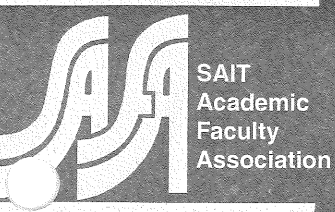


SAIT



Volume 6 • No 1
SEPT/OCT 1999

Evolution and Survival of the Fittest

By Nick Podolchak



“What’s different for adults considering graduate or professional school in this decade is that many of them will not go to the campus— instead, the campus will come to them.” This quote from the September 18, 1999, *Calgary Herald* reflects what Vicky Phillips, an educational consultant, sees as a reality in today’s post secondary education.

I am sure that Vicky’s statement is not surprising to you. You need only look to the internet. The important point here is... what are you doing about it? Do you have instructional material that is in demand? Do you have instructional material that is organized? Can you teach? Do you want to make your instruction easier and more effective? Do you want to survive in your profession?

Vicky Phillips is referring to distance learning, but remember that “distance” includes your classroom or lab as well as the land “Down Under.” Keep in mind that your electronic lesson does not need to be transferred to remote parts of the globe as “gas-tight” stand-alone modules. You can deliver the lesson for yourself in your own classroom. You can use your electronic lessons in your classroom either from an intranet connection or from your PC.

At SAIT, the tools and the resources are in place and the technology is available to reliably deliver electronic instruction. John Preston and his team can assemble your print materials while Bohdan Bilan can help you begin applying interactive multimedia. Your entire lesson can be delivered and managed by TLM. People like Stu Birkett, Chris Parry, Todd Saskiw, and others are available to help you.

Do not start by immersing yourself totally into multimedia. Start with your word processor. Publish your material as text and

graphics (see John Preston 7395). Convert your lesson into html and insert it within TLM (see Bohdan Bilan 8476). Add suitable interactivity and multimedia (see me, Nick Podolchak 8863). As you teach your lessons in your classroom or lab, continue to update them. Remember, the lessons do not have to be “stand-alone” (your chalkboard or your overhead projector never acted as stand-alone resources). Enjoy the convenience of randomly accessing text, graphics, animations, audio, and interactivity with a simple mouse click. Now, you can interact with your

students more effectively because you can almost effortlessly deliver the content. Make your lessons evolve into fully interactive web lessons that work. You will know that they work

Do you have instructional material that is in demand?

because you have proven that they work in your own laboratory... the classroom.

Those who can organize instructional material and those who can teach are needed. To attempt electronic delivery of low quality, disorganized instruction will only magnify a lesson’s shortcomings. Multimedia cannot transform poor instruction into quality instruction. Remember, the subject matter expert will always be needed to maintain the lesson. And if a lesson is good, it will survive and demand for it will go beyond SAIT. You should start with an organized print and graphics module that delivers effectively. Then, continue to enhance it with multimedia and interactivity. Evolve it. Do not try to create the final stand alone electronic version.

Go to the following web site to find the complete *Calgary Herald* article cited above as well as other similar resources. Also, you will find additional links to intranet lessons and examples of how multimedia and interactivity can be used within your lessons. For more info, go to...

<http://progdev.sait.ab.ca/authorware/autorstart.htm>

Chris Horgan is in the process of revising the Style Guide for electronic access for those SAIT students who need help in creating written assignments. Go to the above web site for a link to this Style Guide. ♦♦

EDITORIAL

As we approach the millenium, SAIT is expanding, increasing enrollments, and promising students and staff a new physical “heart” in a new campus building.

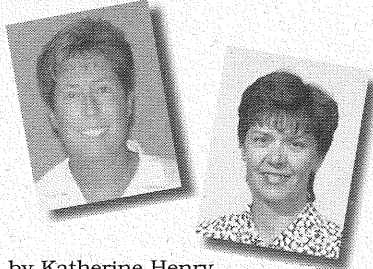
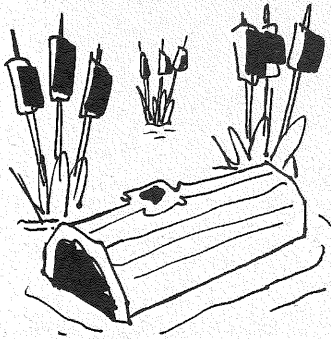
What contributes to the emotional heart and the heartbeat at SAIT? We exist because of the programs that are offered to our students in many forms whether they be hospitality careers, business administration, engineering technologies, apprenticeship programs, radio and television arts, or health

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BOG LOG



by Katherine Henry
and Irene Langille, Faculty Board
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Layout

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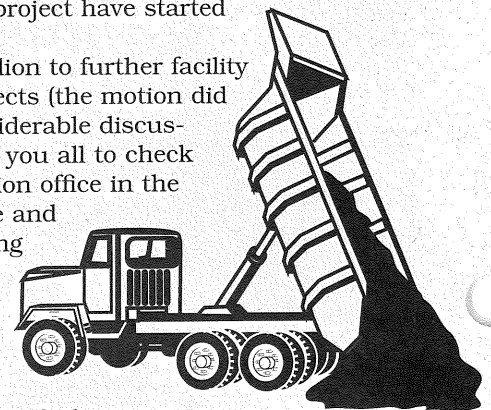
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Technology Enhancement Program (TEP)

Darwin Risdon, TEP Coordinator and Dennis Beaulieu, Teaching & Learning Centre

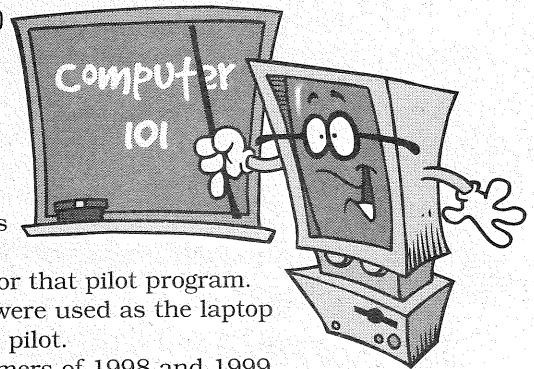
Students in the Technology Enhancement Program (TEP) are issued a Pentium-class laptop computer (at a cost of \$700 per semester) complete with program software, technical support, internet account through an external Internet Service Provider, and insurance for the computer. SAIT has created specialized classrooms that are wired to allow students to plug their laptops in to the campus network. Students are able to access other software applications and data files needed for their program. Students may receive instructor assignments, lecture material, other specialized media, and possibly even exams over the network. Students can also send completed assignments, labs and exams back to the instructor for grading.

TEP commenced as a pilot in the fall of 1997 with 32 Computer Technology (CT) students and 32 Civil Engineering

Technology (CVT) students.

Another 32 CT students joined TEP in each of the January and May intakes.

Three classrooms in Burns H-wing were renovated for that pilot program. IBM ThinkPads were used as the laptop computer for the pilot.



Over the summers of 1998 and 1999, several classrooms were renovated beginning with the Burns Building in 1998 and the Crandell and Thomas Riley Buildings in 1999. With the January 2000 and May 2000 intakes, we anticipate the enrolment will increase to over 1000 students. Of course, that will also coincide with approximately 150 students (from the Fall 1998 intake) graduating at that point.

We will expect at least a couple more new programs to join TEP in the fall of 2000, although we are not entirely sure which ones at this point—possibly Library & Information Technology and Journalism. We can probably expect to register in the order of 450 new TEP students in the fall of 2000, so we'll be pushing the 1,500 mark by then. We are also drafting plans to renovate other spaces on campus to provide us another 10 to 12 new TEP classrooms for next year.

In summary:

Fall 1997 - 64 students (Computer Technology and Civil Engineering);

Fall 1998 - 288 students (Business Administration was added);

January 1999 (Computer Engineering); Fall 1999 - 740 students (Broadcast News and Electronics Engineering Technology)

In Fall 2000, it is estimated that TEP will total 1,500 students. TEP has been more than doubling each year since its inception.

How are instructors preparing to teach in the **TEP**?

The Teaching & Learning Centre (TLC) created a full-time faculty position which together with three other TLC staff members facilitates instruction related to TEP. Teaching and Learning with Technology is a mainstream of activities at the TLC.

TLC identified key software skills and has offered courses in the winter and spring of 1999 on Outlook, FrontPage (web design software), PowerPoint, Internet search skills and workshops on preparing course websites. There have been specific seminars on using equipment in the classroom, redesigning a course in TEP delivery format, and preparing instructors doing TEP for the first time.

In addition, web sites for TEP instructors including instructional information, i.e. how to set up class mailing lists plus a page of examples of course web sites from SAIT and elsewhere have been set up and are available on the TEP home page.

A TEP Survival Manual is being produced which will include basic instruction on connecting a projector system in the classroom, connecting to the network, and using e-mail tools and trouble -shooting guide. More than 50 instructors have taken the workshops since the beginning of May 1999. Some are now teaching in the program and others will be providing TEP instruction in January and September 2000. Check out the web http://progdev.sait.ab.ca/tep_inst/

PERSPECTIVE



by Dave Reid, SAFA President

So we're going to get a new heart. I appreciate the enthusiasm of Irene, Barbara, Keith, Marty, et al, but I thought that I would provide a little history for these people. It is my personal belief that the old heart was cut out of SAIT by some of the previous leadership. In order to fulfil each of their own personal agendas (and with little thought about the body and the blood), these individuals cut the heart out of the campus by slowing down the flow of blood to a trickle.

To the people with the dream of a new heart, let's carry that dream forward. Let's also talk about the change in the blood flow. If the building is the heart, then the people who flow through that building are the blood. The blood needs oxygen, and that's the bottom line of this column.

My perception is that about one-quarter of the academic staff has been completely destroyed by previous leadership. One-quarter is new, enthusiastic, and, quite frankly, unencumbered by the history of the last several years. The middle half merely needs a transfusion. Not only can this half be saved, but it will form the core of the group that will lead this institute into the new millennium.

It's my desire that we all set a three-year plan in our minds to take this institute back to where it was fifteen years ago. What we had then were standards for ourselves and our students, mutual trust between the academic staff and management, enthusiasm for the job with a passion for our students' success, and finally, a salary scale to provide an adequate living and an ability to hire new instructors (who want to be part of a team of players which form a proud and successful organization).

With the leadership of people who are new to our campus and the efforts of each of us, I know that we can accomplish these goals. Irene, we need your help, and SAFA (which is each of us) would like to be part of the solution to end a very sad time in SAIT's history. ♦♦

PD SECTION



By Laura Cuthbertson

Although your fall semester is most likely in full gear with summer seeming long past, the staff of the Teaching and Learning Centre would like to say "Welcome Back!" Here's a sneak preview of course offerings planned for the fall.

- Instructional Skills Workshop (for new and not-so-new faculty)
- Instructional Skills Program (Extended Series)
- Technology Mediated Teaching Workshop
- Curriculum Development Workshop (CD2000)
- Management Development Seminars
- Leadership 2000 Workshop Series
- Teaching and Learning with Technology Seminars which include

TEP Classroom Setup

Introduction to PowerPoint Graphics

TEP Projection System

FrontPage Software

FrontPage Tutorial

Great Graphics

Adapting for Distant Ed

Audiographic Tutorials

Also...watch for upcoming Spotlight Cafes and the

Wellness in the Workplace Series.

For specific course content information, please contact the Teaching and Learning Centre or consult your "PD at a Glance" calendar. If you have not received your "PD at a Glance" calendar, drop by the TLC to obtain a copy.

You will notice that we are offering more training than ever before. This, in part, is due to the decision to shorten the span of our peak training period (May, June) in favor of more evenly dispersing training throughout the year so that we may better accommodate faculty needs.

The increase in PD opportunities is not all that is new at the Teaching and Learning Centre! When you drop by, be prepared to see a few new faces!

Jane Duncan joins our team, having been seconded from the Centre for Academic Learner Services for the term of Pam August's maternity leave. Jane, as an integral member of the Teaching and Learning Centre Facilitation Team, shares with us not only her experience as an instructor, but her extensive experience as a facilitator in our Instructional Skills, Technology Mediated Teaching, and Leadership 2000 workshop teams. As Projects Coordinator, Jane will be your primary contact for information regarding Instructional Skills Workshops, Faculty Training Seminars, and the Professional Development Series.

Marcel Carpenter joins the centre following a secondment to the ISO 9000 Project. Over the past two years, Marcel has led his team in successful completion of the registration process for ISO 9000. Marcel also brings with him experience as an Instructional Skills and Leadership 2000 facilitator. As Projects Coordinator, Marcel will focus on meeting the non-academic training needs of SAIT's staff and faculty.

Sandra Blackwell also joins our team. Sandra brings to the Centre an extensive background in conference and event planning. Sandra shares responsibility for coordination of administrative details for the Centre.

We welcome Jane, Marcel, and Sandra and look forward to

the contribution they will make toward training and development initiatives. The TLC team looks forward to meeting your training needs over the next academic year. ♦♦

EDITORIAL

continued from page 1

sciences. The students, faculty, and staff contribute to the heartbeat at SAIT.

Many people have gone to great lengths to improve customer service at SAIT for our students. There have been gains in some areas, but we're not there yet. There's still room for improvement in timetabling and in reducing line ups for students at the beginning of the semester. **Have a heart** and keep striving to get timetables to students and instructors early on and reduce the line ups in Heritage Hall.

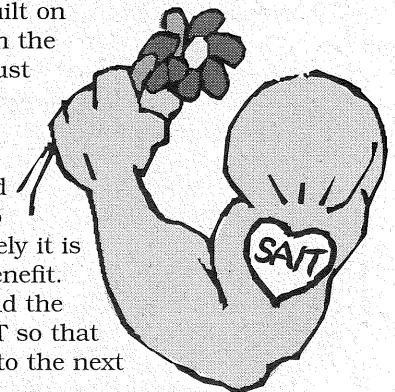
The employment rate of graduates at SAIT is impressive. Who's responsible in large part for graduating top-notch students? Who is in the classroom teaching and sharing their experiences with our students? The instructors are responsible. Support them; don't take them for granted. We have a group of very talented faculty. **Have a heart** and applaud them. Recognize their talents.

People are proud of what they do at SAIT, and everyone is attempting to do a great job. Remove the obstacles. The health and safety issues that need to be addressed—fix them! Don't sweep them under the rug and hope that they will go away. They won't go until they're fixed. When issues arise out of the collective agreement that need to be addressed, address them. **Have a heart.** Don't suspend benefits such as Four-for-Five Leave and make it necessary for the Association and the Employer to spend thousands of dollars on legal advice to have it reinstated.

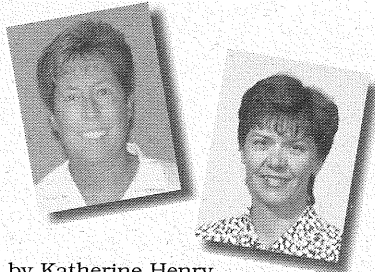
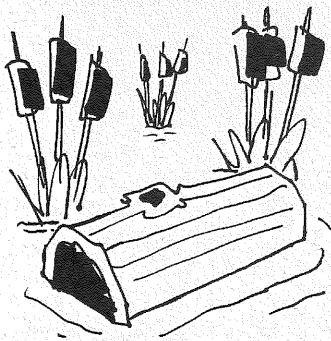
Faculty members make a commitment to their students. SAIT as an employer must make a commitment to its faculty. There are too many instructors who have been employed on a casual basis year after year. These instructors who are teaching full time contribute significantly to program development and to the students they teach. In one case a casual instructor filled in as Academic Coordinator and another represented the department at graduation. These instructors make a huge commitment to SAIT. **Have a heart** and hire them into full-time positions so they feel that they are a part of SAIT and their contribution is appreciated.

True team spirit is built on fairness. As we approach the millennium, let us not just bring a new "physical" heart to SAIT but let's restore the "emotional" heart so that faculty and staff can look forward to coming to SAIT. Ultimately it is the students who will benefit.

Let's put the heart and the heartbeat back into SAIT so that we can all look forward to the next 80 years with pride. ♦♦



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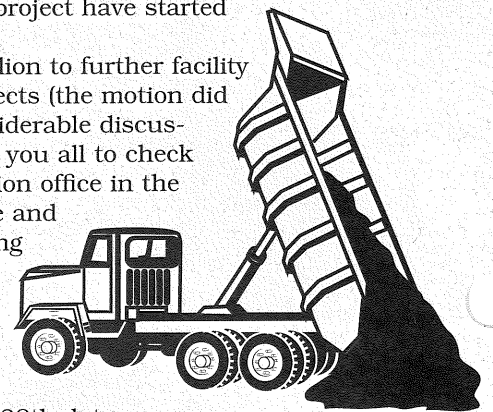
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QUESTION AND ANSWER

Question: I have a concern about the status of our LAPP and the Y2K Bug. Is the current software for pension payouts compatible with Y2K requirements? Will the pension payouts continue smoothly as we head into the Year 2000? Are we sure that the investment firms we are using have investment programs that are Y2K compatible and that they won't collapse?

Answer: The LAPP Board is aware of and concerned about the Y2K problem. Administration of LAPP is done by **Alberta Pensions Administration Corporation (APACO)** and their lawyers will not allow them to make a statement that absolutely guarantees Y2K compliance. As you are probably aware, the possible complications from Y2K are too unpredictable for any organization to make such a guarantee.

However, APACO has reviewed and tested all of its systems and believes they will not be adversely affected by the Y2K phenomenon.

As well, APACO's suppliers have given APACO similarly cautious assurances of their compliance, but of course APACO is not in a position to extend guarantees on their behalf. ♦♦

*Reprinted from NAIT Intercom
February 1999.*

NEWS ITEM~
NEW BUILDING TO BE
'HEART' OF CAMPUS

