

COLLEGE MATTERS

LBS CSC

Volume 3, Spring 1999

Newsletter of the Literacy and Basic Skills College Sector Committee

EDITOR'S MESSAGE

The focus of this newsletter is twofold: student comments from around the province expressing the impact which LBS programming has had on their lives, their plans for the future and their opportunities and an update on the progress in the development of materials and tools helpful to faculty involved in implementing learning outcomes.



(I'm not sure if they are called LOARCs because they are lurking in the background waiting for us to

call for help, because they are helping us lurch towards the full implementation of learning outcomes or because they are larks helping all of us to sing the same song!! In any case, make sure you take advantage of the expertise they are able to provide.) I also hope that as a result of this edition your college will actively participate in the college sector projects: What Counts as Evidence Part 2 (is there a similarity to Rocky parts 1 to 10?), the Cross Sectoral Demonstrations Project and the St Lawrence Model Development Project. (Welcome to life in the projects!!)

This will be the last edition of "College Matters" until September. Enjoy your vacation. Inspired by this annual focus on holidays, you will notice a movie theme running through this newsletter.
Lynne Wallace
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THE REVIEWS ARE IN

• Here is a sampling of what our most important critics, the students, are saying about College Literacy and Basic Skills programs around the province:

Excerpt from the Fleming College newsletter "Lakeshore Happenings"

The Academic Upgrading Program continues to prepare adults

to succeed in whatever future they choose. Over the past year, 40% of those leaving the program left for work, 31% went on to college programs, and 6% went on to other training. We are proud of these statistics. However, the true reward of working in this program is in the details - in seeing the changes we help to make in each individual's life.

Recently, one of our past students called to talk. Unfortunately, she had been through some tragic times: she had lost a mother-in-law and a daughter. But she was calling to say, "Thank you!"

As she related, " It was because of you and the LBS Program that I was able to write down my thoughts during these tragic times.

You gave me the confidence to stand up in front of my family and friends to speak about what my loved ones had meant to me. You helped me through these difficult days - thank you."

Calls like this remind us how vital our program is - and reaffirm our belief that our program really does make a difference.

Confederation College To me LBS was one of the most dramatic improvements in my life. Not only did it teach me important academic skills, but it taught me how to be more responsible. It also gave me higher self esteem and a reason to try to do my best. I must say thanks to all the teachers and the staff who saw my potential and gave me the opportunity to succeed. Sean Simmons

Confederation College I was injured on the job and was not able to return to my regular job. My time in LBS helped me gain confidence and ensure that my post secondary education would be a success. The support I received from the teachers and the Learning Centre staff has made this transition in my life quite pleasant. I am presently in the Instrumentation Technician Program, where in the past two years, I have received an award for having high marks for an adult student returning to school. I have been honoured with achieving Deans' List Award. Again to all my teachers, I would like to express my gratitude for all your help and support.

THE REVIEWS ARE IN (Continued)

Canadore College The entire staff of Canadore College LBS program has made the "trauma" of upgrading an experience more rewarding and positive than I could have expected. They have "gone above the call of duty" to ensure each student achieves his/her potential.
Susan Godfrey

Sault College As I walk through the doors of Sault College to a brand new day of learning, I am always full of questions.

Regardless of my queries, my confidence in everyone of you [Sault staff] never wavers. I know I will find the answers. With the answers you give and the patience you have, I am able to use the obstacles I overcome as stepping stones to achieve my goals.
EG

Sheridan College I can't believe all the doors that have opened for me since I've started college. I have been so influenced and energized by some wonderful, inspirational teachers that touched and affected me forever. I have gained so much confidence that I can take with me everywhere. I now feel the sky is the limit. I feel so privileged to have this opportunity to come to college and upgrade my skills. Outside of school I carry these tools with me. I am a single parent of three adolescent children attempting to open my own part-time business. I volunteer at Catholic Family Services of Peel/Dufferin in a Sistering Program. In addition, a new opportunity presented itself to me, and I was so excited to accept. I am now co-facilitating a group for women survivors of childhood abuse and trauma. This I feel is a result of the confidence and skills I've gained so far at Sheridan College. Thank you so much for planting so many seeds.
Ann Head

Northern College Samuel Alex Wegley did a lot of English in the LBS program. His long term goal is Drug and Alcohol Counselling. He has however accepted a position as an associate pastor at the First Baptist Church. He is also fully employed as a retail meat cutter and salesman and says, " The English, spoken and written, did it all for me."

George Brown College I'm one of those students who graduated from the level 2 English course. The learning process was based on the really good knowledge and experience of the college's teachers. I moved on to level 3 because my counsellor and teachers gave me access to a huge source of English knowledge. I'm appreciative to all of those who were very conscientious and tolerant of me.
Iarina Bouina

Fanshawe College In October, 1997, I returned to school to get a skill so I might again be gainfully employed and not be subject to, and rely on, the social safety net. Engineering Technology is my goal. I am now enrolled in the LBS program making good success and gaining in self confidence. In spite of obstacles, I am glad I entered the program. Has there been any frustration and discouragement? Yes. But I have a goal, friends to support me, people who really care, and I know I can, somehow, survive and am determined to reach my goal in spite of obstacles and past negativity.
Yugene Jenkins

ST LAWRENCE MODEL DEVELOPMENT PROJECT

This project will document the process used to move a college self-paced modularized literacy program to a learner focused, learner driven outcomes model. Using a team based approach a process model which can be used to replicate the move to a learning outcomes model will be developed along with a set of demonstrations. A particularly interesting aspect of this project is the recording of the in-process observations of the team members about what each individual is learning and how s/he is feeling about the realizations and conclusions s/he is reaching.

Documenting the process used, the feelings experienced, and knowledge gained will allow other college programs to transform to a learning outcomes model with the advantage of knowing the pitfalls experienced and the solutions identified at St Lawrence. The team is particularly anxious to talk to other college programs who have begun the transformation. (It sounds like the appropriate movie theme for this project is The Agony and the Ecstasy !)

For further information contact Arlene Cronin at (613) 544-5532 ext 1386.

LOARCS

In April all programs were asked by their LOARCS to respond to a questionnaire identifying most critical needs. The LOARCS have been very busy setting up schedules to meet with all staff requesting their assistance. You should contact your regional LOARC to confirm or arrange a visit. This is a limited engagement, and the services of the LOARCS will not be available after June 30.

This team will definitely be nominated in the best supporting role category this year!

ASSESSMENT TRAINING

This much anticipated OLC-coordinated production is coming soon to a city near you. In fact, the premier was April 16 in Thunder Bay. (I understand the presentation received rave reviews.) The training is divided into two days which are not consecutive. (Think of it as a television miniseries intended to whet your appetite and keep you coming back for more.) Material will be provided to participants prior to the training. Included in the package is an overview of approaches to assessment and the level descriptions which have been prepared for reading and writing. At the second session, the guidelines for developing demonstration activities will be distributed. These materials have been developed by practitioners, including representatives from the college sector, to be used as tools

along with the Matrix. (Consider them as subtitles which accompany the Matrix, not replacements for the Matrix.)

The first day's training will introduce staff to assessment concepts and the level descriptions. The second day will revisit the level descriptions focusing on the participants' experiences in using them and move on to the process for developing a demonstration activity.

For further information regarding the assessment training contact your LOARC, your regional network or consult the May edition of the OLC newsletter "Moving On".

CROSS SECTORAL DEMONSTRATIONS PROJECTS

Although there are 4 projects, College, School Board, Community-based and Laubach, a high level of co-ordination and communication between these projects and with the Native, Deaf and Francophone streams has been built in. There was an initial meeting of representatives of all these groups in March and another is planned for May 19.

College Sector

The college sector posted job descriptions for two researchers/writers for this project - one for communications and the other mathematics. They will work together with the representatives of the other sectoral demonstrations projects, the What Counts as Evidence staff and the St Lawrence Project team and build on the materials developed for the assessment training by the OLC.

Phase 1 of this project will be to research the needs of the college sector, determine what demonstrations are already developed, design demonstrations for use in the fall and identify colleges interested in using these demonstrations and providing feedback. Phase 2 will be using these demonstrations and collecting feedback on them. Phase 3 will be a final report. Already it is clear that although the sample demonstrations are important, it is essential to document the process of developing a demonstration. The names of the project staff will be announced as soon as the selections are confirmed.

School Board Sector

Tara Duncan-Smith has been hired as the lead for the school board sector. She began April 6 and is currently identifying the

issues and needs of the field with reference to all the component outcomes of the Communication Domain, Levels 3 and 4. She has met with the CESBA reference group to establish the priorities and direction of this project. Tara is located in Brantford and can be contacted at (519) 756-0764 or fax (519) 746-0764.

Laubach Literacy Sector

Robyn Cook-Ritchie, the Laubach lead, began work in February and has formally surveyed all Laubach programs. She has established the most common learner goals and will develop demonstrations based on these goals. Potential test sites have been identified. She has also developed a template of what the assessment piece accompanying a demonstration might contain. Laubach is addressing all the communication domains of Levels 1 to 3 and Levels 1 to 3 of Numeracy - Perform Basic Operations and Use Measurement. Robyn is located in Brantford and can be contacted at (519) 758-1664 or fax (519) 758-9394.

Community Literacy

Lindsay Kennedy is the lead for Community Literacy Ontario. Lindsay joined the project at the beginning of April. During the next ten months she will be working to develop model demonstrations for Levels 1 and 2 of the Communications Domain (Component Outcomes - Read with Understanding for Various purposes, Write Clearly to Express Ideas and Speak and Listen Effectively) and also for Self-Management and Self-Direction.

Lindsay is located in Arthur and can be contacted at (519) 848-3462 or fax (519) 848-9354.

WHAT COUNTS AS EVIDENCE



All college programs have received an interim report from the team working on this project. It contains the results of research conducted this winter across the province in the Mathematics and Personal Management domains. The team is proceeding to develop sample demonstrations for learners at LBS levels 4 and 5. All colleges will be contacted to determine if they are inter-

ested in using these demonstrations and/or providing feedback in the fall.

The team stress that the first step is to participate in the assessment training. The work of the Evidence project builds on the training provided particularly in day two. The team will be available to support participating colleges in the fall.

Dee Goforth-Coordinator - goforth@ican.net
Elise Sheridan-Mathematics - sheridan@georgian.net
Mary Jonik-Self-Management - jonik@vianet.on.ca



QUESTIONS AND ANSWERS

• TO DO LIST

• I'm sure everyone is overwhelmed with things to do, but here are a few reminders

1. Contact your regional LOARC to arrange a visit.
2. Find out the assessment training dates for your area and plan to attend.
3. Contact St Lawrence College if you have any documentation, questions or insights about the implementation of learning outcomes at your college
4. If you are interested in using the demonstrations being developed by any of the projects in the fall, contact the project leaders.
5. Contact AlphaPlus if you are interested in partnering to develop on line LBS curriculum

CONFIRM YOUR HOLIDAY DATES!!



1. Has there been any follow up activity to the " More Walls Than Doors" report?

This report provided an analysis of some of the dimensions of learner transitions and program articulation which practitioners in all regions of the province agree need to be addressed and identified several specific directions to be pursued.. The Metro Toronto Movement for Literacy has received NLS funding for a follow up study " Models of Integrated Community Service Planning".

The project will address four principal questions: What approaches will result in more effective, integrated planning, among literacy sectors and streams, and between literacy and other initiatives and programs? What supports are necessary for the development of effective community service planning? What practical steps will lead to effective involvement of both literacy and other programs in planning service delivery appropriate to learners' needs?

What are the characteristics of more effective relationships and processes?

For more information contact **Norm Rowen** at (416) 535-7258 or email nrowen@headwaters.com.

2. Is any progress being made in developing on-line LBS programming?

AlphaPlus has developed 80 hours of on-line activities in both English and French in 4 LBS levels of the communications domain. In Phase 2 of this project they are seeking to answer two questions: " At what stage of their learning can literacy students begin to be independent in an on line environment? What supports do they need to do so? " Students in seven sites across Canada are now working in the AlphaRoute environment. The report on the research will be available in late summer. Phase 3, due to begin in September, will focus on research in the Native and Deaf communities. Additional content for the site will be developed in partnership with LBS agencies. (Confederation College has already had some preliminary discussion with Alpha.) The AlphaRoute team is planning for a public learning environment to be on line by the year 2000. Alpha is very interested in partnering with programs interested in developing on line LBS curriculum. For a more complete description of this project or to discuss the possibilities of partnering contact **Jane Larimer** (416) 975-1351 ext 201 or jlalrimer@alphaplus.ca

CSC YEAR END MOVIE QUIZ

Circle the movie title which in your opinion best completes the following statements. If you answer A,B,or C to all the questions, don't worry you're in the majority!!!: If your answered D-you're working too hard!

1. When you are working on sample demonstrations, which title best describes your feelings

- A) Lost Horizon
- B) The Incredible Journey
- C) Mission Impossible
- D) As Good as It Gets

2. Acquiring computer skills has made you feel

- A) Vertigo
- B) Lost In Space (Cyber)
- C) Clueless
- D) Top Gun

3. Answering your voice mail each day makes you feel

- A) Dazed and Confused
- B) The Abyss
- C) The Never Ending Story
- D) It's a Wonderful Life

4. The summer vacation you'd most like to have

- A) On the Waterfront
- B) Place in the Sun
- C) Out to Sea
- D) Home Alone

5. The person whose help you need most right now

- A) The Godfather
- B) The Exorcist
- C) Mary Poppins
- D) Your Regional LOARC

