

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

VOL. 4 No. 1

September 1987

COPYRIGHT AND NON PRINT MEDIA - Joanne Bucklee, Dean, Educational Resources

As more and more material becomes available on videocassette it is important to clarify some areas regarding copyright and the use of these materials in educational institutions.

"FOR HOME USE ONLY" MEANS JUST THAT.

Under copyright legislation the use in the classroom or any public place of videocassettes licensed "for private or home use only" is illegal. This includes pre-recorded videos for rent or sale at video outlets. It is public vs. private use, not whether an admission fee is charged, that determines the copyright infringement.

Use in the classroom requires a license for public performance and there are companies designated to issue these licenses and materials. The cost may seem exorbitant compared to the local rental fee but it is reasonable when one considers groups vs. individual rates and is intended to ensure that the copyright holder receives compensation for the use of the work. Catalogues for some of these public performance licensing companies are available in the Media area of the LRC. Agreements vary with the company. In some cases items are for sale and come with a five year licensing agreement. In other cases, items cannot be purchased, but must be rented from the company each time, the rental constituting the authorization for public performance.

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 next **DIRECTIONS** is October 1, 1987.

Editor: Ed Kamps

Other types of video use, such as copying to another format, taping off air and using in the classroom, and duplicating cassettes, also constitute violation of copyright.

In newly proposed copyright legislation, fines for infringement, depending on the type of conviction, range from \$25,000 up to \$1,000,000. These are fines for individuals, not just institutions. Individual instructors can be charged, particularly as the college has a policy which states that its employees are bound by Canadian Copyright law.

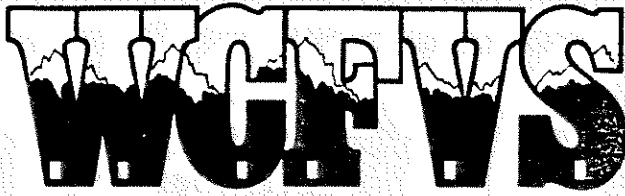
The LRC will assist in obtaining or producing materials which can be legally used in the classroom. Please check with us and understand our position in obeying the law and protecting the college, you and the owner of the material.

INTERNATIONAL HELP

Alberta International (formerly called the International Briefing Centre) continues to be invaluable to individuals and organizations seeking information on **international education projects**. AI provides essential background information to people travelling overseas on such things as culture and financial matters. It also orients people coming to Canada to help them settle into their new country. AI's international register is currently being redeveloped. When completed, it can put organizations in touch with people familiar with particular overseas countries.

For more information please contact Robin Coutts, Director, Alberta International, 432-2958.

from: **Feature File** published by the U of A



**TWELFTH ANNUAL
WESTERN CANADA FILM AND VIDEO SHOWCASE**
November 22 - 26, 1987
Banff Springs Hotel

The Western Canada Film and Video Showcase is the major marketplace for the newest and best educational media resources in Canada. North America's best producers and distributors exhibit their newest releases for delegates from across Western Canada.

Delegates from all types of resource agencies attend W.C.F.V.S. Educators, librarians, human resource developers, media specialists, administrators, curriculum developers, and managers use W.C.F.V.S. as a key resource selection event.

- Delegates talk directly with distributors who are experts on their collections and lead buyers with dispatch to the specific films and videotapes of interest.
- Buyers save substantial costs in postage and administrative overhead by making preview, purchase and rental decisions at W.C.F.V.S.
- Delegates view all the newest releases. 90% of the resources screened have release dates of 1985 or later.
- Delegates view what they want when they want. The single registration fee provides delegates with over 30 hours of screening time in over 100 comfortable screening stations.
- Showcase provides delegates with the unique opportunity to make resource comparisons to select the right film or video to preview, rent or purchase.
- Showcase is very inexpensive. Previewing delegates can attend W.C.F.V.S. from Vancouver or Winnipeg for less than the cost of one film print, including transportation, accommodation, meals, hospitality and registration!
- Delegates enjoy the best in western hospitality. Our meet and greet reception, White Hat luncheon, pool party, banquet and dance and "after nine" hospitality guarantee all delegates an enjoyable experience.
- Delegates are treated to the best in accommodation with full access to all of the Banff Springs Hotel's recreational facilities.

- W.C.F.V.S. is a focus event for special interest groups to meet. The Thursday and Friday following Showcase is an excellent opportunity for delegates who have common interests and who are already in Banff to get together.

- Pre-registered Showcase delegates receive advance information on new releases from distributors prior to the Showcase.



Microcomputer User Group

- Lexie Loseth

New faculty and staff may be interested in knowing that Red Deer College has an informal group called the "Microcomputer User Group" that meets periodically, based on expressed need. Those who already belong to the group have received a membership card which qualifies them to possible discounts at the computer stores when purchasing their own personal equipment and software. The main purpose of our group is to offer assistance to one another in learning to utilize computer programs and hardware more effectively. To assist us in meeting this objective, we have compiled a list of members with an indication of which software and hardware each member is using, so members can ask for assistance from appropriate individuals.

A secondary purpose of the group is to resolve problems which center around the computer labs and classrooms at Red Deer College. The Microcomputer User Group could meet to discuss scheduling problems, to assist the lab supervisor with difficulties that have arisen, or to make recommendations regarding facilities for the future. We are not a decision-making body and at this point, do not serve in an official capacity as a college committee, but are simply interested individuals.

Anyone wishing to join the group and receive a membership card should contact Lexie Loseth by calling 3281 or dropping in at office 3104.

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

A. BUSINESS (for Spring and Summer) by Paul Molgat

Ken Hammer - Summer course at the University of Oregon: "The Leisure Market"

Paul Molgat - Three week Seminar in France dealing with European Business

Alan Anderton - Leadership Training Seminar

Murray Arnold - Personal Development Seminar: "It Only Hurts When I Laugh"
- International Small Business Conference.

Dave Inkster - Human Resource and Organization Development Conference

Mike O'Hanlon - Association of Canadian Community Colleges Conference

Linda Engh - Cortez-Peters Typing Workshop
- elected President of the Canadian Association of Business Educators for a two year term.
The group consists of 25,000 secondary and post-secondary teachers across the country.

Vi Honert - Business Education Council Conference
- Cortez-Peters Typing Workshop

John Hunter - "Alternative Approches to Program Review" conference

Myrna Solie - Cortez-Peters Typing Workshop

Ethel VandenBrink - Cortez -Peters Typing Workshop
- Business Education Council Conference.

Lori Bonnet - Civil Litigation conference

Linda Blades - Athabasca University course: English 339.

Dave Cooper - International Conference of Computer Assisted Learning in Post Secondary Education.

B. GENERAL AND DEVELOPMENTAL STUDIES

1. Activities/Conferences - Carol Neufeld

Lloyd Graff - provided a poster session at the U of C's International Conference on Computer Assisted Learning in Post-Secondary Education. [an article is available]

Eldon Neufeld - Tenth Annual Symposium on Remedial/Developmental Education.

Joe McCutcheon - panelist at "Conception 87", U of A, organized under the direction of the Chemical Institute of Canada
- Trace Analysis course at the U of A

Gerry Paradis and Don Snow
- toured Florida Colleges to research CBE - based course work, computer based registration, counselling and placement processes for Students.

Carol Neufeld - Alberta College Institute Faculties Association Conference (RDC P.D. representative)

Paul Williams - Summer Conference of the American Association of Physics Teachers
- Meeting of the Canada-Wide Science Fair

2. Accomplishments

Paul Williams - Vice President, Alberta Section of the American Association of Physics Teachers
-Chairman, Alberta Science Fairs Council
-Secretary of the Central Alberta Science Fair Society

Joe McCutcheon - Western Canada Director for the Canadian Society Chemical Technology

Eldon Neufeld - appointed as representative of the Federation of Alberta Naturalists to the Board of the Ellis Bird Farm.

Donna Storvik - K.I.T.E. Award for teaching excellence

Laurel Goodacre - appointed chairperson,
General Studies

Don Wales - back from Sabbatical

Ed Kamps - One of forty instructors at the primary, secondary, and post-secondary level selected from across Canada to attend a National Institute sponsored by Northern Telecom. The Institute dealt with telecommunication and education.

C. VISUAL AND PERFORMING ARTS - Jim Westergard

Kirk Marlow (Art & Design) - Museum and Gallery tours in London and Spain.

Joe Reeder (Art & Design) - visit to Emily Carr College of Art
- Museum and Gallery Tours in London and Spain

Cheryl Cooney (Music) - French Immersion course

Richard O'Brien (Drama) - Director's Colloquium - Calgary

Jim Westergard - (Art & Design) Printing at Yamagos Atelier, Sau Paulo, Brazil.

Walley Foster (Drama) - Stratford Festival, Ontario

Rena Cohen (Drama) Director's Colloquium, Calgary

Greg Stafford (Drama) - Stratford Festival, Ontario

Chuck Wissinger (Art & Design)
- Professional Photography of Art Works
- Visit to B.C. Colleges
- Ohio State visiting Artist

"We are not at our best perched at the summit. We are climbers, at our best when the way is steep."

-John Gardner

D. COUNSELLING DEPARTMENT

1. SUMMER ACTIVITIES

Meg Fisher Olsen - During the May to August period Meg was not involved in any college-related Professional Development activities aside from her annual files review. However, she did attend a week-long conference in Bioenergetic analysis in August, which is attended by therapists from North America and Europe. The International Certification in Bioenergetic Analysis was awarded to her at that time following six years of intensive workshops (500 hours) and additional supervision accreditation.

In September, she taught one half-day in Stress Management for the Senior Residents Training Program and lead a one-day Orientation for Rehab Services, which involved introductory "ice-breakers" and Study Skills module.

Donna Snell - Attended Summer Residency at John F. Kennedy University School of Management for NINE course credits toward MA, specializing in Career Development. J.F.K. is situated in the San Francisco Bay area.

Sharon Comstock - Assisted Joan Scott with the first orientation seminar. She also did the second day of Senior Residence Training.

Joan Scott - Organized orientation sessions (5) for university transfer students. She presented a half-day Crisis Intervention Workshop for Senior Residents.

The Counselling Department ran five one-day orientations for new University Transfer students this August. Because of the success of these sessions, we hope to expand this program next year to include other divisions.

"But you don't have to do like I did - wait until you lose a leg or get some awful disease - before you can take the time to find out what kind of stuff you're made of. Start now. Anybody can."

-Terry Fox

SELF-RENEWAL

Self-renewal is the process a company goes through when it revamps quickly and adapts to changing circumstances before a crisis occurs. In their book *The Transformational Leader*, Noel M. Tichy and Mary Anne Devanna assert that self-renewing organizations share several common characteristics: Errors are welcome as long as people learn from their mistakes; risk taking and innovation are highly valued; goals are set but constantly revised; and uncertainty is confronted, not denied. In the future, businesses that want to stay ahead will need to learn self-renewal.

- From *Success*, September, 1987

ATTENTION APPLE COMPUTER OWNERS

If you own an Apple 11, 11+, 11c or 11e or an Apple clone, you can do word processing on your own computer and then have it transferred to the secretary's DECmate and have it printed out on the letter-perfect printer.

You can also have your word processing transferred to the Macintosh computer and printed out on the Laser printer.

If you are interested in either of these capabilities, leave a note in Brian McDonald's mailbox as soon as possible. He is planning a workshop to show you how this is done.

ATTENTION MACTINTOSH COMPUTER OWNERS

If you own a Macintosh computer, you can do word processing on your own computer and then have it transferred to the secretary's DECmate and have it printed out on the letter-perfect printer.

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ACCC INTERNATIONAL DEVELOPMENT OPPORTUNITIES FOR COLLEGES AND INSTITUTES

Objective

To examine how college/institute administrators and staff may enhance their own institution's mission through international involvement.

Content

Workshops respond to regional needs and issues. They will, therefore, involve a combination of the following components:

- Overview of ACCC activities internationally
- The project cycle
- Funding: how to access ACCC, government and international financial institutional sources
- Budget and financial management
- Case studies of past and/or current International

Bureau technical assistance projects.

Format

Sessions will be informal in nature to allow for general discussion. Case studies, information documents on the I.B. and other federal and international organizations provided.

Workshop date:

Alberta
March 3-4, 1988
Red Deer College
Red Deer, Alberta

Contact Ed Kamps for more details.

UPCOMING EVENTS

"The Group in Support of Excellence" will meet Tuesday, September 29 in Room 1606, from 12:00 - 1:00 p.m. The agenda will include discussion of ideas and plans for the coming year.

"The Adult Education Special Interest Group" gets underway for another year on Wednesday, September 30 at 7:00 p.m. in Room 1504. Don Wales will be leading a discussion on "Perspectives on Adult Education" based on his sabbatical.

"Strategies for Enhancing Adult Motivation to Learn" is the theme of a lunch bag seminar to be conducted on Tuesday, September 22, 12:00 - 1:00 p.m. in Room 1606 by Angela Jeske and Tom Gwin (CPP).

"We are made wise not by the recollections of our past but by the responsibility for our future!"

-George Bernard Shaw

"Everyone who's ever taken a shower has had an idea. It's the person who gets out of the shower, dries off, and does something about it who makes a difference".

- Nolan Bushnell
Founder of Atari

"In the Innovation Age it is dangerous to assume that we'll have the same opportunities tomorrow as we do today. Those who assume their employer will continue to create the opportunities to justify their employment may find themselves considered a "cost" rather than a "resource." Spotting opportunities in change is an important skill of the new era, and it's one of the Secret Skills of innovators. Indeed, all of us must become opportunity spotters if we want to thrive and prosper today. Creating new opportunities must be viewed as an ongoing activity, both in your role as an employee and as president of YOU, INC."

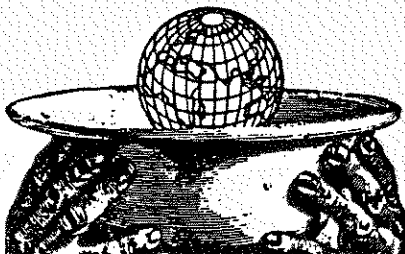
-From Dennis E. Waitley and Robert B. Tucker
in *Winning the Innovation Game*

© 1987 by [unreadable]

FOR THE [unreadable]

Admission
Free

THE WORLD
IS A VERY STRANGE
COMMUNITY,



BUT IT'S
THE
ONLY ONE
WE ALL
BELONG TO.

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 4 No. 2

October 1987

"Profiling Professional Development"

The professional development profile is at the heart of a reconceptualized faculty development program recently finalized by the CWPDC after considerable discussion. Other areas of change include a revamped innovative projects application procedure, with October and March normally being the two application intake periods.

As well, criteria and procedures have been developed for "study leaves" which are aimed at acquiring or updating expertise related to one's role in the college.

"Special Projects," another category of funding, provides assistance to faculty engaged in research-related activity. While not funded by CWPDC, instructional design services are also available to faculty who wish to undertake or redesign of a particular course or perhaps even a program.

The "profile" involves faculty considering their professional development direction over a three to five year period, meshing their interests and needs with departmental divisional, and college goals.

The process of developing a profile includes obtaining feedback from others and identifying priority areas for development. The profile is then vetted by the divisional p.d. committee. The individual would not be expected to specify specific events and activities but rather the general directions in which activities are likely to take place. However, specific activities, if known, would be helpful to the committee in their planning and resource allocation.

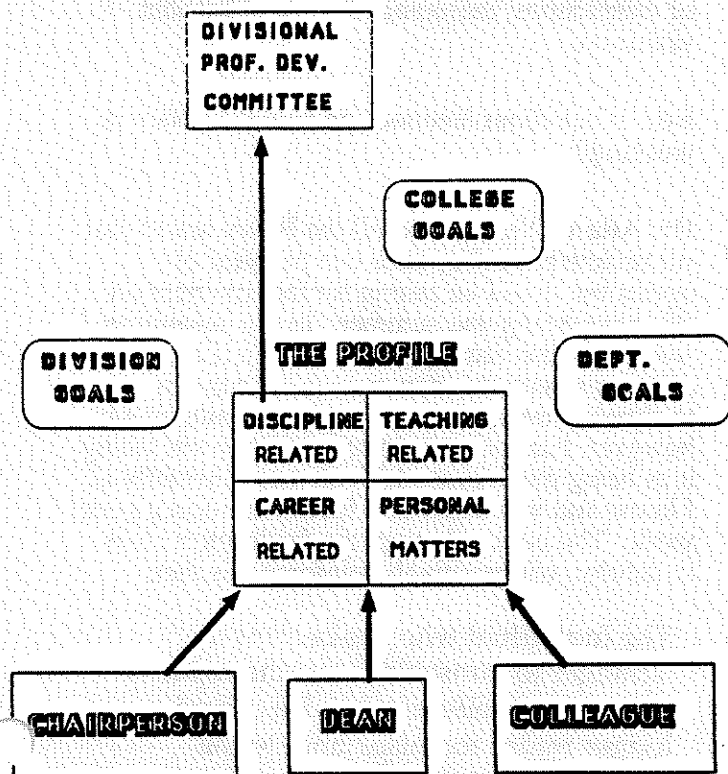
Particularly useful to both divisionally and college-wide committees would be a picture of the trends which faculty are taking in their professional development. Linking up faculty with common interests could generate or synergistic effect and maximize individual effort and the internal use of resources.

It is expected that the profiles will be phased in over the fall semester, although some areas have been using profiles since last year. The CWPDC plans to revise the current p.d. handbook, a process which should be completed by the end of the fall term. The committee is interested in hearing your view points regarding faculty development at RDC and will be emphasizing the role of divisional committees in the communication process.

Present membership includes:

Dr. John Tobias - Chairperson
Dr. Donna Allan - Academic V.P.
Brad Hemstreet - Technical Training
Carol Newfeld - General/Developmental Studies
Malcolm Read - Arts and Education
Donna Snell - Student/Educational Services
Paul Molgat - Business and Commerce
Jennifer Young - Health and Science
Jim Westergard - Visual and Performing Arts

THE PROFESSIONAL DEVELOPMENT PROCESS



DIRECTIONS

Faculty Evaluation

-Excerpts from a recent interview with Dr. Donna Allan, Academic V.P.

Ed: There seems to be a bit of "noise" in the system regarding the new evaluation policy.

Dr. Allan: From my perspective, I see this policy as being very similar to the one which has been at Red Deer College for longer than I have. I think the changes are positive as they allow for individuals to work out with their Dean the area to address in the evaluation. This is meant to allow for individual needs and department needs and recognizes that not everyone in the college is the same, nor should they be expected to be the same. However, all are expected to be competent in the areas agreed upon.

Ed: What about the role of peers and the chairperson?

Dr. Allan: Student, peer, and chairperson evaluation has always been required. The new policy says that when peers and chairpersons comment on how well you meet the competencies they should also be able to say they have been in your classroom and this, along with discussions over coffee, in department meetings, and so on, has provided them with the basis for their comments.

Ed: Could you elaborate on the classroom observation?

Dr. Allan: This seems to be causing an over-reaction in some circles. As a chairperson or peer, your classroom visit should be to provide formative feedback. Any forms you fill out or memos you write to the faculty are for their use only at that time. Later, when the instructor is preparing his/her explanation package, he/she will ask for written feedback from the appropriate chairperson and some colleagues. This feedback is to address the competencies in the policy and should be based, in part, on classroom visitations. This means that when you comment that you believe what faculty member has met the competency for instructional management and teaching skills, it is based, in part, from an actual visit.

You do not have to provide documentation of each classroom visit.

Ed: What about other aspects of the policy?

Dr. Allan: The main thrust is still self-evaluation - you first agree with your Dean what you are going to be evaluated on, then you go out and do your job. You prepare your package and, as always, include student, peer and chairperson input. You meet with the Dean and discuss it, he writes this report, presents it to you and upon your signature, it goes to your file as always.

Ed: What if I have a concern, or don't agree with the Dean's comments?

Dr. Allan: If there is a dispute you have a clearly outlined method to deal with it - something that was missing before.

The re-written policy clearly spells out the responsibility of the Dean and the faculty member and provides an avenue for dispute resolution. It allows for individuals to be treated as individuals, not as a class, and also expects that peers will provide their input based on a variety of interactions, including, in part, classroom visitation.

Ed: What about feedback on how the policy is working?

Dr. Allan: You will recall the Board asked that we review the policy after one full year of operation. I will be asking for faculty input on this next spring and summer. In the meantime, I would ask that faculty please drop in if they are distraught with this new policy. The intent was to simplify evaluation by clearly outlining roles; however, I am concerned some people are seeing it as being much more difficult than it actually is. I know and you know that faculty are doing good work. The policy through the feedback it gives to faculty, will positively reinforce this fact.

The individual who has become a stranger to himself has lost the capacity for genuine self-renewal. He can no longer return for sustenance to the springs of his own being.

-JOHN GARDNER

**THE
PROFESSIONAL DEVELOPMENT
PROFILE:
Construction
Techniques**

This seminar will:

- briefly explore the concept and purpose of the profile
- outline several techniques for constructing a profile
- review sample profile

Session A

Tuesday, November 3

12:00 - 12:50 p.m.

Room 1606

Session B

Thursday, November 12

4:00 - 4:50 p.m.

Room 1504

Resource Person: Ed Kamps
Faculty Development Animateur

First, we will all learn that modern economics are owned by and run for the employees and that the only property rights in a modern society are the rights of the job. Every manager I know still sees in his mind's eye that "labor" is the unskilled, pre-literate sharecropper, black or white, who streamed into the munitions plants in 1917. But by 1990, we will have learned, I hope, what the Japanese learned from us. We taught it to them: People are a resource and not a cost. The Japanese have accepted that idea and we haven't.

-Peter Drucker

WORD FROM THE ERD

(Educational Resources Division)

LRC users should be warned that the nice new periodical section on the main floor of the library is only half complete. This summer, all periodicals in the Humanities were removed from the regular shelving and placed together, in call number order, right beside the periodical indexes. Unfortunately, there wasn't time to do the upstairs (Social Sciences and Sciences) periodicals as well, so they are, as they always have been, shelved in with the books. By the end of summer, 1988, we hope the move will be complete, and all periodicals will be located on the main floor. We think our new arrangement will be more convenient both for researchers and browsers, but we apologize for the current confusion.

By the end of September, 1,045 students had received library instruction in 39 classes. If your students haven't had a session yet, you might consider contacting us to see what we can do for you. We can tailor instruction to a particular program, course, or even to a particular assignment, concentrating on those library research skills that your students will need in order to complete your course requirements. Divisional librarians are Paul Boulbee, Arts and Education and Visual and Performing Arts; and Mary Lou Armstrong, Business and Commerce, General and Developmental Studies, Health and Science, and Technical Training.

Adult Ed S.I.G. Meets

The Adult Education special interest group gathered recently for the first meeting of the year. The main agenda item was a presentation by Don Wales who gave a very enthusiastic and informative account of his sabbatical last year. Don spoke to a number of adult development themes including the use of metaphor to illustrate significant life issues faced by adults, particularly those undergoing change. Overall, Don reports having a fantastic year and is busily applying his new perspectives to his teaching.

The next meeting of the Adult Ed. S.I.G. is scheduled for November 18, 7 p.m. at South School. For more information contact Angela Jeske or Tom Gwin.

DIRECTIONS

EXCELLENCE

by Doug Swanson Rehab Services

FRANK AND ERNEST



Excellence as a **value** has increasingly received attention by researchers, leaders, and managers in recent years. The proliferation of research articles and books regarding the topic of excellence suggests that excellence is an issue of much, even heated, debate. The topic of excellence will be briefly discussed from my point of view. Suggestions regarding the process of operationalizing excellence will be offered. Conclusions regarding this brief discussion of excellence will address the difficulties associated with the excellence value.

EXCELLENCE: A BRIEF VIEW

Peters and Waterman, of IN SEARCH OF EXCELLENCE fame, suggest that eight principles separate excellent organizations from the also-rans. The elaboration of the eight principles in their book is essential reading for individuals wishing to investigate the excellence issue in more depth. I believe, however, that the principles can be synthesized down to two tenets:

1. Managers make meaning.
2. Managers must make performance matter (meaningful).

In both instances the excellence issue focuses on the communicative, interactive, and social aspects of relationships. In a real sense the analysis of excellence is not so much directed to what is being done, but rather to the quality of the relationships between and among the participants. The manager who has commitment and conviction will seek every avenue and opportunity to reference his or her behavior to the **mission** (in this way the manager will be attempting to **make meaning**). At the same time the manager will capitalize on every opportunity to **pay attention** to the individuals in the organization . . . through celebrations (public and private), hoopla, and respect. Meaningfulness, according to Peters and Waterman, is recognizing the burning desire for the creature to count.

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I contend that when managers attend to the mission of the organization and attend to the people of the organization that the other principles promoted by Peters and Waterman will assume a more important posture than may currently be the case. Those principles are: **bias for action, staying close to the consumer, autonomy and entrepreneurship, hands-on and value-driven.**

Excellence, then, is a process, not a product or result. Excellence is an evolving value which assumes a dynamic posture in a constantly changing social climate. Excellence is a way to behave which fosters adaptability, fanaticism about what the organization is all about, pride, zest, caring, listening, trust, and enthusiasm.

OPERATIONALIZATION

There are literally thousands of tasks to be undertaken to **make it work!** Some very key points are suggested here.

Making Meaning

1. Clearly articulate the mission
2. Promote diligence with regard to the execution of the mission while
3. Recognizing the importance of the **individuals.**
4. Positive value-laden views of the associates:
creative, innovative, Theory Y views.

Making Performance Matter

1. Reward risk-taking
2. Sponsor innovators
3. Reference everything to the mission
4. Establish a climate of **individual success and collective failure.**

Organizations need individuals who will challenge the existing order. Excellence then is a day-to-day process of evaluating the organizations' tasks in light of the "dream or mission". Succinctly, it may simply be a process of continued renewal.

CAUTIONS AND SUMMARY

Excellence as a value requires a high tolerance of **failure**. Without a tolerance of failure then risk taking and innovation cannot be expected of the associates. Communication will require a dramatic shift from **telling** to an active role of **listening**. Ownership will need to be

transferred to the frontline. Values will need to be written, re-written, discussed, challenged and then formulated as a credo. Values like **NEVER VIOLATE A CONSUMER** will of necessity require long and serious deliberation before adoption. Much of this will also appear to be paradoxical: communicate effectively and yet listen more; values will be written as credo and then adaptability is demanded; excellence is the process goal and yet must be implemented in view of expecting mistakes and tolerating a sufficient number of mistakes as a necessary condition for success.

The successful manager will most assuredly need to develop in the stature of a Reg Jones: "Reg Jones's ability to balance his intense self-demands, his impatience with inadequacy and failure, and his nurturance of his subordinates was a rare capacity" (Levinson and Rosenthal, 1984, p. 40). Having strong personal values and having at the same time the ability to tolerate other kinds of values seems to be a major demand that will be placed on the manager. The new manager will need to skillfully manage paradox: s/he will need to be hard and soft at the same time, s/he will need to be demanding and nurturing, s/he will need to be responsible and yet give ownership to the front-line.

All this seems formidable and yet delicious at the same time.

These are the attitudes towards life and the later years which are typical of Ulysseans: that life is a process of continuous growth, as much through the later and the very late years as in any earlier period; that the capacity to learn is fully operative among human beings across the entire span of life; . . . that human creativity comprises, apart from the splendors of genius, thousands of manifestations of the mind and imagination which transform an individual's own self or his or her environment.

John A.B. McLeish
The Ulyssean Adult:

Creativity in the Middle and Later Years

Institutional renewal, in our judgement, transcends specific change projects or programs. It cannot be accomplished through mechanistic models of planned change. Rather, renewal is a direct outgrowth of an organizational environment that encourages creativity, risk taking, and innovation. Such an environment is directed by relatively clear priorities; it is structured through collaboration and participation of members from throughout the organization, and it is energized by faculty and staff who have developed a sense of potency. Building such an organizational environment requires leaders who have a vision of the future that is congruent with institutional priorities, who are committed to empowering people throughout the organization, and who understand how to use fiscal, human, and symbolic resources to emphasize institutional directions.

Alan E. Girskin and Michael A. Bassis, "Leadership Styles and Institutional Renewal" in Leadership and Institutional Renewal R.M. Davis (Ed). New Directions for Higher Education, no. 49. San Francisco, Jossey-Bass, March 1985.

GROUP IN SUPPORT OF EXCELLENCE

The Group in Support of Excellence held its first meetings on September 29 and October 27. Tasks for the fall term include: reviewing the K.I.T.E. program brochure, evaluating the Spring BreakUp recognition program, and organizing the next Student Achiever's Breakfast, scheduled for Tuesday, November 24, to coincide with College Week. Nomination forms must be in to Community Relations by November 16. Forms are available from your dean or chairperson, or Community Relations.

A strategy is trying to understand where you sit in today's world. Not where you wish you were or where you hoped you would be, but where you want to be five years out. It's assessing the realistic chances of getting from here to there.

-John Welch, Jr.
Chairman, General Electric Company

DIRECTIONS

'THE POWER OF PURPOSE'

"We all hunger for a sense of purpose and meaning in life. We need to feel, at our very core, that we matter and that our lives make a difference. We need a reason, a good reason, to get up in the morning.

The Power of Purpose is about that reason. It is a moving observation of the achievements of Terry Fox, the Canadian cancer victim who, with an artificial limb, ran the most incredible marathon in history. He is an example of one person who lived with a clearly defined purpose; his actions exemplify the important concepts and characteristics of "being used for a purpose recognized by yourself as a mighty one."

The film focuses not so much on the obvious heroism of Terry Fox, but rather on what his accomplishments can teach others. We learn that the way to find meaning in life is through a sense of purpose. To be truly alive, we need to focus on something beyond ourselves. A sense of purpose accompanies our greatest achievements"

- a discussion film

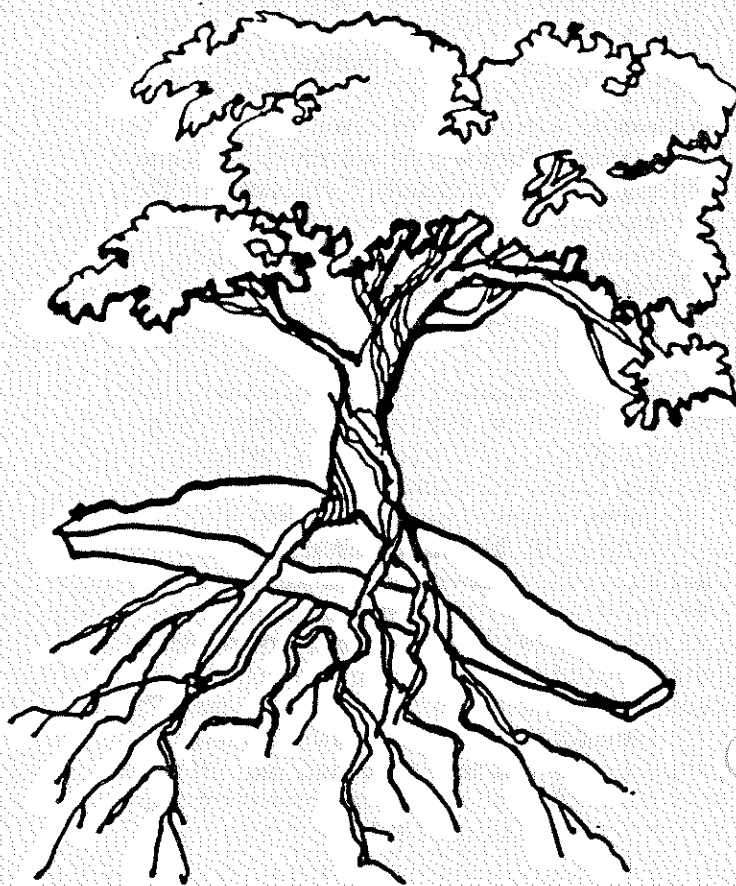
Tuesday, November 10

12:10 - 12:50 p.m.

Room 1606

One of the chief requisites for a fully alive life is purpose! The only constants in the lives of people who enjoy inner peace are a clarity of the principles they live by and an active purpose beyond themselves. We need at our very core to experience ourselves positively. We need evidence to believe we are good people and growing or becoming better. Clarifying what we want out of life helps us to satisfy that basic need to believe I matter, that my life does make a difference.

- Richard J. Leider
The Power of Purpose



METAPHORS FOR PROFILE BUILDING

If you were to draw a tree which represents your roles, along with your strengths and weaknesses, interests and needs, what would that tree look like? What would the branches be like? What shape does the tree have? What is the tree rooted in? How deep are the roots? Where is most of the growth occurring? What parts need pruning? What happens to this tree in strong winds? What do most people first notice about this tree? Under what conditions does this tree best grow? How does this tree adjust to its environment? How does this tree interact with other trees? What would you like to see as the future of this tree?

(The above is meant to stimulate some metaphorical thinking which can be applied to p.d. profile creation. Next month: the river)

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 4 No. 3

NOVEMBER 1987

"Integrity and Professional Development"

An upcoming group discussion of a paper by David Kolb, Case Western University, (author of the "Learning Style Inventory" and "Experiential Learning")

In this paper Kolb focuses on integrity as "not living by principle, but the process of choosing principles by which to live." Thus he speaks not of integrity but of **integrating**. This point is particularly significant in light of what he calls "advanced professional development" which refers to the dynamics of later adulthood in contrast to the dominant life/career issues of early adulthood.

Jung divided adult life into an early stage where processes of specialization and individualistic orientation were dominant, a period of mid-life transition and a later life stage where collective integrating processes dominate".

Kolby emphasizes advanced professional development as responding to the integrative challenges presented to the mid-life professional that are different from the specialized demands of early career development. Furthermore, we are relatively unprepared for those integrative life challenges. "The worst of it all is that intelligent and cultivated people live their lives without even knowing the possibility of such transformations. Wholly unprepared, they embark upon the second half of life. Or are there perhaps colleges for 40 year olds which prepare them for their coming life and its demands as the ordinary colleges introduce our young people to a knowledge of the world?" (Carl Jung)

Can integrity be developed?

Yes, Kolb answers, based on his research studies. By centering, caring, visioning, and learning, most men and women in our research were consciously responding to more than one of the integrity challenges we have just described."

Can integrity be taught? A more difficult question according to Kolb but again the answer is yes, providing that certain conditions prevail.

If you are interested in your "advanced professional development" and would like to discuss these issues with a small group of like-minded folk, contact Ed Kamps for a copy of the paper.

A discussion session will be scheduled at the most convenient time, tentatively planned for December.

"Without an integrated understanding of life, our individual and collective problems will only deepen and extend. The purpose of education is not to produce mere scholars, technicians, and job hunters, but integrated men and women who are free of fear; for only between such human beings can there be enduring peace."

Krishnamurti

MEETING STUDENTS' DEVELOPMENTAL NEEDS

- Dave Hannah, Counselling

Articles in this newsletter typically focus on various issues related to the professional development needs of R.D.C. faculty members. These needs, as well as those of other members of the college staff are acknowledged by the institution, and are addressed through the various P.D. programs that have been created for all groups of employees at Red Deer College.

But what about the developmental needs of students? Some would argue that the central purpose of a post-secondary educational institution is to meet these needs, and in the broadest sense, this is true. Unfortunately, in an academic setting it occasionally happens that certain needs are addressed more than others. Sometimes the student's intellectual needs are challenged and developed, while some of their other needs are downplayed, or even ignored. The course "content" can become the primary focus of the educational process, and the non-academic needs of the students can get lost in the shuffle.

For many students this is not a problem. They believe that they are here to "learn", and are able to concentrate their energies on pursuing the academic goals that they have set for themselves. But there are a significant number of students who are unable to focus on academic goals because they really aren't sure what their goals are. These students often have different reasons for attending college. They may be here because:

- their parents pressured them,
- their friends are here,
- they couldn't find a job,
- they didn't know what else to do,
- they think that a year of college will "better" them in some way,

-they hope that they will figure out what they want to do with their lives while they are here

We may think that these are poor reasons for attending a post-secondary institution, but they are real, and anyone who is involved with advising or counselling students will tell you that there are hundreds of students attending college for these reasons.

One thing that most of these students have in common is an uncertainty about their future directions. They lack any clear academic or career goals, and thus find it difficult to become motivated or to focus on their studies. They also have few, if any, ideas about how to solve this problem. They simply don't know what kinds of questions to ask, what sorts of information to gather, where to find it, or what to do with it once they get it.

The members of the Counselling Department have been dealing with students such as these for a long time. Until recently the only means that they had for assisting them was either to refer them to the Alberta Career Center or to work with them on an individual basis [a very time consuming, and thus, expensive proposition]. Last year the counsellors decided that this problem was significant enough that it warranted a new and different approach. The department decided that a more effective and efficient method for assisting such students would be to create a set of "Career Development" workshops that could be run each term for students who needed help in this area.

During the 1986/87 academic year the Counselling Department worked with a career development specialist from the University of Calgary to develop a series of ten workshops dealing with a variety of topics related to career decision making and job search techniques. The first six workshops

are designed to assist those students who are undecided about their academic/occupational future and who are serious about getting involved in a process that will help them to clarify some directions for themselves. These workshops were designed to be done as a set, and cover the following topics:

1. Career and Lifestyle Planning
2. Self Assessment: Values and Skills
3. Self assessment: Temperaments and Interests
4. Researching Occupations and Educational Programs
5. Experiential Research and Future Trends
6. Career Decision Making

This series of workshops was piloted with a group of C.P.P. students in June, 1987, and student feedback on the workshops was very positive. The Counselling Department began running the workshops this fall, and plans to offer the set of six sessions at least once during the fall and winter terms each year. Students are encouraged to attend a half-hour information session before signing up for the workshops. These information sessions will be held during the second and third weeks of classes in January, and the next set of career development workshops is scheduled to begin the week of January 25, 1988.

The other four workshops focus more on job search strategies, and were designed to be run independently. The topics covered in these are the following:

7. Preparation for Job Search
8. Resume Writing
9. Interview Skills
10. Conducting a Job Search

These sessions were developed primarily for graduating students who will be looking for work once they have finished their college programs, and will thus be offered no later in the year when students are beginning to think more seriously about applying for jobs. The Counselling Department will be offering at

least one set of these workshops for the general student body, but is also willing to run any or all of them for specific programs on request. The department will be advertising these workshops during the second term, but would be interested in hearing from any instructors or chairperson who might be interested in making these workshops available to their students.

If you know of any students who are struggling with the problems described above, and who might benefit from these new workshops, please send them to the Counselling Department for more information. If you have any questions about the workshops, or would like to have the Counselling Department run any of these sessions for your students, please contact Dave Hannah at 3254.

A satisfying career is invented and built, not found and exploited.

- Sydney C. Fine

Look ahead.

How would you like to celebrate your eightieth birthday? Imagine you're about to celebrate it. As you look back on your life, what would you like to be able to say as to how your life made a difference? If you could throw a log on a fire each time your life really made a difference, be it a small act of courage or kindness, or a work of art, would you have a bonfire or a flicker?

-Richard J. Leider

The Power of Purpose

What in the world is BLOOM'S TAXONOMY?

One of the oft-heard terms in educational theory circles is Bloom's Taxonomy. According to the dictionary, a taxonomy is simply a classification. Bloom refers to Benjamin Bloom, an educator at the University of Chicago. His Taxonomy is a classification of the objectives which you, the instructor, have for your students in terms of the mental skills you wish them to acquire in your course. For example, the first level of skill, termed Knowledge, is the memorization of facts, theories and principles. There is some material of this type in almost every course - and usually a great deal of it in introductory courses. In testing Knowledge, recall is the verb that most closely matches the objective. The material to be remembered by the student ranges from that at a low level of abstraction - specific facts and terminology - through trends, sequences, conventions, organizational patterns, classifications and methodology to that at the highest level of abstraction - the principles, generalizations, theories and structures of the field. Some of the verbs you can use to construct test questions for the Knowledge category are listed in the accompanying diagram.

The second level of mental skill is called Comprehension. The objective here is that the students understand particular material and ideas; this is tested by having them restate the concepts in their own words and images and by having them make elementary use of them. Examples include the paraphrasing of statements, their translation from one language or form of communication to another, the interpretation of information, and the extrapolation of data to determine its implications. Some of the relevant verbs here are identify, restate, explain, discuss, select, translate, etc.

Bloom's third level is Application. Here knowledge in terms of ideas or theories or principals is applied to examples and to new situations. Verbs such as solve, demonstrate, apply, interpret, etc. are used in testing situations for this objective. The problems to be solved here are those with a single correct answer.

In advanced courses, instructors also usually want their students to acquire skills at the higher three of Bloom's six objectives: Analysis, Synthesis and Evaluation. In Analysis, one decomposes a topic of knowledge into its constituent parts and shows the relationships that exist between these more basic ideas. In contrast, Synthesis involves bringing together parts of knowledge and discovering relationships, thereby creating a new pattern or unified structure. The ultimate objective in Bloom's Taxonomy is Evaluation; here one makes judgements ("predict", "defend", "criticize") regarding the extent to which something satisfies chosen criteria - e.g. is suitable for a given purpose.

The six objectives can be employed by instructors in a variety of ways. Some use them solely as an aid in devising questions for examinations, or as a checklist to ensure that questions for examinations, or as a checklist to ensure that questions of each relevant type are present on tests. Other instructors use these objectives to design or redesign of course content and methodology. Why not analyze your current course content and exams in terms of Bloom's Taxonomy? You may in the process discover a simple prescription for their improvement.

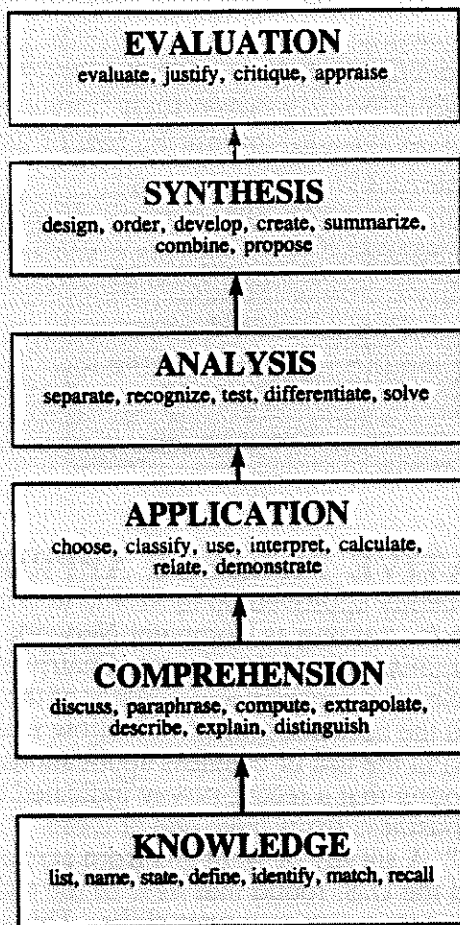


Figure: Bloom's six levels of educational objectives, with typical verbs to use in testing their attainment.

* (reprinted with permission from REFLECTIONS October, 1987, University of Western Ontario)

"This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of Nature instead of a feverish selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy."

-George Bernard Shaw

RDC Mac Users' Group
Resource People

Program	Resource People	Phone	
		College	Home
Chart	Gene Leavitt	3349	
Copy 11 Mac	Brian McDonald	3277	
DA/Font Mover	Brian McDonald	3277	347-1777
Dollars & Sense	Betty Lindley		
File	Betty Lindley	3313	343-3324
Fontastic	Larry Preston	3224	
Fontographer	Larry Preston	3224	
FullPaint	Eldon Neufeld	3124	343-1542
	Gene Leavitt	3349	
	Betty Lindley	3313	3433324
Jazz	Wendy Biskup	3403	346-6726
MacDraw	Carol Neufeld	3383	343-1542
	Gene Leavitt	3349	
MacDraft	Peggy Johnson	3348	
	Gene Leavitt	3349	
MacPaint	Gene Leavitt	3349	
MacWrite	Carol Neufeld	3383	343-1542
Multiplan	Betty Lindley	3313	343-3324
Pagemaker	Kelly Quine	343-1877	
Print Shop	Betty Lindley	3313	343-3324
Prof.Biblio.Sys			
Red Ryder	Betty Lindley	3313	343-3324
	Brian McDonald	3277	347-1777
Silicon Press	Betty Lindley	3313	343-3324
SuperPaint	Betty Lindley	3313	343-3324
	Gene Leavitt	3349	
Switcher	Betty Lindley	3313	343-3324
	Brian McDonald	3277	347-1777
Word 1.05	Sharon Assen	3556	
	Peggy Johnson	3348	
	Betty Lindley	3313	343-3324
	Debbie Gauthier	3237	342-7465
Word 3.01			
Works -			
Word Proc.	Sharlene Germain	3302	
	Betty Lindley	3313	343-3324
	Carol Neufeld	3383	343-1542
Spread Sheet	Sharlene Germain	3302	
	Betty Lindley	3313	343-3324
	Carol Neufeld	3383	343-1542
Data Base	Sharlene Germain	3302	
	Betty Lindley	3313	343-3324
Communic.	Brian McDonald	3277	347-1777

These Resource People have volunteered to help you! Please feel free to call them if you need help.

CWPDC ESTABLISHES MISSION, GOALS

At a planning retreat held earlier this year the CWPDC established a statement of mission and list of goals for 1987-88.

Mission: The purpose of CWPDC is to facilitate and promote faculty development at RDC. This is done through the development of policies and procedures, the provision and management of resources (including financial resources, information, and a resource person), and a program of campus-based activities.

After considering a variety of internal and external factors impacting on faculty and faculty development and identifying strengths and weaknesses of the faculty development program, the committee established the following goals for 1987 - 88:

- to develop a reassignment policy and procedure
- to plan for the evaluation of our faculty development program
- to encourage increased participation by faculty in the faculty development program
- to develop a career redevelopment policy and strategies
- to develop an orientation strategy/program for new CWPDC members
- to review funding of trades and technology p.d. vis-a-vis CWPDC distribution of funds and sabbaticals
- to provide a forum for faculty to examine pros/cons and issues involved in educational trends (eg. large classes, computers, distance education)
- to complete an animateur evaluation
- to provide a program to assist faculty in peer evaluation
- to find better ways to use our internal resources in faculty development
- to develop a re-entry strategy for returnees from sabbaticals
- to facilitate management for divisional committees (eg. record keeping, policies and procedures.)
- to develop a strategy for identifying and dealing with stress/burnout
- to promote our faculty development program internally and externally
- to increase liaison with other colleges
- to recognize (eg. in KITE) people who are contributing to the faculty development program.

"Pathfinders with a purpose are not heroic statue material looking down their holy noses at the grubs who are all the rest of us.

Many are people who say:

"This neighborhood (or city, school, church, country) is going to the dogs. It's my responsibility to make it better." Most commonly such people find a purpose - or respond when it finds them - at the local level . . ."

-Gail Sheehy

INNOVATIVE PROJECT APPROVED

CWPDC recently approved up to \$2,900 to provide release time for training as Computer Network System Administrator. John Hunter, Chairman of the Secretarial Science program and initiator of the project, said the network system will allow students to be trained in the use of business applications software, noting that a recent survey indicated that most local business firms have one or more computers." A survey of want ads from across Canada and the U.S. found that 41% of the ads asked for word processing or computer skills. This is double the number of ads asking for any other single qualification." By using a network system, less time is wasted in the distribution and collection of software in each class. Students may progress at their own rate without being tied to the teacher's schedule.

Since this is the first educational network installation in the college, the training will enable the "Network Administrator" to provide useful information to any group contemplating similar installations. This should avoid some of the pitfalls inherent in the setting up and running of an efficient network system.

The computer equipment which has been installed is the New IBM System/2 Model 60 Fileserver with Model 30 Workstations.

The Network Software is the University of Waterloo's JANET System 3. This version of JANET was released in the Summer of 1987 for use on IBM XT workstations and AT Fileserver. Red Deer College is currently load-testing this new version of Janet on new Computer Technology i.e. a testing ground for other possible installations in Canada.

Consider the following scenario.

Would you enjoy teaching a class that had:

- *one student wearing headphones (attached to a walkman)
- *one student wearing shades (baseball cap too!)
- *a third student wearing a woolen sweater and wrapped in a multi-colored afghan with her best "buddy"
- *a fifth student who insisted on facing the back wall with his back to the students and you
- *a sixth student eating the equivalent of a full-meal deal
- *a 7th student walking around with pen and pad while you taught
- *an 8th student who was forever asking you to draw pictures of what you were talking about
- *a 9th student who never seemed interested except when doing group work
- *a 10th student who believed he couldn't do any productive work until after 2 p.m.
- *an 11th one who listened attentively to his buddy, Ernie, and yet never seemed interested in anything you said, while his friend, Bert, always wanted to lay on the floor at your feet while you taught.
- *a 13th one who wanted independent study
- *two others (14, 15) who could only stay on task for 6 minutes maximum
- *while 3 others (16, 17, 18) needed constant rewarding and nurturing
- *when as the final 3 (19, 20, 21) demanded to know each and every step to every task that you wanted done, before they would even start!

FOR AN ANSWER TO THIS
FACINATING QUESTION,
JOIN US FOR LUNCH AT
12:00 NOON IN ROOM 1606
ON TUESDAY, NOVEMBER 24, 1987.

The community college cannot be "all things to all people." We never have been and we never will be. What we have been is "many things to many people," and this we can and should continue to be. Even in times of retrenchment we must, through redesign, continue to strive to meet the needs of our communities. We must seek new ways to increase the influence of positive educational experiences on the life of our communities.

(Hendrick, 1980, p. 32)

"Having to decide what we will do with our leisure is inevitably forcing us to re-examine the purpose of human existence and to ask what fulfillment really means.

-Sir Julian Huxley

The college environment is one that calls for greater freedom of participation in decision making, since both professionals and administrators are often characterized by:

1. high need for independence,
2. readiness to assume responsibility for decision making,
3. a high tolerance of ambiguity,
4. an interest in the problem to be solved
5. an understanding of and identification with the goals to be achieved,
6. the necessary knowledge and experience to deal with the problem, and
7. an expectation to be included in decision making.

(Tannenbaum & Schmidt,

1973)

Metaphors for Profile Building:

The River - Don Wales, (Biology)

The river metaphorically represents a quest for "meaning making" in life. The river flow suggest risks - being out of control, leaving the safety and security of shore, and the dangers associated with fast moving water such as "sweepers", eddies and "keepers". Experienced "river runners" know how to use the power of moving water while novices struggle against it and can be overpowered. The river is endless - implying that there is no "one meaning in life", only a life-long search. Every once in a while we must seek refuge on shore to rest, re-evaluate. "River meaning" can be personal growth - "being a teacher worth learning" or professionally - such as a career change, a sabbatical, or other personal initiatives on the job where risk is involved. The river metaphor is beautifully expressed in a song written by Joey Scarbury - called the River's Song - One verse reads:

Follow me

Whispers the River's Song

Come back to me

Softly she sings, gently she brings me home

And the years they wash away

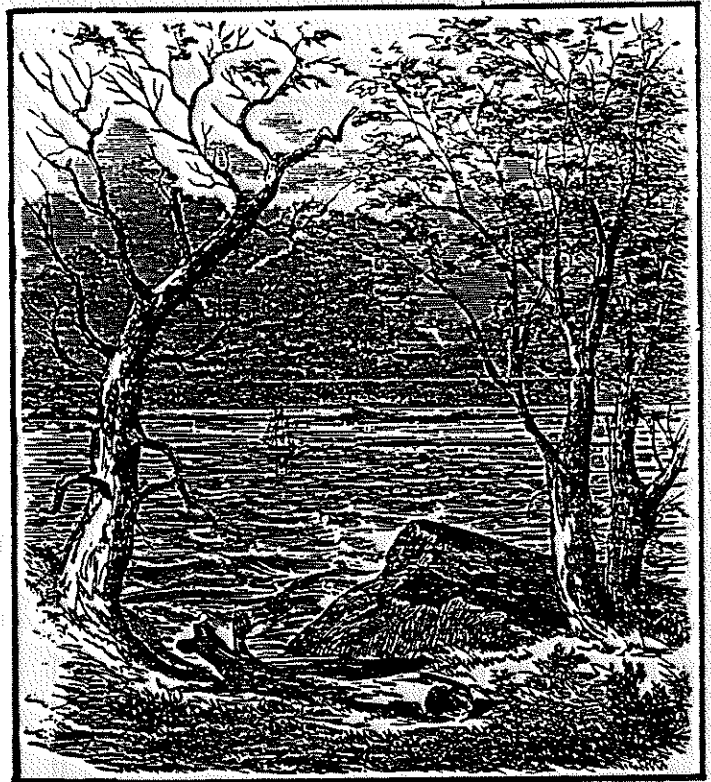
On the tide of a slow moving dream

Where she rocks me to sleep while she sings the River's Song

(See Don Wales for the full lyrics and a tape of the song)

Next Month's Metaphor: The Painting

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 next DIRECTIONS is December 4, 1987. Editor: Ed Kamps



"The anguished cry of the mid-life crisis is a cry for wholeness. Like a symptomatic fever, it is a painful but healthy cry, awakening one's self to the full appreciation of life. For most, however, the mid-life transition is not a traumatic crisis, but a series of adjustments to expectations, a time for re-examination of priorities, a growing awareness of one's specific mortality. How this passage is made is largely contingent on the person's life content, on the challenges for growth, and the support for self-insight, learning and development that are present in work and in personal life".

-David Kolb, "Integrity and Advanced Professional Development"

"Our stability is but balance and wisdom lies in the masterful administration of the unforeseen."

Robert Bridges

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 4 No. 4

DECEMBER 1987

THE SPEC FIT HUCH PROCESS

by T.A. (Art) Gagne

As a science teacher for 18 years, mainly in the area of Chemistry, I have generally found students to be interested in those areas that I was also interested in. For a number of years I pondered this anomaly, but then I realized that the students' perception of the value of learning a particular item related directly to my enthusiasm in teaching it.

I further realized this in a class at University taught by an instructor who had as much enthusiasm as a wet noodle. He didn't care if I learned anything as long as I filled in the questionnaire he needed for the completion of his thesis. He was not interested in what I knew or what I wanted to learn - he was only acting in his self interest.

This brings me to the main point - an instructor is not as good as his university degrees, or the total amount of information he has absorbed over the years. An instructor is as good as his ability to instill enthusiasm in a learner and allow the learner to determine the direction of his learning (within limits).

What you should do is look at what I believe to be the number one objective for any course - to enhance the students' self-image and develop a positive attitude towards the subject matter. This positive attitude comes from you - the facilitator of the students' learning. Do things you are interested in, and that interest will rub off. And guess what - the enthusiasm is contagious - it comes back to you. Suddenly learning is fun again.

I recently started a lesson on centre of gravity by getting students to pick up a garbage can. You know the old trick where you go three foot lengths back from the wall, put your head against the wall, try to pick up the can and stand up. (Usually about 80% of the females can do it but only 20% of the males). In the middle

of this a student took a piece of looseleaf and asked me why, when you blow across the top of the paper it lifts up. He saw it in a book and wanted to know why.

Out came the pingpong ball and the funnel and the obvious discussion of the Bernoulli Principle and the venturi tube. (Did you ever try to blow a pingpong ball out of a funnel? Guess what - you can't). At any rate my objective to teach centre of gravity took second place to student interest. We got back to centre of gravity two days later, but those students still remember how a venturi works and how an airplane gets "lift". They were interested and learning came from that interest.

There have been a number of new teaching programs developed over the years that have held great promise. People develop a course, and because they have been involved in the development they "believe" in it. They instill that enthusiasm in others who also "believe" in it. If you believe in what you are doing, you will make it work.

There have been pilot programs in nearly every course you can think of. Not only pilot projects in subject matter, but also in the process. Have you heard these educational clichés: - continuous progress, values, problem solving, ethnocentric learning

DIRECTIONS

model, CEO (Chief Executive Officer of the classroom), systems approach, inquiry method, team teaching, criterion referenced evaluation, CML, CAI, learning styles, androgogy vs. pedagogy, process oriented vs. product oriented, articulation vs. standardization, competency based program, etc. ad nauseum.

If you have been a learning facilitator for as long as I have, you have either heard the theories, or possibly tried half of them. Usually they are tried because some "new thinker" fresh from the "hallowed halls" with his degree under his arm decides that the world should follow this new theory of educational development.

How many have worked? The ratio of those that work is, I believe, exactly the same as the ratio of instructors who believe in them. If it works for someone else, someplace else - it does not mean it will work for you. I am not advocating that new theories are bad, quite the contrary; I am saying if you believe in it - it will work, because you will make it work.

You don't need to know the educational jargon. I used the inquiry method for three years before I realized somebody called it "The Inquiry Method". You have to take what "fits" you and use it. I'm not a Henry Wong or a Tik Liem but I've used some of their ideas my way.

This brings up the SPEC FIT HUCH process. This is the

S Systems approach
P Problem solving
E Ethnocentric learning model
C Criterion referenced evaluation (or CEO - Chief Executive Officer)

F Functional approach
I Inquiry method
T Team teaching

H Higher cognitive levels
U Unstructured classroom
C Continuous progress
H Heck with everything - I will take the best ideas from each theory and adapt them for me to use.

NOTE: I did not include values, summative and formative evaluations, master teacher concept, etc., etc., etc., because my word was already long enough.

The major item above is the me in "H". Have you every heard the expression "Those that can - do: Those that can't - teach". I've got news for the people who believe that statement. Not everyone can be a learning facilitator. It takes a special kind of person. If you are doing the job you want to do and you are happy with it - your students are learning. Be proud of your job because it is the best darn job in the world. You are helping to mold minds - a most honorable profession.

Continue doing what you believe to be right. Don't be scared to try something new. A new course, a new approach in an old course, an old approach for new course. Try a different subject (class), it puts a whole new perspective on the learning process. When you have to learn something new yourself, it makes you more aware of the student learning process.

Lastly: If someone asks you what you do for a living you could color it up by saying "I'm a CEO" (Chief Executive Officer of the clasroom), or a "learning facilitator", or do as I do and say

"I'm a teacher" ("and proud of it")

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APPLE IIE <---> DECMATE III WORKSHOP - Brian McDonald

A text-transfer workshop was held Monday, November 16, 7:30-9:30 p.m. in Room 3100. Six people participated: Kim Burley, Debbie Gauthier, Dick Huddleston, Shao Mah, Sadru Pardhan and Alan Racey. Everyone participated in transferring text from the Apple Iie to the DECmate III and transferring text from the DECmate III to the Apple Iie.

The general reaction of the group was that the text-transfer was easier than they expected. Even though we only had time for the above transfers, many people in the group felt that they would now be able to do text-transfers between the Macintosh and DECmate and between the Apple Iie and Macintosh on the basis of the documentation given to them.

I am willing to give further workshops if people want them. A group of six is about the maximum number if the workshop is to be held in Room 3100 where the Apple Iie - DECmate cabling is set up on a permanent basis.

What's the most widely held misconception about success?

"That it brings you happiness. It doesn't, and I don't think anything does. But I don't think happiness is necessarily the reason we're here. I think we're here to learn and evolve, and the pursuit of knowledge is what alleviates the pain of being human. And everybody is in pain, but if you're learning something, your mind is diverted elsewhere."

- Sting, the rock musician and actor,
interviewed in Rolling Stone

"The essence of living is renewal. And the highest expression of management art is the manager's ability to renew a department, a division, a company, himself. Without renewal, there can be no excellence".

- Robert H. Waterman, "The Renewal Factor: How the Best Get and Keep the Competitive Edge"

MATH INSTRUCTORS ACTIVE IN AMATYC

Four Red Deer College mathematics instructors, Shao Mah, Carol Neufeld, Marilyn MacDonald and Bob Forbes, attended the 13th Annual Convention of the American Mathematical Association of Two Year Colleges, (AMATYC), in Kansas City, Missouri, October 29 - November 1. Shao was kept very busy in his duties as Presiding Chair for the conference, and pressed his colleagues into service as presiders at a number of the mini-courses, workshops and conference sessions. The theme of the convention, "Mathematics for Changing Times", was very evident in the many sessions which dealt with use of computers at all levels to enhance student comprehension and the heavy emphasis on mathematical modelling - the application of mathematical principles and techniques to develop solutions to problems.

AMATYC will hold its 1988 convention in Calgary, its first in Canada. This is a tribute to Shao's persistent and skillful promotion of our area. Shao is Co-Chair for this convention and Marilyn MacDonald is serving as Hospitality Chair. Red Deer College, along with Mount Royal College and S.A.I.T., is contributing to this conference. It is anticipated that other Red Deer College faculty members will be assisting in activities of the 1988 convention.

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

HEALTH AND SCIENCE SEPTEMBER-NOVEMBER, 1987

Lori Barritt - "International Symposim on Medical Virology" in Anahiem, California. Will be sharing information on AIDS through her classes and presentation to faculty.

Terry Bourgonje - "Dealing with Grief: Children and Death" Conference. Terry evaluated this very highly, recommends this annual conference to everyone.

Judy Dussault - Oncology Nurses' Group Symposium in September.

Rock Folkman - "Outreach: An Alternative Model" workshop in Edmonton; teleconference course, toward M.Ed. degree in Adult Education.

Rock Folkman/Merv Dusyk/Loreen Maben - "Audio Teleconferencing for Distance Education" at U of C in November.

Coralea Forbes/Marilyn Wacko - Pediatric Gastroenterology and Nutrition Program, in Calgary in October.

Loreen Maben - Seminar on "AIDS" in Calgary.

Shao Mah - National Convention of American Mathematical Association of Two Year Colleges in Kansas City, Missouri

Will Marchuk/Arun Mishra - Seminar "Technology and Jobs: The Next 20 Years".

Linda Martin - Plans to take Nursing Research course, Athabasca University.

Nursing Department Workshop - Dr. Marg Munro from U of C led a workshop on "Evaluation of Clinical Performance of Nursing Students". Marg shared her research project in this area that is being conducted in a degree granting nursing program in England.

Harcharan Pardhan - Physics Teaching Workshop at U of A in September.

Mary Lou Pilling - "Primary Health Care" Conference in Winnipeg sponsored by Canadian Nurses Association.

Alan Racey - Appleworks Advanced Workshop, lectures: "Chemistry 2000; Some Advances and Perspectives", "Additives to our Food".

Annabelle Watson - Conference in Toronto "Affirming Clinical Excellence" sponsored by the Registered Nurses Association of Ontario.

Jennifer Young - "Validation Therapy" workshop in Red Deer. This is an approach to the confused elderly.

VISUAL AND PERFORMING ARTS

Graham Page - has been selected to participate in the Olympic Arts Festival show of Alberta art. He was among 31 artists selected from 360 who sent in submissions. He has also given several lectures this fall on "British Sculpture - A Historical Overview". The lectures, sponsored by Alberta Culture and Multiculturalism, were given in Edmonton, Calgary, Lethbridge, and Grande Prairie.

Chuck Wissinger also participated in the lecture series, speaking on "Alberta in Clay - Personal View".

The effective, high-morale organization always exhibits a reasonable balance and integration of the formal organization's mission with the goals and aspirations of its members. The social aspects of an organization must always be considered most carefully because they have a profound influence on the development of an achievement-oriented climate.

Louis Schroeter
Organizational Elan

QUALITY OF RED DEER COLLEGE EDUCATION REVIEWED AT EXCELLENCE MEETING

Red Deer College is very close to achieving its goal set out in the Mission Statement, to provide "Quality Education". This was the conclusion of a project conducted by a group of students in Dave Inkster's Business Administration 320 class which was studying organization development this term.

"Our group decided to examine, from the students' point of view, Red Deer College's ability to provide 'quality education'.

We divided the diagnostic process into five steps:

Step 1 Identification of Red Deer College Mission Statement to determine where the College wants to be.

Step 2 Determination of where the College is in achieving its goal as above.

Step 3 Implementation of Kurt Lewin's Force Field Analysis Model to illustrate the results of our diagnosis.

Step 4 Interventions - including suggestions and recommendations to improve the "Quality of Education".

Step 5 Evaluation of Interventions."

The survey findings were based on 252 questionnaires distributed in controlled classroom settings to ensure all questionnaires were returned. The population sample included classes across the entire College. The questionnaires were supplemented by a series of interviews, observations, and unobtrusive measures.

These measures were used to focus on nine categories of data:

1. Learning Environment
2. Policy and Procedures
3. Instructors
4. Course Material
5. Examinations
6. Classes
7. Services
8. Library
9. SIR's

See Dave Inkster (3414) for a full copy of the report.

INTERNATIONAL EDUCATION SPECIAL INTEREST GROUP

A special interest group is being formed at Red Deer College to facilitate awareness of international education. The initial purposes include:

- to become familiar with opportunities in international education for faculty, staff and students whether through employment, volunteer services, international development projects, travel, study, etc.
- to focus on international education as a way to expand our knowledge of other countries and diverse cultures
- to identify resources in the College and the community.

An organizational meeting of all interested faculty, staff and students is scheduled for:

Tuesday, January 19, 1988

12:00 - 1:00 p.m.

Lacombe Room

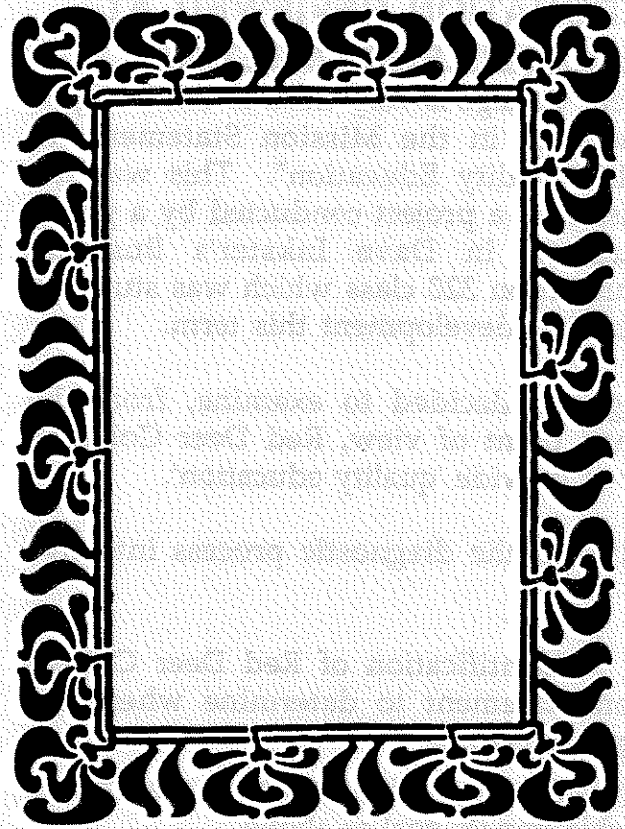
Bring your lunch and a friend. Coffee will be available.

For more information contact: Ed Kamps,
Room 1506E, Phone 342-3275.

METAPHORS FOR PROFILE BUILDING

THE PAINTING

Imagine your professional life as a painting. What would the painting look like? Describe the colours, the texture, the form. What is central in this painting and what is in the background? What do the hues represent? What sound does this painting make? How is this painting different from what it was five years ago? How is it changing? Why? What do you want the painting to look like in three years? What will be happening? What will people say about this painting?



RED DEER COLLEGE FACULTY AND STAFF TO PRESENT AT ACCC

Seven members of Red Deer College have been accepted as workshop presenters at the Association of Canadian Community Colleges conference to be held in New Brunswick in May of 1988. Robert Anderson (Education), Joanne Bucklee (Dean, Educational Resources Division) and Glynis Wilson-Boulton (LAC) will be speaking on "The Integration of Learning Skills into the Curriculum".

Lexie Loseth and Linda Moreau of the Teacher's Aide Program will be discussing "Enticing the Mature Female into College" and Ed Kamps and Dr. Allan will be leading a session entitled "Profiling Professional Development".

Also involved in the conference will be Dr. Luterbach and Keith Cunniffe, a student in the Arts faculty, both of whom are on the ACCC Board of Directors.

Many people get confused and even resist developing a mission because they fear that they need to choose something that will last a lifetime. But a mission is not one goal. It's an overall guiding picture and sense of direction that can include many goals. It is fueled by your values. To craft a mission for yourself you must envision your values, the things that you personally stand for.

Dennis T. Jaffe and Cynthia D. Scott
Take This Job and Love It!

FACULTY DEVELOPMENT YELLOW PAGES PLANNED

Whether through training or years of experience, faculty at Red Deer College have acquired a variety of teaching skills. At the same time, consistent with the principles of professional growth and development, faculty maintain an openness to and an interest in new ideas and approaches.

The "Faculty Development Yellow Pages" will be a booklet listing faculty by their areas of expertise and interest within the broad area of professional development and the teaching/learning process.

The purposes of this project include:

- to promote sharing of expertise within the institution
- to make more effective use of internal resources
- to facilitate networking among interested parties
- to recognize and promote diversity of teaching and learning
- to promote a "learning environment".

It's important to have as many faculty as possible respond to this survey.

Within the areas of professional development, the teaching/learning process and instructional methodology, what are three or four specific areas of knowledge and experience that you are willing to share with other faculty (eg. using group projects, computer assisted instruction, curriculum development, demonstrations, discussion techniques, career planning, manual preparation, thinking skills, essay exams, etc.)?

1.

2.

3.

4.

Within the areas of professional development, the teaching/learning process, and instructional methodologies, what are three or four specific areas or topics about which you would like to learn more?

1.

2.

3.

4.

Please return this sheet to Ed Kamps by February 10, 1988.

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 4 No. 5

January 1988

TEACHING LEARNING SKILLS

- excerpts from a recent interview with Glynis Wilson-Boulton, Department Head, Learning Assistance Centre (Room 932)

Ed: You've worked with learning skills for quite some time in the Learning Assistance Centre (LAC). Lately you've also been offering workshops to faculty on "incorporating learning skills into the classroom". What do you mean by that phrase?

Glynis: You can teach learning skills (like writing, reading and study skills) in a number of ways. In the Centre, we deal with the majority of students on an individual basis -- which has definite advantages. But I have come to believe that generally students' learning skills can be developed most effectively by the content instructor. For example, if a student comes to the Centre to learn how to take multiple choice exams, he may not immediately have an opportunity to practice the skills we've worked on. He goes away feeling good about the session, but then has to wait several weeks before he can use the learning. If the student's instructor teaches those skills throughout the term and includes test-taking review immediately preceding the exam, the skills are more

likely to be incorporated into the student's repertoire of available strategies. Obviously there are going to be students who need more work than can be incorporated into the classroom, but that's where the LAC comes in.

Ed: The idea sounds good in theory, but how can instructors find time in an already tight curriculum to teach learning skills?

Glynis: Most instructors are incorporating some learning skills into their classes already. It's often simply a matter of broadening the range of possibilities. And I really do believe that in lots of cases incorporating learning skills can be done with very little sacrifice of time in the classroom. In fact, the greatest amount of time (anywhere from hours to days) is spent while the instructor is planning the course. Activities can be planned that allow the instructor to present material and learning skills simultaneously. My filing cabinet is filled with examples of these activities in quite a range of subjects.

Ed: To what extent is this a growing movement across North America?

Glynis: Educators in the States are definitely ahead of Canadians in this area, probably due to their recent concern with the declining quality of education. One way they're addressing the problem of declining quality is by encouraging approaches that give students the ability to learn more effectively. They have "Thinking across the Curriculum", "Writing across the Curriculum", "Reading across the Curriculum", and so on. And we're in the enviable position of being able to take advantage of their successes and their

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 next DIRECTIONS is February 15, 1988. Editor: Ed Kamps

DIRECTIONS

failures. We can pick and choose so that we incorporate the best of their work into our institutions.

Ed: How is Learning Assistance Centre supporting this movement?

Glynis: We're trying to provide as many resources and as much support as we can to instructors who want to incorporate learning skills. As well as offering workshops, we appreciate the opportunity to sit down with any instructor who's interested. In less than a year, we'll also have a module completed that instructors can use on their own. It will outline learning skills theory and provide very specific suggestions and ideas.

Ed: Are there specific examples of people working on this at the College?

Glynis: Lots! Many faculty members and in fact several departments are enthusiastically involved in exploring the learning skills issue. I'm working with the Rehab. department to produce a video tape that will provide examples of the instructors' lecture styles and then discuss how students can best take notes in their classes. Another example is College Preparatory instructors who have designed their English 75 course with a learning skills component which is worth 10% of the students' grades. University transfer instructors are also involved. For example, Bob Anderson (Education) and I are working on an Innovative Project which will allow him to incorporate learning skills into his Educational Foundations course. We think it's particularly appropriate with this group because they're the teachers of the future who will, we hope, incorporate learning skills into their classrooms!

Ed: Ideally, what would you like to see at Red Deer College regarding learning skills?

Glynis: I'd really like to see a College-wide movement in place. Instructors and students

get very excited when they see the benefits of incorporating learning skills. And if our goal is to produce students who can survive in an information society, I think the College has a responsibility to teach them how to learn. I can envision a time when Red Deer College graduates have an edge in the job market -- not only because of the excellent content instruction, but also because they can learn effectively and efficiently in any setting.

GROUP IN SUPPORT OF EXCELLENCE TO MEET

Thursday, February 11, 1988

3:30 - 5:00 p.m.

Room 1504

Agenda:

1. Update: Program Ideas
 - 1.1 Suggestion Box - Don Randall
 - 1.2 Student Writer Proficiency Awards - Doug Swanson
 - 1.3 Art and Drama Awards - Chuck Wissinger
 - 1.4 College Posters and Themes - Mimi Marke, Gene Leavitt
2. Rick Girard Memorial Scholarship
3. Review of Student Achiever Breakfast - Susan Knopp
4. Kite Brochure
5. Other

Bring a colleague!



Kite

KEEPING IN TOUCH EFFECTIVELY

RESEARCH AND WRITING SUPPORT GROUP TO MEET

A meeting of faculty interested in research and writing will be held on Wednesday, February 3 from 4:00 p.m. to 5:00'ish in the Apprenticeship Conference Room.

The meeting will consist of the following agenda:

1. Student Writer Proficiency Awards - Doug Swanson
2. CWPDC Support for Special Projects - Dr. John Tobias, Chairman, CWPDC
3. "Intreprenuering in Red Deer College" - Richard O'Brien
4. Wine and Cheese

Please register by phoning Ed Kamps at 3275.

GOALS OF THE RESEARCH AND WRITING SUPPORT GROUP

- To increase the awareness and heighten the role of research and writing by faculty.
- To facilitate networking among faculty.
- To provide a sounding board for members' ideas.
- To assist faculty in their research and 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 support for members' efforts.
- To support faculty interests eg. copyright policy.

- To gain recognition for special needs.
- To add to the recognition and reputation of Red Deer College.

ALTERNATE DELIVERY METHODS

In the fall, I asked all Chairpersons to let me know which of their instructors were involved in alternate delivery methods*. The response was good, but I'm afraid some of you may have been missed. If you are involved in any form of alternate delivery, would you drop me a note or phone me? I'd like to compile a list which is as complete as possible.

*Alternate delivery methods might include:

- use of computer, teleconferencing or other technology
- heavy use of audio-visual materials to deliver course content
- competency-based instruction
- case study projects
- clinical observations
- collaborative learning
- guided design
- etc.

Once I have a complete list, I'm going to be asking instructors what learning skills students need when learning from these alternate delivery methods. This information will be incorporated into a manual on learning skills which will be available to instructors through the Learning Assistance Centre.

Thank you for your cooperation in providing this information. If you have already sent me the information, thank you and I'll be in touch soon.

Glynis Wilson Boulton
Learning Assistance Centre
Room 932 342-3168

DIRECTIONS

"SPECIAL PROJECTS" FUNDING CATEGORY DEVELOPED

As part of its strategic plan to expand the range of faculty development opportunities at Red Deer College, the CWPDC has developed a funding category for "special projects". This category is primarily for the purpose of promotion and facilitation of scholarship and research to maintain currency in one's trade, discipline, field of study and area of teaching. The funding, up to \$3,000 per project per year, is meant to encourage larger scale activity normally beyond the scope of individual divisional funding.

Statements of criteria include:

1. Discipline or trade based – The activity should contribute something to the discipline, either in the form of new knowledge, new interpretation, or new technique or application of principles or a process in the field in which an instructor teaches.
2. The project should be within the competency of the instructor.
3. Feasibility of the project – Are the equipment, library resources, etc. identified and available and is the venue of the activity identified and appropriate?
4. The project has to meet the ethical standards of the professional associations of the discipline or field in which the research or scholarship is being carried out.
5. Recognizing that scholarship and research may not be completed within a calendar year, or that the completion of one project calls attention to the need for a followup project, those engaged in such

activities may apply for grants for projects in successive academic year.

Procedures:

1. A sub-committee will be formed to make recommendations on research projects to the CWPDC.
2. Proposals must include a budget of projects costs.
3. Financial statements, with receipts, are to be included with the final report.
4. A written report must be submitted to the committee, and a copy of the final report on the project be made available to the CWPDC, to be placed in the LRC collection of faculty projects.

There will be two application intake periods with the deadlines being March 1st and October 1st.

Application Guides are available from any CWPDC member.

REMINDER

The deadline for the CWPDC to receive applications for study leave funding is March 1.

See your p.d. representative for criteria and application guidelines.

ONE WORLD FILM FESTIVAL

The Peace Exploration Society and Canadian Crossroads International are presenting the Red Deer 1988 One World Film Festival on March 25, 26 and 27 at Red Deer College. You are invited to attend showings of more than 30 films and videos and to meet with several local organizations that in some way link Red Deer with the international community.

Titles of some of the films to be shown are:

Americas in Transition
Witness of Apartheid
Broken Rainbow
The Honor of All
Refugee Women
Tools of Change--Introduction to Appropriate Technology
Doctor, Lawyer, Indian Chief

Some of the groups to be represented are:

Canadian Crossroads International
Save the Children
Farmers for Peace
Native Indian Friendship Center
Amnesty International
Central Alberta Refugee Effort
Tools for Peace

There will also be a panel discussion, musical entertainment, and beverages and snack food.

Admission is free.

For more information watch for posters and/or call Clark Daniels 3302.

REMINDER: FACULTY DEVELOPMENT YELLOW PAGES

Thanks to all you who have submitted your lists of what you're willing to share and what you'd like to learn more about in terms of teaching/learning topics.

If you haven't already returned page 7 of December DIRECTIONS, please do so before February 29.

INNOVATIVE PROJECT FUNDED

During the winter 1988 term, Bob Anderson and Glynis Wilson Boulton are engaged in an Innovative Project designed for students of his Education Foundations 201 course and for Red Deer College faculty. First, they are experimenting with ways to incorporate learning skills (such as thinking, studying, reading, etc.) into his course. They will then write a manual indicating how any faculty members can integrate learning skills into his/her curriculum. The manual will be self-instructional, but also adaptable to a workshop format.

As a result of this work, Bob and Glynis (and Joanne Bucklee) will be giving a presentation at ACCC in St. John in June, 1988. Afterwards, Bob and Glynis expect to work with a number of interested faculty members on their research after the Innovative Project is completed and will be writing articles to report on their work. Bob and Glynis find their work exciting and timely. They believe that students who receive instruction in learning skills will be better prepared for the challenges of the educational setting and for the demands placed on members of our "information society".

(Deadline for next Innovative Projects applications: March 1, 1988)

"Dependence on one's institution and financial unsophistication are not the only deterrents to a successful faculty member's seeking to expand occupational options. Another is the nearly total lack of urgency, born of a failure to anticipate more than a very limited list of changes in one's life. A few simple steps, however, may supply an attractive carrot even when there is no stick

... Faculty members whose entrenchment or optimism makes it appear unlikely that they will ever receive farewell notices from their institutions may take pride in keeping their priorities straight. The events they anticipate and prepare for do not ordinarily exceed the following:

- Marriage and divorce
- The begetting and educating of children
- Illness and death (one's own and those of "significant others")
- Buying food, clothing, housing, cars, vacations
- Retirement

Two things are significant about this list. First, an item that might have appeared on the list before a faculty member gets the job - "Professional preparation" - is missing. Second, nowhere on the priority list is there an item that might be labeled "Keeping the job, career, and life options open."

The reason for the first omission is obvious: the institute (in business, it is the organization) is assumed to provide all the opportunity one will need in order to function well. It will help the faculty member maintain skills, will market them, and will provide income and insurance for the other priorities. It is, therefore, not really incumbent on the academic to make a *special* effort to provide for skill development: what is needed will come out of the job. But therein lies the rub: for the most part, what the institution provides is designed of the support of a more narrowly defined job than

that which would benefit the faculty member over a working lifetime.

Some important qualifications are in order at this point. The kinds of employment suitable for a faculty member, particularly a tenured faculty member, provide a remarkable degree of choice. The professor exercises many options within broad limits: what to teach, what preparation the student must have, what the student must do, what the professor himself must learn and how to go about it, what needs to be investigated and how it should be investigated, and how large amounts of unscheduled professional time will be spent. But the resources available to exercise these options are, by design and custom, sufficiently hedged and limited so that some options are much more likely to be chosen than others. Thus, although an institution may have no prohibition against a faculty member developing external clients for the interest and income they provide, it will not encourage or willingly subsidize such a move.

And it probably should not unless the benefits it will incur can be demonstrated. But neither should it discourage or block the reasonable efforts of a faculty member to develop interests and activities that may enhance his professional performance even when such results are not the primary motive for his undertaking the outside work.

The second omission from the list of priorities was phrased as "keeping job, career, or life options open." Most persons working in congenial activities do not consider the possibility that they might later benefit from a move to substantially different activities and, therefore, do not make the necessary plans."

- from W. Todd Furniss, The Self-Reliant Academic (LB 1778 F87 1984)

TEXT TRANSFER

by Brian McDonald

Text transfer capacity for Red Deer College has been of interest to me for three reasons:

1. Electronic editing can enhance faculty creativity. Text transfer capacity may act as an inducement for faculty to use various computers in their homes or offices if they know they can download their work onto their secretaries' DECmates. The secretaries can then do the necessary formatting and letter-perfect DEC printing. Or they could download their work onto a Macintosh computer for laser printing.
2. If faculty do use various computers, then the text transfer capacity at Red Deer College will reduce the secretaries' workloads.
3. Transferring commercial test banks from various computers to the DECmate will reduce the workload of both faculty and secretaries. Faculty can indicate questions to be incorporated into a test from a hardcopy and the secretary can select these questions on the DECmate to generate a letter-perfect test.

After reading many conflicting articles, I worked out and experimentally verified the cabling necessary to do text transfer in all directions among the DECmate, Apple IIe (and IIc), Macintosh, IBM (and clones), and Tandy TRS 80 model 100. I also wrote up "very-easy-to-follow" instructions for these text transfers. If some faculty have computers other than mentioned above, I feel confident that I can work out their cabling and write up a text transfer procedure for them.

I am willing to order and set up cables and to give workshops on text transfer procedures if people want them. I have done one such

workshop so far, with six participants, and have set up cables for two offices.

ADULT EDUCATION PROFESSIONAL DEVELOPMENT MEDIA EXPLORATION

Brenda Bell (ECD) is coordinating an exploration of adult education professional development media added to the LRC in recent months. The sessions will run on Tuesdays from 12:30 - 1:30 in the Cornett Room.

Bring your lunch.

Coming up:

Creating Dynamic Adult Learning Experiences

4 30-minute interviews conducted by Stephen Brookfield

January 26 #1 "Setting the Stage for Dynamic Learning" with Malcolm Knowles

February 2 #2 "How to be a Motivating Instructor" with Raymond Wlodkowski

February 9 #3 "Designing an Effective Learning Experience" with Alan B. Knox

February 16 #4 "Linking Learning and Performance Improvement" with Leonard Nadler

For more information contact Brenda Bell at 3284.

DIRECTIONS

THE HANDLER (Courseware Authoring System)

Demonstration
Saturday, February 6, 1988
10:00 a.m. - 12:00 noon
Room 911

Purpose:

Bruce Olson will demonstrate a courseware authoring methodology which uses in IBM/PC and an authoring program to generate computer assisted instruction modules on stand-alone floppy disks which could be distributed to or made available to students. Hands-on opportunities to become familiar with the software will be provided in the workshop.

This authoring program has been developed by Bruce and can be made available to staff.

At the end of the workshop, participants:

1. Will have copies of the development package on disk to take away.
2. Should be able to begin to create their own modules either using sample materials or using their own information if it is already on disk.

If you want more information call Bruce at 3413.

RSVP - Marie 3307 by February 5, 1988.

"The world we live in demands more than authenticity from us. It may be trivial, in fact, for us to pursue only the congruent, the comfortable, the natural. The greater challenge is this: Can we become forces in our worlds? Can we have the vision to see what needs to be done and the courage to do it - regardless of how we feel and what is comfortable or natural for us?"

- Barry Oshry, Power and Systems

A career planning process that begins with an holistic assessment of one's current life situation, past experience and aspirations is a good starting place for a program of advanced professional studies. Advanced professionals are a diverse and unique lot. They all differ in the specifics of their life experiences and personal style. If there is a common, successful response it is the integration of ones' strengths and weaknesses into a centered process of executive action. To develop this individualized, integrated executive action style would be the goal of a life/career planning process with three components: holistic self-assessment, setting personal learning goals, and personal development planning.

- David A. Kolb, Integrity and Advanced Professional Development

A CHALLENGE FOR ACTION ON LITERACY!

AN OPEN LETTER TO THE PRIME MINISTER, THE PREMIERS AND TERRITORIAL GOVERNMENT LEADERS:

We write you on an urgent issue.

Millions of Canadians cannot participate fully in our society because they cannot read and write well enough.

Literacy is a right for all Canadians!

Citizens read newspapers, books and ballots, and write their elected representatives. Parents read to their children, and read their children's school assignments. Workers fill out job applications and work orders; they read instruction manuals and health and safety materials.

The Charter of Rights and Freedoms says that all Canadians have the same rights, regardless of age, sex and place of residence.

We believe that adults should have free access to basic education, just as children and youth do.

Many adults are studying to achieve literacy now, in schools, colleges, community centres and workplaces. But the ones who study are only a fraction of those who need a second chance to learn.

Literacy must be a priority in Canada. The actions needed are clear.

- More literacy programs must be provided.
- Every level of government must have a policy for literacy, and carry it out.
- Learners and literacy workers must help shape policy.
- Programs should be learner-centred and diverse.
- Literacy programs must have stable funding.
- Literacy must be included as part of all government training programs.
- Business, labour and government should provide literacy programs in the workplace.
- Literacy Resource Centres are needed across the country.
- Government documents must be readable.
- The Canadian public must be made aware of the problem and challenged to act.

These actions will assist in extending the right to literacy for all Canadians.

ADD YOUR NAME TO THE LIST OF THOSE WHO SUPPORT THIS CHALLENGE!

This message, supported financially by 154 organizations and individuals, was conceived by an ad hoc coalition of Canada-wide organizations concerned with adult literacy. Under the leadership of the Movement for Canadian Literacy, this coalition includes the Association of Canadian Community Colleges, the Canadian Association for Adult Education, the Canadian Association for Community Education, the Canadian Congress for Learning Opportunities for Women, Frontier College, Laubach Literacy of Canada and World Literacy of Canada.

We urge you to write to the Prime Minister and to your Premier or Territorial Government Leader. Send a copy to your federal and provincial elected representatives, and to us.

If you would like to support this statement, complete and return the coupon. Contributions will be used to support a continuing campaign.

Make your cheque payable to:

THE MOVEMENT FOR CANADIAN LITERACY
P.O. Box 6366, Station A,
Saint John, New Brunswick, E2L 4R8.

I support the above challenge. My contribution is enclosed:

\$25 \$50 \$75 \$100 Other: \$ _____

Name _____

Address _____

Postal Code _____ Phone _____

METAPHORS FOR PROFILE BUILDING: TRANSITIONS AND CROSSROADS

Transitions:

"a passage from one state, stage, subject, or place to another; a movement, development, or evolution from one form, stage, or style to another" - Webster's.

We are all involved, in varying degrees, in transitions. Endings and beginnings are really a natural part of adult life. We alternate, as in a cycle, between periods of stability and periods of change. What shapes our lives is not so much where we find ourselves at any one moment, but rather the directions we move in, and the changes we make. The transitions we experience may occur in any part of our lives and a change in one area will affect other aspects of our lives as well.

Another way to look at transitions is to consider them as crossroads. You may decide to stay on the same path and head in the same direction or you may decide to change course.

Reflect on your recent past.

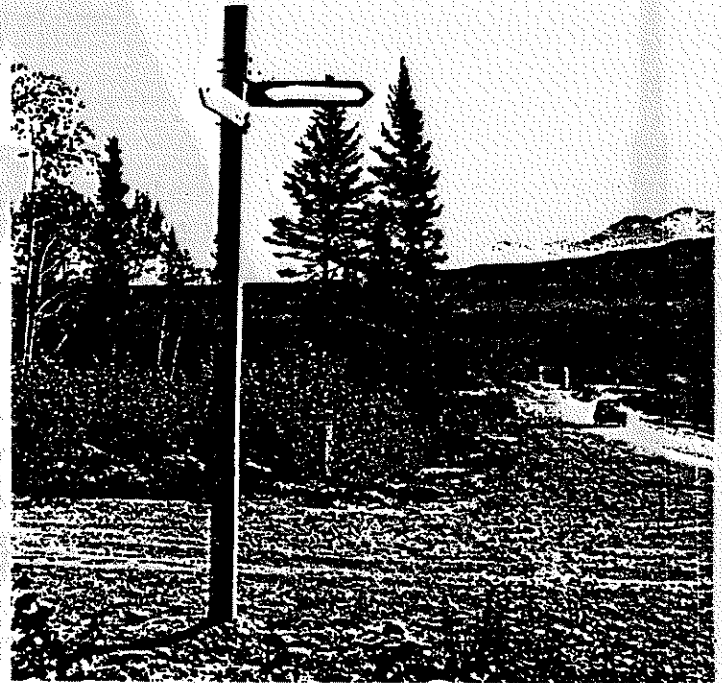
What intersections or crossroads have been important to you?

What was important about these transitions in terms of your development?

What transitions are you presently experiencing?

What are your feelings about these transitions?

Where do you want your crossroads to take you?



"It would be surprising if we didn't experience some pain as we leave the familiarity of one adult stage for the uncertainty of the next. But the willingness to move through each passage is equivalent to the willingness to live abundantly. If we don't change, we don't grow. If we don't grow, we are not really living. Growth demands a temporary surrender of security. It may mean a giving up of familiar but limiting patterns, safe but unrewarding work, values no longer believed in, relationships that have lost their meaning. As Dostoevsky put it, "taking a new step, uttering a new word, is what people fear most." The real fear should be of the opposite course."

-Gail Sheehy,
Passages

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 4 No. 6

February 1988

A LOOK AT PEER SUPPORT

- excerpts from a recent interview with Caroline Rentz-Golub,
member of the Peer Support Team

Ed: What exactly is Peer Support?

Caroline: Peer Support is a system of support based on the premise that when people are experiencing some frustration, concern or challenge, they most often turn to their peers for support. With this premise as a foundation, the REACH Committee here at the College decided to offer training to people interested in improving their support skills. The first part of that training involved a communication skills training weekend at Terretima Retreat. Eighteen College employees attended. This group continues to meet on a regular basis for on-going training.

Ed: What's so difficult about giving support that you have to be trained to do it?

Caroline: There are a number of common misconceptions of what support is. People often see support as "advice-giving" or solving the other person's problem, as agreeing with or thinking the same as another person. Support in the peer support model is based on the assumption that people know the answers to their own concerns. By being a sensitive listener who is able to put aside personal concerns and issues and by responding in ways that facilitate exploration, problem solving, and decision-making we can more effectively support our peers.

Ed: Organizationally, how does the program work?

Caroline: Peer support is often informal. A peer support member can be approached directly with a specific concern or contacted through the Health Care Centre. Peer support members have information regarding sources of information and assistance and may make a referral to another agency or another person if the concerns presented warrants additional or more specialized assistance. The skills we are learning and practicing can be used in any place or time when anyone discusses a concern. They are in fact life skills. Peer support members are not therapists but peers who are interested in making Red Deer college a more supportive workplace. The ultimate purpose is to increase the number of people who are skilled in support, thereby enabling informal and spontaneous assistance to be available.

Peer support members are:

Peggy Johnson	Caroline Rentz-Golub
Bob Schatz	Henry Hoffman
John Campbell	Cathy Michalenko
Oonagh Docherty	Janice Hazlett
Pam Clarke	Charlotte Lynne
Pat Gibson	Laurel Goodacre
Marie Pickering	Ralph Wold
Doug Hart	Roger Dion
Linda Pelz	Joanne Bucklee

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 next DIRECTIONS is March 1, 1988.

Editor: Ed Kamps

"Human communication is that fundamental life process through which we sense, make sense of, and transact with our environment and the people in it. Other than the metabolic processes through which we process matter for energy, we have no means of influencing or of being influenced by our environment except through communication."

- Brent D. Ruben and Richard W. Budd
in Human Communication Handbook

DIRECTIONS

HOW MUCH DOES AN ENGINEERING STUDENT STUDY AND WHY?

- Arun K. Mishra, Engineering

The following are the results of a couple of studies I completed with the engineering students during the Fall 1987 semester. In the first study I attempted to determine the number of hours per week a typical engineering student studies. In the second study I tried to test the validity of the pretest all engineering students write for me.

I am sure that most of us have heard that the engineering program is very difficult. If the program is not considered difficult by some, they would still agree that students have to work long hours.

Last semester, I decided to get some facts to prove or disprove these perceptions. In September, my Engg 230 class started with 38 students. On the first day of classes, I

not allowed to hand in the sheets.

The experimental group was asked to hand in the sheets anonymously so as not to have any incentive to inflate the figures. I also did not want them to feel any pressure in regard to returning the sheets. The first table indicates that, as the weeks rolled on, the number of students returning the sheets declined and only two sheets were received for the 13th week. For this reason, only general conclusions can be drawn from this table.

The average number of hours for each course and for each week, along with the overall average in the last column, are given in the first table. The table indicates that the engineering students study an average of 24 hours per week. Considering that they attend 18 hours of lectures per week and keeping in mind the old axiom that one should study about two hours for each lecture hour, the 24 hours is not a lot of study time. I should also point out that I teach the last

I Year Engineering (Number of Hours Studying)
Fall, 1987

Week #	Number of Student participating = 19													Average
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Week ending on	6/9	13/9	20/9	27/9	4/10	11/10	18/10	25/10	1/11	8/11	15/11	22/11	29/11	
# of forms returned	15	13	15	10	10	11	7	8	7	5	4	3	2	8
Math 212	3.4	3.4	2.7	3.2	2.5	3.0	1.8	6.6	1.2	3.1	2.7	3.2	1.2	2.9
Physics 231	3.3	2.3	5.1	3.5	4.3	1.8	4.6	4.0	3.6	3.5	3.5	2.4	1.0	3.3
Chem 203	3.1	6.0	2.3	5.5	1.9	4.0	7.2	2.4	1.9	4.1	1.1	2.1	2.5	3.4
Eng 230	2.7	6.2	9.0	9.7	8.1	9.3	8.6	7.4	7.5	8.8	10.6	9.5	12.2	8.4
Engg 200/211	1.4	1.9	4.2	1.2	2.4	3.4	1.8	1.6	1.0	0.9	0.6	0.3	0.6	1.6
Encmp 200	3.2	4.0	4.1	3.7	4.1	4.1	5.1	5.6	2.6	4.6	5.1	5.4	5.1	4.4
Total														24.0

explained to the students that half the class will complete daily timesheets on which they will write the amount of time spent studying for individual courses. These sheets would be returned to me every week. I randomly selected 19 students for the experiment. None of the students chosen had any objection to being part of the experiment and I recorded their names. The rest of the class was free to use the time sheets as a time management tool, but they were

three courses, and for this reason, the numbers on those may be slightly more inflated.

I compared the experimental group (n=19) with the control group (n=10) in terms of their GPA's. The average GPA for the students who returned the timesheets was 5.9 as compared to 5.2 for the ones who did not return the sheets. I am not a statistician, but I think that the difference is on the verge of being significant.

The second study I attempted to determine if the pretest the engineering students write at the beginning of my Engg 230 course is a valid predictor of success. The test is comprised of 52 questions, and I have felt that if a student performs well in the test, he has a better chance of succeeding as an engineering student. The second table indicates that of the students who had more than 36 correct answers (n=23) only 8% dropped out, as compared to the 36 and below group (n=15) where the dropout rate was 33%. I have tried to avoid the Pygmalion effect by downplaying the importance of the pretest with the students.

Pretest Marks	n	Dropout %	Average (dropouts not included)
Over 36	23	8%	6.0
36 and below	15	33%	4.9

The average GPA for the over 36 group (6.0) is considerably greater than the average GPA of the 36 and under group (4.9). The students who dropped out were not included in the GPA calculations.

I have written this note for DIRECTIONS because I am excited with these results. I realize that the experiments may not be statistically sound, but they were conducted to better understand where my students are academically, what their work habits are and how can I best help these and future students.

It is my hope that publishing these results will stimulate others to comment on them, as well as to help me locate others who are interested in research of this nature. Please get in touch with me with your comments and suggestions.

"SEXUAL HARASSMENT ON CAMPUS"

This University of Calgary produced video will be available for previewing on February 17/18 and March 2/3 in the LRC (media upstairs). The production has two parts - one for students and one for faculty. Contact Leslie Rowe (3146) for setting up a time - especially for group bookings.

"DO GRADES SABOTAGE SELF-DIRECTION IN ADULT LEARNING?"

- excerpts from a summary prepared by Mary Gardiner (Nursing) of the Adult Education Network

An article entitled Do Grades Sabatoge Self-Direction in Adult Learning? by Virginia Denton (1986) consisted of a study to determine if Malcolm Knowles' (1980) comment that nothing makes an adult feel more childlike than being judged by another adult was indeed true. Denton administered an attitude survey to a sample of 150 subjects - 50 industry personnel, 50 public school teachers, and 50 high school seniors.

The adult education interest group completed the survey before reading the article. It was discovered that attitudes of this group were similar to the subjects in the reported survey. The results of the study indicated that adults overwhelmingly vetoed Knowles' notion that they feel childlike, dependent, or disrespected when being judged by another adult. Adults also want to take courses of substance with experienced teachers and prefer to receive traditional grades. (Denton, 1986)

Other interesting discussion centered around questions like:

1. How do you feel about being evaluated by receiving a grade when you take a course?
2. Do you think that receiving a final grade is a fair way of symbolizing the learning that has occurred?
3. Do you think that assigning grades to adult learners increases or decreases competitiveness?

For comments on these and other adult education issues talk to any member of the Adult Education Special Interest Group or better still come to the next meeting (details t.b.a.).

References

- Denton, V.L. (1986). Do Grades Sabatoge Self-direction in Adult Learning? Lifelong Learning, 9 (7), 19-22
- Knowles, M.S. (1980). Modern Practice of Adult Education. New York: Cambridge

DIRECTIONS

PANUSKA HAS TEXT PUBLISHED

Prompted by the success of a method she developed for teaching simplified traditional grammar as the basis for writing sentences, Janet Panuska (English) had a text entitled Barest Essentials: From the Parts to the Writing of the Sentences published last year.

This self-directing text which aims to teach syntax through re-enforcement and encouragement can be used by students and teachers and persons in every area who have the interest and willingness to take the time to teach themselves one of the rich experiences of the intellectual life: comprehension of the simple patterns which are the basis for the communication of human thought by learning basic skills for the purpose of using them creatively.

This manual of instruction is presently used in three courses at Red Deer College and is under review by several other institutions. "It gives me much pleasure to say that my students have responded enthusiastically to the text and, importantly, have performed brilliantly in response to the method. I have been personally enriched by the discipline of the creation and stimulated by the experience and the response. I do hope that the initial interest will develop into a wider acceptance of the content and the method as an opportunity for students in many areas to learn what may appear difficult and restrictive at first in a personally valuable and enjoyable way, leading finally to the freedom of knowledgeable self-expression through writing."

"Voluntary simplicity involves both inner and outer condition. It means singleness of purpose, sincerity and honesty within, as well as avoidance of exterior clutter, of many possessions irrelevant to the chief purpose of life. It means an ordering and guiding of our energy and our desires, a partial restraint in some directions in order to secure greater abundance of life in other directions. It involves a deliberate organization of life for a purpose."

- Richard Gregg

Peak Performers

A quest for meaning and achievement motivates peak performers in any field, says Charles Garfield, author of Peak Performers, published by William Morrow & Company.

Peak performers create their own missions by:

- putting personal preference before expertise
- drawing on past experience
- trusting intuition
- having no preconceived limitations
- combining profit with contribution
- being pulled by values.

Peak performers are results oriented, envisioning clear goals and following up with a specific action plan. They are collaborators, drawing in what they need from other people, and innovators, altering course when necessary. Top performers react to success and failure in the same way -- by absorbing the experience and applying the lessons to the next task. When faced with difficult situations, the performers set aside despair and concentrate on their mission.

Another trait of high performers is "their virtually unassailable belief in the likelihood of their own success". This confidence allows them to: focus intensely on the task at hand, and expect and gain support from the work environment.

Success most often occurs when individual and organizational missions are aligned, but peak performers refuse "to give in to the system merely because it initially looks impervious to any individual's attempt to affect it."

(Source: "New Age Journal," February 1986.)

"Expose yourself to chance. For example, go to a shelf of books and browse in a subject that interests you. Don't consult bibliographies or what somebody else says. Don't adopt any method that will limit chance. One way you limit chance is to get other people's opinions about what the best books on any subject are."

- Eric Hoffer

MATERIALS FOR WRITING AND RESEARCH

Several new articles have been added recently to a file of ideas and suggestions helpful to faculty interested in writing and research. They include:

- a. "Writing for Professional Growth" - A three page article which discusses both reasons for writing and methods of writing, including collaborative efforts.
- b. "The Process of Collaboration in Scholarly Research" - 12 pages. Collaboration is becoming more and more common in scholarly research and writing. This article outlines certain principles and strategies to make such associations less stressful and more productive.
- c. Scholarly Writing and Publishing: issues, problems, and solutions, edited by Mary Frank Fox (Boulder Co., Westview Press, 1985)

The focus of this book is on the behavioral, attitudinal, and social process of writing and publishing. Chapters include:

- Publishing in Journals
- Scholars and Book Publishing
- Publishing a College Textbook
- Book Publishing: An Editor's-Eye View
- *- Solving a Work Problem
- *- The Lone Scholar Myth
- *- The Process of Collaboration in Scholarly Research
 - Reflections on Style, Structure, and Subject
 - Research Productivity Across the Life and Career Cycles: Facilitation and Barriers for Women

* *Particularly useful, I thought.*

For copies of the above or more details regarding the Research and Writing Support Group, contact Ed Kamps.

"There is an increasing concern for the humanization of organizations, an increasing desire by people to feel more connected with each other, to act on their own environment rather than feeling acted upon."

- Vladimir Dupre

INTERNATIONAL EDUCATION SPECIAL INTEREST GROUP FORMED

Keen interest in international education was shown by faculty and staff at a recent organizational meeting. While the particular area of interest varied from person to person, there was a general sense that this topic warrants further investigation whether from the point of view of program development, personal and professional development, or student development.

Materials distributed at the meeting include:

- purposes of an international education special interest group
- "Thirty-One Ideas for Initiating International Work"
- a bibliography of International Education materials in the LRC

Also discussed was a publication entitled What in the World is Going On? Opportunities for Canadians to work, volunteer, or study in developing countries. Contents include:

- Paid and Volunteer Opportunities Abroad
- Study Exchange and Homestay Program
- Advanced Study and Research Opportunities
- Publications on Work and Study Abroad

Also available to interested persons is a booklet entitled "On the Road". It consists of articles on travelling, moving, health care, travel vs. work, tips for families, etc.

Regarding activities related to the theme of International Education a number of ideas were explored:

- the role of RDC as an educational institution serving other community organizations in the goal of international education, particularly in the support of specific initiatives (think globally, act locally).
- a "One World Film Festival" is scheduled for March 25-27 at the College. This event will feature showings of more than 30 films and videos and several local organizations that in some way link Red Deer with the international community.
- a Poster contest to promote greater understanding of international education, possibly in conjunction with Open House.
- bringing in guest speakers to explore an international theme, perhaps sponsored at a divisional level.
- student exchange programs involving sons and daughters

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- ters of Red Deer College faculty and staff.
- a community-based orientation program for foreign students at Red Deer College which would assist them in getting settled into a new culture and exploring the community in which they live.
 - enhancing the feasibility of teacher exchanges or work/study programs involving other countries.
 - exploring student exchange programs involving educational institutions in other countries.
 - the development of trades and technical programs for third world countries.
 - an annual "International Day" which would highlight the cultures of international students at Red Deer College.

If you would like to participate in any of the above activities or would like more information, contact Ed Kamps at 342-3275.

Next meeting: Tuesday, March 1, 1988
12:00 - 1:00 p.m.
Room 1605

Agenda:

1. Review Summary of Last Meeting
2. One World Film Festival - Clarke Daniels
3. International Education Information Centre
 - Dave Hannah/Joanne Bucklee
4. Other Initiatives/Ideas

TAKE A TRIP THROUGH THE LRC

- Mary Lou Armstrong, Reference Librarian

For some years, the LRC (Learning Resource Centre) has maintained a "Student Travel and Exchange" file in the Quick Reference area, beside the College and University Calendars. The file contains a variety of uncatalogued material dealing with international education, work/study programs, educational and work exchanges, vacations, abroad, and so on, and is well worth a look for anyone planning an extended trip. Canadian programs, such as bilingual courses in Quebec, are also included.

The LRC also catalogues current travel guides such as Fodor's, Frommel's, and the "Let's Go..." series under the country of destination. To find these, look in the Subject file of the card catalogue under the country, with the sub-heading "Description and Travel"; for example, ITALY - DESCRIPTION AND TRAVEL.

A microfiche collection, the College Catalog Collection, has the full text of College and University Calendars from around the world; brief information about international institutions is found in the World of Learning, the Commonwealth Universities Yearbook, Peterson's Annual Guides, and the College Blue Book (U.S.), and Study Abroad. All of these are located in the Quick Reference area, at the reference desk on the main floor of the LRC.

For more information, call the Reference Desk at 3152.

(Editor's Note: A variety of materials will be added to the "Travel and Exchange" file over the next few months in response to the desire of CWPDC to broaden the range of opportunities available to faculty. For information regarding teacher exchange programs see Ed Kamps.)

"Élan is that vital force, that will to succeed, derived from a collective sense of purpose and confidence -- the belief of individual members in themselves, in their leaders, and in the organization they serve. The confidence that characterizes the spirit of élan is based on mutual trust and an understanding of the organization's purpose. Élan is a living, vital state and, as such, is entirely compatible with change. Indeed, it is nurtured by change. Change coupled with élan provides opportunities for the improvement of the organization. With the spirit of élan almost any objective can be achieved, for it brings to the organization a sense of purpose. Élan is inhibited by the anxiety concerned with possible punishment for failure; however, it is compatible with that special kind of anxiety described by Herzberg as "stemming from the desire to achieve in a task with sufficient ambiguity."

- Louis E. Schroeter, Organizational Élan

"... as the effective leader wanders/coaches/develops/engenders small wins, a lot is going on - at least three major activities, usually all at once. They are (1) listening, (2) teaching, (3) facilitating."

Tom Peters, Nancy Austin - A Passion for Excellence

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

Health and Science - Jennifer Young

Manny Estabrooks - Colloquium: Linear Programming and Feasible Direction Methods, U of A, November, 1987

Mary Gardiner and Cathy Michalenko - Alberta Hospital Association Convention on Aging "Grapes or Raisins?", November, 1987

Harcharan Pardhan - Superconductivity Workshop, U of A, Decembe, 1987

Alan Racey - Lectures: "The Role of Scientists in a Scientific Age", by Dr. Poltani at U of A; "The Petrochemical Industry in Alberta: an Overview" by Chris Dmytruk

Janiece Wlberg is completing her thesis for the Masters degree in Adult Education from the U of A

General and Developmental Studies

- **Carol Neufeld**

Ed Kamps attended the Phoenix Seminar, a two-day seminar dealing with personal development - self-image psychology, goal-setting, and relationships

Arts and Education

Birk Sproxton had two pieces of work published recently - A book review: "A Design in Time", Prairie Fire VIII no. 3 (Autumn 1987); Fiction: "Making Mickey," Prairie Fire VIII no. 4 (Winter 1987/88)

"A leader is best
When people barely know that
he exists,
Not so good when people
obey and acclaim him,
Worst when they despise him.
'Fail to honor people,
They fail to honor you;'
But of a good leader, who
talks little,
When his work is done, his
aim fulfilled,
They will all say, 'We did
this ourselves.'"

-- Lao Tzu
from The Way of Life, According to Lao Tzu,
trans. Witter Bynner.

UPCOMING EVENTS

International Development Opportunities for Colleges and Institutes, Sponsored by ACCC, March 3 and 4, Red Deer

Coping with Personal and Professional Change, two sessions: April 27 and April 28, Red Deer College

"Assessing Program Effectiveness" - April 28 and 29, U of A

"Taking Stock and Setting Goals in Your Life and Work" - May 3 and 4, Red Deer College

Canadian Association for Studies in Adult Education - May 3-5, U of C

Adult Education Research Conference - May 6 and 7, U of C

"Faculty Vitality and Life Style" - May 18 and 19, Red Deer College

Canadian Evaluation Society - May 24-26, Banff

ACIFA Annual Conference - June 2-5, Keyano College, Fort McMurray

"Alternate World Views Underlying Curriculum Building", Dr. Ted Aoki, University of Victoria - June 7-8 or June 8-9, Red Deer College (tentative)

Third Annual Canadian Rockies Great Teachers' Seminar - June 19-24, Kananaskis Guest Ranch

Red Deer College 25th Anniversary and Alumni Homecoming - October 3-9

"The best teacher is one who, through establishing a personal relation, frees the student to learn. Learning can only take place in the student, and the teacher can only create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for learning."

C.H. Patterson, Humanistic Education (1973, p. 98)

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THE IMPORTANT THINGS IN LIFE

(thanks to both Sandy MacGregor (Nursing) and Dave Inkster (Business) who passed this on to me. The original author is unknown)

Most of what I really need to know about how to live, and what to do and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandpile of nursery school. These are the things I learned:

Share everything. Play fair, Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Warm cookies and cold milk are good for you. Flush.

Live a balanced life. Learn some and think some. And draw and paint and sing and dance and play and work everyday some. Take a nap every afternoon. When you go out into the world, watch out for traffic, hold hands and stick together.

Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why; but we are all like that. Goldfish and hamsters and white mice and even the little seed in the plastic cup - they all die. So do we.

Everything you need to know is in there somewhere - the Golden Rule and love and basic sanitation - ecology and

politics and equality and sane living. Take any one of these items and extrapolate them into sophisticated adult terms and apply them to your family life or your work or your government or your world, and they hold true and clear and firm.

Think what a better world it would be if we all - the whole world - had cookies and milk about three o'clock every afternoon and then lay down with our 'blankies' for a nap. Or if the United States of America had as a basic policy to always put things back where it found them and clean up the mess.

And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

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REV. SHOTS NO. 5238

*Ohh
Brilliant*

THE ONLY REAL WORLD

IS
THE WORLD
AS SEEN BY
CHILDREN.



METAPHORS FOR PROFILE BUILDING - THE BOOKSHELF

Imagine a bookshelf which represents your life, with different books representing a different aspect of your life.

One "book" represents your professional development.

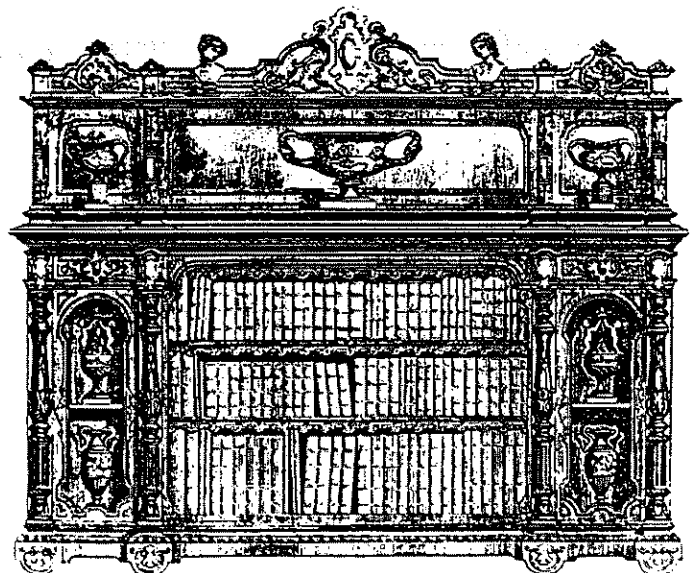
Where in the bookshelf do you keep this book?

What would be in it?

What are your feelings about this book?

If the book were a novel, what would be the central theme so far?

What are the upcoming chapters in this book?



ACADEMIC CROSSOVER

- Kathleen K. Biersdorff, Ph.D., (Psychology, RDC), Linda J. Butler Dunn (Special Education, U of C and Horizon School for the Mentally Handicapped), Karen Whitlie (Early Childhood Development, U of C)

The college teacher typically knows what resources to search to keep up with advances in his or her own field but often does not know the best resources to examine to keep abreast of what is happening in bordering disciplines. We expect our students not only to be conversant with the major theories and research findings in our own field, but also to coordinate this information with what they learn in courses in other fields. Yet we may not always be able to provide proper learning support for this demand. The same terms may be used in several fields but with very different meanings. So how does the committed but already overworked instructor find out about current concepts and trends in adjacent disciplines and enable students to cope with what sometimes seems like conflicting information?

Conversations with colleagues in related disciplines are typically stimulating and instructive but prone to interruptions by students or other commitments. In addition, their spontaneous nature leads to a tendency to forget many of the important points that were made or readings

that were suggested. The Academic Crossover Seminar was designed to resolve some of these problems. While our method of developing such an academic crossover is by no means the only one, those pursuing such an idea may benefit from our experiences.

Preparations

First, a general topic and set of participants from related academic disciplines were selected. In our case we developed the working title of "Cognitive Development: Basic Perspectives and Intervention Strategies" to summarize the interest and expertise of the participants. We decided that three participants would be an excellent number as it prevented the formation of subgroups and assured relatively equal participation from all members. We then set aside a day for our meeting and selected a site away from campus to reduce interruptions.

One participant volunteered to act as information coordinator before and during the seminar. In preparation for the workshop, each participant was asked to write a philosophy statement essentially presenting that person's approach to the seminar topic. These statements, circulated prior to or at the start of the meeting, ultimately served as a starting point for our discussion. We also each prepared a brief

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Editor: Ed Kamps

CORRECTION:

In last month's article "A Look at Peer Support" Caroline Rentz-Golub was mistakenly quoted as saying "there are a number of common misconceptions of what support is". What should have read is "There are a number of common conceptions ..." indicating that indeed a variety of viewpoints exist regarding what support is.

- Ed

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bibliography or annotated bibliography of works we had found to be particularly worthwhile. This served as a "suggested reading list" for post-seminar follow-up.

The Seminar

We found that about four hours was a reasonable amount of time to set aside for discussion of the seminar topic. A large part of the first hour of the seminar revolved around defining concepts included in our philosophy statements. We often found the different disciplines in agreement on principles but in disagreement regarding the meaning of certain terms. On the rare occasions when our attention started to drift off topic or discussion bogged down, a review of the minutes consistently brought us back online, fleshing out ideas touched on earlier.

Proceedings

A summary of the seminar was put together with the philosophy statements and bibliographies provided by each group member. Each person was given an opportunity to correct any misinterpretations of what was said. Each participant now has a copy of the completed proceedings. This allows us to easily review what was discussed and coordinate it with new information in our own field. The original seminar has stimulated numerous follow-up conversations in which additional related information has been communicated. The seminar has clarified our thinking with respect to the views of related disciplines and given us a broader perspective on the issues.

Ultimately, we came to a better understanding of our seminar topic. Besides learning about research in other fields, we developed several new research ideas to be carried out later. Coming as it did, a few weeks before the start of Fall term, our academic crossover seminar also served to raise enthusiasm for the prospect of the coming school year and the opportunity to apply what we had learned to our own classes.

ACCC SUPPORTING INTERNATIONAL EDUCATION INITIATIVES

Under a revised mandate and operational structure, the Association of Canadian Community Colleges (ACCC) is renewing its role as a service organization to its members, particularly in the area of international education. At a March 3-4 workshop at Red Deer College, Terry Ann Boyles, ACCC Director of Administration and Dr. Ed Luterbach outlined the background, mission, and current direction of the national body. The restructuring and refocus involves:

- fewer staff
- greater commitment to fewer thrusts
- greater emphasis on member services, including exchange programs and international projects
- more assistance to individual institutional members as opposed to centralized activities.

A salient point in the workshop saw the broadening of "international development" into "international education" and the beginning of trend to increasing interface with developed countries as well as third world nations.

Other issues discussed at the meeting attended by some 15 individuals from college and institutes in the province included the importance of collaboration between colleges and private industry in overseas projects, particularly in the areas of technology transfer, and the notion of "internationalizing" our curriculum as a mechanism for institutional renewal.

INTERNATIONAL EDUCATION SPECIAL INTEREST GROUP MEETS

The International Education Special Interest Group met March 1 to share ideas and meet other faculty, staff, and students with similar interests.

Mary Lou Armstrong (LRC) gave the group a rundown of the various resources in the LRC related to International Education. She also distributed a "pathfinder" - a guide to travel, study, and exchange programs (see elsewhere in this issue).

Chuck Wissinger described the development of an International Artists in Residence program, using our residence facilities to enhance the ways in which the College can become an international centre for the arts. Already the annual series program held each summer is the largest program of its kind in Canada. Chuck also noted that it is crucial for the arts program [and probably most other areas of the College] to get out there in order to see how we're doing, and to add to program and institutional vitality by adding an international flavour where possible. He added that while our institutional mission primarily focuses on the post-secondary education needs of Central Alberta adults, there is the need, and perhaps duty, to give students a broader perspective that can only be gained by exposure to national and international figures and experiences.

David Thompson (ESL - South School), spoke of the volunteer tutor program and how community-based grass roots resources can be applied to promote adult literacy in developing countries.

Reminder: One World Film Festival
March 26 and 27, 1988
See Clarke Daniels or Ed Kamps for a program

Next Meeting: Wednesday, April 20
12:00 - 1:00 p.m.
Room 1605
Agenda: TBA

PATHFINDER - TRAVEL, STUDY, AND EXCHANGE PROGRAMS

- Mary Lou Armstrong

Scope: Materials dealing with exchanges; work and study abroad; general travel; and colleges and universities around the world.

Useful subject headings in the **SUBJECT CARD CATALOGUE** include:

- BACKPACKING
- DEVELOPING COUNTRIES
- EDUCATIONAL EXCHANGES
- FOREIGN STUDY - [name of country or continent] - DESCRIPTION OF TRAVEL - GUIDE BOOKS: e.g. ENGLAND - DESCRIPTION & TRAVEL - GUIDE BOOKS
- PHYSICALLY HANDICAPPED - TRAVEL
- TRAVEL
- UNDERDEVELOPED AREAS
- INTERNATIONAL EDUCATION

The **AUTHOR CARD CATALOGUE** contains information by these agencies:

- Canadian International Development Agency (CIDA)
- Canadian University Service Overseas (CUSO)
- United Nations
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

DIRECTORIES:

- Commonwealth Universities Yearbook (Quick Reference Area; REF. L900.5 C6)

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- Directory of Jobs and Careers Abroad (HF 5549.5 E45 D64)
- International Directory of Voluntary Work (REF. HV 7 N5)
- Learning Vacations (L 901 E48)
- Study Abroad: International Scholarships, International Courses (Quick Reference Area; REF. LB 2338 S8)
- Work, Study, Travel Abroad (G 153.4 C63)
- Working Holidays (HD 6270 W67)
- The World of Learning (Quick Reference Area; REF. L 900 W54)

GENERAL TRAVEL GUIDES:

- A.A. Road Book of Europe (G 1796 PZ A3)
- Cities of the World (REF. G 153.4 C57)
- Countries of the World (REF. G 122 C17)
- Europe on \$... A Day (D 909 E86)
- Guide to Recognizing, Understanding, and Assisting Travellers with Disabilities (HV 3022 G85)
- Hitch-hikers' Manual: Britain (DA 650 G7 C37)
- Travellers Survival Kit: Europe (D 909 B77)

Check the **TITLE CATALOGUE** for complete library listings of these guides:

- Fodor's... (e.g. Fodor's Mexico)
- Guide in Jeans (e.g. Guide in Jeans: Greece)
- Let's Go (eg. Let's Go: Italy)

PERIODICALS:

Articles may be found in the following periodical indexes located on the Index Tables (main floor):

- Canadian Periodicals Index (AI 3 C3)
- Education Index (L E3)
- Public Affairs Information Service (PAIS) (AI 3 P9)
- Reader's Guide to Periodical Literature (AI 3 R4)

General travel periodicals in the LRC:

- Backpacker (G 504.5 B3)
- Canadian Geographic (G 1 C3)
- Equinox (G 1 E69)
- National Geographic (G 1 N27)
- Travel/Holiday (G 149 T7)

PAMPHLETS:

A special STUDENT TRAVEL & EXCHANGE file is shelved in the Reference Area near the College calendars. Some of the brochures include:

- Career/Professional Development Opportunities in Developing Countries
- International Exchange Programs
- International Workcamps
- Signposts: Looking for Work in International Development
- Student Work Abroad Program (SWAP)

General TRAVEL pamphlets are in the yellow pamphlet files in the G section (second floor).

CALENDARS:

Calendars of universities and colleges around the world are available on microfiche cards in the Reference Desk Area.

ONE WORLD FILM FESTIVAL

Saturday, March 26, 1988

10:00 a.m. - 12:00 noon Kid's Hour

1:00 p.m. - 9:00 p.m. General Viewing

Sunday, March 27, 1988

1:00 p.m. - 7:00 p.m. General Viewing

- 40 Films 2 Theatres
- Video Viewing Room
- Special Feature Film
- Children's Films
- Native Dance Troupe
- Speaker's Forum
- Poster Exhibit
- Live Entertainment
- Coffee House
- Free Refreshments

Sponsored by Peace Exploration Society and Canadian Crossroads International.

See Clarke Daniels, Reprographics or Ed Kamps for a full program brochure.

**CONGRATULATIONS TO
SABBATICAL RECIPIENTS**

- prepared by John Tobias, Chairperson, CWPDC

The College-wide Professional Development Committee recently recommended and the Board of Governors approved the following sabbatical leaves:

Paul Boulton - A 12 month leave to compile an annotated bibliography on the Bahamas in preparation for the tricentennial of the Bahamas.

As a secondary project, as time permits, Paul will gather information on the running of an archives. This project was seen as having merit in that it would provide the College with an individual who has strong research expertise to assist staff in putting together bibliographies needed for course materials, and building collections which would be needed if the College were to become a site from which people from Central Alberta were to be able to earn a degree. The archives project would be of use in administering an archives if one were to be established, as seems likely.

Peter Slade - A 12 month sabbatical leave for the purpose of beginning a Ph.D. program in English. The program will strengthen the English offerings in the second year transfer program, and increase the credibility of our University Transfer program with external groups. As well, it will allow the College to cover an important subject area without having to recruit additional staff.

Keith Mann - A 12 month sabbatical leave for the purpose of beginning an M.Ed. in Music. The proposed program will improve the credentials of one of our existing staff and allow him to teach transfer courses. As well the program will provide one of the Music staff with a background in curriculum and curriculum development which would benefit our two Music programs.

Loreen Maben - A 12 month leave to begin a Master of Adult Education program. The proposed program will provide Ms. Maben with the background for course design for distance delivery which her program is entering in a significant fashion.

**CLASS SIZES AT RED DEER
COLLEGE**

- Dick Huddleston, Education

Information collected from the Office of Institutional Research and Analysis reveal that the number of classes with enrollments from 60-70 and from 40-59 have increased dramatically since 1983.

RED DEER COLLEGE

Class Sizes	60-70	40-59	20-39
1980-81	1	44	257
1981-82	6	51	305
1982-83	9	72	402
1983-84	19	83	439
1984-85	40	131	444
1985-86	49	122	445
1986-87	54	108	482

Red Deer College has long prided itself in providing a personalized educational environment. With the increase in class sizes, one could ask, does the increase in the number of classes with large enrollments affect the educational atmosphere of our College?

Little published research on the effects of increasing class size has been available. One consistent finding is that the larger the class, the more prevalent will be the lecture method. In large classes, the teacher spends the most time talking; students spend a minimal amount of time responding (Lewis, 1980).

McKeachie (1980) has noted that student achievement generally decreases as class size increases, but some researchers disagree (Williams et.al., 1984).

It is apparent that the type of instruction used in large classes will affect students' achievement (Sherman, 1975).

Another factor to be considered is what the teacher wants the students to learn. If the instructor only wants students to apply knowledge, engage in problem-solving, and develop

DIRECTIONS

different attitudes, then large classes don't work well (Siegal, Adams and Macomber, 1960).

Other research suggests that small classes promote positive attitudes about the subject matter. In a research review of performance in Macroeconomics classes, small classes promoted positive attitudes, which in turn promoted achievement (Craig, O'Neill, and Elfner, 1977).

The above research suggests that increasing the size of college classes has negative effects on students' attitudes and on student achievement. If this is so, what is a preferable class size? One study, which rated students' opinions on this, suggested 31-46 students to be the most preferable (Presse et.al., 1981).

It is hoped that the College will pay close attention to this trend toward more large classes and its resulting effects.

REFERENCES:

Craig, Eleanor D. (1977) Large Class Retention: the Effects of Method in Microeconomics. Paper presented at the Annual Meeting of the Eastern Economics Association. Hartford, Conn., April 14-16.

Lewis, K.G. The Large Class Analysis Project (Final Report.) Austin: The University of Texas, The Centre for Teaching Effectiveness, 1982.

McKeachie, W. "Class size, large classes, and multiple sections." Academe, 1980, 66, 24-27.

Presse, N.J. and Scahise, N.J. (1981) Student Affect in the Classroom. Paper presented at the annual meeting of the Southwest Educational Research Association, Dallas.

Sherman, L.W., Comparison of Two Instructional Procedures in Introductory Educational Psychology Classes. Paper presented at the 83rd Annual Convention of the American Psychological Convention, Chicago, Illinois, September 3, 1975.

Siegal, L., Adams, J.F. and Macomber, F.G. "Retention of subject matter as a function of large-group instructional procedures." Journal of Educational Psychology, 51, 9-13.

Williams, D. and others (1984) Class Size and Achievement Among College Students. Paper presented to the 68th annual meeting of the American Education Research Association, New Orleans, April 23-27.

EDITOR'S NOTE:

Additional items of interest include:

Teaching Large Classes Well, New Directions for Teaching and Learning, No. 32, Winter, 1987

Chapters consist of:

- Large Classes and Learning
- Students' Perceptions of Large Classes
- Six Keys to Effective Instruction in Large Classes: Advice from a Practitioner
- Dealing with Details in a Large Class
- Student Involvement: Active Learning in Large Classes
- Lecturing: Essential Communication Strategies
- Giving Students Feedback
- Acquiring Student Feedback That Improves Instruction
- A Bibliography of Ideas for Practitioners

"Team Learning in Large Classes", Innovation Abstracts, Vol. VI, No. 10

"Talk About Big Classes", Network Newsletter on College Teaching, Vol. 6, No. 4

"Teaching the Huddled Masses", Network Newsletter on College Teaching, Vol. 5, No. 5

"The Lively Lecture - 8 Variations", College Teaching, Vol. 34, No. 2

(Available from Ed Kamps)

"Four unhappy characters went to find the *Wizard of Oz*: a scarecrow who thought he had no brain, a tin woodsman who thought he had no heart, a lion who believed he had no courage, and a young girl who thought she lacked the power to make changes in her life. All were under the delusion that if they could only reach the Great and Terrible Oz, he would grant them the things they lacked. Little did they realize that they already possessed the very things they sought. When the four finally accomplished what they believed they could never do -- kill the Wicked Witch of the West -- they returned to the Emerald City impatient for their rewards. There they discovered that wizards (like teachers) have no magic power.

Yet, the wizard did manage to do things "that everybody knows can't be done." He cared about people, and to each of the four he sent a most powerful invitation: "A testimonial! A decree!" He invited them to see things in themselves that they had overlooked and to use what they already possessed. As Dorothy said when she finally got back to Kansas: "Oh, Aunt Em, I've been to many strange and marvelous places looking for something that was right here all along .. right in my own back yard!"

So it is with inviting school success.

- William Purkey, Inviting School Success: A self-concept approach to teaching and learning

ARE STUDENT RATINGS RELATED TO TEACHING BEHAVIORS?

James Eison, Ph.D.

- reprinted with permission from Research Serving Teaching, Fall 1987, a publication of the Center for Teaching and Learning, Southeast Missouri State University

The widespread use of student ratings of instruction prompts the important question, "Do differences in student ratings correspond to genuine instructional differences among faculty members? (i.e., What specific things do faculty receiving high or low student ratings actually do in the college classroom?)" A recent, carefully controlled observational study reported by Harry G. Murray (1985) provides an interesting and important analysis of this question. The following issue highlights briefly this study and examines some of the practical pedagogical issues raised by its findings.

The faculty who participated in this study were 48 full-time social science faculty (39 males; 9 females) employed at the University of Western Ontario. Ten were full professors, 18 were associate professors, and 20 were assistant professors. Six to eight carefully trained undergraduate observers unobtrusively visited three separate one-hour class periods taught by these instructors over a three month period of time.

Summaries of the three hours of classroom observation were made using the "Teaching Behavior Inventory" which lists 100 specific observable behaviors. A factor analysis was performed on the 93 items which had inter-rater reliability coefficients greater than .50. A six factor solution, accounting for over 62% of the variance was obtained; the factors were labeled (1) enthusiasm, (2) clarity, (3) interaction, (4) task orientation, (5) rapport, and (6) organization. 30 items, with factor loadings greater than .60, were used in subsequent analyses.

Student ratings of teaching effectiveness were obtained using a ten-item, five-option rating form; the form was administered anonymously,

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with the instructor absent during the evaluation period, during the last two weeks of the term. Ratings were later averaged across items as well as students to produce a single measure of overall teaching effectiveness for each instructor.

Fifteen of the thirty teaching behaviors correlated significantly with student ratings of overall teaching effectiveness; nearly 75% of the variance among teachers in student ratings could be predicted from observer estimates of as few as ten classroom teaching behaviors. The ten behaviors, producing the highest correlations with student ratings were:

- Speaks expressively or emphatically
- Uses humor
- Shows facial expressions
- Stresses important points
- Shows concern for student progress
- Encourages questions and comments
- Moves about while lecturing
- Praises students for good ideas
- Asks questions of class
- Friendly, easy to talk to

These findings suggest that teachers who receive high ratings from students do in fact teach differently than instructors who receive average or poor ratings. Further, Murray cites two studies (McLean, 1979; Murray and Lawrence, 1980) which suggest that when faculty increase these behaviors, improvement in perceived teaching effectiveness will follow.

Lowman (1984) has stated that "the college classroom is a dramatic arena first and a setting for intellectual discourse second; and it is also a human arena wherein the interpersonal dealings of students and instructors...strongly affect student morale, motivation, and learning." This observation is clearly supported by Murray's classroom data.

One important implication for improved teaching is clear; in addition to preparing scholarly lecture notes, faculty should thoughtfully devel-

op strategies that increase their use of these teaching behaviors. The following three suggestions are offered to assist in this pursuit:

1. **Speak actively**--Become an expressive, enthusiastic speaker who captures student attention through the use of both verbal (e.g., humor) and nonverbal (e.g., facial expressions, movement) means. Fear not the dramatic!
2. **Teach actively**--Make certain to actively engage students in the learning process by asking questions of your students, encouraging their participation and comments, and providing a clear emphasis to your main points.
3. **Care actively**--Demonstrate a visible concern for your students, recognize publicly their academic achievements and growth, work hard to insure that students recognize that you are a friendly and approachable human being.

References

- Lowman, J. (1984). *Mastering the techniques of teaching*. San Francisco: Jossey-Bass.
- McLean, D.F. (1979). *The effect of midsemester feedback upon weekly evaluations of university instructors*. Unpublished master's thesis, University of Western Ontario.
- Murray, H.G. (1985). Classroom teaching behaviors related to college teaching effectiveness. In J.G. Donald and A.M. Sullivan (Eds.). (1985). *Using research to improve teaching*. New Directions for Teaching and Learning, no. 23. San Francisco: Jossey-Bass.
- Murray, H.G. and Lawrence, C. (1980). Speech and drama training for lecturers as a means of improving university teaching. *Research in Higher Education*, 13, 73-90.

UPCOMING EVENTS

"Visionary Planning: a new approach to strategic planning and policy formulation" - April 11, 12, 13, Red Deer College

"Coping with Personal and Professional Change, two sessions: April 27 and April 28, Red Deer College

"Assessing Program Effectiveness" - April 28 and 29, U of A

"Taking Stock and Setting Goals in Your Life and Work" - May 3 and 4, Red Deer College

Canadian Association for Studies in Adult Education - May 3-5, U of C

Adult Education Research Conference - May 6 and 7, U of C

"Faculty Vitality and Life Style" - May 18 and 19, Red Deer College

Canadian Evaluation Society - May 24-26, Banff

ACIFA Annual Conference - June 2-5, Keyano College, Fort McMurray

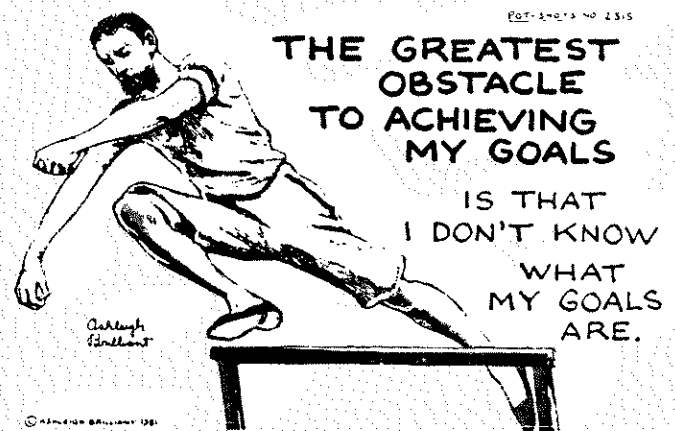
"Alternate World Views Underlying Curriculum Building", Dr. Ted Aoki, University of Victoria - June 7-8, Red Deer College

Third Annual Canadian Rockies Great Teachers' Seminar - June 19-24, Kananaskis Guest Ranch

Red Deer College 25th Anniversary and Alumni Homecoming - October 3-9

"To effectively meet the challenge of operating autonomously over long time spans requires the development of a correspondingly long time span of intentional action. With increased time discretion comes increased autonomy and with that comes a need for intentional action skills -- the capability to envision a project and carry it out. It is at once the target, the plan, and the motive force for self-directed, purposeful action. To maintain intentional action over long time spans is an effort of will power that give continuity and stability through focused commitment and persistence. The dynamics of will power have been no better understood than by William James. His ideo-motor theory of action states that an idea held firmly in conscious focus issues forth automatically into behavior. The challenge of will power, therefore, is literally to keep the dream alive, to keep one's vision as the primary object of conscious attention."

David A. Kolb, Integrity and Advanced Professional Development



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"WORKING THE DREAM

Taking your sense of personal mission and combining it with your work is no small challenge. Many people wish they could operate in a larger world of possibilities but just don't seem to know how. They see others go from nothing to become something and just aren't sure how they do it. Connecting your mission and vision to your work is not instant. The first step is to make your mission portable. Distill it into a few words. These words will act like an emotional touchstone, enabling you to remember your larger purpose quickly.

Take a few moments right now to put your mission into a short phrase. Ask yourself, What is it about my mission that makes me most excited? Is it the creative fulfillment, the fame, the money, the chance to help people, the closeness to nature? Find the kernel of meaning at the center of what you want to do. Some examples are "news that serves," for a publicity service, "creating harmony through training," for a management-development company, "the best damn truck in America" for a truck-manufacturing company. A touchstone needs to be brief and often gives you goose bumps, because it takes you right back to your core mission. These phrases become handles, which you can use

to carry your mission into your everyday work. Take a moment right now to write down your phrase; it will be an important part of your antiburnout kit.

Now bring your mission down to earth: discover the people, things, and activities that will make it happen. Keeping a clear focus on your vision as expressed in your mission statement, begin to articulate the specifics of what you will be doing to express this vision. You want to be a healer. Will you work in an urban clinic, or do you see yourself creating a new-style health system in a rural setting? What do you have to do to reach your goals?

Take a lot of time and care with this planning, because it will be the guide for your activities. If you work in a company, and your job seems fixed, let go of what you are already doing in your job, and try to reconceptualize it from the perspective of your ideal vision. What could our job be, if you, and the company, would let it? Practicality *follows* visioning; too often we get practical before we let ourselves dream and create freely."

- Dennis T. Jaffe and Cynthia D. Scott, Take this Job and Love It!

METAPHORS FOR PROFILE BUILDING: THE DREAM, THE MISSION, THE VISION

What is your unfolding dream regarding your personal and professional life?

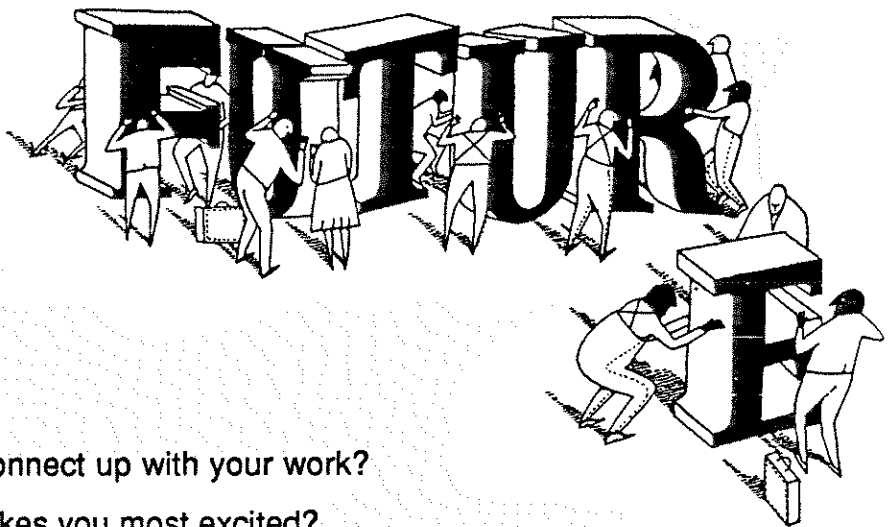
How would others describe your mission?

Who shares your vision with you?

How does your mission and vision connect up with your work?

What is it about your mission that makes you most excited?

What is your "touchstone?"



Incorporating Library Skills Into the Curriculum

- a discussion with Mary Lou Armstrong, Reference Librarian, and Paul Boulton, Technical Services Librarian

Ed: What do you mean by "incorporating library skills into the curriculum"?

LRC: While most instructors recognize the importance of library skills for their students, not many design their courses so that the research techniques necessary to complete regular assignments are mastered in a systematic way.

Ed: Why should instructors be concerned about their students acquiring these skills?

LRC: More and more it's necessary to be able to function in an information society. Knowledge of library skills is as important as any other learning skill. While content will always be of primary concern, the ability to gather information when it is needed is essential; therefore, in designing a course, we need to look at the kind of information used by professionals in that particular field, and then teach students the skills needed to seek that information rather than rely on their instructors to provide it. The College must ensure that its students will have all the skills necessary for survival in the "real" world.

Ed: But isn't this already done in library orientation?

LRC: Not really. At present, a number of instructors request library orientations or set their own library assignments. These approaches are useful but don't

always have meaning for the students. The LRC advocates making library skills a part of the teaching/learning process, instead of something separate from the process, so that library instruction is given at the time it's needed, rather than at the beginning of the term.

Ed: You mean library orientation should be given later in the year?

LRC: Not exactly. There's a difference between "library orientation", which is an introduction to libraries in general, and "bibliographic instruction", which is teaching the library skills necessary to research the literature in a particular discipline. Most students today don't need much library orientation; they're already familiar with what a library is. What they do need is instruction and practice in seeking and evaluating appropriate information. For instance, a librarian may be invited into a classroom to give a session on using periodical indexes immediately prior to a particular assignment which will require periodical index use. This is far better than giving the class at the beginning of the term, when students may not be able to see its relevance.

Ed: But this isn't appropriate for all courses, is it? Students in some courses aren't going to use the library as much or in the same way as others.

LRC: Most courses require an essay or research paper which involves library work. In courses which don't, some outside reading is often recommended, and it helps if the student has some idea of how to approach the subject. Even a reading list or bibliography can be arranged in such a way that it gives the student a logical path to follow.

Ed: How can instructors find the time to do all this?

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 next DIRECTIONS is August 15, 1988.
Editor: Ed Kamps

Editor's Note: The author of the article "All I Ever Needed to Know I Learned in Kindergarten" published in March Directions is Robert Fulghum.

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LRC: Incorporating library skills into the curriculum may take some time during the planning process but shouldn't require the instructor to "sacrifice" a great deal of time in the classroom. First of all, the librarians are always willing to assist an instructor in the planning process. Secondly, the instructor can always call upon the librarians throughout the term to present or help present the information, or to help prepare or design subject bibliographies, reading lists or practice exercises. The LRC also has a set of self-instructional modules which can provide the student with basic orientation outside the classroom.



Ed: Are instructors taking advantage of this service?

LRC: Yes, several instructors have reorganized their class schedules to present appropriate library skills sessions throughout the term. Other instructors have made bibliographic instruction a part of the curriculum, and, with a librarian's help, are teaching these skills as necessary to the student's learning and the subject being taught.

Interested instructors can contact Mary Lou Armstrong (3346) or Paul Boulbee (3351). Mary Lou covers courses in Health and Science, Business, General and Developmental Studies and Technical Training; Paul in Arts and Education, and Visual and Performing Arts.

Innovative and Special Projects Approved

Several applications for funding submitted to CWPDC under the categories of innovative and special projects were approved at the April 5 meeting of CWPDC.

Joanne Volden was granted up to \$1,500 to support her special project involving clinical research in childhood autism. She will spend the spring and summer of this year working as a volunteer research assistant with Dr. Catherine Lord, an internationally noted scholar in this field, who is with the Glenrose Rehabilitation Hospital and the U of A's Department of Pediatrics. Joanne's work will involve participation in and data analysis of a variety of clinical experiments to be conducted this summer. In discussing the rationale for the projects, Joanne explained that "the area of childhood autism has long been an area of interest for me. I completed an independent study of the area while in graduate school and have reviewed textbooks on childhood autism for the Journal of Human Communication." She went on to emphasize the importance of exposure to and acquisition of clinical research skills as practised by an acknowledged authority.

"I see this as beneficial in two ways. First, to enable me to become involved in a wider variety of community agencies in consultative roles. Secondly, at this point in my career I am seeking to encounter new challenges. It is my belief that conducting research forces the teacher to remain current and lends an air of vibrancy to the classroom, while the rigours and practicalities of dealing with students force the researcher to remain rooted in the "real world"."

The **Early Childhood Development Program**, chaired by Malcolm Read, received up to \$1,800 in support of a project which would see several members of that department visit Pacific Oaks College, Pasadena, California, for the week of May 14-21. While there, the faculty, who will be in a party of approximately 30 other college and university instructors from Alberta and Saskatchewan, will participate in a series of lectures and seminars with the staff at Pacific Oaks, and will spend time observing in the various child care and preschool settings. Pacific Oaks College has long been one of the leaders of early childhood education, and of teacher preparation. Publications of the college are used widely by our own instructors, both for personal knowledge and for use with and by students. The week at Pacific Oaks is being facilitated and instructed by Dr. Elizabeth Jones, a well known researcher and writer in the area of early childhood, and especially in the area of preparing teachers and caregivers to work with young children. Dr. Jones has forwarded a prerequisite reading list for participants, and will be returning either to Red Deer College or to the University of Alberta, to meet with the participants on June 24/25, 1988.

A decision of this group in 1986 was that the instructors/programs needed to expand their own knowledge and abilities in order to further increase the efficiency of the programs.

A second issue or rationale for this proposed professional development activity is that it fits well with activities and directions currently being undertaken by the ECD program at Red Deer College. The department has recently set itself some internal goals (September, 1987) which include:

- that all instructors become conversant with adult learning styles.
- that the methods used for teaching our present program courses should be re-examined with a view to making the learning for students more appropriate in the sense that we more closely model for students the practices that we hope they will use with children.
- that we continue to develop our use of the Lab School, Play Matters, both in the sense that it continues to offer a model or demonstration centre for our students, and also that it expands its use to that of being experimental and offering a concept testing environment.
- that we consider curriculum changes, e.g., the inclusion of courses that deal specifically with infant care.

Ralph Wold of the Learning Assistance Centre received support for a project entitled Study Group Program: Integrating Learning Skills with Discipline Related Study. Helping students become capable and independent learners is a primary goal in college education according to Ralph.

"By integrating learning skills acquisition with learning content, this Study Group Program will be able to combine the learning of content for students' immediate benefit with the learning of study skills that may be applied generally. Working closely with selected discipline specialists, Learning Assistance instructors will facilitate the formation of study groups, and will guide the study group process. Effective learners will be chosen from within particular classes who will work closely with Learning Assistance instructors and will model such skills as notetaking, coordinating text reading with lecture listening, and managing study time. The student leader will also be the content specialists in the study group. In this capacity, the student (or peer) leader will provide supplemental tutoring to study group members as required. The student leader will be selected on the recommendation of his/her current and/or previous instructor(s) in the subject in which he/she is providing study group leadership. His/her interest and ability in the subject, learning skills, knowledge and ability to communicate will be the criteria for selection."

Ralph added that the groups will operate under the guidance of the Learning Assistance instructor until the group has been firmly established. The Learning Assistance instructor will then continue as a resource person for the du-

ration of the group, typically the completion of a particular course by the study group participants. Group members will volunteer for the study group, but will be expected to attend sessions regularly and maintain their commitment to the group.

"The Study Group Program will provide a structure within which students will be able to learn together. They will be able to support one another in understanding difficult content, and they will work together to develop effective strategies for learning. They will be able to apply these new skills throughout their lives. Study Group Program participants will learn to monitor their own learning so they will be able to confidently adopt corrective study measures when difficulties arise with a particular course."

According to Ralph's proposal, this project will develop into a special program among several at Red Deer College that lend credence to the claim that Red Deer College accepts as its central purpose the task of creating life-long learners of the students who enroll in the various program. In the long term, the Study Group Program will have a positive effect on retention within "high risk" courses, those courses in which the retention rate is deemed to be low. This program also has the potential to become a model for integrating learning skills into any college course or program.

Besides these long-term goals, the Study Group Program will have several specific objectives. After participating fully in the program, students will be able to:

1. Manage their study time in order to avoid exam period panic.
2. Select appropriate study strategies for preparing for and writing objective and subjective exams.
3. Coordinate their use of course lectures, textbook readings, and supplemental learning resources.
4. Take notes in a variety of situations that help them focus on key content and integrate the content they are learning from various resources.
5. Apply the learning strategies they learn in the Study Group Program to other courses.

"People who were once supposed to be engulfed and depleted by organizations are now using those organizations to extend individual, distinctive missions toward peak performance. Alignment occurs when individuals perceive that contributing to an organization produces direct contributions to their personal mission. The more opportunities an organization gives its people to align their missions with its own, the more likely it is to survive and succeed."

- Charles Garfield, Peak Performers

DIRECTIONS

Instructional Computing/Development Work Area Established (B208)

In the basement in the LRC adjacent to the AV Department, an area has been created for faculty to experiment with microcomputers. At present the area includes a small meeting room, a Macintosh computer and a laser printer, an IBM PC with a hard-drive, and a VT220 terminal connected to the VAX. Resources on the instructional use of computers, instructional design, etc. will be placed in the area for faculty use.

Access to the area during the day is through the audio visual department. After hours, i.e. after 5:00 p.m., access can be gained by picking up a key from the audio visual area.

The centre was created to provide a facility where the capabilities of various computers, peripherals and software for the development, delivery and administration of instruction could be demonstrated to:

- motivate and assist people to become effective users of computer technology,
- to support users in their efforts to integrate computer technology with instructional and administrative processes and tasks,
- provide computing facilities for instructors to develop and prepare instructional and learning resource materials.

Group in Support of Excellence to Meet

Thursday, April 21, 1988
Time 10:00-12:00
Room 1504

Agenda:

1. Student Achiever Breakfast Review - Susan Knopp
2. Suggestion Box - Don Randall
3. Student Writer Proficiency Awards - Doug Swanson
4. K.I.T.E. Program
5. College Posters and Themes - Gene Leavitt
6. 1988/89 Operating Ideas - Plans for the Group
 - 6.1 New Programs?
 - 6.2 Structure: More or Less?
 - 6.3 Purpose/Function/Focus?

(Please bring your views concerning #6 to the meeting.)

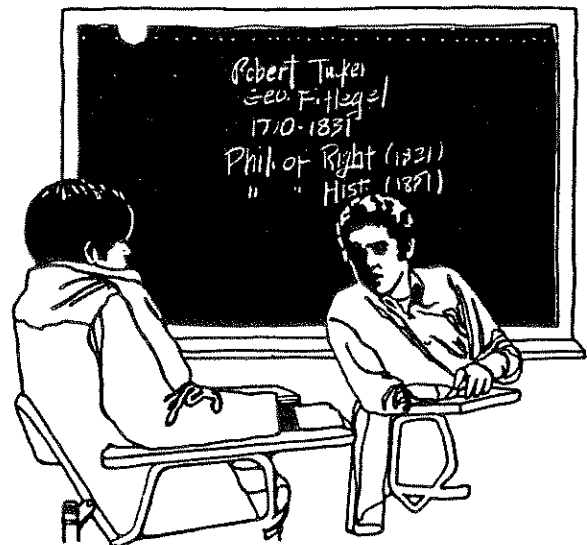
The First Day of Class

Do you remember your very first day of teaching? Or the first week of class? Or is it all a blur? Even if that first time experience was "eons" ago, chances are some strong impressions still remain.

And what about all the subsequent "first days" each semester? Studies by McKeachie (1986) and others underline the importance of the first class and particularly the relation of the student's impressions to subsequent academic success and course/instructor evaluation.

If the first day and first week are so important, what can be done to maximize the success that students and instructors hope to achieve in the course? I've collected some articles on this topic but I know that there are many specific strategies that Red Deer College instructors employ in the first few days of the semester.

So, I'm asking you to send me a brief description of something that you do in the first day or the first week of class that works for you. I will collate these various ideas, techniques, strategies, approaches, etc. into a booklet and make it available later this spring.



Possible areas to think about:

- course outlines and objectives
- learning names
- telling about yourself
- seating arrangements
- learning about the course content
- student motivation
- policies and procedures
- getting students to feel relaxed and comfortable
- distribution of materials and resources
- attendance
- assignments

How to dress

- when do you go into the classroom
- what to do when you find students in the wrong room (or yourself)
- getting students started on the right foot
- creating a favourable attitude

Please send in by May 15. A draw will be made from the responses received by then for a dinner for two at The Keg.

Reference: Wilbert, J. McKeachie (1986) Teaching Tips: A Guide for the Beginning Teacher, eighth Edition D.C. Heath

**International Education
Special Interest Group
to Meet**

Wednesday, April 20, 1988
12:00 - 1:00 p.m.
Room 1505

Agenda:

1. Association of Canadian Community Colleges (ACCC) support for international education projects - Dr. Luterbach (Dr. Luterbach is on the Board of Directors of ACCC)
2. Canadian Bureau for International Education (C.B.I.E.) - a brief description and discussion of opportunities - Ed Kamps
3. World University Source of Canada (WUSC) - a brief description and discussion of opportunities - Ed Kamps
4. One World Film Festival - a report on the March 26-27 event - Clark Daniels
5. Guest Speaker: David Ridley, Education Coordinator with the Canadian Mental Health Association. David, a former education student at Red Deer College, spent last fall as a volunteer with Canadian Crossroads International. He will be sharing his experiences and some slides he took, working with educational projects in Barbados.

**Applications Being Taken
for the Animateur Position**

The two year secondment of the present animateur is in its final months and the CWPDC is opening the position for applications from interested faculty. An appointment will be made this spring for a two year term involving a half-time workload release to coordinate faculty development activities. A full job description is available from John Tobias, Chairman of the CWPDC and to whom applications should be sent prior to May 15.

Course Development Manual Available

- Joanne Bucklee, Educational Resources

A comprehensive course development manual produced by Dr. Clayton Wright, Coordinator of Instructional Development at Grant MacEwan Community College is available in the LRC (LB 2362 A37 W75 1987).

This manual contains practical information on how to plan and organize course materials and provides guidelines that will make course development process easier and more efficient. It also details the preparation of face-face instruction and self-study distance delivery courses with an emphasis on the self-study type course. The manual is broken into seven sections:

1. Course Planning - beginning with the idea of needs analysis and concluding with pilot testing.
2. The Project Team.
3. Content Organization.
4. Writing Style and Editing.
5. Print Format and Production.
6. Copyright.
7. Bibliography of valuable resource books - including standard writing and editing references, instructional sign references, distance learning references, and miscellaneous journals and reports.

Section 1 outlines various approaches to course planning as well as lay-out of a course and Section 3 on content organization may be useful to instructors who are designing a new or re-designing an existing course. Several of the resources in the resource list are available in the LRC and instructors may find these useful as well.

Editor's Note: Also available in the LRC and produced by Grant MacEwan's Technological Applications Committee (TAC) is the TAC Bulletin. Published on a regular basis, the informative newsletter presents a host of articles, ideas, and news of upcoming events related to educational technology. Contents of the last issue include:

- Telewriting Update
- Experimenting with Plato
- CML Corner
- Bits and Bytes
- TAC Calendar of Upcoming Events
- Focus on Adult Learners
- Classroom Management
- Tech Trivia

"Spring Break-Up"

May 12, 1988

- Watch for it -

DIRECTIONS

The Self-Directed Conference Goer

"To get the most out of such conferences, you will need to develop the skills of decision making, coverage, networking, and synthesizing. Few conference-goers even know these skills exist. Most people who attend conferences get only about one-third of what they might out of their attendance because they fail to plan their participation. They don't know why they are there, what they are after, or how to get what they need. You can do better.

The general principle is to become what educator Terry Peters calls a "Self-Directed Conference Goer." Instead of just falling into the lockstep laid down in the program, you become consciously responsible for deciding what you need from the conference and the best ways of meeting those needs.

To implement this principle, you do some very important things well before the conference which help you decide whether or not it is really worth attending. Then you use some specific techniques while there to get what you need, avoid wasting time, and enjoy yourself. Finally, you "process" the experience and the materials afterwards in order to work them into your work.

Here are some steps to help you plan your participation and get the most out of your next (or first) conference.

1. Be sure to have the program in hand before you leave home so that you can review it thoroughly.
2. Find out which presentations will be available in printed text and consider whether they are worth sitting through. See whether tape cassettes will be available for some or all sessions so that you can consider purchasing them and using the session-time for other sessions or other purposes.
3. Carry cards or information sheets on your project and yourself to give to people you encounter - speakers, other participants - with whom you want to establish contact.
4. Obtain cards from those you wish to contact later or from whom you want to get papers, references, and so on.
5. Set up interviews or social engagements with the most interesting participants.
6. Find out who is doing the conference proceedings so that you contact him or her for any materials you need

before publication.

7. Think about using the occasion of the conference to organize a Special Interest Group (SIG) on your particular topic of interest.

Just have 25 copies of a do-it-yourself flyer run off at the nearest photocopy shop or on the conference copying machine, and post them around the general meeting areas or give them out at appropriate sessions as people leave. Invite people to an organizing session during some one-hour period that will not conflict with any other conference activity, or suggest that they join you in a particular corner of the cafeteria or dining room."

- from: Ronald Gross The Independent Scholar's Handbook, (Reading, Mass. Addison-Wesley, 1982)

Coming Soon

"Coping with Personal and Professional Change" two sessions April 27 or April 28, Red Deer College.

"Taking Stock and Setting Goals in Your Life and Work" May 3 and 4, Canyon Ski Lodge

"Faculty Vitality, Leisure, and Lifestyle" May 18 and 19, Red Deer

"ACIFA Annual Conference" June 2 to 5, Keyano College

"Alternate World Views Underlying Curriculum Building" June 7 to 8, Red Deer

"Third Annual Canadian Rockies Great Teachers Seminar" sponsored by Grant MacEwan Community College, June 19 to 24, Kanaskis Guest Ranch

"There is a profound difference between management and leadership, and both are important. "To manage" means "to bring about, to accomplish, to have charge of or responsibility for, to conduct." "Leading" is "influencing, guiding in direction, course, action, opinion." The distinction is crucial. *Managers are people who do things right and leaders are people who do the right thing.* The difference may be summarized as activities of vision and judgment - *effectiveness* versus activities of mastering routines - *efficiency.*"

- Warren Bennis and Burt Nanus in Leaders: The Strategies for Taking Charge

Monthly Divisional Reports

VISUAL AND PERFORMING ARTS

P.D. Funding Requests Approved:

Cheryl Cooney (Music) to fund July-August portion of French language course

Ian Cook (Art and Design) participation on tour of museums and architecture in Italy and Greece

Larry Reese (Drama) participation on tour of London theatres

Professional Accomplishments:

Jim Westergard had six prints exhibited in an invitational exhibition "Contemporary Canadian Block Prints", Memorial University Art Gallery, St. John's, Newfoundland

Keith Mann - Member of Olympic Committee for Youth and Culture. Serving as host and Master of Ceremonies at youth culture events during the Olympics - Conducting the finale for Kalinnikov's Symphony #1 in C minor for the School of Music Faculty Recital

Duke Thompson gave a piano recital at the Lacombe Memorial Centre

Cheryl Fairlie, Torben Holm Pedersen and Duke Thompson performed for the School of Music Faculty recital

Cheryl Cooney "Song from Dance Suite" was performed for Red Deer Concert Society program - "Shapes of Love" at Red Deer College Arts Centre and Stettler Arts Centre

"That inner nature which determines the development of an organization may be described as its élan or vital spirit. Élan is almost always present at a high level in successful organizations and usually absent in those that are mediocre or poor performers. In a very real sense, it serves as a measure of organizational vitality and an indicator of the collective will to win. Élan is not passive adaptation but a zestful spirit and vital determination to succeed. A consistent record of achievement cannot be made by merely reacting or adjusting to stimuli. An organization which possesses élan moves toward each new challenge with a confidence derived from the collective spirit of its members, each of whom understands and values the challenging new task."
- Louise C. Schroeter, Organizational Élan, p.7

"Renewal can be just the thing to put the fun and adventure back into business. Renewal is an alternative to the dreary stuff that seems to constitute many jobs. Work in a renewing organization becomes a form of expression, a vehicle for excitement, a source of energy and drive. You know you are in a renewing organization when people use words like purpose and meaning and adventure."
- Robert H. Waterman, The Renewal Factor

Final Edition of Directions for 1987/88

(Next issue will be out in September)

What do you like about DIRECTIONS?

What would you like to see more of?

What would you like to see less of?

Other suggestions:

Thanks. Please return to Ed Kamps.