



MINUTES OF INSTRUCTION COMMITTEE MEETING, TUES., MAY 6, 1980

Present: I. Berger, Chairman
M. Chang, M. Glass, W. Sokolsky, C. Sorge and M. Wise.

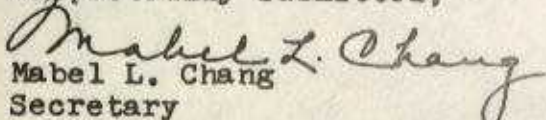
The Chairman opened the meeting with the announcement that the next meeting of the Instruction Committee will be a demonstration of computer-assisted instruction by the Nursing Department at the Computer Center. In the meantime, there was a number of interesting notices and leaflets, Dr. Berger reported: (i) Drs. Heller and Morrill had promised "to give a presentation on Piagetian-based interdisciplinary curriculum" in the fall. (ii) All members of the faculty had received a "Report of the Workshop on Strategies for Reinforcing Reading, Writing and Study Skills in the Content Areas" by five faculty members. (iii) Prof. Sokolsky distributed leaflets on instruction. (iv) An article from the Eastern Economic Journal (Jan-Apr. '79 issue) entitled "An Approach to Standardization of Faculty Evaluations: An Empirical Study" by Salyards and Leitner, was referred to the Committee by Dr. Chang who pointed out that factors such as study time input, subjective learning etc. were essential elements in a theoretical model for assessing teaching effectiveness.

Open discussion by members of the Committee present touched upon the following points:

- (i) The Instruction Committee might try to invite teachers with reputations for excellence to come to tell us of their techniques and experiences.
- (ii) Are there objective ways of evaluating teachers or determining how much the students have learned?
- (iii) Those who interpret a candidate's scores in the Questionnaire should remember that the Questionnaire reflects the students' perceptions only, and not whether a student has learned.
- (iv) A few replies from the faculty on suggestions for revising the Questionnaire had been received by Dr. Berger. Minor changes had been proposed. The Committee will evaluate the responses more formally in the next semester.
- (v) Although truism and platitudes are commonplace, it may still be worthwhile to collect and publicize some of them.
- (vi) Instructors should be specific in telling their students about the exact requirements, procedures, weights and criteria for grading before any exams or grades are given.
- (vii) In classes of long duration, the instructor may allow students to bring in snacks, or schedule a stretch break. Varying the tone and loudness of the voice may also be helpful.

At 5 p.m. the meeting was adjourned.

Respectfully submitted,


Mabel L. Chang
Secretary

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