

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. 31

1985 November 21

TEACHERS' COOPERATIVE

I have posted on the bulletin board near the letter boxes information from the Bank of B.C. outlining special arrangements that are available to assist those whose deposits in the Teachers' Investment and Housing Cooperative are frozen.

H.E.P.

COMPUTING SKILLS WORKSHOP (ZENITH 150'S COMPUTERS)

Due to the great response to the first offering of the computing skills workshop, "Beginning Concepts in MS-DOS Computing", it will be repeated. Experienced 'hackers' are encouraged to stay away so that maximum hands-on time is available for new users or potential users of the Z-150's.

This Zenith microcomputer workshop, conducted by Walter Behnke, is scheduled for:

Date: Monday, November 25

Time: 1:30 - 3:30 p.m.

Place: Room 4043

Please phone Local 502 or 501 to reserve and pre-register your participation (enrolment limited).

W.W.B.



INNOVATION ABSTRACTS

VOL. VII
NO. 26

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IMPROVING QUALITATIVE CONDUCT: A TEACHER'S PERSPECTIVE

The teacher does not work in isolation from his students or from his colleagues. Neither does he work in isolation from the curriculum, the framework in which he works. The first prerequisite to great teaching is that the teacher must be "OK." This being the case, he may then improve his qualitative conduct as a teacher by developing effective relationships within the educational environment: for example, teacher-student relationships and teacher-colleague relationships.

Teacher-Student Relationships

A strong teacher-student relationship which is conducive to both student and teacher growth is based upon mutual respect, trust, and caring. The excellent teacher creates an atmosphere in which students learn. He builds a rapport with students; he values the student's world and is willing to learn from the student. He is not merely a dispenser of knowledge and the student a receptacle. He is human and should discover his students' humanness.

The first step in building a strong teacher-student relationship is *getting to know each other*. I always tell the student how I prefer to be addressed and request the same information. I have discovered that I involve the students in classroom activities in a more equitable manner when I know their names; they, in turn, are more enthusiastic about participating. To facilitate the learning of student names, I take Polaroid photographs of students in groups of five or six. Although students always question why I do such a "crazy thing," they are always pleased when addressed by name the following morning.

I ask students to provide me with personal information on a file card. In the first class session, the student is asked to provide his name, nickname, address, phone number, interests, successes, and failures. Students receive a phone call when absent from class and a card during the summer holidays just to say "hello."

I believe that freshmen, in groups of 10 or 12, should be assigned to interested faculty who would act as "faculty advisors" or mentors. The advisors would be encouraged to welcome incoming students by mail or telephone prior to their arrival at the college, to meet with them on their arrival, and to spend a full day with them during orientation week in an informal setting. The same faculty member would be available as a mentor to the students throughout their program.

I make efforts to socialize with my students. A reasonable objective is to meet with each student at least once a semester to discuss performance but also to get to know each as an individual. The information gathered in these informal meetings is recorded so that future meetings can be more personal. At the conclusion of each class period, I request one student to stay behind and compliment him on something he said or did and walk with him to the next class, if possible.

The second step in building a strong teacher-student relationship is *aiding the student in getting to know himself*—his strengths and weaknesses. Early in the school year I interact more with students to discuss their goals; I help them establish goals which are realistic given individual strengths, weaknesses, and resources. To aid in this process, I support pretesting to evaluate the likelihood of student success in my courses. Students who are identified as being academically or otherwise unprepared would be counselled into remedial courses. Regardless of pretesting activities, there is nothing to prevent me from making a recommendation to the student and the appropriate program coordinator that entry into my course be delayed until the student has an improved chance of success. Should the student insist on proceeding against my advice, at least he would not be likely to view his failure as an inherent, uncorrectable weakness, but a prediagnosed case of poor preparation—a problem which can be rectified through remediation.

When a student clearly demonstrates a need for counselling, rather than merely advising him to make an appointment with the counsellor or rather than making the appointment for him, I take him to the counsellor and offer to stay with him if he wishes. I ask the student to keep me informed about the outcome of counselling, to communicate to him that he is not being relinquished to another in an assembly-line manner, but that there is a continuing and genuine interest in his concerns.

But the teacher must not get so caught up in empathizing with the student that positive, high expectations are lost. Positive, high expectations must be communicated to the student as early as possible. I insist upon



student attendance and punctuality; I insist upon the highest quality work which each student is capable of achieving. I intervene on behavior which is not growth-enhancing.

In the classroom, I give students better directions about when it is appropriate to ask questions; and for my part, I work harder at improving my listening skills. I try to avoid the temptation to anticipate a student's question; I try to listen carefully and respond in a non-judgmental way, ask questions to which there may be more than one correct answer, and build upon a student's response if it is incorrect.

I use multisensorial approaches to learning. This may be accomplished through the use of audiovisual aids or real world models to engage the student in his own learning. I teach science and often have my students search for anatomical and physiological models in the environment. Students have amazing vision when encouraged to be creative. One proposed a model of a telephone line to explain spinal nerve pathways with the thalamus being a switchboard. Another student shot photographs of rolls of snow fencing to illustrate the histology of bone tissue. Still another student confided in me that she never eats steak anymore; she dissects it.

I am aware of the appropriateness of learning aids to my students. I endeavour to consider the readability level of textbooks and handouts to ensure that they do not represent barriers to student success.

Lastly, I always remain open to change. I encourage student feedback about my performance. It may be nothing more than a simple, "How did the class go?" to a few of the students, or it may involve a quick but simple evaluation using a questionnaire to assure anonymity. The main point is that constant feedback is essential throughout the progress of the course. Feedback only at the end of the course is too late.

Teacher-Colleague Relationships

The rewards of excellence in teaching are high, but so are the risks. There is a reluctance on the part of many teachers to strive for excellence in themselves and an aversion to acknowledging its existence in others. They are more intent upon dispensing condemnation, ridicule, and derision. Recently, I learned of one college's attempts to introduce an award for teaching excellence. The administration sought the approval of the rank-and-file before proceeding. The proposal was soundly defeated. The outcome was inevitable. The vast majority could not possibly be recipients in any given year, and, after all, an award of this kind could be granted to one individual only at the exclusion of the remainder. What was the message? Not that teachers do not enjoy being rewarded, but that acknowledgement of the excellent teachers exposes the shortcomings of the rest. The teacher who strives for excellence will build upon these shortcomings; the mediocre ones are merely offended at the assault on their egos, and what results is insecurity and suspicion. The potential for the development of antagonistic relationships is great. To preserve his relationship with his colleagues, the aspiring excellent teacher may be coerced by peer pressure to compromise on his commitment to excellence. But one should bear in mind that excellent teachers are innovators, and innovators are pioneers. As Peters and Waterman so aptly put it: "Pioneers get shot at."

The teacher who strives for excellence must remain optimistic and persistent. His optimism alone will do his critics the world of good. If modelling is important to student growth, it is equally important for the growth of our colleagues. Interestingly enough, I have discovered that those who are most apt to criticize an excellent teacher to his face are the same ones who are likely to uphold that same teacher to others. The real message is you're "OK," and I'm not "OK." Those who are not "OK" must be supported and aided in discovering the meaning of excellence and its rewards. To an extent, they suffer, like their students, from low self-esteem and learned helplessness, believing that changes in their behavior are unlikely to have an impact on the quality of their instruction. Thus, they see no way out of their "box" of mediocrity.

More effort must be made to involve others in the quest for excellence by sharing information about successful and unsuccessful educational experiences. They must also be complimented on their successes, particularly powerful from one's colleagues. Sharing experiences with colleagues creates a bond which brings people together. Shared goals cement that bond.

Frankfort Moore said that "there is no stronger bond of friendship than a mutual enemy." What a marvelous world education would be if that mutual enemy were mediocrity!

Bill Magill
Humber College

For further information, contact the author at Humber College of Applied Arts and Technology, 205 Humber College Blvd., Rexdale, Ontario, CANADA M9W 5L7.

Suanne D. Roueche, Editor
October 25, 1985, Vol. VII, No. 26

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R.F.C. ISSN 0199-106X

ASSESSMENT SCHEDULE

1985 12 03 TO 1986 01 09

Date	Writing	Reading	Mathematics & Accounting	Typing*	E.L.A.
Dec. 03(T)	6:00 pm	7:00 pm	8:00 pm		8:45 am
Dec. 04(W)	10:00 am	11:00 am	12:00 noon	2:00 pm	
Dec. 05(Th)	2:00 pm	3:00 pm	4:00 pm		
Dec. 09(M)	2:00 pm	3:00 pm	4:00 pm	12:00 noon	
Dec. 10(T)	6:00 pm	7:00 pm	8:00 pm		
Dec. 11(W)	10:00 am	11:00 am	12:00 noon	2:00 pm	6:45 pm
Dec. 12(Th)	2:00 pm	3:00 pm	4:00 pm		
Dec. 16(M)				10:00 am	
Dec. 17(T)	6:00 pm	7:00 pm	8:00 pm		8:45 am
Dec. 18(W)	10:00 am	11:00 am	12:00 noon	2:00 pm	
Dec. 19(Th)	2:00 pm	3:00 pm	4:00 pm		

M E R R Y C H R I S T M A S * * * * * H A P P Y N E W Y E A R

Jan. 02(Th)	10:00 am	11:00 am	12:00 noon	10:00 am	Room 4027	8:45 am
	2:00 pm	3:00 pm	4:00 pm	2:00 pm		
	6:00 pm	7:00 pm	8:00 pm	5:00 pm		
Jan. 03(F)	10:00 am	11:00 am	12:00 noon	2:00 pm		8:45 am
Jan. 06(M)	10:00 am	11:00 am	12:00 noon	10:00 am		1:00 pm
	2:00 pm	3:00 pm	4:00 pm			
Jan. 07(T)	2:00 pm	3:00 pm	4:00 pm			
	6:00 pm	7:00 pm	8:00 pm			
Jan. 08(W)	10:00 am	11:00 am	12:00 noon	2:00 pm		6:45 pm
Jan. 09(Th)	2:00 pm	3:00 pm	4:00 pm			

* Typing Assessments are by appointment only
(arrange appointments with Admissions).
Unless otherwise noted, all assessments are held in Room 4034.
Regular Assessments resume on 1986 January 14.

SCHEDULE OF ASSESSMENT FEES

Academic Assessments:

Mathematics	\$10.00
Reading	\$10.00
Writing	\$10.00
Accounting	\$10.00
Typing	\$10.00

English Language Training Assessments:

E.L.A. Battery	\$25.00
E.L. Desk Assessment	\$ 5.00 (non-refundable and non-transferable)

FEES PAYABLE BY CASH OR VISA ONLY (NO CHEQUES)

CURRENT ALLOCATION OF DUTIES

The following is an update of areas of responsibility previously listed in the September 05 issue of the KEC Times:

G.E.D./Prov. Exams	- R.F. Cunningham
Policies & Procedures	- G.A.R. Sylvester
Submissions to Annual Report	- G.A.R. Sylvester
Student Advisory Committee	- G. King
Advertising co-ordinator	- D. Moutter
Calendar Committee	- D. Moutter
Staff/faculty handbook (up-date)	- D. Moutter
Telephone directory (up-date)	- D. Moutter
Telephone billings/requirements	- D. Moutter
Silent announcer	- D. Moutter
Health & Safety Committee	- S. Girvan
Domco liaison	- S. Girvan
McGregor Child Care rep.	- S. Girvan
Fire Safety Director	- S. Girvan
Industrial First Aid Coverage	- S. Girvan/J. Humble
Signage	- J. Humble
Expo Legacy	- J. Humble
Community liaison (Mount Pleasant)	- J. Humble
Centennial Commission	- J. Humble
V.C.C. Foundation	- J. Humble
On Campus Advertising (Notice Boards, Posters)	- J. Humble
On Campus Sales (Salespersons, Peddlers)	- J. Humble

G.A.R.S.

WHAT MAKES THE DIFFERENCE?

When the other fellow takes a long time,
he's slow,
But when I take a long time,
I'm thorough.
When the other fellow doesn't do it,
he's lazy.
But when I don't do it,
I'm too busy.
When the other fellow does something
without being told, he's overstep-
ping his bounds.
But when I do it, that's showing
initiative.

When the other fellow overlooks his
manners, he's rude.
But when I skip a few rules,
I'm original.
When the other fellow does something
to please someone, he's brown-nosing.
But when I please someone else, that's
cooperation.
When the other fellow gets ahead,
he's getting the breaks.
But when I manage to get ahead,
it's hard work.
What makes the difference???

Anon.



TRI-TESOL CONFERENCE - BELLEVUE, WASHINGTON

The TRI-TESOL Conference in Bellevue, Washington was apparently an unqualified success. The original organizers anticipated 300 delegates - if they were lucky. 810 actually registered: 83 came from British Columbia and of these 23 were from the King Edward Campus.

Workshops given by your colleagues were:

H. Tegenfeldt/P. Kennedy: Testing on Demand
M. Nurse : Teaching ESL in a Polycultural World
R. Barbour : Test Analysis: A Micro Computer and Its Uses

The instructors above are commended for their contribution to the international exchange of information and goodwill.

I am pleased to learn that more than a few Washingtonians are using KEC publications in class. These notes are a precis, courtesy of B. Watson's report to M. Bennett, copies of which are available from either of them.

R.F.C.

FACULTY & STAFF KEYBOARDING CLASS

Would you like to learn to touch-type on the computer?
A computer keyboarding class is planned for the January, 1986 semester. The class will be held on Tuesdays and Thursdays, 1:30p.m.-2:30p.m. in Room 2131, beginning January 14 and ending April 10.

The class is open to persons without typing skills and those who presently use the "seek-um-sock-um" method of typing.

If you are interested in taking this class, please complete the tear sheet below and return it to my mailbox by Thursday, November 27. There is no fee for the class.

There are 10 computers available.

Bette Lowe, Department Head
Business Education, Office 3233
Local 573

PLEASE PRINT ALL INFORMATION AND SIGN YOUR NAME.

NAME _____ DIVISION _____

LOCAL _____

SIGNED: _____

INSTITUTION EVALUATION AND SELF STUDY

To those instructors and staff members who have completed your questionnaire and returned it to the office, thank you.

If you have not completed your questionnaire, please find the time to complete it for it is in your own self interest as well as for that of your students and your colleagues so to do. Please ignore questions which may not appear relevant to your interests/experiences. Additional copies are available from Mrs. Redman.

To those instructors who have had their students complete the student questionnaire, thank you. If you have not received copies for your class, please contact D. Moutter, Office Manager, immediately. Return the completed questionnaires to the Mail Room as soon as is possible.

Please remember the documents are being treated as confidential. They will be read only by members of the respective sub-committees for which the components are relevant.

Thank you in anticipation for your efforts in helping to make this a very worthwhile study.

Robert Cunningham, Sam Lewindon

FROM THE MUSIC DEPARTMENT

Vancouver Community College Department of Music wishes to remind you of the following performance:

THREE CHOIRS IN CONCERT

VANCOUVER CHORALE
VCC MADRIGAL SINGERS
POWELL RIVER YOUTH CHOIR

DATE: SUNDAY, NOVEMBER 24, 1985
TIME: 2:30 P.M.
LOCATION: KING EDWARD CAMPUS AUDITORIUM
1155 East Broadway
ADMISSION: General \$4.00
Students/Seniors \$2.00

E.D.



RE: INTERNATIONAL STUDENTS

Dear Dave:

Once again I'd like to take the opportunity to thank you and your staff - Heather Chan, the instructors and support staff who went out of their way to accommodate the 26 International Students who began their program studies at K.E.C. in September. The benefits of having International Students at the College and on your campus in particular are many, including:

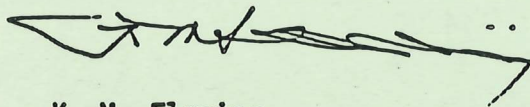
- 1) The multicultural exposure of students from various countries.
- 2) The advantage to domestic students of more program offerings and resources than would otherwise be the case.
- 3) The long- and short-term economic benefits to the College, the community and the Province.
- 4) The establishment of VCC K.E.C. as a centre of excellence in training students from abroad.

With regard to the economic benefits accruing to your campus, the accounting for the first intake of students is now complete and Gerry Sylvester will shortly be discussing with you the additional funds you now have available from the International Student enrolments.

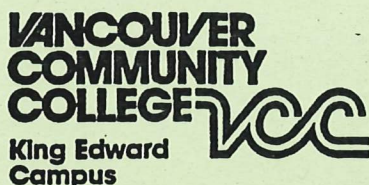
As you know, there are some 60 applications being processed for the January/86 intake and the potential is great for more, particularly Malaysian and PRC students. The reputation of K.E.C.'s language programs should continue to attract students from around the world.

Your efforts, and those of your colleagues, are greatly appreciated.

Yours most cordially,



K. M. Fleming
Chairman, International Education Committee



OPEN HOUSE for VISA STUDENTS

INTERNATIONAL EDUCATION - OPEN HOUSE

WHERE: King Edward Campus
1155 East Broadway, Vancouver

DATE: TUESDAY, NOV. 26th, 1985

TIME: 11:00 A.M. to 1:30 P.M.

A LIGHT LUNCH WILL BE SERVED

Looking for:

- FULL-TIME ENGLISH LANGUAGE TRAINING PROGRAMS
- HIGH SCHOOL COMPLETION (Grades 11 and 12)

N.H.

ON VACATION

I will be on vacation from Wednesday 1985 November 27 until Tuesday 1985 December 03 inclusive.

During that time Gordon Pawelchak will take care of my desk, Myrna Redman, my secretary will handle routine matters and Mr. Pankratz will make administrative decisions, on my behalf.

In anticipation, thank you for the manner in which you are handling the Institution Evaluation questionnaires, both those for your class and your own individual one.

R.F.C.

24 HOUR RELAY - AGAIN!

Anyone who still has relay pledge forms should submit them as soon as possible to either Gordon Pawelchak, Dave Greenall, Bob Hamaura or Greg King. We want to close the book on the 1985 run and we need any outstanding pledge forms for inclusion.

G.A.P.

DO YOU HAVE TROUBLE GETTING PEOPLE'S ATTENTION?

Most of us remember the story about the mule trainer: A farmer brings his balky mule to the trainer, expressing the hope that no brutality will be used. Reassuring the farmer that his methods are humane, the trainer takes a 2-by-4 and whumps the mule right between the eyes. Sputtering with rage, the farmer shouts, "I thought you said your training was humane." "It is," replies the trainer, "but first you have to get their attention."

POSITION OPENINGS

V.C.C./V.V.I. requires a Relief Power Sewing Instructor. Closing date for applications is open.

V.C.C./K.E.C. requires a Duplicating Equipment Operator II. Closing date for applications is November 25th.

V.C.C./Langara Campus requires a Clerk II for Student Services. Closing date for applications is November 25th.

V.C.C./V.V.I. requires Instructors in Computer Electronics. Closing date for applications is December 15th.

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

H.E.P.

ANGLICAN/UNITED CHURCH CHAPLAINCY

The Anglican/United Church Chaplaincy is sponsoring a series of free lectures on the religions of the world. This series is open to all and there will be time for discussion following each lecture.

Lecture on the BAHAI RELIGION

Date: Thursday, November 28th

Time: 1:00 p.m. - 2:00 p.m.

Place: Room 2145 (off cafeteria)

Speaker: Gordon Partovi, Co-ordinator,
Ecumenical Action.

Lecture on JUDAISM

Date: Thursday, December 5th

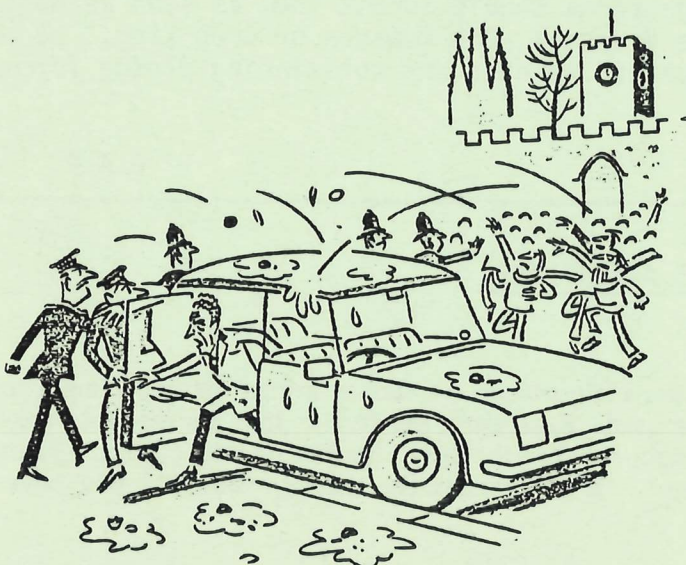
Time: 12:30 - 1:30 p.m.

Place: Room 2145 (off cafeteria)

Speaker: Rabbi Daniel Siegel, Director,
Hillel House at U.B.C. and Lecturer
in Jewish Studies.

Audrey Lans, Chaplain, is the contact person for this series and can be reached at 875-8205 or 420-5254 for further details.

A.L.



"Beats me how they can still afford eggs and tomatoes."

K.E.C. FACULTY/STAFF ACTIVITIES

Thorne Husband	Attend Seminar - Math Anxiety: An Update.	Nov. 14
Jean Cockell	ABE Math Articulation Meeting.	Nov. 15
Pat Rose	Employment of the Disabled Conference.	Nov. 18-19
Lee Aceman	Complete a term paper for a Masters course in an ESL Program.	Nov. 20-27
Petra Kleiser	Course: Evaluation of Instruction.	Nov. 20 - Dec. 18
Rita Leroux	Complete I.D. 104. (Wednesdays only.)	Nov. 20 - Dec. 18
Barbara Little	Articulation Meetings - English/Communic. - Ministry of Education.	Nov. 25-26
F. Pletcher	ABE English Articulation Meeting.	Nov. 25-26
My-Van Truong	Work in Computer Lab: word processing; research and evaluate selected software; write new material.	Dec. 02-20

M.R.

