

ADETA

Alberta Distance Education & Training Association

Volume 9 Issue 3

November 2000

President's Message



Hello everyone. I would like to thank you for giving me the opportunity to serve as the President of ADETA over the next year. I look forward to working with you and the other members of the board who are an enthusiastic, energetic, and hard working group. We met to do some strategic planning, examining the purpose and mission of ADETA, ensuring we are moving in a direction suitable for the upcoming years. Once plans and priorities have been developed we will post these at our web site. We welcome your input, so please send any of the board members your thoughts and ideas.

ADETA continues to be interested in collaboration and cooperation with other organizations. We are planning to combine next years Fall Workshop with AOC (Alberta Online Consor-

tium). In the spring of 2002 our intent is to participate with CADE (Canadian Association of Distance Education) and ICDE (International Council Distance Education, North American Region). I have submitted our request to the President of CADE, Marquis Bureau and I am waiting for their response. As you will remember we had such a successful collaboration in Banff. The conference will be held in Calgary in May sometime.

I had an opportunity to represent ADETA at Campus Alberta Symposium: Results Through Collaboration on October 10th and 11th, 2000. This was a follow-up from May 1999, when Advanced Education and Career Development (AECD) asked post-secondary education stakeholders to discuss the Campus Alberta vision and respond to key questions.

"Alberta has long been considered a world leader as a learning provider. This symposium will highlight and build on the excellent collaborative work already taking place in our province and provide the tools that will allow us to continue leading the way into the 21st century. It represents a significant step forward in realizing the Campus Alberta vision of a seamless learning system where we all collaborate to deliver quality lifelong learning - where and when Al-

bertans need it - to address their social, cultural, and economic needs"(Quote taken from Agenda).

The two sessions provided opportunities to address important issues about collaborating within Alberta's learning system. In these sessions, participants were divided up into small groups based on the geographic location of their organization. They were asked to address the following questions from a system-wide perspective and from a local community perspective:

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Collaboration and Excellence in Distance Education and Training

What's Happening...

Alberta Online Consortium

While the summer months are usually down times for most educators, it was an exciting time at AOC as several major projects went into full swing. Learning Technologies Branch, in partnership with AOC, has invested time and resources converting most of the correspondence courses that they have developed for distance learning to HTML format for inclusion in an online database, called "Tools 4 Teachers". This database will become the responsibility of AOC for evergreening and addition of new content. Learning Technologies Branch has invested time and resources converting most of the correspondence courses that they have developed for distance learning to HTML format for inclusion in an online Course File Database. This database will become the responsibility of AOC for evergreening and addition of new content. Initially, the database will house content from core subject courses in grades 7-12, but will be enlarged to include grades 1-6 and post-secondary learning objects in the future. The database will be accessible to all teachers involved in CDI2, with access for others restricted by an Extranet application process. It is our intent to provide access as widely as possible once the issue of intellectual property has been more fully explored. More information on this exciting addition to online course creation in the province will be available on the AOC website as it becomes available.

The Alberta Online Consortium Showcase 2000 was held in Red Deer on June 28, 2000. This was an opportunity for the AOC to demonstrate and display online course material developed through our Content

Development Initiative 1. All of the material developed for High School English, Applied Math 10, Social Studies 30, Junior High Science, and Biology 20/30 is available on the AOC website for use by all teachers in Alberta at no cost. While we were very pleased with the developed online courses and resources, we also learned a great deal which we hope will have an impact on this year's Content Development Initiative.

Avoiding duplication of efforts by jurisdictions, teachers, AOC, and LTB continues to be the focus of content development. Cathy Simpson has been seconded from her position as Vice-Principal at Medicine Hat School District No. 76 in order to manage Content Development Initiative 2. CDI2 revolves around the creation of lessons and multimedia segments for inclusion in the Tools 4 Teachers database. Standards involving instructional design, teaching and learning models, pedagogical design, and technical specifications will be developed to ensure that content can be shared across platforms and jurisdictions throughout the Western Canada Protocol. An enhancement to CDI2 is the addition of an online Professional Development component addressing online teaching practices, pedagogy, and instructional design which will be offered to all CDI2 participants that will serve to bring a shared understanding in meaning of terminology and to develop a community of learners with the common interest of teaching and learning online. Avoiding duplication of efforts by jurisdictions, teachers, AOC, and LTB continues to be the focus of content development. Content Development Initiative 2 (CDI2)

will be managed by Cathy Simpson. The project revolves around the creation of lessons and multimedia segments for inclusion in the Course File Database, which when compiled by teachers can result in a complete course. Standards involving instructional design, teaching and learning models, pedagogical design, and technical specifications will be developed to ensure that content can be shared across platforms and jurisdictions throughout the Western Canada Protocol. An enhancement to CDI2 is the addition of an online Professional Development component addressing online teaching practices, pedagogy, and instructional design which will be offered to all CDI2 participants that will serve to bring a shared understanding in meaning of terminology and to develop a community of learners with the common interest of teaching and learning online.

A needs assessment will again be circulated to jurisdictions in September to determine the areas of most need. Once the needs assessment has been completed and courses identified for development this year, teachers will be invited to apply for positions as Subject Matter Experts (SME) or Leader/Editors (LE) to work on the project. Teachers will be expected to attend a minimum of three face-to-face meetings throughout the year, with AOC covering costs for travel and subsistence, and substitutes up to a maximum of \$135/day if required. SMEs will be paid \$2500, and LEs will be paid \$4000, in either cash or Professional Development funds. More information on CDI2 is available on the AOC website. AOC rec-

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What's Happening...

NorQuest College

What's happening at NorQuest this Fall?

New at NorQuest this fall is The Learner Centre, which was scheduled to open on September 18, 2000. The Learner Centre will give students one-stop access to the exceptional educational support we provide at NorQuest. It incorporates a number of principles, including the integration of resources and services and an expansion of the work environment for students. The new plan features an inviting and open environment with a variety of work areas for different purposes. The new Learner Centre will integrate the existing Library and Information Services, and Learning Support Services with its assistive technology. Moving to the new Centre as well, are the FOCUS tutorial rooms and the Educational Technologies labs. These labs consist of the CAI lab which will have 24 stations, the 16 station TLM testing room, the 6 station Learning Server room, as well as the new 60 station Dell computer drop-in lab. Each of these computer stations as well as the Library's 12 Express stations will have access to the full range of the College's computer resources. Assistance in finding computer solutions is readily available from the computer help staff, enhancing student learning opportunities to develop new skills and preparing them for their next steps.

Bryan Shepherd
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Alberta Online Consortium

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ognizes and applauds the significant time and money invested by jurisdictions and teachers in this project in the past and is pleased to announce that CDI2 will have a new look. Once the needs assessment has been completed and courses identified for development this year, teachers will be invited to apply for positions as Subject Matter Experts (SME) or Leader/Editors (LE) to work on the project. Teachers will be expected to attend a minimum of three face-to-face meetings throughout the year, with AOC covering costs for travel and subsistence, and substitutes up to a maximum of \$135/day if required. SMEs will be paid \$2500, and LEs will be paid \$4000, in either cash or Professional Development funds. More information on CDI2 is available on the AOC website. We will also be holding information sessions in Grande Prairie on September 22, Calgary on September 25 and Edmonton on October 5 regarding the database and CDI2. AOC is committed to the Course File Database and the collaborative process involved in populating the database through this initiative. Contact Cathy Simpson for more information on CDI2.

We will also be holding information sessions in Grande Prairie on September 22, Calgary on September 25 and Edmonton on October 5 regarding the database and CDI2. AOC is committed to the Tools 4 Teachers database and the collaborative process involved in populating the database through this initiative. Contact Cathy Simpson at (780) 415-8523 or cathy.simpson@gov.ab.ca for more information on CDI2 or the database project.

The Online Learning Symposium is scheduled for November 22-24 at the Mayfield Inn & Suites. Registrations are filling quickly, so if you intend on Initially, the database will house content from core subject courses in grades 7-12, but will be enlarged to include grades 1-6 and post-secondary learning objects in the future. The database will be accessible to all teachers involved in CDI2, with access for others restricted by an Extranet application process. It is our intent to provide access as widely as possible once the issue of intellectual property has been dealt with. More information on this exciting addition to online course creation in the province will be available on the AOC website as it becomes available. attending this event please register as soon as possible to avoid disappointment.

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What's Happening...

University of Alberta

New Distance Education Co-ordinator

The University of Alberta's Academic Technologies for Learning recently hired Robert Aucoin as their new distance education co-ordinator. Robert originally hails from Halifax but has lived and worked in Toronto, Montreal, New York and Zimbabwe.

A graduate of Concordia University's Educational Technology program, Robert will be responsible for both pedagogical and delivery aspects of distance education at the University.

On-line Palliative Care Course for Professionals

In 1998, Dr. Jose Pereira, Assistant Professor of Oncology at the University of Alberta, and Academic Technologies for Learning formed a partnership to develop an online course for Palliative Care professionals. As Dr. Pereira notes in an interview with ATL, "The challenge we faced was how to reach out to physicians, nurses and pharmacists who are practising in small communities far away from the large centres...we had to look at some innovative ways of increasing the opportunities for these health care professionals to undergo Palliative Care education." The course is the first of its kind and is now receiving international recognition for its innovative approach to solving a universal challenge.

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<http://www.atl.ualberta.ca>

University of Alberta



Athabasca University

Athabasca University's International Review of Research in Open and Distance Learning (IRRODL) was launched in July. The online journal disseminates scholarly knowledge in open and distance learning theory, research, and best practice to distance education practitioners and scholars worldwide.

The editorial staff consists of AVP Peter Cookson (editor), Jan Thiessen (managing editor), and academics Pat Fahy, Mohamed Ally, and Ian Mugridge (associate editors). Editorial board members and consulting editors are located in 24 countries.

"The Problems and the Promise: Into the New Century" is the theme of the first issue, which can be found at <http://www.irrodl.org/current.html>.

Article contributors are well known in open and distance learning: Randy Garrison (Canada), Otto Peters (Germany), Farhad Saba (US), Hilary Perraton and Judith Calder (UK), Armando Trindade, Hermano Carmo, and José

Bidarra (Portugal). In addition, there are book reviews, conference notes and announcements, and reports of open and distance learning research and developments in the field.

AU president Dominique Abrioux will serve as guest editor of the second issue, "Converting to Online Course and Program Delivery: Global Perspectives." It will comprise a collection of case studies on the strategic/structural/management/resourcing issues facing open and distance education institutions converting print-based distance education programs to online delivery. Case studies will highlight the ex-

periences of several universities and colleges.

IRRODL editors are looking for well-written manuscripts for upcoming issues. Articles may address open learning and distance education theory, research, and/or good practice. Manuscripts should adhere to the Guidelines for Authors (located at <http://www.irrodl.org/guidelines.html>) and be submitted to irrodl@athabascau.ca.

Athabasca University will soon be to actively recruiting and educating students in Asia, particularly China, thanks to its membership in the Global University Alliance (GUA), a consortium-type partnership of universities established to offer distance education to adult learners via interactive Web and database technologies. For more information go to: <http://www.globaluniversityalliance.com/>

When Canadian Virtual University-Université virtuelle canadienne (CVU-UVC) opens its doors on September 29, its students will point-and-click to get to campus, enroll in programs, register for courses, and access services. The only address they'll need to know is www.cvu-uvc.ca.

CVU-UVC is an innovative partnership between Athabasca University and six other chartered Canadian universities. They have aligned their resources and considerable on-line and distance education expertise to offer Canadians more options when choosing what, where, when, and how to complete a recognized university degree, certificate, or diploma

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What's Happening...

Alberta-North

Alberta-North continues to expand its CAP site network. Thanks to funding received through NADC (Northern Alberta Development Council) the number of CAPs has increased from 27 to over 42 this year. The CAPs have been established, staffed and equipped with a range of learning technologies including Internet workstations, audio conferencing, audiographics and, of course, print-based reference materials. Most of these new CAPs do not have videoconferencing because they are located in communities without sufficient bandwidth to support it.

Alberta-North is offering a wide range of programming to the CAPs from Upgrading in several modes and times, Office and Business Administration, Practical Nurse, Paramedicine, and various Trades and Technical programs.

Alberta-North attempts first to supply programming from its partners but welcomes additional courses and programs from non-partner institutions in order to meet the learners' needs in our CAP communities. If you have courses developed for distance delivery that you would like to have advertised across the Alberta-North CAP network please contact:

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judithv@athabascau.ca



Northern Alberta Post-Secondary Institution Society

Athabasca University

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through distance education and the Internet, in English and in French.

Partners Athabasca University, BC Open University, Brandon University, Laurentian University, Royal Roads University, The University of Manitoba, and University of Victoria will offer students a choice of 1,500 university courses, including 160 on-line courses, that can be combined to complete 100 recognized university credentials without ever stepping into a classroom.

The new Masters of Integrated Study is set to start in January 2001. Integrated Studies director Mike Gismondi says that MAIS students will first learn the elements of multiple disciplines, and then apply an integrative mode of inquiry in one or two areas of primary interest. For more information contact program administrator Rebecca Heartt at 6792 or rebeccah@athabascau.ca.

As did a number of post-secondary institutions, Athabasca University recently received a one-time grant from Alberta Learning to underwrite the costs of a major expansion. The main campus in Athabasca will be increased to enable us to serve additional 15,000 students by 2002. This will bring our student body to approximately 37,000 and further accelerate the rapid growth the University has experienced since 1995-96. The space doesn't mean we now have on-site students, rather there will be more space for offices.

AU is continuing to see healthy growth in home-study registrations, with 3,570 September start dates, for a total of 17,670 course registrations in the first six months of 2000-01 --

up 25.8% over the same period last year. Registration numbers are up in every AU academic centre. About half are Alberta registrations, one-quarter are from Ontario, and the rest are spread across BC, Saskatchewan, and then the rest of Canada, plus nearly 1,000 are international.

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What's Happening...

Mount Royal College

Going the Distance at Mount Royal College

There have been several changes and new initiatives with the distance programs at Mount Royal College, Calgary, Alberta this past summer. One change is that we are now one department called Advanced Specialty Health Studies within the Faculty of Health and Community Studies. Within this department we have five dynamic post-basic distance certificate programs.

The Advanced Studies in Critical Care Nursing Program is designed as post-basic study for registered nurses seeking to develop knowledge, skills, and expertise in the areas of critical care and emergency nursing. Students can select from one of two streams: critical care or emergency each with two levels: basic and advanced. Theory courses are offered using various strategies such as print, online, and CD ROM. Clinical practicum courses take place, using the preceptor model, in tertiary care facilities in Edmonton or Calgary. This program is also offered onsite in Calgary this fall. Future onsite programs are planned for both Calgary and Edmonton.

The Advanced Studies in Mental Health Program combines theory and clinical practice to prepares practitioners to intervene where there are mental health concerns in a variety of community and tertiary care practice settings. Theory courses are delivered using a combination of independent study of print material, audiotapes, videotapes, teleconferences, optional workshops, and Email. This program is in the process of incorporating a more multidisciplinary

approach and will be undergoing some exciting curricular changes.

Forensic Health Studies courses are designed for professionals and students who are currently working in, or are seeking to work in, health care, policing, corrections, social agencies, and counseling. The Max Bell Foundation and Precision Drilling Corporation are funding course development. All courses are offered on-line.

The Gerontology: Studies in Aging Program prepares graduates to work effectively with older adults in a variety of health, community service, business, and government organizations. Completion of the Gerontology Program leads to either an interdisciplinary Gerontology Certificate or a Gerontic Nursing Certificate of Achievement. Print modules are supplemented by audiovisual materials, teleconferences, and workshops. Every spring the Gerontology Institute is offered and can be taken for credit by students in the program.

The Maternal Infant Child Health-care (MICH) Program offers a choice four streams for health care professionals. The MICH Program offers three nursing certificates with a neonatal, perinatal, or child health focus. Neonatal nursing is designed for registered nurses who want to develop knowledge and skills in neonatal intensive care. Perinatal nursing prepares nurses to provide family-centred perinatal care throughout the child-bearing year. Child health nursing is designed for nurses who want to develop knowledge and skills in family-centred child health care. The Neonatal Health Care cer-

tificate is designed for health care professionals, such as respiratory technologists who want to develop knowledge and skills in the specialty area of neonatal health care. Plans for offering several of these courses onsite in Calgary are currently proposed.

There are many strengths and unique features with the five distance credit programs at Mount Royal College. First, the instructors in each of these programs are well known for their content specific and their distance delivery expertise. Second, the course content is current, research-based, and relevant to practice. With many of these programs, university transfer credit to several universities in Alberta is available, however, students must meet the admission criteria for the university they choose. Recognition of prior learning is also available with these programs.

Paula Price

Classroom Plus™ at Mount Royal College: Positive Feedback in Recent Survey

Mount Royal College coined the term Classroom Plus™ in 1996 to describe (in general terms) its approach to technology integration in teaching and learning. Briefly, Classroom Plus™ refers to the appropriate use of learning technologies to augment, extend and enhance classroom-based teaching and learning. Faculty at Mount Royal are using a variety of technologies to enhance the learning experience for their students. To date, such technologies have included multimedia CD-ROMs, computer managed

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Mount Royal College

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learning, network based test banks, videoconferencing, e-mail, and the world wide web.

In Fall 1999, Mount Royal added Blackboard's *CourseInfo*, a course management tool for the web, to its suite of available learning technologies for faculty and students. *CourseInfo* has proven popular with faculty, with over 200 course-related websites currently in development. A small number of these sites are being developed for distance learners, but the vast majority will be used with campus-based students. At present, almost 5000 students are registered in Mount Royal courses using *CourseInfo*.

In order to gauge student response to the use of *CourseInfo* as a course enhancement tool, feedback was gathered from student users through surveys and focus groups during the '99-2000 academic year. Close to 600 students were surveyed, and an additional 25 students were interviewed in focus groups. Survey and focus group items were drawn from the Flashlight Current Student Inventory, a collection of evaluation items and instruments developed by the Teaching, Learning and Technology Group of AAHE and the Western Cooperative for Educational Telecommunications. Sample study findings are summarized below, and suggest that students were generally quite positive about their experience in courses using *CourseInfo*. For example:

- 51% of students felt that *CourseInfo* had enhanced interactions with their instructor

- 52% of students believed they spent more time investigating course concepts independently
- 60% of students felt they spent more time on course-related work
- 74% of students felt they were better able to understand the concepts taught in their course
- 83% of students would recommend courses using *CourseInfo* to other students
- 82% of students felt that, overall, their instructor's use of *CourseInfo* enhanced the course
- Levels of student satisfaction did not vary by gender, age, or student computing skill, but were higher in students with off-campus computer and Internet access

While the authors acknowledge that the current study skims the surface on many issues and is heavily reliant on student self-report data, the findings do suggest that many students perceive value-added in the appropriate use of course management tools for the web to augment classroom-based teaching and learning. Additional research is being planned to verify and extend the findings of this study.

To request a more complete summary of the study results, or to discuss the study in more detail, feel free to contact Norm Vaughan (nvaughan@mtroyal.ab.ca) or Jim Zimmer (jzimmer@mtroyal.ab.ca) in the Academic Development Centre, Mount Royal College, 403-240-7204.

Institutional Support for a Course Development Tool

This fall Mount Royal College has moved from piloting to full scale implementation of Blackboard's *CourseInfo* tool. Currently there are 160 instructors using this tool with 4800 students in 215 courses. To date the process has been very successful mainly because of the highly intuitive nature of *CourseInfo* plus the coordinated and collaborative support of the Academic Development Centre and the Information Technology Services Department.

Key instructor support has come in a variety of forms:

- Drop in and phone/e-mail support - provided by our Technical Training Coordinator - Monday to Friday from 9am to 2pm in the Academic Development Centre
- One hour workshops - provided by our Technical Training Coordinator on topics such as formatting and uploading content, communication and assessment tools
- Instructor listserv - sharing teaching ideas and resources, collaboratively trouble shooting technical issues and concerns
- Departmental and/or Faculty workshops - often initiated and facilitated by faculty members within their own departments
- MRC's Virtual Centre for Learning and Teaching Online Resource - <http://www.mtroyal.ab.ca/programs/academserv/ADC/teachingonline/>

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- Blackboard CourseInfo's online instructor manual and resources

Key student support has come in the form of our College's - Student Technicians and Resource Tutor (START) Program. This program has provided support for:

- Instructor/Class Orientation Sessions - START students available to help instructors provide a class orientation to CourseInfo within one of the College's instructional computer labs
- Drop in support - START students available Monday to Friday from 10am to 2pm in the START computer lab to provide one-on-one mentoring
- One hour workshops - led by START students on topics such as a student introduction to CourseInfo, user guide to communication and assessment tools
- Blackboard CourseInfo's online student manual and resources

Our next step, for supporting the institutional use of CourseInfo is to compile a list of instructor and student frequently asked questions (FAQs) which we will link to our gateway CourseInfo web site - courseinfo.mtroyal.ab.ca

We would be very interested in sharing ideas with other institutions regarding the support of web based course development tools (e.g WebCT, TLM, Learning Space).

Norm Vaughan
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Northern Lakes College

Distance Learning High School Enrollments Increase

The DLHS has a history of increased enrollments every year for the eight years it has been around. Fall 2000 is no exception with course enrollments increasing 12% over those of last fall. Total number of students served increased by 15%. Courses continue to be delivered to twenty-one community campuses throughout north central Alberta. This fall we are launching a Math Tutoring Line providing telephone tutoring that students can access from their campus or home. As well we are building wrap around resources to enhance the new high school math curriculum. Momentum is building as plans and preparations are being made for Distance Learning Labs, an activity that brings together distance learners from all campuses in the college for a full day of face-to-face learning. It's an event that happens every semester giving students an opportunity to meet everyone in their class. It's a great motivator for everyone involved in the DLHS.

Val Marshall
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Practical Nurse Program Diversifies

Northern Lakes College is responding to a province wide shortage of Practical Nurses by increasing the number seats in the program and the number of communities the program is delivered to. Fifty-three students started the program August 28th, 2000. This 48 week program uses a distributed model of delivery that includes remote classroom delivery, guided independent study, teleconferencing, computer conferencing, and multimedia presentation of con-

tent that includes nursing skills.

The Practical Nurse Program follows a competency-based curriculum that involves both classroom and practical experiences, is offered using a mix of distance and face to face education strategies, and prepares students to write a national competency exam and to enter the workforce as Licensed Practical Nurses. Program delivery includes 7 conferencing/lab sites where the students are able to access teleconferencing and computer conferencing sessions and practice lab facilities. Students in the program are required to attend approximately 30 lab days at a selected lab site and 14 weeks of clinical placements at a selected clinical site. Conferencing/lab sites include Slave Lake, Grouard, Swan Hills, Grande Prairie, Wabasca, Athabasca, and Peace River. Clinical sites include High Prairie, Grande Prairie, Athabasca and Peace River. Additionally, students are required to complete 6 weeks of comprehensive and focused practicum placements, usually in their home communities.

Julia Melnyk
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Alberta-North Expands

Alberta-North is sponsored by the Northern Alberta Post-Secondary Institutions Society. NAPSIS is a partnership between six northern post-secondary institutions: Athabasca University, Fairview College, Grande Prairie Regional College; Keyano College, Northern Lakes College and Portage College. AB-North, in partnership with the com-

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Northern Lakes College

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munities, establishes Community Access Points (CAPs) across the north. These educational centres are equipped with a diversity of learning technologies, linked to a network that delivers a wide range of educational programs and services to local residents, and staffed with a coordinator.

The first CAPs were started in 1996 when Northern Development helped fund 23 sites in small communities. Since that time, over 3,000 students have benefited from Alberta-North's services. This spring, additional funds from NADC and the colleges expanded the number of CAPs to almost 50 locations. Northern Lakes College staffs and stewards 23 of these sites.

Pat Larson
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President's Message

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Topic 1: Enhancing Learning System Coordination

1. What are the three top priority areas that require collaborative action to enhance system coordination?
2. What are three or four key actions for each of the top priority areas?
3. How can technology support these actions?

Topic 2: Ensuring Quality Learning Opportunities

1. What are the three top priority areas that require collaborative action to enhance quality learning opportunities?
2. What are three or four key actions for each of the top priority areas?
3. How can technology support these actions?

The Campus Alberta Symposium on October 10 and 11, 2000 will develop recommendations and propose action plans for two key themes outlined in Topic 1 and Topic 2. The document will be available sometime in November.

I look forward to a busy and productive year. We are looking for future feature articles for the newsletter, and any other contributions that you feel the membership would benefit from (books, websites, etc.) Please feel free to email me with your thoughts, interests, or concerns.

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AETA-Net

AETA-Net is a free service for AETA members providing the opportunity to electronically dialogue and share information with other distance educators and trainers.

The quality and quantity of messages posted depend on the interest and care of the list members. AETA-Net is unmoderated, in that all members are free to post queries or items of interest and concern. This is done by addressing electronic mail to AETA-Net@SAIT.AB.CA The list will automatically forward these messages to all registered members.

Registration in the list is restricted to AETA members thus it is necessary to have your membership in the list approved by the list owner. If you are an AETA member, and wish to join the list, send an e-mail message to:

Susan Kerr
Susan.Kerr@norquest.ab.ca

Thanks to
BOW VALLEY
C O L L E G E
for sponsoring
the editing of this newsletter

The New ADETA Board



Back row: l. to r. Pat Fahy, Ingrid Stammer, Jeff Hamilton and Jerry Pon
Front row: l. to r. Val Marshall, Fae Jackson and Barb Pearce

Fae Jackson

Fae Jackson has been a faculty member at Mount Royal Community College for 19 years. She has been teaching in Advance Studies in Mental Health a distance delivery program for 9 years. This program is a multi-model delivery system using a variety of technologies such as telephone, print, audio-conferencing, videos, and computer-conferencing. Over the last few years she has been trying to integrate the web as part of her distance teaching. She believes strongly in a team approach when developing and learning about how we can integrate technology into our learning environments. ADETA has been another wonderful means of increasing her networking and sharing ideas about how we can make a difference in our delivery and teaching.

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Jeff Hamilton

Jeff Hamilton is a faculty member at Lethbridge Community College. Currently he is seconded to the Centre for Teaching and Learning in the role of instructional technology specialist. He cochairs the college's Teaching and Learning with Technology Roundtable (TLTR) group and supports faculty in the use of technology in traditional classes as well as distributed learning classes. Recently he completed an M.Ed. focused on educational uses of technology.

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Jerry Pon

Jerry has been an educator for 23 years. He has been with the Alberta Distance Learning Centre for the past 19 years. Jerry has taught distance education courses, provided counseling to students, and is currently employed as the Supervisor of the Online Program. I can be reached at:

Alberta Distance Learning Centre,
Box 4000, Barrhead, Alberta
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Ingrid Stammer

Ingrid Stammer is with the Performance Technology Design Group at Canadian Pacific Railway. As a Lead Designer she provides support to CP business units by assessing employee technical skills and performance, then developing, implementing, and evaluating performance improvement initiatives. Current projects include the introduction of several technology mediated training programs.

Ingrid has an extensive background in distance education. She has developed and implemented programs and training resources for faculty, staff and students at post-secondary institutions as well as in a corporate setting. In recent years she has shifted her focus to Human Performance Technology. Her current interest is in humanizing technology mediated instruction.

Pat Fahy

I am currently teaching and advising students in Athabasca University's Master of Distance Education (MDE) program. This gives me what is now my main connection to technology and distance education. In the past I

worked for an educational technology company, and I am currently the Edmonton Zone Training Officer for the Civil Air Search and Rescue Association. I have taught at AVC Edmonton (now Norquest College), and briefly in the K-12 system in Manitoba and in the continuing education programs of Grant MacEwan Community College and Edmonton Public Schools. Besides ADETA, I have in the past served on the executives of provincial and national adult literacy associations.

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Barb Pearce

I've worked at NorQuest College for the past 14 years. In my current position, I coordinate the Media Development Centre, a new unit responsible for overseeing and supporting the College's curriculum development activities. Previously, I worked in the area of technical support and training at the College.

I've been an ADETA member for many years and look forward to serving the organization as treasurer. My area of interest is instructional design.

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Val Marshall

Val Marshall works at Northern Lakes College, at the Slave Lake Campus, where she is the Academic Director for the Distance Learning High School. This is an adult high school program which is delivered to twenty-one campuses in north central Alberta. She has been involved in this program for the past eight years, coordinating both delivery and learning support. Val is particularly interested in the facilitating professional development for everyone at the college who is involved in distance learning.

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Statements, opinions and points of view expressed by the writers do not necessarily represent those of the officers or members of ADETA.

ADETA Fall 2000 Workshop

Bow Valley College hosted the ADETA Fall 2000 Workshop this year in Calgary. The workshop was comprised of 16 presentations to over 80 participants.



Conferences & Workshops



The Fourth-Annual Online Learning Symposium 2000

November 22 to 24, 2000, at the Mayfield Inn in Edmonton

Sponsored by The Alberta Online Consortium and the Learning Technologies Branch of Alberta Learning

This conference is directed at educators from the K-12 and post-secondary sectors that have an interest in online learning for students at all levels. The conference will feature a concurrent stream of sessions specifically for college and university faculty that are also applying information technology to teaching and learning.

The purpose of the symposium will be to:

- discuss trends and directions in online education
- provide an opportunity to network with online educators
- present an opportunity for online educators to view and explore new technological tools for online learning
- discuss Alberta Learning's priorities for online schools and post-secondary support for online learning
- explore opportunities for collaborative distributed online development projects among online educators from across Alberta and Western Canada
- discuss potential collaborations between provinces
- enable online educators to present and share current practices in online education

Join us for the first Online Learning Symposium of the Millennium!

For more information visit <http://ednet.edc.gov.ab.ca/ltb/symposium/2000>

2000 Conference on Information Technology

**November 15-18, 2000
Anaheim California**

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 in community and two-year colleges. Celebrating sixteen years of excellence, the CIT features a technologically sophisticated and topically diverse program that aims to enable educators to explore and expand their use of technology.

CIT regularly attracts more than 3,500 attendees made up of community college faculty and faculty leadership (55 percent), presidents through mid-level administrators in all areas of community college operations (35 percent), and a good number of corporate and other higher education leaders (10 percent).

For more information visit http://www.league.org/league/conferences/cit2000/CIT_2000.htm



**CANADIAN ASSOCIATION
FOR DISTANCE EDUCATION**

CADE 2002

Calgary, May 26 - 29, 2002

At the Telus Convention Centre

ICDE North American Region

[Http://www.icde.org](http://www.icde.org)

Primary Hosting Institution is
Athabasca University



20th World Conference on Open Learning and Distance Education

Duesseldorf, German

01-05 April 2001

The Future of Learning-Learning for the Future: Shaping the Transition.

For more information visit <http://www.fernuni-hagen.de/ICDE/D-2001/>

To find out more about other Conferences that are coming up, check out The Distance Education Clearinghouse conference list at www.uwex.edu/disted.

Books & Things Corner

This is a new feature to the ADETA newsletter. If you have read a good book about distance education or found a great new Web site or any other kind of resource that would be of interest to other ADETA members, let the editor know and he will feature it here.



I read *Teaching Online* by William Draves last month and found that it was a book about much more than how to teach online. In this book, Draves sketches a convincing view of the future of education in the 21st century. His predictions include:

- Online learning will constitute 50 percent of the way people learn.
- Everyone will be learning an hour a day.
- There will be 1,000 participants per class .
- The average fee will be below \$100.
- Participants will come from all over the world
- There will be hundreds of thousands of topics you can choose to learn.
- There will be more interaction online than in-person
- The teacher will be the world's foremost authority in the subject.

Draves explains how the Internet will facilitate the changes that will bring these changes about. He parallels this evolution to the impact the emergence of the automobile had on edu-

cation during the last hundred years. Think about it. A hundred years ago children went to one-room schools that were placed 6 miles apart so that no child had to walk more than 3 miles to school. Automobiles and school busses changed all of that.

Draves also explains how you can become the foremost authority in your topic area and how to develop your online course for success.

For more information about this book, visit the <http://www.lern.org/moll/bookstore/pubs/319.htm> Web site where you can read an excerpt from the book entitled, *How the Internet Will Change How We Learn*.

William Draves is an internationally recognized teacher, author and consultant in adult learning, and one of the foremost authorities on lifelong learning. He is also the current President of Learning Resources Network (LERN).

Teaching Online by William Draves, is published by LERN Books in 2000. ISBN 1-57722-016-1. You can order it from www.LERN.org

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**Check out the
ADETA Website at
WWW.ADETA.ORG**



ADETA

Upcoming Noon Hour Session on
Nov. 20, 2000

Synchronous Teaching

Ralph Helder and Barry Smith will be doing a session at noon hour on Synchronous Teaching. Their session will be dealing with how they are doing synchronous teaching, discussing their pilot program with Prairie Land School Division and how they can assist the smaller schooling in providing courses that they can not teach. More details to follow. We look forward to "hearing" you at this exciting audioconference.