

# KING EDWARD JAMES

RECEIVED MAY 15 1986

VOLUME XII, No. 7

1986 May 15

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

## KEC FORUM ON INSTITUTIONAL EVALUATION DRAFT REPORT

Faculty and staff are reminded that KEC's second forum is scheduled for next week Tuesday, May 20th, at 3:00 p.m. in our auditorium on level two. Extra copies of the draft report are available at the Information Centre on the 4th floor.

H.E.P.

## KING EDWARD DAY COMMITTEE - POST MORTEM

The committee met last week to evaluate the pros and cons of the recent "day" and to consider future directions. Staff/faculty feedback directed to the committee proved stimulating and was appreciated.

It was recommended that King Edward Day - 1987 should benefit from early and on-going planning. The nucleus for next year's committee (Robert Caldwell, Donna Barreca and Bob Gauthier) will pilot initial organization. Every effort to include representatives from a variety of campus groups will be made.

R.F.C.



You are invited.....

RECEIVED MAY 13 1982

to POSTHOUSE



ONCE UPON A POSTMARK  
VANCOUVER'S LEGACY  
OF LETTERS

Canada Post's new exhibit centre in downtown Vancouver

- \* award winning philatelic display
- \* audio-visuals
- \* scales models
- \* films

NOW SHOWING ---

"ONCE UPON A POSTMARK ..... VANCOUVER'S LEGACY OF LETTERS"

Once Upon a Postmark provides a unique look at Vancouver's past;  
a look at the people and events that have created one of Canada's  
greatest cities.

POSTHOUSE is located at 1010 Howe Street (corner Nelson and Howe)

Monday to Friday 10:00 - 4:00

Tours provided in French on request

FREE ADMISSION

For further information or to arrange a tour call 662-1349



CULTURAL FESTIVAL AT KEC

Vancouver Community College, King Edward Campus is participating in the Centennial salute to Vancouver by presenting a CULTURAL FESTIVAL, honouring the historic cultural richness and variety of the ethnic groups who have settled in and around the Mount Pleasant community.

Date : Wednesday, June 25th, 1986  
Time : 12:00 noon to 10:00 p.m.  
Place : VCC, King Edward Campus  
1155 East Broadway  
Vancouver, B.C.

We want to provide entertainment, displays, demonstrations, and food from a variety of cultures represented by our students and the ethnic groups within Mount Pleasant.

---

VOLUNTEERS ARE NEEDED for a number of activities. Faculty, staff and students, fill in your name, phone number and the activity you are interested in.

---

To: Alice Wong, Howard Turpin or Terry Smith

From: \_\_\_\_\_ Phone: \_\_\_\_\_

I would like to help with:

Advertising	<input type="checkbox"/>	
Facilities and Decorations	<input type="checkbox"/>	
Entertainment, Planning	<input type="checkbox"/>	
Performing	<input type="checkbox"/>	Details: _____

---

Cultural Foods, Planning	<input type="checkbox"/>	
Cooking	<input type="checkbox"/>	Details: _____

---

Arts and Crafts, Planning	<input type="checkbox"/>	
Exhibiting	<input type="checkbox"/>	Details: _____

---

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### SUMMER LIBRARY HOURS

Responding to the expressed wishes of the KEC Management Committee as indicated at the meeting of Monday, May 5th, the library hours will be as follows:

PRESENT - JUNE 27th:	Monday - Thursday	8:30 a.m. - 8:30 p.m.
	Friday	8:30 a.m. - 4:30 p.m.
JUNE 30th - AUGUST 29th:	Monday & Tuesday	9:00 a.m. - 5:00 p.m.
	Wednesday & Thursday	9:00 a.m. - 8:30 p.m.
	Friday	9:00 a.m. - 4:30 p.m.

B.A.

### NEW BOOKS IN THE LIBRARY

The guide to Vancouver's Chinese restaurants  
Sketching techniques  
Lemon-Aid new car guide 1985.  
A guide to the Queen Charlotte Islands  
Time for a change: a woman's guide to non-traditional occupations  
Film Canadiana 1983-1984  
Apple II user's guide (1985 ed.)  
Iacocca: an autobiography  
Medicine for mountaineering  
Apple software for pennies  
Compendium of Pharmaceuticals and Specialties (1986 ed.)

S.J.

### K.E.C. DRAGONS PLAY AGAIN

We lost last night but won our 1st game. Next game is on TUESDAY MAY 20TH at 6:30 p.m. -

The place ----- Gordon Park S.E. diamond  
The challenge ----- ½ Pint Canadians from Riley Park  
The cheering section-- You, if you can make it.

S.B.

### INSTRUCTOR, SUPPORT STAFF AND ADMINISTRATOR EXCHANGE

Colleges and institutes in British Columbia, particularly in the Lower Mainland, have indicated interest in the exchange of administrators, faculty and staff.

If you are interested in spending time at another VCC campus or at another college or institute in British Columbia, please inform R.N. Gauthier without delay, stating your preferences.

This would be an excellent way of both demonstrating what we do well at KEC and of learning new approaches to style and content presented elsewhere. Although this is a great approach to renewal, we cannot guarantee that the right exchange will be made, but we will do our best to accommodate you.

R.F.C.



### PROJECT LITERACY

In an unprecedented national collaboration, the Public Broadcasting Service (PBS) and the ABC Television Network have launched a joint public service campaign to address illiteracy - Project Literacy US. The campaign includes two phases: (1) an outreach to mobilize community resources, and (2) on-air programming to raise awareness of adult illiteracy in the US and Canada.

Beginning this September, PBS, ABC and their local affiliates KOMO and KCTS will follow with awareness-raising programming throughout the 1986-87 broadcast season. KCTSeattle/9, Public Television, being committed to its audience in BC, invited the KEC Dean of Instruction to participate in a meeting on April 29 to formulate a task force to address the issue of adult illiteracy in BC. R. Gauthier attended on the Dean's behalf. Joining Mr. Gauthier in a second meeting on May 13 were C. Onstad, Acting Department Head, Basic Education Department and D. McGee, ESL Beginners Coordinator. The task force has been invited to hold future meetings at the KEC campus.

R.N Gauthier will report on the task force meetings.

R.F.C.

### TRANSLATIONS FROM THE PORTUGUESE

Eloah Giacomelli, of KEC's English As A Second Language Half-Time Department, took personal leave last year in order to translate two books written by the Brazilian author, Moacyr Scliar, from Portuguese into English. The books, The Carnival of the Animals and The One-Man Army, were given rave reviews by Douglas Day, who, in the New York Times Book Review of 1986 May 04 stated his gratitude to Eloah Giacomelli for translating the books. Miss Giacomelli also has books in the teaching of English as a second language to her credit.

R.F.C.

---

### CAN YOU RELATE TO THIS??

---

#### **Get out of that**

SIR—In your review of a biography of Sir Maurice Oldfield



(March 22nd), you misquote an "old Russian saying", missing the best of it.

The tale goes like this: A bird freezing on a cold day suddenly finds himself covered by the droppings of a passing cow. Feeling warm he thrusts his head up and starts singing happily. He is heard by a cat who pulls him out and kills him. The triple moral of this story is: if someone covers you with shit, he is not necessarily your enemy; if someone pulls you out of it, he is not necessarily your friend; and if you are up to your neck in shit, don't sing about it.

Qu llan,  
France

EDGAR KNOBLOCH

Anon.





# INNOVATION ABSTRACTS

VOL. VIII  
NO. 14

Published by the National Institute for Staff and Organizational Development  
With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

## HOW TO ENCOURAGE DESPAIRING STUDENTS AND PREVENT THEM FROM DISAPPEARING

Often students drop classes unnecessarily. They don't know that, though, and quit working when they could have succeeded. They sometimes drop despite their instructors' efforts to encourage them to keep working and stay in class. Often, instructors just don't know what to say to motivate these students and watch helplessly as they struggle, flounder, drift into despair and give up. However, the principles of expectancy value theory may be useful in talking effectively with discouraged students.

### Expectancy Value Theory

The basic premise of the expectancy value theory is: The more confidence one has that an action will produce a desired result, the more likely one is to complete the action.

Notice the links in the chain:

1. People expect that their *actions* will produce *results*.
2. They expect that the *results* will produce *rewards*.
3. They expect that the *rewards* will be *valuable*.

Expectancy value theory directly implies that college students will stay in a course and work hard when they believe that staying and working hard will produce rewards that they value. As long as they have positive expectations, they will persist despite all the common troubles students have—working with difficult material, making low grades, and having personal problems. If, however, they become convinced that their work is going to produce nothing rewarding and valuable to them, they will quit. Note that the key to student persistence is not what really will happen in the future but what students *expect will happen*.

### How to Use Expectancy Value Theory

*Expect that Work Leads to Results*—Many students truly believe that they are too dumb to succeed, and their first attempts to study often convince them further. If the work is difficult, if there's a lot of it, if time is short, and if learning comes slowly, then students often conclude they can't learn at all. Conversely, sometimes the best students set very high standards for themselves, then conclude they cannot get the grade, and become discouraged.

Sometimes an instructor merely needs to point out that more time on task will improve performance—and demonstrating same will give the student incentive to continue. For example, many students taking College Algebra and Calculus need to put in 15 hours or more of study a week; many underestimate "learning time." As well, they often will learn things one day, forget them the next day, and need to review. They should be told that this cycle is quite normal and that they must devote more time to reviewing previously learned material. An instructor needs to say, "I know it's difficult, it could take x-amount of time, but I believe you can succeed if you take my suggestion."

Students often use ineffective study techniques; assuming that this is likely, instructors should describe techniques that work. For example, in our Anatomy and Physiology course (taken by students in such programs as Dental Hygiene, Nursing, and Respiratory Therapy) both conceptual understanding and an extraordinary amount of memorization are required. Many students accustomed to making A's and B's in courses with a lighter memory load continue to study anatomy and physiology the same way. They read, they underline, and they reread. They often cram the material into long study periods. The consequences of their study methods are short memories and confusion of the new terms. Then, they despair over the results of their exams. An instructor can demonstrate the use of effective memory techniques—e.g., using the keyword method of memorizing; distributing study sessions over many shorter sessions; studying a few concepts at a time; building larger sets gradually; and testing themselves frequently. It is encouraging to hear about methods that promise to produce good results.





**Beware of the Trap**—Sometimes, however, instructors look at their students in trouble and get too easily convinced that these students are going to fail. The discouraged students discourage their instructors.

The key to encouraging them is to determine whether in fact they can succeed given their level of preparation and the time remaining in the course. If you conclude they can succeed, then vividly recall those who have made it in the past, look these present students in the eye, and tell them soberly and confidently that they can make it. When you know yourself that it's true, you can often help students believe it.

**Expect that Results Produce Rewards**—Another serious problem is students believing that they can learn the material but that they won't be rewarded with things of value to them. This problem relates to the second principle of expectancy value theory.

Good grades are very important rewards to most students. If they believe their instructor won't reward honest accomplishment with good grades, they are likely to quit trying. Often they believe that the tests are unfair and that the teacher's grading standards are too severe. Some instructors in our Nursing Department conduct an item analysis on each test, identifying poor test items and eliminating them from the grading. They share what they are doing with their students, and students are encouraged that the testing/grading system is fair.

Students want their work and the course content to have some value after the course is over. Far too often, instructors just teach the subject and don't relate it to financial, social, intellectual, personal, altruistic, legal, and other situations outside the classroom. Students are encouraged to hear: "At this point in time, this bit of information will allow you to . . ."

Share knowledge and skills to come later in the course. Expectancy value theory holds that people are future-oriented. It is important that students expect the coming weeks to contain interesting, valuable material. You can do this by giving "previews of coming attractions," describing forthcoming topics in an interesting way, writing your syllabus of assignments so that the wording promises rewarding information. When certain material seems both dull and useless in itself, acknowledge its dullness and the amount of time and effort it will take to learn it. Then explain *why* it is important to spend that time and effort.

**Expect that the Rewards are Valuable**—Finally, it's not called expectancy value theory for nothing. Until now I've been assuming that people value all the rewards they get from learning. But they don't always. When people value something, they consider it important, attractive, significant, and desirable. When people don't value something, they think it is trivial, unrelated to their deeper desires, and generally unimportant.

Have students identify the rewards they will value in the future; then have them identify the knowledge that will produce these rewards—both serious and fun. As well, connect the course material to your own values. Too often, we instructors look out at a sea of bored faces and teach the same material year after year. We gradually become convinced that the material is not valuable or interesting, and our belief shows in our tone of voice and body language.

**Encourage Students Before It's Too Late**—Teachers should employ preventive medicine. Boosting students' beliefs that hard work leads to academic success and helps them attain the things they value does pay off. Don't wait until students are in academic trouble to provide that boost!

Dan Hodges  
Coordinator of Testing

Abstracted and edited with permission from *Focus*, No. 13, Winter 1985.

For further information, contact the author at Lane Community College, Testing Office, 4000 East 30th Avenue, Eugene, Oregon 97405.

Suanne D. Roueche, Editor  
May 2, 1986, Vol. VIII, No. 14


INNOVATION ABSTRACTS is a publication of the National Institute for Staff and Organizational Development, EDB 348, The University of Texas at Austin, Austin, Texas 78712, (512) 471-7545. Subscriptions are available to nonconsortium members for \$35 per year. Funding in part by the W. K. Kellogg Foundation and Sid W. Richardson Foundation. Issued weekly when classes are in session during fall and spring terms and monthly during the summer.

© The University of Texas at Austin, 1986  
Further duplication is permitted only by MEMBER institutions for their own personnel.

R.F.C.

ISSN 0199-106X



Policy No.: 2.2.1.1  
Issue Date: 1980 September 15  
Amendment: 1986 April 28  
Source: KEC Management Committee  
Title: KEC - REFUND OF TUITION FEES  
Concerning: Students, Faculty/Staff and  
Administrators  
Principal  
Approval: 

POLICY:

- A.1 Students who withdraw from a program or a course or courses will be entitled to a percentage of the paid tuition fee if they withdraw prior to an established date. The amount of refund will be in accordance with the established schedule.
- A.2 Students who have registered and paid their tuition fees in advance, will receive a full refund less 10% (minimum \$5.00 to a maximum of \$20.00) registration fee if they withdraw prior to the first day of class.
- A.3 A refund of 75% will be issued to a student who withdraws before five (5) instructional days (one week) have elapsed.
- A.4 A refund of 50% will be issued to a student who withdraws between the sixth (6th) and fifteenth (15th) instructional day.
- A.5 No refund will be issued after the 15th instructional day (three weeks) of the term or course.
- A.6 Requests for exemption from the above policy will be addressed to, and considered by, the Dean of Administrative and Student Services.
- A.7 Where a tuition fee has been paid by an agency, the refund will be paid directly to that agency.

PROCEDURES:

- B.1 Students who wish to withdraw, and who are entitled to refunds, will produce their fee receipts and complete the withdrawal forms at the admission counter.
- B.2 If the refunds are for three hundred dollars (\$300.00) or less, the cashier will process refund cheques within two weeks. If fees were paid by cheque, the refund cheque will be processed one month after the date on which the cheque was presented for payment of fees.
- B.3 If the amount of refund is in excess of three hundred dollars (\$300.00), copies of the documents will be sent to the Vancouver Community College Accounting Department in Central Administration which will issue the appropriate cheque and mail it to the student.
- B.4 A refund schedule, compiled by the cashier, and approved by the Dean of Administrative and Student Services, will be posted in the cashier's area.



## INSTITUTIONAL EVALUATION AND SELF-STUDY

### 1. Open Forum

As was promised by Mr. Pankratz at the Open Forum on April 28, because of the delay in the printing of the interim report, there will be a second Open Forum on King Edward Campus in the Auditorium at 15:00 hours on Tuesday, 1986 May 20.

Faculty, staff and students are invited and encouraged both to attend and to participate.

### 2. "Round Table" Workshops

The locations, dates, times and foci of the workshops are as follows:

Topic: Assessing Quality of Services  
Date: Thursday, May 22, 1986  
Time: 12:30  
Place: Langara, Room L001 (Library Basement)

Topic: Our Interaction with the Community  
Date: Monday, May 26, 1986  
Time: 15:00  
Place: K.E.C., 5th Floor, Board Room

Topic: Organizing & Managing for the Future  
Date: Wednesday, May 28, 1986  
Time: 14:00  
Place: V.V.I., Room 2400

You are invited to be involved in any/all the workshops in which your interests lie.

Written input is still sought by H. Rerup, Principal of the VVI and Chairman of the Institutional Evaluation Steering Committee.

R.F.C.



*"The students have been noticing that you're brown-bagging it!"*



K.E.C. FACULTY/STAFF ACTIVITIES

Glen Johnston	Attend Chrysler training course.	April 25
George Weigel	EFI course - Chrysler of Canada.	May 01-02
Barbara Gerber	Give workshop on Beginners Techniques in Grammar.	May 07
Margaret Nelson	Computer practice. (Various days between)	May 12-28
Dennis O'Neill	Visit Honda and Toyota to update information on new products.	May 12-13
	Attend Chrysler training seminar on electronic fuel injection.	May 14-15
Sandi McIntosh -Kocaba	Revise Intensive Reading exams and materials; compile answer key.	May 14-21
James McNab	Research, develop and refine new course materials for career planning.	May 15
H.E. Pankratz	ABE Science Articulation.	May 15-16
John Kostoff	Prepare for course, "An Introduction To Teaching in the Computer Room".	May 16
Kirk Costello	Studies in Oriental Languages: follow-up reading and practice in preparation for future courses.	May 20-28
Starr Owen	Readings in counselling.	May 21-27
M.J. Mackenzie	World Congress on Educ. and Tech. (BC Place).	May 22-25
Marian Sylvester	Homemaking LTCA Articulation Meeting (Kelowna).	May 22-23
Barbara Ash	World Congress on Education and Technology.	May 22
Roger Gibbard	World Congress on Education and Technology.	May 22
Margaret Nelson	World Congress on Education and Technology.	May 22
L.A. Booker	World Congress on Education and Technology.	May 23
Ingrid Kolsteren	World Congress on Education and Technology.	May 23
Eleanor Casey	National Conference on Sign Language Communication Instruction (Edmonton).	May 22-25
Tom Petersen	Complete final draft on MA Thesis, UBC.	May 22-30
Barbara Little	Reading and consultation in Social Studies.	May 27-30
Evelyn Buriak	Attend ACCC Conference.	May 26-27



K.E.C. FACULTY/STAFF ACTIVITIES (continued)

Bruce Watson	Attend ACCC Conference and man booth.	May 26-29
R.F. Cunningham	TRAC Administrators' Advisory Committee Meeting (Cariboo College).	May 27-28
M.J. Mackenzie	ABE Science Articulation.	May 29

M.R.

FROM THE BOOKSTORE - SALE! SALE!

Summer is quickly approaching. A wide selection of heavier clothing has now been reduced by 20%. Lots of sizes are available.

NOTE: Staff/faculty discount of 10% still applies. Please make sure bookstore clerks and manager know you are staff so you get your discount.

Poster Sale -

Clearance of posters - 50% off. Regular \$2.50 now clearing at \$1.25. Decorate your classroom at bargain prices!

NEW, UNIQUE CARDS -

See our beautiful new blank greeting cards. Original photographs from around British Columbia taken by Ted Hougham. Cards are \$2.50 and .25% on each sale will be donated to the Student Bursary Fund.

REMINDER - MAY HOURS IN THE BOOKSTORE

Monday	-	8:30 - 6:00 p.m.
Tuesday	-	8:30 - 8:00 p.m.
Wednesday	-	8:30 - 8:00 p.m.
Thursday	-	8:30 - 8:00 p.m.
Friday	-	8:30 - 4:00 p.m.

K.K.

HOUSING REGISTRY

At last, we have come up with a housing registry within the campus which covers the perimeter of Mount Pleasant.

If you are looking for an apartment close to the school, a room, a basement suite, shared accommodation, etc., drop by at the Information Centre and check our listing. Likewise, owners will be pleased to have their accommodations advertised.

We are happy to add this to our list of services within and to the community.

V.M.



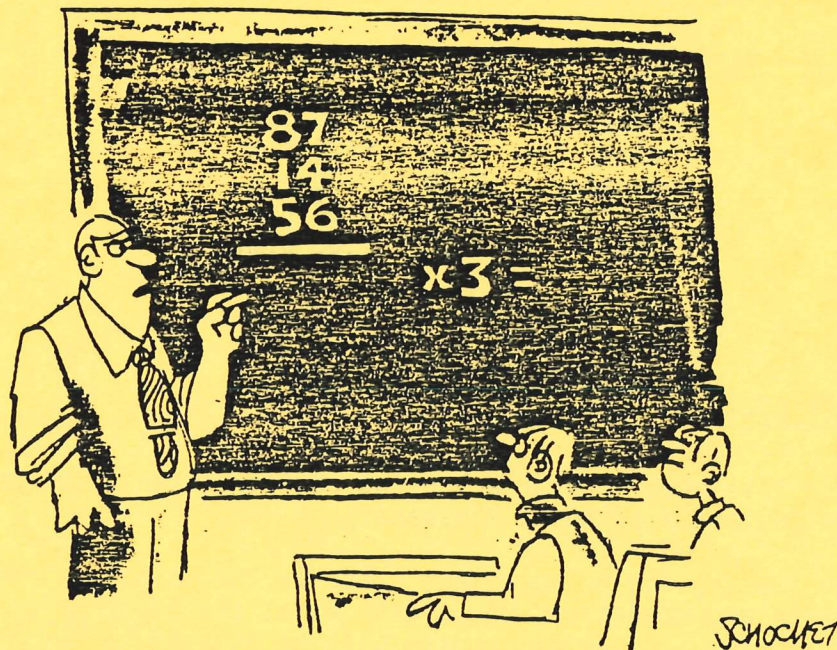
OF INTEREST -----

In December the ESL Division sent copies of several KEC ESL Publications to Mr. and Mrs. Neufeld of the Mennonite Central Committee who are teaching English to Indochinese Refugees destined for settlement in Canada. Mr. and Mrs. Neufeld are based on the Phanat Nikom camp in Chonburi, Thailand. Several of their students have turned up in ESL-Vocational classes at KEC. The following is an excerpt from a letter recently received from the Neufeld's:

"We want to express our thanks and appreciation to you and your colleagues at King Edward campus for sending the English language texts. The books arrived in good condition in late March and we apologize for not writing sooner. The books are helpful for our refugee staff in developing their own English capacity and in teaching other refugees.

Recently the Thai government has announced the closure of three refugee camps, the refugees from two of these camps are in the process of being moved to Phanat Nikhom, 600 arrive every two days. This will increase the population at our camp from 10,000 to 16,000 during the last two weeks of April. Many of these are Vietnamese refugees, and while we have not yet been able to determine their needs in terms of English language, we do expect that more English instruction will be required."

A.N.



*"Now if Johnny has 87 cents, finds 14 cents, then mugs a drunk for 56 cents, and bets it all at 3-1 on a horse. . . ."*