



# Brock Teaching

News from the Centre for Teaching, Learning and Educational Technologies, Brock University

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## Teaching is at the heart

By David W. Atkinson, President, Brock University



Dr. David Atkinson

As I enter my final months as President of Brock University, and look ahead at the challenges of moving to Carleton, I have the inevitable opportunity to look back at my time at Brock and query the direction my life and career has taken. The simple fact is that I have been in some form of academic administration for over 25 years, and it has been a very long time since I carried the “normal” duties of a faculty member.

Throughout my time as an administrator, though, I have been repeatedly drawn back to the classroom. Indeed, there have been only a handful of years when I did not teach. I do not say this in any sort of self-congratulatory way; rather it simply confirms for me what we all intuitively know: that teaching lies at the heart of what we do, and that the greatest form of satisfaction we get is from the success of our students. Our main mission is to prepare the next generation of learners, and, to this end, to awaken within them the same passion for learning that we experience daily. This is a noble enterprise.

Brock University is a place for learners, and it must remain so. Yes, Brock has committed itself to an increased research focus, to becoming “comprehensive.” But our research is also our teaching. Our focus is not to pass on what is derivative or second-hand; it is to make available to our students what is at the frontiers of what we know. We cannot lose sight of this; if we do, Brock, as a community of scholars committed to learning in all its forms, will fade, and become moribund, predictable, and unexciting.

We are excited by teaching; we delight in our students’ successes. This, I think, is what kept me in the classroom all these years. And for this I shall always be grateful.

## Giroux to launch Best Practices conference



Dr. Henry Giroux

Reclaiming higher education for youth will be the thrust of a speech by influential educator Henry Giroux when he delivers the keynote address at the second annual Best Practices in Teaching and Learning conference held by the Centre for Teaching, Learning and Educational Technologies (CTLET).

Giroux will speak on Tuesday, May 10 in the Senate Chamber. The theme of the day is Assessment and Evaluation in Higher Education.

The demand for greater

accountability in our universities is controversial and Giroux will situate his talk, entitled “Putting Youth Back into the Future: Reclaiming Education and Hope in Dark Times,” within the broader political and cultural context that is shaping the drive for increased accountability. Giroux spoke to the Brock community in March at an event sponsored by the Brock Faculties of Education and Social Sciences.

Giroux has been named one of the world’s top thinkers in education in the 20th century; he is a lively and provocative speaker with approximately 40 books on education, democracy and cultural studies. His most recent

publication, *Take Back Higher Education*, was co-authored with his wife Susan Giroux who, along with Henry, teaches at McMaster University in Hamilton.

The conference will also include a number of concurrent sessions that address issues of evaluation and assessment: how students evaluate teaching, how teachers evaluate students and how we can evaluate our own teaching will all be topics for discussion and dissension. The conference is free of charge to the Brock community but advanced registration is required at [www.brocku.ca/ctl](http://www.brocku.ca/ctl) or by calling ext. 3933.

Turn to page 4 for a Q&A with Giroux.

## Proud winners

These three Teaching Assistants won top honours at the annual Brock University Teaching Assistant Awards held April 1. From left: Mandy Frake, Senior TA Award; Antony Hunter, TA Award; and Trudy Tattersall, Graduate TA Award. For more information about TA Awards Night, please turn to page 3.



## Campus Teaching and Learning Plan in works

By Maureen Connolly, Director, CTLET

During the 2004-05 academic year, the Teaching Council of the CTLET has taken as its emphasis the development of the scaffolding for a Campus Teaching and Learning Plan. This plan, undergirded by the office’s mandate of



Dr. Maureen Connolly

awareness, integration and support, would be developed through consultation with the CTLET’s advisory groups, Brock University Faculty Association (BUFA), Information Technology Services

(ITS), local 4207, Canadian Union of Public Employees, and the Associate Deans. In this way, the eventual scaffolding could be brought to the appropriate Senate and senior administrative levels for its next phase of development.

Such a plan is long overdue for Brock University, an institution

Continues on page 2.

## Enthusiastic response to new Faculty Mentoring Program

By Maureen Connolly



Kirsty Spence  
New faculty member in the Dept. of Sport Management

Since our kick off Orientation Day in September 2004, the New Faculty Mentoring Program has continued with sessions being offered the last Thursday and Friday of each month. This two-day option has allowed new faculty to choose the more convenient day, given their schedules.

The CTLET has been delighted with the response from new faculty — regular attendance at the sessions, from six to more than 20 participants — has been encouraging and has confirmed our belief in and commitment to a program of mentoring and community-building for new faculty.

Our sessions have included:

Evaluation and Assessment Issues
Reflections of a Student Teacher: What I have learned from 25 years of teaching
Course Management Issues: Reflections on D1 - Looking Forward to D2
University Culture and Codes: The Hidden Curriculum
Preparing a Teaching Dossier: What is it and Why Have One?
End-of-Term Reflections: What's next?

The participation has been lively, engaging, supportive, thoughtful, and experientially grounded. Our participants have generated suggestions for future sessions, discussion on the topic at hand and applications to their own pedagogic and political lives in the university culture.

Brock University has certainly hired well! It has been our pleasure and privilege to facilitate this remarkable group of new faculty, and we look forward to continuing our relationship with them, fostering their ongoing professional development and incorporating their wisdom into our 2005-06 Mentoring Program.

Questions or comments about the New Faculty Mentoring Program are most welcome!

Contact Maureen Connolly, ext. 4707, or Jill Grose, ext. 4392, in the CTLET.

### Campus Teaching and Learning — continues from page 1.

known for its quality of teaching. Yet, in all fairness, the absence of a teaching and learning plan is not unusual and we have been fortunate to be able to consult the recent literature (1998-2005) on outcomes of other institutions' initiatives. Since teaching and learning are the primary activities of institutions of higher education, a plan which forecasts outcomes, proposes strategies, integrates and refines infrastructure and resources, and provides vision for policy and guideline development is a necessary and healthy step in the overall move to comprehensiveness.

Our efforts thus far have involved developing thematically based mission statements which include specific examples and accountability structures. The thematic areas we are developing include: Teaching Assistants (graduate and undergraduate); seminar and small group learning; evaluation of teaching; educational technology; online and distance education; academic integrity; scholarship of teaching and learning; cultural sensitivity (including Universal Instructional Design); part-time faculty support; mentoring of new faculty and new Chairs; and teaching awards (including intra-faculty, Chancellor's Chairs for excellence in teaching, and University Distinguished Teaching Awards). Fortunately, our efforts have been integrated with other initiatives on campus in resonant areas (e.g. academic integrity task force, evaluation of teaching task force, seminar task force) and other faculty associates

and advisory group members are well dispersed throughout various levels of involvement across campus.

For questions or comments about the Teaching and Learning Plan, contact Maureen Connolly, ext. 4707.

## New award honours teaching excellence of faculty members

This year, Brock University launched a new award to recognize the scholarship of teaching of its faculty members. The Brock Chancellor's Chairs for Teaching Excellence will be awarded annually to encourage and sustain Brock's institutional commitment to teaching, learning and educational technology. Up to six awards may be available.

Chair holders will receive an annual support grant of \$5,000 in each of three years. The award is meant to provide successful nominees with the opportunity to

undertake a specific, three-year program of research and practice leading to a significant development in teaching, learning, and/or educational technology. The programs of activity for the Chairs may be integrated within their broader research and scholarly focus. The nomination deadline for 2005 closed March 1; Chair holders will begin their appointments Friday, July 1. For more information, visit [www.brocku.ca/ctl/cc.php](http://www.brocku.ca/ctl/cc.php) or call Maureen Connolly, ext. 4707.

## Instructional Skills Workshop scheduled for spring, summer

An opportunity for Brock educators to learn about the theory and practice of teaching adult learners in a supportive, collegial environment will take place this spring and summer in an Instructional Skills Workshop (ISW).

The spring session will be held from Monday, May 16 to Wednesday, May 18 and the summer session will be held Wednesday, Aug. 24 to Friday, Aug. 26. The fee for Brock faculty is \$150 and includes all meals and workshop materials. Registration is restricted to 10 participants in each session and is on a first-come, first-served basis.

The ISW is a 25-year-old, peer-based, experiential, instructional development program and is one of the most successful approaches

to pedagogy in post-secondary institutions across North America and other parts of the world. Taking place over three days, the ISW is offered within a small-group setting and is designed to enhance the teaching effectiveness of both new and experienced educators.

The facilitators are part of a group of higher education instructors who have undergone training in the ISW process. They lead participants through videotaped micro-teaching sessions which explore numerous aspects of instructional expertise using an intensive experiential learning approach.

For more information, contact Jill Grose, ext. 4392.

## Scholarship of Teaching and Learning (SoTL) at Brock

*The SoTL column features abstracts of articles written by Brock faculty members on teaching and learning. Although discipline specific, the pedagogical nature of these articles is applicable to other instructional settings: it is hoped that interested readers will explore the full articles and contact the author to exchange ideas.*

**Professor Ken Klassen, Department of Finance, Faculty of Business.**

"Web-Log Analysis: A Study of Instructor Evaluations Done Online," Kenneth J. Klassen and Wayne Smith. *Journal of Information Technology Education*, 2004, vol. 3, pp. 291-312.

### Abstract:

This paper focuses on developing a relatively simple method for analyzing web-logs. It also explores the challenges and benefits of web-log analysis. The study of student behaviour on this site provides insights into website design and the effectiveness of this site in particular. In addition, we consider the value of carrying out instructor evaluations online

using this and prior studies on this topic.

A benefit realized from the paper is the ease with which these concepts can be discussed with students. The purpose and context of the website used are easily understood by instructors and students, providing the basis for some rich class discussions regarding web-logs in general, web-log analysis and its challenges, the use of data for decision-making purposes, and other aspects.

The main reason for evaluating courses online is that it can drastically reduce the administrative cost and time required. The results here suggest that this is also an effective and efficient method for both students and instructors.

"In-Class Simulation Games: Assessing Student Learning," Kenneth J. Klassen and Keith A. Willoughby. *Journal of Information Technology Education*, 2003, vol. 2, pp. 1-13.

### Abstract:

As instructors continue developing useful learning tools for their classrooms, games have become one popular alternative.

This paper explains an inventory simulation game, two methods for evaluating whether students learn from playing the game, and the results from two experiments evaluating student learning.

An effective game will help students understand concepts more quickly and remember them better than from a lecture. The game used here is a simulation of an inventory system, where student teams place orders for an item on a monthly basis (based on limited knowledge of prior demand), and then the instructor informs them what the demand is for that month. There are holding costs for items not sold and shortage costs if they run out of items. The students then place their order for the next month.

To evaluate student learning, two methods were used: a before-and-after questionnaire, and playing the game twice. Both methods allowed for an initial benchmark to be established, followed by a measure of how much students improved.

**Ed's note: If you have written about teaching in your discipline, we'd like to hear from you. Abstracts of articles can be sent to Jill Grose at [jgrose@brocku.ca](mailto:jgrose@brocku.ca).**

# Record number of TAs obtain basic, advanced certificates

By Jill Grose, Associate Director, CTLET



CTLET staff and Brock University Teaching Assistants celebrate earning their Basic and Advanced Level certificates.

Teaching Assistants are an important part of Brock University's instructional staff. In their role as liaisons between the faculty and the students, TAs can add significantly to the teaching and learning environment as they provide a front-line resource to students, particularly those who are new to Brock and its emphasis on small-group experiences. If "to teach is to learn twice," the opportunity to TA at Brock can also facilitate significant self-learning as well as the development of instructional and communication skills.

In addition, many TAs take advantage of Brock's TA Certificate Program, which provides professional development workshops in teaching and learning in higher education. This year, a record number of TAs obtained Basic and Advanced level certificates, which require participants to attend a minimum of eight or 16 workshops held on Saturday mornings. The workshop series is open to all TAs, seminar leaders, and lab demonstrators, both graduate and undergraduate, and covers topics such as teaching and learning styles, effective marking practices, motivating students, working with international students and handling conflict in the

classroom. TAs state that, in addition to learning from the various presenters, they enjoy the opportunity to meet colleagues from other disciplines to discuss common challenges and best practices.

TAs obtaining certificates were honoured at the TA Reception at Alphonse's Trough on April 1. It was hosted by Dr. Michael Manley-Casimir, Acting Vice-President, Academic, and the CTLET.

## Recipients of the TA Certificate in Teaching and Learning in Higher Education 2004-2005

The Centre for Teaching, Learning and Educational Technologies congratulates the following TAs for devoting their time and energy throughout the academic year to professional development in teaching.

### Advanced Certificate (16 Workshop Credits)

Troy A. Brooks, Education  
Julie Dempsey, Psychology  
Malinda Desjarlais, Psychology  
Julie Domitrek, Biology/Biochemistry  
Mandy Frake, Physical Education and Kinesiology  
Edward Banka Gariba, Political Science  
Philip Grassie, Classics  
Kelly Hartle, Geography  
Krista Hrin, Recreation and Leisure Studies/Tourism

Hiat Khoury, Recreation and Leisure Studies  
Olga Klimova, Communications, Popular Culture and Film  
Fortunate B. Kwabena Fio, Political Science  
Andrea Klose, Environmental Studies  
Heather Maguire, Communications, Popular Culture and Film  
Stephanie Martin, Biotechnology  
Susan Michaud, Child and Youth Studies  
Catherine Milner, Psychology  
Nadine Orme, Tourism  
Dr. Zissis Parras, Classics  
Anna Parsons, Applied Language Studies  
Adam Rizzuto, Environmental Studies  
Gareth Robinson, Political Science  
PJ Sangalang, Psychology  
Dwane Smolders, Communications, Popular Culture and Film  
Ildiko Szolosi, Community Health Science  
Marion Walker, Women's Studies

### Basic Certificate (8 Workshop Credits)

Stephen Agnew, Child and Youth Studies  
Chantel Bahadur, Education  
Laura Baker, Physical Education and Kinesiology  
D. Melissa Beaumont, Child and Youth Studies  
Nick Bozza, Community Health Science  
Troy A. Brooks, Education  
Lindsay Clark, Modern Languages, Literatures and Cultures  
Jennifer Amanda Coffie, Political Science  
Lorraine Cullen, English  
Tracy Dalglish, Psychology  
Julie Dempsey, Psychology  
Malinda Desjarlais, Psychology

Julie Domitrek, Biology/Biochemistry  
Mark Elgersma, Computer Science  
Holly Etherington, Business  
Janine Farrell, Physical Education and Kinesiology  
Monica Ferreira, Modern Languages, Literatures and Cultures  
Lianne Fisher, Women's Studies  
Mandy Frake, Physical Education and Kinesiology  
Edward Banka Gariba, Political Science  
Jean Gaspich, Psychology  
Philip Grassie, Classics  
Angela Greco, Psychology  
Phil Haines, Management, Marketing and Human Resources  
Virginia Hatch Stewart, Recreation and Leisure Studies  
Katie Hines, Recreation and Leisure Studies  
Julie Jonas, Psychology  
Hiat Khoury, Recreation and Leisure Studies  
Olga Klimova, Communications, Popular Culture and Film  
Fortunate B. Kwabena Fio, Political Science  
Laura MacPherson, Community Health Science  
Heather Maguire, Communications, Popular Culture and Film  
Deb Marshall, Communications, Popular Culture and Film  
Stephanie Martin, Biotechnology  
Megan McCarthy, Psychology  
Philomena McGill, Education  
Calum McNeil, Political Science  
Susan Michaud, Child and Youth Studies  
Catherine Milner, Psychology  
Nadine Orme, Tourism  
Patricia Pan, Chemistry  
Diana Monica Pantazi, Political Science  
Dr. Zissis Parras, Classics  
Anna Parsons, Applied Language Studies  
Beatrix Prinsen, Psychology/Women's Studies  
Jennifer Racher, Tourism  
Danielle Randall, Spanish  
Adam Rizzuto, Environmental Studies  
Gareth Robinson, Political Science  
PJ Sangalang, Psychology  
Kim Savage, Communications, Popular Culture and Film  
Dayle Schultz, Sociology  
Christina Skorobohacz, Child and Youth Studies  
Dwane Smolders, Communications, Popular Culture and Film  
Ildiko Szolosi, Community Health Science  
Laura Taylor, Communications, Popular Culture and Film  
Sarah Van Leeuwen, Psychology  
Georgann Watson, Education  
Shanna Webb, Modern Languages, Literatures and Cultures  
Belinda Wick, Tourism Administration  
Aleena Wilton, Psychology  
Yanhong Ye, Education

## And the winners of this year's TA Awards are . . .

The Brock University Teaching Assistant Awards were founded by the CTLET to recognize the excellent teaching contributions made by TAs, seminar leaders and lab demonstrators. TAs must be nominated by two individuals (including a faculty member) who submit supporting documentation in the form of letters from faculty, former students and other TAs; summaries of teaching evaluations; and evidence of professional development in teaching. Three awards are given annually: the TA Award (to a person with less than three-years experience who shows promise in the field of teaching); the Senior TA Award (more than three-years experience with

an outstanding commitment to university teaching); and the Graduate TA award (a graduate student TA with a record of outstanding service). TAs in all categories are recognized with a cash award, a certificate and an inscription on a plaque that celebrates previous TA Award winners.

The CTLET congratulates the recipients of this year's TA Awards:

### Senior TA Award: Mandy Frake

Mandy Frake manages to integrate research and teaching: not only is she a TA and lab instructor for the Department of Physical Education and Kinesiology, she is also a Research Assistant for the

Department of Graduate and Undergraduate Studies in Education. Frake has served as a TA for a number of courses in Physical Education since September 2000 when she began her teaching career as an undergraduate seminar leader. She is completing her MEd degree at Brock and holds both an Honours BPhEd ('01) and a BED ('03).

### TA Award: Antony Hunter

Antony Hunter has been a TA in the Department of Recreational and Leisure Studies for almost three years and has been a TA for four different instructors in that time. This year, he is also serving as the course co-ordinator for Tourism 1P91, with

an enrolment of about 500 students. Hunter graduated from Brock with a BTS in 2003.

### Graduate TA Award: Trudy Tattersall

Trudy Tattersall is a graduate student in the MA program in History at Brock. Since starting her program in September 2003, she has been a TA for six different courses in the Departments of History, Women's Studies and Communications, Popular Culture and Film. Tattersall holds an Honours BA in History from the University of Guelph.

# Conversations and reflections

## A Q&A with noted educator Henry Giroux

The following questions and responses are summarized from Henry Giroux's two sessions at Brock University on March 3, 2005, and from several e-mail exchanges following his visit. We would like to thank Dr. Giroux for his political insight and courage.

**Q: In your talk you suggest that higher education is the next site of attack. Could you elaborate on what you mean by this?**

HG: The right wing in the United States has always had a general disdain for higher education, arguing that it was either populated largely by leftists, a site of dissent and therefore, unpatriotic, or that it violated, because of its deeply ingrained secularism, orthodox religious principles. What is new is that corporate power has not only joined hands with the evangelical Christians and neoconservatives, but they control both the government and much of the media. So they not only have power, but they recognize that for the first time in American history they have an opportunity to both corporatize the university and to squelch dissent and academic freedom. Universities are increasingly run as businesses and teachers and students are now seen as workers and clients.

The notion that the university is a democratic public sphere, designed largely to educate students in a variety of intellectual traditions and prepare them to be active and critical citizens in a global democracy, has almost no currency among the various right wing elements controlling power in the U.S. Consequently, the universities are under attack on a number of fronts. Everything from the meaning of the university to the elimination of tenure to the nature of academic labour is up for grabs. Hopefully it's not just a matter of time before it makes its way into Canada. Corporatized education makes it difficult, if not impossible, to maintain diversity of ideas as anything more than tokenism. Once ideas are governed by who can pay for what in school and higher education, then academic freedom, and freedom to think and express critical ideas are practically meaningless. As a new intimacy emerges between higher education and the corporate world, presidents become CEOs, students are customers, faculty are reduced to contract labour, and ideas that don't have an immediate payoff in profits are considered worthless.

**Q: Could you comment on the present generation of learners' expectations of being "edutained" and academic faculty's possible responses?**

HG: Both faculty and students have to monitor the discourses of legitimation. Adults have to be careful about being too paternal with youth - it shuts down the

possibility of conversations. And young people, students, and administrators have to become critically aware so they can fulfil their role as intellectual mentors and agents, prepared to engage the world as critical citizens rather than merely as consumers. Moreover, as the sites and force of education expands to the media and force of the larger culture, educators have to become more sensitive to the ways in which students are being educated. This suggests pluralizing the notion of literacy to include visual culture, for instance, and rethinking the relationship between learning the language of criticism and the responsibility of action. Students need vocabularies attentive to power, to diverse forms of cultural production, and to the promise of democracy and how power both enables and shuts down that possibility. As teachers we have to move to more plural forms of literacy, such as visual and popular culture as well as print. We have to make this culture the object of analysis and the emphasis of course content. Theory is a resource, not an end in itself - the language of critique must also lead to a language of hope and possibility, and it is not enough for students (or faculty) to critique; we must also recognize our agency in the creation and production of culture.

**Q: Could you offer an example of a language of hope and possibility? Some thoughts for us to consider in our designing of courses?**

HG: Where are kids going to learn the language of social justice? How do we talk about the responsibilities of intellectuals in the universities given the present crisis? If you can't think critically, you can't act critically. How does pop culture become a site of struggle? How do we get students to the pleasure of analysis as well as the pleasure of encounter? The context becomes the learning resource: relating knowledge to the experiences and literacies of everyday life while understanding the limits and possibilities of one's life experiences. Pedagogy is a moral and political practice; all pedagogies are directive but not silencing. Knowledge is not a weapon of humiliation. It is perfectly legitimate for teachers to bring subjectivities into play; it is perfectly legitimate for faculty and students to learn with and from each other. I think it is crucial for teachers to lead students to both believe that their lives matter but also that they can make a difference in the world. And that such a difference is in part linked to what it means to imagine the world differently, engaging the reality against the promise, and also recognizing that democracy is always worth struggling over but the precondition for such a struggle — individual and collective — is a critical education.

*Henry Giroux will be the Keynote Speaker at CTLET's Best Practices Day, Tuesday, May 10, 2005, in the Senate Chamber. For information contact the CTLET at ext. 3933.*

## Tips For Managing Your WebCT Course

By Matt Clare - Educational Technologies Support Specialist, CTLET

### The Basics

Your starting point for WebCT accounts and course creation is [www.brocku.ca/webct](http://www.brocku.ca/webct).

From this site you can log into the Management Facility to:

- Request a course
- Reset your WebCT password
- Create a WebCT account
- Manage important dates regarding your current courses

The student enrolment in your course will synchronize with the Registrar's information nightly.

You need to request a course every time you teach it so that student list is current. You have the option to use your previous courses as a template.

### Requesting a Brock Course in WebCT

Be certain of your course code, section, duration and if others are teaching different sections (that you would not want to accidentally 'steal' by selecting 'all sections').

Give yourself some time to develop the course before it becomes active.

If you are going to work with other course designers, add their WebCT IDs at this point.

It is a good idea to add your appropriate library subject specialist so that librarians

can have informed responses to student inquiries.

### Sharing Access

Sharing access with TAs is as simple as finding out their WebCT ID. From within your course, select The 'Control Panel' > 'Manage Course'. Under Manage Teaching Assistants section, select 'Add or Import TAs' and then use the TA's WebCT ID to add him or her.

Unlike TAs, sharing access with other instructors can be complicated. The best strategy is to add other designers/instructors while requesting the course.

Regardless of job title, adding others as a TA is often the easiest way to grant access to WebCT content but not its controls.

### Fostering Course Discussions

It is important to value contributions, so consider assigning marks with guidelines for effective contributions.

Establishing an academic tone online is also important. Try to make the first post when you create a new discussion area in order to outline expectations for discussion and model effective posting protocol.

Be sure the link between the online discussion and your regular class is evident. A few postings from WebCT might be worth reading in the face-to-face class. However, try to summarize discussion threads and synthesize comments: giving too much praise to any particular post might

inadvertently stifle other voices.

For particularly active discussion boards, assigning the task of summarizing discussion threads to the students provides a service and a chance for reflection.

Case studies and role-playing activities also lend themselves to this type of environment.

### Handling Course Communications

Many instructors like to include in their syllabus that all course communications should be done through WebCT and what a reasonable response time is.

Other strategies for disseminating course information are:

- Post important information in the upper or lower textbox of the home page. This is also a good location for your contact information.
- Create an 'Announcements' topic in the WebCT discussion board. You have the option of locking the topic and only unlocking it when you want to make an entry.
- Write a document on your computer. Make it a PDF. Add it to WebCT as a single page.

### Adding Links

Links to other websites can be added through 'Add Page or Tool' option and selecting 'URL'. From this screen add a title, the URL and choose a place for the icon.

One option to help organize your links is

to add an 'Organizer Page' from the 'Add Page or Tool' option. Once the page is created you can add links to that page so as not clutter your homepage.

### Posting Lecture Notes

The wide adoption of the PDF standard has made using WebCT a lot easier for both students and instructors. PDF files are a document format that can be read by everyone for free.

PDF programs like Adobe Acrobat Author, or the inexpensive option ActivePDF you can purchase from the IT Help Desk, all function similarly. There are even a few free Open Source options. All Macs made in the last three years include this Open Source option.

In Word, PowerPoint, etc., PDF files are created by going to the menu 'File' > 'Print' and choosing the PDF creator as your printer. In PowerPoint, to get multiple slides on a page, manipulate the 'Handouts' option.

In WebCT, you can add a single PDF document to WebCT with the 'Single Page' tool, or, create a 'Content Module' and then add a number of files to it. Don't forget to update the student view.

### More Help

The CTLET is always willing to offer help and give advice about your online teaching. Contact Matt Clare at [mclare@brocku.ca](mailto:mclare@brocku.ca) or at ext.4734.

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