

KING EDWARD TIMES

VOLUME VIII, No. 3

April 15, 1982



WHAT HAPPENS ON BIOLOGY FIELD TRIPS???

Last weekend the ninth annual Ucluelet Natural History Weekend became history. This time our College Foundations Biology classes were joined by Continuing Education Natural History classes. The trip was great! Jim Funk and Peter Ballin led the excursion along with C.E. instructors, and can Grace Shaw ever make a trip work with support and enthusiasm! Thanks to all participants.

P.J.B.

COLLEGE BOARD MEETING

The Board of Vancouver Community College has expressed a desire to hold some of its regular meetings on the three college campuses. Therefore, the next meeting of the Board is being scheduled at Langara Campus (specific room location is not known at time of writing) for next Wednesday, April 21st at 7:30 p.m.

H.E.P.

JOB/CAREER FAIR 2

Jobs and education will be major themes this year at the second Fair, to be held at the Downtown Education Centre, 549 Howe St., April 22, 23, 24.

Colleges, universities, employers and agencies will have representation there to talk about education, job training, job vacancies and career possibilities.

Vicky Monroy will represent K.E.C. and students and instructors may contact her at the Counselling Resource Centre for further information.

E.L.H.





BOTTOM OF THE SEVENTH.....

Dig out your cleats, re-oil your gloves and brush the dust off your uniforms (uniforms?) in preparation for the first (do you believe this?), THE FIRST K.E.C. Out to Lunch softball practice.

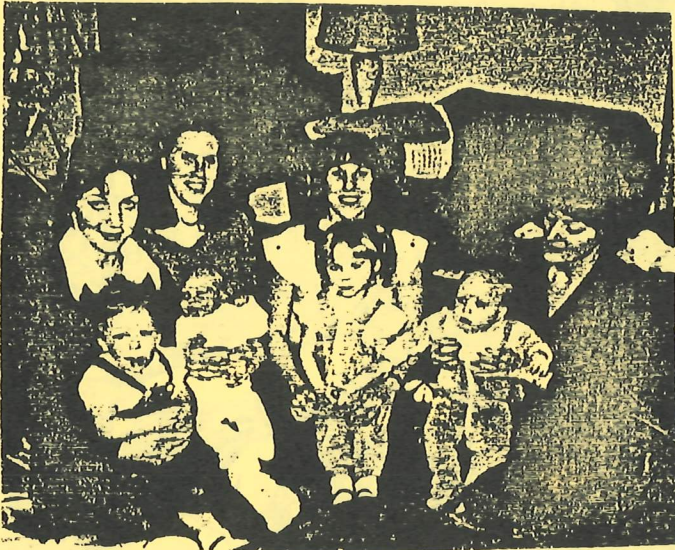
We'll be practicing at Churchill High School, 7055 Heather at 54th between Oak and Cambie, Northwest Diamond - Thursday, April 22, 1982 at 6:30 p.m.

For more information, such as the location of the nearest chiropractor, leave your name, address and telephone number with Roger Lambert or Pasquale Pascucci.

Catch you there! AHEM!

P.P.

RESULTS OF 'BABY BOOM' AT K.E.C.



From left to right:

Kathy Lawley and Angela, Gwen
Vine and Russell, Lynne Wilson
and Laura, Linda Murdock and Dean.

Missing is Lynda Kerr, who took
the picture!



Laura again with Robbie Kerr (Lynda's
little one).

We miss them all, but are fortunate to have Linda Murdock back with us for
a few weeks covering holidays for the payroll clerk and the cashier.

M.G.

C.R.C. REDUCING HOURS OF OPERATION - SORRY!

Starting Monday, April 19th, the Counselling Resource Centre will
be on daytime schedule Monday to Friday from 8:30 to 4:30 p.m.
This will be in effect until a replacement can be hired.

We regret the inconvenience.

V.M.

COME AND SHOW YOUR STUFF!!

The VIA Social Committee has planned a "British" pub night to be held May 1 at 2030 hrs.

As many of you already know, the success of a pub night depends upon the willingness of the patrons to participate. There will be an opportunity to sing typical pub songs and, for the not so shy patrons, to give a song, a recitation, play an instrument (even comb and paper), tell a few jokes or perform any other party piece calculated to improve the evening. When people are hoarse and the entertainers have done their best (or worst, depending on one's point of view), there will be modern dancing. For those who prefer a quiet chat to the more boisterous activities, quieter rooms will be available. Beer, wine and shandy, non-alcoholic punch, soft drinks will be available and, during the course of the evening, a buffet of typical "pub fare" will be served. The pub is a small one, so tickets will be limited. The price of the ticket includes drinks (within reason) and food.

ONLY 40 TICKETS ARE AVAILABLE AT K.E.C. (40 at V.V.I.). SO RUSH TO THE CASHIER ON MONDAY, APRIL 19 WITH YOUR \$5.00 IN HAND!

Faculty, staff and guests are invited. The location of "The Teachers' Rest" is on the tickets. FIRST COME, FIRST SERVED.

For more information, contact:

Grace Shaw
Joan Perkinson
Barb Ash

G.S.





"TOWN PUMP" NIGHT

Friday, April 23 - 5:00 p.m.

Town Pump - 66 Water Street, Gastown

DROP IN!

By invitation of the Front Office - V.V.I.

G.S.

LEARNING CENTRE HOURS

The K.E.C. Learning Centre will be closed for the week of April 26-30 to allow for staff holidays and general cost savings. Summer schedule will commence May 3.

J.G.K.

WRITERS EXPOSE THEMSELVES

Copies of the Creative Writing Book (Continuing Education Department) are now available at the cashiers' desk, main office, for the price of \$2.00. The book was written last term by the students of the Creative Writing class and is a first in what is hoped will become a term project for each new group. The \$2.00 charge is to cover printing costs.

W.D.

K.E.C. FACULTY/STAFF ACTIVITIES:

P. Maglaque	Conf. - Individualized Learning & Technology in Teaching	May 12-14
N. Fahrni	TEAL Conference	Apr. 2nd
J. Essig	SPEAQ Conference	June 1-4
J. Essig	TESOL	May 1-6
S. Rooney	TESOL	May 3-6
J. House	TESOL	May 3-6
N. Morelli	TESOL	Apr. 30 - May 7
B. Richards	TESOL	May 3-6
R. Darville	Conf. - Individualized Learning & Technology in Teaching	May 12
M. Szasz	(as above)	May 12-14
M. Waddington	(as above)	May 12-14
B. A. Buss	TEAL	Apr. 1-3
M. Hwang	Conf. - Individualized Learning & Technology in Teaching	May 12-14
G. Pawelchak	Third Annual Conference on Lifelong Learning & Cont. Ed.	May 1
G. Shaw	(as above)	Apr. 29
P. W. Wilson	Conf. - Individualized Learning & Technology in Teaching	May 12-14

F.W.



SOCRATES in the Classroom and Elsewhere

by Oliver Seely Jr.

Several years ago, a few thousand test items in the natural sciences were obtained by California State College, Dominguez Hills, as starting material for several item banks. Van Willis and I were recruited to help with the chemistry items. What started as a rather modest attempt to assemble a few items for our own personal use somehow grew into a statewide project—SOCRATES—involving two dozen faculty, several clerical assistants and keypunch operators, and a cumulative capital outlay of about a half-million dollars.

It seemed in the beginning that we were more interested in the mechanization of the process—watching the wheels turn—than in pursuing a larger educational goal. Imagine us throwing ourselves into this project only to discover at the end of the year that there was no retrieval system by which to generate tests.

The retrieval system at San Diego State, which we thought would be available, could not, for a variety of reasons, support the needs of the faculty statewide. Additional funds had to be secured the following year to write the SOCRATES retrieval and scoring program; new banks were started and the project continued to grow. In 1975-76, just before the money ran out, all previous efforts were consolidated, complete user documentation was written, and the test request procedure was formalized.

Today we have banks in 25 disciplines, containing about 60,000 items, which are available for test generation by any faculty member on any of the nineteen campuses through our statewide network. All software and item bank development has virtually stopped, but the test request service was spared and help is still available for faculty to load new banks or to add items to old ones, providing that the faculty member does all of the work leading up to the loading process.

Now, I'm back teaching freshman chemistry. The first thing I did was to make a 100 percent commitment to CATC for the evaluation of my students' progress, just to see what kind of problems might crop up.

There are two ways to order a test. (1) I can dial a number day or night seven days a week and order one from a person handling SOCRATES requests in Quality Control at the State University Data Center (SUDC). I

can order my test by random selection of items or by specific item number. The bank is printed on five 1/48 reduction microfiche cards, so I can carry the whole thing around in my shirt pocket instead of in a wheelbarrow. The test is printed at SUDC and sent to Dominguez Hills by courier the next day. It takes two days if the computer is saturated. (2) If I'm in a pinch, I place the request by remote job entry from Dominguez Hills and the test is printed at our local data center. The advantage of this method is that the delay from request to printout is only about two hours.

Using either method, the system really does work pretty well, but the best part is how it has affected my teaching. For the first time I can and do give frequent quizzes, at least once a week to both sections, each section getting a different quiz. The bank contains more than 7,000 items so the probability of items recurring in both of two parallel tests is small. Whereas in the olden days my time was split about equally between laying out a test and typing it, now all of my time can be spent evaluating items for inclusion. The clerical burden has been lifted forever.

After each test, the students hand in their answer sheets for automatic scoring and I pass out the answer key. They get to keep their copies of the test because there is no security problem with a bank as large as ours. At the next class session, with complete item analysis in hand, I inform them which questions were answered correctly by less than 35 percent and by more than 90 percent of the class. This approach invariably provokes some stimulating discussions, and is a valuable learning experience for all of us.

I did find that at the beginning of each term, students would complain about certain item bank questions being "tricky" or requiring one to read "really well." My investigation showed that in a few cases the questions had ambiguous wording, which I changed by submitting corrections, but far more often than not, the questions simply had phrases or took approaches that I did not use in class. In this way, the bank, containing questions from at least twenty-five different sources, gives me a valuable opportunity to test my students on familiar topics in unfamiliar ways. In other words, I believe that the use of questions with this diversity of origin forces the student to think more independently and rely much less upon approaches to problems that I present in class.

The chemistry bank is just one of 25 collections of

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questions currently available. Each of the other banks has its own unique characteristics, although each may be placed in a few broad categories.

The largest group of banks consists of those that were designed for classroom testing over a general field, regardless of textbook. The natural sciences and certain areas of business have banks in this category. The classification systems are comprehensive, though items in some banks are cross-referenced by textbook and chapter number. There are a total of 16 banks in this category.

Two banks were assembled to be used with audio-visual presentations, one associated with a group of slide-tape modules and the other for use with a video-tape lecture series.

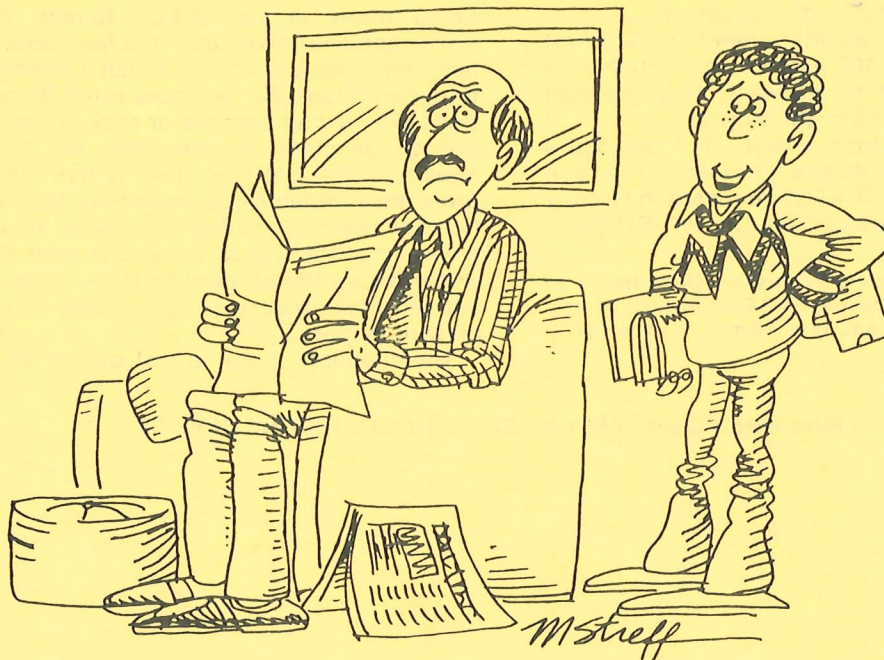
The pre-calculus mathematics bank was designed mainly for diagnostic testing, as described in Volume I, Number 4 of the *CATC Digest* by Wanda A. Marosz.

Four banks were built by individual instructors for particular courses; each classification system is a reflection of the author's particular teaching approach.

There is one survey bank, called "perceived teaching effectiveness," which is used by students to evaluate instructors.

One bank has items identical to and in the same sequence as the instructor's manual for a particular text. The response to this bank has been good, for instructors are able to request items by referring to the numbers listed in the manual. The cost per item of this bank was less than half that for the assembly of the 16 general banks because the items could be coded without the assistance of an expert in the discipline.

Finally, there is the new "credit-by-evaluation" bank in biology, built in part by a statewide committee of faculty whose task was to devise an equivalency examination to be administered to high school students for advanced placement at one of the campuses. This is the only bank in the collection whose access code is not publicized. ■



"Dad, would you agree that grades are shallow, nondefinitive measures of our true worth and often poor indicators of educational progress?"

Policy No. 4.2.3.a
Issue Date:
Amendment: Original
Source: K.E.C. Management Committee
Title: Professional Engagements
Concerning: Faculty
Cross
Reference: V.I.A. Collective Agreement,
Article 8.3, College
Policy 4.1.0.5
Principal
Approval: *H. Pankratz*
President
Approval: *[Signature]*

PREAMBLE:

The College recognizes that the professional engagements of members of faculty are considered to be important by the individual faculty members themselves for their own professional development. Additionally, such professional engagements may be seen as providing a useful - even valuable - service to the College and the larger community or to related professional groups or associations.

POLICY:

- A.1 An instructor's professional engagements shall neither result in a conflict of interest nor unduly interfere with his duties and responsibilities to the College.
- A.2 An instructor, before applying for a professional engagement leave, shall resolve with his department head - or appropriate administrator if he does not have a department head - ways and means whereby the professional engagement may be accommodated so that:
- (a) the instructor's students will not suffer loss of instructional time; and,
 - (b) the professional engagement leave does not add to the expenses of the College (other than costs of substitutes - when hiring of substitutes is necessary).
- A.3 The following criteria may assist in identifying a "professional engagement" for purposes of this policy:
- (a) an agency external to the College (specifically, King Edward Campus) has requested the professional services of the instructor;

- A.3 (b) the services requested are closely related to the instructor's discipline or employment with the College;
- (c) to accept the invitation, the instructor will have to be absent from the College for a short period of time and thus may be unable to meet his regular instructional commitments.
- A.4 An instructor entitled to professional development leave and with the appropriate recommendations and approvals, may use the minimum number of available professional development days for professional engagements. He shall not, however, be entitled to financial assistance from the College to offset out-of-pocket expenses related to such professional engagements.
- A.5 The maximum number of additional days for which an instructor may apply for professional engagement leave with pay, in addition to professional engagements accepted in lieu of the professional development time available, shall be five (5) days per annum. A maximum number of five (5) additional days can be granted subject to consideration of costs for substitutes.
- A.6 The following factors shall determine whether the leave for a professional engagement shall result in a reduction of the instructor's salary:
 - (a) if the remuneration an instructor receives for the professional engagement covers the instructor's out-of-pocket expenses only, his salary from the College shall not be reduced;
 - (b) if the remuneration an instructor receives for the professional engagement includes an honorarium, in addition to the portion for out-of-pocket expenses, the instructor shall have his salary reduced by the lesser of the two: either by the amount of his honorarium or by the amount of his regular salary for the day(s) involved;
 - (c) if the honorarium referenced in A.6(b) above, covers a professional engagement involving a day (or days) during which the instructor does not have regularly scheduled College duties and responsibilities (for example, a Saturday and/or a Sunday), the College does not require an accounting for such days.
- A.7 Responsibility for the approval, or non-approval, of leave of absence for professional engagements shall be vested in the Principal. The Principal shall require recommendations from the appropriate department head, division chairman and dean.

- A.8 The responsibilities of the instructor, as stipulated in article 8.3 of the V.I.A. Collective Agreement, shall obtain when the instructor is on a professional engagement leave of absence.

PROCEDURES:

- B.1 An instructor applying for professional engagement leave, after resolving the issues raised in A.2 above, shall complete the green Leave of Absence from Duty form, normally at least one week prior to the leave period and submit it, with any additional appropriate information, to his department head - or appropriate administrator if he does not have a department head - who will initiate the processing of the leave.

