

VOCATIONAL INSTITUTE FEB 18 1986

WV Insider

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GEARING UP FOR EXPO 86

Do you have out of town friends or family coming to Expo?? Do they need a house to rent?? Are any of us going out of town during Expo?? Would we be willing to rent our houses to these visitors??

Maybe we could pool our information for mutual benefit!
I'd be willing to coordinate interested parties if this thing flies.

Peter Hopkinson, KEC, Local 567.

FROM DPC PARKING

The Downtown Parking Corporation has written us a letter regarding parking rates during Expo, and notes the following:

"There's been so much erroneous and adverse publicity surrounding projected parking rates for Expo that we want to assure you that we're not anticipating any large increases.

D.P.C. rates, as you may or may not know, are established by Council based on our recommendations to the parking engineer. Because we haven't had a rate increase since April of 1983, and are facing increased costs for taxes, security, labour, etc., we anticipate that there may be some minor adjustments at some locations, but nothing to worry about.

Our philosophy - and that of our major competitors - is that we plan on being in business long after Expo is gone. During the Expo crunch we will want to protect our regular clientele so that together we can grow in the post Expo period.

There's no doubt that parking will be very tight this coming summer and we ask your indulgence in helping us help our lot managers and attendants. They are the ones in the trenches who will be assaulted by anxious strangers and probably blamed for parking deficiencies. Through it all they'll be trying to protect the interests of you, their regular customers.

Please rest assured that we'll do our best to accommodate you at the most reasonable cost we can afford.

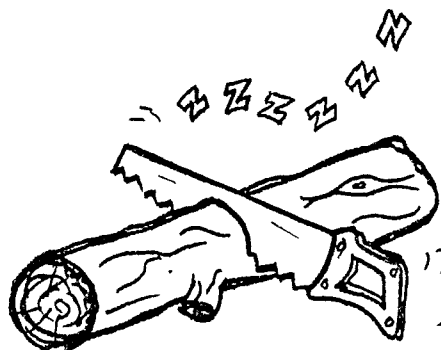
E.A. Keate

President & Managing Director



QUOTE OF THE WEEK

People who snore always fall asleep first!



MEASLES

Recently it has come to my attention that there have been two cases of probable Red Measles at VVI and blood test verification of the disease will not be available for two weeks.

With this in mind, the staff at the Vancouver Health Department, and the VVI Health Services Department, feel it would be prudent for anyone under the age of twenty-eight to review their immunization records to verify that they have been properly immunized against Red Measles with live vaccine.

If there is any doubt about this, such individuals should check with their family physicians or discuss the situation with the nurse, Pat Smith, or myself.

Graham Burns, M.D.
Health Services

OOPS

A mistake was made in the publishing of the Train the Trainer scheduling last week. Please note that the Course 1519, Evaluation of Learning, which was shown as running from July 30 to July 4 should actually read as running from June 30 to July 4. The course isn't really a year long, it is only 4 days - Monday, June 30th, (Tuesday, July 1st is a holiday), and Wednesday, July 2nd to Friday, July 4th.

WK

FIRE DRILLS

Fire drills for the VVI campus are to be held quarterly, and fire plans are designed and fire drills are executed as a means of proper evacuation from a building so that everyone's safety is assured. Safety for one another is something we should all be concerned about.

Over the past month, new FIRE SAFETY PLANS for the VVI campus were distributed. Please make sure that you are familiar with the contents of these plans as everyone at the VVI is involved with them in some way.

To make sure that everyone is familiar with evacuation routes, report stations and other matters relating to the evacuation of the building, there will be a controlled drill sometime in late February. (You will be advised of the drill ahead of time). Make sure that you know what it is you are to do when you hear an alarm. Also make sure that all students know what is expected from them.

People exiting from the building must do so in a manner that will assist in keeping stairways and exit doors clear, and once outside the building everyone must move past the sidewalk to be clear of falling glass should there be any.

GBC

LOST AND FOUND

Please ensure that any articles found within your area are immediately forwarded to the security guard's office. We have had several problems recently where the security guard has been asked for items that have been lost and has had to answer that they had not been found. Much to his embarrassment the "lost items" found their way to his office from another department about a week later. For any clarification on the process of forwarding lost and found items, please refer to Policy and Procedure 1.4.4.3.

RGS

WELCOME

A warm VVI welcome to Bonnie Craig who has been appointed to the position of Coordinator I for the Dental Hygiene Program. Bonnie hails from UBC with several years teaching experience in Dental Hygiene. The start date for this two year program is September of this year.

MJB

THE CASE OF THE MISSING DISHES

We have a problem with wayward dishes wandering away from the cafeteria! The biggest problem is that employees appear to be aiding and abetting this exodus. Please be reminded that dishes are not to be removed from the cafeteria area and that the Security Guards are assigned to monitor the situation. It is especially difficult for the Guards to control dish absconding by students though when it is apparent that employees pay no attention to the rules. A case in point - last week a Guard challenged an instructor who was wandering off with a tray full of dishes and was pointedly ignored - and this was in full view of a cafeteria full of students.

One inventive and adaptive department has solved this problem for themselves in an ingenious way . . . they take their own plates to the cafeteria, have their meal put onto their own dishes and proceed from there to where ever they like!

RGS



"What's the slop du jour?"



TESTING: IN PRAISE OF AMBIGUITY

In April of 1972, I began my battle with ambiguity. Hired fresh out of graduate school, I walked into an amphitheater which contained 200 students and launched into an exposition of the essence of anthropology. Teaching, I thought, was the clear, methodical, unambiguous delivery of ideas, learning was the assimilation of ideas.

I perceived the burden of clarity to be on the teacher. Students, I assumed, were like sponges—dry, empty, their very cells eager and prepared to slurp up the moisture of knowledge. I stayed up every night writing and rewriting lecture notes. Each day I followed the same format: present the principles, give examples, show relationships with other principles. The students were eager; this was a time when interest in anthropology and the social sciences in general was high.

Halfway through the semester, students asked when they were going to be given their mid-term exam. I had forgotten about exams, but quickly wrote 20 essay questions which asked them to integrate various elements of the course. "Compare and contrast alliance theory and descent theory. Give examples." "Describe and critique five theories which explain the universal occurrence of a concept of incest in human societies." "What are the possible evolutionary relationships between *Australopithecus robustus* in South Africa and *Homo habilis* in East Africa?"

I had a graduate assistant to whom I entrusted the results of two hours of frantic scribbling. He called early Sunday morning, voice bleary with lack of sleep. "I can't grade these things!" he finally blurted out. "Didn't I give you a copy of the text?" I asked, with the pitilessness of an 18th-century encyclopedist who assumes all knowledge can be contained within the covers of a book. He brought the pile of papers that morning, relinquishing them with a gesture of distaste and relief. He also gave me the pages and pages of criteria he had developed to grade the exams.

I came out of my own grading session greatly humbled. What was I looking for in the answers? How did I weigh these various criteria? That night I slept restlessly. I dreamed of a vast map criss-crossed with roads, over which a beacon of light danced. I awoke from the dream in great excitement. The map was knowledge; the light was teaching; my function was to illuminate specific roads and cities. I had been too broad, too ambiguous, casting light over huge regions, entire nations. I called my graduate assistant the next morning and told him I had resolved the problem. I was going to develop less ambiguous questions, be more precise in pinpointing the exact unit of information required for a correct response. He said he had just changed his major to computer science.

Ten years later, I had reduced ambiguity by at least a factor of 10. I prepared study guides, like maps over my dream landscape; I developed an enormous bank of questions (true-false, multiple choice, and identification), keyed to the study guides, which could be graded by computer. I knew that this type of testing did not tap all the functions of learning but perceived it to be primarily useful in introductory classes in which the main goal was learning the names, dates, and concepts of a discipline. To give students practice in writing and creative, analytical thinking, I developed the film essay (described in Vol VI, No 26 of *Innovation Abstracts*).

And then something happened to change my thinking about the "objective" tests I had developed. Over the years I was constantly refining my questions. Recognizing that many questions might still be ambiguous, I always allowed a discussion period after the exams had been graded. If students gave a reasonable explanation of why they had given a "wrong" response, I gave them credit for it and used their input to refine my questions. Finally, it dawned on me that the most valuable aspect of my "objective" tests was the opportunity—provided by ambiguous questions—for students to exercise their analytic and imaginative skills in confronting and organizing knowledge. I then began to work directly toward planned ambiguity.

. rules for planned ambiguity follow next issue.

