

Univ.
LE
3
A1K45

WEEK

a publication of the Lakehead
University information office

Volume 3 DEC 6 1971
Number 24
March 19, 1971

Special Business Studies

The School of Business Administration is offering a special series of both credit and non-credit courses during the Spring and Summer sessions at Lakehead University this year. Under the title "Studies in Management", these courses are being offered to part-time students who might attend in order to fulfill the requirements of their program; to full-time students who wish to accelerate their programs; and for the members of the community who wish to increase their awareness of several contemporary management topics. Credit courses will be offered for the Graduate Diploma, Commerce and Diploma programs. Prerequisites for these courses may be determined in consultation with a representative of the department. Non-credit courses are offered in several contemporary areas. The only prerequisite for these courses is a genuine interest on the part of the student.

Credit courses open in both Spring and Summer Sessions include:

- | | |
|-------------------------|---|
| Business 100 | - An introductory course in management dealing with the major functional areas of Finance, Human Relations, Production and Marketing. |
| Business 204/504 | - Marketing: An intensive examination of the more important marketing functions, primarily from the consultant's point of view. |
| Business 409 | - Sales Management: development of ability in dealing with problems involved in the management of outside salesmen. |
| Business T2d | - Human Relations and Effective Supervision: The skills required of the manager in effectively supervising the work of others and the dynamics of organization environments are examined in detail. |

Credit courses presently listed for Spring Session only are:

- | | |
|-------------------------|------------------------|
| Business 200 | -Quantitative Methods |
| Business 201 | - Accounting |
| Business 206/506 | - Computer Concepts |
| Business 305/505 | - Production |
| Business 406 | - Industrial Relations |
| Business 415 | - Insurance |

The Credit course listed for Summer Session only is:

Business 1a6 -Accounting

Non-Credit courses offered in both Spring and Summer Sessions include "Encounter Group" for Personal and Work-Team Development; "Selling: Its Broader Dimension" and "Management by Objectives" and "Project Management with CPM & PERT". "Project Management with CPM & PERT" will be offered in Spring Session only.

Many businesses and industries in the area have been consulted regarding the choice of particularly relevant courses, and have subsequently been notified regarding the scheduling of these courses in order that staff may attend.

Anyone looking for further information is asked to contact

O. Trist
School of Business Administration
Lakehead University

or call 345-2121, Extension 546

Dialogue '71 Speaker

Dr. Donald Ivey will be the keynote speaker when Dialogue '71 convenes in Thunder Bay, May 10th, 11th and 12th. Lakehead University will act as host to this 4th Annual Dialogue, which brings together delegates from Secondary Schools, Universities and Government Departments located across the Province of Ontario.

This will be the first Dialogue to be held in North-western Ontario, and the main purpose of the session will be to probe the question of communication between educational systems in the Province.

Dr. Ivey was born in Manitoba, was raised in Vancouver, and has taught in British Columbia, Ontario and the State of Indiana. He received his Ph.D. from the University of Notre Dame. Dr. Ivey was interested in the use of media, film and video-tape,



in the educational process. His activity in this area has earned him much recognition and he has been the recipient of many recognized awards for the work he has done. In 1962, his film, "Frames of Reference" received the Edison Award in New York for "the best science education film" of that year. Another film "Random Events" won a silver medal from the Scientific Institute in Rome. A television program "Count On Me" on computers won the Ohio State University adult education award in 1963. He also received the Ohio State University childrens education award from Ohio State University for a television program entitled "Order and Chaos". He has also been extremely active in the preparation of television programs for adult education as well as the C.B.C. National School Telecasts.

He prepared and presented many television programs on physics, some of which are still being used on American networks, and was responsible for the production of four shows in the C.B.C. Series "The Nature of Things", as well as acting as host for an entire series of that program.

Dr. Ivey's academic research has been in the area of polymer physics, and he has published a number of papers on subjects relating to that area. He is a member of the Associate Committee on High Polymer Research of the National Research Council and served on the executive of the Canadian High Polymer Forum.

Dr. Ivey will speak to the topic "Communication - I Talk, You Listen".

Campus Notes

□The Department of English invites all students to the showing of the second of two Hollywood films adapted from American naturalist fiction that still, thirty years later, reflect North American naturalistic attitudes. Admission is FREE. Thursday, March 18th at 8:00 p.m. the film, "The Grapes of Wrath" will be shown in the Upper Lecture Theatre.

□Dr. K.C. Kim of the Department of Economics will present a paper entitled "Buffalo S.M.S.A. Input-Output Model" at a Staff Seminar sponsored by the Economics Department. The Seminar will take place Thursday, March 25th from 2:30 to 4:30 p.m. in Room LB-4029 in the Library.

Scholarships & Bursaries

Applications are now available for scholarships and bursaries listed in the University Calendar to apply to the 1971/72 winter term.

Any student wishing financial assistance may apply for these awards dependant upon his academic standing and the terms of the award. Applications are available from the office of the Dean of Students, and should be completed and submitted as soon as possible. Successful applicants for scholarships and bursaries are chosen in May in order to allow students to make suitable financial arrangements for the fall registration.

Anyone wishing further information about these awards or any other means of financial assistance should contact the Dean of Students Office for details.

Report To CPUO

The following is a summary of the report to the Committee on University Affairs and the Committee of Presidents of Universities of Ontario entitled "Television and Technology in University Teaching", copies of which have been distributed throughout the University. It is a reprint of the article which appeared in the March 4th issue of UWO news, a publication of the University of Western Ontario. This week we shall print the main points which appear in the report, to be followed next week by a summary of the recommendations contained in the report.

"A report on Television and Technology in University Teaching prepared for the Committee on University Affairs and the Committee of Presidents of Universities of Ontario was released in Toronto last Friday."

Author of the report is Mr. Bernard Trotter, Head of the Office of Academic Planning at Queen's University.

Purpose of the study was to evaluate the use of educational technology as a means of enhancing university-level education. "Educational technology" was broadly defined to include educational television (both closed-circuit and broadcast); other audio-visual media; programmed instruction (including computer-assisted). The study is focussed



on both benefits and costs in relation to benefits. Along with recommendations the study examines the significant literature in the field, investigates notable experiments elsewhere and investigates past and current applications in Ontario.

The report will be distributed to Faculty and senior Administrative Officers about the middle of March by the Department of Information Services and University Publications.

Main points of the report are these:

"It is not profitable to look at any single teaching/learning resource in isolation from others in use or in prospect. We must aim at nothing less than fundamental review of the instructional process."

"The overriding imperative of technology is system. Any discussion of educational technology must therefore be about the systematization of the educational process. Systematization in turn implies collaborative and collective effort-professionalism of a new and different kind."

"It is fashionable today to speak of the teacher as manager of a learning system. At university, the student is also critically involved in managing his own learning process."

"More progress towards effective learning may be made by concentrating attention on the needs and activities of the learner than by approaching the problem from the standpoint of the teacher."

"It may no longer be either possible or desirable to multiply opportunities for general education on the pattern of existing universities. Increasing numbers may therefore make it necessary and possible to design new, fundamentally different patterns of instruction and so help to resolve the crisis in purpose."

"The student is the most important "input" to the educational process. His energy, aptitudes and sense of purpose determine first the choice and then successful exploitation of the opportunities presented by the university. He is basically responsible, as an active agent of the educational process as well as the material acted upon, for the ad-

ditional skills, understanding, knowledge of self and of others, ability to solve problems, to reason to evaluate information for all that he takes with him as "output".

"So far, then as general education is concerned, the major question becomes whether individual choices are to be made among a wide variety of course offerings, with the student left to his own devices in integrating what he learns and relating it to a "model of the world" as best he can, or whether individual choices are to be made among a variety of possible emphases within a very small number of broadly conceived multi-disciplinary courses designed to realize the integrative, overview function of general education."

"(Since) a trained capacity to continue the learning process throughout life and to participate constructively in the process of change may be the main social value in providing opportunities for general education... individualized instruction may have to involve more than tuning instructional resources to individual needs and capacities. It may mean remedying weaknesses in styles of learning as well as building on strengths."

"Televised instruction has been tested for effectiveness in a teacher centred institutional context. The potential of such material developed in an integrated way within a student-centred instructional process has not been tested. The important thing to note is that, when a systems approach to curriculum development is tested, it will not be television or any other technology which is on trial. It will be the systems concept itself."

"A much more systematic approach to the problem of curriculum and course development is required. Objectives must be defined, all possible methods must be canvassed and evaluated, including solitary study in the library as well as applications of technology, and then courses must be designed and evaluated every step of the way."

"Most universities are a long way from looking at the instructional process comprehensively as a system in which resources can be deployed in a variety of ways to achieve objectives. Even where attempts have been made to develop multi-disciplinary courses no systematic assessment of resources has

weekly events

meetings

- Friday
March 19 Seminar in Chemical Engineering Technology "Surveying the Industrial Relations Field" with Mr. G. Bicknell, Personnel Manager, Great Lakes Paper, at 8:00 p.m. in Room MB1031.
Film Festival continues with "Can Heronimus Merkin etc." at 11:30 a.m. and at 1:45 p.m.
S.A.S. is holding their Annual Trophy Dinner Dance at the Ortona Legion with Cocktails from 6 to 7 p.m., Smorgasbord from 7 to 9 p.m., and Dancing from 9 to 1 a.m. Admission is \$5.00 per couple and tickets must be purchased in advance.
Modern Dance Program being presented by the Second Year Physical Health Education students, at 7 p.m. in the Field House.
Lakehead Choral Group Production of Gilbert & Sullivan's "Iolanthi" in the U.C. Theatre at 8:00 p.m. Tickets are \$2.50 for Adults.
- Monday
March 22
- Tuesday
March 23 Lakehead Choral Group Production of Gilbert & Sullivan's "Iolanthi" in the U.C. Theatre at 8:00 p.m. Tickets are \$2.50 for Adults.
- Wednesday
March 24 The Incredible Forest Series: "Trees, Forests and You in the Urban Environment" with Mr. J.W. Haggerty. Lakehead Choral Group Production of Gilbert & Sullivan's "Iolanthi" in the U.C. Theatre at 8:00 p.m. Tickets are \$2.50 for Adults.
- Thursday
March 25 Dr. K.C. Kim, of the Department of Economics will present a paper entitled "Buffalo S.M.S.A. Input-Output Model", at 2:30 p.m. in room LB 4029
Lakehead Choral Group Production of Gilbert & Sullivan's "Iolanthi" in the U.C. Theatre at 8:00 p.m. Tickets are \$2.50 for Adults.
- Friday
March 26 Lakehead Choral Group Production of Gilbert & Sullivan's "Iolanthi" in the U.C. Theatre at 8:00 p.m. Tickets are \$2.50 for Adults.
- Saturday
March 27 Lakehead Choral Group Production of Gilbert & Sullivan's "Iolanthi" in the U.C. Theatre at 8:00 p.m. Tickets are \$2.50 for Adults.
- Sunday
March 28 A.M.S. Films "Loves of Isadora" in U.C.T.

- Monday Board of Governors Meeting in Senate Chamber at 12 Noon
- Thursday Inter Varsity Christian Fellowship Discussion Meeting at 7:00 p.m. in room CB-0456
- Friday Faculty of Science Meeting in Senate Chamber at 4:00 p.m.

fully and effectively used in universities (or anywhere else in the educational system for that matter) because it has been kept in a compartment and considered separately from other resources which must or can contribute to the instructional process - the teacher, the student, the library, the laboratory - and the methods by which these resources are mixed and deployed. It follows then that, if this situation is to change, educational technology must be brought fully into the process of allocating resources of all kinds to meet specific objectives in specific ways."

been made...Attempts to use instructional media effectively when time allowed for basic course planning is inadequate are bound to fail and consolidate negative reaction to their further development."

"There are no technological barriers to the mass production of instructional materials if instructors in individual institutions are willing to pay for them and use them. The price depends on the extent of the use."

"It is assumed that the demand for general degree work will continue to expand on a scale sufficient to make a look at new patterns of instruction for that degree worthwhile. At the same time it is taken for granted that existing institutions are well equipped to meet the total conceivable demand for honours work and other specialized programs and that in most cases existing universities will be able to continue general degree programs as well."

If one point has emerged from this report it is simply this: educational technology (in the sense of various kinds of hardware applied to the production and delivery of instructional material) has not been

