

KING EDWARD TIMES

VOLUME VII, No. 21

September 4, 1981

STUDENT FEE INCREASE

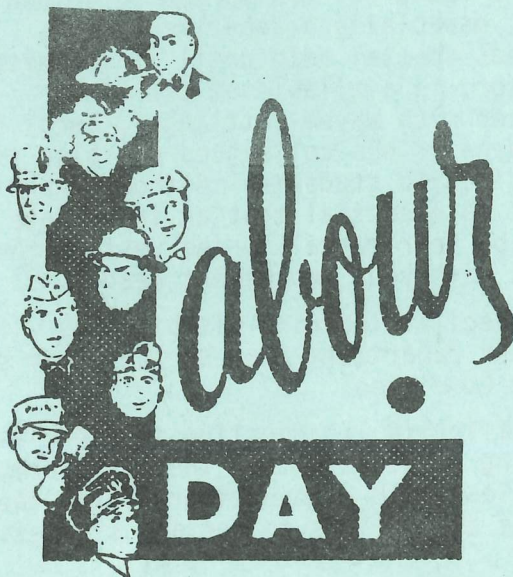
Please advise students of the student fee increase proposal now posted on bulletin boards around the Campus. The Resolution, drawn up by the K.E.C. Student Society, requests that the College Board approve a fee increase from \$3.20 to \$5.40. The proposal is scheduled for consideration at a meeting of the College Board to be held Wednesday, September 9.

R.S.

COLLEGE BOARD MEETING

The next regular meeting of the Vancouver Community College Board is scheduled for Wednesday, 1981 September 09 at 19.00 hours in the College Board Room at 675 West Hastings Street (6th floor).

H.E.P.



DON'T FORGET - MONDAY,

SEPTEMBER 7 is LABOUR DAY!

Please remind your students
and have a Happy Holiday!

VCC

King Edward Campus

SERVICES FOR DISABLED STUDENTS AT KING EDWARD CAMPUS

Particularly in this the Year of the Handicapped, all instructors and staff should be well aware of the services available to assist both disabled students and those who are working with them.

Special Education Department: para-professional help, as well as special equipment for both the hearing and the visually impaired.

Individualized Education Programs for Adults (IEPA) for students with specific learning disabilities.

College Health Services: nurse, doctor and psychologist available for help and advice on health problems.

Counselling Department: help for students having learning problems, such as those involved in entering or participating in an adult learning environment.

Individual Instructors (such as yourself) and administrators: help in emergencies.

It must be very strongly emphasized that no individual instructor may deny instruction to a disabled or handicapped student enrolled in his classes. Those students who feel that they are able to cope without special assistance must continue to be given the same access to classes that the non-handicapped students have.

Although the Adult Special Education Department has the responsibility of providing direct instruction to hearing and visually impaired students, it will provide such instruction ONLY WHEN the student himself is convinced of his inability to function without special treatment. One aim of the Department is to get its students integrated into the main stream of regular classes as quickly as is possible.

Whether in their own classroom or integrated into other classes, faculty and support staff will be able to make arrangements for tutoring, interpreting and other services. Material may be provided in braille, large print and audio tapes. Equipment such as brailers, tape-recorders, talking calculators, opticons and video texts may be available.

The Adult Special Education Department's resources are spread very thinly. Therefore it is imperative that no one, especially a department head, promises admission to a student who needs special help until it is certain that help, such as that of an interpreter, is available at the time required. Arrangements must be finalized with Wayne Bottlinger, local 57, before admission can be guaranteed. Wayne or his colleagues can also give advice on the day to day working with disabled students. Although handicapped students may need extra help, it is essential that an inordinate amount of help not be provided if this be detrimental to the rest of the class. If in doubt, discuss this topic with your department head.

If you notice that your students have specific learning disabilities with which you cannot deal, please inform your department head so that they can be brought to the attention of the IEPA Committee.

If your students appear to be having difficulty in adjusting to the classroom environment and if they are creating problems within the classroom, please ask them to talk over their problems with a counsellor if you feel yourself unable to cope. Do not ask the counsellors to contact students.

It is the College policy that students approach counsellors, not vice versa.

Be prepared to handle emergencies. Read the fire-drill instructions re your classrooms and know the exit each of your classes must use. Before the first fire-bell rings, and none of us knows when that will be, work out with the students in your classes, how you will evacuate your classroom in such a way that the disabled are cared for, and that the rest of the students do not suffer.

An administrator, or his delegate is on duty every instructional day between 0800 and 2200. He can be contacted by way of the switchboard at any time.

It is your responsibility as an instructor, to know the services available, to use them, to direct students appropriately and to be prepared to handle emergencies as they occur. Your anticipated co-operation will be appreciated.

R.F.C.

FOR THE WANT OF A PREFIX....

Paul has a learning problem, but he phoned recently in great exultation and said:

"You know that learning ability I had? It's almost gone!"

G.N.

ARE YOU AN ENTHUSIASTIC INSTRUCTOR??

PRACTICAL APPLICATIONS OF RESEARCH (from newsletter of Phi Delta Kappa's Center on Evaluation, Development, and Research, Bloomington, Indiana)

Enthusiasm

If you ask teachers or school administrators to identify characteristics of effective teachers, they will almost always include enthusiasm. Rosenshine and Furst (1971) placed enthusiasm third on their list of behaviors related to student achievement. Studies they reviewed described the enthusiastic teacher as one who conveys a great sense of commitment, excitement, and involvement with the subject matter. Lessons were imaginative and stimulating and students seemed responsive and appeared to enjoy the activity.

This information is interesting but just how should we as teachers behave if we want to be enthusiastic? Can we learn enthusiasm or is it something we either have or don't have?

A Definition

The word *enthusiasm* comes from a combination of Greek words meaning *possessed by a god*. An enthusiastic person was someone who was literally inspired by a powerful force. "In the research on enthusiastic teaching, the word means 'stimulating', 'animated', 'energetic', and 'mobile'. It has been found that all other things being equal, a teacher who presents materials with appropriate gestures, animation, and eye contact will have students who achieve better on tests than will the teacher who does not gesture, reads in a monotone, and generally behaves in an unenthusiastic manner"

These nonverbal acts (gestures, animation, and eye contact) present messages that are just as important as verbal ones. Teachers expect students to be interested in *what* they say, and students often react to *how* they say it. Sometimes our words say one thing while we physically communicate a very different meaning. When we ask someone how they feel, we are often told "fine." Facial expression, tone of voice, and posture may tell us that the person is not fine, but depressed, angry, or sad. Quite often nonverbal messages overpower what we say.

Teachers express themselves nonver-

bally while they are speaking, but also while they aren't. An art teacher who paints where students can see it and exhibits locally will be more convincing when trying to teach color theory. Personal interest in the subject she/he is trying to teach seems to inspire students. Teachers who read for personal enjoyment and who do it where their students can see it, will obtain better results than will teachers who only exhort their students to read for personal enjoyment. Physics students who see their teachers actively involved in studies of physical phenomena will achieve higher than students whose teachers "go by the book."

The emphasis here is not on enthusiasm in general but rather "enthusiasm for learning about *my* subject." If I am committed to learning in my subject matter area AND if I can unambiguously display that commitment, I may become that *inspiring powerful force* for my students.

The Research

Studies indicate certain actions are part of enthusiastic behavior. These actions include movement, gesture, variation in voice, and eye contact. Students' attention may also be aroused by animation. This in turn enhances their learning. Extreme animation could distract pupils from their lessons because they might focus on the animation rather than content, but this is not indicated in any of the studies. "Animated behavior may also serve as a secondary reinforcer: hearing and seeing an energetic speaker may positively reinforce certain responses of the pupils during the lesson" (Rosenhine 1970, p. 510).

The following research explores ways the teacher displays her or his enthusiasm. Studies involving gestures, movement, vocal delivery, and eye contact suggest many practical applications for teachers.

Wyckoff (1973) asked teachers in an experimental group to use mobility, gestures, and pausing and teachers in a control group to avoid these behaviors. Wyckoff observed that secondary students scored higher on immediate recall tests when mobility, gestures, and pausing were used. Elementary students went the other way (lecture methods may have contributed to this observation). The factors in Wyckoff's experimental treatment were defined as:

1. **Movement:** The teacher was to walk back and forth in front of the class; to move toward or away from the students; to circle the class. Also, he was to

(cont'd.)

change his position in the vertical plane, i.e., bending, sitting, or standing.

2. Gesturing: The teacher was to emphasize parts of the lecture using hand, arm, head, or shoulder movements (Wyckoff 1973, pp. 85-86).

Ernest McDaniel and others (1974) at Purdue University's Educational Research Center developed observer rating scales as a means of recording teaching behaviors in the classroom. Their nine scales were drawn from the research literature of Rosenshine (1973) and included a scale on enthusiasm. Raters observed a large range of behaviors to determine the effect on the pupils. They used six levels of enthusiasm similar to those on page 4.

Most of the early studies deal with attempts to link teacher enthusiasm to student achievement. A few hint at descriptors of enthusiasm but none actually stress the identification of the variables that describe an enthusiastic teacher.

Mary L. Collins (1976) developed a good operational definition of teacher enthusiasm and an effective program for training teachers to be enthusiastic. She studied the development and maintenance of enthusiasm for 20 preservice elementary teachers. Her interest grew out of discussions with a teacher she supervised. The teacher identified lack of enthusiasm as her problem after studying videotapes of her teaching and asked Collins how to develop this behavior.

In her review of the research, Collins contends that there is ample evidence of a strong correlation between enthusiasm and pupil achievement growth. Using this assumption, she provides activities to determine their effect in raising the levels of enthusiasm of elementary teachers in the experimental group. Her findings indicate that the preservice teachers in the experimental group demonstrate a significant increase in their enthusiasm as compared to the control group.

Collins' definition of teacher enthusiasm was based on Rosenshine's literature review, her own observations, and opinions of teacher educators. Eight indicators of high teacher enthusiasm were identified:

1. rapid, uplifting, varied vocal delivery;
2. dancing, wide-open eyes;
3. frequent, demonstrative gestures;
4. varied, dramatic body movements;
5. varied, emotive facial expressions;
6. selection of varied words, especially adjectives;
7. ready, animated acceptance of ideas and feelings;
8. exuberant over-all energy level.

Collins' training program consists of four phases: group instruction, peer teaching, microteaching, and final session. Her research indicates that the program made a significant improvement in teachers' level of enthusiasm on each of the eight indicators. The research is well designed; it includes experimental and control groups, and pre-, post-, and delayed postobservations of teacher enthusiasm. Collins' ideas have been used by other researchers, sometimes with unexpected results.

Two doctoral students at the University of Oregon, Edward M. Bettencourt (1979) and Maxwell H. Gillett (1980), extended Collins' work. Each study used Collins' four-phase program and repeated the training effects she obtained.

In the Bettencourt study one group of elementary teachers was trained using Collins' program while the other was not. Both groups taught the same two-week unit. Surprisingly there was no difference in achievement between the two groups. Both learned the unit equally well, as measured by their gains on an achievement test administered before and after the unit. Motivational aspects and careful design of the unit may have masked the effects of teacher enthusiasm, and further research replicating the Bettencourt study using a different curriculum unit is encouraged.

Gillett, however, obtained some exciting results. He trained one group of elementary teachers in Collins' program, and withheld training from another group. Observers coded students at task behavior in the classroom before and after the training period. Each observer rated a different student every five seconds as being at task or off task. When every student in the class had been observed, the cycle began again and continued until the lesson ended.

Gillett found that, before the training period, students were at task approximately 75% of the time. (This is consistent with the findings of other research.) After the training period, students of the trained teachers were observed to be at task 86% of the time. Students of untrained teachers remained unchanged in their task behavior. Gillett's study provides clear evidence that enthusiasm training for teachers, using Collins' procedures, has an immediate effect on students by increasing their attentiveness to instruction.

Edward Allen's (1980) study determined the relationship between teaching enthusiasm and five student factors known to influence student achievement. The assumption was made that student interest in school, interest in the subject, achievement motivation, student attendance, and how students feel about their vocational instructors will have an impact upon achievement, and will correlate with teacher enthusiasm. This positive correlation would support earlier studies demonstrating enthusiasm as an effective teacher behavior. Forty-three vocational instructors were observed via videotape and rated using Collins' descriptors. Instructors gave a test measuring the five student factors which was then compared by Allen to the data from the teacher enthusiasm rating.

Findings indicate that only one factor, the students' rating of their vocational instructor, exhibited a small but significant relationship to teaching enthusiasm. The remaining four factors were either not significant or near a zero coefficient. These last three studies used a training program that works and is well received by teachers. Although participants were preservice and first-year teachers, there is no reason to think that the program would not be useful for more experienced teachers.

Rosenshine (1970), however, suggests that future studies include teaching in a manner described as "regular," in contrast to "enthusiastic" versus "dull." "A test should be made of the possibility that the effect of enthusiasm is really the effect of novelty. A test should also be made of the possibility that indifference detracts from learning more than enthusiasm enhances learning" (Rosenshine 1970, p. 512).

See next page for YOUR
Enthusiasm Rating.

What Is Your Enthusiasm Rating?*

You can determine just how enthusiastic you are by using the eight enthusiasm behaviors. The most effective method would be to videotape one or two lessons and rate yourself. If a videotape recorder is not available, persuade a colleague (with a reciprocal agreement) to observe you.

* Enthusiasm Rating chart was developed by Mary L. Collins, 1976.

A word of caution: Don't rely too heavily on the results of only one observation. Repeated observations will enable you and your observer to evaluate the level of enthusiasm. Try changing your low-enthusiasm performance to high by practicing the behaviors below.

In general, a score of 8 - 20 dull or unenthusiastic level; 21 - 42 moderate level of enthusiasm; 43 - 56 very high level of enthusiasm.

DEGREE OF PERFORMANCE

	LOW		MEDIUM		HIGH	
	(1)	(2)	(3)	(4)	(5)	(6) (7)
1. Vocal Delivery	Monotone, minimum inflections, little variation in speech, poor articulation.		Pleasant variations of pitch, volume, and speed; good articulation.			Great and sudden changes from rapid, excited speech to a whisper; varied tone and pitch.
2. Eyes	Looked dull or bored; seldom opened eyes wide or raised eyebrows; avoids eye contact; often maintains a blank stare.		Appeared interested; occasionally lighting up, shining, opening wide.			Characterized as dancing, snapping, shining, lighting up frequently, opening wide, eyebrows raised; maintains eye contact while avoiding staring.
3. Gestures	Seldom moved arms out toward person or object; never used sweeping movements; kept arms at side or folded, rigid.		Often pointed, occasional sweeping motion using body, head, arms, hands, and face; maintained steady pace of gesturing.			Quick and demonstrative movements of body, head, arms, hands, and face.
4. Body Movement	Seldom moved from one spot, or from sitting to standing position; sometimes "paces" nervously.		Moved freely, slowly, and steadily.			Large body movements, swung around, walked rapidly, changed pace; unpredictable and energetic; natural body movements.
5. Facial Expression	Appeared deadpan, expressionless or frowned; little smiling; lips closed.		Agreeable; smiled frequently; looked pleased, happy, or sad if situation called for.			Appeared vibrant, demonstrative; showed many expressions; broad smile; quick, sudden changes in expression.
6. Word Selection	Mostly nouns, few descriptors or adjectives; simple or trite expressions.		Some descriptors or adjectives or repetition of the same ones.			Highly descriptive, many adjectives, great variety.
7. Acceptance of Ideas and Feelings	Little indication of acceptance or encouragement; may ignore students' feelings or ideas.		Accepted ideas and feelings; praised or clarified; some variations in response, but frequently repeated same ones.			Quick to accept, praise, encourage, or clarify; many variations in response; vigorous nodding of head when agreeing.
8. Overall Energy Level	Lethargic; appears inactive, dull, or sluggish.		Appeared energetic and demonstrative sometimes, but mostly maintained an even level.			Exuberant; high degree of energy and vitality; highly demonstrative.

MANY THANKS!

To each and every one of you who made my last day at K.E.C. so wonderful - THANK YOU!

The decanter is beautiful - and so very special. It will remind me of K.E.C. and its people every time I see it, or use it, or when the sun sparkles off its lovely carving.

The flowers I proudly took with me for my office the first day at Regional. It helped!

Incidentally, until Monday night I didn't realize we had so many creative cooks at K.E.C. The food was delicious - and from the condition of some of the plates I saw, I'm not the only one who thought so!

Again - many, many thanks to all of you.

Sharon McClure

FROM THE LIBRARY

The latest Bibliography The Indo Chinese Materials Centre, U.S. Department of Education, Kansas City is now available in the Library.

P.C.

SIX PHASES OF A PROJECT

1. Enthusiasm
2. Disillusionment
3. Panic
4. Search for the Guilty
5. Punishment of the Innocent
6. Praise and Honors for the Non-Participant

T.A.

BON MOT: Nothing improves a joke more than telling it to your employees!

WELCOME!

A warm welcome to Barbara Breen who joined our Admissions staff last week. She is surviving Registration nicely and we hope will decide to remain after her initiation! You're doing great, Barbara!

M.G.

POSITION OPENINGS

V.C.C. Regional Offices requires a Clerk Typist I-II in Accounts Payable. Closing date for applications is September 9.

V.C.C. King Edward Campus requires three Instructional Assistants in the Adult Special Education. Closing date for applications is September 3.

V.C.C./V.V.I. requires a Student Services Assistant. Closing date for applications is September 4.

V.C.C. King Edward Campus requires a Clerk II in the Counselling Resource Centre. Closing date for applications is September 3.

V.C.C. Langara Campus requires a Laboratory Demonstrator I in the Biology Department. Closing date for applications is September 4.

For further details on the above positions, please see postings on bulletin boards.

H.E.P.

WELCOME!

Welcome to Laurie Hampson, Instructional Assistant I. Laurie started Tuesday, September 2 in the Adult Special Education Department. We hope you, too, survived Registration Day, Laurie!

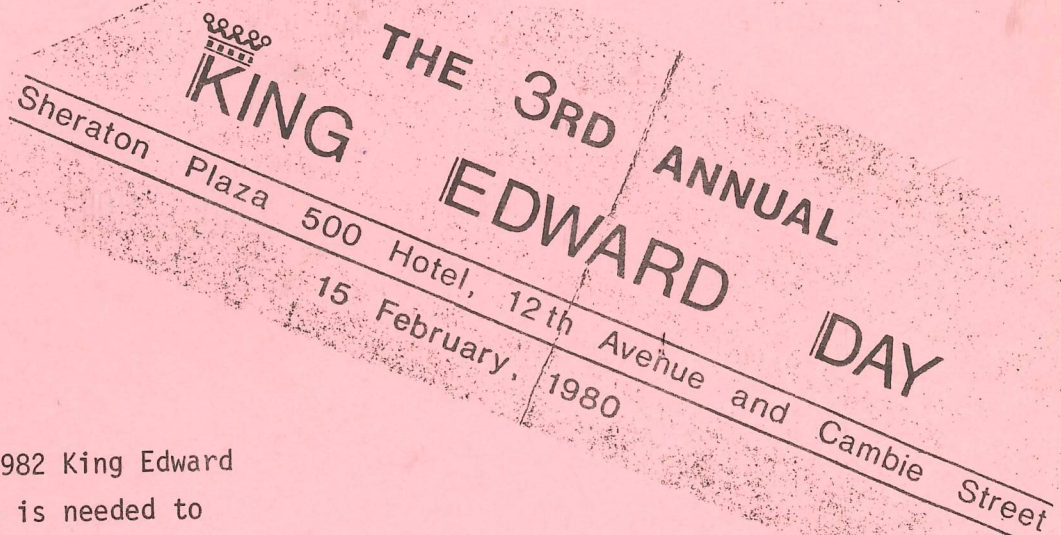
M.G.

BON MOT: The reason it is so difficult to make ends meet is because someone is always moving the ends!

DO YOU REMEMBER WHEN??????



Four Seasons Hotel
Vancouver
February 16, 1979



KING EDWARD DAY COMMITTEE

It's time to set up the 1982 King Edward Day Committee. Your help is needed to arrange for another great event. If you want to help, please fill out the attached slip and place in my letter box.

1982 King Edward Day Committee
c/o Howard Turpin

I would like to be a member of the King Edward Day Planning Committee.

Name