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## Rural Advanced Community of Learners

Craig Montgomerie & Cathy King

One of the major challenges to rural communities in Alberta is to provide high quality education for their inhabitants. With the evolution of broadband networks, it is now possible to facilitate even more effective learning for distanced students.

The Rural Advanced Community of Learners Project (RACOL) is developing a model of teaching and learning that exploits the potential of broadband networks and advanced digital technologies. Rather than falling into either of the synchronous or asynchronous distance learning camps, RACOL exploits the best of each. Capabilities such as broadcast quality digital video, streaming media, electronic whiteboards and educational objects will aid in the facilitation of effective learning and address the needs of students in rural and remote school districts.

The Fort Vermilion School Division (FVSD) is the focal point of the RACOL project. FVSD is located in the Northwestern corner of Alberta, a very rural area. The most serious educational challenge for the Division is the delivery of a quality and equitable high school program. There are 6 small high schools in the Fort Vermilion jurisdiction, some as small as twelve students. The schools are so geographically separated that there is no opportunity to combine them into one or two larger facilities. For the past 6 years the jurisdiction has been using audio graphics to synchronously deliver 8 academic courses to all high schools. Although this▶

RACOL continued on page 5

### About the Authors



Dr. Craig Montgomerie is a professor of education in the Instructional Technology group in the Department of Educational Psychology at the University of Alberta. He has been involved in the application of computer technology to education since the early 1970s. Craig's current research is as the principal investigator on the *Rural Advanced Community of Learners (RACOL)* project (<http://www.racol.ualberta.ca>).

Cathy King is a graduate from the University of Alberta as well as from the University of Lethbridge's Masters Program in Project Management. Cathy's current research interests include the design and development of: training tools to ease the use of technology in collaborative environments, guidelines for streaming video in the classroom, and recommendations for interoperability in collaborative environments.



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# Editor's Message

Camille Jensen

Welcome to the first 2003 issue of the ADETA newsletter. Volume 12, Issue 1 is my third issue as Editor of *The Distance* and the biggest yet! Over the 24 pages, you'll notice a focus on the upcoming Interface conference. Craig Montgomerie and Cathy King grace the cover with their article on RACOL (Rural Advanced Community of Learners). Leona Rousseau tells us about online portfolios in interior design. Jennifer Geary is back again with an article on online narrative mediation. Watch for all four of these authors at the Interface conference where they will be presenting on their articles printed here.

The Interface conference takes the centrefold. The second half of the publication (and a couple pages before the centrefold) is filled with regular field updates. 'Tis the season for conferences, so I ended the newsletter with a listing of conferences and events in Canada spanning into August.

This was a very challenging issue for me production wise. (I'm still dreaming about the centrefold...and the dreams ain't pretty!) I am relatively new to PageMaker and, far from a graphic wiz...very far. Some might say I know enough to be dangerous. I like to think I know enough to know when it is time to pass the work to someone who **does** know what they are doing. So, I owe my thanks to a few wonderful souls that helped me out with various digital image issues. Special thanks to Arif Ansari of Bow Valley College, Pattie Mascaro of Mount Royal College and, the always willing and accommodating, Paul Stuebing of Northern Lakes College. <B>THANK YOU!!</B>

I will be at the Interface conference and would like to meet many of you face-to-face. I hope to see you all at the ADETA events...especially 'My Big Fat Geek Reception'! Don't forget the ADETA Annual General Meeting will take place during the conference, Thursday, May 29th from 4:00 - 5:00. It is your chance to vote for new board members or, better yet, **become** an ADETA board member! If I don't catch up with you at the reception, I'll see you at the AGM! ■

Ciao,

Camille

**About this Publication**

The Distance is published quarterly by the Alberta Distance Education & Training Association as a service to its members. We welcome your comments and suggestions. Send comments by email to the Editor, Camille Jensen (camille.adeta@shaw.ca) or by regular mail:

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# President's Message

## On The Brink

Ingrid Stammer

"It is always possible for one person with a good idea to change the world - a little."  
(Fisher, Kopelman & Schneider, 1994)

As I write, the world is waiting for the latest American program of international

goodwill to be implemented. The United States government, purporting to be acting on behalf of the people of the world, is pressuring for action based on questionable motivation. The ramifications of this push to war will take years to play out with unpredictable results. Perhaps the only bit of silver in this cloud is the potential for a better economy.

Before you decide that Mr. Bush's actions have nothing to do with distance education, or that we are too far removed from events to have any impact, consider a few things. This is a time to reflect on what is personally important and to what extent you are willing to stand-up for what you value. "By allowing ourselves to be easily and blatantly defrauded, we as a whole people" (Peck, 1983, p. 243) participate in Mr. Bush's actions. It is in our best interests to bring the truth to light (whatever it may be) and avoid supporting propaganda manufactured to obfuscate.

For years learning technologies have been promoted as the way to deliver student centred education to people anywhere, and anytime. Consider the model of community inquiry presented by Dr. Randy Garrison at the March 13 professional development session. In the study cited there are three essential elements "for a successful higher educational experience" (Garrison, Anderson & Archer, 2003), cognitive presence, social presence, and teaching presence. Cognitive presence allows the construction of meaning by sustained communication. Social presence "is defined as the ability of participants in the Com-

munity of Inquiry to project their personal characteristics into the community." (Garrison et al) Teaching presence has two functions: the design of the educational experience and facilitation. In a time of peace practitioners can debate and/or strive to implement this model. In a time of conflict the model could be seen as subversive and threatening. The very characteristic of distance delivery that we have been trying to promote could be the same ones that cause us grief in a less tolerant time. George W. Bush's "moment of truth" could eventually change how we design, develop and present our distance courses. We could find ourselves shifting from student centred instruction and instruction that empowers, to a more restrictive environment.

It is not possible to predict how events will unravel, or whether there is a need to be on guard for attacks to our personal, professional, and national values. It is important to see where potential risks are and anticipate actions. Awareness is essential. At some point you may be in a position to ask the question "What have I done?" It "is one we may well ask ourselves, as we read, each day, of fresh atrocities...as we create, or mouth, or tolerate the deception that will be used to justify the next defense of freedom." (Chomsky, 1987, p. 82)■

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**Mark Your  
Calendars!**

## ADETA Fall Workshop 2003: Keep It Simple For the Student

**Olds College, October 1, 2003**

The workshop will provide an opportunity for practitioners, neophytes and support staff to discuss and share practices, new technologies, opportunities, successes and problems in delivering distance learning. This is a great opportunity to renew old acquaintances, make new friends and participate in some active learning about distance education and training.

Consider presenting at the workshop – and bring a group from your institution or region. See the Call for Proposals on page 11.

For information contact Christine Marles at [cmarles@bowvalleycollege.ca](mailto:cmarles@bowvalleycollege.ca) or (403) 410-1644.

# The Power of Online Portfolios

Leona Rousseau

Architects, interior designers and artists have always used examples of their work to demonstrate their abilities. An organized compilation of such work is often referred to as a portfolio. In the literal sense, a portfolio is a portable case that holds loose papers, drawings and the like. In education and professional circles the term portfolio more often relates to the contents of the case itself. The portfolio is a communication tool. The individual interior designer or design student creates a portfolio for the purpose of highlighting only the very best of their work, which calls for careful selection. For the recent interior design graduate seeking employment, an outstanding portfolio is essential; it can and often does determine whether or not they are successful in securing employment. With this focus in mind, the interior designer must use their portfolio to exhibit the full range of their diverse abilities, from space planning and interior detailing to materials selection and project construction and presentation drawings. Typically included in the traditional design portfolio are various drawings from manually drafted building plans to colour rendered perspectives. A high quality portfolio product generally requires extensive work and significant printing and photography costs as large scale drawings must be reduced and colour renderings and materials boards photographed with specialized equipment. While faster, more economical options are certainly available, the quality is greatly diminished and thus the portfolio effort becomes counterproductive. Traditional portfolios are most suitable for illustrating the manual, hand-rendered sketches, drawings and details of design work.

In this digital era it seems peculiar to use the traditional, tangible portfolio for the purpose of communicating one's abilities when, in this twenty-first century reality, designers and design students rely primarily on software programs such as AutoCAD (computer aided design and drafting) and 3D Studio Viz to draw, model, prepare and present their design project work. Photos, concept statements, schedules and other documents are also computer generated. It seems then, if the work is in digital format so too should the portfolio be. Being digital in nature, the aspect of portability would be greatly enhanced and if taken one step further into the online realm, tremendously so. While the idea of communicating and sharing one's work online is not new, the evolution of the portfolio from paper to .pdf is. Online portfolios present new opportunities for learning online and foster the communication of ideas as a source of inspiration and example for other learners. They provide advantages to learners as well as potential learners, instructors, employers and institutions. Online portfolios offer learners the opportunity to share and showcase their work with one another



*Student designed office environment - floor plan.*

and potential employers. This format is considerably less expensive than the traditional one and yields high quality results with unsurpassed portability. Employers are attracted to the convenient, risk-free way to peruse the work of potential student interns and employees. Facilitated by the flexible, world wide forum, online portfolios also permit learners to obtain diverse critiques and commentary on their work from practicing designers and other professionals since the work is readily available with e-mail hyperlinks integrated for feedback. Unlike the inherently static design of the traditional portfolio, online portfolios are dynamic and interactive. Multimedia capabilities can be used to create a type of 'live' portfolio by incorporating video and audio elements. Students of design or any other discipline can exhibit facets of their work previously excluded from paper portfolios including video clips of presentations or speeches they have made, movies, commercials or computer animations, musical or theatrical performances, athletic ability, demonstrations and experiments. Hyperlinks, choices in viewing pieces of work, feedback or questions through e-mail, discussion and chat features encourage active rather than passive portfolio viewing.

In education, portfolios are also excellent instruments for the purpose of learning assessment and evaluation. In the eleventh edition of his renowned "Teaching Tips", McKeachie (2002) notes some of the many advantages of this method: "Portfolios have traditionally been used in art or architecture classes, but they have become popular in a variety of subjects and at all levels of education. While there are many types of portfolios, they basically involve the student's presentation of work that has been accomplished over a period of time." The portfolio might demonstrate "progress" or "best work" or "how the work helped his or her development... In mathematics or science the portfolio

might consist of problems or lab reports” (McKeachie, 2002, p.92). Through portfolios students may gain “increased self-awareness” and instructors may find “evidence of learning” (p.94) that could be overlooked using other evaluation methods.

Online portfolios also provide instructors a means to convey their own work, from teaching accomplishments to research, much like an online teaching dossier. Instructors could provide multimedia clips of their lectures, in-class demonstrations and teaching methods in practice, research expeditions or conference presentations. As student portfolio work consists mainly of coursework, potential learners are able to view actual student projects and thus the very types of projects they would be expected to complete in the interior design, or other program. For institutions, online portfolios serve as information and marketing tools by highlighting student work that exemplifies program curriculum, course objectives, expectations and career prospects.

Online environments are multifaceted in their educational potential and effective for far more than course delivery alone. Online portfolios are powerful examples of that potential. ■

*Leona will be presenting at the upcoming Interface 2003 The Power of Learning Conference in May. Her presentation “The Power of Online Portfolios”, will include discussion on portfolio applications, potential content and numerous examples of design student online portfolios. Leona is currently Program Leader for the Interior Design and Merchandising Program in the Centre for Agriculture, Trades and Technologies at Lethbridge Community College. She recently presented a paper at the AACE E-Learn 2002 World Conference in Montreal entitled “A Framework for Analyzing Online Learning in Post-secondary Education”. Her research focuses primarily on the cognitive aspects of online learning environments. Leona is also a member of the Association for the Advancement of Computing in Education.*

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#### RACOL continued from page 1

Craig Montgomerie & Cathy King

technology has been fairly successful, teachers and students have indicated some dissatisfaction with this learning environment.

Students have said that they feel isolated and have indicated that they would like to see what their teachers and the other students look like. “Teachers feel disconnected from their students because they cannot see their faces and judge their reactions,” says superintendent Ken Dropko. “Because the audio graphics only facilitates voice communication, teachers can’t gauge if students are lost or following along on a topic.” The Fort Vermillion teachers often find themselves falling into “presentation mode” because of lack of feedback. Also, due to very limited bandwidth (soon to be fixed by the implementation of the Alberta SuperNet) there has been limited ability to develop digital presentations (e.g., PowerPoint) and to share digital resources with students.

How does RACOL address these concerns? Each high school is being equipped with a Virtual Presence Learning Environment (VPLE) that each can originate and receive broadcast-quality video and audio. Students or teachers at each location see the teacher/presenter on one large monitor and the students on a second large monitor in “split screen” mode. Two smaller monitors also display these images at the back of each room. Each location also has a SmartBoard™ 3000i electronic whiteboard, a visualizer and CD-ROM/DVD/videotape player. Anything displayed at one location is auto-

matically displayed at all. Each student has a question button and an “I’m lost” button. Each VPLE also contains 4 Polycom Via Video™ units that enable students at different locations to work together in small groups. Everything that happens synchronously is stored and made available to members of the class asynchronously via streaming video. A special application has been developed to allow a student to switch between the image of the instructor, the students or the electronic whiteboard while the sound continues, and to bookmark locations in the stream for later review. One of the major tasks, of course, is to work with the teachers to help them use this technology effectively.

Dr. Craig Montgomerie, RACOL project leader and a professor in instructional technology at the University of Alberta says, “Through this project, we want to provide the best possible learning experience for students. We are starting with students in northern Alberta and hope to eventually expand to students in remote schools across Canada and abroad. We expect this project will set a new standard for distance education.”

The two major partners in RACOL are the Fort Vermillion School Division No. 52 and the University of Alberta. Other partners include the University of Calgary, the Banff Centre, Sonic Design Interactive Inc., the Northern Alberta Institute of Technology and Netera Alliance. This project would not have been possible without the tremendous financial, technical and in-kind support from CANARIE Inc., Alberta Infrastructure, Alberta Learning, Alberta Innovation and Science, Smart Technologies and Apple Canada. ■

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# Online Narrative Mediation

Jennifer Geary

This article provides an overview of characteristics associated with mediation, narrative mediation and on-line mediation. The concept of online narrative mediation as a potential new service approach will also be introduced. It is the position of the writer that on-line narrative mediation (ONM) may be successful in managing conflict in some situations, so that litigation, which is an expensive process, is less likely to occur (Conbere, 2001, p.215). The choice of an approach in mediation may be based upon a number of qualities associated with “the person in the situation” and the mediator concerned. Biestek (1957, p.i) and James & Gilliland (2000, p. 609) refer to the significance of the mutual relationship between the person seeking assistance and the practitioner. Miley, O’Melia and Dubois (1998) suggest that the values and beliefs that professionals hold become apparent through their communication with the person seeking their assistance. (Schneider, 2002) states – “A mediator’s theory of what the parties want shapes the mediation from its very first seconds” (p. 11).

## Mediation

Traditional methods involved in mediation include problem-solving approaches. These approaches are often not successful when significant emotion and “irrational” thoughts block problem-solving processes (Zaidel, 2002, p. 12). Winslade and Monk (2001, p. 35) indicate that some mediators have been disturbed by some of the postulates associated with problem solving approaches for some service recipients. There is a danger that the process of mediation may assist violent and domineering spouses to have power over more submissive partners (Fisher, 2001, p. 202; Maxwell, 2000, p. 161, Bush & Folger, 1994, p. 22). Online narrative mediation may assist professionals to develop more controlled and safer options in their work with individuals and groups. Narrative mediation may be more effective in what may be highly emotional situations involving domestic violence. This may be partly because focus seems to be more on deconstructing conflict saturated stories rather than analyzing the facts of the situation per se.

## Narrative Mediation – The potential advantages

Narrative mediation recognizes that conflict may be more associated with diversity rather than differing needs or interests (Winslade & Monk, 2001, p. 41). Narrative approaches have the potential to lessen conflict by reducing the need to find a “scapegoat” as the conflict is externalized. When individuals are in dispute there is a tendency to pathologise one’s opponent. When service recipients move beyond a deficit model of human functioning and consider conflict based upon conflicting stories as being an opportunity for growth meaningful change may occur. This process may help service recipients

to change their attitudes and perceptions about failure in their relationships to one based upon success in developing a shared narrative (Zaidel, 2002, p. 12; Winslade & Monk, 2001, p. 5; White & Epston, pp. 39-42). By developing exceptions to the story conflict is less likely to be seen as being overwhelming. Rather than being passive participants in the conflict service recipients are encouraged to develop agency and to enrich their relationships (White & Epston, 1990, p. 65). Through the use of narrative approaches conflict is often seen as being manageable as opposed to being impenetrable.

## Narrative Mediation – The challenges

Narrative mediation suggests that the “facts” of a situation are partial and situated. Service recipients may have differing perspectives about the causes of conflict (Winslade & Monk, 2001, p. 41). White and Epston (1990, p. 163) suggest that they often ask service recipients to write their self-stories so that these are available to other professionals and service recipients to review. This sharing of stories may give rise to concerns regarding a possible breach of confidentiality. Before releasing stories to other professionals and service recipients it is important to ensure that informed consent is obtained from the relevant parties. Much merit can be gained by using computer-mediated communication as a tool to give voice to multiple truths and to map diverse conflicts (White & Epston, 1990, p. 2, 61, 77, 81, 126, 163).

## What is On-line Mediation?

Online dispute resolution (ODR) is linked with mediation that occurs mainly online. Katsh & Rifkin (2001, p. 3) indicate that the Internet can provide a space to manage conflict. To be able to manage changes brought about by increased computer-mediated-communication there have been developments in conflict management, legal theory and practice in relation to on-line disputes (Centre for Information Technology and Dispute Resolution, 2002). ODR builds upon these developments and can be applied in such settings as further education and training, peacekeeping, human rights, E-Commerce, corporate, organizational development and administration. Katsh & Rifkin (2001) postulate that through the use of computer-mediated communication the mediator as a “third party” can be assisted by a “fourth party” that is technology itself.

## On-line Mediation – The potential advantages

Computer-mediated communication has enabled professionals involved in mediation to discuss issues associated with the application of technology to inform practice (Katsh & Rifkin, 2001, p. xiv). It is hypothesized that by enhancing the practice of conflict management through the use of technology and multi-

media there may be potential for service recipients to receive timely support.

Research has indicated that many approaches involving conflict management ultimately lessen incidents that may lead to litigation by developing collaboration, the sharing of information and flexibility. Much of ODR occurs at a distance (Katsh & Rifkin, 2001, p. xiv). Conflict management may enhance professional competency. The Alberta College of Social Workers (2003, pp. 1-2) links competency with the balancing of understanding, aptitudes, values and judgments. The College reinforces the need for continuing competency through reflective thinking and lifelong learning. Conflict management may advance the aims of social work. These aims include promoting the interests of individuals and groups alike. These aims are not isolated to social workers and would be representative of many professionals involved in human resources.

ODR transcends the challenges posed by meeting face-to-face such as traveling significant distances to meet with professionals and recipients. Computer - mediated communication may provide an opportunity to build creative communication. Professionals and service recipients may communicate in a number of innovative ways through text, hyperlink geometry and audio messages (Judge, 1997). These communications can be reviewed at any time.

Advantages associated with ONM for those who have access to technology, the appropriate attitudes and the knowledge to use the computer may include:

- 1) being serviceable
- 2) anonymity
- 3) autonomy
- 4) choice
- 5) prompt access
- 5) resource effectiveness
- 6) management of dependency issues
- 7) availability of a pool of professional expertise throughout the world
- 8) availability of a broad spectrum of services to address the needs of the whole person
- 9) the potential to overcome "the tyranny of distance"
- 10) a proactive potential

James & Gilliland (2001, pp. 85-87) suggest that telephone crisis lines have similar benefits to those mentioned above. Given the nature of the "person in the situation" ONM may be enhanced through the use of telephone conferencing.

Online mediation may enhance the power of narrative. Service recipients may be given an opportunity to reflect upon written comments that they have made in the process of online

mediation. Through this process service recipients may be in a better position to identify the gaps in the conflict-saturated stories. This process may lessen social and psychological pathologies that may eventually escalate to incidents involving lethal behaviours.

### **On-line Mediation – The challenges**

Key challenges for professionals involved in ODR include developing an appropriate blend of suitability, ease of access, trust and expertise to assist service recipients who are in conflict. One of the most important ethical principles to guide mediators involved in ONM is non-maleficence. It is essential for the mediator to honour his/her fiduciary duties to service recipients by assisting them to develop personal agency.

Not all professionals and service recipients have access to technology or know how to use the technology. Individuals and groups require skills and appropriate attitudes to use technology with success. Often good literacy skills and abstract thinking are required to develop a shared narrative in virtual space. ODR has allowed traditional barriers of space and time to be transcended through the use of the World Wide Web. ODR may have a shadow that can lead to the further economic, financial, vocational and educational subjugation of disadvantaged groups in society.

The main focus of this article has been to create a sketch of characteristics associated with mediation, narrative mediation and on-line mediation. The concept of online narrative mediation as a potential new service approach was also introduced. One of the contributions of this article to distance education and training may be to lend greater precision and expansion of terms in what is a rapidly evolving field. Professionals involved in human resources can make a difference and enrich the societies in which we live. ONM is a potential new service approach to assist professionals in their practice with some service recipients. ONM is not an approach that will be suitable for all situations involving disharmony. ■

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# Updates From the Field



## Selecting a new Synchronous Tool: Elluminate's vClass at NorQuest College

Jim Martin

NorQuest College has a small but growing number of programs that are delivered to students in rural communities in northern Alberta through synchronous distance education technology. Until recently instructors taught 15 academic upgrading courses to an average of 160 students using Databeam's "Learning Server" software. The Learning Server provided the instructor and each of the students with an online whiteboard, while an audio link was maintained using a teleconference bridge and telephone lines. As time went on, concerns with using unsupported software and the ongoing cost of telephone lines, made moving to an all internet delivery system our best option.

Northern Lakes College had gone through a similar selection process the year before and their staff were extremely helpful providing advice for the development of a faculty needs-driven process and in helping us understand what selection criteria were important to them. Brandon Hall's E-Learning Market Guide at <http://www.brandon-hall.com> listed 44 live (synchronous) E-learning Tools. However, by looking at various product reviews, our choices were narrowed to six industry standard software applications. With some further research, three of these were rejected as primarily targeted towards a corporate sector with deep pockets and large IT staffs.

A selection committee formed of faculty members represented the major program areas of the College. Technical staff from Computer and Learning Resource Services also provided specific expertise. The committee's first task was to develop selection criteria that would be meaningful for current and projected programming needs at the College. Several resources were extremely helpful especially Andy Asselin's selection document from Northern Lakes College and David Collins and Tom Barron's work comparing thin-client synchronous classroom systems at Learning Circuits

<http://www.learningcircuits.org>. Our committee agreed on 22 criteria that covered instructional, system and future use requirements. Using these criteria, three major software products were reviewed: Centra Symposium of Lexington Massachusetts which has the most worldwide corporate sales of any synchronous software tool, and is commonly used by many educational organizations in Alberta; HorizonLive of New York which had won American E-learning awards for customer service, satisfaction and ease of use and finally, Elluminate's vClass which was a relatively new Canadian entry to the field.

After a review which included faculty participation in live demonstrations of the three products, the committee unanimously recommended that the College purchase vClass. Committee members found vClass to be an attractive, easy to use software with an intuitive interface that gave instructors all the necessary instructional features plus some new features (for us) such as application sharing and recording. This latter feature has become very popular with students giving instructors the capacity to blend synchronous and asynchronous instructional methods. Although initially not a major factor, Elluminate is an Albertan company and the exchange rate on the Canadian dollar proved to provide a significant advantage once other considerations were deemed to be equal or better. vClass is 1/3 to 1/2 the cost of its American competitors!

The purchase was finalized in August to coincide with the release by Elluminate of a new, improved version. Throughout the fall, we went through a process of training our trainers, production server setup, software testing at multiple locations and bandwidths, and disaster recovery planning. By the first week of December, one instructor volunteered for the pilot testing. With instructor training and support in the new year, we were ready to replace the Learning Server on February 3<sup>rd</sup>, 2003. Now...just over one month into the implementation, we are very pleased with vClass! ■



### Moved? Married?

Whatever your status, we want to know...if it effects your mailing address.

Please forward address changes to:  
**Susan Kerr**  
[susan.kerr@norquest.ca](mailto:susan.kerr@norquest.ca)

**Thank you  
Dr. Randy  
Garrison**  
for your March 13th  
PD Session on  
"Communities of  
Inquiry."





## NLC Hosts its 20th Distance Learning Lab Day

Nick Williams  
Senior Instructor, Distance Learning High School

On the frosty morn of March 12<sup>th</sup> 2003, more than two hundred learners in the Distance Learning High School from twenty-one campuses in north-central Alberta converged on Slave Lake for the college's 20<sup>th</sup> Distance Learning Lab Day. Staged every semester, this event is designed to put a human face on distance learning. We provide a "lab session" for all thirty-nine sections of our high school courses, from Physics and Math to English and Cree. The primary purpose is to provide meaningful lessons that are closely aligned with curriculum content of the various courses. Activities range from an outdoor field trip in Biology 20 to a debate on current events in a Social Studies class. In addition, we have special sessions such as crafts, outdoor activities, electronic library search and counselling services.

This semester, the event had a dual focus. On the one hand was a number of activities similar to what you would find in a winter carnival, such as broomball, log-sawing and cross-country skiing. The official theme, however, was "Surviving the Technology". Learners and instructors have shown a lot of patience as we engage in the transition from the old telewriters to internet delivery with CentraOne<sup>TM</sup> software. They understand that the full potential of synchronous internet course delivery will be realized once the Supernet has reached all our communities. This semester we have a record 500 course enrollments and 330 students. They come from as far as Valleyview in the west and Fort Vermillion in the north. Enrollments have been increasing steadily in spite of the province-wide downturn in Academic Upgrading from 2000 to 2002 (See graph). In addition to its educational value, Lab Day helps to build personal relations and good communications



Clockwise from top left: Climbing the wall, Team building and log sawing go together, Students from Valleyview and Smoky River challenge the Amazing Science Quiz.

among Distance Learners. Here are some sample comments from the students themselves:

*"I enjoyed the class sessions, as I got to meet instructors and classmates. Craft sessions were good entertainment."*

*"The best part was dissecting a fetal pig in Biology 30,"*

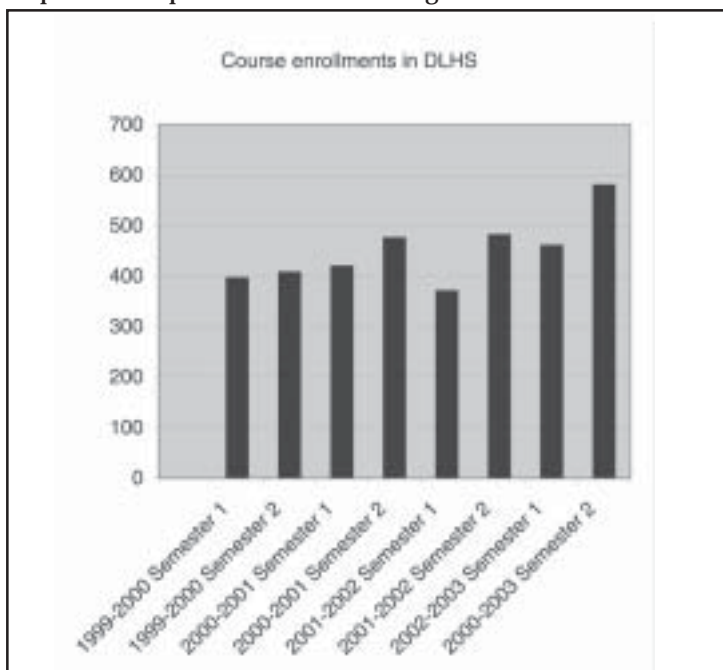
*"I enjoyed the karaoke at lunch-time, and meeting my instructor."*

*"I also loved the wall-climbing. I made it to the top".*

*"I enjoyed meeting my math instructor the most because she's a beautiful person at heart."*

Planning for this event starts four to five weeks before, and owes its success to a huge team effort. The early stages focus on scheduling the sessions and developing the theme and ideas for contests. Rooms are allocated and the gym is reserved for the morning introductions, lunch, and wrap-up. Colourful posters are sent out, and site coordinators at all the campuses are asked to promote the event and help the students with their plans. Instructors play a role in "adopting" campuses in order to check that information is received and to answer questions. Administration staff process registrations, make decorations, put up signs and implement last-minute details. We believe that Distance Learning Lab Day pays dividends in giving students an enhanced learning experience, and in achieving greater overall success in their courses. ■

Updates continued on page 14



# Announcements

## ADETA Research Award: Call for Nominees

As practising distance educators and trainers, many ADETA members have contributions to make to our understanding of the field. In order to support and encourage research and reflection on practice, ADETA has established an annual award for the best research project completed by one of its members. The award consists of a free registration to Interface, and \$150.00 toward the costs of attending. Only ADETA members in good standing, at the time the research is considered, are eligible. The Research Award Selection Committee is chaired by the ADETA past-president.

The criteria for the selection of the winning submission are:

- Relevance to ADETA members.
- Quality and soundness of the research design and implementation.
- Potential impact of the results on the theory or the practice of distance education.

Besides scholarly or theoretical submissions, the award is intended to include other projects that systematically examine, evaluate or reflect upon practice. To be considered, the project should be documented in such a way that the results and findings are accessible to ADETA members and other interested groups. For this reason, longer works such as major papers, theses, dissertations, project reports, etc., must be summarized, in a maximum of 1500 words, before submission for consideration by the Research Award Selection Committee. If the research is already published on-line, the URL should be provided. A synopsis of the winning work will be printed in the ADETA newsletter, based on the summary provided. The work's author is responsible for obtaining copyright clearance for ADETA's use of the material, if necessary.

The deadline for submissions is April 30, 2003. Nominations for the Research Award must be made by an ADETA member who nominates another member or by the author of the work. Nominations or questions about the Research Award may be forwarded to Fae Jackson at [fjackson@mtroyal.ca](mailto:fjackson@mtroyal.ca). ■

## ADETA Fall Workshop 2003

### First Call For Proposals

Proposals are now being accepted for the ADETA Fall Workshop, to be held at Olds College on October 1, 2003. This year's theme is "Keeping It Simple for the Student." This workshop will provide an opportunity for practitioners, neophytes and support staff to discuss and share practices, new technologies, opportunities, successes, and problems in delivering effective distance learning. Workshop sessions will be a minimum of 45 minutes in length. There are opportunities for longer sessions if required. Please note that no computer labs are available for these sessions.

To submit a proposal please provide the following information:

- Session title
- Session format (presentation, hands-on session)
- Content: In 300 words or less describe the purpose and outline the activities of the workshop
- Session objective
- Media requirements
- Contact Person: Name, address, phone number, e-mail
- Session presenters: Name, address, phone number, e-mail

### Deadline for proposals is June 15, 2003.

Please direct all inquiries and proposals to Christine Marles at [cmarles@bowvalleycollege.ca](mailto:cmarles@bowvalleycollege.ca) or (403) 410-1644.

The workshop sessions will be available after July 1 on the ADETA website. ■

## What has ADETA Been Up To?

### Find out at the AGM!

Thursday, May 29, 4:00 - 5:00  
Edmonton, NAIT Campus, Room X107

Join us at the AGM during the Interface Conference. Find out the latest news and developments. Get informed! Participate in your professional association!

### Agenda

1. Call to Order
2. Approval of Agenda
3. Review of minutes of June 2002 AGM (Calgary)
4. Standing Committee Reports
  - 4.1 President's Report (Ingrid Stammer)
  - 4.2 Membership & Treasurer's Report (Barb Pearce)
  - 4.3 Professional Development Report (Stephen Walker)
  - 4.4 Public Relations (Daph Crane)
5. Research Award (Fae Jackson)
6. Election of Board – board member & president (Fae Jackson)
 

Thank you to Outgoing Board Members  
Continuing Members  
Barb Pearce  
Daph Crane  
Christine Marles  
Stephen Walker
7. Fall 2003 Workshop (Christine Marles)
8. Interface 2004 Spring ■

# Interface 2003: The Power of Learning

May 28, 29 and 30 NAIT Main Campus



ADETA and the Alberta Online Consortium are proud to present the 2003 Interface Conference: The Power of Learning. How well are we managing technology-mediated learning? Or are the delivery technologies managing us?

In considering these questions, the conference will challenge participants to reflect upon media and learning and to appreciate the impact that technology has on teaching and learning.

The conference will be of interest to instructors, teachers, designers, developers, administrators, and support staff working with delivery technologies. This includes professionals from the following sectors: K to 12, post secondary, government, corporations, and industry.

Read the next three pages for the three-day itinerary...and follow the letters leading up to the Big Fat Geek reception! Register online and check the website for up to the minute details. [www.nait.ab.ca/interface2003/](http://www.nait.ab.ca/interface2003/) ■

To: ADETA Friend  
Subject: Someone Special  
Date: November 22, 2002

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How you been?

Things are nuts around here. You knew I was working on this conference panel with AOC, right? (Videoconferences: the JOY of life...) But what you didn't know was I MET SOMEONE!!!

Yeah, yeah. I know. But this time it's for real. I mean this girl is incredible. She's pretty, she's smart...there's something about her that makes my heart go "pitter-pat" (or maybe 1-0-1-0...) when she's around.

When I'm not with her, I think about her...and when I'm with her it's...it's...better stop here. I'm making myself sick. Suffice it to say: I think she's THE ONE.

Are you sitting down?

I'm going to ask her to marry me. Is that nuts or what?

Take care.

I an

## Wednesday, May 28

8:15 - 9:30 Workshop Registration

9:00 - 12:00 **S**

- Graphics, Animation and Web Pages, Part I *Judi Lord*
- SnagIt AVI Video Capture Workshop *Dan DeWolf & Tom Sakaluk*

**P**

- Improving Learning Outcomes Using Virtual Classroom (Voice) Technology *Zemina Hasham & Roger Hanley*

**O**

- Understanding the Unique Issues around Evaluating the Effectiveness of Instructional Technology *Stanley Varnhagen, Myrna Sears, Cheryl Whitelaw & Vali Hunting*

**h**

- Dreamweaver CourseBuilder: Building Interactivity in Course WebSite *Val Stewart, Jillianne Code & Grant Wilson*

12:00 - 1:15 **S** Lunch

12:30 - 1:30 **K** Workshop Registration

1:30 - 4:30 **O**

- Graphics, Animation and Web Pages, Part II *Judi Lord*
- Using Free Online Survey Software to Enhance Your Teaching and Your Course *Bruce Ravelli*
- Instructional Design: Good Practices = Good Courses *Daph Crane & Ingrid Stammer*
- Using Games and Simulations to Enhance eLearning *Rod Corbett*

**W**

6:00 - 9:00 Conference Registration

6:30 - 10:00 Wine & Cheese Reception

**Thursday, May 29**

7:00 - 8:30	<b>Conference Registration and Breakfast</b>
8:30 - 9:45	<b>Introductions and Keynote Speakers</b>
9:45 - 10:00	<b>Break and Exhibits Open</b>
10:00 - 11:00	<p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• Action Learning and Narrative Mediation: Developments in Online Dispute Resolution <i>Jennifer Geary &amp; Linda McKay Panos</i></li> <li>• Leveraging Learning in a Knowledge Market <i>Brenda Thibault</i></li> <li>• Alberta SuperNet: Supporting the Learning System Through a Provincial Network Environment <i>Kevin Campbell</i></li> <li>• Gaining Ethical Approval for Distance Education Research: Dealing with Research Ethics Boards <i>Pat Fahy</i></li> <li>• The Power of Online Portfolios <i>Leona Rousseau</i></li> <li>• A Continuous Improvement Process for Web-based Courseware <i>Sandy McIntosh</i></li> <li>• Teaching and Learning Computer Programming at a Distance <i>Charles van Duren</i></li> <li>• A Great White North Collaborative Stream <i>Andy Asselin</i></li> </ul>
11:00 - 11:15	<b>Break</b>
11:15 - 12:15	<p><b>Concurrent Sessions</b></p> <ul style="list-style-type: none"> <li>• Grande Yellowhead's 3V Network: A standards Based Videoconference Network Cascading to a Provincial Videoconference Network <i>John Percevault</i></li> <li>• LearnAlberta.ca: Creating a Digital Learning Environment for Albertans <i>Susan Schroeder &amp; Phil McRae</i></li> <li>• Implementing Activity-Based eLearning <i>Rod Corbett</i></li> <li>• e-PD: Online Professional Development at the CBE <i>Doug MacLachlan</i></li> <li>• Learning 2010: Beyond Learning Objects and Repositories <i>Ellen Whybrow &amp; Jim Boyes</i></li> <li>• The Fine Art of Herding Cats: Designing Faculty Workshops That Work <i>Val Stewart</i></li> <li>• Improved Power Of Learning Through Course/Program Evaluation <i>Daph Crane</i></li> <li>• Enhancing Student Success Using Wireless Technology and Special Purpose Tools on a Pocket PC and Laptop <i>Tilly Jensen &amp; James Guthrie</i></li> </ul>
12:15 - 1:30	<b>Lunch</b>
1:30 - 2:30	<p><b>Sessions</b></p> <ul style="list-style-type: none"> <li>• What is a Learning Object? - A LearnAlberta.ca Perspective <i>Louise Bentley</i></li> <li>• Comber of Change <i>Rosina Smith</i></li> <li>• Charting New Ground in On-line Educational Programs:A Team Approach to the Process of Courseware Development <i>Maris Mosenko, Norm Vaughn, Amanda Coolidge, Amanda Veinotte, Julie Alit-it, Pattie Mascaro</i></li> <li>• Technology-enhanced Teaching and Learning Innovations and the Reflective Practitioner <i>Dr John A. Boeglin</i></li> <li>• Maximizing the Medium: How and Why Not to Bring the Classroom to Online Education <i>Dianne Klein</i></li> <li>• Building Municipal Leadership Capacity in Bosnia Using a Problem-Based Learning and Development Approach <i>Bert Einsiedel, Wayne Lamble &amp; Kirby Wright</i></li> <li>• Bridging the Geographical Digital Divide <i>Elijah Farrell &amp; Tannis McBean</i></li> <li>• Campus Across Canada Panel</li> </ul>
2:30 - 2:45	<b>Break</b>
2:45 - 3:45	<p><b>Concurrent Sessions</b></p> <ul style="list-style-type: none"> <li>• Technology Meets Professional Inquiry in Teacher Education <i>Jennifer V. Lock &amp; Dr. Bruce Clark</i></li> <li>• Fostering an E-Learning Culture <i>Elaine Soetart &amp; Jennifer Semchuk</i></li> <li>• Videoconferencing/Telehealth in the Calgary Health Region <i>Les Blakey &amp; Tracy Plunkett</i></li> <li>• Evaluating Multi-Modal Computer-based Fire Fighter Training: Results of a Two Year Project Comparing Onsite and Remote Print and Web-based Module Delivery <i>Sheila Whitmore &amp; Victoria Person</i></li> <li>• Surveying the Impact of Full Motion Video In Post-Secondary Teaching Environments: Alberta Video Classroom Network Evaluation <i>Craig Montgomerie &amp; Cathy King</i></li> <li>• Technology and Effective Writing: A Successful Partnership <i>Brenda Cameron</i></li> <li>• Delivering Analytical Laboratories Online <i>Dr. Ron Currie, Dr. Dietmar Kennepohl, Kieron Quigley, Jit Baran &amp; Dr. Martin Connors</i></li> </ul>
4:00 - 5:00	<b>ADETA Annual General Meeting, NAIT Campus, X107</b>
6:30 - 11:00	<b>My Big Fat GEEK reception</b>

**Friday, May 30**

<b>7:00 - 8:30</b>	<b>Conference Registration and Breakfast</b>
<b>8:30 - 9:45</b>	<b>Introductions and Keynote Speakers</b>
<b>9:45 - 10:00</b>	<b>Break</b>
<b>10:00 - 11:00</b>	<b>S</b> • Music Courses Designed for Distance Learning <i>Chris Madsen</i> <b>O</b> • League for Innovation <i>Bill Fricker</i> <b>N</b> • LearnAlberta.ca: Under the Hood of a Digital Repository <i>Mike Sharun</i> <b>I</b> • Rural Advanced Community of Learners <i>Craig Montgomerie &amp; Cathy King</i> <b>S</b> • The Power & Process of Learning: A Symbiotic Relationship <i>Helen Siemens</i> <b>S</b> • Improve Student Achievement on Provincial Learning Outcomes: Curriculum Planning, Delivery and Reporting <i>Brent Calvert</i> <b>S</b> • The e-Learning Library at Bow Valley College <i>Christine Marles &amp; Barb Fyvie</i> <b>S</b> • E-Learning Issues and Challenges @ ADC <i>Scott Rutherford</i>
<b>11:00 - 11:15</b>	<b>Break</b>
<b>11:15 - 12:15</b>	<b>C</b> • Webcasting <i>Richard Poon</i> <b>O</b> • Beyond the Technology: Supporting Students in On-line Learning Programs <i>Wendy Caplan, Lynn Feist &amp; Shirley Galenza</i> <b>N</b> • See SPOT Run: See SPOT Help Dick & Jane Do Assessments for Assistive Technology <i>Roger Moore</i> <b>I</b> • LearnNet: Real-time Student Achievement in a K/12 Virtual School <i>Mark Karstad, Ron Bradley &amp; Ray Lautt</i> <b>S</b> • Analyses of Computer Mediated Conferencing (CMC) Interaction <i>Krista Poscente &amp; Pat Fahy</i> <b>S</b> • Lessons from the Field: Moving Forward with Mobile Learning <i>Sandi Barber &amp; Naomi Beke</i> <b>S</b> • Evaluating WebCT and Its Potential for Enhancing Learning in Classroom-Based Undergraduate Education <i>Vali Hunting &amp; Myrna Sears</i>
<b>12:15 - 1:30</b>	<b>Lunch</b>
<b>1:00</b>	<b>Exhibits Close</b>
<b>1:30 - 2:30</b>	<b>Draws and Closing Address</b>

To: ADETA Friend  
 Subject: YES!!  
 Date: January 12, 2003

-----  
 I know, I know. I haven't returned your E-mails. I'm a bad bad man. (LOL)

But I have an excuse AND some awesome news. They're both kinda the same thing. She said YES!!! We're getting married. It's the most incredible thing. We were alone one night together and all of a sudden, and I popped the question. I didn't even know I was gonna ask until it did. When she said yes, it blew me away.

You are gonna love her. We want you to come to the wedding...and the reception: May 29th at NAIT. (I assume you still remember where it is, right?) More details to follow.

Just one little caution: She's Greek. Is that a bad thing? Course not. (I call her my "Little Greek Geek" - which I am certain one day will make her laugh...) But her family is...really different. I like them (I think) - but they are strange. Odd. You'll get the idea.

They've already started planning the reception and it's all a big hush hush thing where her family is planning the reception evening. They're calling it "My Big Fat Geek Wedding." Get it?

One thing's for sure: it's going to be different. I would really appreciate it if you could be there. Okay? Okay.

I an

*You are cordially invited to*

**My BIG FAT Geek  
 Reception**

**Thursday, May 29th  
 2003  
 NAIT**

**Cocktails 6:30 pm  
 Reception 7:00 pm  
 Dance to follow**

continued from page 9

Updates From the Field



## Academic Technologies for Learning

Cheryl Whitelaw  
Special Projects Coordinator

### Health Knowledge Network

Academic Technologies for Learning has worked with Health Knowledge Network (HKN) to develop web-based tutorials on medical database use. Currently, HKN provides workshops and one-on-one training in medical database use to external clients who are often located in remote or rural locations where there is a lack of library services. The purpose of these tutorials is to provide an alternate instructional resource for HKN members who otherwise do not have access to traditional classroom instruction. They have been designed to provide self-paced instruction to HKN users of all levels with the goal of fostering an understanding of the search process and the ability to apply this process effectively when searching HKN databases.

HKN's clients need to access a wide range of databases including Medline, Cochrane, Cinahl, PsycINFO. The target audience is a diverse group ranging from undergraduate students to practicing professionals such as doctors, physical and occupational therapists. Users abilities with medical databases ranged substantially requiring an approach that offered a variety of levels. The resource uses frames to allow for guided interactivity with actual databases as well as flash simulations for guided self-tests.

This tutorial was developed with support from Health Knowledge Network (HKN), University of Alberta Libraries, University of Calgary Library, and University of Alberta Academic Technologies for Learning (ATL). It was sponsored as a project under the Curriculum Redevelopment Fund Initiative, Alberta Advanced Education and Career Development, 2001-2002. For more information, contact Vivian Stieda at [hkn@ucalgary.ca](mailto:hkn@ucalgary.ca)

### Large Enrolment Initiative

Academic Technologies for Learning is currently working with instructors and department development teams on ten selected courses under the Active Learning in Large Enrollment Initiative. The resources and course redesigns planned will impact the learning of over 5000 students! The following projects are ongoing under this initiative: For more information, contact Ellen Whybrow at [ellen.whybrow@ualberta.ca](mailto:ellen.whybrow@ualberta.ca)

- **Agricultural Economics 316** - Problem-based approach applied to math.
- **CHRTC 250** (St. Joseph's) Repurposing of course to alternative delivery.
- **Dermatology/Eye, Ears, Nose, Throat** (Pharmacy) Problem-based approach to patient care. Use of learning objects for demo purposes and more enhanced use of WebCT.
- **Health Education 110** Use of Webcasting and WebCT for an active learning approach.
- **Linguistics 101** Development of learning objects and use of WebCT for discipline-based analysis.
- **Nutrition 301** Use of interactive case studies and simulations towards problem-based learning.
- **Nutrition and Food Science 361** Use of learning objects incorporating a problem-based approach to allow for distance delivery.
- **Occupational Therapy 310** Development of virtual patient profiles for development of critical thinking and decision-making skills.
- **Psychology 104/105** Online resource on how to select, read and summarize published literature in psychology. ■



## ALIVE Online: Certificate Program

Shawna Boyko  
Program Administrator

Are you interested in online instruction? Have you asked yourself the following questions?

- How do I get started as an online instructor?
- What tools do I need?
- How do I perform online assessments?
- How can I incorporate elements of online teaching into my face-to-face classroom?
- What the heck is WebCT and how do I use it?

If you are nodding yes, then ALIVE Online IS the program for you! ALIVE has melded the best practices of both traditional

and online teaching to provide educators with a learning experience geared towards the design, development and facilitation of dynamic online courses. Interested?

For more information, contact:

Shawna Boyko  
Program Administrator  
ALIVE Online Certificate Program  
Northern Alberta Institute of Technology  
Ph: (780) 491-3945  
Email: [shawnab@nait.ab.ca](mailto:shawnab@nait.ab.ca) ■



## Religious Studies Site Voted Educational Internet Site of the Year

Lynne Smith  
Staff Writer, *The Leader*, MRC's Employee Newsletter

A Mount Royal College Web site has been named Educational Internet Site of the Year by an international conference that encourages innovative and practical uses of the World Wide Web for teaching and learning.

In October, judges for the 2002 North American Web Conference, organized by the University of New Brunswick, chose a site developed by Religious Studies instructor Steven Engler and the Academic Development Centre (ADC) from more than 25 applicants, for its design and practicality. Four others were given citations, including the first runner-up, another Mount Royal Web site involving Conservatory instructors Robert Rosen and Sheldon Nadler.

"I was really impressed by the quality of the design team at Mount Royal," says Ron Smith, a member of the Conference selection committee. "You folks are really fortunate." The design team included Instructional Designer Patty Moore, Graphic and Media Designer Maris Mosenko, and Flash Programmer Amanda Veinotte.

Clint Isbell, one of the judges, cited ease of navigation, variety of media, and general appearance, as well as good content that "isn't overwhelming" as factors in their choice. Like Smith, he was struck by the team's emphasis on collaboration and thought it was reflected in the site.

The boundaries between teaching practices and technological design virtually disappear in the Web site. Students can begin exploring by choosing a faith (Judaism, Christianity, or Islam), the religious dimensions of the faiths (six dimensions, such as

sacred space, sacred ritual, and sacred artifacts, are included) or the kind of media or activity that appeals to them (virtual tours, animated interviews or interactive learning activities). All the elements of the site are so closely integrated, however, with so many points of entry and logical connections between them, that the result is a seamless whole.

Such "circular" design requires sophisticated knowledge of Web design, and Moore says the site was "more complex than usual." Much of the successful interface between best teaching practices and best technological design can be attributed to Religious Studies instructor Steven Engler's broad experience and understanding of Web sites and computer technology.

"I think Steven's probably the exception to the rule," says Moore, of Engler's high degree of technological literacy. Engler has high praise for the work of the ADC staff.

"Right from the beginning I started with the idea of organizing the site in three different ways," he says. "I expected a lot, and I got even more than I'd hoped for."

Engler's objectives included providing "a hands-on attention to religious spaces and artifacts" not available in text-based material, a format that appeals to a variety of learning styles, an emphasis on Calgary expressions of the world religions studied, and a way to underline the interconnections between the aspects of religious traditions.

The Web site can be viewed at:

<http://wwwacad.mtroyal.ab.ca/rels2201/>

The MRC Instructional Design Team will be presenting a panel discussion entitled 'Charting New Ground in Online Educational Programs: A Community Approach To The process Of Courseware Development,' at Interface 2003: The Power of Learning. ■

## Mount Royal Helps Revive Northern ICU

Lynne Smith  
Staff Writer, *The Leader*, MRC's Employee Newsletter

Using a combination of learning technologies, Mount Royal College's Department of Advanced Specialty Health Studies is training nurses in a remote northern hospital so it can reopen its Intensive Care Unit (ICU).

The Stanton Territorial Hospital in Yellowknife, Northwest Territory closed its four-bed ICU last June because it had only three nurses with the required training. In January, four nurses from the hospital began taking theory courses required for Mount Royal's 22-credit certificate in Advanced Critical Care Nursing. The students complete print-based course modules independently and participate in class discussion through 1-2 hour videoconferences once or twice a week. Additional

support from program instructors is provided by e-mail and over the phone. Exams are written and proctored in Yellowknife, and sent to Mount Royal for grading. The students will complete their courses in mid-March, and then spend six weeks in clinical practice in Calgary. The Stanton Hospital plans to reopen its four-bed ICU in early May.

Susan Murdoch, Nurse Educator/Mentor at the Stanton, says the dearth of ICU nurses is partly a result of a national — and international — shortage of nurses, made worse by the northern location.

Full story available online at:

<http://www.mtroyal.ab.ca/news/view.php?item=000112> ■



## Alberta Learning's LearnAlberta.ca

Dominique Yu  
Communications Coordinator

LearnAlberta.ca offers engaging multimedia resources that are directly correlated to the Alberta Programs of Study. LearnAlberta.ca creates a digital learning environment, easily accessible from any computer with an Internet connection, that supports students, parents, teachers and others in the Alberta community.

### New from the Online Reference Centre

bigchalk library Canada and bigchalk library ELEMENTARY are new and enhanced versions of Electric Library Canada Plus and Electric Library Elementary respectively. Bigchalk offers the same great content and functionality as the Electric Library resources, but provides additional content and search options as described below. The links to the existing Electric Library resources will be maintained until the end of the 2002-03 school year so that LearnAlberta.ca users will be able to make a smooth transition to the bigchalk resources. We invite you to try out bigchalk library Canada and bigchalk library ELEMENTARY.

Highlights of bigchalk library Canada include:

- Subject and topic searching
- Audio and video clips
- Editor's choice (links to over 160,000 web sites selected by teachers)
- Reference Desk (reference sources including encyclopedias, dictionaries, almanacs and atlases)
- Full text access to selected Canadian newspapers (as of January 2003)

Highlights of bigchalk library ELEMENTARY include:

- A search interface geared to the needs of younger searchers
- Audio and video clips
- Links to 75,000 web sites selected by teachers

The Online Reference Centre has been nominated for a Premier's Award of Excellence! This award recognizes outstanding service to Albertans through public sector projects.

### Great resources on the LearnAlberta.ca site :

The Thrill of Flight for Grade 6 Science Students  
This multimedia resource contains lessons, interactive activities, videos, games, worksheets, tests for understanding, a Teacher's Guide and a Parent's Guide. Try "flying" a virtual helicopter!

### Science 9 E-Textbooks

The complete contents of Science 9 textbooks (*Science Focus 9* and *Science in Action 9*) are available online for Alberta students and school staff. Multimedia enhancements to the textbooks will be available shortly.

### Online Mathematics Resource: Mathematics 6

The Online Elementary Mathematics Resource offers interactive lessons related to key concepts that students should understand and be able to apply. The Resource includes an animated glossary, practice sheets, notes for parents, problem solving strategies and a number operations component.

### Coming Soon to LearnAlberta.ca:

#### French Resources

- Les Tic Apprivoisées
- Modèle d'intégration des TIC: Une Niche pour Mon Chien
- Pour Réaliser des Projets de Communication
- Intimidation: Parlons-en

#### National Geographic

The National Geographic Science Centre will soon be available on the LearnAlberta.ca Web site (<http://www.learnalberta.ca>). The first unit, Planet Earth, is currently being field tested in approximately ten classrooms within Edmonton Public Schools. This resource is correlated to Alberta's Grade 7 science outcomes and includes images, maps, activities, games, glossaries and streamed videos. An elementary unit, Weather Watch, will be field tested this spring. It is anticipated that the remaining 14 units will be completed in Fall 2003.

#### Mathematics 14

Interactive lessons related to key mathematics concepts from the Mathematics 14 program for students studying in traditional classrooms, in institutions, on home schooling, or via distance learning.

Also, watch for English Language Arts (Grades 5-12), Physics (Grades 11-12), The Ukrainian Knowledge Information Portal, Mathematics 5 and much more!

### New Look and Logo for LearnAlberta.ca

Coming Spring 2003, the LearnAlberta.ca web site will have a new look and logo. The revamped web site will feature improved navigation to make it easy for teachers, parents and students to find resources. The new site will contain the same great resources and some ones in Physics, English Language Arts and Mathematics will follow shortly.

View all available resources at [www.learnalberta.ca](http://www.learnalberta.ca).

To learn more about our project, check out the new

LearnAlberta.ca video at:

<http://www.learning.gov.ab.ca/videos/default.asp?video=19>. ■



# The Learning Commons

Heather Kanuka, Ph.D.  
Associate Director



Learning Commons  
Communities of Inquiry

University of Calgary's *Teaching and Learning Centre*— the **Learning Commons**— plays a prominent role in support of the strategic direction and vision of the University's academic and institutional learning plans, with a commitment to a culture of research and inquiry.

Under the direction of Dr. D. R. Garrison, the Learning Commons provides advocacy and promotion of Blended Learning (the best of e-learning resources and teaching practice), Curriculum Redesign, Knowledge Management, and an Inquiry-Based Learning model for its *Communities of Inquiry and Practice*.

On-going initiatives, sponsored by the **Learning Commons**, for faculty, staff and graduate students, encourage the awareness and application of inquiry-based teaching approaches and methods, and the successful implementation of blended teaching and learning exemplars.

The core professional development supports provided by the **Learning Commons** to the campus community include:

- *Scholarly communiqués* that direct teaching & learning towards development of an Inquiry model.
- Facilitation of *comprehensive workshops* for skills acquisition to support critical thinking, reflection, and effective communication in a learning-centred environment.
- *Professional development* opportunities that provide leadership and support for teaching, learning, and curriculum innovation.
- Educational and technical *consultative services* (individual, course-related, program-related) including technology development assistance and resources to support educational research.
- Sponsorship of *Peer Mentoring* programs within faculties/ departments.
- Collaboration with the Faculty of Graduate Studies in the *University Teaching Certificate* program that prepares Graduate students to successfully meet their teaching responsibilities as they enter the professorate.
- The *Graduate Teaching Assistant Citation* program that encourages active learning and critical thinking within post-secondary settings.
- *Multimedia & Technical Development* initiatives that include leading edge development in learning object repositories, a CD-ROM template to support faculty and department outreach, and numerous collaborative research projects across Canada.

- Coordination of the *Teaching Awards* process in recognition of teaching excellence.
- Hosting of an annual *Faculty Development Institute* open to the public—this year's program entitled '**Teaching Reflections 2003**'.

The Learning Commons continues to be seen as a leading resource for learning and professional development at University of Calgary. We look to continue our successes in 2003 by extending and promoting opportunities for teaching development at the University of Calgary.

## Teaching Reflections 2003: UofC Faculty Development Summer Institute, August 2003

The conference theme is *Reflective Inquiry*, which supports post-secondary instructors in creating meaningful learning environments through critical thinking and reflective inquiry. Included in our presenters are distinguished scholars in higher educational research, **Dr. Stephen Brookfield** (University of St. Thomas, MN) and **Dr. Janet Donald** (McGill University) as Keynote speakers. Concurrent sessions will address a variety of topics including teaching theories and strategies, inquiry and blended learning, assessment and evaluation, online instructional design and development, and more.

## About the Learning Commons

The Learning Commons is a resource centre providing guidance, support and facilitation for university teaching. Workshops, seminars, lectures and training sessions, expose faculty, staff and graduate students to *teaching & learning* theory and practice. All facets of course design, development, and evaluation, are addressed across the educational spectrum from traditional face-to-face to technology-mediated distance delivery. On-going consultation services and support relate to classroom instruction including technology integration with Learning and Course Management Systems (LCMS) such as WebCT® and Blackboard®. The Learning Commons also manages various e-learning facilities and distance education services including videoconferencing, audio-conferencing, and CentraOne live WebCAST sessions for synchronous discussion and conferencing.

## Important links:

- *Teaching Reflections 2003* Faculty Development Summer Institute: <http://commons.ucalgary.ca/tr3>
- *Learning Commons' Website* <http://commons.ucalgary.ca>
- *The Teaching Exchange*: The Learning Commons' newsletter (please contact [mjleeder@ucalgary](mailto:mjleeder@ucalgary) to obtain a copy). ■



## Technology Steering Committee

In order to advance the use of technology at the college, Dr. Janet Paterson-Weir, Vice President, Academic, initiated the Technology Steering Committee, the Distributed/Distance Learning Steering Committee, and Technology Sandboxes. Each initiative is outlined briefly below.

The Technology Steering Committee was established in December 2001 with a mandate to create a technology plan for Grant MacEwan College. In its deliberations, the Steering Committee set out to advance the college's mission by:

- Addressing the technology objectives of the college's strategic plan
- Aligning technology with other institutional priorities
- Sharing information about college technology needs and constraints
- Building commitment, ownership, and collaboration
- Creating institutional effectiveness and efficiencies through the use of technology
- Developing recommendations

The primary goal of the technology plan is to serve students better by integrating technology effectively and by managing technology resources wisely.

The Technology Steering Committee comprised 17 members who represented faculty, students, administration, and staff. In addition, five sub-committees were established: Learning Technologies, Technical Operations, Organizational Resource Management, User Services, and Management Information Systems. In order to prepare their recommendations, the sub-committees collected and analyzed data, conducted inventories, identified issues, consulted with colleagues, reviewed literature, and investigated best practices at other institutions and in the private sector. More than 100 people were actively involved in producing 85 recommendations. These recommendations will help the college develop principles, priorities, and strategies that will guide future decision-making.

Distributed/Distance Learning Steering Committee was recently formed to:

- Provide a forum for discussion of distance learning issues and opportunities at the college
- Recommend faculty and student support systems for the distance learning environment
- Consider and recommend training and development opportunities for faculty and staff



The committee, which reports to the Vice President, Academic, comprises 11 members who are drawn from the various academic divisions and support services. They meet on a monthly basis.

Technology sandboxes or e-boxes, located throughout the college, are designed to provide a developmental environment where faculty can investigate the use of technology in teaching and learning. More specifically, the sandboxes are physical spaces in which faculty and instructional staff can:

- Become familiar with emerging technologies
- Research, develop, and test online or web-enabled options for teaching and learning
- Receive coaching from other instructors or support personnel or participate in other professional development activities
- Collaborate with their colleagues on instructional projects

The activities that occur in the sandboxes are determined by the people who use them. Each sandbox is equipped with Windows and Macintosh systems, as well as appropriate software and a variety of digital devices such as scanners, printers, and digital video cameras.

The ultimate goal of these and other related activities at the college is to serve the growing population of MacEwan users and to effectively integrate the complex technology required by both academic and administrative areas. ■



## Power of e-Learning: Meeting Learning Needs at Bow Valley College

Christine Marles  
Manager, Learning Resource Services

Bow Valley College is actively involved in e-Learning. We use WebCT to support our classroom courses as well as to deliver courses at a distance. Our college's approach is "fast focused flexible" and e-Learning helps us to achieve that with great effectiveness.

We've demonstrated the power of e-Learning through our e-Learning Library. This is a series of about 90 self-directed workshops of two to seven hours in duration. These anytime, anyplace, workshops provide the participant with the flexibility demanded by the ever increasingly busy lives of today's adult learner. We use the e-Learning Library in many different ways. It is available to all college staff for their own self-development and we have re-packaged and customized it for various corporate clients.

But the power of online learning can be felt with many non-traditional client groups as well. We've used the e-Learning Library in a pilot project with 200 unemployed/underemployed persons in the Calgary area through an Alberta Human Resources and Employment funded initiative. This trial is ending and the experience gathered indicates the e-Learning Library is in a strong position to serve the needs of the "at-risk" populations. Feedback from clients has been glowingly positive with over 85% satisfaction with the program.

We're really excited about our latest initiative – we're partnering with Connect Calgary to make the e-Learning Library available to work with agencies helping Calgary's "at risk" population. These agencies include the Salvation Army, the Mustard Seed, the Calgary Drop-In Centre and the Youth Employment Centre. . The number of agencies, which can be served in Calgary, is close to 900. The estimated "at-risk" population by some estimates is upwards of 20,000 in Calgary. Using the e-Learning Library will help agencies focus on counseling clients rather than developing courseware and providing instruction, while still providing services for clients that will help develop their employability skills.

So what does the future hold for e-Learning at Bow Valley College? We hope to develop a series on online tutorials for our learners, focused on helping them quickly become skilled online learners. We're integrating online resources into our faculty professional development activities. And of course we're active participants in the new Alberta Online Learning Association college consortium.

If you'd like more information, or a free demonstration of the e-Learning Library, contact Christine Marles at Bow Valley College at (403) 410-1644 or at [cmarles@bowvalleycollege.ca](mailto:cmarles@bowvalleycollege.ca) or see our website at [www.bowvalleycollege.ca](http://www.bowvalleycollege.ca) ■

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Jennifer Geary

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# Conferences & Events

## Virtual Science Centre

[www.SciQ.ca](http://www.SciQ.ca)

Virtual Field Trip, Royal Tyrrell Museum  
April 10

Do you have an **inquisitive** group of students asking questions? Have you ever wondered about the size of **protoceratops**, the study of palaeontology, or what it's like to be a **fossil preparator**? If so, you'll want to go on a virtual field trip to learn all about the science of palaeontology.

On Thursday, April 10, 2003 at **11 a.m.**, **your students** can meet a real palaeontologist on "Up Close and Palaeo", a live virtual field trip to the Royal Tyrrell Museum to be broadcast on ACCESS TV and brought to you by SciQ, a new online interactive learning space. The SciQ web site launches March 31 at [www.SciQ.ca](http://www.SciQ.ca).

"Up Close and Palaeo" is just one of many exciting educational opportunities found on SciQ. Housed in an inviting portal at [www.SciQ.ca](http://www.SciQ.ca), SciQ includes:

- Q-Search - a repository of science learning objects;
- Q-Careers - digital information about science-related careers;
- SciQ-Zine - an electronic science-related magazine;
- Q-Zones that highlight science-related areas, such as wildlife, engineering and palaeontology;
- And, Q-Live, home to virtual field trips like "Up Close and Palaeo".

SciQ brings science to life for Alberta students, teachers and parents by making learning real, engaging and compelling through the integration of broadcast television and web technologies while also considering future technology. "Up Close and Palaeo" is the first live virtual field trip planned for SciQ. This program is directed at students in grades 4-6, but will appeal to students of all ages. If you can't participate in the "Up Close and Palaeo" broadcast, please keep visiting [www.SciQ.ca](http://www.SciQ.ca) to find out where we go next.

## Innovative Instructors Institute

[www.afns.ualberta.ca/online/](http://www.afns.ualberta.ca/online/)

University of Alberta, Edmonton  
April 28 - May 2

Are you wanting to innovate and refresh your teaching? Are you interested in learning more about how to use educational technologies in your teaching? Then the Innovative Instructors Institute is for you. This informative 5-day symposium will be held April 28 to May 2, 2003 at the University of Alberta.

Sponsored by Academic Technologies for Learning (ATL) and the Department of Agricultural, Food and Nutritional Science

You're Virtually There! With "Up Close and Palaeo", students, educators and even parents will be transported to Drumheller, the site of hundreds of dinosaur remains and the home of the world-famous Royal Tyrrell Museum. During your virtual museum tour, you will:

- meet a real palaeontologist—**Dr. Paul Johnston**—and find out all the fun things he gets to do in the field and in the lab;
- investigate how ideas and facts come together in palaeontology and other sciences;
- find out how new discoveries of feathered dinosaurs prove a link between modern birds and ancient dinosaurs **with Dr. Phil Currie**;
- check out some interesting palaeontology careers (who builds life-size dinosaurs anyway?); and
- hear answers to students' questions about dinosaurs, fossils **and other aspects of palaeontology!**

Taking part in the virtual tour is as easy as tuning into ACCESS TV or logging on to the SciQ portal at [www.SciQ.ca](http://www.SciQ.ca) on April 10, 2003 at 11 a.m. No other supplies required.

Ask away! Do your students have a burning question about dinosaurs, fossils, bones, palaeontology or working in a museum? If so, they can ask their question by posting it at [www.SciQ.ca](http://www.SciQ.ca) by April 9th, and we will try to answer it during the live "Up Close and Palaeo" broadcast. If their question is read live during the virtual field trip, they will be given a free pass to see the dinosaurs of the Royal Tyrrell Museum in person!

For more information about "Up Close and Palaeo" or the SciQ project, please contact Trevor Doerksen, Project Manager, at (403) 608-1923 or [trevord@mac.com](mailto:trevord@mac.com).

We hope **your students** join us for "Up Close and Palaeo"! ■

(AFNS) the symposium will explore several web-based technologies that you can use to develop, enhance, and deliver curriculum, enhance communication between students and instructors and enhance student learning. This event will provide you with an opportunity for to actively learn while you develop your own course materials as well as an opportunity to build on your knowledge of innovative ways to teach using technologies.

For more information about the institute and to register. Contact Greg Cole at [greg.cole@ualberta.ca](mailto:greg.cole@ualberta.ca) (492-2007) or Cheryl Whitelaw at [cheryl.whitelaw@ualberta.ca](mailto:cheryl.whitelaw@ualberta.ca) (492-0023) for assistance in determining which stream best meets your needs. ■

## Distance Education Technology Workshop

<http://cde.athabascau.ca/DET/2003/>

Crown Plaza, Edmonton  
May 15 - May 17

ADETA members are invited to Athabasca University's sixth annual Distance Education Technology Symposium (DETS-03), to be held this year May 15 - 17 in Edmonton at the Crowne Plaza (formerly the Chateau Lacombe).

Like its predecessors, DETS-03 is intended to allow distance education and training practitioners, students, teachers and researchers to meet for discussions and demonstrations of useful technologies, presented by the users themselves. Participants should gain detailed information on new tools for distance delivery, as well as new ideas for planning, using and evaluating existing technologies. The program runs from 7:00 Thursday evening, May 15 (social and opening), to 5:00 Saturday afternoon, May 17.

Online registration information for DETS-03 is available at <http://cde.athabascau.ca/DET/2003/>, or by contacting Pat Fahy (780-675-6216; [patf@athabascau.ca](mailto:patf@athabascau.ca)). ■

## E-Convergence: Education, Media and Technology

**AMTEC (Association for Media and Technology in Education in Canada)**

[www.amtec.ca/site/conferences/conferences.shtml](http://www.amtec.ca/site/conferences/conferences.shtml)

Concordia University, Montreal  
May 25 - May 28

The 30th National Conference of the Association for Media and Technology in Education in Canada in association with the Quebec Association of Applied Educational Technologists, Le Centre de ressources en éducation aux médias and the Association for Media Education in Quebec.

This 30th national conference is committed to offering outstanding sessions, in English and French, that address a wide range of current media, technology and education issues, education practices, research and diverse points of view.

A key strand, of E-convergence: Education, Media and Technology, is the convergence of education, media and technology in electronic and mediated environments; implications of this convergence on learning and teaching; and the skills needed to succeed in electronic and mediated environments - Media Literacy, Information Literacy and Technological Literacy. ■

## Sightings

**CADE (Canadian Association for Distance Education)**  
[www.cade-aced2003.ca](http://www.cade-aced2003.ca)

Fairmont Newfoundland, St. John's  
June 7 - June 11

Join us in June 2003 in St. John's, Newfoundland and Labrador for the 20th CADE-ACED Conference. The theme for 2003 is Sightings 20/20: d'hier à demain. This conference celebrates the 20th anniversary of CADE – a vantage point to reflect on achievements and renew our directions in distance education.

Join your colleagues to examine and discuss issues and accomplishments in: ongoing research, new content for new technology, learner services, global reach, workplace learning.

Experience Newfoundland and Labrador – the province where distance education is a way of life: from K to 12, college, university...and beyond. ■

## Plus Ça Change...The More Things Change

**STLHE (Society for Teaching and Learning in Higher Education)**

[www.ubcconferences.com/events/stlhe/](http://www.ubcconferences.com/events/stlhe/)

University of British Columbia, Vancouver  
June 11 - June 14

Plus Ça Change - The more things change: An exploration of transition and transformation in teaching and learning in higher education. The STLHE/SAPES Conference has a long-standing reputation for providing an interactive teaching and learning-related program to educators from across North America and beyond.

This conference is of particular interest to:

- University and college teachers
- Faculty teaching developers
- Instructional and curriculum developers
- Teaching assistants, graduate and undergraduate students
- Student affairs professionals

It seems that virtually all our discussions about teaching and learning in higher education these days involve the notion of change. Students are changing, the contexts of our teaching are changing, faculty demographics are changing, and our teaching methods are changing. Often change is inevitable, and it can also be beyond our control. At times, it seems a bit overwhelming. Careful thinking is required to sort through the myriad of challenges that change provides. STLHE 2003 is an opportunity for us to explore these challenges and opportunities and the and transformation in higher education today. ■

## Get Connected: The Ed Tech Institute

[www.mtroyal.ca/edtechinsitute](http://www.mtroyal.ca/edtechinsitute)

Mount Royal College, Calgary  
June 9 - June 13

The Sixth Annual Get Connected Summer Institute is an innovative and exciting week-long program that explores the use of web-based technology to enhance, develop, and deliver curriculum.

### Who Should Participate

The Institute is open to educators interested in integrating technology into their teaching practices. Join our group of enthusiastic, trained professionals, to broaden or refine your skills and knowledge of web-based curriculum development and technologies.

### When and Where

The sixth annual Get Connected Educational Technology Institute will be held June 9-13, 2003, Mount Royal College, Calgary, Alberta.

### What You Will Find

The Institute features a series of workshops, panel forums, and group discussions that offer a hands-on opportunity to explore issues and practices surrounding the use of web-based technology in education.

During the Institute, you will

- learn techniques and tips for project planning, developing curriculum, and delivering instruction for the web
- explore and identify methods for integrating course learning outcomes, existing lesson plans, or teaching practices with web-based courseware tools
- build a course module for delivery over the web

### Detailed Information

[www.mtroyal.ca/edtechinsitute](http://www.mtroyal.ca/edtechinsitute)

Or call Julia

Phone: (403) 240-6867

Fax: (403) 240-6670

**e-mail:** [edtech@mtroyal.ab.ca](mailto:edtech@mtroyal.ab.ca)

### REGISTER EARLY!

Register on-line at [www.mtroyal.ca/edtechinsitute](http://www.mtroyal.ca/edtechinsitute)

Or

### Phone in your registration

Use (403) 240-3833 or the toll free number 1-877-287-8001

Please have your VISA or MasterCard ready and quote the course reference number - **50354**. ■

## MERLOT: International Conference 2003

<http://conference.merlot.org/conference/2003/>

Hyatt Regency, Vancouver  
August 5 - August 8

MERLOT—the Multimedia Education Resource for Learning and Online Teaching, is a free and open resource designed for faculty and students in higher education. MERLOT helps faculty enhance instruction with a continually growing collection of online, reviewed learning materials and assignments. MERLOT is also a community of educators who strive to enrich teaching and learning. The third annual MERLOT International Conference will be held at the Hyatt Regency, Vancouver, British Columbia, August 5-8, 2003. MERLOT is endorsed by NLII/EDUCAUSE and the NSF National STEM Education Digital Library project. For more information about MERLOT, please visit the Tasting Room.

The MERLOT International Conference is the venue for learning about shared content, peer reviews, learning objects, standards, and online learning communities and to:

- Enable authors and faculty who use MERLOT learning materials in their classrooms to share information on teaching and learning with web-based materials.
- Develop and support MERLOT learning communities of scholars both nationally and internationally.
- Provide practical, hands-on workshops in identifying, using, creating, modifying and evaluating digital learning materials.
- Promote discussion and exploration of potential solutions to common problem experienced by shared content providers.
- Share information and techniques for use of various technology tools for teaching and learning.
- Provide a forum for presentations by organizational affiliates and Institutional Partners of MERLOT
- Disseminate information about MERLOT.

The MERLOT International Conference seeks to address the needs of faculty members, digital library providers and developers, authors of digital learning materials and those involved in administering and supporting instructional technology. More specifically, sessions are led by and designed for:

- Faculty and Faculty Development Professionals
- Instructional Designers
- Members of Professional Organizations
- Provosts, Deans, Department Chairs
- Authors of Instructional Materials
- Technical Support Specialists
- MERLOT Users
- Librarians
- Potential and Current MERLOT Partners

For more information please contact MERLOT International Conference at [MERLOTConference@merlot.org](mailto:MERLOTConference@merlot.org). ■

## Best Practices in e-Learning

<http://elearn.ucalgary.ca/conference/>

Online Conference, University of Calgary

August 13 - August 14

The University of Calgary is pleased to announce the launch of the Best Practices in e-Learning online conference. This conference will take place entirely online using state-of-the-art e-learning technologies on August 13 & 14, 2003.

The focus of the conference is on the best practices in e-learning in both education and training. The latest e-learning technologies and practices will be used in this conference to make this event accessible to more people than a traditional face-to-face conference could be. Using the e-learning technologies, we can also reduce the cost of running a conference such as this, as well as eliminate the costs that you would have to incur to travel to Calgary.

This conference is planned for two days of presentations and discussions designed to facilitate effective networking and sharing of ideas and issues about the best practices of e-learning. This conference is for anyone currently working with e-learning as instructors, designers, managers, as well as anyone just interested in learning more about how e-learning can be used in their organization.

This conference will include three keynote presentations from renowned experts and authors of books about e-learning. The presenters include:

- Marc J. Rosenberg, Ph.D., who is a senior director and knowledge management field leader with DiamondCluster International, and is the author of the best-selling book, E-

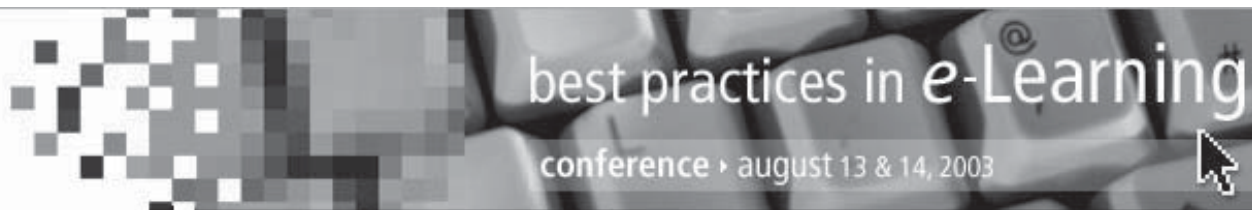
Learning: Strategies for Delivering Knowledge in the Digital Age (McGraw-Hill, 2001).

- Marc Prensky, MBA., who is the founder, CEO, and Chief Creative Officer of games2train.com and Corporate Gameware LLC, and is the author of the book Digital Game-Based Learning (McGraw-Hill 2001). A noted authority in the training and learning field, he speaks extensively in the U.S., Europe and Japan.
- Terry Anderson, Ph.D. and Randy Garrison, Ph.D., authors of the book E-Learning in the 21st Century: A Framework for Research and Practice (RoutledgeFalmer, 2003) Terry is currently a Professor at Athabasca University and Canada Research Chair in Distance Education. Randy is currently a professor and the director of the Learning Commons at the University of Calgary.

As well, there will be many concurrent presentations from practitioners working with e-learning in the K-12, Post-Secondary and Corporate Training sectors from around the world. There will also be several preconference workshops that will run throughout the week where you will be able to get a more hands-on experience learning more about various e-learning technologies and practices.

If you would like more information about the conference go to the conference Web site at:

<http://elearn.ucalgary.ca/conference/> or contact Rod Corbett at 403-220-6199 or [Rod.Corbett@ucalgary.ca](mailto:Rod.Corbett@ucalgary.ca). ■



**May 28,  
29 & 30**

### Don't Forget! Register for Interface 2003: The Power of Learning

Early-Bird Registration (received prior to April 15): **\$190\***

Full Registration (received after April 14): **\$240\***

Student Registration: **\$175\***

Presenter Registration: **\$190\***

Single-Day Registration (Thursday, May 29): **\$135**

Single-Day Registration (Friday, May 30): **\$135**

Pre-Conference Workshop Registration: **\$100** (Full-Day) or **\$50** (Half-Day)

Extra Banquet Tickets: **\$50**

\* Not including pre-conference workshops

**Register Online at: [www.nait.ab.ca/interface2003/register.htm](http://www.nait.ab.ca/interface2003/register.htm)**

# ADETA

Alberta Distance Education & Training Association

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