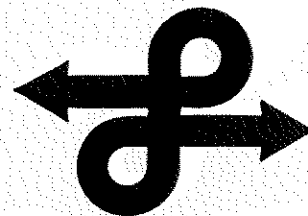


DIRECTIONS



VOL. 8 NO. 1

SEPTEMBER, 1991

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Message From The Animateur

Welcome back to returning faculty and a warm welcome to all our new colleagues who arrived in August. I hope you had a productive and/or restful summer.

You'll notice a slight change in the DIRECTIONS "look" with this issue. Gene Leavitt from AV designed a logo for the Board/Faculty Professional Development Committee which appears on the top right hand side of this page.

We wanted to suggest that professional development involves more than one "direction". (Sometimes going backwards ultimately results in forward movement...).

Gene says he wasn't aware of the "p" and "d" in the logo until I pointed it out. If he's to be believed, then I think the development of the logo is an excellent example of the unconscious level of creativity that's often so surprising and exciting.

Reminder: Deadlines for some professional development programs are fast approaching. You'll need an up-to-date, approved PD Profile in order to receive funding. If you're not sure how to develop one, consult your Faculty Development Guidebook (pg. 7-16), talk to your Divisional Professional Development Representative, or give me a call at 3173.

The Community College Exchange Program (CCEP) will be gearing up in early fall. If you are considering applying for an exchange through this program, let me know so I can help ensure all the appropriate forms are filled in.

And finally, I am looking for submissions to DIRECTIONS. Evaluations from last year indicate that you like reading short pieces about what colleagues are up to. If you have been involved in an interesting professional development activity (workshop, classroom innovation, writing project, whatever...), please consider writing a short piece about it for DIRECTIONS. If writing isn't your forté, I'll be happy to help. And if you know of a colleague hiding his or her light under a bushel, please encourage your friend to let me know about it.

Good luck in your first week of classes. If there's anything I can do to help with your professional development plans for the year, please don't hesitate to give me a call at 3173.

Glynis Wilson Boulton

DIRECTIONS is published by the Board/Faculty Professional Development Committee at 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. Inquiries may be made to the editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

ACIFA '92 CONFERENCE AT RED DEER COLLEGE

Arun Mishra

"Collegiality" is the theme for the June 7-10, 1992 ACIFA conference to be held at Red Deer College. To some, collegiality means sharing of authority and power vested equally among colleagues. In the context of Colleges and Institutes in Alberta, collegiality may also define sharing of learning, knowledge and thirst for knowledge, experience and expertise, and need for growth. Collegiality can also imply the Boards of Governors, administrations, faculty and students working together towards an ideal of participative governance.

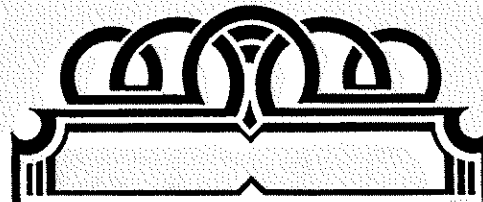
What does Collegiality mean to you? Given the present context of funding and morale in the Advanced Education community, is it still possible to cling to the privilege of collegiality? The 1992 ACIFA Conference will give you an opportunity to discuss these questions. In addition to ACIFA members, we are planning to have representation from the Council of College Presidents, Council of Board Chairs, the Ministry of Advanced Education, and the Opposition sharing their ideas on collegiality.

The Conference will deal with the ideas of Caring, Privilege, and Creating in context of the theme of Collegiality. We will explore the concepts of sharing our experiences with colleagues, students and community; supporting one another; and learning and teaching. Other topics on which the ACIFA '92 Conference will focus on would be: taking a learning approach to teaching, higher order thinking skills, can teaching be fun, and computers in education.

Special Interest Councils are being organized for Sunday (June 7) afternoon for discipline or area specialists. There is commitment from English (Jim Scott, Red Deer College), Music (Carl Duguid, Medicine Hat College), Adult Education Council (Donna Storvik, Red Deer College) and possibly Biology and Business groups. If you are interested in organizing another Special Interest Council or working with an existing one, please contact Arun Mishra.

Please submit an abstract (about 200 words) to Arun Mishra at Red Deer College (Box 5005, Red Deer, Alberta, T4N 5H5, phone 342-3214) by January 10, 1992 on any of the themes, sub-themes, topics and ideas discussed above. The

authors whose submissions are accepted for presentation will have their registration fee of \$150.00 waived.



CONGRATULATIONS! CONGRATULATIONS! CONGRATULATIONS!

Last April, Larry Preston (History/Humanities and Social Sciences) received a "Standard Research Grant" from SSHRC (Social Sciences and Humanities Research Council of Canada) valued at \$29,500 over three years. The grant includes provision for travel, living expenses, computer equipment, student help, plus a "Research Time Stipend" for course release buy out.

The grant is for a project entitled "The Lineages of the First Generation of the Conquest in 19th Century Western India". This concerns the process by which social institutions (especially kinship groups) adapted to and transformed imperial conquest. The study draws heavily from social anthropology in a historical context.

This year's competition was different because SSHRC has instituted a policy of giving more attention to an applicant's track record (plus, of course, a well reviewed project). There is a fair amount of prestige attached to such grants in the university community, not only for the applicant, but especially so for the institution.

Larry suggests that more of us in the College apply for such grants and "not only . . . obscure academics like myself". Grants are available for things like "adult education". The only restriction is that they cannot be used for course design.

A copy of SSHRC Grants: Guide for Applicants is available in the Animateur's office. If you would like to pursue funding options through SSHRC, please call Glynis at 3173 to discuss the process. Larry Preston would, of course, have valuable first-hand advice to offer and can be reached at 3224.

SABBATICALS At Red Deer College

The FARDC Collective Agreement states that a certain portion of Board/Faculty Professional Development Committee funds will be used for sabbatical leaves.

After four years of service at the College, a full-time faculty member is eligible to apply for a sabbatical leave to engage in a major program of professional development. (Trades instructors are not eligible for these funds because they receive higher individual allotments each year as negotiated and outlined in the Collective Agreement.) Normally, sabbatical leaves are for six or twelve months. Six month leaves begin either on July 1 or January 1.

If you qualify for a sabbatical leave and wish to pursue this possibility, you will find the procedures outlined in an addendum to the Faculty Development Guidebook. Please note that new procedures were developed in the fall of 1990 and were sent out to all faculty. If you don't have these new pages, please ask Lynda Pelz (3259) for them.

Sabbatical activities generally fall under one or more of three categories: Education, Work Experience, and/or Research.

Education - may involve taking courses and/or fulfilling requirements for a degree or educational certificate.

Work Experience - involves working in the field in which you teach to upgrade or refresh your skills.

Research - may involve 1. conducting research in your field which may result in publication or enhanced classroom performance or 2. conducting teaching-related research that would result in a publication and/or changes in your own teaching.

Sabbatical proposals take time and effort to put together. Assistance in completing the proposal package is available from a variety of sources. You can ask your Divisional Professional Development Representative to review the propo-

sal. The Faculty Development Animateur is also willing to work with you in getting your package together. Finally, we would suggest you ask several colleagues and your Chairperson and Dean to provide suggestions.

STATISTICS On Past Sabbatical Applications

Year: 1987/88

Applications: ?

Successful Applicants: 4 (education)
1/2 (work experience)

Unable to Fund: ?

Year: 1988/89

Applications: 5

Successful Applicants: 1(research) 3 (education)
Unable to Fund: 1

Year: 1989/90

Applications: 6

Successful Applicants: 1 (research), 1 (research & work experience), 2 (education)
Unable to Fund: 1(research), 1 (education)

Year: 1990/91

Applications: 8

Successful Applicants: 3* (education), 1 (research)
Unable to Fund: 3 (education), 1 (research)

Year: 1991/1992

Applications: 8

Successful Applicants: 5 1/2** (education)
Unable to Fund: 1 (education), 1 (research & work experience)

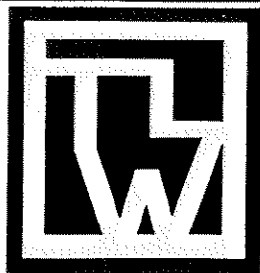
* 1 not taken

** 1 transferred from previous year

1992/93 Sabbatical Proposal Deadline

The completed sabbatical proposal (including comments from your Chairperson and Dean) is due in Dr. Luterbach's office by Wednesday, January 15, 1992.

HOTS Flashes



Check it out! The April 1991 issue of the Journal of Reading (LB 1573 A1 J86) is "a themed issue on thinking and learning across the curriculum."

Articles include:

"Reading instruction that increases thinking abilities."

"Fostering thinking across the curriculum through knowledge restructuring".

"Using visual organizers to focus on thinking".

"Writing summaries promotes thinking and learning across the curriculum - but why are they so difficult to write?"

"Are we reading too much into reading comprehension tests?"

NEW IN THE LRC

Evelyn Kaye, Travel and Learn: The New Guide to Educational Travel, 1990. (LC 6681 K39 1990.)

With chapters on Archaeology and History; The Arts; Backpacking, Trekking, Hiking, Biking; Ecology; Human Relations; Language and Culture; Waterways; Wildlife; Whale Watching. Outlines over 1000 trips around the world.

Shaw Associates, The Guide to Academic Travel: Adult Study Vacations Worldwide Sponsored by Museums, Colleges & Educational Organizations, 1990. (LB 2375 G85 1990.)

Lists hundreds of educational programs offered by 258 sponsors. Provides program descriptions, typical itineraries and destinations, faculty names & credentials, costs & refund policies, and much more.

CHAIRPERSONS' ACTIVITIES

Information on the following is available from Glynis (3173):

"Supervisory Development Program." In Edmonton (Faculty of Extension, U of A). Courses begin as early as September 5 & 6. Courses are run as a two-day weekend seminar or as an eight-week evening course.

"Empowering the Academic Leader: The Development and Use of Power, Authority and Conflict Management Skills in Academic Leadership." October 7-8 in Orlando, Florida. (901) 682-9761.

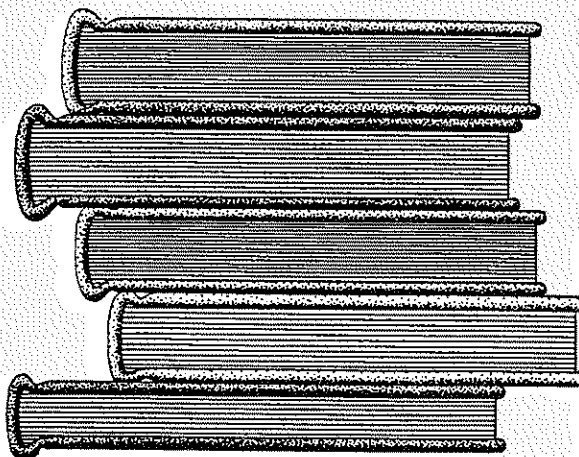
"Pro-active Leadership" 23rd Annual Western Canada Educational Administrators' Conference. October 24-26 in Edmonton. (403) 459-4456.

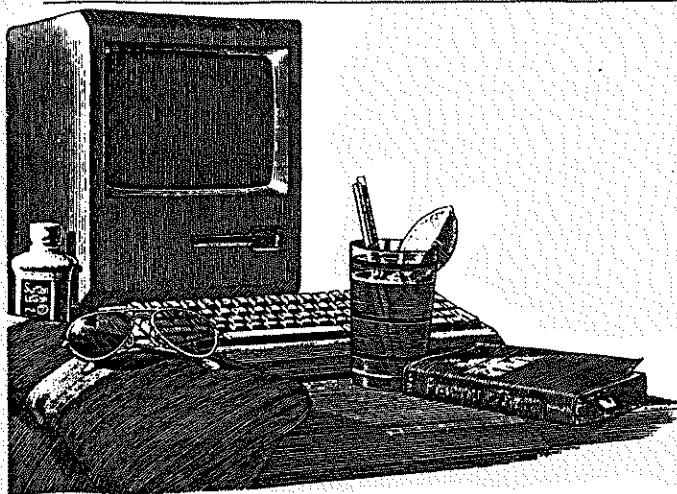
"The National Conference for Community College Chairs". March 26-28 in Phoenix, Arizona. (602) 461-7304.

Suggested Reading

"Do Teachers' Comments on Students' Papers Help?" by Gary Dohner. (College Teaching, Vol. 39, no. 2). Available in the LRC - L11 C6.

How Am I Teaching? Forms & Activities for Acquiring Instructional Input by Maryellen Weimer et al. Available from Glynis at 3173.





Computer Screen Size

The *Journal of Reading* (May, 1991) reports on an article by Dave Debronkart in *Personal Publishing* (Jan, 1991). He describes an author who submitted his work to his editor on a floppy. In the middle of the editing process, the editor suddenly began to identify sentences that were too long and paragraphs that were too choppy. The style hadn't changed. What had? The editor was using a smaller screen. After the material was printed out, the material was deemed acceptable again.

UPCOMING WORKSHOPS & CONFERENCES

"SAGE: Choices for Challenge in Gifted Education." September 26-28 in Edmonton. Contact: Joanne Cameron (403) 429-8573.

16th Annual POD Conference. "Improving Higher Education: Ways of Knowing." October 25-27 in Morgantown, West Virginia. Contact: Nancy Diamond or Priscilla Visek (217) 333-3370.

"Critical Thinking: Implications for Teaching & Teachers." October 31-November 2 in Upper Montclair, New Jersey. Contact: Mark Weinstein, Associate Director, Institute for Critical Thinking, Montclair State, Upper Montclair, New Jersey, 07043.

"Media Literacy Conference." November 1 & 2 in Edmonton. Contact: Karen McAmmond, 324 Weber Way, Edmonton, Alberta, T6M 2H3.

"Voyage into Literacy." November 21-23 in Lethbridge. Contact: Judy Lux or Hayley Hlady (403) 328-6444.

"National Science Teachers Association National Convention." March 26-29, 1992 in Boston, Massachusetts. Contact: NSTA Convention Office, 1742 Connecticut Ave. NW, Washington, DC, 20009.

"CML Conference". May 20-22 in Jasper. Contact: Scott Rutherford, (403) 441-4880.

ACCC Annual Conference "Colleges - Creators of the Future" May 24-27 in Montreal, Quebec. Contact: Bernard Lachance. (514) 332-3000 poste 284.

For Your Information:

NEXT TIME YOU'RE LECTURING

Mount Royal College's *Professional Development Quarterly* (PDQ) reported on a study conducted some years ago. Researcher Paul Cameron examined the listening behaviours of students in lectures. "A gun was shot off (blanks we presume) at random intervals and students were required to note exactly what they were doing and thinking."

The results . . .

- 20% - erotic thoughts (equal male & female)
- 20% - reminiscing
- 20% - listening (only 12 % actively)
- Other - worrying, day dreaming,
thinking about eating
& about religion

DEADLINES

APPLICATIONS for Special Projects, Travel Grants, and Study Leaves are due October 1, 1991.

For assistance in developing your applications, please contact your Divisional Professional Development Representative and/or the animateur (3173).

Fifty-Six Laws of Good Teaching

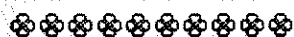
Herbert C. Friedmann

*Department of Biochemistry and Molecular Biology
The University of Chicago*

1. Choose a good textbook, but do not follow it in lectures.
2. Organize your lecture, but do not be a slave to your organization.
3. Always re-experience your subject; this way it will remain forever fresh, lively and spontaneous.
4. Let your lecture be spontaneous, but do not improvise upon your knowledge.
5. Always start on time and stop on time.
6. Begin each lecture with an outline; a lack of vocabulary confuses a student less than a lack of expectation.
7. Never expect your students to learn or to understand anything that you cannot or did not learn or understand yourself.
8. Never give a lecture unless your knowledge far exceeds the content of your lecture.
9. Never feel that attention to detail will compensate for lack of perspective.
10. Never snow a student under with an exhibition of your erudition: a student is far less interested in what you know than in what he or she can learn.
11. Do not be proud of knowing more than your students: they did not choose to be born after you.
12. Admit your ignorance, but know enough to tell whether your ignorance is just your own or every one else's as well.
13. Never equate ignorance or lack of knowledge on the part of your students with stupidity.
14. Do not memorize your lecture, just understand your material.
15. Do not lecture from notes, except for numbers that you cannot remember.
16. Never, never read out your handouts: if the students were illiterate, they would not take your course.
17. Have notes or outlines handy, but do not use them: a good actor needs no prompter.
18. Avoid overheads: rather have one error and be spontaneous, than have no error and be dull. A lecture is not a research seminar.
19. Avoid monotonous delivery: the student's interest should be directed to your subject, not to your voice.
20. Give your lecture at a deliberate speed: patter results in confusion while oracular pronouncements lead to boredom.
21. Do not assume that the mere one-time use of a word or idea "exposes" students to it: appeals to thought and to understanding require substantiation, not intimation.
22. Never give the same lecture twice. Look at the students to know whether they follow.
23. The difference between lecturing and acting is that in the former the subject comes first and the lines follow; in the latter the lines come first and the subject follows.
24. Answer all questions from students the best that you can, since a given question rarely troubles only one person; a question is not an interruption but a challenge to funnel the answer into the rest of the lecture.
25. Always lecture with the assumption that your students wish to learn, not just to pass examinations.
26. Use examinations as a vital part of teaching: the student's approach to learning in a particular course is set quite fundamentally by the type of questions that are anticipated.
27. Never ask examination questions on topics that you did not ask students to learn.
28. Never tell students to be "responsible" for learning a topic: responsibility regards learning as a duty owed to others, rather than as a duty owed to oneself. The line between obedience and self-esteem is thin, but it is clear.
29. Competence should always take precedence over popularity.
30. Always praise your students for their accomplishments. Never damn them for their failings.
31. Never tell a joke for its own sake, but only in the service of what you teach.
32. Never laugh at your students, but laugh with them.
33. Never make fun of your students unless you wish them to make fun of you.
34. Always take your students as seriously as they take you.
35. Do not take your teaching too seriously: think how utterly funny it is that students are interested in what you are saying.
36. Never lose your temper in front of a class. Students are not interested in your private emotions.
37. Treat your students with respect; and they will respect you, and with politeness, for they will not confuse it with softness.
38. Do not confuse familiarity on the part of the student with lack of respect, or intellectual disagreement with personal antipathy.
39. Look at the students when you lecture; the ceiling and the floor are not interested, and neither is the blackboard.
40. Never assume that yours is the only course that the students take.

41. Never assume that if a student sleeps he or she is bored or uninterested. He or she may have been up all night preparing a paper for another course.
42. Never assume that students' silence means understanding on their part; they may be confused.
43. Never start fast and end slowly: this show that you have exhausted your material.
44. Never start slowly and end fast: this way you will have exhausted your students.
45. Every discipline speaks its own language: good teaching teaches language, not just words.
46. Never forget to reinforce a new term or a new concept by writing it on the board and by repeating it in such a fashion that the student has a chance to write it down, but never, never, repeat every sentence: the result of verbatim repetition is simply half a lecture in a given time.
47. Do not confuse lecturing with dictation: the former is a creative process, actively received and worked on by the student, the latter a mechanical exercise, passively recorded for later understanding.
48. Never be so simple as to be trivial, or so complicated as to be obscure: a clear lecture need not be simple, and a profound one need not be obscure.
49. Act out of the conviction that your teaching matters, even though you may not be able to prove this.
50. Do not leave a lecture without a feeling of exhilaration and exhaustion; without these the lecture was probably not superb.
51. Intelligence is measured more by the quality than by the quantity of learning.
52. Do not expect that your students have an infinite capacity for learning; the limits of saturation of the mind are set more by physiology than by intelligence. (Intelligence is the capacity of maximizing achievement within the physiological givens or constraints of your mind.)
53. Do not deride originality born out of ignorance.
54. The prime challenge of teaching is to retain the students' enthusiasm in spite of their growing knowledge; a good teacher fosters creativity in the face of information.
55. Instructors do not ever give grades. Students earn them.
56. Do not confuse good teaching with good examining, or good examining with good grading. (To lecture is one thing, to examine another, to grade and evaluate yet another; a good teacher must master all three.)

Reprinted with permission of H.C. Friedmann, from *J. Chem. Education*, Vol. 67. No. 5, May, 1990.



Short Articles Available From the Animeur

"Evaluating Student Projects" - a short guide to evaluating non-traditional student projects.

"What to Do When Students Don't Do the Reading" - a short piece outlining several instructors' suggestions.

Call Glynis (3173) to have these articles routed to you.



Phone More Valued



Than A Raise

In this age of advanced telecommunications, it's hard to believe: the most desired perk among faculty at Palm Beach Community College is a telephone.

Most don't have a phone in their offices, and rely on the department support staff to take their messages. To make calls, they must choose to compete for use of the one departmental phone or to call from home.

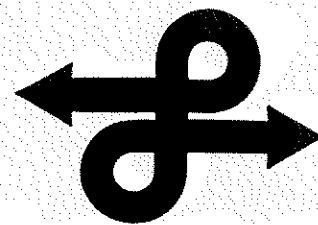
Barbara Matyhews, instructor of child development and psychology, describes the frustration: "We have one little room where people are standing and filling out forms and talking. It's the worst possible problem." Other professors complain about long rounds of telephone tag and problems in adequately serving students.

After 15 years of teaching, one prof received a phone last year when he was promoted to head a program. Until then, "it was almost like a ritual humiliation where everyone has to go down to the message center ... When I was promoted, the phone was more significant than the money. It just changed my life to have a phone right on my desk."

During the coming year, the school plans to add about 100 phones on the central campus. But there are currently no plans to add phones on the north and south campuses. Officials say it's difficult to add phones to a 12-year-old, outmoded system.

Reprinted with permission from *Academic Leader*, Feb., 1991, p. 6 (Magna Publications, Inc., 2718 Dryden Dr., Madison, Wisconsin, 53704-3006.)

DIRECTIONS



VOL.8 NO. 2

October, 1991

THIS ISSUE

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Message From The Animateur

Whew! We made it through September.

Now that you've had time to settle into the term, you may be starting to think about your professional development plans for the year. I hope I can be of help. I'll continue to post information about interesting pd opportunities on the bulletin boards and list them in **DIRECTIONS**.

Lots of material arrives in the mail and I hear about fascinating pd opportunities from colleagues here at the College, too. I'm reluctant to 'snow' you with paper and so I constantly struggle in trying to determine how much information to send out. If you're interested in receiving some of the information, articles, newsletters, etc. that come through my office, please let me know by filling out the form on the last page of this edition of **DIRECTIONS**.

GOOD LUCK in the midterm marking. And remember: If you have professional development needs, give me a call at 3173.

Glynis Wilson Boulton

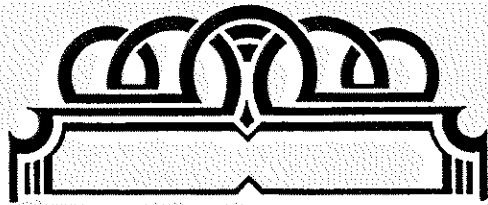
BOARD/FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE REPORT

At an all-day meeting on June 7, 1991, the Board/Faculty Professional Development Committee reviewed some important issues and set directions for 1991/92.

Goals for 1991/92 include:

1. resolving administrative issues because of the amalgamation of the Technical Training and Business Divisions;
2. reviewing the special projects and sabbatical programs;
3. continuing to explore the implications of degree granting on the Professional Development program;
4. developing a five-year plan; and
5. developing at least two new program foci.

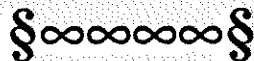
In a discussion of the Special Projects category, the following motion was carried: That capital expenditures be considered by the Board/Faculty Professional Development Committee only if they can be classified as minor capital items costing less than \$500.



CONGRATULATIONS! CONGRATULATIONS! CONGRATULATIONS!

to Will Marchuk

On the Publication of A Life Science Lexicon. (Dubuque, IA: Wm. C. Brown, 1992.) The book was written to address the needs of first year university/college biology students and others in the allied health fields. Will received Special Projects funding from the Board/Faculty Professional Development Committee to do early work on the lexicon. It is housed in the reference collection in the college library. (REF QH 302.5 M37 1992).



FACILITATORS AT RED DEER COLLEGE

The following Red Deer College instructors have been trained as Instructional Skills Workshop facilitators. In their four day training session, they discuss and practice instructional skills. They also spend a great deal of time learning how to facilitate feedback to colleagues in a supportive and non-threatening manner. Feel free to contact one of them if you would like to discuss instructional or facilitation skills.

Ray Allan, Roberto Bencivenga, Pam Clarke, Reni Dalshaug, Don Dary, Don Dixon, Judy Dussault, Art Gagne, Serge Gingras, Maureen Girvan, Bob Gosselin, Sandy MacGregor, Alice McNair, Brian Stackhouse, Donna Storvik, Don Wales, Glynis Wilson Boulton, Jennifer Young (Some of our other facilitators are on leave or sabbatical this year.)

WANT TO BECOME A FACILITATOR?

There will be another training session in May. Call Glynis at 3173 to indicate your interest.



NEW PERIODICALS FOR THE LIBRARY

Twice each year, normally in January and August, the librarians review new periodical requests and decide which new titles will be added to the Library collection. The librarians last met on 21 August 1991 and decided to add the following titles:

- Acadiensis
- American Ethnologist
- Americas
- Constitutional Forum
- Holistic Nursing Practice
- The Journal of Religion
- Journal of Social History
- Plains Anthropologist
- Review of Economics and Statistics
- The Sciences
- Sport & Leisure: a journal of social science abstracts

These new titles will begin appearing in the Library in the next few months.

The library acquisitions budget has decreased this year. The funds currently available for periodicals are only sufficient to maintain our existing collection. Based on experience, we have calculated that the above additions can be made without undue hardship. Unlike many academic institutions, including the University of Alberta, we have not cut back on our periodical purchases or cancelled current titles. However, this may be the last time we can make this boast. Given current budgetary constraints and rising costs of periodical subscriptions, new periodical purchases may be curtailed or may only be undertaken if cancellations are made.



EXCUSE ME ... Is My Teaching Interrupting Your Conversation?

Arun Mishra

During spring 1991, fourteen instructors at the College got together for a morning to discuss our mutual concerns regarding disruptive classroom behaviour. I agreed to facilitate this session.

The individuals identified their reasons for attending the session. The participants generated individual lists of what they find disruptive about students' behaviour. The instructors then formed groups of four or five to generate group lists. This generated some lively discussion. Finally, the following master list of disruptive behaviour was generated:

- One student monopolizing class discussion
- Talking while someone else is speaking
- Challenging instructor in an insolent way
- Late and noisy entrance to the class
- Displaying active disinterest
- Student puts down other students
- Asking irrelevant questions
- Students not having their homework done
- Not listening and then asking others about the material
- Doing other assignments during class
- Refusing to participate in activities
- Lack of awareness of acceptable behaviour
- Slow in moving into and out of groups
- Over-reaction to assignments handed back
- Student undermines instructor's authority in class
- Passing notes during class
- Flying airplanes
- Eating noisily

The participants agreed that the above behaviours can roughly be classified into behaviour due to lack of socialization, lack of attention, and lack of maturity.

Discussion of Strategies for Dealing with Disruptive Behaviour.

One of the strategies discussed was to define the ground rules for the class at the outset, perhaps in the course outline. They may describe the most acceptable classroom behaviour. This may be our first line of defense against a lot of antisocial and immature behaviour we encounter in the class. These rules may have to be reinforced several times in the class for the students who have difficulty remembering them. It is also necessary to be firm about these rules. The students should know what is acceptable in your class and what is not. At the same time, the students should also be aware that you

really care about them as human beings; you treat them with respect; and you have these rules for the class behaviours so as to maximize learning in your class.

Setting rules of behaviour for the class at the outset will begin to deal with students who habitually come late or make a noisy entrance to your class, pass notes in the class, fly airplanes or eat noisily. In some of these situations, a bit of a compromise may be in order. For example, late comers may enter quietly for up to a certain time in the period, or your students may eat as long as there is no noise.

It was pointed out that if some rules need to be set up during the term, they should be thought out carefully. Under no circumstances should one think of a rule on the spur of the moment and implement it immediately. Think of a prospective rule for a while, discuss it with a colleague, and then decide upon its use and consequences. Only then should this rule be discussed with the class. If confronted by a student about certain discrepancies in your rules, you should refrain from making adhoc decisions. It is acceptable to ask the student for some time to think about it before making a decision.

Another important aspect discussed was that when confronting a student about a behaviour, it should be done one-to-one. It is unwise to get into a public display of frustration. Talk to the student after the class in private. Meet the student on neutral ground, perhaps over a coffee. It may be necessary to see the student more than once to discuss the disruptive behaviour. Attempt to separate the behaviour from the person. Clarify to the student that it is the behaviour which is disruptive to you. Try to leave an 'out' for the student. Use a problem solving approach. Listen, but do not get involved in a circular argument.

One-to-one conferences should set the parameters and expectations of future behaviour. During the one-to-one meetings, the student should be allowed to make his or her point and the instructor should set out his or her expectations and frustrations with the behaviour. Alternate methods of dealing with the problem should be discussed. Understanding each other's points of view is very helpful in resolving conflicts of this nature. Individual disruptive behaviours which can be dealt with in one-to-one conferences are: student putting down another student, student asking irrelevant questions, student not listening and then asking other students about it, student doing other assignments in the class, student refusing to participate in class activities, student moving slowly in and out of groups, student over-reacting to assignments handed back, and student undermining instructor's authority in class.

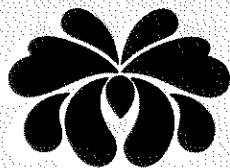
Some of the irritating behaviours listed deal with group behaviours. If a class seems to want to interact within itself when you want to teach, it may be worthwhile to change the pace of the class. If they want to talk, give them a topic to discuss or a problem to solve in small groups. If they seem to be wanting to delay you, try to find their rationale for the behaviour. If they seem to be fidgety, give them a hands-on type of task. In other words, being flexible in your class presentation may be the key to dealing with students who are showing active disinterest, talking when someone else is speaking, refusing to participate in class activities and being slow in moving in and out of groups. If there are several activities for a class period, students with different learning styles and social needs may be satisfied with some part of the class. Changing pace and involving students in different activities such as creating a friendly rivalry between different groups in the class may also address difficulties of some students monopolizing discussions and others not participating.

When confronted by a student with repeated behavioural problems, it is tempting to bring in a supervisor. This tactic should only be used as a last resort. Similarly, the college policies on students' rights and responsibilities should only be invoked in a case where all else has failed. When you resort to these measures, it is clear to your class that you have lost control of your class. But if you are at the end of your rope, by all means, use these tactics.

The group also discussed the difficulty some instructors have in differentiating how friendly they should be with their students. It is essential to be approachable and friendly. It is not necessary to be friends with them.

Conclusions:

The fact that they were not the only ones having problems with objectionable behaviour in the classroom was reassuring to most of the participants. It was felt that there are no easy solutions to the difficulties. In spite of this, there were some good solutions generated. We agree that setting the ground rules for classroom behaviour on an individual basis is the next step. Being flexible and open to new approaches helps during the classroom presentation. Trying different methods of presenting the subject matter is helpful in getting most students involved in the learning process.



DISABLED STUDENT SERVICES



Disabled Student Services has been a part of Red Deer College Student Services since 1985. Its main goal is to facilitate access and equalization of educational opportunities for students who have disabilities. A variety of support services are available to students. They include:

- Admission and pre-registration assistance
- Advocacy
- Special reserved parking
- Coordination of volunteer assistance for
notetaking
scribing
researching
recording printed material (i.e. texts,
course outlines, etc.)
- Provision of adaptive equipment
- Referral to College and community services
- Advising on academic and other matters
- Invigilation of exams
- Other services where required

The Coordinator is also available to offer information, assistance, support, and reassurance to faculty and staff in their efforts to accommodate disabled students.

If a student with a disability who may require some accommodation is enrolled in your class, you will receive a memo from the Coordinator. The memo will briefly discuss the student's disability and offer some suggestions for how to accommodate the disability.

Please do not hesitate to contact the Coordinator, Cheryle Jahraus, at 3165 if you have any concerns about a student who has a disability or a student you think may have a disability.

Upcoming Conferences And Workshops

October 18 - 19, 1991

"An International Conference on the University and Democracy." In Toronto, ON. Contact: The Higher Education Group, OISE, 252 Bloor St. West, Toronto, ON, M5S 1K6.

October 18 - 20, 1991

"Bridging Theory and Practice in the Foreign Language Classroom." In Baltimore, MD. Contact: Committee for the Conference on Language Learning, Dept. of Modern Languages and Literatures, Loyola College in Maryland, 4501 North Charles St., Baltimore, MD, 21210-2699.

October 20 - 22, 1991

"Be Here Now." A conference on student success and retention. In San Francisco, CA. Contact: College Survival Inc., 2650 Jackson Blvd., Rapid City, SD, 57702-3474.

November 7 - 10, 1991

"Council for Adult and Experiential Learning 1991 International Conference." In San Diego, CA. Contact: Council for Adult and Experiential Learning, 223 West Jackson, Suite 510, Chicago, IL, 60606.

January 26 - 28, 1992

"Using Technology to Manage the Effectiveness Challenge: What's Working in the 1990's and What Does the Future Hold?" In Jacksonville, FL. Contact: Richard Alfred, Associate Professor, University of Michigan, (313) 747-1973.

February 19 - 21, 1992

"The Future of Ethics in America: Can an Individual Make a Difference?" In Long Beach, CA. Contact: University Extension Services, California State University, Long Beach, 1250 Bellflower Boulevard, Long Beach, CA, 90840-8002.

April 9 - 12, 1992

"Celebrating the Diversity in Teaching and Learning: Styles, Strategies, Services." College Reading and Learning Association 25th Annual Conference. In San Francisco, CA. Contact: Becky Johnen, Chemaketa Community College, P.O. Box 14007, Salem, OR. 97309.



WHAT'S IN A NAME?

SOME SUGGESTIONS FOR TEACHING INTERNATIONAL STUDENTS

Adapted with permission from an article by Ardis Mackie in The Facilitator, Okanagan College's Instructional Development Newsletter.

For many international students, this is their first sojourn in a western culture. While the rewards of living in a foreign country are great, there are also cultural differences, including education, which may cause some adjustment problems. Awareness on the part of instructional staff of some of the differences and difficulties international students encounter will help increase their chances of academic success.

One of the educational differences is learning styles. Many foreign students, particularly those from the Pacific Rim countries, learn through rote memorization of information. So when it comes to interpreting literature or expressing an opinion on material you have presented, international students from those countries may have difficulty. However, they can learn these skills if you can create a non-threatening classroom atmosphere where all students are encouraged to participate in discussion and to challenge ideas.

Easier said than done. Even ESL students who are accustomed to giving opinions in class are, for the most part, hesitant to express themselves in a class where most students speak English as their first language. In a 1986 survey of Chinese students at U of A, the most frequently cited academic problem was the language barrier. (Jiang) Students felt they had problems giving oral presentations, writing essays, and taking notes from lectures. (Jiang) Although students study English for several years in their native country, the methods of teaching and the English of the teachers themselves may not lend themselves well to achieving the level of English necessary to pursue post-secondary studies.

How can you help your international students with the language barrier? Let me offer a few suggestions. Students will understand your speech better if you: speak to the class, not the blackboard; speak slower than normal; omit colloquialisms; explain culturally-biased references such as historical events and people; write unfamiliar terms on the board; and check occasionally to see that the international students are keeping up their notetaking.

Since understanding humour in a second language is complex, international students may feel that a classroom joke was made at their expense. (Holroyde) Some explanation of the joke may be necessary for them to laugh too.

If their writing is impairing your understanding of the ideas presented, invite the students to your office for a one-on-one writing tutorial [or refer them to the Learning Assistance Centre.]

Plagiarism is unquestioned and acceptable in some cultures where knowledge is shared. Although students learn ideas, they "do not necessarily learn (nor are they expected to learn) the names of people who developed the ideas." (Althen) Before assignments are due, a short explanation of plagiarism and its possible consequences will help international students to understand the expectation of referencing their research. In my ESL class, students learn how to avoid plagiarism by quoting directly and indirectly, paraphrasing, summarizing, citing works, and preparing a bibliography. These skills show them the importance of giving credit to the ideas of others.

Aside from language difficulties, international students encounter other problems in Canada. They have anxiety about the political situations in their countries (eg. the Kuwaiti students). Other students are under tremendous family pressure to do well in their studies and to do it quickly (eg. students from Hong Kong). Home sickness and culture shock are problems for most. [If you notice signs of severe depression in a foreign student, call Oonagh Docherty (International Student Advisor) at 4026 or Dave Hannah (Counsellor) at 3254. They can offer you assistance or advice.]

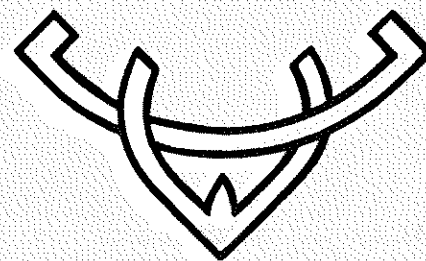
Awareness of international students' educational differences and adjustment difficulties can be increased through class projects. Each student in an Okanagan College Sociology 111 course was asked to interview an international student and then write an essay on the results. The project was a success and has helped Canadian students become aware of the presence of international students.

References:

Althen, Gary, "Learning Across Cultures: International Communication and International Educational Exchange". National Association for Foreign Student Affairs, 1981, 128-34.

Holroyde, Derek, "Overseas Students in your Class?" Pamphlet prepared for the Western Australian Institute of Technology, 1986.

Jiang, Liu, "Results of a Survey of Graduate Students and Scholars from the People's Republic of China at the University of Alberta". 1986.



Absent-Minded Professor

Howard Nemerov

This lonely figure of not much fun
Strayed out of folklore fifteen years ago
Forever. Now on an autumn afternoon,
While the leaves drift past the office window,
His bright replacement, present-minded, stays
At the desk correcting papers, nor ever grieves
For the silly scholar of the bad old days,
Who'd burn the papers and correct the leaves.

Reprinted with the author's permission from New and Selected Poems (Chicago: The University of Chicago Press, 1960). Nemerov was a Pulitzer prize-winner (1978) and US Poet Laureate (1988-90). He died on 5 July 1991.



Uh... Here's... um... an interesting... er... **TIDBIT...**

Training and Development (July 1991) reported on a study at Columbia University.

The finding: When lecturing, English, art history, and philosophy teachers used more "filled pauses" (eg. um, er, ah, etc.) than biology, chemistry, and math teachers. For example, 13 humanities instructors averaged 4.85 uhs per minute as opposed to the 20 science teachers who averaged 1.39.

Student Achievers' Breakfast

The nomination deadline for the November 20th Student Achievers' breakfast is **NOVEMBER 5, 1991**. If you would like to nominate a student for his or her efforts, be sure to have your nomination in by then.

Nominations forms
are available
from Public Relations

by October 14, 1991.

Kite

REMINDER REMINDER REMINDER

ACCC Regional Consultations will be hosted by Red Deer College on October 4 (8:30 - 5) and October 5 (8:30 - 12 Noon) at the Great West Inn.

Reports will be heard on ACCC national and international activities of an educational nature. Advocacy issues to be discussed: the role of Colleges & Institutes in a National educational strategy; accreditation; promoting Colleges and Institutes as the skill development base to respond to new economic priorities; the environment; transferability of credit.

Representatives from faculty, administration, students and staff will attend from Alberta and the Northwest Territories. For more information, please contact Marilyn Haley at 4005.

DO YOU WANT MORE INFORMATION . . .

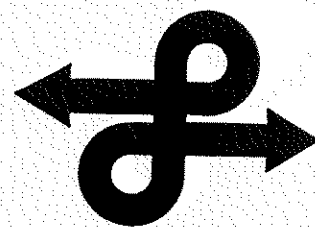
One of the duties of the Faculty Development Animateur is to disseminate information and resources to interested faculty. And there is certainly a lot to disseminate! I receive a great deal of material about faculty development, as well as about teaching and learning. If you would like to receive information about a particular field (eg. computer applications in education, cooperative learning, writing across the curriculum, etc.), then fill in the form below and return it to me. Please be aware that the more specific you are, the easier it will be for me to determine your interests and send you only relevant material.

TO: Glynis Wilson Boulton

FROM: _____

Please send me information about these types of professional development opportunities:

These teaching/learning issues:



DIRECTIONS

VOL. 8 NO. 3

November, 1991

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Message From The Animateur

This month's issue of DIRECTIONS highlights the work of a number of our faculty. The diversity of their interests - from music composition to student retention - is one of the reasons I enjoy working at a community college. We can learn so much from one another...

Plans are in the works for the Faculty Resource Centre (FRC) in B208. We're planning an opening for early January. In the meantime, any and all suggestions for the space would be gratefully received.

This year's Board/Faculty Professional Development Committee has been working hard on your behalf - setting the budget, receiving project proposals, and so on.

The members of the committee are:

Roberto Bencivenga - Student & Educational Resources

Joanne Bucklee - Administration Representative

Paul Mogat - Business Trades & Technology

Alan Racey - Health & Science

Renate Scheelar - Education & Developmental Studies

Don Snow - Chairperson

Noel Stephenson - (non-voting)

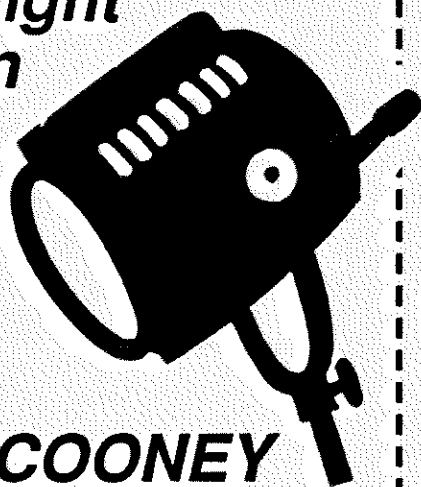
Glynis Wilson Boulton - (ex officio) - Faculty Development Animateur

I hope you enjoy reading this issue of DIRECTIONS. As always, please feel free to call me about any of your professional development needs.

Glynis Wilson Boulton



Spotlight on



CHERYL COONEY

In September, Cheryl Cooney returned from a two year absence. In 1989-90, she began work on a PhD in music composition at Michigan State University during a sabbatical leave funded by the Board/Faculty Professional Development Committee. Last year, she completed the PhD during her deferred salary leave.

Some highlights:

- working extensively with the sequencing and notation programs in the Computer Music Studio
- completion of a dissertation consisting of two original compositions
- premiere of two original compositions at MSU

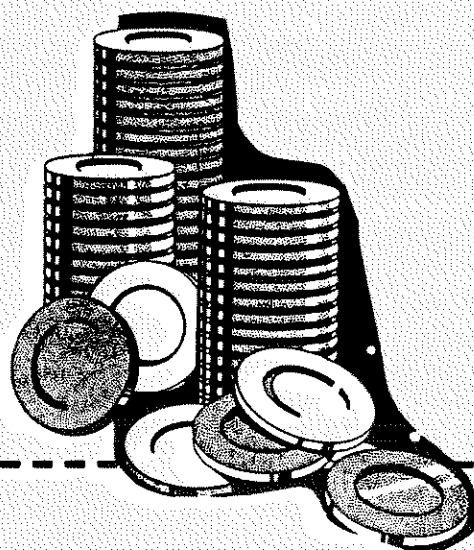
Cheryl found the extended cultural exposure to be very beneficial. She also broadened her own performing experience by participating in four recital programs in 1989-90.

She is further hoping that an orchestral work will be premiered by the MSU orchestra in March of 1992.

Congratulations to Cheryl on the completion of her PhD. And welcome back...

"In one lifetime
I have moved
from cow chips
to potato chips
to computer chips."

Dale Parnell, President,
American Association
of
Community
& Junior Colleges



Adult Education Aficionados

Interested
in
an Edmonton Adult Education Network?

Call
Denis J. Haughey
at
492-1858

The Priming Paradigm

Barb McLeod
Division of Arts

My research has mostly been done in collaboration with Dr. Roc E. Walley, Department of Psychology, University of Alberta. In our research, we use a neuropsychological perspective on cognitive processing. Thus, in different tasks, we describe processing in terms of inhibitory and excitatory connections. We are particularly interested in inhibitory mechanisms as mechanisms of selective attention and cognitive control. One of the experimental paradigms we have used is the priming paradigm.

In the priming paradigm, a word or other stimulus (the prime) is presented to the subject at the same time or at some period before another stimulus (the target) on which the subject must perform some task. The object is to see how the prime affects performance on the target under different conditions. It has typically been found that when the prime is a word related to the target (e.g. prime-BREAD, target - BUTTER), the target can be identified more quickly and accurately than if there is no prime. Under some conditions, interference is also found; i.e. the subject is slower and less accurate at identifying the target when it is preceded by an unrelated word (e.g. prime - SKY, target - BUTTER). The general finding has been that such interference is found only when the subject pays attention to the prime and there is a relatively long interval between the onset of the prime and the onset of the target.

However, in recent research (McLeod & Walley, 1989) we found large interference effects from an unrelated prime occurred even with a very short interval between prime and target and in a condition where subjects were not paying attention to the prime. This interference occurred when the target was presented very briefly and was followed immediately by a pattern mask (a string of #'s). Current theories of priming are unable to explain this result. We have, however, developed a theory of priming which does explain this result as well as other priming phenomena.

In our model, particular sets of neurons in memory correspond to particular concepts such as "BREAD" or "SKY", and the activation of a particular set of neurons (which can be called nodes, for convenience) have inhibitory connections between them. Nodes for those concepts which have been associated through learning and experi-

ence (like "BREAD" and "BUTTER") have excitatory connections as well. When a node in memory is activated, it tends to inhibit the activation of other nodes through its inhibitory connections. At the same time, it tends to excite nodes corresponding to related concepts. Thus, a node that is related to a prime is identified faster because it has already been partially activated through excitatory connections from the prime. A target that is unrelated, however, will receive only inhibition. Furthermore, when a node in memory is activated, the more strongly it is activated, the more strongly it will tend to inhibit other nodes. Thus, this inhibition can be called competitive: if more than one node in memory is activated, the most highly activated node will win out in the competition for attention, or we could say for consciousness, because it will inhibit the other nodes more than it is itself being inhibited by them.

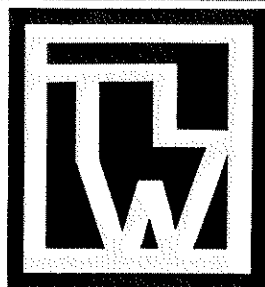
In the priming paradigm, we suggest that when there is a short interval between the prime and the target, there is competition in memory between the node corresponding to the prime and the node corresponding to the target. Normally, when the target is clearly visible, the prime node activation represents no serious competition to the target node, since by the time the target appears, prime node activation has already begun to decay. However, when the target is presented very briefly and immediately followed by a pattern mask, activation of the target node is considerably reduced, making it susceptible to inhibition generated by the prime node.

In my dissertation research, I tested this theory of priming by using a pattern mask to vary the activation levels of the prime and/or target nodes. I also varied whether or not the subject was paying attention to the prime. The results supported the theory of priming we have proposed and also offered insight into how factors such as spacial attention, duration of the stimulus and repetition of the stimulus may affect activation of the node. In future research, which I plan to begin this year, I intend to explore these factors more fully and refine the model we have proposed.

Reference

McLeod, B.E. & Walley, R.E. (1989). Early interference in a priming task with brief masked targets. *Canadian Journal of Psychology*, 43, 444-470.

HOTS FLASHES



Critical Thinking Teaching Strategies Institutes are being offered across the US this year.

Presenters include Gerald Nosich (who was the keynoter at our HOTS conference in August) and Richard W. Paul, author of Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World.

The institutes will be held in:

Miami (January 29 - 30, 1992)
Boston (February 1 - 2, 1992)
Los Angeles (February 22 - 23, 1992)
Denver (March 28 - 29, 1992)
Pittsburgh (April 25 - 26, 1992)
Seattle (May 16 - 17, 1992)

For further information, contact the Centre for Critical Thinking, Sonoma State University, Rohnert Park, CA, 94928. (707) 664-2940.

STEPHEN LEWIS TAPE AVAILABLE

An audiotape of Stephen Lewis' keynote address at Lakeland College in June is available. If you're interested in hearing it, contact Jim Scott at 3241.

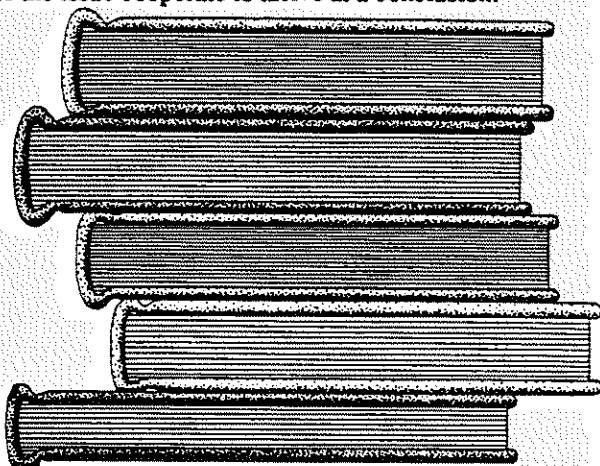
Suggested Reading

"Math Mental Health: Going beyond Math Anxiety", by Sheila Tobias in College Teaching, vol. 39 no. 3 (summer, 1991) pp. 91 - 93.

Includes suggestions for dealing with "math-fearful" students in a unique way and provides a "Math Anxiety Bill of Rights."

"Cooperative Controversies in the Classroom", by David J. Bredehoft in College Teaching, vol. 39 no. 3 (summer 1991) pp. 122-125.

Describes a procedure for building "a learning situation in which two opposing sides are clearly drawn over a single issue; nevertheless, learners placed on both sides of the issue cooperate to arrive at a conclusion."



ACCC Awards

Nominations are now being accepted for the 1992 ACCC Awards Program in the following areas:

- * teaching
- * leadership
- * program or service
- * literacy

Nomination forms are available from Glynis Wilson Boulbee or Public Relations and are due on November 15, 1991.

One has the distinct feeling that the current education system/structure is inappropriate. Too many students appear to be casualties of the system. A National Stay-In-School Initiative Program was announced by the federal government in 1990. They found that the national average of early school leavers rate

in Canada is now estimated at above 30 percent. Alberta is projected to have a high school drop-out rate exceeding 50 percent by 1992. In addition, Alberta Education reported in 1989 that 43 percent of Alberta students did not graduate and complete 12 years of school. And recently, the Canadian Education Council reported in their study conducted in 1988 that Alberta's high school graduation rate is the lowest in the country.

A growing attitude of futility appears to be more prevalent and pervasive among our youth in 1991 since more are convinced that there is nothing they can do to improve academically to reach the required post-secondary standard. The consequences of student employment opportunities also has broad implications when examining the question of how these work experiences affect the work and career attitudes and aspirations of our youth. Do our youth deem these experiences as valuable in preparing them for their future careers or assisting them in their future educational endeavours?

To examine the present optimism of our youth in Central Alberta, the following research questions were examined and probed.

Research Questions

1. How do our young people presently in Grade 12 in Central Alberta or in their first or second year of education at Red Deer College evaluate their opportunity to enter a post-secondary program of their choice?
2. What factors predispose our youth to continue or disengage from post-secondary education?
3. Does the work experience of students affect individual work attitudes and future educational aspirations?
4. What are the future consequences of increasing GPA requirements of Grade 12 graduates for entry into post-secondary institutions and restricting opportunities to continue programs at the 3rd level of a university program?

DISCOURAGING FACTORS WITHIN OUR EDUCATIONAL SYSTEM

RESEARCH REPORT

Ken Marquart & Ken Jesse

***Division of Education
and Developmental Studies***

June 1991



Research Design

The research design compared three distinct segments of the Red Deer School District and college population: high school diploma students (population sample: 95), high school students in Grades 11 and 12 who failed at least two or more core subjects (population sample: 42), and first and second year college students in university transfer courses (population sample: 156). This study followed the well-developed hypotheses based on the research of Krahn and Lowe (1990) for Alberta Manpower. A research questionnaire for the three young adult populations was adapted and augmented from Krahn and Lowe's items from their previous studies in 1985 and 1990.

Along with the foregoing procedure, twenty students who failed in two or more subjects were interviewed at Lindsay Thurber Comprehensive High School on March 7, 1991 by the researcher.

Results

The research report comments on findings in the following areas:

- Student's World of Work
- The World of Work for College Students
- Parent Socioeconomic Status
- Value of Education
- Major Issues as Nominated by High School and College Students
- Second Class Citizenship for the Non-College Oriented High School Student
- Stereotypes Concerning Skills and Abilities of Certain Groups

Summary

No longer can we assume a natural progression from school to work for our youth. No longer can we take for granted that normal transition from dependence to independence. The accepted premise that students will find a job commensurate with their educational attainment after graduation cannot be sustained. The majority of our youth who work part-time find the experience educationally irrelevant, economically unnecessary, and largely age-segregated. These jobs are usually not attractive to adults and as a result, foster little intergenerational contact. Our youth are being delayed in becoming fully integrated and contributing members of society, deprived of an opportunity of initiating an occupational identity. The excessive involvement in monotonous jobs, for monetary purposes undermines and erodes a young person's sense of introspection, imagination and curiosity. This state of mental inertia results in our youth assuming adult roles without the development of psychological maturity to go with it.

If good work positions are difficult to obtain, our youth are expending a great deal of energy and are exemplifying a willingness and commitment to learn about new technologies. Their commitment to higher education clearly demonstrates that the youth in Central Alberta believe in the value of post-secondary programs as being critical for future career success. However, disturbing elements appear to be undermining the performance of our youth and, in fact, may erode the expectation that the level of one's education and future job opportunity are related.

PLAN AHEAD

UPCOMING PD ACTIVITIES

May 13 - 15, 1992

Canadian Association for the Study of Adult Education Annual Conference. In Saskatoon, SK. Contact: Maurice Taylor, University of Ottawa, Faculty of Education, 145 Jean-Jacques Lussier St., Ottawa, ON, K1N 6N5. (613) 564-5439.

May 15 - 17, 1992

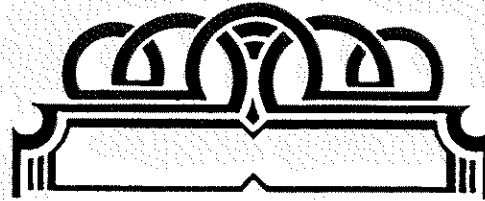
1992 Adult Education Research Conference. In Saskatoon, SK. Contact: Dr. Adrian Blunt, College of Education, University of Saskatchewan, Saskatoon, SK, S7N 0W0. (306) 966-7593.

June 17 - 20, 1992

International Conference on Computers and Learning. In Wolfville, NS. Contact: Ivan Tomek, Jodrey School of Computer Science, Acadia University, Wolfville, NS, B0P 1X0.

August 16 - 20, 1992

2nd Annual Faculty Development Pacific Institute "Teaching for a Change." In Victoria, BC. Contact: The Learning and Teaching Centre, University of Victoria, PO Box 3025, Victoria, BC, V8W 3P2.



CONGRATULATIONS! CONGRATULATIONS! CONGRATULATIONS!

to
JOANNE VOLDEN

on completing the requirements for her PhD!

to
JIM SCOTT

for his recent & upcoming publications:

"Parrots as Paradigms: Infinite Deferral of Meaning in Flaubert's Parrot." ARIEL. 21.3 (1990): 57 - 72.

"Ford Madox Ford and 'The Mystery That Comforteth.'" English Studies in Canada. [March 1992]

"A University: 1) Something held together by a central heating plant and a parking problem; 2) A circus that never leaves town; 3) A conglomerate that, from the outside, looks like General Motors, but is really 162 Mom & Pop shops"



— Alleen Pace Nilsen, "How to Read Between the Lines: A Dictionary for Modern Administrators." Change, May/June 1990.

KEEPING STUDENTS IN COLLEGE: EVERYONE'S RESPONSIBILITY

Art Gagné - Division of Education and Developmental Studies

During the Fall Warm-up and the requisite department - division introductory meetings for the new year, it was outlined clearly that the student count used for government grant purposes was the count at the end of the term, not the number in the overloaded classes at the beginning. It was emphasized that we not only have to allow more students into classes, but we have to try to keep them there until the end.

The numbers of "traditional" high school students coming to college has stabilized; however the economy has slowed down and there are more and more "nontraditional" and returning students attempting to achieve a post-secondary education. Instructors at Red Deer College (and actually colleges and universities in general) find that they are instructing students with more varied backgrounds. Studies also indicate that approximately one third of the freshman class does not make it to the second year. Students, both traditional and nontraditional, are finding that they are ill-prepared for the academic rigor of college. For a great many of these learners, it is not their metacognitive abilities, but rather their attitudinal abilities, and the lack of congruence between the two that is at the root of the problem.

While there is some question as to exactly which of the categories of voluntary withdrawal, academic dismissal, temporary dropout, permanent dropout, and transfers should be included in attrition numbers, attrition itself should not be seen as a failure on the part of the individual or the college, but rather a dissatisfaction that students have with their grades and/or their social (personal) life. (Klepper et al, 1987)

This attrition creates an economic hardship for all colleges who have to supply services for the full number of students, even though up to one third will drop out. The costs can be measured in terms of dollars, faculty morale, quality of education and ethics. (Bean, 1986; Greene, 1987)

College freshman attrition has engendered an incredible amount of research in the last two decades. As Young (1986) reported "retention of students is one of the most important issues facing post secondary institutions today". (p. 3)

Something had to be done to assist students make the transition to college life, so a great many institutions (Red Deer College included) developed orientation programs to help students make this transition, and to reduce attrition. As Howe and Perry (1978) stated in their evaluation of the orientation program at the University of Illinois, "if students could begin well at College and develop a sense of assurance and direction, future adjustment problems could be alleviated." (p. 248)

The study of persistence/withdrawal done by Pascarella, Terenzini and Wolfle (1986) found that although

there are numerous institutional variations on this basic theme, ...the general purpose underlying most orientation programs is to facilitate the student's successful integration into a new and unfamiliar academic and social setting. (p. 156)

Or as Howe and Perry (1978) put it, "orientation programs can help new students adjust to a new environment." (p. 248)

These orientation courses range from a one or two day seminar to a full term credit course. The rationale for these courses is the positive outcomes they have created. Students involved in orientation courses experience higher GPA's, decreased attrition, increased number of credits attempted, and increased number of credits achieved. (Belcher et al, 1987; Brinkerhoff & Sullivan, 1982; Howe & Perry, 1978; Pascarella et al, 1986; Reynolds et al, 1989; Tinto, 1975; Young, 1986) Although the courses range in length from one day to a full term, they nearly all have three basic components subdivided into numerous

smaller sections. They are: a section on orientation to the college, a section on study skills and a section on life skills. (Bean, 1986; Belcher et al, 1987, Dunphy et al, 1987; Ellis, 1985; Gagne, 1989; Gardner & Jeweler, 1989; Young, 1986) These courses aid institutions by having a positive impact on freshman year persistence. (Pascarella et al, 1986) Because institutions realize that orientation is important for students, many are now offering a full term course which has these three major components.

Extended Orientation There are a great many ongoing studies being conducted on the relative merits of an extended orientation course. In a major study by Stupka (1986), he compared the success rate of students involved in a full term course with students who attended a three hour information session at the beginning of their first term. His literature review found a broad base of support for the term-long course and his own findings strongly supported the same theme. Similarly, the U101 program at the University of South Carolina is a term long course which has been longitudinally studied for 14 years. Again, the results are very positive. (Gardner, 1988)

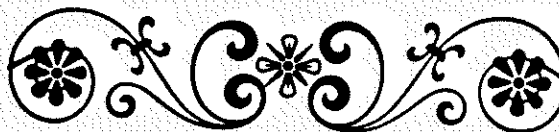
While there is not one best way to increase retention, many researchers have agreed that the three section orientation course over one full term will strongly support students in their academic and social development. Dunphy et al (1987) reported that some institutions believe so strongly in the significance of these courses, that they have made their successful completion a requirement for graduation. It is even suggested that there should be some changes in the structure to allow the orientation experience to extend over a full year. (Pascarella et al, 1986) The bottom line on all of these programs is that they give freshmen skills and methods to facilitate their adaptation to college. (Baker & Nisenbaum, 1979)

Other Options Freshman Seminar courses are used in 66 + % of all American colleges and universities. (Fidler and Fidler, 1991) While budgetary constraints do not allow Red Deer College to offer a full extended freshman seminar at this time, several program areas as well as the Students Association offer a shorter orientation to the college for freshmen. These orientations are a good beginning, but

it is up to faculty to continue the same themes in the classroom. This is nothing new as we have always tried to do our best for the students. What is different is that we are now grappling with a problem that most colleges and universities in North America have attempted to come to grips with. There is more and more emphasis on assisting the nontraditional as well as the traditional student with the complexities of *staying* at college. While it is not possible to do a complete time management seminar in each class, it would be possible to do a basic study plan for your area, or show the relation between attendance at class and final grades, or touch on learning styles or left brain - right brain thinking, etc.

It would not be necessary to go overboard on it, but merely to be cognizant of the many facets of freshman seminars and touch on them intermittently. This might be a somewhat haphazard approach to these areas; however, if everyone is involved, all students will benefit. The Learning Assistance Centre does a good job of assisting learners who recognize that they have a problem before it is too late, but the LAC does not reach all learners. Faculty can reach every student.

When I read articles in DIRECTIONS or talk to those involved on the HOTS (Higher Order Thinking Skills) Committee or when I was involved in the In-House Visiting Faculty Program, I saw a lot of "neat" things happening. The recent HOTS Conference here at Red Deer College is a good case in point. While the conference dealt with Higher Order Thinking Skills, there were presentations by instructors who touch on Freshman Seminar topics. Even without a freshman seminar, many staff have made a conscious effort to assist all students with life and study skills, as well as instruction in their respective disciplines. All of these things will help to decrease attrition. We have a common purpose, regardless of the discipline - a general introduction to higher education for all learners.



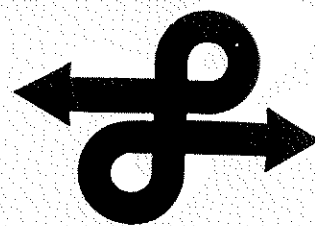
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DIRECTIONS

VOL. 8 No. 4

December, 1991



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Our condolences to Tom Carnes' family and friends. Tom was a strong supporter of Faculty/Professional Development – especially in the area of computer literacy. His enthusiasm and willingness to share his knowledge and expertise will be sadly missed.

Message From The Animateur

For most of us, this is the last week of classes. Exams are just around the corner and the marking load is heavy. Take heart. There is a light at the end of the tunnel. It may seem faint, but . . .

Watch for a stimulating set of December Workshops. We've kept the set of choices small, but interesting, for this busy time of year.

You'll note inside that deadlines for funding from the Board/Faculty Professional Development Committee are coming up. Sabbatical applications are due in the President's office on January 15. The next deadline for our other programs is March 1. If you would like assistance in developing your proposal, please give me a call at 3173. Perhaps I can help you during the exam period.

On behalf of the Board/Faculty Professional Development Committee, I'd like to wish you all the best over the holiday season.

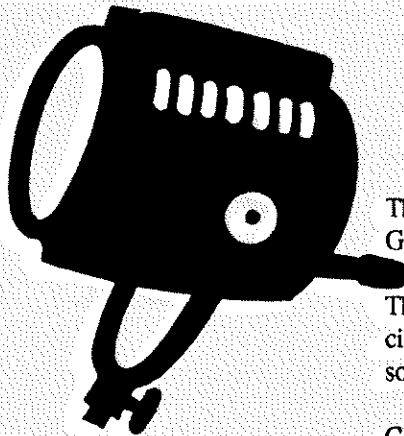
Glynis Wilson Boulton



SPOTLIGHT ON

Malcolm Read

Malcolm (Early Childhood Development) returned from sabbatical this fall. On his leave, he was an extremely busy man. Here are the highlights of his sabbatical experience:



- Completed course requirements for doctoral studies at the University of Alberta.
- Participated in the National Child Care Study which is attempting to answer a number of questions about families and their child care arrangements. Data were collected from 25,000 families across Canada, as well as from provincial governments. Malcolm assisted with the interpretation and tabulation of provincial data and wrote descriptive text to accompany the tables in the final report.
- Assisted in a project which involves the establishment of child care services on the Meadow Lake Reserve in northern Saskatchewan. Malcolm helped create a career ladder program for members of the Meadow Lake communities who wish to work in child care; developed curricula materials for first and second year university courses; and wrote statements regarding the underlying intent and orientation of the program.
- Met with numerous faculty and scholars at the University of Victoria.
- Co-authored (with Alan Pence) ten chapters in a series of volumes, "Child Care in Canada: Perspectives from the Provinces and Territories" which will be published by Statistics Canada.
- Worked on the research for his thesis which explores the experience of four women providing care for others' children.
- Wrote (in collaboration with a colleague) a paper on Family Day Care in Canada which will be published as a chapter in a book on Child Care in Canada and the U.S.

Malcolm says his leave was very rewarding. After such a busy and productive sabbatical, Malcolm has taken on the Chairperson role for the Early Childhood Development Program while he works on the completion of his thesis.

CARS Council

The following brief report is based on a conversation with Glen Hill on October 10, 1991:

The Canadian Automotive Repair and Service (CARS) Council is a national organization with a concern for human resource development in the automotive industry.

CARS began in 1987 as a committee of 24 representatives from several automotive industry organizations who were concerned that there was (and is) an expected shortage of qualified technicians in the automotive industry. Glen was involved from the beginning – and was, in fact, the only representative from education at the time. Since then, many educational institutions have become involved, along with more representatives from government and industry. The organization is entirely self-funded through donations from the industry.

What has CARS Council been attempting to achieve?

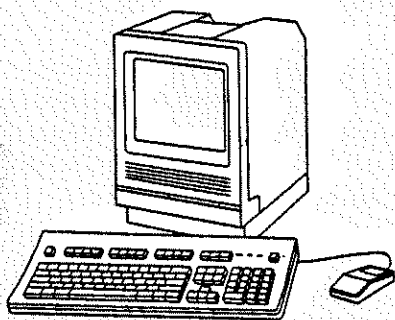
- * Providing opportunities for professional development and recognition of skills and competency to those who work or instruct in the automotive industry.
- * Developing a national training standard for automotive apprentices.
- * Pulling various members of the industry together to solve common problems.
- * Improving the public image of the industry and its members.
- * Lobbying the government about key income tax issues.
- * Forming the CARS Institute, a professional organization of technicians.

Glen says he has enjoyed his involvement in the CARS Council and has been glad to offer his expertise based on his experience in the industry and in education. He also feels he has gained a better sense of the industry which he can share with his students.

For more information about the CARS Council, you can contact Glen at 3491.

ATTENTION COMPUTER USERS

At least three individuals returned the notice about interest in computer sessions without signing their names! I've posted a list of the people who requested information about MAC and IBM sessions on the Professional Development bulletin boards. If your name is not on the list and should be, please drop Glynis a note or call 3173. Thank you.



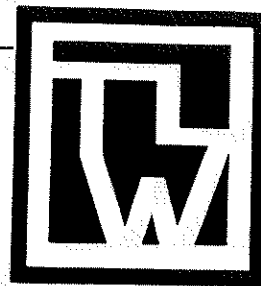
"... There is no substitute for commitment and passion. You can't cause other people's learning, although you may be able to help them realize there are things they really care about." Peter Senge in Training and Development (Oct, 1991), p. 38.

Murphy's Sons in Law:

Hanlon's Razor – Never attribute to malice that which can be adequately explained by stupidity.

(Submitted by Brian Stackhouse)

HOTS FLASHES



Are your students having difficulty with exams? An excellent resource available in the Learning Assistance Centre and the Library is Making the Grade: What You Need to Know About How to Prepare for and Write Tests (LB 1049 G73 1983). Copies can also be purchased in the Bookstore.



December Workshops

December 10 (at 12:15 - 1:45)

An Introduction to Databases

December 12 (at 10 - 12 noon)

Group Interpretation of Literature through Physical Awareness

December 13 (at 12:15 - 1:45)

Dealing with Passive Students

December 17 (at 12:15 - 1:45)

Evaluating Student Evaluations

WATCH FOR THE BROCHURE.

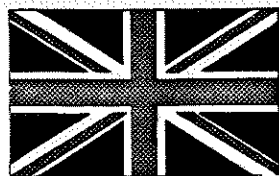
When they say "Why mark for English? This isn't an English class..." or "I'll get a secretary to correct all my mistakes..."

"In a survey developed by recruitment firm Robert Half International, 98 percent of the 200 executives polled said that correct spelling and grammar are important to one's career.

The overwhelming majority of respondents at 1,000 large corporations rated good spelling and grammar as "very important" or "somewhat important" to career advancement. Only 2 percent thought they were unimportant."

Training and Development (Oct, 1991), p. 87.

Engraving in Britain



Over the summer, Jim Westergard (Art & Design) combined his divisional professional development funding with a Special Project grant to visit wood engravers in Britain. Here is a summary of his report to the Board/Faculty Professional Development Committee:

First, I visited Roger Dean in Exeter, a sculptor who taught at Red Deer College for six months, as an exchange instructor with Graham Page. My visit with Roger and his family helped get me oriented to that area of England.

I used British Rail to travel to various wood engravers in the South and West of England. I was able to meet seven individuals. Each of the artists was very open and willing to share information about processes and techniques. I noticed that they were as interested in how I worked as I was interested in their methods.

The roots of most English wood engravers I met were from the printing and publishing uses of wood engraving. They were very closely connected to using the wood engraving as illustrations in books, as opposed to creating the prints as separate works of art. I noticed a difference between the way I approach the prints and the way many of the British wood engravers approached their images. The interesting thing about their reaction to my work and my reaction to their work was that there was a genuine admiration and envy on the part of each for what the other could do.

I visited the Glasgow College of Art where Rennie McIntosh designed a building the College uses. This was a pilgrimage to a famous art history landmark.

While I was close to Ireland, in Glasgow, I took the ferry there and spent a weekend visiting the Causeway Coast as well as the interior between Londonderry and Belfast. The stone work and stone carvings on both English and Irish Castles and buildings was of special interest.

It was a very fruitful and busy project, which allowed me to establish many contacts which I plan to develop further. The exposure to a new approach to wood engraving was a valuable and stimulating experience.

UPCOMING INTERNAL DEADLINES

January 15, 1992 - Sabbatical applications (including comments from your Chairperson and Dean) due in the President's office.

March 1, 1992 - Applications for Special Projects, Study Leave, Travel Grants, and In-House Visiting Faculty Program due in Don Snow's office.

Special Projects are activities designed to a) promote and facilitate scholarship and research in one's trade, discipline, field of study, or area of teaching responsibility; or b) promote and facilitate scholarship and research in teaching and learning.

Study Leave funding is available to cover some expenses while designated faculty members are on unpaid leave of absence. Their studies should demonstrate a high degree of significance to the individual's professional growth and show benefit to the program, department, division, and College.

Travel Grants are available to faculty who are taking a leadership role in the broader educational community. Activities might include making a presentation or conducting a seminar at a provincial, national or international conference or other professional meeting, or serving on an advisory or executive body.

The In-House Visiting Faculty acts as a resource person to colleagues, gives guest lectures, and works in an interdisciplinary fashion to stimulate curriculum development, discipline interaction, and/or expanded teaching approaches.

For more information about any of these programs, please consult your Faculty Development Guidebook.

PLAN AHEAD

TO: General Faculty

FROM: Glynis Wilson Boulton

Subject: Faculty Exchange Opportunities

Faculty exchange opportunities are now available through our membership in the Faculty Exchange Center. Read the reverse side for details on the Center, its purpose, registration procedure and datelines. Return the completed form(s) to: Faculty Exchange Center, 952 Virginia Avenue, Lancaster, PA 17603. Note that no payment of fees is required.

FORM I INSTITUTIONAL MEMBERSHIP

Please type or print: FACULTY EXCHANGE REGISTRATION

Name (Last) _____ (First) _____ (Middle) _____

Employing Institution and Address _____

Home Address _____ Zip _____

(Rank or Title) _____ TELEPHONE # () _____

(Discipline and Area(s) of Specialization) _____

Geographical Preference(s) (Outside US: where language of instruction is English) _____

I will consider exchanging my house Yes _____ No _____

I hereby certify that all the data supplied on the above registration form is accurate. Mail form to FEC, 952 Virginia Avenue, Lancaster, PA 17603 (U.S.A.)

(Signature) _____ Date _____

THE REGISTRATION FORM MAY BE PHOTOCOPIED
(The Directory information is used only by FEC registrants)

FORM II INSTITUTIONAL MEMBERSHIP

Please types or print: HOUSE EXCHANGE SUPPLEMENT

Name (Last) _____ (First) _____ (Middle) _____

Home Address _____ (Zip) _____

Address of the house to be exchanged if different from above: _____

Employing Institution _____

Description of house to be exchanged (25 words maximum) _____

Telephone # () _____

Geographical Preferences (Not Limited to English-speaking Countries): _____

I hereby certify that all data supplied above is accurate. Mail form to 952 Virginia Avenue, Lancaster, PA 17603 (U.S.A.)

(Signature) _____ Date _____

THE REGISTRATION FORM MAY BE PHOTOCOPIED
(The Supplement information is used only by FEC Registrants)

The **FACULTY EXCHANGE CENTER** is a non-profit program committed to the concept of faculty exchange whereby faculty members accept assignment to a host institution while remaining on the payroll of the home institution. The Center makes it possible for interested professors to exchange positions with colleagues in their field from colleges both on this continent and overseas where the language of instruction is English. The FEC serves as a clearinghouse, and early each Fall publishes a Directory containing the name of member instructors as well as their respective institutions, rank, and fields of specialization. The Directory also notes the region where the faculty members prefer to teach and travel, and if they are willing to exchange their houses.

Upon receipt of the Directory, members match themselves with one or more colleagues and initiate correspondence to work out the details of exchange. When these arrangements have been completed, the concerned parties then turn to their respective chairpersons and deans to work out an agreement leading to an exchange.

In order to make comfortable housing available at no cost during summers, holidays, and sabbatical leaves, the Center prepares a house-exchange Supplement, also printed and distributed in early Fall. The Supplement is also made available to administrators interested in study and travel but not in teaching.

For college teaching exchanges, complete Form I on the reverse side; if also interested in house exchange, fill out Form II. For House Exchange only, complete only Form II. Mail form(s) to the Faculty Exchange Center at address on the reverse side of this page. Because your institution is a member of FEC, no payment of fees is required.

For Discipline and Area(s) of specialization noted on Form I, give your major field (e.g. History, Physics...) and then list not more than three areas of interest within your discipline. (e.g. Economics: Econometrics, Labor, Banking.)

For Geographical Preferences list no more than three priorities in descending order for locations you are willing to consider for exchange. Example: Maine, New England States, Scotland. It is advisable to write "Open" if you have no strong preference.

D A T E L I N E S

Early in September, every registrant will receive a copy of the directories that include his/her name. The deadline for inclusion in the directories is June 30. If registration takes place prior to April 30, every registrant will also receive a personal copy of the current issue(s), that were printed and distributed the previous September, thus enabling interested faculty and administrators immediately to initiate contact with their colleagues and counterparts from other member campuses.



Experiment in Beam - Foil Spectroscopy at U of A

In May, Bob Gosselin (BSc & Technology) used Special Projects funding to participate in an experiment at the University of Alberta with Dr. Eric Pinnington and Dr. Tony Kernahan of the Physics Department. Here is an excerpt of his report to the Board/Faculty Professional Development Committee:

The experiment was done using the 2-MeV Van de Graaff accelerator in the Radiation Research Laboratory. Due to the fixed period (six weeks) for which the accelerator was "rented" from the Chemistry department, it was necessary to work evenings and at least part of most weekends to allow for possible equipment down-time at some point during the experiment. Thus, although I only spent 19 days in Edmonton, it seemed like much longer. I also took the opportunity to spend time reading specialized journals within my field at the University Physical Sciences Library. Other benefits of the activity included discussions with my collaborators on many topics relevant to post-secondary education in Alberta.

The experiment involved a search for the Xe V (four times ionized xenon) energy levels belonging to the configurations $5p^2$, $5s5p^2$, $5p5d$, $5p6s$ and $5p5d$, using beam-foil spectra recorded at several different beam energies. The lifetimes of the energy levels obtained using the beam foil technique allow one to test assignments of energy levels (atomic transitions from the same level must have the same lifetime). The analysis of the data is not fully completed but the preliminary results have confirmed the majority of the assignments. However, the results also show several assignments to be incorrect and the calculations done by theoreticians will have to be modified to account for this. In addition the lifetimes of almost all the levels measured had not been determined experimentally and will provide theoreticians with a good yardstick against which they can test their understanding of similar complex atoms.

The detailed results of this experiment were presented at the Canadian Association of Physicists conference in Winnipeg (June 17-19, 1991) and will be submitted for publication in a refereed journal. It was an invigorating change of pace for myself as well as enabling useful basic scientific research to be done. My collaborators also wish to extend their thanks for the "use" of a Red Deer College employee for a month.

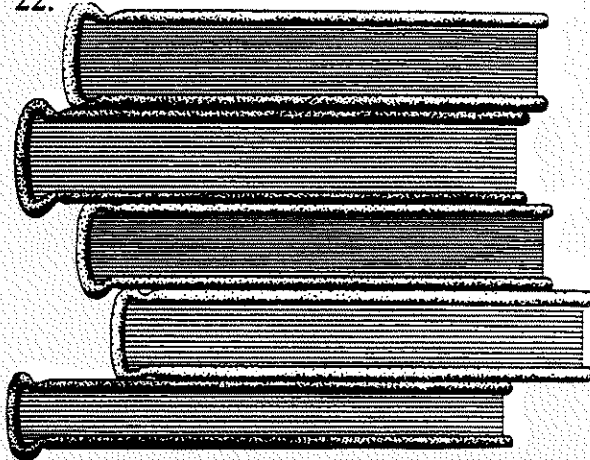
Upcoming Conference

May 10 - 13, 1992 - "Learning to Build Communities" in Whistler, BC. Contact: Continuing Studies, Simon Fraser University at Harbour Centre, 515 West Hastings St, Vancouver, BC, V6B 5K3. (604) 291-5086.

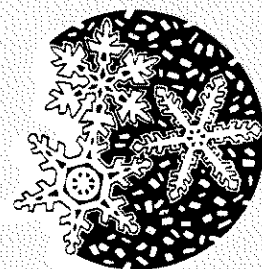


Suggested Reading

Beck, C.T. (1991). How students perceive faculty caring: a phenomenological study. *Nurse Educator*, 16 (5), 18 - 22.



Season's Greetings



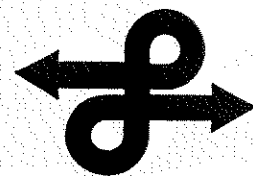
Drive Safely!

See You

in the

New Year!

DIRECTIONS



VOL. 8 NO. 5

JANUARY, 1992

THIS ISSUE

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Message From The Animateur

Welcome back... I hope your holiday was refreshing (or at least not exhausting) and that the prospect of a new term has you excited (or at least not depressed!)

This issue of DIRECTIONS includes the usual interesting variety of faculty perspectives from Mexican anthropology to student evaluation to golf and grocery stores... As a New Year's resolution, why not think about submitting something to DIRECTIONS about your favourite teaching tip or professional development experience.

This issue also includes an extensive list of conference opportunities. I have brochures or calls for papers on many of them. If one strikes your fancy, give me a call. I may be able to send you more information.

I hope your term is rewarding.

Glynis Wilson Boulton

SABBATICAL APPLICATIONS

are due in the

PRESIDENT'S OFFICE

on

JANUARY 15, 1992



DIRECTIONS is published by the Board/Faculty Professional Development Committee at 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. Inquiries may be made to the editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

MEXICAN INFLUENCES ON PREHISTORIC PEOPLES IN THE SOUTHWEST: Report on Special Project

Shawn Haley, Anthropology

Introduction

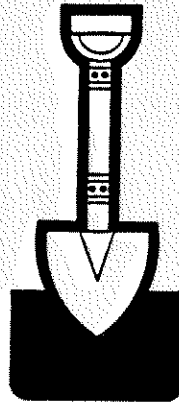
During the spring and early summer of 1991, a Red Deer College Anthropology student and I visited a number of locations in the southwestern United States to examine collections and sites. The aim of this survey was to acquire a basic understanding of the interaction between prehistoric cultures of northern Mexico and the southwestern United States. There is a great deal of contact and exchange between the people of these two neighbouring regions and it seemed reasonable to assume that there would have been a certain amount of contact in the past as well. This assumption proved well-founded and already we have amassed a large quantity of data demonstrating regular and frequent contact between the two area's peoples.

We were only able to visit a small number of sites and museums and spend a short time at each one primarily because of the distances necessary to travel between the research locations and the huge amounts of information available at each site. Each of the locations provided large amounts of data which we were only able to begin research on. This preliminary data will form the basis for a long term study that will begin with a cataloguing of the information into appropriate categories.

Locations visited during the preliminary study:

University of Northern Arizona - Flagstaff, AZ
Museum of the Desert - Tucson, AZ
Pueblo Indian Cultural Center - Albuquerque, NM
University of New Mexico - Albuquerque, NM
Nesa Verde - Cortez, CO
Native Heritage Center - Gallup, NM
San Juan College - Farmington, NM
University of Arizona - Tucson, AZ
Taos, Pueblo - Taos, NM
Puerco Ruins - Grand Canyon, AZ
Aztec Ruins - Aztec, NM
Chaco Canyon - NM
Manti-LaSal National Forest - UT
University of Colorado - Cortez, CO

A certain amount of information was taken back to Red Deer College and arrangements have been made with a graduate student from the University of Arizona (Tempe) for additional data to be collected over the next twelve months. The information includes slides and photographs, notes on artifacts and sites, references in published and unpublished sources, and lists of researchers and others interested in the Mexico-Southwest interaction.



The study is obviously still in the preliminary stage and I expect it will remain so for a number of years. The initial step - the collection of information and preliminary evaluation of same - has begun. What follows are short statements concerning each area of investigation being examined. (I expect to narrow the final study down to only one or two of the subheadings noted below.)

Agriculture

Previous research into the agriculture of both regions clearly demonstrated that maize (corn) was domesticated in Central America and adopted shortly thereafter by the southwestern peoples. Chiles and other plants indigenous to the Central American highlands were also grown by the southwestern peoples. Indeed, the whole agricultural complex seems to have been accepted by the Pueblo peoples. They, like the Mayans, were dryland farmers using digging sticks to plant a rather characteristic complex of crops that included maize, chile, gourds, beans, cotton and others. They used check dams to retard water runoff and rotated crops on a seasonal basis. All of these farming technologies were developed in the Central American highlands first. The southwestern people began to use it all with very little change.

Architecture

Pueblos, large apartment building-like structures are typical of the southwest. They consist of rooms interconnected on a number of levels and associated with plazas that were self-contained. This plaza concept (which likely represents a sort of open-air family living room/kitchen) is typical of Mesoamerican villages or barrios.

Both peoples constructed their buildings with courses of cut stone and mortar and a final coat of adobe or clay to give the structure a smooth finished look. Who developed the technique and who then adopted it is not yet determined but I suspect some architectural aspects were borrowed by the southwestern peoples. At the site of Chetro Keti in Chaco Canyon, New Mexico, one wall shows clear Mexican influence. Originally, it was built as a row of masonry columns (which probably held horizontal timbers to support a roof over an open cloister-like porch). This kind of architecture (pillar and colonnade) as a common feature in Central Mexico but virtually unknown in the southwest until about A.D. 1030.

Continued on page 6...

FOND MEMORIES

Dick Huddleston, Division of Arts

When I left Red Deer College at the end of the summer, 1989, I did not think that my time away for the next two years would be so interesting. After several years of living a busy schedule, I discovered the wonderful relaxation that comes from waking up in the morning realizing that I didn't have a busy day. I've said to some that it had been a long time since I experienced the sleepy sensation in my chest after having had a good sleep. My wife, Cheryl, often called after her first morning class, only to discover that I hadn't quite finished breakfast. I no longer had to rush out of the house. When I returned to the college this summer, some faculty commented how relaxed I looked; I wasn't surprised.

Our time living in East Lansing, Michigan, has left us with some fond memories. We lived in a little two-and-a-half bedroom home about a twenty minute walk from the main part of the Michigan State University campus. Neighbours from across the street offered to help unload our U-Haul trailer the day we arrived. Shortly after, we were invited to their home for dinner and met several of their colleagues from the Economics Department of MSU. These people became good friends. They talked a lot about their students and research work. Many complained that their students were not prepared to work. The tuition and living expenses are very high for students at MSU and these professors guessed that many students, coming from wealthy backgrounds, had never been pressed to work hard. Complaints about the students' writing skills were severely and frequently expressed.

Our university friends were very active in research. One was due to meet with her tenure committee in September 1991, and at that time was not sure if sufficient articles were published. At least one publication per year in first-line journals for the six-year period was an absolute minimum requirement to get tenure. Subsequently, she was offered tenure. The others had nationally-funded research grants and were publishing every year. These people were aware of and concerned for their department's national standing. The department was ranked about 30th in the nation.



At the time, I met these folks, I had a lot of data collected for a project. These interactions were very stimulating and I got started on my writing. The free time was invaluable. I did not seem to have the energy to write during the academic year or spring session when I was at RDC. Three articles have since been published.

During the two years of my absence, I had the opportunity to work as a spotter and scorer for E.S.P.N. and C.B.S. television crews that were covering the men's professional golf tour; as a caddy on the tour; as a counsellor at a Middle School; as a produce worker at a cooperative grocery store; and as a starter and marshall at a golf course, but those experiences are another story...

HOTS Flashes

The HOTS (Higher Order Thinking Skills) Committee is busy planning activities for the next few months. We would appreciate your help in deciding what directions to follow. When our questionnaire comes out in early January, please take a few moments to fill it in. Thank you.



"There has to be room in science for people who did not ask for a chemistry set at age five"

Harry Ungar quoted in They're Not Dumb, They're Different by Sheila Tobias (1990).

THE SGIF:

HOW TO GET MEANINGFUL FEEDBACK FROM YOUR STUDENTS

Roberto Bencivenga, Learning Assistance Centre

Student evaluation for teaching has been, and continues to be, a hot topic among faculty - not only at RDC but, as I have had the opportunity to realize at many conferences, throughout the academic world. The discussion, however, is usually focused around which questionnaire to use, how reliable student evaluations are, minimum acceptable percentages and other such logistical matters.

Without denying that such aspects are important, I have always been interested in other facets of the issue: What do my students REALLY think about the course and my efforts to help them? Why do they think that way? What ideas can they provide me to improve my teaching? To date I have not found any "1-5" questionnaire that can satisfactorily answer such questions.



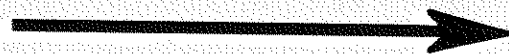
Luckily for me, early in my career at Red Deer College, I was introduced to a method of obtaining feedback that can answer those questions and, as a bonus, make the students feel valued, heard and intelligent! I am talking about the **Small Group Instructional Feedback**, referred to by its friends as SGIF. This is not exactly news for some of you, but for the sake of the rest of the crowd and to encourage all to use it, I would like to describe what it is.

Like most things in life, the SGIF consists of three stages: a pre-meeting meeting, a meeting, and a post-meeting meeting. Sounds confusing? Here are more details. Let's say you want to obtain some feedback from your class through a SGIF. The first thing you do is contact a colleague who is familiar with it (the "facilitator") and arrange for the process to take place. Then...

The Pre-meeting Meeting: This is a meeting between you and the facilitator. At this time you will apprise the facilitator of any useful general information about the class (such as size, topic, temperament, etc.) as well as of any specific concerns you have about that particular class and/or its management. From this discussion the facilitator may extract one or two specific issues to present to students. These specific issues are not essential, however, and you may want to do a SGIF just to check on the status of the class.

The Meeting: This is a meeting between the facilitator and your class which you do NOT attend. In about 30 minutes the facilitator will do the following things:

- 1) Explain to the class what will happen and what ground rules will be followed (e.g. treating the process seriously and in a constructive spirit);
- 2) Divide the class into small groups of 4-6 students each;
- 3) Give students about 15 minutes to provide some answers to the following questions:
 - a) What do they like about the course and the instructor, and why?
 - b) What changes would they suggest, why and how?
 - c) What are their thoughts about the specific issues the instructor requested to have discussed, if any?
- 4) Reconvene the class and ask each group, in turn, to provide the information they have come up with, being careful to extract the specifics and the "why's".
- 5) Assess the degree of agreement by the whole class on each response.
- 6) Record all this information.
- 7) Thank the class for their cooperation.



The Post-meeting Meeting: Again between you and the facilitator. Here the facilitator will report to you all the information collected and will try to ensure that you receive it the way the students gave it. (Notice that the facilitator is a neutral participant who will try not to influence the process). The facilitator can also provide you with a written report, if you choose to request it for your file.

The main advantage of this exercise can be summarized as follows:

- * Its structure provides you with constructive and complete information at any time during the course.
- * You obtain information on issues that are important to you, while at the same time, students have a chance to express their feelings about issues that are important to them and may never be addressed by a faculty-dictated questionnaire.
- * You receive information about WHY the students are (un)happy about certain issues and this will help you improve your teaching much more than the simple awareness of the issues.
- * You will be amazed at the amount of workable ideas you will receive from students and how these can, once again, improve your teaching.
- * You will become aware of concerns, misunderstandings and other issues that might not have surfaced otherwise.
- * Your students will realize that many of their concerns and satisfactions are not unique and that the rest of their classmates can form a natural peer support group for them.

The only disadvantage of the exercise is that it will take 30 minutes away from your available class time, but I believe that the benefits of those minutes will more than make up for what is lost.



The SGIF can be done at any time, but the times I find most effective are either four weeks into the term (to find out how things are going and still have time to make changes if needed) and at the end of the course (to summarize and learn something for your next attempt at the perfect course.).

There are a number of faculty members (including me) who are experienced in facilitating a SGIF and willing to do so. If you would like to know more about it or would like to become a facilitator, please contact me (3168) or Glynis Wilson Boulton (3173).



REFERENCE:

"Satisfaction with process of collecting student opinions about instruction: the student perspective" by R.D.Abbott, D.H.Wulf, J.D.Nyquist, V.A.Ropp, C.W.Hess, Journal of Educational Psychology 82 (2): 201-206, 1990.

"The most socially useful learning in the modern world is the learning of the process of learning, a continuous openness to experience and incorporation into oneself of the process of change." (Carl Rogers, 1969)

MEXICAN INFLUENCES

(continued from page 2)

Art

The two-dimensional style of the Sonoran peoples recurs in the Pueblo sand paintings and on the pottery of the southwest.

To a great extent, animal motifs are common to both. Some could be coincidental since both areas share a large number of the animals depicted. Others could not be coincidental. Some animals (e.g. the parrot and the macaw) are found only in Mesoamerican forests but are regularly depicted in southwestern art.

Geometric designs are also common to both areas but without conducting a detailed study, element by element, no clear connections could be established.

Pottery

The coil method used to construct clay pots is common across Middle and North America. There is some suggestion that this technique was developed in Mesoamerica and diffused northward but I could find no definitive evidence for such a hypothesis at this time. However, the technique referred to as slipping - coating the pot with a thin slip of watery clay to give it a uniform color - is one shared by Mesoamerica and the southwest as is the polishing/burnishing to produce a high sheen. Both areas use geometric patterns to decorate their vessels but, as noted above, it would be premature to indicate a connection.

Religion

There are a number of profound similarities between the religion of the Maya and the religion of the Pueblo peoples. A description of these similarities would fill many pages. Here I will mention only the highlights. Both religions emphasize a sacrifice of personal freedom and individuality in favour of the common good and both act as social regulators to keep the itinerant in line. Gods, in the form of part human part animal creatures, exist to punish those who step out of line. For example, both religions have an ogre who eats little children who are bad (This may be one of the sources of the boogie-man of modern days). The pantheon of gods is again similar as are their representations in art. In both, there are a large number of specialist gods whose powers are limited to one or two small aspects of daily life. Each house in Central America and each house in the southwest contained a small shrine and there existed in both a large number of private and public prayer/ritual times.

Scarcely a single day could have gone by without some reference to the gods. The ceremonies occur at about the same time for each culture and their contents are quite similar. The Day of the Dead, the Corn Harvest, and the Planting Ceremonies are common to both and the wedding and burial ceremonies also share many common traits.

It should be noted that despite the many similarities cannibalism, a late development introduced by the Aztec into the Valley of Mexico, was not present in the southwest.

Summary

When Cortez invaded Mesoamerica, he quickly exhausted the gold supply and began searching for more sources. The people of Central America pointed north and told him of the cities of gold - El Dorado - in the southwest. For the most part, these people were telling him what he wanted to hear. However, their descriptions of the region and of the towns indicated an awareness of the peoples and cultures of the southwestern United States. By all indications, the contact between Mesoamerica and the southwest has been established for many centuries. In virtually every aspect of life in the southwest, Mexican influences can be seen. All of the information gathered points to a distinctive interaction sphere that includes northern Mexico and the southwestern United States despite the traditional division of the area into two distinct cultural zones.

It is unlikely that the contact between these two regions was continuous. Instead, evidence suggests that there was greater opportunity for contact during three or four critical times in the past. This is an avenue worthy of extensive research.

Future Plans

As noted above, a beginning has been made. We have preliminary information in a number of areas. Over the next few years, I intend to narrow the focus of the study to include religion as the key element. Documentation from Mesoamerica confirms that religion infused the daily life of every Mayan and Aztec individual. It has had a profound impact on all aspects of the cultures to the point that many people in Guatemala and southern Mexico still retain all or parts of their pre-Christian belief systems (despite centuries of persecution by the Catholic Spaniards). I suspect that religion played a similar role in the southwest and I also suspect that the religion of the Pueblo peoples was heavily influenced by the religion of the Mesoamericans. By focusing on the religion, I should be able to gain a better understanding of the prehistoric peoples of the southwest and their daily lives.

"The biggest and most long-lasting reforms of undergraduate education will come when individual faculty or small groups of instructors adopt the view of themselves as reformers within their immediate sphere of influence, the classes they teach every day"

-K. Patrica Cross

CONFERENCE PLANNER

February 26 - March 1, 1992

National Association for Developmental Education
16th Annual Conference ("Celebrating Diversity").
In San Antonio, TX. Contact: Michael Burke,
Eastfield College, DCCCD, 3737 Motley Dr.,
Mesquite, TX, 75150. (214) 324-7169.

March 3 - 7, 1992

TESOL ("Explore and Discover '92"). In
Vancouver, BC. Contact: Teachers of English to
Speakers of Other Languages, Inc., 1600 Cameron
St., Suite 300, Alexandria, VA 22314-2751.
(703) 836-0774

March 27, 1992

Third Annual Colloquium on Undergraduate
Teaching/Learning ("Cases, Classroom Research
and Conversations from the Teaching Learning
Community"). In MA. Contact: Elizabeth Fidler,
Massachusetts Bay Community College.
(617) 237-1100, ext. 146

March 29 - 31, 1992

Fifteenth Annual Symposium on Developmental
Education ("Self, Health and Community: Strategies
for Self-Esteem and Health Promotion in the
1990's"). In Ellenville, NY. Contact: Barbara G.
Risser, Onondaga Community College, Rte 173,
Syracuse, NY. 13215. (315) 469-2424.

April 5 - 7, 1992

"Cooperative Education: The Classic Experience".
In Portland, OR. Contact: Sharon Buiker, Vice
President, Programs. (509) 536-7254

April 10 - 11, 1992

"Looking In, Looking Out: The Challenge of
Intercultural International Education." In Phoenix,
AZ. Contact: M. Yukie Rokuyama, ACIE Office,
1992 Spring Conference, AACJA, One Dupont
Circle NW, #410 Washington, DC, 20036.
(202) 728-0200

April 26 - 29, 1992

"Alberta Association for Continuing Education: Peer
Support". In Kananaskis, AB. Contact: AACE c/o
Red Deer College, Box 5005, Red Deer, AB, T4N
5H5 (403) 342-3403.

May 24 - 27, 1992

The National Conference on the Adult Learner. In
Columbia, SC. Contact: University of South
Carolina, Division of Continuing Education, 900
Assembly St., Suite 200, Columbia, SC, 29208.
(803) 777-9444

July 6 - 9, 1992

International Conference on Improving University
Teaching. In Johannesburg, South Africa. Contact:
IUT, University of Maryland College, University
Blvd, Delphi Road, College Park, MD, 20742-1659

July 19 - 22, 1992

Leadership 2000: The Fourth Annual International
Conference on Leadership Development in
Community Colleges. In Chicago, IL. Contact:
League for Innovation in the Community College,
25431 Cabot Road, Suite 204, Laguna Hills, CA,
92653. (714) 855-0710.

August 9 - 13, 1992

"Ninth Annual Faculty Development Summer
Institute: Enhancing the Teaching Experience". In
Charlottetown, PEI. Contact: Ian McDonald,
Director, Extension Dept., University of P.E.I., 550
University Ave, Charlottetown, PEI, C1A 4P3.
(902) 556-0440

October 1 - 3, 1992

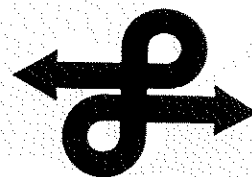
ISETA-92: Exploring Teaching Alternatives (A joint
conference of International Society for Exploring
Teaching Alternatives and The Network for
Cooperative Learning in Higher Education.) In San
Pedro (Los Angeles) CA. Contact: ISETA, 137
Engineering Sciences Building, West Virginia
University, Morgantown, WV 26506

November 11 - 14, 1992

National Conference on Research in Developmental
Education. In Charlotte, NC. Contact: National
Center for Developmental Education, Appalachian
State University, Boone, NC 28608.
(704) 262-3057.



DIRECTIONS



VOL. 9 NO. 6

FEBRUARY, 1992

IN THIS ISSUE

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6 HOTS FLASHES

Planning to submit a **SPECIAL PROJECTS** **PROPOSAL?**

Please be sure to use the new form
which was distributed to all faculty
in January.

Message From the Animeur

I'm now settled into my office in the Faculty Resource Centre (B208). It's satisfying to have a centrally located resource area for faculty. If you haven't had a chance to see our new space, please drop in. I am normally in the area on Wednesday morning and most of Thursday and Friday. I'd be happy to show you around and explain how the books and other resources are organized.

One of the initiatives being pursued by the Board / Faculty Professional Development Committee this year is greater cooperation with other Alberta colleges regarding professional development initiatives. As you'll see elsewhere in *Directions*, an Alberta Facilitator Training Workshop is being planned for May. This evolved from some discussions with members of other colleges who expressed interest in becoming involved or further involved in the ISW movement. We're hoping to organize more provincial activities in future. In these days of shrinking resources, we feel it's important to take advantage of any resource-sharing opportunities. We also strongly believe that this initiative can enhance faculty as professionals by providing a forum for the exchange of ideas and practices.

Finally, I hope you've had the opportunity to take in a Lunchbag Seminar or two. Watch for further lunchtime sessions, as well as the brochure outlining professional development activities available during the February Break.

Glynis Wilson Boulton

Board/Faculty Professional Development Committee

Funding in the Fall '91

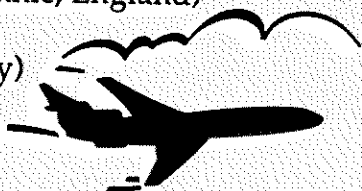
Study Leaves

Wally Foster

(Nottingham Polytechnic, England)

Caroline Rentz-Golub

(University of Calgary)



Travel Grants

Syed Ahmed

(Learned Societies, Kingston, Ont.)

Tom Delamere

(1991 Canadian Parks/Recreation Association
National Conference, Regina, Sask.)

Special Projects

Jim Gough

for Critical Theory Seminars
at Red Deer College

In-House Visiting Faculty

Wouldn't you enjoy the opportunity to be released from one course for a semester to interact with your colleagues on a topic of your choice?

Have you considered applying for the In-House Visiting Faculty Program? We're not looking for experts. Instead, we are looking for individuals who are enthusiastic about curriculum development, teaching practices, and/or interdisciplinary interaction.

Think about it... More information is available from Glynis at 3173 or 3417. You could also call Art Gagne (at 3376) who will share his experience as an In-House Visiting Faculty participant and provide suggestions for your proposal.

Proposals to the Board/Faculty Professional Development Committee are due in Don Snow's office by March 1, 1992. See the Faculty Development Guidebook for guidelines.

Facilitator Training Workshop

This year, we will be training facilitators for the Instructional Skills Workshop in early May. We are hoping to bring in facilitators-in-training from elsewhere in the province for our First (Annual?) Alberta Facilitator Training Workshop.

If you are interested in joining this group, please call Glynis at 3173 or 3417 for more information. Registration is limited, so call early to get a spot.

When: May 4-7, 1992

Where: RDC

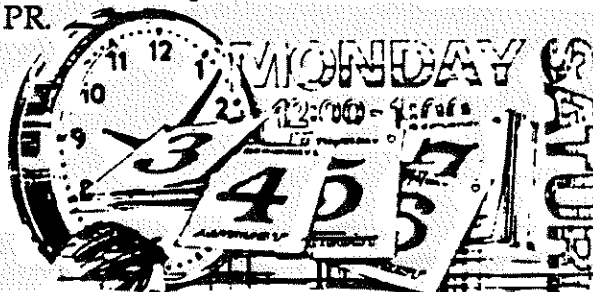
Who: Glynis Wilson Boulton, Art Gagne,
and Caroline Rentz-Golub



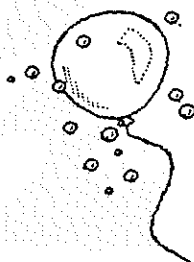
DEADLINES! DEADLINES! DEADLINES!

Applications for Special Projects, Study Leaves, In-House Visiting Faculty Program and Travel Grants are due in Don Snow's office by March 1, 1992. For more information, consult your Faculty Development Guidebook or call Glynis Wilson Boulton at 3173 or 3417.

Nominations for the Student Achievers Breakfast are due in the Public Relations Office by Friday, March 6th at 4:00 pm. Forms are also available from PR.



Congratulations! Congratulations!! Congratulations!!!



To the many RDC staff who will be giving papers or presentations this year. Here are some:

Ed Luterbach

"Access to Post-Secondary Education & the Economy: Cause/Effect" (ACCC, Montreal)

Ken Marquart & Tom Kalis

"Central Alberta: The High School/College Connection" (ACCC, Montreal)

Jim Martens

"They Stopped to Conquer": Rugby Union Football, 1895-1914" (University of Calgary)

Arun Mishra

"Use of Central Concepts in Promoting Critical Thinking Skills" (Canadian Conference of Engineering Education, Quebec)

"Dealing with Disruptive Behaviour in a Classroom" (ACCC, Montreal)

"Integrating Critical Thinking Skills in a Freshman Design Course" (American Society of Engineering Education, Toledo, OH)

To faculty who have recently been published or who have had works accepted for publication, including:

Syed Ahmed

"The Effects of the Joint Cost of Strikes on Strikes in Canadian Manufacturing Industries: A Test of the Reder-Neumann-Kennan Theory" in Applied Economics. (Published).

Torben Andersen

"Customer Racial Discrimination in Major League Baseball" in Economic Enquiry. (Published).

Dave Baugh

"Distinct Society or Affirmative Action" in Policy Options. (Accepted).

Paul Boulton

Jurks & Caicos Islands (Published by Clio Press).

Joan Crate

A short story accepted for CBC's "Alberta Anthology." (to be aired early in 1992).

Carolyn Dearden

Two articles in Visual Arts Newsletter. (Published).

Dan Foster (with Linda Stairer)

Process & Collaboration: Developing Your Writing (Accepted by HBJ-Holt-Saunders Canada).

Jim Martens

"To Throttle the Hydra: The Middle Class and Rugby's Great Schism" in Canadian Journal of History of Sport. (Published).

"Where Have All the Good Times Gone?: The Kinks, An Enquiry into the Debate on Taste" in Popular Music & Society. (Published).

Barb McLeod

"Early Interference in a Priming Task with Brief Masked Targets" in Canadian Journal of Psychology. (Published).

Janet Panuska

Designer Paragraphs. (Published by Butterworth Press).

Bruce Petrie

"Parenteral Domoic Acid Impairs Spatial Learning in Mice" in Pharmacology Biochemistry and Behavior. (Accepted).

Larry Preston

The Devs of Cinevad. (Reprinted by Orient Longmans Publishers).

Aileen Ross

"Paradise Regained: The Development of John Bunyan's Millenarianism" in Bunyan in England and Abroad. (Published by Turnstone Press).

Birk Sproxton

The Hockey Fan Came Riding. (Published by Red Deer College Press).

"Figures on a Wharf: Shaping Things to Come" in Contemporary Manitoba Writers: New Critical Studies. (Published)

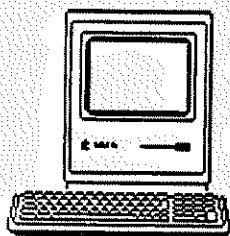
To faculty who have presented addresses and papers in the past few months, including:

Syed Ahmed, Dave Baugh, Tom Delamere, Jim Gough, Barb McLeod, Bruce Petrie, Larry Preston, Peter Slade, Bill Stuebing, and Don Swenson.

Editor's Comment: These notes have been compiled with the assistance of the Humanities & Social Sciences Newsletter and chats with individuals. I know there are people who have been missed. If you have a paper or conference proposal accepted or if you are published somewhere, please let me know. I would like to pass this information on to your colleagues. Thank you.

CD-ROMS in the Library!!

CD-ROMs have made their way into the library. CD-ROM (or "Compact Disk-Read Only Memory"), is a technology which captures information and stores it on a disk. Periodical indexes and full text documents can be retrieved by issuing a few simple commands. The Red Deer College Foundation has given us the funds for two CD-ROM workstations. These workstations include IBM compatible microcomputers with 3.5" disk drives, printers, and CD-ROM databases. We have three different CD-ROM databases in the Library:



Canadian Business and Current Affairs (CBCA): CBCA is an interdisciplinary database which provides indexing from 1982 of 170 Canadian business publications, 200 Canadian magazines and journals and nine major Canadian newspapers. It corresponds to Canadian Business Index, Canadian Magazine Index and Canadian News Index.

Educational Resources Information Center (ERIC): ERIC is a system for finding ten years of education-related references in 2,000,000 journals, books, and documents. ERIC on CD-ROM corresponds to the ERIC online database, which may be familiar, but searching is easier and there is no charge.

ERIC can be used to find information on teaching all subjects to all ages, (e.g. jazz to college students); college and school administration, (e.g. motivation); social problems and diseases, (e.g. anorexia, AIDS); social issues, (e.g. soap operas, sex education).

Computer Select:

Computer Select gives you access to information on almost every computer-related topic and product. Updated monthly, this database gives a year's coverage of 70 computer industry journals, indexed with full text. Another 110 publications are indexed with citations and abstracts only.

In the 'Hardware Products Specification' section one can obtain descriptions and specifications for over 28,000 hardware products. Similarly in the 'Software Products Specification' section 38,000 software products are described. Company information, as well as a Dictionary of Computer Terms, are also included in Computer Select.

* * *

You can "download" your search results and print them on your office laser printer or on your printer at home. To download, you will need a formatted 3.5" disk. The information you have downloaded can be arranged in a choice of bibliographic styles by using a software product called "ProCite". This product will be available on one of the workstations later in the term.

We subscribe to these three CD-ROM databases now and hope to be adding more databases to our collection. If there is a particular CD-ROM database you would like to preview or know more about, please contact Hilary Eade at 3346 in the Library.

CONFERENCE PLANNER

April 3 - 5, 1992

Seventh Annual International Conference on The Positive Power of Humor & Creativity ("Surviving & Thriving in the 90's") In Saratoga Springs, NY. Contact: The Humor Project, 110 Spring St., Saratoga Springs, NY, 12866. Telephone (518) 587-8770.

May 3 - 6, 1992

Third Canadian-American International Conference on the First Year Experience. In Victoria, BC. Contact: James F. Griffith, Director of Student Services, University of Victoria, P.O. Box 3025, Victoria, BC, V8W 3P2. Telephone (604) 721-8022.

August 19 - 22, 1992

International Association for Impact Assessment 12th Annual Meeting ("Industrial and Third World Environmental Assessment: The Urgent Transition to Sustainability"). In Washington, DC. Contact: IAIA, P.O. Box 70, Belhaven, NC, 27810. Telephone (919) 964-2338.

Sexism and Classroom Humor

by Anthony Layng

(Editor's Note: A male faculty member approached me last term about a female student's complaint. His student had been experiencing great distress because of male students' jokes that she felt were sexist and unpleasant. In looking into the issue, I came across this article which is reprinted with permission.)

"Why do some of my students object so vociferously to good-natured humor? Sure, I sometimes tell jokes about women, but that doesn't mean I have anything against them. After all, I tell my students anecdotes that poke fun at men also, so why all the fuss about poking fun at women?"



In spite of this professor's insistence that he is not a misogynist, he has been condemned for belittling or ridiculing women even though it was done strictly in the name of humor. Possibly, some students overreact, concluding that anyone who makes fun of women in class must be anti-feminist. Is such student criticism warranted? Are these students being too sensitive?

To appreciate fully feminist sensitivities on this matter, we need to understand why jokes about women have been such a pervasive part of American culture; and why, in spite of all the newly found awareness regarding women's issues on college campuses, one may still hear sexist remarks from well-informed and well-meaning professors who sincerely believe that joking remarks are harmless when they are made in the spirit of "good fun."

Even though such humor does not create sexual inequality, it is instrumental in perpetuating traditional sexist attitudes. By portraying women in a pejorative and stereotypical fashion, this kind of humor reinforces conservative attitudes about the proper role of women in our society. Such humor suggests that women are quite different

from men, implying that they also should be treated quite differently and, consequently, that sexual discrimination perhaps has its place.

When these sexist sentiments are presented in the form of jokes, they are insidiously difficult to

rebut; those who object are accused of lacking a sense of humor, thus protecting this form of sexism from being critically examined, from being judged by democratic principles and the rules of fair play. As one of my colleagues pointed out, if a women in the class complains with "That's not funny" or some similar condemnation, she is likely to be told, "Don't get so serious; I was just kidding!" The most likely

result is that student laughter is now directed at her, pressuring her to bite her tongue the next time.

One of the psychologists on our faculty put it this way: "It is not easy [for a woman] to be effective when most of the power lies elsewhere; when the 'good humor' lies elsewhere too, this makes matters even worse. After all, who wants to listen to an 'overly serious, uptight bitch who wants to ruin all the fun'?"

Any sort of rebuttal in the classroom, even a steely stare, is unlikely to be corrective. And countering with a comment or anecdote that demeans men may generate some personal satisfaction, but it is likely to be counterproductive. One experienced classroom teacher observes, "This approach often gets laughs, and even admiration from men who get off on one-upman ship. But of course the price is an affirmation of the view that men and women are so incredibly different that they cannot possibly be of equal human worth."

Male students with feminist convictions are similarly discouraged from challenging their professor's sexist humor, for as this same col

league observed, they risk losing the respect of their peers. Clearly, a professor should not conclude that the absence of overt criticism means that "cute stories" about women are welcomed by his more thoughtful students.

How might offended students best respond to sexist humor in the classroom? Several colleagues who have grappled with this problem agree that corrective action is more likely to occur in private conversation rather than in any public arena. Here is what one suggests. Introduce the subject in this way: 'Perhaps you are not aware of it, but a situation exists in your class that is preventing me from giving my complete attention to the academic subject matter at hand'. This approach deliberately avoids casting blame on either party (e.g., 'I have a problem' or 'you have a problem') and gives the discussion a constructive pedagogical orientation. Given the uneven distribution of power, tact is essential. A confrontation is not only likely to be hazardous to the student, it is unlikely to generate any productive sensitivity on the part of the offending teacher.

So long as we persist in believing that sexist humor in the classroom is harmless, we are unlikely to realize how student attitudes are very much influenced by our "innocent" comments. By insisting that jokes that portray women as peculiarly laughable are, at worst, innocuous, we unknowingly prolong outdated student attitudes about women.

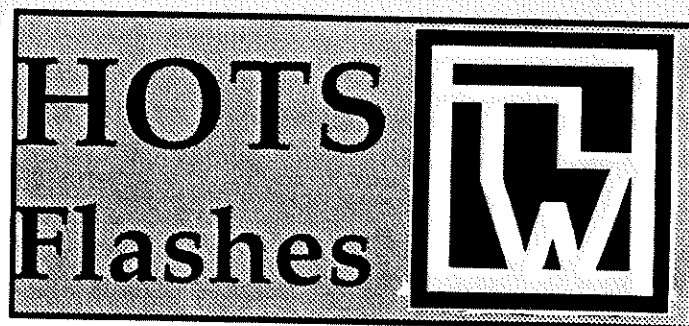
Humor has long played an important role in teaching; as we all know so well, deliberate or spontaneous levity prevents boredom and promotes attention, and most of us rely on it to some degree. But humor that is insensitive to our students' feelings and intellectual needs is likely to obstruct learning, to detract from what we are striving to teach.

Sexism, for many years to come, will cleverly wear the guise of humor. But a university or college campus should by now be free from all expressions of sexism—humorous or otherwise.

Anthony Layng is professor of anthropology at Elmira College in Elmira, New York.

College Teaching, volume 39, issue 2, pg.43, Spring 1991. Reprinted with permission of the Helen Dwight Reid Educational Foundation. Published by Heldref Publications, 1319 Eighteenth St., N.W., Washington, DC. 20036-1802. Copyright ©1991. Subscriptions: \$46 institutions, yearly; \$26 individuals.

NEXT MONTH: Watch for Paul Nonnekes' intriguing article on the men's movement...

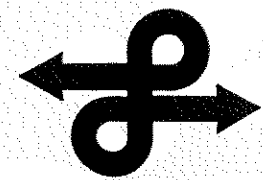


BCIT is involved in a "Cooperative Learning" project which explores opportunities for encouraging student cooperation in the classroom. They will be offering a one-week training session in early to mid-June. The organizers have offered one spot to a Red Deer College faculty member. You would be responsible for travel & living expenses. They'll pick up the registration fee. If you are interested in taking them up on their very generous offer, please submit a brief application to the Board/Faculty Professional Development Committee outlining why you would like to attend, how your attendance would fit with your present & future classroom practices and how you plan to share what you would learn with your Red Deer College colleagues. For more information, please call Glynis at 3173 or 3417.

DIRECTIONS is published by the Board/Faculty Professional Development Committee at 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. Inquiries may be made to the editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

DIRECTIONS

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MARCH, 1992

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DISTANCE DEGREES

A number of faculty have asked me if I have any information about degree programs that are offered at a distance through teleconference and other technology, combined with relatively short residency requirements. I'd like to find out what level of interest exists for these programs. If you seriously believe you might be interested in pursuing a degree in this manner, please drop me a note including your name and the type (Education, Ed. Admin, etc) and level (Masters, Doctorate) of degree you would like to pursue. If enough interest exists, I will pursue the idea further.

Glynis Wilson Boulton

Message from the Animateur

Sabbaticals have been top on the Board / Faculty Professional Development Committee's agenda recently. First, there were the 1992-93 sabbatical interviews and deliberations which took place in early February. At its February meeting, the Board voted to grant Sabbaticals to the following individuals:

Dave Hannah-to pursue a Doctorate program in Higher Education & Student Affairs.

Linda Martin-to complete a Masters of Nursing.

Arun Mishra-to explore instructional techniques and work as an engineer.

Birk Sprokton-to pursue updating in his Canadian literature background and to do some research and writing.

During February, the Professional Development Committee also began to tabulate and analyze the results of the survey on RDC 's sabbatical program. I'm pleased to report that we received 107 responses. We're grateful to the many faculty who took the time to respond as we feel the results will reflect the wishes of a fairly representative cross-section of the population. Watch for a report in the next issue of Directions.

Other things to watch for: an interesting set of March Lunchbag seminars on right brain/left brain myths & reality; problem-based learning; CD-ROMs; and the physics of bungee jumping. In May & June, we're also planning a number of short and longer professional development activities that we hope will appeal to you.

Glynis Wilson Boulton.

ALL THAT JAZZ!

Greg Bush, Music Department

On Wednesday, July 3, 1991, the Red Deer College Studio Lab Ensemble, comprised of four students and myself, left for Calgary to board a plane bound for Europe and the Montreux Jazz Festival. Arriving in Amsterdam, the group spent three days and two nights visiting museums and art galleries (experiencing Rembrandt's "Night Watch"), listening to great jazz, and "hanging out". From there the band flew to Geneva, where we picked up a mini-van and drove across Switzerland to perform at the Hotel Olivella in Marcote, near the Swiss-Italian border. Although the brochure depicted a church de-Club-Med type scenario, it really didn't prepare us for the experience we were about to have. The hotel, run by a young jet-setting couple, is nestled in a hillside overlooking Lake Lugano. This four-star hotel treated us to four nights and five days of gourmet cuisine and vintage wine and asked only that we perform for the guests and restaurant clientele in the evenings. They made us feel very welcome and extended an invitation to return next year. From there it was on to a five night stay at neighbouring Locarno's "Grand Hotel". Well, if the Hotel Olivella was like "Club Med," the Grand Hotel was like something from the 19th century - and it was. After the First World War, it was the sight of meetings between the heads of government of various European countries. Here we were also treated to gourmet food and fine beverages along with the use of the pool and tennis courts. During the evenings, the band once again entertained the patrons of the hotel and restaurant.

Being so close to Italy and having our days free, we took two opportunities to visit Milan. There were great shopping opportunities, fantastic cathedrals and a visit to Michaelangelo's "Last Sup-

per". This was thoroughly breathtaking—especially since during the Second World War the church which houses the masterpiece was nearly destroyed. Pictures taken at the time show most of the church, including two walls and the roof, in ruins; yet the wall with the "Last Supper" was perfectly intact. It makes one wonder...

On Monday, July 15, we headed to Montreux. Considered to be one of the top jazz events in the world, the Festival takes place in the town of Montreux, which is situated on Lake Geneva on what is called "The Swiss Riviera". Because of the popularity of Montreux and the Festival, we were unable to arrange free accommodation in exchange for performances. This is where all the fundraising activities we did in Red Deer paid off. We stayed in a beautiful hotel that had been converted from a private residence. Although not as glamorous as the previous hotels, it too was wonderful. During our four day stay in Montreux, we were required to perform three 90 minute outdoor concerts, all during the day. The nighttime concerts were reserved for the "Jazz stars". With all this free time and with the fringe benefit of discounted ticket prices for performers, we saw some incredible concerts. David Sanborn, Quincy Jones and the Count Basie Orchestra were the main attractions and were fantastic. I think it was appropriate that we finished the trip with Montreux; it was definitely the high point.

What was particularly exciting for me was to see the reaction of my students during the sightseeing, concerts and performances. None of them had ever been overseas and few of them had ever left Western Canada. Their wide eyes said it all.

The trip by all accounts was a success. There were a few minor obstacles - like a lost passport - but we dealt with everything in a positive fashion. All we had to do was to look around and realize that if you're going to lose your passport, Montreux is the place to do it.

CD-ROMs in the LIBRARY

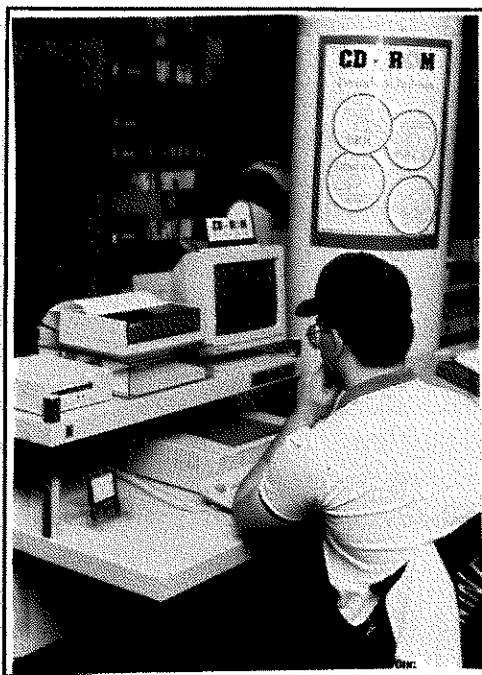
Hilary Eade, Library

The CD-ROM periodical indexes are proving to be a hot item in the Library these days. Some of you have requested extra Library instruction classes for your students on this new technology. Others have included it in their latest assignments; whatever way, the word is out—students are lining up to book 1/2 hour slots and the reference desk staff have been kept busy giving individual instruction. If you have not tried the CD-ROMs yet, book a time—we would like to see you. (3152).

The Library has three databases available at present: Canadian Business and Current Affairs (C.B.C.A.), Educational Resources Information Centre (ERIC), and Computer Select. As subscriptions to these data bases are expensive, we will be previewing future items prior to purchase. We have requested the following databases for preview: The Life Sciences Collection and Expanded Academic Index. Items will usually be available to preview for one month - please

let us know if you wish to be notified when they arrive.

Life Sciences Collection is updated quarterly with back files to 1978. It contains abstracts from over 5,000 journals, books, conference reports, UK and US patents and statistical publications. English and non-English sources are included in this database. Topics covered include Animal Behavior, Biochemistry, Genetics, Microbiology, Neurosciences, Toxicology and Virology.



Expanded Academic Index is updated monthly with back files to 1989. This database corresponds to Humanities Index, Social Science Index and General Science Index. In addition to the 960 journal titles from these three indexes, the Expanded Academic Index includes 30 unique titles

dealing mostly with law and communication. Topics covered in this database come from the broad academic fields of humanities, social and general sciences.

FOR CHAIRPERSONS...

Note on your calendar:

Oct. 8 - 9, 1992.

The first Annual Conference on
Evaluating Faculty Performance:
The State of the Practice
will be held in Orlando, Florida.

For more information, contact the Center for
Educational Development & Assessment at
(901) 682-9761.

HELP!!

We are looking for pleasant (but cheap and expendable) posters to put on the walls in the Faculty Resource Centre (B208). Surely you have some old prints kicking around in the basement. (You know—the ones from your university days in the deep and distant past, the ones your spouse made you get rid of before agreeing to live in the same space...) Would you consider donating them to our worthy cause? If so, please contact Glynis at 3173 or 3417. Thank you.

Male Intimacy and Social Critique

Paul Nonnekes, Sociology

You have probably heard a lot of talk lately about men's groups, men grieving their absent fathers and men going on "wild man" weekends to discover their warrior selves. I would like to respond to this recent trend with a few comments.

First of all, I think that it is very important for us, as men, to be as supportive as possible of the struggles of women while at the same time tending to our own house. More specifically, as males, we need to be especially concerned with those points where the struggle of women directly involves the action of men. Here, I am thinking primarily of the whole problem of male rage and anger, which gets expressed in violence against women, whether that be on the streets or in the home. It is urgent that men deal with this issue, not only for the damage it has done to women and children, but also for the harm it has done themselves, the internal psychological violence men do to themselves.

However, the very difficult question is how exactly men should deal with their anger and their rage and how they should deal with the more subtle but damaging off-shoots of this which get expressed in the common tendency of males to distance themselves from others emotionally and the sometimes intense feelings of loneliness that a lot of men feel.

Well, I think that it is very important for men to begin to heal the wounds that they have through coming together to support each other. There is a strong need for contemporary men to begin to nurture each other.

Why is this important? It is important for men to begin to nurture each other because for too long, they have depended on women for this. This begins right in the early years of childhood where their mothers provided the nurturing context while fathers stood on the outside as the distant authority figure, and moves on into adult years where men depend on wives to provide the nurturing space of the home.

This idea that men need to come together may sound a bit odd, though. For in a sense, men have for a long time and in very important ways come together in groups and have in those groups excluded themselves from women. I am thinking here of groups like the Legion and the Lion's Club, groups in pubs and taverns and also sports teams. And some of these groups have tended in the past not only to exclude women but also to exclude certain types of males; for example, natives, blacks, gays. A lot of men's groups in the past have been centrally involved in reinforcing white male power.

In this respect, I can understand the skepticism of women concerning the recent popularity of men's groups and the whole men's movement in general. There is a real danger in the men's movement for it to become another kind of boy's club that attempts to retrench male power, reflecting, as some feminists have pointed out, an anxiety and fear over the recent gains of women.

What is at stake here is the nature of the bonding that takes place among men. For men have, in fact, always bonded in the various groups that they have formed. But there are very different ways in which men can bond. Let me explain this by giving you a brief historical perspective.

In the nineteenth century, the development in the West of a modern military organization, the development of a mass public education system and the development of modern bureaucracy, occur at the same time as a decline in intimate male friendships. There was a perceived need at that time, principally among middle class moralists, to reformulate the nature of male interaction in order to build up the moral habits of self-control, self-discipline and mastery of emotions. This was seen as the only way to ensure the success of males in the context of an industrialized economy and a modern state structure that required a disciplined workforce and a disciplined citizenship. What I am arguing here is that this new training of males meant that any local, popu-

lar cultural traditions that encouraged intimacy among males needed to be broken and then those bonds needed to be rewoven around discipline and self-control, a discipline and self-control that would serve the interests of white, male dominated state capitalism.

And here is a point I want to emphasize: I think that this whole process of reweaving the bonds among males involved the pacification of the critical male voice, a critical male voice that is able to draw on sources of inspiration coming from local, popular cultural traditions of imagination and feeling. It has meant the pacification of the working class male voice, the black man's voice, the native man's voice, the gay man's voice. It has meant the pacification of the critical male voice that is working for change. It is not possible to nurture these critical voices within the context of the training of disciplined workers and disciplined citizens who are no longer able to question the present state of affairs.

Thus, I think that it is crucial for men to work against this military type of bonding that has been so important in the nineteenth and twentieth centuries in the West. There is a need to turn the tables once again and reweave those bonds around the themes of intimacy and nurturance. We can only do so, however, within the context of a political critique, a critique of those institutional forms of power and training for males in the family, in education, in the economy.

It worries me, therefore, when I see the men's movement and also other movements of change increasingly take on the language of therapy. We must not too narrowly focus on the problems of "male adjustment" and "dysfunctional families". Instead, we must make the same move that the feminist movement did in the late sixties and seventies. We must talk seriously about "sexual politics". That is, we must focus on those institutional forms of power that have encouraged a very particular type of male identity. In that way we can link up the revival of male intimacy with social critique in order to resist in a sustainable way, the contemporary forms of domination.

CONFERENCE PLANNER

April 1 - 4, 1992

The Fifth Annual Working Conference on Critical Literacy/Critical Thinking ("The Challenges of Technology, Culture & Creativity") in Chicago, IL. Contact: The Critical Literacy Project, Lorenz Boehm, Conference Coordinator, Oakton Community College, 1600 East Golf Road, Des Plaines, IL 60016-1268.

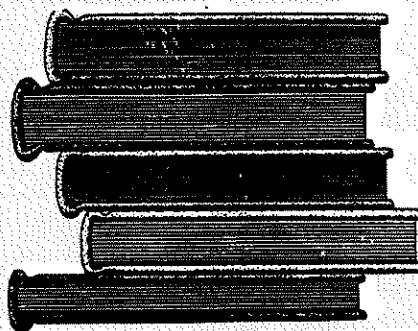
June 17 - 20, 1992

1992 Canadian Association for Adult Education Conference ("Breaking the Barriers: Equity & Access in Adult Education") in Regina, SK. Contact: Breaking the Barriers, PO Box 556, Regina, SK, S4P 3A3. Phone: (306) 787-4281.

October 28 - 31, 1992

Canadian Vocational Association Annual Conference ("Vocational Careers: Challenges and Opportunities") in Victoria, BC. Contact: CVA Annual Conference, Camosun College, 4461 Interurban Road, Victoria, BC, V8X 3X1. Phone (604) 370-4000.

SUGGESTED READING



Phillip H. Owenby. "Making Case Studies Come Alive" in Training (Jan. 1992), pp.43-6

Provides seven tips for writing good case studies and gives examples of an effective & ineffective case study.

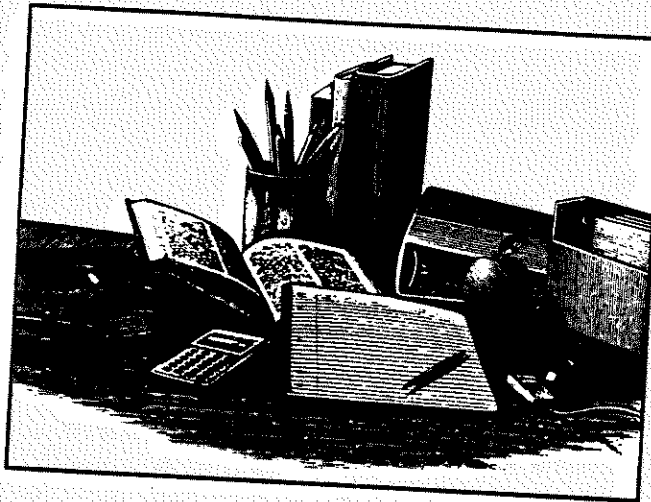
Theme Units in the English Classroom

Glenda Pincovski, College Preparatory Program

Before coming to teach in the College Preparatory Program here at RDC, I had taught Language Arts and English in junior and senior high school for several years. I had used the "traditional" approach of teaching a unit on each literary genre: the essay, the short story, the poem, and so on. This approach seemed to me to be disjointed because it was difficult to make a smooth transition between genres, or even to compare/contrast them, with the result that the students saw the various genres as completely separate from each other. I had noticed a trend in the school system toward a whole language approach to teaching which really interested me. Then, when I was preparing my courses for CPP, I saw a literature anthology which was thematically organized and decided to use the same idea to organize my English 130.

Using the DACUM to ensure adequate curriculum coverage, I organized the short stories, essays and poetry into several theme units. Each unit had a central theme, such as marriage, which was

addressed in some way by a short story, tv. essays, and at least three poems. These were listed by theme in a hand-out given to the students at the beginning of the term. Included in the hand-out was information regarding the prose elements, poetic devices and rhetorical processes contained in each piece of literature, as well as which questions were to be prepared for discussion in class.



When I teach the theme units, I focus on the theme of the unit rather than the structure of each literary genre. This allows me to foster discussion involving a larger percentage of students earlier in the course than I could using the genre approach. I can still discuss structural elements of each of the genre and even compare/contrast genres. I also find that I am able to place the units within the course so that they lead nicely into themes in the novel or drama.

If you are interested in discussing theme units, sitting in on a class or looking at theme unit structures, call me at 3211.

New Periodicals for the Library

Twice each year, normally in January and August, the librarians review new periodical requests and decide which new titles will be added to the Library collection. The librarians last met on January 24, 1992 and decided that the following titles would be useful additions to the collection:

- ASM (American Society for Microbiology)
- News
- Africa Report
- Far Eastern Economic Review
- Guitar Player

- Investor's Digest of Canada
- Journal of Bacteriology
- Journal of Multicultural Social Work
- Journal of World History
- Modern Drummer
- Pacific Affairs

However, the above titles will not be added until the Library's 1992/93 budget has been announced and it can be determined that funds are actually available for these additions.

Red Deer College Press Celebrates

Carolyn Dearden, RDC Press

Red Deer College Press celebrates its most successful year to date. With sales up 42% over last year despite a recession and the downfall of a number of other publishers, it has reason to rejoice. During 1991, Red Deer College Press published eleven titles, the largest number it has ever published in its history. It continues to aggressively market its books in the U.S. and Europe, and those efforts are now starting to give the Press a significant profile internationally.



The Press has also seen several of its authors receive awards and nominations in 1991. Kristjana Gunnars (*Zero Hour*) and Monty Reid (*The Last Great Dinosaurs*) were both nominated for the Governor General's Awards. Monty Reid's *These Lawns* earned him the Stephan G. Stephansson Award for Alberta Poetry. Jan Sovak's artwork in *The Last Great Dinosaurs* earned him a Gold Medal Award of Merit from the Canadian Association of Photographers and Illustrators in Communication. And *The Last Great Dinosaurs* was selected as a Canadian Children's Book Centre "Our Choice" book. The Press itself received the Alberta Book Industry Marketing and Promotion Award last year and this year has been nominated in all trade categories of the Alberta Book Industry Awards, including Publisher of the Year.

In 1992, Red Deer College Press continues to publish some of the most innovative and talented writers in Alberta and across Canada, so watch for information on titles forthcoming in 1992. As Douglas Fetherling wrote in *The Whig-Standard Magazine*, Red Deer College Press "consistently turns out some of Canada's most imaginative and rewarding publishing."

Late Breaking News...

Red Deer College Press Receives Two Alberta Book Awards

Red Deer College Press efforts received top recognition at the Fourth Annual Alberta Book Industry Awards ceremony in Edmonton on February 16. Nominated in all categories for which it was eligible, Red Deer College Press made a strong showing as Dennis Johnson, Managing Editor, stepped up to the podium to accept the Publisher of the Year and Book Design of the Year Awards. Such recognition, he said, would certainly not be possible without the ceaseless efforts of many people and institutions who work for and support the Press.

7th 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
Kananaskis Region, Alberta - CANADA
June 14-19, 1992

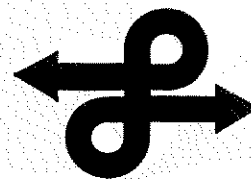
For more information or to register, contact:
Faculty Development
Grant MacEwan Community College
10030 - 107 Street
Edmonton, Alberta T5J 3E4 CANADA
Phone: (403) 441-4872 FAX: (403) 441-4893

DIRECTIONS is published by the Board/Faculty Professional Development Committee at 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. Inquiries may be made to the Editor, Red Deer College, Box 5005, Red Deer, Alberta, Canada, T4N 5H5.

DIRECTIONS

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APRIL, 1992



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Message from the Animateur

This is the final issue of DIRECTIONS for the academic year. I hope you've enjoyed perusing its pages. Volume 9 Number 1 will be in mailboxes in early September. In the meantime, please take a few moments to fill in the evaluation on page 9 of this issue. We're always looking for ideas to keep the material interesting and the publication fresh.

I will also be doing a self-evaluation in May. There's a brief questionnaire on page 10 which I'd ask you to fill out. I'd appreciate hearing your comments about my performance as Animateur.

Finally, I'd like to thank some people for their assistance to me & the Board/Faculty Professional Development Committee:

Many thanks... to the ISW facilitators for their active involvement in Orientation and many other p.d. activities throughout the year.

Many thanks... to Lynda Pelz who has helped me personally & the Board/Faculty

Professional Development Committee to stay on track and organized.

Many thanks... to Lorelei Fiset Cassidy who has taken over the typesetting, design & layout of DIRECTIONS from Madeleine Schuller's capable hands. Lorelei's commitment to the publication and her many excellent suggestions have been greatly appreciated.

Many thanks... to the innumerable faculty who have contributed to the success of our professional development program. The articles in DIRECTIONS, suggestions for p.d. sessions and presentations for fellow faculty have been appreciated by RDC faculty and by the Board/Faculty Professional Development Committee. How appropriate that the ACIFA conference Red Deer College is hosting in June has "Collegiality" as its theme. I believe that our faculty value collegiality highly and demonstrate this regularly in the way they engage in and share their professional development.

Glynis Wilson Boulton.

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IS LEONARD COHEN COMING TO RED DEER?

T/Ed Dyck, Humanities and Social Sciences Department

YES — if the Leonard Cohen Conference Committee (LCCC) has anything to say about it!

Leonard Cohen is a Canadian writer/ performer whose novel Beautiful Losers made him an international cult-figure in the sixties. A best-selling album of his songs was performed in the late eighties by Jennifer Warnes (Famous Blue Raincoat). He has published five collections of poetry (and declined the Governor General's Award given him in 1968), many albums/CD's (most recently, I'm Your Man), and currently resides in Los Angeles. He was named to the Order of Canada in 1991.

LCCC has been in contact with Cohen since December 1991; his initial (and favourable) response has resulted in some serious planning:

Date: TBA, 1993

Place: Red Deer College

Conference Format: Poetry readings, academic papers, and a live concert.

RDC Spin-Offs:

- Student performances (poems, songs etc.)

- Student art (shows, conference logo contest, etc.)

- Staff involvement related to both student involvement and in-class instruction.

- Staff involvement in the conference itself.

- Publication of the conference proceedings.

LCCC is now meeting every two weeks to plan the conference. A full proposal (conference schedule, call for papers, budget, funding sources, publicity, and college-related activities) is nearly ready

to be presented to Cohen.

THAT'S what the LCCC has to say about it—so far!

And what else is needed? Your involvement, that's what.

LCCC invites your participation—at any level, in any way—in the proposed Leonard Cohen Conference, an event and a process that promises nothing but the pleasure of working hard at something that is worthwhile.

Contact T/Ed Dyck (LCCC Chair) at 342-3320 or 342-0126—or, simply talk to a colleague. Chances are, s/he's already involved!

CONFERENCE PLANNER

May 6 - 9, 1992

Seventh Canadian Symposium on Instructional Technology in Montreal, PQ.

Contact: Alexis MacMillan, #1002, 10611-98 Ave, Edmonton, AB T5K 2P7.

May 10 - 13, 1992

Association for Institutional Research Forum ("Education: The Global Perspective") in Atlanta, GA. Contact: AIR, 314 Stone Bldg, Florida State University, Tallahassee, FL, 32306-3038.

November 1 - 4, 1992

The 1992 conference on Student Success Courses in Chicago, IL.

Contact: College Survival Inc., 2650 Jackson Blvd, Rapid City, SD, 57702.

November 11 - 14, 1992

1st National Conference on Research in Developmental Education ("Integrating Research & Practice") in Charlotte, NC. Contact: National Center for Developmental Education, Reich College of Education, Appalachian State University, Boone, NC, 28608. Phone: (704) 262-3057.

January 13 - 17, 1993

Association for Educational Communications & Technology National Convention ("Gateways to Learning") in New Orleans, LA. Contact: AECT '93 Convention Office, 1025 Vermont Ave, #820, Washington, DC. 20005.

April 26 - 30, 1993

38th Annual Convention, International Reading Association in San Antonio, TX. Contact: Division of Research & Information Services, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE, 19714-8139.

DEPARTMENT OF NURSING BEGINS THIRD YEAR UNIVERSITY COURSES

Alma Funk, Nursing

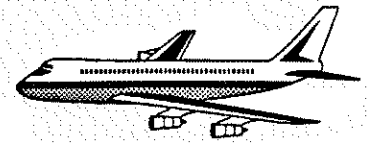
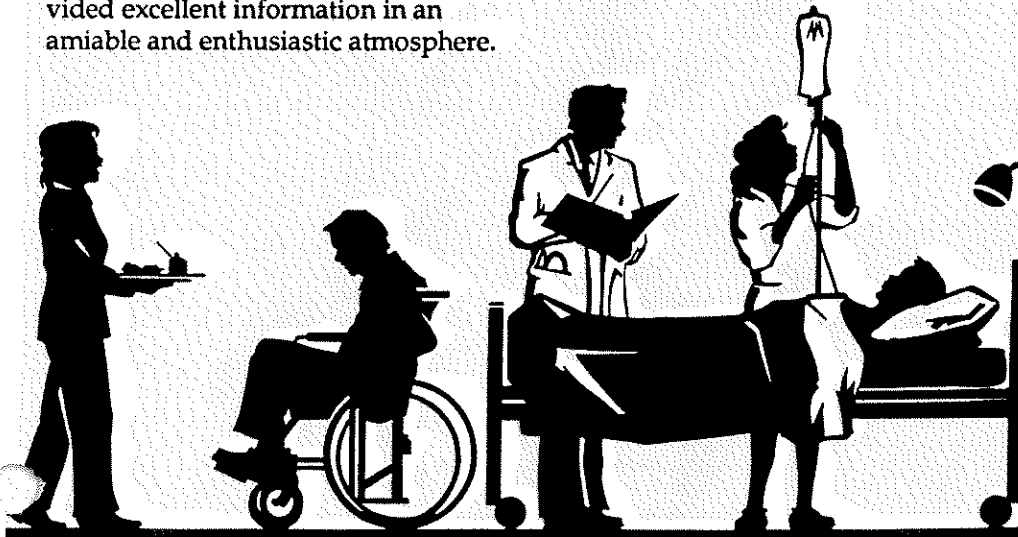
As part of the University of Alberta-Red Deer College Collaborative Nursing Program, Red Deer College Department of Nursing is preparing to begin teaching third year university courses on site in September, 1992. There are three nursing courses that are currently being developed: NURS 300 Nursing of Families, NURS 302 Community Based Nursing of Families which includes a fifteen-hour community clinical component, and NURS 303 Nursing Care of Individuals and Families: Mental Health. Last fall, course development teams of two instructors per course were assigned by the Department Chair.

After several NURS 302 planning meetings, it was decided to meet with leaders of Community Health Nursing and Home Care from the Red Deer Regional Health Unit since they will be integrally involved in making this new curriculum a success. The purpose of our meetings was to begin developing a working relationship, to inform them of our collaborative curriculum and the community clinical component in particular, and to invite their input in the planning stages regarding essential content, from their perspective, and clinical placement possibilities. These meetings in October and December provided excellent information in an amiable and enthusiastic atmosphere.

In December, instructors from the collaborative program sites and representatives from numerous community health care agencies spent two days in Edmonton. Much discussion ensued regarding the future direction of community health nursing in Alberta and the needs for nursing education, for both theory and clinical practice. Course outlines of essential content, which had been developed by collaborative nursing instructor teams in 1989-91, were re-examined. However, since University of Alberta Faculty of Nursing does not start its new third year curriculum until September 1993, we at RDC feel a greater urgency at this point for more detailed planning of these courses.

Currently, the NURS 300 and 302 teams are meeting regularly to adapt the collaborative course outlines to our site and to facilitate collaboration between courses. Decisions are being made regarding textbooks, necessary additions to our LRC to accommodate family and community nursing foci, reorganization of course content for better integration between courses, and possible clinical experiences.

It is an exciting process to be a part of, and we look forward to having good courses ready for September.



BOARD / FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE FUNDING DECISIONS

Travel Grants Funding:

Darrel Morrow - Keynote address at "Mini-Energize '92", Spruce Grove, AB.

Ken Marquart - Workshop presentation at ACCC, Montreal, PQ.

Ray Allan - Workshop presentation at Annual Meeting of the Canadian Society of Zoologists, Antigonish, NS.

Arun Mishra - Paper presentation at the American Society of Engineering Education in Toledo, OH.

Jim Gough - Executive meeting of the Canadian Society for the Study of Practical Ethics, Charlottetown, PEI.

Torben Andersen - Paper presentation at the 67th Annual Conference of Western Economics Association, San Francisco, CA.

Syed Ahmed - Paper presentation at the Allied Social Sciences Association, New Orleans, LA.

Janet Panuska - Paper presentation, Victorian Literature and the English Curriculum in Community Colleges, Siberia and Moscow.

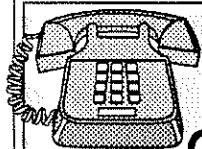
Shawn Haley - Paper presentation at the Northwest Anthropological Conference, Burnaby, BC.

Bruce Petrie - Paper presentation at the Society for Neuroscience Annual Meeting, New Orleans, LA.

Decisions about Special Project Funding will be announced in the September issue of DIRECTIONS.

DATES TO NOTE

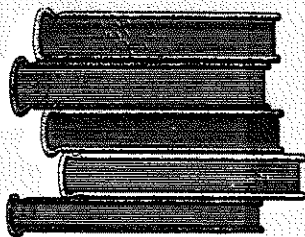
The Jazz Vigilantes (Greg Bush & Audrey Graham) will be playing at Pancho's in Calgary on April 29 and May 27 from 9pm - 1 am. They will also be playing the Edmonton & Calgary Jazz Festivals in late June. For exact dates, call Greg at 4003. (You might see them in Switzerland and France this summer if you happened to be in the right neighbourhood!)



Calling All Colleagues

Would you be interested in helping a new faculty member to get a good start at the college? If so, you might like to become a "colleague" in our "Colleague Network". For more information, call Glynis at 3417 or 3173.

SUGGESTED READING



Walter Dick and Lou Carey, The Systematic Design of Instruction. (LB 1028.35 D53 1985)

Stephen M. Alessi and Stanley R. Trollip, Computer-Based Instruction: Methods and Development. (LB 1028.5 A358 1985)

"WINDMILLS"

Attitudinal Training Program

Terry Card, Transitional/Vocational Program

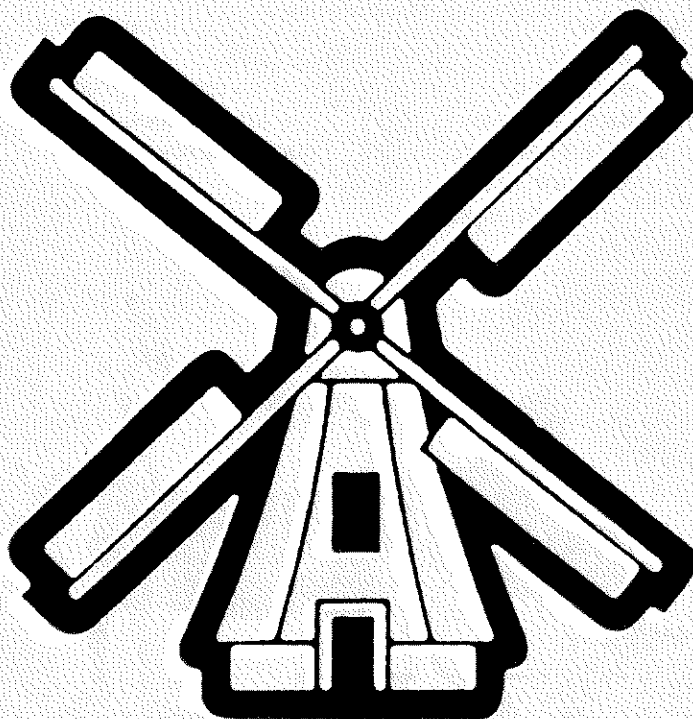
"Windmills" is a workshop designed to address attitudes and assumptions made regarding persons with disabilities. It enables the participant to focus on ability by looking beyond the disability. This abbreviated workshop, to be offered on May 20, will involve activities that have been designed to increase individual comfort levels by having participants deal with personal fears, biases and myths associated with persons with disabilities.

Although originally designed for managers and supervisors involved in recruitment and training of employees, this workshop can also serve to enhance interaction in the classroom and in career counselling situations. More persons with disabilities are being educated than ever before. Legislation in most provinces now encourages or makes it compulsory for schools to include students with disabilities. Most importantly, persons with disabilities are increasingly found in regular programs alongside everyone else. This contrasts sharply with the past where large numbers of

individuals were segregated in institutions or "special" classes.

In most post-secondary programs, students must meet the basic admission requirements for acceptance to a college or university and must demonstrate the required program competencies in order to graduate. By providing appropriate accommodations for access to this education and a collaborative approach between counsellors, instructors and the student, most "special needs" students can be successful in meeting program competencies, graduate with "regular" diplomas and have the ability to be capable potential employees.

To assist this process, professional development activities are critical for students, faculty and staff of and publics related to, the college. "Windmills" is one activity that can help to promote this support system by sensitizing employees to what "special needs" means, how to access available services and accommodations in the classroom, and to provide an overall awareness education opportunity.

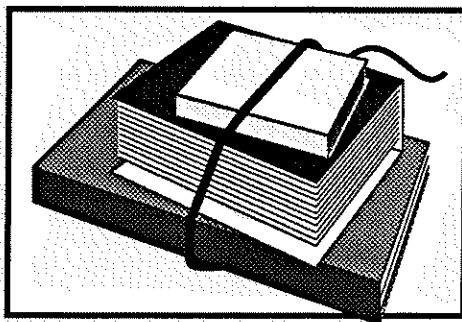


COLLEGE PREP CHANGES ENGLISH!

Renate Scheelar, College Preparatory Program

The College Preparatory Program (CPP) is proud to announce the restructuring of its English course of studies, adding English 090. Beginning September 1992, we will be offering four levels of English (English 050, 075, 090 & 130). Having added an additional level, however, does not mean that we will be expanding our program of studies. What it does mean is that the course as it now exists will be spread over four terms instead of over three terms. What, you may ask, was wrong with the way things were being done? Our English students were being overdosed! Imagine attending a two hour English class daily! The volume of material being covered in such a long class is mind boggling, not to mention the hours of study which are necessary for so much intensive instruction. Our English 050 and En-

glish 075 classes currently run 9 hours per week, and our English 130 classes run 6 hours per week. In an effort not to over-



dose our students, the restructured classes will run only 5 hours per week, with the exception of English 050 which drops to 7 hours. Therefore, a student's total instructional hours of English (were he or she to begin at English 050) have dropped from 24 to 22 hours. Equally important is the fact that our students will have a longer period of time to master the writing process.

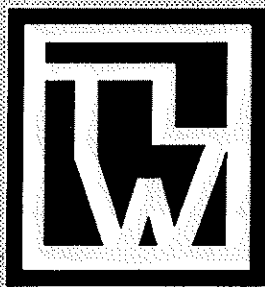
Since each of the four levels of English is an entry level, there is a better opportunity to place students according to their existing skills.

CPP faculty also recognize that many programs our students wish to pursue do not require English 130. Many programs require only an English 33 equivalent, which English 090 is now designed to provide. Therefore, when our students leave CPP courses, they will be better prepared for their future.

The CPP English curriculum group is very excited about this restructuring because we believe we are addressing the changing needs of our students and better streamlining their progress.

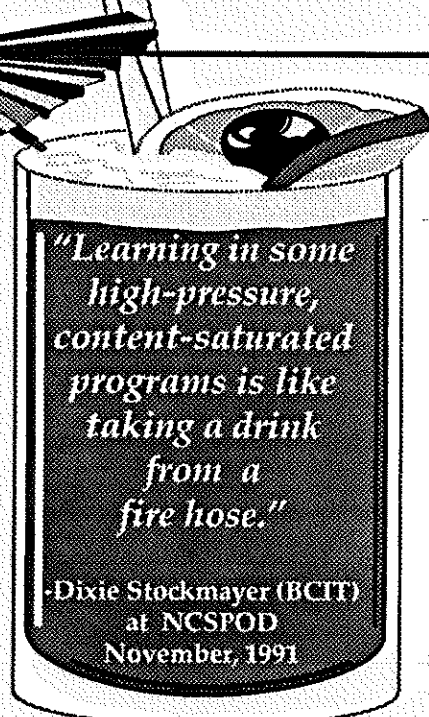
HOTS FLASHES

Check it out...



The Spring 1992 issue of
the Journal of Developmental Education (Vol.15, issue 3)
has as its theme
"Critical Thinking Skills: The Cornerstone of Developmental Education."

This journal can be found in the Library (LB 1029 R4 J6).



*"Learning in some
high-pressure,
content-saturated
programs is like
taking a drink
from a
fire hose."*

-Dixie Stockmayer (BCIT)
at NCSPD
November, 1991

SABBATICAL SURVEY PRELIMINARY RESULTS

Thank you to all faculty who returned the Sabbatical Survey. The Board/Faculty Professional Development Committee is analyzing the data in order to make some recommendations. In the meantime, we thought you'd like to see some of the results.

Suggestions about the Sabbatical Program:

	No Change	Minor Revisions	Major Revisions	Eliminate	Don't Know
Arts	6	8	5	0	8
Business, Trades & Tech (except Tech Training*)	7	2	1	6	5
Education and Developmental Studies	7	3	2	0	3
Health and Sciences	16	1	0	0	8
Student & Educational Resources	1	1	1	1	1
TOTAL	37	15	9	7	25
Technical Training	4	1	0	1	7

Possible Future Interest in Sabbatical Program:

	Interested in Applying in Future	Not Interested in Applying
Arts	29	0
Business, Trades & Technology (except Tech Training*)	11	10
Education & Developmental Studies	13	2
Health & Science	19	5
Student & Educational Resources	3	2
TOTAL	75	19
Technical Training	2	11

*Technical Training faculty have an arrangement different from other faculty. They receive a larger professional development allotment each year, but are not involved in the Sabbatical Program.

ACIFA '92 HIGHLIGHTS

Alice McNair, Learning Resources Centre

The ACIFA '92 Planning Committee has been planning and organizing this conference for the last two years. We hope it will be a success as there will be numerous sessions and activities for you to attend. Here are some of the highlights:

Keynote Speakers

Dr. Bill Taylor, "Collegiality",
Monday morning
Dr. Brian Little, "Caring",
Tuesday morning

Panel Discussion

Monday Afternoon

Dr. Ed Luterbach representing college presidents, Ms. Ann Tingle representing Board of Governors chairpersons, and Mr. Rick Blakely representing faculty will discuss issues related to college governance. Topics such as consultative versus participatory governance, decision-making processes and community college/institute governance will be included.

Sessions

Some of the interesting submissions we have received so far include:

- Faculty, student and support staff participation in college governance
- Publishing student journals
- From the coffee room to the class room
- Creating an empowerment culture at a community college
- Generating innovative ideas
- Improving job effectiveness
- Abstract teaching!
- Abstract orienteering!!
- Creative technologies

Special Interest Councils

Sunday afternoon

Meet with others in your discipline:

English	
Jim Scott	342-3241
Biology	
Lori Myers	342-3204
Psychology	
Mardy Roberts	240-6909
Adult Education Council	
Art Gagne	342-3376



Registration

Register before April 24/92 and get an early bird rate. Use the registration form in this issue of DIRECTIONS. Any questions about the conference or desire to become involved? See or call Arun K. Mishra (3214), Chairperson of the ACIFA '92 Planning Committee.

COLLEGIALITY



'92

CONFERENCE

JUNE 7-10, 1992

AT

RED DEER COLLEGE

CARING * PARTICIPATING * CREATING

Collegial Events

Wine and Cheese
Sunday Evening
hosted by RDC Board of Governors

Banquet at Westerner Chalet
Monday Evening
-entertainment
-dancing
-dining

Barbeque in College Courtyard
Tuesday Evening
-dining
-short theatre experience

Hospitality Suites
Sunday, Monday, and Tuesday evenings
hosted by colleges/institutes from all three provincial areas: Southern, Central and Northern Alberta.

REGISTRATION INFORMATION AND FORM

Send completed forms and registration fee to:

Arun K. Mishra

Red Deer College

Box 5005

Red Deer, Alberta

T4N 5H5 (phone: 342-3214)

Please register before May 15, 1992.

Early bird registration deadline is April 24, 1992

Registration Fee: \$150/person

(early bird, before April 24, 1992: \$135)

Make cheques payable to: ACIFA 92

On site registration: \$90 per day

COLLEGIALITY



CONFERENCE

JUNE 7-10, 1992

AT

RED DEER COLLEGE

CARING * PARTICIPATING * CREATING

Name: _____ Institution: _____
Mailing address: _____ Postal code: _____
Phone: (office) _____

ACCOMMODATION RESERVATIONS

Accommodation on campus:

tower (4 rooms per suite) \$19.50 per night/person _____

bungalow (2 rooms per suite) \$19.50 per night/person _____

wheelchair accessible accommodation is available upon request

Please indicate tower or
bungalow

Do you smoke? yes
Will you room with a smoker? yes
Will you share a suite with a member of the opposite sex? yes

Please Circle

male female
yes no
yes no
yes no

Please Circle

Accommodation requested for: Sunday Monday Tuesday Wednesday

Name(s) of person(s) with whom you wish to share a suite:

Registration \$150.00 or \$135.00 before April, 24 \$

Accommodation on campus # of nights ____ x \$19.50 \$

Special events

Banquet* tickets (Monday, June 8) # of tickets ____ x \$25.00 \$

*Banquet: International dinner, entertainment and dance

BBQ** tickets (Tuesday, June 9) # of tickets ____ x \$13.00 \$

**BBQ: Chicken, ribs, salads and dessert

TOTAL: accommodation and/or special events tickets \$

Enclose cheque payable to "ACIFA 92" with registration. All taxes are included in accommodation and special ticket prices.

A block of rooms has been set aside at the following hotels:

Capri Centre 3310 50th Ave. 1-800-662-7197 \$60/\$70 per night plus tax

Black Knight Inn 2929 50th Ave. 1-800-661-8793 \$54/\$66 per night plus tax

Conference participants wishing to stay at one of these hotels must make their own arrangements.

Meals will be available at the Red Deer College cafeteria on a cash basis.

DIRECTIONS EVALUATION

Please give us your impressions of DIRECTIONS.

I LIKE...

I WOULD PREFER TO SEE LESS...

YOU MIGHT WANT TO PRESENT INFORMATION ABOUT THE FOLLOWING TOPIC(S) OR INDIVIDUALS' ACTIVITIES...

I'D ALSO LIKE TO SAY...

Please Turn Over...

ANIMATEUR EVALUATION

Glynis Wilson Boulton is Red Deer College's Faculty Development Animateur. She organizes activities, provides resources, consults with faculty on professional development activities and issues, and publicizes on- and off-campus professional development activities. Please help her to improve her performance by taking a moment to answer these questions.

WHAT DO YOU FEEL ARE HER STRENGTHS?

WHAT SUGGESTIONS WOULD YOU MAKE FOR THE FUTURE?

IS THERE ANYTHING YOU'D LIKE TO ADD?

Please return this sheet to
Glynis Wilson Boulton or
to Lynda Pelz. Thank you.
Due Date: April 30, 1992