

The Course Guide — it will come out this year too

“... students are the only ones in a position to judge teaching ability”

By **ANDRE GAREAU**
Course Guide Editor

“University teaching is like the weather—everyone talks about it, but nobody does anything about it!”

Well, not any more; for the second year, the Students' Union is sponsoring a **COURSE GUIDE** booklet. Instructors in the faculties of Agriculture, Education, Engineering, Commerce, and Science are being asked to distribute

the questionnaires and allow students 10-15 minutes of class time to complete the forms. (This is seen as the most efficient way of reaching the greatest number of students). The questionnaire data will be collected and presented in a booklet available at the bookstore before registration next term.

Within certain limitations, it is felt that these collected student opinions can be seen as a valid analysis of the on-going learning situation. Despite doubts as to the

competency of students to judge good teaching ability (preferably, instructors should be evaluated by their peers), the fact remains that as the lecturers sole “audience”, students are presently the only ones in any position to judge teaching ability. (Besides, who else but the students can say if he is learning something?)

Primarily, such a booklet thus functions as a more sophisticated, more representative form of “grapevine”. The present ques-

tionnaire is constructed to give general and specific information concerning

- (1) what students take in a certain course
- (2) what the course is like (description)
- (3) what students think of a course (evaluation)

As for making actual use of the guide, most departments can tell you who will be teaching the courses you are interested in.

Even if obtaining the required courses involves a registration change, this can usually be done much more easily than is generally realized.

But students should not be the only ones to benefit from a publication such as this one. It is hoped the instructor will find the course guide a useful tool in assessing his teaching effectiveness and encouraging them to maintain a high standard of teaching:

“The absence of supervision or assessment of teaching is presented, in the prevailing ideology, as a condition of freedom and independence in teaching. But it has an unrecognized side effect in that it deprives most if not all teachers of a firm sense of accomplishment, or a firm sense of mistakes to be learned from. Teaching, without assessment, leads almost necessarily to a cycle of repetition. Only detailed, sophisticated, continuing assessment can make teaching experience cumulative, instead of repetitive, and thus instruct the instructor.” (The American College: A Psychological and Social interpretation of the Higher Learning, P. 376)

The Course Guide Committee hopes you will help us by filling the questionnaires as accurately and honestly as you can. Please address all questions, comments, and offers of help (the committee is presently understaffed) to

Room 250
Course Guide Committee
SUB



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once in
my life
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to be
ahead in
my
reading**

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