SAFAGRAM

President's Message

by Ceril Kenny

This semester is progressing in the usual busy fashion. There isn't any time to get bored around here.

Hopefully, by Christmas, the Demutualization checks will be in the mail. Those who have been around a while might remember the situation about Demutualization—faculty members who were employed at SAIT as of the end of December 1999 will be eligible for a rebate based on the length of time they had paid into the Mutual Life benefits package.

By this time, we expect most of the Education Allowance problems have been resolved. There is a separate line on the pay stubs for this education allowance, so please check to see that you are actually receiving the amount you are eligible for.

We have been working on implementing an arbitration award based on the number of hours of instruction taught by instructors on casual contracts. Some arbitration awards take a long time to reach us after the actual arbitration hearing. We are hoping we will have something to report on this one in the next SAFAGRAM. As I write this, Gord Nixon has sent an e-mail to all faculty on this issue. Please bear with us on this one—it's been a long time coming, but I know it will be worth the wait. As this comes to fruition, we would like to thank a number of people including Ed Logue, SAFA President at various times during this period; Heather Sagan. who always did invaluable research; and Floyd Johnson, who was a source of experience and good sense.

As you also know, the MIPS clause in the Collective Agreement became history on June 30, 2006. There are still instructors waiting to hear the results of their MIPs reviews—we are continuing to follow up on those.

There are a number of new initiatives that are under discussion: the Academic Coordination issue, the instructor evaluation issue, the engineering technology review, etc. All of this for the New Year...

As this will be the last SAFAGRAM before Christmas, I'd like to wish all of you a really great, well-deserved, holiday break.

Relax, enjoy, and we'll see you in the New Year. ➥

In this Issue

Library Report

by Dave Weber and Nora Robinson

✏ Library Instruction

As of November 14, 2006, we have delivered 101 library instruction sessions to over 2100 students. Our instructional program includes everything from basic introductory tours to our Library Skills Workshop, which is integrated into the Business and Technical Communications courses, to specialized workshops developed on request. Our goal is to show students how to effectively locate and use information using resources from the Library's book and AV collection, the databases, and the Web.

If you would like to book an instructional session, please contact Nora Robinson (4073) or Kat Johnston (8515).

✏ Student Study Rooms

The Library is proposing to equip one, or possibly two, student rooms with a laptop and large, flat-panel monitor. This equipment will fulfill student requests for practicing project presentations. We hope to get funding for the equipment through the Legacy Fund.

✏ Lois Hole Campus Alberta Digital Library

Susan Brayford, Library Manager, recently met with the Lois Hole Campus Alberta Digital Library Planning Committee. This provincially funded digital library will provide participating post-secondary institutions with province-wide access to full-text digital journal and book collections. We look forward to this expansion of our online services for students and staff.

✏ Alberta Association of College Librarians Fall Meeting

Six librarians attended the November 23 Fall Alberta Association of College Librarians meeting at Grant MacEwan College Library. Dave Weber presented a session describing the SAIT Library experience with its new Online Student Study Room booking system. The booking system utilizes a Web-accessible commercial software package.

✏ Renovations

The Library renovations have begun. The renovations will add the area immediately in front of the existing Library door to the Library's space. We will be equipping the wave tables with more drop-in use computers. New printers and photocopiers will also be installed for student use. The new external doors have been installed and a new information desk layout is in progress. The renovations should be completed prior to the Christmas break.

✏ Library Staff News

Irene Guidos began a new job with the ACAD Library in October. Most recently, Irene was a member of our evening/weekend information desk staff.

Jenny Rong Zhou, our newest library technician, joined the Research and Knowledge Management Group on December 1. Jenny is from Prince Albert and has worked for the Saskatchewan Forest Information Centre Library. She graduated from Jilin University of Technology in China with Bachelor's and Master's degrees in Library and Information Management. Prior to her move to Prince Albert, she worked for HSBC in Shanghai. ●◆

Canadian Printing Industries Sector Council (CPISC) Announcement

It was recently announced that William Sijpheer, Program Coordinator for the Digital Graphics Communications and Journalism Arts programs at SAIT, had joined the Canadian Printing Industries Sector Council (CPISC) board as an ex-officio member representing the supplier and education sectors, respectively.

The Canadian Printing Industries Sector Council is a not-for-profit organization responsible for the human resources strategy for the printing industries in Canada. As the printing industries' sector council, its mission is to identify and implement human resource and workforce development strategies and initiatives. Based on industry input, its priorities include maximizing the career potential of every employee by developing skill standards and addressing learning needs, making the industry the workplace of choice. ●◆

SAFA CHRISTMAS PARTY

Tuesday, December 19, 2006

4 Nines

3:00 p.m. – 6:30 p.m.

What is Web 2.0, and Should We Be Paying Attention?

by: Ron Windrim, Faculty Development Services

ust two years ago, many of us would have been hard-pressed to describe blogs, wikis, and RSS. Google for Educators didn't exist. YouTube didn't exist. Google Earth was not yet prominent. Podcasting was not pervasive. Moodle was a fledgling environment, and PLE's (personal learning environments) did not exist. Where was MySpace two years ago? How about Delicious or Flickr? Even today, these terms are rapidly invading our technological consciousness, but are not clear for many. More significantly, their potential impact on teaching and learning has yet to be determined. What is clear is that, together, these tools are becoming the mediums for today's and future generations of learners. Combined, they represent the evolution of the world-wide web.

Up until now, for most of us, the "web" has been an environment of static web sites. We use search engines, and we surf from one website to the next as consumers of information. What is happening, however, is an evolution (revolution?) to what has been coined Web 2.0, a second generation of internet-based environments that emphasize online collaboration and sharing among users. Granted, the term Web 2.0 is a buzzword and has been much maligned. It is hard to dispute, however, the fact that collaboration and sharing online is popular. MySpace, one of over 100 social networking sites listed by Wikipedia, has in excess of 125,600,000 users! Speaking of Wikipedia, the second most visited reference site on the internet, according to Hitwise.com, "contains 536,246 ongoing articles spanning 1,540,695 pages, all maintained by the site's users. Hitwise found Wikipedia's audience evenly split between male and females. Young adults age 18 to 24 are 50 percent more likely to visit the site." (as quoted by Clickz Network retrieved November 15, 2006, from http://clickz.com/showPage.html?page=3504061)

But, what is Web 2.0? A quick question posed to Wikipedia arrived at the following "definitions" followed by much more explanation and information. As used by its proponents, the phrase "Web 2.0" refers to one or more of the following:

- The transition of Web sites from isolated information silos to sources of content and functionality, thus becoming computing platforms serving Web applications to end users

- A social phenomenon embracing an approach to generating and distributing Web content itself, characterized by open communication, decentralization of authority, freedom to share and re-use, and "the market as a conversation"

"What is happening, however, is an evolution (revolution?) to what has been coined Web 2.0, a second generation of internet-based environments that emphasize online collaboration and sharing among users."

The question for education is whether Web 2.0 will morph into e-Learning 2.0. It is likely that this will happen and, in the process, it will transform education, empowering learners within online communities bound together through common interest as they grow as creative, critical, self-directed, life-long learners. Web 2.0 (e-Learning 2.0) spaces will, writes George Siemens, have a place for learner expression such as blogs, wikis, and e-portfolios; have a place for content interaction such as WebCT and other learning management systems; have places for learners to connect to other learners using discussion forums, blogs and other asynchronous tools; have a place to connect the thoughts of other learners in a personal, meaningful way using RSS and then be brought back into the "learner expression tool"; have a place to dialogue with the instructor using email and VoIP; for example, have a place for learning artifacts using both learning management systems and tools such as Furl and del.icio.us, both examples of personal knowledge management (PKM) tools; and have a place to dialogue with each other and with so-called "gurus." Finally, such "modularized" environments will be "flexible and adaptive allowing for additional functionality and tools to be added based on what learners want or need..."a bricolage of course tools—based on open standards–(allowing) for incorporation of new approaches as needed." (Seimens, George.retrieved November 14, 2006, from http://www.elearnspace.org/Articles/lms.htm)

At the end of the day, the talk about Web 2.0 and e-Learning 2.0 will stir the broader and, perhaps, more important debate about the environments and conditions that we create for learning in our classrooms and across our institutions. Most agree that we are just at the beginning of a Web 2.0 enabled educational world. Not all agree that the changes will or should happen. In the debate, what is critical is to keep teaching and learning at the heart of the matter, meeting the learning needs of a new generation of learners, working with them in the mediums of their generation. The pressing job here is to explore the role that e-Learning 2.0 may play in the future of higher education. Moving to an e-Learning 2.0 strategy will likely be in response to the changing nature of our learners who will demand new approaches from their educational experiences. As has been stated by many, if learners are not maximizing their learning in the ways we are teaching them, it is wiser to change the way we teach than to try to change the learners. ●◆

FAQs

by Mattew Hamilton

Q: What is the Criterion for Filing a Grievance?

A: Under Section 20.01 of the Collective Agreement, a grievance can be filed by a Grievor if he/she believes that any one (1) of the following five (5) provisions were violated:

a. A difference regarding the interpretation, application, operation or contravention or alleged contravention of this collective agreement.

b. A complaint regarding an alleged unjust treatment or discrimination.

c. A complaint regarding alleged unfair working conditions.

d. A complaint regarding the dismissal, suspension or demotion of a probationary academic staff member

e. A complaint regarding any disciplinary action involving financial penalty, other than the one described in 20.01(iv)

Please note that grievances on paragraph (b), (c), and (d) may be heard at Levels 1 and 2. Level 1 and 2 grievances

FAQs

are presented to the Vice-President, Employee and Student Services, or their Designate Officer. Only grievances on (a) and (e) may be referred to the Arbitration Board (Level 3). Please contact Matthew Hamilton for further clarification/information at Ext. 8321 or matthew.hamilton@sait.ca.

Please see the next issue of the January/February SAFAGRAM for more details on the different levels of the Grievance Procedure and what they mean. ●◆

Proposal for Extended Pool Hours

Budd Brazier, Aquatic Supervisor, and Erin Minor, an instructor in CALS, has submitted a proposal to the '88 Legacy Fund about the Campus Centre's pool hours. Erin writes,

For 10 years, I have been asking why the pool is locked from 8:00 a.m. to 10:30 a.m. and from 1:00 p.m. to 3:00 p.m. I always get the same answer. It would cost money that is not budgeted, and we do not think that enough people would use the pool to warrant the expense. For 10 years, the population here has steadily increased. I suggested running a test period of having the pool open when it would otherwise be closed, advertising the new hours, and seeing if there was enough usage. Ceril Kenny kindly agreed to support the proposal. If it gets accepted, the next stage will be to make sure everyone knows about the new hours and makes good use of their pool.

The '88 Legacy Fund, from my understanding, was set up during the '88 Olympics. The Olympics gave SAIT $1 million. The interest on the million is given out on a yearly basis to projects that are not currently in the budget and are deemed worthy by the '88 Legacy Committee. Every proposal is given a hearing, and then, the committee decides who gets how much money. This year's presentations are to be made to the committee on November 29. ●◆

HAPPY HOLIDAYS

from the SAFAGRAM Editorial Board

The SAIT DGC Program Wins Five International Printing Awards

by Luda Paul, DGC Instructor

The Graphic Professionals Resource Network/International Association of Printing House Craftsmen (IAPHC), International Gallery of Superb Printing, is a testament to the people and companies involved in producing the finest printing and graphic arts products throughout the world.

Last May, eight entries printed by the Digital Graphics Communications (DGC) students were submitted to the International Gallery of Superb Printing competition. On October 20, 2006, the Alberta Graphic Arts Industries Network held their Annual Gallery Awards Gala in Calgary.

DGC was awarded five awards: one Gold, two Silver, and two Honourable Mention Awards.

The 32nd International Gallery of Superb Printing displayed and presented more than 3,000 entries from 13 countries to its international jurors in late September 2006, in Minneapolis, Minnesota, USA. The competition is devoted to the principles of honoring excellence in the graphic arts by "Celebrating Craft, Applauding Art, and Showcasing Science." Throughout its development as a prestigious graphic arts competition, the International Gallery has been proudly produced by the IAPHC, a trade association with thousands of individual members around the world. ●◆

Left to right: students Rey Solonga, Aimee Wong, Scott Withers, Marsha Stewart, and Curt Bilson accepted the awards on behalf of the program.

Gonna find out who's naughty or nice...

Christmas list?

Nah ... SIR results.