECTIONS. Please offer your specific ideas and sign your name to be eligible for a draw for a \$25.00 gift certificate from the KEG. Submit to Ed Kamps by December 1, 1985.



directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 4 DECEMBER, 1985

A Faculty Development Newsletter of Red Deer College



Debbie Gauthier, above, is shown making the draw for a \$25 Gift Certificate from the Keg. Debbie handles all the typing, design, layout, production, and distribution details of DIRECTIONS. The draw was part of a feedback activity included in the November issue. Winner of the draw was Bob Forbes (Math) (Congratulations Bob!). Thanks to all who contributed ideas and suggestions for DIRECTIONS.

Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the January Directions is January 1, 1986.

Editor: Ed Kamps

"Ideas on Teaching" - excerpts from an interview with Brian McDonald, Natural Science Department, Part 2 of a 2-part series.

ED: What other ideas have you tried out recently?

BRIAN: I got together with Ralph Wold in the Learning Assistance Center. What I do in the first lecture is take all the students down to the Learning Assistance Center so they actually physically know where it is, have passed through the doors and are inside - and we have shoved as many as 75 people into that little place. Then Ralph gives a spiel on why it is that a person who has a grade point of 7 should come to the Learning Assistance Center. It has been shown statistically that the Learning Assistance Center can raise people's grade points by two points. Not only the people who are on the 4 level and 3 level realize that they should go but everybody who hasn't developed proper study habits should go. That saves me a tremendous amount of time. I don't give up a lecture and take these people to Ralph just out of a sense of altruism. It is a very selfish motive as it saves me time later on. I've gotten lists back every month of which of my students go - and some of them are going for other purposes - but I think that the reason they are going even for other purposes is because they physically went to the place and they know what it is about. That is one thing I have done with Ralph.

answer questions. Some students have problems with multiple choice questions and Ralph and I have - after our experience remedying these students - come to the conclusion that the problem with multiple choice questions that students have is a reading problem. So I have given the Learning Assistance Center a practice exam. I also give that practice exam out to all the students about two weeks before the exam. To give it out to them sooner is a waste because they are only going to look at it when that exam is on the horizon. Then they go through it and the answers are at the back and they test themselves and if they find that they didn't do very well, they go running to Ralph. He has the same exam and he also has an answer sheet with explanations. He finds that he doesn't even have to know anything about genetics at all to help the students. He sits down and goes through those questions one by one with the student and pretty soon the student begins to realize that he has a reading problem. Just the practice of the exam helps the student's reading ability. We had one student who failed his first exam, had a 3 and he ended up with a 7 as a final mark in the course as a result of having gone to Ralph. So, that is another technique that I use.

A third thing that I do, especially for large classes - and I'm still evaluating this - in Biology 297, I use lecture aids. It works well for Biology 297 because 297 is partly analytical and the lecture aids are partly interactive, not all the information is there. They have to work the data. I have overhead projections of the same lecture aid sheets and on those lecture aid sheets I have underlined certain words, drawn arrows between certain words and things like that, so when I put those sheets up and start to talk, they see what is highlighted and they start to work their own lecture aid book that they buy at the Bookstore. And that gets them into it. That's the first step of them processing the information. Then, of course, the second step is going through the learning objectives and the third step is doing a practice exam. So this is a way of getting a large number of students to process the information when you don't have the time to

give them the individual help they should have.

ED: What about your other courses?

BRIAN: For Microbiology and my senior genetic.. I'm moving towards the use of overheads. I bought myself a Mac computer specifically because of its graphics capabilities, plus, of course, the fact that my kids wanted it, too. But my main purpose for buying a Mac was to be able to do professional quality overheads without having professional artistic ability. You don't need to be an artist with a computer. You can produce overheads that are very good. I know so because Gene Leavitt complimented me twice. And that's a rare event. It's important when your dealing with large numbers of students that you make as great an attempt as possible to have clarity of information. It really, really helps. Parts of Biology 297 are highly interactive, parts of it are not. So, your methods are going to shift depending upon which section you're in. My handouts that are handwritten are not very good. They're done on the spot. I think that if an overhead is nice to look at, appealing to look at, then the person will have less difficulty looking at it. These computer-created overheads can take anywhere from 20 minutes to an hour depending on how much graphics is involved and how much text. The more text/the less graphics the quicker it goes. Your overheads are electronically stored and can be easily changed. I'm planning to make my overheads available to other geneticists through the Mac consortium. Anyone who has a Mac, can send me a disk and I can send them a copy and they've got it. They can send me what they've got and that lessens everybody's work. It is important when you are dealing with a large number of students that there be a very careful and clear visual presentation. I've talked with Gene Leavitt on some ideas regarding creating and showing overheads. When you are presenting an overhead, if you just present the whole thing at once, they will not be listening to what you are saying. Instead, their eye will be going down the whole overhead, taking in its total content. That's why, with an overhead, it's very important to only show that which you are discussing. Have a piece of paper covering the overhead

and slowly lower that piece of paper as you come to each topic. It's worth people's time to go talk to Gene about some of the basic necessities. I also have an article from Earl Bloor on the production of overheads and the different resources available. Clear background overheads rather than colored background ones are easier to see. I don't use black on white. I use a violet or dark blue on white. I find the black on white a little harsh. Anyways, that's my bag of tricks.

ED: You mentioned earlier the importance of students' ability to learn in an independent mode.

BRIAN: There should be some kind of planned development of independence. I do this in Genetics 375, for example, I have a research project as their lab. And they actually do a research project where they don't know the results and have to rely on the data and they have to draw up a formal research document. Now I have had students come back to me later on who have been in third and fourth year and tell me that that learning experience has meant more to them than a lot of courses because it made them realize what they could do and how to do it and they are not afraid of doing it. I even have them use word processing. I take them down into the B207 lab in one three hour period and we go through word processing and their reports have to come in on a word processor so that they know the mechanics they can use. I am going to introduce to them chart making and a few things like that. It gives them the tools. This experience of doing an independent research project expands their self-concept as learners and it expands their self-concept as people because self-concept is partly defined on the basis of what you think you can do. The independent research project is a bit traumatic for them but they come out of that experience with tremendous skills. Again what I am fostering is independence because they each have their supply of fruit fly mutants, and are experimenting and analysing the data individually. It gives them experience in management, even though it is just taking care of fruit flies. They are managing a life form and carrying out a research experiment.

It's worked out very, very well. It's probably one of the most important things I do in that second year course in getting the students to become independent so that when they go the U of A they're not intimidated. They feel confident.

ED: So you get feedback from them as to the usefulness of this kind of approach?

BRIAN: Yes, I do. And, unfortunately, some of them say they have never encountered an independent research project in their B.Sc. and that's tragic. They have never had to do such a project. So for some students my course will be the only experience they have had in independent research and the acquisition of knowledge. It gives them a sense of what information and knowledge are about and where information and knowledge come from and how they are generated. And you know if they hadn't had this experience here they would never have gotten it. Those who do encounter a research project through a formal lab report or something like that, they find it a piece of cake. For example, we had a student of ours transferred to McMaster University. In his fourth year in genetics, he encountered an independent research project. All his fourth year colleagues were going crazy. They were afraid, essentially. He did the project and said it was a piece of cake. So what I try to give my students are the skills that will allow them to do well in university.

ED: And I'm sure they do. Thanks for sharing some of your ideas.

"The greatest challenge to the development of knowledge is the comfort of dogmatism - the security provided by unquestioned confidence in a statement of truth or in a method for achieving truth - or even the shadow dogmatism of Utter Skepticism (for to be utterly skeptical is to dogmatically affirm that nothing can be known,"

- David Kolb, Experiential Learning

"The arrival of a good clown exercises a more beneficial influence upon the health of a town than 20 asses laden with drugs."

- Dr. Thomas Sydenham (17th Century)

Secretarial Science Faculty Recognize Students

A unique approach to recognizing student effort and accomplishment has been in operation for several years in the secretarial Science department. When staff feel that a student or students are deserving of recognition a photo is taken of the student and mounted on a special "Bouquets to ..." poster and displayed in the secretarial science lab.

There is no set criteria for this recognition and examples include academic standing, a student who was on the Red Deer College winning Volleyball team, three sisters who travelled daily all the way from Hobbema and missing only a couple of classes, and for help in planning departmental activities.

Next Teleconference:

Dr. Sheila Tobias - "Peer Perspectives on the Curriculum"

Tobias is a visiting scholar in Political Science, University of Arizona, and author of Overcoming Math Anxiety, (1978), and "Math Anxiety and Physics: The Politics of Teaching or 'Difficult' Subject", in Physics Today June, 1985.

Friday, January 17, 1986, 1:00 p.m., Room 923.

Development Education Exchange Service

The Development Education Exchange Service is an international network of individuals, groups, institutions, governmental and non-governmental development agencies and units within the UN system seeking to share experiences, activities, documentation and information in the field of development education, the promotion of people's participation in their own development and in the broader issues of international development.

The Development Education Exchange Papers (DEEP), issued every two months in English, French and Spanish Language versions, contain reviews of selected material from the South as well as from the North, sent in by those who wish to contribute through DEEP to a better exchange of ideas and knowledge of world-wide development issues.

Requests to join the Development Education Exchange Service and to receive DEEP, which is free of charge, together with queries of a general nature on the issues raised, should be sent to:

DEEP, Freedom from Hunger Campaign/Action for Development

FAO, Via Terme di Caracalla
00100 Rome, Italy

Interpreting Item Analysis Data - Moh Rattan, Ph.D., Social Sciences

It is common knowledge that even the most carefully prepared test items are susceptible to human error. The items may be ambiguous too simple, overly difficult, or nondiscriminating. Many of these problems can be detected and at least partially resolved by item analysis procedures.

Item analysis can improve not only the technical quality of an examination (such as reliability), but it can identify areas of student weakness by providing information for specific remediation. The items are analysed by examining the responses of the upper 1/3 and the lower 1/3 of the students in a class. Ambiguity, miskeying and guessing are all determined by examining the responses of the individuals in the upper group. If these students respond with about equal frequency to an incorrect alternative as to a correct one, the item is ambiguous from their point of view. An item should be examined when these students respond to what has been marked as 'incorrect' for miskeying. If students respond with about equal frequency on all alternatives, guessing may be suspected. This could occur if the item is too difficult or if it covers content not discussed. If an item is confusing to those in the upper portion of the class, it is usually even more confusing to those in the lower group.

An Index of Item Discrimination

Discrimination indices measure the extent to which items are capable of distinguishing between those who we think know the subject matter and those who we think do not. An item has a discrimination index of 0, if students in the upper 1/3 and lower 1/3 groups respond equally well on the item. Such an item is useless for measuring individual differences. An item discriminates perfectly if everyone in the upper group responds correctly and everyone in the lower group responds incorrectly. Consider the following example pertaining to an item representing the 10 highest scorers and the 10 lowest scorers. The correct alternative is marked with an asterisk.

	A	B	C*	D
Upper 1/3	1	1	7	1
Lower 1/3	2	3	3	3

To determine how well an item discriminates between the upper and the lower 1/3 groups, we subtract the proportion of correct answering lower groups from the proportion of correct answering lower group from the proportion of correct answering upper group. Remember we have 10 individuals in each group.

$$\text{Discrimination Index} = .7 - .3 \text{ or } .4$$

A discrimination index becomes maximum (i.e. 1) when an item discriminates perfectly. The following

guideline may be used to evaluate the items in an item analysis.

Index of Discrimination	Item Evaluation
over .40	very good item
.30 - .39	an ok item
.20 - .29	marginal item
under .19	poor item

As rule of thumb, items that discriminate from 0 to .30 contribute relatively little to measuring individual differences and should be revised to make them more discriminating before they are reused. One reason for the desirability of high indices of discrimination is that reliability increases as the average value of the discrimination index increases.

Difficulty Index

The difficulty index of an item is defined as the proportion of students who respond correctly to it. The higher this value, the easier the item is. To determine the difficulty index of an item, we take the average of the proportion of high scorers and the proportion of low scorers who got the item right. The index of difficulty for the item considered earlier is $(.7 + .3)/2$ or .5

Whether the difficulty index should be high or low depends in part how the test will be used. On criterion-referenced tests one should expect discrimination indices to be low and difficulty indices to be high. On norm-referenced tests items that are too hard or too easy do not discriminate well. High discrimination indices require some optimal level of difficulty (such as .50), but optimal difficulty levels do not assure high discrimination indices. As a rule of thumb, difficulty levels of .25 to .75 will do well in spreading students out on the test.

An analysis of the item described above indicates that it has an optimum level of difficulty (i.e. .5) in spreading and ranking individuals on the test. Its index of discrimination (i.e. .40) makes it a very good item for the purposes of discriminating between those who we think really know their 'stuff' and those who we think really do not.

Summary

On the basis of item analysis (i.e. examination of the responses of students in the upper and lower

groups on each option), items can be revised to make them more discriminating, less ambiguous, and more functional. Items can be improved by eliminating options that are not selected by students in either of the two groups and replacing them with better distractors. All incorrect alternatives should be negatively discriminating. In other words, the incorrect options should be selected more frequently by the lower group than by the upper group. Learning difficulties of students can be diagnosed by examining the number of errors on each distractor. On criterion-referenced or mastery tests the difficulty index should be high but discrimination index is not important. On norm-reference tests, however, the discrimination index is more crucial than the difficulty index. As an aside, difficult tests tend to motivate college students (particularly those in the upper half of the group) more than easier tests.

"The obligation to move back and forth between radically different perspectives produces a deep tension in every creative life. In the course of ordinary development similar tensions begin to appear. What we mean by such terms as adaptation and adjustment is the resolution of these tensions. But that is not the path of the creative person. He or she must safeguard the distance and the specialness, live with the tension."

- Howard Gruber

" $B = f(P, E)$

Behavior is a function of the person and the environment."

- Kurt Lewin

"The course of nature is to divide what is united and to unite what is divided."

- Goethe

PEANUTS



By Charles Schulz

Special Interest Groups Formed

A number of special interest groups are in the process of being developed with varying degrees of formality and structure.

The Writing Support Group has met twice with about 10-15 people each time. The group's primary goal is to act as a support network to assist each other in writing, research, and publication efforts. The group is open to anyone interested in writing as an avenue of professional development. Previous writing or publication is not a prerequisite. The next meeting is on Friday, December 13, 3:00-4:30 p.m. in the Lacombe Room.

The Adult Education Network will be having its organizational meeting on Friday, December 13 at 2:00-3:00 p.m. in the Lacombe Room. The network is in response to the expressed interests of a number of faculty who would like to engage in some on-going in-depth discussions of adult education principles and related topics. Adult education is a rapidly growing field with many faculty having taken related workshops. This network will allow for building upon the interests and skills of faculty and heightening the importance of adult education concepts.

A Group in Support of Excellence has met several times as follow-up to the Lunch Bag Seminar of November 12. After viewing excerpts from the videotape in Search of Excellence, the twenty or so participants met to discuss aspects of supporting excellence at Red Deer College. An outgrowth of these meetings was the decision to have a student recognition breakfast whereby student "achievers" deserving recognition would be invited to a breakfast with Dr. Ed Luterbach and receive a certificate noting their recognition. The first breakfast, involving some twenty students from various departments across the College, was held on December 4.

"The essence of excellence is the thousand concrete, minute-to-minute actions performed by everyone in an organization to keep a company on its course. Excellent companies are brilliant on just a few basics: behaving with courtesy toward customers, providing a continuous array of innovative products and services, and above all, gaining the commitment, ingenuity and energy of all employees."

- Tom Peters

"The fixed person for the fixed duties, who in older societies was such a godsend, in the future will be a public danger."

- Alfred North Whitehead, 1920

"Opportunities for Canadians to Work, Volunteer, or Study in Developing Countries" is the title of a package of information that describes numerous organizations and agencies that provide opportunities for development in foreign countries.

The resource guide compiles information from many different sources and is subdivided into five categories:

1. Technical assistance, international administrative positions, and professional consulting.
2. Teacher oriented employment.
3. General employment and volunteer work.
4. Studies and research.
5. General publications for further information and sources.

Copies of this resource guide are available from department professional development representatives.

Also available is a pamphlet entitled "Teach Overseas" which describes teaching positions in English schools in some eighty-five different countries.

"Maintaining the fundamentals is, above all, not a matter of gimmicks. It is a question instead of persistence in living a few core values and obsession about a thousand things done well that add up to, for example, true satisfaction for each and every customer. It is a process of growing moment by moment, inch by inch. And the process is an almost unassailable strategic competence, not built on a lucky bet, or even bricks and mortar, but built from the decades, long commitment and actions of thousands of people."

- Tom Peters

"We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time."

- T.S. Eliot

"When the rational mind is silenced, the intuitive mode produces an extraordinary awareness; the environment is experienced in a direct way without the filter of conceptual thinking."

- Fritjof Capra, The Tao of Physics

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 5 JANUARY, 1986

A Faculty Development Newsletter of Red Deer College

CML PROGRAM ESTABLISHED

The College Preparatory Department has initiated a pilot project in Computer Managed Learning for Mathematics at the Grade 10 and 11 levels of the program (Math 75 and Math 85). An initial innovative instruction proposal received approval in the 1984/85 year from the College-Wide Professional Development Committee in which capital costs for the project were to be provided. The proposal was subsequently withdrawn when an alternate source of funding for software purchase and hardware requirements was found. As the CML Math Steering Committee (sub-committee of College Preparatory Department) continued its work on this project, it became apparent that the workload of mounting and operating two new systems - the Computer Based Training System (CBTS) and the SALT Computer Managed Learning (CML) Math System - was not feasible when added to the already full workloads of those instructors involved (Lloyd Graff and Marilyn MacDonald).

A subsequent proposal for release time was submitted to and approved by the CWPDC. The financial support will release Lloyd Graff from the equivalent of one course for the Winter '86 term. This workload release will be used to provide supervision of the CML Centre (Room 930), debugging the system, trouble-shooting for the project, and collecting evaluation data.

Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the February Directions is February 3, 1986.

Editor: Ed Kamps

Project Objectives

A. Main Objectives:

- i. To evaluate a CML Mathematics program, namely, the packages, offered by Universal Courseware Ltd., as an instruction method at the level of our CPP Mathematics Program.
- ii. To select one of these possible outcomes for future consideration of CML Math:
 1. No further action.
 2. As remediation only (perhaps through the LAC).
 3. As a drill and practice device augmenting regular CPP Math courses.
 4. As an alternate delivery method and part of a mix between CML and existing CPP Math delivery methods.
 5. As a replacement for existing CPP Math delivery methods.
- iii. To initiate activity toward our 1985/86 Institutional Goal E: "To develop and implement major projects in the area of computer services."
- iv. To initiate activity toward our 1985/86 Institutional Goal J: "To implement, as appropriate, new delivery methods for programs and services."

B. Supplementary Objectives:

- i. To pilot additional CML mathematics courseware, Practical Mathematics for Nurses, as a remedial math course for the Pharmacy Technician Program, and, possibly, the Nursing Program.
- ii. To evaluate the potential for offering CML mathematics distance education through the College Preparatory Program.

Project Scope

- A. To operate one section of each Mathematics 75, and two sections of Math 85 utilizing CML instructional aid.

8. To operate remedial mathematics courses for the Pharmacy Technician and Nursing Programs.

Project Duration

Winter Term 1985/86.

Project Evaluation

For the Winter Term 1985/86 there will be three sections of Math 75 and 85, and four sections of Math 130. The first two courses will be used for the test groups. The remaining (non-CML) classes would become the control groups. Criteria for evaluation includes final grades, instructor evaluations (ideally, from three different instructors) and student evaluations. Evaluation of the Pharmacy and Nursing activity would be done by those departments. Earl Bloor is acting as a consultant for this portion of the project.

ED. NOTE: The CWPDC has money available to support a wide variety of projects. Whether undertaken by an individual or a department, the projects can address a broad range of problems or questions.

Approval is not restricted to those projects dealing with instructional activities. The P.D. handbook suggests that projects address one or more of the following:

- a. instructional innovations;
- b. research/study in teaching, professional discipline, or trade;
- c. research/study in an academic subject;
- d. other innovations in professional development.

Specific items and activities which might be included as part of an innovative project proposal would be:

- a. travel associated with the project;
- b. external consultant's fees;
- c. materials and equipment necessary to the project;
- d. payment of release time for faculty engaged in the project.

"Sunrise, sunset, sunrise, sunset,
Swiftly flow the days;
Seedlings turn overnight to sunflowers,
Blossoming even as we gaze.
Sunrise, sunset sunrise, sunset,
Swiftly flow the years;
One seasons following another
Laden with happiness and tears.
One seasons following another,
Laden with happiness and tears."

- from "Fiddler on the Roof"

LUNCH BAG SEMINARS

Tuesday, January 14, 12:30-1:45, Lacombe Room.
"Ecuador - The Avenue of Volcanoes". A slide/tape presentation by Will Marchuk (science).

Tuesday, February 18, 12:30 - 1:45 p.m.,
Lacombe Room. "The Instructor as Tactician" with Richard O'Brien (Drama).

COMPUTER MANAGED LEARNING (excerpts of a brochure from Computer Based Training Systems (CBTS), Calgary)

The Computer Managed Learning (CML) System is an applications software product designed to manage learning activities in an educational environment. By conducting routine instructional tasks, the CML system allows an educator significantly more student interaction time.

CML Basic Principles

The system provides computer support to educators and trainers in the development and routine maintenance of multi-resource, multi-learning environments. The system has been designed on the following principles:

- Programmer Independence: Users are able to operate the system without having to learn a computer programming language.
- Content Independence: Academic content from any discipline can be accommodated.
- Value Independent: Users can set their own pedagogical values in place - the system comes with no pre-determined values.
- Terminal Efficiency: A high student to terminal ratio can be achieved.
- Real World Learning: The system supports realistic practical learning situations.
- Courseware Data Base Independence: Courseware files autonomous from application software tools allowing maximum flexibility in future systems.
- Multi-Level Security: User privileges organized to ensure individual courseware security.
- No Social or Cultural Biases.

CML System Characteristics

Individual student learning strategies are often difficult to implement and maintain due to the labour intensive tasks involved. CML presents a means of overcoming these constraints. A system will:

- Collect and store relevant data from the learning environment.

- Diagnose student progression based upon the mastery of learning objectives.
- Allow students private access to self-tests.
- Prescribe remedial learning opportunities to students when warranted.
- Maintain secure instructor prescribed tests.
- Display student and class progression records on demand.
- Provide student help on request.
- Permit independent test banking when necessary.
- Analyze test items when specified.
- Provide electronic mail communication within CML.
- Utilizes powerful computer editing systems.

The Advantages of the CML System

The CML system assists educators to be accountable for a quality learning environment in the following ways:

- Student Individualization - appropriately designed curriculum and subject matter sequencing allows students to interact with learning materials on an individualized basis. Paper and pencil management of individualized systems can be a deterrent to the implementation of larger systems. Managing the learning system by computer applications is a cost effective and efficient method to eradicate the clerical recording task. The CML system is a highly effective tool in support of student individualization.
- Team Development of Curriculum - an association of instructional developers and subject matter experts acting in concert can develop relevant curriculum materials.
- Curriculum Continuity - valid and reliable module packages of curriculum resource materials developed for CML applications ensures that the curriculum is instructor independent. Students have access to a uniform set of learning resources.
- Staff Mobility - an effective learning system should not rely on instructional staff for uniform continuity. The curriculum should be able to withstand any change of staff. The documentation and recording components of a CML system facilitates staff mobility without unduly affecting student learning.
- Subject Matter Progression - effective instructional design requires a predetermined sequencing of relevant subject matter. The CML system permits the monitoring of student interaction with the subject matter. An ongoing analysis of student progress provides feedback to both student and educator.
- Achievement Assessment - a CML student testing option permits a wide variety of assessment modes.

Uniform testing and recording of student achievement can be accomplished at local, district and other larger levels.

- Test Analysis - CML system supports an ongoing analysis of test items and permits easy access to test banks in order to revise any test item.
- Supervisory Control - the operation of the learning system is visible to all the relevant stakeholders. Individual students, instructors and various levels of administrative staff have access to current system progression data on a regular or demand basis. The CML system provides this important monitoring function.
- Distance Delivery - the demand for education and training programs in rural and remote locations, equivalent in scope to urban areas, is increasing. A small student population is no longer a rational excuse for denying quality service. A CML system, in conjunction with an appropriate computer network, permits education outreach and deliver to remote locations.
- Interactive Network - a comprehensive CML system can be used on both mini and micro computer systems. Communication in full network array should be possible.

The Benefits of the CML System

Significant benefits accrue as a result of a well designed learning system. The learning domain is bounded only by the availability of qualified instructional staff with an ability to acquire and/or develop quality learning materials.

The CML System is a prime tool for the systematic development of a quality learning environment. When used in conjunction with a CAI System, the combination provides a complete and unique computer based education system.

Instructors

- Recording of Learning Objectives
- Specifications of Testing Procedures
- Analysis of Applied Test Items
- Sequencing of Learning Events
- Relating Objectives to Learning Materials and to Test Items
- Recording Student Progression
- Providing Electronic Mail to Students
- Ability to Revise Instruction

Students

- Advance Notification of Goals/Objectives
- Enterting Behaviour Identified
- Self-Testing - Formative Feedback
- Time to Master Objectives
- Ability to Learn at Own Pace and Place
- Acquire Help When Required
- Regular Feedbacck on Self and Class Progression.

READING WEEK PROFESSIONAL DEVELOPMENT ACTIVITIES

Monday, February 24, 9:00-12:00, "Writing Test Questions"

Tuesday, February 25, 1:00-4:00, "Questioning Techniques"

Wednesday, February 26, 9:00-12:00, "Motivational Patterns"

Thursday, February 27, 1:00-4:00, "Super Learning: An Introduction to Suggestive-Accelerated Learning Techniques"

Friday, February 28, 9:00-2:00, "Career Anchors"
More details to come.

NEXT TELECONFERENCE:

Dr. Sheila Tobias - "Peer Perspectives on the Curriculum"

Tobias is visiting scholar in Political Science, University of Arizona, and author of Overcoming Math Anxiety, (1978), and "Math Anxiety and Physics: The Politics of Teaching or 'Difficult' Subject", in Physics Today June, 1985.

Friday, January 17

1:00 p.m.

Room 923.

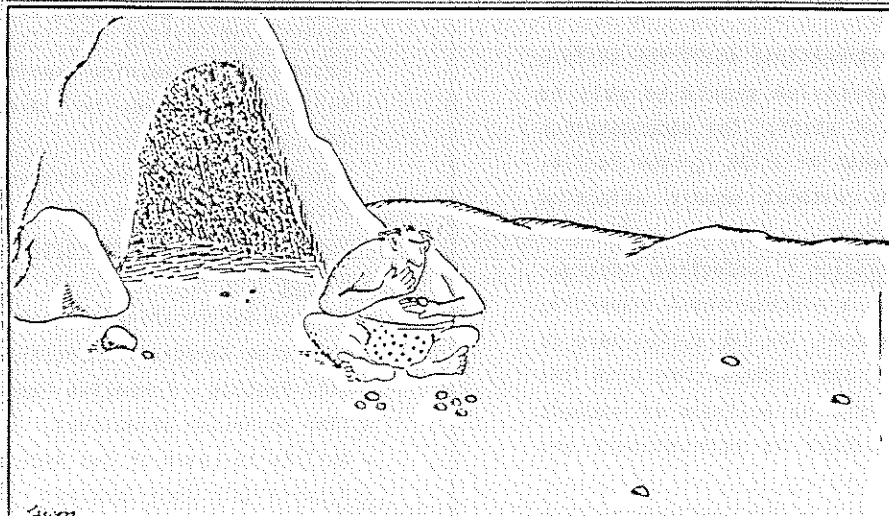
Take Time to Plan Your Travel or Move

A good many details need to be considered when planning holiday travel, a sabbatical or just moving from one area to another. This was the message at the December 17 Lunch Bag Seminar which featured Diane Reid of Marlin Travel, Ian Reid (Rec. Admin.) and Aron Martens (Business).

Points raised during the seminar:

- If travelling outside of the country, obtain additional health insurance, especially if travelling to the U.S. where costs have doubled in the last few years. Health insurance companies, in providing extra coverage, are insuring on an individual case only, and up to a maximum of six months at a time. Coverage must be applied for before leaving the country.
- The International Association for Medical Assistance to Travellers is a world-wide organization of doctors in some 125 countries who have been trained in Western medicine and are geared toward providing medical assistance at reasonable rates. The address is IAMAT, 188 Nicklin Road, Guelph, Ontario, M1H 7L5.
- If considering renting your house remember that your insurance will need changing and you will want someone with legal power to act while you are away. Ian Reid has various lease forms, agreements, etc.
- You must fill out a Canadian Tax Return annually regardless of your location or income.
- Tuition outside of Canada is tax deductible if, according to the educational institution, you are in a full-time program leading to a diploma or degree.
- All moving expenses to the institution are tax deductible. Keep all receipts.

For more details (and print materials) contact Ed Kamps or one of the resource people mentioned.



Early stages of math anxiety

TIME AFTER TIME: THE 60'S VS. THE 80'S

DATE: Tuesday, January 21, 1986

TIME: 12:30 p.m.

PLACE: Margaret Parsons Theatre

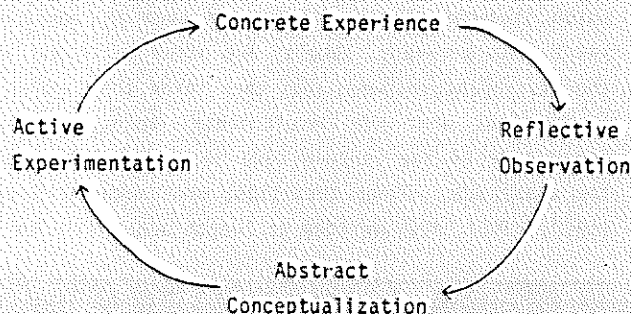
SPECIAL INTEREST GROUPS ACTIVE

A number of special interest groups have emerged as a way of responding to the need for discussion and debate, reflective observation, personal hypothesizing, and active experimentation by various participants across the College on an on-going basis.

The groups include:

Learning Styles

Incorporating the Learning Style theory of David Kolb which sees learning as a consisting of a 4-stage cycle:



Experience, real or vicarious, is examined through the process of reflective observation. Based on this observation certain generalization or theories are formed which are tested out in the active experimentation stage.

Each stage of the cycle is used in the learning experience. However, due to hereditary equipment, early socialization and demands of the situation, we tend to prefer one stage or mode of learning over the others. Close to 50% of Red Deer College faculty have taken the Learning Style Inventory, a forced choice instrument which indicates preferred learning mode.

On December 11 some 25 faculty participated in a workshop dealing with "Experiential Learning and the Curriculum" conducted by Earl Bloor. The session focused on planning a piece of instruction incorporating the four stages of the learning cycle. A follow-up session is planned during this term to review the key concepts and practise and to compare notes around implementation results.

Suggestive-Accelerative Learning Techniques (SALT)

The SALT special interest group began during the winter term of 1985 when Elaine Mullen from Mount Royal College gave an introductory workshop. SALT represents a combination of techniques to facilitate learning, including the use of suggestion, music and

relaxation exercises.

The follow-up and more in-depth session with Elaine is planned for Thursday, February 27, from 1:00-4:00 p.m.

The Group in Support of Excellence

This group was formed in response to an October viewing and discussion meeting based on the videotape version of In Search of Excellence and A Passion for Excellence. The group has met several times and one outcome was the Student Achiever Breakfast held December 4.

Writing Support Group

This group has met three times with some 10-15 active members. The group's aim is to support writing as a professional development activity and to support each other in writing and research efforts. The group has discussed the Academic Freedom policy as it relates to writing and will soon be discussing the Copyright policy. The meetings also entail discussion of each other's work. All interested faculty are welcome to attend. The next meeting is Wednesday, January 15, 3:00-4:00 p.m., President's Conference Room.

Adult Education

This is a special interest group which had its organizational meeting on December 13. Some 20 faculty participated in formulating objectives for the group, including:

- To network and share with each other information, ideas, perspectives on adult education, theory and practise.
- To lobby for improvements in programs and facilities and to engage in advocacy for self-directed and life-long learning and learner-centered curriculum.
- To arrange for professional development resources.
- To increase the awareness of adult learning concepts.
- To facilitate the application of theory to practise.
- To consider adult education needs in the community.
- To increase effectiveness of meeting the needs of adult learners at a personal, department and College level.

The next meeting will be January 23, 7:00-9:00 p.m., Lacombe Room, and the group will debate various definitions of "adult education".

"There are many kinds of eyes and hence there are many kinds of truth, and consequently, there is no truth."

- Nietzsche

TEACHING PHILOSOPHIES AND METHODS: A DEVELOPMENTAL
PERSPECTIVE - Carl E. Paternite

reprinted with permission of the publisher, from
P.A. Lacey (Ed.), "Revitalizing Teaching Through
Faculty Development," New Directions for Teaching
and Learning, No. 15, September, 1983.

(Part one of a two part series)

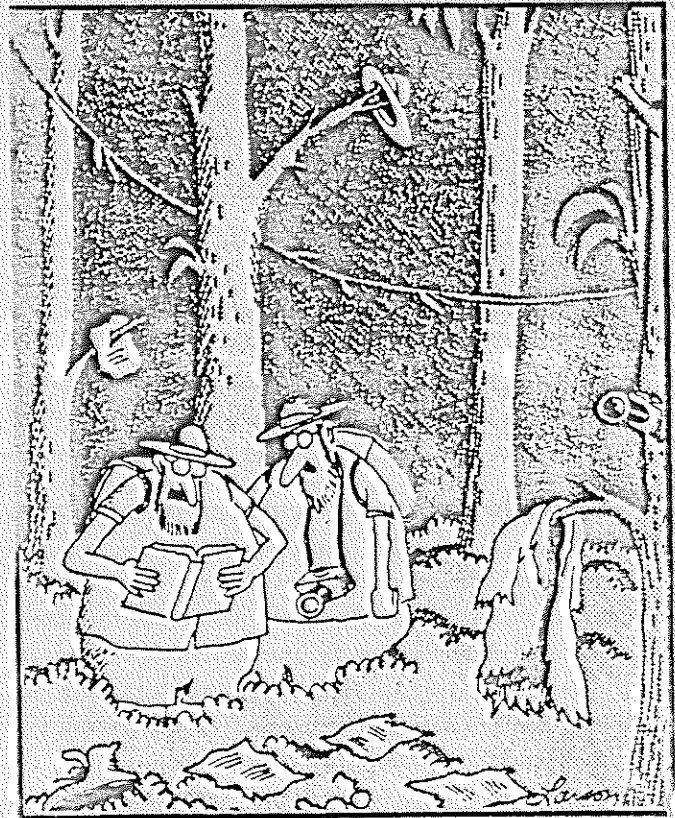
As recently as four or five years ago I would have thought the title for the present chapter an unlikely one for a volume on new directions for teaching and learning. In fact, I probably would have dismissed the suggestion that I could contribute anything to such a volume. My surprise back then certainly would not have been due to a lack of interest in college teaching. Rather, it would have arisen because of the perspective on the teaching enterprise I had at the time - a perspective that has shifted dramatically over the past four academic years, largely due to my experiences as a postdoctoral teaching fellow during the 1980-81 academic year. As a teaching fellow, I was able to examine, along with colleagues from diverse disciplines, both my teaching philosophy and my methods for the classroom. My fellowship year was extremely valuable, because it stimulated thought about innovative teaching that is reflected in my current thinking.

Teaching Philosophies Within a Developmental Context

When people ask me what kind of psychologist I am, I usually refer to myself as a "developmental-clinician." In part, this designation reflects my graduate education, which had a combined focus on developmental and clinical psychology. More importantly, the designation reflects my commitment to a developmental view of people in general - and of people who are experiencing difficulties in particular. Basically, I acknowledge that individuals are active architects of their worlds, and that the ways in which people construe or make meaning of their worlds can change in a predictable sequence over the source of their lives. An important corollary of these views is that experience with the environment (for example, how we interact with our family or with our peers) can create dissonances in our view of the world that stimulate development. This general perspective on the concept of development is reflected in the elaborately detailed theories of developmentalists such as Kegan (1982), Loevinger (1976), and Perry (1970).

My developmental views have had a strong impact for some time on my activities as a psychotherapist, on my research involvement, and on the content of what I teach in my undergraduate and graduate courses. However, in spite of my professional background, my developmental perspective has not had a

conscious impact on the process of my teaching (that is, how I teach what I teach) until recently. I believe I entered the enterprise of college teaching as if I was oblivious, at least on a conscious level, to the fact that college students - like children, adolescents, and older adults - are actively engaged in processes of personal development that have important implications for the college classroom. In her review of models of college education, Goldenberger (1982) offers a characterization of faculty that fits my assumptions as a new professor in the late 1970s. She suggests that "the prevailing attitude among college faculty, particularly those teaching large classes, is that their job is to profess; it is up to the student to listen and learn" (p. 235). Goldenberger goes on to suggest that faculty, for the most part, are neither very interested in nor well-informed about the ways in which students change and develop over the college years. As a result, faculty are often oblivious to the discrepancy between what they think they profess (teach) and what the developmental beings on the other side of the lectern take away with them from the classroom. Other theorists, most notably Perry (1970, 1981), have written at length about this gulf



"Here's the last entry in Carlson's journal: 'Having won their confidence, tomorrow I shall test the humor of these giant but gentle primates with a simple joy-buzzer handshake.'"

between what we think we teach and what our developing students are able to receive from our teaching. In the opening pages of his 1970 book on the intellectual and ethical development of college students, Perry provides a compelling example, which suggests that three students in a given class may construe a lecture in three dramatically different ways according to the interrelated intellectual and ethical developmental levels attained by the students.

Once the developmental needs of our students are acknowledged as appropriate subjects for us to consider, a host of teaching issues become relevant to us. We begin to experience a permanent discomfort with print-outs of means and standard deviations from end-of-course student evaluations as sources of knowledge about our students, their needs, and their capacities. Perry (1981) suggests that means and standard deviations may in fact conceal important treasures. If we approach teaching from a developmental perspective, what becomes relevant is the richness of variability in student feedback and the great diversity among students that can be found in virtually every college course.

In spite of reasonably strong mean evaluations for a given course, students in that course can evaluate the same experience very differently, with one calling it "the most meaningful and important experience of my college career" and another describing it as "a real ripoff, an absolute waste of time and effort." In the past I certainly felt that, even as good instructors, we are unable to please everyone and it is enough that most of our students will be reasonably satisfied with our instruction. Nevertheless, I now believe that it is a mistake to view student satisfaction or dissatisfaction primarily as a reflection of static characteristics such as motivation or willingness to work. More constructive attempts to explain the impact we have in the classroom must consider students' developmental stages in relation to the process issues of instruction.

In the remainder of the present chapter I will focus on my efforts to examine how instruction works in developmental context. Given my developmental interests, I have offered undergraduate psychology courses like "Adolescent Development" and "Developmental Psychology of the College Student" several times over the past four years. The latter course is a new departmental offering that I developed. The content of the courses, by definition, has a very personal meaning for all students enrolled, since all have struggled with or are still struggling with adolescent developmental issues. Students are studying what they are, what they are becoming, and what frees or blocks them in their lives. How they are asked to approach that material can, in

turn, free or block them. These two courses have provided an ideal setting for examining the teaching process from a developmental perspective. Not every course we teach has so obvious a connection between content and process, but I am confident that the general perspective and the teaching and learning issues and solutions that I describe below have relevance for a wide range of courses and classrooms.

Teaching-Learning Issues

The heterogeneity in our classes can be refreshing but also serves as a source of frustration when we try to think through the possibility of having a positive impact on most or all of our students. The most difficult question then is: In light of the developmental heterogeneity of the students enrolled in our courses, how can we hope to have a positive impact on most of them? To arrive at useful answers to this question involves considering several issues, including the definition of the term impact, the philosophical position one takes toward appropriate goals and objectives for courses, and the practical matters of course design and teaching methods.

Everything I have to say here is based on my commitment to a liberal arts perspective in the college classroom. Widick and Simpson (1978) suggest that this perspective implies that students not only should learn facts but also should be encouraged to "formulate a humane value system, integrate a world view, and develop a broader understanding of self and others" (p. 28). Translated into course objectives and goals, such a perspective dictates a commitment on the part of the instructor to both students' course-specific content mastery and to their personal development in general.

Course Design and Methods

In the courses I have worked on, both the content and teaching process have been developmental. My choices of content - with a three-way focus on theory, research, and practical issues - have emphasized a wide variety of personality and cognitive developmental models. The writings of a number of theorists provide the framework for course units on such topics as autonomy, competence, identity, intimacy, cognitive development, and contemporary adjustment issues (for example, drug use and suicide). My choices of procedures or methods for teaching this content have been influenced strongly by the cognitive developmental theory proposed by Perry (1970), and the instructional applications of the theory proposed by such researchers as Knefelkamp (1974), Stephenson and Hunt (1977), and Widick and Simpson (1978).

The theory or scheme of cognitive development

proposed by Perry (1970) is relevant to the college classroom because it suggests a strong link between developmental level - or readiness - of the college student and the learning process. In the Perry scheme, cognitive development of the college student is charted along nine qualitatively distinct, sequential positions. These positions reflect different assumptions by students about the nature of knowledge and values, and, as a result, their different understandings about what they are doing when they are learning what the course offers. In the opening chapter of his 1970 book, Perry characterizes these nine positions as reflecting "the structures that the students explicitly or implicitly impute to the world, especially those structures in which they construe the nature and origins of knowledge, of values, and of responsibility" (p. 1). Simply stated, the paradigm of developmental movement for a student is from a simplistic, categorical, unqualified, polar (right-wrong, good-bad) view of knowledge and values to a view of knowledge and values that is complex, pluralistic, and contingent - and then eventually to a view of knowledge and values that reflects personal commitment within a relativistic context. Perry and others have referred to these three developmental tiers as dualism, contextual relativism, and commitment in relativism, respectively. For the interested reader, vivid portrayals of this developmental progression are provided in a number of Perry's works (1970, 1978, 1981).

In their discussion of the implications of the Perry developmental scheme for the college classroom, Widick and Simpson (1978) suggest that, in its purest form, dualism is reflected by a student who not only views all classifiable knowledge as either absolutely right or wrong but also views her task as a learner to be that of finding and knowing the "right" answers. For such a student, encounters with diversity, interpretive and comparative tasks, and self-directed, independent learning are stressful, and the students are usually very grade-conscious. On the other hand, relativism is reflected by a student who views knowledge as contextual. She sees her task as a learner to be that of understanding the "rightness" of answers within their context. For this student, encounters with diversity, interpretive and comparative tasks, and self-directed, independent learning are viewed as desirable aspects of a course. Thus, according to the application model of Widick and Simpson (1978) the content-specific mastery and personal development of these two types of students in a given course will be encouraged by different teaching

methods, which serve as supports and challenges to the students.

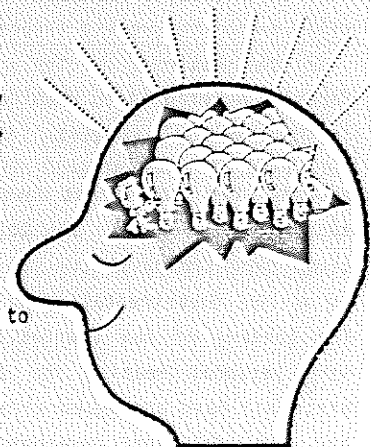
The two-fold goals of content-mastery and personal development are encouraged in the dualistic student by such teaching supports as emphasis on instructor-directed and instructor-structured learning activities - what is called high course structure - and emphasis on a warm atmosphere in the classroom. Course challenges such as inclusion of diverse conflicting content, instructional procedures emphasizing analytic skills, and emphasis on direct experiential learning, also benefit this student. However, content mastery and personal development are encouraged in the relativistic student by an emphasis on student-directed learning activities - low course structure. In addition, for such a student attainment of course goals is encouraged by challenges such as extensive emphasis on diverse, conflicting content and analytic skills and emphasis on indirect, abstract learning.

My overgeneralized discussion of college student intellectual development and classroom applications may lead the reader to view development in a static and much too linear way. Clearly, when we reflect on our own lives and those of students we have known well, it is evident that development is neither static nor linear. Perry (1981) applies the metaphor of a helix to characterize the recursive nature of development. However, with cautions against static and linear inferences in mind, it is still possible to think of instructional methods from a developmental perspective that might differentially affect our developmentally heterogeneous students.

(To be continued in February DIRECTIONS)

HELP WANTED!

Editors,
Associate Editors,
Assistant Editors,
Writers, Authors,
Journalists,
Cartoonists,
Co-authors, etc.
for contributions to
DIRECTIONS.



directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 6 FEBRUARY, 1986

A Faculty Development Newsletter of Red Deer College

INSTRUCTIONAL RESPONSES TO "LARGE" CLASSES

--- A View Point, by Ved Madan, Math Department

(In January a request went out to departmental p.d. reps. for suggestions/responses to the issue of teaching the "large" class. An informal seminar will be scheduled the week of May 5 to 9 to share ideas and strategies. - Editor)

How a large class is instructed adequately would depend on the calibre of students in the class, the type of subject being taught, and, most importantly, the professional qualifications and skills of the instructor. With the open door policy on admissions based on low minimums, I consider 35+ students in a mathematics class a large class. More than 55 students per class would indeed be a very large class! For a large class to perform well overall, it is very important for the instructor to put his heart and soul into the subject and demonstrate full dedication for teaching.

During my first year at Red Deer College in 1970, I found that an average mathematics class would have 15 to 25 students per class section in accordance with the philosophy of the College that time. Present economic conditions have shifted the priorities so much that we cannot continue to indulge with the luxury we have enjoyed in the past. Now that we have increased the size of many of our classes, it is important that we learn to cope with the problems

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Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the March Directions is March 3, 1986.

Editor: Ed Kamps.

of the large class and do the best job possible! In this article, I'd like to share with you some ideas that I think have enhanced my teaching of a large class.

My courses are planned well ahead of the delivery time. They are all lecture format with live blackboard presentation, allowing sufficient flexibility for interaction, i.e. questioning at any time by students and the instructor due to the nature of the subject. And to meet the goals and objectives of the course due to time constraints, I have conducted the course in some fast-paced but balanced and integrated manners. The prior planning of the course allows me to fulfill the goals to my satisfaction. The learning environment is made physically and psychologically comfortable. While it is important to have a bigger room, too big a room also creates problems of its own. For example, some students may not be able to read the blackboard even though they pretend 20/20 vision. Closeness in the class creates a feeling of integration; the integration leads to full involvement and to continuing interest in the course. Eye contact with each student draws the student's attention and the student does not feel neglected. The class stays alert but relaxed, and the teaching becomes more personal. Whatever the subject, in a large class, it is important to teach early in the course how to learn and how to remember. Having learned these techniques well in time, the students are able to cope with the actual content of the course as it is delivered. I make a good effort to tell my students: 1) what to remember; 2) how to remember; and 3) why to remember. The students not only appreciate these tips, but their interest in the subject is also maintained.

For a large class, it is even more important to have some assignments. Marking assistance from a part-time staff would be a great help. The assignments shadow the material presented in the class. They offer the students the opportunity to rehearse

what they have studied in class. This type of activity offers students more confidence and overcomes text anxieties. In the lack of some marking assistance, I would keep the assignments brief and post the solutions on a bulletin board for students to help themselves in case of difficulty.

The student evaluation in a large class should be more supportive and less threatening due to the decreased frequency of evaluation opportunities. The basic skills should be assessed at an early stage to determine student retention of the material. Students who need help on a one-to-one basis for making up some past deficiencies are encouraged to get help from the LAC (Learning Assistance Centre). When the LAC is unable to cope with the rush, the low achieving students are given a priority for their difficulties. I therefore have to work in close cooperation with the LAC staff to provide help to students who need it most.

In a large class, the class discussions are mostly confined to students' responses. Any disagreements must be kept civil and unheated. I avoid talks that affect one's self-esteem and ego and protect the minority opinions as much as possible. General feedback during the course of lecture indicates if the instructional methodology is in need of any temporary change to better serve a section of the class.

The availability of the instructor to students outside of class hours is even more necessary than for a smaller class as it builds up positive relationships and shows personal concern. The instructor can offer counselling and practical suggestions for improvements to low achieving students. To meet this end, I have set aside a few hours during each day of work when a student can drop into my office, with or without a formal appointment.

The learning support materials for a large class are mostly self-directed, e.g. solutions to assignments and review materials given to students in class. The A.V. materials are brought in for some special topics. Mathematics films are shown to generate interest among the students, and to get a message across as necessary. In conclusion, I must say that I try to make every effort to satisfy each of my students to the best of my teaching abilities!

We are all born mad. Some of us remain so.

-- Samuel Beckett

READING WEEK PROFESSIONAL DEVELOPMENT ACTIVITIES

Monday, February 24, 9:00 a.m.-12:00 p.m. -
"Writing Test Questions".

Tuesday, February 25, 1:00-4:00 p.m. -
"Questioning Techniques".

Wednesday, February 26, 9:00 a.m.-12:00 p.m. -
"Motivational Patterns".

Thursday, February 27 - "S.A.L.T." cancelled.

Friday, February 28 - "Career Anchors" cancelled.

APPLIED RESEARCH PROJECT FUNDED

The College-Wide Professional Development Committee has funded an applied research project proposed by Doug Swanson (Rehab.). The approval, up to \$500, allows him to carry out a study of stress. Doug reports that the study has been designed with the intention of generating descriptive data of "stress and stressors", through self-report, of a variety of human service professionals (educators, rehabilitation practitioners, residential services personnel, institutional personnel, etc.). The study will examine a variety of areas (perceptions of self, perceptions of students, etc.). Additionally, the study will examine the correlations between the profiles and educational background, sex, age, and work experience.

Doug recently co-authored a chapter in Management and Administration of Rehabilitation Programs, to be published this month by Groom-Helm Publishing, London. The chapter is entitled "Stress and Burnout in Rehabilitation Settings".

Social Knowledge, however, cannot exist independently of the Knower but must be continuously recreated in the Knower's personal experience, whether that experience be through concrete interaction with the physical and social world or through the media of symbols and language. With symbols and words in particular, we are often led into the illusion that knowledge exists independently in the written work or mathematical notation. But to understand these words and symbols requires a Knower who understands and employs a transformational process in order to yield personal knowledge and meaning.

-- David Kolb, Experiential Learning, 1984

TEACHING PHILOSOPHIES AND METHODS: A DEVELOPMENTAL PERSPECTIVE -- Carl E. Paternite

Reprinted with permission of the publisher from P.A. Lacey (Ed.). "Revitalizing Teaching Through Faculty Development", New Directions for Teaching and Learning, No. 15, September, 1983. Part two of a two-part series.

Teaching-Learning Solutions

Through various combinations of adjustments to our instruction, in the form of different supports and challenges, it is possible to increase the chances of reaching the major developmental groupings of students within a given course. In my "Adolescent Development" and "Developmental Psychology of the College Student" courses, I have experimented with a variety of instructional methods. Consistent with the conceptualization of instructional variables proposed by Widick and Simpson (1978), I will focus here on two categories of support strategies and two categories of challenge strategies.

Personalism in the Classroom as a Support. I have never been disappointed by the educational effects of supporting an informal, personal atmosphere in my courses. Widick and Simpson (1978) offer the following rationale for such an emphasis, suggesting that "for all students, development and learning can be risky ventures. Our knowledge of how people cope suggests that students need an instructional atmosphere that encourages such risk-taking. Thus, an environment characterized by a high degree of trust between students and teacher and an attitude of cooperative learning would seem to be very important" (p. 37). Perry (1981) expresses a similar rationale in a slightly different manner by referring to the educator's responsibility as a person to hear and honor the pains of growth in her students. Perry argues that "the instructor can serve as a bridge linking the old self with the new: 'He knew me when, and he knows me now' " (p. 109).

A commitment to personalism in a course does not imply staged showmanship, as is occasionally seen in those who are overly conscious of wanting to entertain their classes. In fact, I believe that such showmanship actually impersonalizes the classroom by creating a wall between the students and the performer-entertainer-instructor, who figuratively hides behind the lectern. A constructive commitment to a warm, personal atmosphere implies viewing learning as a cooperative interchange in which the instructor is available to students in the classroom in a spontaneous, uncontrived way.

It is difficult and potentially misleading to list just one or two specific examples of person-

alism, since there are many ways that it can be evidenced in and out of the classroom. In my particular courses it has been meaningful to me to share personal experiences and anecdotes from my own life, since they relate to our focus on particular adolescent and college student development topics. In addition, outside of the classroom, the way I use office hours has provided me with rich opportunities to build an atmosphere of personalism. Office hours can be more than a forum for the instructor to clarify a student's confusion about a point made in yesterday's lecture or to argue with a student about why she earned only partial credit for one of her answers on the last examination. Office hours, which I strongly and persistently urge students to make use of, provide an excellent opportunity for the instructor to develop a better understanding of a number of things relevant to particular students - such as how the course relates to other educational experiences of the students, why the course is being taken, and what aspects of the course have had a particular impact on students. Generally speaking, such information can help the instructor to better understand the gulf between what she thinks is being taught in the course and what students actually hear and understand. More importantly, it can help students appreciate that the instructor is interested in and committed to making the course affect their personal development and learning directly.

Course Structure as a Support. Having now offered "Adolescent Development" five times and "Developmental Psychology of the College Student" twice since 1979, I have experimented with varying degrees of instructor-imposed structure for the courses. Striving for a balance between high and low structure is important in that the instructor wants to provide support not only for the student who thrives on externally-guided learning but also for the student whose content mastery and development are encouraged by self-directed learning. The balance between high and low structure that has evolved in my courses might best be described as "structure with options". My courses are highly structured by detailed syllabi that include elaborate descriptions of the goals and objectives, requirements, and instructional procedures. In addition, the syllabi include day-by-day schedules for the topics to be covered, the assigned readings, due dates for additional outside assignments, and examination dates. However, students discover considerable flexibility in the course structure, which they are invited to use. For example, I inform students that not only are the overall course content schedules subject to

revision as we proceed, but also that the latter half of the course schedules (including what topics we will cover and when we will cover them) are subject to revision based on their suggestions. When we approach the midpoint of the semester I actively solicit suggestions for changes and then develop a revised content outline for the remainder of the semester.

A second example of structure with options involves term paper assignments. In each of my courses I routinely assign several brief term papers, with the specific due dates and grading criteria described for each. Additional structure for these brief papers is provided by asking students to focus, in some way, on a broadly defined topic. However, students are encouraged to define the topics more narrowly based on their own interests and expertise, and they are invited to use me as a resource to develop the topics. A third example involves inviting students, on a limited individual basis, to propose and negotiate optional assignments, in lieu of those assignments proposed on the syllabi. For example, an additional major term paper might substitute for an in-class examination, or a nontraditional project such as a video production might substitute for a written term paper. In my experience, only a very small percentage of students propose such options, but for those who do, assuming that their motivations are understood and that they receive guidance from the instructor, the choice can increase the match between the instructor's goals and the student's content mastery and developmental needs.

Course Content as a Challenge. In order to encourage the content mastery and personal development of not only dualistic-thinking students but also those who appreciate the contextual relativism of knowledge, diversity in the forms course content takes is important. In my case, diversity of form and content are provided by readings, lectures, audiovisual presentations, and classroom discussions of content of a theoretical, empirical, and practical nature. For instance, in covering the topic of identity, I ask students to read works by identity theorists, research on the topic of identity development, and biographical materials such as the case studies and biographies. In concert with this reading, in-class activities emphasize theoretical, empirical, and practical material, including some sharing of personal experiences by students. In addition, diversity in content involves the selection of specific content within each of these broad

areas. For example, I routinely select some uncritical, descriptive content and some that is more analytical and comparative. Thus, for the student who feels a need for the crutch of certainty some accommodation is provided, and yet the limits of that certainty are introduced. In addition, for the student more directly immersed in contextualism, the analytical content encourages further development of critical thinking.

Learning Activities as a Challenge. Challenges can also be provided by the learning activities that are emphasized in a course. In my courses I have striven for a balance between an emphasis on experiential and abstract learning activities. In addition to lectures that include both descriptive and analytical content, other important learning activities such as structured instructor-led discussion, less structured student-led group discussions, and student self-study journals are part of the courses.

Instructor-led discussion provides an excellent opportunity to influence the balance between an experiential and an indirect, analytical focus. For example, the instructor might choose to pose a self-study question to the class: "What was it like for you as a fifteen-year-old?". Or, as either a follow-up in lieu of this question, the instructor might pose a combined experiential-analytical question: "What would theorist X have to say about your experience as a fifteen-year-old?" An even more analytical question might be: "Imagine a debate between theorists X and Y that concerns your experiences as a fifteen-year-old. In what ways would they agree and disagree?"

Less structured, student-led discussions, on the other hand, can provide educational challenge by allowing students to encourage each other to be self-disclosing, self-critical, and analytical at the same time. On class days when brief term papers are due, I routinely ask students to break into small groups of four or five people in order to read and discuss their papers. Students are told that this is an opportunity for them to learn not only what some of their peers are thinking about but also how their own ideas are viewed by these same peers. Given the latitude to define the focus of the group discussion more specifically on their own, these small groups, through the challenges and supports they provide to members, are quite valuable.

An additional learning activity, which I am extremely interested in further developing in the future, is the use of self-study journals. Student

journals are especially appropriate in the type of developmental psychology courses I have been describing throughout this chapter. They are also potentially useful in a wide variety of other courses. The intent of the journal is to help students, on a continuous basis throughout the semester, think about the applications of the material studied to their own lives. For each topic covered in my courses (for example, emancipation from parents and career choices), I prepare a self-study exercise that students complete on their own and compile in a journal. Students are also encouraged to make additional journal entries when their thoughts are stimulated by the course content. Twice during the semester, journals are turned in so that I can offer written comments on their entries. The journals are graded, as I describe clearly at the outset, on a pass-fail basis - with a "pass" awarded for mere completion of the journal. Specific content of entries in the journal is not graded. This loosely structured journal assignment, which students are free to take as seriously as they like, provides an opportunity to personalize the course and emphasizes its relevance to the student. In addition, through the instructor's written comments about specific journal entries, it is possible to stress the balance between experiential and abstract learning, depending on an assessment of what might best challenge a particular student.

Concluding Comments

At the end of a recent semester, and after grades were determined, one of my students from a section of the "Developmental Psychology of the College Student" course handed me a note that included the following:

Thank you very much for allowing me to understand myself better and to learn about college student development and the responsibility that a commitment holds and how I've responded to a commitment. This is one course that does affect my life from here on out. It couldn't have come at a better time. Maybe it was fate. I picked the course at late registration because of the time period. What a stroke of genius it was!

This student's comments lead to my two closing points. First, I firmly believe that our courses can have strong effects, in terms of both content mastery and personal development, on most of our students. Second, and more importantly, my experience suggests that the extent of the effect

courses have on students does not have to remain a matter of fate.

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CONFERENCE 86: PARTNERS IN EDUCATION, CALGARY,
MAY 26 - 29

ACCC National Conference co-hosted by SAIT and
Mount Royal College.

* * * * *

The greatest achievement was at first and for a time a dream. The oak sleeps in the acorn; the bird waits in the egg; and in the highest vision of the soul a walking angel stirs. Dreams are the seedlings of realities.

-- James Allen

CONFESSIONS OF A CLOSET THESPIANLessons Learned from Life Upon the Wicked Stage That Can Help Make Your Teaching A Class Act

--- by Linc. Fisch, Eastern Kentucky University

The classroom and the stage are alike in many respects. The actor must command the attention of the members of the audience and stimulate emotion within them. The teacher must captivate students' attention and stimulate them to become engaged in the course content.

How Can You Make Your Classroom a More Effective Dramatic Arena With Relatively Little Extra Effort?

1. Study the physical characteristics of the classroom. Adjust them to enhance your teaching or adjust your teaching to use them to advantage.
2. "Warm-up" before entering class, if only for a few minutes. Set your mood and manner. Get into character for the particular class and material.
3. Set the "stage" before and when appropriate. Place things on the board or on the desk before class to intrigue students.
4. Develop a variety of positive active "entrances" and choose one for a class that will enhance best the particular situation.
5. Select simple, but appropriate props to illustrate and punctuate classroom presentations and activities.
6. Develop a repertoire of gestures, movements, "takes" and dramatic pauses and use them to highlight and emphasize material.
7. Position yourself in the room according to the effects that you want to create. Move toward students when you want to engage them more.
8. Show emotion with your voice and body, particularly with the expression on your face and in your eyes. Maintain eye contact with many students.
9. Modulate your voice to provide emphasis and variety.
10. Lay out things as in a story. Build suspense. Give glimpses of things to come and clues to eventual outcomes.
11. Search for activities that will allow students themselves to get into the act.
12. Vary techniques. Don't overuse any one strategy. Save your most dramatic moves for the really important things.
13. Give your closing lines and make your "exit" on your own terms. Try to end a moment early, before students' shuffling indicates that they

are ready to leave and you no longer have their attention.

If you are serious about enhancing the effectiveness of your teaching and of your classroom as a dramatic arena, videotape a segment of your instruction and evaluate yourself from the point of view of the audience: your students. Design a program to improve your speaking and acting skills.

The above suggestions are based largely on material in chapter 4 of Joseph Lowman's Mastering the Techniques of Teaching (Jossey-Bass, 1984), to which the reader is referred for further information and elaboration.

WANTED TO BORROW FOR CURRICULUM DEVELOPMENT:

"He's Not Heavy, He's My Brother" by the Hollies.
"Lean on Me" by Bill Withers.

-- See Ed Kamps --

FACILITATOR TRAINING IN THE INSTRUCTIONAL SKILLS WORKSHOP

Two facilitator training workshops have been scheduled in May, each lasting four full days. The sessions, May 13 - 16 or May 20 - 23, are open to any faculty interested in conducting instructional skills workshops involving other instructors. The instructional skills workshop occurs in a small group interactive setting which involves conducting "mini-lessons" and receiving written, oral and video feedback on the performance.

The facilitator training also represents the core curriculum for faculty wishing to participate in a proposed mentor program at RDC. More details will be forthcoming.

NEXT TELECONFERENCE:

April 18, 1986, 1:00 p.m.

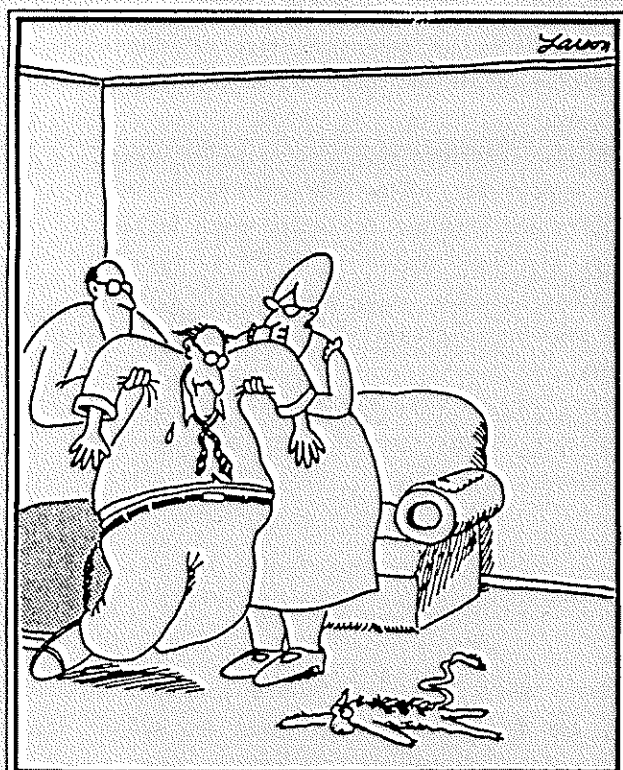
Dr. Toby Fulwiter, Director of Writing,
University of Vermont.

Writing and Critical Thinking Across the Curriculum.

INNOVATIVE PROJECTS AND YOU

Innovative projects is a program funded by CWPDC for those projects that are normally beyond the scope of divisional funding. The nature of the project is not restricted to the instructional area. A number of projects in the past have centered on curriculum development and applied research projects related to one's discipline or professional development goals. Funds can be used for travel, consultant's fees, materials, payment of release time, etc., and in the last two years the amounts granted have ranged from a couple of hundred dollars to some twenty-three thousand dollars.

Faculty with intersession p.d. time may want to consider drafting a project proposal, particularly if the proposal is to meet the suggested two month notification guidelines. Instructors with instructional related projects in mind are encouraged to work with Earl Bloor, particularly in terms of the design and evaluation components of the project.



"Well, I guess both Warren and the cat are okay ... But thank goodness for the Helmlich maneuver!"

* * * * *

If a person habitually thinks optimistically and hopefully, he activates life around him positively and thereby attracts to himself positive results.

-- Norman Vincent Peale

THE VALUE SHEET: LEARNING

(from Wm. Bergquist, Handbook for Faculty Development, Vol 2.)

It seems to me that anything that can be taught to another is relatively inconsequential and has little or no significant influence on behavior ... I realize increasingly that I am only interested in learnings which significantly influence behavior ... I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning ... Such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another.

Carl Rogers, Freedom to Learn (Columbus, Ohio: Merrill, 1969), pp. 152-153.

1. What is your initial reaction to this quotation?
2. Are there any points Rogers makes with which you strongly agree? Strongly disagree? Which ones?
3. How does your teaching reflect the extent of your agreement or disagreement with Rogers? Can you give one or two specific examples?
4. What kinds of learnings do you value in your classes? How do you know when they have taken place?
5. Have you considered the possibility of other kinds of learnings for your classes? Why have you chosen the ones you have?

(Send in your responses. I will try to summarize these for the next issue - Ed.)

"The sense of constraint on one's life, to which faculty are largely unaccustomed, has a chilling effect on the perception of opportunities in the environment. Faculty tend to associate the vicissitudes of their life-stage changes with the institution. Instead of recognizing the changes within themselves, they tend to shift the focus of causality to their environments. As Deci and Ryan point out in their chapter, such an external attribution is reinforced by the decline in slack resources in most institutions. Thus, while the opportunities for energy returns from teaching have probably not declined at all, many faculty will increasingly see themselves enervated by the teaching environment. They will allege it has become both more routine and less under their control. The work of teaching may and should involve some risking of energy capital against a hoped-for but not always forthcoming return.

There are many "conditions of teaching" (Bess, 1977), however, which interrupt the communications and energy exchanges necessary for sustained faculty motivation and risk taking. Among these are the difficulties associated with the various tasks of teaching. The translation of raw knowledge into an instructional activity by a faculty member requires insight into the meaning of a liberal education, the dynamics of lecturing or leading discussions, and the psychology of learning. Any conscientious faculty member must struggle against the tendency to view course and class objectives as merely the achievement by most students of a passing grade on a final examination or paper. It is little wonder that the typical faculty member finds it necessary to make oversimplified assumptions about what the teaching task ought to be. As a consequence, the richness and variety of satisfying opportunities from the teaching effort are not generally perceived. Energy is expended on the safe and the known."

From: McKeachie, W.J. "The Rewards of Teaching" in New Directions for Teaching and Learning: Motivating Professors to Teach Effectively, No. 10, J. Bess (Ed.). San Francisco, Jossey-Bass, 1982.

THE NEWEST INSTITUTE FOR WESTERN CANADIAN STUDIES SPONSORS "THE BARDS OF MARCH": AN EVENING OF READINGS BY PRAIRIE PROVINCE WRITERS MARCH 15, 7:30 P.M.
JUBILEE AUDITORIUM BANQUET ROOM

A festive evening featuring readings by eight writers from the prairie provinces is planned for March 15 at the Jubilee Auditorium Banquet Room.

Novelists Henry Kreisel, Robert Kroetsch, Aritha van Herk and Rudy Wiebe, and poets Douglas Barbour, Smaro Kamboureli, Don Kerr and Birk Sproxton will read from their works.

The evening is designed as a benefit in support of the NeWest Institute, whose intent since its founding in 1980 has been to further Western Canadian studies through conferences, fellowships and publications. The Institute's summer forum on the Arts, open to the public, brings together poets and scholars, writers and artists whose work reflects the experience and the expression of the Canadian west.

The Institute also supports the Edmonton-based NeWest Press, which in the past decade has published an extensive list of fiction, criticism, drama and poetry by western Canadian writers.

Music, complimentary savouries and sweets, and a cash bar follow the readings. Ticket holders are eligible for draws which include a Chuck Wissinger sculpture, a set of ten first editions by author Rudy Wiebe, and a selection of the ten best-selling books from NeWest Press.

Only 200 tickets for the benefit will be available. At Red Deer College see Birk Sproxton.

* * * * *

Every man's life ends in the same way. It is only the details of how he lived and how he died that distinguish one man from another.

-- Ernest Hemingway

* * * * *

The burden of teaching is on the person who wants to teach ... the burden of learning is on the person who wants to learn.

-- J. Milburn Smith



General Information

World University Service of Canada (WUSC) is a non-governmental organization (NGO) involved in international development. In 1975 it began to mobilize and channel Canadian human resources into developing countries after being identified by CIDA as the Canadian agency for the recruitment of Canadian personnel into the United Nations Volunteer Programme. The establishment of its first volunteer program in 1977 marked the beginning of its technical assistance programmes.

Although the majority of WUSC programmes operate in Africa, WUSC is also involved in Asia and South America.

WUSC currently has 400 personnel overseas, occupied in a variety of fields such as education, health and agriculture in 20 countries world-wide.

Types of Postings

At present WUSC is recruiting suitably qualified professionals for many of its programmes in Botswana, Malawi, Guinea, China, Lesotho, Gabon, Ethiopia, Sudan, Swaziland, Mali and Zaire. There are also a variety of small projects in other developing countries.

Most postings are for two years although special requests have been received for shorter and longer assignments. They can be in rural or urban centres. It is sometimes difficult to place families and preference may be given to single candidates.

Qualifications

To qualify for overseas work through WUSC, an interested candidate must have the certification and/or experience required in their area of expertise.

- i.e. - journeyman's ticket or diploma for tradespeople;
- undergraduate degree in a teachable subject or teaching certificate for teachers;
- qualification in primary health care or community medicine;
- a college diploma or degree in agriculture.

Selection

Personnel for WUSC are selected for personal suitability as well as professional skills. Qualities such as adaptability, flexibility, patience, and a sense of humour are essential for working in a developing country. While conditions vary consider-

ably, it is fair to say that North American amenities are very often limited, or in some cases, unavailable. It is important to examine your own motives for wanting to go overseas. A reasonable degree of idealism is important but the ability to "stick with" a job or situation, even during difficult periods, is vital.

Salaries and Benefits

Airfares are included in all contracts. Other benefits such as baggage and relocation allowances and insurance coverage are also provided in the majority of programmes. Most salaries approximate local terms and conditions. Very few may be equivalent to a Canadian salary. Housing is free for "volunteers" but other contract people may have to pay rent at a subsidized rate.

Support Services

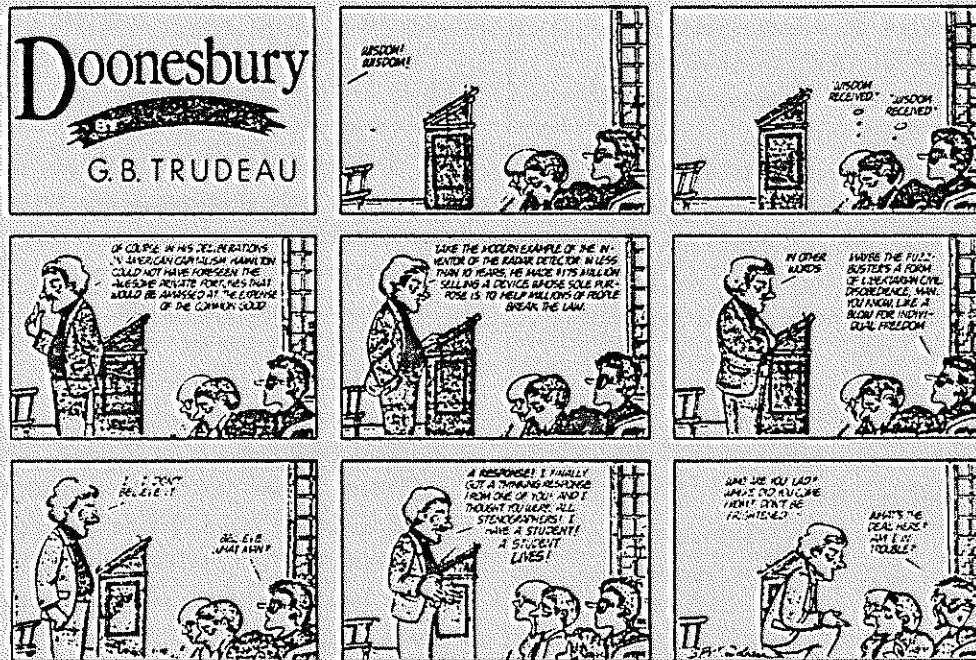
There is an "in-country" Field Officer for most programmes. Field Officers check on housing and professional facilities prior to a posting, liaise with local government officials, and provide support to all WUSC personnel in country. In Ottawa, the Overseas Programmes personnel are available to provide information and advice to prospective applicants and their families.

Founded in Toronto in 1939 (incorporated in 1957), WUSC is affiliated with World University Service headquartered in Geneva. Formerly active in development education and emergency aid to post-war European students, WUSC is now also involved in direct program management in Canada and in many developing countries.

Detailed information on our current job opportunities along with an application form are available at the following address:

Recruitment Coordination Manager
W.U.S.C.
P.O. Box 3000, Station C
Ottawa, Ontario
K1Y 4M8
Telephone: (613) 725-3121





Identity is simply a kind of negotiation individuals make with other individuals to give each other the illusion of separate independence.

-- Chandler Brossard, Contemporary Novelists, 1976.

What is really important in education is not that the child learns this and that, but that the mind is matured, that energy is aroused.

-- Soren Kierkegaard

That life is worth living is the most necessary of assumptions and were it not assumed, the most impossible of conclusions.

-- George Santayana

The world is what we think it is. If we can change our thoughts, we can change the world. And that is our hope.

-- H.M. Tomlinson

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 7 MARCH, 1986

A Faculty Development Newsletter of Red Deer College

RDC NOMINATES THREE TO NISOD CONFERENCE

Three nominations were submitted by the CWPDC to the 1986 National Conference on Teaching Excellence, sponsored by the National Institute for Staff and Organizational Development in Austin, Texas.

The National Conference is an annual event, showcasing innovative practices in North American colleges and institutes under the following headings:

1. Effective Instructional Strategies/Techniques
2. Critical Issues for Professional Development
3. Increasing Motivation and Achievement in Basic Skills
4. Technology in the Classroom
5. Profiles and Issues for Small/Rural Colleges
6. Programs for Honors Students
7. Interdisciplinary Studies Courses/Programs
8. Issues and Programs for Part-Time Faculty Staff Development
9. Technical Innovations and the Curriculum
10. Instructional Television
11. Teaching the Use of Higher Level Cognitive Skills
12. Writing Across the Curriculum
13. Improving Student Retention
14. Reviving the Liberal Arts
15. Experiential Learning and the College Curriculum

Directions is published by the College-Wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-Wide Professional Development Committee.

Deadline for submissions for the April Directions is April 1, 1986.

Editor: Ed Kamps

Nominated are:

1. Donna Storvik and Eldon Neufeld - "Teaming with Success"

A description of the "Structure, operation and outcomes of an innovative, interdisciplinary academic program that prepares underachievers for college entrance. This stimulating program, through the use of team teaching and a project-based curriculum, successfully integrates academic skill development from various disciplines with personal, lifeskill and learning skill development".

The program received innovative project funding under the title of "Project 50".

2. Leslie Metcalfe and Earl Bloor - "Experiential Learning: A Learning Style Approach"

Research has shown that students learn in different ways. The challenge for teachers is two-fold:

- a. to provide students with learning experiences that are congruent with their learning styles; and,
- b. to maximize their abilities to learn in any situation.

Through the application of the Experiential Learning Styles approach, this becomes an attainable goal.

3. Annette LaGrange and Malcolm Read - "Practical Application of the College Curriculum, based on 'Play Matters' "

Play Matters is a community-based campus-child centre for students enrolled in the two-year ECD diploma program. Play Matters was developed in response to:

- a. the perennial problem of identifying practicum placements for the 120 full-time students enrolled in the program, which modelled the philosophies and intent of the theory and curriculum taught in class.

- b. the need to provide an opportunity for instructional staff to continue to be involved with students and children, thus providing models and sharing experiences as well as remaining "in touch" with the day-to-day issues of child care.
- c. the need to provide an avenue for the integration of the discrete areas of each of the courses within the program.
- d. the need to respond to an identified community need for quality, alternate child care.

Congratulations to the nominees and to the Group In Support of Excellence for Initiating the nominations.

Roy Bonisteel of CBC's Man Alive program and Roy Erickson, a three-time Canadian Rodeo Champion, will be speaking in the Parsons Theatre Wednesday, March 26, 1986, from 3:00 - 4:30 p.m.

The pair, along with Steve Fonyo, are headtable guests at the Canadian Winners and Heroes Dinner to be held the evening of the 26th. The event is sponsored by CFR-FM and Labatt's.

NEXT LUNCH BAG SEMINAR:

Tax Planning for College Faculty with
Aron Martens.
Tuesday, March 18, 1986
3:30 - 4:45 p.m.
Room 1606

Happiness is neither virtue nor pleasure nor
this thing nor that but simply growth.
We are happy when we are growing.
... W.B. Yeats

FACILITATOR TRAINING WORKSHOPS

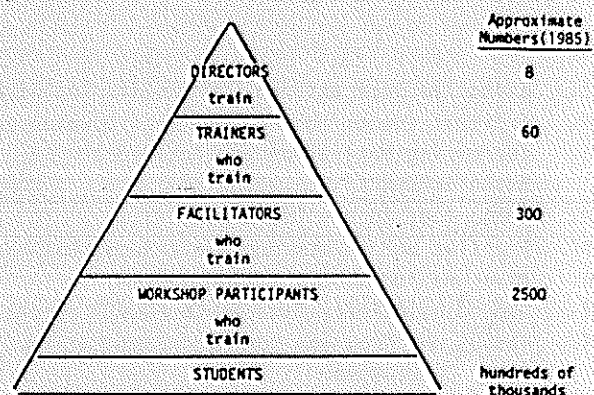
Two facilitator training workshops have been scheduled for the intersession period. The two sections, running May 13-16 and 20-23, are small group intensive workshops involving five instructors and two trainers over a four-day period.

What is facilitator training?

Facilitator training is one part of a comprehensive instructional development model which originated with the B.C. Ministry of Education several years ago, and has since spread to colleges and institutes in Alberta, Saskatchewan, the Yukon and Northwest Territories, and Newfoundland.

Structure of the Instructional Skills Program

Since the genesis of the Instructional Skills Program in 1979, a hierarchical training structure has evolved:



At Red Deer College, Earl Bloor is a Director in the program while facilitators include Caroline Rentz-Golub, Doug Ure, Don Dixon, Moh Rattan, and Ed Kamps.

General and Specific Goals

General Goal of Workshop:

To prepare the participants to conduct the Instructional Skills Workshop at their own institutions.

Specific Goals of Workshop:

Instructing mini-lessons:

- to write useful learning objectives
- to write useful lesson plans
- to use questioning techniques and appropriate teaching strategies to achieve a highly participatory lesson
- to use common A/V aids competently

- to explore various types of learning, e.g. cognitive, affective, psychomotor

Participating in giving feedback:

- to give honest, objective, helpful behavioral feedback based on your real experience in the group

Facilitating feedback:

- to lead the group in giving both "positive" and "growth producing" feedback that is understood, accepted and used by the instructor
- to allow the participants the freedom to make some points that seem important to them
- to direct the group to focus on the basic ingredients of the mini-lesson
- to manage overall time and process during the first two-thirds of cycle
- to use video resources effectively in the feedback process

For more details on the upcoming workshop and how to become a facilitator in the instructional skills program, contact Earl Bloor or Ed Kamps.

WESTERN DISCOUNT BOOKLETS

Budget Rent-A-Car distributes a hotel and restaurant discount booklet for British Columbia and Alberta. Called "The B.C. and Alberta Black Book", the guide lists more than 50 hotels and 100 restaurants which offer discounts of up to 50 per cent to Budget customers. If your travel agent doesn't have the Black Book, write to: Budget Rent-A-Car of B.C. Ltd., 8665 Barnard Street, Vancouver, B.C., V6P 5G6.

... From Canadian Money Saver

NEXT TELECONFERENCE: FRIDAY, APRIL 18,
1:00 P.M., ROOM 908

Dr. Toby Fulwiler, Director of Writing,
University of Vermont. "Writing and Critical Thinking Across the Curriculum".

TRAVEL TIPS

... reprinted with permission from Canadian Money Saver, February, 1986

(Canadian Money Saver: Box 370, Bath, Ontario, K0H 1G0 - sample copies are available)

"Handi-Travel" is a comprehensive travel guide for people with disabilities affecting mobility, hearing and sight. Written by Cinnie Noble, an expert in travel for the disabled, it provides detailed information on transportation by air, rail and ship ... both in North America and overseas. The book reveals how to determine whether a disabled traveller's personal attendant would be eligible for a 50 per cent air fare discount. Order from the Canadian Rehabilitation Council for the Disabled, One Yonge Street, Suite 2110, Toronto, Ontario, M5E 1E5 (\$9.95).

"Ford's Freightler Travel Guide" (\$7.95) and "Ford's International Cruise Guide" (\$8.95) offer hundreds of ships available to you for travelling the world's waterways. These books are quite comprehensive. All your cruising questions appear to be answered in these books. Send U.S. funds to Ford's, Box 505, 22151 Clarendon Street, Woodland Hills, California, 91365.

Arrival Assist Inc. will provide companies for those seniors who cannot travel alone. Rates are \$30 per hour or \$1,300 per week for this accompanying assistance (416-362-9523).

We Care employs seniors to assist other seniors for various home service activities. Annual membership is \$25 plus \$6 per hour (416-481-2733).

Selectacare offers a written guarantee for its home support service. The annual \$48 membership fee guarantees 24-hour help through the home pagers. Long-term health assistance is emphasized. Different hourly fees are levied for each requested service. These franchised outlets are operating in Toronto and Oakville.

Single travellers may wish to contact Jens Jurgen who will match-up singles over 18. More information through Travel Companion Exchange, Box 833, Amityville, NY, 11701.

MENTOR PROGRAM TO BE ESTABLISHED

CWPDC has given approval to the establishment of a faculty mentor program. To be developed over the May-June period, the program will involve the matching of a "mature" faculty with a new instructor to the College, beginning with the Fall semester.

What Is Mentoring?

The last decade has seen considerable interest in the concept and practice of mentoring. While the concept is not new (Mentor was the Greek mythological tutor and close advisor to Telemachus, the son of Odysseus), it was Daniel Levinson's (1978) work in particular which emphasized the role of the mentor in career and professional development. Levinson's concept of mentor includes being a teacher, sponsor, counsellor, developer of skills and intellect, host, guide and exemplar. In recent years, numerous studies have examined the role of the mentor in adult development, in career development (especially for women), and in business and academic settings.

Mentor Program Objectives

- to assist new faculty to become oriented to Red Deer College and the teaching profession and to strengthen their skills as teachers.
- to maximize use of internal resources in faculty development programs.
- to provide additional avenues of career development for both new and mature faculty.

Mentor Selection

Any full-time faculty employed by RDC for at least four years is eligible to become a mentor. In addition, the potential mentor should have:

- a desire to teach and help others grow.
- an ability to establish rapport with others.
- an ability to plan and organize effectively.
- knowledge of effective instructional methods and activities.
- a record of teaching success.
- sound oral and written communication skills.
- the commitment required to make the mentoring relationship productive.
- a recommendation from his or her Dean.

A mentor orientation/training program will be conducted during the May-June period. For more details contact Ed Kamps.

ACCC CONFERENCE '86 PROGRAM SET

Calgary's Southern Alberta Institute of Technology and Mount Royal College are this year's co-hosts of the Association of Canadian Community Colleges' (ACCC) annual conference. The Conference '86 program has been mailed to colleges across the country and participants are beginning to register.

More than 275 people are involved in the program, which includes more than 80 sessions. At least 1,000 delegates are expected to be in Calgary for the May 26-29 event.

With the theme of Partners in Education, the conference will address the needs of the ACCC's constituent groups as well as those groups which are partners in educational endeavors with colleges and technical institutes across the country.

The opening session will provide an overall focus for the Conference, and will feature keynote speaker Donald Clark, President and Chief Executive Officer of the National Association for Industry-Education Co-operation. Clark will address industry-education partnerships and whether they are the latest fad or a long-term solution for furthering educational improvement and economic development. A theme setting panel will present perspectives on the subject. Featured will be the business and industry point of view, presented by Alex Curran, President and Chief Executive Officer of SED Systems and Chairman of the Board of the Advanced Technology Training Centre, the science and technology perspective presented by Stuart Smith, Chairman and President of the Science Council of Canada, and the education perspective presented by Roy McCutcheon, President of Seneca College of Applied Arts and Technology.

The second morning will enable delegates to examine the experiences of three educational partnerships. Concurrent sessions will feature Dale Parnell, President of the American Association of Community and Junior Colleges, John Dennison, Professor of Adult and Higher Education at the University of British Columbia, and Patricia Cross, Chair of the Department of Administration, Planning and Social Policy at the Harvard University Graduate School of Education.

The final morning will address education and economic development. Three concurrent morning sessions will feature Gordon Thom and members of the ACCC Making Canada Productive Task Force, and speakers William Norris, former Chairman of the Board of Control Data Corporation, and Bruce Hartwick, President of Microtel Pacific Research.

In the afternoon, delegates will choose from a variety of sessions and workshops, with topics including high tech partnerships, community and economic development, college responsiveness to the changing environment, and an interchange of programs under way across the country and abroad. Complementing the formal sessions will be a Showcase of musical talent from colleges across the country, an exhibit area, a software/courseware fair featuring software designed for post-secondary institutions, and film previewing, where delegates will be able to see the latest in commercial instructional and administrative films and videos.

Featured luncheon speakers will include Arthur Gunter, President and Chief Executive Officer of Pizza Hut, who will detail his organization's national BOOK IT! educational program to combat illiteracy. The Honorable Flora MacDonald, Canada Employment Minister, will be present at a luncheon where the ACCC will honour outstanding examples of partnerships in action.

On the social side will be a western welcome at Heritage Park, a Stampede breakfast, an evening of jazz entertainment and a concluding banquet.

The ACCC Conference '86 Office has complete details on all Conference events. Information is available by contacting the Office, c/o Mount Royal College, 4825 Richard Road S.W., Calgary, Alberta, T3E 6K6, phone (403) 240-6391.

"HOW TO PROFIT FROM ATTENDING A CONFERENCE"

With the "conference season" almost here, it may be well to consider ways of getting the most out of attending a conference. Available right now is an information package which outlines various strategies and approaches for maximizing the benefits of attending a conference or other professional development-related activities. See your department P.D. representative.

We only become what we are by the radical and deep-seated refusal of that which others have made of us.

... Jean-Paul Sartre

ADULT EDUCATION SPECIAL INTEREST GROUP

... by Liz Thompson, Adult Basic Literacy Program, Downtown Centre

This informal group meets once a month to discuss topics of interest to adult educators.

The major focus of the February meeting was a sharing of information about master's degree programs in adult education. Following is a summary by Tom Gwin of information presented about five programs offered by Canadian universities.

St. Francis Xavier, Antigonish, N.S.: One of the older adult education programs in Canada; competency-based, self-directed learning approach. The student attends a three-week orientation session to establish program objectives, identify resources and bibliography, and establish evaluation method and criteria.

Time period for completion is three years full-time, six years part-time status.

The program consists of three phases: planning, implementation (two trial projects), and evaluation, followed by a thesis.

The advantages of the program are no residency requirements, the option to maintain full-time employment while earning the degree, and learning how to develop learning programs in addition to a particular content area specialization.

Thanks to Ed Kamps for the information.

University of Calgary: The U of C is relatively new in offering a master's program, and they offer a program which can be taken during the summer.

Two courses are offered each July; a student takes two courses for three summers (for a total of six) plus an additional six courses of choice, and a project.

The summer courses are taught by visiting guest lecturers, and weekly seminars are offered.

One of the attractions of the U of C approach is that one has to give up only one of the summer months, yet has the advantage of hearing distinguished lecturers and learning in a "community of learners" over the three summers on campus.

Information courtesy of Fran Pattison.

University of Alberta: The University of Alberta offers a very structured program in adult education leading to either a Diploma in Adult Education or a master's degree.

A diploma can be earned by completing 10 courses and a project; the master's degree requires 10 courses and a thesis, or 15 courses and a project.

The residency requirements for the U of A may be met by taking two night courses plus one Independent study course per semester for two semesters.

The degree must be completed in five years.
Information supplied by Pat Pattison.

University of British Columbia: The UBC has a well-established master's program in adult education.

The degree requirements are very structured, as are the courses: 10 half-courses plus a comprehensive examination. There is a thesis or non-thesis route.

The courses may be taken part-time (summers) or full-time with visiting professors on campus during the summer. (Vancouver is a nice place in the summer.)

The requirements for acceptance may be met by any undergraduate degree, but candidates with experience in adult education are preferred.

The courses are research-oriented.

Information supplied by Gerry Paradis.

Ontario Institute for Studies in Education: In terms of flexibility, this program falls between UBC and St. Francis Xavier.

The requirements consist of 10 courses (reduced to eight for those with undergraduate degrees in Education) and a thesis/non-thesis option. The program can be completed on a part-time basis.

OISE, like UBC, has a research emphasis.

A candidate may take courses from other departments (as with U of A, UBC, U of C) in addition to required core courses.

A regular item at Adult Special Interest Group Meetings is discussion of a current article relevant to the field. At the February meeting, Lesley Metcalfe introduced 30 Things We Know for Sure About Adult Learning by R. and S. Zemke. Small group discussions extended to the group as a whole as ideas from the article were applied to learning situations at RDC.

The February meeting ended with a Show and Tell session, this time a sharing of print resources related to adult education.

Another information meeting is scheduled for Tuesday, March 18 from 7:00 to 9:00 p.m. in Room 908. Agenda items include information about adult education associations and discussions of an article by Dr. Karel Puffer, Characteristics of the Adult Learner.

New members are invited.

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

VOL. 2, NO. 8 APRIL, 1986

A Faculty Development Newsletter of Red Deer College

The major theme of this issue is teleconferencing -- what it is and how it can (and has) been used. Thanks to all contributors, particularly Earl Bloor who assembled most of the articles.

- Ed.

WHAT IS TELECONFERENCING?

(Excerpted from Teleconferencing: Linking People Together Electronically, Kelleher & Cross, Prentice-Hall, 1985.)

TELECONFERENCING means conferring at a distance or holding a long distance conference.

TELECONFERENCING IS ...

... A NEW COMMUNICATIONS TOOL

- teleconferencing lets people meet electronically when they cannot meet any other way.

... A MEETING OF MINDS

- teleconferencing allows interaction communication.
 - geographically separated people can "get their heads together".
 - people can both send and receive information simultaneously.
 - synergy of minds is created.

... MOVING IDEAS, NOT PEOPLE

- Ideas, rather than people, are exchanged.

"It is much simpler to transmit a message than to transmit a human being simply because he is carrying a message ... The whole world becomes

Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the May Directions is May 1, 1986.

Editor: Ed Kamps.

one with virtually zero energy expenditure compared with what would exist before the electronic age."

Isaac Asimov

- educational programs can be made more widely available and easier to participate in for those who are located in remote regions or cannot easily travel for any number of reasons.

Teleconferencing opens up the possibilities for continuing education, education of the handicapped, education at the workplace, and education for people located in remote areas. Teleconferencing conserves the teacher/expert's energy, while reaching a much larger audience than a typical classroom situation allows.

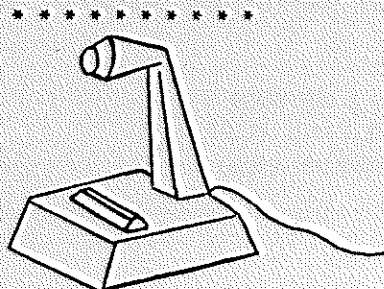
... A NEW MANAGERIAL TOOL

- teleconferencing puts people in contact with resources they need, especially other people, in order to make decisions. Teleconferencing allows more people to participate in the decision-making process.

... THE PEOPLE SIDE OF OFFICE AUTOMATION

- by allowing greater participation, teleconferencing opens up communication lines and improves the quality of life in the workplace.

"AND SO, A FOURTEEN-LETTER WORD FOR PROFIT IS ..."



TYPES OF TELECONFERENCING

(Source: Teleconferencing: Linking People Together Electronically, HF 5718 K45 1985)

1. AUDIO TELECONFERENCING

Individuals meet in a conference room equipped with teleconference sets. Audio is transmitted along telephone lines among the sites.

2. AUDIO PLUS GRAPHICS TELECONFERENCING

An audio teleconference can be supplemented with visual material through electronic devices that permit the simultaneous interchange of visual information. The Electronic Blackboard transmits whatever is written on it to television monitors at remote sites. The conference leader uses an ordinary piece of chalk to write on the "blackboard's" 42 X 56 inch surface. The Electronic Blackboard operates in black and white only.

3. AUDIO PLUS SLOW-SCAN TELEVISION

Slow-scan (freeze-frame) television transmits still-video images via regular telephone lines. Typically, a different image can be picked up at a distant monitor every 35 seconds.

4. VIDEO TELECONFERENCING

Video teleconferencing is the transmission of full-motion, live television images from the production site to remote sites. Video teleconferencing is frequently via satellite up-link.

A 1982 survey of 55 colleges, universities and medical groups in the U.S. recalled the following percentages of use of the four types of teleconferencing:

AUDIO	74%
AUDIO & GRAPHICS	2%
FREEZE-FRAME VIDEO	7%
FULL-MOTION VIDEO	16%

At Red Deer College, the survey results:

AUDIO	100%
AUDIO & GRAPHICS	0%
FREEZE-FRAME VIDEO	0%
FULL-MOTION VIDEO	1%

A Reminder:

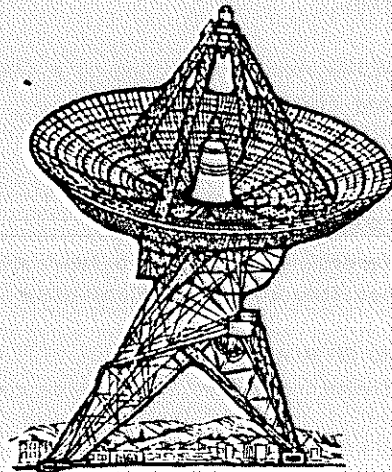
TELECONFERENCING TECHNIQUES

An opportunity to explore both the theory and practice of teleconferencing techniques.

Dr. Barry Ellis

Instructional Design Centre, Olds College
Wednesday, June 4, 8:30 a.m. to 3:00 p.m.
Room 921B.

Enrollment is limited to 20 people.



"It is essential to bring quality and accountability back into education, but it is not enough. We must go further and introduce the new skills that are appropriate to the information society, skills that are equally valuable in the classroom and in the corporation - thinking, learning and creating."

John Naisbitt
Re-Inventing the Corporation

"To be great is to be misunderstood."

Ralph Waldo Emerson

FOUR STEPS TO SUCCESSFUL INTERACTIVE AUDIO TELECONFERENCING

(Excerpted from Bridging the Distance, Mavis Monson, University of Wisconsin-Extension, 1978)

Interactive audio teleconferencing is two-way transmission of audio or voice among several centers. Teleconference meetings are most effective for: 1. giving or receiving information; 2. asking questions; 3. exchanging opinions; 4. solving problems; and, 5. generating ideas. Teleconferencing is not useful in situations involving persuasion and bargaining and in getting to know someone.

The four steps to successful interactive teleconferencing are:

- humanizing
- participation
- message style
- feedback

1. HUMANIZING

- Create an atmosphere that establishes rapport within the teleconferencing group.
- Focus on individual needs.

Humanizing Techniques:

- Send a Welcome Letter.
Let participants know they are important to the success of the program. Include program goals, preparation suggestions, and information about yourself (biographical sketch, photocopied picture).
- Make a Master Roster.
The more you know about the individuals in your group, the better you'll communicate.
- Always Use Names.
Always call participants by name (use master roster).
- Be Yourself.
Try to form a mental picture of what it's like to be at one of the locations and talk directly to individuals. (A board with polaroid snapshots of participants really helps.)

- Open With An "Informal Roll Call".

Give the participants a chance to become accustomed to using the equipment. Ask "How's the weather?" or "How many are there today?"

2. PARTICIPATION

- Warm Up Your Audience.

Your enthusiasm and encouragement is vital.

- Plant Some Questions.

Call specific participants beforehand and ask them to be ready to comment or question if discussion should lag.

- Use Questions.

Send a list of questions that summarize the session's main ideas beforehand. Invite the participants to pick out questions they would like to explore.

- Use Interactive Formats.

Any techniques used in adult education can be used in teleconferencing, e.g. case study, brainstorming, buzz groups, roll playing, etc.

- Get Specific Groups Involved.

Ask a group at one location to be responsible for answering a specific question to be presented at the next session. This encourages post-teleconference discussion and provides a built-in lead-off for next session.

- How to Handle Silences.

Don't overreact. We are used to waiting one second for a response to a question; wait 15 seconds. If silence persists, calmly rephrase question or use directive techniques.

3. MESSAGE STYLE

In teleconferencing, where participants are receiving the message by listening, it's important to think about the things we know about listening.

The average speaking range is 125 - 150 words per minute; the brain can process heard words at 300 per minute. The mind inevitably wanders. Trained listeners formulate questions or anticipate what will be said. Groups we

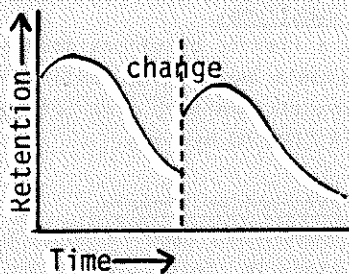
address in teleconferencing will probably not have had listening training. Thus we must find ways to hold and regain the attention of our listeners.

- Preview Your Message.

Provide a general overview of what you are going to say.

- Use Variety.

Deliver the material in short bursts (10 to 15 minutes), alternating with activities, e.g. buzz groups. The amount of material retained falls fairly rapidly. A change of pace raises retention levels (see graph).



Pre-recorded vignettes or interviews also provide variety.

"An interview of 20 minutes plugged into a program can be very meaningful. I ask the participants to send me a list of questions they'd like to have me ask. I use perhaps six or eight selected questions that seem very important, with the guest live and on-line. Then we just open up the network so that the participants can talk with the resource person."

Education Programmer

Panel discussions involving up to four people provide fresh insights. Resource persons not available for traditional classes can become routine for teleconferences. A noted authority can be telephoned at home or in the office to provide input to your classes.

"By going to artists wherever they are via teleconferencing, they can be persuaded to participate in an adult education venture like this - they don't have to lose travel time."

Music Programmer

- Repeat and Summarize Main Points.

Repeat new phrases and concepts at least three times during a one hour program. Spell out new words on-the-air.

- Provide Print Backup.

Use print materials to back-up your message - an outline, some illustrative brochures, or even a detailed workbook.

- Send a Summary Letter.

The most important summary is at the end of the program. If time runs out, send a short summary letter. Summary letters are especially useful if you want to rely on spontaneity to direct the session. Follow-up a spontaneous session with a letter summarizing the key points.

4. FEEDBACK

Feedback is important for planning future programs. In teleconferencing, you only receive verbal cues. Here's how to get feedback:

- Ask For It!

Check on pace of program and quality of reception. Pre-assign questions by calling participants beforehand.

- Ask for Immediate Applications of Information.

Ask if the information you are transmitting is useful. If so, how can it be used?

- Use Group Questions.

Assign the groups at each centre questions to be mailed in before the next session.

- Use Written Feedback Forms.

Include in the teleconferencing kit, postcards or pre-addressed questionnaires to be mailed in as the program proceeds.

- Listen to Tapes.

Because of the concentrated periods of listening and interaction, programmers often miss important ingredients. These can be recovered from recorded tapes of the sessions.

FINALLY, RELAX AND ENJOY YOURSELF. IF YOU ARE HAVING FUN, YOUR GROUP MEMBERS WILL, TOO.

BRAINSTORMING BY TELECONFERENCE

The premise of brainstorming is that to stimulate creativity, quantity, not quality, of ideas is important. In a brainstorming session, people try to find a problem solution by pooling all the ideas group members can contribute, no matter how unusual.

- Use fairly simple and familiar problems.
- Have groups write problem clearly on a piece of paper or flip chart.
- Clarify ground rules:
 - time limit: 10 - 15 minutes.
 - ideas must not be evaluated.
 - anonymity promotes spontaneity.
- Establish atmosphere of support - reinforce openness to contributing ideas.
- Moderate traffic flow:
 - If process bogs down, suggest piggy-backing on last few ideas.
- Have each group appoint recorder to jot down ideas as they are presented (preferably on a flip chart) or supply a transcript of the tape-recorded session.
- Evaluate ideas generated at a later teleconference (only about 10 per cent of ideas will be useful).

FEEDBACK FROM TELECONFERENCING STUDENTS

There were some patterns displayed in students' comments on Red Deer College teleconferencing courses offered during Fall 1982, Winter 1983 and Fall 1984.

1. Advantages to teleconferencing courses:

- no need to travel to access course
- listening skills were improved
- developed more independence as a learner

2. Disadvantages:

- limited contact with instructor
- boring; no visual presentation
- discussions were inhibited
- it was difficult to concentrate
- absence of eye contact inhibited interruptions/questioning

3. Suggestions:

- add video component
- provide more information about course delivery methodology
- have instructor visit each center at least twice
- send picture of instructor
- use better equipment (more sensitive microphones)

The vast majority of students (78 per cent) would take another course by teleconferencing, 19 per cent were undecided and three per cent would not.

"CURRICULUM PLANNING FOR DELIVERY BY
TELECONFERENCE"

MAY 12 AND 13
FACULTY OF CONTINUING EDUCATION
UNIVERSITY OF CALGARY
(220-4728, 220-4724)

Topics Include:

- The roles of project team members (and how to do it all yourself if you do not have a team).
- Assess whether teleconferencing or some other distance education media is the appropriate one.
- The study of objectives and analyzing them.
- The design process: designing the instructional component.
- The techniques of delivery: what support materials are needed; what pre-conference items need to be considered; how to interpret teleconference events, e.g. silence on the line.
- Evaluation.

Resource Persons: Mark Neilson and Linda Lowe of the Opening Learning Institute, Vancouver, B.C.

TELECONFERENCING IN THE DIVISION OF TECHNICAL TRAINING

(Brad Hemstreet)

The original incentive for teleconference instruction in the Division of Technical Training (DOTT) came from the University of Alberta and Alberta Education in mid-1983. Professor Art Deane of the Department of Industrial and Vocational Education was working on a project known then as "Distance Delivery". This project was to involve offering Bachelor of Education coursework to faculty from a number of technical training institutions throughout Alberta. The ultimate goal of this project was to have all students fulfill the requirements of the B.Ed. program without having attended the University of Alberta.

Red Deer College chose not to enter this program at its inception, but with faculty support and a series of Industrial and Vocational Education faculty visits to RDC, we joined the program in January, 1985.

DOTT faculty members were admitted to the U of A program with Adult Status and special consideration of their current teaching positions at RDC. Inquiries made of the program by non-faculty individuals were rejected - only those people engaged in the education of adults were admitted.

After much discussion between the U of A, RDC administrators, RDC Audio-Visual staff and AGT, a "tele-convenor" was purchased to improve the teleconference sessions. The existing speaker-phones and push-button microphones had proven to be less than effective in the U of A's earlier attempts at teleconferencing with the other participating institutions: Grouard, SAIT, NAIT, Lakeland and Grande Prairie.

With the equipment in place and the able assistance of Claude Delisle (A/V), the initial teleconference took place with 29 DOTT faculty members and three faculty from BJRT and Nursing duly registered as U of A students. Registration fees and textbook and material costs were covered under a special "group P.D. fund" that was set aside by the Technical Training P.D. Committee.

Enthusiasm was high, and spontaneous "study groups" emerged to help everyone with the course work. The teleconference sessions ran 60 minutes, two times monthly. Actual in-house lectures of

three hours duration were done after every second teleconference. The professor in charge of the Red Deer "Outreach Program" (as "distance delivery" became known) was also in charge of the Olds College Outreach Program and the later teleconferences were held jointly between the two institutions.

Enthusiasm at RDC remained high with only eight people dropping out by the 1985/86 winter session. Unfortunately, the class size dropped by 50 per cent in January 1986 to only 17 RDC staff. Other Outreach programs did not suffer from similar attrition rates, but their numbers have lessened somewhat. Reasons given for the drop-out rate included increased faculty workloads, lack of application of material covered, family concerns and leaving the College.

The Outreach Program was in danger of being dropped entirely by the U of A in the summer of 1985. The initial funding that was provided by Alberta Education had run out and no more funding was forthcoming. The U of A was then forced to drop the program or fund it out of regular funding.

Administration and faculty at RDC pressed the Department of Industrial and Vocational Education to continue the program and pointed out the high level of participation from RDC and Olds. A faculty member from Olds College made a personal appeal to the Dean of Education at the U of A and that appeal seems to have saved the program.

With funding guaranteed, the U of A is now actively promoting the program in hopes of having some of the "drop-outs" rejoin the class.

IT'S FOR YOU!



COMPETENCY-BASED EDUCATION AND TELECONFERENCING

As Competency-Based Vocational Education (CBVE) began to be implemented in a number of technology and pre-employment vocational programs across North America, Red Deer College committed personnel and resources to the development of CBVE programming in a number of trade areas. A CBE Implementation Team was formed within RDC and a number of options were explored.

Support for CBE among Technical Training faculty was scattered, at best. Most people were interested in seeing how the programs were being developed across North America before they were willing to think of implementing CBE themselves.

Discussions between the CBE Implementation Team and Technical Training P.D. Committee members led to the development of a series of Teleconferences involving RDC and nine other post-secondary institutions. Each of the nine is currently offering or is preparing to offer CBVE programs. Earl Bloor, Instructional Design Consultant at RDC, made the initial contacts with the other educational institutions. Those institutions include:

1. Cariboo College, Kamloops, B.C.
2. Area 916 Vo-Tech, White Bear Lake, Minnesota
3. Vancouver Vocational Institute, Vancouver, B.C.
4. Ridge Vocational Technical Centre, Winter Haven, Florida
5. Olds College, Olds, Alberta
6. Hennepin Technical Centers, Plymouth, Minnesota
7. Wascana Institute, Regina, Saskatchewan
8. Central Nebraska Community College, Grand Island, Nebraska
9. Central Kentucky State Vocational Technical School, Lexington, Kentucky.

Each teleconference will begin at 7:30 p.m. (19:30) Mountain Standard Time. The schedule is as follows:

1. April 7, 1986 Mechanical Trades (Motor and Diesel Mechanics)
Room 921A
2. April 9, 1986 Administration of CBVE Programs
Room 921B

3. April 14, 1986 Construction Trades
(Carpentry, Electrical, Plumbing)
Room 921B

4. April 16, 1986 Autobody and Welding
Room 921B

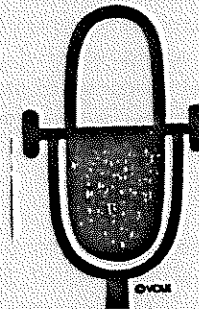
Because this teleconference series was set up to answer questions posed by RDC faculty, each group was asked to present a set of questions that could be mailed to participating institutions in advance.

Broadly, each teleconference would ask:

- What are the pay-offs of a CBE delivery system?
- What are the problems associated with CBE?
- How does CBE affect instructor workloads and duties?
- How are your physical facilities set up?

Please feel free to sit in on any of the teleconferences that interest you.

For more information please contact: Ed Morton, CBE Implementation Team, or Brad Hemstreet, P.D. Committee.



"We have essentially the same education system we had in the industrial society and we are trying to use it to equip us for the information age."

John Naisbitt
Re-Inventing the Corporation

ALBERTA EDUCATIONAL TELECONFERENCE COUNCIL

(Rick Neidig, Alberta Vocational Centre, Grouard)

I would like to introduce you to the newly formed Alberta Educational Teleconference Council. At a meeting on 11 December 1985, the practitioners of educational teleconferencing in Alberta elected officers as a first step to co-ordinating information exchange among its members. The executive members are:

Rick Neidig (Alberta Vocational Centre, Grouard)	Chairman
Christine Nelson (Athabasca University)	Treasurer
Irene Meek (University of Calgary)	Secretary
Diane Osberg (SAIT)	Secretary

Alberta has an exceptional degree of expertise in teleconferencing, and a model of uncontracted co-operation between institutions that is unknown in other parts of Canada. The purpose of this Council is to maintain the good things that have evolved so far by keeping each other informed and by promoting the awareness of teleconferencing as a viable educational medium. For the user, teleconferencing remains an alternative delivery mode which uses a familiar and existing technology; for the facilitator, there is an increasing need to understand the array of network appurtenances, program guidelines, and developments in the field. This Council has evolved to meet this need. Representatives of existing working committees (FX, RITE, and telenetwork program planning) and individual members will provide current and valuable information for members of this new Council.

If you have an interest in educational teleconferencing, you are invited to join our membership. There is a nominal fee of \$25.00 per individual to be used partly to offset the smaller operational costs, but primarily to identify the membership.

For further information, contact Rick Neidig, AVC - Extension Division, Box 1508, High Prairie, T0G 1E0, phone 523-6690.

* * * * *

"Make the most of yourself, for that is all there is to you."

Ralph Waldo Emerson

GENERAL EDUCATION DISCUSSED

(Angela Jeske, CPP Social Studies)

During a recent visit to Red Deer College, David S. Williamson, Dean of Business at Red River Community College (RRCC), met with interested faculty to discuss the concept of general education and its implementation at RRCC.

From Williamson's perspective, general education is a non-specialized approach to education. It is his belief that "employers are looking for community college graduates who are 'generalists' as opposed to people who have mastered a single skill". He emphasized that current trends indicate that the generalist, armed with a B.A., rather than the specialist, is now more sought after by business and industry. Given this, Williamson stressed that it is necessary to provide all community college students with more broadly based skills, and, through general studies, this is the goal of general education.

General education is defined by Williamson as being akin to a liberal arts education, with a focus on learning and communication skills as well as computer literacy. A key emphasis is on communication, both oral and written, for it is Williamson's contention that "if you can write it, you know and understand it". As well, general education includes components to develop social and self-awareness and to create students who are more inquisitive. A general education would also provide students with knowledge of where to find information, with an emphasis on using computers.

At RRCC, Williamson's position as Dean of Business includes a responsibility, and on his behalf a personal commitment, to having each student at the college exposed to some aspects of general education. In support of this, he will use faculty of all areas of the college, drawing upon their expertise in their own field, and using that expertise in a specific college-wide general education component. It is Williamson's contention that the faculty must first be committed to participating in a general studies program. He will focus first on the students under his jurisdiction in business, and hopes to extend general education to all areas of the college, including trades and technical areas. His goal at RRCC is that "general education will touch every student in some way".