

RDC FACULTY ON SSHRC

Jim Gough, Philosophy and Bruce Petrie, Psychology, have been appointed recently to the evaluation committees of the Social Sciences and Humanities Research Council. SSHRC is a federal granting agency which promotes and assists Canadian research and scholarship. The Council:

- supports such discipline-based research as in the judgement of scholars will best advance knowledge;
- encourages research on subjects which the Council, in consultation with the academic community, considers of national importance;
- facilitates communication among scholars in Canada and abroad, and stimulates dissemination of the results of research;
- assists in, and advises on, maintaining and developing the national capacity for research.

In pursuit of these goals, the Council administers programs of fellowships for research training, and grants for research, international scholarly exchanges, scholarly publishing, conferences and other research-related activities. In addition, the Council conducts inquiries and performs a leadership role in research policy in Canada, and fulfills a liaison function with government and the scholarly community.

Jim will be adjudicating proposals in Philosophy and the Classics while Bruce will be reviewing research proposals in the area of Psychology.

As well John Tobias has been called upon on several occasions in the last few years to serve as a referee for publications proposals in the area of Canadian History, especially those related to Indian policy.

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 November 1, 1989.

Editor: Ed Kamps

The selection of these faculty represents a growing recognition of the role of Canadian community colleges in carrying out applied research and scholarly projects. Efforts by the Association of Canadian Community Colleges (ACCC) in the last year have been directed toward encouragement of applied research. At its December 1988 meeting; the Canadian Program Advisory Committee passed the following resolution:

Whereas ACCC is supportive of research being included as an important component of the mandate of Colleges and Institutes and increased encouragement of College-based research is needed,

and

Whereas the recent National Survey Canadian Community College and Institute-based Research in the Social Sciences and Humanities (1988) established that there is a persistent interest in conducting Social Sciences and Humanities Research in the Colleges, and a solid cadre of qualified researchers,

and

Whereas important initiatives are being taken in Applied Research in Science and Technology,

Be it therefore moved that CPAC recommend to the Board of Directors that they lobby provincial and federal governments and granting agencies and also their own members to

THIS ISSUE

RDC Faculty on SSHRC	Page 1
Travel Grants	Page 2
Handbook on Incorporating Learning Skills Available	Page 2
1990: International Literacy Year	Page 3
Employee Exchange Program	Page 4
Fun at Work!	Page 5
Faculty Profile	Page 6
Across The Curriculum Committee	Page 6
KITE Program: Congratulations	Page 7
New Periodicals for LRC	Page 7

DIRECTIONS

provide support for Applied Research based in the Colleges and Institutes in the fields of Social Sciences and Humanities and in Science and Technology.

This resolution was passed at the January 1989 meeting of the Board of ACCC, resulting in applied research now being officially supported and promoted by our national organization. A direct outcome of this motion will be the development of a clearing house of relevant information and resource materials related to proposal writing. Regional workshops are also being planned.

TRAVEL GRANTS

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 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 provided, 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. (Deadline for applications is October 13).

FACULTY HANDBOOK ON "INCORPORATING LEARNING SKILLS INTO THE CURRICULUM" AVAILABLE

If you would like to incorporate the instruction of learning, thinking, and/or writing skills into your classes, you may be interested in a handbook on the subject. Developed by Bob Anderson, Dean of Arts & Education and Glynis Wilson Boulton, Head of the LAC, the handbook helps instructors to identify useful resources, set instructional goals, and plan for learning skills instruction. The handbook and accompanying workbook are available in the College Bookstore. Bob and Glynis would be happy to answer questions about the handbook or to describe its contents. You can reach Bob at 3230 or Glynis at 3168.

"The future belongs to the Learners not the Learned". - Eric Hoffer

1990 INTERNATIONAL LITERACY YEAR

Minister of Advanced Education John Gogo recently announced a number of initiatives which will be undertaken by the Government of Alberta to celebrate International Literacy Year in 1990. Over \$45 million is committed annually by the government to support literacy and other closely related programs and in 1989, an additional \$1.35 million is being provided by the provincial and federal governments on special literacy projects.

To celebrate and promote public awareness of International Literacy Year in 1990, the Government of Alberta will be involved in the following activities.

- the announcement of an Alberta Adult Literacy Policy in 1990
- a major literacy conference in Edmonton in October, 1990
- the dedication of literacy flags in 70 Alberta communities
- public service announcements to promote the issue of adult literacy
- an adult learner literacy conference in Calgary in October, 1990
- publication of easy-to-read material on the issue of adult literacy
- and use of the UNESCO 1990 International Literacy Year logo on Government of Alberta stationery

In outlining the varied literacy initiatives in Alberta, Mr. Gogo said: "Adult literacy is of a real concern to the government. Alberta has for over 20 years recognized the importance of providing adult basic education and literacy programs. It is continuing to address needs in this area through participation in special literacy initiatives and the creation of a policy which has had input from government, post-secondary institutions and those in the public with an interest in literacy."

In 1988/89, twelve special literacy projects, some targeting six specific regions in Alberta and others benefiting the entire province, received cost-shared funding from the Government of Alberta and the Department of Multiculturalism and Citizenship of Canada. Four projects have been approved for funding so far in 1989/90. They include a project to develop computer literacy skills of adult learners and publish an in-house newsletter, a project to publish an "Adult Literacy Book for Teachers" that can be used for adult learners and tutors, a demonstration literacy project for adults with mental handicaps, and a project to distribute International Literacy year flags to all volunteer tutor literacy projects in Alberta.

Opportunities for adult Albertans to upgrade their educational qualifications and increase their literacy skills are provided through a system of provincially-administered institutions, community colleges, community educational consortia, school boards, adult correctional centres, and literacy projects established by Further Education Councils.

The majority of the funding provided by Advanced Education for adult basic education is allocated to the four Alberta Vocational Centres. Volunteer tutor literacy projects are supported by Further Education Councils in 55 Alberta communities. Almost all of the ten colleges include academic upgrading within their service areas. Literacy classes are offered in nine provincial correctional institutions. Community Educational Consortia provide literacy and academic upgrading programs to adults in five different regions of Alberta.

DIRECTIONS

Mr. Gogo added: "The provision of these services has resulted in Alberta having the highest adult literacy rate in Canada. 90 per cent of Albertans over the age of 15 have completed 9 grades of schooling and are considered functionally literate. Alberta's labour force is the most highly educated in Canada, and Albertans continue to strive to improve their level of education for the every changing job markets. While the Government of Alberta is proud of its successes and the services it presently provides, it will continue to make every effort to address the issue of adult literacy and the social and economic problems which result from it."

At RDC, literacy activities take place primarily in the Adult Basic Education area. This full-time program runs from September through June, providing small class instruction in reading, writing, and mathematical skills, from beginning to ninth grade level. Instruction is presented at four skill levels. Students are assessed prior to admission and recommended to the appropriate level in each subject area.

Language skills taught range from phonics and spelling through to paragraph writing and reading strategies. Mathematical skills taught range from a review of basic number facts and operations through to an introduction to basic algebra.

The contact person for this program is Therese Dion, Manager of Ad Hoc and Off Campus Program, Division of General and Developmental Studies.

"... all genuine learning is active, not passive. It involves the use of the mind, not just the memory. It is a process of discovery in which the student is the main agent, not the teacher."

EMPLOYEE EXCHANGE PROGRAM

Several exchange programs are currently available to faculty, the most comprehensive being the Community College Exchange Program. The CCEP includes over 300 participating institutes in Canada, the U.S. and Australia and is also affiliated with the National Faculty Exchange, - which focuses more on four year institutions.

RDC is also or member of the Faculty Exchange Center, additional program which includes coordination of house exchanges.

At Red Deer College, Graham Page, Art and Design, and Ethel VandenBrink, Secretarial Science, have participated in exchange programs. Both are very enthusiastic about their exchanges and while there was a good deal of planning involved, they do not hesitate to recommend an exchange. Graham swapped jobs, houses, and automobiles when he went to Exeter College of Arts in England, while Ethel spent a year at Cypress College in Orange County, California, also exchanging residences. She found the staff to be very friendly and helpful and returned for a visit after the completion of her exchange.

Next year, Mary Ann Korpesio, from the President's Office will be partaking in an exchange/visit to Citrus College in California.

Presently a listing of some 500 names of people who are interested in an exchange is available. This listing is broken down by discipline or job function (faculty, administrators, secretaries, custodians, etc.). This listing also includes applicants from the National Faculty Exchange (four-year institutions). Interested individuals from RDC may call anyone on the list to discuss a possible exchange. For more information, contact participating colleges and application materials, contact Ed Kamps at 3275.

DIRECTIONS

FUN AT WORK! - Ken Hammer, Rec. Admin.

"The serious benefits of fun have been so well established that a number of firms have made it part of the corporate culture."

(Psychology Today, March, 1989)

"An element of playfulness will make you more creative, more satisfied, and, yes, more productive, too."

(Psychology Today, March, 1989)

"There's growing evidence that humour at work boosts production and relieves stress."

(Red Deer Advocate, May, 1989)

With the preceding quotations as a starting point, twenty-four College faculty and staff joined forces back in June and came up with 101 WAYS TO HAVE FUN AT WORK. Of the twenty-four faculty and staff in attendance, nineteen responded to the task of choosing ten ways of having fun at work that they felt should be pursued or acted upon by a College group or the College as a whole. The results of this survey, according to the total number responding to a particular way of having fun, are listed.

RANKING WAYS TO HAVE FUN

- 1 Secret Buddies/Colleagues for a week
Response - 9
- 2 Lunch Hour Activities to get staff outside for an hour (ie. Wiener Roast, Bike Riding, Walking, Skating, Slowpitch, and so on) - 9
- 2 Travelling Snack Wagon, made by and distributed by, a Department on a Friday - coffee, cakes, cookies, etc.
Response - 8
- 3 Collection of Student Bloopers and Funny Encounters for the whole College - post it or present a "Bloopster of the Week" award
Response - 7
- 3 Dress-up Days/Dress-Down Days, Response - 7
- 3 Departments invite other Departments out for coffee or lunch, Response - 7
- 3 Ongoing Conference or Workshop on Fun in the Workplace - bring in specialists, Response - 7

- 3 Continue with an internal publication (ie. Reviews and Previews) - keep it informative but on the lighter side, Response - 7
- 4 Casual Dress Day once a month with a fun-type activity to take part in (ie. walk through the woods out back), Response - 6
- 4 A real faculty club with pleasant surroundings, quiet music, good meals, Response - 6
- 5 More Fun Challenges between Departments Friday afternoon coffee get-togethers', Response - 5
- 5 More special meals in Cafeteria, Response - 5
- 5 Recognize exemplary practices of playfulness (eg. at Kite Awards evening, Fall Warm-up, Reviews and Previews), Response - 5
- 5 Brighten up offices and classrooms, Response - 5
- 5 Spontaneous fun events out of the blue once or twice a year - unscheduled (eg. afternoon off in summer, ice cream treat for everyone, distribute candy), Response - 5
- 6 Pot luck picnic lunch down at Bower Ponds, Heritage Ranch or Staff Lounge, Response - 4
- 6 Institute Good Guy/Good Gal of the Month, Response - 4
- 6 More events such as the Car Rally, Response - 4
- 6 Have more College-wide social events i.e. expand FARDC Social Committee to include all groups within the College, Response - 4
- 6 Have a notice board for announcements (i.e. weddings, birthdays, births, etc. so congratulations can be more timely, Response - 4
- 6 identify fun as an organizational effectiveness indicator, Response - 4
- 6 invite other instructors into class to lead a fun activity or contribute to the class content in a fun way, Response - 4
- 6 List faculty and staff birthdays in directory, Response - 4

The "Fun At Work" group will now take the above information to the group, "In Support of Excellence," to discuss implementation of some of the ideas. If you would like to be a part of the implementation process, or would like a copy of 101 Ways to Have Fun At Work List, contact Ken Hammer (3461).

FACULTY PROFILE

"Faculty Profile" is a new feature of DIRECTIONS.

The purposes include:

- to assist in learning more about who we are as a faculty
- to contribute to the development of or learning community of faculty
- to stimulate thought and reflection regarding teaching and faculty development

This month: Mary Gardiner

Courses taught: Nursing 305, 335, 346, 200, 210, 344.

Also CPR courses.

Educational Background:

(diploma/degree and from what school)

- Basic Nursing (RN) St. Paul's Hospital Saskatoon
- Psychiatric Nursing (R.N.) Alberta Hospital, Ponoka
- B. Sc N
- Masters Adult Education - St. Francis Xavier University, Nova Scotia

Years of teaching experience at Red Deer College:

10 years

Other recent college involvement:

Member of Academic Council

Peer Supporter with Reach

Member of Professional Standards - Faculty and College Wide

Member of CAT Fund Committee

New member of the Research Task Committee

(Edmonton) evaluating the new collaborative Nursing Degrees Programs

Community Involvement:

- Board Member - Canadian Diabetes Association
- Member of Education Program - Canadian Mental Health Association
- Member of St. Mary's Parish - and on Pastoral and Social Justice Committees
- Member of Adult Education Interest Group
- Secretary of Red Deer Tennis Club
- Member of the Community Education Committee for our Department and give workshops on Diabetes to Central Alberta Nurses

Professional Development profile synthesis

- working at present on curriculum development for the Degree Program in Nursing
- would like to go back to school

Favourite or influential book or author:

The Prophet by Kahlil Gibran

Heroes:

Martina Navratilova

Rudolf Nereyev

David Suzuki

Philosophy of teaching/learning:

Every person is important.

Learning takes place in an accepted environment.

Instructors facilitate the learning, - students learn

Every student has an individual learning style that must be recognized and accommodated

I learn from every student

Personal favorite teaching strategy/device:

Discussion, sharing, group work and "hands on" learning

Views on faculty development:

Faculty development is an individual responsibility but crucial to engage in, in order to keep current in one's field.

If you had one last class to teach, what message(s)

would you want to leave with your students:

"Be the best you can be."

"Each of you can have a profound impact on health care because of your caring."

ACROSS THE CURRICULUM COMMITTEE

Last year, an "Across the Curriculum Committee" was formed to discuss how the College Wide Professional Development Committee could encourage faculty interested in developing students' writing, learning, and thinking. A proposal was submitted to the College Wide PD Committee and support in principle was granted. Many thanks to the people responsible for the development of the proposal. The following individuals put many hours into the project last year:

Mary Lou Armstrong

Glenda Pincovski

Tom Carne

Michael Pollock

Gill Newman

Donna Storvik

Chris Kidder

Glynis Wilson Boulton

Janet Panuska

Anyone interested in sitting on this year's committee should talk with Glynis Wilson Boulton (3168).

DIRECTIONS

Congratulations to K.I.T.E. Award Nominees and Recipients * from the Spring Break-Up held in May

Dean's Award of Excellence

Business: John Hunter*

Educational Resources: Mary Lou
Armstrong*

Roberto Bencivenga

Paul Dunning

Health and Science: Lorrinda Barritt

Shao Mah*

Nancy McInerny

Cliff Soper

General and Developmental Studies:

Art Gagne

Angela Jeske*

Marilyn McDonald

Don Wales

Student Services:

Joan Scott*

Technical Training: Glen Hill

Tom Kalis

Ross Simpson

Rookie of the Year:

Roberto Bencivenga - L.A.C.

Jody Burrell - Pharmacy Tech.

Tom Carne - B. Sc. Chem.

Sharon Dickoff - Rec. Admin.

Kevin Harrison - Electrical

Martin Kartzmark - CST

Alice McNair - LRC*

John Olson - B. Sc. Chem.

Deb Otto - Sec. Science

Terry Stickland - Heavy Duty Mechanic

Derilee Ziebart - Nursing

Program Service Achievement Award

Bachelor of Science

Competency Based Apprenticeship Training

Pharmacy Technology

Recreation Administration*

Reprographics

Welding*

President's Award

Alan Anderton * - Business

Denise Hycha - Nursing

Arun Mishra - Engineering and Chairperson
of B. Sc.

Don Wales, Biology

Glynis Wilson Boulton, L.A.C.

NEW PERIODICALS FOR THE LRC

- Paul Boulton, LRC

Twice each year, normally in January and August, the librarians review new periodical requests and decide which new titles will be added to the LRC collection. The librarians last met on August 30, 1989 and decided to add the following titles:

Abilities: Canada's Journal of the Disabled
Canadian Art

International Education Magazine

Journal of Community Health Nursing

Journal of Nurse-Midwifery

Journal of Pediatric Nursing

Malahat Review

Our Planet

University of California, Berkeley, Wellness
Newsletter

Up Here: Life in Canada's North

If you wish to recommend a new periodical to be added to the collection, send your recommendation to your divisional librarian. The LRC will obtain a sample copy and return it to you with an evaluation form. Fill out the evaluation form and return the sample copy and evaluation form to the divisional librarian. Your recommendation will then be considered at the next Periodicals Meeting.

The ten new titles listed above will begin appearing in the LRC in the next few months.

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 6 No. 2

November 1989 1988

PROBLEM BASED LEARNING: an Investigation and Interview

NOTE: Last year, Judy Weir, Nursing, received support from the CWPDC to undertake an innovative project to investigate problem based learning.

The project involved the research and development for implementation and evaluation of problem based learning as a seminar method for the first year of the (proposed) B.N. transfer program. This involved research, consultation and adaptation of this method developed by McMaster University's nursing and medical programs. As well, further research into the nursing literature on problem solving and the diagnostic reasoning process served to broaden the approach. Cases were developed to provide the focus and content of the method.

Ed: Judy, what exactly is Problem Based Learning?

Judy: Problem Based Learning is a teaching method characterized by developing skill in problem solving and learning content through working with situations, learning in a group setting, and, self directed learning. The teacher's role is as facilitator of these processes, rather than as content expert. Students meet in groups of 10 to 12, ideally, and, together, work on situations which elicit research and discussion on core curriculum material, as well as the problem solving process. Attention is also focused on group process, self awareness and communication with others. Students make decisions about information that is needed to work productively with the situation and share the research and presentation tasks among themselves. Thus, the study of an individual situation often takes place across several seminar sessions as new information is gathered and integrated.

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee. Deadline for submission for the next **DIRECTIONS** is December 10, 1989.

Editor: Ed Kamps

Ed: How did you first get interested?

Judy: I had known about the use of the case method by McMaster University's medical and nursing programs as the method for delivering medical and nursing courses and the high esteem in which their graduates are held. As we began the process of planning a new nursing program, I saw the opportunity to investigate and possibly use this method in some ways as there is increasing emphasis on problem solving skills and contextualized learning in nursing education. Besides, the goals and practices involved in this method fit many of my ideas and beliefs

"The teacher's role is as facilitator of these processes, rather than as content expert".

about learning and education. When two nursing colleagues and I travelled to Ontario to consult with nursing programs for further input useful in our development efforts, we took the opportunity to visit McMaster to further investigate problem based learning among other aspects of their program.

Ed: You mentioned "contextualized learning". Can you elaborate?

Judy: Contextualized learning, or learning in a context, refers to an approach to learning which acknowledges the crucial significance of the context in which what we

THIS ISSUE

Problem Based Learning: an investigation and interview with Judy Weir	Page 1
Thank You	Page 4
How Am I Teaching?	Page 4
LRC Materials	Page 4
Across The Curriculum Committee	Page 5
Upcoming Workshops	Page 5
LaGrange And Read Receive Federal Grant	Page 6
Travel Grants, Special and Innovative Projects Approved	Page 6
Special and Innovative Projects	Page 6
Travel Grants	Page 6
Divisional Professional Development Reports	Page 6
The Group In Support of Excellence	Page 8
Faculty Profile	Page 8

DIRECTIONS

normally think of as generalizable knowledge is applied. Thus, while general knowledge which can be applied to a number of situations is gained, it is gained with the understanding that it cannot stand alone and can be highly modified by the context. Using case studies around which to learn more general knowledge conveys a purposefulness to gaining of knowledge and also communicates the importance of knowing which factors in a situation are critical to decisions about application. This latter aspect begins to address the problem of the individual who knows only how to use a hammer, so proceeds to pound on everything. It is also this aspect of knowing that depends on and is enriched by experience and, in part, characterizes the difference between a novice and an expert.

Ed: What are the objectives and components of this approach?

Judy: There are three components which interact to make up problem based learning.

First: Learning through problems or situations - this kind of learning has the development of problem solving skills as one main objective. Students also have the opportunity to contextualize knowledge as they apply general knowledge to a specific situation. The focus of the problem or case provides for the content of the particular course or part of the course.

Second: Learning in a group setting - the objectives for learning in a group setting include developing abilities in collaborative work which is important for future professional practice. Opportunity for increased self awareness, especially of one's effect on others, through feedback from fellow group members and teacher is also an important aspect. Students learn to use discussion and reflection as a medium for considering other points of view and integrating information.

Third: Self directed learning - the group and individuals within the group are responsible for directing and accomplishing learning with help from the teacher. The objective is to develop learning skills, strategies and

"The objective is to develop learning skills, strategies, and principles, as a basis for lifelong learning."

principles, as a basis for lifelong learning. Another important aspect which overlaps somewhat with the other components is the opportunity to develop skills in self evaluation, an important part of problem based learning.

As you have probably realized, the skill and commitment of the teacher is critical to the success of this method.

Ed: What is the philosophy behind PBL?

Judy: The philosophical base for PBL really begins with a view of man as having the ability to choose and to search for meaning. Knowledge is more a process than a product and, further, is more meaningful when it is contextualized. Knowledge enables knowing and guides thinking and results in increased independence. The rationale from a learning point of view is pluralistic. This method is definitely centered and is concerned with the development of cognitive and social abilities. Malcolm Knowle's principles of adult learning, based on Piaget and Bruner and an assumption of motivation toward personal and professional growth, support the self-directed nature of this method. The problem solving method with search for and application of generalizable knowledge is well supported philosophically by Dewey, and theoretically, by Kolb. The use of a small group provides for the experience of situation and knowledge as multifaceted, and subject to differing perspectives. Learning as a social phenomenon, and the opportunity to learn interpersonal skills form part of the rationale for the group setting. As well, the realities of future professional practice demand group skills.

Ed: Can you give an example of how it works?

Judy: It is difficult to describe an individual group meeting because it depends on the particular focus. However, when beginning a typical problem situation, the group would examine the beginning data which is usually quite brief and identify key concepts including possible related and contributing factors. These items are then clarified and grouped and the students might then go on to identify their learning needs related to working with these concepts. The group divides the research tasks with the expectation that group members will share their new understandings at the next group meeting. Subsequent group meetings will include presentation and discussion of student material and further data gathering and work with the problem situation. At McMaster, this may include contact with a simulated patient. The group may also have included in their group meeting time, opportunity to give feedback to the student leader for the session and to other group members. Other sessions might involve no work on a problem situation but, instead, be focused on self and mutual evaluation.

Ed: What have you found in dealing with students and faculty who have used this approach?

Judy: I did have the opportunity to attend a problem based learning session with third year nursing students at McMaster University. The teacher was not present, but the group carried on and hosted me as well. I had an exciting chance to observe the students as well as talk with them about their perceptions of this learning method. They reported some initial discomfort with the method, but were enthusiastic supporters at this point in their program. I was impressed with their sophistication as group members and also as learners. Not only was this demonstrated, but they also talked about the processes involved and how they saw the implications for their professional life. They perceived themselves as good learners who had tools and resources to enter and deal with new situations. Faculty members with whom we talked were committed to problem based learning and had considerable experience. They pointed out that the method depends very much on the skill of the individual teacher, which is sometimes a problem for individuals who themselves are most familiar and comfortable with more traditional teaching methods. The two greatest challenges for teachers they pointed out were giving up, to a large extent, one's direct content expert role, and sharing control of the learning and group processes with the students. Faculty did point out the individuality of learning groups and their members and their observable growth as being a great source of pleasure.

Ed: How might Red Deer College's Nursing Department use this strategy?

Judy: It was planning for the proposed collaborative B.N. program that initiated my serious interest in this method and it is in relation to that program that I undertook this project. We have planned for a seminar stream in the curriculum which is to deal, in part, with problem solving and this would be the obvious place for this method. There is no expectation that our department would move toward a curriculum totally based on problem based learning as at McMaster. Implementation of this method will

"They perceived themselves as good learners who had tools and resources to enter and deal with new situations."

depend partly on our future with the proposed program, and on the interest and willingness of individual faculty members to use this method. As one would expect, the impact of problem based learning depends on the extent of its use, but there is considerable room for the individual style and preferences of teachers and students. This method can also be adapted for use in clinical group learning and approach to preparation and planning for patient care. One can certainly use selected principles and practices and I know this is already being done, but the

unique combination of the elements of this method has an impact of its own. On other issue that must receive attention in implementation is transition for the students from more traditional teaching and learning methods they have experienced in their previous education to the expectations and skills required by problem based learning. This will mean that the problem based learning sessions at the beginning of the program will be structured to promote progressive ability and experience with all aspects of this method.

Ed: How might other programs make use of this technique and your project?

Judy: I think the principles are pretty generic to almost any applied area of study where context is important, and there is a demand for decision and action in everyday practice. There may be possibilities beyond this kind of study and that would be interesting to explore. It is a method which requires seminar size classes and teachers skilled in problem solving, group process and learning. It is the situations which define the content or focus so these would be unique to a particular area of endeavor. The other requirement for successful use of problem based learning is a good learning resource base which the students can easily access. One of the products of my project will be a teacher's manual for using problems based learning (which may be called situation based learning). This will be generic in nature and will certainly be available to anyone who is interested.

Ed: What about student evaluation methods in this approach?

Judy: Several methods have been developed including what is called the "triple jump". This is an individual evaluation of problem solving and planning for learning. The teacher presents a situation and the student verbally analyses and suggests hypotheses or related concepts. She generates a plan for the research she needs to undertake in order to deal with the situation. Then she leaves the teacher, does her research and comes up with the plan or product required by the situation. She returns to the teacher and verbally explains her product and the processes she has been involved in throughout the test session. Teachers use a marking guide to assign a grade. This process takes about three hours with two of those devoted to individual work. This evaluation is not done often as it is very time consuming, but it does examine some individual problem solving skills, some self directed learning skills and some self evaluation skills.

Student self evaluation and feedback from fellow students can be combined with teacher evaluation in the group

DIRECTIONS

setting for development of a qualitative individual evaluation of several aspects including group membership and leadership behaviours. Content expectations can be evaluated in more traditional ways, but care is needed to give a clear message to students about the contextual nature of knowledge when that is the way in which they have learned. Nursing students from McMaster University have had no trouble passing national licensing multiple choice exams though this format is rarely used in the program. They can receive instruction on how to write this kind of exam and may practice if they desire.

Ed: Thank you for sharing this with us.

Judy: Thanks for the opportunity.

THANK YOU

To faculty who completed the survey
"Factors Reported by Instructors As
Affecting Their Productivity."

The study, by Casey Sheridan of Fraser
Valley College, B.C. will be shared with
faculty upon its completion.

HOW AM I TEACHING?

Forms and Activities for Acquiring Instructional Input

How Am I Teaching? is a catalogue of forms and activities designed to provide feedback to the instructor during the course. Some of the forms focus on the classroom environment while others centre on course materials or teacher behavior.

Each form is prefaced with a sheet which summarizes its purpose, provides advice on administration and proposes ways of interpreting these results.

Forms in the catalogue may be photocopied.

How Am I Teaching? is available from your Divisional Dean, the LRC or from the Faculty Development Office.

"The very meaninglessness of life forces man
to create his own meaning".

- Stanley Kubrick

LRC MATERIALS BUDGET

- Mary Lou Armstrong, LRC Chairperson

Several faculty have expressed some confusion regarding the LRC materials budget. The purpose of this article is to explain what the budget is, how divisional funds are allocated, and how it is divided.

1. The LRC materials budget is a minor capital budget of the LRC. It is not part of any divisional budget, nor are funds transferred into divisions. As in other academic institutions, the funds "belong" entirely to, and are managed entirely by, the LRC.
2. For the first 15 years or so, there were no divisional allocations; virtually anything requested was purchased. Librarians were assigned disciplinary areas to ensure all subject areas were covered, but the "hit-and-miss" method was beginning to make the collection unbalanced, as some instructors were much more library-oriented than others. A Library Advisory Committee met and conceived the idea of earmarking portions of the LRC book budget for certain disciplinary areas, based on a formula which has been modified over the years, but is still used. The allocations served as guidelines which helped instructors and librarians identify disciplinary needs, refine selection procedures and encourage ordering in under-represented areas. Some divisions and/or departments formed library committees to oversee the process. The method has proved very useful, particularly in expensive media purchases, which were previously ordered without preview and without any real idea of the quality of the item or its relevancy to the discipline. A large portion of the budget was reserved for LRC purchases of encyclopedias and other reference materials, as a reserve when allocations were insufficient, and for purchases in areas not included in the academic divisions.
3. The budget allocations apply to books and media only. About half of the materials budget is already committed at the beginning of each year for ongoing costs: periodicals, microfilm backruns, annuals and yearbooks, and binding and re-binding. Because the subscription price of most periodicals has increased exponentially over the years, the same number of subscriptions takes up an increasing portion of the budget, and only a few titles, meeting some pretty rigid criteria, can be added across all disciplines each year. The criteria include retrospective value, indexing, relative cost (to others in the same field), favourable reviews by subject specialists, availability on microfilm or suitability for binding, availability elsewhere in Red Deer or in Alberta,

other titles already held in the same or related disciplines, level (academic, professional, general, juvenile) and age. Instructors are encouraged to suggest new titles, and the decision on which to add is made by a committee of all the librarians, looking at the collection as a whole. Backruns of periodicals (a one-time cost) are taken out of the divisional allocations.

4. The Library Advisory Committee also directed the LRC to purchase one copy of every required text that served a class of 10 or more students. These are sent to the LRC by the Bookstore at the beginning of each term and are paid for out of the divisional allocation.

This system of selection and ordering has evolved over the years through the cooperative efforts of librarians and faculty seeking to ensure a balanced, useful research collection. We appreciate the interest and involvement of faculty in the continuing development of these procedures, and would welcome your comments, either to me at 3306, Paul Boulton, Collections Management Librarian, at 3351 or your divisional librarian.

A final note: One of the nice things about our new computer catalogue is that you can check very quickly whether or not an item you have ordered has arrived in the LRC. A quick search in the title field tells you if the item is "in order" or "available". Feel free to check the public access terminals in the LRC, or ask your divisional librarian or the Reference Desk (3152) to do it for you. Please don't ask the Acquisitions or Cataloguing departments for this information, as their terminals are not normally in a search mode.

ACROSS THE CURRICULUM COMMITTEE

The Across The Curriculum Committee has members who, through their collective professional efforts, have poured energy into virtually all the Red Deer College's nerve centers. But, I wax poetic (no, I will not do your floors as well).

Our committee's central objective is to generate interest in and commitment to thinking, learning, and writing across the curriculum. Some additional objectives we have set which we feel will bring us closer to our central objectives are:

- a) to plan and present a one-day on-campus conference of workshops and seminars on thinking, learning and writing skills
- b) to conduct further necessary research
- c) to contribute to the monthly and annual Directions

Work on each of these "servant objectives" is already well

under way; the conference is tentatively scheduled for May 25, 1990; a research and study visit sub-committee has been formed; and before your very eyes is our first humble contribution to Directions.

If you would like more information or, better yet, would like to be involved, the following is a list of contacts for the various sub-committees:

Conference Planning - Ray Allan (4017)
 Research and Study Visits - Alice McNair (3346)
 Contribution to Directions - Tom Lindl (3173)
 Coordination of Annual Directions Issues - Mary Lou Armstrong (3306)
 General Information - Glynis Wilson Boulton (3168)

IT WORKS FOR ME!

Just when you thought it was safe to move on to another article in Directions ... we're back! Yes, we, the Across the Curriculum Committee are in the process of developing a handout and questionnaire package that will, hopefully, help instructors to focus on success in their classrooms. These should be ready for circulation starting February 1, 1990. We hope it works for you!

We also hope to have our conference theme and description ready for April 1st (no foolin'!), 1990. Watch for it!

I'm afraid that is all there is to tell right now, but stay tuned to this publication for further developments.

Tom Lindl
 English/LAC

UPCOMING WORKSHOPS

Facilitator Training in the Instructional Skills Program - Red Deer College - May 7 - 11, 1990

Leisure - Now and in Retirement - Red Deer College, May 3, 1990

Conflict Resolution: Dealing With Anger - Red Deer College, June 5 - 7, 1990

Instructional Skills Workshops, Red Deer College - Reading Week (February 19 - 21) and May 1 - 4, 1990

"Across the Curriculum" Conference - May 25, 1990

ACIFA Spring Conference - May 13 - 16, 1990 - Kananaskis Lodge
 Theme: Faculty Renewal, Professional and Personal

"Release Your Brakes" - Red Deer College - February 21, 22, 1990

DIRECTIONS

LAGRANGE AND READ RECEIVE FEDERAL GRANT

Annette LaGrange and Malcolm Read of the Early Childhood Development Program have received funding under the Child Care Initiatives Fund of the Department of National Health and Welfare. This grant of \$37,000 will be used to conduct a survey of caregivers in Alberta to collect demographic information and to determine interest and support for minimum standards of education for caregivers.

Attitudes of caregivers toward their employment, status, pay and identity will also be explored.

The Child Care Initiatives Fund (CCIF) was established in 1988 to promote research, development and demonstration of services that enhance the quality of child care in Canada. CCIF is a 100 million dollar fund that will run for another six years. It supports projects that address the child care needs of families in under-served areas, such as children in rural communities, Indian and Inuit children, school-age or special needs children. So far, over 100 projects have been approved for more than 16 million dollars in funding.

TRAVEL GRANTS, SPECIAL AND INNOVATIVE PROJECTS APPROVED

A variety of grants and projects were approved by CWPDC in its spring "projects" meeting. The proposals accepted by CWPDC represent a continued emphasis on expanding the range of opportunities for faculty development at Red Deer College. The following is a listing of funded projects. Full details are available from the individual listed or the faculty development office.

Special and Innovative Projects:

Jim Westergard, Art and Design - "Print Making in Brazil"
Will Marchuk, Health and Science - "Development of a Life Science Lexicon"

Kirk Marlow, Art and Design - "Exhibition and accompanying catalogue for a show of non-representational paintings and prints illustrating various aspects of color/theory relationships"

Chuck Wissinger, Art and Design - "Development of a Ceramics Institute and Advanced Ceramics Programming"
Jim Scott, Humanities and Social Sciences - "Completion of Ph.D. Dissertation"

Larry Preston, History - "Kolhapur Residency Records: A First Study"

Janet Panuska and Jim Gough, Humanities and Social Sciences - "The Literary and Philosophical Significance of May Sinclair"

Birk Sproston, English - "The Red Deer Tapes: Fred Wah,

Aritha Van Herk and b.p. Nichol"

Murray Arnold, Business - "International Business Field Project Course" (the course was later cancelled)

Travel Grants:

Richard O'Brien, Theatre Studies - President of the Alberta Conference for Theatre, 1989

Robert Anderson, Arts and Education - "Teaching Learning Skills in the Content Classroom: A Pilot Study" - a paper presented at the 1989 NISOD International Conference on Teaching Excellence, Austin, Texas, May 21 - 24

Joe McCutcheon, College Preparatory Program - member of the Board of Directors of the Canadian Society for Chemical Technology representing Alberta and B.C.
Pamela Sing, French - presentation at a seminar held at Faculte St. Jean, April

Janet Panuska, English - presentation of a paper "The Almost Silent Teacher" at the 1988 conference of ISETA (International Society for Exploring Teaching Alternatives)
Glynis Wilson Boulton, Learning Assistance Centre - "Teaching Learning Skills in the Content Classroom: A Pilot Study" - paper presentation at the 1989 NISOD International Conference on Teaching Excellence, Austin, Texas, May 21 - 24

"Every man bears throughout every moment of his life the responsibility for what he will make of the next hour, or how he will shape the next day. During no moment of his life does man escape the mandate to choose among possibilities".

- Viktor Frankl, *The Doctor and the Soul*

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

THE DIVISION OF EDUCATIONAL RESOURCES/
STUDENT SERVICES (July 1, 1989 - October 31, 1989)

Paul Boulton - Midwest Collection Management and Development Institute, Chicago, August 17 - 20

Maureen Myers - Multis Report Writer Workshop, Calgary, July 18 - 20

Mary Lou Armstrong is the Newsletter Editor of the Distance Education group of the Canadian Library Association

THE DIVISION OF BUSINESS, submitted by Janet Welch

Aron Martens (Business Administration) - Funding for CGA Annual Dues, September 29, 1989. This provides Aron with access to resources and allows him to attend seminars relating to his discipline. (\$600)

Vi Honert (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. Vi attended sessions on Typewriting, goal setting and the use of humour in the classroom (\$124).

Jamie Stewart (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. Jamie had an opportunity to meet with counterparts at other colleges and found this extremely helpful. He also had time to reflect upon what we are currently doing in our courses and in our program (\$156).

Joanne Davis (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. Joanne attended sessions relating to technology and its impact on education as well as audiographics teleconferencing (\$75).

Janet Welch (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. Attended sessions in Adult Basic Education and Audiographics Teleconferencing (\$141).

John Hunter (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. John attended the following sessions: technology and its impact on education, audiographics teleconferencing, using computers in accounting and software applications. John found the conference beneficial in sharing ideas with his own faculty as well as other colleges (\$224.25).

Deb Otto (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. Deb attended sessions relating to humour, teleconferencing, software and technology (\$194.65).

Ethel Vandenbrink (Secretarial Science) - Funding to attend the Alberta Business Educators Association Annual meeting in Edmonton on October 20 and 21. Ethel attended the following sessions: technology and its impact on education, CGA program = transferability and using computers in accounting. Ethel also participated in round table discussions relating to accounting and software applications (\$312.50).

Vi Honert (Secretarial Science) - Funding to attend the Canadian Association of Business Education Teachers Conference on August 16 to 20 in Regina. Vi felt it was a very well organized conference. She attended sessions on technology, typing, communications and office procedures (\$648).

Myrna Solie (Secretarial Science - Stettler) - Funding to attend the Canadian Association of Business Education Teachers Conference on August 15 to 20 in Regina (\$526.90).

Jim McCloy (Legal Assistant Program) - Funding for membership fees with the Canadian Bar Association. The association assists Jim in his role as an instructor by providing him with journals, updated information and seminars (\$230).

Fred Cardwell (Legal Assistant Program) - Funding to attend a Personal Property Security Act Seminar in Edmonton, October 20 to 21. The seminar dealt with the major changes to personal property registration and procedures. Fred has shared the changes with the other members of his department (\$291).

Linda Blades (Legal Assistant Program) - Funding for registration fees and books for courses Linda is presently enrolled in. Linda is registered in English 322 - Shakespeare at Red Deer College as well as English 302 at Athabasca University. Linda is working towards her bachelors degree (\$396.85).

Ken Hammer (Recreation Administration) - Funding to attend a tourism course in Oregon in July 1989. Ken is working towards his PhD and this course will assist him in this regard. As well, Ken can relate the concepts to potential course development (\$289).

THE DIVISION OF GENERAL AND DEVELOPMENTAL STUDIES (July 1 - October 23, 1989)

Charles Mowat (CPP Biology/Chemistry Instructor) - Partial funding for an educational travel study program "Baja's Lagoons and Bays: Whales and Other Wildlife - A Natural History Program" offered by the University of Calgary to take place in Calgary and Mexico during January and February, 1990.

Donna Storvik (CPP Chairperson) - Funding to attend a 1-day seminar "How to Supervise Better" offered by Padgett-Thompson to take place in Calgary, November 21, 1989.

Paul Williams (CPP Physics/Science Instructor) - Funding for memberships in the Youth Science Foundation and the American Association of Physics.

Donna Storvik (CPP Chairperson) and Angela Jeske (CPP Social Studies Instructor) - Funding to attend a workshop "Program Evaluation: Concepts and Application" to be

DIRECTIONS

offered by the University of Alberta, October 27 and 28, 1989.

Pam Clarke (CPP Science Instructor) - Partial funding to attend the National Association of Biology Teachers Convention to take place in San Diego, October 25 to 29, 1989.

Lloyd Graff (CPP Mathematics Instructor) - Partial funding to attend the 1st International CML Conference at the University of Limerick, which took place in Limerick, July 31 to August 4, 1989.

Paul Willie (Hospitality Program Financial Accounting Management Instructor) - Funding for a membership in the International Association of Hospitality Accountants.

Tom Gwin (CPP English Instructor) - Funding for two Adult Education courses "Instructional Design in Post-Secondary Education" and "The Humanistic Tradition in Adult Education" offered by the University of Alberta during July and August, 1989.

Bob Forbes (CPP Mathematics Instructor) - Funding for a membership in the American Mathematical Association for Two-Year Colleges and subscriptions to the Mathematics and Computer Education Journal and the The College Mathematics Journal.

"Clearly, the complexities of modern organizations require decision-making processes carefully selected with an eye to the probability of effectiveness in view of the contingencies in the situation".

Robert G. Owens, **Organizational Behavior in Education**

"An institution is like a tune; it is not constituted by individual sounds but by the relations between them".

Peter F. Ducker

The Group in Support of Excellence

Tuesday, December 12, 1989
2:00-3:00 p.m.
Board Room

Agenda

1. Fun at Work
2. KITE Suggestion Box
3. Hour of Excellence

FACULTY PROFILE

This Month: George Flood

Courses Taught: Electrical Apprenticeship, Electrical Updating - Fire Alarm Systems and Electrical Code, Plumbing and Waterwell Drillers - Electrical portion.

Educational Background:

- S.A.I.T. - Electrical Apprenticeship training
- Master Electrician Certificate
- U. of A. - B.Ed. Program

Years of Teaching Experience: 7 years

Community Involvement:

- Member of Parkland Community Church - Innisfail
- Executive Member Innisfail Interdenominational Crusade Committee, 1989
- Wilderness Village Campers Association - Rocky Mountain House
- Canadian Vocational Association
- Canadian Fire Alarm Association

Professional Development Profile Synthesis:

- Keeping up with advances in the Electrical industry by attending short courses, usually one day to one week in length
- I am also completing the B.Ed. program through the U. of A.

Favourite or Influential Book or Author:

- Short stories and articles, such as in the Reader's Digest, Macleans

Philosophy of Teaching:

- Have fun learning. I am an encourager and motivator. True learning takes place at a gut level; otherwise, there is no permanent change in behaviour.

Views on Faculty Development:

- The day we think we know it all we had better quit. There are so many exciting things happening and much we can learn from others.

If you had one last class to teach, what message(s) would you want to leave with your students:

"When we fail to explore and get excited over the possibilities that are open to us, we stop growing and join the ranks of "inner kill" - those who are tiptoeing through life in order to make it safely to death". (by Richard Leider/James Harding in "Taking Charge").

RDC STUDENTS: "Not just a number!"

(Diane Tyler, Dean of Student Services)

In 1988, I conducted a thesis research project involving RDC second year university transfer students (N=244). The purposes of the study were twofold: to discover the characteristics of second year university transfer students (background and academic factors, intentions and goals while at College, perceptions of the College environment and satisfaction with the College), and to determine transfer rates and reasons for nonpersistence. Data were collected by a first questionnaire in March, prior to transfer, and by a second questionnaire to participating respondents (66%) the following October, after transfer would normally have occurred.

Characteristics of Respondents

Background characteristics of students yielded for me no surprises. Respondents were traditional college students and very similar in characteristics: predominantly young (18 to 24 years old), single, and full-time in studies. Slightly more than half were female. Most students had concerns about financing their studies, and for 30% these were major concerns. Thirty-four percent held paid employment (averaging 13 hours a week), usually to offset financial distress.

Attrition research indicates that students who are socially and academically well-integrated are more likely to persist (Pascarella, 1980, 1982, 1986, Spady, 1971, Tinto, 1982, and others). Data indicated that students were socially well-integrated, and the College-related activities and friends consumed a considerable amount of respondents' free time. Students were also academically well-integrated, spending a mean of 37.4 hours/week in class, studying, and preparing assignments. Almost half (44.4%) had grade point averages of 7 to 9, and only 3.1% scored 4.9 and lower. Most (67.5%) believed there was no chance or very little chance that they would fail one or more courses after transfer, and half believed they would achieve an 8 or 9 grade point average in the next three years.

Expectations play a major role in motivation and persistence (Cohen & others, 1985, Cross, 1984, Pantagies & Creedon, 1978, Tinto, 1982, and others). Students who expect to be successful and to receive rewards of value to them, will put in the effort to achieve and to persist. Respondents indicated a high degree of commitment to

their studies and their career goals, and most expected to complete their first degree in 1989.

"Students who expect to be successful and to receive rewards of value to them, will put in the effort to achieve and to persist."

Students were goal-oriented, rating academic and self-development goals higher than employment-related goals.

Students' Perceptions of RDC

On 44 items respondents were asked their perceptions of academic support services, campus physical factors, support services, and peers. These ratings were high, and only one rating fell in the lower half of the scale (i.e. parking), suggesting there is a good fit, or match, between respondents and the College.

Respondents rated highest: "Instructors are available to help students with problems", "Class sizes are appropriate", and "Instructors are knowledgeable in subject areas". Students obviously think very highly of the quality of instruction at RDC, and our instructors are to be commended. The research also showed that instructors were providing respondents with a satisfactory level of out of class contact. In many of the open questions, respondents noted positive comments about the accessibility and helpfulness of faculty. Comments included: "The instructors are excellent and go out of their

THIS ISSUE

RDC Students: "Not just a number!"	Page 1
Faculty Profile	Page 3
Group in Support of Excellence	Page 4
The Third Annual Update on Interactive Learning	
The Convergence of Computer and Television	
Technology	Page 4
Divisional Professional Development Reports	Page 4
Scholarship at Community, Technical and Junior	
Colleges	Page 4
Planning for the 1990's: Challenges for	
International Education	Page 4
Travel Grants and Innovative Projects Approved	Page 5
College Preparatory Faculty Author Software Reviews	Page 5
RDC Pre-Conference Presentation Program	Page 6
Recent Publication	Page 6
Be a Visiting Faculty	Page 7

DIRECTIONS

way to help", "I have never had an instructor here that I did not really like and respect", "Instructors...show concern about students' performance. The atmosphere is very friendly and I find it more comfortable than high school...".

Advantages/Disadvantages of Attending RDC

Respondents indicated the main advantages of attending RDC were: smaller class sizes more conducive to learning and meeting people, college/community are the right size, good faculty/student relationships, and more personal atmosphere and more care shown for students than at a university. The main disadvantages were: having to relocate and adjust at the midpoint of the program, concerns about courses transferring, and limited course offerings at the College. Most (80.1%) indicated that they would prefer to remain at the College to complete their program, if that option was available.

What were their worries and anxieties in adjusting to university? Finances, getting to know faculty, obtaining recognition, accessing services, securing appropriate accommodation, coping with academic demands, selecting courses and finding their way about campus were all concerns prior to transfer. Comparison between responses in the pre- and post-transfer questionnaires indicated, however, that students anticipated more difficulties in adjustment than they actually experienced.

Many viewed entering university with trepidation, and words most frequently used to describe these feelings (93 comments) were "overwhelming", "intimidating", "a shock", "cold and impersonal", "the student is just a number", and "too large and confusing". As one student expressed it: "Leaving my home town for the first time since birth, leaving friends, boyfriend, family and quitting my job I've had for six years--the university is overwhelming--it's so hard to adapt to such a different environment!"

"...more personal atmosphere and more care shown for students than at a university."

Although most transfer students adjust after a period of initial transfer shock, some of these students are liable to experience feelings of mismatch with the complex environment of the multiversity for some time following

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 10, 1990.
Editor: Ed Kamps

transfer. Transfer students at the University of Alberta may take at least a full semester to feel comfortable (Vaala 1989).

Persistence/Nonpersistence and Transfer Rates

Prior research indicates that persistence is best if the student group has homogeneous characteristics, positive perceptions of their post-secondary experience, and commitment and goals to persist. One would expect the RDC class in this study to have a high persistence rate, even though the transfer point has been proven to be a vulnerable time for students. In this case, there was an extremely high transfer rate (90%) to university the following Fall.

Of the 16 (10%) who did not transfer, "need a break in my studies", "obtained a desirable job", "lack financial support to continue", and "question value of obtaining a degree" were the most frequently cited reasons for nonpersistence.

"RDC students tended to transfer more credits while losing fewer credits than did students from other colleges."

Nonpersisters had positive attitudes about their educational experience, and most perceived themselves as temporary step-outs, rather than dropouts. (Indeed follow-up studies undertaken in 1988, and 1989 have indicated that over half have resumed studies). It was interesting to me to note that 35 of the respondents remained at RDC in the fall, some taking courses beyond the maximum transferable for which they knew they would not get credit.

Student Satisfaction/Success

My research clearly indicated that transfer students were well-satisfied with the College, and write-in comments included: "...RDC more than prepared me for Osgoode...", "Good idea to start in College...", "...RDC gave me an excellent standard of education which allowed a relatively easy transition...", "Great atmosphere...can talk to profs because it's a smaller campus...", and "...I miss lovable RDC!"

Another study (Vaala, 1989) revealed similar findings. Vaala surveyed transfer students registered at the University of Alberta one year after transfer. He extracted the RDC data for me, and among his major findings are included:

- University class size and less personal contact with faculty members were difficulties experienced by a majority of RDC students when adjusting to the U. of A.
- RDC students tended to transfer more credits while losing fewer credits than did students from other colleges.
- Students tended to report high satisfactions with their intellectual development, contacts with faculty members,

and peer friendships at College compared to their satisfaction with these items at University. Four out of five students preferred a transfer program to taking all courses at University. The number of students attending RDC for two years was greater than those who attended RDC for one year (56% vs. 29%).

"I actually would have preferred to take all of my courses at RDC because there is a more comfortable atmosphere, a more personal level of instruction, and more respect for students as adults."

Some respondents in Vaala's study noted: "If RDC granted degrees, I would still be there", "I would have preferred to take all of my classes at RDC because there you are more than just a number and the classes are much smaller", and "I actually would have preferred to take all of my courses at RDC because there is a more comfortable atmosphere, a more personal level of instruction, and more respect for students as adults."

Conclusion

While only two studies referencing RDC students have been cited in this article, some of these findings are supported by other studies undertaken over the last decade. RDC has a great reputation in the community, with our feeder high schools' staff and students, and RDC is the first-choice institution of a large majority of our applicants. Quality educational experiences, and excellent atmosphere for socializing and building friendships, and accessible, warm and caring faculty and staff truly make RDC for students "a great place to be!"

References

- Cohen, A.M., & others. (1985). Transfer Education in American Community Colleges. Report submitted by Centre for the Study of Community Colleges, 313p. Los Angeles, CA: Ford Foundation.
- Cross, K.P. (1984). Adults as Learners. San Francisco, CA: Jossey-Bass
- Pantages, T., & Creedon, C. (1978). Student Withdrawals from Canadian Universities: A Study of Studies. Toronto, ON: Ontario Institute for Studies in Education.
- Pascarella, E.T. (1980). "Student-faculty informal contact and college outcomes." Review of Educational Research, 50, 545-595.
- Pascarella, E.T. (Ed.) 1982. Studying Student Attrition. San Francisco, CA: Jossey-Bass.
- Pascarella, E.T. (1986). "A program for research and policy development on student persistence at the institutional level." Journal of College Student Personnel, 7(2), 100-106.
- Spady, W.G. (1971). "Dropouts from higher education: An

interdisciplinary review and synthesis." Interchange, 1(1), 64-85.

Tinto, V. (1982). Limits of theory and practice in student attrition. Journal of Higher Education, 6(6), 687-700.

Tyler, D.G. (1988). Persisting and Nonpersisting Transfer Students at Red Deer College, U. of A. thesis.

Vaala, L. (1989). Red Deer College Students: Perceptions of Satisfaction and Success When Completing a Degree. Based on dissertation research, U. of A. 1988.

FACULTY PROFILE

This Month: Bob Dussault, Rehabilitative Services

Courses Taught:

- Human Relations
- Counselling
- Sexuality & Sex Education for the Mentally Handicapped
- Residential Services

Educational Background:

- B.A. Philosophy, Carroll College, Helena, Montana
- ST.L. Theology, Gregorian University, Rome, Italy
- M.Sc. Family, U. of A.

Teaching Experience at Red Deer College:

- 12 years

Other Recent College Involvement:

- Faculty Executive
- Faculty Standards Committee

Professional Development Focus:

- Sexuality
- Brief Therapy

Favourite or Influential Book or Author:

- Teilhard de Chardin

Heroes:

- Carl Rogers

Humorous Anecdote from Teaching:

- Being taught by one of my students how to use a condom and having a female instructor come in the classroom by mistake!

Philosophy of Teaching/Learning:

- You have to sell yourself when you teach.

Favourite Teaching Strategy/Device:

- Simulations and Brainstorming

Views on Faculty Development:

- Absolutely necessary and RDC is a good place for P.D.

If you had but one last class to teach, what message(s) would you want to leave with your students:

- Accept each other's differences.

DIRECTIONS

GROUP IN SUPPORT OF EXCELLENCE

Next Meeting:

Tuesday, January 23, 1990
12:30 to 2:00 p.m.
Board Room

Agenda items include:

- Alumni Recognition Award
- Suggestion Board Feedback
- Humour in the Work Place



****Open to all Interested employees****

The Third Annual Update on Interactive Learning: The Convergence of Computer and Television Technology

This international, interactive, live-by-satellite, conference will present leaders in the fields of teleconferencing, business television, distance learning and multimedia.

This is an issues-oriented program that will look at trends that will influence our work in the '90's.

- The Merger of Video and Computers
- Desktop Video Production
- Multimedia and Hypermedia

Date: Tuesday, January 30, 1990
Time: 11:15 a.m. - 2:30 p.m.
Place: Room 921B, Red Deer College

DIVISIONAL PROFESSIONAL DEVELOPMENT REPORTS

THE DIVISION OF EDUCATIONAL RESOURCES/
STUDENT SERVICES (November 1 to December 1, 1989)

Nancy Comeau - Conflict Resolution Workshop, Justice Institute of B.C., Vancouver, November 29 - December 1

Reuben Grue - Alberta Human Service Associates on Reality Therapy and Control Therapy, Edmonton, November 16

Joan Scott - Learning - Life Enrichment and the Older Adult, Edmonton, October 23 - 25

SCHOLARSHIP AT COMMUNITY, TECHNICAL AND JUNIOR COLLEGES

(a policy statement of the American Association of Community and Junior Colleges)

Because community, technical, and junior colleges are institutions of higher education dedicated to effective teaching and involved learning, the pursuit of scholarship at these institutions takes place primarily in the classroom and manifests itself with the involvement of the student in learning and achievement. Viewing scholarship within the traditional confines of original research thus masks the scholarly contributions made by community college students and faculty, especially in vocational/technical areas.

In order to place the role of scholarship in its proper perspective at community, technical and junior colleges, it must be broadly defined. As the Commission on the Future of Community Colleges asserts, the discovery of knowledge through research is only one part of scholarship: "It is also important to recognize the scholarship of integrating knowledge, through curriculum development, the scholarship of applying knowledge, through service, and above all, the scholarship of presenting knowledge through effective teaching".

AACJC concurs with this broad definition of scholarship and joins with the Commission in asserting that while not every community college faculty member should be a published researcher in his or her academic field, each should

PLANNING FOR THE 1990'S: CHALLENGES FOR INTERNATIONAL EDUCATION

This live interactive video conference will provide discussion on the following important topics:

- planning strategies for international education in the 1990's.
- integrating international students into the small college.
- how to build partnerships with the corporate community.
- the technological revolutions effect on global education.
- international education, its present and future.

*Keynote address by Stephen Lewis, former Canadian Ambassador to the U.N.

Thursday, January 18, 1990
11:00 a.m. to 2:00 p.m.
Room 908

be a dedicated scholar. We also join with the Commission calling on community, technical and junior colleges to define the role of the faculty member as a classroom researcher, "one who is involved in the evaluation of his or her own teaching even as it takes place." In addition to recognizing faculty scholarship, the AACJC Board of Directors urges each college to encourage and recognize the work of student scholars.

We urge each community, technical and junior college to foster scholarship beyond traditional subject-based research by:

- recognizing scholarly achievement in all domains, including the integration, application and presentation of knowledge;
- including classroom research in each instructor's job description and providing distinguished teaching chairs or other appropriate recognitions for faculty members who have enhanced student learning;
- supporting faculty development and faculty research activities focusing on effective instruction and the improved use of instructional technologies; and
- recognizing the work of student scholars in the life of the college.

COLLEGE PREPARATORY FACULTY AUTHOR SOFTWARE REVIEWS

Three College Preparatory Program instructors have had software reviews published in The AMATYC Review, a publication of the American Mathematical Association of Two-Year Colleges. Algebra Mentor reviewed by Pam Clarke, Calculus Graphics reviewed by Bob Forbes and Math Practise and Problem Solver Algebra Series reviewed by Carol Neufeld, were included in a recent issue. Editor of the Software Section of the Review is Shao Mah who is on a leave of absence this year.

"If the ability of a college to resolve conflict and to bring about or respond to change, rather than resist change or to introduce change arbitrarily, is a contemporary requirement, and if colleges are made up of disparate interest groups and idiosyncratic individuals with only a slender community of purpose, there are three keys to effective college management: a clear sense of direction or purpose, openness or communication, and clarification of roles. These provide the balance between consensus and hierarchy."

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

TRAVEL GRANTS AND INNOVATIVE PROJECTS APPROVED

A variety of projects were approved by CWPDC at its October projects meeting.

Travel Grants

All applications were approved. Applicants included:

Darrel Morrow, Rec. Admin. - a presentation at the Alberta Recreation and Parks Association Conference, Edmonton, dealing with "A Changing Recreation Philosophy for the '90's."

Joe McCutcheon, College Prep. - National board meeting of the Canadian Society for Chemical Technology. Joe is a Board member from Western Canada.

Don Swenson, Sociology - National Council of Family Relations, November 3-8, in New Orleans, where Don presided over a session on marriage and religion and presented a paper entitled "The Family, Social Environments and the Sociological Imagination".

Brenda Bell, Early Childhood Development - Presentation at the Alberta Association for Young Children annual conference in Calgary.

Ed Kamps - Faculty Development Animateur - presenter at the National Council for Staff Program and Organizational Development (NCSPOD) conference in Columbia, Maryland, November 4-6.

Chuck Wissinger - Ceramics/Art and Design - "1000 Miles Apart" - a symposium of faculty, staff and students from the University of Manitoba, the University of Regina, The Alberta College of Art and Red Deer College. An exhibition of faculty work was featured as well as a student show.

Chuck Wissinger - Ceramics/Art and Design - travel to Ohio for the purpose of consulting with international caliber professionals on the Red Deer College Ceramics Institute and a 1991 exchange of Scandinavian, American, and Canadian artists and work.

Janet Panuska - English - "A Harvest Yet to Reap: Women in Canadian Agriculture", a proposal submitted to the National Institute for Leadership Development for a presentation at the First Sino-American Conference on Women's Issues in Beijing in June, 1990.

DIRECTIONS

Innovative Projects

Tom Carne (Chemistry) and Alice McNair (Learning Resources Centre): "End-User Searching in the Classroom"

Rationale for the Project: Research projects and term papers involving periodical literature are a major learning component of first and second year academic science programmes. At present, it is difficult to assign term papers or research projects to students in Chemistry or Biochemistry because the LRC does not have subject specific periodical indexes or abstracts in these disciplines. The two indexes for Biochemistry in the LRC are Applied Science and Technology Index and Biological and Agricultural Index. These indexes do not offer enough specificity for Biochemistry and many projects involving periodical literature have forced students to use the libraries at either the University of Calgary or the University of Alberta.

Periodical literature is the primary information source for students and scholars in the sciences. Since text books and monographs cannot reveal all the latest developments and technologies in this ever-changing field, science students need to consult periodical literature for current, specific information. Computer based literature searches are an alternative to purchasing the expensive indexes and abstracts needed for research in the sciences.

End-user searching is a method of searching computer based literature. It bypasses formal intermediary searching done by librarians and allows students to search and select relevant material by themselves and for themselves.

Objectives of the Project: The objectives of this project are twofold:

- to offer a wide variety of subject specific databases to the students of Biochemistry to enhance the number of their resources.
- to allow the students to search subject specific databases by and for themselves.

Accessing computer databases will enhance students' research and learning. Assignments based on the literature searches will further teach scientific writing skills and foster independent thinking by assimilating and analyzing material not directly covered in class.

"Innovation is the specific function of entrepreneurship, whether in an existing business or a public service institution ..."

- Peter Drucker

RDC PRE-CONFERENCE PRESENTATION PROGRAM

- Glynis Wilson Boulton, LAC

If you are giving a paper at a conference in the new year, you may wish to present your ideas initially to your peers at RDC. This will allow you to make your presentation in front of an audience in a safe environment before you take your paper "on the road". Your peers will benefit, too. Those who can't attend the conference will still be able to hear your ideas. If you would like to take advantage of this program, let Ed Kamps know. He will arrange a time, a place (and coffee!), and he will advertise your session to all faculty.

When you make your presentation, you may wish to arrange for time at the end to ask your colleagues for suggestions to incorporate into the conference session. Last year, Glynis Wilson Boulton and Bob Anderson gave a pre-conference presentation to 12 colleagues. Glynis and Bob left time at the end for feedback and were particularly grateful for several suggestions which they incorporated into their session at the NISOD Teaching Excellence Conference.

If you would like more information about this program, please call Ed Kamps at 3275.

"The National Institute of Education (NIE) report, *Involvement in Learning*, concluded that out of all the research that has been conducted on learning, three critical conditions for excellence emerge. First, students must be actively involved in their learning. Second, we must hold high expectations for their performance. And third, we must provide adequate feedback on their progress. It strikes me that those three conditions are equally critical for excellence in teaching."

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

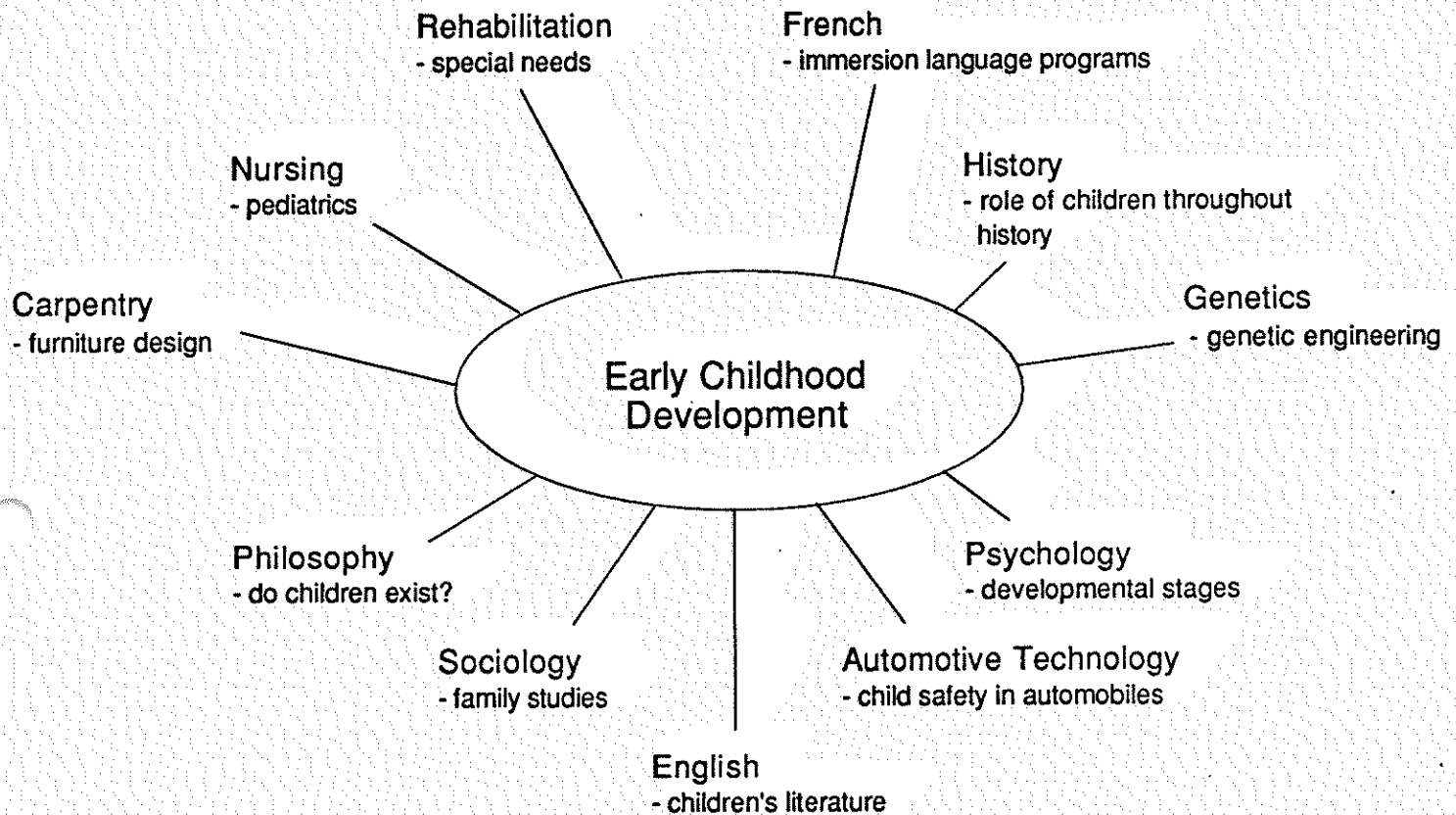
RECENT PUBLICATION

Paul Boulton (LRC) has recently (November 1989) had his annotated bibliography, *The Bahamas* (World Bibliographical Series, vol. 108) published by Clio Press. The Word Bibliographical Series is a series of selective national bibliographies which will eventually include every country in the world. Each critically annotated bibliography covers the literature on a single country and reflects the culture, unique qualities and background to that country. Paul completed this work on his sabbatical (1988/89) and has signed a second contract with Clio Press to produce a similar bibliography on the Turks and Caicos Islands.

"BE A VISITING FACULTY"

Under the "In-House Visiting Faculty Program" developed by CWPDC, 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.

For example, someone from Early Childhood Development (ECD) might interact with other departments around the central topic of children.



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

- All full-time faculty are eligible to participate in this program.
- Approval for sessional participation will be contingent upon that person being granted a contract for the following year.
- 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 dissemination of the outcomes of the program.

For more information, consult your Faculty Development Guidebook or any member of the CWPDC.

DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 6 No. 4

January/February, 1990

HOT ITEM

ACROSS THE CURRICULUM COMMITTEE CHANGES NAMES NOW TO BE KNOWN AS HIGHER ORDER THINKING SKILLS

- Tom Lindl, English

Confident that last month's debut bulletin from this committee served only to whet the tastebuds of your mind, we offer you another little cerebral snack. We have changed our name, as the above headline indicates. We like this new name, even though some of our members find its acronym a bit naughty. To me, the new acronym suggests excitement, the exploration of hidden territory, fever pitch activity, sweat, electricity, and all sorts of other ideas that we would like to be associated with our group. Our old acronym (ACC) suggested only the sound of someone being strangled.

Aside from warming up our image, we are also heating up for an on-campus conference, scheduled for May 25, 1990. Potential speakers are being contacted, rooms are being booked, workshops and seminars are being organized, and the universe is generally being unfolded as it should. The theme of the conference will naturally involve learning and thinking skills, and more specifically, problem solving, critical thinking, analysis, and successful communication. For more details, watch your mailbox! Since actually watching your mailbox is only slightly more appealing than fishing hair clots out of the shower drain, you may prefer to look out for the March issue of DIRECTIONS, which will be devoted to informing you about the conference in May.

If you do happen to be looking in your mailbox and find something that says, "IT WORKS FOR ME", follow the directions at the top and return it to us so that we can pro-

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, 1990.

Editor: Ed Kamps

vide the best conference possible.

If you would like any further information about our committee or our activities, contact Ray Allan at local 4017.

RDC PRE-CONFERENCE PRESENTATION PROGRAM FOR FEBRUARY

"Ford Maddox Ford and the Language of Man: The Romantic Use of Oral Discourse in the Modern Novel"
with Jim Scott, English

This paper is to be presented by Jim Scott at the 20th Century Literature Conference at the University of Louisville during Reading Week. The paper addresses the extent to which modern novelists, especially Ford Maddox Ford and Joseph Conrad, set out to make a radical departure in form from the traditional novel; in particular, they strove to break away from the elaborate syntax and elegant diction with which novelists such as Dickens wrote, intending instead to ground "the new novel" in "the language of men" and thereby create an artifact that more readily discloses the "primary laws of humanity."

THIS ISSUE

Across The Curriculum Committee Changes Name	Page 1
RDC Pre-Conference Presentation Program for February	Page 1
New Periodicals For The LRC	Page 2
Competency-Based Education: A Brief Description	Page 2
Hyper Media: A Computer Video Demonstration	Page 4
"Preparing Freshmen To Take Essay Examinations Successfully	Page 4
Tutor Bank Receives Federal Funds to Combat Illiteracy	Page 6
Avoiding Plagiarism In Student Research Projects	Page 6
Higher Order Thinking Skills Conference On Thinking Learning & Writing Skills Registration Form	Page 8

DIRECTIONS

Date: Tuesday, February 13
Time: 12:45 - 1:30
Place: Room 1606

Note: the Pre-Conference Program provides an opportunity for faculty to offer their presentation to fellow faculty before going on the road, incorporating feedback and suggestions into their presentation.

NEW PERIODICALS FOR THE LRC

- Paul Boulton, LRC

Twice each year, normally in January and August, the librarians review new periodical requests and decide which new titles will be added to the LRC collection. The librarians last met on 24 January 1990 and decided to add the following titles:

Advances in Nursing Science
CaDalyt
Canadian Journal of Women and the Law
Climatological Bulletin
Cornell Hotel and Restaurant Administration Quarterly
Le Devoir (daily)
Hastings Center Report
Health and Social Work
Hockey Coaching Journal
Journal of Advanced Nursing
Journal of Research on Computing in Education
Manitoba History
Musical Quarterly
Nursing Science Quarterly
Organizational Dynamics
Past and Present
Pediatric Exercise Science
Review of Metaphysics
Sustainable Development

If you wish to recommend a new periodical to be added to the collection, send your recommendation to your divisional librarian. The LRC will obtain a sample issue and return it to you with an evaluation form. Fill out the evaluation form and return the sample issue and evaluation form to the divisional librarian. Your recommendation will then be considered at the next Periodicals Meeting.

The nineteen new titles listed above will begin appearing in the LRC in the next few months.

Reminder: Next deadline to receive applications for Travel Grants, Study Leave, Innovative Projects, Special Projects, and In-House Visiting Faculty is March 1.

COMPETENCY-BASED EDUCATION: A BRIEF DESCRIPTION

- reprinted by permission from **Career Development News** Vol. 10, No. 2, Sept. 1989 published by Career Programs and Resources Branch of Alberta Career Development and Employment

by Kris Magnusson, Ph.D., Faculty of Educational Psychology, University of Calgary

Note: Kris was formerly a counsellor at Keyano College in Fort McMurray and a Board member of the Alberta Association of College Faculties (AACF) precursor or to ACIFA (Alberta College-Institute Faculties Association).

Competency-Based Education (CBE) . . . what is it and how does it work?

Actually, CBE is a product of the general reform movement that characterized much of North American education in the 1960's. That movement, which sought to make education more responsive to the needs of the society at large, has been reinforced through various technological, economic and social changes that have occurred during the last two decades.

One of the more dramatic changes witnessed during this period, the rapid increase in the numbers of adults seeking access to education, has resulted in a trio of new buzz words being applied to systems of education/training - accountability, accessibility, and flexibility. Programs now must be accountable - meeting the kinds of knowledge and experience needs that are deemed necessary by business, industry, and individual learners themselves. They must be accessible - capable of accommodating the realities of an adult population of learners who need to acquire new skills while maintaining jobs, families, or other responsibilities. Finally, they must be flexible - responsive to the diversity of skills, experiences, and goals of the adult learner.

Proponents of the CBE approach adhere to a philosophy of education different from the traditional. In CBE, teachers become facilitators or guides of learning and students assume greater responsibility for the learning process. For example, most CBE programs are self-paced, allowing the learner to progress at whatever rate is comfortable. Content to be learned is determined largely by the demand and requirement of the marketplace, and not by academics in isolation from the "real world". Furthermore, there are no hidden agendas, students know in advance exactly what is expected of them.

and how their performances will be evaluated.

"In CBE, teachers become facilitators or guides of learning and students assume greater responsibility for the learning process".

Basic to CBE programming is the assumption that it is possible to identify the component tasks or functions that competent individuals use in performing their roles, regardless of the setting. These components, once identified, are structured into an hierarchical format that, theoretically, guides learning. When students have completed a CBE program, they are deemed competent. They possess the skills required to function competently in a particular area in the marketplace because the curriculum they've studied was determined by experts who perform those exact same roles in the marketplace.

Various approaches to CBE program development share common purposes, characteristics and formats. All seek to identify the knowledge, skills and attitudes required to perform competently in a role, and all strive to systematically structure training so it maximizes learner potential. They identify, in advance, exactly what learnings the learner will be expected to acquire; and specify, in advance, exactly how the student will be evaluated ("mastery" of specified content being the usual requirement). Programs are structured to accommodate a variety of learning styles. Responsibility for learning is placed on the student, and an individualized approach allows for flexible entry into, and exit from, the program. The most common format used in CBE programming to represent the knowledge, skills and attitudes required, is simply a graphic representation of the functional components of the role, known as competency profile.

"Responsibility for learning is placed on the student, and an individualized approach allows for flexible entry into, and exit from, the program".

Content material to be learned is organized into groups of related tasks called bands. Each band contains several competencies. For example, the competency profile for a carpenter may include a band entitled "Frame Roofs", containing such competencies as "erect roof-truss systems, construct gable roof, and construct hip roof. Individuals who demonstrate these competencies can claim competence in "Framing Roofs".

Traditional methods of developing CBE curricula have proved moderately effective in the design of technical and skill-based training (i.e. training in the skills, such as

carpentry or motor mechanics), where the function of the role can be identified and described in relatively discreet units. Problems occurred, however, when the methodology was applied to the "soft" or human sciences (i.e. counselling and teaching) where isolating and describing the kinds of activities and techniques that effective counsellors or teachers use is no simple matter. These areas have presented problems primarily because these roles are difficult to describe objectively; there being no simple way to measure direct outcomes, and no one standard way of effectively performing these roles. Disagreement amongst practitioners, regarding what it takes to effectively perform such roles was inevitable. It soon became apparent that roles were more than the sum total of their functional parts; and that to effectively teach a role required more than simply training in the component skills of the role. Before long, changes were introduced. One of the first innovations applied to traditional CBE formats was the introduction of a general theory band, preceding the band which outlines the formal skills to be acquired.

"While it is difficult to develop or train values and beliefs, identifying these salient features and using them as points of comparison for the learner - provides the opportunity to examine one's own belief structures in relation to the requirements of the role".

This band described the nature of the role in terms of its outcomes, processes, and structures. It outlined for the learner, the activities and knowledge required to achieve the desired outcomes, the various general steps that competent people had taken in achieving those outcomes, and the tools or techniques required to take those steps. Implementation of this theory band facilitated learning by providing the student with an "advance organizer", and by providing a more thorough conceptual organization of the role, especially in the human service domain. Although an improvement, such programs were still somewhat deficient, lacking direct acknowledgement and identification of the central role attitude plays in the competent performance of a life role.

Recent developments in CBE technology are now focussing on these attitudinal components. Life-Role Analysis, one CBE system, includes, as part of the general theory band, a salience component outlining those interests, values or beliefs that make the role meaningful for an individual. Although meanings may differ from one individual to another, and for different reasons, it has been found that people who are truly competent and enjoy their roles, tend to share attitudes, values and beliefs that are similar to others who are truly competent in similar roles. While it is difficult to develop or train val-

DIRECTIONS

ues and beliefs, identifying these salient features and using them as points of comparison for the learner, provides the opportunity to examine one's own belief structures in relation to the requirements of the role.

Once the personally-salient components of a role have been identified, role experts identify barriers that typically get in the way of achieving salience, and then provide strategies for overcoming them. In this way, learners acquire both the competencies to perform the role (the content), and the strategies necessary to overcome the barriers. These strategies are generally referred to as self or environment management strategies. From their initial roots in programmed learning, CBE systems have developed into comprehensive models for effective educational program delivery. A more holistic view of what's involved in the competent performance of a role, has evolved, acknowledging that critical human element that is essential to both competent performance and successful training.

As Victor Hugo said, "More powerful than the tread of mighty armies is an idea whose time has come"; CBE's time has most certainly arrived.

HYPER MEDIA: A COMPUTER VIDEO DEMONSTRATION

Description: A two hour presentation demonstrating the capabilities of Hypercard and Video Laser Discs. There will be ample opportunity for a question and answer period.

Resource People:

Gilles Dairon - ACCESS Calgary

Dr. Larry Katz - University of Calgary

Date: February 26, 1990

Time: 0900 - 1100

Place: B097

"It is, in fact, a part of the function of education to help us escape - not from our own time, for we are bound by that - but from the intellectual limitations of our own times".

T. S. Elliott

PREPARING FRESHMEN TO TAKE ESSAY EXAMINATIONS SUCCESSFULLY

Dennis Holt and James Eison

Southeast Missouri State University

College and university faculty are paying greater attention to, and placing increasing importance on, writing across the curriculum and the use of essay tests. Freshman seminar courses provide an ideal opportunity to teach students to take essay tests successfully. This article describes ten ways faculty can help students improve their writing skills.

Two frequently cited problems with essay-testing are that they are difficult to score reliably and time consuming to grade. Though these problems can discourage use of essay exams, test construction experts and educational researchers (Cashin, 1987; Milton, 1979) advise that essay tests offer several advantages over true-false and multiple-choice items. Cashin (1987) notes that essay exams can (a) test complex learning outcomes (eg., the ability to select, organize, and evaluate facts; the ability to apply, integrate, and think critically); (c) reinforce writing skills (eg., word selection, composition of sentences and paragraphs, expository organization); (d) pose problems more like those confronted in everyday life; and (e) elicit a command of information exceeding that required for mere recognition or educated guessing. These advantages and the national emphasis on writing across the curriculum ensure that essay examinations, despite their problems, will become an increasingly important part of students' college learning experience.

How, then, can faculty improve the quality of the essay test experience?

One way is to examine the essay exam explicitly in class, helping students to understand the nature of essay tests and especially teaching students how to prepare for them. Faculty teaching English composition courses sometimes undertake this task, though few composition textbooks address the issue at length (perhaps because the current focus in composition theory is on "writing as process"). And many conscientious instructors across the disciplines, putting aside reservations about sacrificing course content, use class time to advise students on preparing for essay exams.

The following ten recommendations describe ways that teachers of freshman seminars (and, indeed instructors in every discipline) can help students produce essays that are pleasurable to read and grade:

1. Communicate your expectations early and clearly.
2. At the start of the term, conduct a formative assessment of student writing ability.
3. Provide an in-class lesson on what constitutes good writing.
4. Assign short sequenced in-class writing activities frequently.
5. Provide students with written resources to help improve their writing skills.
6. Identify campus resources that are available to help students improve their writing skills.
7. Write essays of your own in the environment in which you expect your students to write.
8. Create peer-critiquing exercises.
9. Teach students to reflect upon and critique their completed assignments.
10. Provide students with essay questions in advance.

Simon (1988), in an article entitled, "The papers we want to read", noted that "teachers of writing would have a more pleasant and stimulating job if we were reading essays that interested us, essays written by writers engaged in their topic, essays that told us something new, or thoughtful or fresh about their subject" (p.6). The same will be true for faculty teaching freshman seminar courses.

We recognize that many of these suggestions are neither novel nor innovative. Further, each is certain to require faculty time to prepare and class time to implement. McDaniel (1979) has noted, "Teaching students to organize and present a clear, well-reasoned, and well documented essay is not an easy task" (p.122). We believe, however, that when these ten recommendations are put into classroom practice, their impact on freshman performance will be clear, striking, and enduring.

References

Cashin, W.W. (1987). Improving essay tests. (IDEA Paper No. 17). Manhattan, KS: Kansas State University, Center for Faculty Evaluation and Development.

McDaniel, T.R. (1979). "Designing essay questions for different levels of learning". Improving College and University Teaching, 27 (3), 120-123.

Milton, O. (1979). "Improving achievement via essay exams". Journal of Veterinary Medical Education, 6 (2), 108-112.

Simon, L. (1988). "The papers we want to read". College Teaching, 36 (1), 6-8.

This excerpt is reprinted with permission from:

The National Center for the Study of
THE FRESHMAN YEAR EXPERIENCE
1728 College Street
University of South Carolina
Columbia, South Carolina
U.S.A. 29208

For more details on each of the 10 recommendations, refer to the full article in Volume 1, Number 2 of the Journal of The Freshman Year Experience, 1989. A copy of the full article is available from Ed Kamps, Faculty Development Office.

...You Can Make a Difference!

5000 Days:

Environmental Perspectives and Human Choices

Realities and Alternatives
for our Common Future

A Distance Education Course
offered by the
University School of Continuing Education
1990 Winter Semester

"We could face potential serious conflicts over scarce natural resources. The Earth is not a bottomless pit which can absorb an infinite amount of political strife and physical pressure."

Yves Fortier
Canada's ambassador to the United Nations
New York, December 1989

UNIVERSITY
of GUELPH

TUTOR BANK RECEIVES FEDERAL FUNDS TO COMBAT ILLITERACY

The Red Deer College Tutor Bank recently received a \$14,000 federal grant.

The funding will launch a literacy project under Employment and Immigration's Literacy Corps Program. The Red Deer College Tutor Bank will train volunteer tutors to upgrade those people with literacy problems in the Red Deer area. The federal government's Literacy Corps Program provides grants to non-profit organizations who enlist and train volunteer tutors to work with members of the community requiring literacy upgrading.

The Red Deer College Tutor Bank is anticipating having this new project up and running shortly. They will be recruiting community volunteers to train to become tutors. Tutors work with students on a one to one basis on subjects such as reading and writing.

Lorrinda Loshny (RDC, CPP instructor) has been hired as the Project Coordinator/Trainer. Approximately 10 tutors will be trained in each of two sessions. The project will operate out of the RDC Volunteer Tutor Bank located at South School.

For more information, contact Therese Dion, Red Deer College 342-3211 or Donna Grutter, Red Deer College 346-2533.

AVOIDING PLAGIARISM IN STUDENT RESEARCH PROJECTS

- Cathy Upham

- reprinted by permission from The Beacon, a guide to faculty development at St. Norbert College (Wisconsin) Vol. V, No. 1, January, 1990

The research paper is a problematic assignment for many students. Students think of research papers in physical terms. They concern themselves with bibliographical format and count quotations and measure margins. They are, too often, entirely outside the real experience of research. Deeper issues of thinking, integrating others' insights into an evolving argument are, in my experience, rarely very real to most undergraduates.

It is this approach on the part of students to research projects that leads to problems with plagiarism. In a very few cases will students deliberately and knowingly submit a final draft of work that is almost entirely someone else's.

More often, "plagiarism" results from students real confusion about how to properly paraphrase and document sources.

When I assign a research paper, I spend a good deal of class time trying to help students understand documentation in terms other than formats for notes and bibliography. We break our discussion down into the following topics. 1) How do I know what to document? 2) How do I integrate information that must be documented into my paper?

This second point is complex; here, I try to give students guidance in determining whether a source should be quoted directly or paraphrased. We discuss the difference between acceptable and unacceptable paraphrase. We discuss ways of smoothly integrating other people's words and ideas into their own sentences and paragraphs. If students aren't given this kind of detailed instruction, most remain confused about research projects and superficial in their approach to them.

In this article I would like to briefly review the methods I use to help students know what needs to be documented and to distinguish between acceptable and unacceptable paraphrase.

I begin in class by pointing out to students that they don't need to document anything that falls within the realm of common knowledge. Very few students seem to understand this term, so we review it as follows. Common knowledge, in general sense, is knowledge which has passed into public domain. Historical dates and events are examples. Students don't need to run to encyclopedias or other reference works in order to document the fact that the bombing of Pearl Harbor was on December 7, 1941 or that Walt Whitman's "Leaves of Grass" was published in 1855. Major theories that have become part of public domain, such as Darwin's Theory of Evolution or Freud's naming of the id, ego, and superego, are common knowledge.

"...doing research and avoiding plagiarism require an ability to make some pretty sophisticated judgements."

Think, as instructors, how often you have seen students dutifully document this type of information by referring to a course textbook or some general introduction to a specific study. These kinds of quotes appear in student papers because most students are afraid of plagiarizing. So afraid, in fact, that they give themselves credit for knowing nothing. Students who follow this practice wind up sounding pompous at best as well as revealing a very naive notion about research: "Evil, ac-

According to the 1989 Webster's New World Dictionary, may be defined as the opposite of goodness", "According to J. Superior Doctor M.D., viruses cause the common cold for which there is still no cure". "According to Barbara Smith, who commented on the problem in Newsweek, anorexia nervosa is a serious eating disorder that affects young women."

I find that students are surprised to learn they do not have to document information of this nature. Often, they are also dismayed because, to too many students, reaching a magic number of quotations and end notes is what makes up a research paper. Omitting these quotations (that often are not even central to the student's argument anyway) leave them wondering how to meet the quota of references.

After this discussion, I go on to point out that, in addition to this general sense of common knowledge, there is a more specialized definition - that is, that every discipline, every field of inquiry, has its own fund of common knowledge. In my field, the fact that Shakespeare writes comedies, histories, tragedies, and romances is common knowledge. In psychology, the fact that personality is a particularly difficult concept for theorists to agree on is common knowledge. Since our students are being introduced to fields of inquiry and as yet have limited acquaintance with fundamental concepts in these fields, they are often unclear about what constitutes common knowledge in this sense. The standard rule of thumb here is that if they see information undocumented in three or more sources, they have good reason to suspect that it has become common knowledge in that field.

We go on to discuss the other kinds of information they will run across in research, information that does not fall within the realm of common knowledge and must, therefore, be documented. Individuals who publish research own their ideas, their theories, the conclusions they draw from data, the data they compile, their solutions to problems, their interpretations of events or the arts. Students ask many good questions at this point, for example, "What if my paper is on education and I come across a course that says the problem with education is that too much is expected of teachers and not enough is expected of students, and I already thought that? Do I have to document it?" Questions such as this point out that doing research and avoiding plagiarism require ability to make some pretty sophisticated judgements, and that students need classroom time for guidance as they learn to make these judgements.

Once the issue of common knowledge is thoroughly

hashed out, we move on to discuss the idea that individuals also own the language they use to express their ideas. I stress what all of them already know, that whenever they take someone else's exact words (regardless of whether the information contained in those words is common knowledge or not), they must enclose those words in quotation marks and indicate their source.

"We move on to discuss the idea that individuals also own the language they use to express their ideas."

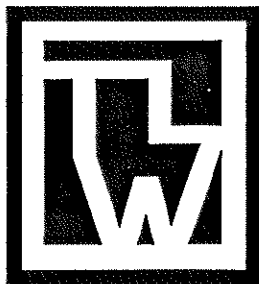
The last issue we discuss is how to paraphrase information. Many, many students do not know the difference between acceptable paraphrase and unacceptable paraphrase (i.e., plagiarism). Students usually define paraphrasing as "putting something in your own words," but that phrase doesn't explain paraphrase clearly enough for many students. They often don't realize that an acceptable paraphrase must use neither the words nor the sentence structure of the original. When I ask students to paraphrase the first sentence of the Gettysburg Address, they typically come up with something like this: "Eighty-seven years ago our ancestors created a new nation that was based on life, liberty, and the pursuit of happiness."

Much of what we consider plagiarism arises from confusion over this issue. Spending more time in class helping students see that paraphrasing requires that they come at the idea entirely from their *own* resources, (using their own sentence structure and their *own* vocabulary) is the only way to give them the help and practice they need.

Breaking down the complex process of putting together a research paper in this way ensures that no student accidentally stumbles into plagiarizing. It also helps to remind us, as instructors, that the fundamental skills of developing arguments and integrating others' work into those arguments are truly challenging ones for college students.

"A major stimulus to innovation is provided when employees are given the opportunity to expand their knowledge, learn new skills, and upgrade old ones".
from "Institutional Evaluation Interim Report", April - 1986, Vancouver Community College.

DIRECTIONS



HIGHER ORDER THINKING SKILLS CONFERENCE ON THINKING LEARNING AND WRITING SKILLS

The Higher Order Thinking Skills Committee's objective is to generate interest in and commitment to thinking, learning and writing across the curriculum. As part of this objective, a conference has been planned for May 25, 1990. For it to be a success we need your support. If you can participate please fill out the following and return it to Ray Allan. Thank you for your time.

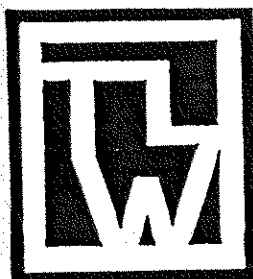
- ☐ I would like to participate in the Higher Order Thinking Skills conference
- ☐ I would be willing to present a 10 minute talk on how I encourage either thinking, learning or writing in my classes
- ☐ I would be willing to give a demonstration that encourages thinking learning or writing skills.
- ☐ I would participate in a panel discussion.
- ☐ I would help organize and present a workshop.

TITLE OF PRESENTATION _____

NAME and PHONE _____

- ☐ I do not wish to present any ideas but will attend the conference

I would like to see the following topics or ideas discussed at the conference:



HIGHER ORDER THINKING SKILLS CONFERENCE ON THINKING, LEARNING AND WRITING SKILLS

How can you prepare your students for the next millenium! As the knowledge explosion continues, teaching thinking across the curriculum becomes most important. "It means shifting the focus of learning from mere possession of knowledge to the application of knowledge to problems and issues within the discipline."

Come hear, experience and share ideas with other faculty.

Our keynote speaker, Dr. Mark Battersby, Capilano College, will provide a framework for the conference. Sessions will provide concrete ways to incorporate thinking, learning and writing skills into your instruction.

The conference will be held at the College. The event is **free of charge** and the day will be capped with a wine and cheese gathering.

For more details look out for information in the staff lounge and April DIRECTIONS.

DIRECTIONS is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee. Deadline for submission for the next DIRECTIONS is April 1, 1990.

Editor: Ed Kamps

WELDING PROGRAM STRENGTH RECOGNIZED

A variety of initiatives involving RDC's welding program are helping faculty keep close to industry training needs.

For the last three years Interprovincial Pipelines, operating throughout Western Canada and in the U.S. has used the RDC program to train their welders in several new processes. The company's welders have participated in special courses designed here to provide the theory necessary to understand and use the new techniques. The need for new techniques arose out of the increasing use of pipelines to transport corrosive materials. Thus, a new kind of pipe was needed, producing more complex welding requirements and procedures.

Other areas of innovation include:

- a specialized cutting course used by the Department of Highways from all over Alberta in the preparation of blades for their graders and trucks.
- a journeyman updating course which is scheduled at a variety of times to meet the needs of area welders for learning new techniques.

continued on Page 5

This Issue

Upcoming Workshops at RDC	Page 2
Rapid Transit Accelerates Learning	Page 2
Pharmacy Technician Program Reaches Out	Page 2
Instructional Skills Workshop Planned May 1-4	Page 3
Division of General and Developmental Studies Developmental Activity Funding	Page 3
Thinking, Learning, Communicating	Page 4
Electronic Training Network (ETN) Explored	Page 4
Professional Development Collection	Page 5
The Fourth "R": The Missing Linkage	Page 5
Kite Program To Be Presented At NISOD	Page 6

UPCOMING WORKSHOPS AT RDC

- April 17 "The Emerging Role of Telecommunication in Higher Education: (videoconference)
- Room 908 12:55 -2:55 p.m.
- April 30 "How Faculty Can Assist Students with Test Anxiety"
- May 1 - 4 Instructional Skills Workshop
- May 3 Leisure Time - Now and in Retirement
- May 8 - 11 Facilitator Training in the Instructional Skills Program
- May 25 Higher Order Thinking Skills (Hots) Conference
- June 5 - 7 Conflict Resolution & Dealing With Anger
- More details will be forthcoming

Red Deer College. Sherri took Janet's English 288 - Linguistics - course and was very familiar with Rapid Transit and the method used in the book.

The course was offered with no registration fee. However, students were required to purchase a copy of the book **Rapid Transit** from the College Bookstore.

During the course, students completed a pre-test, three quizzes, and a final test to determine progress. There was a marked improvement between the pre-test and the first quiz.

The majority of students who completed the course improved. Eighty one per cent of the students increased their scores from the pre-test to the final test. The most dramatic mark increases from each section of the course are included here:

	Pre-test	Final Test
a. Group 1	50%	85%
b. Group 2	41%	76%
c. Group 3	47%	83%
d. Group 4	47%	98%

Also participating in the project were Loraine Martin and Ralph Wold of the L.A.C. A detailed report is available.

PHARMACY TECHNICIAN PROGRAM REACHES OUT

A new program is being offered exclusively to individuals presently employed in Pharmacy who wish to upgrade their technical skills and obtain certification as Pharmacy Technicians from Red Deer College.

The program is offered primarily in the evening in major centres such as Red Deer, Calgary, Edmonton and other centres pending adequate facilities and sufficient enrollment. It is comparable to the full time program presently offered by RDC with 12 courses being delivered over a three year period.

In addition to the core pharmacy courses, students take additional courses in typing, communications, and human relations. The pharmacy courses are offered by various distance delivery modes including teleconferencing and correspondence.

Students are also required to have a pharmacist preceptor to act as a resource person for specific assignments and learning experiences. RDC provides orientation and support for the preceptors. Instructing in the Pharmacy Technician program are: Rock Folkman, (Chairperson), Merv Dusyk, Loreen Hewitson and Joanne Stafford.

RAPID TRANSIT ACCELERATES LEARNING

Rapid Transit To Sentence Writing, a project supported by CWPDC and carried out by Dr. Janet Panuska, (English) has produced significant gains in student learning according to an interim report.

The project was conducted in the format of a course and was offered through the Learning Assistance Centre during the 1989/90 college year. The main focus of the course was to help students improve their sentence writing skills. The basic objectives of the course were:

- to learn the basic elements of the parts of a sentence;
- to learn to write simple, compound and complex sentences;
- to learn punctuation rules for varied sentence patterns.

The course was set up as a volunteer, non-credit, 15 hour pilot project. Four sections, with staggered registration times, were offered during the fall term. A minimum registration of ten students was required and obtained for each of the four sections.

Janet arranged to hire Sherri Boyd, a B. Ed. student who has completed two years towards her education degree at

**INSTRUCTIONAL SKILLS WORKSHOP
PLANNED MAY 1 - 4**

The Instructional Skills Workshop is a program aimed at the enhancement of instructional skills in both new and experienced instructors.

WHAT WILL I BE DOING?

During the workshop, each instructor practices instructional skills by preparing and conducting three ten minute "mini-lessons." After instructing each mini-lesson, the instructor receives written, oral and video feedback on the effectiveness of the lesson.

Participants are strongly encouraged to experiment with different teaching techniques and to teach from different learning domains.

WHAT WILL I GAIN FROM THE WORKSHOP?

- the opportunity to work closely with your peers to refine your instructional skills.
- the opportunity to practice a variety of instructional techniques.
- the opportunity to receive valuable feedback from your peers immediately following your lesson.
- the opportunity to "recharge your batteries".

WHO CAN BENEFIT FROM THE WORKSHOP?

- people who are committed to giving quality instruction.
- people who would like the opportunity to vary their teaching styles.
- new instructors who would like to learn from others with more experience.
- experienced instructors who would like to share their experience with others.
- instructors from any content area (variety in the group generally results in a more valuable learning experience).

For more information or to register phone Ed Kamps at 3275.

**DIVISION OF GENERAL AND
DEVELOPMENTAL STUDIES
DEVELOPMENTAL ACTIVITY FUNDING
NOVEMBER 1, 1989 TO FEBRUARY 28, 1990**

PAUL WILLIE, Hospitality Program Financial Accounting Management Instructor

Funding for an associate membership in the Alberta Hotel Association.

DONNA STORVIK, CPP Department Chairperson

Funding to attend a chairpersons' conference entitled "Academic Development/Upgrading" at Grande Prairie on November 15 and 16, 1989.

JOEL McCUTCHEON, CPP Chemistry Instructor

Funding for a membership in the Chemical Institute of Canada.

PAUL WILLIAMS, CPP Physics/Science Instructor

Funding for visiting contacts at the University of Alberta, Edmonton Space Science Centre, University of Calgary and Cochrane to preview and select materials of optical phenomena in nature.

CPP RETREAT

Deposit on the Nakoda Lodge for the annual CPP retreat to take place on April 25 - 27, 1990.

PAUL WILLIE, Hospitality Program Financial Accounting Management Instructor

Funding to obtain a study guide for the Certified Hospitality Accountant Executive certification program.

ANGELA JESKE, CPP Social Studies Instructor

Funding to cover tuition fees for a graduate course at the University of Alberta and preparation and printing costs of master's thesis.

ART GAGNE, CPP Chemistry Instructor

Funding to attend the Alberta Science Council Annual Conference which took place in Red Deer on October 13-15, 1989.

ART GAGNE, CPP Chemistry Instructor

Partial funding for completion of M.A. degree in Curriculum and Administration from Gonzaga University, Spokane, offered at Calgary and Spokane, May, 1989 to May, 1990.

THINKING, LEARNING, COMMUNICATING

By John Carstairs, Associate Vice President, Southern Alberta Institute of Technology, Calgary, Alberta

(reprinted by permission from LIAISON, a newsletter for the Human Resource Development Network of ACCC, Vol. 2: No 4, February 1990)

At the Southern Alberta Institute of Technology, students in all two-year programs are now required to complete a core of T.L.C. courses. In this instance, T.L.C. stands for Thinking, Learning and Communicating.

The T.L.C. initiative took place in the context of the SAIT mission: SAIT shall be an innovative organization preparing people to compete successfully in the changing world of work by providing relevant, skill-oriented education. Given the incredible growth of the knowledge base, we determined that if SAIT graduates are to be successful in the changing world of work, they will need more than the relevant skill-oriented education we have traditionally provided. They will need coping skills to enable them to adapt to the continuous onslaught of change. As futurist John Naisbitt said in his *Trend Letter*, "In a rapidly changing work environment, no single job skill will be more important than the ability to think and communicate. No one school subject will serve future workers better than learning how to learn."

Suddenly it seemed the same message was everywhere. In her ACCC report, General Education in Canada's Community Colleges and Institutes: Report of a National Survey, Nathalie Sorensen listed the top aims of community college education as ranked by administrators and instructors at 48 Canadian colleges and technical institutes:

1. *Desire and ability to learn (L)*
2. *Effective reading and writing (C)*
3. *Ability to problem solve (T).*

Rated fourth, after the T.L.C. skills, were "Career Skills".

In its 1986 report, Technological Change to 1991: The implications for Engineering Technologists and Post-Secondary Institutions, the Alberta Society of Engineering Technologists (ASET) heartily endorsed T.L.C. skills. The report urges ASET members to "improve (your) communication skills (written and oral) and (your) interpersonal skills". It also recommends that post-secondary institutions "critically examine the preparedness of graduates for the workplace, particularly in terms of life and work skills, business/industry orientation and a knowledge of the learning process - 'learning how to learn'".

cess - 'learning how to learn'".

In our DACUM (designing a curriculum) work we found that all of the cooperating professionals, irrespective of occupation, rated T.L.C. skills as being very important. In some cases they ranked T.L.C. higher than specific job skills.

We believe that SAIT does a good job of teaching the basic skills necessary for our graduates to compete in the world of work, but we think we can do more to help them compete in the changing world of work. For that reason we have incorporated more T.L.C. into the curricula. A basic core of communication courses (writing, speech, interpersonal skills, and job search), Edward de Bono's CoRT 1, and an Effective Study Methods course have been made compulsory for all two-year programs.

Implementation has not been easy, and is not yet complete. While program supervisors and faculty generally agree that T.L.C. skills are nice to have, a common comment is that programs are already "full". The selling job has been one of convincing people that T.L.C. should not be thought of as something "extra", or unrelated to the "relevant skill-oriented education" referred to in our mission statement, but rather that T.L.C. is an integral part of a relevant, skill-oriented education.

ELECTRONIC TRAINING NETWORK (ETN) EXPLORED

Red Deer College is participating in a research project in distance learning called the Electronic Training Network. For the next four months instructors Kevin Harrison, from the Electrician Program, Doug Swanson from the Rehabilitation Services Program and Bill Alcorn, Lee Aitchison, Paul Willie, and Ron Lines of the Hospitality Program will be presenting short seminars on a variety of topics using audiographic teleconferencing. Audiographic teleconferencing allows for the transmission of voice data and still visuals through the use of computer and telephone technology. The computer monitor can be used as an electronic blackboard.

This project is being undertaken by seven post secondary institutions; Grant MacEwan, Lethbridge Community College, Mount Royal College, N.A.I.T., Red Deer College, S.A.I.T. and the University of Alberta. It is coordinated by the Canadian Distance Learning Development Centre in Edmonton. During the project 180 hours of instruction will be offered in the seven participating institutions to primarily representatives from business and industry. The evaluation component of the project is being undertaken by Athabasca University.

If you would like more information about the Electronic Training Network, or the Audiographic Teleconferencing method you can talk to one of the instructors above, or see Les Blakey in the Audio Visual Department for a free demonstration.

Welding - continued:

a quality control assessment service for "B" pressure testing. This service was developed in response to a request by the provincial government three years ago to provide assistance to welders who need to renew their licenses every two years.

The program is presently involved in discussions regarding the provision of teaching and testing services for B pressure welding in the N.W.T.

In terms of on-campus training, the welding program is in the process of a major curriculum redesign using a competency based approach which emphasizes a modularized self-paced format. Ross Simpson has developed modules for the first year level while Ron Hall is designing the second year. A core feature of this approach is the use of computer managed testing.

So far the students' response is very positive. The fixed entry-open exit approach provides increased flexibility for students and, while marks are compatible to traditional formats, more material is being covered. The students' feedback particularly emphasizes the value of proceeding through the course at their own pace.

Note: The Welding program was selected last year for the Kite Program Service Achievement Award. Congratulations to Dave Biro, Ron Hall, Ross Simpson, Tim Thurston, and Ben Koloed

PROFESSIONAL DEVELOPMENT COLLECTION

The Learning Resources Centre's Selection Policy indicates that, along with several other criteria, the LRC will select materials related to college instruction and administration. Many of these items become part of the LRC's Professional Development Collection.

This collection is not separate from the main LRC collection but can easily be accessed through the catalogue under the subject heading "Professional Development (Red Deer College collection)". To date, the collection numbers over 300 items. Some of the most recent additions are:

Kuh, G.D. & E.J. Whitt. The invisible tapestry: culture in American colleges and universities. Association for the Study of Higher Education, 1988. (LB 1028 A67 1988/1)

Kurfiss, J.G. Critical thinking: theory, research, practice, and possibilities. Association for the Study of Higher Education, 1988. (LB 1028 A67 1988/2)

Planning for microcomputers in higher education: strategies for the next generation. Association for the Study of Higher Education, 1989. (LB 1028 A67 1988/7)

Seymour, D.T. Developing academic programs: the climate for innovation. Association for the Study of Higher Education, 1988. (LB 1028 A67 1988/3)

Whitman, N.A. Peer teaching: to teach is to learn twice. Association for the Study of Higher Education, 1988. (LB 1028 A67 1988/4)

The collection also consists of the Phi Delta Kappa Educational Foundation's Fastbacks series. There are more than 200 single-topic booklets in this set. These small, short (about 50 pages) booklets deal with a variety of topics including mainstreaming, discipline, stress, performance evaluation, etc. About 10-15 titles are added each year to this series.

All of the items in the collection are listed in the LRC's on-line catalogue under author, title, and specific subjects as well as the generic subject, "Professional Development (Red Deer College collection)". The Fastbacks referred to above can also be accessed by entering the series "Fastbacks".

THE FOURTH "R": The Missing Linkage

reprinted by permission from the *Journal of Development Education*, Vol. 12, Issue, Fall 1988

by Curtis Miles

Can meaningful learning occur without thought? On the face of it this seems unlikely. Yet, inspecting the performance of many of our students as they stumble in apparent oblivion from one learning task to another, I begin to wonder. Maybe the difficulty lies in too shallow a definition of what learning *is*.

There are many examples of the gulf between doing something and doing it meaningfully. We can look, . . . or we can see. We can hear, . . . or we can listen. We can take in, . . . or we can learn. In each case the first action seems a pale shadow of the second. In each pair the difference seems to be more one of quality than of quantity, at least in terms of the degree and type of energy and thought exerted. Energy and thought - perhaps these are dual keys to an act of thoughtful learning.

But then how do energy and thought work? How do they transform a sterile event of sensory intake into a fruitful act of learning? The answer seems to lie in the energetic pur-

suit of linkages. Linkages between this new information and what we already know. Linkages with the future, in terms of hypotheses and expectations of what is coming next. Playful linkages, as in imagining a comical implication of this new knowledge. Application linkages, as we ponder what we can *do* with the information: how it will *affect* our actions.

Puzzled linkages, as we try on this or that interpretation to see if we truly understand the information. Rejecting linkages, as we determine that this new piece of information contradicts something we already know or believe. All of these, and endless other forms of linkage, represent an energetic effort to think through the shape and substance of what we have just encountered. They represent the bridge between taking in, . . . and learning.

But what if we don't seek such a linkage when we encounter new information? What if we cannot or will not link it with prior knowledge, our beliefs, our future, etc.? What if we rest satisfied with the single most overt connection, if any? Is this possible? Consider your mental reaction to the following?

Merhaba. Nasilsiniz.

How did you react? By immediately leaping to make sense of it, by finding linkages? By seeking familiar syllables? Patterns? Commonalities with other languages?

Your immediate reaction was probably to apply energy and thought in seeking linkages - soon replaced by mentally turning off. We withdraw the effort and commitment to think it through when we decide it is impossible to understand the phrase - or not worth the effort. After a steady diet of such frustrating encounters, would our switch for seeking linkages even keep turning on? Once it remained idle for a while, would it become ever harder to switch it on when faced with new sensory intake? After a decade of reinforced idleness, would we even try any more?

For too many of our students, that is a reality which we hesitate to acknowledge. Our instincts are to seek linkages by pressing the switch of our energetic thought. How hard it is to recognize that our students may not, in fact, turn on that switch? They may lack the techniques, the inclination, or the awareness needed to routinely link this new information with that old knowledge, this future possibility, of the other application. They may wait inertly for linkages to be given to them.

If they don't routinely react to new information by seeking linkages, then what *are* they doing in their minds? Perhaps they simply shrink-wrap the information and then file it in a

separate niche, uncontaminated by linkage to other resources of their minds.

If so, what are the implications? If our fundamental assumptions about student learning, based on how we learn, are wrong, then where are we? Are our efforts to organize information so that it can be easily linked, in reality, futile or harmful? Are our endless examples wasted while students file them alongside but not touching the concept which we are exemplifying? Are our deliberate attempts at transfer of learning foredoomed by a different habit of learning?

It seems likely that many of these things are true, at least partly. It seems likely that in fundamental ways we and our students are playing the learning game by different rules, with unfortunate but inevitable results. It seems reasonable to expect that our results will continue to be erratic and limited so long as we do not acknowledge and adjust to the missing linkages - the ones our students may *not* be seeking to make as we try to teach them something.

KITE PROGRAM TO BE PRESENTED AT NISOD

RDC's Kite Program has been selected by the national Institute for Staff and Organizational Development (NISOD) Review Panel for presentation at the 1990 International Conference on Teaching Excellence in Austin, Texas in May.

Conference participants represent community colleges, universities, and public schools across the U.S. and Canada, as well as international visitors. Last year more than 1400 registrants from 350 institutions were represented. NISOD also publishes *Innovation Abstracts*.

Presenting the KITE program
on behalf of RDC will be

Dr. Ed Luterbach
and
Doug Swanson.



DIRECTIONS

A Faculty Development Newsletter
of Red Deer College

Vol. 6 No. 6

APRIL, 1990

WHAT'S HOT?

ARE YOU AWARE OF "HOTS"? It was a hot topic of conversation between March 14 - 21 at various locations throughout RDC. Why? The HOTS Committee wanted to find out if the staff at RDC knew what the acronym stood for. All ten participants who were interviewed were told that a new committee was organized in September 1989 and this group of RDC instructors agreed to call their project "HOTS". They were then asked, "What does the acronym stand for?"

Responses from Ten Participants

1. Hell Over Tax System - Against G.S.T.
2. Help Our Total Smoker - Smokers are threatened and becoming extinct.
3. Help Overworked Tired Secretaries - Secretaries aren't smiling as much.
4. High On Technical Schools - Technical program should expand.
Hug Our Teaching Staff - Single male instructor looking for single female instructor (with money preferably)
6. Help Our Troubled Singles - Single female parents trying to make a go at surviving today's prices.

(7, 8, 9, 10) High Order Thinking Skills

- helps me to focus on the quality of my instruction
- inquiry and intellectually challenging questions improve learning by assisting the application of what is taken in class
- helps me evaluate my own instructional effectiveness
- work with other specialists across the curriculum

Idea: "The potential impact of substantial change for improving the quality of undergraduate instruction can come about by instructors seizing the initiative to improve the learning of their own students".

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 May 1, 1990.

Editor: Ed Kamps

HOW DO WE DO THIS?

read on. . .

THE HOTSTORY

The Higher Order Thinking Skills Committee (HOTS) was organized by Glynis Wilson Boulton in January, 1989 as an ad hoc committee of the College-wide Professional Development Committee, to explore the "across the curriculum" approach to teaching writing, thinking and learning skills. The "across the curriculum" committee met bi-weekly during February and March and defined its role as follows:

1. To recommend an across the curriculum program that fosters the development of thinking, learning and writing skills of students at Red Deer College.
2. To develop a 3 to 5 year plan that would achieve a successful across the curriculum program at Red Deer College.

The committee undertook a literature review and studied a variety of programs to gain insight into the various alternatives. From the meetings, the committee developed a list of assumptions/beliefs upon which it based recommendations, strategies and a three year plan, which was presented in a final report to the CWPDC.

This Issue

WHAT'S HOT?	Page 1
THE HOTSTORY	Page 1
HOTS CONFERENCE	Page 2
HOT TOPICS	Page 2
HOT BUTTERED...?	Page 2
HOT OFF THE PRESS	Page 3
JOURNAL ARTICLES	Page 3
NEW BOOKS IN THE LAC	Page 3
NEW BOOKS IN THE LRC	Page 4

Assumptions/Bellefs:

1. Thinking effectively, writing effectively and learning effectively depend upon skills that can be both identified and taught.

2. Students do not currently use thinking, writing and learning skills optimally and their performance will be enhanced by new or expanded use of such skills. Relatively few students will develop these skills unaided.

3. i) Thinking, writing and learning skills are developed most effectively when their instruction is integrated into existing courses across the curriculum.

ii) Many resources for teaching thinking, writing and learning skills already exist within the College; any program for enhancing instruction in these skills should be open and flexible. It should focus on the expansion of the available internal resources.

iii) Faculty members would benefit from a network to promote the exchange among colleagues of techniques for instruction in thinking, writing and learning skills.

The Committee made four recommendations, asking for

- 1) College commitment to the development of the skills;
- 2) integration of the skills into College curricula; 3) provision of activities designed to encourage sharing of ideas; and 4) use of resources within the College community, enhanced by outside resources.

Strategies included 1) the formation of a Standing Committee with a list of prescribed tasks and 2) the offering of a one day professional development activity for all faculty. A four-year plan, to the end of 1993, was attached to the report.

The Standing Committee met first in September. The proposal had been accepted by CWPDC, and funding approved for the professional development day, so the committee's work began by forming sub-committees to deal with the various tasks outlined in the plan. By the end of October, the date, May 25, 1990, had been selected; a keynote speaker was being sought; and schemes for publicizing the event were being developed, helped in November, by the selection of a new name - HOTS - for Higher Order Thinking Skills. The current Chairperson is Ray Allan.

HOTS CONFERENCE

Friday, May 25, 9 a.m. - 4:15 p.m.

The Conference committee has been working hard to provide a program of stimulating, innovative and useful ideas for you to incorporate into your own teaching.

HOT TOPICS

(H.O.T.S. Conference Program)

Time: 9:00 a.m. - 10:15 a.m.

Speaker: Mark Battersby

Title: Critical Thinking Across the Curriculum

Time: 10:30 a.m. - 12:00 p.m.

Speaker: Judy Weir

Title: Problem based learning: Components and Strategies

12:00 p.m. - 1:15 p.m. LUNCH BREAK

Time: 1:15 p.m. - 2:00 p.m.

Speaker: Ray Allan

Title: Using concept mapping as a learning tool

Time: 2:00 p.m. - 2:45 p.m.

Speaker: Ken Marquart

Title: "H.O.T.S. - Why Now!"

Time: 3:00 p.m. - 4:15 p.m.

Speaker: Mark Battersby

Title: MacCritic

Mark Battersby

The HOTS Committee is pleased to be able to bring Mark Battersby, Ph.D. to Red Deer College as the keynote speaker for the Conference. Mark has 14 years teaching experience in the B.C. community college system and is currently with Capilano College. He believes that critical thinking instruction should enable students to develop such reasoning skills as problem-solving, generalizations, argument analysis and evaluation as well as those of successful communication through reading and writing. He also feels that critical thinking instruction encourages students to adopt a critical attitude to the material they are confronted with, and to evaluate it within the conventional limits of appropriate methods of reasoning. Mark recently developed a computer assisted instructional program to facilitate the teaching of critical thinking that has been used successfully by hundreds of students at Capilano College. In addition to publishing articles on critical thinking, Mark has presented this topic to a wide variety of audiences.

HOT BUTTERED. . .?

A wine and cheese will follow the HOTS Conference. It and the conference are free to participants. Registration information will be in your mailboxes within the next couple of weeks.

DIRECTIONS

HOT OFF THE PRESS

Want to know more? The HOTS Committee prepared an eight page bibliography of journal articles in November. More recent journal articles, plus some useful texts in the LRC and LAC, are listed below:

JOURNAL ARTICLES (compiled by Ken Marquart)

Mooney, Carolyn J. "3 in 4 Professors Think Their Undergraduate Students Are Seriously Underprepared, Carnegie Study Finds." The Chronicle of Higher Education, August 16, 1989. p.13.

Are colleges and universities spending too much time and money teaching students what they should have learned before entering college? This study indicates that 72% of all professors reported their interests lay primarily in teaching rather than research. However, many institutions send mixed signals about the importance of teaching. Where are you in this debate? Are you committed to curriculum improvement?

Novak, John A. "Developing Critical - Thinking Skills in Community College Students." Journal of College Science Teaching, Vol, XIX #1, Sept/Oct, 1989. p. 22-25

As instructors at a community college, this article indicates that we must be aware that the majority of our students come to us with diverse backgrounds, including limited critical thinking skills. By reorganizing the limitations of our students, we are in a position to develop and use skills in our program that are necessary for success in learning endeavors.

Wayne County Community College has identified salient factors that predict achievement in college science students; foremost is the ability to reason and think abstractly. Task analysis procedures and long-term investigations may be an avenue whereby a course can be modified to give students opportunities to develop and use critical thinking skills.

Read this article and see if any of the suggestions could be applied in your course offering.

Pogow, Stanley, "Challenging At-Risk Students: Findings from the HOTS Program." Phi Delta Kappan, January, 1990. p. 389-397

How does one go about designing sophisticated interventions that enhance both short and long-term learning of intent, while also increasing self-esteem and thinking ability. Six years ago in Norwalk, California, three educators attempted to see whether it would be possible to improve thinking skills in such a way that basic skills and social skills would im-

prove as a by-product. A HOTS (Higher Order Thinking Skills) program was designed for at-risk learners in grades 4 through 7. This article discusses the issue we face at RDC - Can a thinking skills approach effectively enhance content learning? Definitely we have a different student population but the underlying processes of teaching and learning can be examined and applied where applicable.

A definite must: **PLEASE READ**

Watkins, Bev T. "Colleges Urged to Use Full-Time Professors in Writing Programs." The Chronicle of Higher Education, Oct. 4, 1984 p. 13,15.

Is the practice of hiring part-time teachers because they are available for less money than full-time professors responsible for today's "enormous academic underclass?" What are your thoughts? Read this article to capture a vision on how we can assure and sustain excellence in our college institution.

NEW BOOKS IN THE LAC

(compiled by Tom Lindl)

The following is a list of resource texts available for short-term loan to students and instructors. These are new acquisitions in the L.A.C. and are directed toward improving student thinking, writing, and learning skills.

Baskoff, Florence. Guided Composition, 2nd Edition. Boston: Houghton Mifflin Co., 1984. (LAC PE 1413 B38 1984)

This is an excellent workbook to refer students to who are weak in composition. There are 28 lessons geared toward developing sound mechanics and basic competency in written expression. An appendix handbook of irregular verbs, verb tenses, letter formats, spelling, plurals, etc. would make this text particularly useful for E.S.L. students. One copy available.

Cooper, Jan, et al. Teaching College Students to Read Analytically. Illinois: National Council of Teachers of English, 1985. (LAC LB 2395 C664 1985 INST)

A 50 page booklet containing both theoretical and practical contexts for teaching and promoting analytical reading skills. This book also includes hints on how to get students to begin sharing their analysis formally through discussion, response journals, essays, and exams. One copy available.

Ellis, David B. Becoming a Master Student, 5th Edition. Rapid City, South Dakota: College Survival, Inc., 1985. (LAC LB 2343.3 E44 1984)

An excellent text containing tools, techniques, hints, ideas, illustrations, examples, methods, procedures, processes, skills, resources and suggestions for success. It is designed for use either by students alone or by instructors with their students. Twelve coherent and interestingly - written chapters cover time management, memory, reading, notes, tests, creativity, relationships, health, money and resources, as well as general survival in college. Many exercises can be used in almost any type of classroom to improve student thinking. Three copies available.

Graham, Kenneth G. and H. Alan Robinson. Study Skills Handbook: A Guide for All Teachers. Illinois: Clearinghouse on Reading and Communication Skills, 1984. (LAC LB 1049 G72 1984 INST)

This 120 page handbook contains checklists for assessing and evaluating students' study skills, reading ability, comprehension, organizing strategies, etc. Descriptions of good study strategies are combined with suggestions for teaching them to students. The strategies covered range from the simple use of an index to the complexities of test taking or essay writing. One copy available.

NEW BOOKS IN THE LRC

(compiled by Mary Lou Armstrong)

Blau, Susan and Janet Jones. Writing Across the Curriculum: a Potpourri of Ways to Make It Happen. Bedford, Mass: Middlesex Community College, 1989. (PE 1404 B57 1989)

A presentation at the NISOD Conference in Austin, Texas, May 22, 1989, demonstrating the connection between writing and the work one does in life, and focusing on three objectives dealing with good writing and effective written communication. Uses a "common book program" across the College; a requirement of entering the College was that all freshmen read the same book, and faculty in all disciplines were encouraged to work references to the book into their curricula.

La Bar, Carol. Teaching Critical Thinking: a Manual for Teachers in Correctional Institutions. [Vancouver]: Solicitor General of Canada, [1989]. (LB 1590.3 L33 1989)

A comprehensive, detailed program that teaches students how to think, rather than what to think. Applies to any instruction from elementary upgrading to secondary level; useful at post-secondary level as well. Deals with basic logic, debate, fallacious reasoning, value judgements. Although developed for use in correctional institutions, the manual is not specific to them in any way.

The Write Project: Linking Writing - Across-the- Curriculum with Professional Development. (unpublished paper). Mount Vernon, Washington: Skagit Valley College, [1988] (PE 1404 W75 1988)

The WriteProject is a writing-across-the-curriculum initiative developed at Skagit Valley College. This is a collection of workshop materials, assignments, etc. used by three instructors involved in the project, representing English, Business and Visual Arts.

The Writing Center as Impetus for Writing Across the Curriculum (unpublished paper). Elyria, Ohio: Lorain County Community College, May 22, 1989. (PE1404 W752 1989)

A conference presentation which reported on "the design, implementation and outcomes of a writing across the curriculum project sponsored by the Writing Center at Lorain County Community College (OH)."

It includes topics from a series of weekly faculty seminars held during the 1989 Winter term and contains seminar exercises and selected writing projects developed by faculty participants in Computing Science, Visual Arts (Drawing), Nursing, and Business.

Further information can be found in the LRC catalogue under the subject headings INTERDISCIPLINARY APPROACH IN EDUCATION or CRITICAL THINKING - STUDY AND TEACHING.

In addition, the 8 page bibliography and copies of the four journal articles annotated above, are on reserve at the LRC checkout Desk. Ask for the "HOTS" Collection.

HOT FOOT NOTE:

See you on May 25!

THIS HOT ISSUE
was prepared by the HOTS COMMITTEE

Guest Editor: Mary Lou Armstrong

Contributors: Ken Marquart

Tom Lindl

Ray Allan (Chairperson and
Conference Convenor)