

July
7
1988

KING EDWARD TIMES

Vol. XVI, No. 14
July 7, 1988

RECEIVED JUN 8 1988

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

CORRECTION CORRECTION CORRECTION CORRECTION CORRECTION

NEW PAYROLL SYSTEM:

With the advent of the new Payroll System, time-lines have changed resulting in a shorter period of processing time for the Central Payroll Department. To help them and ourselves to see that employees are paid promptly, please observe the following guide-lines:

- 1) All timesheets for faculty and staff must be submitted WEEKLY by 10:00 a.m. THURSDAY morning. When there is a Statutory Holiday in a pay period the cut-off time is 10:00 a.m. WEDNESDAY.
- 2) All new employees should be joined a.s.a.p. Do not hold onto the joining forms until cut-off times. Forward to Personnel as soon as completed.

Your co-operation can help the transition to the new system as painless as possible.

CORRECTION CORRECTION CORRECTION CORRECTION CORRECTION

Dorothy Moutter

ON VACATION:

Jean Cockell will be on vacation from July 6 to August 26 inclusive.

Milton Hwang (Local 572) and Kie Tio (Local 577) will be handling faculty advising and any routine matters.

HUMANITIES DEPARTMENT FACULTY ADVISOR:

My vacation commences July 1 although I will be on campus for faculty advising every Monday, from 11:00 a.m. to 2:00 p.m., during the month of July.

Ron Fussell will be available for faculty advising every Monday, from 11:00 a.m. to 2:00 p.m. during the month of August.

During July and August, routine Humanities Department matters can be referred to Joan Burnett, excepting for the period of July 18 to August 12 when Joan will be on vacation. During that time, please refer any problems to Dr. Groves or the new ABE Division Chairman.

Sonja Alton



King Edward Campus

PAM OWENS IS LEAVING KEC

Our Pam will be leaving us on Friday, July 15th, to begin a new job with B.C. Hydro. Our loss, their gain.

Eight years ago, Pam came to work for VCC/King Edward Campus in the Administration Department - and now, the KEC Administration Department is hoping you will come out and join us in the cafeteria on Thursday, July 14th at 4:30 p.m. to say goodbye to a good friend. Refreshments will be provided.

THE DOCTOR WILL BE AWAY!:

Dr. Graham Burns will be away beginning July 11, 1988 and returning back on campus August 8, 1988. The Nurse, Pauline Keaburn, will be available and as well, Dr. Hogg may be reached at Langara.

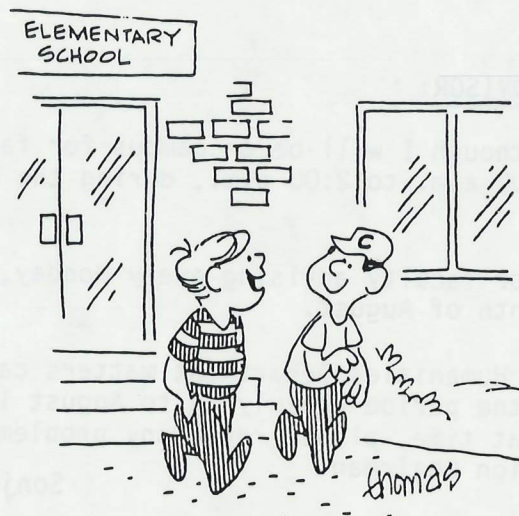
Dr. Graham Burns

MY THANKS TO ALL OF YOU!:

Thanks to all of you who made my 10 months at Vancouver Community College an enjoyable and interesting experience. Your support and enthusiasm made my endeavours very worthwhile and I regret leaving the College. I will miss your friendly faces and helpfulness. You are a great bunch of people!

For those of you who don't know, I resigned as the Human Resource Development Coordinator, effective June 30. I have accepted a new position as Director of Education Services, Lions' Gate Hospital.

Jean Blake



"Now that it's over for the year, I'm getting a real urge to study."

By Evelyn Elizabeth Libbert Jorgenson

The need for staff development in adult basic education

In all adult education programs, particularly those that rely on voluntary attendance, certain general principles of facilitation should be understood. Traditionally, the role of staff development in Adult Basic Education was to help educators understand the differences between teaching children and helping adults learn. Most educators working in the field of Adult Basic Education are trained as elementary and/or secondary education teachers. Without staff development, the principles and techniques they would most likely use in the Adult Basic Education classroom are the ones they learned in their training as educators of children. For many instructors, the concept of individualized instruction is a new one. To assist in the understanding of this process, teachers should spend time observing an individualized classroom in order to fully understand how a teacher deals with a group of students whose educational levels and abilities vary so tremendously.

Evelyn Elizabeth Libbert Jorgenson is a Missouri Adult Basic Education CAI Trainer in association with Moberly Area Junior College in Moberly, Missouri. The author wishes to acknowledge Dr. Michael Galbraith for his assistance.

Brookfield (1986) points out several principles of facilitation that have important implications for adult educators. The fact that adults are generally voluntary participants is one significant principle that cannot be underestimated. If the ABE instructor is not familiar with appropriate techniques for adults and is using techniques designed for the education of children, that instructor may soon find an empty classroom. Adults will simply choose not to attend. Other important principles include the need for respect among all participants, the need for collaborative efforts in learning and designing learning activities, and the need to nurture self-direction in learners. ABE students, in particular, need encouragement to become self-directed. Elementary and secondary educators rarely expect their students to be self-directed; more often than not, these educators expect the students to perform the tasks as assigned. Staff development has traditionally been used to help potential ABE educators become aware of these important principles and to become effective facilitators.

Staff development is needed not only to acquaint ABE facilitators to the process of working with adults but to other challenges that now confront the field. The major challenges include the

changes in the 1988 GED test, the introduction of computer technology to ABE programs, and the growth in the enrollment of adult functional illiterates.

The New GED Test

Few ABE instructors will be prepared to meet the challenges of the new GED test without additional training. There are changes in every section of the test, but the change that is causing the most concern for instructors, as well as students, is the addition of the writing sample. For the first time, students taking the GED test will be required to write a detailed response to an assigned topic. Staff development will be needed to help ABE instructors acquire the methods and techniques necessary to adequately teach the writing process. Some states have already begun requiring in-service training to help ABE instructors meet this new challenge. In several states, teachers have received training in this area as part of the ABE teacher certification programs. Staff development will also be necessary in the area of holistic scoring techniques. Instructors will need to thoroughly understand the concept of holistic scoring in order to assess the writings of their students in a manner consistent with the assessments that will be used on the GED test.

Another change on the GED test that will require staff development is the addition of questions demanding problem-solving abilities and higher level thinking skills. ABE instructors must be equipped with the techniques and methods necessary to help students develop their abilities to reason logically, draw conclusions, and make inferences. Instructors should be encouraged and shown how to design group activities where the students will be actively involved in the discussing and analyzing of issues. The ability to form opinions and to support those opinions with clear relevant arguments will be important for students preparing to take the GED test.

A summary of the 1988 version of the GED test, prepared by the GED Testing Service of the American Council on Education (1985), indicates that the test

Lifelong learning: An omnibus of practice and research, Vol. 11, No. 7, 1988.

will demand more highly developed levels of critical thinking and problem solving, will reflect modern changes that have affected individuals and society as a whole, and will measure skills in contextual settings relevant to adult life. ABE instructors will need to do more than teach simply the five "subjects" of math, science, social studies, English, and reading. Emphasis must be put on using the skills within contexts related to daily adult life. If an adult student, for example, is taught to subtract decimals only as an isolated mathematical skill unrelated to how decimals are used in daily life, that student will not only continue to have difficulty dealing with his check register, but now, he will also have more difficulty dealing with the GED test. ABE instructors must be aware of the many ways that "subjects" can be taught through the use of materials related to the world of work, consumerism, citizenship, and other adult roles.

Concern about the need for ABE instructors to become aware of the dramatic changes in the 1988 version of the GED and to adjust their teaching accordingly has already sparked the interests of publishing companies. Not only are the companies busy preparing new texts, as one might expect, but many are also offering to help meet staff development needs, either by offering workshops or videotape series designed specifically as training packages for the 1988-1998 GED tests.

Computer Technology

Beyond the increasing need for staff development because of the changes in the GED tests, there is also an increasing need due to the introduction of computer technology to ABE. Though elementary and secondary schools have benefited from computer assisted instruction (CAI) for many years, ABE has, in most cases, only recently become actively involved in exploring the potentials of computers and other new technology. Several factors contribute to this: there has been, and to a lesser degree, continues to be, a scarcity of appropriate software; adult educators have been resistant to using computers; funding to obtain software and hardware has been insufficient; and institutions hosting ABE programs have often

been reluctant to share their computers. Nevertheless, despite these obstacles, an increasing number of ABE programs across the country are beginning to use computers.

The extent to which computer assisted instruction is being used in ABE is unclear, but there are many indications that the use of computers is growing. Through the efforts of the Adult Literacy and Technology Project, a national literacy and technology conference was held in June, 1987, a group of regional technology consultants has been formed, and dissemination of information related to adults, literacy, and technology has greatly increased. Other projects throughout the country are also contributing greatly to the improvement of the ABE educator's understanding of computer technology. Educators, as well as students, are realizing that, like it or not, computers are here to stay, and can no longer be avoided. Computers are becoming a part of every facet of our lives, including our education.

However, realizing that computers are here to stay, and being prepared to deal with them are different issues. Adult basic education students realize that not only do basic computer skills sometimes serve as a prerequisite to employment, but many details of their lives, for example, utility bills, prescriptions, and children's report cards are computer generated. ABE students generally want to learn about computers; they want to understand the computerized forms and bills they receive, but they are often fearful of those machines that appear so complicated. This is where the efforts of a well trained, confident instructor will be crucial.

Staff development and training should be used to provide ABE instructors with the technical knowledge needed, as well as an understanding of the merits and possible problems of using computers in an ABE setting. Computers can provide management as well as instructional benefits for educators. Continuing staff development will be necessary since rapid changes in computer technology continues. New technology, such as interactive videodisks, voice synthesizers, etc. are sure to be part of the future in adult education. The ease at which ABE students accept computer technology is

often a reflection of the instructor's comfort with computer assisted instruction.

One reality we must also face is that software is rarely designed with the ABE student in mind. Educators who are sensitive to the needs of ABE students must be willing to use, analyze, and critique new software. Improvements in software will not be made unless ABE instructors are actively involved in providing feedback to the software producers; and ABE instructors will not be able to do this, unless they receive continuing support in the form of staff development and training related to the use of computers.

"The Case for Computers" (Weinstock, 1985) notes that educators are historically resistant to adopting new techniques, and that professionals need training to be able to work with computers effectively, to feel comfortable using them, to evaluate and select software, and to integrate computers into their instructional program. Specific suggestions for staff development related to computers can be found in *Computers in Adult Education: A Planning Guidebook* (Merrimack Education Center Adult Education Computer Application Project, N.D.).

Increasing Enrollment

Another factor contributing to the increasing need for staff development in ABE is the growth in enrollments of functional illiterates. Thanks to the efforts of Project Literacy U.S., national and state literacy hotlines, and the collaborative efforts of many educational, business, and community organizations, more functional illiterate adult students are being reached than ever before. With an estimated 27 million functional illiterates in the U.S., there is much work to be done (Adult Performance Level Project, 1977).

The implications for staff development are obvious. The composition of a "typical" ABE classroom changes drastically as the range in students' levels widens to encompass more functional illiterates. ABE instructors are challenged to work with students whose approximate grade levels within a single group may range from 1 to 12. To expect ABE instructors to provide mean-

ingful, individualized instruction to such a diverse group is to expect a great deal. In many cases, tutors or aides are used to work one-on-one with the lowest level students, but even if that help is available to the instructor, there still remains the challenge of supervising the tutor and monitoring the students' progress.

Staff development should be used in these situations to help adult educators deal with the changing profile of the ABE classroom. New classroom management techniques may be needed in order to accomplish the instructional goals for the changing ABE class. Individualized instruction for ABE students can be very time consuming for the instructors. Individualized instruction for the functional illiterate student can be even more time consuming. Methods and techniques to meet this challenge can be acquired through quality staff development.

Conclusion

Evidence that there is growing interest in and a recognizable need for staff development in ABE can be seen in the fact that AAACE has recently formed a new program unit titled the National Adult Basic Education Staff Development Consortium. The unit's goal is to foster improvements in ABE teacher performance and to disseminate research and practical applications. As ABE continues to be a force in the nationwide effort to improve literacy, as the use of computers increases, and as the students preparing for the GED continue to need a stronger set of skills and abilities, staff development needs for Adult Basic Education instructors will increase. Quality staff development geared through instructors' needs will not only benefit the programs directly through improved instruction, but could also potentially benefit the programs by reducing the high turn-over rate for ABE instructors. Providing staff development exhibits an interest, a caring attitude on the part of the organization and encourages a strong relationship between all staff members involved (Division of Adult Education, U.S. Department of Education, 1986).

The instructors, the students, and the ABE programs can benefit from quality staff development. At this critical time, when so many changes are affecting ABE programs, the need for staff development is even more important than ever. AAACE

REFERENCES

- Adult Performance Level Project. (1977). *Adult performance level study: Final report*. Austin, Texas: University of Texas.
- Brookfield, S. (1986). *Understanding and facilitating adult learning*. San Francisco, California: Jossey-Bass Publishers.
- Division of Adult Education. (1986). *History and practice of ABE staff development*. Washington, D. C.: U. S. Department of Education.
- General Educational Development Testing Service. (1985). *The 1988 tests of general educational development: A preview*. Washington, D.C.: The American Council on Education.
- Merrimack Education Center Adult Education Computer Applications Project. (N.D.). *Computers in adult education: A planning guidebook*. West Springfield, MA: Massachusetts Department of Education.
- Weinstock, R. (1985). The case for computers. In H. McGraw, Jr. (Pres.), *Business Council for Effective Literacy Newsletter*. 1(4), 4-5.

Patricia Groves

Below are descriptions of places in B.C. (e.g. Former Queen = Victoria)

1. Fishy appendage
2. 2000 lb monarch
3. Pursue
4. Sea drops
5. Between faith and charity
6. Horse drawn buggy
7. Century home
8. Big utensils
9. Massachusettes tavern
10. Open pasture
11. Path
12. Blockade
13. Coloured stone
14. Noisy dog town
15. Costello's chevy and...
16. Transparent fluid
17. Cool hit
18. Money river
19. Mineral stream
20. Tough limb
21. Devil's entrance
22. Bill's pond
23. Ice cream bar
24. Chocolate dessert bar
25. Set fire to water
26. Overcook a honey-maker
27. Shelter for a covered truck
28. Gritty saliva
29. Feline's cove
30. Aware cove
31. Attack a large animal
32. Premier's foot
33. Dicken's character
34. Admiral of the fleet
35. Cat's rug
36. Balcony
37. Soup stream
38. Rugged harbour
39. Ringer's cove
40. Unfriendly veil fabric
41. Aching last digit
42. Coloured H O
43. Automotive shaft circles
44. Stretched shores
45. Koyal twin boys
46. " " "
47. Kootenay fortress
48. Leaving cove
49. This fort will rust
50. A lot of talking here
51. All that glitters is not...
52. Quality returns
53. A sense of purpose
54. Radioactive hot water
55. 2000 lb shield
56. Left side of a cantaloupe
57. Female at forge
58. Bob's financial institute
59. Fuzzy joint

YOUR ANSWERS (Ours Next Week)

- | | | |
|---------------|-----|-----|
| 1. Salmon Arm | 21. | 41. |
| 2. | 22. | 42. |
| 3. | 23. | 43. |
| 4. | 24. | 44. |
| 5. | 25. | 45. |
| 6. | 26. | 46. |
| 7. | 27. | 47. |
| 8. | 28. | 48. |
| 9. | 29. | 49. |
| 10. | 30. | 50. |
| 11. | 31. | 51. |
| 12. | 32. | 52. |
| 13. | 33. | 53. |
| 14. | 34. | 54. |
| 15. | 35. | 55. |
| 16. | 36. | 56. |
| 17. | 37. | 57. |
| 18. | 38. | 58. |
| 19. | 39. | 59. |
| 20. | 40. | |

ON VACATION:

I will be on holiday July 5 - August 26. Judy Hughes (Office 2136, Local 476) will be **covering** my desk during my absence.

Cathy Tolsma

ON VACATION:

Barbara Gray-Richards will be on holiday and P.D. Leave from July 11 through August 22. During this period, matters pertaining to the College Preparatory English Department can be referred to Dale Dorn (Local 447) or to Heather Yarbrough (Local 586). Heather will be on holiday from July 25 through August 5.

Barbara Gray-Richards

None other than Mr. Advertising himself, Bob Carrier taking away \$1,000.00 after last week's draw on June 30th. Bob's lucky number was drawn by none other than PR & Advertising's own Eleanor Wilmot. The number was 184.

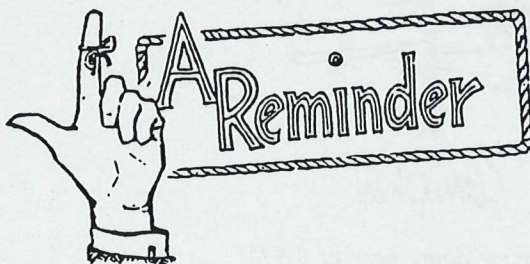
This Friday's draw will be held in the Medical Offices at V.V.I. Tickets are only \$5.00 a week. Contact the Foundation at local 329 if you wish to join the Lottery.

ON VACATION:

Alice Wong will be on vacation from July 4 to August 3rd. For matters concerning Cantonese Small Business programs, please refer to Andre Au (local 453).

For matters concerning Computer programs in Cantonese, please refer to Jonathan Tsang (local 453).

Alice Wong



JUST A REMINDER

When using the staff/faculty or student cafeteria please remember to take your dirty dishes from the table to the racks provided.

If DOMCU has to hire extra staff to do this for you prices will have to be increased.

Please pass the reminder to your students.

Shirley Girvan

POSITION OPENINGS:

V.C.C./K.E.C. requires a Coordinator II (Department of Sign Language Studies). Closing date for applications is July 11, 1988.

V.C.C./K.E.C. requires a Coordinator (Small Business - Cantonese and E.S.P.). Closing date for applications is July 11, 1988.

V.C.C./Langara requires a Library Assistant III (Circulation/Reserves Services). Closing date for applications is July 15, 1988.

V.C.C./Langara requires a Word Processor Operator (Langara Library) and available to start August 1, 1988. Closing date for applications is July 15, 1988.

V.C.C./Langara requires a Term Library Assistant I. Closing date for applications is July 15, 1988.

V.C.C./International Education requires a Director, International Education, Hong Kong. Closing date for applications is July 18, 1988.

Capilano College requires a Director of Personnel Services and a Head Librarian. Closing date for applications is July 22, 1988.

Lawrence Fast



"If wisdom comes with age, what are we doing here at 8½?"