

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. 27

1985 October 24

V.I.A. GENERAL MEETING

DATE: Thursday, 1985 October 31

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

PLACE: KEC Auditorium

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.



TIME CHANGE

Remember to change your clocks back.

Daylight Saving Time ends this weekend!

J.R.



INNOVATION ABSTRACTS

VOL. VII
NO. 23

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TEACHING THINKING SKILLS

What can you do to teach thinking? I am going to condense what I take to be the trend of contemporary research into seven principles, each one of which seems to enhance the teaching of thinking, whether in a subject matter context or in a stand-alone course. For convenience, let us use the one word "wit" to stand for problem-solving ability, inventiveness, and whatever other capacities for thinking one might want to develop. All seven of the principles have to do with two questions: "What is wit made of?" and "How does it get into your head?" The general answer is: Wit in considerable part is made of thinking *tactics*, and we can improve students' thinking by imparting a greater and more effective repertoire of tactics. Three principles follow from that, principles substantiated to some degree by existing research.

First Principle: *Foster a tactical attitude.* This broadest principle is perhaps the most important, too. It recommends teaching in such a way that students begin to attend to their own processes and consider the tactics they use to deal with a particular kind of situation, such as solving a math problem or writing an essay. By and large, we tend to focus on the product in progress, the essay, for instance, or the problem solution, with little attention left over for the process by which we create that product. A good deal of research suggests that skilled problem solvers are often rather aware of the processes they use and that less skilled problem solvers can learn to attend to and enhance their own processes simply by focusing on them from time to time and proceeding more mindfully.

Second Principle: *Make tactics explicit.* This can mean one of two things. It can mean direct teaching of explicit tactics—for instance, for mathematical problem-solving or writing. In the case of mathematical problem-solving, students can be taught strategies for making a diagram, considering a special case, or breaking problems down into parts. But making tactics explicit does not necessarily mean "spoon-feeding" tactics to the students. Direct teaching aside, it can also mean establishing an instructional context in which the attention of students is drawn to the tactical side of things, and they are provoked into designing their own tactics and explicitly articulating their tactics to themselves. Such an approach has been used for remedial math education where students are asked to problem-solve by sitting with one another in pairs and talking about how they go about doing what they are doing.

In regard to making tactics explicit, many people feel that this is somehow unwise, that what you should do is set up a situation which is rich with the kind of thinking involved and expect students to soak it up. Regrettably, the evidence is that this does not work, except for the more able student who will detect the pattern even when it is not made explicit. Beware of the myth of "soaking up!"

Third Principle: *Students need managerial as well as particular tactics.* Managerial tactics mean tactics for controlling the overall process of problem-solving or writing or whatever. Particular tactics are matters of handling particular sub-problems that arise, like writing a paragraph or constructing an example. But besides that, there is evidence that students need overall task management tactics, such as asking themselves these questions every few minutes: "What approach have I been taking?" "Has that approach been working out well?" and "Should I try a different approach?" Unless these high-level questions are asked fairly often, students tend to lose their way amid the forest of lower-level tactics they may have acquired.

These three principles relate to the general point that wit is made up partly of tactics. Four more principles are related to another notion—that wit is somewhat context specific. Research over the past decade has disclosed that in such areas as mathematical problem-solving, history, problem-solving in physics, and so on, there are a number of tactical principles that are particular to the discipline. You cannot expect to teach a general problem-solving course that applies to everything in sight and have that course empower students widely across all subject matters. What do we do about this?

Principle Four: *Teach to the task.* Think about what you want students to do and teach to that. For instance, if you want students to reason well in writing essays, you do not teach symbolic logic. True, symbolic logic may have something to do with reasoning well in essays, but characteristically, not enough; it is too different. Teach reasoning in essayistic contexts if you want reasoning in essayistic contexts. Oddly enough, it is one of the



standard pitfalls of education that to get result A we teach B and hope it will somehow transfer to A! Why not teach A in the first place?

Principle Five: *Teach knowledge in action.* There is a problem in psychology we call the problem of inert knowledge. For instance, it is commonplace in medical training where students memorize a large body of facts; they prove unable to marshal these facts when it comes to diagnosis and treatment. The remedy for inert knowledge is to teach knowledge in the context of active problem-solving, where the knowledge is put into use as it is being acquired.

Principle Six: *Teach for transfer.* In the past, it has been thought that if you learn some general principle in context A, it would handily transfer to contexts B, C, D, and E. In the last decade, the problem of transfer has emerged as one of the principle difficulties of teaching thinking skills. It turns out that people often do not generalize; they do not carry principles over to other contexts. We have to fight against this by teaching for transfer.

There are two broad ways to do this. One is by varied practice. Very often in instructional contexts the practice is narrow. A few types of problems repeat over and over, and this tends to lead to learning that is context-bound. If you calculatedly and drastically vary the kinds of problems to which principles are being applied, you can help generalize the learning. The second method is explicit abstraction and application. That is, students are directly provoked to generalize and apply in odd circumstances what has been taught.

Principle Seven: *Bear in mind the generality-power trade-off.* As mentioned previously, wit is somewhat context specific; but it is not completely context specific. There are some general strategic principles that cut across problem-solving of all sorts. For instance, spending time defining the problem is a time allocation principle that applies in nearly any context and one that is widely neglected, too. In trying to capture both the generality and the context specificity that are there, psychologists have come to speak of a generality-power trade-off. This means that the more general a tactical principle is, the less power it has in any one context. If you want math scores and math scores alone to go up, then you teach to the task, focusing on general and specific tactics that apply to mathematics. Some of them do not apply in general. If you want gains on a broad front, you may teach tactics of general problem-solving; and you will find gains on a broad front, but modest ones. This trade-off between generality and power has to be kept in mind when you make choices between such options as a stand-alone course which is aimed at affecting change over a wide range of subject matters versus integrating the teaching of thinking skills into a particular subject matter.

Let me review. "What is wit made of?" and "How does it get into your head?" I have argued that, according to recent experiments, it is quite possible to teach thinking skills. And I have urged that we, in fact, know some general principles to guide the teaching of thinking skills both in stand-alone courses and in subject matter contexts. The principles again were: foster a tactical attitude, make tactics explicit, teach managerial strategies as well as particular strategies, teach to the task, teach knowledge in action, teach for transfer, and bear in mind the generality-power trade-off in your instructional planning.

I find it very encouraging that at this point in time we have even those broad principles to guide such efforts. Because, as broad as they are, those principles do argue against a number of approaches to the fostering of thinking skills that have been taken in the past. I am encouraged by the notion that we may be able to engineer such instruction.

David Perkins
Harvard University

Edited from his oral presentation at the 1985 AAHE National Conference.

For further information, contact the author at Harvard University, 315 Longfellow Hall, Appian Way, Cambridge, MA 02138.

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Suanne D. Roueche, Editor
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ISSN 0199-106X

R.F.C.

IT'S

VANCOUVER COMMUNITY COLLEGE

FORUM AFRICA — SPEAK OUT

On Friday, October 18, and Saturday, October 19, people throughout British Columbia, the Yukon and the Northwest Territories are being given a unique opportunity to speak out on Canada's strategy in providing famine relief in Africa. Over the last year Canadians have raised millions of dollars in assistance for the starving and drought stricken nations of Africa. The federal government, through the offices of African Famine relief co-ordinator, the Honourable David MacDonald, is now asking you how that money, which the government has pledged to match, can be put to best use.

Friday evening, through the co-operative efforts of the Knowledge Network and cablecasters through B.C. and the north, you can see, between 8 and 9 p.m., a broadcast that will provide current information on the African situation, as well as some "starting point" ideas for the discussion groups to be held all over the region the next day. Saturday, in communities throughout B.C. and the two territories, volunteer agencies, church groups and community colleges are sponsoring discussion groups where anyone with thoughts on African aid is encouraged to come and participate.

In Vancouver, Vancouver Community College is hosting discussions at all three campuses: King Edward Campus, 1155 East Broadway; Langara Campus, 100 West 49th Ave., and Vancouver Vocational Institute, 250 West Pender St. These run from 1 to 3 p.m. There is no need to register. Simply show up at the location nearest you.

Reports from the dozens of meetings in communities throughout the region will be called in to the Knowledge Network and Saturday evening, again between 8 and 9 p.m., a broadcast will provide highlights of the discussions that went on and provide an overview of the ideas Canadians in this part of the country put forward.

Forum Africa is the first of a series of cross-country events that will provide a platform for Canadians to air their ideas on the important topic of African famine relief.



A canon blast sent runners on their way in the third annual VCC United Way 24-hour marathon.

CAMPAIGN GOES FULL TILT

United Way '85 is going ahead full steam at Vancouver Community College. Last Thursday and Friday legions of people from the college came out to support the third annual 24-hour United Way marathon at China Creek Park. Totals aren't in yet, but it is expected that the run, and the associated beer garden and breakfast, will bring in more than \$2,000 to the United Way.

If you work in the downtown core, mark this Friday, October 18, on your calendar. For the second year Vancouver Vocational Institute, at 250 West Pender St., is offering a United Way pancake breakfast, 7 to 9:30 a.m. in the cafeteria. For only \$2 you get pancakes, bacon, sausage, coffee and juice. Food and supplies are generously donated by Neptune Food Suppliers, C.S. Ruby Distributor, Fraser Valley Milk Producers, Dickson's Food Service Ltd., Westside Meats and Russell Food Equipment, so all proceeds go to the United Way.

EXPAND YOUR HORIZONS

The women's studies department at Langara Campus is sponsoring a talk by Dr. Jane Ingman-Baker, a biochemist and law student, on "Test Tube Babies and Surrogate Mothers: The Legal Repercussions." This is Thursday, October 17, 12:30 — 2:30 p.m., in Room A136 at Langara Campus, 100 West 49th Ave. Admission is free and the public is welcome.

The following week, Thursday, October 24, journalist and critic Eleanor Wachtel will talk about "Women and the Media: Not a long Way Baby." Same time and same place.

"Satan in Paradise Lost" is the topic of a lecture by Langara Campus instructor Arne Lund, Thursday, October 17, at noon hour in the theatre at Robson Square. This is part of a fall series on "Great Villains — Or Were They?" sponsored by Langara Campus. Admission is free. Everyone is encouraged to bring a lunch and come along.

YOUR TURN AT COURT

Well known CKNW personality Earle Bradford of "Earle's Court" is the featured guest at the college's open forum, Tuesday, October 22, 7:30 to 9:30 p.m., at King Edward Campus 1155 East Broadway. Broadcaster Maureen McMorrow will interview Bradford then the floor is open to you to ask questions or express opinions. Admission is limited to 40 people. The cost is \$10 a person. For more information or to register call 875-8200.

A WISE PENNY WELL SPENT

Penny Wise, a former columnist with the Sun and the consumer advocate of her day, has generously provided an annual \$2,500 scholarship to be awarded to a woman entering Langara Campus's journalism certificate program.

Students in Langara Campus's photography technician program are now able to make prints of various sizes at low cost because of the JOBO colour processor, valued at about \$1,650, donated to the program by Lysel-Kelco Ltd.

WELCOME TO OPEN HOUSE

The MacGregor Child Care Centre, adjacent to King Edward Campus, is holding open house Wednesday, October 23, 3 to 6 p.m. The centre, which was newly built with the campus in 1983, provides care to children from three months to five years. The board and staff will be on hand to talk about their program and to answer any questions. You are invited to come by for coffee and a chat.

MYSTERY, INTRIQUE AND FUN

Through November 10 Studio 58 at Langara Campus is presenting "The Bat" — a genuine, blood-curdling, hair-raising thriller. The play has all the elements of a first rate mystery — vast sums of money, bodies falling from closets. It debuted on Broadway in 1920 and since then it has continued to delight audiences. Performances run Tuesday through Saturday at 8 p.m., Sunday at 2:30 and 8 p.m. For ticket information call 324-5227.

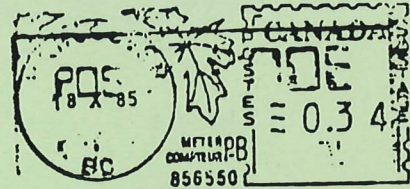


"Don't worry about me, Mom. I'm a survivor."

LETTER RECEIVED IN OUR MAIL ROOM -

emergency librarian

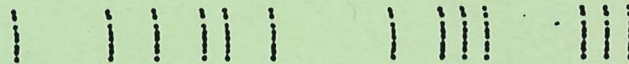
P.O. Box 46258, Station G, Vancouver, British Columbia V6R 4G6



CAUTION

If you throw this in your wastebasket unopened, a capsule of water inside will spill onto a dehydrated food constrictor, which will then crawl out and crush your little body!

Ross Carter, Administration
1155 East Broadway
Vancouver, BC
V5T 1Y3



THIS FROM A LIBRARIAN !!!

CONGRATULATIONS!

Our congratulations go out to Barbara Little who has been re-appointed as Coordinator I, Communications/Life Skills, BTSD for a further three-year period effective 1985 November 01.

R.F.C.

ATTENTION CAT LOVERS

* HAROLD * 3 y.o. black & white neutered cat needs a kind and loving home
***** as his owner is leaving the country.

His brother PATCHES has already found such a home with Eva Patchette, Secretary V.I.A. for which I am most grateful.

If you are interested in being the new owner of this affectionate and highly intelligent animal, please contact Edith at Local 341.

E. F.

AIN'T MISBEHAVIN'



LET'S MAKE IT 100% SOLD-OUT!!!

The gala fund-raising performance on Monday, October 28, is just about sold-out. There are a few remaining seats; if you know of friends, family, or colleagues who want to support our effort to raise funds for student financial aid, please encourage them to contact Evelyn Buriak in Room 3024 at KEC.

More than ever, our students are in need of financial assistance. The revenue generated from ticket sales will be matched, dollar-for-dollar, by the Vancouver Foundation.

Hope to see you Monday, October 28...

Arts Club Revue Theatre
Granville Island
Seating and table service from 7:15 p.m.
Performance at 8:30 p.m.
No-host refreshments and
light food served throughout
the evening.

Please help make this a sold-out event
and plan on an evening of "stompin',
struttin', and high-hattin' fun".....

...and all that jazz

CHANGE IN SCHEDULE FOR ACADEMIC ASSESSMENTS

Due to a decrease in the number of clients requiring academic assessments in recent weeks, we will be cancelling the Thursday afternoon testing session effective immediately (the last Thursday session, until further notice, will be 1985 October 24th). The academic assessment schedule is now as follows:

	WRITING (Rm. 4034)	READING (Rm. 4034)	MATHEMATICS (Rm. 4034)
TUESDAY	6:00 p.m.	7:00 p.m.	8:00 p.m.
WEDNESDAY	10:00 a.m.	11:00 a.m.	12:00 noon

Additional sessions will be provided in December and January to accommodate students who will be registering for the 86/1 semester.

K.B.O.

FROM THE BOOKSTORE

WHAT - You didn't order an Entertainment '86 book??? Don't worry. The bookstore is now carrying its rival - The Solid Gold '86 book. This book contains over \$10,000 in savings (80% of the coupons are directed to Vancouver). Although regularly \$38.00 the 10% staff discount will apply to friends as well. Ideal for Christmas presents.

Photo Savings for the months of October:

Enlargements -	5 x 7	\$ 1.99	
	8 x 10	4.99	
	11 x 14	9.99	
	16 x 20	14.99	Once again the staff discount applies.

Don't forget - Monday, October 28/85 is the last day to order SWEATSUITS in time for Christmas. If Darlene missed telling you about this special deal, be sure to pop into the Bookstore and inquire.

D.V.

POSITION OPENING

The Board of Capilano College is seeking a College President. Applications and/or nominations are invited prior to November 5, 1985.

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

H.E.P.



"Well, time for bed. Now that they've made me boss, I've got to get up early to see who comes in late."

TRI-TESOL CONFERENCE

This year's joint conference, sponsored by Oregon TESOL, B.C. TEAL, and the Washington Association for ESOL, will take place in Bellevue, Washington, Thursday, November 14 to Saturday, November 16.

The Goal of the conference is to "cross the borders" to exchange ideas, and to discuss common concerns for those involved with the teaching of English as an Additional Language.

ELT Instructors interested in attending are asked to submit the appropriate request for leave forms to their Department Heads by October 31. Each of the first twenty instructors to do so will be reimbursed the nominal sum of \$50. to help cover some expenses.

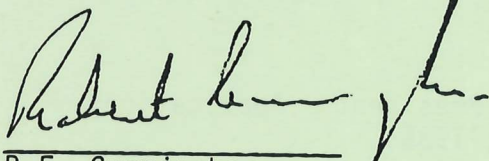
It is hoped that the ELT Division and KEC will be prominently and very well represented at TRI-TESOL this year.

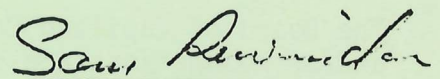
M.B.

INSTITUTIONAL EVALUATION AND SELF STUDY

The Self Study Sub Committees are at a very busy stage in their activities, designing instruments for obtaining data and attitudes within the scope of their areas of responsibility. There are seven sub committees active, but each will not produce its own questionnaire - in fact some may not use a questionnaire at all. There will be one questionnaire which will combine the data needs of all sub committees which wish to obtain information in this manner. The questionnaire will be distributed to, among others, all employees of the College. Please be prepared to respond to the questionnaire when it comes your way. Some subcommittees will be interviewing specific persons - most will convene forums at which your concerns may be expressed and seconded.

It is the intent of the Steering Committee that as many voices as possible be heard. It is the purpose of the study that Vancouver Community College be a better place in which to work and a more effective place in which to learn - a dominant component in the Province's post secondary information system.


R.F. Cunningham


A.J. Lewindon

K.E.C. FACULTY/STAFF ACTIVITIES

Keh Kie Tio	Develop Implementary Material For Math 083	Oct. 18
Ruth Chiko	Communication Seminar/Workshop	Oct. 20, 21
Don Keyes	Attend in-house Caterpillar Fuel System Training	Oct. 21-Nov. 08
Dennis O'Neill	Upgrade Machine Shop Skills - Use of Lathe and Milling Machines	Oct. 21-Nov. 01
James Macnab	Attend Business Fair at Hotel Vancouver	Oct. 22
Donna Barreca	Attend B.C.P.A. Workshop on Dyslexia and Related Learning Disabilities	Oct. 23
W. Behnke	Develop Data Base Competency	Oct. 24
Dave Greenall	B.C. Psychological Association Conference	Oct. 24-25
John Washburn	Concert Tour of Alberta	Oct. 28-Nov. 08
J.L. Domer	Play Principle Oboe in Portland, Oregon; Give Recital & Oboe Workshop in Portland	Various days between Oct. 30-Nov. 13
Maria J. Brown	Attend Science Spectrum '85 Northern B.C. and the Yukon	Oct. 31-Nov. 01

M.R.

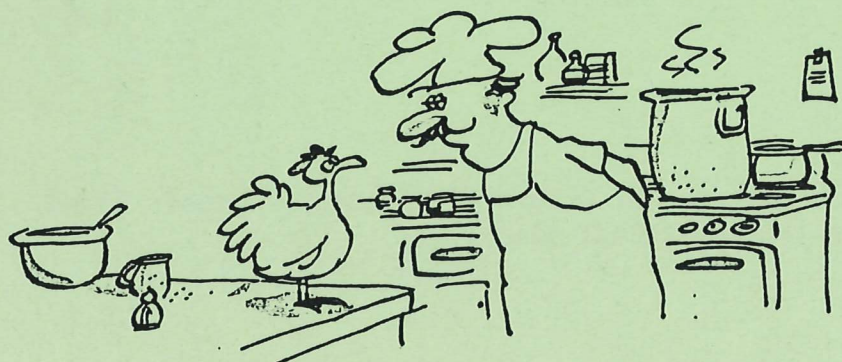
POSITION OPENINGS

V.C.C./Central Administration requires a Remote Job Entry Operator II. This is a temporary position until approximately July/86. Closing date for applications is October 24th.

V.C.C./Central Administration requires a Payroll Clerk II (temporary until approximately December/86. Closing date for applications is October 24th.

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

H.E.P.



"Which would you prefer, stuffing or potatoes?"

TO WHOMEVER!!!

When typing/writing the date, please remember to follow the preferred format, i.e., year, month and day. Preferred by Mr. H.E. Pankratz.

D.M.

G.E.D. TESTING

The G.E.D. Test will be held in the Auditorium this weekend as follows:

FRIDAY 6:00 P.M.

SATURDAY 9:00 A.M.

R.F.C.

RETIREMENT PARTY

V.V.I. are having a Surprise Retirement Party for Jackie Gowler, Win Hicock, Vee Jones and Jean Lock on WEDNESDAY, NOVEMBER 6TH. Cocktails will be served from 4 p.m. to 6 p.m. in the Staff Lounge (no host bar) and the buffet dinner will be served in the Lower Cafeteria at 6 p.m. Tickets are \$20.00 (including the 4 gifts). Please pay by cash or cheque (cheque payable to Fern Reed.) Tickets may be obtained from Fern Reed - room 528, local 366 or from Jackie Sandy in Counselling (both at VVI). BUY NOW, rush will be on next week.

We also need help with skits, ideas for skits and also ideas for gifts. If you have any brilliant ideas, please contact Fern Reed. SEE YOU THERE!

VVI Business Dept.

FROM THE COUNSELLING DEPARTMENT

Dave Greenall will be teaching in the Handiperson Program from October 28th to November 1st and will be on holidays from Nov. 5th to Nov. 8th. During his absence Thorne Husband will be Acting Department Head. He can be contacted at local 483.

For enquiries about the International Education Program, contact Heather Luk Chan from Oct. 28th to Nov. 1st at local 482 and Norm Henderson from Nov. 4th to Nov. 8th at local 350.

L.H.

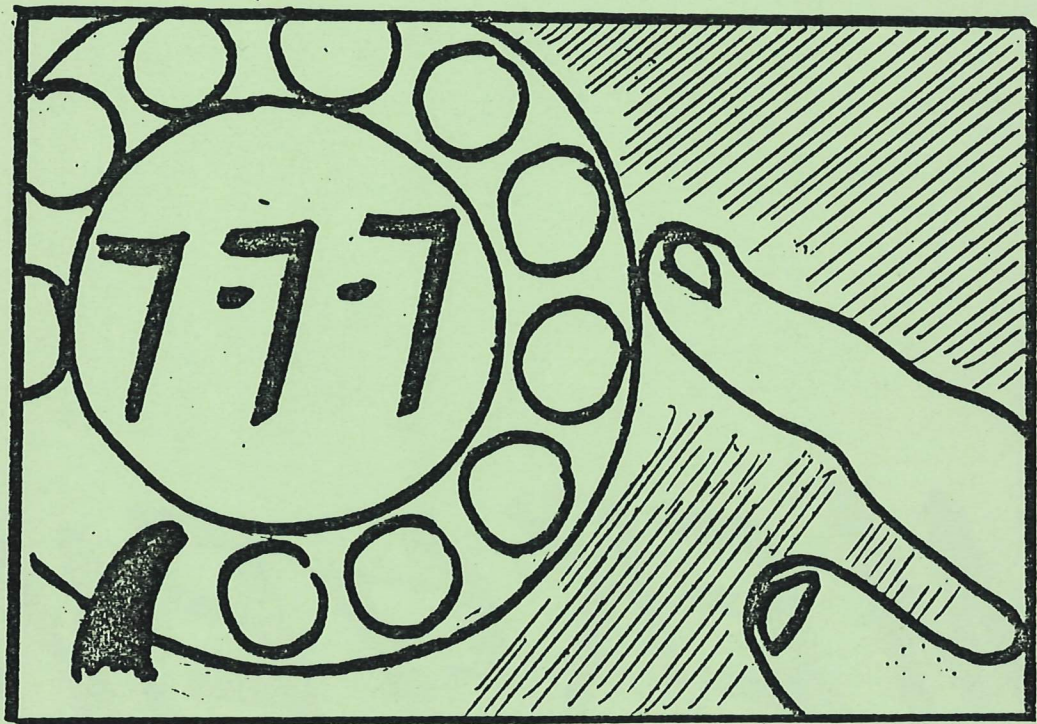
COLLEGE BOARD MEETING

The scheduled College Board meeting for October (Wednesday, October 23rd) was cancelled because of a lack of agenda items.

H.E.P.

DO YOU KNOW WHEN TO

DIAL



SEE BACK OF THIS PAGE →



EMERGENCY!

CAMPUS SECURITY

I wish to remind College employees that campus security officers are expected to check on the legitimacy of the presence of people on campus when present in classrooms, shops, offices, etc. that are supposed to be unoccupied and secured. Therefore, please do not take affront if your presence is challenged. The security officer may request to see your identification card. Please cooperate. Our security guards know and recognize many of our faculty and staff; it is difficult, however, to know all.

Incidentally, for College employees at this campus, if you do not have a KEC ID card, please ask for one at the admissions/records counter on level four.

As a postscript to the above - and probably because I'm security conscious - your assistance respecting campus security is requested and appreciated. If you are aware of vandals, etc. on campus, or acts of vandalism or other unlawful acts, please alert a security guard and take other action as appropriate.

Thanks.

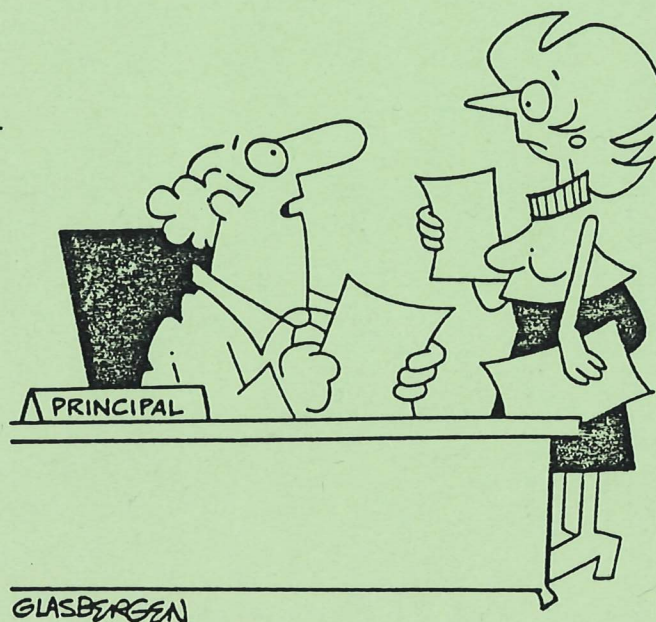
H.E.P.

FOOD BANK

Authorization has been given to the Vancouver Food Bank to place a box in the level four foyer. Donations of food will be appreciated by the Food Bank. If appropriate, instructors may wish to draw the location of the box, and the continuing needs that exist, to the attention of their students.

Thanks.

H.E.P.



"We've got 115 new children registered this year. Twenty-four of them are Cabbage Patch Kids!"

