

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 5 No. 1

September/October 1988

SPECIAL PROJECT REPORT

- Joanne Volden, Rehab. Services

This summer I had an opportunity to work closely with Dr. Catherine Lord at the University of Alberta as a volunteer research assistant in her ongoing investigation of the phenomenon of childhood autism. I was able to obtain funding for this endeavor through the Special Projects Program administered by the College-wide Professional Development Committee.

The intent of the summer's work was twofold:

1. To gain exposure to a population about which I am interested but with which I had little experience and
2. To become involved with the processes of clinical research in a practical hands-on fashion. Although this is somewhat removed from the areas in which I teach, I was grateful to see that my arguments in favour of expanding my area of expertise and the generalizability of skills in research were accepted by the committee.

I am happy to report that my expectations were fully met. Dr. Lord made every effort to expose me to all facets of her work. Whenever she saw patients as part of her clinical diagnostic and consulting service, I was encouraged to observe the interaction. As the summer progressed, I got involved more directly in assessment by administering tests, etc. to parents or caregivers. Thus, in a 3 1/2 month time period, I was able to see a wide variety of autistic children or adolescents, and their families.

I also coordinated a series of social group meetings involv-

ing autistic, behaviourally disordered, and normal young adults. This gave me a chance to experience autistic's interactions in a functional rather than a therapeutic situation.

The research goal was accomplished by assuming responsibility for the updating of previously administered scoring protocols for a parent interview instrument designed to be used in the diagnosis of autism. Following this update, my responsibilities included entering the recoded data into a computerized database, and retrieval of selected information for ongoing analysis. Further, I gained experience in the administration of this interview and became involved in the production of a series of videotapes to be used as vehicles for training new examiners.

As a consequence of the summer's activity, I have been able to identify a firm focus for my future professional development. On the whole, the experience was stimulating and rejuvenating. I wish to thank the Professional Development Committee for their support.

1988/89 Board/Faculty Professional Development Committee

Dr. Donna Allan, Academic Vice-President

John Tobias, Dean, Arts and Education

Ed Kamps, Faculty Development Animateur

Bob Anderson, Arts and Education

Brad Hemstreet, Technical Training

Paul Molgat, Business

Carol Neufeld, General and Developmental Studies

Glynis Wilson Boulton, ERD/Student Services

Chuck Wissinger, Visual and Performing Arts

(Health and Science representative to be named)

DIRECTIONS is published by the Board/Faculty Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. Deadline for submission for the next **DIRECTIONS** is October 28, 1988.

Editor: Ed Kamps

Red Deer College, Box 5005, Red Deer, Alberta T4N 5H5

DIRECTIONS

THE LEARNING ASSISTANCE CENTRE

The Learning Assistance Centre provides instruction and resources in the fundamental learning skills (thinking, reading, writing, mathematics, study skills). Through its personnel, facilities, resources, and equipment, it assists individuals to achieve their full potential in learning.

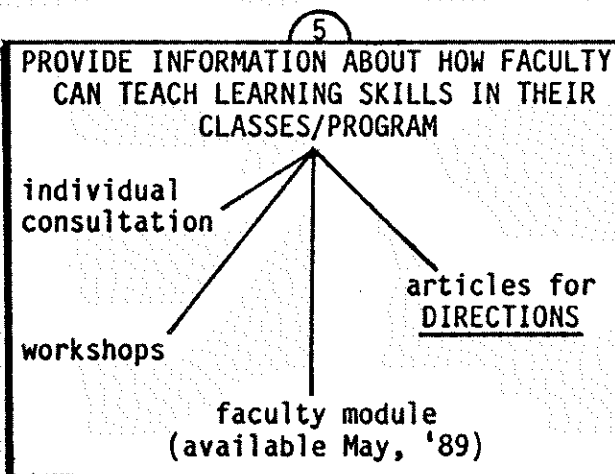
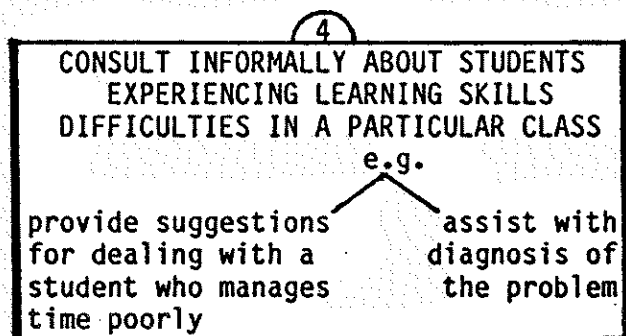
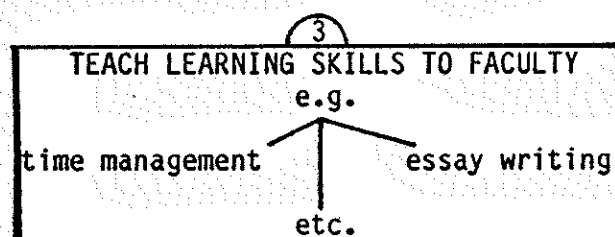
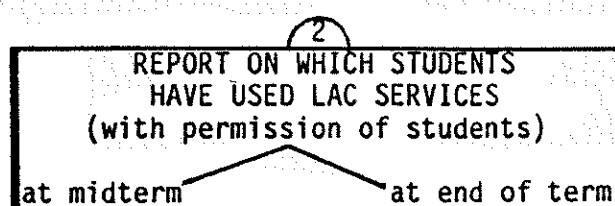
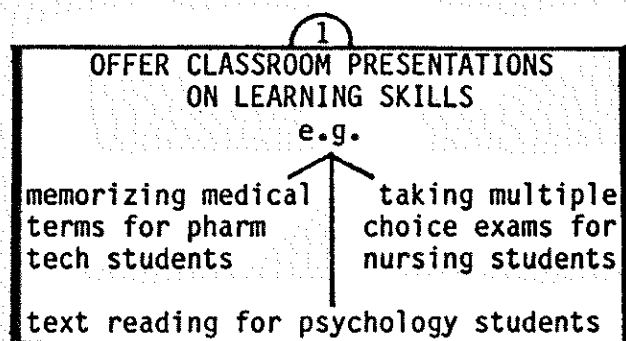
We would like to explain what we can do for both instructors and students at Red Deer College. We would also like to remind you of the usefulness of two forms of notetaking - the summary sheet (or split page) format and the study map format. We have therefore created a summary sheet outlining some general information and explaining what we can do for your students. Next we have provided a study map outlining what we can do for you.

NOTETAKING SUMMARY SHEET

GENERAL INFORMATION	
Division Location Hours of Operation	Educational Resources Room 932 of Red Deer College Mon-Thurs 9:00-4:30 Friday 9:00-4:00
WHAT WE DO FOR STUDENTS	
1. Provide quality instruction in fundamental learning skills.	<p>This is accomplished through:</p> <p>A. provision of</p> <ul style="list-style-type: none">- one-to-one tutoring- in-class presentations- self instructional materials- equipment for student use in laboratory facilities- workshops- small group tutoring <p>B. coordination of peer tutoring program</p>
2. Provide a collection of print and nonprint resources with which individuals can improve their knowledge of and ability to use learning skills.	<p>This is accomplished through:</p> <p>A. selection and distribution/provision of</p> <ul style="list-style-type: none">- books- taped programs- computer software- other media items relating to learning skills <p>B. creation, selection and distribution of</p> <ul style="list-style-type: none">- handouts- self instructional learning guides

STUDY MAP

WHAT CAN THE LEARNING ASSISTANCE CENTRE DO FOR YOU ?



IF YOU WOULD LIKE INFORMATION
ABOUT ANY OF THESE SERVICES, PLEASE
CALL GLYNIS AT 342-3168

DIRECTIONS

ADULT EDUCATION INTEREST GROUP

A re-organizational meeting of the Adult Education Special Interest Group is scheduled for Thursday, October 27, from 12:30 - 1:30 p.m. in the Cornett Room (second floor LRC). All interested parties are invited to attend as plans for the year will be discussed. For more information or if you are unable to attend please contact Tom Gwin at 3116.

MOVING EXPENSE TAX DEDUCTION FOR SABBATICAL RECIPIENTS

- Jim Scott, English

Before I left for my sabbatical leave in August, 1987, I had tried to ascertain whether or not the moving expenses incurred in my move to the University of Victoria would be tax-deductible. At the time, no one seemed certain about this, although in the fall I received some correspondence indicating that Dr. Luterbach had received a legal judgment that such expenses should be deductible. However, after I had claimed such a deduction on my 1987 tax return, I was disallowed my claim to a moving expense deduction.

Feeling that I should be entitled to such a claim, I subsequently went through the official process of filing a Notice of Objection with the Director General of the Revenue Canada Appeals Office in Ottawa. The result of this appeal was favorable, thereby entitling me to claim 100% of my moving expenses. I presume that this establishes a precedent which would be applicable to any other Red Deer College employees undertaking sabbatical studies similar to mine. Therefore, interested parties may wish to review my correspondence which contains the argument in support of my right to a moving expense deduction, as well as the decision reached by the Appeals Board. Hopefully, other Red Deer College employees could cite this decision if they encounter difficulties when claiming such a deduction.

"The world is moved by highly motivated people, by enthusiasts, by men and women who want something very much or believe very much -"

- John W. Gardner, Keynote First National Renewal Conference

REMINDER NOTICE

October 14 is the deadline for fall applications to the Innovative and Special Projects Programs. Consult your Faculty Development Guidebook for full application details.

KEITH MANN DIRECTS "CANADIAN YOUTH ON TOUR"

Keith Mann of Red Deer College's School of Music was recently chosen as Director of the "Canadian Youth on Tour" for the 1988 European Concert Tour.

Canadian Youth on tour provides Canada's outstanding student players and singers with an opportunity to perform the finest concert band and choral literature in an organization of musical excellence while showcasing the cultural achievements of Canadian youth on the "International Stage".

Keith is continuously active as a guest conductor and lecturer throughout Canada and has received international acclaim through conducting appearances in the United States, England, and Europe. He is currently a national officer and Past President of the Canadian Band Association, Musical Director of Canadian Youth on Tour, and founding Chairman of the Canadian Concert Band Festival.

He established the Canadian Band Journal, serving as its editor for the past 12 years, initiated the National Youth Band of Canada in 1978, and is a voting member of the Board for MusicFest Canada, the John Philip Sousa Foundation, and the Canadian Music Centre.

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 (e.g. 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.

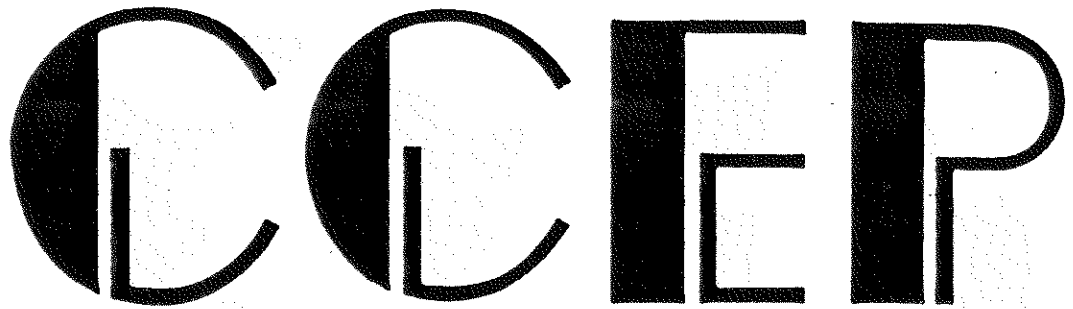
4.

Please return this sheet to Ed Kamps.

LAST CALL

Please return by

October 12, 1988



COMMUNITY COLLEGE EXCHANGE PROGRAM

- open to all employee groups
- both two-way exchange and one-way placements possible
- exchanges may last for one month, a semester, or an entire year
- maintain your salary and benefits while enjoying a change of scenery and developing new knowledge and skills
- over two hundred colleges across Canada and the U.S. to choose from

For an application packet and more information contact Ed Kamps, room 1506E, local 3275.

INTERNATIONAL EDUCATION GROUP TO MEET

A reorganizational meeting for all faculty and staff interested in international education will be held on Wednesday, October 12 from 12:00 - 1:00 p.m. in the President's Conference Room.

Agenda items include:

1. Report on the Alberta College-Institute International Education Committee
2. ACCC Initiatives
 - a. Upcoming Workshops
 - b. Small Projects Grants
3. Plans for the Year
 - a. Steering Committee Formation
 - b. Developing Advocacy for International Education

Bring a colleague.

"Does a lecture, well-organized on paper, always translate into an orderly, logically coherent presentation? That question can best be answered by laying our lecture notes alongside the notes taken by students in our classes. What that comparison most often and most eloquently demonstrates is that we ought to attend more to the arena in which our structures move — to minds of our students responding to an oral presentation."

- The Teaching Professor, Vol. 2, No. 9, September, 1988

MACINTOSH USERS' GROUP OF RED DEER COLLEGE

If you did not receive a membership form and wish to be a member of the Macintosh User Group (MUG) of Red Deer College, please print your name, College phone number and the word "MUG" on a slip of paper and put it in Brian McDonald's mailbox.

MUG operates very informally and we do not have regular meetings. We send out a list of "resource people" who are willing to help you get started in various programs and who are willing to help you if you get stuck. We also offer workshops. The Board/Faculty Professional Development Committee has agreed, in principle, to finance Mac workshops. This year, Eldon Neufeld will be coordinating these workshops. In addition, MUG circulates a brief newsletter that contains little tidbits that can make your Mac computing more productive and enjoyable.

You do not have to own or even be a user of a Macintosh computer to join MUG. All that is required is that you work at Red Deer College.

METAPHORS FOR PROFILE BUILDING: THE JIG-SAW PUZZLE

What is the emerging picture of your personal and professional development?

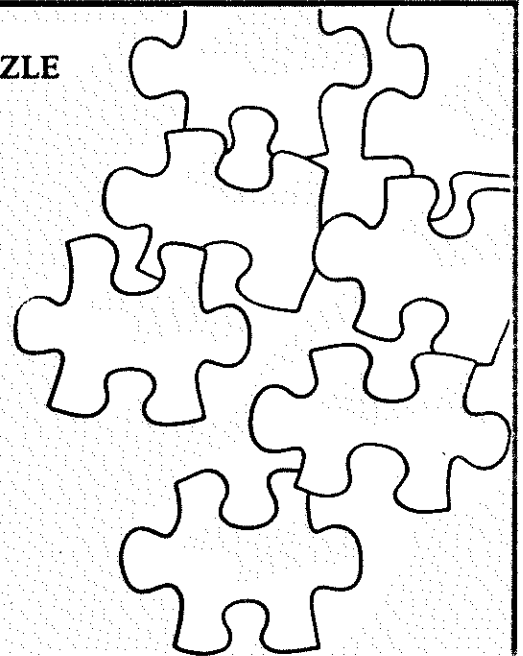
How do the various elements of your life and career interact?

Does your "picture" have boundaries? Where? What are they?

Where are there "pieces" left to turn over?

How is this picture different from last year?

Where will the focus be over the next few years?



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PROFILE DEVELOPMENT WORKSHOPS

Updating your profile?

Constructing the first draft?

Not sure what to include/exclude?

Want to share ideas about profile development?

Then come to an information exchange/discussion session.

- A. Tuesday, October 18, 1988
12:00 - 1:00 p.m.
Cornett Room, 2nd floor LRC
- B. Wednesday, October 19, 1988
4:00 - 5:00 p.m.
Normandeau Room, 2nd floor LRC

"The reports that constitute the higher educational reform movement of the 1980s have taken as their major mission the improvement of undergraduate education. Most of the recommendations have to do with what is taught, i.e. the curriculum. Some seem to think that is where the problem lies -- that students don't learn what they should learn in college. I am inclined to think, however, that how students are taught is even more critical. What is taught is important, but how it is taught makes the difference between a lifelong learner and a grade grubber, between enthusiasm for learning and indifference to it, between an educated society and a credentialed one."

- K. Patricia Cross, "The Need for Classroom Research" in To Improve The Academy 1987

 NOVEMBER 21-27
**COLLEGE
WEEK '88**
"Our Colleges and Institutes.."
Building Community from Coast to Coast"

"IBM Canada spent about \$36 million in 1986 on employee education. On any given day about 500 of its employees are involved in continuing education. Five years ago, Du Pont Canada launched the largest training and development program in its history. When the program started, the company had one terminal or personal computer for every 10 employees; today it has seven for every 10 employees."

- "Get More Focus on Job Training", The Financial Post, September 12, 1988

KITE SUGGESTION BOX

Please remind your students to take advantage of this opportunity.

Starting October 7, every Friday morning at 9:00 a.m., the suggestions will be typed into a report that will be posted on one of the suggestion box's bulletin boards. Then the individual suggestions will be fielded for action or comment to the appropriate person or office within the College. The results of this follow-up will be posted on the other bulletin board.



Kite

KEEP IN TOUCH EFFECTIVELY.

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 5 No. 2

November 1988

REFLECTIONS UPON RDC: AN INTERVIEW WITH PETER RAFFA

Peter Raffa was the College's first Dean, from 1964-1967. The title changed to President, Red Deer College, a position Peter held from 1967-1971. After resigning from the Presidency due to health reasons, Peter continued to teach education courses until 1977. He then became Institution Research Officer, until his retirement this year. Peter is presently assisting the college as a consultant on several projects.

ED: Peter, can you start off by giving us some of the how's and why's of the college coming into being?

PETER: The Red Deer Junior College opened its doors at the Lindsay Thurber Comprehensive High School at 9:00 a.m. on September 23, 1964, with 108 full-time students and 13 part-time students and a faculty of 11 including myself, as the first Dean. We were pleased that we exceeded the projected enrollment of 70 students.

The late Dr. Margaret Parsons was considered to be the founder of the College and was the Chairperson of the College Board until 1969. Mr. Harold Dawe, a part-time member of the College faculty still today, was the co-founder. In addition, Mr. Robert Jewell played a significant role in early years of the College. He was the Chairperson of the Building Committee which was responsible for the planning of the new campus in West Park and into which we moved in the summer of 1968.

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Editor: Ed Kamps

The College had a relatively long gestation period. Documentary evidence would suggest that as early as 1957, the idea was already under discussion. Perhaps the establishment of the first public junior college in Alberta in Lethbridge in 1957 had something to do with it.

The College original mandate was in the area of transfer programs in Arts, Education, and Science. We had to start somewhere, and the Board felt that transfer programs should be offered initially. We had diploma programs in mind at the time such as Nursing and Business Administration as well as others, but we could not implement these additional programs because of a lack of space. They would have to wait until we moved to the new campus; however, the preparatory work for the establishment of diploma programs like Nursing began long before we moved to the new campus in 1968.

Originally the College was under the administration of the Red Deer Public School district No. 104. There were 5 additional participating school jurisdictions: The Catholic School Board in Red Deer,

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and the Counties of Red Deer, Lacombe, Ponoka, and Mountain View. A year or two later the Rocky Mountain House School Division was included.

ED: What was the community's attitude at that time toward the concept of a College in the area?

PETER: There was great community support for the new College, not only in the City of Red Deer, but in the surrounding participating units which I just mentioned.

In 1964 there was only one public junior college in Alberta - Lethbridge which was established in 1957, although there were a number of private institutions. Then, the establishment of a College in Red Deer was deemed to be an exciting new development and the rapid rise in enrollment over the early years was an indication of the support of the community. As a matter of fact the greatest percentage increase in the history of the College and one that is not likely to be equalled again was in 1968-69. There was an 85% increase in enrollment for that year as compared with the previous year.

The Superintendent of Schools of the surrounding participating units attended all the meetings of the College Board. This provided liaison with the College and the community.

There was also an effective program of College promotion involving the faculty and the Dean. We visited annually all the high schools of the district. This personal contact was extremely effective.

Besides that, I was on the road continually making addresses to a host of clubs, service organizations, and associations of one kind or another, promoting the College.

We also used the radio and T.V. as well as newspapers.

ED: Those must have been challenging times. What were the first few years like?

PETER: We remained in the Lindsay Thurber Comprehensive High School until the summer of 1968. In anticipation of the College coming into being in 1964, a brand new wing was built to house the new College. This provided excellent classrooms, labs, and a gymnasium. However, since we were there only temporarily, there was no provision for regular offices for the faculty. We divided up a

classroom for this purpose.

Most of the faculty taught in the High School / make up a full working load. I taught Educational Administration. Needless to say that with this teaching, my administrative work in the College, as well as the heavy commitment to promotion I was a very busy person. In the second year Dr. Sverre Thordarson volunteered on an informal basis, and without pay, to act as assistant Dean. This was over and above a full-time teaching load. I will always be grateful to Dr. Thordarson for this generous gesture.

During the academic year 1964-65 we would have regular faculty meetings covering all topics of interest to the faculty including salary and working conditions. In the spring of 1965 I suggested that this arrangement was unsatisfactory and so I recommended that a Faculty Association be set up, because I felt that academic matters were the appropriate issues of discussion at Faculty meetings whereas matters of welfare such as salary and working conditions should be the subjects of discussion at Faculty Association Meetings. Due to the fact that the role of the faculty was ambiguous because of their involvement in the High School, an informal Faculty Association pending the clarification of the role of the faculty was established in 1965-66, and a formal Faculty Association was established in the following year with Wayne Labor as the first resident.

Our first priority was to promote the College and increase its enrollment. This promotion program I described earlier.

We established the custom of having a general assembly at the beginning of the academic year with Board members and superintendents present, and commencement exercises at the end of the academic year, involving an academic procession. In the first year a Students Association, a student newspaper, and a College Calendar (4-5 pages) were begun. In the second year, a College Yearbook was published.

In view of the small size of the College, I made it a point of interviewing every student in the College.

ED: Besides being larger, what kind of a college are we now compared to the 1960's?

PETER: In the late sixties and early seventies the student power movement was under way. Many institutions had serious problems as a result. Our own institution was not exempt from the effect of the

movement, the core feature of which was more freedom for students and an anti-establishment attitude. Our College did not have serious difficulties during this time; however, I did make a recommendation to the Board, which was accepted, that the President of the Students' Association be invited to sit in on all Board meetings. In addition, I met with him regularly to dissipate any potential problems. These two strategies seemed to preclude any serious difficulties from arising.

The chief difference between what the College was like in the sixties and early seventies and now, is the increase in informality. No student then would dare to call a member of the faculty or administration by the first name. As a matter of fact the early calendars had a section labelled "Modes of Address". In addition, there was another section in the early calendars called "Grooming". I recall that we spent a lot of time at faculty meetings dealing with the topics as to whether female students could wear dresses or slacks in the winter time, and also the topic of the length of hair of the male students. I was given the task of monitoring the length of hair and to deal with the offenders. Actually I never had to deal with even one case in this category. The faculty usually wore suits or jackets and ties, but dispensation was given some to wear a sweater. This was before the advent of jeans.

One item that has not changed at all during the last 25 years is the emphasis on excellence whether in academic studies or sports. The College has always had, from the very beginning, an excellent reputation.

ED: How would you characterize the evolution of the college?

PETER: One of the items that evolved over time was evaluation of the staff. This process began about 1973 or 1974, and was originally based on the work of a Task Force whose final recommendations were designated the "Raffa Report".

The College has become increasingly comprehensive in its offering of programs. This began with the moving into the new campus in 1968.

Since 1968 there has been an increasing emphasis on Community Education. At that time an office of Continuing Education was established.

There has been an increasing concern about our

disabled students.

There has been the increasing informality in certain aspects of College life, which I mentioned earlier.

In the period of the College's history there has been an increasing trend to give women equal access to administrative positions.

ED: What have been some of the critical decision points for the college over the years and how have they been made?

PETER: One of the critical decisions had to do with the establishment of second year in the transfer programs. This decision was made by the Board with the help of the Students Association. As a matter of fact, the students did most of the work, and it was finally achieved in 1970. It was a particularly good example of the fine cooperation between students, faculty, and administration.

The restructuring of the administrative organization initiated by Dr. Luterbach was an important milestone in the history of the College. The College community as a whole, through town hall meetings and in other ways, participated in this decision.

ED: How do you see the college students today being different?

PETER: Despite what I hear from some members of the faculty, I feel that there has been no changes in the College students today as compared to twenty five years ago. Up until 1977, which was my last year of teaching, I did not notice any deterioration in the ability of students to write. Perhaps this has taken place since.

ED: You've had a tremendous involvement with the college. What are some of the things that stand out in your memory from your 25 years as faculty member and administrator?

PETER: I remember the day when the College first opened its doors at 9:00 a.m. on September 23, 1964. It was an exciting time. One of the members of the faculty was in my office a few minutes before 9:00. It was his first day in the classroom. His hands were clammy and he was highly nervous. I suggested to him that I would be glad to go into the classroom with him and introduce him to the students. He responded by saying that he would be alright after the first period of nervousness was

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over. He turned out to be one of the best instructors the College ever had.

I will always remember the official opening of the College in the Fall of 1964 because of two incidents that occurred at that time. I had written to Dr. Walter Johns, the President of the University of Alberta, whom I had known since 1942, to be our guest speaker, and he accepted the invitation. He arrived some 15 minutes before the scheduled start of the ceremonies. Just in passing, I mentioned to him whether he had his speech ready. This remark caught him by complete surprise, but he quickly recovered and suggested that he go into an empty classroom and prepare his speech. In 10 minutes, just about the time the function was to begin, he was ready and gave a marvellous address.

The other incident occurred during the same function. I was in the process of giving my address when the lights went out in the auditorium. Being quick on the draw, I made the following quotation from the Bible "and let there be light." And just as soon as I said this, the lights went on again. This brought the house down.

On November 2, 1967 a dedication ceremony was held at the College which was in the later stages of construction, but the heating system was still not installed. The Governor General, His Excellency the Rt. Hon. Roland Michener was the guest speaker. The dedication was held outdoors just in front of the main entrance. The thing that I remember most clearly about the occasion was that I have never been so cold in all my life, and I am sure that many people who were present can say the same thing. The plaque commemorating this event is to be found just inside the College close to the main entrance.

The College faced a serious crisis in 1972. The faculty and students had a vote of non-confidence in the senior administration in the Fall of 1971. As a result an official inquiry was held in 1972 by Dr. T. C. Byrne. I had resigned from the Presidency early in 1971 due to ill health, and I took no part in the inquiry, but after the completion of the inquiry I wrote an extensive analysis of the inquiry. As a result of the inquiry the Board of Governors was dissolved, the senior administration was dismissed, and an administrator was appointed by the Provincial Government to operate the College. This lasted for one year until Dr. Bill Forbes was appointed as President in 1973.

The other thing that stands out in my memory was the opening ceremonies of the Arts Centre. It was a truly memorable occasion.

ED: Thank you, Peter, for sharing some of your reflections with us.

THIRD ANNUAL CANADIAN ROCKIES GREAT TEACHERS" SEMINAR

June 19-24, 1988:

A Very Positive Experience

by Robert M. Anderson, Teacher Education

As I write this report in October, 1988 I have no problems strongly recommending faculty attendance at future "Great Teachers' Seminars". Wilf Casavant, Division of Technical Training, who also participated in the Seminar agrees with me. Yet, as late as mid-way through the week-long seminar, neither of us was so positive. Why the dramatic shift in thought? Wilf and I agree that the Seminar was one of the most unique and positive professional development activities that we have ever experienced. And experienced it, we did. After one intensive week, most participants were using the word 'powerful' to describe the process. It was so powerful that to write a valid evaluation on the final day would have been impossible. In fact, we were not asked to write such an evaluation. David Gottshall, College of Du Page, Glen Ellyn, Illinois, the Seminar Director who "did not direct", pointed out that one of the greatest mood depressors at the conclusion of any conference or

"... the seminar was one of the most unique and positive professional development activities that we have ever experienced."

workshop was the request to fill out an evaluation form. All participants agreed, for as a concluding exercise we had just portrayed the characteristics of the great teacher in an atmosphere that could best be described as euphoric. We were now prepared to combat the forces of ignorance - and all that the phrase implies - for another year. To prevent a shift in mood and to enable a thoughtful evaluation we we,

requested to write a letter, anytime during the next 12 months, commenting critically on our experience. This type of evaluation is only a small indication of the uniqueness and the thinking representative of the Great Teachers' Seminar movement.

I think all participants were surprised to discover that the Great Teachers' Seminar concept has a 20 year history, is comprised of more than ten regional seminars a year, and is growing. I say movement because there is no organization, by design. Thus, no administrative funding is necessary. The Canadian Rockies Seminar is coordinated by Joyce Benders, Grant MacEwan Community College in Edmonton. Faculty from Grant MacEwan first attended a Great Teachers' Seminar in California. After this introduction the concept was successfully introduced in our region. Attendance at the Seminar has increased each year. Kananaskis Guest Ranch, Seebe, Alberta has been the site of the Seminar but if its attendance increases much more the ranch will be too small for the Seminar. I believe that the organizers should and will freeze attendance, for the private, rustic and beautiful location is a major factor in the success of the seminar. For example the 'room' used for large group sessions and all social events is an old paddle steamer on the Bow River.

As Grant MacEwan personnel transported the concept from California to Alberta, Ontario faculty are likely to transport the idea from Alberta to Ontario. Of the 32 participants (there were also five facilitators), ten were from Ontario. They very much would like to share the Great Teachers' Seminar concept with other central Canadians. This year there were also participants from Saskatchewan, Alberta, British Columbia, Oregon and Washington. All participants were community college instructors and reflected the entire range of fields present at most colleges. An interdisciplinary approach is one of the characteristics of all the Seminars. What are other characteristics?

We learned the first evening that no agenda and no "experts" would be available. For someone schooled in the tradition of the Learned Societies and other traditional academic conferences you can imagine my consternation and my cynicism. The lack of formal speakers and formal agenda explains most of the hesitation of Anderson and Casavant referred to previously. Yet it is this lack and similar unique approaches and processes that led to the positive

opinions at the Seminar's conclusion -- by the time the entire process had impacted on us. The philosophy followed at the Great Teachers' Seminar was the belief that leadership could come from within the group. Furthermore, the collective wisdom of the group was the 'star' of the seminar. Rigid minimal structure was the watchword of the organizers.

Rigid minimal structure meant advance planning and work by all participants and facilitators. Each participant was expected to bring multiple copies of a one-page description of an instructional innovation attempted - successfully or unsuccessfully and a one-page description of an instructional problem encountered - whether solved or unsolved. We were to be prepared to discuss these items. As well, we were requested to bring - and demonstrate in five minutes - a teaching tool or device which we believed had enhanced our effectiveness in the classroom. These presentations provided the structure for early small-group sessions and large-group sessions throughout the week. As the week progressed small-group discussions resulted from interests and needs that emerged as we progressed through the various sessions.

Rigid minimal structure meant that every meal began on time, for every session was designed to begin and end on schedule. The rigid time lines were adhered to. This, in turn, allowed a reasonable time for an individual to be alone, to contemplate, or to socialize in

"The cumulative effect of all these shared resources will long remain with me."

an informal atmosphere. This was necessary, for working sessions were in the morning, afternoon and evening. However, there was always a "Happy Half-Hour" before supper and more socialization after 9:30 p.m. During these lighter moments we were able to browse through copies of other institution's calendars and brochures. Again, we had been asked to bring samples of our college's offerings. We had also been requested to bring a book that had had a strong effect on our approach to teaching. The cumulative effect of all these shared resources will long remain with me. I ask you to decide if there was an agenda or if there were experts present.

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Finally, rigid minimal structure meant six commandments to be followed during all working sessions. They were: 1) do not complain; 2) do not compare systems; 3) do not hold back; 4) do not provide empty show and tell routines; 5) avoid meaningless and irrelevant trivia; and 6) remind people of the first five commandments.

This rigid minimal structure ensured that my week long experience was a fruitful one. I was able to become a better educator. I was able to contribute to the process as well as benefit from it. I learned about other institutions and their practices, just as others learned about Red Deer College. I was able to work and relax with 37 extremely dedicated and interesting professionals. I was able to enjoy our location. It was possible to golf, to horseback ride or, for one half-day, simply be a tourist. Above all, I ended the week revitalized; past teaching problems forgotten; future teaching concerns anticipated positively.

As I re-read these thoughts I realize that a sequence or a structure is lacking. Likely this is a direct result of the multi-faceted process that comprises the Canadian Rockies Great Teachers' Seminar. It is a process that is impossible to clearly describe. You must experience it. Imagine a process that equally satisfies an instructor from Technical Training and an instructor from Arts and Education; or, for that matter, one from Ontario and one from Alberta.

Next year I would like to be a facilitator. I would learn even more.



INNOVATIVE AND SPECIAL PROJECTS FUNDED

Six applications to the Innovative Projects and Special Projects programs were funded by CWPDC at its October 24 meeting

Special Projects - See the faculty development guidebook for a full description.

Dr. Kathleen Biersdorff, Psychology Department, received up to \$1,440 for the cost of research assistants in her study on the Relation of Background and Experiential Factors to Acceptance of Rape Attributions. A survey of a representative sample of community members in Red Deer and Calgary will assess attitudes regarding acceptability of sexual force within a general date scenario when certain potential sexual signals exist. Background information regarding socio-economic status, age, sex, ethnicity, religious upbringing, and values will be collected as well. According to Kathleen's proposal, previous studies have suggested that an overly high proportion of children and teenagers find "date rape" acceptable in the presence of certain appearance behavioural cues. "The tendency to interpret a female's action or appearance as a 'come on' is significantly higher among boys than girls. However no work appears to have been done among the adult population along these lines. Do people find force less acceptable as they age? What background and social values predict continued acceptability of force?"

The **Arts and Education Division** will assist the project with the costs of producing the survey instrument. Collaborating with Kathleen on this research project is Veronika Stokes, an RDC psychology student.

Dr. Birk Sproxton, English, has received up to \$500 to assist in The Brooker Project. The project is to examine the Brooker papers (housed in the special collections library of the University of Manitoba); to study documents appropriate to an essay in progress ("Brooker and the Stream of Consciousness"); and to incorporate these findings in a paper to be read at the York University conference on Bertram Brooker and subsequently published in Provincial Essays, Vol. 7 (Toronto). Birk's earlier work in the

area resulted in his editing and publishing of Sound Assembling: The Poetry of Bertram Brooker, (Turnstone Press). Bertram Brooker (1888-1955) was one of the most remarkable figures in Canadian cultural history. He was an editor, critic, dramatist, novelist and artist. His novel, Think of the Earth, received the first Governor-General's Award for fiction. He was the first Canadian painter to exhibit abstract art, and his paintings hang in every major gallery in the country. Sounds Assembly revealed that Brooker was also one of the first modern poets in Canada.

We have three **Brooker** works in our Permanent Art Collection, including a 1929 abstract valued in 1982 at about \$10,000. It has just gone up in value because of this conference.

Will Marchuk, Biology, has received up to \$2,300 to provide for a one course release in order to work on a Life Sciences Lexicon. The purpose of the lexicon, aimed at senior high school and first year university/college students, is to make the study of biology and the health sciences easier, more practical, and relevant to today's society. "It is envisaged that this lexicon will help students understand and appreciate the living world around them and will help them to understand how the living world is studied."

The lexicon would contain the more common Latin and Greek word roots used in the life sciences organized in such a way that students may refer to a particular word root used in a contemporary context. An example is as follows:

ROOT	USUALLY MEANS	AS IN
oste- -poros	bone porous, full of holes	Osteoporosis: a degenerative bone disease which may be associated with or caused by an inadequate intake of calcium. Common in older females.

Judy Weir, Nursing, has received up to \$3,000 to cover consultant fees and travel and release time to work on Problem Based Learning Resources: Methods and Cases.

"This project will involve the research and develop-

ment needed to implement and evaluate problem based learning as a seminar method for the first year of the proposed Bachelor of Nursing transfer program. Problem based learning has been successfully used to promote problem solving and self-study skills in the medical and nursing programs at McMaster University. To use this method in our proposed B.N. program will necessitate further research into McMaster's methods, adaptation of these to our situation and development of cases (problem boxes, simulated patients) which provide the focus and content of the method. The details of implementation and evaluation need also to be planned."

"One of the important goals of nursing education along with other applied areas is the development of problem solving skills. This goal is perceived to be even more important when delivering baccalaureate nursing programs. The Nursing Department is currently preparing for institution of a B.N. transfer program targeted to begin in Fall, 1989. The proposed curriculum includes seminar time throughout the two years with the intention of providing practice and emphasis on problem solving. Problem based learning is a developed and researched method of providing the opportunity for students to acquire and apply knowledge in simulated situations and, thus, develop problem solving skills. Improvements in student self-study skills have also been noted. As this method is applied in a group, students also gain experience in communicating in groups and exercising leadership skills important for their professional development. Plans to begin a new program afford an excellent opportunity to implement and evaluate this method.

Tom Gwin, General and Developmental Studies, received funding for up to \$5,500 to purchase release time and costs of data entry personnel. These resources are to support a CML English Grammar project. The project is to design, build, and implement a Computer Managed Learning testbank for College Preparatory English courses (English 50, 75, and 130) to supplement classroom instruction. A recently completed DACUM (developing a curriculum) chart and list of specific competencies will serve as the basis for construction of the testbank.

According to the project proposal, students entering College Preparatory English courses are adult learners with diverse backgrounds and varying skill levels

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in English. "Given the diversity of this student population, the College Preparatory Program is in need of a more effective means of meeting the varied learning rates and learning needs of its students. The development of a CML English testbank will provide students with immediate feedback and extensive practice to remediate and/or teach grammar skills. The availability of CML terminals permit students more time outside regular office hours and wider access to practice materials, thereby meeting the needs of adults who require greater flexibility in study schedules to meet academic and domestic demands.

The need for extensive practice and review extends well beyond the needs of College Preparatory students to include nearly all students in programs from Adult Basic Literacy to university transfer. The CML testbank will meet the needs of many students in its initial form, but with subsequent additions is adaptable to meet the needs of a much broader range of students.

Beyond meeting a clearly identified student need, the CML project will offer instructors an opportunity to work with new educational technology, broaden their experience, and incorporate additional instructional methodology into their courses. The design phase of the project will also offer professional development in the area of curriculum design."

Specific outcomes for this project include:

- a. a comprehensive testbank (possibly 6,000 or more questions) for instruction, remediation and testing which complements the DACUM competencies.
- b. expertise in developing CML testbanks and course maps for instructors involved in the project (up to eight instructors).
- c. greater flexibility in instructional methodology.
- d. increased study time for students with immediate feedback of results.
- e. greater flexibility for students to gain access to grammar instruction and practice outside office and class hours.
- f. a testbank format which can be expanded to meet the needs of the wider college community, including off-campus and evening courses.
- g. professional growth for instructors as they learn to use the CML format and technology.
- h. potential for competency-based instruction.
- i. provide access to more individualized learning

materials for students in off-campus locations where classes may contain up to three levels of students at the same time and when instruction tends to be more individualized.

Ralph Wold, Learning Assistance Centre, received \$835 for second term funding of Study Group Program: Integrating Learning Skills with Discipline Related Study.

This project initially funded in April, (See April Directions) focuses on combining the learning of discipline 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 facilitate the formation of study groups, and guide the study group process. Effective learners are chosen from within particular classes and work closely with Learning Assistance instructors and model such skills as note-taking, coordinating text reading with lecture listening, and managing study time. The student leader is also the content specialist in the study group. In this capacity, the student (or peer) leader provides supplemental tutoring to study group members as required. The student leader is 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, and his/her learning skills, knowledge and ability to communicate are the criteria for selection.

The groups operate under the guidance of the Learning Assistance instructor until the group has been firmly established. The Learning Assistance instructor then continues as a resource person for the duration of the group, typically the completion of a particular course by the study group participants. Group members volunteer for the study group, but are expected to attend sessions regularly and maintain their commitment to the group.

The Study Group Program provides a structure within which students will be able to learn together. They are able to support one another in understanding difficult content, and they work together to develop effective strategies for learning. They will be able to apply these new skills throughout their lives. Stud

Group Program participants learn to monitor their own learning so they will be able to confidently adopt corrective study measures when difficulties arise with a particular course.

Rationale for a Study Group Program

Most college instructors have encountered students who study hard but are surprised by mediocre results. Some of these students have gotten by (and sometimes have maintained excellent academic records in high school) because of their ability to memorize necessary content. Yet these students do not understand their own learning process well enough to make adjustments in their study habits that would increase their satisfaction. Other students who have a desire to develop linkages with others with similar interests have a difficult time getting in touch with other learners. These students need encouragement and incentive to join a group designed to enhance their opportunity to learn.

Even when students who recognize the benefits of cooperating in their study efforts do consent to gather together to study, the groups often do not remain productive. Lacking purpose and guidance, they fall victim to mere socializing. The outcome of the informal group can be counterproductive. The Study Group Program encourages participants to develop effective, lifelong learning skills.

KITE SUGGESTION BOX

Starting soon, every Friday morning at 9:00 a.m., the suggestions will be typed into a report that will be posted on one of the suggestion box's bulletin boards. Then the individual suggestions will be fielded for action or comment to the appropriate person or office within the College. The results of this follow-up will be posted on the other bulletin board.



Kite

KEEP IN TOUCH EFFECTIVELY.

INTERNATIONAL EDUCATION SPECIAL INTEREST GROUP MEETS

A recent meeting of the International Education Special Interest Group has resulted in a Steering Committee being formed to prioritize directions and organize activities for the new year. Diane Tyler, Dean of Student Services, Clarke Daniels, Reprographics, Paul Molgat, Business, Marge Arnold, Nursing, and Ed Kamps will be gathering ideas and information over the next couple of weeks.

Already planned are two activities to raise the profile of International Education at RDC. The first involves construction of an international education display centre to be located in the central open area of the LRC. The information resource centre will feature brochures, books, pamphlets, etc. that describe the various organizations, agendas, programs, and other opportunities for students and staff. A good deal of information does exist but this centre will make the data more visible and accessible.

The International Education Special Interest Group in cooperation with the LRC and Students Association will be adding more resources to the centre over the coming months. If you have information or experience to share please contact any member of the committee.

The second initiative scheduled for 9:30 a.m. - 12:00 noon, December 15 involves a presentation by International Education Officials from Grant MacEwan Community College and NAIT. Both these organizations have had extensive experience, particularly in third world development projects. The focus of this presentation will be on Getting Involved in International Education and will consider various philosophies and models that we at RDC might consider as we contemplate greater activity in this area.

"What the classroom teacher needs to know in order to improve performance is what students in his or her classroom are learning during a given unit of instruction. Classroom research emphasizes the importance of getting immediate feedback from students. That feedback may come in the form of oral, written, or performance measures, systematically collected from students sometime during the instruction. Or a teacher might use end-of-course evaluations and feedback to improve or redesign a course."

K. Patricia Cross, "The Adventures of Education in Wonderland: Implementing Education Reform", Phi Delta Kappan, March, 1987.

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THE T. GLENDENNING HAMILTON RESEARCH GRANT PROGRAM

The Department of Archives and Special Collections of the University of Manitoba Libraries offers financial support each year for those scholars and researchers interested in using the Department's growing number of valuable manuscript and imprint collections. Supported by the T. Glendenning Hamilton Fund, the program is directed to graduate students, faculty members, staff, and others whose research projects call for intensive, on-site use of the Hamilton or other collections housed in the Department.

Major collections now open for research include the following:

- Local History collections such as the T.G. Hamilton collection on parapsychology and psychic phenomena, the Winnipeg Tribune collection, the John W. Dafoe papers, and the Marshall J. Gauvin collection on rationalism and free thought;
- Prairie Literature collections including those of Frederick Philip Grove, Ralph Connor, Paul Hiebert, Dorothy Livesay, Eli Mandel, Bertram Brooker, Margaret Stobie, and Charles L'Ami.

Information on these and the growing number of other collections held by the Department is available upon request. For more information contact Dr. Birk Sproxton, 3323.

A "WORKING" SABBATICAL

Excerpts from a sabbatical report written by Vi Honert of the Secretarial Science Program. Vi was on a six month sabbatical earlier this year. For more details, contact Vi at 3208.

"The five working months of my sabbatical were spent in a number of offices in Red Deer and area. In these offices, I performed whatever secretarial tasks were assigned. I also visited a number of offices where I observed and interviewed employers and employees. I have attached to this report detailed descriptions of procedures observed and equipment used in all of these offices. I worked the same hours as other employees (which for three months meant starting at 7:30 a.m.)...

...The first two months, January and February, were

spent at the Red Deer Regional Hospital Centre. A form is attached to my report showing which departments I visited there. Ms. Judy Arthurs, who planned my schedule, ensured that I was able to see all the departments which might be potential work placements for our students. I was pleased to find a number of our ex-students working in this facility. From this broad overview, I was able to ascertain what skills and competencies our students would need to work in these various departments. I spent the whole month of February in the word processing department, doing both practice tapes and real tapes of doctors' dictation of various reports. This allowed me to evaluate the relevance of our medical terminology and medical transcription courses in relation to what the personnel in this department were doing."

"...During the entire month of May, I worked at Union Carbide Canada Limited for the Human Resources Department. Union Carbide is run on principles of participative management, and so proved to provide quite a different experience from all the other offices I was in. They are very "team oriented". Many meetings are held to ensure that all people in a department are aware of what is going on; there is much delegation of responsibility to people who, in more traditional offices, would never be trusted to perform such responsible tasks. There is a lot of emphasis on initiative, carrying through one's responsibilities, communicating well with co-workers and outsiders, and producing quality work. This is the only Union Carbide plant in Canada to operate under this kind of managerial philosophy, but they really believe it is the wave of the future, and are very committed to making it work. They freely admit that it has not been easy to implement, partly because very few of the employees had ever worked under this type of system before. While the adjustment has not been easy, everyone is very enthusiastic about the system, saying that it makes their jobs much more interesting and challenging, and allows a lot of professional growth."

"...Conclusion

Being out in the work force again, even for this limited time, has really reacquainted me with the "real" world, and has given me many examples to draw on to share with the students, which I think makes one teaching much more relevant. It has pointed out

where our courses are on target, and where they can be improved.

The personal contact with members of the business community made possible by this sabbatical project will also be very valuable. I feel certain that it will lead to placements for our students on work experience, and will also be a source of speakers and Advisory Committee members.

I feel that all around it has been a very valuable experience, and that more college instructors should be encouraged to update their experience in business and industry. It would make many programs more relevant and meaningful.

I want to thank the Professional Development committee for granting me this sabbatical. I have appreciated the experience very much, and I am sure it will enhance my teaching in the years to come."

"In the U.S.A. 8 million Americans are estimated to be involved in continuing education at a cost (1985) of Cdn \$80 billion - or about the total cost of education at all American universities and colleges. Some \$17 billion of this was allocated to management education and training of which about \$800 million went to business school post-graduate and mid-career studies. Management literacy is big business in the U.S. In 1986, 10,000 executives spent \$20 million in fees to attend 150 post-experience programs at the Harvards, MITs and Stanfords. A survey of 300 top corporations predicts an upward trend. Executive MBAs (EMBA's) are another part-time management development offering.

But the emphasis in the U.S. today is on the "corporate classroom." The presence of over 400 corporate universities, colleges or institutes, 250,000 full-time and 500,000 part-time trainers in the country points to a need to develop knowledge, skills and expertise specific to corporate responsibilities. IBM managers are thought to need 40 hours of training every year. AT&T in its heyday did more education and training than any one U.S. university. Eighteen corporate education institutions grant their own degrees."

Going Global: meeting the need for international business expertise in Canada, published by the Corporate-Higher Education Forum, 1988.

RED DEER COLLEGE AUTHORS

- Maureen Myers, Librarian, LRC

Since its development in the Fall of 1986, the Learning Resources Centre's collection of publications by Red Deer College Authors has grown to over 90 items. This collection began at the suggestion of the Group in Support of Excellence with the support of the KITE program. It attempts to bring together the publications of both past and present Red Deer College staff.

A recognition of the contributions to scholarly research made by staff members, along with the availability of their publications to the college community have been the prime goals in this endeavour. The collection includes monographs, theses, periodical articles, and audio-visual items.

In commemoration of the 25th anniversary of Red Deer College a bibliography of the items presently in the LRC collection was prepared by Paul Boulton. This bibliography is available in the LRC, and includes an alphabetical author listing of publications in the LRC, and a listing of articles that have appeared in Directions.

A specific heading has been established in the Subject Catalogue to help you locate these items. Each item is kept in the part of the collection that supports its subject content, but all are brought together under the heading "RED DEER COLLEGE AUTHORS" in the Subject Catalogue.

The LRC displays selected items by Red Deer College Authors twice a year, during Colleges' Week in late November, and during Open House in early March.

If you are interested in viewing the items already in the collection please feel free to come to the LRC and see what we have on hand. We would also like to add to the collection, so if you have any publications that are not presently in the collection please send copies of your publications to the LRC and they will be added.

"In the jargon of educational measurement, the call for formative evaluation is loud and clear. Ironically, however, practically all the proposals and practices in assessment today involve *summative* evaluation, which emphasizes the collection of bottom-line data to "sum up" what happened. *Formative* evaluation, in contrast, collects data with the intention of improving the educational process while it is in the formative stage."

- K. Patricia Cross, "The Adventures of Education in Wonderland: Implementing Education Reform", Phi Delta Kappan, March, 1987.

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ECD UNDERTAKES INNOVATIVE PROJECT

- Malcolm Read, Early Childhood Development

Members of the Early Childhood Development program took part in a visit to Pacific Oaks College, Pasadena, for the week of May 14-21, 1988, and then completed a two day follow-up session at the University of Alberta in June, 1988.

Pacific Oaks College, together with Bank Street College in New York, has been a leader in the field of early childhood development, and in the preparation of personnel to work with young children, for many years. The particular purpose in this visit was to learn more about the teaching strategies used at Pacific Oaks, and to spend time observing in both the adult classes, and in the various children's lab centres. We were fortunate to spend the time working with Dr. Elizabeth Jones, a renown researcher and writer in the field.

One of the issues which interested all participants in the visit, was that of how we facilitate learning for adult students which is more congruent with how we then hope/expect they will work with young children.

As a result we explored the concept of emergent curriculum, in both a theoretic and practical sense. The learning from this week has contributed greatly to the department's discussions and plans to adjust some of its teaching methodologies. These include - an increased emphasis on the integration of content across subject areas, and ways of teaching which are more student directed and managed.

The department is already piloting some of the ideas gained at Pacific Oaks, and is working towards a more complete change in approach within the next three years.

Some of the other benefits which accrued from this visit include:

1. The visit was organized as a coordinated project - Red Deer College and the University of Alberta. As a result we have closer working relations with the University of Alberta, and have been invited to work with them on establishing some graduate level courses which would help to prepare instructors who wish to work in early childhood.
2. The University of Alberta offered the visit as a

graduate course, so that all eligible participants received credit for the course.

3. Dr. Elizabeth Jones spent a day at Red Deer College, with the ECD instructional and child-care staff.
4. A total of 34 people from across Alberta took part in the visit. Many of these were college/university instructors (all but 1 college ECD program was represented). A result of this is a much closer knowledge and working relationship among the ECD programs.
5. Play Matters Lab Centre is involved in working with Dr. Elizabeth Jones on a research project which is studying the interactive behaviours of staff and children.

This was a very worthwhile project, and I thank the CWPDC Committee for assisting with the costs incurred for members of the ECD program.

[EDITOR'S NOTE: This project was supported by a grant through the Innovative Projects program of the CWPDC.]

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

A. Educational Resources and Student Services

- August to October 15, 1988

The faculty members of the Divisions met in late August to decide on procedures and to elect a divisional committee. The procedures that were agreed upon have been circulated to all faculty in the division.

The committee consists of:

Maureen Myers (LRC)
Rueben Grue (Counselling)
Glynis Wilson Boulton (LAC)
Diane Tyler (Administration)

The **Divisional PD Committee** met in early October to review professional development profiles. The profiles indicated that a common area of interest among faculty members is computer literacy. Glynis will be sending out a questionnaire to determine if there are any common needs which could be addressed through workshops.

Ed Kamps was invited to both of the above meetings to provide information about how his office can help.

faculty with their professional development needs. We will continue to invite him to meetings as his presence is helpful.

B. Visual and Performing Arts

Kirk Marlow and **Graham Page** of the Art and Design department are participating in the Fall '88 Lecture Series sponsored by Alberta Culture and Multiculturalism. The seminars take place in major centres throughout the province.

C. General and Developmental Studies

Tom Gwin, **Donna Storvik**, **Gerry Paradis**, **Marilyn MacDonald** and **Lloyd Graff** attended the CML Provincial Users' Group Annual Conference. The English curriculum group is working on a CML Project in English 75.

Bob Forbes, **Art Gagne** and **Carol Neufeld** attended the annual ACIFA Conference at Keyano College.

Joe McCutcheon attended the annual College Chemistry Canada Conference in Toronto.

Don Wales was a participant in a field trip to Bamfield Marine Research station.

Angela Jeske completed the first draft of her thesis for an M.A. in history at the U. of A.

Art Gagne has registered in a masters program with Gonzaga University. (MA in Curriculum and Administration).

Don Wales obtained a Wilderness First Aid Certification in August. He participated in 30 hours of instruction and accident simulations.

GROUP IN SUPPORT OF DEMONSTRATIONS

The first meeting of this new special interest group, GISOD, was held Tuesday evening, November 15 at Red Deer College. Seven participants from both within and outside the College took part (with several more parties expressing interest). A few demonstrations were presented and discussed. The major part of the meeting involved discussing the various interests and needs of individuals with respect to using and/or performing demonstrations. It was agreed that the group could be very helpful, interesting and stimulating, and that there were many areas for the group to explore.

The group decided to meet regularly, approximately once per month, starting in January. A meeting plan was developed, including segments on: sharing demonstrations with feedback from the group; brainstorming ideas for alternate uses of demonstrations; brainstorming alternate demonstrations for a given purpose; prepared presentations on philosophical topics by volunteers; and discussion of presentations.

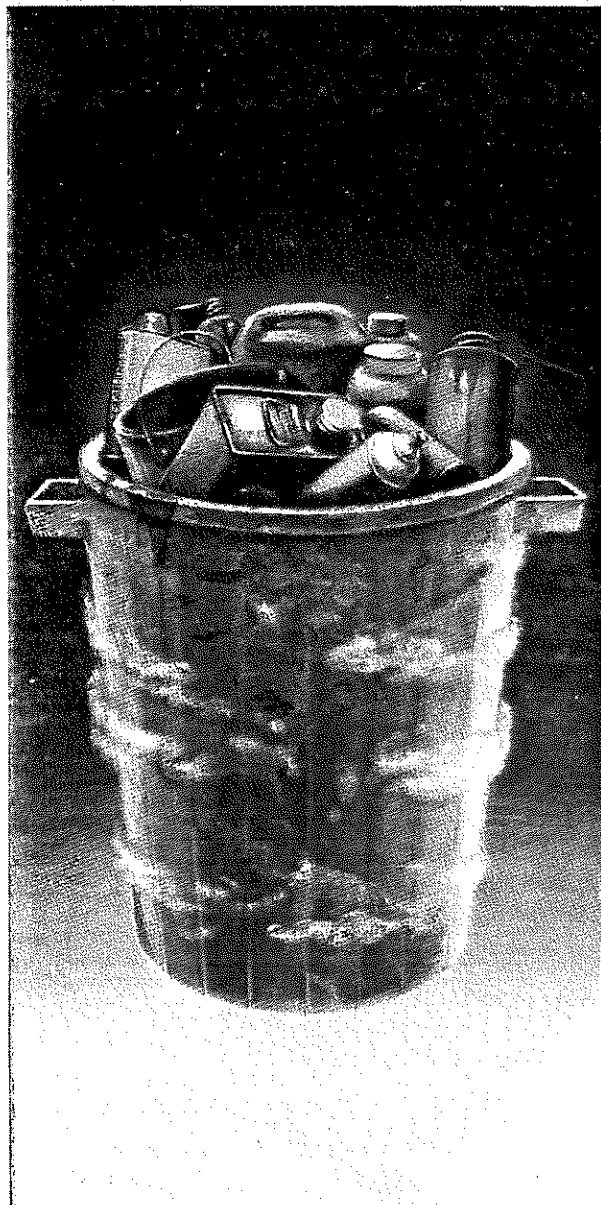
The purpose of the group is to share expertise and ideas, and to improve the abilities of demonstrators of any sort. The group has the potential to provide a dynamic, interesting, fun and stimulating challenge to anyone interested in learning, improving or developing demonstrations in any field.

For more information please call Don Wales at 3252 or Paul Williams at 3390.

AMATYC CONVENTION

(American Mathematical Association of Two-Year Colleges)

The 13th annual convention of AMATYC was held in Calgary, October 26-30, 1988 - the first convention held outside the U.S. R.D.C. mathematics instructors from the Divisions of Health and Science and General and Developmental Studies contributed to the planning and hosting of the conference which was attended by over eight hundred people. Shao Mah was Co-Chair of the Convention and Marilyn MacDonald was Hospitality Chair, and both did a great deal to ensure the success of the convention. Manny Estabrooks, Bob Forbes, Doug Girvan, Ved Madan, Linda McInnes, Carol Neufeld and Eldon Neufeld attended some of the wide offering of mini-courses, workshops and conference sessions and assisted with hosting the function. The conference, which was co-hosted by Red Deer College, Mount Royal College and SAIT, focused on problem-solving, and was deemed a great success by organizers and attendees.



If you're watching out for your family's future, be sure to watch

OUR THROWAWAY SOCIETY

This 30-minute documentary about Alberta's Special Waste Management System will show how Albertans can become involved in solving waste management problems.

CFCN-TV Calgary/Medicine Hat/
Lethbridge 7:00 p.m.,
Wed., Nov. 30

CFAC-TV Calgary/Lethbridge
8:30 p.m., Sat., Dec. 3

CFRN-TV Edmonton 6:30 p.m.,
Sun., Dec. 11

CITV Edmonton 7:00 p.m.,
Thurs., Dec. 8

CKSA-TV Lloydminster 9:00 p.m.,
Sat., Dec. 10

CITL-TV Lloydminster 7:00 p.m.,
Tues., Dec. 6

CHAT-TV Medicine Hat 7:00 p.m.,
Fri., Dec. 2

CKRD-TV Red Deer
7:00 p.m.,
Thurs., Dec. 8

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A Faculty Development Newsletter
of Red Deer College

Vol. 5 No. 3

December, 1988

THE CLOSING OF THE AMERICAN MIND

by Allan Bloom (Simon and Schuster, 1987)

Reviewed By Moh Rattan, Chairperson Humanities and Social Sciences.

The Closing of the American Mind is a powerful critique of the intellectual and moral malaise of our age. Bloom argues that under the pressure of radical groups in the sixties, American higher education failed to provide intellectual leadership and offered instead every conceivable concession. What was needed was a liberal education to give radical and confused students 'the wherewithal to examine their lives and survey their potential'. Slogans such as 'greater openness', 'less rigidity', 'freedom from authority', 'inner direction', 'growth', 'individual development', 'make love not war', etc. became popular on campuses but these catchwords had no content and expressed no view of what was wanted from a university education. The old core curriculum - according to which every student had to take a smattering of courses in the major divisions of knowledge - was abandoned. The result is that today's students 'know so much less, are so much slacker intellectually, that they make their predecessors look like prodigies of culture'.

The university offers no distinctive vision to the young person, nor is there a set of competing visions, of what an educated human being is. Thus, when a student arrives at the university, he finds a bewildering variety of departments and courses that are competing and contradictory, and no formal attempt at integrating their offerings. It is just a matter of chance whether a student finds a mentor who can give him an insight into one of the great visions of education distinguishing part of every civilized nation. And there is no university-wide agreement about what he should take. It is easiest simply to make a career choice and go about getting prepared for it. The student gets a training for making a living and has no idea what education is all about.

Young people of today, according to Bloom, lack an understanding of the past and a vision of the future. Our universities no longer provide the knowledge of the great tradition of philosophy and literature that made students aware of the order of nature and of man's place within it. Bloom claims that the expedience of moral relativism now justifies ignorance. Students need not be embarrassed by their ignorance because it's OK to be "Who you are". They need not entertain the idea that some value systems may be better than others and why. Democratization of education has meant that the opinions of a learned person are equated with the views of the most naive student. Bloom suggests that most of the modern movements and trends of the times such as pop psychology, rock music, feminism, affirmative action, divorce, the sexual revolution have all contributed to the intellectual and moral confusion.

Bloom's book is really an intellectual and spiritual autobiography of a political philosopher who pines for the more spiritual, moral, and literate time in American history. The book is full of extreme assertions and unwarranted generalizations. However, The Closing of the American Mind is a serious book and it should appeal to the thoughtful educator who believes in ideals because the book makes a strong case that education should be for life enrichment rather than merely for making a living. According to Bloom, the solution to the problems of higher education in America, and I presume in Canada as well, is to return to the Great Books approach to liberal education.

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DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee. Deadline for submission for the next **DIRECTIONS** is January 6, 1989.
Editor: Ed Kamps

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The book is full of historical and philosophical underpinnings (in the German intellectual tradition) of American higher education of the fifties; and, as such, provides a refresher on the contributions of Rousseau, Kant, Descartes, Hobbs, Locke, Schiller, Hegel, Goethe, de Tocqueville, Nietzsche, and Heidegger.

The Closing of the American Mind is thought provoking and can be a rewarding experience. I recommend the book highly, especially for faculty in departments other than humanities and social sciences.

"The fundamental purpose and task of education is not to teach people how to be, to be like their teachers in a world like their teacher's world. Rather it is to teach them how to become, become whatever they want in whatever kind of future world they live."

Bruce F. Goeller

"Failure to transcend limits to the imagination somehow seems more heinous in the university milieu, devoted as it is to the free life of ideas. One major cause may well be specialization - our attempt to know more and more about less and less. Initially this approach was not entirely bad, as shown by the remarkable output of useful results in the broadest sense. But success breeds its own brand of failure. These days we are witnessing within universities the way disciplinary binders prevent the cross-fertilization of disciplines required by current conditions. Even though interdisciplinary programs are on the rise, the current university system provides little incentive to create the capacity for integration of specialties, so its residents either have not cared to or cannot think of vehicles for exploiting such possibilities to the maximum."

Louise Vagianos, "Today is Tomorrow: How Higher Education's Present Shapes Its Future" in Universities in Crisis: A Medieval Institution in the Twenty-First Century

WORK AND STUDY IN DEVELOPING COUNTRIES

Submitted by Marge Arnold, Nursing

Are you interested in experiencing life in a developing country?

- To work with an inter-governmental organization?
i.e. United Nations, E.E.C.
- To work with a government sponsored organization?
i.e. CIDA, C.D.C.
- To work with a non-governmental organization?
i.e. Project HOPE, private consultation
- To do voluntary work? i.e. Crossroads International, Christian Outreach
- To study?

The Directory of Work & Study in Developing Countries by David Leppard, 1968 (Ref 2376 D57) explores many possibilities for all of the above. It is based on a survey of over 1,000 organizations and institutions which provide vocational, voluntary and academic opportunities throughout the third world.

For easy access of your area of interest, the book is divided into governmental and non-governmental work, voluntary work and study sections. It is further divided into three geographical regions:

1. Africa and the Middle East
2. Asia, the Far East and the Pacific
3. Latin American and the Caribbean

Current fields of most urgent recruitment needs include: administration, agriculture, child care, construction and engineering, economics, health, medicine and nursing, secretarial and clerical, and teaching.

The book concludes with practical information about visa and work permits, vaccination requirements, etc.

Expand your horizons--over 400 organizations listed in over 100 countries throughout the developing world. Take a peek inside this book and you may find a new chapter for your future.

APPLICATION DEADLINES APPROACHING

Deferred Salary Leave Plan	December 31, 1988
Sabbaticals	January 15, 1989
Leave of Absence	January 15, 1989
Innovative Projects	March 1, 1989
Special Projects	March 1, 1989
In-House Visiting Faculty	March 1, 1989
Study Leave Fund	March 1, 1989

LIARS AND TRUTH TELLERS

by Paul Dunning, LAC

The country of Zarr is inhabited by two types of people, liars and truars (truth tellers). Liars always lie and truars always tell the truth. As the newly appointed Canadian ambassador to Zarr, you have been invited to a local cocktail party. While consuming some of the native spirits, you are engaged in conversation with three of Zarr's most prominent citizens: Joan Landill, Shawn Farrar, and Peter Gant. At one point in the conversation Joan remarks that Shawn is a liar and Peter is a liar. Shawn vehemently denies that he is a liar, but Peter replies that Shawn is indeed a liar. Diana Mulden, executive assistant to Peter Gant joins the trio. Shawn, known for his outspoken manner, states that Diana and Peter are both liars. Peter disagrees with Shawn and says that Shawn is a liar and Joan is also a liar. Diana insists that she is a truar. Can you determine if Peter is telling the truth? Why or why not?

- Solution on page 6.

INTERESTED IN THE STUDY OF POST-SECONDARY EDUCATION?

Two courses offered by the University of Alberta's Department of Educational Administration are being considered for delivery at Red Deer College in 1989-90 if sufficient interest is evident:

Ed Adm 571 Organization of Postsecondary Education

This course provides students with an introduction to the field of postsecondary education including colleges, universities, and other postsecondary institutions. Although the focus is upon Canadian institutions and systems, examples are drawn from all over the world. Topics such as the philosophy, purposes and development of post secondary education, alternative structural forms and provincial coordination systems receive attention.

Ed Adm 572 Administration of Postsecondary Education

This course is designed to provide an in-depth study of the administration of postsecondary institutions, with some specific emphasis upon the comprehensive community college. Students will be encouraged to consider the specific issues of interest to them and to pursue them in depth during the course. Although topics of interest might include system-level relationships, the primary focus will be upon institutional governance. Ed Adm 571 is a prerequisite.

If you are interested please contact Dr. John Tobias (3230) or Ed Kamps (3275).

RED DEER COLLEGE AUTHORS

- Maureen Myers, LRC

The LRC's Red Deer College Authors Collection is continuing to grow. Some of the new additions include:

Anderson, Robert M., Joanne Bucklee and Glynis Wilson Boulton. **The integration of learning skills into the curriculum.** Red Deer: Red Deer College, 1988.

Boulton, Paul Gordon. "The story of a small town library : Paris Public Library - the early years." **Library History Review**, 2 (1975) : 48-56.

Elliott, David Raymond. **Bible Bill : a biography of William Aberhart.** Edmonton: Reidmore Books, 1987.

Madan, Ved P. **An introduction to Euclidean, non-Euclidean and projective geometrics.** Rev. Ed. Red Deer: Red Deer College, 1979.

Marchuk, William N. "Some anatomical changes in the cotyledonary node in relation to correlative inhibition of the lateral shoot growth flax." **Botanical Gazette**, 139 (1978): 69-80.

Marchuk, William N. "Surgical studies on growth and xylem differentiation in the cotyledonary shoots of flax." **Canadian Journal of Botany**, 56 (1978) : 476-482.

Soper, A.C. **Experiments in organic chemistry : Chemistry 350.** [s.l.: s.m.], 1979.

Swanson, Doug. "Evaluation of chaining strategies for learning sequenced non-meaningful syllables." **Journal of Practical Approaches to Developmental Handicap**, 9 (1985) : 20-26.

Swanson, Doug. "Stress and burnout I : the development of a taxonomy / Stress and burnout II : stress in residential rehabilitative services." **Residential Treatment for Children and Youth**, 4 (1987) : 9-44.

If you are interested in having a look at any of these publications they are listed in the card catalogue under the subject heading RED DEER COLLEGE AUTHORS. If during our transition to the online catalogue you are unable to find the title you want let the reference librarians know.

We are always adding to the Red Deer College Author Collection so please send us any of your publications and they will be included.

The Society for
Teaching and Learning
in Higher Education

Ninth Annual Conference
on
**Teaching and
Learning in Higher Education**

June 17-20, 1989

Committee for the Improvement
of Teaching and Learning
University of Alberta
Edmonton, Alberta

Call for Contributions

Session Proposals Must be
Received by February 10, 1989

DIRECTORY OF ADULT EDUCATORS PLANNED

At the first meeting of the year of the Adult Education Special Interest Group, the members present suggested that a survey be taken to determine the extent and level of interest of individuals in the college and surrounding area regarding the support of adult education activities.

As part of the discussion around the proposed activities of such a group, the following ideas were presented. An adult education group would enable a recognized body to respond to the ongoing professional needs of adult educators. Some of these needs could include bringing in speakers on current and ongoing topics in adult education (such as Dr. Raymond Wlodkowski or Dr. J. Roueche); holding general meetings for open discussion of new developments or background information; lobbying for adult education courses to be held in Red Deer; establishing car pools to courses in nearby cities (and thereby provide a ready-made support/discussion group); and perhaps even look toward establishing, as a long-range goal, a Central Alberta Adult Education organization.

Another short-term objective established by the group is to compile a list of interested adult educators, along with their phone numbers and areas of interest/expertise, which could facilitate informal networking and discussion among individuals with a common interest area. To enable the Adult Education Special Interest Group to compile this directory of adult educators, and to plan future activities, please contact Tom Gwin (3116) or Ed Kamps (3275) for a survey form.

Vaccination Certificate Requirements and Health Advice for International Travel

This booklet is published by the World Health Organization (WHO). Contents include:

- International vaccination certificate requirements
- Health risks to which travellers may be subject
- Precautions against certain diseases and injuries
- Geographical distribution of health hazards to traveller

For a copy, contact Ed Kamps (3275).

"... the future cannot be predicted, but futures can be invented."

Dennis Gabor

THREE LETTERS FROM TEDDY

Teddy's letter came today, and now that I've read it, I will place it in my cedar chest with the other things that are important to my life. "I wanted you to be the first to know." I smiled as I read the words he had written and my heart swelled with a pride that I had no right to feel. I have not seen Teddy Stallard since he was a student in my 5th grade class, 15 years ago. It was early in my career, and I had only been teaching for two years. From the first day he stepped into my classroom, I disliked Teddy. Teachers (although everyone knows differently) are not supposed to have favorites in a class, but most especially are they not to show dislike for a child, any child. Nevertheless, every year there are one or two children that one cannot help but be attached to, for teachers are human, and it is human nature to like bright, pretty, intelligent people, whether they are 10 years old or 25. And sometimes, not too often, fortunately, there will be one or two students to whom the teacher just can't seem to relate. I had thought myself quite capable of handling my personal feelings along that line until Teddy walked into my life. There wasn't a child I particularly liked that year, but Teddy was most assuredly one I disliked. He was dirty. Not just occasionally, but all the time. His hair hung low over his ears, and he actually had to hold it out of his eyes as he wrote his papers in class. (And this was before it was fashionable to do so!) Too, he had a peculiar odor about him which I could never identify. His physical faults were many, and his intellect left a lot to be desired, also. By the end of the first week I knew he was hopelessly behind the others. Not only was he behind; he was just plain slow! I began to withdraw from him immediately. Any teacher will tell you that it's more of a pleasure to teach a bright child. It is definitely more rewarding for one's ego. But any teacher worth her credentials can channel work to the bright child, keeping him challenged and learning, while she puts her major effort on the slower ones. Any teacher can do this. Most teachers do it, but I didn't, not that year. In fact, I concentrated on my best students and let the others follow along as best they could. Ashamed as I am to admit it, I took perverse pleasure in using my red pen; and each time I came to Teddy's papers, the cross marks (and they were many) were always a little larger and a little redder than necessary. "Poor work!" I would write with a flourish. While I did not actually ridicule the boy, my attitude was obviously quite apparent to the class, for he quickly became the class "goat," the outcast - the unlovable and the unloved. He knew I didn't like him,

but he didn't know why. Nor did I know - then or now - why I felt such an intense dislike for him. All I know is that he was a little boy no one cared about, and I made no effort in his behalf. The days rolled by. We made it through the Fall Festival and the Thanksgiving holidays, and I continued marking happily with my red pen. As the Christmas holidays approached, I knew that Teddy would never catch up in time to be promoted to the sixth grade level. He would be a repeater. To justify myself, I went to his cumulative folder from time to time. He had very low grade for the first four years, but no grade failure. How he had made it, I didn't know. I closed my mind to the personal remarks. First grade: Teddy shows promise by work and attitude, but has poor home situation. Second grade: Teddy could do better. Mother terminally ill. He receives little help at home. Third grade: Teddy is a pleasant boy. Helpful, but too serious. Slow learner. Mother passed away end of year. Fourth grade: Very slow, but well behaved. Father shows no interest. Well, they passed him four times, but he will certainly repeat fifth grade! Do him good! I said to myself. And then the last day before the holiday arrived. Our little tree on the reading table sported paper and popcorn chains. Many gifts were heaped underneath, waiting for the big moment. Teachers always get several gifts at Christmas, but mine that year seemed bigger and more elaborate than ever. There was not a student who had not brought me one. Each unwrapping brought squeals of delight, and the proud giver would receive effusive thanks. His gift wasn't the last one I picked up; in fact it was in the middle of the pile. Its wrapping was a brown paper bag, and he had colored Christmas trees and red bells all over it. It was stuck together with masking tape. "For Miss Thompson - From Teddy" it read. The group was completely silent, and for the first time I felt conspicuous, embarrassed because they all stood watching me unwrap that gift. As I removed the last bit of masking tape, two items fell to my desk; a gaudy rhinestone bracelet with several stones missing and a small bottle of dime-store cologne-half empty. I could hear the snickers and whispers and I wasn't sure I could look at Teddy. "Isn't this lovely?" I asked, placing the bracelet on my wrist. "Teddy, would you help me fasten it?" He smiled shyly as he fixed the clasp, and I held up my wrist for all of them to admire. There were a few hesitant oohs and ahhs, but as I dabbed the cologne behind my ears, all the little girls lined up for a dab behind their ears. I continued to open the gifts until I reached the bottom of the pile. We ate our refreshments, and the bell rang. The children filed out with shouts of "See you next year!" and "Merry Christmas!" but Teddy waited at his desk. When they had all left, he walked toward me, clutching his gift and books to his chest. "You smell just like Mom," he said softly, "Her bracelet looks really pretty on you, too. I'm glad you liked it." He left quickly. I locked the door, sat down at

DIRECTIONS

my desk, and wept, resolving to make up to Teddy what I had deliberately deprived him of - a teacher who cared. I stayed every afternoon with Teddy from the end of the Christmas holidays until the last day of school. Sometimes we worked together. Sometimes he worked alone while I drew lesson plans or graded papers. Slowly but surely he caught up with the rest of the class. Gradually there was a definite upward curve in his grades. He did not have to repeat the fifth grade. In fact, his final averages were among the highest in the class, and although I knew he would be moving out of the state when school was out, I was not worried for him. Teddy had reached a level that would stand him in good stead the following year, no matter where he went. He had enjoyed a measure of success, and as we were taught in our teacher training course, "Success builds success." I did not hear from Teddy until seven years later, when his first letter appeared in my mailbox. Dear Miss Thompson, I just wanted you to be the first to know. I will be graduating second in my class next month. Very truly yours, Teddy Stallard. I sent him a card of congratulations and a small package, a pen and pencil gift set. I wondered what he would do after graduation. Four years later, Teddy's second letter came. Dear Miss Thompson, I wanted you to be the first to know. I was just informed that I'll be graduating first in my class. The university has not been easy, but I liked it. Very truly yours, Teddy Stallard. I sent him a good pair of sterling silver monogrammed cuff links and a card, so proud of him I could burst! And now today - Teddy's third letter. Dear Miss Thompson, I wanted you to be the first to know. As of today I am Theodore J. Stallard, M.D. How about that!?? I'm going to be married in July, the 27th, to be exact. I wanted to ask if you could come and sit where Mom would sit if she were here. I'll have no family there as Dad died last year. Very truly yours, Ted Stallard. I'm not sure what kind of gift one sends to a doctor on completion of medical school and state boards. Maybe I'll just wait and take a wedding gift, but my note can't wait. Dear Ted, Congratulations! You made it, and you did it yourself! In spite of those like me and not because of us, this day has come for you. God bless you. I'll be at that wedding with bells on!

Elizabeth Silance Ballard

Reprinted from: Attitude Concepts for Today, Inc. P.O. Box 411, Bluffton, IN 46714
(219) 824-2441

Solution:

Joan is a liar because only Peter or Shawn can be a liar but not both because they disagree on the status of Shawn. (Shawn says he is a truar; Peter says he's a liar.)

If Joan is a liar then Peter must be a truar when he says that Shawn is aliar and Joan is also a liar.

CBC SPEAKERS' BUREAU

In the Information Age in which we live, communication is vital. It is a time when the media wields a great deal of influence, and this can have a major effect on your organization.

This is where the CBC Alberta's Speakers' Bureau can be of assistance. We can provide you, free of charge, with a qualified speaker from one of today's most dynamic professions: the media.

If your organization would like to hear more about what makes the news; how radio and television touch our lives; how to deal with the media; the role of public broadcasting in Alberta, or any other related topic of current concern, please contact me.

We at CBC enjoy being in the community, meeting our audience and hearing their views.

We would like to hear from you.

Kathie Konarzewski, Manager, Communications, CBC Edmonton (468-2324).

transitions
transitions
transitions

Association
for Media and
Technology in
Education in
Canada
—19th
National
Conference

AMTEC '89

Mark your calendar—
17-21 June 1989
in Edmonton, Alberta

*Are you ready to make the
transition?
—into the next decade
—to a new world view
—to incorporate new technologies*

Pre-conference Workshops,
Keynote Presenters and Concurrent
Sessions
will cover
instructional design, distance
education, computer assisted
learning, media production,
research in media and technology in
education

For further information on the call for
papers, media festival entry or the
registration package (available in
February '89)
contact
Catherine E. Gorday
Alberta Technology, Research &
Telecommunications
10909 Jasper Avenue
Edmonton, AB T5J 3M8
(403) 422-0561

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 5 No. 4

January, 1989

AN APPROACH TO FOSTERING THINKING AND UNDERSTANDING

NOTE: For over two years the writer has been attempting to develop a model for fostering thinking and understanding that will make sense to students. The following is my latest revision. Any comments or any suggested revisions to the figure and the brief discussion of it, would be most welcome. Above all, the writer would be interested in knowing if this approach seems worthwhile pursuing.

- Robert M. Anderson, Teacher Education

Fostering critical thinking and understanding are primary learning objectives of the instructor. To facilitate the attainment of these objectives, the instructor must first make the students understand the relevance of course topics. These topics must become meaningful to the students or little critical thinking and understanding will occur.

An Instructional Problem

How can students be encouraged to search for the relevance of topics being considered? How can the topics be made meaningful to the students?

A Proposed Solution

The instructor should encourage students to prepare for any course activity, such as studying an assigned reading, preparing for class discussions or examinations, by asking themselves questions (For example, "Why am I asked to read this particular article?" "How does the article relate to the larger topics?" "How does it relate to in-class lectures?") Links should be identified. The instructor could indicate connections between class lectures, assigned readings, personal experience and the task (perhaps an essay examination). Personal experience is a major consideration, for only by relating a new or strange topic to an individual's

experience can the substantive content be truly internalized; thus leading to greater understanding.

There obviously are many levels of tasks in terms of complexity. Students and instructors must progress through these cognitive levels (always making links) if true thinking and understanding are to occur. For example, to answer factual questions based on an assigned reading is one level of cognition. To link the substantive content of the reading to a different reading requires a higher level of cognition. To apply the academic content of the readings in a work experience entails yet a higher level of complexity. Ultimately, students might internalize a concept that they were first introduced to, through a single reading and/or a classroom lecture in such a way that it becomes a permanent component of their belief systems -- a truly complex task.

By constantly searching for links between the immediate task and class activities, readings of any kind, and personal experience a student should gradually ascertain the relevance of the task. Of even greater import, a student

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DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee. Deadline for submission for the next **DIRECTIONS** is February 8, 1989.

Editor: Ed Kamps

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should learn to think in a more critical manner and thus become a better student. The continuous action of actively seeking links should ultimately lead to better thinking and understanding. This approach from the learner's frame of reference is illustrated in figure 1.

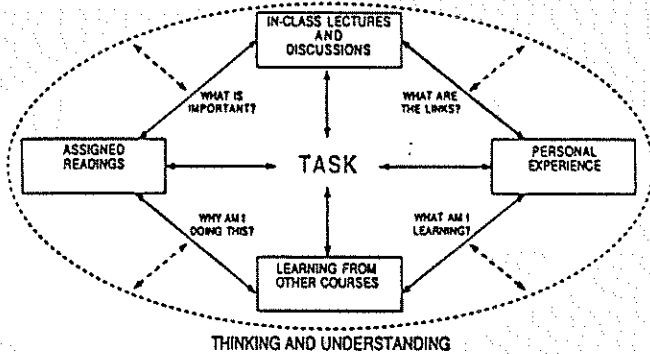


FIGURE 1
AN APPROACH TO LEARNING

RESEARCH AND WRITING SUPPORT GROUP TO MEET

An informal meeting of the research and writing support group is scheduled for Tuesday, February 7, at 4:00 p.m. in B099 (the Gretzky Room) below the 900 wing.

Goals of the Research and Writing Support Group include:

- To increase the awareness and heighten the role of research and writing by College staff.
- To facilitate networking.
- To provide a sounding board for members' ideas.
- To assist members in their research and writing e.g. elements of styles 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 e.g. copyright policy.
- To gain recognition for special needs.
- To add to the recognition and reputation of Red Deer College.

Items for discussion at this meeting include:

- Identification of current and planned projects
- Sources of external funding
- Recent publications and other resources of assistance to members.

Please phone Ed Kamps (3275) for more information or if you are unable to attend.

IN-HOUSE VISITING FACULTY PROGRAM

Description

One semester per year a faculty member will be given release time from one course. This time will be used to act as a resource person to colleagues, giving guest lectures and working in an interdisciplinary fashion to provide curriculum development, discipline interaction, and expanded teaching approaches. The individual will be pursuing his or her own areas of professional interest by interacting with colleagues, as well as responding to requests from other faculty, thereby enriching their professional knowledge and expertise.

Selection

Faculty will apply for this position by submitting a proposal outlining objectives, proposed activities, and anticipated outcomes.

CWPDC will make a decision in March, the program to commence the following fall or winter term.

Criteria for Selection

1. All full-time faculty are eligible to participate in this program.
2. Approval for sessional participation will be contingent upon that person being granted a contract for the following year.
3. The proposed program submitted should indicate arrangements made to date, examples of activities to be pursued, confirmation from other people to be involved in the program, and a plan for the dissemination of the outcomes of the program.

For more details contact any member of CWPDC.

"But consideration must be given to the question, what constitutes education and what is the proper way to be educated. At present there are differences of opinion as to the proper tasks to be set; for all peoples do not agree as to the things that the young ought to learn, either with a view to virtue or with a view to the best life, nor is it clear whether their studies should be regulated more with regard to intellect or with regard to character. And confusing questions arise out of the education that actually prevails, and it is not all clear whether the pupils should practice pursuits that are practically useful, or morally edifying, or higher accomplishments."

Aristotle, *Politics*, bk. 8

TRAVEL AND MOVING INFORMATION SOUGHT

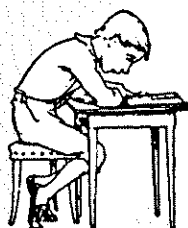
"On the Road" is an in-house produced booklet of information and articles of interest to faculty on sabbatical or leave, or travelling. Topics include travelling with kids, moving tips, house rental, taxation issues, health insurance when overseas, and so on, as well as a collection of sources of other information.

The booklet is presently being updated. If you have any information, resources or ideas to share please send to Ed Kamps by February 10.

"It is a fact that the public colleges have not yet become the social equalizers and democratizing agents claimed by their earliest proponents. The vision of the college campus where students of all ages, programmes, and backgrounds rub shoulders together to provide a laboratory of democracy in action is a Canadian rarity. Closer to the common experience is the campus, with a heterogeneous population and comprehensive range of programmes, on which students in different programmes rarely come into serious contact with one another because social interaction has not been actively facilitated, because the workload of students is so heavy that they have few opportunities to meet socially with other students, or because the students have additional responsibilities of earning a living or rearing children or both. In these circumstances, how serious to a college, to a community, or to a student body is the loss of a programme or a service? The answer, of course, is very serious for those denied opportunity, but not critically serious in institutional terms. Several such losses tend to reduce college education to a mere collection of separate courses."

- John D. Dennison and Paul Gallagher
Canada's Community Colleges

I WAS
EDUCATED ONCE,



AND
IT TOOK ME
YEARS
TO GET OVER IT.

EST. 1907 NO. 1113
Gallagher
Buller

© GALLAGHER BULLER 1979

TRAVEL GRANTS PROPOSED

NOTE: The following is a draft proposal by CWPDC. Reactions are invited.

In recent years the CWPDC has explored and encouraged a variety of approaches and activities to support faculty development. By providing policies, resources, and programs, the committee seeks to facilitate and encourage on-going professional development and to expand the range of avenues available.

In addition to stressing expertise in teaching, the committee places value on the extension of one's knowledge and skill beyond the classroom and, more specifically, the sharing and application of interest and know-how in relevant professional associations or discipline organizations.

Often this may involve taking a leadership role in the broader educational community and may involve activities such as making a presentation or conducting a workshop or seminar at a provincial, national, or international conference or other professional meeting, or serving on an advisory or executive body.

The value and benefit of this form of activity includes:

- enhancement of College reputation and image
- added credibility to faculty
- networking at a higher level of expertise
- expanded resource pool of important ideas and information for dissemination across the College
- stronger linkage with the people, programs, and professional organizations of relevance to Red Deer College

To recognize, support and encourage this form of professional activity, the CWPDC may provide funding of up to 50% of the costs incurred to a maximum of \$250.00 per year. The expenses to be reimbursed are primarily those related to travel, meals, and lodging following the college policy on travel and related expenses.

Travel grant funding is available to all continuous appointment and sessional faculty, and is meant to supplement divisional sources of funds or provide assistance where one's divisional funds have been used in or committed to other professional development activity.

Applications must be submitted prior to the activity taking place, following the guidelines attached, and may be dealt with prior to receiving confirmation of your involvement. Faculty are expected to have explored external sources of funding as well.

The normal intake period for applications will be in October and March of each year.

DIRECTIONS

I.D. PRO-FILE:

A Who's Who and What's What of International Development

- published by the Canadian Council for International Co-operation (HC 60 13)

The I.D. Profile provides an overview of the objectives, programmes, services, financing, and other aspects of Canadian non-governmental organizations (NGO's) engaged in international development.

Over three hundred NGO's are listed. Each profile contains a statement of purpose, personnel, overseas development programme, development education programme, resources and publications. The profiles are supplemented by indexes permitting the reader to identify the sectors and geographic areas in which NGO's are operating. A personal name index is also provided.

The I.D. Profile is an excellent resource for any faculty wishing more information about opportunities for involvement in international development.

MONTHLY PROFESSIONAL DEVELOPMENT REPORTS

Business Division

CGA fees paid for **Aron Martens** and **Paul Molgat**. **John Hunter**, **Sandy Shapka**, **Deb Otto**, **Ethel VandenBrink** and **Darrell Lagler** all attended the ABEA conference

Jamie Stewart attended "Across the College Spectrum", October 23-26, Toronto

Linda Blades is taking courses from U of Athabasca

Sharon Dickoff attended Intro. to Bipolar, a workshop on personality and leadership

Sharon Dickoff and **Ken Hammer** both attended the Alta. Rec. and Parks Conference, October 20-22

Educational Resources and Student Services

The **Divisional Committee** circulated a list indicating who is interested in and who has expertise in various computer software packages.

Alice McNair attended Advanced Dialog Workshop, November 1, and Workshop on Government Information Sources, November 28

Maureen Myers attended On Line Dialogue Workshop, October 31

Stan Ross attended Family Kaleidoscope Workshop, October 21 and 22, and Suicide Prevention Workshop, November 19 and 20

Kathleen Walls attended PAA Ethics Workshop, November 28

UPCOMING

March 1: Application Deadline for Innovative Projects, Special Projects, In-House Visiting Faculty and Study Leave Fund

"Conflict Resolution: Dealing with Interpersonal Conflict", Red Deer College, May 16-18

"Facilitator Training in the Instructional Skills Workshop", Red Deer College, May 8-11

"Visions 89" International Conference for Adult Educators, U of C, May 3-6

ACCC Annual Conference, Regina, May 28-31

"Innovation and Collaboration in Distance Education in Community Colleges, Secondary Schools, Universities and the Private Sector", Red Deer College, May 30

"Ninth Annual Conference on Teaching and Learning in Higher Education", U of A, June 17-20

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

GROUP IN SUPPORT OF EXCELLENCE

Faculty and staff are invited to an informal get together to review current programs such as the KITE program, Student Achiever Breakfast, and the Suggestion Program as well as to consider future activities.

Dr. Luterbach will speak to the group about future directions for the college and the role for groups such as this one.

Bring your lunch and a colleague. Coffee will be provided.

Thursday, February 16, 1989
12:00 - 1:00 p.m.

Technical Training Conference Room (817)

CANADIAN COMMUNITY COLLEGE AND INSTITUTE-BASED RESEARCH IN THE SOCIAL SCIENCES AND HUMANITIES

(This summary of a 1988 study is provided by Nathalie Sorensen, of St. Lawrence College in Kingston, Ontario. Ms. Sorensen is Chair, Research Sub-committee, Canadian Program Advisory Committee, Association of Canadian Community Colleges. For a more detailed report contact Ed Kamps at 3275.)

Research in the humanities and social sciences has not been encouraged in the community colleges and institutes, but there is a growing need for practical institution-based research, both to monitor and improve performance and to increase knowledge, especially in the area of applied research.

This study, funded by the Social Sciences and Humanities Research Council of Canada, sought to learn under what conditions community college and institute personnel were conducting or would conduct research, what problems or areas of study they saw as requiring community college or institute-based research, what research they had completed in the past, and what had been their experience in applying for SSHRCC funding.

Information on these matters was collected by means of a questionnaire mailed to a stratified cluster sample (equal probability of selection method) of faculty and administrators from colleges in all regions of Canada in the fields of study covered by the SSHRCC. Data analysis included tabulation of simple frequencies, and a few crosstabulations which were tested for statistical significance using t-tests and F tests.

Despite the lack of encouragement which was strongly attested to by respondents, there is a persistent interest in conducting social sciences and humanities research in the colleges. Twenty-four percent of respondents reported that they were at present conducting research, and thirty-nine percent said they would do so if conditions such as sufficient funds and time release were provided. Heavy teaching loads and the low value placed on research by college administrations were the most important disincentives to research listed by respondents.

Research was nonetheless rated as a satisfying activity, second only to instruction, by a large majority of respondents. Topics requiring community college or institute-based research named by respondents cover 29 pages of this report.

A majority of respondents have had some experience with social sciences and humanities research. This research resulted in paper presentations, research reports, referred and open journal articles, books and book chapters. Most

of the research completed while employed was carried out without time release.

Very few respondents had ever applied for SSHRCC funding, mostly because this source of funding was not known to be available to them by researchers in the colleges and institutes. A majority of respondents, however, indicated an interest in applying for SSHRCC funding if they were given time release, (perhaps paid for by a Stipend Grant) and encouragement from their institutions.

College personnel are interested and qualified to conduct research in the social sciences and humanities. They want to do so. Community colleges and institutes should be recognized both internally and externally as viable research institutions, especially in the fields of applied research.

THE NEXT MEETING OF GROUP IN SUPPORT OF DEMONSTRATIONS

will be held

Thursday, February 9, 1989

7:00 p.m.

Room 1437, Red Deer College

Agenda:

1. Warm Up
2. Presentation for Discussion: What is a Demonstration? - Mrs. Charan Pardhan
3. Demonstrations by:
Don Wales
Jayni Caldwell
Any other volunteers?
4. Feedback on Demonstrations
5. Problem Solving:
What Do you Want to Demo and Don't Know How?
Brainstorming
6. Topic/Volunteers for Next Meeting
7. Refreshments

"The purpose of classroom research is to help teachers evaluate the effectiveness of their own teaching. Interpreted broadly, classroom research is the formal study by a teacher of a teaching/learning situation in his or her classroom." "Classroom research" may be too pretentious a term for collecting feedback on student learning. But using the classroom as a laboratory to study the impact of teaching on learning is the heart of the matter. The study might be as simple as a set of questions worked into a class period for the purpose of determining student learning, or it might be as complex as designing a test of critical thinking in the subject matter."

K. Patricia Cross "The Adventures of Education in Wonderland: Implementing Educational Reform"
Phi Delta Kappan, March, 1987

DIRECTIONS

NEW CLASSROOM ASSESSMENT TECHNIQUES a handbook for faculty

by K. Patricia Cross and Thomas A. Angelo

Contents:

I. Techniques for Assessing Academic Skills and Intellectual Development

Assessing Subject Matter Learning

1. Focused Listing
2. Memory Matrix
3. Background Knowledge Probes
4. Directed Paraphrasing
5. Documented Problem-Set Solutions

Assessing Critical Thinking and Skill in Analysis

6. The Defining Feature Matrix
7. Do & Say & (Function & Content) Analysis
8. Focused Dialectical Notes
9. Analytic Memos

Assessing Creative Thinking and Skill in Synthesis

10. One-Sentence Summaries (WDWWHWWW)
11. Concept Maps
12. The Paper or Project Prospectus
13. Annotated Portfolios of Creative Work
14. Invented Dialogs

II. Techniques for Assessing Students' Self-Awareness as Learners and Self-Assessments of Learning Skills

Assessing Students' Self-Awareness as Learners

15. Student Goals Ranking
16. Course-Related Interest and Skills Checklists
17. Focused Autobiographical Sketches of Students

as Learners

18. Dual-Viewpoint Skills Portraits

Assessing Students' Self-Assessments of Learning Skills

19. Self-Studies of Engaged Learning Time
20. Punctuated Lectures: Listen, Stop, Reflect, Write, and Give Feedback
21. Process Self-Analysis
22. Self-Diagnostic Learning Logs

III. Techniques for Assessing Student Reactions to Teachers and Teaching Methods, Course Materials, Activities, and Assignments

Assessing Student Reactions to Teachers and Teaching Methods

23. Student-Teacher Electronic Mail Messages
24. Chain Notes
25. Teacher-Designed Evaluation Mini-Forms
26. Profiles of Admirable Teachers

Assessing Student Reactions to Course Materials, Activities, and Assignments

27. One-Minute Papers
28. RSQC2 (Recall, Summarize, Question, Comment, and Connect)
29. Exam Evaluations
30. Classroom Assessment Quality Circles

TASK FORCES ESTABLISHED BY CWPDC

As part of its annual plan the CWPDC has established several task forces to explore issues related to faculty development.

A. The Impact of High Technology on Faculty

The group is to:

- explore the dimensions of high technology as it relates to education
- identify specific examples and trends at Red Deer College and other colleges
- identify particular instances of the impact of high technology on faculty
- address possible implications for faculty development
- provide recommendations to CWPDC

Members of this group include: Jamie Stewart, David

Cooper, Joanne Bucklee, Jean Dawe, Tom Gwin, Mary Abt, Brad Hemstreet, and Ed Kamps

B. Thinking, Writing and Learning Skills Across the Curriculum

- to explore ways of encouraging faculty efforts in this area. See elsewhere in this issue for a report.

C. Exploration of professional development opportunities/strategies for long term or continuous part-time faculty (to explore the dimensions, consider the needs, provide recommendations). Members include Chuck Wissinger, Glynis Wilson Boulton, Mary Lou Pilling.

If you have an interest in or an idea for any of these studies, please make it known to your Divisional P.D. liaison person.

ACROSS THE CURRICULUM TASK FORCE MEETS

This year, the College-wide Professional Development Committee decided to address an issue discussed by faculty on a regular basis - the thinking, writing and learning skills of our students. A number of faculty feel that an "Across the Curriculum" movement could help us to encourage the more systematic development of these skills in our students.

Ten faculty members have volunteered for an "Across the Curriculum" committee (ACC) which will look into this issue and make recommendations to CWPDC. They met on Friday, January 20 to decide on tasks and timelines. The ACC has decided to focus on three tasks:

1. Explore what Red Deer College instructors are doing now to foster the development of thinking, learning, and writing skills in their students.
2. Decide what an Across the Curriculum movement would look like - exploring how the College might further encourage the development of these skills.
3. Decide on a three to five year plan to achieve an Across the Curriculum movement at Red Deer College.

If you have suggestions or comments, please approach a member of the committee: Chris Kidder, Janet Panuska, Donna Storvik, Michael Pollock, Gill Newman, Glenda Pincovski, Tom Carne, Mary Lou Armstrong, Angela Jeske and Glynis Wilson Boulbee. Also, if you have tried incorporating learning, thinking, or writing skills instruction in your classroom, the committee would like to hear from you. Please send us a brief note outlining what you have done/are doing. Thank you.

"A consensus is growing that we are in such a period, even perhaps (to use Alvin Toffler's tired metaphor) between waves. During such times some drifting and confusion is unavoidable as we seek to find new bearings. For, as the old "saw" says, "Needs must, when the devil drives." At present, opportunities abound if we can rise to the occasion. Still, one difficulty remains: success rests on the requirement for institutional renewal; and although we know what the term means and can identify individual minds that practise it, we have not yet learned how to regenerate institutions within our present systems of governance. On one point, though, there is no argument: central to any process of institutional renewal must be planning."

Louise Vagianos "Today Is Tomorrow:
How Higher Education's Present Shapes Its Future

"As faculty development moves from the periphery of colleges and universities to the center, the most crucial linkage is to long-range planning and institutional development. Despite all the recent excitement about the "information revolution" and its impact on higher education, the quality of colleges and universities will continue to depend on the motivation and commitment of faculty. The faculty who are now in mid-career will continue for some time to be the primary resource available for adapting to the challenges and strains of changing conditions in the years ahead. Given this context, institutional vitality will require the imaginative linking of the professional development of individual faculty with the carefully planned development of academic programs and institutional policies."

R. Eugene Rice Faculty Lives: Vitality and Change

DO COLLEGE STUDENTS KNOW HOW TO "THINK CRITICALLY" WHEN THEY GRADUATE

Reprinted with permission from Research Serving Teaching Vol. No. 9, Spring 1988, Dr. James Eison, Editor. Center for Teaching and Learning Southeast Missouri State University

One of the goals of higher education is to develop the students' ability to think critically. Remarkably, little research has been done to indicate the impact of college on students' critical thinking skills. A study (Keeley and Browne, 1986) conducted at a midwestern university measured the critical thinking capability of college seniors. While the study indicated that most students are able to identify some flaws in statistical reasoning, they generally failed to recognize ambiguities, questionable assumptions, and value preferences, important components of critical evaluation.

The sample of thirty-seven volunteers was derived from a previous study (Keeley, Browne, and Kreutzer, 1982); they had a mean ACT score of 24.9 and represented the Colleges of Education, Arts and Sciences, Business Administration, and Health and Community Service.

Students' critical thinking ability was measured by an original essay question designed to force the student to indicate what cognitive processes the student goes through, and what questions he asks when he engages in critical evaluation. The rationale for such an approach was inspired by a concern for generalizability. The real world seldom poses multiple choice questions to the graduate; rather, he must critically evaluate using his own set of standards.

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During the spring semester, students were presented with a 550 word essay that argued college attendance was both a waste of time and money. The essay was selected because it is replete with errors in the use of evidence, ambiguities, questionable assumptions, and important omitted information. It has also been used in numerous other investigations, and its level of difficulty is comparable to other undergraduate materials. The participants were instructed to: "Critically evaluate the following article. Evaluation entails judgements about the value of material and methods for a given purpose. It involves the use of appraisal. In this experiment, your purpose should be to determine how well the author has supported his conclusion by applying criteria you feel are appropriate for making such a judgement."

"The real world seldom poses multiple choice questions to the graduate; rather, he must critically evaluate using his own set of standards."

The analysis of their responses was divided into two scoring categories - specific criticisms such as, "a sample of 300 is too small," and general criticisms, for example, "the author persistently overgeneralizes." Responses were analyzed "paragraph by paragraph," and "critical question by critical question," to determine whether the students were sensitive to the essay's reasoning problems. The following critical questions were used:

1. What words or phrases are ambiguous?
2. What are the value conflicts and assumptions?
3. What are the definitional and descriptive assumptions?
4. How good is the evidence: Are the samples representative and measurements valid?
5. How good is the evidence: Are there flaws in the statistical reasoning?

The results indicated that 40% of the sample identified at least one appropriate general criticism; 17% identified more than one. Most general criticisms fit one of two categories, the questioning of the basic value assumption of the purpose of college (to achieve financial or academic enrichment), and concerns about omitted information, (e.g., "article is one sided," "article lacks enough facts.") Overall, more than half of the students failed to apply critical thinking to comment on the article's loose use of the term "college," a definition central to the conclusion of the article, or question any other ambiguous terminology.

The results of the specific criticisms scores indicated a general failure of students to focus on definitional issues.

Students demonstrated minimal awareness of assumptions not related to statistical arguments. 65% indirectly recognized assumptions; 65% were similarly able to locate at least one flaw in statistical reasoning. Validity of measurement was questioned by only 19% of the sample, despite the fact that multiple measures cited in the essay were of very questionable validity. This failure to question the validity of measurement is especially important because empirical support in behavioral science literature is often based on questionable measurements.

It seems that students looking for reasoning errors pay closer attention to numbers than words. They do not concentrate on ambiguity and vagueness. They are also unable to explicitly pinpoint assumptions. Assumption identification has been stressed in both critical thinking tests and texts, but the senior's test results demonstrate a deficiency in this important critical thinking skill. While the students were capable of identifying some statistical flaws, they missed several others, particularly the problem of sample bias. Only 25% recognized the author's underlying values and their subsequent impact on the article.

While this study's sample was limited in size and breadth, the results are striking enough to serve as a data base for further investigation. The findings clearly indicate that many seniors lack fundamental critical thinking skills. To improve the thinking skills of students, professors should be aware that the traditional curricula does not guarantee the internalization of critical thinking skills. Direct training combined with practice and reinforcement is needed to facilitate the development of critical thinking skills.

References:

- Keeley, S.M., Browne, M.N., and Kreutzer, J.S. (1982). A comparison of freshmen and seniors on general and specific essay tests of critical thinking. *Research in Higher Education*, 17, 139-154.
- Keeley, S.M. and Browne, M.N. (1986). How college seniors operationalize critical thinking behavior. *College Student Journal*, 20, 349-395.

"Excellence is not an accomplishment. It is a spirit that dominates the life and soul of a person or a corporation. It is the never-ending process of learning that provides its own satisfaction."

Lawrence M. Miller, American Spirit:
visions of a new corporate culture

DEVELOPING CRITICAL THINKERS: CHALLENGING ADULTS TO EXPLORE ALTERNATE WAYS OF THINKING AND ACTING

- Stephen D. Brookfield
(Jossey-Bass Publishers, London, 1987)

Reviewed by: Jim Gough, Philosophy, Department of
Humanities and Social Sciences, Red Deer College

Within the context of contemporary society there is a perceived need to encourage the development of the skill of critical thinking. The author of this book focusses his attention on strategies, support, informal procedures, and case scenarios, designed to encourage and enhance the attitudes and skills inherent within critical thinking.

The book addresses the need to develop critical thinking skills outside the academic environment, in the workplace, within the continuing development of informed citizens in a democracy, in the context of personal relationships and with reference to the influence of messages transmitted by the media, particularly television. The approach taken is a "hands on" modification of rigid thinking, entrenched assumptions and biased interpretation. Various ways are provided for the reader to begin a:

- (i) sceptical reflection on his/her own views and the view presented by others, a reflective mirroring of one's own ideas, attitudes, beliefs and actions
- (ii) questioning of assumptions to create a more innovative approach to situations within the workplace, political, social and personal relationships.

For example, the author provides frequent summaries of important components of the approach developed and numerous examples/case studies designed to enhance

the readers "critical literacy" in dealing with the television news reporting, and personal autonomous decision making in social and political settings. One section deals with recognizing loaded terms used in reporting and decoding such terms as "terrorist" and "freedom fighter" in the context of their ideological assumptions. A good deal of the book is devoted to detailing ways in which one can operate as a helper or facilitator of critical thinking in others within the workplace while not alienating yourself as aloof, detached or a threat to the personal esteem and autonomy of the other.

While addressing the need to develop critical thinking enhancement strategies outside the academic environment, the book at the same time directs much of its attention to the "neglected" segment of the population identified as the "adult learner". While critical thinking strategies and curriculum based programs in the U.S. (and to a lesser extent, Canada) have moved from universities and colleges to high schools and even kindergarten schools, the author suggests that little attention has been given to the situation of the adult whose formal education ended prior to the onslaught of critical thinking programs in the late 1970's

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DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee. Deadline for submission for the next **DIRECTIONS** is March 1, 1989.

Editor: Ed Kamps

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and through the 1980's. As a guide to such an audience, the book seems to work well, avoiding formalist approaches and providing everyday examples interspersed with some documented support for the use of the concepts inherent in the examples. This could provide a fast and efficient means for moving adults to develop an attitude towards their beliefs hitherto thought to be unnecessary or without any use. This aspect of the book merits attempts to use the numerous strategies, procedures, case scenarios and examples the book offers to alleviate a "generation gap" between critical thinkers.

Part One of the book, explains what it means to say someone is thinking critically, ways to identify the operation of this skill in everyday circumstances, and why it is necessary to develop this skill in a democracy. Part Two contains chapters which provide some strategies for enhancing and facilitating critical thinking skills outside the classroom, and helping others to clarify their thoughts and assumptions. Part Three offers concrete ways of assisting adults to establish environments in which critical thinking skills can operate within their daily lives, judging television reporting, using the workplace as a resource area, and altering ways of engaging in personal relationships.

If one is to take seriously any critical thinking text and the questioning attitude such books promote, then a critical eye should be turned toward the assumptions contained within this book itself. These critical perspectives need not be taken as devastating to the overall approach or effects of the book but should be seen as positive reflections on some apparently unquestioned assumptions. For example, the author begins by assuming that

- (i) the academic environment does not foster a critical thinking attitude outside the classroom,
- (ii) textbooks used in classroom critical thinking courses pay little or no attention to developing autonomous political thinkers and questioning media viewers.

An informed reader will know that while (i) may have some evidential support it is equally true of many courses within an academic curriculum and is not a specific problem with critical thinking courses and (ii) is even more doubtful given even a cursory look at the vast array of critical thinking texts currently on the market.

A further assumption, that it is obviously valuable to have an informed, autonomous, tolerant, critical and motivated set of citizens to support the ideals of a democratic society, may be questioned as a potentially realizable ideal and as an ideal that should ever become universally realized. Before moving too quickly to create such citizens, it may be useful or even necessary to consider the extent to which

current social and political structures in any democracy are able to accommodate them. There are, for example, those who fear the potential threat to an organized cohesive social structure posed by the spectre of population motivated to question absolutely everything. We may hope these fears are unfounded but, at the very least, this would seem to be a concern deserving some attention from social and political researchers. Finally, I have a general uneasiness about any text which seems to pump too enthusiastically for a therapeutic approach at the expense of any serious attempt, however minimal, to consider potential problems within the theory grounding the approach.

Despite these critical rejoinders, born of an unrepentant critical academic, the book retains its value even if it only manages to carry out some percentage of the task it sets for itself. It will serve as a useful guide to those wishing to move critical thinking skills quickly into a variety of areas both within and outside the academic environment, since (despite the author's protestations) the two domains are not mutually exclusive.

FIT

The Foundation for International Training (FIT), an international non-profit human resource agency, is currently expanding its consultants roster. Since its inception in 1979, FIT has carried out more than 350 development projects in Africa, Asia, and the Caribbean.

Applications are invited from training and technical experts with demonstrated commitment to human resource development, and proven success in training and technology transfer in international development. Of particular interest are individuals with a background in public sector management, small business development, management training, and health as well as community development, institutional development and integrated rural development.

Assignments take place in Canada and in developing countries and vary in duration from a few days to several years.

Please send your C.V. to:

Program Director
Foundation for International Training
Suite 200
1262 Don Mills Road
Don Mills, Ontario
M3B 2W7

Fax: (416)449-8547

CANADIAN STUDIES DIRECTORATE: FUNDING PROGRAMS 1989-90

The Canadian Studies Directorate: Funding Programs provide financial support for the development of various projects and activities designed to encourage Canadians to learn about Canada.

Objectives

The Objectives of the Canadian Studies Directorate: Funding Programs are:

1. To develop and encourage the use of Canadian studies learning materials in a number of specific content areas considered to be underdeveloped or neglected in the field of Canadian studies.
2. To increase public knowledge of Canada.
3. To enhance Canadian capacity to develop new knowledge about Canada.

Designated Content Areas

Projects submitted for consideration must address one or more of the following content areas:

- Canada as a Sovereign Nation
- The Media in Canadian Society
- Canadian Comparisons
- Canada in the World
- Science in a Canadian Context

Categories and Programs include:

- Canadian Studies Learning Materials Development
 - Print Materials
 - Film and Audio-Visual Materials
 - Computer-Based and Computer-Assisted Materials
- Encouraging Learning About Canada
 - Public Education Through Open Learning
- Investments in the Future of Canadian Studies
 - Matching of Private Sector Support for Canadian Studies

"The search for meaning and significance is a central characteristic of the human soul. Every person would like to find meaning and significance in his or her work. How many corporations provide this opportunity? The degree to which an organization is perceived to be in pursuit of and is acting consistent with noble ideals is the degree to which it is possible for the individual to believe that his or her efforts on behalf of that organization will be personally meaningful and significant. It is this spiritual deficiency in the culture of our corporations that we must address."

- Lawrence M. Miller, *American Spirit:
Visions of a New Corporate Culture*

PROFESSORS AS WRITERS (A SELF-HELP MANUAL)

EDITOR'S NOTE: The following is an abstract reprinted from the manual written in 1988 by Robert Boice, Center for Faculty Development, California State University, Long Beach CA 90840. A copy is available from the faculty development office.

Professors as Writers is a self-help manual for colleagues who want to write more productively, painlessly, and successfully. It reflects my two decades of experience and research with professors as writers - by compressing a lot of experience into a brief, programmatic framework.

I prepared this manual because existing books on writing problems provide only limited help for academicians facing pressures to publish. Professors as Writers goes beyond usual emphases on reasons why writers are unproductive (e.g. perfectionism). And it extends solutions for a lack of writing productivity past traditional ways of establishing momentum (e.g. free writing).

Specifically, Professors as Writers offers five innovations for facilitating productive, skillful, and successful writing. First, it presents writing problems as more than a problem of feeling stuck or afraid; writing problems occur in a spectrum including writers who write but without success or enjoyment.

Second, Professors as Writers conveys the structure and directedness of a successful program for unproductive writers. It does more than talk about inhibiting factors or give advice for unblocking; it directs readers through sequential steps of building insights and techniques for more efficient, effective writing.

Like the actual sessions and workshops in which I work with writers, this manual admonishes and reassures. Numerous examples of dialogs I've held with writers appear throughout the text.

Third, Professors as Writers presents a program for facilitating writing based on systematic research. Its components have been selected because of their proved effectiveness with large samples of academic writers. Moreover, this manual encourages readers to work on writing in systematic, measurable fashion. It includes a formal system for self-evaluations of problem tendencies across modalities (behavioral, cognitive, social) and within problem categories (e.g. procrastination).

Fourth, Professors as Writers combines practical and humanistic approaches for helping blocked writers cope with problems in lasting fashion. It builds in a sequence, called the Four-Step Plan, to balance various mechanisms in writing: The first step, automaticity, concerns ways of accessing spontaneity and creativity for writing. Automatic-

DIRECTIONS

ity sets the stage for structured forms of writing and then merges into the second step - externality. Externality helps ensure regular writing by finding cost-effective ways of rearranging writers' environments and, where appropriate, rewards, so that writing becomes a habitual, high priority activity. Once writers write regularly and productively, they move on to self-control, mastery of the self-talk (and its accompanying affect) that often undermines writing. The final step focuses on the social skills of writing; that is, ways to make writing (the process and the product) more public and more publicly supported.

Fifth, Professors as Writers offers individualized and flexible programs for lasting productivity and success. It represents both kinds of complexity integral to writing problems - the variety of writing problems and the nonlinear nature of the writing process.

Professors as Writers is unconventional, both in content and in style. It reconceptualizes writing problems as sensible, treatable problems. It coaxes readers through a proven sequence of experiential and effective exercises. And it talks directly to readers.

UPCOMING

"Conflict Resolution: Dealing with Interpersonal Conflict", Red Deer College, May 16-18

"Facilitator Training in the Instructional Skills Workshop", Red Deer College, May 8-11

"Visions 89" International Conference for Adult Educators, U of C, May 3-6

ACCC Annual Conference, Regina, May 28-31

"Innovation and Collaboration in Distance Education in Community Colleges, Secondary Schools, Universities and the Private Sector", Red Deer College, May 30

"Ninth Annual Conference on Teaching and Learning in Higher Education", U of A, June 17-20

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



VISIONS' 89

**The International
Conference for
Adult Educators**

**May 3 - 6, 1989
Calgary, Canada**

Sponsored by:

**Alberta Association for
Continuing Education
Northwest Adult Education
Association**

"It appears that faculty who add certain strategies to their teaching repertoire increase student learning (McKeachie, Pintrich, Lin, & Smith, 1986). Most faculty, however, do not make major changes in their teaching styles unless they are adequately stimulated or provoked. Consequently, we need to learn under what conditions and circumstances faculty can be motivated to change their teaching behaviors. Appraisal of their performance is a necessary first step."

- Performance Appraisal for Faculty: Implications for Higher Education by Robert T. Blackburn and Judith A. Pitney

TECHNICAL TRAINING STUDENT ACHIEVER PLAQUES

Just in case you haven't had the opportunity, I'd like to suggest a visit to the Technical Training area to see how that division has displayed their Student Achiever plaques. The Carpentry staff have built a beautiful display case that frames all the plaques. It is located at the end of the T-intersection in the hallway south of the Technical Training main office. I think it is commendable the time and effort the Technical Training staff have put into this project.

- Susan Knopp, Public Relations

OPPORTUNITIES AND LIFE IN THE UNITED ARAB EMIRATES

- excerpts from a recent letter from Dave Hannah, Counseling Centre, (presently on leave in UAR) to Diane Tyler, Dean of Student Services

"My main reason for writing is to respond to your inquiries re: job opportunities with the project here. A lot of things are really up in the air right now, but it is quite likely that there will be at least a few jobs opening up for next fall, and there may end up being quite a number. The reason for the uncertainty re: the numbers is that while there is a proposal to open up two to three new colleges next fall (in Dubai and/or Sharjah and/or Ras Al Khaima), the decision on this matter will likely not be made for at least another two months, and it may be even longer. If the new colleges don't open, then they will only be hiring to replace any staff that leave this summer (probably not too many) or to deal with some modest expansion of the existing colleges (again, a small number). However, if the new colleges open, they could be needing 5-10 (ballpark figure) Canadian staff for each college. As I think I mentioned in my letter to the Counselling Department, the Canadian staff are all being hired in administrative or semi-administrative positions, though most of them do some teaching as well. There are three levels of positions that Canadians are filling: College Director (like Pres.); Department Head (similar to Dean's level, responsible for several programs or academic areas); and Supervisor (similar to our "Dep't. Head", responsible for one program or academic area). The majority of these positions are "academic" positions in that they involve and are directly related to teaching. Usually there are a couple of "support" positions in each college which don't involve teaching (like the one I'm in) to take care of both student services and all the other administrative and practical services required at each college.

There are separate colleges for men and women, and only a couple of programs are currently being offered at each campus, though they will be expanding over the next two to three years. These are: Business Administration

(including Accounting and Management) and Office Administration (like Sec. Sci. with various majors - medical, legal, admin. ass't.) at the women's colleges; and Business Administration and Electronics Engineering Technology at the men's. In addition to instruction in the particular program areas, students also get intensive instruction in English (Lang. not Lit.), so there will be a need for teachers in this field, especially if they have experience in E.S.L. or E.S.P. (a new term for me - English for Special Purposes). Finally, there is some need for instructors in Math, Physics, and Computer Literacy. People who can teach across various disciplines (e.g. Math, Physics, and Computer Literacy) and who are interested in taking on some administrative responsibilities would probably have an advantage over people who are very specialized or who are only interested in straight teaching.

The Language of instruction is English, though many of the students' entry level skills in English are very poor, and this of course affects their ability to learn in other courses as well. Next year we are planning to introduce a "preparatory year" and screen students on some academic tests so that the really poor ones can get a year of intensive work in English, Math and Arabic before going into the regular programs.

If anyone is interested in applying for work here, here's a bit of information they should know. All of the recruitment in Canada is being done out of Toronto by a consulting company called Educansult. People can contact Mr. Peter Bartram at Educansult, 200 Adelaide Street West, Toronto, M5W 1W4 (telephone 416-977-8821; fax 977-0636) for further information. Now is the time to act, a big ad will apparently be coming out in the Globe and Mail around the beginning of February, and they are hoping to do most of the shortlisting/interviewing in late February and March (inshallah!). I wouldn't be the least bit surprised if things don't go quite as they plan (lots of things connected with this project haven't), and it's possible that some positions may be filled at a later date (especially if the decision re: the new colleges is delayed). Still, if anyone is really keen on applying, now is the time. I'd be glad to write or talk to people who have further questions about the country and the project. I can be reached at home at 971-3-679429, or at work at 971-3-665922 (fax 971-3-641949). Please keep in mind that we are 11 hours ahead of Red Deer (during M.S.T.) and that our weekends are Thursday and Friday.

Hope this information is helpful. It would be neat to have some Red Deer College colleagues working here with us. I look forward to hearing if anyone is interested, as well as any other news re: happenings around home. Judy and I will be sure to come in for a visit in the summer (probably in July) to see everyone and catch up on all the latest."

Best Wishes, Dave

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"KREEPS": A STRATEGY FOR SOLVING WORD PROBLEMS

Many students have difficulty in solving word problems. These difficulties often arise from a lack of thought organization rather than from deficient computational skills. A strategy for solving word problems is not always part of the course being taught and if it is, the approach is often specific to the question type.

We believe that a general strategy, applicable to various problem types, will benefit students by allowing them to approach word problems in an organized, systematic manner. We call our strategy "KREEPS".

KREEPS WORKSHOP

Tuesday, March 7, 1989

12:00 noon - 1:00 p.m.

Room 921B

with Roberto Bencivenga and Paul Dunning
of the Learning Assistance Centre

WHAT IN THE WORLD IS GOING ON: a guide for Canadians wishing to work, volunteer, or study in other countries

2nd edition Expanded Directory

This invaluable booklet, published by Canadian Bureau for International Education, has been revised and the second edition contains chapters on aspects of living abroad, as well as more specific information including costs, salaries, benefits, application dates, and other details that will give you a better idea of what a particular program offers.

As with the first edition, this book is for those who wish to go abroad not primarily as tourists or travellers, but as students or workers who will probably be staying in a place for an extended period, and who will have more of a chance to settle into the country where they are staying - and less of a chance to simply leave if problems or difficulties arise. The new introductory section has chapters on assessing your suitability, finding positions, evaluating an offer, preparing yourself, succeeding while abroad, and coming back smoothly ... including a great deal of practical advice from seasoned professionals with many years of overseas experience.

APPROACHES TO FOSTERING THINKING AND UNDERSTANDING RESPONSES

Last issue Bob Anderson provided an overview and a model related to fostering student thinking and understanding. Several faculty responded to Bob's invitation to respond:

Glynis Wilson Boulton, LAC Department Head:

"I agree with Bob's suggestion that we encourage students to find relevance in learning. I also agree that asking questions and making links are good ways to find that relevance. Perhaps it would also be useful to review ways we, as instructors, can encourage this special kind of learning. Bob mentioned one method - modeling by pointing out connections in class. Other methods might include:

1. Asking students to keep a personal list of questions that help them to learn - and encouraging them to share that list with fellow students periodically;
2. Directly asking "relevance" questions on exams and quizzes (e.g. What is the relationship between Assigned Rdg X and Y discussed in class? or What is an example of the principle of Z that you might experience in your daily life?).

Students then see that making connections is an expectation which will be measured. I'm sure there are other ways to encourage students to ask questions and make links. Any other ideas out there?"

Dr. Kathleen Biersdorff, Psychology:

"Bob's model is sound with respect to memory and cognitive models (although sometimes the terminology differs), so I see little of value that I could add in this way.

However, there is an interesting study that suggests an important obstacle. William Perry Sr. of Harvard studied the changing assumptions of college students regarding the purpose of their academic experiences. At first students believe that the role of the teacher is to teach the facts. As they mature, their view becomes less rigid and more complex. They become able to see the value of examining issues from a variety of perspectives and eventually make a commitment to a particular perspective or idea. This commitment is not seen as a final one, but as based on the best information regarding the issue at this time.

Perry (1968) based his model on 10 years of research but leaves certain questions unanswered. Of major relevance here is whether it is the actions of the faculty that facilitates this change in perspective or is it merely exposure to a group of teachers who continue to present a variety of the

ories and models regardless of student demands to "just teach the facts". Furthermore, is Perry's research only relevant to the 18-22 year old student (age-related development) or is it functioning as well with our "mature students" (education-related development?) If these questions regarding Perry's study are put aside, his overall findings suggest that Bob Anderson's approach will meet with great success with our second year (and beyond) students, but that our first year students may resist the attempts to encourage thinking over memorization of facts. However, it is always worthwhile to develop ways to accelerate the growth of thinking abilities and Bob Anderson's approach seems particularly likely to promote the transition."

Ed Kamps, Faculty Development Animater and Social Studies Instructor:

"The following is an excerpt from an assignment I have used related to some of the concerns and goals articulated by Bob Anderson."

"... to understand is to discover or reconstruct by rediscovering and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition."

- Jean Paiget

"Experience by itself simply means you are growing older. Experience that is looked at and evaluated provides clues that can be wellspring of growth into your potential"

- Bart Lloyd

The most important and essential ingredient of any learning is that it is personalized. That is, the knowledge or skill learned carries some meaning, significance, and relevance to the learner. In fact, this is what accounts for true, self-possessed knowledge. Knowledge which, to the learner, is characterized as being meaningful, significant, and relevant, is knowledge that is understood better, integrated more strongly with other knowledge, and remembered longer and better. It becomes part of the person. The learner is, in this case, intrinsically or internally motivated, (perhaps the only true motivation), and is an active participant in the most significant activity of life- learning.

In formal education, knowledge and skills often compartmentalized into courses. The curriculum of these courses is generally chosen by someone other than the student and is the same for all students in the course. Although the curriculum is standardized, some personalization occurs in the sense that each student brings to the course a unique combination of values, experience, interests, and goals which will determine the particular way in which he or she relates to and learns the curriculum. The instructor of the course may provide excellent goals and objectives, carefully organized presentations, and well-received instruction. However, what is learned by the student will ultimately

differ somewhat from what is taught by the instructor. In fact, students will also differ from each other in terms of what is "learned", even though they may all score identical marks on the same exam.

If personalization of knowledge is crucial to learning, then how can the process be facilitated or encouraged in order to provide for more effective learning in a given course of studies?

One approach to personalized learning consists of reflective writing. Reflective writing, sometimes called journal or diary writing, focuses on the topics or content of a particular course or learning activity. In their journal books the students put to writing, in whatever format they wish, various thoughts about the knowledge they are coming into contact with. The specific thoughts and journal entries may consist of anything at all and, of course, will be different for each student. The process of reflection then is a way of coming to grips with the questions "What does this course or the information mean to me? What is significant or interesting about it? How do I feel about the subjects dealt with?" and so on. It is through this process that knowledge can become personalized and more directly related to whom the student is ...

... A more structured form of journal writing involves writing in response to specific questions or issues. Questions which may elicit or bring out the kind of responses which result in more personalized learning include:

1. How does this knowledge, concept, information, idea, skill, etc., relate to my past experience?
 - is it entirely new?
 - contradictory?
 - confirms past notions?
 - how does it modify my interpretation of my past?
2. How does this knowledge, etc. relate to my current interests?
 - what new interests am I developing?
3. How does this knowledge, etc. relate to my career interests?
4. How does this knowledge, etc. relate to my plans for the future?
5. How and why is this knowledge, etc. important to me in the roles I play? e.g. as a student, consumer, a parent, a citizen, a worker, a Canadian, a male, a female, and so on.
6. How do I feel about this knowledge or idea?
 - excited?
 - depressed?
 - confused?
7. What are the assumptions, values, or premises upon which the information is based? e.g. What assumptions must one make in order for the information to be true or valid?

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8. How does this pull together, integrate, shed light on, or relate to my other experience, knowledge, etc.
9. What is most important to me about this topic and why?
10. In what ways has this knowledge and information affected my attitudes, values, and beliefs?
11. What am I learning about myself as a result of this knowledge I am acquiring or what I've been exposed to? Self consists of many facets.
e.g. self- past, present, future
self- as seen by me (self-concept), as seen by others
physical, mental, spiritual, social
12. What other experience have I had which are examples of or relate to the curriculum? e.g. books, movies, T.V., music, newspaper articles, radio programs, observations, other courses.
13. What are the various ways and contexts I can apply or make use of this knowledge or skills?
e.g. - in my family
- as a student
- as a learner
- in the work place
- physically, emotionally
- in the neighbourhood
- in decision-making
14. In what ways am I different now as a result of this knowledge, etc.?
15. What are the ways in which this knowledge, experience, etc. help me in achieving my various goals?
16. How does this add to my identity - who I am?
17. What new horizons, possibilities, thoughts, ideas does this suggest?
18. How does this relate to some of my deepest concerns?
19. What are other ways of viewing or interpreting this knowledge and information? (If I were someone else would I view it the same way?)
20. What parts of the curriculum am I consciously choosing to emphasize or focus on? Why?
21. Today, (this week), (so far), I have learned ...
22. Today, (this week), (so far), I got a new perspective on...
23. Today, etc, I discovered ...
24. The way I go about learning ...
25. As a result of my learning I plan to ...
26. As a result of my learning I can ...

Journal writing is an important element in personalizing knowledge in that it is an individualized, self-directed activity. The content of the writing is not predetermined but emerges out of what is important to the student. This process of self-discovered knowledge does not begin and end with one particular book, course or experience. Rather, it is an on-going process and central to life itself. Because it is a process unique to each individual, no one can assume responsibility for it other than the individual

him or herself. Journal writing is one way of exercising this responsibility.

"Learning: You start on one road to adventure, but it is an uncharted course. Only at the end will you know where that voyage of discovery leads you or who follows on the same road."

- Dorcey Smith

"... the ways in which we believe and expect have a tremendous effect on what we believe and expect. We have discovered at last that these ways are set, almost abjectly so, by social factors, by tradition and the influence of education. Thus we discover that we believe many things not because the things are so but because we have become habituated through the weight of authority, by imitation, prestige, institution, and unconscious effect of language, etc. We learn, in short, that qualities which we attribute to objects ought to be imputed to our ways of experiencing them, and that these in turn are due to the force of intercourse and custom. This discovery marks an emancipation; it purifies and remakes the objects of our direct or primary experience."

- John Dewey, *Experience and Nature*

"In a college with a student body composed of some students who wish to be trained for some specific tasks or occupations, others who wish to keep open the option to transfer, properly prepared, to another institution, still others who wish to start their formal education a second time, and others simply wishing to learn for personal fulfilment or enjoyment, the real institutional emphasis ought to be on the individual student and the personal learning objectives of that student - this is the essential purpose of the college. College instructors must teach or help students learn, must engage in research (albeit of a different kind in many cases from that conducted by a university professor), must train, must re-educate students, and must make their expertise available to the citizenry as a community resource.

The single thread in this whole process is the individual student and the objectives of that student. With a rapid and continuing turnover of students and their objectives, the college instructor can never lose sight of the student any more than university scholars can lose sight of their research responsibilities. The scholar's primary allegiance is to a discipline; the community college instructor's primary allegiance ought to be to the student."

- John D. Dennison and Paul Gallagher
Canada's Community Colleges

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A Faculty Development Newsletter
of Red Deer College

Vol. 5 No. 6

March, 1989

RED DEER COLLEGE AND THE ETHIOPIAN WATER PROGRAM

- by Lyle Penrod, Water Well Driller Instructor, Division of
Technical Training

(Editor's Note: Community colleges in Canada are increasingly playing a major role in development projects overseas. Alberta colleges in particular are active in the international arena, and Red Deer College's water well drilling program is a good example of an institutional strength and capacity for participating in International programs).

The Hope International Development Agency Program for Groundwater Development in Southern Ethiopia commenced in 1986, with a three-year mandate to complete 33 water systems including wells, pumping equipment, storage tanks, and water outlets in the provinces of Gama Gofa, Sidamo, and Bali. Along with the establishing of these completed systems went the duty to supply a drilling machine and support equipment to keep it running, as well as a transfer of technical skills in both theoretical and practical aspects of the water well industry.

Evaluation of the program by Ainly and Associates Limited, Engineering Firm, in April of 1988, showed the program to be very successful in production but somewhat lacking in theoretical education transfer. It was, therefore, recommended that a drilling supervisor with strong teaching credentials be hired to concentrate on well drilling technology.

The question, then, for Hope Management, was who to contact. Hope, through recommendation from Fred Apon, Hydrogeologist and Field Manager of the Ethiopian Program, contacted Roger Dion of Red Deer College. Why? Mr. Apon, formerly with Alberta Department of Environment, knew that Alberta has the only certified trade status for Water Well Drilling in Canada, and that Red Deer

College is the only institute in Canada offering Water Well Driller training as an accredited course for certification.

Red Deer College, through Roger Dion, was asked to recommend an instructor to work with their crew as an instructor/supervisor, from September 1 to December 31, 1988, to complete their program. I was approached by Roger to talk to Hope and, as a result, spent four months in Ethiopia's southern region.

**"As in all developing nations there is a great
need for education and technical transfer."**

My duties, as outlined by Hope, were the following: direct supervision and training in proper maintenance for the Hope drilling crew, construction and design skills, evaluation of the Unicef training course at the Water Institute, setting up and teaching of a theoretical course for all interested Ethiopian Water Works Construction Authority (E.W.W.C.A.) drillers, and evaluation of the Hope program at the end of Phase Two (December, 1988).

The time I spent in Ethiopia was personally very rewarding and educational. This is a beautiful country with very open, friendly people. The most immediate difficulty was adjusting my preconceptions of a desert nation of starvation to the truths of a lush, green, productive land, whose people, though very poor, are by no means all starving. There was

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DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee. Deadline for submission for the next **DIRECTIONS** is April 3, 1989.

Editor: Ed Kamps

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also some problem adjusting to a system which is labour intensive, strictly regimented, and not production oriented.

For most of my time there, I lived in a house on the Canadian compound in Awassa, the base of Southern region operations. Living conditions were quite good, although adjustment was required to get used to spicy foods, sleeping in a mosquito net, drinking boiled water only, and getting used to the wide variety of insect pests. My time there was certainly made more bearable by my hosts, the Apon family, who made me feel at home as part of their family, and helped lessen the blues caused by my own family being thousands of miles away.

My time spent with the Hope crew was very rewarding. Along with teaching and working time interaction, I also lived with them for some six weeks in camp. This enabled me to spend some time developing friendships and learning about the people, their customs, as well as their drilling methods.

I was also able to make some good contacts with the people at the Water Institute. This Institute has been set up, with United Nations' funding, to teach water technology from geology - hydrology to water well drilling, to machine maintenance. Their Water Well Program is a good, basic program, but weak in theory, especially as related to hydrogeology. Based on this, and my evaluation of the Hope crew and E.W.W.C.A. engineers and hydrogeologists, I devised a four-week course dealing with geology, hydrogeology, well construction and design, and well maintenance.

"Teaching this group was a positively delightful experience. They were very keen to learn."

The course was offered first come, first served, to the E.W.W.C. A. drilling crews and hydrogeologists and to the W.S.S.A. maintenance crews in the southern region. Twenty-two students enrolled and were given instruction. Class attendance for the four weeks was perfect. Study groups met every night for four to six hours of review and all students were involved.

The results of final examinations were also very pleasant. With a pass mark of 65% we had no failures, and 40% of our class had marks above 90%. Our examination was designed to be difficult, so the results were pleasing. The examination was also given to four senior hydrogeologists who are the Water Well Systems designers in the E.W.W.C.A. system, and seniors to the students in the course. Their average mark was 41% and none passed. This not only confirmed the value of the course and results, but indicated a need for theoretical training at a higher level.

"I am sure that if we are willing to take part we will find many opportunities to develop International programs."

Near the end of my time in Ethiopia, I spent time in meetings with C.I.D.A. people, both from Ethiopia and from Ottawa, evaluating Hope's program and educational needs in future development work. As in all developing nations, there is a great need for education and technical transfer. This means education of all types. Through further contact with C.I.D.A. and non-government organizations like Hope International, I am sure Red Deer College has a role to play in areas from technical training, to training in health related fields, to general education for both children and adults.

Ethiopia, for example, is putting a great deal of stress on upgrading the literacy of its people, but large population, small numbers of teachers, and poor facilities call for special programs to be sure the numbers of enrolled students translate to an educated populace. I am sure that if we are willing to take part we will find many opportunities to develop International programs.

CONGRATULATIONS TO SABBATICAL RECIPIENTS

Four faculty were recently recommended for sabbaticals for the 1989/90 year by the CWPDC and approved by the Board at its February meeting.

Cliff Soper, Chemistry, will be spending the next year with the Department of Chemistry at the University of Alberta, updating his knowledge of chemistry and the technologies used in chemistry. His activities will include participating in department seminars as well as preparation of curriculum materials.

Don Dary, Business, will be returning to industry, spending most of next year at Novacor/Alberta Gas Ethylene. During this time he will plan and implement a variety of research projects as well as work in training and staff development.

Joanne Volden, Rehabilitation Services, has been accepted by the Department of Pediatrics, Faculty of Medicine at the U of A, to be studying in an interdisciplinary doctoral program. Joanne's primary activity will be course work and her research efforts will be concentrated on the language disorder associated with autism.

Cheryl Cooney, Music, will be entering a program of Ph.D. studies in music with theory composition as a major. Activities will include hands-on experience with computer assisted learning in theory, aural musicianship, arranging, and orchestration. Cheryl will also be researching materials for curriculum development.

FOSTERING THINKING AND UNDERSTANDING: RESOURCES

- Alice McNair, Reference Librarian

The following bibliography is a selective list of books and periodicals in the LRC which support the article "An Approach to fostering thinking and understanding" by Bob Anderson. (See last issue) For more information, look under these subject headings in the card and on-line catalogues:

Learning, psychology of
Learning - research
Cognition

Books

- Dirkes, M. Anne. Learning to think - to learn. Saratoga: Century Twenty One Publ., 1981 BF 318 D57
- Halford, Graeme S. The development of thought. Hillsdale, N.J.: Lawrence Erlbaum Assoc., 1982 BF 311 H29 1982
- Mayer, Richard E. Thinking, problem solving, cognition. New York: W.H. Freeman, 1983 BF 455 M347 1983
- Sims, Henry P. The thinking organization: dynamics of organizational social cognition. San Francisco: Jossey-Bass, 1986

Periodical Articles

- Bonham, L.A. "Learning style use: in need of perspective." Lifelong Learning (Fall 1988) 11:14-17+
- Langer, M.A. & J.C. Neal. "Strategies for learning: an adjunct study skills model." Journal of Reading (January 1988) 31:361-4.
- Pintrich, P.R. "Student learning and college teaching." New Directions for Teaching and Learning (1988) 33:71-86
- Pintrich, P.R. "Teaching a course in learning to learn." Teaching of Psychology (April 1987) 14:81-6
- Slavin, R.E., et al. "Accommodating student diversity in reading and writing instruction: a cooperative learning approach." Remedial and Special Education (Jan./Feb. 1988) 9:60-6
- Wiener, H.S. "Collaborative learning in the classroom: a guide to evaluation." College English (Jan. 1986) 48:52-61

"THE CONCEPT OF FACULTY VITALITY"

Tuesday, March 28, 1989
12:30 - 1:45 p.m.
Board Room

Presenter: Dr. Irene Nicolson,
Grande Prairie Regional College

FACILITATOR TRAINING IN THE INSTRUCTIONAL SKILLS PROGRAM May 8-11, 1989, Red Deer College

Facilitator training is part of a multi-level comprehensive instructional development program. The core of the program is the instructional skills workshop which, in small groups consisting of five instructors and one facilitator, focuses on instructional basics and the practice of mini-lessons. Oral, written and video feedback form the basis for instructional development.

Facilitator training is a four-day workshop designed to develop the skills necessary to conduct an instructional skills workshop.

General and Specific Goals:

General Goals of the Workshop:

To prepare the participants to conduct the Instructional Skills Workshop.

Specific Goals of the Workshop:

Instructing mini-lessons:

- to write useful learning objectives
- to write useful lesson plans
- to use questioning techniques and appropriate teaching strategies to achieve a highly participatory lesson
- to use common A/V aids competently
- to explore various types of learning, e.g. cognitive, affective, psychomotor

Participating in giving feedback:

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

Facilitating feedback:

- to lead the group in giving both "positive" and "growth producing" feedback that is understood, accepted and used by the instructor
- to allow the participants the freedom to make some

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- points that seem important to them
- to direct the group to focus on the basic ingredients of the mini-lesson
- to manage overall time and process during the first two-thirds of cycle
- to use video resources effectively in the feedback process

For more details on the upcoming workshop and how to become a facilitator in the Instructional Skills Program, contact Ed Kamps, Caroline Rentz-Golub, or Glynis Wilson Boulton.

CHANGING ANSWERS ON MULTIPLE CHOICE EXAMS

- Glynis Wilson Boulton, LAC

Students frequently ask when or if they should change answers on a multiple choice exam. Research evidence is, of course, conflicting. In the Learning Assistance Centre, we are frequently asked to review tests with students. Our observation of the results of changed answers has led us to the following conclusions. They are common sense generalizations which we believe will hold true more often than not.

WHEN NOT TO CHANGE

1. **GENERAL RULE:** If a student has read the question carefully and analyzed the answers systematically, the first answer is more likely to be correct.
2. If a student changes an answer because he thinks the revised answer is "what the instructor is looking for", the change is more likely to be wrong.
3. If a student changes an answer in a rush near the end of the exam, the decision-making has probably been unsystematic. Therefore, the first answer is more likely to be correct.

WHEN TO CHANGE

1. If the student remembers significant new information that affects his decision about a question, then the second answer is more likely to be correct.
2. If a student is very confident that he misread the question initially, the revised answer is more likely to be correct.

If your students are experiencing difficulty because of multiple choice exams, please encourage them to visit the Learning Assistance Centre. We have a number of hand-outs and resources. We can also work with students individually or in small groups to try to help them overcome their frustrations and anxiety.

LEAGUE FOR THE EXCHANGE OF COMMONWEALTH TEACHERS

The league arranges over 600 exchange placements annually, working with educational institutions overseas including colleges. Most exchanges are for twelve months but some are arranged for one or two terms. Countries presently participating include Australia, Bahamas, Barbados, Bermuda, Canada, India, Jamaica, Kenya, New Zealand, Sierra Leone, Trinidad, and Zimbabwe.

Aims and benefits of the program include:

- an opportunity for professional reappraisal and refreshment
- an experience which contributes to professional confidence and adaptability
- first-hand experience of a different way of life and education system
- opportunities to promote long-term institution links
- collection of information and resources through professional study projects
- increased knowledge and awareness of the Commonwealth.

For more information or a list of instructors-subject areas wishing to exchange with a Canadian college, contact Ed Kamps 3275.

"During the 1970s, most of what was done under the name of faculty development focused on the individual. High priority was placed on confidentiality in dealing with faculty and efforts were made to maintain distance from the structures of power and decision-making within institutions. Faculty development was established intentionally at the margins of institutions and viewed as a means of facilitating the growth and development of faculty despite what was happening to the institution. More recently, professional development activities have moved from the periphery of colleges and universities to the center, and growth and change are being encouraged because of what is happening to the institution. There is a new recognition that institutional vitality will require the imaginative linking of the professional development of individual faculty with the carefully planned development of the institution in both its academic and non-academic aspects. There is also the acknowledgement, for the first time in decades, that for their own continuing development and that of the institution some faculty are going to have to consider employment outside of higher education."

R. Eugene Rice, Faculty Lives: Vitality and Change

PARTICIPATIVE TECHNIQUES OF GROUP INSTRUCTION

Scott Parry and Edward Robinson (Princeton, N.J.: Training House, Inc., 1985)

- by Ken Hammer, Rec. Admin.

When I first saw the title of this resource, I was excited. I, like many other faculty, am interested in involving students in learning and getting them to participate actively in the lesson. This resource gives some useful information regarding participative techniques, especially in the areas of case studies, role playing and games and simulations. Although the focus of the book is on conducting Business and Management Programs and Workshops, the information given can be applied to any learning situation.

Those faculty who are interested in the following ideas should take a closer look at Participative Techniques of Group Instruction.

- information centered vs. learner centered instruction
- techniques for eliciting responses from every participant
- common discussion failures
- preparing the group for role playing
- why use games and simulations
- observations on the lecture method
- instructional skills inventory
- the three-stage learning model
- getting the most out of case discussion

This resource is available from the LRC. (LC 44.2 P377 1985)

HEALTH AND SCIENCE PROFESSIONAL DEVELOPMENT ACTIVITIES

- Mary Lou Pilling

Health and Science divisional members have participated in the following professional development activities over the past few months:

Marge Arnold - Family Kaleidoscope Workshop, Red Deer; Empowerment in Childbirth Workshop, Edmonton
Manny Estabrooks, Doug Givran, Ved Madan, Shao Mah - American Mathematical Association of Two Year College Conference, Calgary
Gary Fabris - Field Trip to Bamfield Marine Station
Chris Kidder - Pediatric Advanced Life Support, Edmonton
Cathy Michalenko - Family Kaleidoscope Workshop, Red Deer
Arun Mishra - Introduction to DOS, Red Deer
Charles Molnar - Scientific Investigation of Claims of the Paranormal Conference, Chicago

Nancy McInerney - Provincial Coaches Symposium, Edmonton

Cliff Soper, Alan Racey - Science Policy and Uncertainty in the Environmental Area Lecture, Edmonton

Andy Schmidt - International Conference on Heavy Crude and Tar Sands, Edmonton

Mary Gardiner, Judy Weir, Jennifer Young - 30 Dirty Lies About Old People, Red Deer

Jennifer Young - Nurses and the Law, Red Deer

Divisional Members who have presented papers:

Irene Gatalint - Paper on RDC/U of A proposal for B.Sc.N. program at Self-Determination Conference, U of S, Saskatoon

Chris Kidder - Presentation on Stress and Coping to Canadian Association of Critical Care Nurses Conference, Halifax

Divisional Members who are studying include:

Dennle Hycha - Psychology of Learning and Teaching at the Adult Level, U of A

Ved Madan - Continuing studies towards M.Sc. in Computer Science, U of C

Janiece Wiberg - Fall courses towards M.Sc. in Computer Science, U of C

Annabelle Watson - Course towards Gerontology Certificate, Mount Royal College

Sandy MacGregor - Courses towards Master of Nursing, U of C

Derilee Ziebart - Courses towards Master of Nursing, U of C

Projects:

Judy Weir - Working on an innovative project on Problem Based Learning Resources: Methods and Cases

Nursing Department In-House P.D.:

Working Through Change - Ed Kamps, RDC

AIDS Level I Training - Gem Bartsch, RDRHC

Problem Based Learning - Karin Von Schilling, McMaster

Drama in the Classroom - Richard O'Brien, RDC

"Who and how many will be able to attend colleges in Canada in the years ahead is not yet at all clear. A very real danger is that many of these colleges will, perhaps imperceptibly, take on the characteristics of more exclusive, less accessible American-model junior colleges or second-rate technical schools. Such institutions, however, are neither a priority nor an urgency for Canada. It will take commitment to important social values rather than pragmatic but oversimplified solutions to keep colleges accessible to most citizens, significant to community enhancement, and vital to the economic development of the country. It will take better, more imaginative planning and policy. But it will also take political courage at both institutional and governmental levels."

John D. Dennison and Paul Gallagher,
Canada's Community Colleges

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ANOTHER LOOK AT CRITICAL THINKING

Glenn Ross Johnson

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Browne and Keeley (Spring, 1988) noted that critical thinking was one of the goals often stated for higher education, but they were convinced that only a meager number of studies had explored the impact of college on students' critical thinking skills. With such a belief in mind, they asked a group of students to evaluate a 550-word essay. The essay had many errors of evidence, ambiguities, assumptions, and important missing information. More than 50% did not question any of the ambiguities, and more than 50% failed to comment on a loose definition that was essential for the students to be able to draw accurate conclusions about the article.

Browne and Keeley declared that many seniors lacked critical thinking skills. The authors closed their article with the following statements: "To improve the thinking skills of students, professors should be aware that the traditional curricula does not guarantee the internalization of critical thinking skills. Direct training combined with practice and reinforcement is needed to facilitate the development of critical thinking skills." (page 2)

Powers and Enright (1987) wanted to identify those reasoning skills that were perceived as most critical for students to be successful in graduate schools. They noted that when faculty members were asked to identify important reasoning skills, the most highly rated critical thinking skills involved reasoning or problem solving when needed information was not known, the ability to identify fallacies and contradictions in arguments, and noting similarities between types of problems or theories. They also identified the three more serious errors in reasoning: inability to question assumptions, inability to integrate and synthesize the ideas obtained from a variety of sources, and the inability to develop hypotheses independently.

A team of researchers at the National Center for Research to Improve Postsecondary Teaching and Learning [NCRIPTAL] have developed a Motivated Strategies for Learning Questionnaire [MSLQ], a self-report instrument used to evaluate the motivational orientation and learning strategies of college students (Pintrich et al., 1988).

One section of the instrument deals with critical thinking. By changing the MSLQ statements into questions, we can extrapolate some guidelines to share with our students. We can duplicate and distribute the following to our stu-

"The challenge of teaching seems to be gone, and we can't seem to figure out how to get teachers involved and growing and how to keep them that way. Teachers complain that they are doing the same thing at age 50 that they did when they were 30. That says something about the lack of career ladders, but it also says something about the advancement of knowledge in the profession. Doctors certainly aren't doing the same things that they were doing 20 years ago - none are businesspeople, engineers, or lawyers. There is always something new to learn, and, perhaps most important, there is always some indication of personal and professional progress. A doctor can tell whether a new treatment works; an engineer can do things with a computer that were never possible before; a lawyer has the constant challenge of coping with social change.

What's wrong with teaching as a profession? Why do we seem to make so little progress? One obvious answer is that we don't have the advances in knowledge that characterize medicine and engineering, but more important to the individual is that we don't have the satisfaction of knowing whether what we do works. Assessment, as it is promoted and practiced today, will help the profession - maybe - but it won't provide the sort of feedback on effectiveness that individual teachers need in order to get involved in the intellectual challenges of teaching."

K. Patricia Cross, "The Adventures of Education in Wonderland: Implementing Educational Reform", Phi Delta Kappan, March, 1987

dents, and we can take time to elaborate on the items during class time:

1. When confronted with difficult problems, do you try to develop potential solutions and then check out your hypothesized answers?
2. When theories and generalizations are presented by instructors, do you try to find good supporting evidence?
3. When you read or hear an assertion or conclusion, do you think about potential alternatives?
4. Instead of relying entirely on the instructor's ideas, do you develop your own understanding of most topics you read or hear?

Derek Bok (1986), President of Harvard, in his annual report to the members of the Board of Overseers, also cited the benefits students derive from problem-solving:

Even business schools will concede, along with law schools, that their most valuable function is not to teach technique or specialized knowledge; rather, it is to instill a cast of mind - - an instinctive ability to use relevant knowledge and skills in a rigorous, systematic way to think through problems characteristically encountered in practice. The most successful means of instilling these habits of thought is the case method - - the use of elaborate descriptions of situations culled from practice which are taught by involving students in active class discussion. As students analyze more and more cases, they gradually gain a greater capacity to identify the problems embodied in a complex situation and then to use the available facts with the aid of specialized knowledge and skills to arrive at a concrete plan of action. (p. 26)

Wulff and Nyquest (1988) declare that field study methodology is an instructional tool that enhances critical thinking. Field studies are usually long-term and are not the same as short field trips. Students "observe, analyze, classify and report human behavior occurring in natural environments." (p. 87)

Wulff and Nyquest described an instructor's approach to field study in which students compared and contrasted the findings from their observations with those appearing in reading and during lectures. Students were to present tentative hypotheses and conclusions to their peers. The activity included small group discussions, and the experience encouraged the use of synthesis.

The instructor wanted the students to perform as researchers. To enhance this goal, the instructor arranged for a presentation by a researcher experienced in field methods. "Part of the presentation focused on taking field notes, including what to record, how to separate observations and inferences, and how to formulate tentative

hypotheses." (p. 91) The presentation included information on taking notes in the field, what to include in the record, separating observations and inferences, formulating hypotheses, analyzing and classifying information into categories, identifying themes, and presenting and supporting conclusions with specific findings from field notes.

Carla W. Hess (Spring, 1988) decided to engage her students in thinking about thinking exercises. She believes such experiences are essential if business students are to be successful in the real world. In her effort to discover protocols that identify steps, skills, processes, and behaviors involved in such mental activities as reasoning, decision making, problem solving, learning-to-learn, and critical and creative thinking, she rediscovered the Taxonomy of Educational Objectives (Bloom et al., 1956).

When Hess introduces some course content, she has the students reference a handout on which Bloom's six levels of the cognitive domain are listed: knowledge, comprehension, application, analysis, synthesis, and evaluation. The handout includes "a key word, a thinking process, teaching goals, student behaviors, and typical words . . . that require thinking at that level." (p. 2) The students reference the handout and then think about each of Bloom's levels, which are then demonstrated and practiced.

Asking questions

One of the criticisms identified with classroom instruction is the failure of teachers to ask questions that require students to use higher cognitive processes - - to think. Bloom's Taxonomy can be used to generate thought provoking questions. Problem solving and probing questions can also force students to use higher cognitive processes.

Using application questions. These questions have a broader scope than simple recall of information, and they can be applied to a variety of contexts. "Having read the Dialogues of Plato, how can you apply the teaching style of Socrates in your own classroom instruction?" "Having discussed the research findings at the Hawthorne Plant of Western Electric, how would you behave as an administrator/manager in a similar plant where they might mass produce light fixtures?" The purpose of such questions is to lead the student to the application of a concept, principle, or generalization in a different context.

Using questions that call for analysis and synthesis. These questions require students to draw on the knowledge they have learned in order to apply that knowledge to a given situation. "Why does cotton grow better in the Brazos Valley than in the higher areas of the Big Bend country?" The students must look for abstract relations. They must attempt to draw inferences to account for the phenomena.

DIRECTIONS

Questions that require students to compare two objects or statements force students to look for similarities and differences: "How does the HWP Laserjet II differ from the IBM Quietwriter Printer Model 2?" "Are the editorials on the topic of energy different in the New York Times and the Houston Chronicle? Explain."

Using questions that call for evaluation. Most of the time there are no specific right or wrong answers for evaluation questions, and that makes the standards or criteria the instructor will use to judge the students' responses an important part of the instructor's presentation strategy. an example of a judgement question might be as follows: "Look at these two microscopes. Which is the better instrument, and why?" Bloom contends that evaluation requires the student to use some combination of the cognitive processes listed earlier (knowledge, comprehension, application, analysis and synthesis).

Problem-solving. Problem-solving questions enable students to use their creativity in obtaining solutions to problems. It is this active involvement on the part of the students that enables them to more easily store learnings in long-term memory; the active involvement may also make it easier for the students to retrieve information from long-term memory at a later date.

Probing questions. One of the key questions that instructors should have in their repertoire is "Why?" This probing question forces the students to go beyond surface responses to questions; the students must respond to a "Why?" question by revealing their thought processes, their knowledge bases, their sources of information, their abilities to "think" above the recall and comprehension levels.

Are we building critical thinking experiences during our classroom activities and course assignments? We should.

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"Anyone who has ever taught could comment on the vivid differences between eager and apathetic students. A Chinese proverb says "To be fond of learning is to be at the gate of knowledge." It is almost impossible to prevent the interested student from learning. He meets the teacher more than half-way - all the way if necessary. He seeks out the situations in which he can learn. He gets an education in the most active sense of that term.

The apathetic student, if he is at all affected by schooling, receives an education. To say that teachers must meet him more than halfway understates the case: they must block all exits and trap him into learning. They must be wonderfully inventive in catching his attention and holding it. They must be endlessly solicitous in counseling him, encouraging him, awakening him and disciplining him. Every professor has observed what Lounsbury once described as "the infinite capacity of the undergraduate to resist the intrusion of knowledge."

John Gardner, Excellence: Can we be Equal and Excellent Too?

"The potential for conflict permeates the relations of human kind, and that potential is a force for health and growth as well as for destruction ... No group can be wholly harmonious ... for such a group would be empty of process and structure."

James MacGregor Burns

"Reality is what we take to be true. What we take to be true is what we believe. What we believe is based upon our perceptions. What we perceive depends upon what we look for. What we look for depends upon what we think. What we think depends upon what we perceive. What we perceive determines what we believe. What we believe determines what we take to be true. What we take to be true is our reality."

Gary Zukav, The Dancing Wu Li Masters