

Knowledge Nuggets Issue



This bulletin is devoted to the Knowledge Nuggets shared by college staff working in Employment Ontario sponsored programs. This includes Academic Upgrading/Literacy and Basic Skills, Employment Services and Apprenticeship.

Knowledge Nuggets are tips, techniques or ideas that work and are easily shared with others. I invite you to read the many Knowledge Nuggets shared by your college colleagues. You may find a new idea that will benefit your students, apprentices and clients.

As a "thank you" for submitting a Knowledge Nugget, each person will receive a \$5 Tim's gift card. In addition, four staff will receive a complimentary registration fee for the annual conference of the College Sector Committee for Adult Upgrading. This year's conference will be held at St. Lawrence College, Kingston on May 30, 31 and June 1st. Winners must pay their own travel expenses. Congratulations to our winners for their Knowledge Nuggets:

- Western Region: Kevin Hewitt, Niagara
- Central Region: Nasim Naji & Zafar Khan, Centennial
- Northern Region: Linda Ryan, Sault
- Eastern Region: Beth Bellaire, Fleming

Congratulations also to Paul MacLean, St. Lawrence College. Paul submitted the first Knowledge Nugget! Thank you, Paul. Here it is:

St. Lawrence **PAUL MACLEAN - MATH/SCIENCE TEACHER, COLLEGE PREPARATORY PROGRAM:**

Our program develops a monthly newsletter that keeps our student body informed. The newsletter performs the task of uniting/including our student body with the activities and events of post secondary students and our community. The newsletter is developed monthly from staff and student input. Consisting of school and community calendars, Coordinator Corner and interesting tidbits of recipes, travel, trivia and websites.



Algonquin ANNE DAVIS - ACADEMIC UPGRADING COORDINATOR/PROFESSOR: In the fall of 2010, four Employment Ontario agencies co-located in Smiths Falls. *Ortrac Employment Services (ES)*, *New Directions (TIOW)*, the *Adult Learning and Training Centre (community-based LBS)*, and *Algonquin College Smiths Falls Centre (AU/LBS)* are now housed together in Smiths Falls. The four agencies offer the full spectrum of ES and AU/LBS programs and initiatives to clients in an area hit hard by the economic downturn in Eastern Ontario. This unique clustering of programs and services offers a one-stop service venue for individuals looking to get back into the workforce and has been very well received. Clients can be referred easily from one program to another and, therefore, they are served more efficiently and effectively. Staff members from all four agencies have benefitted from common training opportunities and have been able to forge deeper connections so that we are able to speak knowledgably about each other's offerings. It's a model that is working well!

DOUG HALL - MANAGER, ALGONQUIN ACCESS PROGRAM & EXPERIENCED WORKER CENTRE: Algonquin College partners with the Construction Sector Council and the Aboriginal Apprenticeship Board of Ontario to expand and enhance opportunities for Aboriginal workers. We recently hosted a meeting of the Construction Sector Council in partnership with the Aboriginal Apprenticeship Board of Ontario. This full day session was focused on creating models and action plans to link Aboriginal people with Apprenticeship opportunities through training at Algonquin College and finally onto employment in the construction industry.

We have also partnered with the City of Ottawa to provide immediate validation of requests for funding through the Second Career Initiative. Local assessors have set up operations at the college to process applications. Potential students meet with our consultants who advise them of available programs, guide them through the preparation of required information and documents, and then refer them to the assessors for validation. This significantly reduces the wait time for a client to learn of their eligibility for funding. Algonquin's Experienced Worker Centre consultants provide personal assistance to around 150 clients per month, including contacts ranging from a 15 minute phone call, to a 3 hour session learning about the client's needs, experiences, and challenges. In each case, they provide guidance through all aspects of applying for programs and funding, getting registered, and finally starting their new program. They also follow up with students to capture the experience and success of the student.

By partnering with the assessors to expedite funding approval, the college has increased its value add to this important target group.

Cambrian JANINA PETRENAS - PROFESSOR, MATH & SCIENCES: My Knowledge Nugget is knowing where my students are if they aren't attending. When I notice that a student is upset, I'll talk to them and encourage them to talk to our academic adviser (if needed). If I don't see them in class the next day, I will call them. If I don't get a response, then I will email. In another case, a student may seem discouraged about their performance on a test. If they don't show up the next day, I will call them and encourage them not to give up. This year at Cambrian, the professors are contacting students that have not called in and have a very poor attendance record. We are still working to make this a more streamlined process.

ACADEMIC UPGRADING TEAM: The Academic Upgrading Program at Cambrian College will be posting student success stories. We have a glassed in display case located on the wall outside of our upgrading office to showcase our students. We will be posting pictures of successful students with a brief summary written by each student that answers the following questions:

1. Why did you choose to upgrade?
2. How did it help you to succeed?
3. Where are you now?
4. Words of advice for future upgrading students

Canadore **BARB GLASS - COORDINATOR, ACADEMIC UPGRADING & PRE-APPRENTICESHIP PROGRAMS:** As part of our ACE Communications course, students are given the opportunity to "shadow" their postsecondary program of choice. This is part of a significant Career Report assignment that they are required to complete. The program shadowing allows students to audit 5 to 8 hours of postsecondary classes and also to interview one or more faculty and students in the program. Over the years this has proven to be an incredibly valuable experience for ACE students in order to re-affirm their postsecondary program choice, and it has also allowed postsecondary faculty to become more aware of the ACE program in the college.

Centennial **PAULA ANDERTON - EDUCATIONAL ASSISTANT, CENTRE FOR STUDENTS WITH DISABILITIES:** "What else can we do for apprentices with disabilities?" Centennial College has a new tutoring program for apprentices with disabilities. I work at the Centre for Students with Disabilities (CSD) at the Ashtonbee campus, the home of our transportation apprentices, who are studying to become technicians for everything from airplanes to backhoes. At any given time, the Ashtonbee campus CSD has over one hundred apprentices coming through our office for counselling and assessments, assistive technology and learning strategy training. Specialized tutoring seemed like a good addition to our services.

The old tutoring model was reactive—scrambling to find help for an apprentice who needed it yesterday. We knew we could do better. The chair, coordinators and faculty in Transportation are on the same page as the CSD—"what else can we do?"—and they went out of their way to help me figure that out. The programs in Transportation are complex, with different schedules and requirements. One size does not fit all, I quickly realized. Our tutoring service would require a roster of faculty and peer tutors who could cover a wide variety of curricula and timetables on short notice. We needed tutors that were a good fit for the students, and training for peer tutors. The program would be useless if it was too little, too late.

We're well on our way. After three months, we have about a dozen faculty tutors, and two peer tutors who run study groups. Eleven CSD apprentices have signed up for one-on-one tutoring, with even more apprentices joining the study groups. Our tutors are faculty, graduates and top students, so there's a range of options for every apprentice. They can get connected through the CSD, a faculty recommendation, or their own initiative. We're working on new ideas for core skills workshops, tutor training, and maybe even videos. We're getting fast and flexible!

ZAFAR KHAN - PROFESSOR, ACADEMIC UPGRADING PROGRAM: The students in my ACE Math and ACE Chemistry classes write journals after each formative and summative evaluation. These journals are answers to self reflective questions that I provide. Some examples are:

- ◆ *How are you going to modify your study techniques to "ace" the ACE Chemistry midterm?*
- ◆ *Three things about Math that you would share with your family are...*
- ◆ *How do you feel about your progress in this course? What will you do if your mark is <70% after the midterm?*
- ◆ *Did the help sessions (group or one-on-one) outside class hours help you prepare for this test and boost your confidence?*

The students are given time in class to reflect, really appreciate the process, and the feedback is always positive!

NASIM NAJI - PROFESSOR, LITERACY AND BASIC SKILLS PROGRAM: As a pre-apprenticeship program, we offer Math and English upgrading to automotive students. One very popular assignment in Math class allows students to compare prices of different cars, choose their favourite, then budget and plan to purchase it accordingly.

For example, we source pricing on the web for comparisons. Students were asked to calculate the payments based on different down payments and rates and they were supposed to decide if financing is a better option than leasing or not. The same activity is used in a computer class, where students create a PIE Chart to get an understanding of the remaining balance and the total amount paid and they practice budgeting.

Centennial continued... **GAIL DERRINGTON - MANAGER, EMPLOYMENT TRAINING CENTRE:** The **Employment Training Centre** is the one-stop area that assists students throughout the Second Career process. We have a team of expert, friendly and knowledgeable Advisors who meet with each applicant one-on-one to discuss their transition into the college environment. We offer a workshop called "**Second Career 101**" to all the new students just prior to first semester. This workshop complements (and leads-up) to the regular Student Orientation that all new students should attend. We are aware of the barriers that students may face returning to school, having been out of school for quite some time. It can be a real academic challenge for many of our Second Career learners. We want them to know that they are like any student at the college. During the workshop, staff from the main service areas speaks to the group about services that might be of benefit. A Counsellor speaks about Study Skills to Succeed, ie. how to read a textbook, a Library Technician speaks about one-on-one tutoring services and an Employment Advisor from Employment Resources discusses job search and connecting with this area early on in the semester. We review the Second Career guidelines, we provide a "Welcome Kit", a lunch and an opportunity for the students to meet one another and feel a part of the college community.

We also bring in a current Second Career student to share in their experience in coming to Centennial and to give tips on what they found helped them during their studies. The new Second Career students seem to really enjoy this component. We have prizes throughout the workshop, to keep them engaged and interactive. Those who attended this workshop found it to be quite helpful and they felt better informed on what it means to be a student coming through Second Career.

To address the needs of the mature student, towards the end of each semester, we work with the Co-op and Employment Resources and offer an "**Over 50 Resume**" clinic. This targets the Second Career students; however, any student fitting the criteria is welcome to attend. It gives them the skills to position their resume and market their extensive background to an employer.

The Employment Training Centre continues to be an "entry point" for the Second Career student.

We often give referrals to other areas at the college to help them with their academic success.

Our Advisors have fostered a strong relationship with many of the students. We continue to assist them as best we can.

Conestoga **MARGARET HEARD - FACILITATOR, PREPARATORY SERVICES:** Invitations were sent to community partners in Guelph to attend the Conestoga College, School of Career and Academic Access Open House. The Open House is an opportunity to meet staff, learn about the free programs available and to network with other organizations and businesses in the Guelph area. More than 120 community partners were invited to attend and to learn why the School's motto is "It *is* possible".

TANJA GANCEVICH - CAREER DEVELOPMENT FACILITATOR: One of the more recent "knowledge nuggets" that Conestoga College has been working on is an internal/external newsletter on what the school of Career and Academic Access is about, who they serve, and what supports are available to the general public! This publication is now issued 3 - 4 times per year while also being posted on our college website as part of our marketing plan.

We also have our own Facebook page. You can find it by going to Facebook and entering the search string exactly as shown, including quote marks: "Career & Academic Access (Conestoga Career Centres & Academic Upgrading)".

Confederation **LESLIE MACGREGOR - CO-ORDINATOR, ACADEMIC UPGRADING & ACE:** Our Employment Services staff provide an overview of ES at each orientation session for the Academic Upgrading students. They also run a True Colours workshop for students during the orientation.

Durham **STEPHANIE ZIBERT - CASE MANAGER, EMPLOYMENT ONTARIO EMPLOYMENT SERVICES:** Through the process of *Taking Action*, representatives from AU/LBS, ES and Apprenticeship at Durham College have united to form the Skills/ Training Committee and through this several initiatives are underway. They include:

- ◆ Development of Skills/Training Committee created through *Taking Action* initiative ~ includes representation from LBS; EO Services; Apprenticeship and reports to Strategic Enrolment Management Committee to support and enhance student enrolment, student success and retention
- ◆ LBS working with Apprenticeship Faculty to utilize Essential Skills tools in creation of new upgrading documents and tools to ensure student success and retention
- ◆ Coordination of internal referral process between Admissions & Registration, EO Services and Recruitment to ensure potential students to the college are receiving information about programs and services available at Durham College - including post secondary programs, upgrading options, employment services both in the community as well as within the college for current students and graduates.

CHERYL HURST - COORDINATOR, ACADEMIC UPGRADING & LBS PROGRAMS: In response to post-secondary concerns regarding underprepared learners and Second Career students who have been away from the educational setting for many years, Durham College's Academic Upgrading program developed a 'Summer Warm-Up' course offering an opportunity for post-secondary bound students to refresh their math and science skills. New intakes were provided at the beginning of June, July, and August. Those individuals who participated have reported how this preparation truly allowed them to 'hit the ground running' as they adjusted to the post-secondary pace and academic expectations. We will be running this successful initiative again this summer.

Fanshawe **TRACEY MCINTYRE - ACADEMIC UPGRADING CONSULTANT:** At our registration, along with all of the paperwork that must be done, we encourage students to rethink how they speak to themselves – ban the negative self talk... be gentle with themselves as they chart new territory and speak to themselves the way they hope others would - i.e. encouraging and motivating, not derogatory and demeaning.

Fleming **BETH BELLAIRE - COORDINATOR AND FACULTY MEMBER, ACADEMIC UPGRADING: Nugget #1** Our AU program is a supporting partner in an Ontario-Works sponsored program called Learning Incentives for Employment (LIFE). For the last year and for 2011-2012, the LIFE program will be offered at various locations across the county of Northumberland, thereby overcoming the transportation barrier that faces many OW participants.

Each LIFE program runs two days a week for four weeks and covers such topics as career exploration, personality dimensions, emotional intelligence, job search and interviewing skills, and training opportunities. As one of several ES agencies, AU delivers a seminar on our program and college opportunities. We also deliver a workshop on resume writing.

Nugget #2 In our ACE Communications - College Preparation course, students who are continuing on to employment can choose to complete a job interview assignment. For this assignment, the student needs to find a job posting for a position that they feel they are qualified to apply for. We suggest they search the local Job Bank as well as the newspapers. The student prepares a resume and cover letter for this position. He/she also develops a list of potential interview questions and the corresponding answers in preparation for the interview. Once ready, we contact the Community Employment Resource Centre, a local ES program. A date is set with one of the CERC staff to hold a mock interview based upon the material developed by the student. The materials are sent to the CERC staff ahead of time, to simulate a real interview. Feedback is provided directly to the student as well as to the faculty.

Fleming (continued) **BETH BELLAIRE - COORDINATOR AND FACULTY MEMBER, ACADEMIC UPGRADING: Nugget #3**

Our AU program is a member of the Community Employment Resources partnership for Northumberland County (CERP – N). The CERP is a group of employment and training organizations committed to enhancing service to individuals, business, and the community as a whole. Members include Ontario Works, ES programs, other MTCU-funded trainers, and local Economic development officers.

One of the services provided by the CERP is an online database of job opportunities. It includes current job postings from all the member agencies, a local calendar of events (ie: career fairs, job search workshops, training programs). AU uses this calendar to advertise our Introductory Information Sessions and our Assessment dates. We can also refer our students seeking employment to this database.

Another service that the CERP has offered has been one-day workshops for frontline workers, providing the opportunity for networking and learning more about each others' services.

George Brown **JEFFREY PECK - PROFESSOR, ACADEMIC UPGRADING: The Dictionator:**

While teaching in academic upgrading with students in pre-apprenticeships, I've noticed many quickly forgetting word definitions from online or printed dictionaries since they may not use the particular word they defined for a long period of time. To combat this problem I designed an online dictionary application that saves the words people define, and provides them with the ability to test themselves on those words to improve their vocabulary in a contextual manner.

I also realized - especially relating to pre-apprenticeships - that traditional dictionaries do not allow you to add your own custom definitions when one does not exist for a particular word. This is a huge problem in subject areas such as science and the trades, where dictionaries lack many subject-specific terms. As a solution, I added the ability to save custom definitions to allow users to enhance their dictionary experience. The students can also test themselves on words with custom definitions.

The Dictionator is free and anyone is welcome to sign up to use it. Here is the link to a description of *The Dictionator* and directions on how to register and use it: [Personalized Dictionary](#)

Humber **ANGELA ADAMS & TERRY JOY - MATH PROFESSORS:** At Humber College, the AU/LBS program is in the final stages of completing a math course in electronic format – **MathHumber Series** - comprising 24 essential skills modules in arithmetic, algebra, trigonometry and geometry. Included are an initial placement test and multiple copies of sample tests and tests for each module. The electronic format is beneficial in the way we are able to remain valid to the 2011 student and beyond.

The ability to address the concerns of the modern student has been carefully taken into consideration, as well as the requirements of essential skills. We are able to make simple adjustments to the curriculum as needed, such as following changes in the Canadian currency rate. Students are able to demonstrate their achievements in real life and time, and hopefully feel a true sense of accomplishment that relates to the employment and educational world of today.

This material is presently being used in the AU/LBS math course at Humber in an individualized format. Students are assigned the modules in booklet form that are prerequisites for their academic or vocational goal. In addition, portions of the material have been tailored to and are being used in Apprenticeship math in a more traditional lock step approach.

If a program requires a math course, materials from the *MathHumber Series* can be selected, modified (where necessary) and prepared, e.g. modules printed and overheads created, in a timely fashion. We feel the need to be on the pulse of educational change to best serve our students.

Humber continued.. ELANA LEWIS - MANAGER, HUMBER COMMUNITY EMPLOYMENT SERVICES: Last year's introduction of Employment Services was exciting and challenging for Humber College with the start up of five new Community Employment Centres in Brampton and Toronto. To ensure that proper processes, procedures and documentation were developed and consistently used by staff, a *Staff Resource Guide* was prepared. The *Staff Resource Guide* includes information about all components of Employment Services, relevant forms and procedures, client service expectations and information about each of the new sites. Each staff member received a copy of the guide at an initial training session for all staff prior to the program launch on August 1st, 2010. The *Staff Resource Guide* is updated and enhanced as necessary.

La Cité collégiale NICOLE DUPUIS - PROGRAM HEAD, LBS/ACE: At La Cité collégiale, the Ontario Basic Skills program devotes a few hours of its weekly programming to workshops for its LBS/ACE learners, covering subjects such as study methods, the search for a career, the use of computers to complete application forms, and to guided tours of the different programs offered at the college.

The Ontario Basic Skills program at La Cité collégiale has also developed partnerships with different off-campus community organizations, as well as with other on-campus government-sponsored programs, notably with the program "*Compétences à carte*" by which the LBS/ACE learners can improve or increase the specific basic skills necessary to their employability or to preparing them to go back to school.

Lambton CHRISTINE BRUNTON - RESOURCE AND INFORMATION CONSULTANT, EMPLOYMENT & LEARNING CENTRE: At Lambton College, Employment Service staff participated in a joint advertising campaign with two other ES service providers (non-College) to demonstrate streamlined client services.

An Employment Services "Employer Breakfast" was held at three locations - Forest/Sarnia/Wallaceburg - yet another example of a unique partnership between ES service providers.

Loyalist JOHN O'ROURKE - DIRECTOR, SKILLS PROGRAMMING DEPARTMENT: At Loyalist College we are nearing the completion of the first Horticultural Technician Apprenticeship Level 1 class. A local demand was identified by independent employers and members of the Upper Canada Chapter of Landscape Ontario. Congratulations to all those involved who have made this a successful first offering! The Sustainable Skills, Technology and Life Science Centre raised the overhead doors this fall to a spacious and "state of the art" Automotive Shop complex. The new facilities are a welcomed improvement that has enabled our professors to enhance the excellent programs offered at Loyalist College.

Niagara KATHY UPPER - EMPLOYMENT CONSULTANT, EMPLOYMENT & TRAINING SOLUTIONS: Nugget #1: We now enjoy being housed with the Ontario Self Employment Benefit folks and are able to offer all the Employment service programs under one roof. We also have someone from College recruiting in our office to meet with clients who have questions about the college or the college application process.

Nugget #2: We offer weekly information sessions to inform clients of the suite of services available to them - Employment services, Second Career, Self Employment Benefit, and access to all the resource centre information. We provide clients with the paperwork and some research information so that they can complete their information in a non-rushed, shoes-off state of mind. Clients are then more prepared when they meet with us for their initial appointment and have a better understanding of the options open to them.

Niagara continued... **KEVIN HEWITT - MANAGER, APPRENTICESHIP AND TECHNICAL TRAINING:** At Niagara College, apprenticeship staff is preparing a new "Employer Kit" which is customizable and provides employers with information related to specific trades, Employment Services, Academic Upgrading and other resources as needed.

RAND CAMPBELL - TEACHER, ACADEMIC UPGRADING/LBS: I use a web based tool to support the students in my communications classes. It works well in a continuous intake model. The tool is called Quia and it allows me to customize and individualize exercises for students and is easy to use. Students are given a 15-20 minute orientation to the Quia website. Writing exercises can be done on their own time and easily reviewed by me. Quia was a particularly helpful tool when I taught the cook pre-apprenticeship students. Quia is inexpensive to use, costing just \$50 per teacher, per year for unlimited usage. To check out the website, go to quia.com.

Northern **BARB CHARBONNEAU - COORDINATOR, ACADEMIC UPGRADING:** **Nugget #1:** The Northern College Upgrading program, in partnership with other literacy agencies in the community, the Literacy Network Northeast, and the Far Northeast Training Board, have developed and are promoting through presentations to both employers and employees, a life, workplace, and community package entitled "The Power of Learning". This package includes an **Essential Skills Checklist** for both employers and employees, as well as information on how to develop the skills necessary to succeed in post-secondary and apprenticeship programs, obtain certificates and diplomas, find and keep employment, be an involved member of the community, make informed choices, and lead a healthier life.

Nugget #2: The Northern College Upgrading program has developed a mock interview session as part of the ACE communications demonstration activities. Prior to the interview, learners create a resume, cover letter, authentic references, and research interview techniques. This is then followed by a lifelike interview session with three faculty members present. The learner is assessed in four categories: first impressions, interview content, interview skills, and closing/follow-up. The learner is then provided with the scored rubric and consultation to discuss areas of praise and areas for improvement and is given an evaluation survey to provide their feedback of the mock interview process. All participating learners have indicated that the demonstration was very helpful, relevant, and important towards assisting them in their future career goals.

Sault **RIKE LANDRY - ACADEMIC UPGRADING OFFICER:** In September 2010, we created "start-up kits" for each learner who registered with us. The kit was composed of a 1 inch binder which housed their schedule, tracking sheets for each course taken, an orientation handbook, some loose leaf paper and a pencil and a pen. The learners were happy to receive this kit and I felt it was a real "welcome to our program" gesture.

LINDA RYAN - DIRECTOR, EMPLOYMENT SERVICES: Sault College Employment Solutions (Employment Services) has partnered with the Aboriginal Apprenticeship Centre which is housed at the college and delivered by Metis Nation of Ontario, to create win-win apprenticeships. The customers are referred for Employment Services by the Aboriginal Apprenticeship Centre and our staff work up the files and market the apprenticeship advantages using the bonuses, incentives, etc. By combining our resources, we have had six indentured Aboriginal apprentices who will be role models for others!

Seneca **KIM ADSHADE - EMPLOYMENT SERVICES ADVISOR:** **Nugget #1:** Currently, I am responsible for overseeing Second Career clients and maintaining their progress in the program. I print a copy of the curriculum for the program that they are attending and when grades are submitted each semester, I am able to quickly see if they are on track to graduate or falling behind.

Nugget #2: I have found several individuals who require academic upgrading after starting at the College because their English is not at College level (whether or not English is their first language). Clients would benefit immensely from doing any amount of academic upgrading that their time and finances allow (i.e. 9 hours or less when on EI)

Seneca continued ... prior to being accepted into the Second Career program. This process would assist clients in preparing for the College experience in respect to the reading, studying, and essay writing that is involved in a College program.

St. Clair **HOLLY DILORETO - FACULTY, ACADEMIC UPGRADING:** The Academic Upgrading area is developing its own Mission statement, which will be both language based and pictorial based. We are embarking on projects in LBS that will have students develop a mission statement in keeping with the mission statement for the entire area.

Sheridan **NANCY HARMER - MATH TEACHER/STUDENT ADVISOR:** At the STC campus, the AU/LBS program works alongside the Apprenticeship programs to offer classes to any Apprenticeship student who is struggling with their math. We help current Apprenticeship students who may need a little extra math help on the side in order to be successful. We also help students who have completed all of their Apprenticeship courses with the exception of their math. Students often need to make up a math course, or to write a supplementary math test in order to pass their level or to graduate. Those students come to the AU classes and we work with them one-on-one to strengthen their **mathematical abilities**. We have had a really high success rate and have many students 'pop' back in to tell us that they received the highest mark in their math class or that they have finally graduated.

St. Lawrence **CURTIS MCKAGUE - FACULTY, ARTS & SCIENCE AND COLLEGE PREP PROGRAMS:** I believe that many students have difficulty understanding and applying mathematical rules and concepts because most of their learning materials and much of our teaching is done in black and white (i.e., textbooks, chalkboards, whiteboards, and pencil and paper). My experience in working with math students of all abilities and ages, including students with various learning disabilities, has taught me that students learn better when they can clearly see the process of mathematics in multiple steps. I, therefore, use a very simple teaching procedure called "Color Math."

To use Color Math, I use several different colors of chalk or whiteboard markers when teaching a group of students, and I use many different coloured pens when working with students one-on-one. I use a different color to help identify the part of a mathematical problem with which we are working. By using a unique color, students are able to see what is happening mathematically from step to step when problem solving (even if they were not listening, they can still see it on the board or their paper!) You can use different coloured pens to clearly illustrate two or more mathematical operations in a single step; this helps the student keep track of each process, from line to line, as they work through a mathematical problem. These two examples clearly illustrate how Color Math can help visual learners:

Old-School Method (No colors and skipped steps)

$$= \frac{24 n^5 T^3 P^0}{8 n^4 T^8}$$

$$= \frac{3 n^5 n^4 P^0}{T^8 T^{-3}}$$

$$= \frac{3 n^9}{T^5}$$

Color Math Method

$$= \frac{24 n^5 T^3 P^0}{8 n^4 T^8}$$

$$= \frac{24 n^5 T^3 P^0}{8 n^4 T^8}$$
 Put in a unique color for each unique process of focus

$$= \frac{3 n^5 n^4 (1)}{T^8 T^{-3}}$$
 Combine and simplify like colors from line to line

$$= \frac{3 (1) n^{5+4}}{T^{8-3}}$$
 Explain mathematical rules verbally & reinforce visually

$$= \frac{3 n^9}{T^5}$$

$$= \frac{3 n^9}{T^5}$$

Although Color Math is a very simple concept, it is an amazingly powerful learning tool. I hope this tip helps your teaching and your learners' understanding of mathematics. Begin to show your true colors by employing Color Math!

St. Lawrence continued ... CATHY TEKAMP - PROFESSOR, COMMUNICATIONS: We recently got access to a data projector in our Academic Upgrading classroom, so I was demonstrating its applications to my class. We had been discussing work ethic, punctuality, and job expectations, and I showed a clip from the 1936 Charlie Chaplin movie, *Modern Times*, where Chaplin punches an old fashioned time clock, gets caught up in the machinery cogs, and is exploited by his boss. The interesting thing here is that my two ESL students laughed out loud at this silent movie, because the plot depended on slapstick action, not dialogue. This was both an inspiration to me, and a source of amusement and relaxation for them! It occurred to me to show the *I Love Lucy* segment where Lucy and Ethel work in a chocolate factory, and this clip produced the same effect: a funny and common experience for my ESL students! This nugget shows the value of silent movies and slapstick humour, which transcend our usual ESL efforts.

JEAN-JACQUES (JJ) ST. DENIS - OFFICE CLERK, CPP/COMPUTER INSTRUCTOR: We encourage our students to contact the coordinator of the Post-Secondary program that they wish to attend by phone or in person if possible. We also encourage them to become familiar with Student Services and the people they would be interacting with over the next 2-3 years. We also let them know that we are still here for them once they move on to Post-Secondary - whether it's an ear to listen, or to cheer the great work they are doing. After all, until that moment, we are the only staff and friendly faces they know. I have had a lot of past students stop in the office or stop me in the hallway for a quick chat or pick-me-upper.

MARY GELINAS - PROFESSOR AND CO-ORDINATOR, COLLEGE PREP PROGRAM: In her *Self-Management and Self-Direction (SM-SD) Workshop* series, our instructor Ruth MacIntyre has developed the "Student for a Day" project in which College Prep students sit in on post secondary classes. Many of our College Prep faculty also teach in post secondary, so having College Prep students sit in on a post secondary class with a familiar teacher is usually the first step. College Prep students are then encouraged to contact the coordinators of the post secondary programs in which they are interested and ask permission to sit in on core courses in that particular discipline. As part of this SM-SD project, students must report their experience to the rest of the class and provide Ruth with a written version of the report.

What's Next?

Network Knowledge is well underway. Four regional Strategy Sessions for college program managers were held the last week of March. TCU Regional Directors Sherree Mahood, Teresa Damaso and Robert Dupuis, and Regional Program Manager Dan Roveda participated in these strategy sessions. Discussion results will be reported in Bulletin #3.

Back by popular demand! Colleges are invited to organize their own college events for staff working in Employment Ontario sponsored programs. Watch for more details about the event at your college! If you have any questions, ideas or suggestions about Network Knowledge, please do not hesitate to contact me at beaclark@cogeco.ca. ~ **Bea Clark**

