

# DIRECTIONS

Vol. 7 No. 1

November, 1990

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### MESSAGE FROM THE (ALMOST) ANIMATEUR

Glynis Wilson Boulton

On January 1, I will become Red Deer College's Faculty Development Animateur. I look forward to taking on this challenging job and I'll be talking about my role as animateur in future issues of DIRECTIONS. In the meantime, the Board/Faculty Professional Development Committee has asked me to start DIRECTIONS up again in the fall because several individuals & groups have information they wish to report.

One of the strengths of this publication is that it can be both for faculty and by faculty. If you have something you would like to share with your colleagues, please consider making a submission to DIRECTIONS. Information about upcoming professional development activities, reports about professional development activities you've enjoyed, discussions of research or classroom successes are all welcome. In future issues, I'll be including reports from the Board/Faculty Professional Development Committee, information about professional development activities at Red Deer College, and profiles of faculty who were last year's KITE award recipients. Please feel free to make suggestions to me about what else you would like to see in DIRECTIONS. I would welcome your ideas.

#### The Board Faculty Professional Development Committee

Chairperson: Don Snow

Faculty Members:

Roberto Bencivenga (Educational Resources & Student Services)

Bob Forbes (General & Developmental Studies)

Ron Hall (Technical Training)

Paul Molgat (Business)

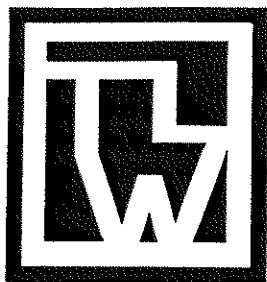
Bruce Petrie (Arts & Education)

Alan Racey (Health & Science)

Glynis Wilson Boulton (Animateur)

Administration Representative: Joanne Bucklee

## HOTS Flashes



Tom Gwin, C.P.P.

### HERE WE ARE AGAIN!

The people who brought you the Thinking, Learning and Writing Across the Curriculum Conference have mustered forces to present another year of activities and information. For those of you unfamiliar with HOTS, the Higher Order Thinking Skills committee is attempting to recommend a curriculum "that fosters the development of thinking, learning, and writing skills of students at Red Deer College."

The HOTS committee plans to foster across the curriculum activity by:


- ⊕ providing faculty with information and resources
- ⊕ organizing an annual one-day conference
- ⊕ recommending activities to the faculty animateur
- ⊕ monitoring and publicizing external conferences about the topic
- ⊕ reporting activities in DIRECTIONS
- ⊕ sharing information about faculty initiatives in the areas of thinking, writing, and learning
- ⊕ compiling a special annual DIRECTIONS on thinking, learning and writing across the curriculum

HOTS will try to spread the good news through bulletin board announcements, so read the walls for news and information.

HOTS is always looking for more people to become involved in this interesting activity.

- ⊕ Contact any committee member, or talk to Ray Allan, the man in the HOTS seat (aka chairperson).

### FACULTY DEVELOPMENT GUIDEBOOK

Did you receive your copy of the updated Faculty Development Guidebook? (It has a red  apple on the cover). If not, please ask Linda Pelz (3259) for a copy.

## LAKE CHAPALA ARCHAEOLOGICAL PROJECT 1990 FEASABILITY STUDY

Shawn Haley, Anthropology

In April 1990, I received a Special Projects grant from the RDC College Wide Professional Development Committee to undertake a feasibility study in an area just south of Guadeloupe, Mexico. I was to examine certain collections housed at the Museo Regional de Guadalajara and the Universidad de Guadalajara as well as look at the collection localities in the Lake Chapala and Lake Zacoalco Basins. The intent was to determine if there was sufficient archaeological evidence for the presence of early man in that area and if the potential for a long-term research project existed. The purpose was also partly political. I had to see if the regional authorities (the Insitutio Nacional de Antropologia e Historia) would be receptive to this kind of research. Without their support, no scientific project of any kind would be possible.

I am pleased to report that on all counts the results of the feasibility study conducted May 14 to 25, 1990 are extremely positive. On arrival, I met with Federico Solórzano, a palaeontologist at the regional museum. We spent many hours together examining the artifacts and the collection sites. The amount of material was astounding. There were over half a million mammalian fossils dating from 80,000 to 20,000 years old. There were elephants, deer, horses, camels, sloths, sabertooth cats, glyptodons, and many other animals in the skeletal collection from Lakes Chapala and Zacoalco. Many were fragmentary and tiny. Others weighed up to 200 kilograms (about 450 pounds). Some of the bones had been altered by human hands. A few had holes drilled through them. Others had been sawed in two. Some had been cut and shaped into wedges possibly for use in marrow extraction. Mixed into this collection of animal bones and bone tools were a number of fragments of human bone (mostly skull and jaw fragments, and teeth).

All of the above hints at the possibility that humans lived at about the same time as the animals - sometime between 80,000 and 20,000 years ago.

Since the oldest firm dates we have for the first North Americans is 11,500 years ago, the confirmation of human occupation in Mexico 20,000 years ago would cause quite a stir. All textbooks on the subject would have to be rewritten. Yet the evidence only hints at it. All of the material recovered to date was collected from disturbed (secondary) contexts. Most fossils were found on the dry lake beds in Chapala and Zacoalco.

This is why a visit to those areas became necessary. To test the hypothesis that humans were in Mexico 20,000 years ago, we would have to find undisturbed primary deposits presumably in the hills and on the higher ground surrounding the lake basins. I had to see those areas to determine the extent of modern disturbance and to evaluate the potential for finding the essential undisturbed sites. I could see strand lines (ancient beaches) about 20 meters above the current water levels. Above them, there is little modern usage (animal grazing excepted) and, in my estimation, the potential for success is high.

Conversations with government officials were usually positive. The Mexican archaeologists agree that such a project has merit but they themselves are unable to undertake it. They have their hands full with the monumental sites left behind by the Aztecs and their predecessors. They manage to stay only a small step ahead of the looters. Also, most gringo (foreign) researchers have been preoccupied with the pre-Columbian civilizations and art. They seemed extremely pleased that we would consider studying early man in Mexico. In fact, the Universidad de Guadalajara has already agreed to provide up to four students (at no cost) to work on the project. Federico Solórzano, with his museum's blessing, has become co-Principal Investigator and will share the overall responsibilities with me.

Based on the positive results from the feasibility study, I have decided to develop a five year research program to search for the "First Mexicans". Funding has been applied for and I have begun to assemble the multidisciplinary team. I will act as archaeologist and administrative director. Solórzano will be the project paleontologist. Even in its infancy, the project has attracted a bit of attention. A Physical Anthropologist and a Pleistocene Geologist, both from Texas A & M University, have expressed an interest. An "early man" archaeologist from the

University of California - Santa Barbara has volunteered his services. We are looking for a Faunal Specialist and a Palynologist (a Pollen Specialist). The Center for the Study of the First Americans, University of Maine, is assisting us in the search.

If all goes well, the Lake Chapala Archeological Project will be a truly international venture that will reflect well on Red Deer College. Benefits beyond the acquisition of new knowledge and the increase in prestige RDC will gain in archaeological circles relate directly to student education. There will be three or four Universidad de Guadalajara students learning on-the-job and, subject to budgetary restrictions, I hope to involve two Red Deer College Anthropology students in the field work which in 1991 will involve working in western Mexico for seven weeks (July 22 to September 1, 1991.)

THE SEARCH  
FOR THE "FIRST MEXICANS" HAS BEGUN

## REPORT on the STLHE Conference

Roberto Bencivenga, LAC

The 10TH Annual Conference of the Society for Teaching and Learning in Higher Education (STLHE) was held on the Campus of McGill University in Montreal from the 16th to the 19th of June. The STLHE was started in 1980 as an informal network among learning centres of southern Ontario colleges and universities. Since then it has grown into a nationwide organization whose annual meeting attracts representatives from all fields of education and from all over Canada and the USA. This year's conference was attended by over 250 participants, coming from such diverse backgrounds as mathematics, religious studies, medicine, literature, etc, but all sharing a strong commitment to education. This provided an opportunity to share notes, exchange ideas and, hopefully, avoid duplication of efforts!

The sessions presented at the conference focussed on three main themes: 1) the preparation of students for life-long learning, 2) the improvement of teaching through faculty development and 3) critical thinking and problem solving.

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essions related to the first theme presented practical and philosophical ideas aimed at helping students "learn how to learn". The importance of increasing the relevance given to process, as opposed to content, was discussed, as well as alternative modes of teaching that may provide students with long lasting learning skills.

Several sessions and animated discussions focussed on the problem of faculty development and evaluation. Pros and cons of different approaches were presented and analyzed, but a consensus seemed to emerge that of fundamental importance is the need to clarify the goal of the evaluation process (summative vs formative) as well as the priorities of the institution. It was certainly interesting to see that RDC is not the only institution debating the methods and values of faculty evaluation and that our approach is among the most fair and effective.

Critical thinking and problem solving skills are becoming an ever more important part of education and this was evident in Montreal. Reports of studies and presentations of different methods were offered by nurses, biologists, mathematicians and social scientists. It is becoming apparent that we are dealing with a complex issue that does not have a single solution, but must be approached in different ways according to the audience, the goals and the difficulties of the subject.

My contribution to the conference fell into this last category, as I offered a poster presentation describing "KREEPS", the strategy for solving word problems that Paul Dunning and I have developed in the last couple of years. Our posters received much praise for clarity of exposition and generated a number of stimulating conversations with participants interested in the topic. It certainly provided me with the information and feed-back I had hoped to obtain from the conference.

The large number of ideas presented gave rise to one of the shortcomings of the conference: too many interesting sessions were concurrent, so one had to miss some of them. I made up for this by talking with the presenters during lunch breaks, a dinner-cruise on the St. Lawrence River and a couple of delightful dinners in Montreal's hearty restaurants.

The conference had a large number of logistic and organizational flaws: if you are involved in organizing a conference I'll be glad to discuss them

with you so that you may avoid those mistakes. Also I'll be glad to share with you more details on the content of the conference, especially if you can convince the cafeteria manager to start serving croissants and cappuccino.

Next year's conference will be held at Dalhousie University in Halifax. If the Montreal gathering is any indication of what that conference will be, I suggest that you put Halifax on your list of possible trips for June 1991.

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## NEW PERIODICALS FOR THE LRC

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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 27 August 1990 and decided to add the following titles:

- ❖ Anthropological Quarterly
- ❖ Behavioral Neuroscience
- ❖ Canadian Children
- ❖ Canadian Journal for the Study of Adult Education
- ❖ Canadian Journal of Rehabilitation
- ❖ Canadian Social Work Review
- ❖ Ethics
- ❖ Health Care for Women International
- ❖ International Affairs
- ❖ International Monetary Fund Staff Papers
- ❖ Issues in Writing
- ❖ The Journal
- ❖ Journal of Comparative Psychology
- ❖ The Journal of Human Resources
- ❖ The Journal of Interdisciplinary History
- ❖ Nursing Management
- ❖ On Continuing Practice
- ❖ Philosophia
- ❖ Small Business
- ❖ Western Journal of Nursing Research

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 your divisional librarian. Your recommendation will then be considered at the next Periodicals meeting.

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

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## 3 NATIONAL CONFERENCE ON PROFESSIONAL AND PERSONAL RENEWAL FOR FACULTY

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The Third National Renewal Conference will provide a forum for discussing the issues related to faculty renewal in higher education with a particular focus on the personal dimensions of renewal and how it impacts professional life. A combination of concurrent and plenary sessions will be offered to describe effective models and programs, research findings and possible future directions. In addition, conference participants will have opportunities to engage in personal renewal activities.



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### CONFERENCE HIGHLIGHTS

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This national conference provides a forum for the discussion of faculty renewal issues in higher education.

The conference keynoter will be **Dr. Peter Seldin**, Professor of Management, Pace University, noted lecturer and researcher on faculty development and evaluation. The luncheon presentation will be given by **Dr. Ronald Simpson**, Director of one of the country's most comprehensive faculty and instructional development programs and Editor of *Innovative Higher Education*.

Featured presentations include: **Dr. Joan North**, University of Wisconsin-Stevens Point, a nationally recognized authority on stress management and faculty wellness in higher education; **Dr. Daniel Wheeler**, University of Nebraska-Lincoln, co-editor of the book, *Enhancing Faculty Careers: Strategies for Development and Renewal* and **Dr. Walter Gmelch**, Washington State University, Director of the Center For The Study of the Department Chair.

This Conference will be held on April 18-20 in Atlanta, Georgia. Registration is \$135 US (before March 1). A brochure including registration form is available from Glynis Wilson Boulton (3173).

#### RDC PRE-CONFERENCE PRESENTATION PROGRAM

If you are giving a paper at a conference, please remember the Pre-Conference Presentation Program. You can make your presentation initially for your peers at the College. This allows you to rehearse your presentation before taking it on the road. RDC Faculty will also benefit by gaining the opportunity to learn from each other. When you make your presentation at RDC, you may also wish to arrange for time at the end to solicit suggestions from your audience.

If you would like to take advantage of this program, please let Glynis Wilson Boulton know (3173). She will arrange for a room and refreshments and will advertise your session to faculty.

## END-USER SEARCHING IN THE CLASSROOM: An Interview with Tom Carnes & Alice McNair

**Directions:** Last fall you received a grant to investigate "end-user searching in the classroom". Could you review for us briefly what this project was about?

**TOM:** The focus of this project was to introduce a new research technique into the classroom. The principle was to teach students how to find information in the library beyond what was available in textbooks. This technique involved teaching the students to become end-users. End-user searching involves a number of skills from basic computer knowledge to critical analysis and selection of the retrieved citations. An "end-user" searches online or CD-ROM databases without involving a librarian or an information retrieval professional as an intermediary. By teaching the Biochem 300 class end-user searching, we hoped that students would learn to search, select and evaluate the literature on their research topics.

**Directions:** How did you both get interested in this?

**ALICE:** I have always been fascinated by the adaptability of computers to library research and one of the mandates of the Reference Department in the LRC is to provide computer searches for faculty and staff. Although I enjoy searching on a variety of online databases, I have been frustrated by not always knowing what the patron really wants from a computer search. Patrons themselves refine their topics; I invite people to watch me search so that they can refine their search 'on the spot'. I have enjoyed this interaction and it tends to produce excellent searches. Teaching end-user searching combines both my interests in computers and library instruction.

**TOM:** I became interested while I was teaching a fourth year course at the University of Calgary. One of my students had never been in the library and didn't have any idea how to use the library to find information on a specific topic. I was astounded that anyone could get to this stage of their education and be library illiterate and blamed those who were her instructors up to that point. Now that I am instructing in first and second year Chemistry and

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chemistry I feel that it is one of my responsibilities to teach students how to find information in scientific literature. Since the LRC lacks some of the abstracts necessary for these disciplines, my responsibility looked daunting. The solution to this problem was to teach students how to search online computer databases by and for themselves. End-user searching in the classroom is a means to access a variety of databases pertinent to all subjects, in this case biochemistry. In order to learn library research skills, students need to be able to use a variety of these research tools, both in online and print format.

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**Directions:** What were the objectives of this project?

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**TOM:** The goal, to teach students how to search as independent end-users in order to access information pertinent and relevant to their research papers, was achieved by the students learning to conduct computer searches, to select and retrieve meaningful articles and to write a biochemistry research paper.

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**Directions:** What did the project entail?

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**ALICE:** First we chose an online computer system. We selected a very 'user friendly' computer searching system, the DIALOG Classmate program. This system contains about 90 of the databases available on DIALOG, a leading database vendor containing a variety of databases on all subjects. The Classmate program offers very simple command logic for a fraction of the cost of the parent DIALOG system. Since the system was developed for the classroom, it came with many teaching aids and manuals.

Second, we arranged for extra staff hours for Interlibrary Loans. We realized that many of the citations to the articles the students would be retrieving and selecting for their research papers would not be held in the LRC's periodicals collection. We budgeted for five interlibrary loans per student.

Third, we taught the students about library research in one three-hour lab period. The students learned about manual sources and their machine readable counterparts. Following the lab period, each student had up for a one-hour 'hands-on session' with me after which they were able to search on their own.

Allowing the students to select their own topics increased their interest in the project. Our goal was to encourage students to learn library skills and Tom thought this goal would be realized more successfully if students were interested in their topics. We were both available for assistance throughout the project, if the students required it.

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**Directions:** What are your observations?

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**ALICE:** I was surprised that so many students have never used a computer before, yet they were not afraid to connect to a remote database. I was also pleased to discover that many of the articles the students selected were in periodicals held in the LRC.

**TOM:** I was gratified to find that most, if not all, of the students wanted to use their online searching passwords for other projects. Many students were actually excited to find the information they wanted.

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**Directions:** Conclusions?

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**ALICE:** End-user searching is a very cost effective method of increasing the number and variety of research tools available in a standard library collection. The online charges for this project have been \$800.00. This amount represents 65 searches at \$13.00 a search. When you consider that only one index, Chemical Abstracts, costs \$11,000.00 a year, the \$800.00 fee is relatively inexpensive. The students searched in more than twenty databases ranging from MedLine (Index Medicus) to Food Abstracts. The total cost for the print equivalent of these databases (i.e. indexes and abstracts) would probably be as much as a new Chemistry laboratory.

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**Directions:** What are some of the implications of your project for other instructors at Red Deer College?

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**TOM:** We think that our project demonstrates the cost efficiency, the ease and the benefits of end-user searching. End-user searching offers a range of databases and students learn to become evaluative and analytical researchers. Instructors will benefit by their students finding a wide range of information and they will also learn how to become end-users themselves. Some instructors in the Sciences have already expressed interest, but this method of searching can be very worthwhile for research in the Social Sciences and Humanities disciplines as well.

In order to integrate end-user searching into specific courses, instructors should include online searching costs in their departmental budget.

**Directions:** What do you see as the chief benefits of this approach?

**ALICE:** End-user searching teaches students independent learning skills. It is an inexpensive way to expand the LRC's periodical indexes and abstracts and it is an introduction to a variety of sources on computer databases. The college cannot afford to purchase many of the major abstracts and indexes required for every discipline. As mentioned, Chemical Abstracts costs \$11,000.00 alone and does not cover biology, physics, or math. Online database vendors, such as DIALOG provide computer access to hundreds of databases for a fraction of the cost of the print versions.

For more information about end-user searching,  
please contact Alice McNair at 3306

### ARE YOU PLANNING TO APPLY FOR A SABBATICAL THIS YEAR?

Just a reminder that sabbatical requests are due in the President's office by January 15, 1991. Your Dean & Chairperson are expected to contribute to your request package; so if you haven't already done so, you may wish to contact them soon about your sabbatical plans. Questions about the sabbatical process can be answered by your Professional Development Committee representative or the animateur.

**CHANGE !  
CHANGE !  
CHANGE !**

In order to simplify both the application & decision-making processes, Special and Innovative Projects have been collapsed into one (more broadly-defined) category.

Projects that would previously have qualified under the "Innovative Project" category are still encouraged. They will now qualify under the new "Special Project" category. If you have questions about a potential project, please contact your divisional professional development representative or the animateur.

### NEED A VOLUNTEER!

Is anyone interested  
in working on the  
**ACIFA Pensions Committee?**  
The goal of the committee is to  
develop a plan to improve the  
pension plan for faculty at  
Alberta Colleges &  
Technical Institutes.  
**If you are interested, please  
contact  
DAVE INKSTER**

(3260)

**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.  
**Editor:** Glynis Wilson Boulton

# DIRECTIONS

December, 1990

Vol. 7 No. 2

## This Issue

Irritating Behaviours

Travel Grants

Sexual Harassment Policy

HOTS Flashes

Caution: Committee Work

Upcoming Workshops  
& Conferences



## A Christmas POTPOURRI

The December issue of DIRECTIONS offers a potpourri of ideas, activities, and items I hope you'll find interesting. There are upcoming conferences, professional development opportunities, and a few items that are presented for your information. In many cases, you can follow up by asking me for brochures or more information. Please do! My files are filled with many fascinating tidbits I'd like to share with you.

Members of the Board/Faculty Professional Development Committee join me in wishing you the best during the holiday season. Merry Christmas & Happy New Year!

Glynis Wilson Boulton

DIRECTIONS is published by the Board/Faculty Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. Editor: Glynis Wilson Boulton

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## IRRITATING BEHAVIORS

A recent article by Drew C. Appleby in the Journal of Staff Program and Organizational Development reported the results of a survey of behaviors that irritated instructors and students. There were some marked similarities – both faculty and students dislike the other to be late for class, both dislike it when the other eats, drinks or chews gum in class, and students dislike faculty members who dress shabbily as much as faculty dislike students wearing hats in class!

Hat wearing, in fact, outsourced cheating as an irritant to faculty members. Among the top eight irritants that students inflict upon faculty were:

- talking during lectures
- chewing gum, eating and drinking noisily
- being late
- sleeping in class or otherwise acting bored
- skipping classes
- creating disturbances
- being unprepared
- wearing hats

Among the behaviors that most irritate students about their college instructors were:

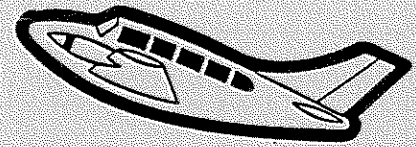
- presenting poor lecture (the winner by a mile!)
- keeping students after the class period is over
- arriving late for class
- having obvious favorite students
- inability to explain clearly
- unwilling/unable to answer questions
- using inappropriate humor, or telling jokes that aren't funny
- being condescending or embarrassing students

Students were able to come up with a much longer list of irritants than were instructors. Maybe there's a lesson here for teachers, and some suggestions to students who don't realize they are getting under our skin.

Reprinted with permission from Professional Development Quarterly, Oct. 1990.

The full article on irritating behaviours is available from Glynis Wilson Boulton.

## TRAVEL GRANTS



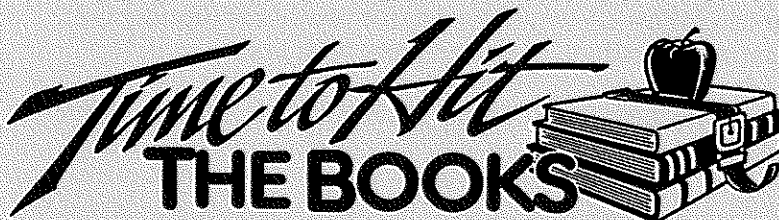
The following Travel Grants were supported by the Board/Faculty Professional Development Committee in October:

**Ray Allan** – to present a paper on the use of concept mapping in the classroom at a conference on "Critical Thinking: Focus on Science & Technology", Montclair State College, New Jersey. Oct. 18-20, 1990

**Liz Hagell** – to present a discussion on "New Reproductive Technologies and the Implications for Women's Health" at the "3rd Annual Feminist Research Forum: Celebrating Women's Communities" in Edmonton. Sept. 21-22, 1990

**Linda Moreau** – to present a paper on "Enticing the Mature Female Student to College" at the first Sino-American Conference on Women's Issues in Beijing, China. June 2-29, 1990

Look for articles about these activities in future issues of DIRECTIONS.



## New Sexual Harassment Policy

As you may know, Red Deer College has a new sexual harassment policy which became effective on May 16, 1990. The background and policy are reprinted below. If you haven't had an opportunity to review the procedures, you might want to ask your Chairperson or Dean about them.

### BACKGROUND:

Red Deer College accepts the definitions of Sexual Harassment as established by the Individual's Rights Protection Act of Alberta and the Canadian Association of University Teachers (C.A.U.T.).

#### 1. The Alberta Individual's Rights Protection Act:

"Sexual harassment is an unwanted sexual solicitation or advance made by a person in a position of authority who knows or ought to know that it is unwelcome.

A reprisal or threat by someone in authority after a sexual advance is rejected constitutes sexual harassment.

A person in a position of authority, or an employer, after becoming aware of an occurrence of sexual harassment, and who fails to take appropriate action, may be held liable."

#### 2. C.A.U.T. Guidelines on Professional Ethics and Professional Responsibilities:

"(a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status or academic accreditation;

(b) submission to or rejection of such conduct by an individual is used as the basis for employment, academic status or academic accreditation decisions affecting such individuals; or

(c) such conduct has the effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working environment."

### POLICY:

Red Deer College is committed to maintaining an environment in which our students and staff can work together free from sexual harassment. While there exists an atmosphere for freedom of expression, it must always be in conjunction with the responsibility to observe the rights of one another. There is no place at the College for conduct that diminishes, uses, or abuses another person. Therefore, harassment of any kind is not accepted.

It is the intention of Red Deer College to take whatever action that may be needed to prevent, correct, and if necessary, discipline behaviour which violates this policy.

Furthermore, it is the policy of the Board of Governors to provide specific recourse for employees and students in the event of alleged sexual harassment in violation of the Individual's Rights Protection Act of Alberta or any perceived treatment which may be considered sexual harassment.

## MARKING GUIDES

Do you use a marking guide when marking essays, oral presentations, or other student work?

I am collecting copies of these guides for the animateur files and would appreciate receiving a copy of yours. If you would be willing to share it, please pop it in my mail box. Be sure to include your name and indicate whether other instructors may use it in their teaching.

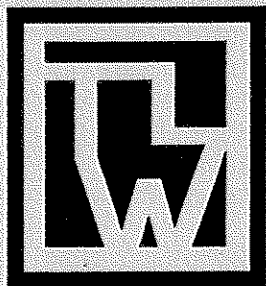
Thanks,

Glynis Wilson Boulton



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# HOTS Flashes



The HOTS Resources Sub-committee of the HOTS Committee is collecting articles & information about relevant conferences. We plan to publicize professional development activities on thinking, writing, & learning across the curriculum as they come to our attention. We'll also periodically provide abstracts of relevant articles. If you come across a professional development activity or an article which you think we might find interesting, please pass the information on to us. We'll make sure it's publicized in this column. Thank you!

Doug Girvan, Alice McNair, Glynis Wilson Boulton

## Article Abstract

White, Nancy E. et al. "Promoting Critical Thinking" in Nurse Educator vol 15, no 5, September/October, 1990, pp 16-19.

Addresses the need to develop critical thinking skills in nursing students. Elaborates on four strategies: 1. a non-clinical application of nursing process; 2. use of argument and debate; 3. application of ethnographic techniques; and 4. promotion of ethical decision-making skills.

## Professional Development Activities

**TITLE:** Developing Guides Across the Disciplines to Help Students Read More Effectively  
**Place:** Dawson College, Montreal  
**Date:** January 10, 11, 1991  
**Source:** Contact Harvey S. Wiener (leader), City University of New York OR  
**Phone:** (514) 931-8731, local 1415

**TITLE:** Science Writing and School Writing  
**Place:** Dawson College, Montreal  
**Dates:** March 8, 1991  
**Source:** Contact Charles Bazerman (leader), Georgia Institute of Technology OR  
**Phone:** (514) 931-8731, local 1414

**TITLE:** Teaching Critical Thinking Through Short Writing Assignments  
**Place:** Dawson College, Montreal  
**Dates:** May 23, 24, 1991  
**Source:** Contact John C. Bean (leader), Seattle University OR  
**Phone:** (514) 931-8731, local 1415

**TITLE:** Improving University Teaching  
**Place:** GlasGow, Scotland  
**Dates:** July 2-5, 1991  
**Main Themes:**  
1. The Teaching and Use of Transferable Learning Skills  
2. Staff (Faculty) Development Policy: Recent Trends and their Implications  
3. Integrating Institution-Based Learning with Industry-Based Learning.  
**Source:** Improving University Teaching, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD, 20742-1659

**TITLE:** Be Here Now  
**Place:** Atlanta (January 27-29); Los Angeles (February 10-12); Dallas (March 3-5); Seattle (April 14-16); Chicago (April 28-30); Denver (May 19-21); Toronto (June 9-11), 1991  
**Main Themes:** Components of an effective student success program, including information on helping students to learn more effectively  
**Source:** Kay Tennyson  
**Phone:** 1-800-528-8323



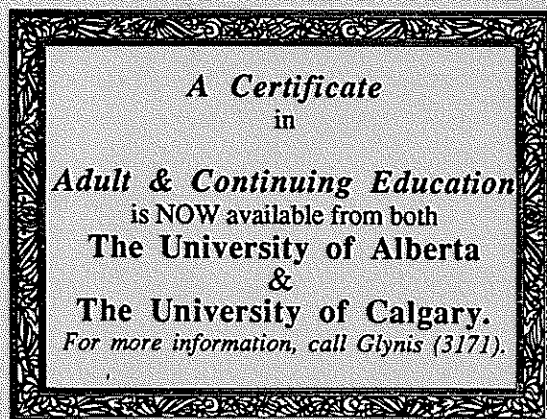


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## Facilitator Training Session

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The next Instructional Skills Workshop Facilitator Training Session will be offered during the week of April 29. If you're interested, mark your calendar and let Glynis know (3173). More information on this session will be included in future issues of **DIRECTIONS**.



## CAUTION:

### Committee Work May Be Hazardous to Your Health



A trial recently concluded in Florida highlights anew the potential dangers that face faculty who serve on doctoral committees.

Jens Peter Hansen, a doctoral candidate at the University of Florida, stood trial for the murder of a member of his dissertation committee, UF cancer researcher Arthur Kimura.

Kimura headed the dissertation committee which denied Hansen the Ph.D. because he rejected its advice on research methodology.

Despite testimony from three psychologists that he suffered from a paranoid delusional disorder, a jury found Hansen guilty in late June.

The murder and subsequent trial have the UF profs worried. Ira Horowitz, chair of the Decision and Information Sciences Department, has refused to head any more doctoral committees. "If you ask me, 'Have I been threatened?' I would say no.", says Horowitz. "If you ask me, 'Have I felt threatened?' I would say yes."

Prior to Kimura's murder, UF's graduate school had no written regulation outlining how often doctoral candidates should meet with their committees. Now UF has a rule requiring annual meetings.

That new rule isn't enough for some critics. UF economics Professor David Denslow says, "The tension is there. The thing to do is pretty clear. Let them know early that they're not going to be considered for a doctorate."

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53704-3006

# PLAN AHEAD

## Upcoming Workshops & Conferences

★Canadian Association for the Study of Adult Education 10th Anniversary Conference. Queens University, Kingston, Ontario. June 6-9, 1991.

The two themes of the conference are: 1. The examination of the Association in the context of the development of adult education in Canada and 2. Women in universities in relation to adult education.

★Third Annual Lilly Conference on College Teaching - West. University of California Conference Center, Lake Arrowhead, California, March 1-3, 1991.

"The Lilly Conference is a forum for discussion by faculty about all areas affecting teaching and learning, and gives faculty the opportunity to share proven, innovative pedagogies and thoughtful, inspirational insights about teaching."



### CALLING ALL POTENTIAL EDITORS

The Canadian Journal  
for the  
Study of Adult Education

(put out by the Canadian Association  
for the Study of Adult Education)  
is looking for a

Managing Editor

For more information,  
call Glynis at 3173.

## Innovation Abstracts

Do you have an idea you would like to present in an Innovation Abstracts? Several Red Deer College faculty have had abstracts published over the past four years and the Editor reports that she is always looking for new material. Abstract guidelines are available from Glynis (3173). If you have an idea but are not comfortable with writing, call anyway. Glynis may be able to arrange for a co-author.

## Do You Write Letters of Reference for Your Students?

The fall issue of the University of Minnesota's Instructional Development has a useful article on this topic on pp. 1-3. "Helping Launch a New Career" outlines where to start, what to include and some special considerations. The Newsletter is available in the animateur files. (Call Glynis at 3173 to borrow it.)

## New In 1991

A new journal, Learning and Instruction (put out by the European Association for Research on Learning and Instruction), is due to begin in 1991. The focus will be on empirically-based studies on the processes of learning, development, instruction, and teaching at all levels in a diversity of settings. The Call for Papers is available from Glynis (3173).



# DIRECTIONS

January, 1991

Vol. 7 No. 3

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## MESSAGE FROM THE ANIMATEUR

Members of the Board/Faculty Professional Development Committee join me in wishing you a Happy New Year. We hope 1991 is a personally and professionally satisfying year for you. And we hope what you read in **DIRECTIONS** can assist you in reaching your goals.

This issue includes a number of articles and reports by Red Deer College instructors. They represent the breadth of experiences and interests that make our college truly comprehensive. Also included are lists of off-campus professional development activities during the next eight months.

Now that I have officially taken on the role of Faculty Development Animateur, I am busily planning workshops and activities for the rest of the year. During term, there will be the occasional Lunchbag Seminar (like Dave Hannah's presentation on his experience in the United Arab Emirates.) Also planned: sets of activities for the February break and the May/June period.

If you have suggestions for on-campus Lunchbag Seminars, workshops, or other sessions you would like to attend and/or present, please contact me. I look forward to organizing activities that meet your needs and address your interests.

Glynis Wilson Boulton

## Living & Working in the United Arab Emirates

Dave Hannah - Counsellor

As many of you know, I returned to the college this fall after spending two years in the United Arab Emirates. I was one of about 45 Canadian administrators who were hired to help establish a college system in the U.A.E.. Because the Emirates are currently very dependent on foreign workers through all areas of their economy, they are anxious to begin providing their own people with the knowledge and skills necessary for them to begin running things themselves. A university was established in the country in the late 1970's, but recently the government decided that they also wanted a more "applied skills" oriented college system to train their citizens for many of the "front line", mid-level positions in the work force. (As much as they hate to admit it, they are finally realizing that not everyone can be the "Executive Director"!!).

In the mid 1980's several government officials began examining community colleges and polytechnical institutes throughout the world, and decided that they wanted to model their colleges on the Canadian college system (specifically on the Ontario model). They hired a Toronto educational consulting company to put together a plan for their own system of colleges, and in the spring of 1988 began hiring experienced Canadian educators to staff the four colleges that were to begin operations that September. I was hired to work in the area of Student Services and Registration at one of the colleges, and on July 31, 1988, my family and I arrived in Abu Dhabi to begin two of the most interesting years of our lives (so far, at least!).

While the experience of helping to establish a college system basically from scratch was exciting and challenging, the most interesting part of the two years was the experience of living and working in a country and culture that is vastly different from anything we had ever experienced. The climate was different (up to 51 degrees in the summer), the language was different

**DIRECTIONS** is published by the Board/Faculty Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee. Editor: Glynis Wilson Boulton

(Arabic), the people dressed "funny", and most of all - the people had a totally different way of looking at the world. This resulted in many misunderstandings and frequent frustration, but life was certainly never dull. In fact, by approaching the experience with open and inquiring minds, we were able to learn quite a bit about Arabic culture, Islam, and the Middle East in general.

I would like a chance to share my experience with other members of the college staff who might be interested in hearing more about them. I will be speaking about them at a Lunchbag Seminar to be held on January 25, 1991 in the Board Room. I will be focusing on three main themes at the seminar:

1. the U.A.E. Colleges Project
2. the experience of living in an Arab country
3. a "working" leave of absence as a means of personal and professional development.

Anyone who is interested in finding out more about any of these topics is welcome to attend. Please watch for the notice in your mailbox.

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### **Lake Chapala Archeological Update**

**Shawn Haley - Anthropology Department**

In late October 1990, the Center for Field Research (EARTHWATCH, Watertown, MA) notified me that I had been awarded a grant of \$US 47,000.00 to undertake research in the Lake Chapala Basin in western Mexico during the summer of 1991. Preparations are now underway for that initial field season.

Along with a group of volunteers, a Red Deer College student, and an international team of specialists, I will undertake an archeological survey of the mountains north of Lake Chapala between the towns of Chapala and Mezcala. We will be in the field from late July to early September. If all goes well, 1991 will mark the beginning of a five-year multidisciplinary project.

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## **What Motivates Students to Learn?**

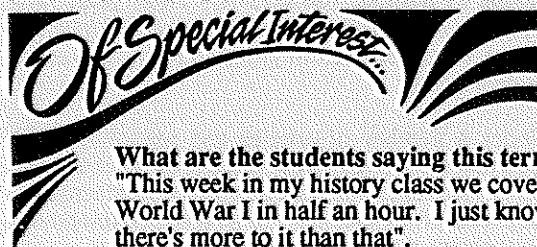
**Ken Hammer**  
**Recreation Administration**

The question seems obvious. In order to be effective as a facilitator of learning it makes sense that one would need to have a good understanding of the various motivations of student learning. Only then would a facilitator be able to design the experiences to allow for optimal learning to occur. What isn't so obvious is the answer to this question.

### **BACKGROUND**

This past summer, while completing some coursework in a doctoral program, the answer to the question 'What motivates students to learn?' was formally explored. Through a class project, a learning motivation que-sort instrument was developed to be used to gain a better understanding of what motivated the students. Through research and personal experience, twenty motivators were identified and divided into two separate categories. Intrinsic motivators referred to the pleasure or value associated with an activity itself while extrinsic motivators emphasized the value an individual places on the ends of an action or external components. The instrument was given to twenty-six second year Bachelor of Arts in Recreation Administration Transfer Program students in September of 1990.

continued .....



What are the students saying this term?  
"This week in my history class we covered World War I in half an hour. I just know there's more to it than that".

"As a mother of two little boys, and taking four courses, I feel I wear two hats - of the student and the mother - but right now they are both cock-eyed".

"I'm a Phys. Ed major, but I decided to take an option in English. When I walked into my first class I saw all these students sitting there - in their berets. I looked down at my Nike's and I said, 'Trish - you're in dead trouble here'.

Reprinted from  
**LASSALETTER**, October 1990

## SURVEY RESULTS

Students scored the motivators from one (lowest) to twenty (highest).

<u>Ranking</u>	<u>Motivator</u>	<u>Mean Score</u>
* 1	Interesting and stimulating subject matter	15.4
* 2	Seeing progress and personal growth	14.7
3	Enthusiastic and interested instructor	14.6
* 4	Having fun while learning	14.3
5	Achieving good grades	13.5
6	Practical and useful subject matter	11.8
* 7	Doing quality work	11.1
* 8	Collegiality and working with others	11.1
9	Recognition and feedback from instructor	10.6
10	Gain respect and recognition from others	10.4
* 11	Material that challenges me	9.7
12	Getting a good job or promotion	9.6
* 13	Having freedom and choice in learning	9.6
14	Relevant and worthwhile course assignments and readings	9.3
* 15	To be better able to help others	9.0
16	Material presented in a variety of ways	8.6
* 17	Opportunity for contributing and participating in class	8.2
* 18	Responsibility for own learning	8.0
19	Structured learning environment	6.2
20	Awards and scholarships	4.0
* Intrinsic Motivators		

## DISCUSSION

The results support the educational literature which suggests that both intrinsic and extrinsic motivators must occur for maximum learning. Two of the biggest surprises for me were the impact that an enthusiastic and interested instructor has on the motivation of students' learning as well as the need to have fun while learning. These were third and fourth overall. Other surprises included the lower ranking of having freedom and choice in learning (13) and having responsibility for own learning (18). Finally, the results reminded me how much emphasis students place on achieving good grades as this motivator ranked fifth.

The practical use of this information can be two-fold. First, the students become more aware of their own individual motivators as well as those of others which may contribute to maximizing learning. Students may seek out learning opportunities which provide the appropriate motivators such as a specific instructor, a specific course or opportunities to shape the content and delivery of a class to coincide with their personal motivators.

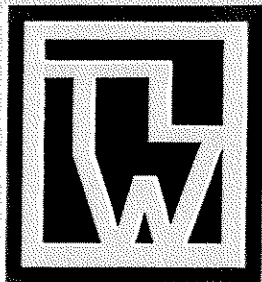
Perhaps of more important value is identifying the major motivators of students to allow the instructor to provide the most appropriate environment for maximum learning to occur. For example, this past term a deliberate attempt was made through gaming and simulations to allow for more fun in class while learning.

## POINTS TO PONDER

1. What is the role of the instructor in motivating students? Should it be to provide the environment that matches the students' motivators or should it be to assist in developing other motivators that are more preferred by an instructor (i.e. encouraging the student to become motivated by personal responsibility for learning)?
2. How can the instructor provide an environment that deals with the individual differences of student motivation? Ten different motivators out of the twenty that were listed in the survey were identified as the first choice of individual students.
3. Are students in different programs motivated by different things? If you are interested in surveying your own students, please let me know and I will provide you with the appropriate number of que-sort instruments.
4. Are you interested in further discussing student motivation to learn? Let me know and perhaps we can arrange something in the near future.

For more information, contact Ken Hammer (3461)

# HOTS Flashes



The following are professional development opportunities for those interested in thinking, writing, & learning across the curriculum:

## **February 4 - 6, 1991**

First National Conference on Instructional Applications of Critical Thinking. Contact: Nora Hernandez-Hendrix, Miami-Dade Community College, Wolfson Campus, 300 N.E. 2nd Ave., Miami, Florida 33132-2297. (305) 347-3675

## **March 20 - 23, 1991**

College Reading and Learning Association Annual Conference ("Promises to Keep: From Intention to Action") in San Antonio, Texas. Contact: Glynis Wilson Boulton for more information.

## **April 7 - 9, 1991**

New York College Learning Skills Association - Fourteenth Annual Symposium on Developmental Education in Ithaca, N.Y. Contact: Carl M. Wahlstrom, Genesee Community College, One College Road, Batavia, N.Y., 14020. (716) 343-0055, ext. 305

## **April 17 - 20, 1991**

Teaching Reading, Writing, and Thinking Across the Curriculum ("Critical Literacy: Bridging Theory & Practice") in Chicago, Illinois. Contact: Bill Taylor, Oakton Community College, 1600 E. Golf Road, Des Plaines, IL, 60016-1268. (708) 635-1910.

## **July 29 - August 1, 1991**

Seventh European Conference on Reading & Eighteenth Annual Conference of the United Kingdom Reading Association in Edinburgh, Scotland. Contact: Freda Saton, The Royal Primary School, Northfield Broadway, Edinburgh, EH8 7RX, Scotland, United Kingdom.

"Those persons possessing handicaps such as stuttering, blindness, one-handedness (being crippled), deafness, dwarfness, a hunchback, contagious baldness, attention catching facial tics, and psychological defects preventing them from being teachers will not be appointed as teachers."

Some of the qualifications sought by the Education Ministry in new teaching candidates or in candidates applying for posts outside of major cities."

Submitted by Don Dixon. From the "For the Record" section of the Turkish Daily News, Tuesday, August 28, 1990.



## **Some Answers to the Copyright Question**

Alice McNair  
Library

### **Who does the Canadian Copyright Act affect?**

As instructors, we are all interested in using a variety of teaching techniques to reach and to appeal to students with different learning styles. Making copies of recent newspaper articles for class distribution, producing overheads of cartoons, or showing a video copy of a TV program are all common teaching practises which enhance the learning experience. Unfortunately, these teaching practises may be in violation of the Copyright Act because copying for educational purposes is not exempt from the law. It is the responsibility of all Red Deer College instructors to understand and work within the guidelines of the Copyright Act.

### **What is the history of the Act?**

The Copyright Act was established in 1924 as a law to protect the intellectual property of the creator against unlawful reproduction of the creator's work. In the past few decades, the growing number of audio and video recorders, computers and photocopy machines has made it possible for many people to unwittingly violate the Act. For this reason, Bill C-60, an Act to Amend the Copyright Act, was passed in 1988. Bill C-60 protects the rights of the creator against infringement by applying possible fines of up to \$1,000,000 and/or a 5 year prison sentence for those convicted. Before Bill C-60, there were few court cases based on charges of copyright violation because the fines were so low. The new amendment offers more lucrative monetary compensation to the copyright holder for convicted violations; therefore, more court cases are likely to occur.

continued.....

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### **What is covered by the Act?**

The Copyright Act covers a number of works. The 1988 amendment clearly defines a creator's work. Paintings, drawings, maps, slides, records, plans, charts, computer programs, films, videos, books and periodical articles are all considered the intellectual property of the creator. The creator owns the copyright unless the copyright has been sold to a publisher or distributor. The work does not necessarily have to be registered to be copyrighted; copyright is automatic.

### **When is copying in violation of the Act?**

Copying without permission from the copyright holder is a violation of the Copyright Act. It is very tempting to make copies of copyright material for the classroom or reserve collection of the Library. Many instructors believe that they are exempt from the law because they are making copies for educational purposes. Alas, although educational exemptions are present in the U.S. law, they are not included in our law. Even U.S. material is covered by the Canadian Copyright Act. The Act states that copying can be made for personal use only and not for classroom use.

### **How can permission to copy be obtained?**

Copies can be made, however, with the permission of the copyright holder. (The copyright holder is the creator of the work unless the rights have been sold to a publisher or distributor in which case the publisher or distributor is the copyright holder.) In order to obtain permission to copy contact the copyright holder by phone or letter, get written permission to copy and keep a record of the written permission on file. Some copyright holders charge a fee for copying while others place restrictions on the number of copies which can be made.

### **Are public performance rights required to show videos and films?**

Videos and films fit within the Copyright Act as well. Public performance rights are required for all videos and films in order to be viewed in educational institutions. A video rented from a video store cannot be shown to a class because it is restricted to use in private homes and is not authorized for public performance. In the Library, we purchased a few very inexpensive videos from an American distributor. Unfortunately, these videos were home use videos and subsequently we had to purchase public performance rights at quite a cost. Several Canadian colleges and universities have been charged with copyright infringement for using home use videos and not purchasing public performance rights.

### **Will there be changes in the future?**

The Canadian Copyright Act, with the Bill C-60 amendment, is a cumbersome law for educational institutions to follow. However, it is a law which is being enforced and the penalties are too costly for us to ignore. Copyright collectives may help us streamline the copying process by providing indemnification for copying certain works. Our province is currently negotiating with CANCOPY, the Canadian Copyright Collective, to establish workable guidelines for educational institutions. It is not known when the CANCOPY contract will be signed, but when it is in place, we will have more freedom in our teaching and instruction.

### **How does copyright apply to the Library's policy on reserve materials?**

As a result of our copyright investigations, we have formulated the following policy:

The Reserve Collection includes materials which must be read by entire classes within limited periods of time. These materials can include instructors' personal copies or Library materials. Photo-reproductions of copyright materials will not be undertaken by the Library. Further, the Library will not accept photo-reproduced materials for the Reserve Collection unless the instructor has requested written permission to copy from the copyright holder. Once permission to copy has been granted, no more than three copies of one item may be placed on Reserve.

### **Where can you find more information on the Act?**

The Act and its amendments are available in the Library.

Copyright Act, Revised Statutes of Canada. 1985 C-42 REF KE89 C351 1985

An Act to Amend the Copyright Act and to Amend Other Acts in Consequence Thereof, Statutes of Canada. 1988 C-15 REF KE91 C3

## The First Sino-American Conference on Women's Issues

Linda Moreau – Teacher's Aide Department

During the last three weeks of June, I was fortunate to be able to take part in the first Sino-American Conference on Women's Issues in Beijing, China as well as preconference activities. The conference was jointly sponsored by Global Interactions in the U.S. and the Chinese Women's Federation. My participation in this event was funded in part by a travel grant from the Board/Faculty Professional Development Committee.

In early June, I flew to San Francisco to meet with the sixteen delegates I would be travelling with during our preconference tour and to take part in a one day workshop to acquaint us with the Chinese culture, the expectations the conference organizers had for us as conference delegates, etc. We flew from San Francisco to Shanghai. There we met with the Shanghai delegation of the Chinese Women's Federation and I presented a paper entitled "Enticing the Mature Female Student Back to College" written by Lexie Loseth and myself. We also toured a number of cultural facilities as well as visited various sites concerned with our own professional activities, e.g., school, a nursing home, factories, a collective farm, etc.

Next, we travelled by train to Wuxi. Here we again visited various professional and cultural sites, although the time in Wuxi had more of an emphasis on cultural activities. From Wuxi we travelled to Nanjing, participating again in a variety of professional and cultural activities, and from Nanjing we travelled to Beijing to take part in the main conference. The conference addressed four major areas of Women's Issues: employment and career advancement, health and well-being, family and childcare, and education and training. Our time in Beijing was spent attending sessions/presentations by both American and Chinese presenters, visiting cultural and professional sites and attending special conference activities e.g. banquets, dinners, and a wine and cheese sponsored by the American Ambassador in Beijing.

There were only two Canadian delegates to the conference, Janet Panuska and myself. I found when the Chinese people discovered I was Canadian they immediately spoke of their high regard for Dr. Norman Bethune and Canadian people. One of the Chinese translators said he found Canadians to be warm, diplomatic, and appreciative of other cultures.

The experience was wonderful and personally profitable to me in a number of ways. I had the opportunity to present and exchange ideas in an international context and established a wide network of professional and personal contacts. I was able to experience first-hand, for a brief period of time, a culture I had long been interested in, the wonderful generosity of both the Chinese people and a group of women travelling together, and the advantages and disadvantages of a different political system. It was an exhilarating, exciting, wonderful and touching adventure.



### COMMONWEALTH EXCHANGES

We recently received information from the League for the Exchange of Commonwealth Teachers. Countries taking part include: Australia, Bermuda, Canada, Guyana, India, Jamaica, Kenya, New Zealand, Pakistan, United Kingdom (including states of Jersey and Guernsey and the Isle of Man) and Falkland Islands.

Applicants should have 5 years' teaching & should in general – but not exclusively – be between 25 and 45 years old. Exchanges are arranged between teachers in all levels from nursery school to higher educational establishments.

If you are interested in exploring this exchange opportunity, please call Glynis Wilson Boulton. She will send you the application form.

## 1991 Professional Development Opportunities

### February 6 - 8, 1991

Eighth Annual Conference for Academic Chairpersons: Improving Effectiveness & Efficiency. In Orlando, Florida. Contact: Center for Faculty Evaluation and Development, 1615 Anderson Ave., Manhattan, KS, 66502-1604.

### March 6 - 10, 1990

National Association for Developmental Education - 15th Annual Conference. In Nashville, Tennessee. Contact: Jimm White, Phoenix Solutions, PO Box 5922, North Suburban, IL, 60197-5922. (312) 664-6288.

### March 18 - 20, 1991

Sixth International Conference on Multimedia and CD-ROM. In San Jose, California. Contact: Customer Services of Microsoft Corporations. (203) 964-8287.

### March 29 - April 1, 1991

Bamfield Marine Station Field Trip on Vancouver Island. Contact: Faculty of Extension, University of Alberta, North Garneau Trailer Complex, 111 St. and 89 Ave., Edmonton, T6G 2G4.

### April 1 - 6, 1991

National Society for Performance and Instruction Conference ("Global Competitiveness Through Performance Technology"). In Los Angeles, California. Contact: NSPI, 1300 L Street NW, Suite 1250, Washington, DC 20005. (202) 408-7969.

### April 4 - 5, 1991

Conference on Classroom Research: Promoting Inquiry in Undergraduate Teaching. In Massachusetts. Contact: Dr. Elizabeth F. Fideler, Massachusetts Bay Community College, 50 Oakland St., Wellesley Hills, MA, 02181. (617) 237-1100 ext. 122.

### April 12 - 14, 1991

New Visions 1991 Conference (on "sustainable development, the social, economic, and environment issues of the '90's"). In Edmonton. Contact: Signi Bruner, Camrose International Institute. (403) 679-0660.

### April 18 - 20, 1991

National Conference on Technology and Reading/Learning Difficulties. In New York, NY. Contact: Diane Frost or Gerald Block, Educational Computer

Conferences, Dept. N, 1070 Crows Nest Way, Richmond, California 94803. (415) 222-1249.

### June 2 - 4, 1991

Annual Conference of the Canadian Society for the Study of Higher Education in Kingston, Ontario. Contact: Daniel R. Birch, The University of British Columbia, 6328 Memorial Road, Vancouver, BC, V6T 2B3. (604) 228-4948.

### June 15 - 18, 1991

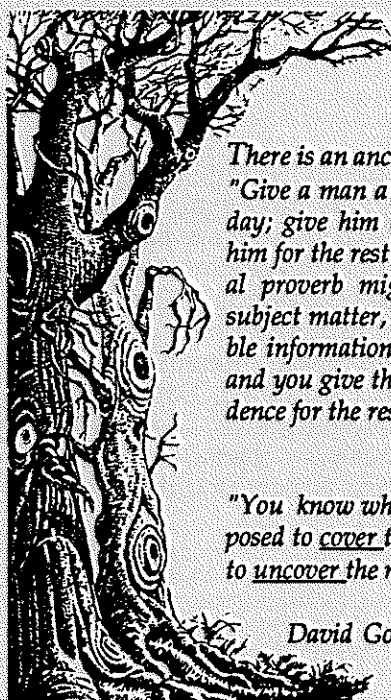
Society for Teaching and Learning in Higher Education in Halifax, NS. Contact: Dr. Alan Wright, Office for Instructional Development and Technology, Dalhousie University, Halifax, NS, B3H 3J5

### June 16 - 19, 1991

Canadian Association of Colleges and Universities Student Services Conference in Calgary. Contact: Dr. Lorna P. Cammaert, Associate Vice-President of Student Affairs, University of Calgary, 2500 University Dr. NW, Calgary, T2N 1N4.

### August 18 - 22, 1991

Enhancing the Teaching Experience - a faculty summer institute in Victoria, BC. Contact: The Learning & Teaching Centre, University of Victoria, PO Box 3025, Victoria, BC, V8W 3P2. (604) 721-8571.



### A word to the wise...

There is an ancient proverb that says:

"Give a man a fish and you feed him for a day; give him a fishing rod and you feed him for the rest of his life." Our educational proverb might read, "Teach students subject matter, and you give them perishable information; teach them how to learn and you give them knowledge and independence for the rest of their lives."

K. Patricia Cross

"You know what they say...We're not supposed to cover the material; we're supposed to uncover the material."

David Gottshall, College of DuPage.

# Calls for Papers

Editors of Inquiry (in its fourth year of publication) are seeking to expand the publication "toward a full-fledged Journal of Critical Thinking". They are seeking papers for publication on the following suggested topics:

- 1) faculty development programs for critical thinking;
- 2) teaching of critical thinking: e.g. innovative curricula and successful practices;
- 3) epistemology and rhetoric of the disciplines;
- 4) critical thinking theory;
- 5) social implications of critical thinking;
- 6) future directions for critical thinking research;
- 7) comments and reviews.

They are planning for several special issues in the coming calendar year, the first of which will be (the second annual) "Critical Thinking and Global Education" issue, in March, 1991. For September they are planning an issue entitled "Critical Thinking: Focus on Teaching and Learning" in preparation for the annual Conference with that theme in October, 1991.

Submissions or inquiries may be directed to Robert Michael Esformes, Editor, Inquiry, Montclair State College, Institute for Critical Thinking, Upper Montclair, New Jersey, 07043. (Phone: (201) 893-5184.)

Samples of previous issues of Inquiry are available from Ray Allan or Glynis Wilson Boulton.



Editors of To Improve the Academy, an annual publication of the Professional & Organizational Development Network in Higher Education (POD), are seeking papers focussing on faculty, instructional, & organizational development. Essays relating to the theme of the 1991 Conference ("Developing Our Profession & Ourselves: Faculty, Instructional, and Institutional Development in the Educational Decade") are of particular interest. Inquiries or completed manuscripts may be sent to Kenneth J. Rahorski, Editor, To Improve the Academy, Director of Faculty Development, St. Norbert College, De Pere, WI, 54115, (Phone (414) 337-3093.) Details about manuscript format, etc. are available from Glynis Wilson Boulton.



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**DIRECTIONS** is published by the Board/Faculty Professional Development Committee of Red Deer College. The views expressed in the newsletter are those of individuals and not necessarily those of the Board/Faculty Professional Development Committee.

Editor: Glynis Wilson Boulton

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

## Message From the Animateur

I bring greetings from the Board/Faculty Professional Development Committee which has been working hard this academic year on your behalf. On the weekend of February 2, sabbatical interviews were conducted & the difficult selection process took place. Each year, the committee gets many applicants – all with interesting & worthwhile proposals. Although the animateur doesn't participate in the selection process, I do remember the decision-making during my year as a committee member. Selecting the candidates is probably the single most difficult task facing committee members. Rest assured that a great deal of thought goes into each decision.

The Professional Development Committee is also doing some long-term planning this term. We are examining our programs to determine their appropriateness and usefulness. Any comments about the programs are welcome. Send them along to your divisional representative or to me. We're also exploring the implications of the degree-granting proposal for faculty professional development at Red Deer College. Again, your comments would be appreciated.

I continue to enjoy my many interactions with faculty. If you have a question about professional development, please feel free to call me at 3173. I'd like the opportunity to be of assistance. In the meantime, I hope your February break refreshes and renews your spirit.

Glynis Wilson Boulton

## COMING SOON

The Board/Faculty Professional Development Committee will be offering a series of workshops during the February break. If you're going to be on campus during that time, please consider attending one or more of the sessions we've planned. We're hoping they will be educational, but also enjoyable in the best "winter break" tradition.

## What's Happening at the Institute for Critical Thinking?

Raymond Allan – Biology

Montclair State College is situated on a very expensive hill overlooking the Hudson Valley and down town Manhattan. It is home to the Institute for Critical Thinking. Over the past three years of its existence the institute has focused attention on cross curricular activities. Many faculty from different disciplines collaborate on projects.

The institute has a strong influence on how Montclair State College functions. The primary goal of the institute is to serve as a catalyst in developing excellence throughout the disciplines. Its members do this by providing seminars and workshops and an annual conference with a different focus each year. Last fall the focus was on science and technology. In addition, the institute has undertaken projects on curriculum development and interdisciplinary programs. To this end a newsletter, Inquiry – Critical Thinking Across the Disciplines is produced monthly. Furthermore, institute members present their ideas at national and international meetings. Other outreach activities include two projects, one on Critical Thinking in schools/teacher education programs and a second on development of philosophy for children.

The conference I attended was entitled "Critical Thinking: Focus on Science and Technology." There were a wide range of presentations and not all of them were from scientists. Philosophy and education were heavily represented. Such a combination made for an exciting time.

I'd like to describe some highlights which may be of practical use to you in teaching. They focus around getting students' attention – the first step to thinking! The ideas of Gerald Nosich from the Department of Philosophy at the University of New Orleans were particularly stimulating.

In his opinion, students arrive at institutes of higher learning with an impression of science as static – a bunch of information that they memorize and regurgitate on request. To move students into a different paradigm, that of science as a vibrant process of inquiry, requires putting the "D" back into science – discovery! This involves injecting into the science class a sense of play; only then is the environment fertile for critical thinking.

Nosich outlined some strategies to promote discovery and critical thinking. Firstly, he suggests recreating historical discovery. Let the students generate hypothesis and design experiments. They find themselves in the position of the discoverer. Or, ask students to think as a professional in the field. How does a climatologist or geologist view the industrial emission of carbon dioxide into the atmosphere? Ask students to search for ignorance when reading an article or paper. What has the author neglected to tell you? Searching for alternative explanations to a phenomenon is another strategy.

An example of this approach was presented by Lynn Hankinson Nelson from Montclair State College. Her paper on the use of feminist science criticism to promote critical thinking revealed biases toward gender and how these influence scientific theories. Recognition of these biases can lead to a generation of alternative explorations.

Other presenters had inventive ways of getting students hooked into a subject. One example is the use of a theme to weave course material together. A theme can be discussed at the beginning of a course and students are asked to keep a diary or log any time the theme appears. This allows them to expand their understanding of an important concept (e.g. in biology courses, the theme could be natural selection.)

In a science course for non-majors, Ann Marie Di Lorenzo from Montclair State College requires students to write an evaluation of six news articles about science. Students can track their competence as the course progresses.

These are just a few of the many practical ideas discussed at this conference. It was a well-organized and stimulating event. Look out for conferences at Montclair in the future. Your trip there would be worthwhile.

I'd like to thank the Board/Faculty Professional Development Committee for providing support in the form of professional development funds and a travel grant. Their support is invaluable.

## Collaborative Concept Mapping in the Science Curriculum

Raymond Allan – Biology

[Editor's Note: In this article, Ray summarizes the presentation he gave at the Institute of Critical Thinking's fall conference].

Providing students with a productive learning experience involves integration of three essential components. Firstly, the content, traditionally a major focus in our education system, has to be embodied in passion. Secondly, pedagogy implies and undertakes to incorporate the nature of learning and the learner into the learning process. Lastly, artful orchestration of the learning environment requires bringing the learning and the content together in a meaningful, thoughtful way. Collaborative concept mapping is one approach to merging the learner with the content in a dynamic, cooperative, exploratory environment. I will provide a practical guide to this process by explaining the theory, methodologies, applications and examples of collaborative concept mapping in the science curriculum.

Our interpretation of how we think is constantly being revised. Ausubel (1968) concludes that humans think in concepts. Buzan (1974) considers concepts to be components of an ever-expanding experience. Concepts are never isolated but are associated with other concepts. Hence each concept derives its meaning through association. A useful analogy is to visualize concepts or ideas as spheres with hooks (Buzan 1974). Due to their hooks, they catch onto other concepts and form organized individualized patterns in our minds. To understand this idea, draw a circle and place a concept (word) in the circle. Draw lines out from that circle and write associated concepts along each line. This exercise reveals the multiordinate nature of concepts. Using another analogy we can visualize concepts linking to each other and forming a road map in our minds. As experience in a field grows, the map expands and new knowledge is attached to older, established road maps. Self-organized patterns emerge.

Concept mapping is a concrete way of representing self-organized patterns of concepts. Students can realize that concepts are multidimensional and form complex relationships. Hence the patterns depend on the experience, questions and biases of the learner. When students work together to create two-dimensional representations of relationships between concepts, it allows them to explore variations.

Collaborative concept mapping requires working in groups of 2 - 6 people.

Here are two scenarios:

1. Groups of students construct maps using cards with concepts written on them and a board to move and organize the concepts.
2. Groups of students can analyze and evaluate each other's maps.

Whether maps are developed by groups or individuals, the steps involved in producing a map are the same:

1. Select the concepts to be mapped from notes, a paper or textbook. The meaning of each concept should be clarified.
2. Cluster concepts into interrelated groups. Some concepts are obviously closely linked to each other. This step provides a basic framework for the map.
3. Rank the concepts in each cluster from the most inclusive to the most exclusive, or most general to specific (Appendix 1). Use the vertical dimension on a map to arrange concepts with inclusive concepts at the top and exclusive concepts at the bottom (Stewart, Van Kirk & Rowell, 1979). Concepts of equivalent ranking should be at the same vertical level on the map. Colour coding may be used to visually emphasize the ranking.
4. Concepts are connected to each other by "lines only" or by lines plus a proposition or link word (Appendix 1). Using a "line only" shows there is a relationship between two concepts i.e. Science \_\_\_\_\_ Society (Moreira, 1979). Addition of a proposition on the lines fixes the relationship between concepts (Ault, Jr., 1985; Arnaudin, Mintzes, Dunn & Shafer, 1984; Cliburn, Jr., 1986, 1990; Fisher, Lipson, Hil Debrand, Miguel, Schoenberg & Porter, 1986; Malone & Dekkers, 1984). e.g. Science affects Society.

I propose that the choice of either "line only" or line plus proposition is important for the learning process. A line plus a proposition indicates a commitment to a particular relationship between concepts; whereas, a "line only" may suggest a relationship but does not specify the relationship. Maps in the latter form are equivalent to a jigsaw puzzle with pieces missing. Completing the map by adding propositions requires evaluation of rela-

tionships. Maps with "lines only" may be used to promote further discussion within a group of students. Groups can swap maps and attempt to add propositions to each other's maps. On the other hand, maps with both lines and propositions are complete and allow patterns of relationships to be fixed. This may permit the distillation of principles from completed maps.

5. Cross-linking concepts from different clusters is the fifth component. Clusters, which were developed initially, are not necessarily exclusive. Reviewing a map will reveal previously unseen relationships.

6. Finally, maps can always evolve. Reviews may reveal misconceptions, additions or new perspectives for developing other maps.

Apart from using concept mapping as a group project to promote meaningful learning, concept mapping can be applied to a number of processes:

(1) lecture writing (Cliburn, Jr., 1990), (2) curriculum planning, (3) discussion, (4) text study, (5) examinations, (6) computer assisted instruction, (7) knowledge presentation, (8) interview analysis, and (9) lesson planning (Ault, Jr., 1985).

This paper has focussed on the use of concept mapping by groups of students. My observations of students performing collaborative concept mapping has revealed the following:

1. Students find the exercise motivating and tend to join in discussion of how to organize the map.
2. Questioning and evaluation of ideas takes place.
3. Use of cards with concepts on them gives students a concrete object to manipulate. This is important for individuals who learn by tactile stimulation.
4. Analysis of differences between maps enables a critical approach to knowledge organization to develop.

In general, concept mapping equips the learner with a tool to structure knowledge. It provides a medium to promote individual organization. Productive learning will take place when ideas are internalized; this requires mental manipulation and concept mapping is one way to do this.

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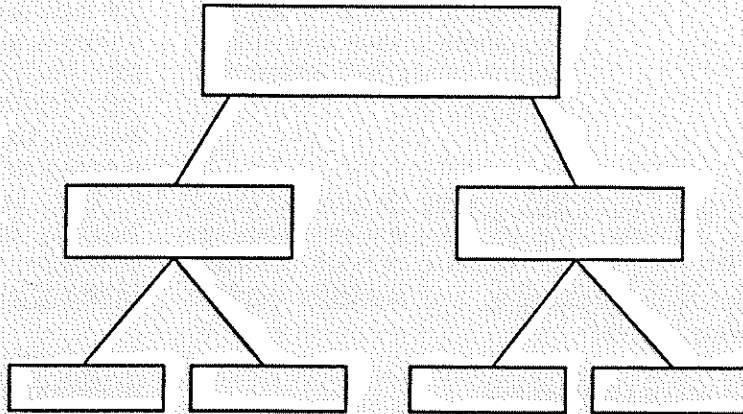
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# Appendix I

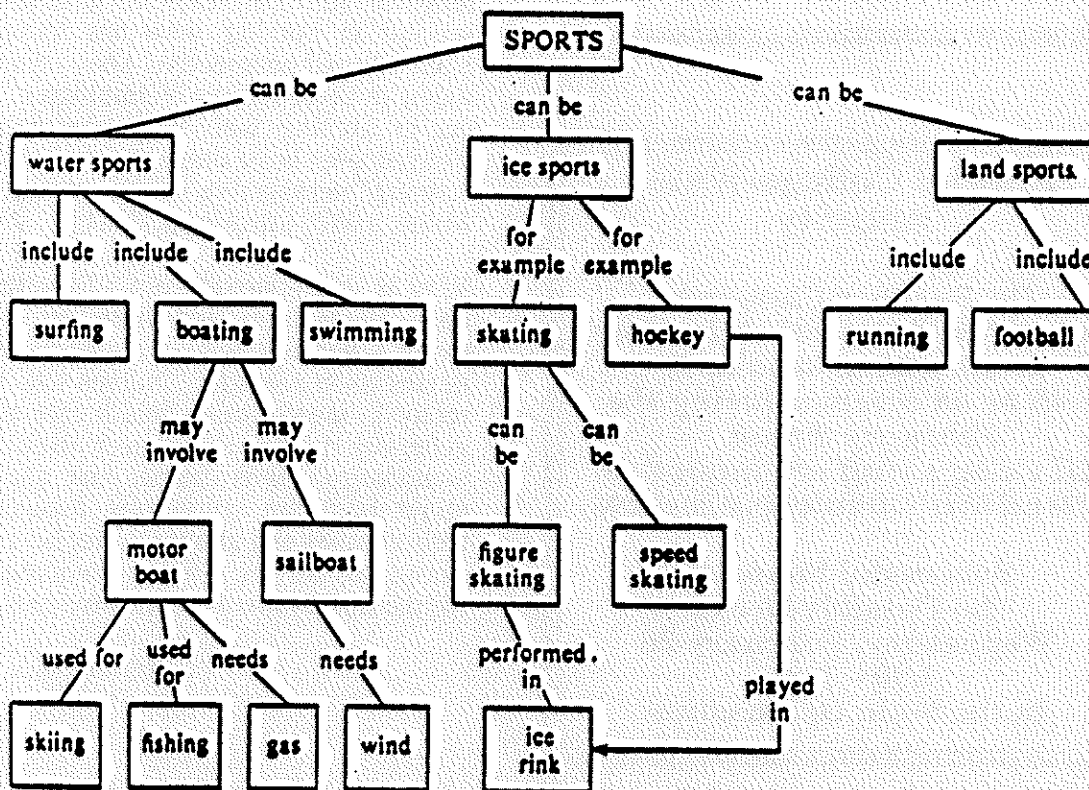
Most inclusive,  
most subsuming  
concepts

Subordinate,  
intermediary  
concepts

Most specific,  
least inclusive  
concepts:  
examples



(from M.A. Moreira, 1979)



# HOTS Flashes

## REPRODUCTIVE TECHNOLOGIES ISSUES & CONCERNS Elizabeth Hagell - Nursing Department

The HOTS Committee is pleased to present information about resources available in the Media Section of the Library:

The Survivor's Guide to Learning (Media LB 2395 S98 1990) includes five 15 minute videotapes on essential learning skills. Interviews with counselors, study skills specialists, and students explore the following topics:

1. The Power of Questioning
2. Time Management
3. Reading, Note-taking, & Recall
4. Concentration
5. Exam Preparation

The tapes are geared to students, but would also be a useful resource for instructors who want to assist their students with these important learning skills.

[Editor's Note: Liz received a Travel Grant from the Board/Faculty Professional Development Committee to support her presentation, "New Reproductive Technologies and the Implications for Women's Health" at the "3rd Annual Feminist Research Forum: Celebrating Women's Communities" in Edmonton in September. She will also be presenting a paper at "Critical Theory - Feminist Theory & Nursing Inquiry Conference" in Toledo, Ohio in February. Liz agreed to share some of her findings in this Directions article.]

"Reproductive technology, embodying a conceptual system that emphasizes fragmentation and separation, is antithetical to the philosophical foundation of nursing practice which aspires to wholism and connection" (Sandelowski, 1988, p. 38).

In this statement Sandelowski identifies the fundamental problem of nursing's involvement with reproductive technologies. The purpose of this paper is to identify the issues surrounding reproductive technologies as an initial attempt to encourage nurses to examine and discuss these technologies in more detail. Sandelowski is essentially the only scholar in nursing who has identified concerns, from a broad perspective, about the recent developments in reproductive technologies. Most researchers in nursing who have examined reproductive technologies have done so from a psychological or "coping" perspective of the woman or couple (e.g. Milne, 1987; Strickland, 1981).

Why is this approach not adequate? A review of both mainstream and feminist literature reveals many other issues and concerns which I believe nurses must consider. Nurses who are involved directly in reproductive health care as well as nurses generally must become more critical of advances in technology. It is crucial that questions be asked about both the underlying assumptions of these technologies and about the implications of these assumptions for the women involved as patients and for the nurses involved as providers of care.

continued.....

### Special College-Wide Activity

***Dr. Zachary Clements,  
one of North America's leading  
motivational speakers,  
will be on campus during the  
February break.  
All College staff are invited to  
attend this stimulating session:***

**Successful Schools:  
The Possible Dream  
Wednesday, February 20  
1:30 - 3 pm  
in the Main Gymnasium**

If nurses do not understand and speak about these technologies, we may find ourselves on the outside of important debates about society and health. Indeed, we may unwittingly be supporting technologies which harm women and nursing itself.

The first step in this process is to identify the major issues associated with the reproductive technologies.

It has been over a decade since Louise Brown, the world's first test-tube baby, was born in 1978. In other words she was conceived using the procedure called in vitro fertilization. There have been many developments since that time and there now exist IVF clinics worldwide, from Canada and the United States to Brazil and South Africa.

Since that time there has been a tremendous amount written about the developments in reproductive technologies. Throughout this literature a number of concerns are repeatedly identified.

These concerns have been summarized by a number of authors (e.g., Koch and Morgall, 1987; Moss, 1988; Williams, 1986). They include ethical and legal considerations, questions about the social implications, concerns about changing social roles and social structure and economic issues. A brief examination of each of these concerns may be useful in clarifying the issues.

Many, many questions regarding ethical and legal issues are raised by reproductive technologies. Questions surrounding the legal status of the fetus, ownership and/or control of embryos and the use of embryos for research are but a few which the courts have had to deal with already. The response to these questions in some countries has been the formation of commissions of inquiry or the writing of reports by various legal groups. For example, in Canada, the Ontario Law Reform Commission (1985) produced a lengthy document, The Report on Human Artificial Reproduction and Related Matters; in Great Britain, "The Warnock Report" (1984) attempted to address these questions. Both of these reports have been criticized by feminist scholars (CRIA, 1990; Spallone, 1986) for accepting many assumptions about women and viewing reproductive matters as any contractual or property issue. The special nature of human reproduction and its significance for women was ignored in both reports.

Questions about the social implications of reproductive technologies centre around the question of gene manipulation and genetic engineering. Some authors relate current work in reproductive technology to the eugenics movement. Certainly these concerns are not without merit, but again the meaning of these questions for women has not been addressed.

Another identified area of concern relates to questions of social roles and social control of these technologies. For example, the selection process for any of the technologies, from sperm donation to in vitro fertilization, seems to favour those who are white and middle class. What are the criteria for selection and how were they developed? In addition, questions related to the definition of parenthood become very obscure and ill-defined.

Another area of concern related to reproductive technologies involves cost: not only obvious questions such as how much do people pay for in vitro fertilization (for example, some estimates are as high as three to five thousand dollars per attempt) but also questions about whether reproductive technologies make children, sperm, eggs and embryos into commodities.

It is obvious that many vital questions remain to be answered. However, one thing remains consistent throughout any of the mainstream discussions of reproductive technologies and that is the lack of a voice which asks, "But what do they mean for women?" Warren (1988) notes, "thus far little of the public debate about the ethics of IVF and other reproductive technologies has focused upon the possible negative effects of these technologies on women." (p. 37)

As noted earlier, feminist writers and researchers are turning their attention to the developments in reproductive technologies. It is, however, important to understand that the feminist position on reproductive technologies is not completely uniform nor has it been consistent over time. Interestingly, Shulamith Firestone, writing in the 1960's, believed that the reproduction of children outside the womb would be necessary for the liberation of women. Few others have supported that view although it is understandable given the social context in which she was writing. What some feminists, including Firestone, believed was that if women could be more like men then they would find liberation and equality.

More recently feminist theorists have turned their attention to childbearing and reproduction and have attempted to understand how the capacity to bear children shapes women's consciousness and women's lives. The impact of reproductive technologies takes on greater meaning when examined in this light.

A document by the Canadian Research Institute for the Advancement of Women (CRIAW 1990) notes, "Because the lives of women are so personally affected by the reproductive technologies their voices must direct the discussion concerning public policy and legislation. A woman centred perspective on human reproduction explores and gives voice to women's experiences" (p. 4). CRIAW criticizes previous reports for not having a woman centred approach. In other words they take the male perspective as the norm and are unaware of the different ways in which women may experience the world. For example, "The Warnock Report" addresses the problems that IVF may hold for people with certain religious beliefs, for those that believe in the sanctity of the embryo and for those concerned about the cost of the program. As they note, however, the report does not address the problems that IVF poses for the woman whose health is at risk for the sake of a technology with a 80 - 100% failure rate (p. 4). A nonfeminist perspective also tends to dismiss the reality of sexual inequality in our society. In doing so it often reinforces women's subordination. Spallone (1987) calls the approach of these reports "embryo-centered and knowledge-centered not woman-centered" (p. 168).

A number of authors have summarized the main feminist concerns with reproductive technologies (e.g., Koch and Morgall, 1987; Moss, 1988; Warren, 1988) as follows:

- 1) the medicalization of the female body and normal biological processes.

- 2) the ongoing male domination of the health care system and the reproductive technologies. Williams (1986) notes that while these technologies are completely female centered, they are almost entirely male controlled. "It is amazing and frightening to contemplate the fact that most of the scientists who deal with women's reproduction belong to that half of the human race that does not menstruate, experience pregnancy, give birth or go through menopause" (p. 5).

- 3) the rise of medical authority and its power in defining social norms for women. These norms are based on patriarchal assumptions about women. Corea (1987) points out that medicine is a powerful means of social control particularly in terms of women.

- 4) the experimentation on women's bodies without full knowledge of the effects. Medicine has a very poor track record when it comes to women's health. DES, Depo-Provera and the Dalkon Shield are potent reminders of medicine's attempts to assist in reproductive processes. Klein and Rowland (1989) identify major health concerns with the fertility drugs given to women involved in IVF programs. Warren (1988) identifies this concern as the primary issue in terms of reproductive technologies. She questions "whether IVF is sufficiently beneficial to IVF patients to justify the commercial marketing of these procedures or even continued research and development" (p. 38). Success rates are low and not depicted honestly. There is little discussion of the dangers from the drugs, superovulation, infection, personal and psychological effects including the disruption of work, relationships and feelings of loss and failure.

With any discussion of experimental procedures, the question of informed consent is raised. An even more fundamental question is related to why women participate in these procedures.

- 5) reproductive technologies reduce women to sources of eggs, embryos and wombs and obliterate the value of women as autonomous beings (Hynes cited in Koch and Morgall, 1987, p. 182) and embryos become the focus. The associated development of prenatal diagnoses and therapy serves to reinforce the separation of the woman and fetus.

- 6) these technologies perpetuate the myth of fulfillment through motherhood. Several authors (e.g., Hammer, 1987; Klein, 1989; Rothman, 1989) argue that while some women's options may be increased, these technologies actually decrease options for many others by suggesting that women's

lives are unfulfilled if they do not bear children and especially a child that is genetically linked to the parents.

The rush by doctors and scientists to provide expensive, invasive and traumatic "fix-it" technologies to help women bear children – usually at great trauma and expense to themselves and often to society – definitely serves to support the idea that child-bearing is so important that it justifies the enormous degree of intervention and the huge cost associated with reproductive technologies (p. 9).

Why do women want children so badly that they are willing to undergo the immense emotional, physical and often financial costs of using one of these technologies?

7) the cost of the procedure skews health care resources and causes other areas, particularly research into the causes of and treatments for infertility to receive much less attention.

8) concerns regarding the process of policy making in relation to reproductive technologies and who has access.

To conclude, there are a number of issues which have yet to be fully examined in relation to reproductive technologies. When examined in this light, it becomes clear that nurses need to understand these developments and to make their voices heard on these issues.

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### Call for Papers

"Lifelong Learning: An Odyssey to the Future" 40th Annual Adult Education Conference. Montreal, Quebec. October 14 - 20, 1991. Contact: Alcide Daigneault, President, College de Rimouski, Rimouski, Quebec. G5L 4H6

## Educational Opportunity

The University of Oregon, Eugene offers a Master of Science in Educational Policy & Management in Red Deer. This arrangement has been made for local teachers and administrators, but college instructors from Olds are also involved.

Students take four courses per year – three during the school year (total: nine weekends) – and at least one during the summer (one full week). The program takes three years and includes on-campus summer sessions in Eugene for twelve credits (three to four weeks done in one, two, or three summers).

A large group is just completing the degree and the university anticipates a new start date in April or September. An Information Night will be announced later in the term.

If you are interested in exploring the possibility of taking this degree, you may call Debbie Meagher (G.W. Smith School) at 346-3838.

If you would like the date and time for the Information Night (when it's available), please drop a note to Glynis Wilson Boulton.

### Quick new academic readability estimate

William C. Paxson

The Qualitative Assessment Process (QUAP) is a quick and easy way to estimate the readability of academic and scientific prose by looking at just the first page of a document. You assign points for specific characteristics which are widely known to accompany a difficult style; the fewer the points, the better.

1. Give 1 point for each author listed.
2. Give 1 point for each college degree listed for each author; if no degrees are listed, assign 3 points for probably hidden degrees.
3. Give 1 point for each cliché in the first paragraph (such as "previous studies have shown," "in this paper I will attempt to prove," "there is growing interest in").
4. Give 1 point for each abbreviation that appears on the first full page of text.
5. Give 1 point for each name mentioned in the acknowledgments.

The final rating scale:

- 0 – 9 Eminently readable
- 10 – 24 Has possibilities
- 25 – 49 Sure cure for insomnia
- 50 + An immediate throwaway

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## UPCOMING ACTIVITIES

### April 3 - 7

"Opera in New York" through University of Alberta Faculty of Extension. Contact: Susan Davis, (403) 492-3034.

### April 28 - May 1

"Learning – Current Issues/Future Impacts" Alberta Association for Continuing Education Spring Conference. Jasper, Alberta. Contact: Mary Williamson, L.E.A.R.N. 299 College Dr. S.E., Medicine Hat, AB, (403) 529-9060.

### May 5 - 8

Canadian Evaluation Society Annual Conference ("The Politics of Evaluation") in Vancouver. Contact: Kathleen Bigsby, (604) 660-7292.

### May 12 - 19

Women as Leaders: Pursuing the Challenge. Banff Rocky Mountain Resort. Contact: Director, Executive Programs, Faculty of Management, University of Calgary, (403) 220-6600.

### May 16 - 18

Conference on "Applied Learning Theory for Diverse Student Needs." Livonia, Michigan. Contact: MCCFD Coordinator, School of Education, University of Michigan – Dearborn, 241 Faculty Office Building, Dearborn, MI, 48128.

### May 16 - 21

"Edward Weston's California: A Photographic Tour to Carmel" through University of Alberta Faculty of Extension. Contact: Susan Davis, (403) 492-3034.

### July 3 - August 4

"1991 Summer Institute in China" in Shanghai through University of Victoria, BC. Application deadline: March 15. Cost: \$3,750.00. For more information, please contact Glynis Wilson Boulton (3173).

### July 7 - 10

Leadership 2000. The 3rd Annual International Conference on Leadership Development in Community Colleges. Chicago. Contact: Nancy Italia, League for Innovation in the Community College, 25431 Cabot Road, Suite 204, Laguna Hills, California 92653. (714) 855-0710.

### July 20 - August 4

"A Musical Tour of Austria & Germany" through University of Alberta Faculty of Extension. Contact: Susan Davis, (403) 492-3034.

## This Issue

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## MESSAGE FROM THE ANIMATEUR

This issue of **DIRECTIONS** includes articles on team testing, curriculum development, and instructor stress. As usual, these articles reflect the diverse interests and challenges confronting our faculty. Many thanks to the authors for sharing their thoughts with their colleagues.

We're into the home stretch now. The February break is behind us. For some, it may already be a distant memory. For others, P.D. activities made it memorable. I'd like to thank the faculty who led sessions during the break. Participants agreed that these sessions were useful and, in some cases, downright entertaining. Thanks to the session leaders for their time and effort on our behalf.

The next big P.D. period is May/June and I'm already planning a set of activities for that time. If you have requests for activities or speakers, please let me know ASAP so I can put the wheels in motion. I welcome your suggestions.

Glynis Wilson Boulton



## *6th Annual* CANADIAN ROCKIES GREAT TEACHERS' SEMINAR

### Toward Improving Post-Secondary Instruction

#### PURPOSE:

- \* To practice rational analysis of instructional problems and to find realistic, creative approaches to their solution.
- \* To cause educators to venture beyond the limits of their own specializations and environments in search of transferable ideas and the universals of teaching.
- \* To stimulate the exchange of information and ideas within post-secondary institutions by building an expanding communications network among faculty.
- \* To promote an attitude of introspection and self-appraisal by providing a relaxed setting and an open, human climate in which participants can seriously review and contemplate their own attitudes, methods and behaviours as teachers.
- \* To celebrate good teaching.

To be held at the  
Nakoda Lodge  
Morley, Alberta - CANADA  
June 16-21, 1991

For more information or to register, contact:

Faculty Development  
Grant MacEwan Community College  
10030 - 107 Street  
Edmonton, Alberta T5J 3E4 CANADA  
Phone: (403) 441-4872 FAX: (403) 441-4893

**B**rochures for this seminar are available from Glynis Wilson Boulton. Bob Anderson and Wilf Casavant have attended the Canadian Rockies Great Teachers' Seminar. They report that it is a very valuable professional development activity.



## Test-Taking As A Team

Glenda Pincovski, College Preparatory English  
Tom Gwin, College Preparatory English

An article in *Innovation Abstracts* (Vol. 12, #7, March 2, 1990) about the merits of team testing prompted us to try out team tests in the College Preparatory Program English 75 and 130 classrooms.

### Reasons

Our reason for implementing team tests was to evaluate the value of peer interaction in both teaching and overcoming test anxiety. CPP students have generally been out of school a number of years, and may have a history of negative experiences with school, and therefore may be nervous about returning to college.

The team tests should provide peer support, help students develop stronger study skills (in their ability to predict questions, organize material, and manage time effectively in test settings). Group tests should also lead to higher levels of understanding, and perhaps, create higher levels of motivation.

### Method

Students are grouped into triads, either by the instructor or according to student preferences, and given material to prepare in advance for a test. They are each given a test paper, and allowed to write the test as a team. They may discuss the questions, quietly, as a team, and may respond either as a group (handing in one paper for the group) or individually.

### Instructor Observations

1. The initial experience of the team test was positive in that students were well-prepared and well-motivated for the test, and student feedback was very positive. However, later in the term when course demands were greater in that content was much more abstract and intellectually demanding, and the demands of other courses were heavy, students did not feel they had the time or energy to prepare adequately for the team test.
2. Instructor-selected groups were established to provide a blend of low, medium and high achieving students. However, students did not seem to recognize these criteria and saw criteria such as gender, life experience and personality type as the instructor's focus.

3. The in-class groups often lead to the formation of outside-of-class study groups, a study skill promoted by instructors in the past, but not really followed up on by students until now. This study group concept carried forward to other classes and levels of study (e.g. U.T.).
4. Students found the test enjoyable! Because students felt less anxiety during the test, they performed better. We even heard some laughter in the discussion.
5. Tests could contain questions that were more difficult or required more thought. For example, a question could require comparison/contrast across genres in literature.
6. The students improved their group process skills. They learned how to get along with others and work effectively in groups to accomplish a task.
7. Many of our students in CPP have a history of negative experiences and even failure. They now have some tools and techniques that work to attain success and that are transferable to other courses. This has resulted in increased self-esteem in our students.
8. A class composed of students with a variety of life experiences and cultural backgrounds offers a broad range of ways to understand concepts. A side benefit of this exposure is greater cultural tolerance.

### Student Responses

In feedback journals, students reported the following outcomes:

- An almost unanimous response that the team test relieved test anxiety. Students felt being able to talk calmed their nerves and allowed them to perform better.
- An improved ability to articulate what was intended to be written (particularly with abstract concepts) and to provide relevant support for the ideas.



continued.....

-Increased motivation. Students said they prepared more so they could contribute to group discussions. They prepared by providing reasons for their answer choice, and reported they learned more by having to explain the logic behind their answers.

-Students felt peer teaching was a valuable learning aid. They benefitted from having the same concept explained from a number of perspectives.

-Increased self reliance. Initially students may go along with the group, but soon begin to trust their own ideas and judgment.

-Higher morale through higher marks.

## Cautions!!

There are some points to consider when team tests are employed:

-Weaker students may be carried by more capable students. This may be countered by rotating group memberships, or by having each student hand in his or her own paper. An instructor could also have groups evaluate individual contributions and assign marks according to degree of participation.

-With essay questions, the group mark is dependent on the writing skill of the group's writer. If one person consistently writes, rotate writing duties, or have each student submit his or her own test paper.

-Students may require some direction in developing group skills and team test-taking techniques; e.g. the idea that team tests are not a form of cheating.

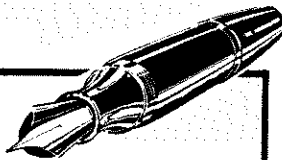
-Tests should be somewhat shorter (1/3 shorter) to permit time for discussion.

## Conclusion

These observations have grown out of our experiences with team testing over three terms, and the results indicate the team test is a concept worth pursuing. If you would like further information or would like to share your observations, we would like to hear from you.

### Do You Know A Lot About Writing Multiple Choice Exam Questions?

Would anyone be willing to lead a session on writing multiple choice exam questions for a group of interested RDC faculty? If so, please call Glynis at 3173.

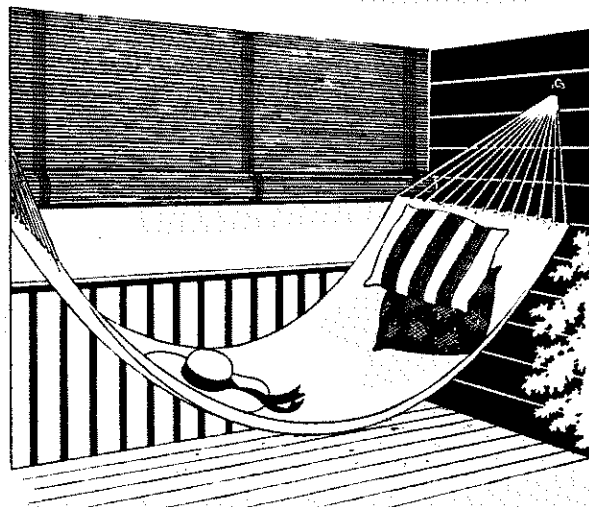


# Vacation opportunities!

## Vacation opportunities!

### Vacation opportunities!

#### Vacation opportunities!



*Educational Travel Planner*, edited by Vicky Busch and sponsored by Athabasca University's Department of Student Services, is available in the Library (LC 6681 E38 1990). Included are travel opportunities for the mind ("world wide study tours" & "language schools"), spirit ("restful spots to restore body & soul"), and tastebuds ("European cooking schools" & wine-tasting experiences.") If you are looking for a different vacation, you may find this publication helpful. (The expanded 1991 edition is available from Department of Student Services, Athabasca University, Box 10,000, Athabasca, Alberta, T0G 2R0.)

### Are You A Reluctant Or Distressed Writer?

Some people experience a great deal of distress when faced with the task of writing. This anxiety can be similar to the debilitating math anxiety that great numbers of us have experienced. Would you be interested in exploring your feelings about writing and trying to resolve them with a group of your peers? If so, call Glynis at 3173.



## In- House Visiting Faculty Program

### Art Gagné

### College Preparatory Physics

#### Program - Overview

The In-House Visiting Faculty Program, supported by the Board/Faculty Professional Development Committee of Red Deer College, is an excellent method by which to expand a repertoire of teaching styles. One semester per year a faculty member may be given release time from one course to take part in this program. The guidelines by which one avails oneself of it are such that any valid objective could qualify. While the general purpose of the program is to act as a resource for colleagues, it is up to the discretion of the participant (under the auspices of B/FPD) to design his/her own program.

Faculty apply for this position by submitting a proposal outlining objectives, proposed activities, and anticipated outcomes. It should be noted that all full time faculty (including sessional) are eligible to participate in this program. For more information, you could contact me, the Faculty Development Animateur (Glynis Wilson Boulton), or see page 39 of the Faculty Development Handbook.

#### Project

##### Fall 1990

I took advantage of this program in the fall of 1990 and set two major objectives. The first was to ascertain the extent of curriculum development done and the curriculum development models being used at Red Deer College in an attempt to classify the processes used and to formulate a model which could be utilized by all departments. The second major objective was to do an analysis of the teaching styles utilized by the other instructors involved in the program.

Ten instructors agreed to assist with this project. They were from different departments and represented all (pre-May 1990) Divisions at the College. A short questionnaire was used to determine the extent of curriculum development done, the curriculum development models utilized and the amount of control individual programs have over their curricula. Instructors were observed in consecutive classes for an average of 5+ hours each (2 - 8 hours).

##### Results

The amount of control which exists over curriculum is as varied as the program offerings at RDC. Even in those areas where there is external control over curriculum, it exists in varying degrees. Generally, the external control is on the ideological aspects of curriculum. Technical and operational control for the most part rests with RDC instructors. Some areas have complete freedom to develop/revise programs/courses as they see the need. In other areas instructors must

be cognizant of ensuring that the course they develop/revise meets some external criteria. Instructors (or areas) which have more control over curriculum and consequently more responsibility should be allowed more time for curriculum development/revision.

During the project I presented a new curriculum development model to the project instructors and they submitted suggestions which were then incorporated into the model. The proposed model is centred around five basic steps, and should assist instructors to follow a basic pattern to "cover all the bases" in course development or revision.

The teaching style analysis utilized the breakdown of teaching methods as outlined by Joyce and Weil in the book Models of Teaching obtained from the RDC Library. The teaching styles exhibited by the instructors visited represented all four families of methods. (Information Processing, Personal, Social, Behavioral Systems) It was educational to see not only the application of the varied methods, but also their validity in the situations for which they were used.

The table showing the extent of curriculum control at RDC, the new curriculum development model and the list of teaching methods (Joyce and Weil) are included in the report on this project. It is available from Lynda Pelz, Glynis Wilson Boulton (Faculty Development Animateur), or myself.

#### Suggestions

Future applicants for the In-House Visiting Faculty Program should ensure that they have a focus for the observations. The analysis of teaching styles, for example, gave a focus to my observations. Also: future projects should only concentrate on one issue, as my dual focus was difficult to manage.

#### Thanks

The Professional Development Committee is to be congratulated for creating this new program which allows the opportunity to expand one's horizons by interacting with other instructors during the course of their work. It is a fantastic learning experience.

A special thank you goes to the following instructors who found the time to be involved: Ron Hall, Dave Hannah, Doug Hart, Dave Inkster, Jim Martens, Arun Mishra, Larry Reese, Joan Scott, Doug Swanson, Ralph Wold. They responded to questions, filled in questionnaires, offered suggestions and met to discuss various aspects of the program. Most of all, a very special thank you to those who granted me the privilege of invading your space - your classroom.

## Occupational Hazards For Faculty Shelly Peyton-Holt, Health Nurse

Most teaching situations have certain common characteristics and expose instructors to a number of common hazards ranging from the numerous chemicals found in laboratories to infectious diseases. One of the major areas of concern for instructors, however, is stress-related health problems.

### **Stress**

In moderation, stress is necessary to keep us going. With long-term stress, however, the protective mechanisms of the body break down and health problems such as headaches, muscle tension, and fatigue develop. Chronic exposure to stress-filled situations, at work or at home, can lead to elevated heart rate, blood pressure, blood sugar levels and circulating fat. If the stress continues, coronary heart disease, chronic high blood pressure and diabetes may result. Coping mechanisms may also lead to chronic drug and alcohol abuse.

### **STRESSFUL WORK SITUATIONS ARE A MAJOR CAUSE OF INSTRUCTOR BURNOUT!**

#### ***Burnout***

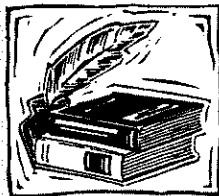
During the course of an average working day, the instructor is faced with many and varied demands from students, peers, the employer, possibly parents, and the community as well as from family and friends. In the book Job Burnout in Public Education, Cedoline identifies seven causes of stress as well as symptoms of burnout:

- lack of control over one's destiny
- lack of occupational feedback and communication
- work overload and underload
- contact overload
- role conflict/ambiguity
- individual factors
- training deficiencies

The signs and symptoms of burnout can be physical, intellectual or social.

#### **Physical**

- constant fatigue
- minor ills become everyday ailments



#### **Intellectual**

- evidence of information overload
- "time watching"
- missing deadlines or doing tasks at the last minute

#### **Social**

- not wanting to deal with people
- perception of not having time for all projects and/or feeling that none can be postponed.

In their recent study of occupational stress among personnel in the Edmonton Public School System, Eugene Rasoy and David Friesen also identified a number of stress factors:

- workload
- unsatisfactory relationship with subordinates
- lack of respect
- job uncertainty
- program restraints
- unsatisfactory relationships with colleagues
- inadequate physical resources
- noise
- problem students
- instructional overload
- non-instructional demands



### **Controlling Stress**

Occupational stress causes both the psychological and physical equilibrium of the worker to be disrupted. To limit this disruption, a number of approaches to controlling stressors and limiting their negative health effects are used. These may be aimed at the individual instructors, the working environment or organizational factors. While individual coping mechanisms are important in helping an instructor deal with his or her reaction to stressful work situations, they are not the total or most important solution to the stress-related health problems faced by instructors. In fact, while stress reduction techniques may teach people to relax or "cope" with their stress-filled lives, they do nothing to alter the sources of stress in the workplace. The study by Rasoy and Friesen found that almost half the instructors surveyed were dissatisfied with the school district's stress-coping programs.

All employees of Red Deer College are valued members of the College community. The REACH program was developed and implemented to assist staff in dealing with personal concerns.

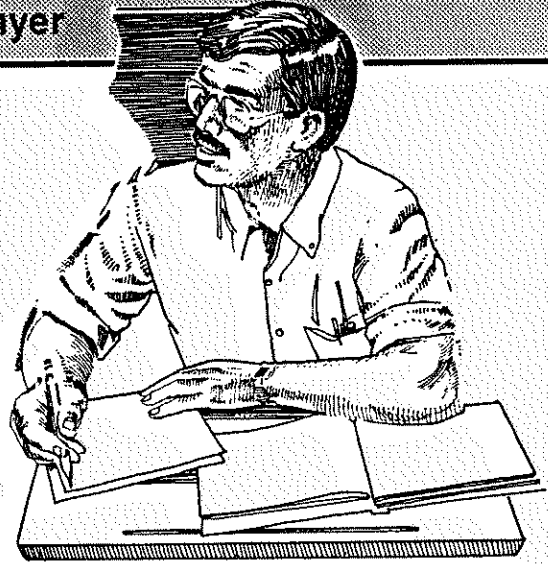
Red Deer College Peer Supporters are colleague volunteers, who make themselves available to express care and concern to fellow employees. Peer Supporters have acquired extra training in listening and communication skills; they do not provide counselling. Do you know a Peer Supporter in your area? If not, you can find out by calling the Health Centre.

Intervention is most beneficial in the early stages of stress-related illnesses. As soon as you think there is a problem you cannot handle, seek help. Many personal problems do not get better without outside assistance. The REACH program is available to all Red Deer College employees and their families. The Health Nurse is the Community Referral Agent and can provide funding to assist with counselling costs. Please call Shelly at the Health Centre for a confidential appointment. Phone 342-3268



# Teaching Isn't Such a Bad Profession

Jack Rightmyer



It's my turn to write a letter to Jon and any day now I'm going to do it. Jon recently completed his first year at a college in Michigan, and even though I haven't seen him in three years, I still receive letters from him.

He was a student in one of my 9C English classes at a school in New Hampshire. The "C" meant the lowest level possible. In the fall of his ninth-grade year, Jon used to sit in the back of the room with his head down. He never raised his hand, and he never acknowledged my existence. He would just walk into class, sit down, then leave when the bell rang. Actually, he was the type of student teachers of the "C-Level" enjoyed, since he wasn't abusive and usually did his homework.

I probably would never have remembered him if it weren't for cafeteria duty. Every morning from 11:00 until 11:30 I was supposed to supervise the cafeteria, which meant I snatched cookies from some students and made sure no one left tables in a mess. It's really not so bad since most students enjoy their lunch period, and it gave me an opportunity to see kids outside the class. You can learn a lot about kids by watching them eat lunch in the cafeteria.

Jon ate lunch during that time. He always entered late and left early. Every day he would sit by himself and pick at his food, and some days he would read a book while he ate. Is there anything more depressing than a shy teenager eating lunch at an empty table in a crowded cafeteria?

I got in the habit of stopping by his table and talking with him, usually about how sloppy American teenagers are or about what he had for lunch. Sometimes we'd discuss the book he was reading. He usually read Stephen King books, and once I just blurted out that I happened to have Stephen King's home address.

"You do?" he said.

"Yeah, I went to a wedding in Bangor last summer, and I found out where he lived and copied down the street address."

Jon went back to chewing his food, but I could tell he was thinking about something. "Why don't I give you his address and you can write him a letter?"

"You think I can do that?"

"I don't see why not," I said.

As I recall, he pestered me about the address for a week before I remembered to bring it in. The next day he informed

me that he had written a letter to Stephen King.

"That's great," I said, but I was too busy to really think about it since my next 9C class was strolling into the room.

Maybe a month went by, and I was again late for homeroom, when I heard someone calling my name from the far end of the hall. It was Jon.

"Mr. Rightmyer, he wrote back! Stephen King wrote me a letter!"

He had the letter with him. It was definitely from Stephen King, handwritten and about a page long. I've read quite a few Stephen King novels, and today when people ask me my favorite, I always say, "The best thing King ever wrote was a letter to Jon."

During the end of that year, Jon began answering questions in class and keeping a daily journal. He was constantly showing me horror stories he was writing, and I never again saw him sit at an empty table in the cafeteria.

It's four years later, and neither of us lives in New Hampshire anymore. He now attends Ferris State University. His major is graphic arts, and he hopes one day to have his own publishing company. His letters fill me in about his latest girlfriend, and he always does a short critique on the last book he has read. At the end of every letter he signs, "Your friend, Jon."

And when I read that, it occurs to me that teaching isn't such a bad profession.

Reprinted with permission from the November 1990 issue of English Journal.

# PLAN AHEAD

## Upcoming Professional Development Activities

### April 12-14, 1991

"The Positive Power of Humor & Creativity: Surviving & Thriving in the 90's." In Saratoga Springs, New York. Contact: Humor & Creativity Conference, The HUMOR Project, 110 Spring Street, Saratoga Springs, NY. 12866. (518) 587-8770.♦

### May 15 & 16, 1991

"Open Learning: Critical Reflections" 1991 CADE Conference at a Distance. If you are interested in this teleconference about distance education, please contact Glynis at 3173.♦

### May 16-18, 1991

"Networking for Faculty Instructional Development: A Focus on Applied Learning Theory for Diverse Student Needs." (Sponsored by Michigan Colleges' Consortium for Faculty Development.) In Livonia, Michigan. Contact: MCCFD Coordinator (313) 593-5090 FAX (313) 593-5452.♦

### May 19-22, 1991

"International Conference on Teaching Excellence." In Austin, Texas. Contact: Dr. Suanne Roueche, 1991 Conference on Teaching Excellence, NISOD, EDB 348, The University of Texas at Austin, Austin, TX. 78712. (512) 471-7545.♦

### June 29-July 26, 1991

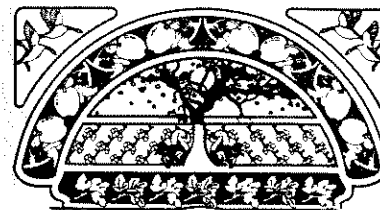
"1991 Kellogg Institute for the Training and Certification of Developmental Educators." In Boone, NC. Contact: Director, Kellogg Institute, National Center for Developmental Education, Appalachian State University, Boone, NC. 28608. (704) 262-3057.♦

### August 4-7, 1991

"The 11th Annual International Conference on Critical Thinking & Educational Reform." In California. Contact: Centre for Critical Thinking & Moral Critique, Sonoma State University, Rohnert Park, CA. (707) 664-2940.♦

## Learning Styles Styles Styles

A group outside the college is interested in a presentation on learning styles. They're looking for someone who could offer a workshop as part of a team building exercise for a group of 8-9 people. They are flexible about when & how long the workshop would run. For details, contact Glynis (3173).



## SCIENCE LECTURE SERIES 1991

"Galaxies: Beyond the Solar System"  
Wednesday, March 20 at 8:30 - 10:00 p.m.  
Margaret Parsons Theatre  
Speaker: Andy Schmidt

"Overview of the Oil & Gas Industry"  
Wednesday, March 27 at 7:00 p.m.  
Room 2501  
Speaker: Walter DeBone, Vice President  
of Bow Valley Industries.

"Objective Oriented Programming"  
Wednesday, April 17 at 8:00 p.m.  
Margaret Parsons Theatre  
Speaker: Shao Mah



RED DEER COLLEGE  
P.O. Box 5005  
56 Avenue & 32 Street  
RED DEER, Alberta T4N 5H5

# DIRECTIONS

April, 1991

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Vol. 7, No. 6

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### MANY THANKS!

The Board/Faculty Professional Development Committee would like to thank **Madeleine Schuller**, Publicist/Public Relations, for her excellent work this year in typesetting and producing DIRECTIONS. Her efforts are greatly appreciated.

### MORE THANKS!

The Board/Faculty Professional Development Committee would like to thank **Lynda Pelz** for her secretarial support this year. We all appreciate her many contributions to our group.

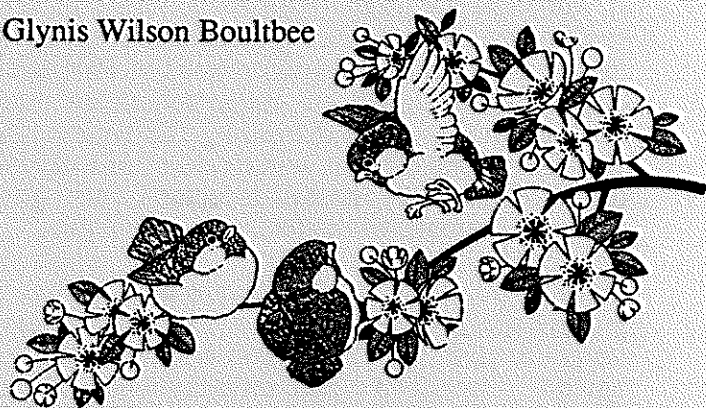
## MESSAGE FROM THE ANIMATEUR

You'll be receiving a special HOTS edition in a couple of weeks, but this is the final regular issue of DIRECTIONS for the year. In my first year as editor, I've learned a great deal about what to do – and, of course, what not to do! I've greatly appreciated the efforts of the many colleagues who submitted articles and items. Thank you.

On the last page, you will find an evaluation sheet asking for feedback about DIRECTIONS and about my performance as Animateur this year. If you have comments or suggestions, please fill in the form. I welcome your feedback as I'm new at all this and I know I have a great deal to learn...

I also wanted to add that I've thoroughly enjoyed my first "year" as Animateur. I find the job very stimulating – and I believe that's because of an innovative, interesting faculty and a strong Professional Development Program.

Glynis Wilson Boulton



# ETHICS AND PROFESSIONAL RESPONSIBILITY

John Tobias and Jim Gough, Department of Humanities & Social Sciences



"Faculty in this college are not acting in a professional manner" is a comment that the Chairperson of the Department of Humanities & Social Sciences and the President of the Faculty Association and former Dean of Arts & Education hear with some frequency.

We decided to compile some central cases of faculty reported to be acting in an unprofessional manner and then analyze these cases using the existing Policy on Professional Conduct to test the behaviour described in the cases against this set of guidelines. There may be more than one occurrence of each of the cases we describe so they are not meant to be context specific but the context is, for the most part, invariable. Before proceeding to the cases, however, some background considerations are worth noting.

First, we, as faculty and administrators, need to be constantly aware that many of the decisions we make could have an effect on the lives and well-being of other faculty and often our decisions provide a test of our own personal ethical values. That is, although we might want to believe that certain decisions we make in our professional lives are only made on the basis of considerations of efficiency or effectiveness, an ethical dimension is an integral part of many of these decisions. To believe otherwise is to engage in the worst kind of self-deception or to believe in the most unacceptable form of relativism: "whatever works for me is acceptable."

Second, we all need to be aware that we live in a professional community with explicit or implicit standards defining appropriate or inappropriate behaviour. There is a public morality which, if we violate it, puts into question our status as a professional, whether we function as professional adminis-

trators or professional faculty. We don't simply fulfill a job; we all should function as professionals.

Finally, as faculty and administrators in an educational institution (all members of the Academy), we need to be aware that our professional ethical standards or lack of any standards, could have an effect on what students accept as appropriate or inappropriate behaviour. We teach by example and precept. If we expect others, especially students, to show respect for us and our professional standards, then we ought to behave in ways we hope they might emulate.

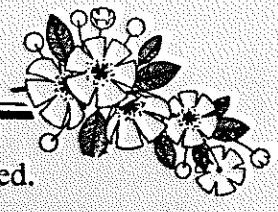
If all these considerations seem so intuitively obvious, then the following cases, based on real examples, may give us pause to ponder just how obvious ethical standards are in this institution.

Case 1: Faculty member A complains about the propriety of colleague B's actions to B's chairperson or dean without A first discussing the concern with colleague B.

Case 2: Faculty member A, often publicly but informally discusses with a group of other faculty members the propriety of what colleague B is alleged by students to be doing or teaching in the classroom. When colleague B requests of A a peer report, and in particular that A observe B in the classroom, A agrees to provide said peer report for colleague B. However, faculty member A has no intention of making any comment to B regarding the concerns A has about the propriety of what A has heard about what B is doing. Nevertheless, A continues with his/her public discussions of what students report that B is doing in class.

Case 3: When a student comes with a complaint about another instructor, faculty member X listens to it, agrees with the student, refers the student to the chairperson or dean, while saying nothing to the student about the need to speak to instructor Y about whom the student has the complaint. At the same time, faculty member X does not inform instructor Y that students have a concern about Y's performance; instead member X complains to the dean or chairperson.

Case 4: Faculty member X listens to a student's



complaint about a grade the student received on a paper that the student has written for a course taught by instructor Y. Faculty member X says nothing to the student about the Student Appeals Policy and the need for the student to first voice his/her objection to the instructor of the course. Instead, X agrees to assess the student's paper. After reading the paper, X states that the paper should have been given a higher mark. At no time in this process does X inform faculty member Y about what X has done.

Finally, X decides to inform the student about the appeals process and agrees to provide an assessment of the student's paper as part of the appeal process, even though the paper is from a discipline/field in which X has no credentials. Even at this point, X does not inform colleague Y about what X has done.

Case 5: Students come to their program chairperson A with complaints about instructor Z from another department or division. Chairperson A refers the students to instructor Z's dean, rather than speak to his/her colleague about the situation, when the students refuse to see instructor Z. When, after investigating the complain, Z's dean says the charges are groundless, chairperson A champions the students cause, and seeks to have the instructor removed from the college. At no time does the chairperson speak to instructor Z about the complaints and the actions that the chairperson has undertaken.

In all the cases described above, it is easy to discover some important aspects of what constitutes both unethical and unprofessional behaviour.

First, in each case, it is not hard to notice a very marked and significant lack of respect for a professional colleague. Both professional and ethical standards are built on respect for the integrity and equal worth of our professional colleagues. Any demonstration of a lack of respect is insidious to a professional community. The continuation of behaviour which demonstrates this lack of respect puts every professional faculty member, administrator and student at risk. The worth and value of the profession is seriously undermined. Trust among members of the community is jeopardized. If I have no reason to expect that you would show respect for me, then why would I continue to show respect for you? Once this fundamental ethical bond in the professional community is broken, the situation soon becomes intolerably self-serving. We leave it to the reader to decide in what ways lack of respect

is demonstrated in the cases described.

Second, it is a fundamental precept of both morality and law that the accused be informed of the accusation levelled against him/her and that the accused have some open/public access to confront his/her accuser to determine the substance and veracity of the charges. Due process is a fundamental principle that can not be denied. Once denied, we all face another version of the "Salem Witch Hunts" or the "Inquisition." And due process itself follows from a principle of equality of respect for the equal worth and value of all members of the community. Often when we do not respect an individual faculty member we let the personality of this individual cloud our judgement with specifics, while in the process we put into jeopardy some important and fundamental principles which protect us all. The process and the ethical principles which support it must be preserved, protected and respected in spite of considerations of efficiency, expediency or personal animosity towards a particular individual.

Third, the no harm proviso is fundamental to any consideration of what constitutes professional or ethical conduct. In all the cases described, we might analyze them to determine whether or not full consideration has been given to prevent or avoid harm to the integrity or life/career prospects of a colleague. Even if we are able to rationalize our behaviour in such a way as to assure ourselves that our actions were not deliberate or intentional, pleading such ignorance of the consequences does not diminish the harm done to another colleague. And if we can rationalize the consequences in those cases in which we might be guilty, then, of course, others could rationalize their actions which adversely affect us. The logic of reciprocity applies.

Finally, it should not go without notice that in the majority of the cases described (Case 2, 3, 4 and 5) students are involved. They are involved in such a way that it would be difficult for them not to be cognizant of the propriety of the behaviour of faculty. Unless we can "con" them into believing the hypocritical duplicity of "do as I say, not as I do," which seems highly unlikely and at best undesirable, then they will be at best influenced in their actions towards us and others by our actions. Why should we expect otherwise? If students begin to show less respect for faculty, then the root cause may not necessarily be with the students but the behaviour of faculty could be a contributing factor.

We can check the application of the principles de-

scribed above and determine what specific concerns and considerations should play a role in our decisions before we engage in any unethical or unprofessional behaviour by consulting the College/Faculty Association Policy on Professional Conduct and the Student Appeals Policy. When we consult these policies we discover that faculty behaved in unethical and unprofessional ways in all five cases described. We are now in a position to make clear the specific fault or faults in each case.

In Case 1 the correct course of action should have been that member A having a concern about a colleague's action should discuss this concern with the colleague. The colleague may be unaware that the action is deemed inappropriate by his peers. Moreover, in an institution in which we are supposedly committed to encouraging the growth and development of our colleagues, we owe it to our colleagues to provide them an opportunity to explain their actions before laying a complaint with administration. There may well be a legitimate explanation for the colleague's action. FARDC's "Standards of Professional Conduct," which are "minimum standards of professional behaviour which members are expected to observe," states in Clause 8: A member conducts himself in such a manner as to maintain the prestige of the profession, so that by his own honest estimation no dishonour or disgrace may befall him or his profession through his actions. Therefore, if a member has concerns about the propriety of a colleague's professional behaviour, the member should be addressing that behaviour with the individual whose conduct is regarded as questionable. This should be done before reporting the matter to the dean. In fact, if the matter can not be resolved between the two members, Clause 18 of the Standards of Professional Conduct states: A member submits to the Association all disputes arising from professional relationships with colleagues which can not be resolved by personal discussion.

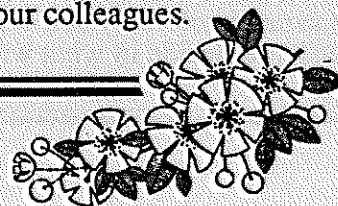
When we turn to Case 2 we note that the behaviour in question is based upon allegations reported by students, but unobserved by member A. A does not bother at any time to raise the matter with his/her colleague, nor does A take advantage of the opportunity presented by the colleague's invitations to do a classroom visitation to learn at first hand if the allegations have any basis in fact. Thus, without determining what is actually being taught, or the reasons for what is being taught, member A acts in such a way as to possibly be in violation of Clause 16 of the Standard: When presenting a professional judgement on a fellow member...a member has the

obligation...to the colleague...to be fair and objective....Without knowing what is actually being taught or why, member A may also be violating Clause 15: A member has the obligation to safeguard and defend the right of his colleague to academic freedom. It is unethical for him to act so as to deliberately infringe that freedom.

Cases 3, 4, and 5 are definite examples of violations of Clause 17 of the Standard: A member does not undermine the confidence of students in other members. In all three cases, the member should have referred the students to the faculty member about whom the student had a complaint. In Case 4, the student should also have been apprised of the Student Appeals Policy, which again begins with the student dealing with the instructor with whom the student has a complaint. In Case 4, Clause 19 (A member notifies any other member whose students he proposes to tutor) may also have been violated.

In Cases 3 and 5, if the students were fearful or reluctant to meet with the instructor about whom they were complaining, the member or chairperson could have agreed to arrange a meeting between the students and the instructor to discuss the issue, and if both parties agreed, to sit as process observer while the students addressed their concerns with the instructor. In such cases, the instructor is the first place to begin to deal with these complaints, not the dean, nor the chairperson. In all instances, before a member goes to the supervisor of a fellow member about student complaints, a member should speak with the instructor about what the member has heard, and why the member believes he/she must go to the colleague's supervisor with the information.

The behaviours displayed in the above cases are not hypothetical examples. These cases contain the basic facts of real situations which either one or both of us has had to deal with more than once over the past three years. They demonstrate that, contrary to popular opinion, it is not only "administrators" who do not know correct procedures for dealing with student complaints; nor is it only "administrators" who do not treat faculty as professional colleagues. We as faculty members often do not demonstrate sufficient respect for one another, and in our daily actions do not act in a professional manner. We must endeavour to correct our past performance. Perhaps the Instructional Skills Workshops should contain specific discussions of professional standards and ethical conduct. As well, we might all consider carefully the ethical implications of our behaviour towards our colleagues.



## Changes to the Computer Systems Technology Program

Paul Dunning – Learning Assistance Centre

In the fall term of 1990, Red Deer College's Computer Systems Technology (C.S.T.) program initiated some changes. The course load was reduced from six to five with a total number of contact hours decreased from twenty-six to twenty-four. Each of the technical courses (i.e. Pascal, Introduction to Computers) had one hour added. One accounting course was dropped and a new course called "Survival Skills" was added.



These changes followed the recommendations of the internal and external advisors to the C.S.T. program review and attempted to address the concerns expressed by students for help in coping with a heavy program.

The Learning Assistance Centre was asked to provide the Survival Skills course. Design of this course was based on the following three rationales:

1. Students with appropriate learning and study strategies will learn more efficiently and effectively.
2. Stress management skills enhance the student experience and contribute to the learning process.
3. Physical fitness decreases stress and therefore improves the quality of student learning.

C.S.T. Survival Skills 100-3 was organized into three components – learning skills, problem solving, fitness and health. Ralph Wold agreed to teach the learning skills component. He presented time management, text reading, notetaking and listening strategies, as well as effective exam preparation and writing skills.

I instructed the problem solving portion of the course. These four basic aspects of problem solving were addressed: motivation, organization, creativity and pitfalls of thinking.

The third component (fitness and health) was a combination of guest speakers and a participation requirement of twenty hours of physical activity. Shelly Peyton-Holt provided a well-received session on making your work environment less stressful. Dave Hannah also provided a workshop on stress management.

The results of this course and the other changes made to the C.S.T. program have been positive. Many students have commented that the Survival Skills course has filled a need. Though student abilities were diverse, the study skills instruction was effective. Students took the concepts seriously and seemed to apply them immediately. There were very few cases of assignments being handed in late. Study habits showed improvement (this is based on better theory test scores). Compared to the previous year, grades improved to the point where only two failures occurred in technical courses.

A network of student support has also resulted. C.S.T. students tend to work as a team helping each other in study groups and less structured situations. This may be attributed to the exercise portion of Survival Skills which developed into team play of volleyball and other sports in the gymnasium. It may also be due to encouragement from Ralph Wold and me for students to work in groups during and between class times. Support for these changes has also come from the C.S.T. instructors who have emphasized the importance of the Survival Skills course and helped to build a positive student attitude. C.S.T. instructors report that they experienced a much more enjoyable relationship with their first year students this year.

Plans are being made to refine Survival Skills 100-3 and offer it again in the fall of 1991. Although changes are necessary, we feel we are on the right track. One change we intend to make is to the title. Survival Skills suggests a minimum, just barely enough to survive. A more positive heading will parallel the style of instruction.

Perhaps other programs at R.D.C. may benefit from a similar course. For more information about this possibility, please contact Ralph Wold (3219), Roberto Bencivenga (3168), or me (3156).

## International Education Update Shawn Haley – Anthropology

Recently, a committee was formed to look into what International Education means to Red Deer College. To begin with, the committee chose to use as broad a definition as possible. International Education involves (1) the education of international students at the college, (2) education and research being conducted by Red Deer College people outside Canada, and (3) education programs about other countries. Using that broad definition, most faculty at Red Deer College are in some way involved with international education. International Education then has some impact on each and every one of us directly or indirectly. Over the next few months, the International Education Committee (IEC) will inventory the current International Education projects at the college and suggest some guidelines for future programs.

As the International Education Committee is just becoming established, RDC faculty and staff have an opportunity to help formulate the direction Red Deer College will take in terms of International Education. It is in your interest to get involved. The committee meets monthly (Times and locations can be obtained by contacting Shawn Haley (3290) or Darrel Morrow (3463).

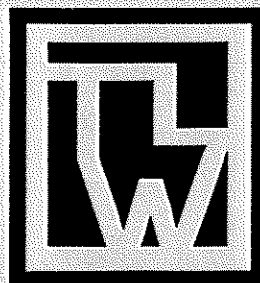
Information on the IEC's activities will continue to reach you through the pages of DIRECTIONS. Be informed. Be involved.

**NOTE: IF YOU ARE INVOLVED IN INTERNATIONAL EDUCATION IN ANY WAY – HERE OR ABROAD – PLEASE NOTIFY SHAWN HALEY AS SOON AS POSSIBLE.**

## NEWS ABOUT NEWS

Congratulations to Shawn Haley on his January 1991 issue of the Red Deer College Anthropology Newsletter which includes numerous items of interest to Anthropology students, including two student papers. The newsletter, published three times a year, is available in the LRC periodical section (GN1 R43)

# HOTS Flashes



**Coming in May...**A one day session on encouraging critical thinking in the classroom will be led by Calgary philosopher and text book author Trudy Govier. Watch your mail boxes for more information about this stimulating workshop sponsored by the Board/Faculty Professional Development Committee and arranged by the **HOTS Committee...**

**Coming Soon...**The next issue of DIRECTIONS will be produced by the **HOTS Committee**. Guest editors, Tom Gwin and Ken Marquart, are putting on the final touches **right now...**

**And in August...**Special Guest Gerald Nosich will be flying in from California to talk with us about critical thinking. Mark August 28 on your calendar. It will be a **HOTS day** no matter what the temperature...

**Also in August...**The 11th Annual International Conference on Critical Thinking & Educational Reform. Contact: The Centre for Critical Thinking and Moral Critique, Sonoma State University, Rohnert Park, CA 94938. (707-664-2940).

## COLLEAGUE NETWORK

The Colleague Network matches instructors new to Red Deer College with experienced faculty in an informal, supportive relationship for a one year period. The goal of the program is to assist new faculty in becoming oriented to the College and to the teaching profession. As well, the program provides opportunity for more senior faculty to contribute to the career development of a colleague.

If you are a faculty member with at least four years of teaching experience at Red Deer College and would like to participate in the program next year, please contact Glynis at 3173.

## Needs Assessment Results: THE TOP TEN

Remember the bright orange Needs Assessment you received in February asking you to indicate your interest in a variety of workshop topics? Here are the top ten choices:

1. Encouraging Critical Thinking
2. Increasing Class Participation
3. The Balancing Act: Helping Students Without Creating Dependency
4. Peer Evaluation & Classroom Observation
5. Writing Effective Multiple Choice Questions
6. Designing Appropriate Assignments
7. Student Development: Facilitating Learning for the Whole Student
8. Creating a Positive Climate for Learning
9. Writing Effective Writing Assignments & Essay Questions
10. Managing Multiple Priorities

The return rate for the questionnaire was approximately 24%. Thank you to everyone who took the time to provide us with this information.



*MAY DAYS MAY DAYS MAY  
DAYS MAY DAYS MAY DAYS*

*Watch for a brochure of activities in the works for May! Based on information gathered in the recent Needs Assessment, the Board/Faculty Professional Development Committee will be offering a variety of sessions. Among the topics: Critical Thinking; Student Development; Peer Evaluation & Classroom Observation; Designing Effective Assignments; and much more. It looks like we'll also be putting on some computer sessions for the many computer enthusiasts out there.*

## WE THOUGHT YOU WOULD LIKE TO KNOW Submitted by the LRC

The following are the most current (1989/90) Library statistics for those Alberta colleges which offer University Transfer Programs. We thought you would like to see how Red Deer College's Learning Resources Centre stacks up against the rest.

	Grande Prairie	Grant MacEwan	Keyano	Medicine Hat	Mount Royal	RDC
Hrs. open/wk	77.75	72.50	74.75	74.25	78.25	80
# print vols	53,950	79,347	35,263	61,710	124,140	104,370
# periodical subscriptions	623	913	435	707	1,312	1,131
Acquisitions budget	128,000	230,000	45,765	200,000	390,250	288,000
FTE enrollment	1,502.7	5,146	1,269.4	2,468	6,294	4,812
# professional librarians	2	5.1	1.5	2	8	4*
Total library staff	12	35.6	14.7	17.3	43.7	19**
Acquisition \$/FTE student	85	45	36	81	62	60
Vols/FTE student	36	15	28	25	20	22
Subscriptions/FTE student	.41	.2	.34	.3	.2	.24
Circulation/FTE student	13	23	14	23	36	16

The Red Deer College Learning Resources Centre ranks:

- 1st Number of hours open per week
- 2nd Number of print volumes in the collection
- 2nd Number of periodicals subscriptions
- 2nd Acquisitions budget
- 3rd Number of professional librarians

\* This figure is currently 3.5  
\*\* This figure is currently 17.5

# PLAN AHEAD

## UPCOMING PROFESSIONAL DEVELOPMENT ACTIVITIES

**JUNE 2-5, 1991**

"ACIFA' 91: Conferring, Consuming, and Communing" in Vermilion, Alberta. Contact: Glynis at 3173.

**JUNE 24-29, 1991**

"Course Design & Teaching Workshops" in Albion, Michigan. Contact: 1991 Course Design and Teaching Workshops, GLCA, 2929 Plymouth Road, Suite 207, Ann Arbor, MI, 48105.

**JUNE 25-JULY 11, 1991**

"Literacy: A Summer Institute" in Montreal, Quebec. Contact: The Centre for Literacy, 3040 Sherbrooke St. West, Montreal, Quebec, H3Z 1A4.

**AUGUST 7-10, 1991**

"Faculty Development Institute: Workshop in Classroom Research and Classroom Assessment" in Berkeley, CA. Application due May 1. Contact: Sue Kahl Smith, Faculty Development Institute, University of California, Berkeley, Extension 2223 Fulton St., Berkeley, CA, 94720.

**AUGUST 15-16, 1991**

"Storymakers '91: A Conference about Writing for Children" in Toronto, Ontario. Contact: Admissions, St. James Campus, George Brown College, P.O. Box 1015, Station B, Toronto, Ontario, M5T 2T9.

**OCTOBER 3-5, 1991**

"ISETA The International Society for Exploring Teaching Alternatives Twenty-First Annual Conference" in Cocoa Beach, Florida. Contact: Glynis at 3173

## Improving Multiple Choice Exams

A four page article on improving multiple choice exams is available in the Animateur's Office. It includes a short review of considerations to keep in mind when writing multiple choice exams. The staff at the University of North Carolina at Chapel Hill's Centre for Teaching & Learning has given us permission to reprint the article for interested Red Deer College faculty. For copies, call Glynis (3173) or drop her a note.

## Sabbaticals for 1991 - 1992

**Congratulations to the following sabbatical recipients:**

**Linda Blades** (full year to complete a Bachelor of Education)

**Tom Gwin** (full year to complete a Masters in Adult Education)

**Ken Hammer** (full year to continue work on a Ph.D in Consumer Behaviour in Recreation & Tourism)

**Caroline Rentz-Golub** (half year to complete program requirements to qualify for a Master of Arts in Religious Studies)

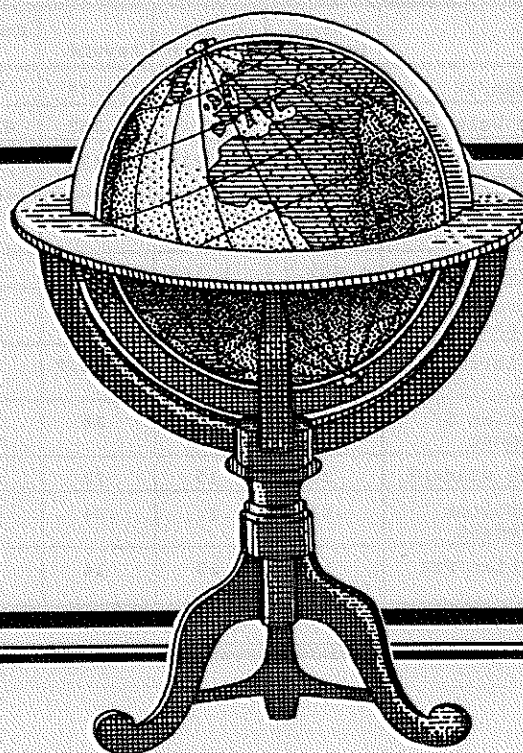
**Joan Scott** (full year to complete course requirements for a Ph.D in Education)

**Ralph Wold** (full year to complete a Masters in Special Education)

## DIFFERENT COUNTRIES . . .

## DIFFERENT CULTURES

Have you worked in a foreign country and/or within a foreign culture? Would you be willing to share your experiences with your colleagues - either formally or informally? If so, please let Glynis know at 3173.



Please help the Board/Faculty Professional Development Committee  
to serve you better by filling out the brief evaluation below. Thank you!

**RE: DIRECTIONS**

Please give us your impressions of DIRECTIONS

I like ...

I don't like ...

I would also like to see ...

continued over ...

**RE: THE ANIMATEUR**

Glynis Wilson Boulbee officially took on the role of Animateur on January 1, 1991. Her job is to implement the Board/Faculty Professional Development Program. She organizes activities, provides resources, consults with faculty on professional development activities and issues, and publicizes on - and off - campus professional development activities. Do you have any feedback about her performance?

What she is doing effectively:

Areas for improvement/suggestions:

I would also like to add:

**PLEASE SEND THIS SHEET TO LYNDA PELZ BY APRIL 30.  
THANK YOU.**

## This Issue

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Simulation: Experiencing a Disabling Condition

Critical and Creative Thinking: A Must in Teacher Education at Red Deer College

What Next?

This special issue of Directions has been created to present to faculty information and ideas about Higher Order Thinking Skills (HOTS). Rather than present a number of theoretical articles, the compilers of this issue decided to take an approach that would encourage you to discuss the issue of critical thinking, to provide ideas you may wish to consider for your classes, and to pique your interest in attending upcoming critical thinking workshops and the August HOTS conference.

The first section in this issue presents suggested methods from college instructors in Western Canada to encourage a more active learner role as means of fostering higher order thinking skills. Some suggestions are readily transferable to the classroom; others may require some adaptation.

### ONE MINUTE PAPERS

(Swaresh Narine, Okanagan College)

**Purpose:** To obtain feedback from students on the quality or effectiveness of the teaching/learning environment.

**Example:** At the end of any given class, the student is asked to write on a 3 x 5 card the answer to a few questions posed by the instructor. Questions may be as follows:

1. What is the main idea or concept that you learned in today's class?
2. What questions remain unanswered from today's class?

**Advantages:** 1. Encourages students to reflect upon, articulate and write in a concise manner the important ideas/concepts of a lesson.

2. Informs the instructor about the effectiveness of the lesson.

3. Provides information to both the student and the instructor which enables them to modify their practice.

Guest editors for this special HOTS Edition:

Tom Gwin

Ken Marquart

### TALK BACK: STUDENT PARAPHRASE

(Wendy Burton, Fraser Valley College)

Teaching theory to students in college preparatory classes often involves teaching the process of learning as well as the content of the theory. Many frequently experience a relevancy gap between what is being taught and their own life experiences. Making the connection becomes an exasperating challenge. So we (the students and I) have developed "Talk Back".

I announce the topic we will be learning, e.g. Perry's scheme of cognitive development, terms in literature, an aspect of grammar, Satir's views on the family, etc. I then lecture for ten minutes. The students call time and then they proceed to talk back.

Each comment begins "I heard you say..." followed by a paraphrase of a piece of the lecture the student either got or is puzzled about. I clarify only or simply agree (yes, that's what I said). This goes on until the students have satisfied themselves that they have indeed heard me. Then the next segment begins. I usually deliver 40 minutes of information in an 80 minute class.

The students get the theory more quickly and with more confidence. They frequently compare notes, and their paraphrases are expressed in their own voices. We then go on to use the theory, either as test material or in writing, or for discussion.

Thoughts: our attention span increases. The lecture becomes a participatory event. The paraphrases test listening, comprehension and connection. The competitive nature of some students emerges. My own clarity is tested (the students sometimes disagree with me when I deny I said something). The note-taking becomes more useful, and the students are less likely to try to copy down every word. The students report that they use a modified version of talk back in other classes.

### ACTIVE LEARNER PARTICIPATION

(Barbara Migaj, Grant MacEwan College)

During my first year of teaching chemistry at Grant MacEwan Community College I left the decision of participating in seminars to my students. I thought they could decide who needs extra work and additional explanation. The seminar level is adjusted usually to the average student, so I assume that some of the better students will not benefit. About 80% of the students attended the first few seminars, but later on those having problems with the course no longer attended. By mid-course I ran seminars for approximately 20-30% of the students, mainly the more advanced, who did not have problems with the material. I consider this as a major shortcoming during the first year of my teaching at the College. I incorrectly assumed that students were able to properly judge how well they were doing in the course.

The year following my initial experience the seminar was designated mandatory, with the seminar mark counting for 4% of the total course mark. The seminars became an integral part of the course. Each week students receive problem sets to solve at home, which they bring to seminar the following week. The instructor marks each set and later discusses the solution in detail. My personal approach to seminars is to "activate" students. I call volunteers to the blackboard to present their solutions and explain them fully to the class. All students participate in the discussion, ask questions, and have the right to correct the person's explanation. I only play the role of coordinator. I strongly feel that if the instructor solves problems by himself/herself, students participate in a very passive way and do not gain much from the process, nor do they realize their potential.

### PSYCHOLOGY: FROM LEARNER GROUPS

(Kendel Tang,  
Grande Prairie Regional College)

#### Initial Student Grouping:

Last year, at the beginning of each semester, I randomly formed students into small groups for the following purposes:

- a) as student and/or discussion groups;
- b) as project groups; or
- c) as social support groups.

The rationale for this practice was to provide peer intellectual stimulation and feedback as well as social contact especially for first-year or new students coming from neighbouring towns and provinces. Students were quite receptive to this practice and seemed to have benefited from it. In the future, I intend to schedule optional group-instructor consultations to get to know more of my students within a shorter period of time than individual consultations would allow.

### STUDENT-GENERATED QUESTIONS

(Kendel Tang,  
Grande Prairie Regional College)

#### Written Questions:

All students are encouraged to submit written questions on lecture topics or any other relevant topics. These questions are dealt with during the first five minutes of class or during the class lecture. This practice gives everyone an opportunity to ask questions every day regardless of the size of the class. The quality and number of questions are considered in determining 10% of each student's final grade. In addition, sometimes I conduct raffles using the question sheets as entries, with complimentary psychology textbooks as prizes at the end of the semester.

### STUDENT-GENERATED QUESTIONS

(Bob Morgan, N.A.I.T.)

An innovation in education that we tried this past year just before Christmas was a team contest review. A class of 24 baking students were split into two groups and students were to write review questions which they challenged the other side to answer in preparation for first semester exams.

This technique was an adaptation of our own "Head for the Top" show.

### BRIDGING THE GAP BETWEEN THEORY AND PRACTICE

(Megan Mills, Medicine Hat College)

Marketing II - Consumer Behaviour covers a great deal of psychological and sociological theory with which business students are unfamiliar and in which business students are largely uninterested. I have found college students to be oriented more to the practical and was concerned as to how I would teach my students the important theoretical concepts and yet also make the subject material "come alive" for them.

I gave students five written assignments in which they would be required to find a marketing strategy or current print, TV or radio advertisement that utilized the theory covered in that particular section. They would be required to discuss the theory upon which the marketing strategy or ad was based, discuss how the theory related to the example selected and then comment on the expected results. That is, how would consumers react to that advertisement or strategy based on the theory. Was the ad effective or ineffective on the behaviour of consumers?

Examples of the topics include:

1. A marketing strategy based on social stratification.

continued →

2. A marketing strategy that utilizes behaviour based learning theory (classical conditioning or behaviour modification).
3. A marketing strategy that uses either a humour or fear appeal as a means to achieve attitude change.
4. A marketing strategy which reflects upon the changing roles of men and women in society.

On the day that the write-ups were due for each section, we would have a discussion. Each person would show or describe the ad or strategy selected and then read his/her analysis. The students would then voice their opinions as to the appropriateness of the example and the effectiveness of the ad.

These assignments generated a great deal of discussion in the class. Students tended to be very familiar with advertisements and were very enthusiastic to learn about how the ads were supposed to "work" on the behaviour of consumers. They indicated a heightened awareness of the methods used by marketers to reach consumers and were pleased to understand the theory behind their favourite Coke, Pepsi, McDonald's and Nike advertisements.

#### **AN INSTRUCTIONAL INNOVATION/PROBLEM?** (Swaresh Narine, Okanagan College)

#### **Science Education: Making the Connection**

##### **Background**

**and Problem:** A complaint heard from students is that science education lacks relevance and interest.

##### **Solution**

**Attempted:** My approach to solving this problem was to teach science with an emphasis on its interconnections with technology, society and the environment (STSE).

**An Example:** The concept of energy in physics:

1. Visit to a hydro-electric project.
2. Diagrams of a hydro-electric project.
3. Assessment of environmental impact.
4. Societal issues in energy development and use.
5. Cost-benefit analysis of a hydro-electric project.
6. The principles of physics involved in hydro-electric technology.
7. The formulae and mathematics of kinetic and potential energy.
8. A historical and futuristic look at energy production.

#### **Advantages of STSE science teaching:**

1. Creates a greater sense of involvement for students.
2. Teaches the skills of issue investigation and decision-making.
3. Students understand the relevance of science to the quality of life.
4. Enhances scientific literacy of students.

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SOCIAL SERVICES: ROLE PLAYING  
(Ron Folberg, Arctic College)

Social Policy can be a very theoretical and pedantic class in the minds of our Social Service Program students. They much prefer to deal with practical matters such as treatment techniques and court room procedures. In order to counteract this mind set and to remind me of their experiential needs as adult learners, I decided to introduce a mock Legislative Assembly to them.

Students would be required to take on the identity of a Member of Legislative Assembly (MLA) and to write a social policy bill in order to present and defend it before a session of the Assembly.

I would provide them with support in the form of mini lectures, handouts, A/V presentations and guest speakers. Mr. Richard Nerysoo, the MLA for the Mackenzie Delta riding, past Government leader of the Territorial Executive Council and the present Speaker of the N.W.T. Legislative Assembly, was invited to discuss the governmental process. An Assistant Deputy Minister of Social Services was also invited to talk about the influence of bureaucracy in determining legislative policy. Students from other programs were encouraged to be spectators or participants in some stages of the project.

The motivated MLAs were finally ready to proceed when they elected a Speaker of the House. After a session with the Speaker where Assembly rules were established, we selected our Mace which suspiciously resembled a coat stand. Suddenly what appeared comical transformed into serious reality with articulate and thoughtful debate. Students were so involved that their coffee discussions centred on winning support for social issues.

When I received the evaluation forms for the Social Policy class many students thanked me for making it exciting. In reflecting on its success I realize that the students in fact made it interesting for themselves. I simply set up the structures that channelled the learning.

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SIMULATION: EXPERIENCING A DISABLING CONDITION

Role Playing:

PURPOSE:

To bring about a deeper understanding and appreciation of the physical, psychological, social and learning difficulties encountered by a person with a disabling condition.

COURSE:

Education of the Exceptional Student -  
The psychology and education of students who deviate from the average due to physical, mental, emotional and/or sensory disabilities. Introduction to the problems, causes, characteristics, identification, intervention, and educational adaptations.

SIMULATION:

Students go through approximately 40 minutes of a regular class period blind-folded. During this period the students are required to listen and "take" notes from a lecture, work in small discussion groups, serve refreshments and complete several tasks requiring some degree of mobility.

DISCUSSION:

Approximately 40 minutes are devoted to an open discussion on what the students experienced during the simulation. The discussion usually centers around:

- . Effects of the disabling situation - physically, emotionally, and socially.
- . Their feelings - frustrations, anxieties, fears, helplessness.
- . Difficulties they encountered in the learning process.
- . Their confidence level in coping with each situation.
- . Shifts in locus of control.

continued →

- . Ways in which the instructor could have been of greater assistance to them.
- . Kinds of accommodations they could make if they had a student with a disabling condition placed in their classrooms.

**CRITICAL AND CREATIVE THINKING: A MUST**  
**IN**  
**TEACHER EDUCATION AT RED DEER COLLEGE**  
(Ken Marquart, Red Deer College)

An understanding of the purposes of schooling in Alberta and the rest of Canada is critical when evaluating how classroom teachers make decisions in their daily work. Our prospective teachers in our Red Deer College programs to understand and develop a commitment to the idea that schools in a democratic society promote values and prepare students for effective citizenship. This requires our teacher education programs to focus on critical issues in education.

College instructors could model the development of a reasoned approach to critical issues. For example, an instructor could take a normative position and articulate his or her views on the issues of equity and purpose. However, the goal of teacher education is not to "indoctrinate" or "train" future teachers to do things in prescribed ways. Rather, our vision is to educate students so that they can perform skillfully and reason soundly about their teaching. Our students must be trained to make thoughtful decisions and reflect on their experiences and our education curriculum should be designed to develop these skills and attitudes.

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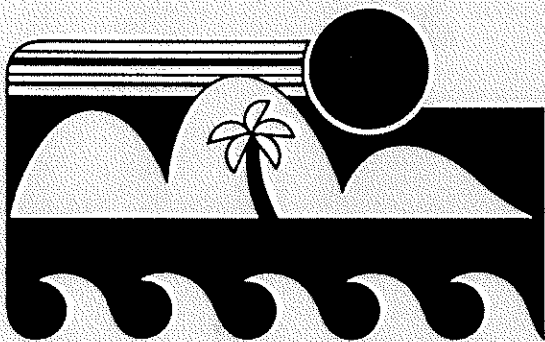
Initially, it is essential that our coursework at Red Deer College recognize that our current purpose of teaching specific strategies and skills and developing teachers' knowledge and attitudes about the content should be reoriented to developing students' skills in problem-solving and critical thinking. The current theme of "Program Continuity" from Alberta Education reflects the need to integrate subject material into thematic units for the purposes of demonstrating relevance and application to the student's world. It would then be reasonable to conclude that there are no methods of teaching that are peculiar to particular subjects or disciplines. Rather, our teachers must be prepared to make thoughtful decisions to test central positions and values, and to use the results for present or future decision-making. Prospective teachers must build confidence and competence in using theory and research when constructing a wisdom of practice. The development of technical skills must be continued, but we must encourage the formation of patterns of thought that assist students to deal with problematic situations effectively.

Schools must meet the changing needs of society. The continuous process of renewal in our Red Deer College programs requires collaboration among our co-operating teachers in the public schools, Red Deer College faculty, and student teachers. Complacency and comfort with things as they are represent obstacles to improvement. The school must be seen as a unit of improvement and, as such, the basic questions of the purpose and the role of these institutions and their teachers must become the basis for curricular (program) decision-making when we seek the best preparation for prospective teachers.

Our teacher education curriculum at Red Deer College may have to be examined across all components of our programs to form a set of unifying themes, critical issues, pedagogical skills and descriptions that are based on a renewed vision of what it means to be a teacher.

The skills and habits of reflection and inquiry must be deliberately taught, nurtured and rigorously applied. School renewal at the provincial level is beginning to focus more intently on the examination of pressing social issues that push the vision of schools closer to the ideal of equity and justice. Critical and creative problem-solving skills are central to this process in the Teacher Education Division.

**DIRECTIONS** is a publication of the  
Board/Faculty Professional  
Development Committee.



Have A  
Safe & Happy Summer!

#### WHAT NEXT?

Now that you have a glimpse of a variety of techniques to foster greater student involvement, you may want to plan to attend the HOTS Thinking Skills Conference on August 28, with keynote speaker Dr. Gerald Nosich. He is an Associate Professor of Philosophy at the University of New Orleans. His book, Reasons and Arguments, is a college textbook for critical thinking.

Dr. Nosich has conducted more than 20 workshops on critical thinking and teaching skills, and is currently writing a book on Teaching Critical Thinking Across the Curriculum. The conference will include a keynote speech and workshop by Dr. Nosich, a panel discussion on cooperative versus individualized learning, and a number of workshops by Red Deer College faculty. The focus of the workshops is on student involvement in the learning process.

You received a notice of this conference from the HOTS Committee in mid-March; further information can be found in that notice, or by contacting Pliny Hayes. The conference is scheduled for Wednesday, August 28, 1991, and will be followed by a wine and cheese reception. See you there!