ADETA

The Distance

A Publication of The Alberta Distance Education & Training Association

Spring 2004 Volume 13 Issue 1

In This Issue…

Editor's Message 2

President's Message 3

Articles

The Impact of e-Learning on the Workplace 1
Rod Corbett

Remote Labs 8
Kieron Quigley

Announcements..... 4

Board Nominations 6

Interface 2004 10

Updates from the Field

LearnAlberta.....14

Lakeland College 15

Northern Lakes College 15

University of Alberta 16

Mount Royal College 16

Red Deer College 18

Bow Valley College 19

Conferences & Events 19

Sidethought 22

The Impact of e-Learning on the Workplace

Rod Corbett

With the advent of modern computer networking systems, more organizations are employing these systems to enhance learning and performance improvement. But, what is the real potential of employing e-learning in the workplace? And why have so many ventures into implementing e-learning programs been so ineffective?

What is e-Learning?

e-Learning is the application of computer and networking technologies to enhance learning. E-Learning happens in multiple formats including:

- electronic mail and instant messaging
- document sharing
- online tutorials
- teleconference meetings
- delayed computer conferencing
- process simulations
- remote application sharing
- collaborative learning tools

Any combination of one or more of the above functions can be engineered to meet just about any learning needs. Some of the more common e-learning applications are:

- Instructor-lead online programs – led by an expert, learners can engage in these programs from anywhere around the world at whatever time is convenient.
- Web-Based learning programs – the knowledge of multiple experts is programmed into the learning resources, accessible on-demand, when the learning is required.
- Knowledge Management systems – electronic library systems that capture and catalogue knowledge that an organization possesses to be accessible when required. ▶

e-Learning/Workplace continued on page 9

About the Author

Rod Corbett has been working in the field of distance education for 13 years in the roles of learner, instructor, technical support and instructional designer. Rod completed the Master of Distance Education degree from Athabasca University. He is now working as an instructional designer and online instructor for the University of Calgary Continuing Education. Rod is currently managing the Certificate in Adult Learning and Certificate in e-Learning programs.

ADETA Board of Directors

President
Ingrid Stammer
phone: 403-319-7245
ingrid_stammer@cpr.ca

Past President
Fae Jackson
phone: 403-240-6041
fjackson@mtroyal.ab.ca

Treasurer
Barb Pearce
phone: 780-427-8043
barb.pearce@norquest.ab.ca

Secretary
Stephen Walker
phone: 780-674-5333 ext. 305
swalker@adlc.ab.ca

Director at Large
Daph Crane
phone: 403-410-1655
dcrane@bowvalleycollege.ca

Director at Large
Christine Marles
phone: 403-410-1644
cmarles@bowvalleycollege.ca

Director at Large
Pattie Mascaro
phone: 403-440-6723
pmascaro@mtroyal.ab.ca

Editor's Message

Camille Jensen

May in Alberta brings fresh snow and the conference issue of *The Distance*. Sprinkled throughout the publication are flakes of virtual sessions, ADETA announcements, Interface updates and upcoming conferences. Several Board positions are up for re-election this year and we've provided the bios of each nominee on pages 6 and 7. Don't miss the elections at the ADETA Annual General Meeting, Thursday, June 17th from 12:30 - 1:30 at the Interface conference at SAIT in Calgary. Flip to the centrefold for the latest Interface news, conference itinerary and banquet information.

No issue would be complete without articles. Rod Corbett (Distance Editor Emeritus) provides the cover article on e-Learning in the workplace. Kieron Quigley tells us about work on remote labs at NAIT. Our usual smattering of institutional updates fill the back pages.

We also have our second instalment of the Sidethought column. Bill Fricker's Acronymic Quiver on "How the 3Rs begat all these TLAs" has taken on a life of its own. Be sure to check the ADETA website for the interactive PDF version of Fricker's ditty. Failing that, stay tuned to Interface social events for a live performance! Special thanks go out to Randy Troppmann, Multimedia Developer at NAIT. Randy spent numerous hours crafting the interactive PDF genius. Once you launch the PDF, simply rollover an acronym for a full description of the acronym, or, double click the acronym to navigate to the corresponding website. It is a slick little document that demonstrates the power of PDF well.

I look forward to seeing and meeting all of you at the Interface conference... where, I'm sure the sun will be shining and the grass will be green. It won't snow in Calgary in June, will it?

Ciao,

Camille

About this Publication

The Distance is published three times a year 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:

The Distance
c/o ADETA
Box 47022
62 Edmonton Centre
Edmonton, Alberta T5J 4N1

Editor: Camille Jensen

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

Contents copyright ©ADETA, Alberta Distance Education and Training Association, 2003. No part of this newsletter may be reproduced or duplicated without written permission of ADETA. All rights reserved. Printed in Canada.

Publications Mail Agreement No. 40749535

Membership Information:

Individual Members:
Individual members may participate in all discussions, have one vote on all issues and hold office.
Annual Individual Membership: $35.00

Student Members:
Student members may participate in all discussions but do not have a vote and cannot hold office.
Annual Student Membership: $10.00

For more information:
www.adeta.org

President's Message

The Magic of Collaboration

Ingrid Stammer

For the past year I have been participating in the preparation of an E-learning strategy. The project has followed a twisted path that has led into a wilderness, a dead-end, and a rebirth. Along the way a colleague started to refer to the adventure as the E-learning tragedy. He had many reasons to call it that: there was too much information, too many people, too many technologies, too many standards, not enough contact with critical departments, network limitations, audiences ill suited to online delivery, uncertain results, and the list went on and on.

Perhaps the real tragedy was to underestimate the effort it takes to develop and implement an e-learning strategy. The online environment has existed long enough for detrimental assumptions to be made. The expectations are that online technology is readily accessible from anywhere, easy to use, and everyone is an astute user. Build a system and the students will be empowered and motivated to manage their learning. As if by magic all the e-promises will be fulfilled.

It is the magic that is the focus of Interface 2004. The magic of making all the elements work together seamlessly so that students have an exceptional learning experience. The elements include the Information Systems people and their network, faculty support, student support, instructional designers, web developers, instructors, and many others. The relationships between all of these elements are important and delicate. The Lone Ranger of online learning is a myth. When you work on an online project, you join a community of skilled people who all contribute to the end experience. The Interface program will provide opportunities to hear how others work within this community and will encourage discussions of your experiences.

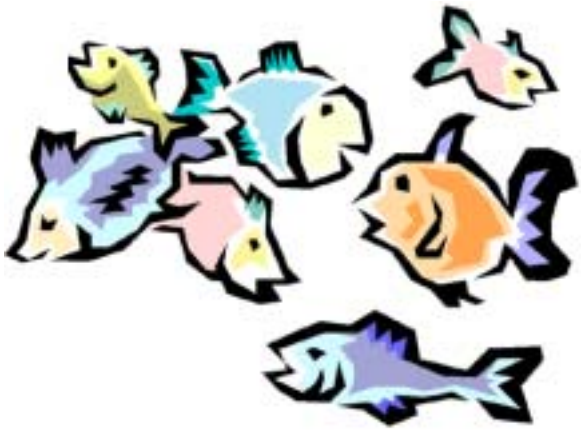
When I look at the Interface program and the direction ADETA is moving, we appear to be approaching a balance between addressing the human aspect of online learning, and chasing technological changes. Your occupation in the online community will determine whether you feel there should be more presentations about relationships, or there should be more presentations about technology. Both are essential, and both are difficult to address in a way that is meaningful to all people. In the next year, with the new board, we will be looking for people to focus on professional development needs. Watch for your opportunity to be involved with a professional development committee.

Also at Interface, a fresh new ADETA board will be elected. They will be facing more of a challenge than usual, as a majority of the current ADETA board members will be completing their terms. Leaving this year are: Daph Crane, Christine Marles, Barb Pearce, and Stephen Walker. All of these people have brought their special talents and energy to the ADETA board. They have worked diligently on many projects over the past two years including; fall workshops in Barrhead & Olds, Interface 2003 & 2004, various professional development sessions, as well as presentations at these workshops and conferences. Through all of these events Barb Pearce has been as our conscientious and responsible Treasurer. After four years in the position she is taking a well deserved break. The lone survivor is Pattie Mascaro. To all these exceptional people I give thanks and appreciation for providing service to the ADETA membership.

While I am thanking people who have made the past two years rewarding, I want to give a special thanks to Camille Jensen for her dedication to this Newsletter. She has worked hard to develop a respected publication with a group of reliable contributors who continue to keep us in touch with activities around Alberta and beyond

As I prepare to hand off the president's position I am looking forward to taking a less demanding role as past president. Thank you to everyone who continues to support ADETA. I ask that the ADETA membership support the new board in their endeavours to continue the work of the organization.

I hope to see many of you in Calgary at SAIT in June. So long and thanks for all the fish. ■



Announcements

New Online Membership Application

ADETA is moving to online membership application. If you have registered online for the upcoming Interface 2004 conference you have seen how straightforward this can be.

ADETA has selected SPORG to take registrations and process credit card payments securely on the Internet.
When your membership renewal is due you will receive an email message letting you know that it is "Membership Renewal" time. The email message will provide a link to our online membership registration page. Just follow the simple steps to renew your membership. You can do this online if you are paying by credit card or by cheque. If you choose to pay by cheque you will have to send the cheque to ADETA at the address indicated on the web page. The online membership registration will provide you with an instant receipt.

The ADETA website (www.adeta.org) now includes a link to this online membership application for new and renewing members. It will be on the home page for a while but can always be found on the Board and Membership page at: www.adeta.org/membership.html.

For more information contact Susan Kerr at:
780.427.7865
susan.kerr@norquest.ca
Or check the SPORG website at: www.sporg.com ■

Congratulations!

Bow Valley College's Curriculum Redevelopment Fund Project Surgical Nursing Videos were developed last year in partnership with Access Network and LCC. These videos havebeen nominated for three Alberta Motion Picture Industries Association awards:

- Best Educational Program
- Best Narration
- Best Script

Congratulations to Daph Crane, Pam Lammiman and the team for their work! The awards ceremony is in late April so we'll keep you posted. ■

What has ADETA Been Up To?

Find out at the AGM!

Thursday, June 17, 12:30 - 1:30
Calgary, SAIT Campus, Heritage Hall, Room MA 128

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

ADETA Annual General Meeting Agenda

1. Call to Order
2. Approval of Agenda
3. Review of minutes of May 2003 AGM (Edmonton)
4. Standing Committee Reports
   - 4.1 President's Report
   - 4.2 Membership & Treasurer's Report
   - 4.3 Professional Development Report
   - 4.4 Public Relations
5. Research Award
6. Election of Board – board members & president
7. New Business
8. Adjournment ■

Athabasca University Announces Open Source e-Book

Athabasca University is pleased to announce the publication of a new e-book edited by Terry Anderson and Fathi Elloumi. It is entitled *Theory and Practice of Online Learning*.

The book is licensed for educational and non commercial use, download and printing under a Creative Commons license. It was released as open source so it can be more easily accessed by professionals and hopefully used in coursework by learners throughout the world. During the two weeks since its release in mid February over 4300 individual downloads were made of the whole book, in addition to many for individual chapters. The URL for the full text (as well as a link to purchase a print copy) is: http://cde.athabascau.ca/online_book.

In a nutshell the book has chapters by practitioner/scholars involved in the major systems components of large scale online program development, delivery and support – as well as a few theory based chapters. The best part is, it is FREE for download!■

Virtual Wine & Cheese Previews Interface 2004

Sponsored by HorizonLive Desktop Lecture Series, May 14th, 12:00pm - 1:00pm MDT

We hope you were able to join us for the Interface 2004 Virtual Wine & Cheese webcast. The conference keynote speakers, noted accessibility consultant Karen McCall, and e-learning expert Dr. Rory McGreal offered a preview of their presentations.

HorizonLive generously sponsored this Virtual Wine & Cheese as part of their Desktop Lecture Series. This Series offers free, online presentations that bring experts from the education and technology industries LIVE to the desktops of people throughout the world. Besides learning about topics such as instructional design, new technologies, pedagogy, and policy, participants are able to ask questions and make comments directly to the presenter. It is truly an engaging way to learn about our industry without having to leave the confines of your desk.

Although this is a "virtual" wine & cheese, everyone who registered for the webcast was entered into a draw for a bottle of "real" wine. Listen for the draw at the Interface 2004 conference during the lunch on Friday June 18.

To register for HorizonLive Desktop Series presentations:

- Go to the HorizonLive website at: **www.horizonlive.com/**
- Select the **Desktop Lecture Series** link on the lower right corner of the screen.

If you were unable to make it to the Virtual Wine & Cheese you can access the recording at the ADETA website after the session: www.adeta.org. ■

Do you design or facilitate learning online?

Best Practices in e-Learning Online Conference: Call for Presenters

The University of Calgary Faculy of Continuing Education is looking for presenters who are willing to share a best practice in e-learning that they are developing or have developed. We are hosting a major international yet full online conference this coming August where we invite presenters to share with us their best practices in facilitating learning online.

The presentations will take on the form of either a presentation of a paper or a poster session that can include a narrated slide show presentation or similar multi media presentiaton with opportunity for discussion. We will either host your presentation on our conference server or you can host it on your server and we will direct conference participants to it through a hyper-link.

Most of the conference including the concurrent presentations will be hosted on our Blackboard 6 server. You have a choice of either posting your presentation as:

- an APA or MLA styled paper, 1000-2000 words in length.
- a poster session consisting of HTML pages, recorded slide show/multimedia presentation with narration using PowerPoint or similar format.

Your presentation files or a URL link to them should be submitted by July 31 but earlier would be better in case there is any tweaking we need to do. If you would rather host the presentation on your one server, then just send us the URL to the presentation.

All presenters will be given a discussion forum on the asynchronous threaded discussion board during the conference for responding to question and answers about your presentation. If you choose, we will also book a 60 minute synchronous session scheduled at a date and time of your choosing. You will have a choice of using:

- a synchronous text only chat tool.
- an advanced synchronous text only chat tool with whiteboard and group Web surfing features.

We will set up your presentation for you and show you how to use Blackboard if you aren't familiar with it. ■

To submit a proposal go to:
http://elearn.ucalgary.ca/conference/proposals.html

For details about the conference:
http://elearn.ucalgary.ca/conference/

Check out the March issue at:
http://elearn.ucalgary.ca/showcase/March2004_Newsletter.htm

For more information contact Rod Corbett
RodCorbett@ucalgary.ca

UNIVERSITY OF CALGARY
FACULTY OF CONTINUING EDUCATION

It's time to Vote: Board Elections at Interface

As in years past, the ADETA Board elections will be held at the ADETA AGM during the Interface conference. Nominations have been brisk since they opened in February. There are seven nominations for the six positions. Biographical infomation of each nominee is below. Take a few moments to review the canditatesand prepare for the June 17th election. We hope to see you all at the Annual General Meeting!

Judy P. Adams MCE CHRP
Manager EnCana e-Learning Centre, SAIT

As Coordinator of SAIT's distance learning initiatives, Judy is responsible for: SAIT's Host Campus Network, distance learner support services, instructor online support, and distance delivery of SAIT courses and programs.

Judy possesses over fifteen years experience as: an adult educator, a project manager, a change agent, an entrepreneur and a keynote or workshop speaker. She has worked with both public and private organisations.

Distance learning has allowed Ms. Adams to combine her professional training experience, education and business skills to ensure clients are satisfied with the knowledge transfer that occurs with new training technologies. Her current role focuses on online curriculum delivery and evaluation, program planning, program marketing, and consulting in online delivery and evaluation strategies.

Experience:
- Lead program planner, author and facilitator for a variety of adult education programs
- Author of published competency-based distance learning programs
- Research analyst for labour market trends
- Lead consultant in organisation growth and effectiveness
- Change agent in a number of new initiatives with several organisations in different industries
- Lead consultant in human resource and succession planning .

Education:
- Master of Continuing Education: Workplace Learning and Technology, University of Calgary, 1999
- Certificate in Adult Education, University of Calgary, 1991
- Bachelor of Business Administration: Human Resource Management, Athabasca University, 1988

Professional Affiliations:
- Alberta Distance Education and Technology Association
- Canadian Association of Distance Education
- Alberta Online Learning Consortium
- Certified Human Resource Professional (**CHRP**) – Human Resources Institute of Alberta

Come out and vote at the ADETA Annual General Meeting
Thursday, June 17, 12:30 - 1:30
Calgary, SAIT Campus, Heritage Hall, Room MA 128

Shelia Whitmore, B.Ed, MDE
Coordinator, Technology Enhanced Learning, Centre for Academic Support & Innovation, Lakeland College

Project Management:
Accomplished project manager with a background in academic project management and multi directional income generation project modeling. Knowledgeable in all phases of project planning and management.

Leadership:
Effective, talented team and unit manager. Serving on a number of institutional and collaborative committees.

Instructional Systems Design:
Proficient in all stages of instructional design: analysis, design, development, implementation, and evaluation. Has a strong background in educational systems and soft systems design. Knowledgeable in the practical applications of systems design models, theories and principles.

Curriculum Development:
Twelve years of experience in course and program design and development. Capable of adapting various development models to meet the specific requirements of individual development projects Conversant in the theories and practices most effective in adult education. Developed proven effective curriculum for secondary and post-secondary level programming.

Instructor:
Eighteen years of experience instructing in the secondary and post secondary educational systems. Instruction experience includes adult education and learning-disabled adults through both conventional and on line delivery systems.

Teresa Bohn B.Ed, M.Ed

Teresa Bohn was raised mainly in BC. Teresa received her Bachelor of Education from the University of Victoria. Her specialty areas were library and art. She received her Masters of Education from UBC. Her main area of study was Curriculum with a minor in Library.

Teresa has taken ETeaching courses because she thinks that it is the way of the future. She is interested in teaching online, curriculum development and copyediting.

Teresa has worked in a public school classroom, mainly intermediate. She was a school librarian for 10 years, so she organized materials, collections, programming, schedules, etc. She wrote modules with other staff, and taught, evaluated and reported on students. She has worked with adults in ESL, upgrading their English writing and Literature.

Leona Dvorak, M.Ed, PhD.
Instructional Designer, SAIT

Born and raised in Saskatchewan, Dr. Leona Dvorak started her career in adult education at the Regina Plains Community College in the 70s. She designed and taught a series of programs aimed at promoting women, especially Aboriginal women, into new careers in the trades and technologies. Leona believes this was one of the most rewarding jobs she ever held!

By the late 80s she felt a need to enhance her education and decided to obtain a Master's degree in Education. After much research and soul-searching Leona decided to go to graduate school in Albuquerque, New Mexico. Here she gained both her Master's in Education, as well as a Doctorate in Educational Technology.

Dr. Dvorak's areas of research were distance education, adult learning theory, and cross-cultural communications. She graduated with a Doctorate late in 1997 and moved back to Winnipeg to begin working in the northern communities in Manitoba. She ended her time in Manitoba working at the University of Manitoba in the Continuing Education Division, designing courses for distance delivery.

Since she owns a horse and fancy herself a bit of a cowgirl, she moved to Alberta where Leona is employed as Instructional Designer in the Centre for Instructional Technology and Development at the Southern Alberta Institute of Technology.

Sandi Barber, B.Sc, M.Ed.
Learning Innovation Consultant,
Technology and Curriculum Innovation, NAIT

Sandi Barber has been a faculty member at NAIT for over 15 years. After teaching in the School of business for a number of years, her current duties see her working as a Learning Innovation Consultant with Technology and Curriculum Innovation.

Sandi's career includes adult education experience as a teacher, trainer, instructional designer, project manager and private consultant. She has developed and delivered *Engaging Students in Community: Using Online Discussions*, a WebCT course offered by NAIT to students worldwide. Sandi also teaches in the ALIVE Online programme at NAIT.

Recently Sandi has been involved in the development of curriculum for a variety of programmes including ALIVE Online (www.nait.ab.ca/alive) and Alberta Safety Codes and is presently active in the adaptation of curriculum in the Project Management Certificate to online delivery. She also recently acted as the project lead for the Mobile Learning Project (www.nait.ab.ca/mobilelearning/).

Sandi has been recognised for her accomplishments, most recently as instructional designer on a team that received an award for excellence in online design and delivery by CADE (Canadian Association of Distance Eduction).

Jenny Geary

I identify myself as being an adult educator who has a background in distance, further education and training and social policy. I am also a registered counselor, social worker and mediator who has facilitated self-paced training and development initiatives with lawyers in the USA and postgraduate students in Australia.

I am currently one of two Canadians who serve on an editorial board for an electronic law related E Journal in the United Kingdom. I have undertaken studies through distance education for over a decade. I have a number of research interests including virtual tutoring and student support systems.

I am about to complete my PhD via distance education through Australia. I anticipate that an outcome of my PhD will be the development of virtual systems associated with legal education. The students in these systems may include professionals, offenders, victims and the public.

Perhaps we could strengthen our human resources in our justice systems through virtual legal education. Students need to be supported not only to have equality of opportunity but also of outcome. Online support may include counseling, mediation and/or supervision. The curriculum associated with virtual legal education could include the laws as seen through a counselling, emotional, social and strategic lens. These systems could assist distance educators and trainers to develop their business and social missions and corporate philanthropy generally to serve students and broader communities.

I plan on undertaking my LLB via distance education in Australia in 2005. These studies will inform me as I continue research and development associated with the creation of these virtual systems. If we can assist disadvantaged groups to gain access to justice then perhaps we can relieve some of the strain upon professionals in our justice systems. These professionals may be asked to do more with less due to the tenets associated with managed care in our mental health and law related professions. I am eager to work with others including those associated with distance education and training to develop these interdisciplinary virtual systems.

Brigitte Lépine

Brigitte Lépine has been interested and involved with technology in education for more than ten years now.

Her Master of Education from University of Calgary is almost completed. Her focus has been on Educational Technology. She is interested in online learning environments and distance education.

She is currently doing instructional design contract work with SAIT, Mount Royal College and Bow Valley College.

Aside from this, Brigitte is a trained coder using the Garrison, Anderson & Archer (2000) Community of Inquiry Model to analyse online asynchronous discussions. ■

Remote Labs:

Remote Access to Instrumental Analysis for Distance Education in Science

Kieron Quigley

Virtual Labs? Online Learning? Practical Training? Theory? The RemtotLab.ca Website offers learners all this and more. The website, www.remoteLab.ca, is the result of an ambitious collaboration project between Athabasca University and The Northern Alberta Institute of Technology. The project, *Remote Access to Instrumental Analysis for Distance Education in Science*, is made possible by funding through the Office of Learning Technology, a department of Human Resources Development Canada. The project seeks to employ the Internet in a new capacity in the online learning environment.

Traditionally, online learning (or e-learning) focused primarily on the delivery of material related to the lecture or theory component of a course. Online assessments have been increasingly used in the e-learning environment to evaluate learners' skills as they progress through the course material.

Studies in the sciences go beyond mere lecture and theory to more practical aspects—namely the laboratory component. A quality laboratory experience is not only at the heart of most science courses—it is often critical to their success.

The project aims to deliver this much-needed experience to learners over the Internet by allowing students to control analytical instruments in real-time and perform both physics and chemistry experiments on actual instruments and devices remotely through this portal website.

Using remote control of instrumentation has many advantages in online education. Students have a greater opportunity to learn the processes involved and gain direct practical experience with instruments by using them in the same manner they are used in the laboratory.

Students are able to access instruments on a flexible schedule that accommodates the time concerns of mature learners. The lab can be remotely accessed during off-peak periods when the equipment is idle; this increased usage maximizes the learning center's return on investment.

Offering remote access to instrumentation in this manner realizes the potential of a global stage for e-learning delivery. Students, researchers, teachers, and industry representatives, regardless of geographic placement, can access instruments and experiments anywhere a suitable Internet connection is present.

With the demonstrated growth in "high-speed" Internet connectivity, access via this method is achievable with the technology available today. This project is **not** dependent on future enhancements in Internet connection speeds or access methods.

The RemoteLab.ca system is **not** a virtual laboratory. The term "virtual labs" generally refers only to laboratory simulations with a relatively sophisticated and rich graphical component.

In this project, the term "remote lab" is specifically used to clarify the item being delivered. Learners who use this system perform **actual** experiments that are carried out in **real** time.

Learners directly interact with computer workstations, analytical instruments, and robotic experiments; learners see, via Internet-enabled technologies, sampling arms moving and devices performing actions; students have direct control of personal computer desktops. ■

The project brings together the skills of several individuals to maximize the potential of this initiative.

Dr. Dietmar Kennepohl (Professor of Chemistry in the Centre for Science at Athabasca University) in the role of Principal Investigator, leads the research effort and coordinates deliverables and project milestones.

Dr. Martin Connors (Athabasca University's Associate Professor of Math and Physics and Canadian Research Chair in Space Science, Instrumentation and Networking) contributes his expertise to develop the physics component of the project.

Dr. Ron Currie (Analytical Chemistry Instructor at NAIT in the School of Resources & Environmental Management) leads the chemistry component.

Jit Baran (Supervisor of Technical Services for NAIT's Chemical Technology Department) contributes his extensive experience with analytical instrumentation for the chemistry area of the project.

Kieron Quigley and Randy Troppman (with NAIT's Technology and Curriculum Innovation department) contribute in the areas of application development and website design.

Christy Tkachuk, Jason Ponto, and Edna Cabalo—students with Athabasca University— contributed to several key areas of the project development.

e-Learning/Workplace continued from page 1

Rod Corbett

- Blended learning programs – blending of one or more of the above and often with tradition instructional strategies to capitalize on the strengths of each approach.

What are the Benefits?

Besides the cost saving benefits of reduced training related travel costs, the potential benefits for organizations are huge and growing as we are still learning what operating in this new information age is all about.

Bringing learning closer to the workplace

With networked computers becoming as standard as telephones in the workplace, e-learning can be accessed directly at the workplace, 24 hours a day, 7 days a week if need be. This increases the opportunity to transfer the insights gained in the learning experience to improved on-the-job performance.

E-learning programs designed to be application based encourage the learners to directly apply their new learning to solving problems they face in their jobs. A well designed Just-In-Time learning approach can be very effective to providing this to learners.

E-learning can reinforce transference by spreading out the learning experience over longer periods of time. In intensive two day workshop learners are quickly saturated on the first day and absorb less afterwards. The longer the experience of e-learning programs is spread over time, the more it gives learners time to reflect on what they are learning and how to apply it on the job.

Smaller organizations face the challenge of not being able to afford their own in-house employee development programs and most rely on other organizations to meet this need. Online delivered e-learning programs to their workplaces can significantly reduce the time these employees have to be away from these organizations, without sacrifices the effectiveness of the learning experience.

Standardization of learning across large numbers

If a large organization needs to roll out a new standardized learning program to a large number of employees that spans a large geographic area, a well designed online learning program can do this quicker, cheaper and in a way that all of the learners will receive the same standardize learning. This can be accomplished quicker because you can have a large number of learners work through a program at one time. It can be cheaper because you don't have to hire as many instructors nor do you have to transport the instructors or learners away from their workplaces. A more standardized learning can be assured because the experience for each learner can be controlled much easier then relying on multiple instructors to deliver a consistent program.

The Electronic Generation

The median age of employees in the workforce today is about 38, which means that half of these people grew up with , computers, video games, music videos and the Internet as common place in their lives as the telephone. This generation is used to a new way of learning that is much more activity and experiential based. They are quickly bored sitting in traditional lecture-type learning programs. Well-designed e-learning programs that make use of Internet based information resources and computer based simulations and games, allow these learners to learn faster and more effectively. In fact, many of these younger learners know far more about and comprehend the impact of e-learning than their instructors.

What are the Challenges?

Of course all of the benefits described also come with new challenges. To implement e-learning successfully in an organization requires time, lots of upfront time. Time to:

- Develop the expertise to design e-learning applying the technologies, resources and strategies to effectively meet the e-leaning needs of the organization.
- Develop the culture of support and understanding both the impacts and benefits of considering e-learning as an integrated function to enhance productivity.
- Predict and manage the costs of developing a successful e-learning system. Although operating e-learning will save costs in the long run, developing e-learning requires greater costs up front to get to that point. Differing costing models are needed to capitalize on the economic benefits of e-learning.
- The academic and practical fields of e-learning design and facilitating are still very new and graduates are few and far in between. Most organizations are also struggling to even know what kinds of expertise they need let alone being able to recruit and retain them.
- The enhanced capability provided by technology as well as the push to use the virtual space as a key communication tool to reach younger workers supports a critical phase change in our approach to learning in the workplace.

This shift is away from the traditional "stand and deliver" instructional strategies dependent on expert instructors to a more learner centred approach, focused on what the learners are doing to be successful and away from what the instructors are doing to cover the content. With the application of computer based interactivities, simulations and games, e-learning provides a safe learning environment for learners to learn by doing, experimenting and from failing and trying it again, both individually and collaboratively.

Conclusion

To have a positive impact, e-learning programs need to be designed to enable employees to transfer what they have learned to their work in improving productivity and performance. Too many organizations have attempted to implement e-learning program focusing on immediate cost savings from reduced travel and time; these initiatives have generally fallen short due to the lack of understanding of the learning process and how to effectively design e-learning applications for successful transfer to the work environment. The development of this expertise is growing and e-learning is beginning to yield the success it previously promised. ■

Reprinted with permission from Rod Corbett, © Rod Corbett 2004.

Interface 2004: e-Learning Magic

June 16, 17 and 18, SAIT Campus, Calgary

Join us at Interface 2004: e-Learning Magic, June 16, 17, 18! SAIT is hosting the annual ADETA conference in Calgary. The theme of the conference, "e-Learning Magic", addresses the following questions:

- Where is the real "magic" in e-Learning?
- How accessible are your e-Learning courses to persons with disabilities?
- Is your curriculum development process working for or against you?

The conference will challenge participants to reflect upon what media they are using and whether everyone can access this media. Participants will come to appreciate that e-Learning can be magic if implemented correctly.

Interface 2004 has a full roster of sessions and events. Start the conference on Wednesday, June 16, with a full day of pre-conference sessions. Then join us in the evening for our wine & cheese reception and registration. On Thursday, concurrent sessions begin after a keynote address. (Don't forget the ADETA AGM at lunch!) The evening is sure to bring magical delight with the Banquet and strolling wizardry of Brent Smith. Arrive on Friday morning for breakfast and keynote speaker to ready us for the concurrent sessions. Before you dash away, stay for lunch, closing address and a final opportunity to network with friends and colleagues. For detailed program itinerary, check the website, or the centrefold of this newsletter. The Interface 2004 Conference is sure to be of interest to the entire ADETA membership.

Registration pricing (All prices include GST):

- Full Registration (received after May 10): **$294.25***
- Student Registration: **$176.55***
- Single-Day Registration (Thursday, May 29): **$160.50**
- Pre-Conference Workshop Registration: **$58.85**
- Extra Banquet Tickets: **$42.80**

** Not including pre-conference workshops.*

Register for the conference today using ADETA's new registration system, SPORG. SPORG allows delegates to register and pay with either cheque, purchase order or credit card. To register:

- Go to the conference website (www.sait.ca/interface2004/).
- Click on the **Registration** link in the upper right corner of the home page.
- Click on the **Interface 2004 Registration Form** link under **Event Name**.
- At the next screen select the **Sign In** button.
- Fill in the form and follow the prompts.

Accommodation

For our out-of-town guests, we've arranged two accommodation options at either the Best Western Village Park Inn or the in SAIT's brand new residence. The Village Park Inn has easy access to the C-train which stops at the SAIT campus. Be sure to book your rooms before May 16th to get conference pricing! ■

Your could host the Fall Workshop 2004!

We are seeking a willing and eager organization to host the 2004 Fall Workshop. The Fall Workshop is an ideal opportunity to:

- promote your organization
- offer professional development to your staff
- actively participate in ADETA.

Express your interest and intrigue to
Ingrid Stammer, President, ADETA
ingrid_stammer@cpr.ca

Keynote Speakers: Accessible & Experienced

Karen McCall

Karen McCall, M.Ed., is the owner of Karlen Communications, Adaptive Technology Consulting and Training Practice. Karlen Communications provides educational and workplace accommodations for people with disabilities, technical writing, consulting on digital document accessibility and usability and hands-on training on adaptive technology. Karen has over 8 years experience in distributed education, adaptive technology assessment and training, and digital document accessibility.

Among the work experience in her portfolio is technical writer for Adobe Systems information on PDF document accessibility, Instructional Design Manager for Ryerson University's Distance Education Unit, designer and instructor for the Mohawk College "Introduction to JAWS" course which is part of a certificate program., developing and teaching a master's level course in technology for APSEA/Mount St. Vincent's University [Atlantic Provinces Special Education Authority], technical writer on the PAC Mate palm device for people who are blind or visually disabled, the writer and voice of the JAWS and Excel 2000 and JAWS and WordPerfect 10 tutorials for Freedom Scientific. She is also on the Ontario Ministry of Health's Assistive Devices Program Standing Committee on Sensory Aids. ■

Rory McGreal

Rory McGreal is presently the Associate Vice President, Research at Athabasca University, Canada's Open University and the 2002 winner of the prestigious Wedemeyer Award for Distance Education practitioner. Previously he was the executive director of TeleEducation New Brunswick, a province-wide distributed distance learning network. His Ph.D. degree (1999) in Computer Technology in Education at Nova Southeastern University's School for Computer and Information Science was taken at a distance using the Internet. Before that, he was responsible for the expansion of Contact North (a distance education network in Northern Ontario

Rory was the founder of the world's first elearning website now http://teleeducation.nb.ca and one of the world's first metadata learning object repositories, the TeleCampus (http://telecampus.edu). He is the leader in the development of the CanCore metadata application profile for implementing the IEEE LOM standard. In the past, he has worked in Canada as a teacher and teacher representative and abroad in the Seychelles, the Middle East and Europe in various capacities as a teacher, union president, ESL technological training co-ordinator, instructional designer, language and computer laboratory co-ordinator, and educational advisor. Presently he is on the Education Steering Committee for CANARIE Inc., Canada's broadband research network. Rory has published numerous articles and book chapters on elearning and conducted many workshops on elearning, learning objects and metadata. ■

Wednesday, June 16

8:15 - 9:30		**Workshop Registration**
9:00 - 12:00	Workshops	• Developing Effective Online Interactivities on a Shoestring Budget - Part I *Rod Corbett, Susan Bergstrom (University of Calgary)* • The Future of Classrooms is in the Chalk - Silicon Chalk *Murray Goldbery, Jerry Zdril (Silicon Chalk), Jeff Hamilton (Lethbridge Community College), Grant Wilson (Grant MacEwan Community College)* • English Language Arts Spectrum: An Innovative Tool for Improving Communication Skills *Jocelyn Lamoureux, Teddy Moline (Alberta Learning)*
12:00 - 1:15		**Lunch**
12:30 - 1:30		**Workshop Registration**
1:30 - 4:30	Workshops	• Developing Effective Online Interactivities on a Shoestring Budget - Part II *Rod Corbett, Susan Bergstrom (University of Calgary)* • Accessibility Issues: An Overview of Strategies and Tools for Developing Accessible Digital Documents *Karen McCall (Karlen Communications, Adaptive Technology Consulting and Training Practice)* • Learning Objects: Understanding the Dimensions *David Bryce, Owen Brierley (Alberta Learning, Learning Technologies Branch)*
6:00 - 9:00		**Conference Registration**
6:30 - 10:00		**Wine & Cheese Reception**

Thursday, June 17

7:00 - 8:30 **Conference Registraion and Breakfast**

8:30 - 9:45 **Introductions and Keynote Speakers**

9:45 - 10:00 **Break and Exhibits Open**

10:00 - 11:00 Concurrent Sessions

- eLearning with Larger Classes *Faye Wiesenberg and Rowena Massey-Hicks*
- To share or not to share: There is NO question *Rosena Smith and Trevor Doerksen*
- Teaching Information Literacy Over the Web: From Developing the Development Team to Instructing the Instructors *Jamal Mansour*
- Designing and Teaching Online: Differences Between Faculty Who Have and Those Who Have Not *Michele Jacobsen*
- Academic Computing: To Stay Within the Lines First There Must be Lines *Eleanor Frandsen and Bill Fricker*
- Moving Essential Employability Skills Online *Christine Marles*

11:00 - 11:15 **Break**

11:15 - 12:15 Concurrent Sessions

- Inquiry-based Learning: Not Only Good Work but Hard Work *Jennifer Lock and Bruce Clark*
- Is There a Use for a Nursing Math Tutorial? Student and Instructor Evaluations of a Discipline-specific e-Learning Tool *Roslyn Weisgerber and Amanda Coolidge*
- e-Learning Enrollment Management Through ISO Certification *Judy Adams, Teresa Michalak and Tim Loblaw*
- e-Learning Immersion *Rod Corbett*
- eCampusAlberta: A Collaborative Approach to Increase Availability to Online Opportunities for Albertans *Tricia Donovan*
- Touring LearnAlberta.ca *Cathy Simpson*
- Developing a Hands-on: Online Courses in Computer Hardware Fundamentals *Ellan Gnanalingam*

12:15 - 1:30 **Lunch: ADETA Annual General Meeting, Heritage Hall, Room MA 128**

1:30 - 2:30 Concurrent Sessions

- Digital Resources: Merging of Best Practices and Pedagogy with the Right Technology *Jocelyn Lamoreux and Teddy Moline*
- Joining Forces: The Power of Review Teams in e-Learning Content Development *Pattie Mascaro, Cathy Smey-Carston and Patricia Kostouros*
- The Norquest Reader: Bringing Words Alive for the Deaf *Karen Bennett, Susan Kerr and Barb Pearce*
- Honouring Learning Style Diversity Online *Colleen Kawalilak*
- A Post-secondary Learning Object and Repository Strategy for Alberta *Bill Fricker, ACET sub-committee for Learning Objects*
- Through the Looking Glass: Instructional Designers become Online Instructors – Lessons Learned *Shelia Whitmore, Clara Thalheimer and Guohua Pan*

2:30 - 2:45 **Break**

2:45 - 3:45 Concurrent Sessions

- Building Learning Objects: Steps for Success *Louise Bentley*
- Evaluation of a Web-based Topic Map in a Graduate Educational Context *Gretchen Lowerison, Vivek Venkatesh, Steven Shaw, Dennis Dick and Dai Zhang*
- The e-magic of NESA Information Literacy through WebCT *Fiona Dyer, Lynda Hartley and Kathy Lea*
- Technology and the Scholarship of Teaching and Learning: Is There a Connection? *Norm Vaughan, Ilene Gilborn, Patti Pryma, Roslyn Weisgerber and Stephen Price*
- Digital Copyright Issues *Salon session facilitated by Joanne Styles*
- Virtual House Inspections: Simulated Real-world Experience Meets Online Safety Code Officer Training *Sandi Barber*

6:30 **Banquet (Cash bar open)**

7:00 - 11:00 **Banquet and Magic Show**

Friday, June 18

7:00 - 8:30	**Conference Registraion and Breakfast**
8:30 - 9:45	**Introductions and Keynote Speakers**
9:45 - 10:00	**Break**
10:00 - 11:00	**Concurrent Sessions** • Why Should the Teacher Learn the Most? Courses Based on Student Production of Content *Terry Anderson* • Lethbridge Community College Live *Heidi Fournier and Hamilton* • Digital Learning Objects: The Faculty Development Challenge *Salon session facilitated by Jim Zimmer* • Leading Distance Education in the Emerging Policy Environment: How the (new) Social Capital Policy Macro Concept will Shape Strategic Planning *Eugene Kowch* • No limits: Delivering Second Language Teaching and Learning Online *Robin Gardiner Poncia* • Optimizing Self-directed Learning *Peter Myers*
11:00 - 11:15	**Break**
11:15 - 12:15	**Concurrent Sessions** • Rapid Prototyping Instructional Design and Development *Fred Krause* • Universal Design of Online Learning *Shelley Kinash* • Open Instruction: Teaching our Learners How to Learn *Daph Crane and Dean Caplan* • A Faculty Learning Community for Blended Delivery *Norm Vaughan* • eCampus Alberta *Salon session facilitated by Tricia Donovan* • Moving Online: Supporting Novice Instructors *Donna Hennig*
12:15 - 1:30	**Lunch**
1:00	**Exhibits Close**
1:30 - 2:30	**Closing Address**

Grand Illusions

The Comedy Magic of Brent Smith & Company

Strolling Magic Show

Thursday, June 17th
at the
Interface 2004 Banquet

Brent has been in magic for over 37 years and has won repeatedly the Calgary International Brotherhood of Magicians, Ring 66, Close up competition. Starting at the age of five, Brent began becoming a magician using an incomplete, wrinkled deck of cards and his parent's coffee table. That small beginning has grown into a full evening show with stage illusions, live animals, lights, music with lots of audience participation and interaction.

www.grandillusions.ca
403.230.0810
Toll Free
1.877.V.RABBIT

Updates From the Field

Alberta Learning's LearnAlberta.ca

Kristy Payne

LearnAlberta.ca: accessible anytime, anywhere over the Internet. This web site from Alberta Learning offers engaging multimedia resources for Alberta's teachers, parents and students.

LearnAlberta.ca is now available in French

In January 2004, the new LearnAlberta.ca French-language interface was launched. The web site continues to provide quality digital learning resources to the Kindergarten to Grade 12 community in Alberta; however, now students, teachers, and parents can browse and search for a variety of multimedia learning resources in either French or English.

Access to LearnAlberta.ca

Anyone can visit LearnAlberta.ca as a guest; however, Alberta Learning has licensed some of the resources on the web site so that they are available to authorized users only. Authorized users include: Alberta students, their parents, and staff of all publicly-funded Kindergarten to Grade 12 programs in Alberta schools; Alberta students in Education programs in universities and colleges, students working in upgrading programs within the K-12 context at colleges, as well as faculty members, instructors, and library staff associated with these programs. Therefore, the site is password protected. UserIDs and Passwords are e-mailed to jurisdiction technology contacts and principals of all publicly funded K-12 schools, as well as to appropriate post secondary program heads.

New resources on LearnAlberta.ca

Mathematics

- **Continuum:** This resource covers the concepts required in Mathematics 14 using a variety of interactive strategies such as exploration, concept attainment, games and patterning. This resource is applicable from grades 8 to 11.
- **Math 5 Live!:** This resource is an interactive set of 25 lessons (five of which are presently live) with learning objects presented as an episodic TV show with four characters guiding students through problem solving activities.

English language arts

- **English Language Arts 30-1 &30-2 Interactive Multimedia Segments:** This resource features five interactive multimedia segments on the topics of Poetry, Functional Writing, Point of View, Context, and Storytelling. High school students are depicted in realistic learning situations and visitors to the site watch as the students work through the tasks. Several experts assist the students along the way.

Science

- **National Geographic Science Centre:** The following four new units have been added to the NGS Centre: Plant Growth and Changes, Trees and Forests, Freshwater and Saltwater Systems, and Wetland Ecosystems. The NGS Centre offers resources licensed from The National Geographic Society including videos, teachers' guides, activity sheets, data pages, quizzes and transparencies correlated to sixteen natural science unit from the Alberta program of studies. Ten of these units are now available on LearnAlberta.ca and the final six will be launched by July 2004.

French

- **Agents en noir:** This is the French version of Spy Guys Math 6—an engaging resource containing concept lessons that address the key outcomes from the Alberta Grade 6 mathematics curriculum.
- **Éducation physique en ligne:** This is a French version of the Physical Education Online web site that can be accessed through LearnAlberta.ca. This resource, for K to 12 teachers, provides support materials correlated to the learning outcomes of the Physical Education Program of Studies—as well as a home education section for students in grades 7 to 10.

New French-language Online Reference Centre

Along with the launch of the new LearnAlberta.ca French-language interface, came the new French-language Online Reference Centre (Centre de référence en ligne). Now available are the following French resources:

- **L'Encyclopédie canadienne**: The French edition of The Canadian Encyclopedia offers in-depth articles, an encyclopedia of Canadian music, and an exciting discovery corner in addition to well-written encyclopedia articles (for students in grades 7 – 12).
- **Notre mémoire en ligne**: The French version of Early Canadiana Online, this site presents archival texts, images, maps, and other documents from the time of the first European explorers to the 20th Century (for students in grades 10 – 12).
- **Biblio Branchée**: This French-language database of newspapers and periodicals provides access to full-text Canadian and European articles (for students in grades 7 – 12).
- **Repère**: This French-language periodical database provides access to articles indexed since 1980 (for students in grades 3 – 12).
- **L'Encyclopédie Hachette Multimédia En Ligne Pro** – a multimedia encyclopedia offering articles, print and multimedia documents, a dictionary, atlases, and access to validated Internet sites (for students in grades 6 – 12). ■

Technology Enhance Learning Team

Shelia Whitmore and Victoria Person

The Technology Enhanced Learning Team continues to develop modules for the Bachelor of Applied Business: Emergency Services program now being delivered online via WebCT to more than 30 distance learners. The third cohort in this program scheduled to begin in September 2004 is already full, and applications are being accepted for a fourth cohort for January 2005. Modules delivered over the past six months include Internal Organizational Communications, Crisis Communications Planning, Organizational Behavior, Management, Leadership, Human Resources Management, Accounting Principles, Financial Statement Analysis, and Capital Budgeting. Initial student feedback indicates strong student approval for the modules, in terms of both content and delivery mode.

eCampus Alberta

Working with the School of Agriculture, TELT is reformatting and enhancing current online course offerings for inclusion in the e-Campus Alberta inventory. TELT is also developing a series of web-based rubrics based on the 24 quality assurance benchmarks adopted by e-Campus Alberta that will allow consortium members to evaluate the readiness of online courses for e-Campus Alberta purposes.

Alberta Agriculture Food and Rural Development: Farm Succession Planning

TELT submitted a successful proposal for the development of online workshops for Alberta Agriculture Food and Rural Development related to Farm Succession Planning. Previously offered in a face-to-face one-day workshop format, TELT will re-develop the workshop topics for online delivery to members of the financial advising, estate and financial planning, legal, and banking sectors.

Fire Service Instructor Professional Qualifications

In partnership with **fire etc.** TELT is developing 11 modules to meet the National Fire Protection Association (NFPA) 1041 Standard leading to qualification as a Professional Fire Service Instructor. The modules include three levels of each of the following topics: program management, instructional development, instructional delivery, and evaluation and testing. These modules will provide the theory portion of the standard and students will be evaluated on demonstrations of the practical skills necessary at each level of qualification.

Faculty Orientation and Support Online

Working with Faculty Professional Development Officer, Rocky Walbaum, TELT is developing a series of WebCT modules designed to provide both new and established faculty with resources and templates for use inside the classroom and in their planning processes. The first of these modules is scheduled to be available to faculty in the fall of 2004.

ADETA Interface 2004: Lakeland College Presentation

Look for Lakeland's Clara Thalheimer, Curriculum Development Coordinator; Sheila Whitmore, TELT Coordinator; and Guohua Pan, TELT Instructional Designer to share the lessons they learned as instructional designers who also taught the first iteration of the courses they designed. They promise to tell the good, the bad, and the ugly truth of their adventures. ■

NLC Project Update

Val Marshall

On-Line Learning Assistance Diagnostic Support

For 14 years, the diagnostic services for learning assistance has been provided by Northern Lakes College's Learning Consultant who travels 80,000 kilometres each year between 26 plus campuses to provide face-to-face help. For almost that many years, there has been a dream to develop a virtual learning assistance center. This center would provide retention counselling support and learning skills help throughout the College's 120,000 square kilometres for students and their instructors. We have finally begun to explore that dream with the help of a Provincial ACCESS Fund Grant.

Over the next few months, the project will be looking at resources that might be used or adapted to help establish an on-line learning difficulty diagnostic resource for the College. The goal is to determine the feasibility of delivering these resources through the Supernet in synchronous and asynchronous delivery. The hope is to be able to expand this project to include employability skills in the future.

Fetal Alcohol Spectrum Disorder Support Worker Certificate Program

Northern Lakes College is entering into a partnership with Lethbridge Community College to offer a Certificate Program called FASD (Fetal Alcohol Spectrum Disorder) Support Worker. Students will learn how to work with FASD affected individuals throughout their life cycle. The program will include courses from both colleges. The courses will be offered by distance delivery using CentraOne on the Internet. Our plan is to offer the program to six different sites within our service region each year. This is the first time this program will be offered by distance delivery. ■

Academic Technologies for Learning

Ellen Whybrow

Academic Technologies for Learning (ATL) has wrapped up the Large Enrolment Initiative over the winter months. Three sub-projects in this initiative dealt with distance education issues:

Increased access in an online format: ATL assisted Fr. Stefano Penna with the conversion of CHRTC250 to an online format for wider delivery of a course for Catholic teachers in Christian theology. The course was successfully piloted in the fall and will be offered to those currently employed with Edmonton Catholic Schools as a professional development requirement.

Testing Web-4m as a Synchronous Option: Dr. Lynn McMullen experimented with Web-4m as a possible tool for distance delivery of her food microbiology course NUFS 361/363. ATL assisted with piloting Web-4m in optional tutorials. Student feedback indicated poor audio quality affecting overall usefulness of the tool. Follow-up testing will need to be conducted with an upgraded version of the product.

A chance to apply the theory in online discussion groups: Dr. Vera Mazurak blended face-to-face and online learning through the development of a series of applied assignments for NUTR301. The assignments required students work collaboratively in asynchronous discussion groups to critique popular diet programs under various physical states.

A new Large Enrolment Initiative called "Quick Fixes" has been launched for spring and summer. The initiative will focus on easy-to-use technologies and strategies to provide online resources, videos, problem-solving exercises and digital collection technologies. Workshops on instructional strategies, evaluation and a newly created Faculty development database will also be offered.

A multi-partner collaborative research and development project funded by Industry Canada and led by the University of Calgary has just concluded. The University of Alberta developed and tested a Learning Design Conversation Protocol as a mechanism to translate actual instructor practice into Learning Design specifications and as a means to stimulate critical thinking around teaching and learning. ■

Academic Development Centre

Norm Vaughan

This past winter has been a very active one for the Academic Development Centre as Mount Royal College has embarked on a number of new eLearning initiatives. The following are some of our highlights:

Distributed Learning Centre

Our Distributed Learning Center (DLC) has undergone extensive systems and network upgrades this past year, which have allowed us to facilitate a series of IP based video conferences for our faculty. Two sessions of particular interest were a virtual meeting with the faculty and staff at the University of Central Florida in Orlando to share information about their award winning eLearning course development program and an animated discussion about the scholarship of teaching and learning with Dr. Gregg Wentzell, the Managing Editor of the *Journal on Excellence in College Teaching* at Miami University in Oxford, Ohio.

We have also been hosting an increasing number of professional development events for faculty in our DLC facilities via a series of free WebCasts from Macromedia (http://www.macromedia.com/v1/company/events/onlineevents/edu_convo.cfm), HorizonLive (http://www.horizonlive.com/try_product/desktop_lectures.php) and the TLT group (http://www.tltgroup.org/events.htm).

In addition, Dave Flynn, our Distributed Learning Centre Coordinator has revised our Audio/Video Conferencing Services web site. Not only does this web site describe the wide range of audio and video conferencing services available at MRC but it also provides a series of resources, guides and manuals about audio and video practices and equipment. Be sure to check this site out at:
http://www.mtroyal.ca/adc/av_conferencing_services/

Faculty Learning Community (FLC) on Blended Learning

Recently, twelve MRC faculty members successfully completed the inaugural FLC on Blended Learning program. This program was established to help faculty redesign an existing course for blended delivery. A blended (hybrid) course at MRC attempts to combine the best features of in-class teaching with the best features of online experiences to promote active learning, self directed learning opportunities for students, and a reduction of "seat time".

Faculty involved in this program completed their blended learning projects through bi-weekly group meetings, online assignments within a Blackboard course management site, and student support from the College's START (student technician and resource tutor) program. The 12 redesigned courses include: Introduction to Social Work Research, Theatre Production Practicum, Emergency Care of the Acutely Ill and Injured, ▶

Disability Studies: Assessment & Lifestyle, Introduction to Journalism on the Web, Anatomy and Physiology II, Principles of Genetics, American History 1607 to 1856, Undergraduate Nursing: Senior's Health, Introduction to Industrial Ecology, Ecology and Evolution, and Mapping and GIS.

Alberta Learning Access Funding

The College recently received Alberta Access funding to support three major initiatives. The first project involves redesigning 20 of the College's high enrollment, introductory courses for blended delivery. This redesign process will be accomplished through an expansion of the existing FLC on Blended Learning program.

Funding was also received to create an online Bachelor of Applied Non-Profit Studies degree program. This degree will include 9 core courses and 2 directed field studies practicums. The first two courses, in this program, will be offered online this coming fall 2004.

In addition, funding was also allocated to develop two online Neuroscience courses. These courses will be part of the new neuroscience nursing stream for the Advanced Studies in Critical Care Nursing Certificate, which is offered by distance delivery.

eCampus Alberta

MRC has been an active partner in the eCampus Alberta initiative. Currently, the College is running two online courses in conjunction with this initiative: International Community Development and the Fundamentals of Telecommunications. A number of additional online courses will come on-stream next fall including: the first two courses in an online Early Childhood Care and Education (ECCE) Level One Certificate program, a university transfer Introduction to Microeconomics course, several Gerontology courses, and a Law and Journalism course(for the winter 2005 semester).

NEC Summer Sandbox Program

The College recently received a generous donation from NEC to extend our Summer Sandbox program for the next three years. This program offers all full and part time MRC faculty the opportunity to apply for student technology support. This support is provided by two Mount Royal students who are hired full time from May to August to complete a directed field studies (DFS) practicum with the Academic Development Centre. This year we have one student from our E-Publishing applied degree program and one student from our Computers and Information Systems applied degree. Examples of projects completed by the DFS students last summer included:

- Repairing web links, images and other known "bugs" in existing courseware
- Developing web-based content templates
- Technical editing and revisions to existing digital content in order to enhance currency and usability of materials
- Developing digital learning objects (such as animations) for use in online courseware, or in the classroom
- Scanning and digitizing course related material
- Transferring digital text files into PowerPoint presentations
- Developing digital test banks

More information about these and other learning technology initiatives at MRC can be found through the Academic Development Centre's web site: http://www.mtroyal.ab.ca/adc/. ■

Advertise affordably in *The Distance*

<Place your e-learning message here!>

For as low as $13 your message will reach...

- the ADETA membership,
- administrators in most of Alberta's post-secondary institutions,
- governmental officals in the Learning Ministry.

For details and information:
www.adeta.org/newsletter.html/
camille.adeta@shaw.ca

Trends & Locks

John Howie

Trends in student in services

The services we provide to Red Deer College students are changing! Trends in student services today are being driven by changes in demographics, the advent of the information age and globalization. Post secondary institutions like Red Deer College are being challenged to adapt to a rapidly changing environment. As a result, dramatic changes are occurring in how we deliver student services to meet the requirements of today's learner.

Technology enhancements have created a global marketplace in which Red Deer College must compete for students locally, nationally and even internationally. Some local students will prefer to study at Red Deer College, but the College can no longer rely on the local market. Today's students are more likely to research their options and are much more savvy consumers.

Web-enabled one-stop service

Feedback from students across the continent reveal that they find fragmented student services to be confusing, frustrating and time-consuming. Students are saying that institutions like Red Deer College must improve service by instituting a one-stop approach. The term one-stop approach or one-stop shopping refers to the notion of having all services located in one central area so that students can come to one place to have their service needs met.

As technology advances, students are demanding services that meet their lifestyle needs. This has some major implications for how the College conducts business. The one-stop concept is being embraced at Red Deer College. Students can now access a web-based product where they can update personal information, plan courses and programs, apply for admission, register for courses, inquire about programs, check and print schedules and invoices, and make payments.

The one-stop centre provides easy access to students and helps Student Services become integrated both technologically and physically. The incorporation of new technology by Red Deer College in delivering services helps us in our dedication to supporting the success of our diverse community of learners and connecting individuals to the opportunities they seek.

For more information on recent improvements to Red Deer College Student Services, please contact Sean Kennedy, Dean of Student Services and International Education. ■

Learning locksmith skills at a distance: Web and modules add flexibility for students

How can you teach locksmith skills to someone located 1,000 kilometres away? Through creative use of web technology and modular learning.

Distance training came about gradually and Department Chair Shaun Lovell accepted his first student on WebCT in 1999. The benefits of WebCT are significant: apprentice students tell Lovell that without an online course, furthering their training wouldn't be possible. "They're in situations where they can't take two months off work, or leave their business behind to come here for training." Another advantage of WebCT is that the College can offer casual online courses and make them available to non-apprentices.

Using a modularized learning approach called CBAT (Competency-Based Apprenticeship Training), Lovell delivers in-class and online training to locksmith apprentices. "CBAT is a fancy way of saying that all learning material is in self-contained modules," says Lovell. The modules were created at Red Deer College.

CBAT modules are converted into PDF format and placed on WebCT as units that students can download and print for themselves. The information is complemented on WebCT with multimedia items such as short videos, photograph sets, and flash animations.

Locksmithing is a small trade and Red Deer College is the only institute in Alberta to offer the program. Adding to this exclusivity, Alberta was the first province to designate locksmithing as a trade in 1992; the contract was awarded to Red Deer College and classes began in the fall of 1994.

Currently, Lovell has eight apprentices training online, and seven non-apprentices taking short online courses. The numbers are growing, especially for the short courses, because these can be marketed worldwide, an opportunity Lovell considers untapped.

With distance learning, students are never faced with geographical limitations. Lovell has pushpins in a map from Palmer, Alaska, to Las Vegas, Nevada. Also from Ottawa to Vancouver. For an apprenticeship, however, "we're restricted to Canada since there is no apprenticeship for locksmiths in the US, or in most Canadian provinces." Lovell's technology goals include continued development with animation and multimedia materials. "I'm a department of one. Progress is made when I get time, or in response to a student query. And once it's done, it's there for any students."

Contact Shaun Lovell in the Locksmith Apprenticeship Program at (403) 342-3431 or e-mail slovell@rdc.ab.ca. ■

Learning Resource Services

Moira Fields

The Learning Resources Services at Bow Valley College is the vital "hub" of the College. Any hour of the day finds it buzzing with learning: with students from the health fields, business areas, upgrading, workplace and English as a Second Language interacting in peer to peer groups, online, with tutors getting support from Learning Difficulties Coordinator, finding resources with library staff, getting one to one help in the Assistive Technology Lab, or studying together or writing tests-paper based or online in the two test centers.

The perimeter of the area is where Instructional Designers and Distributed Learning Support are located as well as the LRS coordinator who oversees the daily operation of library staff and tutors as well as the learning difficulties and special needs projects is located. This vital area is managed by Christine Marles who came to Bow Valley College from the University of Alberta in September 2003 where she had been Manager of Distributed Learning Iniative. She was hired to lead the college in terms of e-learning by broadening access for the student and increasing flexibility of delivery and choice plus bringing learning to the workplace.

Christine made the decision to come to Bow Valley for 3 distinct reasons. "I liked the college's approach in not only saying it is learning centered but also being a learning centre." She believes "online learning is the core business of the college", and she liked the emphasis on quality curriculum and faculty professional development.

This year, as manager of the LRS, Christine's intended focus is Distributed Learning. As a result, a new instructional designer whose specialty is distributed learning has joined the LRS team of three other fulltime designers. A new associate will also be hired to support the new team. The new ID is Peter Myers. He recently graduated from Royal Roads University with a Master of Arts in Distributed Learning. Peter is enjoying his role as an Instructional Designer, supporting CCA (Centre for Career Advancement), B&I, (Business and Industry) ConED (Continuing Education) and WPL (Workplace Learning)(he's still working on all the acronyms!).

He also looks forward to kicking off the new Distributed Learning Team that will build on the strengths and successes of our past in providing alternative learning environments for Bow Valley learners. In Phase One, Peter will be examining college-wide goals, procedures, and policies, in alternate learning, the blended approach as well as distance learning to support the Distributed Learning Focus. He is putting together a team of people with various levels of expertise, but lots of enthusiasm to work together on Distributed Learning within the college. Phase 2 will focus on Outreach such as how do we deliver distributed learning to the workplace.

At Bow Valley College, it's not just the students that are buzzing in the LRS hub. Design, development, instruction, support, and resources drive the quality curricula. ■

Conferences & Events

Distance Education Technology Symposium

http://cde.athabascau.ca/DET/2004/

Banff Centre, Banff, Alberta
May 20 - May 22

Start your conference season early with the DETS. Athabasca University presents the Centre for Distance Education's seventh annual Distance Education Technology Symposium (DETS-04), May 20 – 22, 2004, the Banff Centre, Banff, Alberta. (http://cde.athabascau.ca/DET/2004/index.htm)

DETS-04 brings together individuals interested in distance education and training issues and technologies. The audience is primarily Centre for Distance Education students, but non-students and faculty may also attend. The program focuses on new tools and approaches for teaching and training at a distance, including the presenters' experiences, insights, and research and evaluation results. Attendance is limited to 50, to assure a cohesive social group.

DETS-04 runs from 7:00 p.m. Thursday, May 20 (social and opening), to 4:00 p.m. Saturday, May 22. Registration is $250 for CDE students and alumni, and $395 for others. Accommodation and three meals at the Banff Centre are $170 per day (single) or $116.50 (double). Attendees, including presenters, are responsible for making their own meal and accommodation arrangements with the Banff Centre.

The Symposium registration form and Banff Centre Accommodation registraion form is available at:
http://cde.athabascau.ca/DET/2004/registration.htm#registration

Send completed registration forms to the Centre for Distance Education office. Send the Banff Centre Accommodation form directly to the Banff Centre.

For more information, or if you have questions contact:
Glenda Hawryluk: glendah@athabascau.ca.

In Touch with Technology: AMTEC 2004

http://amtec.laurentian.ca

Laurentian University, Sudbury, Ontario
May 25 - May 28

Join us for the **31 st annual Amtec Conference**! **IN TOUCH WITH TECHNOLOGY** will bring together academics, instructional designers, on-line developers, librarians, technical professionals, industry practitioners into one forum. Come and learn more about newest learning technologies and techniques. Meet leading developers and distributor of quality educational products.

The conference will promote good practice, current technologies and solutions in the use of learning in education. The conference program will consists of keynote speakers, session speakers, workshops, trade show, award lunches and banquet.

THE FOCUS WILL BE ON:

- teaching and learning through the innovative use of media and technology
- discussion of state-of-knowledge products, services and systems to benefit educators and diverse learners.

This is your opportunity to hear and network with experts in the field of learning technologies.

REGISTRATION:
Member: $450.00 + $ 31.50 GST
Non member: $500.00 + $ 35.00 GST
Student: $75.00
Day Rate (excluding lunch and diner) $100.00 + $ 7.00 GST

Pioneers in a New Age: CADE

http://www.pioneers2004.yorku.ca/

York University, Toronto, Ontario
May 30 - June 2

You are invited to the CADE and This is IT 2004 Conference to be held at York University in Toronto, Ontario, May 30 to June 2, 2004. The conference will showcase accessible, effective and innovative educational strategies, as well as ways to leverage technology to provide new ways of learning online, at a distance, in the classroom and in the workplace. This event will be of special interest to those involved in education, training and professional development, including: the K-12, college and university sectors; educational administrators, policy-makers/decision- makers and governmental agencies; trainers in private, public and not-for-profit sector organizations; and technology experts.

Registration:
CADE/ETC members - $535
Non-members - $555
Students - $200
Daily or "commuter rate" - $245
Conference Awards Banquet - $60

Standing the Test of Time - Setting the Stage for the Future: CAUCE 2004

http://www.wlu.ca/pts/cauce2004/index2.html

White Oaks Resort and Spa, Niagara-on-the-Lake
June 2 - June 5

We're really delighted with the many professionals who have agreed to speak at the conference. Catherine Lawrence, a renowned speaker on humor, will set the tone for the conference at dinner on Wednesday evening. Dr. Peter Koestenbaum, founder and Chairman of PiB (Philosophy in Business) and the Koestenbaum Institute will officially open the conference on Thursday morning with his address "Do You Have the Will to Lead?" As well, there are many other professional development speakers, and a wide array of concurrent sessions, all set amidst the relaxing atmosphere ot White Oaks Resort and Spa. You won't want to miss it!

We look forward to being your host for CAUCE 2004! It's not too soon to begin planning a visit to White Oak's spa, or other recreational activities at Niagara-on-the-Lake, so be sure to browse our Web links as they're added to this site.

Experiencing the Richness of the University Mosaic: SAPES/STLHE

http://www.uottawa.ca/services/tlss/stlhe2004/

University of Ottawa, Ottawa, Ontario
June 16 - June 19

Theme of the conference:
How to reach individuality through an awareness of:

- Diversity of institutional cultures
- Cultural diversity
- Linguistic diversity
- Diversity of teaching/learning/research practices
- Diversity of accessibility
- Diversity in learning styles and strategies
- Diversity of expression
- Diversity of teaching traditions
- Diversity of pedagogical innovations
- Diversity in technologies
- Diversity in teaching and learning contexts

Registration:

STLHE Members:
Basic, Honourary, Retired -$325
Student - $190
Daily Rate - $160

Non-Members $395
Student - $230
Daily Rate - $195

Defining a profession, redefining actions: ICED

http://www.uottawa.ca/services/tlss/iced2004/

University of Ottawa, Ottawa, Ontario
June 21 - June 23

The notion of a university professor as being primarily trained as a researcher is increasingly challenged by a demand that teaching becomes an important professional responsibility. The scholarship of teaching has played an increasingly important role in contributing to this call for change.

Fundamental questions are being asked: What is involved in being a university professor? What is the process to train an effective university professor? Must training address all facets of the profession of academic? What role in this process does a faculty developer serve? But who is the faculty developer? Is faculty development a profession? How is one educated to become a faculty developer? How do these two professions converse, educate, inform, define and nurture each other?

These and other questions are part of the theme of this year's conference.

Registration:

Regular -$695
Student - $100

Have a great summer!

Best Practices in e-Learning

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

Online Conference, University of Calgary
August 23 - August 27

Join us for The University of Calgary's **Best Practices in e-Learning Online Conference.**

This international conference is specifically for online learning instructors, designers and managers, and anyone seeking information about using e-learning in the workplace.

This week long conference will focus on presentations, interactive discussions and hands-on workshops that promise networking and idea-sharing opportunities for best practices in facilitating learning online.

Best Practices in e-Learning Online Conference
August 23 - 27, 2004 includes **online social activites** and **NO travel required!** Don't miss...

- Three Keynote Presentations
- 12 Hands-on Online Workshops
- Concurrent Presentations
- Online Social Events
- Affordable Registration Fee!

For more information about this event, check out the Web site at http://elearn.ucalgary.ca/conference/.

University of Calgary Continuing Education: 403-220-2952
North America toll free: 1-866-220-4992
Email: elearn.conted@ucalgary.ca
Website: http://www.cted.ucalgary.ca/elearn

June 16, 17 and 18

Don't Forget! Register for Interface 2004: e-Learning Magic

Early-Bird Registration (received prior to May 10): **$240.75***
Full Registration (received after May 10): **$294.25***
Student Registration: **$176.55***
Single-Day Registration (Thursday, May 29): **$160.50**
Pre-Conference Workshop Registration: **$58.85**
Extra Banquet Tickets: **$42.80**
* Not including pre-conference workshops
All prices include GST.

Register Online at: www.sait.ca/interface2004/

Sidethought

How the 3Rs begat all these TLAs (Hyperlinked version)

An Educational Alberta Saga (not fodder for another TLA)

aka—FAQ (Fricker's Acronymic Quiver)

(may be sung to the tune of Billy Joel's *We Didn't Start the Fire*)*

Bill Fricker

CAI and CAL, in AB, developed as CML (DEC provided the VAX); then CML begat LMS, which begat TLM—What's up with them?

The GOA oversee K-PS; PS gets scored by KPIs; we have FTEs which begat FLEs; within AB the only TLA to flee was LEE! Oh! Wait, where have all the AVCs gone?

K-12, ABE, and HE get listed in ALIS and cross-matched in ACAT, and some are served by ADLC.

Check the WWW for PS URLs—AU, BVC, GMC, GPRC, LCC, LLC, MHC, MRC, NAIT, RDC, SAIT, UofA, UofC, and UofL; Albertans agree both NAIT and SAIT are great! But wait ... NAIT has BEST; check any of our calendars for hundreds of TLAs.

Colleges offer UT, which can lead to B.Ed, and M.Ed, but avoid D.Ed; certificate, diploma, and degree—GED, IB, BA, BSc, BScN, BCOMM, etc., but "B" something.

Want to Trade-Up? The GOA has AIT work with PACs, some RAP, and we offer ILMs (begat from ILUs) to create enough apprentices to trump Trump!

Want to bond? We delivered OAW, SMAW, GTAW, MIG and TIG via RACOL; thanks FVSD, YREC and PEC; see www.tradesecrets.org for a hundred TLAs or more.

Do you need ESL, EFL, ESOL, or even SQL, Thanks, Joe"L"; no matter what the"'L," we have TLAs for you.

Chorus

Can three letters drive ed. higher?
Are we always yearning
For lifelong learning
Can three letters drive ed higher?
Please let us abbreviate
So more of us can graduate

Some TLAs have become FLAs, and even SLAs—kind of like an inFLAtionary SLAnt.

Have you had your PLA Read? Match your 3Rs and all skills to our DACUM chart and advance to Go.

What about NETERA? Is it an acronym? Even they say they don't know.

We also target PD; we stay ALIVE; we have ETPD, CADE has W&WW, and the newly formed ANPOD coordinates CTLs.

Old consorting was done through CDLDC, AETRF, and more; now we consort through ACET, ACTIC, AOC, AOLA; give us letters and watch us play.

From C2C, look for CADE, AMTEC, CVU, CAUCE, COL, NSERC; there are enough national ed TLAs to flip your WYSIWYG or even make you GUI.

And our GC has HRSD (the acronym formerly known as HRDC), DFAIT (is splitting—look for IT-Can and FAC), OLT, IHAB, and CLI is becoming CCL; it's more taxing than I or IT-Can stand; see www.ic.gc.ca for a hundred TLAs or more.

Chorus

Here are some of my WIPs—ROCC'N, AB ROSE, and I coined VALUTeC—I was first, but what the heck!

All these TLAs is enough to give anyone ADD, ADHD, ASD, HAD, HKD, LDD, PMLD, and/or SLD—can it get more D-fined?

BVC and NAIT's BWES and BWESO know that you can always count on TOWES.

Our building blocks are LOs, governed by IEEE's LOM, and some will MeSH, so they can all fit in LORs like CAREO, CLOE, MERLOT, and OH! What a wonderful world it will be! NAIT even has LOGs to custom morph LOs.

Soon AB will Supernet where we can VPN to POPS via ORANs, and then to work and home on DSL or even POTS; next, look on your wire-free PDA—what a boon to all CLNs.

With IT and IS, we can now definitively say that IT IS IT or IS IT? Sometimes IT IS ID!

Judith Hughes can have the last word (if a TLA is a word) —It's time for WOA!

Chorus

* Please see any of the following urls for further information about Billy Joel's *We Didn't Start the Fire*.
http://www.its.caltech.edu/~yel/Fire.html
http://www.teacheroz.com/fire.htm
http://billyjoel.8k.com/fire.htm
http://www.flashplayer.com/music/fire.html

W.H. (Bill) Fricker, BComm, AICB is a TI & IMC (Technology Integration & Innovations Marketing Consultant) in TCI (Technology & Curriculum Innovation) at NAIT (Northern Alberta Institute of Technology).

Special thanks to Randy Troppmann for numerous hours spent crafting the intensely linked PDF version. Randy is a MD (Multimedia Developer) in TCI (Technology & Curriculum Innovation) at NAIT (Northern Alberta Institute of Technology).

Full word form for Acronyms used in FAQ (Fricker's Acronymic Quiver)

AB	Alberta
ABE	Adult Basic Education
ACAT	Alberta Council on Admission and Transfer
ACET	Advisory Committee on Educational Technology
ACTIC	Alberta Consortium of Technical Institutes and Colleges
ADD	Attention Deficit Disorder
ADHD	Attention and Hyperactivity Disorder
ADLC	Alberta Distance Learning Center
AETRF	Alberta Educational Telecommunications and Research Foundation
AIT	Apprentice and Industry Training
AKA	Also Known As
ALIS	Alberta Learning Information Service
ALIVE	Active Learning in Virtual Environments
AMTEC	Association for Media and Technology in Education in Canada
ANPOD	Alberta Network of Professional and Organizational Development
AOC	Alberta Online Consortium
AOLA	Alberta Online Learning Associating - operating e-Campus Alberta
ASD	Autistic Spectrum Disorder
AU	Athabasca University
AVC	Alberta Vocational College
BA	Bachelors of Arts
BCOMM	Bachelors of Commerce
BED	Bachelors Degree in Education
BEST	Building Environmental Systems Technology
BSc	Bachelors of Science
BScN	Bachelors of Science, Nursing
BVC	Bow Valley College
BWES	Building Workplace Essential Skills
BWESO	Building Workplace Essential Skills - Online
C2C	Coast to Coast
CADE	Canadian Association for Distance Education
CAI	Computer Assisted Instruction
CAL	Computer Assisted Learning
CAREO	Campus Alberta Repository of Educational Objects
CAUCE	Canadian Association for University Continuing Education
CCL	Canadian Council on Learning
CDLDC	Canadian Distance Learning Development Corporation
CLI	Canadian Learning Institute
CLN	Community Learning Network
CLOE	Co-operative Learning Object Exchange
CML	Computer Managed Learning
COL	Commonwealth of Learning
CVU	Canadian Virtual University
DACUM	Developing A CurriculUM
DEC	Digital Equipment Corporation
Ded	no such acronym - rhymes and has double entendre
DFAIT	Department of Foreign Affairs and International Trade
DSL	Digital Subscriber Line
EFL	English as a foreign language
ESL	English as a second language
ESOL	English for Speakers of Other Languages
ETPD	Educational Technology Professional Development
FAC	Foreign Affairs Canada
FAQ	Frequently Asked Questions or Fricker's Acronymic Quiver
FLA	Four- and Five-Letter Acronyms
FLE	Full-Load Equivalent
FTE	Full-Time Equivalent
FVSD	Fort Vermilion School Division
GC	Government of Canada
GED	General Equivalency Diploma
GMC	Grant MacEwan College
GOA	Government of Alberta
GPRC	Grande Prairie Regional College
GTAW	Gas Tungsten Arc Welding
GUI	Graphical User Interface
HAD	HyperActivity Disorder
HE	Higher Education
HKD	HyperKinetic disorder
HRDC	Human Resources Development of Canada
HRSD	Human Resources and Skills Development
IB	International Baccalaureate
ID	Instructional Design
IEEE	Institute of Electrical and Electronic Engineers
IHAB	Information Highway Applications Branch
ILM	Individual Learning Modules
ILU	Individual Learning Units
IS	Information Services or Instructional Service
IT	Instructional Technology or Information Technology
IT-Can	International Trade Canada
K-12	Kindergarten to Grade 12
KPI	Key Performance Indicator
K-PS	Kindergarten to Post Secondary
LCC	Lethbridge Community College
LDD	Learning Difficulties and Disabilities
LEE	Learning Enhancement Envelope
LLC	LakeLand College
LMS	Learning Management Systems
LO	Learning Outcome
LOG	Learning Outcome Guide
LOM	Learning Outcome Metadata (IEEE standard)
LOR	Learning Object Repository
MED	Masters Degree in Education
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
MeSH	Medical Subject Headings
MHC	Medicine Hat College
MIG	Metal Inert Gas (slang)
MRC	Mount Royal College
NAIT	Northern Alberta Institute of Technology
NETERA	likely not an acronym
NSERC	Natural Sciences and Engineering Research Council of Canada
OAW	Oxy-Acetylene Welding
OLT	Office of Learning Technologies
ORAN	Optical Regional Advanced Network
PAC	Provincial Apprenticeship Committees
PDA	Personal Data Assistant
PEC	Pembina Educational Consortium
PLA	Prior Learning Assessment
PMLD	Profound and Multiple Learning Difficulties
POP	Point Of Presence
POTS	Plain Old Telephone System
PS	Post Secondary
RACOL	Rural Advanced Community of Learners
RAP	Registered Apprenticeship Program
RDC	Red Deer College
ROCC'N	Real Occupational Career Choices - NAIT
ROSE	Real Open-Site Education
SAIT	Southern Alberta Institute of Technology
SLA	Six- and Seven-Letter Acronyms
SLD	Severe Learning Difficulty/disability
SMAW	Shielded Metal Arc Welding
SQL	Structured Query Language
TIG	Tungsten Inert Gas (slang)
TLA	Two- or Three-Letter Acronym
TLM	The Learning Manager
TOWES	Test of Workplace Essential Skills
UofA	University of Alberta
UofC	University of Calgary
UofL	University of Lethbridge
URL	Universal Resource Locator
UT	University Transfer
VALUTeC	Virtually, Alberta Learns - Universities, Technical Institutes, and Colleges
VAX	Virtual Address eXtension
VPN	Virtual Private Network
WIP	Work In Progress
WOA	War on Acronyms
WWW	World Wide Web
W&WW	Wise & Witty Weekday
WYSIWYG	What You See Is What You Get
YREC	Yellowhead Regional Educational Consortium

Sidethought

Please forward your Sidethoughts for consideration to:
Camille Jensen
Editor, *The Distance*
camille.adeta@shaw.ca

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

Return undeliverable Canadian addresses to:

ADETA
Alberta Distance Education & Training Association
Box 47022
62 Edmonton Centre
Edmonton, Alberta, T5J 4N1
camille.adeta@shaw.ca

CANADA POST POSTES CANADA
Postage paid Port payé
Publications Mail Poste-publications
40749535