



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

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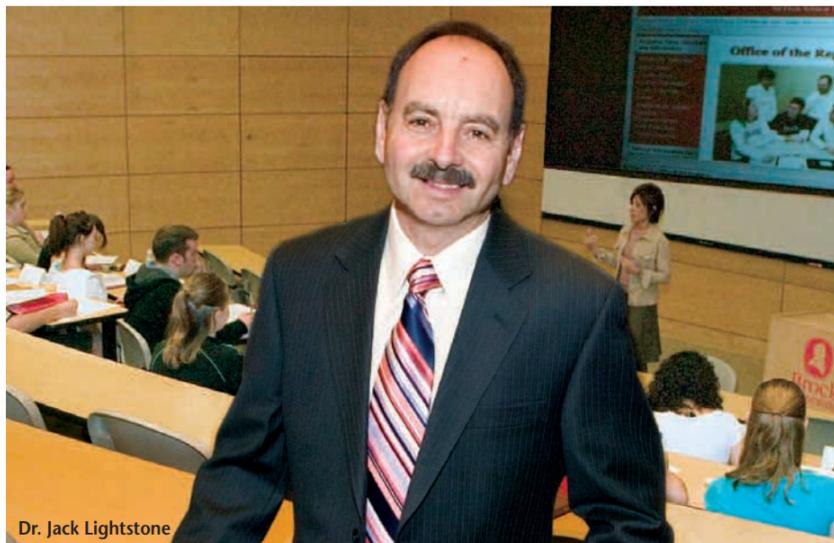
Teaching and research linked through scholarship

In a matter of only a few weeks, I will have my first opportunity to experience an academic term as Brock University's fifth President and Vice-Chancellor, and as a new faculty member with the Department of History.

When my appointment was announced last November, I began the process of self-orientation. I've continued this process since arriving in early July and I have a lot of learning, listening and watching to do in order to better serve Brock at this time in its history.

As for some early observations, I am very aware of the vibrant teaching culture that exists at Brock and its emphasis on a student-centred approach in providing a high-quality and "engaged" academic experience at both the undergraduate and graduate level.

Similar to many Brock faculty, I feel that the role of a teacher is closely related to our activities as researchers and scholars. Research



Dr. Jack Lightstone

can and should have a profound positive effect on teaching, even at the introductory level. The thirst for discovery and knowledge is communicated to students in the classroom from the get-go when all members of the learning community are engaged in inquiry.

Brock has hired many faculty members over the course of the last several years. Many are in the

earlier stages of their professional careers as university teachers and as researchers. They bring new energy and creativity to Brock; their presence represents tremendous potential for institutional academic development. And that potential must be fully realized with the help and nurturing of the University.

Generally speaking, the newer faculty members will have already had many years of training to become researchers, or creators in the fine arts disciplines, before being appointed to an academic post. Many will have had experience in university-level teaching and all have been hired by Brock because they show promise of becoming excellent educators as well as researchers. Yet the advanced studies that prepare one to hold a university-level academic appointment tend to do relatively little formally to prepare one to be an effective university-level teacher. Brock, therefore, has an especial interest in maintaining and creating programs to support the further development of its faculty members as effective teachers and as facilitators of student learning — and this in the quickly evolving setting on social, cultural and technological fronts of the first decades of this 21st century.

Continues on page 4.

Tensions in teaching 'a glorious adventure'

By Maureen Connolly, Director, CTLET



Maureen Connolly

In her brilliant and timeless *Revolution and Poetic Language* (1984), Julia Kristeva proposes a revolutionary text as that which rends and renews without falling prey to reification; this "text" can take many forms and can be embodied in various degrees and kinds of practice, the underlying and recursive ground of which is ongoing commitment to "the subject on trial/in process." Fundamental to "the subject on trial/ in process" is an unresolvable tension that continuously unfolds in waves of manageable and unmanageable variables, complexities, levels and textures with constantly changing rhythms,

resonances, disruptions and disconnects. Fluidity and conflict, agony and joy are necessary partners: the fertile ground of practice.

Academic culture is a constant flux of overlapping beginning and endings. One academic year ends, another begins; students graduate, new faculty begin careers in academic life; the mundane life of the university seethes and pulses: the ebb and flow of human transition and interaction.

New faculty entering academic culture are as heterogeneous as the students entering their classes. They usually have solid preparation within their own disciplinary culture and have been mentored in the inquiry process associated with their disciplines; they usually have less teaching experience and even less leadership and administrative

experience, although they will be expected to take on these roles in their research and teaching. CTLET and the Office of Research Services collaborate to support those competencies which affect the management of research projects and the management of course design and implementation — competencies which are, ironically, not only complementary but practically equivalent!

This is the fertile ground of our teaching, scholarship and leadership: managing and honouring the always/already unresolvable tensions that are the realities of academic culture. Is this a hopeless proposition? Absolutely not! It is, or it can be, a glorious adventure. Our goal is to facilitate your goals in ways that foster high-quality learning experiences for you as teachers, researchers and academic leaders and for the

students entrusted to your competence and care.

We recognize the need for integration of research and teaching and we also recognize the need for choices of focus at various points in an academic career path. Because we believe that learning is at the heart of both teaching and innovation, we believe we can support you in your teaching and learning goals wherever you may be — starting out, mid-career, refining and revising, trying new things.

Your academic life is the ongoing authorship of your revolutionary text, with you as the subject on trial/in process, in this unfolding autobiography. CTLET cannot resolve the tensions, but we can promise you our support and community on your unforgettable ride.

Active learning important to student engagement

By Jill Grose, CTLET



Alistair Summerlee, President of the University of Guelph, began the CTLET's Best Practices Day in May with a message about the value of teaching at his institution: "the only thing sacrosanct in my day is my commitment to teaching." Indeed, it was Summerlee's commitment to learning that was most apparent throughout his address.

The day's theme of "Learner Centredness" is a topic close to Summerlee's heart. As a president who teaches first-year students, often at 5 a.m., he is a strong proponent of inquiry and problem-based learning to encourage student engagement.

Summerlee cautioned Brock faculty and administrators that there was a deepening divide between teachers and learners, particularly in terms of abilities to use communication media to reach students. The student demographic has changed substantially, as has technology, parental and government expectations, and the nature of student learning. With more diverse students as well as a younger first-year cohort, the need to expand our understanding of how and where learning happens is essential.

One way to bridge the gap is through an inquiry approach to learning. Learners learn by doing. According to Summerlee, the most effective way of learning is essentially to use research methodologies. Students who are required to pose questions about what they need to learn and who subsequently engage in the process of research to find an answer will more than likely be engaged. This is active learning.

Linking teaching and research through inquiry fosters the development of both students and faculty in the academy. It provides a way of connecting teachers and learners through a shared problem-solving approach.

For more information on inquiry-based learning, contact the CTLET at ext 3933.

New program launched for GTAs



Ten TAs participated in May in the launch of the Graduate Teaching Assistant Instructional Skills Workshop. They are, clockwise from back left: Michael Moore, AHSC, Ray Borland, PHIL, Becky Choma, PSYC, Dayle Shultz, SOCI, Carol Chalmers, SOCI, Maureen Connolly, CTLET, Jill Grose, CTLET, Jacqueline Spencer, PHIL, Beth Visser, PSYC, Leanne Gosse, PSYC, Giulia Forsythe, CTLET, Sarah Johnson, AHSC.

For Sarah Johnson, a graduate student TA in the Department of Physical Education and Kinesiology (and recipient of the 2005-2006 Graduate TA Award), the GTA Instructional Skills Workshop (ISW) was transformational: "(This program) is absolutely amazing. It changed my life - seriously!"

From May 2 to 4 this year, the CTLET piloted the first Instructional Skills Workshop for graduate teaching assistants. It was attended by four PhD students and five master's students who shared experiences and resources on teaching and learning from their respective disciplines. Each taught

a daily lesson over three days, receiving verbal, written and visual feedback from the group participants. The pilot was the first of a series of GTA Instructional Skills Workshops to be hosted throughout the 2006-2007 academic year.

The emphasis on peer-based feedback is an important part of the ISW program. Each participant is a member of a learning community and feedback is based strictly on how each learner perceives and responds to instruction. Facilitators, too, act as organizers of a feedback process, rather than as teaching and

learning experts. The GTA ISWs, in fact, will be co-facilitated by graduate students who have been trained in the ISW process.

The ISW program is in its fourth year at Brock and has been successfully implemented for faculty members each year as a way of developing instructional expertise and reflective practice in a supportive, collegial environment. Each three-day workshop is restricted to 10 participants and provides an intensive learner-centred experience. Please see page 4 for a list of available dates for scheduled GTA ISWs.

Outstanding TAs recognized with award

The Brock University TA Awards recognize the achievements and contributions of TAs who have made an outstanding contribution to teaching and learning at Brock University. The four awards recognize TAs who are nominated by two individuals from either the student, TA or faculty ranks. The following TAs were named the recipients at a TA reception hosted by CTLET and the Office of the Vice-President, Academic and Provost, on April 7:

Senior TA Award:

Kirsti van Dorsser

Kirsti is a Brock graduate in Psychology and is currently the course co-ordinator for PSYC 1F90 where she acts as mentor and facilitator for an entire cohort of undergraduate TAs. She schedules regular meetings and workshops to discuss teaching and learning issues and recently presented a poster at the Canadian Psychological Association on the importance of training and support for the undergraduate TA.

Senior TA Award:

Elizabeth Ilnicki-Stone

Elizabeth attended Brock University and earned her Honours Bachelor of Science, specializing in chemistry and earth sciences, as well as a Bachelor of Education degree. While she was a student, she was hired as a Lab Demonstrator for first-year chemistry where she fell in love with the job. This past year, she was a Lab Demonstrator for Chemistry 1P00 and Chemistry 1F92, and a Teaching Assistant for Science 1F30.

Graduate TA Award:

Sarah Johnson

Sarah graduated from both Niagara College and Brock University and is currently completing an MSc degree in Applied Health Sciences. In 2005-2006, she was a TA for human physiology, exercise physiology and a course co-ordinator for human anatomy. In May, she participated in the GTA Instructional Skills Workshop and has been awarded a Graduate TA fellowship to assist with GTA programming for the 2006-2007 academic year.

TA Award:

Shonessie Devereaux

Shonessie holds a Bachelor of Physical Education from Brock and a Bachelor of Education from Lakehead University. In 2005-2006, she was the Lab Instructor for movement labs in PEKN 1P93 and a seminar leader for PEKN 3P41. In addition to being a supply teacher, a basketball coach, and a fencer, Shonessie was a recipient of both a basic and advanced certificate in teaching and learning offered through CTLET.



Some of Brock's Teaching Assistants gather during an April TA reception co-hosted by the Centre for Teaching, Learning, and Educational Technologies and the Office of Vice-President, Academic and Provost.

Take some time to reflect with a podcast

By Matt Clare,
Educational Technologies Support Specialist

Reflection is important in life. Many innovations and many revelations have happened during a moment of reflection. Some people benefit from dedicated moments of reflection, but often it is the informal moments that yield results: Archimedes' reflection while sitting in his bath yielded the discovery of the principles of density and buoyancy.

Reflection on teaching can be done at any time and in any location and it can now be done by listening to others' thoughts on teaching, even while in the bath. The University Teaching Podcast is a series of radio-style programs distributed through the Internet that showcases some of the interesting things being said about teaching at Brock. The episodes of this podcast can be downloaded to a computer or an iPod, allowing instructors to create a moment to reflect on their teaching whenever and wherever they want.

In December 2005, the CTLET launched the University Teaching Podcast. Since then, the series has

been downloaded by thousands around the world and has been featured in articles in *The National Post* and the local *St. Catharines Standard*. This podcast is intended for instructors at Brock to benefit from the research and experience of others and to stimulate interest in the broader teaching community.

What is a podcast? The name Podcast is a combination of Apple's iconic portable music player, the iPod, and the broadcast medium. Podcasting is barely two years old and it has progressed from a few individuals recording what were essentially audio journals/blogs, to major movie houses offering podcasts about upcoming releases, and broadcasting companies formed solely around Internet distribution. Podcasting is quickly becoming another established broadcast medium parallel to television or radio and perhaps the most-flexible medium yet developed. Many listeners choose to have these radio-style programs automatically added to their iPod,

but any MP3 player or a computer with speakers will work. Apple's music player and music store, iTunes, is credited as catalyzing podcasting's staggering growth and adoption.

Major broadcasters have begun distributing their content via podcasts. CBC Radio recently announced a major commitment to delivering its original content through podcasts at cbc.ca/podcasts. In many ways, podcasting has been a rebirth of radio in digital format and on-demand.

Any MP3 player, like the iPod, can be loaded up with podcasts to accompany listeners while they do other work, jog, drive to the cottage or sit on a long flight. Simply connect an iPod to a computer and the Internet and new content from subscribed podcasts is automatically downloaded.

One of the best episodes of the University Teaching Podcast was on the topic of reflections itself. The third podcast episode, titled

Lorne Adams, Recipient of the 2004 3M Fellowship, Reflects on Teaching, has received accolades from listeners as far away as Australia. The approximately 15-minute recording can be accessed on the podcast's website at any time and, if it captures your interest, please consider subscribing using the one-click button on the website or search for "university teaching" in the iTunes' podcast directory. If you would like to contribute your reflections on the theme of teaching to Brock's first podcast, the CTLET would appreciate you sharing a few minutes of your time to record an episode.

If like Archimedes, you like to find informal times to reflect, please consider subscribing to the University Teaching Podcast at www.brocku.ca/ctl/podcast. You can either listen either on your computer or on an iPod but, if you plan on listening in the bath, you might want to stick with the iPod.

Upgraded WebCT removes technical barriers

By Matt Clare
Educational Technologies Support Specialist

On July 10, Brock University upgraded from WebCT Campus Edition 4 to Campus Edition 6. This upgrade brings with it a number of exciting enhancements that respond to both students' and instructors' concerns. WebCT CE 6 is an evolutionary step forward from CE 4 and is much more teaching and learning focused. The ease of use of WebCT CE 6 helps remove some of the old technical barriers to creating an effective online course component. Online learning at Brock is about to evolve. Please contact the CTLET if you would like to learn more.

What's new for WebCT CE 6: Making a Fresh Start

Instructors who are new to WebCT do not have the benefit of starting development from a previous course. This task becomes easier with the new "Quick Start Page" for course set-up. When you create a new course, the "Quick Start Page" presents a list of tools and an on/off interface to choose the tools you want to use and those you won't need. Gone is the need to name the discussion board "Discussions" or the mail tool "Mail." Tools are now automatically given simple and consistent names and are in consistent locations between courses.

Student View

The old "s_" pseudo student account has been removed. In WebCT CE 4, the "View" tab was not an accurate student view. Now the "View" tab allows instructors to take tests, review marks and see exactly what students see.

Content is Easily Updated

Colour, size and shape have finally come to WebCT. Combined with the ability to make PDFs for free at Brock and the new "Publish to WebCT" plug-in available for PowerPoint getting content to WebCT has never been easier.

Chat tool

As the Web developed, the WebCT chat tool did not age gracefully, and other tools such as instant messaging clients started to demonstrate what chat could be. CE 6 introduces a new and exciting chat tool with options for turn taking, style and colouring options and other substantial improvements. The old whiteboard has been merged into the chat tool, creating a new tool that is more than the sum of its parts. Synchronous chat has never been a more practical pedagogical option at Brock.

New "My Files" Area

Previously, multiple courses using the same file would require instructors to upload multiple files.

With the new "My Files" area, files are available from every course with which an instructor is working. Updates and Information: www.brocku.ca/webct - official updates and information about WebCT ctllet.brocku.ca/ce6 — ongoing documentation project for WebCT CE 6.

WebCT Workshops August 2006

Check www.brocku.ca/webct for details.

Introduction to WebCT Tools: (Hands-On Session)

This hands-on session combines an overview of the available tools in WebCT with lots of practice time to build your course at your own pace and according to your own learning objectives. Become familiar with basic WebCT tools such as file uploads, discussions, mail, and the WebCT calendar. If you're new to WebCT, or have been considering using it for awhile, now is the time to discover what WebCT has to offer.

Please bring your course materials and everything else you need to get started on a CD, memory stick or disk. You are welcome to bring your own wireless laptop if you have one that works at Brock. Be sure that you know your Brock e-mail password.

Transition to WebCT CE 6: (Hands-On Session)

WebCT Campus Edition 6 has a lot of new and exciting features that everyone should know about. This upgrade also brings some evolutionary changes to the interface that eliminates some of the old quirky steps in WebCT CE 4. This workshop will help you get your course ready for this fall and help you acclimate to WebCT CE 6.

Please bring your course materials and everything else you need to get started on a CD, memory stick or disk. You are welcome to bring your own wireless laptop if you have one that works at Brock. Be sure that you know your Brock e-mail password.

CSI: WebCT

Case Study Investigators: WebCT. This workshop is an opportunity for you and your colleagues to put on your investigators' hats and work through some course design issues that pertain to WebCT. You will gain better insights into how WebCT can be used for your course and then you will be prepared for situations that may arise in your course.

Six professors honoured for teaching excellence

Brock University honoured six faculty members for their contributions to teaching as part of the Spring 2006 Convocation ceremonies held from June 5 to June 9.

"The innovation, dedication and commitment to our students exhibited by this year's recipients of the Faculty Award for Excellence in Teaching reflects well on Brock's reputation for teaching excellence," said Dr. Michael Manley-Casimir, Acting Vice-President, Academic and Provost.

Recipients of the annual Faculty Award for Excellence in Teaching were chosen by a selection committee from each of Brock's six Faculties. Represented on the committee were faculty members, staff and students. Nominees required a reputation for superior teaching and were recognized for this quality by students and colleagues.

This year's recipients were:

Professor Anne Elliott, Pre-Service Department, Faculty of Education:

Professor Anne Elliott demonstrates an unfailing commitment to teaching. She mentors both students and new faculty members and her outstanding contribution to the Faculty of Education is an ideal to which all can aspire.

Professor Elliott teaches undergraduate students in the Pre-service Department and she is also a graduate of Brock, having received her BA in History and Master of Education at the University. She completed her educational doctorate at the Ontario Institute for Studies in Education (OISE), at the University of Toronto.

Among her contributions to teaching and learning, Professor Elliott's teaching has centred on language education and children's experiences of popular culture. Currently, she is leading the development of the Centre on Critical Literacy at Brock.

Professor Zopito Marini, Department of Child and Youth Studies, Faculty of Social Sciences:

Professor Zopito Marini is the complete teacher in the sense that he is not only an excellent instructor in the classroom, but he is also committed to the promotion of

good teaching.

Professor Marini consistently received one of the top rankings for teaching evaluations in his Department and he was also listed as one of Brock's favourite professors in The Student's Guide to Canadian Universities.

Professor Marini has been a major player in encouraging professional development at Brock and he has contributed to the scholarship of teaching by presenting at conferences and by publishing on issues related to the humanization of technology in instructional settings.

Professor Derek Knight, Department of Visual Arts, Faculty of Humanities:

Professor Derek Knight is deeply engaged in contemporary art. As a teacher, scholar, curator and artist, he is singular in his ability to translate the complexities of 20th- and 21st-century art into ideas that resonate with students.

Professor Knight brings to his lectures an intellectual rigour mixed with wit and a keen sense of irony. He fosters in his students an abiding appreciation of the ways in which art can and does question, challenge and ultimately shape society.

To supplement his words in a department dependent on images, Professor Knight has built a visual resources library of 50,000 slides that are used to illustrate lectures on art history and studio processes and trends.

Professor Knight's research scholarship is focused on the Vancouver photo-conceptualists, public art and the ecologies of space.

Professor Michael Bidochka, Department of Biological Sciences, Faculty of Mathematics and Science:

Professor Michael Bidochka is always eager to listen to and learn from others and he carries this love of learning into the classroom. Many of his former students confess that his enthusiasm for his subject matter is contagious.

Rather than use the conventional approach in teaching introductory microbiology, he chose themes and used specific microbes to illustrate concepts embedded in the themes. Professor

Bidochka has intentionally stepped outside standard lecture-style boundaries in an effort to encourage students to function independently and to be able to apply knowledge to different areas of biology.

Professor Ana Sanchez, Department of Community Health Sciences, Faculty of Applied Health Sciences:

Professor Ana Sanchez has a demonstrated record of teaching excellence both within the classroom and through her innovative work in curriculum development and educational leadership.

She is a highly skilled scientist and the classes she teaches at the University - Global Issues in Infectious Disease, Fundamentals of Infectious Disease, International Health Field Course - are the first of their kind at Brock, and are highly subscribed to.

Her innovative work in the area of online educational delivery and the development of virtual learning objects has yielded publications and an educational CD-ROM commissioned by the Food and Agriculture Organization (FAO), a United Nations body, to foster understanding of a common parasite (Taenia Solium) in developing nations.

For the last three years, Professor Sanchez has led an International Health Field Course to Honduras to study and gain first-hand knowledge of international health issues within a developing country.

Professor Teresa Menzies, Department of Organizational Behaviour, Human Resources, Entrepreneurship, and Ethics, Faculty of Business:

Professor Teresa Menzies' skill in the classroom, informed by her active and internationally recognized research and her community service, make her a natural choice for this important award.

Professor Menzies is a charismatic educator who is absolutely tireless in her planning and execution of every class she teaches. She has been named for several years running as one of Brock's "Popular Profs" in Maclean's annual Guide to Canadian Universities.

She has not only structured her courses with rigour, but has also worked tirelessly to enhance the academic contributions of entrepreneurship nationally and internationally by serving on editorial boards, chairing national committees, and speaking at conferences. Professor Menzies is also involved in many student activities beyond the classroom. These include her involvement with ACE Brock, the Queen's Entrepreneurs' Competition (QEC) and the Nicol Competition.

UPCOMING EVENTS

WebCT Events

- **Case Study Investigations WebCT** (Aug. 23, 1 to 3:30 p.m., Smart Classroom, WH147)
- This workshop presents an opportunity to explore course design issues that pertain to WebCT.

- **Introduction to WebCT Tools** (August 25 - Hamilton Campus Only) (Aug. 28, 29, hands-on session 1-3:30 p.m., Th 253 e-classroom)

This hands-on session combines an overview of the available tools in WebCT and lots of practice time to build your course at your own pace.

- **Transition to WebCT CE6** (Aug.30, 31, hands-on session 1-3:30 p.m., Th 253 e-classroom)

WebCT Campus Edition 6 has lots of new and exciting features. This workshop will help you get your course ready for the fall and help you acclimatize to WebCT CE 6.

New Faculty Mentoring Program (TH 253, e-classroom)

Events and workshops will be offered for new faculty members on the following dates: Sept. 28, Oct. 26, Nov. 23, Dec. 21; 3 to 5 p.m. and Oct. 6, Nov. 3, Dec. 1; 12 noon to 2 p.m.

TA Events

TA Day (Sept. 9)

Full-day orientation to being an effective Brock TA.

TA Workshops

Workshops for TAs begin Sept. 23 and will be held on the following dates during the Fall term:

Sept. 23, Oct. 7, 21, Nov. 4, 18, Dec. 2

Graduate TA Instructional Skills Workshops (ISWs)

Held over three days, the ISW is designed to enhance the teaching effectiveness of Graduate TAs through providing teaching practice and feedback in small groups. Fall dates:

Sept. 5, 6, 8; Sept. 19, 21, 26; Sept. 29, 30, Oct. 1; Oct. 14, 15, 16; Nov. 11, 12, 18; Dec. 1, 2, 3.

Graduate TA Workshops (TH 253, e-classroom, 12 noon to 2 p.m.)

Workshops for Graduate TA are held once each month.

Sept. 18, Oct. 26, Nov. 20.

Upcoming Conferences in Teaching and Learning

ISSOTL 2006

The 2006 ISSOTL Conference "Making a Difference: Connecting to Transformational Agendas" will be held in Washington, D.C., Nov. 9 to 12. (www.issotl.indiana.edu)

POD Network 2006

The Professional and Organizational Development Network in Higher Education (POD Network) Conference "Theory and Research for a Scholarship of Practice" will be held in Portland, Ore., Oct. 25 to 29. For more information, please visit www.podnetwork.org

The Teaching Professor 2007

The 2006 Teaching Professor Conference "Educate, Engage, Inspire" will be held in Atlanta, Ga., May 18-20, 2007. For more information, please visit www.teachingprofessor.com



John Mitterer

Mitterer named Chancellor's Chair for Teaching

Congratulations to John Mitterer, Department of Psychology, who was named a recipient of the Chancellor's Chair for Teaching Excellence for 2006. Mitterer will be exploring the educational benefits of applications of new digital tools for large classes.

Teaching and research – continued from page 1.

We must create the conditions of faculty members' success as teachers and researchers, upon which Brock's success is predicated. A continued focus on teaching excellence at Brock will contribute to our ongoing progress in becoming a comprehensive university and increased recognition as a centre of undergraduate and graduate education, and as a centre of research at national and international levels.

As we continue on our strategic direction, Brock has the opportunity to take a lead role among Canadian universities to collectively address the emerging challenges facing our society.

Given the complexity of the

world in which we Canadians must operate, society requires a much higher proportion of its citizenry than ever before to have a university-level education, with an increasing need for post-graduate level degrees, including many PhDs in a broad spectrum of areas.

Our universities must increasingly internationalize their curriculum, exchange programs, their student recruitment, research endeavors, and many of their core activities. Canada's universities must become the test-bed and practice-field for Canada and Canadian students who will live and work in a highly socially and culturally diverse, and internationalized, environment.

Canada's universities must

strengthen their ties on many fronts with the concentric circles of communities of which they are a part, beginning with, but not limited to, their regional communities. They should act as windows for their regions and encompassing communities into the emerging world beyond the immediate environs - provincially, nationally, internationally - a world in which these local regions must place themselves (again, with the universities' active participation) strategically.

Institutions of higher learning must be proactive in exploring the potential of new technologies in education, research, knowledge dissemination, social and cultural formation, commerce, and many

other spheres.

It is apparent to me that Brock has already chosen to become a university that will play an important role on many of the aforementioned fronts.

Indeed, Brock has the opportunity to become a model in many respects of a new type of university engagement in society as it continues to redefine and strengthen its roles in undergraduate and graduate education and in research.

Sincerely,

Jack Lightstone

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