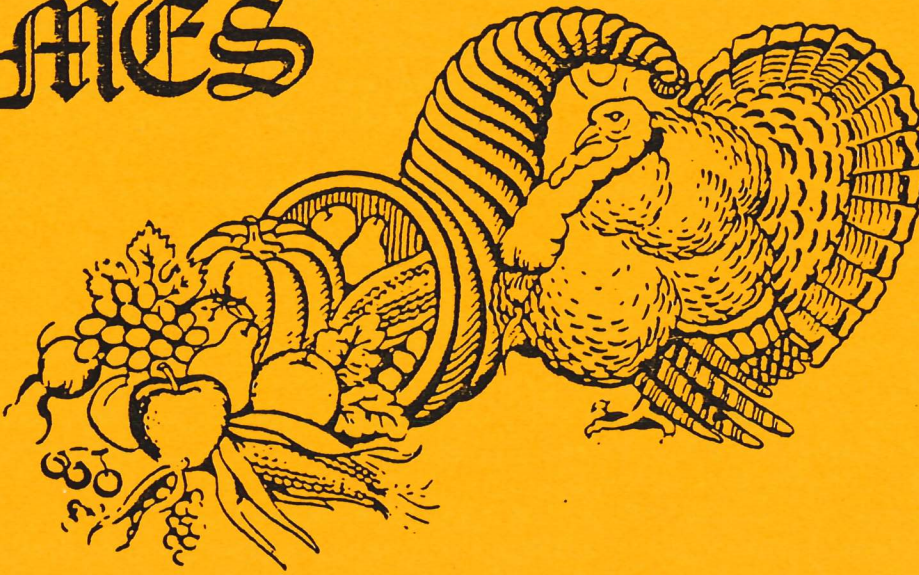


KING EDWARD TIMES

Vancouver Community College
King Edward Campus - Library
P.O. Box 24620 - Stn. C
1155 East Broadway
Vancouver, B.C. V5T 4N3



VOLUME XI, No. 25

October 10, 1985

NATIONAL THANKSGIVING DAY

The campus will be closed on Monday, October 14th, and will re-open for regular classes, etc., on Tuesday, October 15th.

H.E.P.

V.I.A. GENERAL MEETING

DATE: Thursday, October 31, 1985

TIME: 1:15 - 4:00 p.m.

PLACE: KEC Auditorium
1155 East Broadway

Faculty members who wish to attend, and who have scheduled classes at that time, are asked to make appropriate arrangements for their students.

Please alert your department head of your intention to attend the meeting.

H.E.P.





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LEARNING STRATEGIES: THE FLIP-SIDE OF TEACHING STRATEGIES

I am happy to report that educational psychologists, demonstrating their infinite wisdom, have once again found students. This may appear to be a curious statement to those of you who never knew we lost them. However, for many years, the focus of research and theorizing about teaching focused almost exclusively on the *teacher*, teaching processes, teaching materials, and teaching outcomes. Student variables were merely the dependent measures in these studies. We examined the effects of all sorts of teaching variables both individually and in combination on student achievement.

However, along with the cognitive revolution in psychology came a change in our view of human learning. More recent theories and conceptual frameworks in educational psychology tend to focus on understanding how incoming information is selected, processed, structured in memory, and recalled for later use. This focus on thought, or cognition, has changed our general conception of the teaching/learning process in several ways. Instead of viewing learners as passively recording the stimuli that the teacher presents, learning is viewed as an active process that occurs within the learner and which can be influenced by the learner. Instead of viewing the outcome of learning as depending mainly on what the teacher presents, the outcome of learning is supposed to depend jointly on what information is presented and on how the learner processes that information.

Learning Strategies

One outcome of this change in focus is that a number of learner variables have been receiving increasing attention by researchers and practitioners because of their importance to current conceptions of the learner's active role in the teaching/learning act. In particular, these conceptual frameworks suggest that the effectiveness of instruction depend partly on what a learner *knows*, such as the learner's prior knowledge about a topic or related information, what a learner *thinks* about before, during, and after a learning activity, such as the cognitive processes and strategic planning operations used, and what type of *personal context* the learner generates for a learning activity, such as the learner's motivational level or affective state. Many of these variables are investigated under the label *learning strategies*. Learning strategies can be defined as behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's knowledge acquisition processes. Thus, the goal of any particular learning strategy may be to affect the learner's motivational or affective state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge. For example, in preparing for a test a student may use positive self-talk to reduce feelings of anxiety; in learning from a text, a learner may generate summaries for each section; in learning about a scientific concept, a learner may take notes about the material. Each of these activities—coaching, summarizing, and notetaking—are examples of learning strategies.

There are eight major categories of learning strategies a learner can use to improve his/her efficiency:

rehearsal strategies for basic learning tasks, such as repeating names of items in an ordered list. An example of an academic task that could be facilitated by this strategy would be remembering the order in which Shakespeare introduces the characters in the play *Hamlet*.

rehearsal strategies for complex learning tasks, such as copying, underlining, or shadowing the material presented in class. An example of an academic task using this strategy would be underlining the main ideas in a text or recopying portions of a set of lecture notes.

elaboration strategies for basic learning tasks, such as forming a mental image or sentence relating the items in each pair for a paired-associate list of words. An example of an academic task using this strategy would be forming a mental image of a scene described by a poem in order to remember the sequence of the poem.

elaboration strategies for complex tasks, such as paraphrasing, summarizing, or describing how new information relates to existing knowledge. An example of an academic task using this strategy would be relating the information presented about the structure of complex molecules to the information presented earlier about the structure of simple molecules.



organizational strategies for basic learning tasks, such as grouping or ordering to-be-learned items from a list or a section of prose. An example of an academic task using this strategy would be organizing foreign vocabulary words into the categories for parts of speech, or creating a chronological listing of the events that led up to the Declaration of Independence.

organizational strategies for complex tasks, such as outlining a passage or creating a hierarchy. An example of an academic task using this strategy would be outlining assigned chapters in the textbook, or creating a diagram to show the relationship among the stress forces in a structural design.

comprehension monitoring strategies, such as checking for comprehension failures. An example of this strategy would be using self-questioning to check understanding of the material presented in class or using the questions at the beginning of a section to guide one's reading behavior while studying a textbook.

affective strategies, such as being alert and relaxed, to help overcome test anxiety. An example of this strategy would be reducing external distractions by studying in a quiet place, or using thought stopping to prevent thoughts of doing poorly from directing attention away from the test and toward fears of failure.

The Metacurriculum

Increasing one's use of learning strategies can have a significant impact on learning and performance. (This is particularly true for academically underprepared students.) One way that college instructors can enhance their students' ability to be independent, responsible, and effective learners is by teaching these skills along with the content-based curriculum. By using instructional methods that demonstrate, cue, and reinforce the use of learning strategies, we all can implement a learning strategies metacurriculum. It is a metacurriculum in the sense that it requires an analysis of the regular course curriculum and the learning demands it places on the students.

The classroom provides many opportunities for teaching these strategies. For example, when you pause to review and answer student questions before continuing with a lecture, that is a good time to talk about self-review and the role that self-testing can play in both consolidating new learning and identifying areas of misunderstanding or confusion. Explaining how this teaching strategy can be used as an individual learning strategy by each student and why it is helpful would not take very much time away from regular instructional activities. As another example, the announcement of a class test is an excellent time to present strategies for test preparation as well as for coping with test anxiety. A brief discussion of negative self-talk and how to turn it into positive self-talk can introduce students to this powerful self-management skill. Finally, when you use an analogy to help make a new concept more meaningful, you also create the opportunity to pause and discuss the rationale for using this technique as a teaching strategy and how students can create their own analogies as a learning strategy.

The underlying principle in each of these examples involves examining the curriculum for the types of learning that are required and reflecting upon the assumptions concerning learning strategies which form the basis for effective teaching strategies. This process is not very different from what good teachers already do in preparing for their classes. The difference is that instead of focusing only on developing more effective teaching strategies, the teacher is also focusing on the learning strategies implicit in these methods. Making these assumptions explicit and teaching students how to incorporate them into their own study activities is the basic building block of the metacurriculum. Teaching strategies are the flip-side of effective learning strategies. Clearly, a single exposure would not be sufficient for most students to acquire new learning strategies. However, repeated exposure to a technique in a variety of contexts over a period of time and by a variety of instructors could contribute to the students' development and refinement of an effective learning strategies repertoire and a new sense of responsibility for their own learning.

Claire E. Weinstein
University of Texas at Austin

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Suanne D. Roueche, Editor
September 6, 1985, Vol. VII, No. 19

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FORUM AFRICA

YOUR PARTICIPATION IS IMPORTANT TO THE SUCCESS OF FORUM AFRICA!

A television program on FRIDAY OCTOBER 18th, 8:00 - 9:00 p.m. on the cable and KNOW channels provides background information on the current situation in Africa.

Discussion groups on SATURDAY OCTOBER 19th, 1:00 - 3:00 p.m. at all three campuses of VCC, provide you the opportunity to learn more details and give your opinion about recovery and development assistance appropriate for Canada to give Africa.

A television program on SATURDAY OCTOBER 19th, 8:00 - 9:00 p.m. (same channels as Friday's show) provides video and audio feedback from the afternoon's discussions.

The Hon. David MacDonald, Canadian Emergency Coordinator for the African Famine, takes part in both television shows.

If you are interested in serving as a Discussion Group leader, a training session is scheduled for:

LANGARA CAMPUS #A130 TUESDAY OCTOBER 15
7:00 - 9:00 p.m.

or KEC CAMPUS #4043 WEDNESDAY OCTOBER 16
7:00 - 9:00 p.m.

A background kit and process guidelines is available at those times.

Please call me, BARBARA CLAGUE at Continuing Education, KEC

875-8200 Local 756

to let me know which orientation session you plan to attend.

B.C.

"WE WILLIN' TO LEARN"

ADULT LITERACY EDUCATION IN THE CARIBBEAN

Mike Browne the National Coordinator of Adult Education for St. Vincent will be speaking on TUESDAY, OCTOBER 15, 7:30 P.M. at the Britannia Community Centre 1661 Napier Street, Room L-4.

Please see the BTSD bulletin board for further information.

B.A.

You are Cordially Invited to

OPEN HOUSE at

McGregor Child Care Centre

Glen Drive, between Broadway & East 7th Ave.

Wed. Oct. 23rd

from 3 to 6 p.m.



CHILD CARE SERVICES AT KEC

The board and staff of McGregor Child Care Centre hope you will take this opportunity to drop in to take a look and ask questions about our daycare centre on King Edward Campus. The centre, offering care to 12 under threes and 25 over threes, is staffed by child care workers. The centre opened in the Spring of 1983 at the then new KEC.

The centre is named after Mr. and Mrs. Robert McGregor, whose generous support gave the centre its start. The campus is on land previously occupied by Mr. McGregor's lumber company. The Ministry of Human Resources, the Vancouver Foundation and the KEC student council also contributed, enabling the college to continue offering child care at the new campus, as it had at the old KEC.

The centre is an important resource to students, many of whom couldn't continue their education without provision for good daycare, as well as to the Mount Pleasant community and the employees of the college.

This fall the centre opened its own playground, giving the children an opportunity for outdoor play right on the centre's own grounds.

J.C.

CAR TROUBLE??

The Auto Mechanics Department of K.E.C. is currently looking for all types of mechanical repairs, but in particularly short supply are jobs pertaining to drive line, i.e., automatic transmission, standard transmission and clutch.

Please call Dave at 875-8202 or pager 680-6919 and leave a message.

D.S.



"I don't know why Mom groans every time she
gets on this thing—it doesn't hurt at all!"

INNOVATIONS

Canada Employment and Immigration through special funding will support pilot programs, demonstration projects and other activities designed to test new or innovative ideas to improve the functioning of Canada's labour market. INNOVATIONS is like an "R & D fund" for the labour market.

INNOVATIONS has a national perspective. We're looking for proposals that, if successful, will have the widest possible long-term application in the labour market. This means that projects will test activities which could, in future, be adopted by the private sector in its own labour market practices, or become part of public programming.

INNOVATIONS will not support activities that are already being carried out, that have been previously tested and rejected, that could have been part of an established program except for lack of funds, or that would have taken place anyway, even without a contribution from INNOVATIONS.

Pilot programs or demonstration projects which would require more than one year to complete may be approved in principle. These would be reviewed annually before further funding commitments were made.

You've got an idea. Now, what will INNOVATIONS need to know in order to assess that idea and decide whether support can be provided? There are no forms to fill in or annual deadlines for applications. First, prepare a brief outline of your idea, no longer than a page or two. This must provide:

- a description of the specific labour market issue which you feel needs to be addressed;
- a concise statement of the objective of your proposed pilot program or demonstration project, in terms of how it could deal with the issue; and,
- a brief description of the activities proposed, with special emphasis on the new or innovative aspects of your project and its potential application on a wider or longer-term basis.

Give your idea to your division chairman.

R.F.C.

NEWS FROM BUSINESS EDUCATION- VVI

R E T I R E M E N T

Jean Lock

Win Hicock

Vee Jones

Jackie Gowler

Wow! One eighth of our staff in the Business Department has retired as of September 30, 1985.

We would like you to join us in a massive Happy Retirement Smorgasbord dinner to be held on Wednesday, November 6, 1985 at 6:00 p.m. in the Lower Cafeteria. An open bar will be held from 4:00 to 6:00 pm in the staff lounge.

Tickets are \$20.00 - contact John Punak (local 369) or Fern Reed (local 364).

Please purchase your tickets early!! (Catering confirmation required prior to October 30!!)

R.J. - V.V.I.



AIN'T MISBEHAVIN'



*Ticket sales are brisk!
Best seats are being reserved....
Book now!!!*

Join us October 28, have fun
and support KEC's fund-raising
efforts for student financial aid.

Evelyn, Joyce, Ross, and Miriam

AIN'T MISBEHAVIN' - NOW IN ITS SECOND SMASH YEAR!

For a solid year, *Ralph Cole*, *Lovie Ele*, *Lovena Fox*, *Blu Mankuma* and *Sibel Thrasher* have brought the immortal tunes of the great *Fats Waller* to life with their high-flyin' talent, high-steppin' style and non-stop energy. Backed up by *Mike Taylor* on piano (taking over from *George Austin*) and *A.J. Telfair* on drums, this talented team of Vancouver artists have kept the beat rolling and the melody swinging over a year of music, song and good times.

Vancouver's foremost composers, choreographers and designers brought their formidable talents to *Ain't Misbehavin'*. *Bruce Kellett* did the Musical Direction, *Dean Regan* the musical staging, *Ted Roberts* designed the set, *Phillip Clarkson* the costumes and *Marsha Sibthorpe* designed the lighting.

This fast-paced, uptempo tribute to the legendary *Fats Waller* has dazzled the eyes and delighted the ears of over 100,000 enthusiastic fans since it opened May 10, 1984. Sold out for two weeks before opening, *Ain't Misbehavin'* sold out every show for a record four straight months (over 140 performances) and continues to play to capacity houses.

Ain't Misbehavin' strutted off with five *Jessie Awards* this year: Best Musical; Outstanding Performance in a Musical - *Blu Mankuma*; Outstanding Direction of a Musical - *Dean Regan*; Outstanding Musical Direction - *Bruce Kellett*, and Outstanding Costume Design - *Phillip Clarkson*.

TESL '85

A reminder to all instructors in the ELT Division: if you are planning on attending this year's TESL Canada conference November 21-24, please have your leave forms in to your department head by noon, Thursday, October 17th.

M.B.

POSITION OPENINGS

VCC/VVI requires a Coordinator I for the Dental Hygiene Program. Closing date for applications is November 04.

VCC/VVI requires a Clerk I in the Hairdressing Department (temporary). Closing date for applications is October 10th.

VCC/KEC requires a Department Head for the Library. Closing date for applications for this position is October 18th.

VCC/VVI requires a Department Head for Carpentry/Building Construction. The closing date for applications is 1986 01 03.

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

H.E.P.

K.E.C. FACULTY/STAFF ACTIVITIES

James MacNab	Review materials on starting your own business.	Oct. 08
Gordon Rudolph	Course work re Mathematics Education 565.	Oct. 10 + 24. Nov. 7 + 21.
Elizabeth MacLeod	Attend meeting of the English Articulation Working Committee.	Oct. 11
Frank Fornelli	Annual BC Counsellors' Assoc. Conference.	Oct. 17 + 18
Frances Pletcher	ABE English Articulation Meeting.	Oct. 21
Barbara Little	Meeting of the English Articulation Working Committee.	Oct. 21

M.R.

