

# Journal

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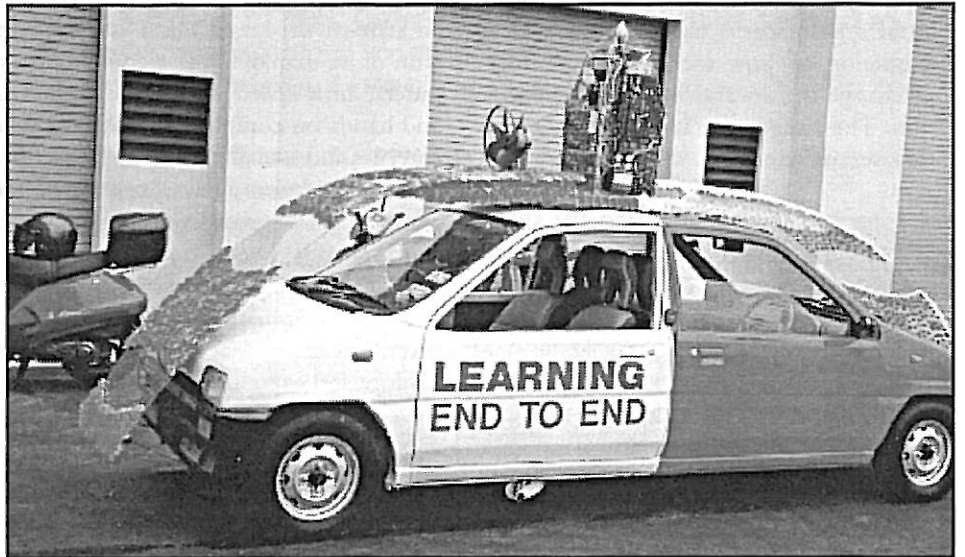
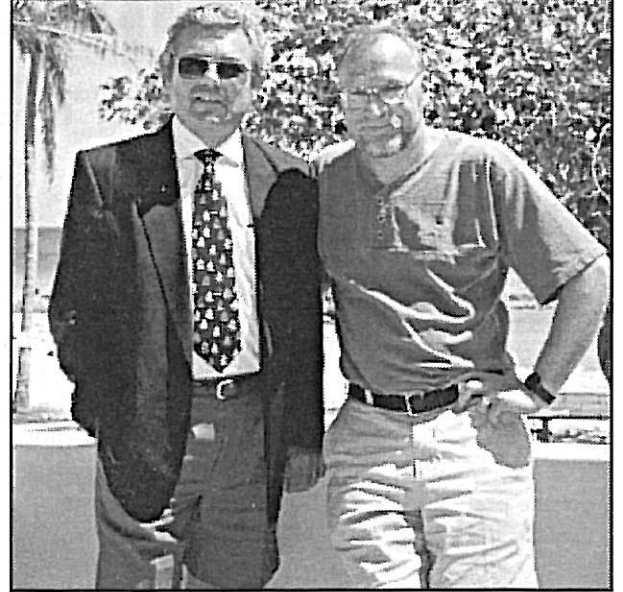
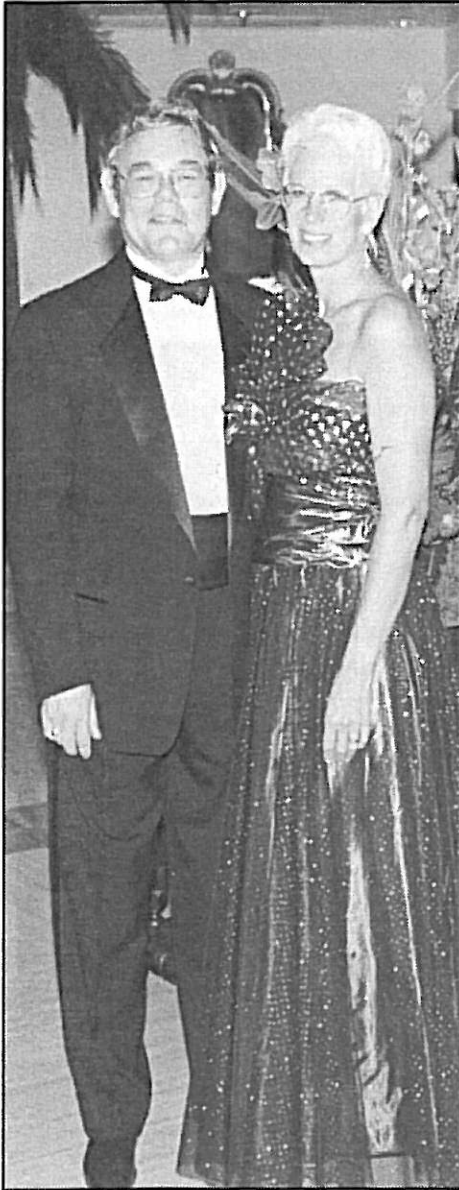
de l'Association canadienne de la formation professionnelle



Vol. 36 No. 1 Winter / L'hiver 2002

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# WERE HERE!



absence," Wayne says.

Once they got to Bermuda, it was time to settle in. They rented Doyton House in Bermuda, — all houses have names and a scooter. The scooter was later upgraded to a 1983 Mitsubishi Colt econocar (\$2,500 US) that was missing a speaker. Wayne solved that problem, though.

"He fixed up a speaker for our car stereo made from a Tim Horton's coffee can," Pam says. The car occasionally played host to a transient who slept in the car and stole the change on the dashboard.

"It's a very expensive place to live," she says. "The first week I went shopping and found a cauliflower for \$7.99 US and it was all black." There was also the small matter of adjusting to traffic laws. In Bermuda, as in Britain, people drive on the left-hand side of the road. "I failed my driver's exam the first time because of the parallel-parking portion," Pam says. Wayne is careful to point out that he didn't have the same problem.

The Wilson family was complete when they adopted a stray cat they named Murphy, one of the many feral cats roaming the

island. "He was our constant companion," Pam says. Then there were the noisy neighbours who kept the Wilsons awake at 1 a.m. with their loud music. Unfortunately for them, they couldn't really go next door and complain — the noise was coming from the cruise ships docked nearby. In their leisure time, the Wilsons spent a lot of time sight seeing. "We saw the whole island inside-out, upside-down, and backward," Pam says.

**Continued on page 22**

# PREMIER SHOWCASE for information technology to improve teaching, learning

**THE** League for Innovation's annual Conference on Information Technology (CIT) is the premier showcase of the use of information technology to improve teaching and learning, student services, and institutional management. Celebrating 18 years of excellence, CIT features a technologically sophisticated and topically diverse program that enables educators to explore and expand their use of technology.

CIT is technologically sophisticated and topically diverse. Each year the conference attracts participants eager to share in an exhibition of how technology continues to change the art and business of education. The League for Innovation's annual CIT serves as:

- ♦ A technology showcase for state-of-the-art information technology applications;
- ♦ A place to foster globalization in national and international communications among community college educators;
- ♦ An incubator and emporium of ideas for enhancing the teaching and learning process;
- ♦ A path to support the human side of technology and help break down barriers and fears about technology;
- ♦ A venue to create awareness of community college initiatives; and
- ♦ An engaging, exciting, and fun time.

This conference regularly attracts close to 4,000 community, technical, and four-

year college/university senior- and mid-level administrators, faculty, and professional staff, in addition to a significant number of corporate and other educational leaders (60 per cent faculty and faculty leadership, 30 per cent senior and mid-level administrators, and 10 per cent corporate and other higher education leaders). An impressive number of attendees are international participants, including close to 100 educators annually from the Netherlands.

#### Learning Options

The conference includes a million-dollar state-of-the-art technical infrastructure with more than 600 fully networked computers, high-speed Internet connections, and hands-on computer labs, including an Internet and e-mail lab that is open to participants 24 hours a day. This state-of-the-art event also provides a wide range of learning options:

Nearly 1,000 presentations in a technologically sophisticated and topically diverse program that enables educators to explore and expand their use of technology for learning and teaching, student services, organizational management, and partnerships.

Hands-On Alley, where companies such as Adobe, Apple, Dell, Gateway, Hewlett-Packard, McGraw-Hill, Macromedia, Microsoft, Pearson NCS, PBS, PLATO Learning, Smarthinking, and TestOut facilitate a state-of-the-art exploration of hardware, software, and training so participants can learn by doing with some of the best technology available.

Learning Center Courses with in-depth coverage of current topics in information technology facilitated by recognized leaders in focus areas. Learning Center Courses are offered in three-hour and full day formats, and link participants with a community of learners who share com-

mon interests. Participants receive continuing education units (CEUs) for completing each course and can expect to take home a body of practical knowledge and applications.

Corporate Partner and Friends of the League Exhibition, an engaging, extensive, and impressive display featuring a variety of resources, hardware, software, and services from over 110 Corporate Partners and affiliated organizations.

Keynote Speakers have included Bill Gates, Chairman/CEO, Microsoft Corporation; John Morgridge, Chairman, Cisco Systems, Inc.; Scott McNealy, Chairman/CEO, Sun Microsystems; Christine Hemrick, Vice President of Technology Communications, Cisco Systems; and Jorge Klor de Alva, President, University of Phoenix; Carlene Ellis, Vice President, Education, Intel; Bob Davis, award-winning Wall Street Journal reporter; Brian L. Hawkins, President, EDUCAUSE; and Jennifer James, Urban Cultural Anthropologist.

The League is your conduit to more than 700 colleges and their decision-makers. More than 120 corporations have discovered the benefits associated with a League Corporate Partnership. Visit our Corporate Partner section or contact Greg Luce for additional information about becoming a League Corporate Partner. Please note: The only for-profit organizations allowed to participate in presentations and exhibitions or in other ways be involved in the Conference on Information Technology are League Corporate Partners.

The conference will be held March 16-19, 2003 at the Phoenix Civic Plaza in Phoenix, Arizona. For more information about CIT, contact Ed Leach at [leach@league.org](mailto:leach@league.org) or (480) 705-8200 x233 or see the Web site at [www.league.org](http://www.league.org)

# Global Networking

E d u c a t i o n - r e l a t e d C o n f e r e n c e s



**Feb 19 - 23, 2003 Montreal, PQ  
Concordia University  
Conference:  
"DreamCatching"  
[www.dream-catching.com](http://www.dream-catching.com)**

DreamCatching 2003 is a professional development workshop where you can explore math, science, and IT integration in a hands-on, interactive setting. Our workshop facilitators and speakers will spend 4 days helping you discover new ways to spark and capture the dreams of your students. Come join us to share what you know with others and to learn about effective methods and innovative resources that will bring new life and excitement to your class room.

**May 1- 4, 2003 at Vancouver, BC  
Western  
Psychological  
Association Annual  
Convention (83rd)  
<http://www.westernpsych.org>**

**April 1-5, 2003  
Jacksonville, Florida  
International  
Conference on  
College Teaching and  
Learning  
[www.teachlearn.org/final.html](http://www.teachlearn.org/final.html)**

This is the fourteenth year of a highly successful international conference stressing the applications of learning and motivation theory and research and technology to higher education learning. Emphasis is on research and practice in teaching and learning—with focus on uses of innovative learning strategies and the Internet in face-to-face, blended and online course development and teaching. The result is an exciting conference which has brought increased participation from college and university faculty and academic administrators.

This year's conference is expected to provide 350 or more faculty presentations to 1,000 faculty attendees in all academic fields from throughout the world.

The conference again includes both 25- and 45- minute presentations as well as poster sessions. Awards will continue to be presented to faculty nominated by their institutions for highly innovative contributions to teaching, learning, and technology, and the conference will again sponsor the Ernest L. Boyer International Award for Excellence in Teaching, Learning and Technology.

Selection will be made by an international faculty panel and the recipient will receive a \$5,000 cash award contributed by WebCT.

The conference will also again publish Selected Papers from the International Conference, containing 15-20 of the most outstanding papers submitted to the conference, as judged by a faculty committee.

For the second time, the conference will honor the "Best Conference Paper" among those contained in this publication, which is abstracted by ERIC and covered by APA's PsycINFO.

Recognizing the importance of America's emerging higher education faculty, the conference is implementing this year a new track designed to provide a forum for graduate students to meet, present and discuss their teaching and research projects and interests.

This track will include a keynote presentation on the future role of faculty, a featured presentation by a graduate student, a meeting room especially for graduate students to gather and become better acquainted, and a special registration fee for graduate student-presented poster sessions, with a session reserved just for graduate students.

This track is expected to become a permanent and important component of future conference activities.

**Montreal, Quebec CANADA  
66th Annual Meeting  
of the Rural  
Sociological Society  
July 27-30, 2003**

**Spatial Inequality: Continuity  
and Change in Territorial  
Stratification**

Plans for the 2003 joint annual meeting are underway. RSS Interest Group Chairs form the core of the Annual Meeting Program Committee.

So, begin your planning for submissions early and come to the 2002 Chicago annual meeting with ideas to share with your interest group chair for the 2003 meetings.

The research and interest groups will be holding special sessions throughout the meeting. Below are several ways you can contribute, along with the Program Committee deadlines. Send proposals, abstracts electronically via the RSS Web site.

Offer to serve as session chair or discussant to:

Laura Reynolds, Program Chair  
[rssprog@lamar.colostate.edu](mailto:rssprog@lamar.colostate.edu)  
Tel: 970/491-5439

**Other Events:**

**Palais des Congress de Montreal  
Convention Center  
July 27-30, 2003**

**2004 Annual Meeting in  
Sacramento, California  
Sheraton Grand Sacramento  
Hotel  
August 18-22, 2004**

**2005 Annual Meeting in Tampa,  
Florida Hyatt Regency Tampa  
August 10-14, 2005**

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### 1ST VICE PRESIDENT'S POSITION

We are very sorry to announce the resignation of our 1st Vice President, Dr. Chris Chinien. We would like to extend our thanks to him for all of his hardwork over the last couple of years, especially at our recent conference in Winnipeg.

With this resignation it leaves us with an urgent need to find a new 1st Vice President. Our association is at a very critical time in its life, as we are presently looking at a new direction. If you would are interested in giving of yourself and time to our association, please contact Malcolm Sharp, Immediate Past President at [wmssharp@telus.net](mailto:wmssharp@telus.net).

# New Program Teaches Teens Relationship Skills

**A** ground-breaking education program in London, Ontario is setting out to show that teens can learn relationship skills the same way they learn reading, writing, and arithmetic.

"The Fourth R" is a new 21-lesson curriculum promoting healthy relationships for adolescents with three units targeting Violence Prevention, Sexual Behaviour, and Substance Use. It emerged from a partnership between The University of Western Ontario, led by David Wolfe, professor of psychology and psychiatry, and the Thames Valley District School Board (TVDSB).

"Due to the number of negative relationships teens may experience or witness, it is crucial that they be exposed to healthy relationship models, and that they become equipped with skills to engage in positive relationships," says Ray Hughes, Violence Prevention Coordinator for the TVDSB.

"Adolescence offers us with a unique window of opportunity for intervention," says Wolfe, Academic Director of the Centre for Research on Violence Against Women and Children at Western. "social

changes, such as the emergence of dating behaviours and the shift towards the peer group from the family provide a perfect chance to engage teens in learning about relationships, and to provide them with skills that will set a precedent for future healthy relationships."

The Fourth R curriculum has recently been implemented in grade nine Physical Health Education programs at four Thames Valley schools. Approximately 600 grade nine students are receiving the curriculum, which is being taught by Physical Health Education teachers who have received special training. The curriculum combines traditional learning approaches with more innovative skill development methods, including many opportunities for teens to role-play tricky situations and practice assertive problem-solving. Wolfe and his colleagues hope to eventually expand the program to other high schools in Ontario.

The premise for the Fourth R grew out of the Youth Relationships Project (YRP), a dating violence Prevention program developed for youth with family backgrounds of maltreatment and violence.

The success of the YRP resulted in widespread interest in adapting the program for use with all youth.

A \$600,000(US) grant from the U.S. National Institute of Alcohol Abuse and Alcoholism funds the Fourth R program, and is shared with a research group in Texas, currently piloting the anti-violence component of the curriculum.

A recent Community Mobilization grant from the Canadian National Crime Prevention Centre was also obtained to increase collaboration with community agencies.

Other researchers involved with the development of the Fourth R curriculum are Peter Jaffe, of the Centre for Children and Families in the Justice System of the London Family Court Clinic, and Claire Crooks of Western's Centre for Research on Violence Against Women and Children.

For more information, please contact David Wolfe at (519) 871-7289 (cell), (519) 661-3683 (office) or dawolfe@uwo.ca, or Marcia Daniel, Communications & Public Affairs, at (519) 661-2111 ext. 85468 or mdaniel@uwo.ca.



**Continued from page 3**

We believe that this definition applies to all occupations without any restriction. We also believe that competency-based training is a model of universal applicability if it is defined as follows: a model that emphasizes the measurement of the application of knowledge to a given task rather than the acquisition of knowledge for the task. The pertinence and importance of this model is even reinforced in our present context because the ability to turn knowledge into action has now become a vital issue and a major challenge for individuals as well as for organizations (1).

**Continued from page 3**

Dans le cadre de la formation qu'elle dispense sur la méthode DACUM, notre association propose la définition suivante : c'est la démonstration par un individu qu'il a la capacité, c'est-à-dire les connaissances, les habiletés et les attitudes, d'accomplir une tâche ou une activité avec succès conformément à un standard déterminé. Nous croyons que cette définition s'applique à toute activité professionnelle sans restriction. Nous croyons aussi que la formation par compétence est d'application universelle dans la mesure où on la définit comme suit : une méthode de formation qui privilégie la mesure de l'application des connaissances pour accomplir un travail donné plutôt que la mesure de l'acquisition des connaissances. À notre avis, la pertinence et l'importance de

(1) Jeffrey Pfeffer and Robert I. Sutton. *The Knowing — Doing Gap. How Smart Companies Turn Knowledge Into Action.* Harvard Business Scholl Press. 2000. 314 pages

With regard to this perception that competency-based training and particularly the DACUM methodology are too much "technical-and-task-oriented", it is simply wrong. In fact, DACUM is, as far as we know, the only method that acknowledges the importance and facilitates the identification of the two types of competencies that are required in any occupation, namely technical / professional competencies and personal competencies. DACUM also links and combines them for learning and performance assess-

cette méthode sont même accentuées par le fait que nous vivons dans un contexte où la capacité de transformer le savoir en savoir faire constitue plus que jamais un enjeu stratégique tant pour les individus que pour les organisations (1).

Quant à cette perception que la formation par compétence et, en particulier, la méthode DACUM soient trop centrées sur les apprentissages techniques, elle est tout simplement erronée. En fait, DACUM est, à notre connaissance, la seule méthode qui permette de recenser à la fois les compétences techniques ou professionnelles et les compétences personnelles requises pour exercer un métier, une profession ou une fonction et qui les mette en relation et les intègre dans un but d'apprentissage. Enfin, concernant le principe de s'appuyer sur les praticiens pour effectuer l'analyse des com-

ment purposes.

As to the inherent limitations of relying on practitioners to perform a competency analysis, it is important to recall that any principle may defeat its purpose if it is applied too rigidly. In other words, there is always a possibility to solicit other resource persons to examine the outcomes generated by the committee of practitioners. In recent years, verification / validation of occupational analysis initially performed by a group of practitioners has actually become a standard practice. Thus, in light of all these considerations, we believe that both competency-based training and DACUM, far from being passé, are promised to a very bright future!

pétences requises, doit-on rappeler que, comme tout autre principe, il est sage de l'appliquer avec discernement. En d'autres mots, s'il y a tout lieu de croire que la qualité et la rigueur du profil de compétences élaboré par un groupe de praticiens pourraient être rehaussées ou, à tout le moins, confirmées en consultant d'autres personnes, rien ne s'y oppose. D'ailleurs, au cours des dernières années, la vérification ou validation du profil des compétences est devenue une pratique courante.

En somme, nous croyons que la formation par compétence et la méthode DACUM, loin d'être dépassées, sont plutôt promises à un brillant avenir! (1) Jeffrey Pfeffer and Robert I. Sutton. *The Knowing — Doing Gap. How Smart Companies Turn Knowledge Into Action.* Harvard Business Scholl Press. 2000. 314 pages

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## TVONTARIO ANNOUNCES:

# Project Partners for Lifelong Learning Challenge Fund

**EIGHT** distance education projects will receive almost \$10 million in funding from the TVOntario Lifelong Learning Challenge Fund (LLCF) and its partners, Isabel Bassett, Chair and CEO of TVOntario announced today.

The TVOntario Lifelong Learning Challenge Fund (LLCF) will invest \$5 million and project partners will provide matching funds worth more than \$4.9 million to develop online skills training programs. Partners include employers, industry organizations, unions and educators. The fund was created in July 2000 by the Ministry of Training, Colleges and Universities to provide Ontarians with a flexible source of learning and training that they can use in their homes, workplaces, and communities.

"TVOntario's mandate is to provide quality educational products and services in French and English using the most effective communications technologies," said Isabel Bassett, Chair and CEO of TVOntario. "Through the Lifelong Learning Challenge Fund, we will be able to deliver much-needed training opportunities to Ontarians via the Internet. This is a wonderful example of government, and the province's educational broadcaster collaborating with partners from the business and education sectors, for the benefit of workers across Ontario."

"Our goal is to ensure that Ontarians, no matter where they live, have opportunities to gain access to high-quality, relevant learning programs where and when they are needed," said Dianne Cunningham, Minister of Training, Colleges and Universities. "The projects funded through the Lifelong Learning Challenge Fund will use new technologies to open up a whole new range of flexible

choices for Ontario's learners and help them compete for good jobs in our economy."

Through the partnerships fostered by the LLCF, adults will be able to upgrade their professional skills through access to interactive, Internet training programs and therefore increase their chances of success in the workplace. In addition to providing more opportunities for Ontarians, the Fund acts as an incentive to the private sector to become involved in the training of skilled workers and the filling of critical gaps in today's job market.

The eight successful applicants and their partners were chosen by an independent panel of experts, from among 34 funding applications submitted during a call for proposals held in the Summer and Fall of 2000.

TVOntario will develop and deliver the pilot projects. The Lifelong Learning Challenge Fund is managed by Sarah Irwin, Head of Business Development and Skills Development at TVOntario's New Media Division ([sarah\\_irwin@tvo.org](mailto:sarah_irwin@tvo.org)).

The following projects were selected for their new approaches to education and essential job skills training:

### Online degree completion program for registered nurses

♦ LLCF Investment: \$508,000 Project Partner Investment: \$762,100

A 12-course online nursing program to be offered through the Faculty of Applied Health Sciences at Brock University, in partnership with OMNI Media Productions Ltd. and Tangent Scientific Supply Inc. This program addresses the

critical shortage of qualified nurses and the need for diploma-trained nurses to train at the baccalaureate level.

### E-commerce for small business

♦ LLCF Investment: \$400,000 Project Partner Investment: \$484,328

A 12-module course to be offered through Michael G. DeGroote School of Business at McMaster University, in partnership with Bell Canada and IBM Canada.

This results-oriented course is intended primarily for small business owners and senior managers, who need to learn tools and skills to do business over the Internet, and to design an e-commerce plan.

Students enrolled in degree or diploma programs will receive credit within their existing MBA or Diploma Programs.

Upon successful completion of the course small business owners will receive three units of credit toward a certificate.

### Electronic engine control skills training

♦ LLCF Investment: \$875,000 Project Partner Investment: \$943,500

A professional development course to be offered through the School of Transportation at Centennial College, in partnership with The Biographix Corporation.

The course is for professional automotive technicians and apprentices and will lead to a Certificate from Centennial College.

**PARTNERS continued on page 23**

# CZAR FOR A DAY

**I**t would be fun to be Czar for a day — Czar of Education, that is. As Czar, one could make significant changes knowing that they could not be over-ruled by the minister, watered down by the superintendent or principal or rejected by the teachers' union. I have come to the reluctant conclusion that change in education is more likely to be opposed by administrators, staff of departments of education and teachers' unions than by teachers themselves.

Too bad we can't find a way to allow teachers to act as the professionals they are trained to be — and want to be.

But if my term as Czar could be extended to two days, I may be able to make that change also.

As Czar, I would base curriculum on real life not academic disciplines, develop a life-based evaluation system, increase choices available to learners, dump the factory system of organizing schools, give accountability back to parents and learners, replace the emphasis on time with an emphasis on achievement, include employability skills on transcripts, base teacher pay on performance not knowledge, drop school attendance requirements, encourage self learning, separate the awarding of credentials from the function of teaching, to name a few. But where would one start?

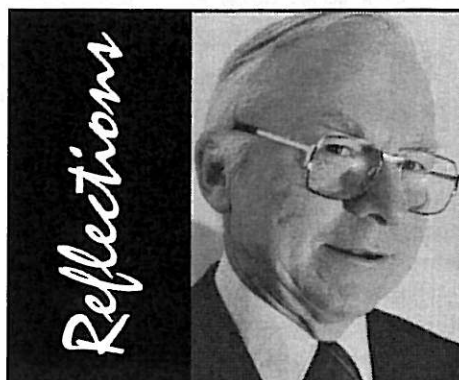
Let me start with the following.

First I would direct all educational institutions to open all their credits to challenge. In other words, every high school, college and university examination designed to provide course credit towards a diploma or degree would be open to anyone wanting to take the exam.

Obviously, there would be a cost. Money to pay examination fees would be made available directly to students or through a voucher system. It is likely that the awarding of credits by institutions would soon give way to the establishment of a single qualification authority.

Among other things, this would allow self directed learners, and learners who learn at home, to obtain the required or desired credits and qualifications.

At the same time, I would reorganize the



**Dr. Don Glendenning**

department of education to focus, not on curriculum, but on the provision of a diagnostic testing service.

Given the importance of communication skills, I would start by offering diagnostic testing for vocabulary, writing, speaking, listening, reading speed and comprehension, etc. etc.

This service would be available to students on referral by a teacher and be not unlike the testing system in place in support of health services.

Test results would be given to the teacher making the referral or to the individual learner.

Next I would increase the availability of choice. Students should be able to choose the professionals who teach them and I include their teachers and their schools.

When a school is filled to capacity or a teacher has all the students he or she can handle, a second or third choice will be necessary.

With the availability of "challenge for credit" arrangements, however, I would think that many students would opt to study at home or via distance education courses thereby relieving some of the pressure on the system.

Teachers are now paid for what they know; they should be paid for what they do.

I would scrap the current teacher salary grid in favour of a pay system that takes into account the number of learners served, the complexity of the subject taught, and the complexity of a learners needs and problems.

- ♦ Could be implemented without significant increased costs
- ♦ Would make more effective use of school facilities
- ♦ Would reward good teaching
- ♦ Result in consistent, and maybe even higher, standards
- ♦ Encourage self learning
- ♦ Support independent learners.
- ♦ Add considerable flexibility to the system, and
- ♦ Would increase the likelihood of innovation

Time spent may or not be overt criterion for teacher pay.

Introducing these changes would be neither simple nor easy; careful planning would be required but such changes. I believe:

- ♦ Could be implemented without significant increased costs
- ♦ Would make more effective use of school facilities
- ♦ Would reward good teaching
- ♦ Result in consistent, and maybe even higher, standards
- ♦ Encourage self learning
- ♦ Support independent learners.
- ♦ Add considerable flexibility to the system, and
- ♦ Would increase the likelihood of innovation

I am sure that readers can add to this list. So, if you hear of a province or school system looking for a Czar of Education, please feel free to forward my name.

# New Visions

I n O n l i n e L e a r n i n g



## Learning Resources Network (LERN) — Training, consulting service in lifelong learning

[www.lern.org](http://www.lern.org)

LERN has moved as an organization to become a virtual, Web-based organization. Only LERN has the Certified Online Instructor (COI) professional development recognition for teachers and Online Certified Program Planner (CPP) designation for administrators. You can participate anytime, as often as you like. The instructor will log onto the course four to six times a day and answer questions and make comments. Any computer, any location. You can use any computer you want to participate in the course.

## ABC Canada

<http://www.abc-canada.org>

ABC CANADA Literacy Foundation is a national, registered charitable organisation committed to promoting literacy to the general public and to the private sector.

## Association of Canadian Community Colleges

<http://www.accc.ca>

The Association of Canadian Community Colleges (ACCC) is the national, voluntary membership organisation created in 1972 to represent colleges and institutes to government, business and industry, both in Canada and internationally.

## Association québécoise d'information scolaire et professionnelle

<http://www.grics.qc.ca/aqisep/>

L'Association québécoise d'information scolaire et professionnelle (AQISEP) regroupe les professionnelles et les professionnels des réseaux de l'éducation et de la main-d'oeuvre travaillant en information scolaire et professionnelle, en développement, en planification ou en gestion de carrière.

## Association of Universities and Colleges Canada

<http://www.aucc.ca>

The Association of Universities and Colleges of Canada (AUCC) represents 93 Canadian public and private not-for-

profit universities and university colleges, fostering and promoting the interests of higher education in Canada and abroad.

## Canada Career Consortium

<http://www.careerccc.org>

The Canada Career Consortium, as a national forum, initiates, develops and co-ordinates career and labour market information to enable all Canadians to make transitions.

## Canadian Alliance of Student Associations

<http://www.casa.ca>

The Canadian Alliance of Student Associations (CASA) is an alliance of student associations and student unions from across Canada.

Through this network of college and university student governments, CASA represents and defends the interests of more than 300,000 post-secondary education students to federal and provincial levels of government.

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<http://www.cade-aced.ca>

The Canadian Association for Distance Education (CADE) is a national association of professionals committed to excellence in the provision of distance education in Canada.

## Canadian Association of Student Financial Aid Administrators

<http://www.casfaa.ca>

The Canadian Association of Financial Aid Administrators (CASFAA), a division of the Canadian Association of College and University Student Services, represents financial aid administrators and awards officers in colleges and universities across Canada.

## Canadian Bankers Association

<http://www.cba.ca>

The Canadian Bankers Association (CBA) is a professional industry association that provides its members - the chartered banks of Canada — with information, research, advocacy and operational support services.

# Lots of opportunity for teaching abroad

Teaching in another country may be one of the most exciting things an educator can do, but it isn't something that should be rushed into.

An Internet search of Canadian pages for the term "teach abroad" turned up around 2,000 results.

There are all kinds of organizations that offer placement services, usually for a fee, but they don't necessarily have all the answers.

It is up to the applicant to know what they're getting into before they step on the plane; when they step off the plane,

it is too late.

Search Associates, an Internet-based placement agency, suggests that anyone thinking of teaching in another country conduct thorough research.

This allows the teacher to get a sense of what's out there and, more importantly, arms them with the knowledge he or she needs to make an informed decision.

Talking to colleagues who have already taught overseas is a good strategy.

By doing this, you can find out what it was like and what it takes to be a successful educator in a totally different

environment (how different depends on the country chosen).

Be sure to allow enough time for the search, application, and interview process — it could take up to a year. During this time, make sure you find out what documents are required by the country and what its regulations are regarding foreign workers, teachers in particular.

Whatever country you choose, make sure you know the address and phone number of the nearest Canadian embassy — just in case.

## Continued from page 13

The Wilsons are both from small towns, Wayne from Deep River and Pam from Picton, yet both say that Bermuda has a lot in common with them. "Bermuda is like a small town," Pam says.

"People know each other's business and they are gossipy. "It's one of the most isolated inhabited parts of the world," Wayne adds. The Wilsons brought plenty of teaching experience with 20 years between them into that isolation and helped Bermuda College expand in the process. "In the first two years, we increased the student population in technology programs from 29 to 150," says Wayne. "I took over a brand-new \$8 million building and had \$350,000 funding for state-of-the-art equipment."

Pam introduced 13 new vocational programs to the college, including courses for hairdressing, front desk

management, horticulture, and air conditioning and refrigeration repair. In fact, the Wilsons were largely responsible for turning continuing-education (CE) into a profitable endeavour. After they came to Bermuda College, it won international awards for its CE catalogue, marketing strategy, and Web site. The number of business-related courses doubled, and the number of CE students increased from 2,000 to 3,500. "I enjoyed the challenge of working at the executive level in a college setting," Wayne says. "I also learned a great deal about cross-cultural decision making."

"We went with a motto that guided our behaviour down there: 'Do no harm,'" Pam explains. "We have a very Canadian approach to working overseas, which is we don't impose on the local culture." For Wayne, this meant following Bermuda's unofficial men's dress code: Bermuda shorts, knee-socks, dress shirt, jacket, and

tie. "There's a very formal way business is conducted," he explains. Not following the dress code is the Canadian equivalent of showing up for a job interview with spiked hair and a nose-ring.

People won't necessarily take you seriously. Some restaurants won't even let you in.

Once the Wilsons' contracts were up, it was time to head back to Canada. Wayne identified and trained his new replacement, who is still serving as Dean of Continuing Education at the college.

They brought back many memories and lessons they could apply back at Algonquin. Both of the Wilsons say their time in Bermuda has made them better teachers, especially when it comes to diversity. "It has heightened my sensitivity to diverse needs," Pam says.

"Having been in a minority situation, I have a lot more empathy."

**Crawl on Over  
to the CVJ Web site!  
[www.cva-acfp.org](http://www.cva-acfp.org)**



# Eureka! Help for homework

TVOntario launched Eureka!, a new educational Web site offering Ontario students free help with homework and curriculum content. Sunday to Thursday evenings from 6:30 to 8:30 pm, Eureka! connects grade seven to nine students with certified teachers live and online through an innovative Ask a Teacher chat room and electronic blackboard. This state-of-the-art application enables students and teachers to communicate using diagrams and other graphic illustrations as they would in the classroom.

Students will be able to access Eureka! at public libraries across Ontario. "Eureka! is consistent with a renewed educational mandate — in this case to support students, parents, and teachers through the power of the Internet. "One of the first priorities identified in a study last year, was the need to support the homework challenges facing so many students today. This is particularly important at a time when the new provincial curriculum and standardized provincial tests are being implemented across the province," said Isabel Bassett, Chair and CEO of TVOntario.

The new Eureka! service provides students with special exercises and links to help them further improve their skills in literacy and math. Students can prepare for standardized provincial tests and increase their chances of success by using sample exercises and questions similar to what will appear on the actual tests.

The Eureka! site will expand its curriculum content according to the evolving needs and priorities of students. Grade seven and eight math content, and preparation for the grade nine math test will be available next, followed by support for the new grade seven and eight science curriculum.

Students taking summer courses and those preparing ahead of time for the grade ten standardized literacy test in October will be able to take full advantage of Eureka! this summer.

[tvo.org/eureka](http://tvo.org/eureka)

## PARTNERS continued from page 19

### "In Good Hands"

♦ LLCF Investment: \$400,000  
Project Partner Investment:  
\$499,771

A 12-hour online course to be offered in English and French through the Thunder Bay District Health Unit, in partnership with Contact North/Contact Nord, Norlink Communications and Consulting, and Mr. Submarine Ltd. This basic multimedia course is an interactive online training program in safe food handling for existing or potential entry-level employees in the food service industry. The course will lead to a Basic Food Handling certification from the Thunder Bay District Health Unit.

### Online electronics training

♦ LLCF Investment: \$400,000  
Project Partner Investment:  
\$712,500

A 23-module electronics course to be offered through George Brown College, in partnership with Interactive Image Technologies/Electronics Workbench (EWB).

The program, designed for part-time students, offers training as service technicians in the fields of consumer, commercial and industrial electronics. A certificate as an Electronics Technician is delivered upon completion.

### Online welding training

♦ LLCF Investment: \$255,000  
Project Partner Investment:  
\$322,000

Thirty-two learning units to be offered in English and French through Collège Boréal, in partnership with Air Liquide Canada.

These units are equivalent to four courses and are intended for students enrolled in a Certificate in Welding, and for small business customer service and sales representatives and welding

instructors seeking additional training will yield a Certificate of Achievement.

### Blueprint reading for construction tradespersons

♦ LLCF Investment: \$403,200  
Project Partner Investment:  
\$552,125

One-hundred units (200 hours) of Internet courseware to be offered through the Civil/ Architectural Technology Division at Fanshawe College, in partnership with the Labourers International Union of North America Canadian Tri-Fund and LIUNA Training Centres, the Blue Circle Inc., Dufferin Construction Inc., and Soncin Construction Inc.

This course, leading to trade certification as a construction technician/technologist, addresses the need for tradespersons to read blue prints, make the transition to computer-based drawings, and be better trained in Information Technology.

### Workplace skills for the automotive parts manufacturing industry

♦ LLCF Investment: \$700,000  
Project Partner Investment:  
\$700,000

Four online courses will be offered through Georgian College, in partnership with Random Access Multimedia, Inc.

These courses are intended for prospective and current workers in the automotive parts manufacturing industry and associations.

Content will cover workplace skills in project management, quality management, machine operation and leadership.

Certificates of online completion will be issued by Georgian College through the Centre for Automotive Parts Expertise.

An additional \$533,800 will be spent to evaluate the effectiveness of the projects and ensure they meet their objectives, and to promote and market them across the province.

## TAKE THE TIME

The Canadian Vocational Association is the only national association devoted to the development of human resources at the technical, vocational and industrial level.

Are you involved in any of the variety of activities associated with human resources development? If you are employed in one of the following occupations, then you should consider belonging to CVA:

- ★ teaching
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- ★ instructing
- ★ administration
- ★ training
- ★ counselling
- ★ research
- ★ supplier or supplier's representative

*Membership in the Canadian Vocational Association gives you an opportunity to:*

- ✓ Meet and discuss common interests with other members
- ✓ Receive and contribute to the *Canadian Vocational Journal* and other publications
- ✓ Attend the annual convention and participate in panels, meetings, discussions and other activities

## QU'UN INSTANT DE VOTRE TEMPS

L'Association canadienne de la formation professionnelle est la seule association canadienne vouée au développement des ressources humaines.

Si vous oeuvrez dans un des domaines suivants, il vous serait avantageux de faire partie de l'ACFP:

- ★ formation en industrie
- ★ apprentissage
- ★ recherche
- ★ direction du personnel
- ★ développement des ressources humaines
- ★ orientation
- ★ administration
- ★ représentant de l'industrie ou responsable de la fourniture de matériel

*Une carte de membre de l'Association canadienne de la formation professionnelle vous permet de:*

- ✓ Rencontrer d'autres membres et discuter avec eux de sujets d'intérêt commun
- ✓ Recevoir les publications y compris le *Journal de l'Association* et contribuer à son contenu
- ✓ Assister au Congrès annuel et participer aux rencontres, discussions et autres activités

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# CVA ACFP

## TABLE OF CONTENTS

Vol. 36 No. 1

Winter / L'hiver 2002

**President's Column**

Is competency-based training passe? ..... 3

**Feature**

To The Zone of Proximal Development as a Basis for Instruction . . . . . 4

**Wish you were here**

Couple leaves mark on tropical college . . . . . 12

**Premier Showcase**

Information technology to improve teaching, learning . . . . . 14

**Education-related conferences**

Global Networking . . . . . 15

**CVA / ACFP Contacts**

Reaching CVJ members . . . . . 16

**The Fourth "R"**

New program teaches relationship skills . . . . . 17

**TVOntario**

Project Partners for Lifelong Learning Challenge Fund . . . . . 19

**Reflections**

Dr. Don Glendenning . . . . . 20

**New Visions**

Online Learning . . . . . 21

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# Is competency-based training passé?

**A** year ago, during our annual conference which was taking place in Montreal, a certain number of university academics voiced the opinion that competency-based training and a method such as DACUM had become obsolete or, at least could only be applied for vocational training at the secondary level. Similar comments were again heard this past October at our annual conference which was held this time in Winnipeg. What should we think of these comments?

First, let's consider this idea that competency-based training is not pertinent at the university level. I believe that this contention is based on a certain misconception of what this approach is all about. For a certain number of university academics, competency-based training is a synonym for vocational and technical training; its aim is to enable individuals to learn how to perform a series of more or less repetitive tasks and operations. Such learning approach would therefore be more appropriate for a trade or a technical occupation. Apart from challenging the universal applicability of competency-based training, these individuals are also questioning its pertinence and

efficiency for technical / vocational education and training (TVET) programs for the following reason: employers are now expecting that such programs, rather than being task-oriented, focus on the development of a series of personal skills which they consider highly critical, such as conceptual, problem solving, leadership, relational and self-management skills.

Another reservation is related to one of DACUM's key principles, namely that expert workers can describe and define their job more accurately than anyone else.

Those who challenge this principle are doing so because they doubt that practitioners always have the information and ability to anticipate and to identify the technological, legal and other forms of changes that

may, in a not too distant future, have an impact on the required knowledge, skills and attitudes to be successful in their occupation. Are all those contentions true? Should we rally to this viewpoint that competency-based training now belongs to the past? We are rather convinced of the opposite.

First, it is essential to agree on the very notion of competency. Our association, through its DACUM Training Program, promotes the following definition: it is the demonstrated ability, (including knowledge, skills and attitudes), to perform a task successfully according to a given standard.

**Continued on page 18**



**CVA PRESIDENT**  
**PIERRE MORIN**  
**PRESIDENT DE L'ACFP**

## la formation par compétences est-elle dépassée?

**L'**année dernière à l'occasion du colloque annuel de notre association qui se tenait à Montréal, certaines personnes, principalement issues du milieu universitaire, avaient émis l'opinion que la formation par compétence et la méthode DACUM étaient désormais dépassées ou, à tout le moins, ne pouvaient s'appliquer qu'à des programmes de formation professionnelle de niveau secondaire. Des remarques similaires ont encore une fois été émises en octobre dernier dans le cadre du même événement qui avait lieu cette fois à Winnipeg. Qu'en est-il au juste?

Considérons d'abord l'idée selon laquelle la formation par compétence n'est pas pertinente au niveau universitaire. Je crois que cette idée repose sur une certaine conception que l'on se fait de ce type de formation. Pour beaucoup d'universitaires, formation par compétence est synonyme de formation

technique, laquelle est essentiellement centrée sur l'apprentissage d'un ensemble de tâches et d'opérations plus ou moins répétitives. Ce type de formation serait donc davantage approprié à l'apprentissage d'un métier ou d'une spécialité technique.

Toujours selon les mêmes personnes, non seulement cette méthode n'a-t-elle jamais eu de portée universelle mais on met même en doute aujourd'hui sa pertinence et son efficacité pour la formation professionnelle de niveaux secondaire et collégial. En effet, les employeurs exigent désormais que les programmes de formation professionnelle, au lieu de se centrer sur les aspects techniques et opérationnels, favorisent plutôt le développement d'un ensemble de compétences personnelles ou "transversales", notamment des habiletés conceptuelles, la capacité de résoudre des problèmes, le leadership, des habiletés relationnelles et des habiletés de gestion. Un autre reproche sou-

vent formulé concerne plus particulièrement la méthode DACUM. On conteste un de ses principes fondamentaux, à savoir que les personnes les mieux en mesure d'identifier les compétences requises pour un métier ou une profession sont les praticiens eux-mêmes. Pourquoi cette remise en question? Parce qu'on n'est pas convaincu, au rythme où les connaissances évoluent, que les praticiens soient nécessairement les mieux placés pour anticiper ou identifier les changements technologiques, réglementaires, etc. qui risquent d'avoir une incidence directe sur les compétences requises dans un avenir prochain. Ces reproches sont-ils fondés? Faut-il se ranger à cette opinion que la formation par compétence est désormais dépassée? Nous sommes plutôt convaincus du contraire. Mais d'abord faut-il s'entendre sur la notion même de compétence.

**Continued on page 18**

# The Zone of Proximal Development as a Basis for Instruction in Vocational and Technical Education, Training

Abu Bockarie, University of Regina

## ABSTRACT

The work of Vygotsky has steadily grown in influence in North America since the 1980s. As one of the leading figures that have influenced modern constructivist thought, Vygotsky's work has had increasing influence, not only on modern psychological and sociological thought, but also on education. An important concept in his theory is the idea that the potential for cognitive development is limited to a certain time span, which he calls the Zone of Proximal Development [ZPD]. This article explores the potential implications of the ZPD concept as a basis for instruction in cognitive apprenticeship as a process of development in vocational and technical education. Lave and Wenger's labels for roles and status of apprentice development, underpinned by four ZPD figures, are offered as useful representations of Vygotsky's work. The article concludes the ZPD concept has implications for the theory and practice of vocational and technical education.

## Introduction

**A**s instructors of vocational and technical education programs, our view of training and development is shaped by the conceptual tools we have available to construct a learning experience for our students and ourselves. In a review of the contribution of cognitive science to training and development, Quinlan and Song (1998) offered the view that apprenticeship has been seen largely as a tool for the development of motor skills, with little to no attention being paid to the ways in which apprentices develop the requisite competence or knowledge base to become members of a community of practice. The authors constructed an argument that vocational and technical educators need to better understand the

nature of cognitive apprenticeship and the linkages among education, training, learning and knowledge production if they are to, in turn, better understand the development of competence and their role in the process.

By understanding the nature and contribution of cognitive apprenticeship to the development of competence in skills apprenticeships, educators and trainers can create instructional activities in education and training programs that come as close as possible to real work activities where problems do emerge, to be solved by the learner. As Quinlan and Song explained, the central issue in cognitive apprenticeships is to produce graduates with equal thinking and performance capabilities. Given equal focus to skills development in traditional trades-based apprenticeships, cognitive apprenticeship

encourages learners to form their own ideas and help them become conscious and reactive in their engagement in education and training activities (Brown, Collins, & Duguid, 1989). By its very nature then, cognitive apprenticeships attempt to make learning take place within the links of a community's activities, knowledge and culture (Brown & Duguid, 1991).

This article focuses on the untapped wealth available in the conceptual tools developed by Vygotsky and Lave and Wenger (Little & Quinlan, 1998). Vygotsky created the concept of a Zone of Proximal Development (ZPD) as a way for psychologists and educators to think about children's development and how they learn and develop the problem-solving abilities required to perform a range of developmentally-related tasks



Photo by Justin Brake



Photo by Steve Sandoz



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Photo by Steve Sandoz

(Ormrod, 1995). Vygotsky's zone of proximal development connects a general psychological perspective on child development with a pedagogical perspective on instruction. The underlying assumption behind the concept is that psychological development and instruction are socially embedded; to understand them one must analyze the surrounding society and its social relations. While some reviews of Vygotsky's work on children's development have been carried out (e.g. Wertsch, 2000, 1991, 1985; Van der Veer & Valsiner, 1994, 1991; Woolfolk, 1998), little analysis has been conducted on the ZPD and its utility as an instructional tool in vocational and technical education and training. Such analysis may help us to understand how adults learn, develop, and maintain the competence to perform the tasks required in their communities of

practice.

This work explores the ways in which Vygotsky's ZPD concept might provide a basis for learning and instruction in adult vocational and technical education and training (Van der Veer & Valsiner, 1994, 1991). The focus of the article is the ZPD as a basis for instruction in cognitive apprenticeship as a process of development in adult vocational and technical education. The article cites the labels by Lave and Wenger (1991) to represent the levels of development or roles that status apprentices are ascribed in the instructional and learning process. These labels and accompanying figures created by the author are intended to help us start to think about what Vygotsky might have said and drawn if he were asked to describe or depict his Zone of Proximal Development. In particular, the labels and

figures speak to the ways Vygotsky's work may relate to the learning and instructional process in vocational and technical education and training, especially in learning in cognitive apprenticeship programs. The article concludes that the ZPD concept has implications for the theory and practice of vocational education and training.

In this article, the terms vocational and technical education and training as well as apprenticeships are used interchangeably to depict all forms of education, training and development where competent practitioners lead the development of learners. While Zone of Proximal Development represents Vygotsky's ZPD concept, the term range of development is used to depict Lave and Wenger's concept of status and labels that learners or apprentices acquire in the process of becoming experts in their communities of practice.

## Literature Review

The value of Vygotsky's theory is that he sought to find alternate views to other psychologists like Piaget who said that human development occurred in stages and that learners did not or could not see the world through the eyes of others (Woolfolk, 1998; Van der Veer & Valsiner, 1994). Vygotsky argued that development was not a cognitive process that occurred inside a person's head and was separate from the external world in which people lived.

Rather he saw development as a continuous learning process that linked one's current mental networks of association with new experiences gained through contact in, observations about, and reflections on the activities of everyday life. To Vygotsky, teaching and learning were an integrated process in human development. During the teaching and learning process students are expected to actively participate in their own learning through the use of language and interactions with their colleagues and instructors. In describing the Vygotskian concept of the teaching and learning process, Wells (2000, 1999, 1994) states that learning takes place in the context of a purposeful and meaningful activity as learners and teachers work together to create a product that has its own intrinsic value. This purposeful and meaningful activity is viewed as a social process, with the students bringing to the process their own lived experiences as grounded in their own socio-cultural contexts.

According to Wink and Putney (2001), Vygotsky conceptualized the zone of proximal development as a way of viewing what children are coming to know. He noted that children were able to solve problems beyond their actual level of development if they were given guidance in the form of prompts or leading questions from someone more advanced. This person, the more capable peer, could be another student, a parent, a mentor, a coach, a guide or a teacher. Wink and Putney (2001) report Vygotsky defined the ZPD as the distance between a child's level of actual development as determined by their ability to independently solve problems, and the higher level of potential development as determined through problem-solving skills developed under

the guidance of competent adults or with capable peers. This instruction, however, is good only when it precedes development as it awakens and arouses an entire set of functions or observations which are maturing and which lie in the ZPD (Werstch, 2000, 1985).

Vygotsky believed that cognitive structures "originate in social activity and, as they develop, are inextricably linked with language, which is itself a social construct. It is through social interactions . . . that children learn the cognitive and communicative tools and skills of their culture" (as cited in Hodson & Hodson, 1998, p.36). A central tenet of Vygotsky's ZPD is that development is preceded by a set of leading activities in which experienced adults or capable peers guide students along a pathway from incompetence to competence (Little & Quinlan, 1998; Werstch, 2000, 1985). Vygotsky proposed that "children's early efforts on difficult tasks (those within the zone of proximal development) are more likely to be successful when they are scaffolded — that is, when those efforts are guided and supported by a more competent individual" (as cited in Ormrod, 1995, p. 368) through the learning and development process. In addition, he understood learning to be a lifelong process within which learners are constantly constructing, deconstructing, and reconstructing their knowledge base and skills required to function in the world. Vygotsky believed that teachers should focus on teaching students within the ZPD as the best learning is that which is in advance of the development (Hodson & Hodson, 1998). According to Wertsch, (2000, 1991), Vygotsky argued that development is enhanced by instruction as instruction creates the zone of proximal development.

Like Vygotsky, Lave and Wenger (1991) argue that learning is a function of the activity, context and culture in which it occurs (i.e. it is situated), rather than something that occurs within the minds of individuals as cognitive psychologists have traditionally argued. Learners become involved in a community of practice, in which social relations are created around work, and knowledge and its production becomes part of individual identity and takes its place in the community. As opposed to being created to carry out a

task, the shape and membership of a community of practice emerges in the process of activity as people work and learn collaboratively. The structures of communities implicitly and explicitly lay out the terms and conditions for the members' legitimate participation, and define and set boundaries around their learning. Communities of practice provide an essential context for the social production of knowledge, as well as the interpretative frames necessary for engaging in problem solving and problem finding to make sense of the world. Within the process of developing the knowledge base to become full members of a community, learning is a student's continuous negotiation with communities of practice, which ultimately gives direction to both the student and the practice. In a sense therefore, the ZPD could be perceived as a boundary for members who are at various levels of competence or learning in a community of practice. Lave and Wenger (1991) used the term old-timer to represent journey-persons who are competent in their field; not the oldest members in the community of practice.

The works of Vygotsky and Lave and Wenger (1991) are linked to constructivism which, according to Abdal-Haqq (1999) is a theory of learning and meaning-making, not teaching, that offers an explanation of the nature of knowledge and how humans learn. A fundamental principle of constructivism is what we learn is associated with the interpretation of our experiences in relation to new information and how it connects to old information.

Learning occurs as individuals construct their own new understandings or knowledge through interaction with and reflection on what they already know and believe, balanced against the ideas, events, people and activities they have contact with in their day-to-day activities. Abdal-Haqq notes constructivist approaches are regarded as producing greater internalization and deeper understanding than traditional methods, and the focus of this paper is on this social constructivism associated with Vygotsky, not psychological constructivism as articulated by Piaget.

Clearly then, constructivism serves to bridge Vygotsky's ZPD and the practice of apprenticeship as revealed by Lave and Wenger (1991). In apprenticeship, the

journeyperson, as the experienced adult, conveys the necessary new knowledge to the apprentice, and shows him/her how things are done. Over time, the apprentice develops the problem-solving and problem-finding skills required of a journeyperson through the enactment of a series of roles, and they construct meaning for themselves as they move toward being seen as competent in the trade (Lave & Wenger, 1991). The learning process moves from passive to active and the development of knowledge may be seen as moving along a continuum from knowing how, to knowing what, to knowing when, and knowing why. Said another way, the apprentice uses their declarative knowledge and procedural knowledge and, in the process, s/he develops the contextual or conditional knowledge (Woolfolk, 1998) required of a journeyperson. Understanding these types of knowledge, and how they fit with the ZPD concept, is important for vocational and technical educators because it is the expert's ability to lead the apprentice's development that will shape the learning experience and help determine the learner's rate of development and range of occupational competence. Obviously, a more effective way of gaining knowledge requires that the acquisition of declarative, procedural and contextual or conditional knowledge should not be separated, and the acquisition of one type of knowledge is interwoven with the others.

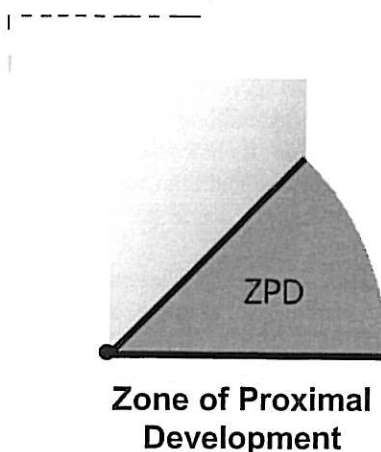
Although Vygotsky never created a graphic of the ZPD, following are four graphics intended to get us thinking about the implications of the Zone for instruction in vocational and technical education and training. The focus of the discussion in the four graphics is cognitive apprenticeship as an instructional process in apprentice development. Using Lave and Wenger's (1991) framework of roles and status ascribed apprentices as they move from novice to expert in their occupation, the figures are labeled Status Subordinate, Learning Practitioner, Sole Responsible Agent for a 'Minor' Part in the Performance, and Aspiring Expert. Lave and Wenger used the terms old-timer and newcomer to depict the master-apprentice or expert-novice relationship, and to differentiate between the journeyperson who provides the leading activities and the

apprentice who is operating in her or his zone of proximal development.

Vygotsky's ZPD as a Conceptual Tool for Our Understanding of Cognitive Apprenticeship

The four figures presented in the succeeding pages of this article are graphic representations of Vygotsky's ZPD. The angle lines in each of the figures are intended to serve a purpose similar to the border crossings Wenger (1998) uses to denote the crossing points of communities of practice. The lines are not used to suggest each individual fits into the particular range. The dark shading is used to depict the idea that an individual's current ZPD is comprised of a solid base of current knowledge and skills, while the fading-away area serves to indicate individuals are moving outside their ZPD; if taken too far across the border crossing they may become incompetent.

### Figure One



**Figure one** represents the initial range of development Vygotsky might have been thinking about in developing the ZPD concept. In apprenticeship, Lave and Wenger (1991) labelled this range of development as Status Subordinate to portray the role and status apprentices hold in the training process. The status subordinate role both requires and allows newcomers to step back and observe the journeypersons in action without being burdened with assignments they are yet unable to fulfill, and the newcomers are not held responsible for any part of the community's operational activities. In this role, the apprentices may begin what

Understanding these types of knowledge, and how they fit with the ZPD concept, is important for vocational and technical educators because it is the expert's ability to lead the apprentice's development . . .

Vygotsky coined as self-talk and inner speech (as cited in Ormrod, 1995) to help guide and direct their own behaviors through difficult tasks and complex maneuvers in much the same way as their journeypersons have guided them. To rephrase Ormrod's (1995) statement, 'Do they begin to build their own scaffolding?'

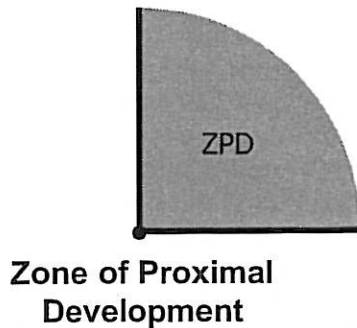
As Status Subordinates in communities of practice, newcomers develop the ability to act appropriately by paying their dues and by being willing to abide by commonly accepted rules and customs of how members are supposed to act within the community. When members join a fire department, for example, they take on its trappings in order to participate and make sense of things; however, once these new members have the lay of the land they begin to put their own brand on things (Little & Quinlan, 1998). This approach to development reflects current demands for training to focus on situating activities in real world contexts and promoting informal learning through coaching and mentoring, using multiple perspectives and collaborative approaches, and promoting social negotiation and reflection. There is also an emphasis on recognizing the learner's knowledge and competence to manipulate and apply information, and on the need for information to be presented in different ways and at different times relative to purpose, process and readiness of learner (Quinlan & Song, 1998). Are these not tenets of the ZPD concept? In line with the constructivist approach, the emphasis is on learning processes which

use and promote the development of problem finding and problem solving skills, and which advance the view that knowledge resides within a community of practice and not in any one individual's head.

Having met the journeyperson's requirements for the Status Subordinate role, the apprentice is invited into the next range of development, Learning Practitioner. The moving into this next range of development serves as an indicator that the newcomer's ZPD has expanded and s/he will gain closer contact with the journeypersons as they go about their day-to-day activities.

### Figure Two

Figure two represents the second or



succeeding range of development Vygotsky might have been thinking about in developing the ZPD concept. Lave and Wenger (1991) labeled the role and status ascribed to the apprentice in this range as Learning Practitioner. The transition into the learning practitioner role makes it possible for newcomers, after their initial period of simply observing the journeypersons in action as Status Subordinates, to perform routine tasks in concert with them. To occupy the newcomers' time and mind, and to give structure to their experience and development, the journeypersons assign these seemingly insignificant tasks that can be performed without any prerequisite capabilities, other than having previously observed the journeypersons performance of the same or a similar task.

This initiation into practice enhances the newcomer's capacity to more closely

observe the community's practices and creates other opportunities for informal participation in productive activities. By helping with certain minimal aspects of the work, newcomers gain a more intimate understanding of organizational practice, and the direct engagement serves to further develop the newcomers' identity with the community as they use the tools, wear the artifacts, and develop the social and occupational norms associated with the practice. As a learning practitioner, the apprentice may advance in the use of self-talk and inner speech as they actually engage in parts of the duties and are being guided toward participation in more difficult tasks and complex maneuvers.

Although not being solely responsible for the completion of essential tasks in this stage, the learning practitioner gets to assist in performing them and, in so doing, expands their zone of proximal development. By virtue of being involved in some of the work, the newcomer is better positioned to make sense of the lunch-room stories and to, on occasion, add a minor note or explanation to them. This engagement can serve to build on the newcomers' understanding of organizational culture and their knowledge base about the community and nature of work, while expanding the zone of proximal development.

Like status subordinates, learning practitioners continue to observe and note aspects of the practice and bring them up for questioning and examination at a later and appropriate time and place. By this point in time the apprentice has gained some insight into the hands-on aspects of the practice and has been involved peripherally in the problem-solving processes associated with work. Reflection on practice is an ongoing aspect of work by now as the apprentices engage in discussions with journeypersons and further develop their cognitive capacities through the use of self-talk and inner speech as tools for development. As the apprentice's ZPD expands into a third and next range of development, that of Sole Responsible Agent for a 'Minor' Part in the Performance, the journeyperson has to decide if and when to give the newcomer a knowing wink and nod. This very significant signal serves as an indicator of the journeyperson's informed judgement about the newcomer's apparent readiness

to make the transition and to more fully engage in the activities of the community of practice.

### Figure Three

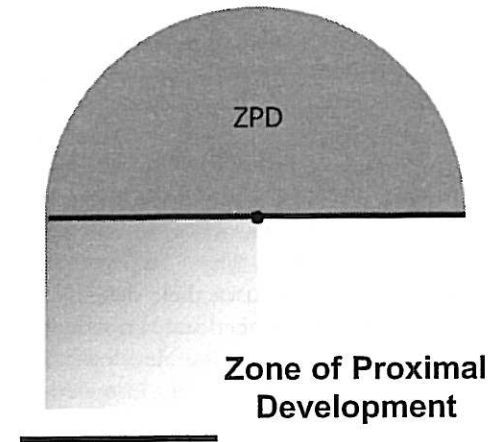


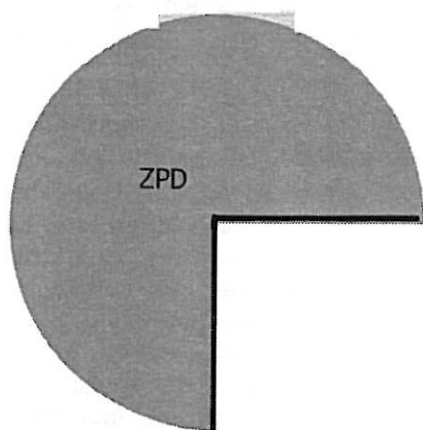
Figure three represents the third and continuous range of development Vygotsky might have been thinking about in his ZPD concept. Lave and Wenger (1991) labelled this range as Sole Responsible Agent for a 'Minor' part in the Performance to portray the role and status of apprentices as their ZPD expands and their competence advances to a new level. The transition from the learning practitioner into the sole responsible agent role means that the journeyperson has deemed the newcomer competent enough to be assigned some responsibility for the sole performance of certain aspects of the work. By this point in time, the newcomer has acquired this capacity largely by standing back and watching the journeyperson going about the work and thinking about how they might do it — self-talk and inner speech working again! Eventually, by being assigned and successfully completing small tasks associated with a major activity, and demonstrating the right mix of thinking and acting skills at the appropriate time, the newcomer is invited to perform a task alone and can do so to the required standard. From the ZPD perspective, the journeyperson, after extensive interaction with newcomers in the task and social contexts of work, is able to use this third range of development as a basis for constructing or assigning the

tasks that will lead to the newcomers' development within their current ZPD.

As Figure three depicts, by using Vygotsky's notion of scaffold building, and gradually assigning an increasing number of minor parts in the performance of work activities, the journeypersons continue to nourish the newcomers' understanding and internalization of the community and its culture and identity. The journeypersons also continue to promote the development of higher order problem solving and problem finding skills by now engaging newcomers in juryrigging and bootstrapping operations (Little & Quinlan, 1998). The introduction to juryrigging and bootstrapping at this point in their development places a whole new set of performance expectations on the apprentice, and this demand for higher order thinking and development dovetails neatly into Vygotsky's scheme of development.

As the ZPD expands, the sole responsible agents begin their transition into the fourth and next role and status, that of the Aspiring Expert. Having assigned newcomers responsibility for the sole performance of certain activities and engaging them in helping to resolve immediate problems as they arise, the journeyperson has encouraged the acquisition and development of the practical skills and higher order mental functions required in the aspiring expert role.

**Figure Four**



**Zone of Proximal Development**

The final figure in this article, **Figure four**, represents the fourth in a continuum of development Vygotsky might have been thinking about in developing the

ZPD concept, and Lave and Wenger saw as the final stage of apprenticeship. Lave and Wenger (1991) labeled this stage Aspiring Expert to communicate that an apprentice had achieved the community's required level of competence as a journeyperson, expert practitioner, or professional, and is now recognized by other experience professionals or journeypersons as a peer holding similar roles and status. The transition into the aspiring expert role makes it possible for the former newcomer to lead the development of the newest newcomers and to operate side by side and on par with other journeypersons.

The rite of passage to aspiring expert status is typically the result of having successfully performed an assigned range of sole-performance tasks. The newcomer, with experience in performing work activities, and having been deemed competent by a journeyperson, is now able and accepted to converse about matters of practice, in both organic and official settings. On the ZPD view of development, these advanced-level discussions represent constructive critiques of the practice and lead to further development of problem solving and problem finding skills, structures and processes.

Lave and Wenger (1991) carefully chose the term Aspiring Expert to communicate that people never become expert. In the process of using our skills and knowledge to perform some aspect of work or everyday life, we discover both what we know and do not know. It is the aspiring to know what we do not know that provided Lave and Wenger the label to represent their view of journeyperson development. The unclosed graphic in Figure four depicts this view that, just as the journeypersons as experts think they have it figured out, they temporarily return, over and over, to the newcomer role and status as they continue their development of occupational competence. In this way, the aspiring experts' zones of proximal development never close as they go about the business of acquiring new skills and sensitivities required in the performance of work.

A final note to this view of development is that, by the fourth stage of development, the journeypersons have reproduced themselves in the newcomers and, in so doing; they reproduce the communi-

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The rite of passage to aspiring expert status is typically the result of having successfully performed an assigned range of sole-performance tasks.

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ty of practice. The newly-confirmed journeypersons, in turn, take new members under their wing and the process of reproducing both the membership and the practice continues. The newly-confirmed journeyperson has also gained the privilege of contributing to the repertoire of stories by adding new ones and embellishing those that already comprise the community's identity, culture, and legacy.

Some Implications of the ZPD Concept for the Theory and Practice of Vocational and Technical Education

As a conceptual tool for understanding the education and training process in today's institutions and workplaces, the article has explored the ways in which Vygotsky's ZPD concept might provide the basis for instruction in vocational and technical education and training. The focus of the article was the ZPD as a basis for instruction in cognitive apprenticeship as a process of development in adult vocational and technical education and training. Cognitive apprenticeship emphasizes teaching learners different ways of thinking about whatever they are learning, as well as any skills associated with the apprenticeship (Brandt, Farmer & Buckmaster, 1993). Cognitive apprenticeship models dovetail neatly with the ZPD concept, which suggests instructors and other scaffold builders should focus on teaching students within the ZPD as the best learning is that which occurs in

The discussion of the four figures in the preceding pages indicate that Vygotsky's zone of proximal development is potentially a useful and effective conceptual tool or model for instruction in cognitive apprenticeships in vocational and technical education programs. In addition to cognitive apprenticeships, the ZPD concept can be applied also to instruction in other forms of vocational and technical education and training programs, including anchored instruction, cooperative education and on-the-job training (OJT).

advance of the student's development. It is in the ZPD that scaffolding plays a key role as it enables the instructors to present new ideas in advance of the student's development, and to create opportunities for students to use and take control of those ideas (Hodson & Hodson, 1998). The discussion of the four figures in the preceding pages indicate that Vygotsky's zone of proximal development is potentially a useful and effective conceptual tool or model for instruction in cognitive apprenticeships in vocational and technical education programs. In addition to cognitive apprenticeships, the ZPD concept can be applied also to instruction in other forms of vocational and technical education and training programs, including anchored instruction, cooperative education and on-the-job training (OJT).

A key underpinning of Vygotsky's ZPD concept is for educators, instructors and other scaffold builders to understand that all learners have levels of competence in their fields within a certain range, and one of the key purposes of training and development in vocational and technical education is to stretch them beyond that range so they gain increased levels of knowledge and further develop the competence to engage in the activities of a community of practice. At the same time, however, educators, instructors and other scaffold builders in vocational and technical education and training programs must be careful to not take their learners too far outside their zone of proximal development because that will create too much tension and the learner will not be able to make sense of things and they will likely fail. Alternately, too little tension can lead to boredom and, again, no development and learning might occur. Educators in all forms of vocational and technical education and training programs must understand and use a variety of approaches to instruction and learning. They must also endeavour to understand the students within their socio-cultural contexts. According to Wink and Putney (2001), this notion suggests that educators and other scaffold builders should take into account individual differences among students, and the communicative nature of the learning process by which students learn and develop.

To use the ZPD as a conceptual tool or model for instruction, educators and other

scaffold builders should be familiar with the principles underlying the concept, particularly with respect to both an individual's current level of preparedness to engage in activities and the individual's right to become involved in or withdraw from any situation. An educator's understanding of the concept of zone will play a pivotal role in determining whether newcomers or learners are engaged or disengaged in the process of learning and development. In applying the ZPD concept as an instructional tool or model for all forms of vocational and technical education programs including apprenticeships, mentorships, anchored instruction, cooperative education, and on-the-job training, educators and other scaffold builders can also view the students' zone of proximal development as their zone of comfort or zone of competence around their current understanding and sense of knowledge and competence to perform the work.

A few questions are worthy of some further exploration. For example, is there a community of practice Zone of Proximal Development? If so, how does it differ from the individual ZPD, and what are its implications for corporate training and development in a world that increasingly depends on advanced levels of problem solving, problem finding, and knowledge creation? Likewise, does the ZPD have application in or across boundaries of what Wenger (1998) refers to as Constellations of Practice? Second, can Vygotsky's notion of individual development be applied to community organizations? Do communities themselves have zones of proximal development? If so, how can community development and community education specialists use the ZPD in their practice? Third, in what ways can we maximize the benefits to be derived from workplace initiatives such as cooperative education, mentoring, coaching, and similar programs by using the ZPD as a conceptual tool?

This article has suggested that the ZPD concept has tremendous potential for use as a basis of instruction in cognitive apprenticeship and other forms of vocational and technical education and training programs such as anchored instruction, on-the-job training and cooperative education programs. If elementary and secondary school vocational and technical

educators, college and institute instructors, community health educators, police detachments, fire departments, seniors organizations, and other communities of practice were to pursue further analysis about the ZPD and its potential implications for training and development, we could continue the work Vygotsky began almost three-quarters of a century ago; discovering more about how we learn, develop, and maintain the competencies required for problem solving and finding; not only in today's knowledge-producing and technology-driven organization, but also in everyday life.

## About the Author



**Dr.** Abu Bockarie is an Assistant Professor in the Vocational and Technical Education and Human Resource Development Program, Faculty of Education, University of Regina. His research interests centre on education, training and human resource development needs and the role of vocational and technical education and human resource development policy and practice in learning systems. He's exploring the links among educational and training provision, goals, strategies and outcomes. Dr. Bockarie's focuses on preparing adult learners with specialized training and development to equip them to undertake advanced positions in education, training, HRD institutions and other public, private and community-based organizations. He is involved in the activities of the Saskatchewan Labour Force Development Board, the Saskatchewan training and Development Association, and the Saskatchewan Process Industry training Network.

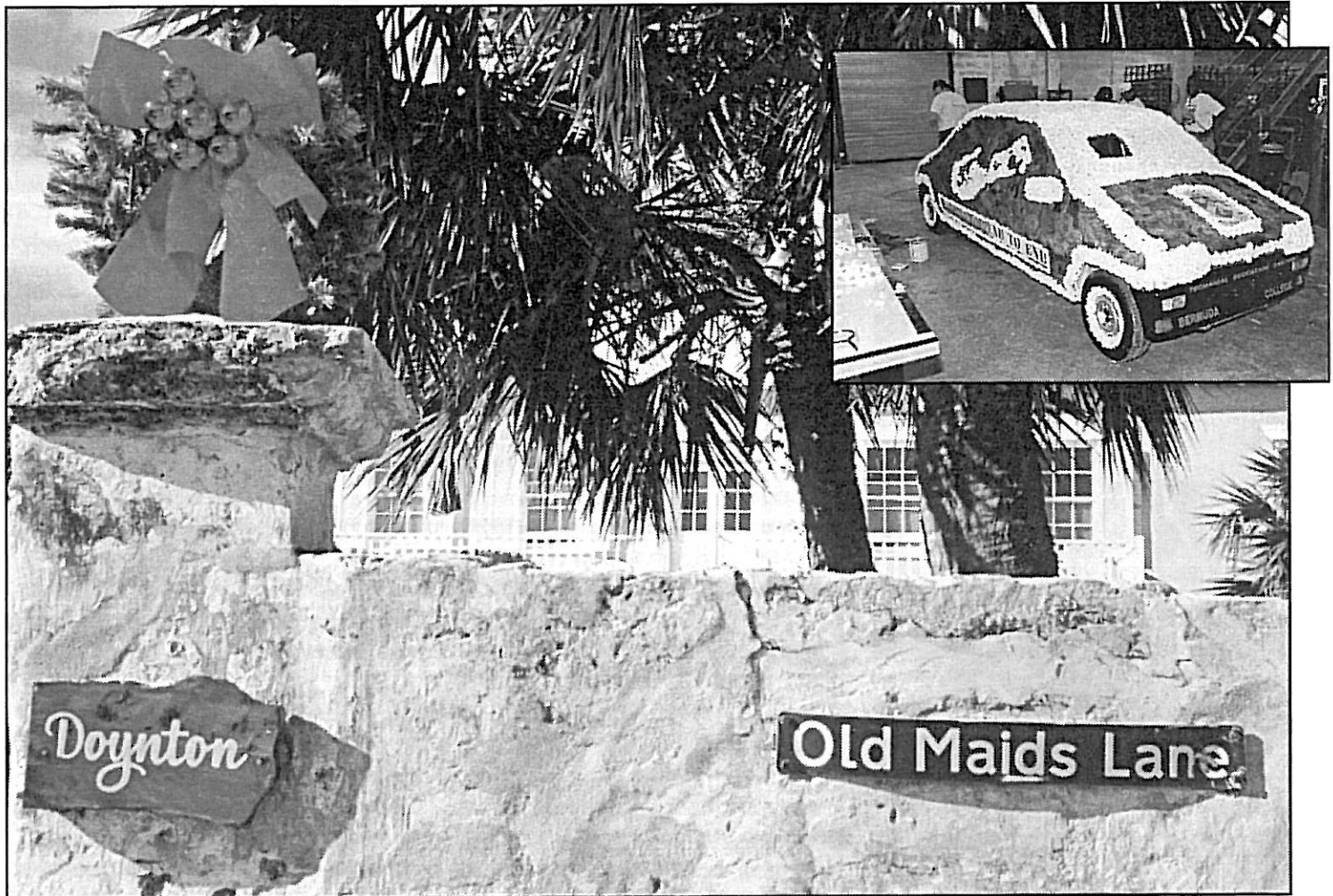
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# WISH YOU W

Couple leaves mark on tropical college  
Doyton house, '83 Colt make for a memorable trip

By Sean McCutcheon



## Most

newly-married couples would use a tropical honeymoon to relax. Not Wayne and Pam Wilson. One month after their wedding in December of 1995, the two Algonquin teachers set off for the tiny island of Bermuda — only 25 miles long and one mile wide — after both had accepted jobs at Bermuda College.

She became a contract curriculum consultant and he was the new dean of continuing education and technology and trades. Both would make significant contributions to the college and acquire new knowledge that would help them improve as teachers during their five-year stay.

"It was interesting working in a tourist destination," Pam says. "We were there to work, not play."

The Wilsons were tipped off to the job opening by a member of the Bermuda College faculty. Wayne was at London's

Heathrow Airport, on his way back from an Algonquin-sponsored trip to a teacher's conference in South Africa, when he met the faculty member.

He told Wayne about the dean's position and suggested that he apply. Wayne got the job, and Pam successfully applied for another contract position that was available. Both of them got permission to leave Algonquin temporarily.

"We are extremely grateful that Phil Killeen (former Algonquin president) allowed us both to have a five-year leave of