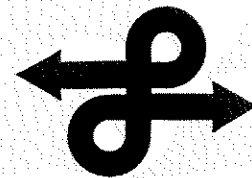


DIRECTIONS

VOL. 9 NO. 1

SEPTEMBER, 1992



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Message from the Animateur

Welcome back! I hope your summer was productive and that you are feeling refreshed — ready to take up your teaching and your professional development with enthusiasm.

The Board/Faculty Professional Development Committee has already been meeting on your behalf as of August 31, working out the goals for this year and making decisions about the future. Inside this issue of Directions, you'll find a list of the members of the Committee, as well as a few important bits of news.

Thank you to all of you who provided feedback about Directions in April. I appreciated your suggestions and will attempt to respond to them throughout the coming year. One change that you will see immediately is the addition of a new feature: "Read Any Good Books Lately?" Each month I will be contacting two or three of you to ask if you could

suggest a good book that you've enjoyed lately. As you'll see from this month's selection, there's a wide range of topics and styles to choose from. Perhaps this feature will prompt you to read a book that you might not normally have come across.

Enjoy the flurry of the first week of classes. And please call me if I can help with your professional development plans.

Glynis Wilson Boulton

COURSE DESIGN AND DEVELOPMENT FUND

Funds to support instructional design initiatives are available this year. Proposals should be discussed with your Dean. Further information will be disseminated in the near future.

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.

BOARD/FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE NEWS

1992-93 MEMBERS

Faculty Divisional Representatives

Ray Allan (Health and Science)
Paul Boulton (Student and Educational Resources)
Paul Molgat (Business, Trades and Technology)
Elizabeth Radian (Arts)
Renate Scheelar (Education and Developmental Studies)

Administration Representatives

Don Snow (Committee Chairperson)
Dean (to be announced)

Non Voting Member

Glynis Wilson Boulton
(Faculty Development Animator)

DEADLINE

OCTOBER 1, 1992 is the deadline for submissions to the following Board/Faculty PD Committee programs:

Special Projects • Travel Grants • Study Leaves

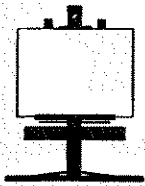
For more information about these funding sources, consult the Faculty Development Animator, your divisional PD Representative, or the Faculty Development Guidebook (with the Apple on the cover). If you've lost your Guidebook, check with Lynda Pelz (at 3259) about getting a new one.

REPORT ON THE SABBATICAL REVIEW

Last year, the Committee undertook a review of the sabbatical program. A survey was sent to all faculty and the Committee members talked with many individuals to determine if we should make any changes to the program. The results of the survey were published in the April edition of Directions. At that time we promised that a report on our findings would be presented in September.

As you may have noted when you looked at the survey results in April, the majority of decided respondents (76.5%) wanted to retain the program with no or minor changes (54.5% and 22% respectively). Of the remainder, 13% advocated major changes, while 10.5% suggested eliminating the program completely. Thus, we decided to look at minor changes only. And when we did, we were at a loss! The suggestions from faculty were useful and creative, but there was no consensus evident among the group. In fact, quite often entirely contradictory suggestions were offered by different individuals. After looking carefully at the survey and the other feedback we had received, we made the decision to stay with the present system. We have streamlined some of the procedures and clarified the contract that sabbatical faculty sign before leaving the college, but basically people seem satisfied with the program as it is.

Interesting fact: Of the respondents to the survey who were eligible for sabbaticals, almost 80% expressed interest in applying at some point in the future!



Assessing the Visual Arts: A Videoconference

October 2, 1992 at 11:30-1:00



Old Dominion University's Academic Television Services is organizing this videoconference which will be picked up at Red Deer College. The brochure provides the following information:

As current research reveals the inaccuracy and inappropriateness of standardized testing, more school districts are initiating assessment strategies. This videoconference will provide a step-by-step approach for implementing an art assessment program. The panelists will examine how these assessment programs work and how they can be adapted to work with individual school program and district needs.

Objectives:

1. clarify terms and concepts in art assessment;
2. discuss the role, function, and purpose of assessment;
3. offer recommendations for designing, establishing, maintaining, and evaluating an art assessment program;
4. discuss the importance of a multiculturally sensitive program; and
5. present options/strategies for clarifying goals to meet the objectives of the curriculum within the program.

Target Audience:

art educators and instructional administrators in the K-12 system.

For more information about this program,
please call Glynis. (3417 or 3173)

POEM FOR SEPTEMBER

We stand on the shore of summer
letting the lazy days
glide by with wine colored wings.
And suddenly, September,
you are here. You break
over us, a flurry of foam
that leaves us gasping,
exhilarated as on childhood beaches
when each wave was new.

What have you brought us? Young
voices that call like seabirds
seeking land. Like eucalyptus
in wind, the rustle of green
thoughts. A stirring
in the bones of our hands
to touch and shape, to connect
like salt breeze
is connecting wave and shore.

Today as the fall light illumines
the kelp-dark tidal pools
and lichens weave their purple
through the dunes,
we remember once more why
we are what we are.
September, we
breathe in your electric air
and begin again.

*Reprinted with permission from the
author, Chitra Divakaruni, an
instructor at Foothill College in
California.*

Letters to the Editor

To the Editor:

I would like to commend the Board/Faculty Professional Development Committee for the excellent job done in setting up the Faculty Resource Centre (B208). There is a great deal of professional reading material available plus an indexed vertical file. Material is easy to find plus simple to sign out. It has a quiet area for reading plus a work area containing computers and a printer. Browse through the material and I guarantee that you will find something which catches your interest. Thank you to the Committee for setting up the Faculty Resource Centre, and thank you to the College Administration for making the facilities available. Sincerely,

Art Gagne, Chairperson
College Preparatory Program

TALK OF SUICIDE: WHAT TO DO

Monica Flexhaug, Suicide Prevention Services

EDITOR'S NOTE: On May 21, Dave Hannah and Rita Ogilvie presented a workshop on dealing with Student Crisis. One issue which was frequently mentioned by participants was the concern when dealing with students who are talking about suicide. The following guidelines were provided by Monica Flexhaug of Suicide Prevention Services (P.O. Box 640, Red Deer, AB, T4N 5G6. Phone 342-4966). Monica also provided other resources which have been placed in the Faculty Resource Centre. Please feel free to borrow them.

1. BELIEVE IT!

Always take statements about suicide or suicidal behaviours seriously! Ask the person directly, "Are you considering suicide?" Remember, they may not be ready or able to talk with you at this time, but offer yourself to be available in the future also. Most people want to talk about what they are feeling, but are very frightened at what your response may be.

2. ENCOURAGE THE PERSON TO TALK ABOUT IT.

Offer yourself as someone who will listen **objectively and non-judgementally**. We need to be willing to hear their feelings and help them see that someone does care about them. Talking about what's going on is the first step; if the person continues to be willing to talk, you may be able to help.

3. DETERMINE THE SERIOUSNESS OF THE SITUATION

Does the person have a plan? If so, are the means available to him/her? Has a time been set? Find out how seriously he/she has thought this out; the more thought out a plan is, the less time for intervention, so you may have to work quickly.

4. REMOVE THE MEANS IF POSSIBLE.

If the individual has decided on a means, and it is quite accessible to them, attempt to have them set it aside. We need to try and get their focus off the means and on to other options.

5. ENCOURAGE THE PERSON TO GET PROFESSIONAL HELP.

Most people considering suicide need some form of professional guidance to work through their problem(s) and feelings. Reiterate that seeing a counsellor doesn't mean they are crazy, and if possible, accompany them. Seeing a counsellor can be very threatening for some, and by you accompanying them, you're saying, "I may not be skilled to help you, but I will support you in receiving that help."

6. CONSULT FAMILY MEMBERS, FRIENDS OR HELPING AGENCIES.

This may not be an option if confidentiality is an issue; however, if you can help the person understand that the more resources we have, the better off we'll be, they may allow you to talk with others. If you are not bound by confidentiality, access as many people and resources you can that you trust! These can be a support for you too!

7. MAINTAIN CONTACT WITH THE PERSON.

Keep in contact with the person through their crisis and in the future. If someone begins to feel people only care when they're in trouble, suicide may be seen as an option again.

SUICIDE PREVENTION TRAINING

will be offered in

RED DEER

on

OCTOBER 22 and 23.

For more information call
Suicide Prevention Services

342-4966

READ ANY GOOD BOOKS LATELY?

Over the summer we asked faculty to tell us what they were reading that might interest others. Here's what they said:

RAY ALLAN

Beyond Interdependence by Jim MacNeill, Piter Winsemius, and Paizo Yakushiji. (Oxford Press, 1991)

An interdisciplinary discussion of key global issues relating to the economy and ecology.

DIRK BAKKER

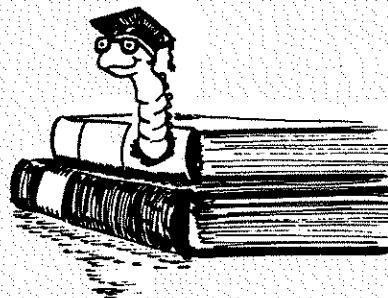
A Bridge Too Far by Cornelius Ryan. (Simon & Schuster, 1974)

An in-depth behind the scenes look at the European situation in the final phase of World War II. The focal point is September 1944. The account includes observations about the people involved in making and carrying out the decisions. Provides insights into leadership through an examination of the way decisions were made by the top military brass, and the impact of those decisions for good or ill.

DAVE COOPER

The Ghost of Grand Banks by Arthur C. Clarke. (Bantam Books, 1990)

A story set in the near future about raising the Titanic. The story introduces some interesting ideas on fractals and the use of virtual reality as part of a therapy to bring back a character who has retreated into her head following the death of



a child. A well-crafted, positive and believable scenario based on current computer technologies matured in the very near future. A great relief from text books!

ART GAGNE

Why Me: The Sammy Davis Jr. Story by Sammy Davis Jr., Jane and Burt Boyer. (Warner Books, 1989)

Although suffering terribly from terminal cancer, Sammy Davis Jr. revelled in his life. Among many firsts, he was the first black man allowed to go in the front door of a Las Vegas casino. Through all the many adversities in his life (tumors, cancer, accidents, racial discrimination, losing an eye, hip replacement, etc.), when he asked "Why me?", he meant "Why am I so lucky to have been allowed to live the life I've led?" A must read for Sammy Davis Jr. fans.

SHAWN HALEY

Coyote Waits by Tony Hillerman. (19991)

A mystery set in the American southwest. The main characters are native American: interesting anthropological details.

BARB MCLEOD

Extraordinary People: Understanding Savant Syndrome by Darold A. Treffert, M.D. (Ballantine Books, 1990)

A fascinating collection of case studies of individuals with savant syndrome. Raises questions and sheds light on the nature of human intelligence.

MALCOLM READ

Fourth Generation Evaluation by Yvonna Lincoln and Egan Guba. (SAGE, 1989)

Provides information about a new paradigm for approaching research and evaluation. Challenges traditional notions about number-oriented evaluation and supports a qualitative approach as richer and more personal.

MARTI RYAN

Chaos: Making a New Science by James Gleick. (Penguin Books, 1987)

An exciting book that definitely makes you contemplate the world around you. Chaos theory attempts to explain natural phenomena via the 'big

cont.

READ ANY GOOD BOOKS LATELY? Cont.

picture', rather than dissecting systems into atoms. Gleick does a tremendous job of interweaving history, colourful biographies, chaos theories, and experiments from a vast array of disciplines. He discusses many well-researched examples of consistent patterns that develop out of chaos — from the universal but unique shape of a flame to the network of veins on a beach produced by the ebbing tide.

JUDY ROBINS WEIR

The Kitchen God's Wife by Amy Tan. (Putnam, 1991)
An excellent novel about a Chinese immigrant to the States who tells her moving story.

MAUREEN TOEWS

As the Crow Flies by Jeffrey Archer. (Harper Paperbacks, 1991)
The main character of this novel inherits his grandfather's fruit and vegetable barrow in London in the early 1900's. The exploration of his attempt to build his business focuses on business and personal interrelationships, with heavy emphasis on revenge.

PAUL NONNEKES

The Minimal Family by Jan E. Dizard and Howard Godlin. (University of Massachusetts Press, 1990)
A discussion of the condition of families in contemporary North American society. An emphasis on the undeniable movement

toward a minimal family form that encompasses a variety of expressions and which promotes emotional intimacy and self-autonomy. The authors argue that the trend away from mutual aid being provided by local kin and community expresses a desire for a more mediated and distanced program of support for families. Conclusions in this book are in direct opposition to recent pronouncements by the Premier's Council on the Family.

THE FACULTY RESOURCE CENTRE IS NOW OPEN FOR BUSINESS

Next time you have a spare moment (!), why not drop down to the Faculty Resource Centre (FRC) to browse through our collection? We have information about professional development, organizational development, curriculum development, teaching, learning, writing, and much more...

The FRC is in B208. To get there, go down the stairs almost opposite Room 1303 (off the Forum on the way to the Art & Design studios.) At the bottom of the stairs, turn right. The second door on the right leads to the FRC.

Looking forward to seeing you there in the near future.

CD-ROM In The Library

Maureen Toews, Library

You can enhance your CD-ROM searches by creating bibliographies using BIBLIOLINKS and PROCITE. The Library has incorporated these two software packages into one of its CD-ROM workstations. They will allow you to create bibliographies from the citations that you retrieve in a CD-ROM search. This software currently can be used to create bibliographies from searches done on the ERIC, Sport Discus, MLA Bibliography, CINAHL, PsychLit, and Canadian Business and Current Affairs (CBCA) CD-ROM databases.

The benefit of being able to generate bibliographies using BIBLIOLINKS and PROCITE is that the software offers numerous bibliographic formats for you to choose from. You select the appropriate format, it will reorganize the citations, and will allow you to print this information or download it to disc. In turn, the bibliographic information which has been downloaded to disc can be transferred to WordPerfect and further manipulated.

This software is available for your use during reference hours. It is recommended that you book a time slot to use one of the CD-ROM microcomputers. These bookings can be made by calling the Reference Desk at 3152. We look forward to showing you the software and how it can meet your research needs.

CONGRATULATIONS TO... SYED AHMED

Syed's article, "A Critical Survey of the Variance Bounds Test Literature", was published recently in the Canadian Journal of Administrative Sciences. (Vol. 9, No. 1, March, 1992)

CALL FOR REVIEWERS

Many of you may be familiar with the review journal Choice or the Choice cards which are distributed from the Library. For those of you who are not, Choice is, according to its editorial page, "a monthly review service published by the Association of College and Research Libraries particularly to support undergraduate library collections".

The present editorial board of Choice decided in the Spring of 1992 to drop non-print reviews in order to provide more reviews of items of interest to community colleges. Please contact Clair Dudley for more information if you would like to act as a reviewer for Choice: Claire Dudley, Managing Editor, Choice, 100 Riverview Center, Middletown, CT, 06457. (203) 347-6933. If you would like to talk with someone at RDC before contacting Ms. Dudley, call Paul Boulton (3346).

NEW IN THE LIBRARY

Do your students complain that they don't know where to begin when looking for new and creative ideas? You might want to suggest a 23 minute video, "The Innovator: Producing Powerful Ideas." It proposes a step-by-step process for coming up with creative ideas. (BF 408 I556 1988).

ATTENTION ALL FACULTY INTERESTED IN ADULT EDUCATION

A couple of individuals have approached me about starting up an Adult Education Special Interest Group. We used to have one several years back, but it died. Interested in starting it up again? If so, drop me a note or give me a call at 3417 or 3173. — Glynis Wilson Boulton

COMMUNITY COLLEGE EXCHANGE PROGRAM (CCEP)

Interested in an exchange for 1992/93? We can list your name with CCEP. Look for information appearing shortly on the PD Bulletin Boards (outside the Staff Lounge and the 800 Admin area). Or if you'd like to have material sent to you, contact Glynis at 3417 or 3173.

SURVIVING GRADUATE RESEARCH

Check out "Survivors Guide to Graduate Research" by Katherine S. Cennamo et al, in Tech Trends (Vol. 37, No. 1, 1992, pp. 15-18).

The authors provide advice that will help you to "complete the process with a maximum of accomplishment and the minimum of pain." They also recommend David Steinberg's How to Complete and Survive a Doctoral Dissertation. (St. Martin's Press, New York, 1981)

COMMITTEE FOR INTERCULTURAL/ INTERRACIAL EDUCATION IN PROFESSIONAL SCHOOLS (CIEPS)

CIEPS is an interdisciplinary group of academics whose membership reflects the intercultural, interracial mix of Canadian society. Representatives are from faculties of Medicine, Law, Social Work, Nursing, Business, Education, Library Sciences, Engineering and the Social Sciences at colleges and universities across the country. They are working to encourage curriculum change in Canadian professional schools, so that graduates may be better prepared to serve the needs of an increasingly multicultural/multiracial clientele. If you wish to join this group, you can contact Dr. Roberta Markus at Faculty of Nursing, 50 George St., Room 87, University of Toronto, Toronto, ON, M5S 1A1.

CONFERENCE PLANNER

October 1 - 3 1992

The International Society of Exploring Teaching Alternatives (ISETA) '92 conference, in Los Angeles, CA. Contact: Dr. Michael J. Miller, Department of Organizational Leadership, Indiana-Purdue University, 2101 Coliseum Blvd., Fort Wayne, IN, 46805-1499. (219) 481-6420.

October 1 - 3 1992

Ethical Dimensions in Health Care: Facing the Future, in Victoria, BC. Contact: Ethics Conference, 1459 Jamaica Rd., Victoria, BC, V8N 2C9. (604) 477-7559.

October 2 - 4, 1992

Dimension of Literacy in a Multicultural Society, in Montreal, PQ. Contact: GEMS/Literacy 1992, 4260 Girouard, Suite 100, Montreal, PQ, H4A 3C9.

October 8 - 9, 1992

First Annual Conference Evaluating Faculty Performance: The State of the Practice, in Orlando, FL. Contact: Center for Educational Development and Assessment, P.O. Box 172314, Memphis, TN, 38187-2314. (901) 682-9761.

October 8 - 10, 1992

12th National Conference on Alternative and External Degree Programs for Adults, in Evanston, IL. Contact: Maureen Lancaster, Metropolitan State College, P.O. Box 173362, Denver, CO, 80217-3362. (303) 556-8342.

October 15 - 17, 1992

Kaleidoscope 5 (Celebrating Literature for children & young adults), in Calgary, AB. Contact: Dorothy Harvie, 10 Edgeland Close NW, Calgary, AB, T3A 3B1.

October 21 - 24, 1992

1992 Annual Conference of the League for Innovation in the Community College, in Orlando, FL. Contact: League for Innovation Office. (714) 855-0710.

October 28 - 31, 1992

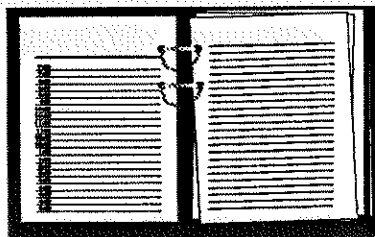
Canadian Vocational Association Annual Conference ("Vocational Careers: Challenges and Opportunities"), in Victoria, BC. Contact: CVA Annual Conference, Camosun College, 4461 Interurban Road, Victoria, BC, V8X 3X1. (604) 370-4000.

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. (704) 262-3057.



November 12 - 14, 1992

Power Within Diversity: Confronting Moral Issues in a Multi-Racial/Multi-Cultural Community and World, in Toronto, ON. Contact: Dr. Dwight Boyd at OISE, 252 Bloor Street West, Toronto, ON, M5S 1V6. (416) 923-6641.

November 12 - 14, 1992

1992 Council for Adult and Experiential Learning International Conference, in Orlando, FL. Contact: CAEL, Suite 510, 223 West Jackson Boulevard, Chicago, IL, 60606.

November 19 - 21, 1992

"Collaboration '92" Provincial Conference of the Learning Disabilities Association of Alberta, in Edmonton, AB. Contact: Gene Kalita, Learning Disabilities Ass., Edmonton Chapter, 5540 106 Ave, Edmonton, AB, T6A 1G3. (403) 466-1011.

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.

March 17 - 21, 1993

National Association for Developmental Education Annual Conference ("Developmental Education: A Capital Idea"), in Washington, DC. Contact: Joan Saroff, Community College of Allegheny County, M212 Developmental Studies Dept., 808 Ridge Ave, Pittsburgh, PE, 15212.

Call for Papers, People, Ideas...

We are always looking for submissions to Directions. If you or someone you know would be willing to submit something to the newsletter, we'd like to hear about it. We publish pieces about the professional development interests and activities of faculty, as well as information and opinions about the teaching/learning process. Submissions are normally anywhere from a paragraph to a couple of pages.

TO: Glynis Wilson Boulton
FROM: _____
RE: Directions

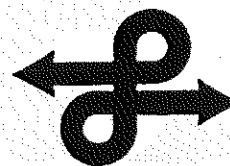
- ☐ I would be willing to write something for Directions. The topic is:

- ☐ I have something I'd like to share with my colleagues, but do not have the time/energy/inclination to do the writing. Please contact me as I'd be willing to be interviewed about:

- ☐ I know of someone who is involved in something interesting that would make good copy in Directions. I suggest you contact _____ and ask him/her about:

- ☐ I'd like to see something about the following topic in a future issue of Directions:

DIRECTIONS



VOL. 9 NO. 2

OCTOBER, 1992

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Message from the Animateur

This issue of Directions includes a potpourri of professional development ideas reflecting the diverse nature of our institution. I hope there's something for you among the pages.

In this midterm month, there are a couple of short articles that address student issues - writer's block and perfectionistic thinking. Perhaps the insights in these pieces will help you to help your students.

Thinking of applying for a sabbatical next year? Why not start thinking about it now. Give me a call (3417 or 3173) if I can be of help in developing your proposal.

A brief reminder: the Faculty Professional Development Needs Assessment is due October 2. The Needs Assessment will help the Board/Faculty Professional Development Committee plan future pd opportunities. We're hoping that a good return rate will

result in planning that meets your needs. If you haven't handed it in yet, please take a moment to send it along. (Extra copies are available on the Board/Faculty Professional Development Committee Bulletin Boards or from me.)

Enjoy October's Directions.
Glynis Wilson Boulton.



DEADLINE

The **Student Achiever Breakfast(s)** will be held on November 18 (definitely) and November 17 (tentatively, depending on numbers). If you would like to nominate a student, be sure to do so by Monday, November 2, 1992. Nomination forms are available from Public Relations, Room 2101.

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.

THE COLLEGE NATURAL AREA

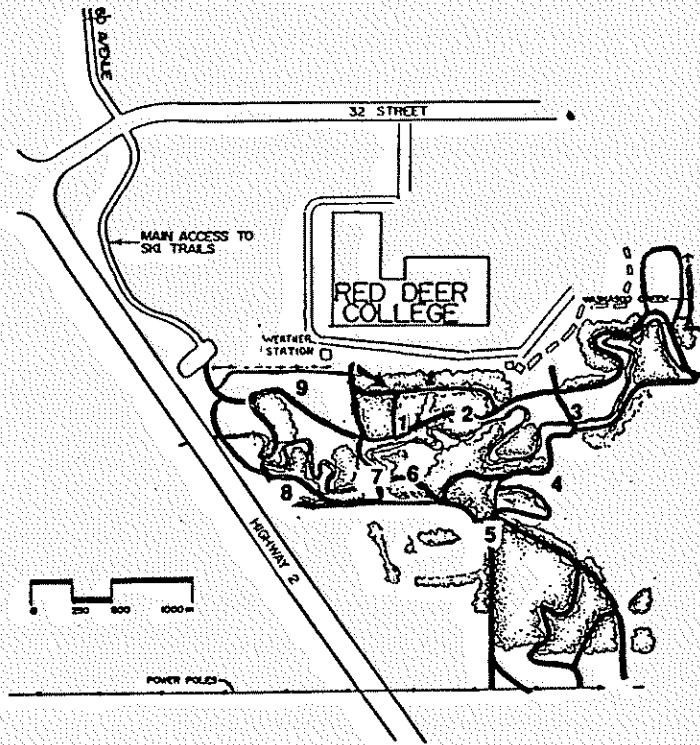
Don Wales, Biology, CPP Dept.

Red Deer College has a unique classroom on campus that is not surrounded by four walls. It is the Natural Area located to the south of the campus; accessible from the southwest corner of the ring road near the weather station. This spruce/aspen mixed forest and creek bottom habitat has been used for years by classes, teams, college staff, and the general public.

RED DEER COLLEGE TRAILS

Here, students learn to identify plants, do mark/recapture studies on mice populations, collect insects, examine soil, identify birds, sketch, train for cross country skiing and running, orienteer and play environmental games. One year, three windows and one door were suspended between trees to become a student art project.

Apart from the natural area's value as a classroom, it is a place to relax and unwind either after work, or at lunch time. A half hour walk in the middle of the day magically reduces stress levels and returns you to your office refreshed. While you are there you may see moose browsing in the wet-lands, a small herd of whitetail or mule deer grazing in the open field, beavers ac-



tively dam building, red tailed hawks hunting the fields, great horned owls hooting in the cool spruce forests, or the occasional glimpse of a coyote or red fox. In the spring and summer, the woods come alive with over 90 species of wildflowers and in fall the forest is ablaze with the golds of aspen leaves and the reds of saskatoons. The bird life is exceptional, so bring binoculars.

If you need more exercise, these trails, which are groomed by our grounds staff, are ideal for

jogging and mountain biking. In winter, volunteers pack and track-set the trails for your cross country skiing enjoyment. Why not store your skis, boots and poles in your office, zip off to the locker rooms or washrooms to change and be off in minutes for an invigorating ski.

Substitute a couple of coffee breaks for some exercise or pack a lunch and have a picnic on a sunny hillside.

Natural areas have a way of calming us. A self-guided nature trail pamphlet (available from room 2101, 1607I, or from the trail head) would be a great introduction to the beauty of the Natural Area. For more information, for a personalized guided tour, or for ideas on ways you could use this land for your classes, contact Don Wales at 3252.

CD - ROM NEWS

by Hilary Eade

Do you need information on psychology or related disciplines such as education, business, medicine or law? Come to the Reference Desk in the Library and conduct a free search using the PsycLIT on SilverPlatter compact disc. With a minimum of keystrokes, you can search this user-friendly database to locate particular journal articles by author, subject descriptors, keywords, journal name, classi-

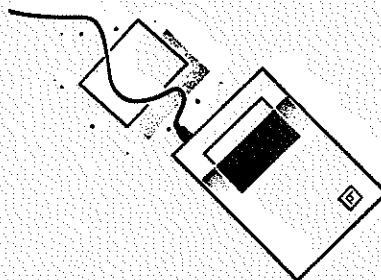
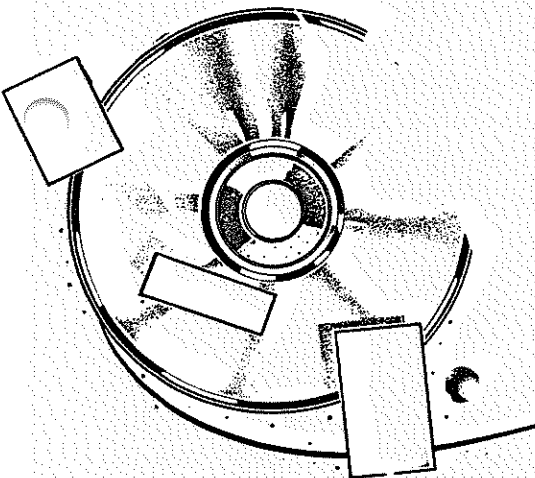
fication code, publication date, population, or language or any combination of these items. Your retrieval can then be quickly printed out or downloaded to disk, eliminating the need to tediously and laboriously copy down references.

PsycLIT on SilverPlatter is a cooperative venture of the American Psychological Association and SilverPlatter Information, Inc. The database, mastered on two compact discs, covers over 1300 journals from approximately 45 countries. It contains bibliographic citations, full abstracts and indexing from APA's *Thesaurus of Psychological*

Index Terms for all journal articles covered in the PycINFO database from 1974 to the present.

PsycLIT utilizes CD-ROM technology that allows up to 650 megabytes (the equivalent of 1700 floppy disks) of information to be encoded on a single disc. The compact disc is read by a CD-ROM drive, connected to an IBM-PC. Search software running on the PC instructs the drive to access the compact disc, providing rapid retrieval of complex search requests. Users enjoy the capabilities and speed of an online search, but without the online connect and telecommunications fees. To speed up the way you do research, come try out the PsycLIT in the Library.

Any questions? Phone Hilary Eade at 3346.



RED DEER COLLEGE AUTHORS



Have you written a book, article, or thesis? Produced any audio visual materials? If so, please send it/them to the Library for inclusion in the Red Deer College Authors Collection. For more information, call Paul Boulton at 3346.

Date Stamp



October 1, 1966

CBC Begins Colour T.V. Broadcast

October 16, 1854

Oscar Wilde Is Born

October 27, 1937

Dupont Invents Nylon

WHY DO SOME WRITERS BLOCK?

Nancy Westrich Baker



Faculty and student writers often share the problem of writer's block, a broad term which includes writing problems ranging from (a) having difficulty selecting a topic to (b) not being able to formulate a clear thesis to (c) stopping short of completing a final draft. Boice (1985) reported that at least 45 different cases of blocking have been proposed by researchers; the first of these studies was published in 1898. Findings from two recently published studies provide valuable new insights into writer's block.

One study conducted by Boice (1985) identified several types of pathological thinking that often accompanies writer's block. Subjects in Boice's study included 40 academicians labelled "blocked subjects" (i.e., all sought treatment in the past five years for an inability to begin written projects) and 20 academicians labelled "nonblocked subjects" (i.e., who had submitted at least one article in the past year and had on-going writing projects). Both groups were taught to record their thoughts, which were labelled "self-talk," during "upsetting (writing) situations." Boice's study addressed two questions: (a) Will systematic records of self-talk during writing sessions distinguish blockers from nonblockers? and (b) Can cognitive factors in blocking be reliably and usefully categorized?

After practicing techniques to record their self-talk statements on index cards, subjects made thought listings over a five-week period preceding therapy. These listings were produced under three different sets of conditions: (a) when writing was attempted, (b) retrospectively from a talking-aloud procedure used during ten-minute writing sessions, and (c) at each of four writing sessions during which time participants agreed to remain at their writing station for at least 30 minutes but for no longer than three hours.

Self-talk statements were classified into three categories: (a) blocking/maladaptive, (b) neutral (i.e., statements unrelated to writing), or (c) psyched-up (i.e., statements that encouraged writing). Blocking / maladaptive statements were further divided into the categories of (a) working apprehension, (b) procrastination, (c)

dysphoria (e.g., anxiety, depression, panic, worry), (d) impatience, (e) perfectionism, (f) evaluation anxiety and (g) rules (e.g., maladaptive writing formulas). Work apprehension (i.e., self-talk about the unpleasantness, difficulty level, and demandingness of writing) appeared as the dominant negative cognition among blockers. Of the remaining factors, all but rules were significantly more common in blockers than in nonblockers. In addition, compared to nonblockers, blockers produced 1/3 more self-talk statements, reported nearly twice as many maladaptive thoughts and listed only 1/7 as many psyched-up statements. Boice concluded that maladaptive thinking blocks writing and that the thought-listing procedures can be used successfully to distinguish blockers from nonblockers.

In another study, Rennie and Brewer (1987) interviewed 16 master's degree candidates working on their theses; ten were experiencing writer's block difficulty and six were experiencing no difficulty. In this study, thesis blocking was defined as a situation in which the subject (a) had completed graduate coursework, (b) judged working on the thesis to be more negative than positive, (c) spent an inordinate amount of time on the thesis, and (d) reported to have experienced thesis blocking. In audio-taped

Writer's Block ...can't

Interviews with these students, 10 open-ended questions were asked using a nondirective interviewing approach (e.g., "How do you know you were blocked? Any idea about the reason why?"). Tapes were later transcribed and analyzed, with each unit of analysis being defined as a complete thought communicated during the interview; these analytic units were then categorized.

Several descriptive categories of responses were identified: dependence/independence, fear of failure/self-confidence, approach/avoidance, feeling overwhelmed/feeling challenged, self-imposed deadlines/deadlines imposed by others, political know-how/political naivete, support/nonsupport, meaningfulness of thesis experience. The underlying factor in thesis blocking, which subsumed all other factors, was whether or not the student felt in control of the thesis. Those who felt in control were "optimistic, confident, and on top of the thesis" while those who felt not in control were "unconfident, pessimistic and dominated by it."

Rennie and Brewer found that while nonblockers preferred to operate independently, they knew when to ask for help and support from others. In contrast, a source of frustration for blockers was their inability to shift from dependence to independence.

In terms of project meaningfulness, blockers viewed their research as a pragmatic tool and viewed the process of completing a thesis as important to their career development; blockers were less interested in the research process and viewed their theses as either trivial or overwhelming. Finally, nonblockers, who were not overly concerned about finishing their degree quickly, organized their time by focusing on discrete steps leading toward the completion of the thesis; blockers, in contrast, fought repeatedly to stick to the task and rarely set deadlines.

Rennie and Brewer concluded with suggestions for alleviating thesis blocking. First, faculty members must be sensitive to students' dependency conflicts. In addition, students should be assisted in setting goals and time limits. Also, students must be aware of their need for help and advised to approach faculty to discuss difficulties.

Faculty who are concerned about students' struggles with blocking can help in several ways: (a) by encouraging positive self-talk, (b) by setting time

limits within which writing projects must be completed, (c) by explaining the importance of the assignment, and (d) by encouraging students to seek help from supportive others.

References

- Boice, R. (1985). Cognitive components of blocking. *Written Communication*, 2 (1), 91-104.
- Rennie, D. and Brewer, L. (1987). A grounded theory of thesis blocking. *Teaching of Psychology*, 14 (1), 10-16.

Originally published in Research Serving Teaching (Center for Teaching & Learning, Southeast Missouri State University). Reprinted with permission of the Director of the Center.



CONFERENCE PLANNER

November 5 - 8, 1992

American Mathematical Association of Two-Year Colleges
18th Annual Conference in Indianapolis, IN. Contact: Lucreda Hutton, Indiana University/ Purdue University, 1125 East 38 St., Indianapolis, IN 46205.

February 17 - 19, 1993.

"Total Integrity Management: Cultivating Ethical People - Building Ethical Organizations - Bringing the Practical into Practice" (4th Annual National Conference on Ethics in America) in Long Beach, CA. Contact: CSULB University Extension Services, California State University, Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840-8002.

READ ANY GOOD BOOKS LATELY?



Tracey Cotter,
Office Administration Dept.
Mansfield Park

by Jane Austen (PR 4031 C47)
A classic Austen tale set in the early nineteenth century about superficiality, values (personal and social) and character. A good read— even the second time around.

Bob Gosselin, Physics Dept.
Earth

by David Brin
The main character is a physicist involved in harnessing black holes. Environmental issues are the focus of this gripping science fiction novel. Hard to put down.

Linda Moreau,
Teacher Assistant Dept.
Dancing with a Ghost

by Rupert Ross
(on order in the Library)
The author is a judge in northern Ontario who writes about his perceptions of native culture and values. Fascinating.

"DRY RUNS" WORTHWHILE

Letter to the Editor:

Thank you for making an opportunity available for me to present my paper "Integrating Critical Thinking Skills in a Freshman Design Course" to our colleagues at Red Deer College on May 8, 1992. The ideas and suggestions generated during the discussion after the talk were extremely helpful in honing this presentation for the American Society of Engineering Educators (ASEE).

First of all, I realized that the presentation was too long, and would have to be reduced considerably. I proceeded to reduce the material on the overheads, and to entirely eliminate some of them. You will be pleased to know that the overheads were much less crowded. (Unfortunately, I still had the same number as before!)

I presented the paper at the 1992 Annual ASEE conference in Toledo, Ohio on June 23, 1992. I am pleased to inform you that the "dry run" at the College helped me to finish my actual presentation in the allotted time. I even had time for a couple of questions.

Thanks are also due to the participants of the session on May 8. Without their suggestions and comments, my presentation at the ASEE conference would not have been as successful and professional.

Arun Mishra

Editor's Reply:

Over the past few years, "dry runs" have become increasingly popular. They allow the presenter to fine tune material & allow RDC colleagues access to material that is being presented elsewhere. Presenters who have asked for constructive feedback have found colleagues' suggestions both thoughtful and sensitive.

If you are giving a paper at a conference in the next year and would like to do a dry run, please contact Glynis (3417 or 3173). She will arrange to advertise the session to RDC colleagues (and even to provide coffee!). Two to three weeks notice would be helpful. More notice will facilitate the use of cost effective and environmentally-friendly advertising strategies.

INTEREST IN INTERDISCIPLINARY PROJECTS

Several faculty members have expressed interest in working on interdisciplinary projects. These individuals would like to know about initiatives that have already taken place (e.g., Jim Martens talking about the history of the Plague in Lori Myers' Bacteriology class). They would also like to know if there are others who would be interested in exploring further interdisciplinary possibilities. Interested? If so, please drop me a note telling me about any past initiatives (simple or complex) and outlining thoughts (concrete or vague) about interdisciplinary possibilities. I will try to facilitate some activities if a number of individuals respond to this notice. Glynis Wilson Boulton.

INSTRUCTIONAL SKILLS WORKSHOP PROGRAM AT RED DEER COLLEGE

The Instructional Skills Workshop (ISW) Program at Red Deer College is alive & well. Twenty two new faculty took part in the program and many identified it as a highlight of the orientation program. In the past years, a number of experienced faculty have also taken the ISW. They report that the

ISW provides an opportunity to try new instructional techniques within a safe environment.

Each year, we also train several faculty to be facilitators of the ISW. The four day workshop allows for continued development of instructional techniques, while also helping

participants to develop sensitive and insightful facilitation techniques. This year the workshop will be offered in late April or early May.

If you are interested in attending an ISW or Facilitator Training Workshop, please fill in the form below.

To: Glynis Wilson Boulton

From: _____ Phone: _____

☐ I would be interested (this is NOT a commitment) in attending an ISW in the next year. My preference(s) would be ☐ December ☐ February Break ☐ May

☐ I have taken the ISW and would now be interested in the Facilitator Training Workshop. Please call me to discuss this idea further.

LEONARD COHEN AT RED DEER COLLEGE

Jim Scott, English Dept.

In October of 1993, Red Deer College will be hosting a national conference to study and celebrate the works of Canadian poet, songwriter, and artist, Leonard Cohen. While part of the conference will be given over to academic papers delivered by Cohen scholars, a major concern of the organizers is to involve as many students and faculty as possible in both the academic and performance components of the conference. For example, we hope to mount displays of Cohen-inspired artwork, readings of his poetry, showings of films with his music as soundtrack, and a

concert featuring his music. We are trying to get either Cohen himself or Jennifer Warnes to sing, but we would like to have other performances by student musicians. Cohen has indicated that he will appear for the conference, although he will not yet commit to a performance.

This conference will be a great opportunity to showcase the diversity and quality of our programs, as well as involve our students in a significant event. If you would like to be involved or to have your students involved, please let me know. I hope to have in place

by Christmas, a program of College-based activities that reach into as many program areas as possible. This should be an exciting event, so please give some thought as to how you might integrate your students into it.



BOARD/FACULTY PROFESSIONAL DEVELOPMENT COMMITTEE 1992/93 GOALS

The following goals were set at a recent meeting:

- a) Review the function and role of the Animateur and his/her programme (i.e. workshops, orientation, Directions, individual consultations, etc.). Make changes to and/or delete i) Animateur position and/or ii) his/her programme, where appropriate.
- b) Continue to provide computer literacy programming.
- c) Explore the possibility of a Peer Consultation Programme and develop a proposal, if appropriate.
- d) Determine the need for Board/Faculty Professional Development Committee support for discipline-related professional development activities.
- e) Determine strategies to increase the use of professional development funds for special projects, study leaves, in-house visiting faculty, and travel grants.
- f) Establish a sub-committee to make recommendations on the appropriateness and ethics of research proposals.

▼LITERACY CONFERENCE▼

The Alberta Association for Adult Literacy invites you to the annual Literacy Conference, November 19-21 at the Red Deer Lodge. This conference is for anyone who has an interest in adult literacy. Among the wide variety of participatory breakaway sessions are

- ▼ESL Literacy
- ▼Family Literacy
- ▼Workplace Literacy
- ▼Computer Managed Instruction
- ▼Hands-on Techniques for Teaching
- ▼Kinesiology in Teaching of Adults

Featured speakers include Michael Ballard, a challenging and inspirational speaker who is dynamic, humorous, and insightful; Marilyn Halvorson, a Central Alberta author of seven books including Cowboys Don't Cry; and Arthur Black, author, columnist and broadcaster of CBC's "Basic Black".

For further information, contact Donna Grutter at 346-2533 or Wendy Heggerud at 343-4050.

REGISTRATION FORM

Name _____ Organization _____ Address _____ City _____ Province _____ Postal Code _____ Telephone _____ Fax _____	Fees <input type="checkbox"/> Early Bird ----- \$135.00 <input type="checkbox"/> Regular ----- \$160.00 <input type="checkbox"/> Volunteers ----- \$65.00 <input type="checkbox"/> Tutors ----- \$65.00 <input type="checkbox"/> Learners ----- \$65.00 <input type="checkbox"/> Saturday Only ----- \$65.00 GST, AAAL Membership, and meals included in fees. (Early Bird is before Oct 15) \$25.00 Cancellation fee after October 30	Payment Method <input type="checkbox"/> Visa <input type="checkbox"/> Mastercard Card No. _____ Expiry Date _____ <input type="checkbox"/> Cheque Cheques payable to: Red Deer College - AAAL Amount Enclosed _____ Confirmation will not be mailed. Registration Deadline: October 30
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LISTENING FOR PERFECTIONISTIC THINKING

Debra Harless, Academic Enrichment & Support Center, Bethel College, St. Paul, MN.

Chris arrived for her appointment in the Learning Center to discuss concerns about her study skills. She asserted that she was feeling overwhelmed by her classes and frustrated by her performance. She also reported feeling lonely and isolated; it didn't seem to her as though she had enough time for her studies and socializing. She had been putting off a number of projects and tasks and was feeling nervous about getting them done. Her highest priority was to do well academically, yet she also hoped to enjoy college life. She wanted to know how to manage her time more effectively and to stop procrastinating so that she could complete her homework and enjoy time with friends.

Chris came in presenting concerns about time management and procrastination. While indeed she was struggling in these areas, she noted that she also had some strong perfectionistic standards for herself. Over a series of meetings with a counselor, Chris explored the expectations she had for herself, and she was able to (1) recognize her perfectionistic standards for her schoolwork, (2) discover how some family norms contributed to the development of those expectations, (3) identify how those standards contributed to her procrastination and feelings of frustration and dissatisfaction with college life, [4] redefine her expectations in ways



that motivated rather than frustrated her, and [5] use goal-setting techniques in a more realistic and positive way.

"Chris" is not unlike a number of students who seek assistance in learning or counseling centers. Her presenting concerns focused on time management and procrastination, yet further discussion identified perfectionistic standards and struggles with feelings of self worth. While many college students struggle with perfectionism, it is rarely the issue for which they seek help. Halgin and Leahy (1989) report that students are more likely to present concerns about depression, relationships, procrastination, and anxiety, which may have their roots in perfectionistic thinking.

The consequences of perfectionism may be extreme, as "insatiable perfectionism" is often a

contributing factor in suicides of students (Halgin and Leahy, 1989; Adderholdt-Elliott, 1987). It is important for [us] to watch and listen for cues to perfectionistic standards. According to Barrow and Moore (1983) these cues may include the following:

1. "All-or-nothing" thinking (e.g., a completed project is wonderful or terrible).
2. Desires ("I want...") stated as demands ("I should" or "I must...").
3. Performance and self-esteem equated.
4. Lack of acknowledgement of accomplishments and focus on future, unmet demands or goals.
5. Accomplished goals being trivialized, with attention placed on goals not attained.
6. Intolerance of performance

Perfectionistic Thinking

...con't

on something deemed important being "average."

It is important to acknowledge that perfectionistic thinking may underlie a number of concerns that students present, and [we may need] to provide an opportunity for students to explore these types of expectations and standards.

Suggested Resources

Adderholdt-Elliott, M. (1987). *Perfectionism: What's bad about being too good?* Minneapolis: Free Spirit Press.

Barrow, J.C., & Moore, C.A. (1983). Group interventions with perfectionist thinking, *The Personnel and Guidance Journal*, 61, 612-615 [HF 5549A2 P4].

Burka, J.B., & Yuen, L.M. (1989). *Procrastination: Why you do it, what to do about it*. Reading, MA: Addison-Wesley Publishing Co. [BF 575 P95 B87].

Burns, D.D. (1980). *Feeling good: The new mood therapy*. New York: Signet.

Burns, D.D. (November, 1980). The perfectionist's script for self-defeat. *Psychology Today*, 34-52 [BF 1 P79].

Halgin, R.P. & Leahy, P.M. (1989). Understanding and treating perfectionistic college students, *Journal of Counseling and Development*, 68 (2), 222-225 [HF 5549 A2 P4].

Originally published in *Motivational/Emotional SIG Newsletter*, Bethel College, St. Paul, Minnesota. Reprinted with permission of the author and the editor.

COOPERATIVE LEARNING EXAMS

Tom Creed, St. John's University

I gave a cooperative learning final exam in my Conditioning and Learning class last semester. (In cooperative learning, students have a vested interest in working together, yet maintain individual accountability.) For the first hour, students wrote individually on a comprehensive essay question. I handed out green pens for them to write the exam.* After one hour they handed in their green pens, got in their workgroups, and spent an hour crafting a group answer about how conditioning fits into the larger framework of psychology in terms of understanding human behavior. The individual answer accounted for 75%, group answer 25%. The major advantage was that students left the exam with a sense of closure and a sense that they had learned on the last day rather than just performed.

*I collected the pens rather than their examinations so that students could use their individual answers in their groups; I didn't have to be concerned that they might change them, since I had the green ink pens.

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* * *

The Bright Idea Network is full of interesting teaching tips. It's available in the Faculty Resource Centre (B208).

EXPERIENCE THE CHALLENGE

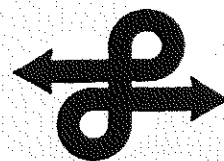
Have you ever wondered how you would handle a wheel chair? How you would manage with a hearing loss? How you would find your way through the cafeteria with a visual impairment? Have you ever wanted to be able to understand how your disabled students learn to live and thrive?

Watch for information about a stimulating series of Lunch Bag Workshops exploring what it's like to be a disabled student at the College. These hands-on sessions will allow you to "experience the challenge." For more information, call Cheryl Jahraus at 3165.

CONGRATULATIONS

On August 20, 1992, the International Board of Directors voted unanimously to appoint Dr. Shawn Haley as Mensa's International Research Officer. Shawn will be responsible for coordinating research efforts being conducted within the national Mensa organizations on behalf of the International Board of Directors. Mensa, a worldwide organization for individuals with I.Q.s in the top 2% of the population, has national Mensa organizations in twenty-nine countries on six continents.

DIRECTIONS



VOL. 9 NO. 3

NOVEMBER, 1992

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Message from the Animateur

Greetings from the Faculty Resource Centre (FRC) in B208. I'm pleased to note how many of you have found your way down to the FRC so far this year to peruse the resources and/or talk with me about your professional development ideas and plans. If you haven't visited yet, please drop in. The FRC is in the basement off the Forum. Go down the stairs that are situated around the corner from the Registrar's new notice board and turn right. B208 is the second door on your right.

The Board/Faculty Professional Development Committee is going green. We are getting a cover page with a coloured masthead prepared for Directions by a local printing company. Soon, all but this first

page will be printed on plain white bond. We've tried to come up with a solution that keeps the publication recognizable, readable, and yet reasonably environmentally friendly. Watch for changeover in January.

This is the month for administering Student Evaluations. If all goes well, you should receive the results by mid-November. Some instructors have talked with me about the results and, in particular, asked me about resources and activities that might help them to address areas on which they would like to work. If this idea appeals, please give me a call. I can assure you that our discussion will be kept in strictest confidence. Glynis Wilson Boulton

True Confessions

In October's Directions, I indicated that Jim Martens had talked "about the history of the Plague in Lori Myers' Bacteriology class." I would like to dispel any rumours that may be circulating by confirming here and now that no Plague (capitalized or otherwise) has been identified in any of Lori's classes. I hereby cheerfully (and humbly) give permission to all RDC English teachers to share this misplaced modifier with their students. I'll waive copyright. There's no need to identify the author! Glynis.

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.

REPORT ON A SPECIAL PROJECT

Dr. Jim Gough & Randy Wojtowicz, Philosophy

The Special Projects Grant we received from the Board/Faculty Professional Development Committee was used to fund research activities associated with investigating and developing the interdisciplinary linkages between contemporary theoretical and philosophical developments in Artificial Intelligence (AI) and existing knowledge-based computing programs/systems such as Prolog. This research was used to produce the core of the curriculum for a course in the college calendar and transfer system: Philosophy and Computing, 399-3.

Research within AI has proceeded in several different areas. Historically, theoretical issues have been pursued by philosophy and cognitive science, while application issues have been vigorously pursued by cognitive science and computing science. In recent years, however, one finds that the distinction between what was once generally taken to be the exclusive provinces of philosophy and computing science has become blurred. For example, the advent of parallel distributive processing, neural net modeling and connectionism raise questions that seem to demand both a theoretical and application solution. These important, and relatively new developments, provide a unique opportunity to participate in a possible integration of several disciplines. Our research has been focused on a synthesis of the theoretical debates in philosophy regarding the possibility of whether computers could "think" with the possibility of "intelligent" decisions of expert systems and programs like Prolog.

Initially, our interest in AI found its genesis in the philosophical controversy revolving around the case against strong AI. This case has been forcefully argued by Dreyfus [1972] and Searle [1980 and 1990]. Searle's argument that syntax will never yield semantics



we find of particular interest, since, if Searle is correct, the case against strong AI could be considered settled. The volume of literature generated by Searle's Chinese Room Puzzle, however, leads us to believe the issue is not closed. The Special Projects Grant has permitted us to research and explore this issue in some depth. Moreover, the purchase of Turbo Prolog by this institution has permitted us to research and explore the synthesis between theory and application with some facility. Our discussions with various members of the faculty of RDC have assisted us greatly in this project.

Our research has also led us to consultation with experts in this area at other academic institutions. We note that Dr. J. Pelletier, Department of Philosophy, University of Alberta, Dr. R. Goebels, Department of Computing Science, University of Alberta, and Dr. W. Rapaport, Department of Computing Science, University of Buffalo,

State University of New York have offered many useful suggestions and have provided some insightful assistance in developing a strategy for integrating our research in rather diverse areas into an interdisciplinary curriculum.

We also note that much of our research has added enormously to the success of a new course offering: Philosophy and Computing, 399-3. The course concentrates on the theoretical and philosophical aspects of the contemporary AI debate. However, we are endeavouring to incorporate a logical component (including syntax, semantics, translations, trees and recursion) and an application component (including an overview of selected architectural features and the language Prolog). Course enrollment demography suggests success with respect to our intent regarding interdisciplinary course content. A significant percentage of the students are currently enrolled in, or have recently graduated from, CST. Nevertheless, there are also a number of students from the private sector and from more traditional Arts-related disciplines. (Currently, some faculty also attend.)

Finally we would like to thank the Board/Faculty Professional Development Committee for their support of this project.

Dreyfus, H.L. What Computers Can't Do. Harper & Row: New York, 1972.

Searle, J.R. "Minds, Brains, and Programs" In Behavioural and Brain Sciences, Vol 3, pp 417-24, 1980.

— "Is the Brain's Mind a Computer Program?" In Scientific American, pp 26-31, 1990.

memo memo memo

READING MEMOS Bob Gosselin, Physics

This term I tried to encourage some ongoing written communication with my students by using a device I call "reading memos". The students are given the following instructions in the course outline.

As you work through the text, please have a blank sheet of paper next to you. Write down the difficulties you encounter as they appear, with text page number. If you cannot figure out exactly what is wrong, write that down too! If something clears up that difficulty, just add that to the comments. **DO NOT ERASE ANYTHING OR CROSS IT OFF; BOTH ENTRIES ARE USEFUL.** At the end of each reading assignment, note down general difficulties you have and any questions that you would like answered. Do not revise or recopy your notes, it is important that they be spontaneous, written down as you are working through the text.

The reading assignment will usually be due at the end of the next lecture period. I will respond individually to each reading "memo". Also feel free to include comments on the lectures, labs, demonstrations, grading or anything else.

As a reward for the time taken in writing these memos to me, you will earn the equivalent of one notch on the letter-grade scale (eg. B- becomes a B) on your final exam if ALL reading memos are handed in on time. (The increase in grade depends only on the *promptness* and the *number* of memos submitted, NOT on their *content*.)

Not all students entered into this activity with the same enthusiasm. A few decided not to participate at all. About a third of the students participated sporadically with comments like "Section 2.4...no problem. Section 2.5...easy, I know all this already etc." I found it interesting that almost all of the students who responded in this (to me) unproductive fashion were male. Another interesting result was that the average grade on a "dry-run" test was D for this group, two letter grades below the others at C-. These observations were made to the class.

Several students later commented saying that they had not realized the purpose of the memos and would take them more seriously in the future. I have enjoyed the resulting correspondence and intend to use it in future courses. It does consume a lot of time but I do think the improved communication with my students is worth the added effort.

CD - ROM

IN THE LIBRARY

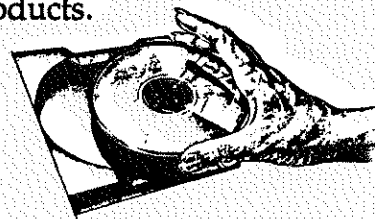
Hilary Eade, Library

SPORT Discus is one of the new CD-ROM products we have purchased for you in the library. The citations on this database include over 40,000 books, proceedings, reports, and other monographs plus citations to articles from more than 2,000 current journals, magazines and newsletters.

The subject coverage will be of interest to those involved in Recreation Administration, Physical Education and Sport Studies, Physiology and Psychology. Its broad coverage of sports-related material includes Sports, Sports Medicine, Exercise Physiology, Biomechanics, Psychology, Training Techniques, Coaching, Physical Education, Physical Fitness and Recreation.

The date of material covered is 1975 - June 1992 with semi-annual updates.

If you have any questions or concerns about the CD-ROM as an information source, please contact me in the Library (3346) or book a time to work on one of our seven products.



Provincial Facilitator Training At Red Deer College

In May of 1992, Red Deer College hosted the first provincial Facilitator Training session for the Instructional Skills Workshop (ISW) Program. Instructors from Red Deer College, Medicine Hat College, Canadian Union College, and Prairie Bible College came together for four days to learn facilitation skills and practice teaching techniques. Art Gagne, Caroline Rentz-Golub and Glynis Wilson Boulton conducted the training along with Trainer Apprentice, Jay Johnson from Medicine Hat.

This training session was a new departure for the College and the province. Up to now, RDC instructors have been trained internally without the benefit of intercollegiate contacts. While the training sessions have always been very successful, participants this year said that the variety of perspectives added an interesting new dimension to the event. Others in the province have often brought in trainers from British Columbia and California, a much more costly alternative.

Six other institutions have expressed interest in attending future training sessions. As a result, Red Deer College will probably continue to take a leadership role in the Alberta ISW movement.

If you are interested in becoming a facilitator, please contact Glynis at 3417 or 3173.

Potlatch

The Board/Faculty Professional Development Committee sent two ISW facilitators (Ray Allan and Sandy MacGregor) to Potlatch in June, 1992 as part of the ongoing commitment to helping facilitators to develop their skills. Glynis Wilson Boulton also received partial funding to attend this 3 and a half day workshop.

Potlatch is held at Naramata Centre in British Columbia. It is a residential institute designed for the ongoing development of both new and experienced ISW facilitators. Using the strengths and resources of the group, the organizers facilitate a set of activities relating to the ISW: group development; instructional and professional development issues; and personal growth. Participants are from a

variety of colleges and universities primarily in British Columbia, Alberta, and California.

Sandy, Ray and Glynis all submitted reports on their Potlatch experience. Here are some of the highlights:

"...heightened my awareness of group dynamics which influenced how I facilitated the ISW workshop this August."

"My new understanding of organizational structure is applicable in many situations."

"We learned a great deal about how to help groups to form and perform effectively..."

"One strategy I intend to try, is the use of artwork in learning."

"A bonus was lots of personal development work that will be of help in functioning well within an organization."

*Chaos and Harmony are expressions of
the same energy - diversity of intensity.
Harmony is more than an island of resolution
in a sea of chaos.
It is that moment of grace which
we know forever and glimpse just occasionally.*

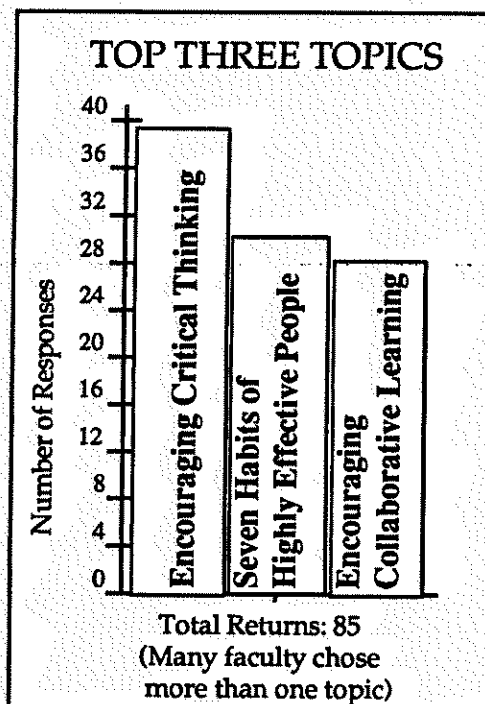
Tim Scorer, Naramata Centre, June 1992.

PRELIMINARY NEEDS ASSESSMENT RESULTS

In September, the Board/Faculty Professional Development Committee distributed a Needs Assessment and asked that faculty identify topics of interest for PD Workshops.

The return rate was over 30%. Thank you to all who returned the survey. We believe we can now decide on a program of workshops for the year which will reflect your needs and interests.

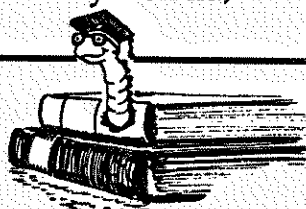
Here are the results of the survey (tallied on the due date. Slight changes are expected as late surveys roll in.)



Other Topics Selected by 20+ Individuals:

- Adult Education
- Encouraging Student Success/Retention
- Creating Independent Students
- Designing Effective Assignments
- Evaluating Group Efforts
- Evaluating Classroom Participation

Watch for workshops and lunchbag seminars on a number of these topics in the months to come.



READ ANY GOOD BOOKS LATELY?

Donna Morrison, ECD

If It Ain't Broke...Break It! by Robert J. Kriegel & Louis Patter (Warner Books, 1992)

This funny and highly readable book looks at life from a different perspective. It suggests that while we get comfortable and complacent with our work, we can only make it a better place by encouraging change. Although it's written for a business audience, the book is also applicable to the education field.

Ann Fisk, Nursing

Canadians on Everest by Bruce Patterson & Colleen Campbell (Detselig, 1990)

Feeling the need to renew your pride in your country? This book, by a former Calgary journalist, describes the many Canadian expeditions to Everest. A good weekend read.

Ian LeMaistre, Theatre Studies

Xenocide by Orson Scott Card (St. Martin, 1991)

This novel by one of the new lights of science fiction is the third in the Ender Series. Topics explored include: the eradication of entire races and species of intelligent life, the creation of artificial intelligence in large computer networks, and the morality of humans. A good read.

CHECK IT OUT

Do you use icebreakers in your classes? You might want to read Bart Dahmer's "Kinder, Gentler Icebreakers" in the August, 1992 issue of Training & Development (HF 5549.5 T7T62). Among many other suggestions, he provides the following checklist:

Could this exercise build barriers instead of create rapport?

Could participants fail at what they're being asked to do?

Could it embarrass participants, particularly introverted people?

Should I build more trust before asking people to risk participation?

Could I achieve the same end with less threatening means?

Did I choose the exercise because I'd like to do it? Is it appropriate for other learning styles or personality profiles?

Should I ask a conservative colleague to review the exercise to see how he or she reacts?

WHAT TO SAY TO STUDENT VICTIMS OF SEXUAL ASSAULT?

For faculty, training in sexual assault counseling may be like learning CPR – they're grateful for the preparation, while hoping they never have to use it. Claire Kaplan, coordinator of the Sexual Assault Education Office at the U. of Virginia, offers the following tips in brief workshops for faculty.

- If a student comes to your office, express your willingness to listen, and to help *non-judgmentally*. Victims have a hard time "getting it out" the first time. Let them take their time. Often the issue forcing them to seek help is a result of the assault (failing grades, breaking up a relationship). She or he may not even see the connection between the assault and the current problem.
- Determine whether this is an immediate crisis which demands emergency intervention. If the assault was recent, has she or he sought medical attention?
- Validate the student's feelings and redirect any feelings of self-blame. Possible statements to make: "It sounds like you've been through a lot." "It sounds like you're upset about this." "Many survivors feel that way after an assault; what you're going through is actually very normal." "You didn't do anything to deserve this."
- Show your concern. Perhaps say, "I'm glad you trusted me enough to come talk to me about this."
- Deal with emotional needs first. Ask about the student's personal network

– would friends, siblings or parents be supportive? Refer the student to campus resources, such as student health or the counseling center. Avoid using the word "should".

- Explore sources of academic support also, to ensure that stress resulting from an assault does not negatively affect grades.
- Inform the student of her or his rights and provide information on resources such as the university police, mediation procedures, or student judicial reviews.
- Help the student regain control and prioritize steps to take immediately, tomorrow, and next week.

Studies suggest that many student victims of sexual assault do not seek emotional support in the form of counseling or legal redress, out of fear, embarrassment, self-blame, and shock. When a student does come to a faculty member for help, it's important, at the very least, to listen carefully and take that person seriously. Preparing for such difficult dialogues can ease any discomfort on the part of the student, not to mention the faculty member.

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DOUBLE TEST MARKS FOR BEST RESULTS

Pamela Hull of Collin Community College in Plano, Texas describes a unique grade adjustment practice in the September 1992 issue of The Adjunct Mentor.

She describes the common practice of dropping the lowest test grade for each student and suggests that this may negatively affect performance by giving students "permission, even encouragement, to perform poorly on one test."

Knowing they can perform poorly may not send a message we want them to hear.

Her alternative: She doubles the highest grade. Thus, a student knows that if he/she does exceptionally well on a test, this performance will be rewarded. This message, she suggests, reinforces the good performance rather than excusing the poor one.

SAMPLE:

Test One	85 X 2	170
Test Two	75	75
Test Three	83	83
Test Four	62	62
Test Five	72	72
462 divided by 6 (not 5) = 77%		

It is interesting to note that the student's average would actually have been higher (79% if you had dropped the lowest score.)

CONFERENCE PLANNER

February 10 - 12, 1993

"Lifelong Learning: Improving Academic Quality During a Retrenchment Era." (sponsored by National University Research Institute). In San Diego, CA. Contact: National University Research Institute, 4025 Camino del Rio South, San Diego, CA. 92108-4107.

February 19 - 23, 1993

The Freshman Year Experience ("Leading the Way for Successful Transitions."). In Columbia, SC. Contact: the Freshman Year Experience, University 101, University of South Carolina, 1728 College St., Columbia, SC. 29208.

February 24 - 27, 1993

Learning Disabilities Association of America 30th Annual International Conference. In San Francisco, CA. Contact: Jean Petersen, 4156 Library Rd, Pittsburgh, PA. 15234.

March 18 - 20, 1993

National Council of Teachers of English, Spring Conference. ("Education for Change: Creating Our Common Wealth.") In Richmond, VA. Contact: NCTE, 1111 Kenyon Road, Urbana, IL. 61801.

March 31 - April 3, 1993

National Council of Teachers of Mathematics Annual Meeting. In Seattle, WA. Contact: NCTM, 1906 Association Dr., Reston, VA. 22091.

April 1 - 4, 1993

National Science Teachers Association 41st National Convention. In Kansas City, MO. Contact: NSTA, 1742 Connecticut Ave. NW, Washington, DC. 20009-1171.

April 13 - 17, 1993

Teachers of English to Speakers of Other Languages (TESOL) 27th Annual Convention. In Atlanta, GA. Contact: TESOL, 1600 Cameron St., Suite 300, Alexandria, VA. 22314.

May 17 - 19, 1993

11th International Conference on Death and Bereavement. ("Ethical Issues in the Care of the Aged, the Dying and the Bereaved.") In London, ON. Contact: Dr. John D. Morgan, King's College, 266 Eppworth Ave, London, ON. N6A 2M3.

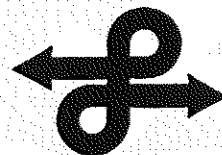
July 12 - 15, 1993

"Improving University Teaching." In Schwabisch Gmund, Germany. Contact: Improving University Teaching, University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD. 20742-1659.

REMINDER

Sabbatical proposals are due in the President's Office on January 15

DIRECTIONS



VOL. 9 NO. 3

NOVEMBER, 1992

ADDENDUM

DEALING WITH STUDENTS IN CRISIS

An article entitled "What to Say to Student Victims of Sexual Assault" was reprinted in the November 1992 Directions. The piece was included in part as a response to faculty questions and concerns expressed last year. After talking with a couple of instructors about the reprinted article, I believe that some further clarification is needed. I asked Jim Scott to write about the concerns that this issue has raised when it was discussed at ACIFA Presidents' Council — especially the legal implications of counselling students on personal matters. I then consulted with Sharon Comstock, counsellor in the Student Resource Centre. Because I think the issue is important, I have chosen to publish this short Addendum rather than wait until December. Please review the comments and place the Addendum with the original article if you have kept it. Thank you. Glynis Wilson Boulton

INSTRUCTORS ARE NOT CRISIS COUNSELLORS

by Jim Scott

The last issue of Directions contained an article advising instructors how to talk to students who are undergoing personal crises as a result of a sexual assault. Among other tips, the article tells instructors to "validate the student's feelings" and then to "help the student regain control and prioritize steps" for subsequent action. I feel that encouraging instructors to act as amateur crisis counsellors can be exceedingly dangerous, and the costs for both the instructor and the troubled student can be far greater than may be foreseen by someone who, with all good intentions, offers some sage

advice on how a student should put his/her life in order.

Except for those instructors who have had comprehensive training in dealing with traumatized individuals, most instructors can offer only heartfelt, "common-sense" advice — but such advice could be totally inappropriate for an emotionally unstable person. After all, instructors tend to be well-balanced, gregarious, self-assured individuals with a capacity for good critical judgement, and if they counsel a sexual assault victim to take the course of action that they themselves would pursue if they

were victims of such assault, they could do real harm to a fundamentally insecure or chronically abused person. There have indeed been cases (including one at a school in this province) where a well-intentioned instructor counselled a sexually abused, deeply traumatized student into pursuing a course of action. However, in trying to act in line with this advice, the student encountered further abuse and an intensified sense of failure in life, which led to a suicide attempt for which the instructor was held partially responsible. Good intentions, that is, do not always make an untrained

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.

instructor a viable source of personal advice.

Moreover, an instructor who gives well-intentioned advice that subsequently compounds the student's problems could very easily face a lawsuit. There have, in fact, been two such cases recently at another Alberta College and at a high school: both cases resulted in

the initiation of lawsuits that actually involved counsellors who were alleged to have given improper advice to students who then engaged in "self-harming" actions. Clearly, if counsellors can be charged with lawsuits, then an instructor could easily face a similar suit. (And the person at the College found that neither his College nor his faculty association was

under any obligation to cover his legal defence costs.)

So how should an instructor respond when a student begins disclosing serious personal problems or even asking for advice on how to cope with such problems? To answer that, we should, of course, ask a person who is a trained professional in the field.

SO WHAT CAN YOU DO WHEN A STUDENT APPROACHES YOU FOR HELP?

by Sharon Comstock and Glynis Wilson Boulton

When students are in distress, they sometimes approach their instructors for help. This is natural if the relationship between the student and the instructor is a positive one. While faculty members are encouraged to be supportive of troubled students, it is important to be aware of what you can and cannot do. Most faculty are not trained psychologists or social workers and most are not trained to provide counselling to students in distress.

If a student approaches you because of a sexual assault, suicidal thoughts, or any other crisis, it is important to encourage him or her to see a counsellor as soon as possible. If the student is willing to go to the Student Resource Centre, it is often very helpful to escort him or her there. Let the secretaries know that the student needs to see a counsellor as soon as possible if you believe the crisis is serious.

Some students are unwilling to talk with a counsellor. In this case, it is particularly important to let the student know that you wish to be supportive, but to tell him or her (gently) that you cannot act in a counselling capacity. ("Although I'm glad you trusted me enough to come talk to me, I do need to tell you that I'm not a trained counsellor. If you need to talk, I'm happy to listen. If you need more than a listener, then you may need to talk with a trained professional.")

The RDC counsellors have willingly agreed to act as a sounding board in situations like this. In order to do the best for your emotionally fragile student, please don't hesitate to call Sharon (3338) or Pam(3184) to discuss what you can do for this student and to determine what is beyond the scope of your role.

For example, in the reprinted article, the author suggests helping the student to regain

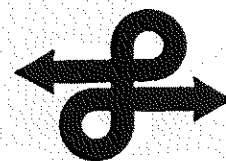
control. If the student is crying, you may (if you're comfortable with this) want to encourage him or her to "cry it out" as a way of regaining control. However, without the benefit of knowledge gained through counselling sessions, it may not be in the student's best interest to tell him or her to confront a parent or spouse directly about the abuse.

Similarly, the article suggests prioritizing steps to take in the future. Outlining possible steps the student might choose to take to seek help would normally be helpful. To suggest more specific steps (to lay charges against an individual, for example) may not be useful, possible, or even safe.

If you have any questions about a student in crisis, you are strongly urged to talk with one of our counsellors in the Student Resource Centre. Here are their numbers again:

**Sharon Comstock at 3338
or Pam Johnson at 3184.**

DIRECTIONS



VOL. 9 NO. 4

DECEMBER, 1992

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Message from the Animateur

Because you are reading this publication, I'm going to assume that you got through to the end of classes more or less intact. Congratulations! For a number of you, that means your first term at the College is almost over; and for a few in that number, your very first term of teaching is coming to an end. Well done!

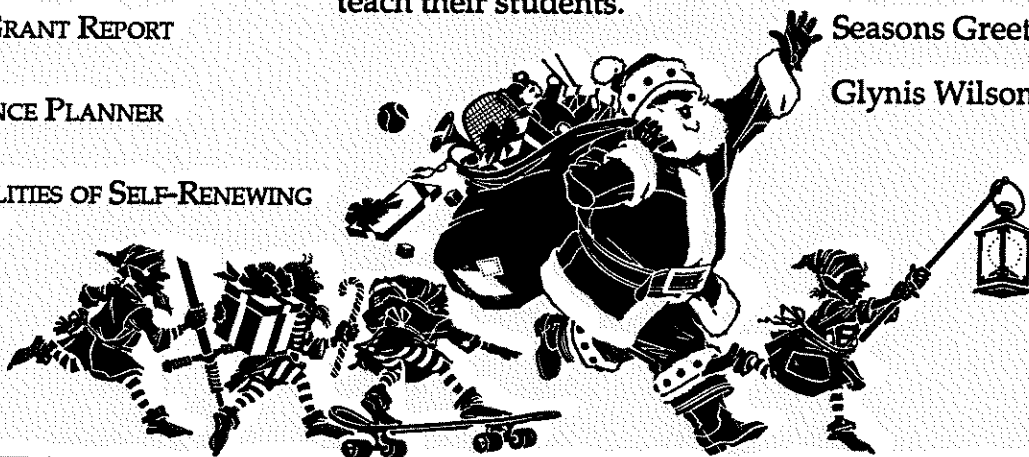
I've had the privilege of speaking with many of the new faculty at length during the past term. What has impressed me is the dedication of these instructors to their students and their professional development. It's been interesting and fun to talk with these individuals about their efforts to reach and teach their students.

Something else that impressed me was revealed during the Instructional Skills Workshop in August. During the "Get Acquainted Exercise," one of my questions to the six new faculty participants in my group was "Who is a truly memorable and inspiring teacher from your past?" Imagine our pleasure when the names of four Red Deer College instructors came up!

I hope you will be able to take advantage of some of the December workshops that have been organized by the Board/Faculty Professional Development Committee. I also hope you have a happy and healthy holiday.

Seasons Greetings!

Glynis Wilson Boulton.



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CD - ROM IN THE LIBRARY

By Maureen Toews, Library

Nursing and Allied Health (CINAHL) - CD is available in the library for your use. This CD-ROM database provides access to nearly all English language nursing journals as well as primary journals in 13

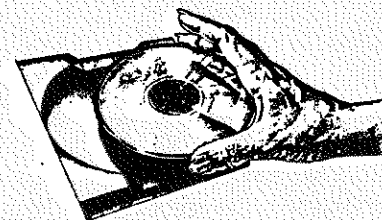
allied health disciplines. The database includes article citations from 1983 to the present and is updated bimonthly. Nursing and Allied Health (CINAHL) - CD will be of interest to anyone requiring

up-to-date information in the health sciences including nursing, medical records, health education and medications.

This CD-ROM database is equivalent to the print periodical index Cumulative Index to Nursing and Allied Health Literature. It offers many features not available in the print index, including coverage over a span of years, abstracts describing the article's focus, and an online thesaurus.

The Thesaurus available in Nursing and Allied Health (CINAHL) - CD allows the user to "explode" terms. What this means is that the thesaurus finds your selected term, plus it will include in the search all of the terms that are related and are more specific than the term you have selected. This function allows you to expand your search effectively and can help you to identify other relevant search terms.

If you are interested in using this or any of the other CD-ROM databases in the library, please contact Hilary Eade at 3346 or book a time at the Reference Desk to use one of the CD-ROM workstations.



ANNOUNCING...

THE FACULTY PROFESSIONAL DEVELOPMENT MERIT AWARD

The Board/Faculty Professional Development Committee recently voted to support an annual award which will be given to a faculty member who has demonstrated a strong commitment to faculty professional development. The purpose of the award is to recognize and encourage individuals who make significant contributions to faculty professional development and to heighten the institution's awareness of faculty's strong commitment to professional development at Red Deer College.

ELIGIBILITY: All full-time and sessional faculty except the Faculty Development Animator, members of the Board/Faculty Professional Development Committee, and members of the award's Selection Committee.

The criteria for the award are:

1. The individual has made significant contributions to faculty professional development at Red Deer College.

AND

2. The individual has made a significant commitment to his/her own professional development.

The main award is:

1. The registration fee for the Canadian Rockies Great Teachers Seminar

OR

2. The equivalent amount of money for another approved professional development activity.

Watch future issues of Directions for nomination procedures.

THE GREAT TEACHERS SEMINAR

Each year Grant MacEwan Community College puts on a "Great Teachers Seminar" (GTS) at Nakoda Lodge in the Kananaskis region. This seminar is designed to refresh, renew, stimulate, and celebrate teachers in post-secondary education. More specific purposes include:

- 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.

Here are some comments from last year's participants:

Paul Molgat, Accounting

I had the opportunity to attend the Great Teachers Seminar this spring. I would highly recommend this professional development activity. Its main strength lies in the fact that the agenda is developed from the problems and concerns expressed by those who are attending the seminar. Everyone attending will get the opportunity to express his or her ideas on the topics discussed and many useful ideas flow from this process.

Another helpful activity is that every participant brings a short example of a teaching tip or technique that can be easily implemented in most classroom settings.

Finally, another reason for attending is the collegiality of

the seminar. Everyone attending is interested in discussing how our effectiveness as teachers can be improved and the seminar is set up to provide time for such discussion.

Mark Ryan, Education

Whether you are a great Canadian, a great Canadian teacher or just a great person who enjoys the Rockies, you'll enjoy this seminar. The emphasis (in a supportive atmosphere) is on sharing your beliefs, philosophy, struggles, and accomplishments. For some this involves a bit of risk-taking depending on your comfort level in group situations (a rabbit was seen heading for cover).

Perhaps the most significant aspect of this seminar was the

energy created by this group. It was enormous and positive (no complaining about anything [not even Administration] was allowed). As well, two other outcomes are assured. You will come away with a number of excellent resources and activities that can be implemented in your classes at Red Deer, and you will develop a network of colleagues from across Canada and U.S.

Don Wales, CPP Biology

It is possible to sum up the Great Teachers Seminar with two words. The first is "suspense". Prior to the seminar we were all asked to prepare one page on an innovation, one page on a problem and a three minute teaching vignette. But we had no clue as to why, when or how. Upon arriving at the

GREAT TEACHERS SEMINAR cont.

seminar, I received a package with a name tag and a Travel Alberta Brochure but no agenda. And then there was the spectacular finale on the last day: kept secret to the end. The second word is "energy". From the first moment, I was exposed to 34 energetic individuals who obviously love teaching. I was able to share, receive feedback and give feedback on 34 teaching innovations and 34 problems from a completely diverse group of teachers both in terms of geography and subject area. Monday night was electric with 34 dynamic, innovative and often hilarious three minute presentations that left us exhausted.

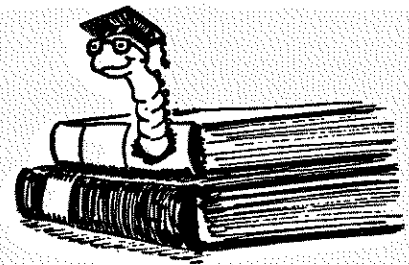
Over the week, the sessions are held during those hours of the day and evening that we were most alert. This freed up blocks of time to explore the beautiful surroundings of Nakoda Lodge, mountain bike the trails, hike or

even climb one or two of the local mountains. The fresh air and activity enabled me to stay focused during the seminar sessions. The leaders were well trained to allow the seminar to evolve in its own unique way entirely based on the strengths and imagination of the participants. This combination ensured that the energy and enthusiasm actually increased over the week in what was the most powerful P.D. activity I have ever attended.

* * *

For more information about this teaching seminar, feel free to contact Paul, Mark or Don. Glynis Wilson Boulton, who is a GTS facilitator for the BC system, can share her enthusiasm for the process, as well as provide applications for the Alberta seminar.

This year's GTS will be held on June 13 to 18.



READ ANY GOOD BOOKS LATELY?

Gary Fabris, Natural Sciences
Shame by Salman Rushdie.
(Knopf, 1983.)

Set in Pakistan at the time of the execution of Ali Bhutto (father of Benazir), this work interweaves reality and fiction as it explores the culture, religion, and politics of the country.

Brian McDonald, Natural Sciences

Diana in Private: The Princess Nobody Knows by Lady Colin Campbell. (St. Martin, 1992.)

For a more objective view of the Charles & Diana saga, Brian recommends Diana in Private over Andrew Morton's Diana: Her True Story.

Paul Molgat, Business

The Mists of Avalon by Marion Zimmer Bradley. (Ballantine, 1985.)

Set in King Arthur's time, this novel explores the legend from a woman's perspective. A particularly interesting look at the conflict between pagan and Christian beliefs.

Congratulations to...

Donna Batycki

upon completion of her Doctorate in Renaissance English from the University of Calgary.

Syed Ahmed, Roberto Bencivenga, and Janet Panuska

who recently became Canadian citizens – just in time to vote in the municipal election and the Referendum.

The four RDC instructors who were named by our new faculty as memorable & inspiring teachers:

**Torben Andersen (X2!),
Irene Gataint,
Dave Inkster, and
Cliff Soper**

DO YOU HAVE ANY QUESTIONS, DEAR TEXTBOOK?

By Roberto Bencivenga, Learning Assistance Centre

Although we often address our students in this way, how many times have you addressed your textbook in this way? Does your textbook have any questions? Go on, check it.

Now that you have the book in front of you, check whether it has questions. Or does it have orders instead? If your textbook is anything like all the mathematics textbooks I have ever seen, the "practice" or "exercises" portion will contain statements starting with "Find...", "Solve...", "Identify...", "Balance..." (for the chemists among you), "Compare and contrast..." (for English types), "List..." etc. You get the idea.

Isn't it amazing that we put so much effort into developing students' critical thinking skills (encouraging them to inquire,

to become curious, to take initiative, etc.) and then we issue orders to "motivate" them to learn more? What message are we sending in this way?

Some people might dismiss this as just an issue of semantics, but I believe it is more than that. I believe it is an issue of attitudes, both ours and the students'. If we want to have students who are more involved in the active learning process, if we want to encourage them to become inquisitive, to be critical of their learning and of the information we make available to them, if we want them to become independent learners, we must provide them with an environment that breathes this kind of attitude. And that includes asking them questions, rather than issuing orders. After all we are in a democratic country.

Ever since these thoughts occurred to me this past summer I have made a point to avoid issuing orders to my students, and to try instead to word all test and practice questions as, well, questions! At the beginning it wasn't easy, since I had to fight against my brain's well-established mode of thinking and phrasing. All my previous experience had to do with responding to and issuing orders, and here I was, trying to translate that into the language of questions. It was tough, but as my experience increased, it became easier and easier and I am now convinced that it can always be done.

The chart includes some examples of how to change an order into a question. They are from my field, but I am sure that you will be able to apply the same principles to your area.

I have not yet found any convincing argument for continuing to use orders. If you haven't either, you may want to try this different approach. Your students may not even notice the change at the beginning, but in the long run it may make a difference.

Oh, by the way, do you go to jail if you break the "law" of exponents? Do you become a social outcast if you don't follow the "rules" of differentiation? Mmm, maybe I'll discuss these words some other time...

Instead of	I use	Further Advantages
Solve the following equation.	What are the solutions of the following equation? OR What values of the variable make the following equality true?	The second form also explains to students what solving an equation really means.
Simplify the following expression.	What is the simplest form for the following expression?	This wording also raises the question of what "simplifying" really means.
State whether each of the following statements is true or false and justify your answer.	Which of the following statements is true? Why?	This sounds much more exciting and less of a threat than the "justify or else" approach and does it by using the time honoured "why" question.
List the basic properties of determinants.	What properties do determinants have? Why are they useful?	The second question does not correspond to any standard "order". but it goes to show that, once in this mode, questions can be discovered that really open students' minds.

INTERACTIVE APPROACH MAKES SYLLABUS A LEARNING EXPERIENCE

Darlene Hoffman, Millikin University

Instead of the usual first day syllabus review, I have used a more interactive approach which has helped me develop a sense of student learning styles and classroom chemistry early in the semester. On the first day, students introduce themselves by describing three things I should know about them as learners if I am to teach them effectively. Then, after listing their characteristics on the board and discussing what I can learn from the list, I distribute the syllabus and give the following written assignment for the next class meeting:

Please read the syllabus and review your texts. When you have done so, please write a paragraph or two describing your expectations for the class, given what you know about yourself as a learner. Please make me aware of any special needs that you have (i.e. necessary absences, vision or hearing problems, etc.).

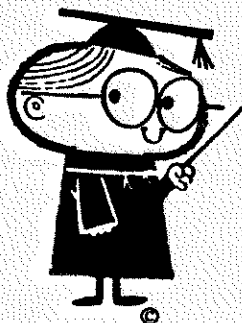
Next, describe any concerns or apprehensions which you had as you read the syllabus, as well as any assignment or area of study to which you look forward.

Finally, list three questions about the class you would like to have answered.

During the next class period, students will discuss their questions in small groups and identify those which they feel I

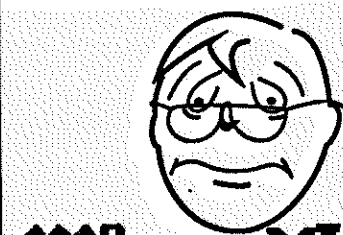
should answer. I will answer the questions in class and discuss any concerns that arise from their group work. Also, I collect their papers and respond to each one with brief written comments. These procedures have been useful to me in getting to students individually and to get a sense of the class as a group.

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Audio Visual News

The Audio Visual Department now has two Liquid Crystal Video Projectors for circulation. This new technology provides an easy to use, highly visible alternative to the 21" monitors. Studies have shown that audiences pay more attention to images projected onto a big screen. These projectors are becoming very popular and should be reserved well in advance. Phone the AV Department at 3350 to reserve one for your next video presentation.



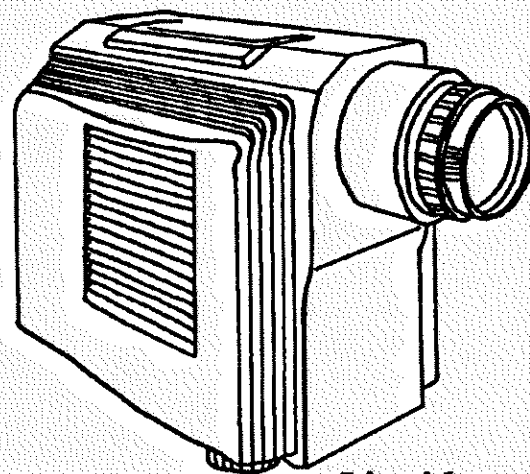
WORRYING:

WHAT'S THE USE!?

In a recent issue of Administrative Action, the following information about worrying time was presented.

Percentage of Worrying Time

- 2% on...
things that might be helped or
somehow improved by
worrying
- 40% on...
things that never happen
- 35% on...
things that can't be changed
- 15% on...
things that turn out better than
expected
- 8% on...
useless, petty worries



Liquid
Crystal
Video
Projectors

TRAVEL GRANT REPORT

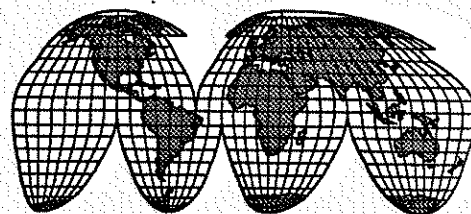
By Cecilia Tse, Physical Sciences

I recently received a Travel Grant to cover some of the costs incurred when presenting a paper at the 42nd Canadian Chemical Engineering Conference in Toronto. The theme for the conference was "Progress through Innovation". The technical program consisted of over three hundred papers with nine parallel sessions. All the papers presented at the conference were summarized in the Conference Proceedings which is in the form of 2-page papers. There was a broad range of topics for the technical program. Some of the areas covered in the technical sessions were Hydrocarbon Upgrading, Environment Air Pollution Improvement, Animal Cell Culture, System & Control - Artificial Intelligence, and Polymer Science.

The paper I presented in the Thermodynamics session was titled "Prediction of Gas Hydrate Formation Conditions for Carbon Dioxide in Aqueous Electrolyte Solutions". The paper examined a thermodynamic model for predicting the pressure and temperature at which the formation of carbon dioxide gas hydrates occur in salt solutions. The model predictions were also compared to experimental hydrate data. In addition to this paper, there was one other paper on gas hydrates from the University of British Columbia in the Thermodynamics session.

The conference also offered a number of social events and tours. There was a Sunday evening reception (cocktail party) which allowed the conference participants to relax and socialize. Besides attending the conference, I also had the opportunity to explore

downtown Toronto and tour the Skydome (Home of the World Series Champions).



CONFERENCE PLANNER

February 1-3, 1993

"Academic Chairpersons: Selecting, Motivating, Evaluating, & Rewarding Faculty." In Orlando, FL. Contact: The Centre for Faculty Evaluation & Development, Division of Continuing Education, College Court Building, Manhattan, KS. 66506-6001.

February 17 - 20, 1993

The Second International Conference of Community College Chairs and Deans. ("The Hazards of Being a Chair.") In Phoenix, AZ. Contact: Gary L. Filan, Mesa Community College, 1833 West Southern Ave, Mesa, AZ. 85202.

March 24-26, 1993

Sixth Annual Eastern Regional Competency-Based Education Consortium: Total Quality Education Conference. In Myrtle Beach, SC. Contact: ERCBEC, Total Quality Education, Orangeburg-Calhoun Technical College, 3250 St. Matthews Rd, Orangeburg, SC. 29115.

March 26-28, 1993

Canada: The First PostModern State? In Cambridge, England. Contact: Dr. Marissa Quie, Faculty of Social and Political Sciences, University of Cambridge, Cambridge, England. CB2 3RQ.

June 7-11, 1993

1993 International Symposium on Adult Education ("Adult Education & Economic Development.") In Shenyang, China. Contact: Madam Chen Gong Shi, President of World Trade Center, No.44, Wenyi Lu, Shenyang, Liaoning, China.

June 16-18, 1993

Higher Education and Workforce Development: Real Problems, Real Solutions. In Saratoga Springs, NY. Contact: Dr. Timothy Lehmann, National Center on Adult Learning, SUNY Empire State College, One Union Ave, Saratoga Springs, NY. 12866-4310.

QUALITIES OF SELF-RENEWING FACULTY

by Frederick M. Judson

Today's university faculty conduct their lives in the many dimensions of chaos. Our lives are profoundly affected by global turbulence and change. Even though we believe we are evolving toward "a new world order," we live our lives in the rattling shadows of pervasive doubt, confusion, and fear. This is not a time for teachers to be withdrawn or frozen by a failure of nerve. What is called for is leadership that generates renewal and hope throughout the uneven days ahead. All true leaders journey on the river of change, forging new paths into an unknown future. Only the planetary scope of leadership has changed. There are at least ten basic qualities shared by self-renewing teachers who seek to be their best in all seasons of their lives.

1. They are value-driven.

Self-renewing faculty are committed to values and purpose. They know what they prefer. Their primary anchors are within themselves. For them, renewal is not mere responsiveness to change; it is the repeated revival of the central concerns of their lives within the changing contexts in which they find themselves. Something is always at stake, something matters, and time gets organized around those critical priorities. They are determined to make a difference. They are mentors.

2. They are connected to the world around them.

Self-renewing faculty stay connected to the world around them. They are not loners. They seek out friends who can and will talk about whatever needs to be talked about—the whole of life experience, up and down and all around. They listen and empathize with life everywhere. They care and communicate. They stay in contact with their children and/or parents, students and colleagues, and take initiative in sustaining relationships. They may not be joiners, but they feel that the world is there for them to enjoy, to grab on to, and to learn from. They network information, contacts, and resources. They support causes and take stands.

3. They require solitude and quiet.

Self-renewing faculty require times of solitude and quiet. They know how to refill their cups before they get emptied. They plan time for introspection as well as for interaction and decision making. They have private lives that they nurture and love. They have regularly scheduled times when they withdraw from routines to spend time alone. They retreat to some "secret garden" where renewal is predictable, simple, spontaneous, wonder-full. In solitude, they look, listen, meditate, and nurture themselves. They honor their inner life and outer boundaries.

4. They pace themselves.

Our current practice for renewal is to indulge in rigorous work schedules throughout each week, punctuated by "time-off" on weekends and vacations. In a chaotic world, occasional breaks are not enough to sustain the self-renewal process. They wash away quickly into our dominant routines. Renewal must be built into the ordinary, chaotic, ongoing rhythms of our lifestyles and work-styles. Self-renewing faculty pace themselves. They schedule episodic breaks from their routine time, such as travel, holidays, vacations, retreats, seminars, theatre, sports activities, and sabbaticals. They are not trying to sustain optimal performance at everything they do; rather, they seek to be fully present and available for all the occasions of their life course. They are more interested in quality time than in busy schedules, more concerned with effective lives than with efficient actions, more committed to integrity and style than to short-term results and applause. They do not constantly give themselves away, nor do they aspire to roles that do not fit them.

5. They have contact with nature

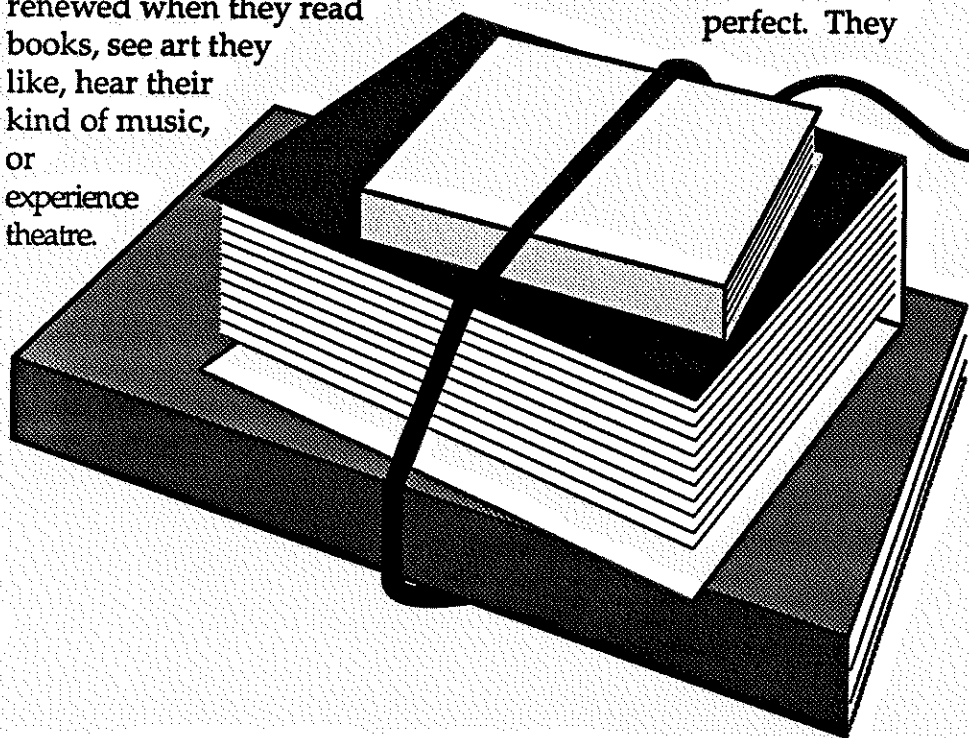
Self-renewing faculty often find nature to be a dependable source of renewal. It may be hearing a wave hit the beach, seeing a leaf turning yellow in the fall, feeling a snowflake drift onto your

Self-Renewing Faculty cont.

cheek, or smelling a forest coming to life in the spring. Much of the teaching profession is spent away from natural forces – in buildings and settings that insulate us from powerful renewal readily available to us. Yet there are few among us who could not spend a half hour each day in some natural environment – to look and smell and listen.

6. They are creative and playful.

Self-renewing faculty are usually creative and playful. They are active, not passive. Rather than sitting on the sidelines to watch the world go by, they pursue ways to express themselves. They like to exercise, explore, and experiment. They indulge in humor and are able to laugh at themselves. They become renewed when they read books, see art they like, hear their kind of music, or experience theatre.



7. They are adaptive to change.

Self-renewing faculty are adaptive to change, so they keep pursuing their best options. They look for habits to give up and better ones to begin. They pay attention to what they are doing, how they are feeling, and whether they should change. They are caringly evaluative about their lives. Part of them is always looking in on the other parts and caring for the whole. They make decisions with enthusiasm and congruence and can say no as clearly as yes.

8. They learn from down-time.

Self-renewing faculty learn from their disappointments, necessary losses, and down times. Like the lives of most people, their lives are sometimes full of funk and disorientation. They do not live lives without stress, failures, mistakes, loss and tragedy.

Their lives are not sweet or perfect. They

know that they have unresolved conflicts, limited perspectives, and impulses that sometimes overpower them. They do not deny the dilemmas of their lives. They accept the loose ends and unfinished business of their lives as part of their own future agenda.

9. They are always in training.

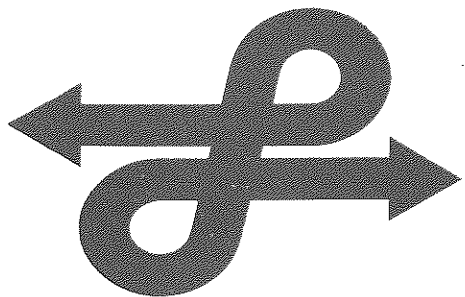
Self-renewing faculty never stop learning. When the world presents a problem, they assume that they can master it through new training. Learning, which is their profession, is an attitude toward facing the unknown. Self-renewing faculty don't feel locked into who they were so much as alive to the people they're becoming. Learning helps them feel their pulse, measure their paths, and integrate their lives.

10. They are future-oriented.

Self-renewing faculty are future-oriented. They live conscious lives today, with intentionality for tomorrow.

They formulate scenarios of the future and rehearse them until they are leading anticipatory lives, vitally connecting their current conditions to desired futures. They create the future in the very act of rehearsing it. They celebrate life - past present, and future. They rejoice.

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DIRECTIONS

RED DEER COLLEGE

Vol.9 No.5

JANUARY 1993

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Message from the Animateur

As you can see, Directions has gone green. Starting this month, the publication has a new look that we believe is more distinctive. The Board/Faculty Professional Development Committee decided to make the change at a time when the College was only recycling white paper. Of course, colour is now recyclable as well so you can recycle any of the pages — including the cover — that you aren't planning to keep.

Thank you to the faculty who facilitated workshops in December. The sessions were very successful, and participants expressed gratitude to their peers for sharing their enthusiasm and expertise.

We've arranged a busy schedule of Lunchbag Seminars in the

new year. I hope you'll be able to attend some of them. Watch for descriptions on an intriguing variety of subjects.

About a year-and-a-half ago, the Board/Faculty Professional Development Committee decided to review all of its major programs over a five year period. Last year, we looked at the sabbatical program. This year, we're planning to review the Animateur position and related College-wide programs (such as Orientation, Directions, May Workshops, and so on.) When you're approached, I hope you'll let us know what you think. We believe that this review will help us to find out if we're meeting the needs of the people we serve.

Glynis Wilson Boulton

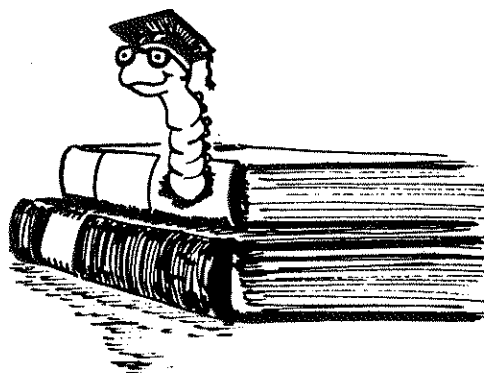
LAST CALL...



Sabbatical applications are due in Dr. Luterbach's office on January 15, 1993.

Happy New Year!

Read Any Good Books Lately?



Brian McDonald, Biology

A Return to Love:

by Marianne Williamson

This "intelligent" explanation of Christianity will appeal to those whose views of Christianity are flexible. Brian found it one of the most profound books he has read in a long time. Available at the Public Library.

Carol Van Eaton, Physics

All the Weyrs of Pern

by Anne McCaffrey

This wonderful science fiction novel explores a society in which telepathic dragons transport people between times and between places. If you haven't read any of the novels in the series, start with Dragon Flight and Dragon Quest. After that, ask Carol about the order in which to read the many other books. Available at the Public Library.

T/Ed Dyck, English

The English Patient (PS 8529 N3 E53 1992)

by Michael Ondaatje (McClelland & Stewart, 1992)

Put a Canadian nurse, a Sikh bomb expert, and a burnt Englishman together in an Italian villa at the close of World War II. Play some tricks with narrative time and point-of-view. What do you get? Half the Booker Prize for 1992, that's what. Though excellent in spots (the Englishman's actual story, the sapper's bomb defusion scenes) and stylistically accomplished, this novel is not up to Ondaatje's In the Skin of the Lion (1987)

Taped Any Good Books Lately?



Do you have 30 minutes each week that could be spent taping books for Disabled Student Services? Cheryle Jahraus is recruiting volunteers to tape textbooks for students with visual impairments and/or learning disabilities. She wondered if any faculty would be interested in helping out.

Your time could significantly increase the probability of academic success for these students. A donation of a few minutes a week could make a big difference.

Also, you get to broaden your knowledge in an interesting variety of subjects, from history to literature to computers.

If you're interested, please contact Cheryle Jahraus, Coordinator of Disabled Student Services at 3165.

Library Access Via Your PC

The Library is pleased to announce that its Computer Catalogue can now be accessed from staff offices everyday between 7:00 am and 10:00 pm. You require a microcomputer or terminal which has access to the VAX mainframe and is one of the following: a VT terminal, a DOS based machine running ZSTEM, or a MAC running Microsoft Works Communications.

In addition to this service, access to the Red Deer Public Library Catalogue is now available at the Reference Desk. If you are interested in access to the Computer Catalogue from your office, or would like to access the Red Deer Public Library Catalogue, please visit the Library's Reference Desk for more details.

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.

The Skeleton in the Plastic Bubble (Part 1)

Gerry Motta, Carpentry

We have all heard of the boy who had to live his life in a plastic bubble because he had no immune system to fight off illness. As the years have gone by, we have modified our buildings to be more and more like that plastic bubble. Particularly since the energy crisis of '79, there has been an increased general awareness towards conservation. That's the crux! As we have increasingly sealed up our homes and workplaces, we have also created our own death traps. Our scientific community has created a marvelous wonder of products to make our existence more pleasant, comfortable and convenient. We are protected from the elements and the claim is that buildings are safer. But are they safer or have we taken all these marvelous products into the bubble with us and so signed our own death certificate?

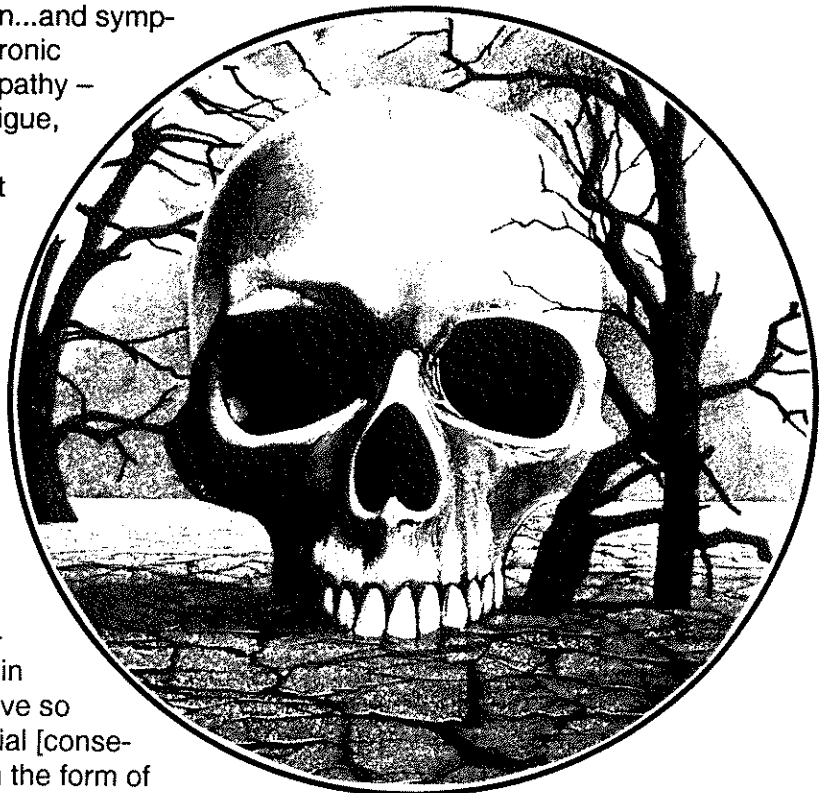
Over the recent past, we have seen an ugly dragon rear its head and in true modern fashion given it a long list of fancy names: Environmental Hypersensitivity, Chemical Hypersensitivity, and Sick Building Syndrome to list a few. But in plain terms, we are rapidly poisoning our own physical systems. More and more we are hearing of illnesses caused by "allergies" to this or that: tobacco smoke, hair spray, perfumes, soaps, and on and on. We have long known that persons who work in autobody paint shops and furniture factories may develop illnesses that can lead ultimately to psychosis or alcoholism. These often result in broken homes and the loss of good productive human beings.

In 1988, the American Journal of Industrial Medicine reported a study by Per Gregersen, M.D., on neurotoxic effects on workers exposed to organic solvents. With follow ups on the original studies at five and one half, and ten years, he concludes that all exposed workers revealed more neurotoxic symptoms than those not exposed. They also "showed significantly more symptoms of chronic encephalopathy, in particular, memory and concentration impairment. These latter symptoms had also significantly worsened in workers who were still being exposed. On the other hand, symptoms of chronic encephalopathy had not appeared in the unexposed group." (Gregersen, 681)

Gregersen also cites "acute medical symptoms in relation to work – fatigue, loss of appetite, headaches, dizziness, solvent intoxication, and alcohol potentiation...and symptoms of chronic encephalopathy – chronic fatigue, persisting impairment of memory and concentration and emotional and affective changes." (Gregersen, 686) In conclusion, he states, "The symptoms of brain damage have so far had social [consequences] in the form of

occupational disqualification, and ultimately, they may be feared to lead to disablement. As there is no possibility of treating [persons] affected by this poisoning, attention must be directed to the workplace. Conditions at work-sites must be changed in such a way that harmful exposure to organic solvents can be avoided in the future." (Gregersen, 698)

All well and good you say, but I'm not a painter and I don't work in a furniture factory. But what about headaches, sore throats, fatigue, dizziness, asthma, allergies, kidney and liver damage, confusion, coughing, eye and nose irritation. This is only a partial list of symptoms whose cause is attributed to indoor air pollution. A partial list of pollutants that we are constantly exposed to in varying degrees is as follows:



Skeleton

cont.

Types of Pollutants

Formaldehyde
Sulphur Dioxide
Hose dust/dust mites
Nitrogen Dioxide
Tobacco smoke
Mould/Mildew
Carbon Dioxide
Lead
Fungus
Fluorochlorohydrocarbons
Butanol
Pollens
Chloromethane
Synthetic Polymers
Spores
Tetrachloroethylene
Ozone
White Spirit
Toluene
Chlorinated Hydrocarbons
Butane
Xylene
Propane
Asbestos
Nitrous Oxide

Without attempting to match these toxic substances precisely with the common products within which they are found, here is such a list of familiar sources of the substances listed above:

gas stove
cosmetics
sponge rubber mattresses
heating system (esp. warm air)
shaving cream
rubber-backed carpets
gas clothes dryer
soft plastic food bags, wraps
electric blankets (heated wires)
Teflon-lined pots & pans
stain-proofed furniture fabrics
hair spray
tin cans with phenol lining

sheets, pillowcases, blankets
of synthetic fibres
scented soaps, shampoos
food additives
food storage containers
synthetic fiber clothing
K3 boards
heat-sealed soft plastic pkgs.
laundry detergent
permanent-press clothing
furniture polish
felt-tip pens
nail polish
bleaches
room air deodorizers
chlorinated tap water
dyes in clothing
no-pest strips
fluoridated tap water
manufactured wood
insecticide sprays
synthetic, stain-resistant carpets
flame-proofed mattresses
fungicide-treated wallpaper
aluminum pots & pans
plastic-covered mattresses
moth-proofed shelf paper
paint fumes, turpentine
deodorants, antiperspirants
recently dry-cleaned clothes
charcoal formed by broiling
foods
aerosols of any kind
Lysol/other disinfectants
floor cleaners, waxes
laminates
toothpaste, mouthwash
newspaper ink, solvent
treated synthetic curtains
synthetic fibers (e.g. Dacron,
vinyl plastic tablecloths &
polyester, nylon, rayon)
perfumes, aftershave
shower curtains
household cleaners (Rea,3)



What is Environmental Hypersensitivity?

(The following is an excerpt from a Brief prepared by the Human Ecology Foundation of Canada for the House of Commons Standing Committee on Health and Welfare, A Study of the Health Care System and Its Funding, March 30, 1988:)

"Environmental hypersensitivity (ecological illness) is a chronic (i.e. continuing for more than three months) multi-system disorder, usually involving symptoms of the central nervous system (CNS) and at least one other system. Affected persons are frequently intolerant to some foods and they react adversely to some chemicals and to environmental agents, singly or in combination, at levels generally tolerated by the majority. Upon physical examination, the patient is normally free from any abnormal objective findings...Improvement is associated with avoidance of suspected agents, and symptoms recur with exposure.

"Environmental hypersensitivity, a manifestation of chemical pollution in the home, the workplace and the environment, would appear to be increasing very rapidly. No official statistics are available; however, organizations representing persons with environmentally related illness have sprung up throughout Canada, the United States, Australia and New Zealand in the last 15 years, with membership increasing exponentially.

"The symptoms of environmental hypersensitivity vary considerably from one person to another... Symptoms may be acute or

Interested In Discipline-Related Workshops?

In a recent set of evaluations, a couple of faculty said that they believed the Board/Faculty Professional Development Committee should be arranging discipline-related workshops. Although this has not been our practice in the past, we could expand our mandate to include discipline-related activities if so directed by faculty. Do you have an interest in this suggestion? If so, please drop a note to Glynis Wilson Boulton or to your divisional Professional Development representative. Specific workshop topics would be appreciated.

Thank you.

Skeleton

cont.

chronic, and vary in the severity from a minor inconvenience to chronic disability.

"An environmentally hypersensitive person's body reacts intensely to infinitesimal exposure to pollutants, toxic chemicals and seemingly harmless substances.

"Individuals are all sensitive to their surroundings. An environmentally sensitive person is excessively reactive to external and internal factors, and reacts much more intensely than others to the substances that s/he is sensitive to, and often other factors such as chilling, fatigue and infections.

"A person may develop a sensitivity at any time in his or her life. Sometimes the illness develops following a viral infection. There appears to be a genetic factor connected with environmental hypersensitivity. However, repeated and prolonged exposure to almost any toxic substance will result in hypersensitivity to that substance regardless of genetic inheritance." (What is environmental hypersensitivity?, 3)

Part Two of "The Skeleton in the Plastic Bubble" will appear in next month's DIRECTIONS.

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"What is environmental hypersensitivity?", H.E.F. Canada Quarterly. 10(4):3-5, December 1988.

CONFERENCE PLANNER

January 31 - February 2, 1993

Community Colleges and Corporations: Partners in TQM. In Orange County, CA. Contact: League for Innovation in the Community College, 25431 Cabot Road, Suite 204, Laguna Hills, CA. 92653.

February 6 - 9, 1993

Enhancing the Quality of Teaching in Colleges and Universities. In Charleston, SC. Contact: Wardlaw 231, USC, Columbia, SC. 29208.

February 18 - 20, 1993

Understanding Communities: Dialogue on Aboriginal Post-Secondary Education. In Winnipeg, MB. Contact: Lois Cherney: 4W16-515 Portage Ave., Winnipeg, MB. R3B 2E9.

April 1 - 3, 1993

The Association for Business Communication 1993 Eastern Regional Conference. In Newport, RI. Contact: Elizabeth Huettman, (607) 255-8374.

April 8 - 12, 1993

Bamfield Marine Station Field Trip. In Barkley Sound, Vancouver Island, BC. Contact: Faculty of Extension, University Extension Centre, 112 Street & 83 Avenue, University of Alberta, Edmonton, AB. T6G 2T4.

April 13 - 15, 1993

Teachers of English to Speakers of Other Languages (TESOL). In Atlanta, GA. Contact: TESOL, 1600 Cameron St., #300, Alexandria, VA. 22314-2751.

April 16 - 18, 1993

The Third Annual Congress of Health Care Ethics and Ethics Committees. (Beyond Autonomy: New International Perspectives for Bioethics). In San Francisco, CA. Contact: William A. Atchley, M.D., International Bioethics Institute, 1721 Mar West, Tiburon, CA. 94920.

May 22 - 26, 1993

25th Annual Association for Creative Change Conference (Roots & Wings: The Past, Present, and Future of the Applied Behavior Sciences.) In San Antonio, TX. Contact: Michael Murray, Creative Interchange Consultants International, 1018 Arlena Drive, Arlington, TX. 76012.

June 7 - 11, 1993

Commission on Adult Basic Education National Conference. In New Orleans, LA. Contact: Ann Justice, 200-18th Street, Lafayette, LA.

June 16 - 19, 1993

13th Annual Conference on Teaching & Learning in Higher Education. In Winnipeg, MB. Contact: Jamie-Lynn Magnusson, The Centre for Higher Education and Development, University of Manitoba, 628-181 Freedman Cres., Winnipeg, MB. R3T 2N2.

CD-ROM

IN THE LIBRARY

Hilary Eade, Library

MLA International Bibliography

is a source of analytical scholarly material in the areas of National Literatures, Linguistics, Languages, Literary Theory and Folklore.

International in coverage, 75% of its content is journal articles, the remainder being monographs, book chapters and media items. Updated quarterly, it corresponds approximately to the last ten years of the print index MLA International Bibliography.

Because of its format, the CD-ROM index allows unlimited search term combinations which give very accurate retrieval of materials. Searching can also be done by showing the relationship between search terms, by language of the document, by document type or even by publication date. If you have used the print version of MLA, you will appreciate the speed and accuracy of searching on this CD-ROM.

If you have any questions about CD-ROM as an information source, please contact me in the Library (3346), or book a time to use one of the seven CD-ROM products.



CONGRATUALTIONS
to Mary Abt
on completion of her Doctorate

Which Students Ask For Help?

Stuart A. Karabenick and John R. Knapp attempt to answer this question in "College Students' Academic Help Seeking" (Journal of Educational Psychology, Vol.83, No.2, pp.221-30.) In reviewing the factors that affect students' decisions to seek help, they explore "executive" help seeking ("What is the answer to this math problem?") which seems to promote dependency and "instrumental" help seeking ("What process should I use to solve this problem?") which contributes to student independence. They also explore the relationship between self-esteem and help seeking.

Their findings seem to suggest the following:

"Students with lower self-esteem regard seeking help as more threatening...We may now add to the burden of students with low self-esteem a reluctance to secure resources that, by increasing the likelihood of academic success, could elevate their sense of self-worth."

"[Students] should be alerted to circumstances in which help-seeking is appropriate, to the factors that inhibit its effective use, and to the fact that appropriate help-seeking skills can facilitate accomplishing their academic objectives."

The Journal of Educational Psychology can be found in the periodicals section of the Library (LB 1051 A2 J6)

Faculty Professional Development Needs Assessment (Fall 1992) Final Results

We received a total of 86 responses to our Needs Assessment this fall and are now in the process of organizing sessions for May that address some of the topics in higher demand. Other topics may be dealt with in future issues of Directions or at Lunchbag Seminars.

Encouraging Critical Thinking	41
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Facilitating Visa Student Success	2

Thank you to everyone who responded to the survey.

Bill Of Rights Promotes Study Groups

by Debbie G. Longman, Southeastern Louisiana University, and
Rhonda H. Atkinson, Louisiana State University, Baton Rouge

If you've ever been the member of a committee that seems to meet often and accomplish little, you realize that effective group processes do not happen by chance. Yet, instructors often suggest that students "form a study group" – and wonder what went wrong when students fail to form groups or when groups do not live up to expectations.

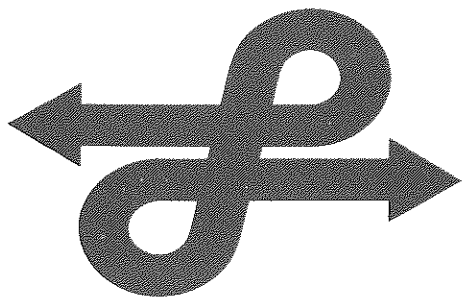
As a faculty member, you can contribute to the success of study groups by providing students with the following "Bill of Rights for Study Groups." These "Rights" help students understand the basic elements of group organization and process, which make for successful group interactions and, in this case, positive learning experiences.



Bill of Rights for Study Groups

1. You have the right to limit group membership to no more than five and to dismiss members who consistently fail to meet their commitments as group members.
2. You have the right and responsibility to select study sites and times that are beneficial for all members.
3. You have a right to contribute to the formation of group goals which have measurable outcomes and deadlines.
4. You have the responsibility to be an active participant, not a passive receiver, in the group process. In addition, you have a right to expect active participation from other group members.
5. You have the right to have meetings begin and end promptly and to participate in study sessions without needless interruptions.
6. You have the right to participate in a group that is free from arguments and competition.
7. You have the right to expect that the group will stay on the task it sets for itself, and you have the responsibility for helping the group do so.
8. You have the right to take a break after an extended study session as long as the group resumes its study after the break.
9. You have the right to ask group members to limit socialization or discussion of extraneous topics to before and after study sessions.
10. You have the right to closure. This includes feelings of accomplishment (1) at the end of each study session, by evaluating if the group has met its goals, (2) after each exam, by debriefing members to evaluate test performances, and (3) at the end of the group's duration, by assessing the value of the group experience to you.

(Originally published in the August/September issue of The Teaching Professor. Reprinted with the permission of the author and Magna Publication, 2718 Dryden Dr., Madison, WI, 53704-3086)



DIRECTIONS

RED DEER COLLEGE

Vol.9 No.6

FEBRUARY 1993

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Now that you've made it through the first month of classes, you may have a moment to begin planning for a special project involving instructional or discipline-related research. Perhaps you'd like to spend some time working on that project that never seems to make it off the back burner. If so, you could apply for Special Project funding from the Board/Faculty Professional Development Committee.

Or perhaps you'd like to be considered for the In-House Visiting Faculty program. This gives you a release from one course for one semester next year to act as a resource person to colleagues, as well as to learn from them.

Maybe you're thinking of taking an unpaid Study Leave next year and would like some assistance in expenses relating to your studies. If your plans will contribute significantly to your professional growth and will benefit your department, division, and/or the College generally, then the Board/Faculty Professional Development Committee would be interested in helping out.

Finally, if you will be traveling to present a paper or participate on the executive of a professional or discipline organization, you may be eligible for a Travel Grant.

The deadline for applications to all of these programs is March 1. (Send your application to Don Snow.) The Board/Faculty Professional Development Committee will be meeting in early March to make decisions.

I don't vote on these matters, but I am responsible for helping faculty with their applications upon request. Please feel free to approach me about your plans. I'll do everything I can to assist you to develop a convincing proposal. And, in fact, you'll be doing me a favour. During this kind of discussion, I often discover topics that might be of interest to others. And I particularly enjoy talking with people who are committed to and excited about their own professional development.

Glynis Wilson Boulton.



Board/Faculty Professional Development News

Peer Consultation Program Explored

The Board/Faculty Professional Development Committee is exploring the possibility of organizing a Peer Consultation Program. Normally, this kind of program matches a fully trained instructor consultant with an instructor who wishes to work on one or more aspect(s) of his or her teaching. Issues that might be addressed include: developing questioning techniques; encouraging greater class participation; assessing the effectiveness of an instructional innovation; and so on. Participation would be completely voluntary.

Are you interested in becoming a peer consultant? Would you be interested in working with one? Do you have thoughts about how such a program should be developed and/or implemented? If so, please contact Glynis Wilson Boulton at 3417 or 3173.

CONFERENCE PLANNER

March 21 - 24, 1993

Tenth International Conference on Technology & Education. In Cambridge, MA. Contact: Prof. Michael Thomas, College of Education, University of Texas at Austin, PO Box AA, Austin, TX. 78713.

April 16 - 18, 1993

The Positive Power of Humor & Creativity (8th Annual International Conference). In Saratoga Springs, NY. Contact: The Humor Project, Inc., 110 Spring St., Saratoga Springs, NY. 12866.

April 28 - 30, 1993

1993 Conference of the Northwest Adult Education Association & the Saskatchewan Association for Lifelong Learning. In Saskatoon, SK. Contact: Extension Division, University of Saskatchewan, Saskatoon, SK. S7N 0W0.

May 6- 8, 1993

Community College General Education Association 12th Annual Conference (New Directions in General Education: Rethinking the Core). In Lowell, Massachusetts. Contact: Alice Rouse, Middlesex Community College, Springs Road, Beckford, MA. 01730.

June 6 - 9, 1993

ACCC Annual Conference (Connections: Campus & Community). In Edmonton. Contact: Glynis (3173 or 3417)

June 10 - 12, 1993

Canadian Society for the Study of Higher Education Conference. In Ottawa, ON. Contact: Joseph Lloyd-Jones, University of Ottawa, ON. K1N 6N5.

Sept. 30 - Oct. 2, 1993

ISETA-93: Teaching to Facilitate Learning. In Ogden, Utah. Contact: Dr. Kenneth F. Klopfenstein, ISETA Secretary/Treasurer, Dept. of Mathematics, Colorado State University, Fort Collins, CO. 80523.

November 10 - 13, 1993

Canadian Vocational Association Annual Conference (Breaking the Barriers). In Banff, AB. Contact: Alberta Vocational College, c/o 392, 205 - 9 Ave SE, Calgary, AB. T2G 0R3.

March 8 - 12, 1994

TESOL '94. In Baltimore, MD. Contact: TESOL '94 Convention Dept, 1600 Cameron St., Suite 300, Alexandria, VA. 22314-2751.

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.

The Sabbatical – Looking Back or Looking Ahead?

by Ken Hammer, Recreation Administration

The opportunity to share some of my sabbatical experience has allowed me to reflect on this question. What did I really learn while I was on my sabbatical at the University of Minnesota (Looking Back)? How will I use my learning experiences in the future (Looking Ahead)?

Specific courses have taught me a number of important “things”.

1. Behavior Theory and Educational Practice (EPsy 607) - I learned that positive reinforcement can be used to strengthen, weaken and maintain student behaviors. A variety of reinforcers (including a smile, a nod, a positive comment, or recognition) can be used to “build-up” the students as opposed to “knocking them down”.

Foundations of Outdoor Education (Rec 5310) – This class taught me the importance and need for outdoor education for all post-secondary students. Our responsibility as educators is to assist others in experiencing the wonders of nature and the need for stewardship of the environment.

3. Motivation and Quality of Work Life (Mgmt 631) – I was reminded how important the work environment (physical and psychological) is to an individual's well-being and quality of life. I was also reminded how important “fun” and “play” are as work and learning “motivators”.

4. American Higher Education (EdPA 5250) – I learned that higher education needs to respond to its changing student constituency (needs, wants, abilities) by using a variety of business principles (including marketing, segmentation, strate-

gic planning). But perhaps it is more important for higher education to focus on the ideals of education (such as freedom of thought, faith, enterprise and association) to meet and alter the demands of its constituencies.

5. Theoretical Perspectives of Leisure (Rec 8320) – I studied the various theories that have guided the research in our discipline, research that has contributed to the development of recreation and leisure theory and practice. I discovered how important and inter-connected recreation and leisure theory is with many other disciplines (including sociology, economics, psychology, political science, anthropology, philosophy and history).

6. Employee Recreation Services (Rec 5180) – I learned how important recreation services can be to the “health” and “wealth” of a company or organization. A small investment in a variety of services (intramural-recreation programs, special events, celebrations, fitness programs) can reap large returns (motivated and healthy employees, less absenteeism, higher production, larger profits).

7. Consumer Behavior (Mktg 8055) – This course demonstrated the complexity of human behavior and the need to understand this complex behavior in order to meet the demands of the consumer. We need to understand the complex behavior of our students in order to be effective learning facilitators.

8. Recreation and Aging (Red 5240) – I learned that “successful” aging depends a great deal

on early childhood and adult recreation and leisure experiences. Develop a large repertoire of leisure interests now and our later years will be more fulfilling.

9. Management of Service Operations (OMS 8051) – This course emphasized the value of service guarantees and service recovery. Is it possible to guarantee a certain standard of service to our students? How do we recover if our students receive bad service?

10. Statistics, Research Methods, Statistics, Research Methods – And of course I learned the value of statistics and research methods. Research is imperative for the advancement of our disciplines and our students. But more importantly research can be “fun”.

There were many other courses and many more “things” that I learned on my sabbatical experience. I learned much about: myself; the sabbatical process at RDC; my family and friends; how fortunate we are at RDC; what it's like living in another country; our health care insurance at RDC; and life in general. Space does not allow me to expand on these “things”.

Looking back on my sabbatical, I can confidently say it was a great year; there were many important “things” that I learned. Looking ahead, I must challenge myself to make good use of all those important “things” that I have learned. One way I can do that is to continue to share my learning experiences with colleagues. Thank you for allowing me that opportunity.

Helping the Visually Impaired Student Succeed

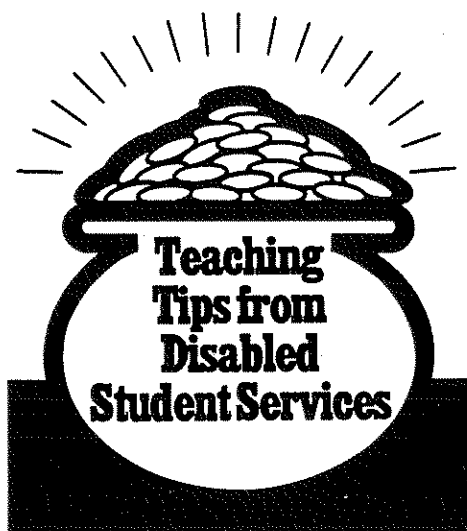
Cheryle Jahraus, Disabled Student Services.

General Suggestions

- ✎ Provide a list of assigned texts and support readings as far in advance of the course as possible. Students need to make arrangements to have books taped or brailled. This process may take up to several months. Much time and effort can be saved if instructors can specify when only certain sections or chapters of books are required.
- ✎ Read aloud any written material being presented to the class, including materials placed on the blackboard or flip chart. Try to verbalize briefly any other visuals such as slides or overheads. A few brief verbal 'brush strokes' may suffice – a classmate may supply the rest of the information.
- ✎ Consider the student's need for preferential seating. Visually impaired students may need to sit close to the chalk board or near an electrical plug if using a tape recorder or laptop computer.
- ✎ Use good contrast in printed material for persons who are partially sighted. Yellow chalk on a green board has been found to provide maximum visibility.

Communications Strategies

- ✎ Talk and act naturally. Use of words such as "see" and "look" is quite appropriate.
- ✎ State your name and shake hands if appropriate when meeting the blind person.



- ✎ Answer the person's questions verbally. A nod or gesture will not be seen.
- ✎ Speak to the blind person directly, not through a third person. Address the person using his or her name.

- ✎ Speak at a normal volume unless the person also has a hearing loss.
- ✎ Avoid silent, visual conversations with others in the presence of a blind person; converse verbally.
- ✎ Let the blind person know when you are leaving the room.

Assignment Accommodations

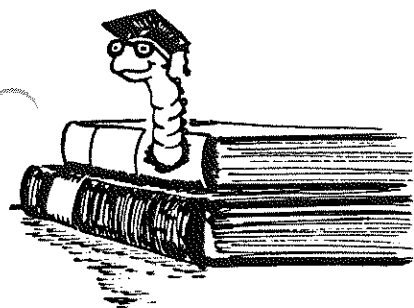
- ✎ Consider alternate projects or an alternate form of the assignment (eg. a verbal report rather than a written project.) Where appropriate, the student should meet with the instructor to discuss any modifications of this nature at the beginning of the term.
- ✎ Encourage and invite students to discuss with you timelines for projects and assignments as information gathering is a problem and may require additional time, as well as the assistance of volunteers. Be prepared to give the student ample lead time to complete assignments.

This list of teaching tips was provided by Disabled Student Services. Upcoming issues will provide suggestions for other disabled students.

Eye Openers vs. Data Dust

"Everyone remembers one college course – at least one – that had a special influence on their thinking, that expanded significantly their view of the world. These are the courses that awaken the mind and turn on its light. Much of the rest of education is necessary filler—at worst, data dust, at best, something to think about. But the great eye-opening courses are those few that give us something to think *with*."

From "Commentary" by Marilyn Schaefer in College Teaching Fall 1992 (vol.40, no.4), p.122.



Read Any Good Books Lately?

Brian McDonald, Biology

Mother Teresa by Navin Chawla. 1992.

This book is the authorized biography of Mother Teresa. The author is not a Catholic but is a Hindu. I found the book very informative and very inspiring. If you have difficulty finding the book, the ISBN is 1-85619-192-3 and the publisher is Sinclair-Stevenson, 7/8 Kendrick Mews, London SW7 4G England.

Lorne Daniel, Communications
Possession by A.S. Byatt

Winner of the 1990 Booker Prize, this fascinating literary mystery follows the work of two modern characters attempting to find the journals and artifacts of a fictional Victorian poet. The contemporary relationships are explored, while the author also describes the life of the poet and critiques Victorian Society.

Pat Rawlusk, Physical Education
Crisis Counseling by Norman Wright

This resource book is for friends, coworkers, family members, and others who want to help individuals in crisis. The book describes the stages of a crisis and suggests what behaviours are helpful at each stage. Emphasis is on learning to listen effectively.

CD - ROM In The Library

Hilary Eade, Library

Are you searching for bibliographical citations in the areas of Science, Biology, Chemistry or Agriculture? In the Library we are investigating methods of improving your access to information in the sciences. Over the next few months, we will be getting some interesting CD-ROM indexes in on preview. Contact the Library (3152) if you wish to be notified when they arrive.

CD-ROM databases are a very powerful tool – even novice searchers can find excellent material in a short space of time. However, the CD-ROMs are very expensive so we must be assured of need and use before purchasing.

At present we have these CD's on preview:

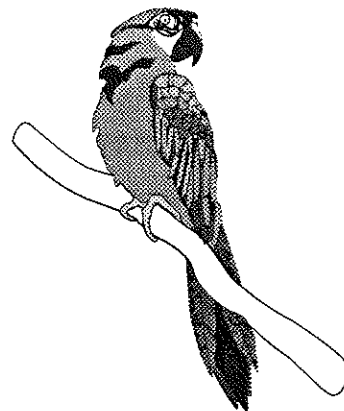
AGRICOLA – which provides citations in the areas of Agriculture, Food Sciences and Nutrition. (until mid-February)

Biological Abstracts – which provides worldwide citations in Biomedicine and Life Sciences. (until mid-February)

Biological and Agricultural Index – which corresponds to our present print index. (until mid-March)

Science Citation Index – which provides citations and references to articles in all sciences. (until mid-March)

Please feel free to try these products and evaluate them. Are there CD-ROM products you would like to see? Call me at 3346 to let me know. In March, we plan to bring in a selection of CD-ROM indexes for the social sciences.



Canadian Society of Zoologists Report

Ray Allan, Biology

One of my duties as a council member of the Canadian Society of Zoologists is to attend a biannual business meeting in Ottawa. At the December meeting, final arrangements were made for our annual conference in Guelph in May, 1993. This society is expanding its agenda and is now promoting teaching excellence through workshops, articles and papers at the annual conference. Traditionally, the society was primarily interested in research and government science policy. Being the only council member from a community college, I believe my role on the council is to promote teaching excellence in all our post-secondary institutions.

I'd like to thank the Board/Faculty Professional Development Committee for the Travel Grant which helped fund this activity.

Hey Coach !!

Serge Gingras, French
(and coach of the RDC Swim Team and Red Deer Masters Swim Club)

When asked why I coach, I am always caught by surprise because I rarely take the time to reflect on this type of question. The answer I always find most appropriate is: for the love of it.

I started coaching swimming seven years ago. At the time, my only experience with any kind of "coaching" in the sport was instructing Red Cross lessons to children. Over the last twenty plus years, I have spent a great deal of time in swimming pools. Because swimming has always been good to me and I have always enjoyed the sport, I felt that I owed it to the sport to get involved in coaching and share my knowledge of the sport with others. That was my main reason for becoming a coach.

There are more similarities than differences between coaching and teaching. In both cases, there has to be a strong knowledge of the sport and the discipline.

A coach helps athletes acquire and develop skills and training in order to achieve goals. A teacher helps the learner acquire and develop skills in order to achieve goals. Coaching and teaching can also be defined as a sharing of knowledge with others and my main reasons for loving coaching and teaching is my love for the sport and the discipline and the interaction with the athletes and students.

The relationship between a

coach and the athletes is somewhat different than the one between a teacher and the learners. As a teacher, there are students whom I will never get to know; e.g. the ones who come to class (when they come) and do not seem to exist outside my classroom. As a coach, I get to know the athletes much more personally. I know what each one likes (and doesn't) in terms of training, their personal motivation, goals and expectations, what they eat, how much they sleep, drink

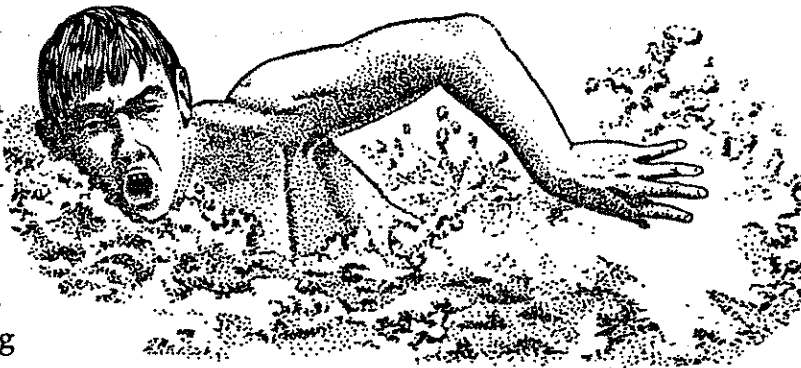
others, it is a more serious endeavour; they dedicate more energy towards their athletic goals and achievement than they do to academic matters. (In some instances the sport becomes the motivation for staying in school.) Regardless of the motivation, the real test (for the coach and the athletes) comes in competition with other athletes and teams. There, the coach and the athletes can see concrete results in terms of technique, degree of confidence, better mastery of skills, understanding of rules and most

important, speed. Most often, the athlete will determine success or failure on speed alone the same way some of our students determine success and failure of learning on grades alone.

In sport, there are good and bad meets, just as there are good and bad test days for students. It is as much the coach's responsibility to determine the reasons for a good/bad meet as it is the ath-

lete's. The coach can help the athlete explore the reasons for a good/bad performance, build on the positive performance and turn a negative performance into a positive learning experience.

A coach is a leader, a parent, a sibling, a friend, an advisor. When considering my reasons for coaching and teaching, I find that I am driven both by what the act of coaching/teaching involves and by a great love for what I coach and teach.



and party, how many courses they are taking, where they work and how much and, in some cases, their friends and their parents. Those are a few factors that come into account when training and performing.

The athletes' motivation for practicing a sport varies from one individual to another. For many, sport is a leisure activity, something they do to relax, get their mind off school/work and socialize with their teammates. For

The Skeleton in the Plastic Bubble (Part 2)

Gerry Motta, Carpentry

The following edited excerpt from Carlo Testa's "20th Century Disease: New Design Criteria Vital in Creating Environmentally Safe Houses and Offices" provides good reasons for examining the issue of environmental hypersensitivity:

"Environmental illness (hypersensitivity), also called the "20th Century Disease," has been recognized by a growing number of physicians as being caused not only by the air we breathe and the food we eat but by the very environment we spend hours in: schools, offices, hospitals, homes.

"While some may be skeptical, an extensive research program, backed by comments from toxicologists and physicians, has indicated that buildings are indeed cause of many serious health problems.

"The evidence is there! People who were totally incapacitated with health problems were able to recover and conduct a more normal life by moving to "clean" buildings... In Waterloo, Ont., "clean" classrooms have been built for students whose performance was impaired by indoor pollutants...

"Indoor pollution has always existed to a certain extent. Microorganisms, carbon monoxide, etc. have polluted dwellings since [humans] moved into caves. Recently, however, the problem has become more serious... First of all, [our] immune system, overworked by the onslaught of pollutants, needs only a small additional amount of pollutants to react and cause some of the symptoms.

"Technically we have created polluted environments by using large amounts of man-made materials in our buildings while at the same time reducing the amount of fresh air allowed in the buildings. [The American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE)] standards for ventilation were reduced from 10 cfm/person (before the energy crisis) to 5 cfm/person...

"In the meantime, the "fresh air" which we introduce in the building has become anything but "fresh". Finally, by making buildings air-tight we have eliminated "illegal" air exchanges, (which used to be in an average dwelling roughly equivalent to a window open at all times!).

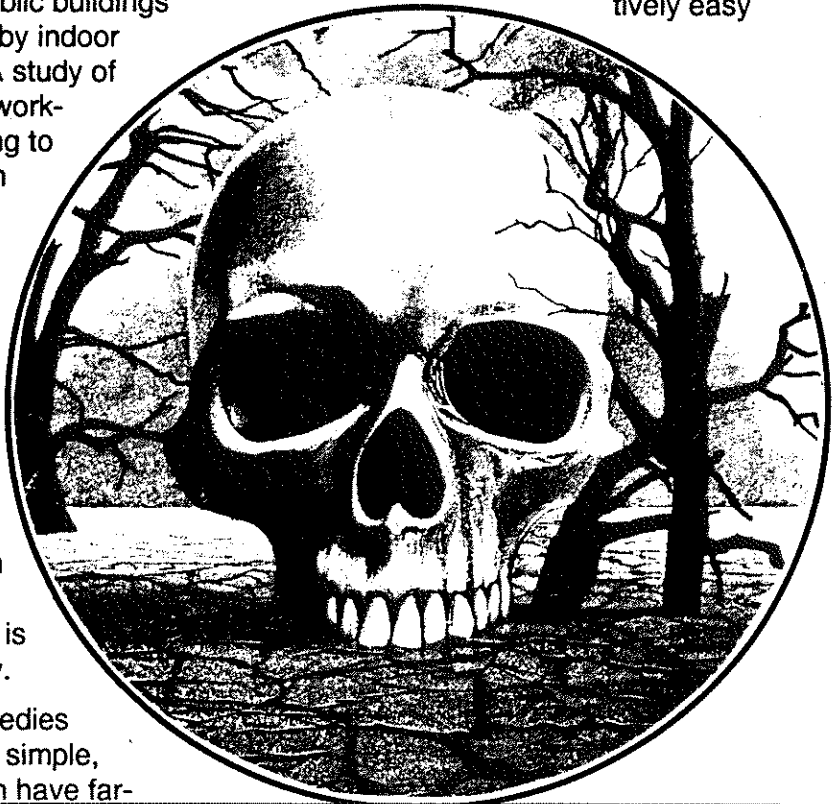
"Indoor sources, reduced ventilation, lack of air filtration are the three major causes of indoor pollution. Estimates suggest that 20% of all new public buildings are affected by indoor pollution... A study of 960 clerical workers (according to the American Lung Association) in Cleveland and Boston found that seven out of 10 workers complained about "inadequate air" in their offices. The case list is growing daily.

"The remedies are relatively simple, but some can have far-

reaching consequences... First of all we must understand that the gravity of environmental illness is shaped like a pyramid: at the top we have a small number of people who are sensitive to almost every known material (for this group, special dwellings are being built using only surfaces of stainless steel and ceramic, and very sophisticated air delivery systems).

"A bit further down we have approximately one percent of the population who suffer from hypersensitivity. These people need "clean" dwellings, but are not sensitive to materials such as hard wood, aluminum, cotton, drywalls.

"Further down, encompassing some 20% of the population, we find people who are sensitive to some compounds only, eg: formaldehyde, aldehyde, phenolic, benzene etc... For this group, the solutions are relatively easy



Skeleton

con't.

— involving elimination of offending sources and upgrading of the air delivery system.”
(pp. Testa 43-4)

To eliminate the offending sources may sound simple but when you consider the current testing done on products used in construction alone, we are left in the dark. As an example, a recent series of tests done on indoor caulks and sealants for the Federal Government by D. Eyre in 1988, only gives a reasonable exposure rating, and long term effects to the building occupant are unknown. The author concludes with the recommendation that further testing

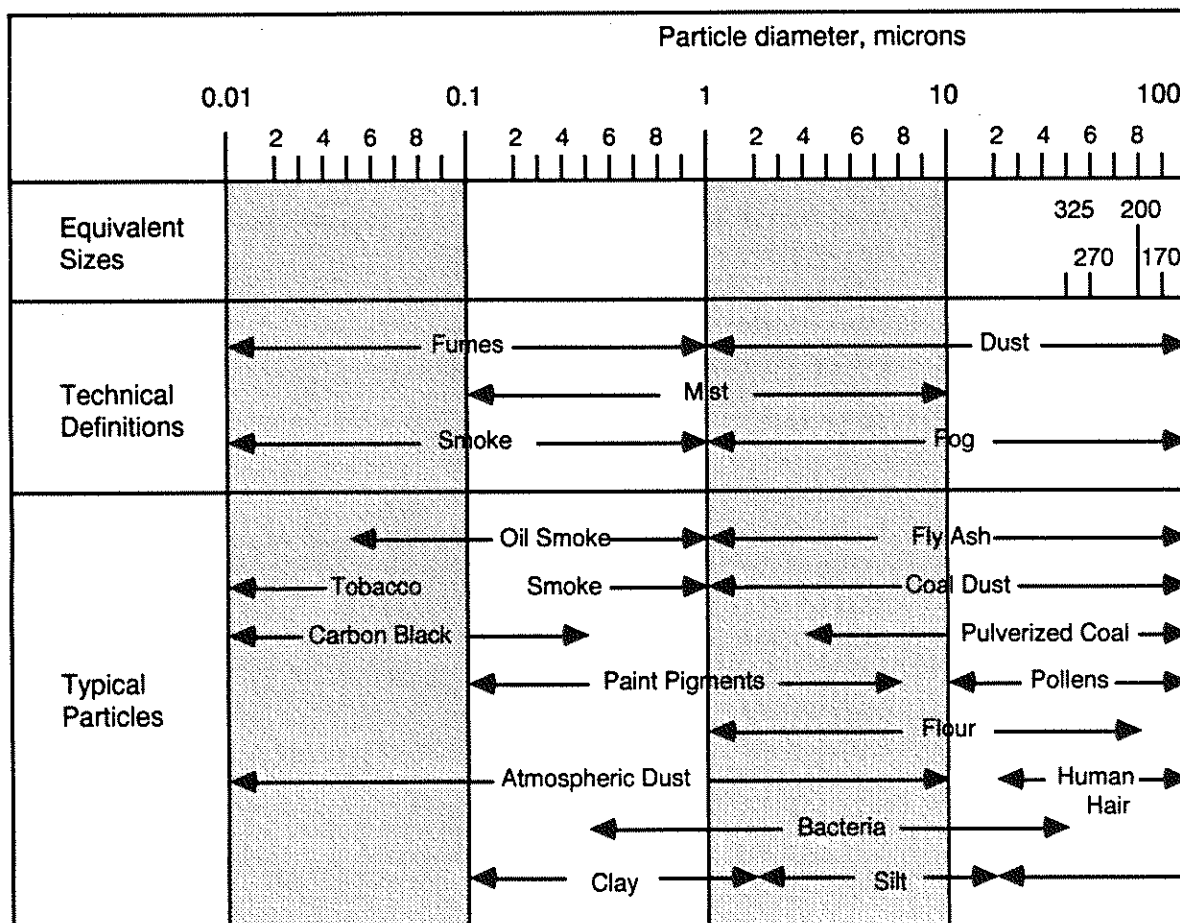
be continued particularly since the tests were done for off gasing relating to worker safety, not occupant exposure. The Exposure Guidelines for Indoor Air Quality from the Dept. of Health and Welfare makes the following statement:

“Since research into the health effects of residential indoor air quality is at an early stage, there is a dearth of reliable information on the health effects that result from exposure to the low levels and mixtures of contaminants likely to be found. In most cases, therefore, the Working Group relied upon the results of laboratory experiments using animals, clinical studies with human volunteers, and epidemiological investigators

of urban air pollution and the occupational environment. The results of epidemiological and clinical studies are the most relevant for establishing acceptable levels of exposure of humans to air pollutants. Nevertheless, the application of each of these types of study involves a number of assumptions and hence uncertainty in the derived dose-response relationships [my emphasis]...

“The size of the safety factor depends to a large degree on whether human rather than animal data are available, whether studies have been conducted directly on those segments of the population believed to be at high risk, and the quality of the studies themselves. Ultimately the choice is based on a

SIZES OF TYPICAL AIRBORNE PARTICULATES



Irritants and relative sizes. Source: Dr. John Purdy. This table helps to evaluate the claims of filters and suppliers.

Skeleton

con't.

consensus decision by experts, but strictly has no scientifically defensible basis... Owing to uncertainty concerning data obtained in observational studies, the World Health Organization has used a safety factor of two in recommending guidelines for daily and annual exposure to air pollutants; this value has been adopted in deriving some of the guidelines specified in this document.

"It has been suggested that occupational hygiene limits could be adapted for the residential indoor environment by applying a safety factor to accommodate differences such as exposure times, pollutant mixtures and population sensitivities. Without a thorough knowledge of the scientific basis for the occupational limits, however, the Working Group considered such an approach to be scientifically indefensible." (pp. 9-13)

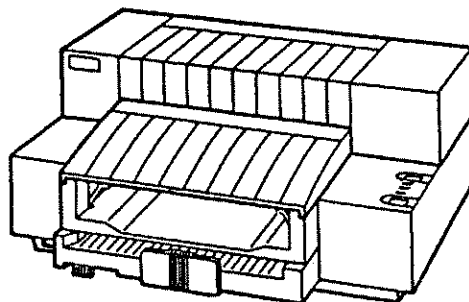
It appears that unless enough of our population either gets sick, dies or both, our Department of Health and Welfare will only pursue tentative guidelines because of the lack of scientifically provable data. In other words, they tell us "Yes, you are being poisoned but that's all right because it will take a long time to prove it and by then you will be dead."

What can we as builders do to solve the problem? First of all, we can accept some of the responsibility and start to evaluate the products we use. We can ask questions as to what chemicals are used to manufacture the components we install in the new buildings; educate ourselves and our customers as to what chemi-

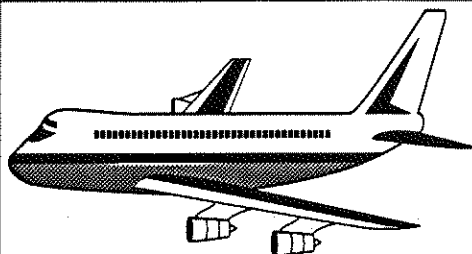
Audio Visual News

Add some Zip to your classroom presentations with
Full Color Overhead Transparencies!

The Audio Visual Department now has a Color InkJet Printer for the production of Color Overhead Transparencies and other color graphics. Complex graphics may require some time, so get your requests in early.



Call the AV Department at 3350 for more information.



International Opportunity: Costa Rica

Would you like to visit Costa Rica this summer (July 27-August 8) to discover how researchers in the South work with local communities to produce innovations in agriculture, community participation, economics, education, environment, and health?

This opportunity will include an in-depth look at the culture and environment of Costa Rica; an encounter with multidisciplinary teams working on some of the complex and challenging problems facing communities in the developing world; an exchange of work experiences with teachers from all over Canada.

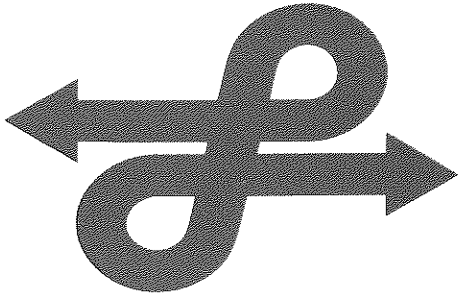
Cost is \$2500 and the application deadline is February 15. For more information, call Glynis at 3173 or 3417.

cals we are exposing ourselves to and try to choose alternative clean products; design and install proper ventilation systems with better quality filters. These mechanical air exchange systems must be capable of providing in excess of 15cfm per person of clean fresh air. (Testa, p. 44)

We must resist the temptation and pressures from the market place and industry to build to code.

This is, as we know, only the minimum requirement based on insufficient research and facts. As Testa asserts, "[since] new standards are not available, we, as professionals, must supply a safer product or be responsible for the consequences down the road." (p. 44)

[References for this article were printed in the January issue of Directions.]



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Message from the Animateur

Congratulations to our sabbatical recipients for 1993-4! I thought you might like to learn about what your colleagues are going to be doing. So instead of my usual column, I'm providing a synopsis of each proposal. The variety of these plans certainly reflects the diversity of our professional development activities at the College. We are reminded every year at this time of the many routes that can be taken to knowledge, skill, and growth..

Maureen Girvan: will be completing her coursework and her thesis for a Master of Arts in Art Education at the University of Calgary. Her interest is in the internal and external forces that determine art teachers' actual practice on a day-to-day basis. While in Calgary, she will be touring several arts-based schools in the school system. She is also hoping to receive a teaching assistantship with art education instructors at the University of Calgary. (September 1, 1993 to August 31, 1994)

Larry Preston: will be completing the third year of a three year research project funded by the Social Sciences and Humanities Research Council of Canada. Activities will include finishing archival research and then writing a book on the impact and meaning of imperial conquest on the society of western India in the period circa 1820 to 1860. (July 1, 1993 to June 30, 1994)

Chuck Wissinger: will be producing two bodies of artwork, one that will be created and exhibited in Europe, the second in the USA. After participating and/or working as a guest artist in a variety of settings (a university, an art center, the Winter Olympics, conferences, and symposia), Chuck will become heavily involved in RDC's Artists in Residency program. Finally, he will participate in "The Works" visual arts festival in Edmonton in June and July. (January 1, 1994 to July 31, 1994)

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.

Competence is What You Do When You Make a Mistake

Ronald A. Smith, Concordia University

What does it mean to you to be competent? Do you see yourself as competent in your discipline? In some areas more than others? In teaching your discipline? To some groups of students more than others? If we make a lot of mistakes in any area of activity, then we are probably not competent in that area, by anyone's definition of competence. On the other hand, to expect that we will never make a mistake is obviously

*...You only learn
through doing.*

*And you really learn
when you have to teach!*

an unrealistic level of aspiration. What is the impact of our view of being competent, of making errors or mistakes, on our effectiveness as teachers and on our students?

Knowledge and action

We often hear such statements as: It's OK to make a mistake, that's how you learn. Or that was a real learning experience! (In fact, it was a disaster; but at least I learned something!!) Or you only learn through doing. (And you really learn when you have to teach!) The implication is that it is only through our action that we discover what we know and what we still need to learn. If you want to understand something, try to change it! Thus, for us to learn, to create our knowledge, it is necessary for us to act in order to uncover and discover what we don't know or what doesn't work. Thus, our errors are our greatest opportunities for learning. Inaction or silence

may be the greatest barriers to our learning.

What I say and what I do

Is this anything more than rhetoric? When I was preparing for my first teaching assignment, I remember being in a hospital bed after having had my appendix removed two weeks before classes began. I did every single problem in the calculus book, even the very easy ones, and the ones at the beginning of the problem sets. I certainly learned a lot of calculus! And I learned from my errors. Fortunately for me, the answers were in the back of the book, so I knew when I made an error and I could correct it. I could figure out what I had done wrong and correct it.

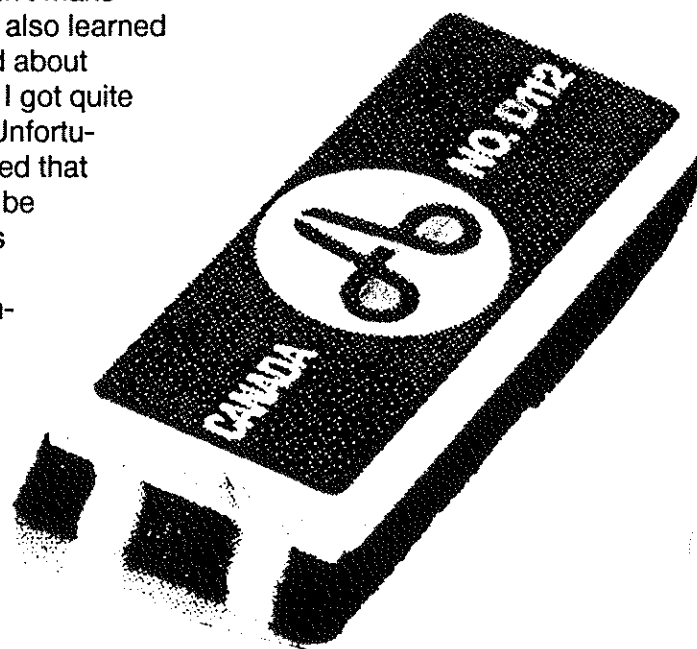
But, I certainly didn't want to make any mistakes in front of my students. I learned from my mistakes; but I would just as soon do that in private. Maybe it is just learning from errors in public that is problematic!

Unexpected consequences

What did my students learn? They learned that I didn't make many mistakes. They also learned that I was very worried about making mistakes, and I got quite anxious when I did. Unfortunately, they also learned that competence meant to be able to solve problems without any apparent hesitation (without consulting my notes was even more impressive). My own confidence in my skills, my sense of my competence as a mathematician, came from my

belief that given enough time I could probably solve any problem (at least in the textbook), even the really hard ones. However, what I presented to my students was error-free problem solving - every move I made worked. If they could only see the piles of scrap paper when I really worked on solving a problem, rather than just demonstrating problems I'd already solved. (First, second, and third drafts of a piece of writing are the equivalent in other fields.)

In my efforts to be competent, (and to appear so to my students) I unintentionally communicated to them an unrealistic image of what doing math was like. My skilful performance created in the students' minds two images of what competence was. First, it was to be able to act quickly without error and without much apparent thought (that usually left them in awe of me and feeling terribly incompetent themselves, thinking that if they made an error or if it took them a long time to solve a problem, they must not be very



Competence (con't)

good). My thought processes, my struggles with my own errors were generally invisible to them, except when I got stuck. It was then that I really had to demonstrate my competence. How did I behave when I had a real problem to solve? That was when they got to see me really think through a problem. If I talked out loud about what I was thinking, they got to see problem solving in action. That was a real benefit for them in terms of learning how I thought about a problem, what alternatives I considered, how I evaluated them, etc.

I unintentionally sent the second message about competence.

*I was surprised
that I couldn't do it easily,
but more than that
I was embarrassed.*

However, that is also when I unintentionally sent the second message about competence. I was surprised that I couldn't do it easily, but more than that I was embarrassed. And those feelings communicated many more messages. Mistakes are to be avoided. Especially in public.

Binds for teachers

Each of us plans our classes to be successful. We want to be inspirational and to motivate our students, to actively engage them in thinking critically about the material, to give them helpful and constructive feedback on their work, to give brilliant presentations, and to answer their questions with insight. What do you do when you believe your class is not working, when your students are not responding to your best efforts to be helpful to their learning? If you admit to

them that you don't know what is going on or what to do to fix it, they may see you as incompetent. If you don't tell them and act as if nothing is wrong, they may also see you as incompetent.

This dilemma can have further complications. If we see hiding our confusion and our uncertainty as a lack of strength, either intellectual or moral, then we see ourselves as weak. To eventually admit to our class that we were withholding our confusion or uncertainty, and that we were afraid to say that we didn't know what to do, is to admit that we were making another error. We were not strong enough to admit our weakness. Thus, we find ourselves caught in a trap. We don't know what to do and we can't admit that we don't know what to do.

Binds for students

I believe our students also experience similar binds. If I tell my professors that I don't understand something, they will think I'm incompetent and may fail me. If I don't tell them, I won't learn and I will be incompetent and fail. The other complications for students are: If I admit to the professor that I'm afraid to ask questions, he/she may see me as weak and making a big mistake. If I do ask a question, the other students may think I'm incompetent (that's a dumb question, you're slowing down the class, etc.). If I do admit to them that I'm afraid to ask questions, they may see me as weak and dependent. Yet, these binds, both for the professor and the student are rarely discussed in class.

Another way to think about mistakes

One way to begin to get beyond these things is to reframe what it means to be competent,

and what it means to make an error. I believe that each of us plans our actions to be successful, to achieve our goals or intentions. Whenever there is a mismatch, when our actions don't achieve our intentions, when there is a gap between what we intend and what we produce, we are making an error.

Although we all make errors, no one ever intentionally sets out to produce such an error (to do so would be to be successful). This detection and correction of the gaps between what we intend and what we produce is a form of problem solving. One set of criteria for judging the success of our problem solving efforts is the extent to which:

- the problem is solved,
- it stays solved, and
- the relationships among those involved are not harmed.

Some examples of incompetence

Making judgements without checking them out. If I decide that a student, or a class, is not working at an acceptable level, is unmotivated, lazy, or unprepared, and act as if these judgements are true without checking them out with the student(s), then I could be wrong. And I would be responsible for limiting my effectiveness in solving the problem.

Advocating my position without inviting inquiry. If I decide what the best way to learn my subject is and what is the best way to run our classes, then tell the students my decision, without inviting their input, I may be wrong; and the students may feel controlled and misunderstood.

Withholding information

Whenever I deliberately withhold information, even with the best of intentions, I create the conditions for errors. When I decide

Competence (con't)

what is good for particular students (e.g. they need to be pushed because they lack initiative), or for me (avoiding a discussion with a student who is making irrelevant comments in order to test my authority) but don't tell them because I think they, or I, might get upset, I limit the learning opportunities for me and for the student.

To be competent is to not make many errors. Competence is also what you do when you think you are making an error. If you pretend that everything is OK, that there is really no problem, then you are incompetent. You are limiting your ability to learn about what is happening (to diagnose the problem), and to learn about what might be done to improve the situation (to invent and produce solutions). You are also limiting the students' learning about what it means to be competent and how to handle difficult situations.

If you would like to read more about these ideas consider the following:

Argyris, C. (1987) *Skilled Incompetence*. Harvard *Business Review*. September-October.

Argyris, C. (1991) *Teaching Smart People How to Learn*. HBR. May/June.

Argyris, C., Putnam, R., and Smith, D., (1985) *Action Science*. San Francisco: Jossey Bass.

Schon, D. (1987) *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

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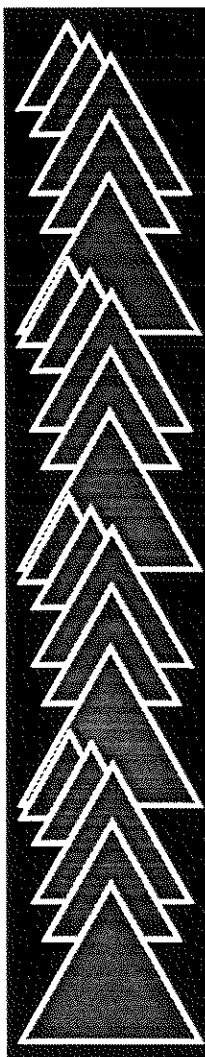
CMASTE

The University of Alberta recently opened their Centre for Mathematics, Science, and Technology Education. It has been established to "promote research and development in instruction throughout Canada". The Centre wishes to encourage "collaborative research and development projects with persons in the University of Alberta and in other institutions." If you would like more information, contact Dr. Heidi Kass or Dr. Al Olson, Dept. of Secondary Education, 341 Education South, University of Alberta, Edmonton, AB. T6G 2G5.

CHECK IT OUT

You might be interested in reading about a Checklist for Assessing Thought in Action in *The Journal of Developmental Education* (Vol.16, no.2, Winter, 1992) on pp.32-33. What is included in the Checklist?

• Persistence • Decreased Impulsivity • Flexibility • Metacognition • Checking for Accuracy • Problem Posing • Drawing on Past Knowledge and Experience • Transfer • Precision of Language • Enjoyment of Problem Solving.



**m Grant MacEwan
Community College**
ANNOUNCES THE

8th 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 reflect on their own attitudes, methods, and behaviors as teachers.

- ▲ To celebrate good teaching.

To be held at the
Nakoda Lodge,
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June 13 - 18, 1993

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

Cohenference

Ted Dyck, English

From now till next October, "Cohenference" (copyright by Joan Crate) will keep you informed about the Leonard Cohen Conference, October 22-24, right here at Red Deer College. Note – and enjoy – our new logo, designed by **Rennie Brown** of AV Services. Thank you Rennie!.

First, the core of the Cohen Conference committee is the following group of sub-committee heads.:

Student Representative:

.....Jules Peacock

Faculty Representative:

.....Glynis Wilson Boulton

Student-Centered Activities:

.....Joan Crate and
.....Jim Scott

Logistics:Shirley Jorgensen

Volunteers:Serge Gingras

Concert:Duke Thompson

Funding:Jim Gough

Academic Papers:Ted Dyck

If you have any questions, suggestions, crazy ideas, or know the identity of the "Cohenex" reputed to be living in Alberta, see any one of the above.

Secondly, what's been happening on these several fronts?

Jim Scott reports that students in music, drama, visual arts, etcetera, will be or are already involved with Cohen's work. Their activities will lead to Conference exhibits of Cohen-inspired visual art, performances of his songs, readings from his poetry, and dramatic re-enactments of his fiction. There will be a sixties style "Coffee-House" after Dr. Stephen Scobie's opening address on Friday night, October 22.

Joan Crate has located the rare Cohen film, "I Am a Hotel."

She's trying to get a copy of his new video, "Closing Time," for the Conference.

Shirley Jorgensen reminds us to get our list of names for the conference mailing list to her ASAP. She has supplies of letterhead and pads (featuring our logo) ready to go: any faculty member may request these from her (all we ask in turn is that you use them for Conference-related communication). And work on the Conference brochure is now underway: send your ideas to her.

Duke Thompson is in charge of plans for the big Saturday night concert, Main Stage at the Arts Centre. He's staying in touch with both **Jennifer Warnes** and **Leonard Cohen** about our progress and their possible participation. It's a long shot, but worth taking, eh?! Plan B is equally interesting: a variety concert of Cohen's songs performed by prominent Alberta artists.

Conference fundraising activities have succeeded in raising approximately half our goal of \$15,000. Yet to be heard from are Alberta Community Development, and SSHRC. If you know of anyone who wants to "invest" some money...

Saturday, October 23 will feature the presentation of academic papers. The response to our call was excellent: nearly twenty papers (including one with a tape of the author singing Cohen's songs!) from three countries are now being read by a "committee of experts." Red Deer College Press will have the proceedings in print by the Conference date.



**Conference October 22 - 24
Red Deer College 1993**

Finally, a host of other items:

- The library is accepting donations of copies of Cohen's works (many thanks to Dr. Robert Mills for his gift of Selected Poems).

- The end-of-term TGIO (April 8) will be sponsored by the Leonard Cohen Conference Committee. Watch for adverts in your mailbox. Plan to attend. Wear stunning black pants and polka-dot shirts. Be ready.

- Watch for a May workshop on how non-English instructors could incorporate excitement about Cohen into their classrooms.

- The May issue of Directions will be a Special Cohen Issue. It will include a "Cohen Primer," plus the latest word on our search for the "Cohenex" plus much, much more.

- Brian Macdonald's** ballet, "The Shining People of Leonard Cohen", will be performed this summer at the Banff School of Fine Arts. Watch for details in this column. Brian will present a videotalk at the Conference.

And Finally...

Cohen Trivia-Question: What do a hummingbird, a heart, and a set of hand-cuffs have in common?

(The best answer submitted to me by March 5 will appear in next month's Directions.)

Teaching Tips for Disabled Students

Cheryle Jahraus

Instructional Strategies

1. Provide a course outline and reading list in advance to assist those students who require more time for organizing their work or who need to make arrangements to have the material taped.
2. Consider highlighting print by varying the letter size, underlining, or changing the typeface and spacing for those with reading difficulties.
3. Recognize that some students with learning disabilities may require the use of a tape recorder or notetaker.
4. Organize material sequentially to increase the student's comprehension. The use of concrete examples and personal anecdotes will increase the student's ability to recall the information later.
5. Periodically review key concepts to ensure that these are understood.
6. Minimize room distractions to concentrate the student's attention on the lecture.



Assignment Accommodations

1. Consider extra allowances for assignments (e.g. extended deadlines or alternative assignments such as oral or tape recorded presentations rather than written assignments). Requirements should be given both orally and in writing to ensure that the student is clear about expectations.

A LEARNING DISABILITY

- ✓ Is a deficit in processing information
- ✓ Is a disorder in one or more of the processes involved in understanding, perceiving or using language or concepts
- ✓ Manifests itself in difficulties with listening, thinking, speaking, writing, reading, and/or mathematical calculations
- ✓ Is neither an intellectual impairment nor an emotional problem

Some Types of Learning Disabilities:

Dyslexia: difficulty reading printed material. The student benefits from having reading material in a recorded form.

Dysgraphia: difficulty in producing written material, particularly in examination situations when writing under strict time constraints.

Dyscalculia: difficulty in the area of mathematics requiring the use of calculators for performing mathematical calculations.

Difficulty in more than one area can occur. The learning disabled adult student is one who meets these criteria:

- i) He/She manifests significant difficulties in one or more of the basic academic areas, that is reading, written language and/or mathematics.
- ii) The academic disability is significantly discrepant with his/her general intellectual ability.
- iii) When the student is assessed with a battery of psychological and educational tests, the results suggest the presence of central nervous system processing difficulties.
- iv) There is no other primary handicapping condition present (for example, mental retardation, emotional disturbance, sensory handicap or history of adverse educational opportunities or cultural disadvantage) to which the academic dysfunction can be attributed.

2. Recognize that proofreaders, if used, are simply assisting the student in producing a more satisfactory copy.

Examination Accommodations

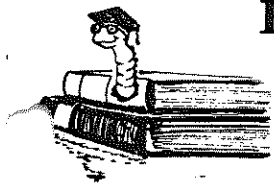
1. Allow extended time, to accommodate for the student's decreased reading speed.
2. Avoid using double negatives and unduly complex sentences.
3. Consider that as computer answered score sheets may be difficult for a student with poor eye-hand coordination, the student may benefit from writing his or her answers on a separate sheet of paper. Some students are able to cope with computer-scored answer sheets if the sheets are enlarged (e.g. 11X17 inches).
4. Consider that frequent examinations or test rather than a major test at the end of term may be

helpful for the student with a learning disability.

5. Consider that the use of wordprocessors or calculators for exams may be required. Where handwriting is used, do not evaluate the material based on the handwriting quality.

Special Notes

As types of difficulties students may encounter vary depending on the strengths and weaknesses of an individual student, examine each case individually. The student may benefit from program modification such as the substitution of one course for another required course; part time rather than full time study; and an extension of time allowed to complete a program. As well, auditing of a course before actually enrolling in it may be beneficial.



Read Any Good Books Lately?

Roberto Bencivenga, Mathematics

The Learning Gap by Harold W. Stevenson and James W. Stigler

This report by two American educators discusses an extensive study comparing Oriental and American elementary schools. It destroys many myths about Oriental schools and provides many ideas about what we could do to improve our system. The book takes a scientific approach, but is highly readable.

Darrel Morrow, Recreation Administration

Waiting for the Weekend by Witold Rybczynski (GV 174 R94 1991)

Do we live to work or work to live? Rybczynski explores how our lives have evolved to include time for leisure (holidays, weekends), but that we are unable to extricate ourselves from our historical feelings of guilt associated with not working. He argues that this gives us time off, but not leisure. It is a layman's perspective (he is an architect) but is well researched and very well written.

Glynis Wilson Boulton, Learning Assistance Centre

The Feminine Face of God: The Unfolding of the Sacred in Women by Sherry Ruth Anderson and Patricia Hopkins

The authors spent five years researching and writing this book. They interviewed dozens of North American women about their spiritual journeys and collected these stories into a fascinating account of the various ways that women experience the divine.

Critical Thinking Tip

Alma Funk, Nursing

Stephen Brookfield, an authority on Critical Thinking, recently told an international nurse educator audience about an idea that he uses to develop critical thinking in his students.

At the end of every class/session he asks students to anonymously answer five questions that he calls Critical Incidents.

1. What was the moment today that you felt most engaged?
2. What was the moment today that you felt most distanced?
3. What action of mine or a student was particularly affirming?
4. What action of mine or a student was particularly puzzling?

5. What if anything about today surprised you?

He shared that when students realized that their instructor was "hearing" them and making changes to the class based on their input, trust was built and students did not mind doing this exercise every week. He stated that this simple task helped him understand student nonverbals and to tune into things he would otherwise miss. It was particularly helpful with difficult groups he taught.

I have tried the Critical Incidents with my three groups of students with interesting findings, but no conclusions to date about its usefulness. Perhaps some other instructors would like to try the exercise and compare results.

And speaking of Stephen Brookfield...

Brookfield, author of many successful and engaging books on teaching, will be in Calgary on May 5, 1993. His workshop, "Facilitating Adult Learning", will be held at University of Calgary from 8:30 to 4:00 pm. Cost is \$175. Those interested can call 220-4100 for more information.

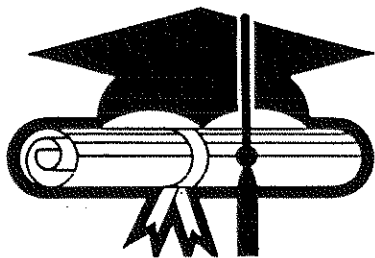
An Invitation from the Learning Assistance Centre...

If you have a learning disabled student in your class, perhaps you'd like to discuss what you can do to help him or her. Ralph Wold, just back from a year studying Special Education, would be happy to sit down with you at any time. Just give him a call at 3219.

LAC instructors can also help students learn strategies that help them to cope with their College courses. You could suggest that they come to make an appointment in the LAC (Room 932) or call us (3120) to facilitate the process.

SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

In response to the recent Needs Assessment results, the Board/Faculty Professional Development Committee is exploring the idea of co-sponsoring (with one or two other College groups) a ten week evening session next fall. If we are able to arrange for partial funding, the workshop will be held on Tuesday nights from 7-10 pm from Sept. 21 to Nov. 23. Mark your calendars if this is of interest. Many thanks to Henry Hoffman who will be the course facilitator.



A Degree with a Difference

University of Massachusetts offers a Master's degree in critical and creative thinking. It requires completion of core courses in critical and creative thinking, psychology, and philosophy; also included in the program are: electives, a practicum, and a thesis. If this interdisciplinary program interests you, contact Patricia Davidson, Critical and Creative Thinking Program, University of Massachusetts, 100 Morrissey Blvd., Boston, MA. 02125-3393. Phone (617) 287-6520.

CONFERENCE PLANNER

March 25-26, 1993

"Developing Self-Esteem in Our Clients." In Red Deer, AB. Contact: Specialized Training, Employment and Placement Society of Red Deer, 4910-59 St. Red Deer, AB T4N 2N1 (343-6249).

May 7, 1993

John N. Gardner will be speaking on "Fostering Student Success by Enhancing the Freshman Experience." In Calgary, AB. Contact: Maxine Mott, Academic Development Centre, Mount Royal College, 4825 Richard Road S.W., Calgary, AB T3E 6K6.

May 26 - 29, 1993

The Canadian Association for Adult Education 6th Annual Conference. (Theme: Citizen Empowerment.) In Montreal, PQ. Contact: GEMS Conference & Consulting Services, 4260 Geriuard, Suite 100, Montreal, PQ H4A 3C9

May 30 - June 2, 1993

ACIFA Annual Conference. In Calgary, AB. Contact: Fred Waddington, SAIT, 1301-16th Ave N.W., Calgary, AB T2M 0L4.

June 13-18, 1993

Canadian Rockies Great Teachers Seminar. In Kananaskis, AB. Contact: Faculty Development Office, Grant MacEwan Community College, 10030-107 St., Edmonton, AB T5J 3E4.

June 14-25, 1993

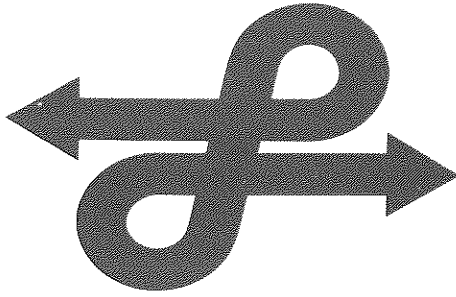
"Quantitative Analysis of Social Data." In Edmonton, AB. Contact: Ms. Fran Russell, Population Research Laboratory, Department of Sociology, University of Alberta, Edmonton, AB T6G 2H4.

February 16-10, 1994

Association for Educational Communications and Technology National Convention ("Advancing Technology Together.") In Nashville, TN. Contact: AECT'94 Convention Office, 1025 Vermont Avenue, NW., Suite 820, Washington, DC 20005.

The All New Margaret Parsons Theatre!

The Margaret Parsons Theatre has recently undergone some changes, including the addition of a permanently mounted video projector, 16mm film projector, slide projectors and new sound and lighting controls. The AV Staff will provide instruction on the new system upon request. Please contact the AV Department at 3350 to inquire about an orientation to the MPT Theatre.



DIRECTIONS

RED DEER COLLEGE

Vol.9 No.8

APRIL 1993

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Message from the Animateur

In the past few months, a sub-committee of the Board/Faculty Professional Development Committee has been conducting an extensive evaluation of the Animateur position, and of the programs and initiatives that are organized by the Animateur. I look forward to reviewing the results carefully to determine how my job should change to meet your needs. A summary of the results will be printed in Directions early next fall.

In other Board/Faculty Professional Development Committee news, we met on several occa-

sions in March to make decisions about Special Projects, Travel Grants, In-House Visiting Faculty, and Study Leave applications. A summary of the committee's decisions on study leaves and in-house visiting faculty can be found on page 2.

Please note that the spring/summer period is a good time to begin developing a proposal for the fall. The next deadline for applications is October 1. Why not give me a call in the next couple of weeks to book a time to explore which program you might want to apply for in 1993-94?

Glynis Wilson Boulton

Meet the New Instructors!

Would you be willing to act as a "colleague" for a new faculty member next fall? Here's an opportunity to get to know someone new to the College and to help ease their transition to our environment. We normally match individuals from different disciplines, so perhaps you'll learn something new while you're at it. If you're interested, please call Glynis at 3417 or 3173.

Great Garage Giveaway

If you have (or want!) excess office supplies, an exchange opportunity is being arranged by the CUPE Cost Saving Measures Committee. This event takes place on Tuesday, April 20, 10 am - 2 pm in the Forum. For more information, call Leah at 3302.

Interested in an Exchange in 1994-95?

If you'd like to exchange with a faculty member elsewhere in Canada or the United States in 1994-95, watch for the notice of the Community College Exchange Program (CCEP) Preliminary Interest registration form. If you'd like to be sure you receive a form, drop a note to or call Glynis at 3417 or 3173.

Nova University

We recently received some information from NOVA University about their Doctoral programs. If you are interested in exploring this possibility, call Glynis at 3417 or 3173.

**Thank You!
Thank You!
Thank You!**

to

Severna Nash Books

for donating a \$25 gift certificate to the Board/Faculty Professional Development Committee to be used as an incentive prize for the recent evaluation. The return rate for the evaluation was approximately 35%. Thank you to all who took the time to return it to us. Results will be published in the September Directions.

THE WINNER: Carol Neufeld

Board/Faculty Professional Development News

On March 1, we had an unusually high number of requests for Special Projects, as well as a number of applications for our other programs. Here is a quick summary of some of the initiatives that were approved. Watch the fall issues of Directions for more information about these interesting professional development activities and for a listing of the Special Projects recipients.

In-House Visiting Faculty:

Ray Allan — to work with selected nursing and CPP faculty to develop class activities that enhance learning and critical thinking. (Fall, 1993)

Study Leave:

Don Wales — tuition for two Earthwatch seminars, one on Coral Ecology in tropical seas and the other on small mammal natural history and population ecology. (Fall, 1993)

Travel Grants:

A small sum to help defray costs incurred while presenting papers at external conferences or meetings:

Ted Dyck — "Symbol as Topos" (at the Canadian Society for Study of Rhetoric, Learned Societies Conference, Ottawa)

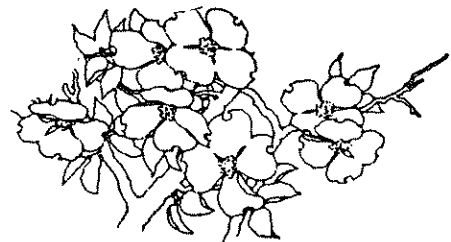
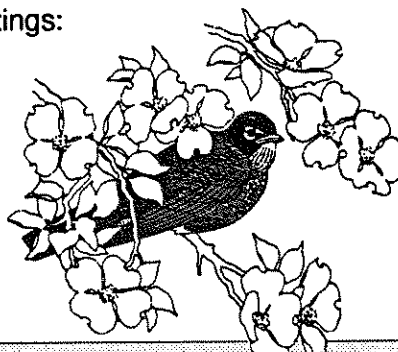
Ann Fisk — One panel presentation and two poster sessions on evaluation and program review for the Edmonton/Red Deer Nursing Program (at Collaboration: A Time to Evaluate, Vancouver)

Shawn Haley — "Utah's Big Game Hunters" (at the Earthwatch Conference, Boston)

Lori Myers — "The Use of Bloom's Taxonomy of Educational Objectives in the Cognitive Domain to Generate Questions to be Used on Examinations" (at the Annual Meeting of the American Society of Microbiology, Atlanta)

Paul Nonnekes — "Ambivalences in Male Friendships" (at the Twenty-Third Annual Meeting of the Popular Culture Association, New Orleans)

Paul Williams — "How Abstract is Your Teaching?" (at the National Science Teachers Association Annual National Convention, Kansas City)



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.

Innovations in Instructional Methods, Curriculum Development and Curriculum Design

Arun K. Mishra

As a part of my sabbatical obligations, during the Fall 1992 term, I learned about various aspects of instructional methodologies, curriculum development and curriculum design. Next year I will write a series of articles for Directions about collaborative learning, learning communities, classroom research, writing across the curriculum, adult motivation, critical and creative thinking, problem solving, continuous quality improvement, learning skills, and metacognition.

Corresponding to each article, I will locate one or more faculty member(s) who is/are interested in the concepts in the articles to involve them in a learning group to further explore the ideas as these essays are written. After each article is written, and if there is an interest in the College, one or more seminars or workshops will be conducted to explore the subject further. I invite faculty members to get involved in putting these concepts into action. If you are interested in these topics, please contact me.

Collaborative Learning:

In collaborative (or cooperative) learning the students work in groups to actively construct their knowledge while learning from their peers and the teacher. During structured cooperative learning, a teacher fosters positive interdependence and supportive interaction amongst the students, establishes individual accountability for student learning, structures social skills development, and facilitates group effectiveness¹. This type of learning may be contrasted to competitive or individualistic

learning. In cooperative learning, the students learn to take responsibility for their own learning.

Learning Communities:

Learning communities structure the curriculum to link together course work around a common theme or question so that the students have opportunities for deeper understanding and integration of the material they are learning, as well as for increased intellectual interaction with one another and their teachers. Different models of learning communities exist. "Linked courses" involve pairing of two courses for a group of students to develop concepts related to the courses. In a "learning cluster" a group of students take three or four courses where the course material is integrated around common themes. In an integrated learning community, students and teachers are involved in an interdisciplinary study of a central theme². In these situations, students and faculty explore themes and ideas that cross discipline boundaries. Students and faculty report a higher degree of involvement in a complex environment of interdisciplinary dialogue and exploration.

Classroom Research:

Classroom research can be described as a systematic investigation of the effect of one's teaching on student learning. It involves frequent student feedback regarding curriculum and instruction. Through such feedback, teachers learn more about how students learn and how successful teachers are in employing particular teaching techniques. This research assumes that the quality

of learning is related to the quality of teaching and that teachers need to receive specific and comprehensive feedback on how well they are achieving their goals³. Classroom research is also an excellent source of growth and renewal for teachers.

Writing Across the Curriculum:

Writing is a process of continuous improvement and development of an unfinished idea, through many drafts and reformulation, to a finished product. Writing can transform raw "expressive" work through "transactional" prose into a communication tool, and thus becomes a process of learning⁴. Writing about a discipline is well suited to logical and analytical thinking and facilitates learning of the discipline. Literature on the subject attests to improved quality of writing, grades and retention.

Adult Motivation:

Adult motivation is initiated by employing certain strategies to help adults develop positive attitudes toward learning. Teachers may achieve this by having empathy toward the students' needs and expectations, and showing enthusiasm for the subject matter as well as the act of learning. Adults come to a learning situation with urgent needs which teachers must recognize and respond to. It is essential to make learning stimulating for the learners to maintain, build and develop their involvement with the subject. Sharing their personal and emotional involvement with the subject, effective teachers make a lasting connection with the students. In order for the students to become

Innovations con't.

self-determined lifelong learners, the teachers should maximize reinforcement to build students' competence⁵.

Critical and Creative Thinking:

Critical thinking can be defined as a disciplined and self-directed process toward clear, accurate, specific, precise, relevant, consistent, logical, deep, complete, significant, fair and adequate thinking⁶. On the other hand, creative thinking is inventive, imaginative, generative, spontaneous, non-evaluative, divergent, intuitive, rule-breaking, and non-judgemental⁷. Thinking across the curriculum, understanding the reasoning and the underlying assumptions of knowledge, and independent and creative problem solving are essential elements of contemporary education.

Problem Solving:

In real life, the students must learn to solve open-ended problems with uncontrollable variables and components from many disciplines of study as well as those from the extracurricular arena. Several disciplines have well established problem solving algorithms. These processes employ behaviours relevant to achieving that task. Successful problem solving approaches teach skills relevant to solving any problem rather than solving a specific set of problems; the learner learns skills to utilize known concepts and ideas in creating new connections and knowledge.

Continuous Quality Improvement:

The continuous quality improvement (CQI) principles have lately been transferred to curriculum development and instruction.

Improvements in classroom and curricular effectiveness may happen when the focus is on quality improvement that is managed by teams of people in the class. This requires analyses of the desired changes in the course content and student and faculty knowledge, skills and attitudes. In order to achieve the desired outcomes, processes such as instructional design, classroom management, communication strategies, and evaluation techniques are developed and implemented by the teams mentioned above.

Learning Skills:

The literature dealing with student success indicates a move toward a holistic view of students as learners. Courses, manuals, books, and student assistance centres abound. The concepts relating to time management, memory improvement, reading skills, writing, note taking, preparing for tests, using college and community resources, and managing relationships, health and money are essential skills for a master student⁸. Students are taught to learn how to learn and to sharpen their thinking skills. They also learn to utilize student assistance centres, peer coaching, and tutors.

Metacognition:

Metacognition involves actively monitoring and manipulating cognitive methods to achieve learning objectives. It improves a student's ability to monitor his or her own performance, effectively organize and recall knowledge to become a good problem solver, and allocate attention for complex skills. When students learn to construct mental models of the tasks they perform, refine their problem solving skills by defining heuristics and strategies, practice tasks repeatedly,

monitor their thinking process, and develop an understanding of problem areas, they are learning metacognitive skills⁹.

Conclusions:

Next year, I will present a series of workshops, lectures and seminars in conjunction with more detailed articles on each of these topics. I will also demonstrate overlap and interconnectedness of these concepts. In order for any lasting innovation or change to occur, we need to have a critical mass of enthusiastic scholars all excited about radical curricular reform. I have discussed this idea with many of you and am confident that we are ready to begin a thriving community to explore ideas and challenges related to teaching and learning. Join us as we explore these innovations. Please contact me if you have interest in developing any of these concepts.

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Leonard COHEN

Cohenference

Ted Dyck, English

Conference October 22 - 24
Red Deer College 1993

COHEN TRIVIA ANSWERS:

Best answer to last month's trivia question – "Hummingbird and handcuffs are metaphors for the heart which is a metaphor for a hummingbird in handcuffs" (**Joan Crate**). Best answer in poem form – "The hummingbird lives to beat,/ The heart beats to live, / And handcuffs bind the dead-beat" (**Paul Boulton**). Correct answer – "The Future" (?).

COHEN TRIVIA QUESTION

NUMBER TWO: Who said "The poems absolutely forbid it," and what does it mean?

COHEN RUMOUR: Two Alberta concerts (Edmonton and Calgary) in June???

SUB-COMMITTEE REPORTS:

STUDENT-CENTRED ACTIVITIES: **Jim Scott** reports the big news that **Richard O'Brien** (Theatre Studies) will be directing Centre Stage's world premiere of Cohen's "The New Step" at the Conference.

LOGISTICS: **Shirley Jorgensen** reminds us that the Conference poster will be out by early April and Conference brochures will go out early in May. We're going public at last!

CONCERT: "Phaxes 'n phones/ May break her bones, / but she won't commit herself yet," says **Duke Thompson** about **Jennifer Warnes**. The concert ("Jewel of the Conference"—Duke)

is now shaping up as "I'm Your Fan" type of performance featuring...(Stay posted!).

ACADEMIC PAPERS: the list is (nearly) complete. Papers and speakers already finalized are:

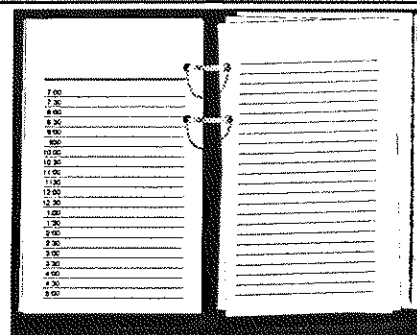
(a) Keynoters: **Stephen Scobie** (University of Victoria, "Highway 401: Reconsidered") and **Ira B. Nadel** (UBC, on his nearly-completed biography).

(b) Speakers: **Charlene Diehl-Jones** (McGill, on the song "Take This Waltz"), **Paul Nonnekes** (Red Deer College, on male eroticism in Beautiful Losers), **Norman Ravvin** (University of Toronto, on the holocaust in BL), **Winfried Siemerling** (University Berlin, on the audience in "First We Take Manhattan"), **Fred Wah** (University of Calgary, on Cohen's poetics), and more to come.

Films: **Joan Crate** has prepared a full list, to be published as part of "A Cohen Primer" in the May Special Issue of Directions.

OTHER NEWS: I've given three presentations of "Perspectives on Leonard Cohen" to interested groups during the last month. And the "Cohenex" is ...!

Arts Matter III ("Red Deer's annual arts conference") will be held on May 8 at Red Deer Lodge. It will include a Cohen presentation in its "Speaker's Box" forum.



CONFERENCE PLANNER

May 1, 1993

Red Deer College Children's Services Centre presents **HYPERACTIVITY: (Attention Deficit Hyperactivity Disorder), METHODS AND MYTHS** by Dwaine Souveny at Margaret Parsons Theatre. Phone Children's Services Centre 340-2606 for information and registration.

May 22-26, 1993

Roots & Wings: Using Applied Behavioral Science to Manage & Lead Organizations in the 90's. Contact: Association for Creative Change, 6600 Grand Avenue S, Minneapolis, MN 55423-2333.

June 19-23, 1993

Institutional Effectiveness & Student Success. In Madison, WI. Contact: Community College Consortium, 2007 School of Education, 610 E University, Ann Arbor, MI 48109-1259.

August 19-21, 1993

Story-Makers Conference '93*. In Toronto, ON. Contact: George Brown College, Toronto, ON. (416) 867-2092. *(A Conference for Everyone Interested in Writing & Illustrating for Children").

Department of Nursing Implements Third Year Community Nursing Course

Alma Funk

As most of you are aware, the Department of Nursing implemented third year university courses in Fall, 1992 as part of our collaborative agreement with University of Alberta. My involvement was limited to Nursing 302 *Community Based Nursing of Families and Groups*, a 9 credit course which included 15 hours of community clinical practice. As team leader I would like to share some of the challenges we experienced in preparing and implementing this course for the first time. Perhaps there are other faculty or departments involved in new course development or in community practicums who might empathize with our stressful but rewarding experience.

During June and August I spent much time in telephone conversations and meetings with each of the community agencies we would be using for clinical placements. My purposes were to generate sufficient placement opportunities to accommodate all of our students; to develop a working relationship with as many of the managers and staff as possible to facilitate course implementation; and to inform them as clearly as possible of our course objectives, the level of our students and the student experiences we were looking for, and their level of involvement with students (which was different from any previous contact with nursing students). In June it seemed all bases had been adequately covered. However in August the many phone calls and questions revealed that more orientation was needed to clarify this "new" course.

Some preliminary course delivery details: we had 37 students, 3 of whom were males. Sandy MacGregor, Caren Clouston and I shared classroom teaching responsibilities for 3 hours a week on Tuesday and Thursday afternoons; Caren and Sandy had a one hour seminar with the students in groups of 12-13 each Friday; we three plus Lorraine Way and Diane Cuts each had a clinical group of 5-9 students on Tuesday, Wednesday and Thursday mornings. For the community agencies to accommodate our 37 students in meaningful learning experiences we were spread from Rocky Mountain House (west) to Stettler (east) and from Hobbema (north) to Innisfail (south). Students were assigned to an area for the entire semester.

From this brief description, problem areas may leap out at you. Unfortunately they also leapt out at us, AFTER a month of implementation. Asking students to drive an hour to clinical experience three times a week, and to rush back for class at 2 pm became increasingly unreasonable and attendance at classes dropped off significantly. Students became involved in clinical experiences in their areas that they did not want to miss, or they wanted to make maximum efficient use of their time in the area and not have to drive

back each day. Having no way of reimbursing travel costs for those travelling out of the city became a stress. Having three large clinical groups of 8-9 students demanded a heavy time commitment from three instructors when trying to accompany students on home visits to their assigned families (as part of supervision and evaluation), and an unfair disadvantage for these students.

Another problem encountered was obtaining second families for students to follow. Between the community agencies and our-

selves we had not pursued identifying these families early enough in October. Two major assignments were based on students' involvement with their second families; thus

student stress reached high levels near term end, through no fault of their own.

However, there were also tremendously positive aspects to this course, even in its first implementation. Overall, students enjoyed their community practice, with their two families, with their small group projects, and with the increased freedom and independence they were given in self-directed learning. They enjoyed the workshops we had with numerous community agencies.



Nusing Course con't

A distinct highlight of the course for all students and instructors was December 1-2 when each student group (1-3 students) presented their small group community project to the rest of the class. It was then that each of us realized how vast had been our involvement and influence in the Central Alberta community, how many lives we had collectively touched, how many people had impacted our learning, and how much we had all learned and grown through this course and its experiences. The community health nurses who attended these presentations were affirming of the value of these projects to the community and of the evidence of students' learning for community employment.

Although at times stress levels screeched and screamed, although there were significant structural flaws in the course, and although the cost in energy and time commitment has been extremely high, we are confident that the students learned a lot and the core of this course is sound and promotes excellent learning and growth. We are making the necessary changes for next fall that will facilitate learning at a lower personal cost. We instructors learned much with and from our students, and we thank them for all they taught us. We learned with and from each other. Truly we accomplished together what no one of us could have done by herself. We were a winning team!

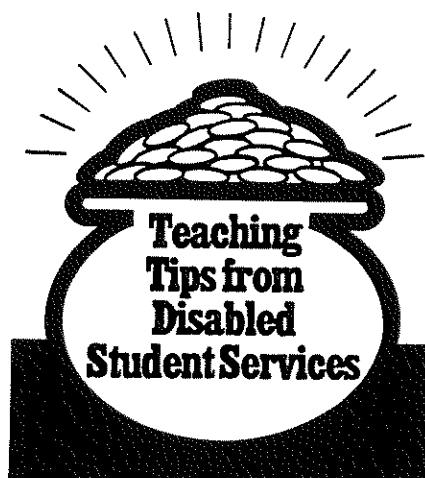
Teaching Tips for Students with Hearing Loss

Cheryle Jahraus

The information presented below is reprinted and adapted with the permission of the Disability Resource Centre, University of British Columbia, 1896 East Mall, Vancouver, BC, V6T 1Z1.

Hearing Loss - Definition:

A hearing loss is an invisible disability that handicaps communication and occurs in one or both ears. Hearing loss many range from being a mild to a profound impairment.



Instructional Strategies

1. Provide preferential seating. The student may want to sit at the front of the class with an unobstructed view of the instructor's and/or interpreter's face.
2. Reinforce your verbal presentation with written text as much as possible.
3. Provide, in writing, such vital information as the due date for an assignment or a change in class schedule.
4. Turn off the overhead projector when not in use as its hum can be distracting.
5. Use captioned film and videos where available. For deaf students using an interpreter, note that suffi-

cient light needs to be available for the interpreter to be visible.

Communication Strategies

1. Direct your comments or questions to the person, even if a third party, such as a sign language interpreter, is present.
2. Speak normally; avoid "over enunciating" or speaking loudly unless the circumstances require it.
3. Repeat questions or statements from other students.
4. It is important to maintain eye contact with the hearing impaired student. This eye contact conveys a feeling of direct communication.

Special Notes:

Sign Language...Among the various forms of sign language are Signed English, which follows the syntax of the English Language, and American Sign Language (ASL), a visual language composed of precise hand shapes and movements. The latter is considered an independent language with its own distinct grammatical structure. It is not a universal language. For example, deaf people in Mexico use a different sign language than that used in Canada.

Since the grammatical structure of ASL is different from English, this may be reflected in a student's written assignments. There are subtle differences between words which have the same signs, so that clarification from time to time may be required.

Please Note: The information presented in last month's article on Learning Disabilities was adapted and reprinted with the permission of the Disability Resource Centre, University of British Columbia 1896 East Mall, Vancouver, BC V6T 1Z1.

Promoting Information Literacy through Library Assignments

Alice McNair, Library

Information literacy is the ability to find, use and evaluate information. These skills are necessary for success both inside and outside the classroom as students are faced with the proliferation of information on a variety of subjects. It is not surprising that students become frustrated when they are given Library assignments. Many students don't know how to find information in the Library and when they do, they are overwhelmed by the amount of information they find. Most barriers students face when they come into the Library can be alleviated by instructors and librarians working together to create effective Library assignments.

Effective Library assignments promote Information Literacy by first developing students' Library skills, then encouraging them to think critically about the information they have found. Library skills and critical thinking skills are hierarchical; students learn how to use the computer catalogue to find books, to use periodical indexes to find articles, to create search strategies and to evaluate the sources they are locating. Students learn these steps one at a time, thus gaining confidence and motivation to search further and to become discerning users of information.

Library assignments can range from source-directed tasks such as comparing the entries in a general and specialized encyclopedia to the ubiquitous term paper. While the latter is the most common way to integrate Library research into the classroom, there are actually a few components within the term paper which can make the project less forbidding for students. Listed

below, beginning with the term paper assignment, are a few Library assignments which encourage students to think critically and to use problem solving skills.

The Term Paper - broken into 4 steps.

1. Thesis Statement Development

Task: To develop a thesis statement on a topic covered in the course.

Goal: To motivate the student to start thinking about the term paper early and to check the student's progress.

Student Learning: This task involves investigating a topic and encouraging critical thinking by using basic sources in the Library such as dictionaries and encyclopedias to help define the topic.

2. Search Strategy and Outline

Task: To develop a search strategy and outline to complement the thesis statement.

Goal: To get the student to organize an appropriate strategy for finding information on the chosen topic, then organize an outline.

Student Learning: After the Library Instruction class, students use a variety of sources in the discipline. They are taught how to create an appropriate search strategy, to narrow their topic and select relevant material, and to organize their time in the Library.

3. Bibliography #1

Task: To compile a list of potential books, periodical articles and reference sources to complement the thesis statement and outline. The student does not need to ensure

that the materials are in the Library at this stage.

Goal: To make the student aware of the literature in the discipline.

Student Learning: The student has to use Library skills, eg. computer catalogue, periodical indexes and abstracts and CD-ROM. The instructor can see if the student is on the right track by quickly checking the bibliography. When this part of the term paper is done in advance, the student has time to use Interlibrary Loan if certain items are not in the Library.

4. Annotated Bibliography

Task: To identify key articles, books and other sources for the term paper and to annotate them.

Goal: To read selected items and summarize them in annotations and evaluate the sources.

Student Learning: The student finds the information and critically evaluates it by checking on its usefulness and relevance to the topic. Summarizing skills are also learned and practiced. Once the annotations have been written, much of the research for the term paper is complete. The instructor can also check at this point for understanding and comprehension of the topic.

Although this compartmentalized method of assigning term papers may create more marking, the benefits for the student and the instructor are many. The student is guided through a rather complex task by means of smaller, less intimidating assignments. His or her knowledge is tested along the way avoiding surprises at the end of the process. The student also discovers that the search strategy and outline saves time and can keep

Promoting Information Literacy through Library Assignments con't

him or her on task. The instructor benefits from not being surprised as well. Marking is easier because many of the problems students have encountered have been cleaned up before the paper is written.

Some other effective Library assignments are:

Contrast journal articles

Task: Students identify two periodicals which reflect different points of view. If the students are not at the level to do this, the instructor or librarian can give the students titles of contrasting publications.

Goal: To demonstrate that many journals appeal to a definite audience and that their reporting or editorial styles reflect the attitudes of their constituents.

Student Learning: Use of periodical indexes to find articles. Knowledge of and ability to select an appropriate index for the articles required. Critical thinking skills are honed.

Review of a theatrical or musical performance

Task: After attending a play or a musical performance, students are requested to write a review. They are encouraged to look at other reviews and to pay particular attention to the reviews of the premiere.

Goal: To encourage students to evaluate a performance by looking at how it was originally received and how it is viewed today.

Student Learning: Use of reference materials as well as newspaper and periodical articles is promoted. Music and theatre

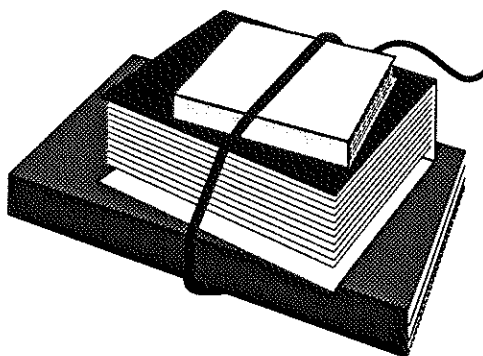
students learn about resources available to them.

Establish a business in Red Deer

Task: Plan a business of choice.

Goal: To prepare students for business ventures and to show students that a variety of reference materials can aid in their selection and location of a business in Red Deer.

Student Learning: Use of statistical materials and information found outside the Library, eg. Chamber of Commerce.



Build a book collection (for a day care centre, volunteer agency or an elementary classroom)

Task: Within a specified budget, students identify key books for their constituents. A rationale for the selection will be provided.

Goal: To identify key books for a specialized group. Decision making and evaluative skills are developed.

Student Learning: Students use book reviews, publication selection tools and bibliographies.

The discerning patient

Task: Students, as patients, have

been diagnosed with an illness and a treatment has been prescribed. The student can select an illness and treatment as well. Students describe the disease and the history of the treatment.

Goal: To become more informed about various treatments available by consulting periodicals and reference materials.

Student Learning: Students learn that there are different treatments or methods of treatment available. They learn to investigate different possibilities and use critical thinking skills.

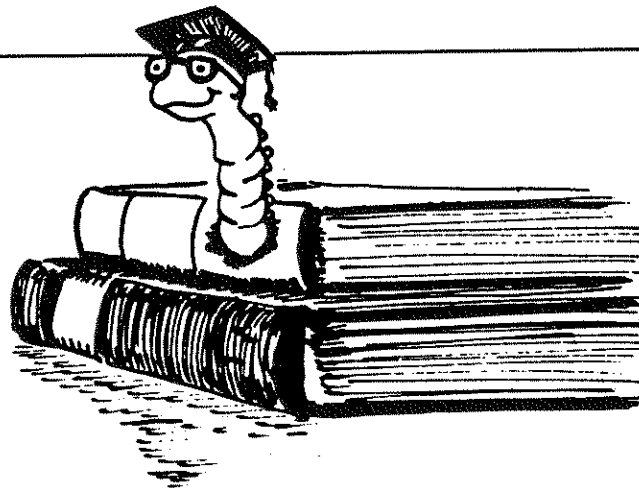
Library assignments can be tailored to meet the needs of your students and complement your course objectives. For help in developing good assignments to reduce student frustration and to facilitate their effective use of the Library, call Alice McNair at 3306. Together, a Library instruction class and an effective Library assignment can develop Information Literacy in our students.

Select Bibliography

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For examples of discipline specific, innovative assignments, refer to the regular feature "Term Paper Alternatives" in the periodical *Research Strategies*.

Read Any Good Books Lately?



Ray Allan, Biology (University Transfer)

Women Respond to the Men's Movement edited by Kay Leigh Hogan (Foreword by Gloria Steinem), Harper, 1992.

This is a diverse collection of twenty-one essays by women. As Hogan states, "Here, some of the most articulate, astute, and influential feminist thinkers of our time assess the movement's depth, complexity, and implications from a range of perspectives." In general, these writers can see value in various aspects of the men's movement if it contributes to the dissolution of patriarchy. In particular, they find Robert Bly's mythopoetic movement damaging to both sexes. This book has enabled me to obtain an expanded perspective on the men's and women's movements. (He'd also like to recognize his partner for finding the book; she has an uncanny ability to discover gems.)

Pam Clarke, Biology (College Preparatory Department)

The Philosophy of Biology edited by Michael Ruse, Macmillan, 1989.

I opened the familiar brown corrugated cardboard sleeve expecting to find yet another "please buy me" biology textbook. What I found instead was a treasure. **The Philosophy of Biology** is not about

the practice of biology (as the editor points out, there are "no dead frogs laid out on a table"). Rather, it offers a collection of essays written by biologists and philosophers, both past and present, that examines the development of our current understanding of what biology is and describes how biologists view the world. Some of the more notable of the two dozen or so authors whose works appear in the book range from Aristotle to Charles Darwin to Stephen Jay Gould. The essays explore the unique philosophical struggles biologists have faced over the ages: in trying to determine and describe the nature of life; in sorting out the issues related to heredity, evolution, and taxonomy; and in wrestling with the God vs. science debate. As Michael Ruse suggests, "The ideas are important and there is a real thrill in the cut and thrust of intellectual debate. Philosophy may not be funny, but it can be fun." This book certainly proves that to be true.

Elizabeth Hagell, Nursing

Backlash: The Undeclared War against American Women by S. Faludi, Doubleday, 1992

In this extensive and well-researched book, Faludi examines the ongoing, and indeed, increasingly virulent attempts to hinder women's struggle for equality in

both the private and public spheres. She contends that there is an angry and often violent response within our patriarchal society to the recent positive move toward increased equality for women. She supports this thesis through an in-depth analysis of the increase in physical violence against women as well as the more subtle, but not less dangerous, moves to institute regressive social policies (eg. anti-abortion legislation) or to block progressive policies in relation to pay equity and child care. A "must read" for anyone who thinks feminism is no longer relevant.

Thanks to...

*The Board/Faculty
Professional
Development
Committee would like
to thank*

Lorelei Fiset Cassidy
and
Lynda Pelz

*for their hard work on
our behalf this year.*



Annual Directions Evaluation

Please help us to provide the best possible newsletter by taking a few moments to answer the following questions. Thank you.

What do you find most useful and/or interesting in Directions?

What would you like to see more or less of?

What topics would you like to see addressed next year?

Do you find Directions to be laid out well and easy to read? Why or why not?

Anything else you'd like to add?

Thank you for your feedback. We will use this information when working on next year's issues.

Please return this form to Lynda Pelz's office by April 15.
Thank you!

Annual Animeur Evaluation

Although you may have filled out an evaluation about the Animeur position recently, this is your opportunity to provide feedback about the performance of the present Animeur, Glynis Wilson Boulton.

Please take a few moments to answer the following questions. Thank you.

As Faculty Development Animeur, what is Glynis doing well?

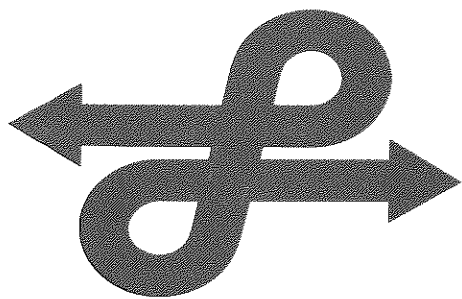
What suggestions do you have that would help her perform her job more effectively?

Anything else you'd like to add?

Thank you for your feedback. Glynis will use this information to improve her work with and for faculty.

Please return this form to Lynda Pelz's office by April 15.

Thank you!



DIRECTIONS

RED DEER COLLEGE

Vol.9 No.9

MAY 1993

SPECIAL ISSUE DEDICATED TO THE LEONARD COHEN CONFERENCE

OCTOBER 22-24, 1993

Guest Editor: Ted Dyck

INSIDE...

- 2** SUB-COMMITTEE REPORTS
- 2** Other News
- 3** A LEONARD COHEN PRIMER

Leonard
COHEN

COHEN TRIVIA

COHEN TRIVIA ANSWER: See page 3 of this issue to discover who said, "The poems absolutely forbid it." Its meaning may be related to Cohen's lines, "even now in 1996 / I am not sure I am a priest of God" (Selected Poems 207).

COHEN TRIVIA QUESTION

NUMBER THREE: What does Leonard Cohen's Montreal based company, Canadian Technical Tape Limited, produce? (Thanks to Lorne Daniel for this question.)

"COHENSTRUCTION": A WORKSHOP

presented by Ted Dyck and members of the committee
**Monday, May 17 at
1:30 - 3:30 ish
Room 908**

In preparation for the Cohen Conference, you may want to begin thinking about how you and your students could get involved. Ted will be providing an update on conference planning. Then members of the Leonard Cohen Conference Committee will facilitate a discussion of how you might introduce some Cohen ideas and issues into your classes. You don't have to be an English instructor. Let's get creative together and figure out how the works and music of Leonard Cohen could be relevant to your students.

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.

Sub-Committee Reports

CONCERT

(Duke Thompson):

The concert for the Conference will feature the music of Leonard Cohen performed by a number of professional musicians and singers in the style of the album, "I'm Your Fan," a compilation of Cohen's music recorded by a variety of chiefly British musicians. There's still an outside chance of getting Jennifer Warnes.

FUNDING

(Jim Gough):

Alberta Foundation of the Arts has turned down our application for funding ("International oil cartels seem to be more interested in supporting the arts in Alberta than is AFA" – E.F. Dyck). But Red Deer College Foundation (thank you **Keith Woznesensky**) is now behind us to the tune of \$9,000. Together with the CAT Fund's contribution (so far, \$2,500), this means that we are still \$3500 short of our budgeted goal of \$15,000. Our SSHRC Grant Application has gone in, and we expect that it will put us over the top. Incidentally, we are not letting AFA lose the opportunity to fulfill its mandate (we will be reapplying for support for both the literary and musical performances at the Conference).

ACADEMIC PAPERS

(Ted Dyck, Peter Slade, Jim Scott, Birk Sproxtton):

Speakers List:

KEYNOTERS:

Friday, Oct. 22: Dr. Stephen Scobie, "Highway 401 Revisited: Reconsidering Leonard Cohen (and Leonard Cohen)."

Sunday, Oct. 24: Dr. Ira B. Nadel, "Leonard Cohen: Shadow in the Mirror" (on the new biography).

SPEAKERS (Alphabetical):

Burnham, Clint. "How Postmodern is Cohen's Poetry?"

Crate, Joan. "The Mistress' Reply to the Poet."

Diehl-Jones, Charlene. "Remembering the Love Song: Ambivalence and Cohen's Take This Waltz."

Markotic, Nicole. "The Telephone Dance and Leonard Cohen's Beautiful Losers."

Nonnekes, Paul. "Behind Mommy and the Machinery: Leonard Cohen's Vision of Desire in Beautiful Losers."

Ravvin, Norman. "Writing Around the Holocaust: Uncovering the Ethical Centre of Beautiful Losers."

Siemerling, Winfried. "Interior Landscapes and the Public Realm: Contingent Mediations in a Speech and a Song by Leonard Cohen."

Wah, Fred. [a poetic hypertext on Cohen's poetics].

All papers except keynote speeches are already in hand and are now being edited. The Proceedings of the Conference will be in print by October 22, thanks to the interest of the journal Canadian Poetry and to the assistance of our own editorial committee.

OTHER NEWS:

1. Cohen's two Alberta concerts sold out the first day tickets were offered. Any scalpers out there?!
2. The winner of the TGIO Cohen Graffiti Contest is this gem: "Leonard Cohenism: the use of [spotted] tights metaphors." Would the author please contact Joan Crate for his/her deserved prize.
3. McClelland & Stewart has informed us that Cohen's new book, Stranger Music, will be sold at our Conference.

A Leonard Cohen Primer

The purpose of this primer is to introduce Cohen's work to the students and faculty of Red Deer College as they prepare for the Cohen Conference of October 22-24, 1993.

Unless otherwise indicated, the works by and about Cohen are held in RDC's library. Annotations are listed chronologically. Further annotations are found in Whiteman's bibliography (see "Works About Cohen," below).

Please feel free to copy and distribute this document.

Thanks to Paul Boulton and Joan Crate for their assistance.

E.F. Dyck

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1. WORKS BY COHEN

(A) POEMS

Let us Compare Mythologies.

1956. Rpt. Toronto: McClelland and Stewart, 1966.

Cohen's first published book is obviously the work of a very talented, very young man. The title (from the poem "For Wilf and His House") is a commentary on the book, which deals with Jewish mythology as it affects the emerging poet. The book's sub-text, the mythology of romance, already shows Cohen's ironic use of the romantic tradition: see the poet-as-lover figure in "Poem" and "The Fly." A Petrarchan sonnet ("The Flier") demonstrates Cohen's technical skill in versification.

The Spice-Box of Earth. Toronto: McClelland and Stewart, 1961.

This book contains some of Cohen's best and best-known poems. "A Kite Is a Victim" makes the kite a symbol of the attainable/unattainable. The love poem, "Go By Brooks," retains its simple, lyric beauty (and irony) after many readings. "You Have the Lovers" treats the darker side (of a male vision) of love. "The Genius" destroys as it employs the clichés of the Jew: it is a fine example of Cohen's ironical use of stereotypes.

Flowers for Hitler. Toronto: McClelland and Stewart, 1964.

Love takes a back seat to anger in these poems. The title comes from "Folk" ("flowers for hitler the summer yawned / flowers all over my new grass"), and indi-

cates a central theme of the book. "Hitler" is much more than an historical reference, as "Police Gazette" makes clear: "Hitler is alive. / He is fourteen years old." These "hitler poems," taken together, make a powerful statement about our collective inhumanity, potential and real. The book contains a satiric four-character, one-act play, "The New Step." Nearly half of these poems, including the play, are reprinted in Selected Poems.

Parasites of Heaven. Toronto: McClelland and Stewart, 1966.

Notable chiefly because it contains the songs "I met a woman long ago," "Suzanne takes down," and "I

lieve

you be-
you heard
your master
sing."

Selected Poems: 1956-1968.

Toronto: McClelland and Stewart, 1968.

This is the book for which Cohen declined the Governor General's Award in 1968, saying that "the poems absolutely forbid it." It is his selection of his poetry to 1968 and fortunately, contains most of his best poems to that date and the play, "The New Step." Now out of print, but rumours persist that a new "complete / selected poems" is on its way.

The Energy of Slaves. Toronto: McClelland and Stewart, 1972. (Not held)

Some of the criticism of Cohen's "development" would seem justified by the poems in this book. Many are mawkish, tasteless, even vulgar. The "singer" has become the "slave," energized by self-hatred not other-love. Still, there are flashes of the earlier skill: the versification of "Song for My Assassin"; the biting irony of "I did not know / until you walked away / you had the perfect ass / Forgive me / for not falling in love / with your face or your conversation." But the poems pose rhetorical difficulties: who could be persuaded by such a speaker, and of what?

Death of a Lady's Man. Toronto: McClelland and Stewart, 1978.

Continues in the vein of Energy of Slaves, but with two further developments: about half the works are prose excerpts, purportedly taken from Cohen's journals and notebooks of the '70's; most of the pieces are followed by the author's comments on them.

Book of Mercy. Toronto: McClelland and Stewart, 1984. (Not held)

Death leads to life, and this unpaginated book of fifty prose-poems signals a spiritual rebirth. Addressed mostly to an unidentified and mystical "you," the poet celebrates his passage through a kind of "dark night of the soul" to a highly qualified state of grace. "Mercy" is a key word: "Count me back to your mercy with the measures of a bitter song and do not

separate me from my tears" (12); "Enter me into your mercy, I who have forgotten mercy" (40); "Blessed in the shelter of my soul, blessed is the form of mercy, blessed is the Name" (47); "Awaken me to the mercy of the breath which you breathe into me" (48).

(B) NOVELS

The Favourite Game. London: Secker & Warburg, 1963.

A conventional apprenticeship novel, a growing-up novel of the artist. Breavman, a young Montreal poet, searches for and never finds love, not because it does not exist but because he is somehow destined to reject its realizability while admitting its possibility.

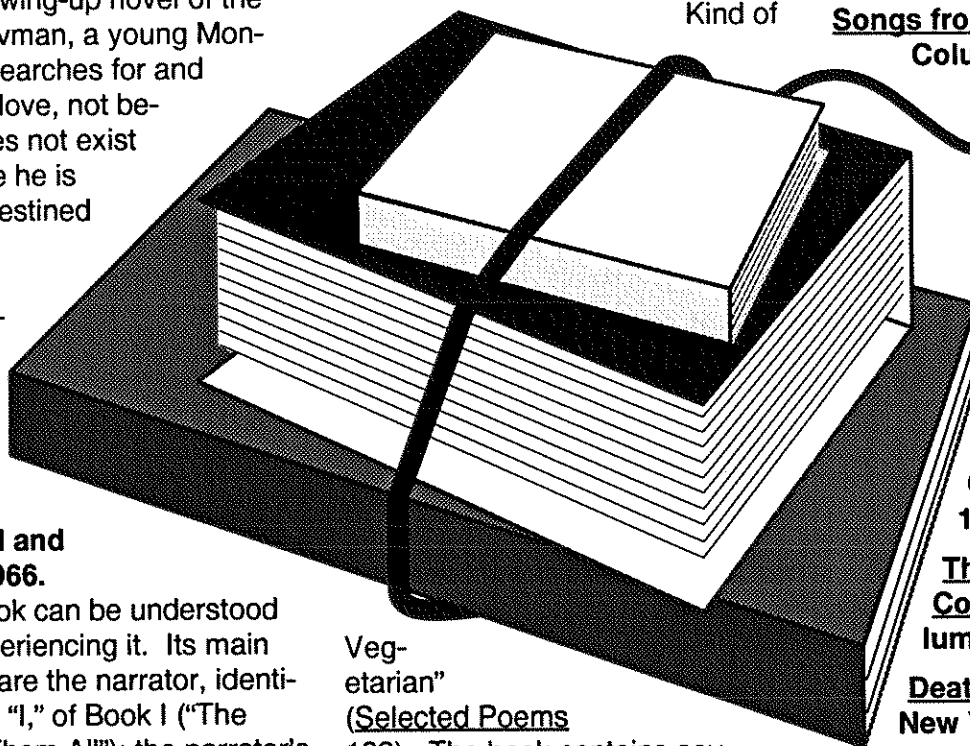
Beautiful Losers.

Toronto: McClelland and Stewart, 1966.

This book can be understood only by experiencing it. Its main characters are the narrator, identified only as "I," of Book I ("The History of Them All"); the narrator's friend and mentor, F., whose posthumous "Long Letter from F." constitutes Book 2; and an old man (perhaps the narrator) who descends from a treehouse in Book Three ("Beautiful Losers"). Other major characters are the narrator's (dead) wife, Edith, and the 17th century Mohawk saint, Catherine Tekakwitha, whose history the narrator is researching in Book 1. The characters are therefore not like traditional characters; nor is the plot anything like the traditional plot. Instead of relying on the usual novelistic elements, Beautiful Losers uses a series of

oppositions (sexuality/spirituality, reality/fantasy, ecstasy/despair, high/low, holiness/obscenity, and so on) to develop its paradoxical vision of the "beautiful loser": one who wants to lose his life to save it, who seeks but never finds the spiritual in the physical, who finds everything equally beautiful and ugly, who – in short – knows he is entrapped by the very oppositions he attempts to break down. See Cohen's comment on "beautiful losers in the poem, "So you're the

Kind of



Veg-
etarian"
(Selected Poems
183). The book contains several prose-poems, notably the needle-that stitches-the-world-together passage (17-18 and see Poen below). Other passages are distinctly chant-like (Chapters 10, 17, 38, and 43 of Book 1). The uncle's dream-cure (Chapters 49, Book 1) contains a vision of wholeness founded in Native mythology.

(C) AUDIOVISUALS

(Provided by Joan Crate)

Poen. NFB. nd. 5 min, b&w.

Ladies and Gentlemen, Mr. Leonard Cohen. NFB.

I Am a Hotel. Chum City.

Adrienne Clarkson Interview.

CBC. Not available

Closing Time. Sony.

The Future. Sony.

The Songs of Leonard Cohen.

70 min. Available in video outlets.

(D) RECORDS

(Not held in RDC)

The Songs of Leonard Cohen.

New York: Columbia Records, 1968.

Songs from a Room. New York: Columbia Records, 1969.

Songs of Love and Hate. New York: Columbia Records, 1971.

Leonard Cohen: Live Songs. New York: Columbia Records, 1973.

New Skin for an Old Ceremony. New York: Columbia Records, 1974.

The Best of Leonard Cohen. New York: Columbia Records, 1975.

Death of a Ladies' Man. New York: Columbia Records, 1977.

Recent Songs. New York: Columbia Records, 1968.

Various Positions. New York: Columbia Records, 1984.

I'm Your Man. New York: Columbia Records, 1988.

The Future. New York: Columbia Records, 1992.

2. WORKS ABOUT COHEN

(A) BOOKS

Gnarowski, M., ed. The Artist and His Critics. Toronto: McGraw-Hill Ryerson, 1976.

Contains an introduction to Cohen's work and to the essays on that work included in this book. See Whiteman.

Ondaatje, M. Leonard Cohen. Toronto: McGraw-Hill Ryerson, 1976. See Whiteman.

Scobie, S. Leonard Cohen. Vancouver: Douglas and McIntyre, 1978.

Whiteman, B. Leonard Cohen: An Annotated Bibliography. Downsview: ECW, 1980.

Like any bibliography, both dated (1980) and selected. Has a short, useful introduction to Cohen's work (excluding Book of Mercy [1984]). Besides the usual entries, the "Works By" section includes several films and song-books. The "Works About" section includes theses and dissertations and some book/song reviews.

Dorman, L.S., and C.L. Rawlins. Leonard Cohen: Prophet of the Heart. London: Omnibus, 1990.

An up-to-date biography. Marred by the authors' lack of objectivity. Contains the best discography of Cohen that I know of. No index.

Hutcheon, L. "[The Fiction of] Leonard Cohen." Canadian Writers and Their Works. Eds. Robert Lecker and others. Fiction Series. Vol. 10. Toronto: ECW, 1989. 25-65.

The best, recent introduction to Cohen and his novels. Gives biographical details; discusses the tradition and milieu of his work; summarizes past critical responses; and offers close reading of both novels. According to

Hutcheon, the novels are meta-fictions about the artistic process (31-32). This hypothesis is applied to The Favourite Game (32 ff. and Beautiful Losers (37 ff.). Hutcheon's account of the parodic elements of the latter is especially helpful to understanding its grotesque realism/romanticism and its ironic reversals. Contains a good bibliography.

Hutcheon L. "[The Poetry of] Leonard Cohen." Canadian Writers and Their Works. Eds. Robert Lecker and others. Poetry Series. Vol. 10. Toronto: ECW, 1992. 21-65.

A readable and very good introduction to Cohen's poems with some references to his songs. Organized like the essay above. Hutcheon's main point about the "ironic and paradoxical" poetry of Cohen is that "everything both is and is not what it appears to be" (33). For example, Cohen's often criticized resort to clichés such as the "poet-as-lover" is both a use and a critique of this romantic notion. Good bibliography.

