

Library Informer

Volume VIII No. 3 The College of the Bahamas March-April '95
A Bi-Monthly Newsletter



Library

Seating
Books,
Bags,
Noise !



Students:

We'd wish you to understand that the library has limited seating fewer than 220 seats to serve nearly 3,000 students. I don't know what this implies or means for each of you, however we do want you to understand that you are not to leave bags, books etc... on the tables or on the chairs while you are out attending class, visiting with friends outside the library or getting something to eat at the Cafeteria, McDonalds, Wendys or KFC. If you are not present, then that space you were using is available for any other person to use. Seating is basically on a first come first served basis. Once you leave your seat for any of the above reasons or other activities, the seat you had been occupying then becomes available for the next person looking for a place to sit and study.

Please note, if you leave your bags, books, etc... at a table or on chairs next to the table they will be placed in one of two locations under the display case next to security or outside the library on the walk way. The basic problems exist because there appears to be a large number of individuals attempting to occupy a seat for 4 to 6 hours each day of the week.

The Buzz Words then are, Share The Available Seating Space !

Second work Quietly ! We are constantly receiving complaints regarding the excess noise of talkers who are not studying, nor regarding their fellow students who desire a quiet place to do their work. Your Cooperation will be greatly appreciated !

Donations made to COB Library by

Dr. Peter Fried, Carleton University, Canada

1. Drug Use and Misuse. Stephen A. Maisto; M. Galezio; and G.J. Connors, Holt, Reinhart and Winston. 1991
2. Drugs in Modern Society. Charles R. Carroll. W.C. Brown 1989.
3. Drugs of Choice. Current Perspectives on Drug Use. Richard G. Schlaadt and Peter T. Shannon. Prentice Hall, 1986.
4. Drugs, Society, and Human Behavior. Oakley Ray and Charles Ksir, Mosby 1993.
5. Evaluating Psychological Information. Sharpening Your Critical Thinking Skills. James Bell. Allyn and Bacon, 1991.
6. Human Motivation. A Social Psychological Approach. Russell R. Green, Brook/Cole Publ., 1995.
7. Pregnancy and Life-Style Habits, Peter Fried, Stoddard, 1983.
8. Psychology, Robert E. Silverman, Prentice Hall, 1982.
9. Psychology: A Basic Course, David Krech et.al. Alfred Knopf, 1976.

Notable Dates in History and at COB. March and April

1st Ash Wednesday
17th St. Patrick's Day
19th First-recorded bank robbery 1831.
20th First day of Spring
27th First coast-to-coast color TV Broadcast
1955
30th C.O.B. Teaching Practice Symposium

April

COB Library Exhibition Main Post Office
Bldg.

1st April Fool's Day
2nd Daylight Saving Time Begins
4th Martin Luther King Assassinated
7th World Health Day
9th Palm Sunday
13th Last Day of Classes Spring Semester
COB.
14th Good Friday
15th First Day of Passover
16th Easter
17th Patriots Day
18th--28th Final Examinations Spring 1995
24th Pipeless Organ Invented by Laurens
Hammond 1934
25th Ella Fitzgerald, First Lady of Song, born
1918.

Library Orientation Scheduled Dates to Note !

March 14 5th meeting:
Deadline collection time for Assignment #4
Assignment #5 handed out.

March 21st 6th and final meeting.
Deadline collection for assignment #5.
End of Course !
Grades will be available from March 27th.

Library Staff Notes

Birthdays: Best Wishes to All !

April

5th Mrs. Sandra Donovan
14th Ms. Jane Roach
16th Mr. Jim Donovan

New Books Received: Cataloguing

Modern Caribbean Politics: edited by Anthony
Payne and Paul Sutton. Published by John
Hopkins University Press, Baltimore: 1993.
332p. F2183M63 1993

Women of the Caribbean: edited by Pat Ellis.
Published by Zed Books, London: 1986. 165p.
HQ1870'9 W65 1986

Radicalism and Social Change in Jamaica,
1960-1972: by Obika Gray. Published by
University of Tennessee Press Knoxville: 1990
289p. HN23029 R34 1990

Teaching Communication: Theory and Research
Methods: edited by John Daly...<et al>
Published by Lawrence Erlbaum Associates,
Hillsdale, N.J.: 1990 511p. P91. 3T43 1990

Counselling for College: by Eileen Matthay
Published by Peterson's Guides, Princeton, N.J.
1991 432p. LB1620. 5M38 1991

Methods in Social Science: by Andrew Sayer.
Published by Routledge, London: 1992 313p. H61
S29 1992.

Marketing in Travel and Tourism: by Victor
T.C. Middleton. Published by Butterworth
Heinemann, Oxford: 1988 308p. G155A M5 1988

The Media: by Beverly Skeggs. Published by
Nelson, Edinburgh: 1992 126p. P90 S53 1992.

Case Studies in Abnormal Psychology: by
Thomas F. Oltmanns. Published by John Wiley,
New York: 1986 355p. RC465 N425047 1986

A Practical Approach to Teaching Physical
Education: David L. Kizer, <et al> published by
Mouvement Publications, New York: 1984 291p
GV363 K59 1984

Book Review

Methods in Social Science: Demonstrates the
critical implications for Social Scientific
research raised by a realist philosophy of Social
Science. It bridges the traditional gap between
what philosophers and methodologists say about
Social Science and what students and

researchers actually do. Examples are drawn from the social sciences. This is an ideal interdisciplinary text for advanced students of social sciences in sociology, economics, politics, history, geography, and anthropology.

Counselling For College: In this guide the co-authors address such issues as:
 Understanding and evaluating post secondary school options;
 Motivating students to pursue a higher education;
 Planning Academically and financially for a college education;
 Dealing with the college selection process;
 Dealing with the college admission process;
 Counselling special publications.
 A very valuable guide for guidance counselors, counselors in training, and school administrators.

From the Reference Librarian

There have been several new titles received and placed on the Reference Shelves. The following is a partial listing of some of the new additions:

1. TP368.2 E62 Encyclopedia of Food Service and Technology 4 Vols. 1992.
2. F1406 C56 The Cambridge Ency. of Latin America and the Caribbean 2nd ed. 1992.
3. LC4007 E53 Concise Ency. of Special Education 1990
4. K5001 I52 The Oxford Handbook of Criminology 1994
5. G1021 O93 The Oxford Hammond Atlas of the World 1993
6. CT120 W56 Who's Who Among Black America 8th ed. 1994
7. N5610 O84 The Oxford History of Classical Art 1993
8. NA40 I48 International Dictionary of Architects and Architecture 2 Vols. 1993
9. QK7 M37 The Marshall Cavendish Illustrated Encyclopedia of Plants and Earth Sciences 10 Vols. 1988
10. E184 A1E58 Encyclopedia of Multiculturalism 6 Vols. 1993
11. P87.5 I5 International Encyclopedia of Communications 4 Vols. 1989
12. HF1416 T56 International Marketing Handbook 3rd. ed. 3 Vols. 1988
13. PN145 W74 The Writer's Handbook 1993
14. G133 E48 Encyclopedia of World Geography 24 Vols. 1994

Reference Librarian:

New Journals in the Periodical Collection:

1. Electronic Letters: An international publication of the Institution of Electrical Engineers. It is published bi-weekly.
2. Geology: Published monthly.
3. Journal of Research in Science Teaching: Published monthly it is the official journal of the National Association for Research in Science Teaching.
4. Science Education: Published bi-monthly, 6 issues per year.
5. Tourism Management: Published bi-monthly, 6 issues per year.

Media Software, Video



U.S. History:

Story of the American Civil War 1861-1865

Written and Directed by Peter Batty
Five Parts:

- Vol. 1. Divided Union, Forward to Sumter, The
- Vol. 2. Divided Union, Bloody Stalemate, The
- Vol. 3. Divided Union, High Tide Of The Confederacy
- Vol. 4. Divided Union, Total War
- Vol. 5. Divided Union, Conclusion at Appomattox

Teaching Across Disciplines

Interest Remains High Despite Concerns over Coverage

In K-12 education, a field considered susceptible to fads, interdisciplinary teaching is notable for having held the interest of educators overtime. (Interdisciplinary teaching has been around in various forms since the turn of the century 1900, in private schools before public or government. Its not a new concept, but is a very positive teaching methodology, utilized by the editor of the Informer when he was in the classroom.) After years of discussion and exploration, teachers remain attracted to the idea of integrating subject areas, for at least part of the school day, experts say. And many believe this interest is growing.

Interest in interdisciplinary teaching is "a wave that is gaining momentum in the United States, Canada, and Australia," says Robin Fogarty of IRI/Skylight Publishing, author of *The Mindful School: How to Integrate the Curricula*. "It's definitely a trend, not a fad."

When done well, interdisciplinary units enhance and enrich what students learn, experts say. For example, if students learn about the Revolutionary War while they also read a novel set during that period, (Paul Revere, Johnny Tremaine, George Washington, historical fiction Biographies are excellent. Then don't forget music, literature and poetry of the era.) they will learn more history and gain a better understanding from the novel.

Curriculum integration has taken root most firmly in the early grades, says Joan Grady, a senior program associate at the Mid-Continent Regional Educational Laboratory (McREL) in Aurora, Colo. "Many elementary teachers, in their self contained classrooms, perforce to do a certain amount of interdisciplinary teaching," Grady says. Teachers at middle schools where team teaching and block scheduling are common do " a fair amount" of it. At the secondary level, teachers are doing less across disciplines, but "there's interest out there," Grady asserts.

Over the past few years, the focus of debate has changed, says education consultant Heidi Hayes Jacobs, author of ASCD's *Interdisciplinary Curriculum: Design and Implementation*. Today, there is no longer as

much discussion among educators about whether to blend the disciplines, as about when and to what degree, and how best to do it. Jacobs says.

What accounts for the continuing appeal of interdisciplinary education? The widespread interest is fueled by a number of forces, Fogarty believes, including brain research on contextual learning; state and provincial mandates that promote interdisciplinary efforts; the middle school movement at the elementary level, which cuts across disciplines.

" Teachers are desperately looking for ways to engage kids," says Pat Wasley, a senior researcher with the coalition of Essential Schools at Brown University, and author of *Stirring the Chalk Dust: Tales of Teachers Changing Classroom Practice*. By breaking through discipline boundaries, teachers can make the curriculum more relevant and contemporary, she says, because they can embed knowledge and skills in real-life contexts, rather than teaching them from a dry textbook. Concepts from biology and social studies, for example, could be taught through a focus on bioengineering a topical focus that students would find interesting. This approach also helps students understand the real-world need for what they learn, which makes them willing to work harder.

Concerns About Content

Despite its popularity, interdisciplinary teaching raises concerns among some parents and educators. The concern voiced most often is that moving from a discipline-based to a theme-based approach will cause important content to fall by the wayside. Especially at the upper grade levels, teachers fear that the "purity" of their disciplines will be lost in integrated units, Fogarty says. Teachers worry they won't be able to go into depth in their subject areas because they're trying to meet a thematic focus.

Another common concern is that, in integrated units, one discipline will be allowed to overshadow another. Liz Orme, who teaches at Montgomery Jr./Secondary School in Coquitlam, British Columbia, notes that the chronological framework of the social studies curriculum can "smother" the English curriculum, which is less concrete and sequential.

Teachers also worry that one subject will be used as a "handmaiden" to another. Math might

become merely a tool of science, for example--no longer studied for its own sake. "English is used a lot as a tool," says Grady of McREL, who trains teachers in a process for developing "chunks," of integrated curriculum. In planning these "chunks," teachers often ask students to make presentations or write papers, but they neglect to include novels and poetry, she says.

Some educators say they have learned from experience that these fears are well founded. Kathleen Roth, an associate professor of teacher education at Michigan State University who also teaches 5th grade science, was dissatisfied with the results of a year long unit in which she took part. The unit, which blended social studies and science, was organized around a "1492" theme. Roth felt that the unit did not do enough to help students grow as scientific thinkers. "Despite careful, collaborative planning, I was unable to create activities that fit the theme and connected with the social studies activities while simultaneously engaging students in active, meaningful scientific inquiry," Roth has written. "We called this unit integrated science/social studies, but it really felt like social studies."

Her experience was not unusual, Roth believes. Thematic units often fail to focus on powerful idea or organizing concepts from from disciplines, she says. In selecting concepts for such units, teachers often choose what fits best with the theme, rather than emphasizing the ideas that are most important and useful within the discipline. As a result, content is "compromised or diluted." Teachers shouldn't just assume that curriculum integration is inherently a good thing, Roth says. They should explore what kinds of integration yield benefits for student learning.

Experience with interdisciplinary teaching led Suzanne Krogh of Western Washington University to a similar conclusion. When developing her book, "Integrated Early Childhood Curriculum", Krogh took a sabbatical to teach 2nd grade, so she could "try everything out" in the classroom. She was badly shaken when a visitor asked her class what they were learning in social studies, and the children just looked at her blankly. "They didn't know what 'social studies' meant," Krogh realized. In trying hard to integrate content, she had fail to give her students any conception of the subject area and their meaning--something she believes

students should know and understand.

Since that time, Krogh has tempered her thinking about interdisciplinary effects in general. She had assumed that the second edition of her book would take a more radical, far-reaching approach to integrating content than the first, she says. But in surveying the literature, she discovered a lot of concern (even more advocates of curriculum integration) that the integrity of specific subjects could be lost. Because she shared this concern, even at the early childhood level, she decided to retain the first edition's conservatism.

The concern over losing important content is "very reasonable," says Jacobs, teachers should fuse the disciplines only when doing so allows them to teach important content more effectively. By providing a context for the knowledge and skills students learn, interdisciplinary teaching can improve students' retention, Jacobs notes. But if teachers feel that a particular effort to integrate content is "sabotaging" their work, they simply shouldn't do it.

Teacher may want to reflect on why they feel that way, however. Often, when teachers begin to blend the disciplines, they feel "a nagging fear that they're not doing their job," says Wasley. Trained as single-discipline teachers, they worry that they may be "shrinking their curriculum responsibilities."

This fear stems from the old conception of learning as simply the acquisition of content knowledge, Wasley says. If teacher believes that students should learn a great deal of vocabulary in Biology I, for example, then using an interdisciplinary approach focused on broad concepts might constitute "shrinking." But for many teachers today, Wasley notes, the goal is to ensure that students understand what they know. A teacher who wants students to understand interdependence with biological systems, for example, might better achieve that goal by using an integrated approach that pays less attention to vocabulary.

In a well-designed integrated unit, less is more, says Jane McGeehan, a former teacher who now works for the consulting firm Susan Kovalik and Associates in Kent, Washington. Although some topics will not be addressed, the most powerful skills and concepts from the disciplines can be woven into a year-long theme

that is relevant to young people's lives, she says. This approach gives students opportunities to apply knowledge instead of just "going through the motions" of memorizing and then forgetting information. Teachers can't be sure students really understand what they've learned unless students apply it in a different context, Jacobs believes. For example, a math teacher could find out what students truly know about statistics, she says, by asking them to apply statistics to demographic patterns in immigration.

Avoiding the Pitfalls

In revising the curriculum to focus on themes or problems, how can teachers prevent essential learnings from winding up on the cutting room floor? Team planning is "vital" to ensure subject integrity, says Orme. When two or more subject area experts plan curriculum together, "each person is going to protect the discipline," she says. When Orme, an English teacher, planned and taught a two hour Humanities course with a social studies teacher, she was able to teach the same number of novels and poems as she had in English, but "what we got across was richer," because the literature was placed in historical context. Now as a teacher solely responsible for teaching Humanities, she gives "a real English slant" to social studies, she concedes, because English is her area of expertise.

The benefits gained when teachers represent and defend their disciplines during planning have been demonstrated in the Bellingham, Wash. schools. According to Peggy Taylor of the district's central office, a committee of Bellingham educators worked three months to develop an interdisciplinary curriculum framework, which is now being used in 75 classrooms.

Initially, the framework focused on math, science, social studies, and reading, Taylor says. It took only a "brief swipe" at music and physical education, listing songs and activities such as square dancing. This "cursory endorsement" did not satisfy some music and physical education teachers, who wanted to see "depth, and a spiral of skills" in their disciplines. At their own request specialist in music and physical education, and a media technician, have been added to the interdisciplinary committee.

Teachers' defending their disciplines can be a two-edged sword, however, says Grady. Although

teachers should protect the content that is integral to their subject areas, they shouldn't try to make their own disciplines dominant. Teachers also need to appreciate that sometimes another subject might take the lead, Grady says. "Next time it might be yours." Another way to avoid losing important content in interdisciplinary units is by paying explicit attention to standards and outcomes, experts say.

Because teachers in Bellingham were concerned about coverage of important content in interdisciplinary units, Taylor says, the district has emphasized the need for unit outcomes that are well articulated from the beginning. The "driving force" in planning, she says, is to ensure that "critical content" is clearly identified. Otherwise, "you can have cutesy activities, but what do they add up to?"

The process for curriculum planning that McREL promotes pay close attention to standards and benchmarks, says Grady. Typically, teachers select a theme or topic focus, then identify the standards from their district or state, or from national subject-area groups that must be embedded in instruction.

Teachers feel comfortable with the McREL approach because it yields curriculum strongly founded in standards, Grady says. Teachers don't feel "my subject is losing out," she says. And the standards basis makes the new curriculum easier to sell to parents, because educators can show that it's "not just a lot of fun activities that kids like to do."

Like discipline-based courses, interdisciplinary courses benefit from clearly defined performance expectations, says David Ackerman, superintendent of the Catalina Foothills School District in Tucson, Ariz. Teachers should be able to state, "By taking this course, students will be able to...." The performance expectations should make clear the "value-added dimension" of the interdisciplinary approach, Ackerman says, which should "help make the case for it."

Doing interdisciplinary teaching well is very powerful--but very difficult, Roth says. Although she was not happy with the "1492" unit, she had better success with another effort to merge science and social studies. In science, she taught her students about things that dissolve; in social studies she taught about farming in the United States. Then she pulled the two subjects together by teaching about farmers' use of pesticides and insecticides, including what dissolves in rain water. Because

interdisciplinary connections were made after students had a base of understanding in both subjects, they were "easier for the kids to grasp," she believes.

In planning integrated curriculum, teachers need to ask, "Is it a natural connection, or a forced and superficial one?" Roth says, "Naturally occurring links are extremely powerful." Since that time, Krogh has tempered her thinking about interdisciplinary effects in general. She had assumed that the second edition of her book would take a more radical, far-reaching approach to integrating content than the first, she says. But in surveying the literature, she discovered a lot of concern (even more advocates of curriculum integration) that the integrity of specific subjects could be lost. Because she shared this concern, even at the early childhood level, she decided to retain the first edition's conservatism.

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Winner vs. Loser

The Winner--is always part of the answer;

The Loser---is always part of the problem;

The Winner--always has a program;

The Loser --always has an excuse;

The Winner--says "Let me do it for you;"

The Loser --says "That's not my job;"

The Winner--sees an answer for every problem;

The Loser --sees a problem for every answer;

The Winner--sees a green near every sand trap;

The Loser --sees two or three sand traps near every green;

The Winner--says, "It may be difficult but it's possible;"

The Loser --says, "it may be possible but it's too difficult."

Be A Winner !

