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The future of our association

Last October, I had the honour of becoming the president of our association and this is my first message in this capacity.

My first words are for the outgoing president, Mr Malcolm Sharp, whom I want to thank, on behalf of all the CVA members, for his leadership and accomplishments during these last two years. Fortunately, we will have the opportunity of benefitting from Malcolm's experience and wisdom as he will remain a member of CVA's board for the next two years. I also want to express our gratitude to Keith Dunbar who was the president of our association from 1997 to 1999, a member of the Board and a major actor in the life of our association over the last ten years. We will miss you, Keith, but I know that you will not hold it against us if, from time to time, we seek your opinions and suggestions.

2002 will be a crucial year for the future of our association. In many ways, CVA is at a crossroads. CVA's reputation and presence has now extended well across

GVA PRESIDENT
PIERRE MORIN
PRESIDENT DE L'ACFP



Canada's boundaries but, at the same time, our membership has been declining ... an issue which is confronting several associations these days. CVA's expertise in the field of competency development is more and more acknowledged worldwide but we lack the resources — especially a permanent staff — to promote and to administer our training and certification programs and modules. For several years, we have been able to benefit from the expertise, talent and dedication of a group of very active members. However, our leaders' hair — and you can count me among them — is growing

greyer every year and it is now imperative to initiate a "rejuvenating cure" both in our membership and at the Board level. These few considerations illustrate the issues and challenges that our association needs to address. This is why CVAs board members will initiate in the coming weeks a strategic assessment and planning process to which we intend to involve all the membership by ways that will soon be determined and announced.

Continued on page 26

L'avenir de notre association

En octobre dernier, j'ai eu l'honneur d'accéder à la présidence de notre association et il s'agit ici de mon premier écrit à ce titre.

Mes premiers mots s'adressent au président sortant, Malcolm Sharp, que je veux remercier au nom de tous les membres pour le leadership dont il a fait preuve et pour le travail accompli au cours des deux dernières années. Heureusement, nous pourrions bénéficier encore de l'expérience et de la sagesse de Malcolm puisqu'il continuera de participer aux délibérations du conseil d'administration à titre d'ancien président. Je veux également exprimer notre reconnaissance à Keith Dunbar qui a présidé aux destinées de l'ACFP de 1997 à 1999 et qui aura été un membre assidu du conseil d'administration et un pilier de l'ACFP au cours des dix dernières années. Tu nous manqueras, Keith, et je sais que tu ne nous en tiendras pas rigueur si, de temps à autre,

nous sollicitons ton point de vue et tes suggestions.

2002 sera une année déterminante pour l'avenir de notre association. À plusieurs égards, l'ACFP est à une croisée de chemins. La notoriété et le rayonnement de l'ACFP dépassent désormais largement les frontières du Canada mais, en même temps, notre membership décline depuis quelques années ... une situation à laquelle un grand nombre d'associations sont confrontées par les temps qui courent.

L'expertise de l'ACFP dans le domaine du développement des compétences est aujourd'hui mondialement reconnue mais les ressources nous manquent présentement — en particulier un personnel permanent — pour promouvoir et assurer la gestion courante de nos programmes de formation et de certification. Nous avons la chance de nous appuyer depuis plusieurs années sur un noyau de membres qui mettent bénévo-

ment leur dynamisme, leur talent et leur expérience au service de l'association et de ses membres. Toutefois, force est de constater que les têtes de nos chefs de file — et j'en suis — sont de plus en plus grisonnantes et qu'il devient impératif d'amorcer dans les plus brefs délais une « cure de rajeunissement » tant au niveau du membership de l'association que de ses dirigeants.

Ces quelques constatations donnent un aperçu des enjeux et des défis auxquels notre association est présentement confrontée. Voilà pourquoi le conseil d'administration de l'ACFP procédera au cours des prochaines semaines à un exercice de réflexion et de planification stratégiques auquel nous voulons associer tous les membres de l'association selon des modalités qui seront définies prochainement.

Continued on page 26

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Tous les rapports de la conférence sont disponibles sur le site Web et dans les deux langues officielles

TO LEARN OR NOT TO BE!

All Conference reports are available on the Web site and in both official languages.

October 29, 2001 — Montreal, PQ

About 150 people attended our annual conference that was held at the Ecole des Hautes Etudes Commerciales in Montreal who were co-hosts. <Picture 1>

Some sixteen sponsors provided financial support and an additional six partners provided facilities or human resource support to provide us with an exceptionally presented conference. Pierre Morin, our 1st Vice President, along with his organizing team, Daniel Cote, Jean Beaudry, Laurie Le Breton, and Graham Weeks did an exceptional job with the help of Janine Lahaie and Nicole Durand, Flair Communication Inc., in organizing and facilitating this conference that focused on the "Learning Capability of Organizations."

<Picture 2>

Jane Louks, our office manager assisted at the registration desk and provided the opportunity for delegates to pick up CVA literature.

<Picture A>

Pierre Morin, our first Vice-president, opened the conference by introducing Malcolm Sharp, President of CVA, who welcomed everyone to this 37th CVA conference. Malcolm expressed his support for the conference where discussions were to encompass the learning capability of organizations, a very contemporary issue that confronts business and industry, and educational institutions as well as groups and individuals working in these different environments. He also thanked the Ecole des Hautes Etudes Commerciales (HEC) for their sponsorship and providing the excellent facilities for the various sessions.

Pierre then introduced the keynote speaker, Real Jacob.

Real Jacob, Professor, HEC, who is also the Scientific Director, Knowledge Management, Centre francophone d'information des organisations (CEFRIO). Professor Jacob's research and courses focus on the renewed management of human resources, the transformation of organizations, learning organizations, virtual networks and knowledge management. In 1999, he received the prestigious Leaders



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in Management Education award given out by the National Post/Financial Post for the quality of his teaching and his impact on the business world.

<Picture 3>

Professor Jacob presented a very convincing argument that knowledge and learning management has become, more than ever before, a matter of life or death for businesses, whatever their size or domain.

After Professor Jacob's message Pierre presented him with a gift of thanks on behalf of the conference organizers.

<Picture B>

There were four simultaneous workshops in the morning and again in the afternoon with a panel discussion taking place at the end of the conference. The text for each of these workshops has been recorded and is available on our Web site (cva-acfsp.org). Following is a brief summary of each.

Workshop 1: What are the principal characteristics of a Learning Organization?

Speaker: Julia Gluck, President, Adejeo Enterprises Inc. (Toronto).

<Picture D>

Julia has been a consultant for 15 years and has provided expert advice to companies wishing to implement change and improve their performance by using the concept of a learning organization.

The intent of the workshop was for participants to take away a list of concrete practical steps that organizations could take to become learning organizations. In short, the participants were to learn by experience, take something away, reflect on the experience and transfer the learning. Julie shared her learning gained from working with her clients supported by a review of 3 specific case studies. The cases all emphasized the importance of continuously acquiring knowledge, sharing it and storing it for the benefit of the organization.

The first example was The Walking Billboard.

The prescription was for each person to go around the room one by one, to tell everybody their name, their organization's name and why they were attending the workshop. This was achieved by each person writing this information on a piece of flipchart paper that was taped in front of them. Each participant then went about introducing themselves to each other. Once the exercise was completed the objective was to talk about the experience, the feel-



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ings, and what else was learned (acquire knowledge, share and store.).

<Picture 4>

O.A.R.R. Model example dealt with: Outcome, Agenda to support that outcome, Roles, and clearly defined Rules. Julia led the group by discussing norms of behaviors required to learn effectively.

R.A.T. Model (Reflect, Analyze, Transfer) example is a simple model integrated into every agenda that a learning organization has in anything it does, particularly in formal meetings. One should have the opportunity at the end of every agenda to Reflect, Analyze and Transfer.

Julia defines a learning organization as: "an organization that takes the knowledge and experience of one individual or one group/team and makes it accessible and useable by the rest of the organization". In this definition knowledge means: knowledge and management of human resources and conceptual knowledge. (Attitude, data, best and worst practices, technical skills, experience, know how to act interpersonally, know how to conceptualize, to act strategically.)

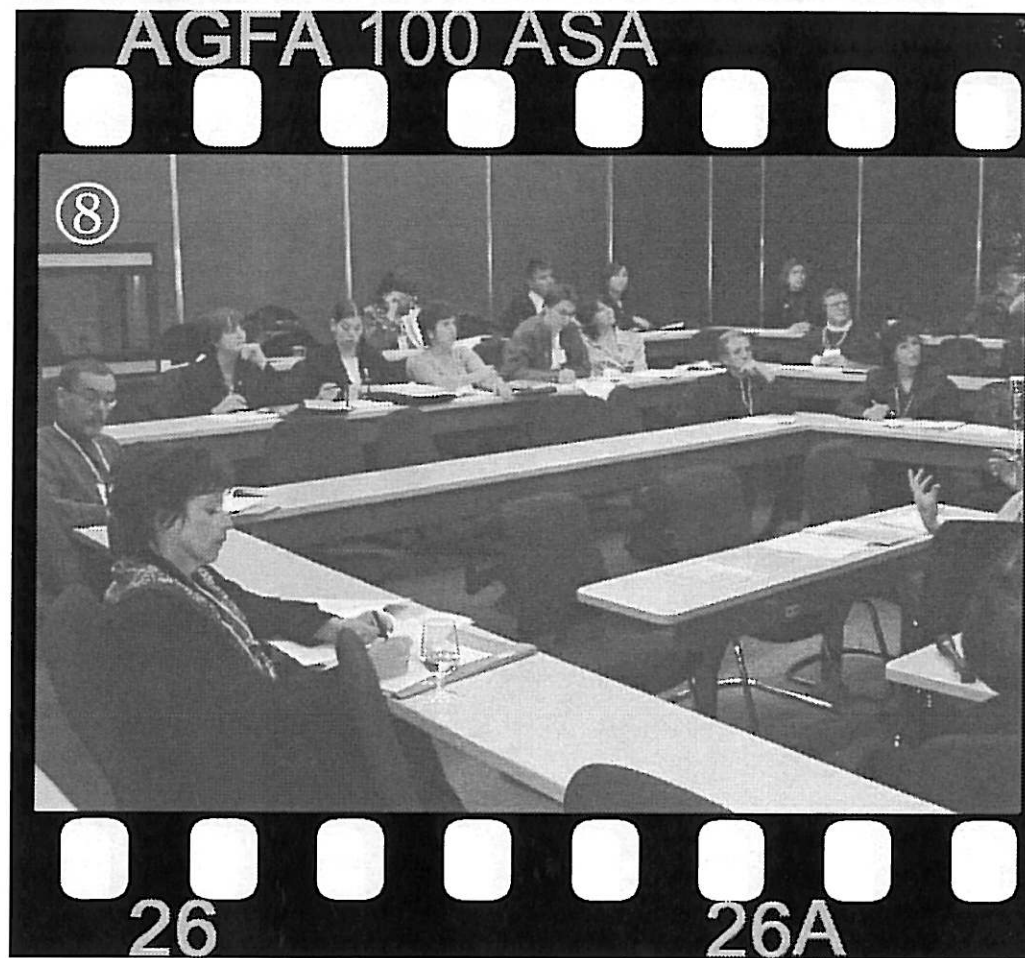
Workshop 2: Strategies, models, methods and processes to enhance your organization's learning capability.

Speaker: Darell Dutton, Vice-president of Human Resources at Wescast Industries (Brantford, Ontario).

<Picture C>

With 2,000 employees in five countries, Wescast has become the world's leading supplier of cast exhaust manifolds for cars and trucks. With total sales of \$230 million, Wescast has expanded from a single casting operation in Wingham, Ontario to a 1500 employee, publicly traded organization now growing into the U.S, Germany, England and Japan. A key ingredient to their success? Wescast's HEART Program (Helping Everyone Achieve Rewards Together) a name chosen by participating employees. The following triangle is the symbol of Wescast's HEART Program.

The HEART program is based on the work of Joseph Scanlon, a steel worker and union leader during the depression who developed the 12 step 'Scanlon plan', a participative management and employee-involvement program founded on four basic principles: identity, participation, competence and equity. Identity ensures that everyone understands the real needs and



expectations of the company's customers, investors and employees and recognizes their role in satisfying these needs. Participation is the opportunity given by management to employees to influence the decision making process through performance improvement team meetings, operational task forces and suggestion systems. Competencies in management and technical skills are improved on a continuous basis in order to increase productivity. Equity is the

end result of the HEART program: customers receive better quality castings, investors receive a stronger stock and employees receive job security, a challenging work environment and if earned, profit sharing and gain sharing.

Workshop 3: E-learning — features, factors to be considered and pitfalls to avoid.

Speaker: Yan Bodain, instructor in the Information Technologies Teaching Service

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at the Ecole des Hautes Etudes
Commerciales.

<Picture 5>

The advantages and disadvantages of E-learning from the perspective of the student, the teacher, the institution and society is at two levels, pedagogical and technological. At present, according to Mr. Bodain, the disadvantages far outweigh the advantages.

With respect to pedagogy, scientific studies to date have not been conclusive with regard to the effectiveness of E-learning. In the area of the economy, the following observations have been made:

- Little information is available;
- High technical risks;
- Relatively high cost (the profitability threshold requires a significant number of students);

Ideally, the project should have a life span of four to five years. We have barely begun to understand the problems related to the construction of distance courses by Internet.

Workshop 4: Is the Learning Organization concept applicable to educational institutions?

Speaker: Diane Lalonde, coordinator of the Quality Program at St-Lawrence College, Ontario.

<Picture 6>

Since 1992, St Lawrence College has been working on the creation and maintenance of a quality program. With the main objective, the improvement of teaching and services provided to students (who are referred to as "clients"), St Lawrence College has opted for a uniform and rigorous method. In 1995, it officially registered its quality system with the ISO 9001 standard, thereby becoming the first college in North America to obtain this certification.

The foundation of this system is the establishment of norms, making all its personnel responsible, and the implementation of a system of internal audits (or control system). Each approach enables the elaboration of a more standardized curriculum and seeks to enhance the college's reputation and credibility in the eyes of the community.

In that the improvement of systems and teaching processes is a significant challenge for all teaching establishments, Ms. Lalonde reviewed St Lawrence's experience by drawing on the laws of the 5th discipline such as they are laid out by Peter

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Senge.

Lunch <Picture 7>

A fantastic lunch was provided the delegates and was put on by the staff and students of the Ecole des Hautes Etudes Commerciales.

Workshop 5: Co-development and action learning groups — an approach which is beneficial both to individuals and to organizations.

Speakers: Yvonne Poulin, Program Director at L'Institut Philippe-Pinel de Montreal, and Adrien Payette, who taught at the Ecole Nationale d'administration Publique.

<Picture 8>

The professional co-development group is a training approach based on groups and participant interaction aimed at meeting a fundamental objective: improving one's professional practices. The professional co-development group and action learning are viewed as the same approach because, as Adrien Payette points out, they differ only in terms of the scope of the studied goal.

In co-development, all aspects of professional practice are open to study: each participant brings an element of his or her practice (a project, a problematic situation, a concern) to the group. This element can change at each meeting depending on the professional's needs. In action learning, the group is built around the specific project that each member conducts in real time at his or her work, and at each meeting only the project's state of advancement is studied.

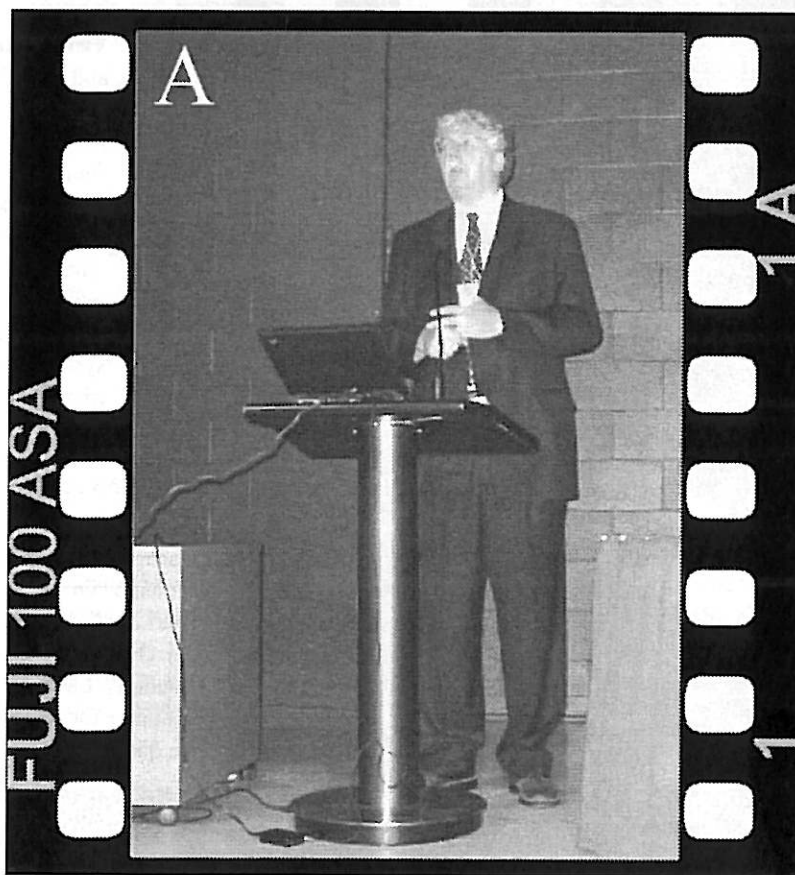
The goal of this approach is to learn how to reflect in a structured way about one's professional practice, to assess strengths and weaknesses and to transfer on the basis of what has been realized in this approach. In taking part in a co-development group, participants have the opportunity to develop or consolidate their consultation skills, especially the art of asking questions, of listening and of making suggestions.

Workshop 6: Team learning — a new venture for many organizations.

Speaker: Jean Drolet, Innovation projects coordinator at the Commission de la santé et de la sécurité au travail (CSST) (Commission of Occupational Health and Safety).

<Picture 9>

Jean Drolet recounted a team learning experience at the Commission de la santé



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et de la sécurité au travail that occurred when this organization was undergoing a major shift in the 1980s. Since its creation in 1931, the Commission des Accidents du Travail, which became the CSST in 1980, had always taken a legalist and normative approach, that is, an approach based largely on applying the law and other attendant frameworks. The shift, which took place in the 1990s, led the CSST to focus more on the needs of clients from the perspective of prevention as well as the needs of workers with work-related injuries. In addition, the CSST planned to develop constructive and efficient relations with its various partners (hospitals, clinics, CLSCs, insurance companies, unions, etc.) while ensuring that the law and its regulations were respected.

Winning Strategies

This shift was made possible due to the following strategies: Effective leadership. Management clearly defined the features of the new orientation that it intended to favour.

Employee involvement. Management first solicited and obtained the collaboration of personnel wishing to participate in the change, and hoped that there would be a snowball effect to bring about the involvement of other employees.

- A meticulously prepared action plan
- ♦ **First step:** identify client expectations and their various needs (physical, moral, medical, familial and financial);
- ♦ **Second step:** put to work the skills (explicit knowledge) and experience (tacit knowledge) of the employees to choose strategies which could meet the expressed expectations and needs. During this second step, managers and employees participated in discussions as equals;
- ♦ **Third step:** work organization, that is, responsibility and task sharing and the implementation of a team operating system based on the principle applied in the preceding step (each member, whatever his or her status, is a full participant);
- ♦ **Fourth step:** the introduction of an e-mail system. This system enables team members to communicate quickly with clients, to consult one another, to inquire into available services provided by partners and to inform clients without delay. The introduction of this system fosters team exchanges and learning while making it possible to create a bank of solutions and a virtual documentation centre, two precious instruments in the ongoing training of employers and employees.

These steps are the main elements of a model that seeks to integrate and involve all professionals concerned. In this model, managers leave aside their role as "commander," and become a leader, a "coach," and a facilitator. In addition to continuing to "perform," employees must also contribute to meeting team objectives. Partners are called upon to collaborate in seeking solutions. Lastly, innovation and research are viewed as essential activities for ensuring the maintenance and improvement of service quality.

Pitfalls to avoid:

- ♦ Never questioning ways of doing things;
- ♦ Abandoning an attempted change because it appears to be too complex;

- ♦ Only valuing explicit knowledge (e.g., degrees) to the detriment of tacit knowledge (experience);
- ♦ Only favouring individual performance;
- ♦ Assigning considerable importance to respecting the hierarchy rather than interpersonal relations.

Conclusion

Three key ideas emerge from the presentation:

- ♦ As a manager, be able to decide to initiate change and what its orientation will be;
- ♦ Carry out the change by steps
- ♦ Define a theoretical concept;
- ♦ Establish an experimental model;
- ♦ Determine a structured process;
- ♦ Plan the project in line with an operational reality;
- ♦ Foresee reactions to the change and keep in mind work climate.

Workshop 7: Using information technology for managing competency development.

Speaker: Benoit Guay, Vice-president at DMR Consulting and responsible for "DMR world-wide Competency Centre for knowledge management services."

<Picture 10>

Summary of Benoit Guay's Presentation

When we think about information technologies that support learning, we immediately think about computer-assisted courses and the latest from the Internet, e-learning. We also instinctively relate these new technologies to the individual learning of a new subject matter, new knowledge.

However, information technologies are not only used for individual learning and the acquisition of new knowledge. They can also facilitate the development of skills (know how) and attitudes, and this, not only at the level of the individual, but also at the level of teams and the organization as a whole.

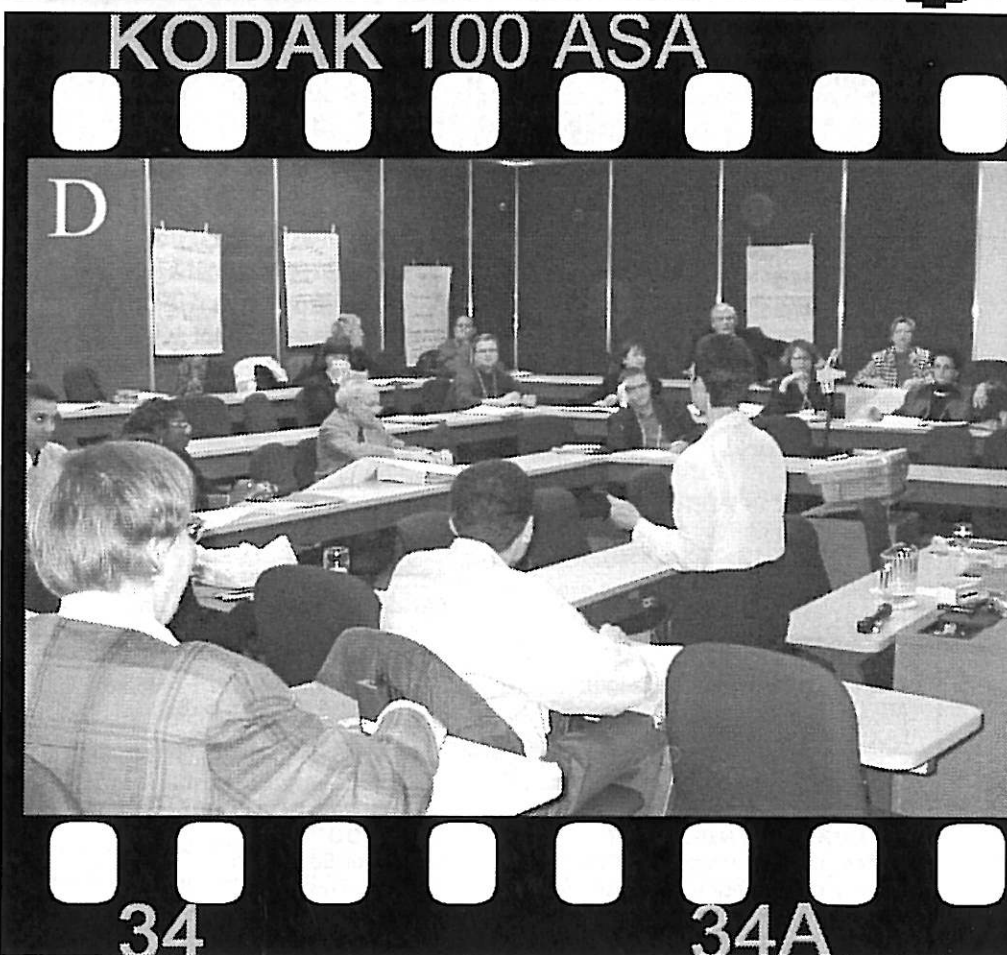
During this workshop, Benoit Guay presented the knowledge cycle, from its creation to its "capture," its structuring, its learning and its reuse. He then described the tools companies can use to support the knowledge cycle.

Examples of different learning levels

Operational learning:
How to write a monthly report.

Tactical learning:

How to get something accepted by our



superiors, who perhaps have an objective that is different than ours.

Strategic: How to go about meeting our business objectives. Who learns?

Individuals: Each individual has to assimilate a way of doing things, processes, what is or is not acceptable in the company, and so on.

Groups: How do teams learn? By exchanging information; dialogue is thus a learning precondition for all teams.

Organizations: Most organizations are poor learners. It is not enough to formulate processes or to be informed about decisions that are made. It is also necessary for all those concerned to understand the reasons behind these decisions. In addition, it is essential to document practices (ways of doing things): the most valid information often remains in the heads (tacit knowledge) of managers and employees.

Workshop 8: How can organizations enhance their learning capability through partnerships with educational institutions.

Speaker: Larry Coffin, consultant and founding member of Holland College, P.E.I.

<Picture 11>

Summary

Generally speaking, it is difficult to establish a partnership between the educational community and the business world, two universes which differ at several levels. Holland College is a professional teaching institution which, since its creation, has fostered this kind of approach to designing its training programs. In order for a partnership between the business and the education communities to be possible and effective, each party has to receive tangible benefits. By collaborating with teaching establishments, companies gain access to customized training which directly meets their concerns and their needs because they influence the program content. Moreover, the college takes care to ensure that it offers relevant programs that more adequately prepare students for the exigencies and realities of the world of work. In addition to implementing an ongoing dialogue, this model enables partners to define the criteria and the performance standards which will be recognized by all the parties.

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NET-SPEAK
ARE YOU A
NETIZEN?

Acronym Definition

- AFK** — Away from keyboard
- B4** — Before
- BBL** — Be back later
- BCNU** — Be seeing you
- BFN** — Bye for now
- BRB** — Be right back
- BTTH** — Boot to the head
- BTW** — By the way
- CU** — See you
- CUL** — See you later
- CUL8R** — See you later
- EG** — Evil grin
- ETLA** — Extended three letter acronym
- F2F** — Face to face
- FYA** — For your amusement
- FYI** — For your information
- G** — Grin
- IAE** — In any event
- IMHO** — In my humble opinion
- IMnsHO** — In my not so humble opinion
- IMO** — In my opinion
- IOW** — In other words
- IRL** — In real life
- JASE** — Just another system error
- JK** — Just kidding
- L8R** — Later
- MORF** — Male or female
- NRN** — No reply necessary
- OBTW** — Oh, by the way
- OT** — Off topic
- OTOH** — On the other hand
- OTTH** — On the third hand
- PD** — Public domain
- RE:HI** — Hello again
- ROFL** — Roll on the floor laughing
- ROTFL** — Roll on the floor laughing
- SITD** — Still in the dark
- SYL** — See you later
- TIA** — Thanks in advance
- TNX** — Thanks
- TTFN** — Ta-ta for now
- TTYL** — Talk to you later
- VEG** — Very evil grin
- VES** — Very evil smile
- W** — Wink
- WYSIWYG** —
What you see is what you get

Learning Spanish On-line

New Brunswick's Department of Education, has recently launched an unparalleled language opportunity for students

Since September, an on-line Spanish course is being offered in Anglophone and Francophone high schools throughout the province. Introductory Spanish is one of at least 26 optional courses to be delivered to high schools this year using distance education technology. This is a two-fold increase in one year.

Since Spanish is the second-most widely spoken language in the Americas and is one of the four most spoken languages in the world, the government of N.B. felt that providing young people with the opportunity to gain knowledge of a third language, while learning about the culture of Hispanic people in the Americas, would build on the linguistic advantage it now has over competitors. New Brunswick is the only officially bilingual province in Canada, where approximately 35 per cent of the population is French-speaking and the rest is Anglophone and First Nation people. This was also a strategic initiative considering the economies of North, Central and South America become progressively intertwined.

This introductory course, the first of its kind in Canada, focuses on the development of language skills that enable students to understand, express and manage basic oral and written Spanish using the communication/experiential approach. Through various information technology applications, this tailor-made course promotes the exploration and acquisition of Spanish as a mode

of communication. The main goal was to create as natural a learning environment as possible. Course content is available via a Web browser. Interactive audio allows the distance teacher and students, to interact in real-time as required in a virtual classroom. Learners can take advantage of advanced presentations that this medium offers, such as: sound, images, videos and animations. Activities and tasks enable learners to build the language acquisition and enrich that experience.

The ability to offer Spanish online to students in the province allows for rural schools that either did not have a sufficient number of students registered or sufficient human resources to deliver the course, to participate in the course. This increases the reach and bridges the opportunity gap between larger and smaller schools.

Jacinthe Robichaud, Assistant Director of E-Learning at the Department of Education explains that learning a language involves active student participation. The design of the course, combined with innovative e-learning applications, encourages regular interaction and communication among classmates throughout the province.

"The wonderful thing about e-learning is that it is very conducive to building learning communities where students work collaboratively and draw from each others' knowledge. Also, e-learning allows for a greater number of learning objects and is adaptable to all learning styles." In addition, students have daily access to their Distance

teacher and their local facilitator who interacts with students on a daily basis. Through e-mail and chats, students can ask questions, send ideas and receive feedback.

Harold Jarche, Chief Learning Officer of Theorix, the company that created the course's asynchronous learning platform, agrees with Ms. Robichaud. "Learning objects are reusable. You can build something once and use it in different ways to suit various learning styles." He also adds that this project has taken full advantage of one of the system's unique features. "From our perspective, one of the most interesting aspects of this project is the very wise application of the real time bilingual capability of our system."

The various themes included in the course are divided into modules that help the students build, step by step, their oral, written and reading skills. Some of the themes addressed include personal identification, friends, family, the home, the community, shopping, clothing, nutrition, hobbies, vacations as well as many Hispanic cultural activities.

The learning evaluation is based on a continuum of basic linguistic skills: oral, written and reading comprehension and production.

The project was a collaborative effort between the two linguistic sectors (francophone and anglophone) of the Department of Education and the production team at the Université de Moncton, with the amiable assistance of several

click.nbed.nb.ca

File Edit View Favorites Tools Help

Módulo 1 | Enlaces | Gramática | Léxico

Módulo 1
Sesión 4 - Alphabet et

Tu es est bien mieux! Nous pi
Aujourd'hui, no
langue espagn

Deux petites n
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Si tu as termin

Shockwave - Microsoft Internet Explorer

A	B	C	CH	D	E
J	K	L	LL	M	N
R	RR	S	T	U	V

piña

Se prononce comme le « gn » en fra

Since September, an on-line Spanish course is being offered in Anglophone and Francophone high schools throughout the province. Introductory Spanish is one of at least 26 optional courses to be delivered to high schools this year using distance education technology. This is a two-fold increase in one year.

Spanish-speaking residents of New Brunswick.

The Government of New Brunswick is pursuing a co-ordinated, strategic approach to making technology available to students and teachers. This includes a \$7-million investment in high-speed bandwidth for every school and the purchase of \$2-million worth of Internet-capable computers with associated equipment and software for schools this year. The latter initiative will help reduce the ratio of students to Internet

capable computers to nine to one.

In fact, Ms. Robichaud says that the Department plans on offering more language courses on line as well as a variety of courses in different subject matters.

Even courses offered as PD opportunities for teachers are currently being developed. Many jurisdictions have showed tremendous interest in the Spanish course and it is expected the course could be ready for export as early as February 2002.

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www.cva-acfp.org

Southern Alberta Institute of Technology

SAITs Web platform technology serving, reaching students

The Southern Alberta Institute of Technology's dedication to providing timely information and exceptional services to its campus constituents lead its decision makers to expand current technology offerings by refurbishing its online campus. The Institute plans to use an expanded license of the Campus Pipeline? Web Platform to better serve its constituents and attract prospective students.

I have included a list of datapoints to give you a better understanding of how SAITs expansion of the two-year-old Campus Pipeline at SAIT will improve the campus experience for current and prospective students, faculty and staff. I have also included information that supports SAITs position as a forerunner in the arena of Web-based recruiting.

Students, faculty and staff will receive personalized content delivery, which will make their campus experience as unique and tailored as possible. The information they receive will be based on their specific role (i.e. student, faculty, alumni) or major.

SAIT will be provided with an automatically configuring, point-to-point, secure data transport channel between the Campus Pipeline Web Platform and any software that the institution integrates, preventing eavesdropping and data tampering.

Campus groups will be able to manage themselves, allowing them to form, interact, and stay connected by receiving access to a private Web community rather than having to go through the IT department.

This technology will include a variety of community tools such as message boards, chat, photo gallery and news postings. SAIT IT administrators will have increased targeted messaging capabilities already provided in the Platform by making it possible to target specific audiences and send announcements based on role and major.

Vision Statement

SAIT's Vision is sharply focused — by 2010 they will be recognized nationally as Canada's premier technical institute, among a handful of the world's finest, setting the standard for excellence in education, training, and innovation.

We will achieve this vision through

the following five priorities:

- Designing quality educational experiences relevant to our learners and customers;
- Providing industry with relevant, customized training to build their businesses;
- Facilitating life-long learning at a time and place that suits the learner's needs;
- Building strategic partnerships with industry, alumni, and post-secondary institutions; and
- Promoting innovation, development of new ideas and processes.

Creating and administering group lists will become easier and postage fees can be diverted to other areas.

In the past, instructors had to manage home pages for each course and section they taught. They will now save time by consolidating the sections and managing a single course homepage, regardless of which courseware vendor the institution chooses. SAIT is heads above the rest in Web-based recruiting efforts. Higher education institutions are striving to create a seamless transition for high school graduates on a quest for the college experience.

Serving: Continued on page 16

Quality technical education

The Southern Alberta Institute of Technology is one of Canada's foremost post-secondary institutions. Its reputation for quality technical education extends beyond Canada, however. Every year SAIT attracts a large number of international students and offers skills training programs in countries around the world. You can find SAIT graduates working in industry across the globe.

SAIT began as the Alberta Provincial Institute of Technology and Art (PITA) in 1916. At that time, the school offered courses to meet the practical needs of both employers and students, a philosophy that continues today. Their doors opened in 1916 to a total of five students and seven instructors.

The campus grew quickly and, by 1920, had trained many disabled soldiers from World War 1. In 1918, SAIT briefly became a hospital when Canada experienced a major influenza epidemic. In 1921, the site for Heritage Hall was chosen to maximize the view of SAIT from downtown Calgary and to give SAIT a first class view of its city centre. This impressive three-story building, designed in collegiate Gothic style architecture, features a façade of Medicine Hat brick and local sandstone from the banks of Big Hill Creek, west of Cochrane.

Quality: Continued on page 16

Quality: Continued from page 15

The building is now an Alberta historic resource and a Canadian historic site.

During World War 2, the Institute's classes moved from the campus to the Calgary Stampede grounds. The Canadian government took over the campus and used it as an RCAF wireless training school. PITA became one of the largest wireless training schools in the British Commonwealth and graduated thousands of radio operators. Following World War 2, with the return of many war veterans, the Institute experienced a period of phenomenal growth. The school was officially named the Southern Alberta Institute of Technology in 1965.

Over the years, SAIT has responded to the changing training needs of students and industry. From its early programs in steam engineering and motor mechanics to today's 70 applied degree, diploma and certificate programs in engineering technologies, health sciences, applied arts, business, apprenticeship trades and more than 2,300 continuing education and customized training courses. SAIT now provides education and training for more than 65,000 learners each year. In recent years, SAIT has developed extensive partnerships with industry to create Centres of Technology Development in a variety of fields, from heating and air conditioning to telecommunications. Today, SAIT provides first class training for students beginning their careers and is the first choice for customized workplace based training.

Serving: Continued from page 15

What makes SAITs online admissions program different from other admissions programs, is the degree of access they offer prospective and admitted students. Prospective students are issued a username and password to the virtual campus, enabling them to access secure back-end systems such as registration, and campus student organizations.

Once students register and are accepted into their programs, they will have access to personalized e-mail and course Web sites via the Campus Pipeline Web Platform.

Online learning reflects industry strength

Clinton Underscores E-learning's Global Role

Los Angeles — Former President Bill Clinton urged e-learning practitioners to “spread the benefits of the digital revolution” to help combat terrorism in a keynote address to thousands of attendees at the OnLine Learning 2001 Conference and Expo, held at the Los Angeles Convention Center September 30 - October 3. Clinton underscored that e-learning can and must give the poor a stake in productive cultures worldwide lest poverty breed more terror. Terrorism and e-learning both bear on rising global interdependence, he said, and e-learning helps to determine “whether on balance this increasing interdependence will be positive or negative.”

Clinton's address kicked off the world's largest e-learning event, presented by Online Learning Magazine and co-produced by VNU Business Media and VNU Expositions Inc. Despite the recent terrorist attacks and sluggish economy, the event drew more than 5,000 attendees — exceeding the expectations of conference management and attendees alike.

Kevin Oakes, president and CEO of Click2learn said, “. . . we all felt attendance was higher than anticipated. Aside from sheer numbers, those who did attend were focused on e-learning as a strategic business imperative. Overall, the show was very productive.”

“Given the number of committed learners and buyers in attendance and the unrivaled roster of industry presenters, the show proved an unqualified success,” said Philip Jones, vice president and conference director, VNU Business Media. “The show continues to reflect and define an industry that is no longer an offshoot of traditional training, but a phenomenon in its own right, as exemplified in President Clinton's comments.”

In addition to Clinton's comments, evidence attesting to the industry's continued strength surrounded the conference, including these highlights:

- ♦ “The State of the Industry 2001”. The

findings were presented from a joint study of the state of the e-learning industry conducted by Online Learning Magazine and the research firm, International Data Corporation (IDC). According to the study findings, e-learning is taking root in organizations of all sizes — and so far, the people responsible for its implementation are pleased with the results. More than 80 percent of respondents reported using some form of e-learning; more than 40 percent of those respondents whose employers haven't adopted e-learning plan to do so within the next two years. And 82 percent of respondents were satisfied with their companies initiatives. Visit www.online-learningmag.com for more details on the study.

- ♦ “The Excellence in E-Learning Awards.” Winners of the expanded program, which recognizes outstanding examples of e-learning throughout the industry, were announced at a Sunday evening banquet. Brandon-hall.com and Online Learning Magazine joined forces this year to offer new categories and to raise the bar in response to an industry that is expanding its horizons. For further information on award recipients, visit www.online-learningmag.com or www.brandon-hall.com.

- ♦ According to the Hambrecht Report published October 8, the decision to hold the OnLine Learning 2001 Conference and Expo despite worries stemming from recent terrorist attacks had a positive impact on the industry at large: “E-learning stocks rallied around the OnLine Learning show, rising 23 percent versus a 9.4 percent rise in the NASDAQ,” said the report. “The recovery was market-driven, but e-learning stocks continued to outpace their broader, tech peer group, demonstrating investors' underlying faith in the sector's potential.”

**For more info
www.w.vnulearning.com**

Looking in the Mirror

An educator's thoughts on education

by James Cisek

As the story goes, the farmer was invited to attend a free workshop explaining the newest farming techniques and methods to increase production. After thinking about it, he politely declined. "Why?" the disbelieving farm bureau agent asked. "You know it is free, and it can be very helpful in showing you how to use the latest farming equipment and technology." "Well, you see," the farmer said, "truth be known, I don't use half of what I know right now!"

That is, of course, an old joke — but today it has a modern version. I find myself wondering if we in education can come up with our own joke about using the latest technology. All we would have to do is replace the farmer with a school administrator, and farming equipment with the Internet. Are we in education using the Internet for all that we know it is capable of?

The question before us is simple. What do school administrators use the Internet for, other than e-mail, stock quotes, and weather reports — what is occasionally referred to as the "look-up" level of use? The "look-up" level is the most basic and the most superficial. And it certainly isn't worth the nearly 100 billion dollars that has been spent over the past 15 years for educational technology.

I can't help wondering just how many administrators are using the Internet for the next level — the "learn-from" level. That

level includes participating in chat rooms, listservs, real-time chats or conferences, online learning courses, streaming video, and streaming audio. My own very unscientific research suggests the only answer to the question of how many administrators use the Internet past the first level is, "not many." Or better yet, "not enough to provide leadership."

Certainly, they are not involved in educational chats. A national principals' organization (which will want to be nameless) can only get three to five principals to participate in its monthly online chats — that, out of 40,000 members. Few take advantage of educational streaming audio and streaming video on educational Web sites. (The most frequently downloaded videos on Apple's educational Web site are movie trailers.) Most professional development programs admit (off the record) that few, if any, administrators sign up for any of their online courses — certainly not enough to make it worthwhile to target them. And they also acknowledge that an online course on leadership or administration rarely can pay for itself.

As a result, there is, I believe, an interesting paradox here: there are few significant professional development learning opportunities specifically for administrators on the Internet, and there are few administrators looking for significant professional development learning opportunities on the Internet. It is a classic "which comes first, the chick-

en or the egg?" dilemma. But if the demand isn't there, the supply won't be either.

Unlike the nonsensical chicken-or-egg conundrum, this paradox has much more potentially serious consequences. If administrators don't begin to fully use the technology available to them, why should the teachers? Why shouldn't the teachers be satisfied with instructing students how to use e-mail and providing them with a list of cool links? That only takes one lesson, and then we can get back to the serious debates, like if dodge ball is promoting aggression in kids.

So, I believe very strongly in developing technology standards for school administrators. I understand that several major professional organizations are involved in just such an effort as I am writing this. I applaud the effort to codify what administrators should know about technology, especially since they are charged with the responsibility of "selling" the benefits to the teachers. Yet, we should not for a minute accept "knowing" as a substitute for "using" or "modeling" — or leadership.

The farmer in the beginning of this commentary knew that he could be more productive. He just wasn't all that interested. And as I see it, he isn't the only one.

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October 17-19, 2002 - Winnipeg, MB

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DACUM — Workshops, Certification

The interest in DACUM continues to grow. Workshops are delivered by CVA as part of its commitment to the professional development of its members, and to the development of highly trained DACUM facilitators and competency-based program development specialists. DACUM workshops are being held across Canada and in many other countries throughout the world.

We are working on the workshops to be offered at our Annual Conference in Montreal.

The DACUM facilitator certification program by our course coordinators Pierre Morin and Lawrence Coffin also continues to expand.

Our current certified DACUM facilitators are: Carol Morris, Alan McLaughlin and Darrel Reid, Koos Landman, Trina Davis and Mark Roberts. Our congratulations go to our newest certified DACUM Facilitators: Harold Sylven, Ursula Osteneck

For more information you may contact the national office at 613-838-6012 or cva_acfp@magi.com

The workshops will be as follows:

Module 1 - Winnipeg - Apr. 15-19, 2002
 Montreal - Apr. 29 - May 3, 2002 (French)
 Winnipeg - Oct. 21-25, 2002
 Calgary - Nov. 18-22, 2002
 Toronto - Feb. 3-7, 2003
 Vancouver - Mar. 17-21, 2003
Cost: \$975.00 plus \$68.25 gst

Module II - Winnipeg - Apr. 22-24, 2002
 Montreal - Sept. 16-19, 2002 (French)
 Winnipeg - Oct. 15-17, 2002
 Calgary - Nov. 25-27, 2002
 Toronto - Feb. 10-12, 2003
 Vancouver - Mar. 24-26, 2003
Cost: \$750.00 plus \$52.50 gst

The CVA is offering DACUM I from April 15th to 19th, 2002 and DACUM II from April 22nd to 24th, 2002 at River College in Winnipeg, Manitoba.

To register you may e-mail the office at cva_acfp@magi.com or fax your registration to 613-838-6012.

What's in a Smile?

- :-) Your basic smiley. Used to inflect a sarcastic or joking statement.
- ;-) Winky smiley. User just made a flirtatious and/or sarcastic remark. More of a "don't hit me for what I just said" smiley.
- :-(Frowning smiley. User did not like that last statement or is upset or depressed about something.
- :-| Indifferent smiley. Better than a `:-(` but not quite as good as a `:-)`.
- :-> User just made a really biting sarcastic remark. Worse than a `:-)`.
- >:-> User just made a devilish remark.
- >:-> Winky and devil combined. A very lewd remark was just made.
- (-: User is left handed.
- %-) User has been staring at a green screen for 15 hours straight.
- [:] User is a robot.
- 8-) User is wearing glasses.
- :-[User is a vampire.
- :-& User is tongue tied.
- :-:) User is a punk rocker.
- :-:(Real punk rockers don't smile.
- |-| User is asleep.
- O :-) User is an angel (at heart, at least).
- :-D User is laughing (at you!)
- :-X User's lips are sealed.
- :-/ User is skeptical.
- @= User is pro-nuclear war.
- 3:] Pet smiley.
- 3:[Mean Pet smiley.
- <:-| User is a dunce.
- :-: Mutant smiley; the invisible smiley.
- =) Variable-eyed smiley.
- X-(User just died.

CEC Fair Locations

Promoting Canada as premiere educational destination for international students

The Canadian Education Centre (CEC) Network is a non-profit organization whose mandate is to promote Canada as a destination for international students, and as a source for international corporate and group training. The CEC Network also markets Canadian distance education (e-Learning) programs.

There are 20 Canadian Education Centres around the world. Information on Canadian educational institutions is disseminated through these CECs — which are high-quality information resource centres staffed with experienced individuals.

CEC Argentina (Buenos Aires)

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 Fax: 54-11 4345 6110
 E-mail: cecba@cec.apfnet.org
 www.cebuenosaires.net.ar

CEC Australia (Canberra)

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CEC Brazil (São Paulo)

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 Web site: www.cec.org.br

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<http://www.studyincanada.com/english/index.asp>

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CEC Indonesia (Jakarta)

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Global Networking

Education - related Conferences



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Call for Papers now available! We are accepting abstracts for both paper and workshop presentations. Conference Web site: www.umanitoba.ca/unevoc/2002conference.

For more information, please contact: Ava Adrienne Binlayo, Research Assistant, UNEVOC-Canada

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2002**

www.iteawww.org

Each year technology teachers gather for the International Technology Education Association's Annual Conference to share ideas and experiences. One opportunity to network by participating in the ITEA Technology Festival. The Tech Fest provides an informal atmosphere for teachers to share their technology education materials with other conference participants. Plan now to be a part of this exciting program by completing the following application to participate in the ITEA 2002 Tech Fest in Columbus, OH

**March 24-27, 2002
Victoria, Australia
2nd World Congress
of Colleges and
Polytechnics**

www.wfworldcongress.com

The World Federation of Associations of Colleges and Polytechnics has appointed TAFE Directors Australia (TDA) to host the 2nd World Congress of Colleges and Polytechnics in Melbourne from Sunday 24 March to Wednesday 27 March 2002 at the Melbourne Exhibition and Convention Centre.

The 1st World Congress held in Quebec Canada in 1999 brought together 2000 delegates from more than 75 nations.

The overall objective of the Second World Congress is "to create a forum for networking and sharing the most recent policies, programs, practices and products in the development of Colleges as institutions, their contribution to national human

resources development strategies, and assisting in promoting their role as important contributors to national and international economic and social development."

**April 13 - 16, 2002 Victoria, BC
Schools that
Learn**

[www.twblearn.com/
schoolsthatlearn/
schoolsthatlearn.html](http://www.twblearn.com/schoolsthatlearn/schoolsthatlearn.html)

Join acclaimed author Peter Senge, co-authors of his latest book *Schools That Learn* and some of North America's leading experts to hear practical ways to help schools become true learning communities.

Discover effective strategies to transform institutions of learning into dynamic learning organizations focused on student success.

**May 26 - 28, 2002
St. John's, Newfoundland
Association
of Canadian
Community
Colleges**

ACCC Annual Conference 2002: Making Waves, Colleges, Skills and the Economy

The theme of the 2002 ACCC annual conference — Making Waves: Colleges, Skills and the Economy — reflects the pivotal and proactive role that Canada's colleges, institutes, cégeps and university colleges play in preparing individuals for participation in the workforce.

College of the North Atlantic, along with our sister institution, the Marine Institute, is pleased to be hosting the ACCC conference in 2002 in historic St. John's, Newfoundland.

The hospitality and friendliness of our province is acknowledged throughout the country.



**June 2 - 4, 2002 Vancouver, BC
Conference:
"Apprenticeship
is the Future"**
www.caf-fca.org

The 2002 Apprenticeship Conference "Apprenticeship is the Future" is scheduled for June 2-4, 2002 in Vancouver, BC. The Conference will provide an opportunity for the apprenticeship community across Canada to come together to showcase ideas, initiatives and efforts designed to enhance and improve apprenticeship and skilled trades training. The CAF-FCA is made up of representatives of business, labour, the Inter-Provincial Alliance of Apprenticeship Board Chairs (IPA), educators, persons with disabilities, members of visible minorities, aboriginal persons, women, the Canadian Council of Directors of Apprenticeship (CCDA) and Human Resources Development Canada (HRDC). For Information contact Keith Lancaster (613) 235-4004 ext. 203

**June 8 - 11, 2002 Saskatoon, SK
The Sky's the Limit**
www.ccaecanada.org/home.htm

The Canadian Council for the Advancement of Education (CCAEE) is committed to fostering excellence in institutional Advancement.

The members are dedicated to increasing public awareness of the issues that face Canada's post-secondary institutions.

They are a Canadian organization, providing opportunities for networking, professional development and mutual support, and consultation with others who share similar challenges and objectives.

**June 24-25 2002
Third Annual
Conference: Teaching
On the Net 2002**
www.lern.org

Take away the most cutting edge and

innovating thinking in education and online learning. Get strategies to position your organization for long term success. Engage in discussion with your colleagues about the most important online learning issues.

The content is geared to those in higher education. Previous year's participants have come from Canada, the United States, and Europe. Leaders will receive the latest information on strategic planning, the finances of online learning, and developing a strategic vision for your organization to help make informed policy decisions and plan future directions. Administrators will get the most advanced and current tips and techniques in developing online courses, working with teachers, budgeting, planning, and the technical aspects of online courses

Teachers and faculty will gain the best research and knowledge from practitioners in online learning, including how we learn online, teaching online, planning your course, creating online discussions, testing, and much more. Questions? Call Tammy or Nancy at 1-800-678-5376 (US and Canada) or send e-mail to tammy@lern.org

The final conference brochure will be out by February 15, 2002. Details and monthly updates are also available at www.TeachingOntheNet.org

**Ottawa, Ontario Dec 2-4, 2002
6th Annual Working
the Network
Conference**
www.cecnetwork.org/

The CEC Network's annual "Working the Network" Conference is an opportunity for delegates from Canada's educational institutions to network with colleagues and discuss issues relevant to international student recruitment. CEC managers are also available to offer first-hand market briefings. Breakout sessions are designed to address international education and recruitment issues with more in-depth topics and guest speakers who are experts in their field.

The two day conference consists of a series of plenary and breakout sessions. Last year's session topics included Immigration,

CEC manager market briefings, sector-specific breakout sessions and a town hall session. New sessions focused on topics such as maximizing your presence at trade shows and fairs with displays and effective follow-up, and marketing in the age of information technology. Some sessions were geared towards those who are new to international recruitment; while others were designed for those who have considerable experience recruiting internationally.

For more information on this year's event please contact Edward Quan, Assistant Director, Events, Conferences at edward.quan@cec.apfnet.org.

**Dec 5-7, 2002 Orlando, FL
Annual Convention:
Lifelong Learning
2002**
www.lern.org

LERN has moved as an organization to become a virtual, Web based organization. Only LERN has the Certified Online Instructor (COI) professional development recognition for teachers and Online Certified Program Planner (CPP) designation for administrators.

The conference will have an atmosphere that encourages brainstorming and creative program planning and to help you reposition your organization for continued success

Some 900 participants from around the world are expected.

Questions? Call Tammy or Nancy at 1-800-678-5376 (US and Canada) or send e-mail to tammy@lern.org

**Dec 12-15, 2002 Las Vegas, NV
ACTE Annual
Convention and
Career Tech Expo**
www.acteonline.org

The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Its mission is to provide educational leadership in developing a competitive



New Visions

In Online Learning



Learning Resources Network (LERN) — Training, consulting service in lifelong learning

www.lern.org

LERN has moved as an organization to become a virtual, Web-based organization. Only LERN has the Certified Online Instructor (COI) professional development recognition for teachers and Online Certified Program Planner (CPP) designation for administrators.

You can participate anytime, as often as you like. The online courses are "asynchronous," which means participants can ask questions and make comments anytime, day or night. The instructor will log onto the course four to six times a day and answer questions and make comments.

Any computer, any location. You can use any computer you want to participate in the course. Learn from work, from home, a colleague's computer, or any combination.

Institute for Educational Leadership, Inc.

www.iel.org

The Institute for Educational Leadership's (IEL) mission is to improve education — and the lives of children and their families — through positive and visionary change. Every day, we face that challenge by bringing together diverse constituencies and empowering leaders with knowledge and applicable ideas. This is why foundations, corporations and generous individuals support their work, and why their teams often include the most innovative federal, state and local government agencies and many of the nation's leading nonprofit organizations. We invite you to explore their site and learn more about IEL's organization, people, programs and publications.

Please send comments and suggestions to iel@iel.org.

Working vision mission, goals of educational organizations

www.celtcorp.com

CELT Corporation assists those organizations with the development of specific strategies, systems, and implementation plans that address technology and learning in support of educational reform initiatives.

CELT Corporation's clients are public and private learning organizations ranging from schools and school districts across the country to state departments of education, colleges, and universities.

The staff combines the practical experience and knowledge of seasoned educators and administrators with state-of-the-art expertise of technology professionals. We have an in-depth understanding of the culture and challenges of educational organizations and know how the appropriate application of technology can greatly enhance the learning process.

CELT Corporation's clients are public and private learning organizations ranging from schools and school districts across the country to state departments of education, colleges, and universities.

Association for Career, Technical Education

www.acteonline.org

The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers.

This area offers information about the history, mission and structure of ACTE, as well as details on the annual awards program and information about how you can participate in the annual observance of Career and Technical Education Week.

Crawl on Over

to the CVJ Web site!

www.cva-acfp.org



Critical Issues in Secondary Education in Canada

A decade ago I was contracted to prepare a paper on critical issues in secondary education in Canada. This became the forerunner of a major project led by the Canadian Vocational Association known as the Canadian Restructured School Plan. As part of the process, I brought together a former university president, a former superintendent of schools and a former deputy minister of education. The result was a brief paper, some 10 to 12 pages; the paper was prepared under contract and was not published. The ideas which follow are drawn directly from that report.

The ideas included in the paper were based on the following assumptions:

- That Canada's future economic prosperity and standard of living will be determined in a large degree by the degree to which its educational system develops the nation's human resources, thus enabling it to compete successfully in the global economy.
- That rapid technological change will continue to impact on the world of work and our secondary schools for the foreseeable future.
- That secondary education should operate to serve the needs of all youth in the age bracket normally accommodated in Grades 10 through 12

The paper then went on to identify the following issues:

- Application of information technology in secondary schools
- The preparation of teachers
- Accountability
- Leadership at the school level
- Poorly served students
- Linkage and coordination

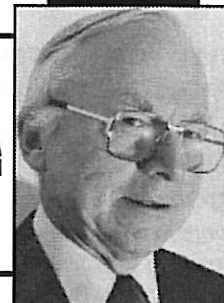
The authors suggested that strategies and interventions should meet the following criteria:

- Evidence, based on experience and research, that the project is likely to be successful in addressing the issues
- Interventions should be possible within the financial limits of the agencies involved and should seek to maximize existing resources
- Strategies should be seen as credible by educa-

REFLECTIONS

DR. DON GLENDENNING

REFLECTIONS



tors, school boards and government

- Reasonable assurance that the intervention, if successful, could easily be applied more broadly across the system

Fourteen possible demonstrations/experiments were identified but not prioritized and are listed below:

- Identify a school or schools in which to locate a terminal or terminals to enable students and teachers to access remote databases.
- Develop a comprehensive transcript/passport/record of achievement/portfolio which would describe a student in terms of cognitive, psychomotor and affective domains ...
- Develop a study related to improvement of communication skills including interpersonal competencies by using an experimental school and a control school.
- Gather information on successful innovations related to the issues (raised earlier in the paper)
- Invite (national associations) to cooperate in developing and running on a pilot basis, a program to prepare school administrators.
- Invite (national organizations) to jointly present proposals for alternative approaches to organizing secondary schools
- Support an alternative school which leads to a regular high school graduation diploma, e.g. competency based, schools without walls, etc.
- Investigate the matter of student part-time employment and suggest policy guidelines which school boards across the country might adopt or adapt.

Continued on page 26

Software Corner

Freeware and Shareware



Photo Impact 7

www.ulead.com

Create images for Web pages and business communications using PhotoImpact's unique Web toolset, office desktop integration, and special effects. This program also contains system-level color management, WDM hardware awareness, a button designer, user-defined guidelines and grids, automatic creation of Java applets and HTML code, and much more.

Version 7 features new camera filters such as lens distortion and zoom blur, batch features which let you record almost any image editing action, new special effects such as particles, new light-based and crystal glass effects, and much more.

ACDSee Classic

www.acdsystems.com/English/index.htm

ACDSee Classic is a quick image viewer for displaying high-resolution digital images. ACDSee Classic's browser allows you to view thumbnails in more than 30 image formats and create separately stored descriptions for images. ACDSee Classic also has file conversion abilities and support for cropping and lossless JPEG rotation.

Adobe Photoshop Elements

www.adobe.com

Adobe Photoshop Elements provides flexible tools that allow users to edit and manipulate their digital images. This program offers unique features designed specifically for amateur photographers, hobbyists, and business users who want a simple-to-use yet powerful digital imaging solution. Flexible image-capture options let you work with photos taken with digital or traditional cameras, and versatile delivery features enable you to prepare images for print, E-mail, or posting on the Web.

Adobe Photoshop 6

www.adobe.com

Graphic designers, Webmasters, and photographers can create original artwork, correct color, retouch and composite scanned images, and prepare professional-quality separations and electronic output with more flexibility than ever before.

Version 6 offers enhanced vector tools for superior shapes and text, expanded integration for PDF, Adobe products and plugins, new layer effects interface, enhanced distortion tools such as wrap and liquefy commands, and much more.

In addition, Photoshop offers the newly updated ImageReady version 3.

JASC Paint Shop Pro

www.jasc.com

Paint Shop Pro is an award-winning image-editing tool that offers a robust set of painting and drawing tools and support for more than 40 image formats. Features include dockable toolbars, built-in special-effects filters, RGB color separation, masking options, multilevel undo functionality, complete layer support, "picture tube" brushes, CMYK separation, pressure-sensitive tablet support, flexible painting and retouching brushes, and adjustable cropping and selection tools. This new version offers faster preview windows, new smoothing options, bug fixes, and more.

JASC Animation Shop

www.jasc.com

Animation Shop is a Web animation program designed to provide advanced animation creation, editing, and optimization tools for the Web. Animation Shop offers a variety of tools and effects needed to create animated buttons and banners, including cus-

tomizable text effects, 24-bit color editing, HTML code generation, and more.

The Animation and Banner wizards guide users through the steps of creating new animation, while the Optimization wizard helps users prepare their finished animation for optimal display. Animation can be saved in the popular GIF, AVI, and FLI/FLC formats; 24-bit AVI is supported for high-quality video.

Corel DRAW

www.corel.com

Turn inspiration into reality with CorelDRAW® 10. Powerful and intuitive tools for drawing and page layout will ignite the imagination, while professional output features like PDF creation and pre-flight checking put you in control of the entire design process.

Corel PhotoPaint

www.corel.com

Inspiration comes alive with Corel PHOTO-PAINT® 10. Delivering professional painting and image-editing tools, it lets you take your creativity to a new level. With intuitive features and import/export support for industry standard file formats, it fits seamlessly into the workflow of creative users.

Corel BRYCE

www.corel.com

Create breathtakingly realistic 3D landscapes and animations with Bryce® 5. Striking an optimum balance between power and ease of use, this innovative software is an ideal way to integrate 3D technology into your creative process. Smooth Network Rendering as well as new Light and Tree Labs let you open whole new worlds of creativity.

The president's message

Continued from page 3

If, among the readers of this note, there are people who would like to take an active part in this exercise, please contact :

Jane Louks
Telephone : 613-838-6012
E-mail address :
CVA_ACFP@magi.com

or Pierre Morin
Telephone : 450-463-4313
E-mail address :
pmform@sympatico.ca

I am concluding this first message by wishing to all our current and future members health and a happy and successful New Year !

— Pierre Morin

Le message du président

Continued from page 3

S'il se trouve, parmi les lecteurs, des personnes qui aimeraient prendre (bénévolement, bien sûr!) une part active à la réalisation de cette démarche, je vous invite à communiquer avec madame Jane Louks au secrétariat national de l'ACFP ou avec moi-même.

Jane Louks
Téléphone : 613-838-6012
Adresse électronique :
CVA_ACFP@magi.com

Pierre Morin
Téléphone : 450-463-4313
Adresse électronique :
pmform@sympatico.ca

Je termine ce premier message en souhaitant à tous nos membres actuels et futurs de la santé et une année 2002 fructueuse à tous égards.

— Pierre Morin

Continued from page 24

- Identify criteria which distinguish a high school graduate from a person who does not graduate,
- Develop an open system which will allow any person to challenge for a subject of for a high school certificate.
- Fund a private sector storefront guidance and counselling service with counselors able to issue vouchers for courses offered by a public or private school, college and university.
- Develop a program planning model which starts with objectives and ends with evaluation criteria.
- Establish a private

Continued from page 11

Lastly, Larry Coffin underlined the importance of developing a model that is flexible and adapted to the characteristics of the community it serves.

Panel Discussion: How to identify and eliminate barriers to learning and sharing knowledge.

Moderator: Daniel Cote, associate professor at the Ecole des Hautes Etudes Commerciales.

Panelists:

Michel Gignac, National Director of the corporate training service at Raymond Chabot Grant Thornton.

Nathalie Bilodeau, President of Groupe Sante-Express (Laval).

Alice McCarvill, Northeast Region Human Resources and Health and Safety Manager for the six Alcoa plants in north-east Quebec.

Larry Coffin, one of the pioneers for developing Competency-Based educational programs while at Holland College.

<Picture 12> As this was the finale of the conference, nearly all the registrants stayed to listen to these panelists discuss their views on eliminating barriers and sharing knowledge.

<Picture 13>

autonomous agency to coordinate the education and training of 15 year old students who have left the education environment without a certificate.

- Undertake a follow-up comparative study of teachers who have entered the profession after having received their training as "mature" students vs. those who moved directly from secondary school through university to a teaching career.

In my view, many of the suggestions are still valid and worth exploring as demonstration projects. The Canadian Restructured School Project (CRSP) conducted by the Canadian Vocational Association arose out of this report. Readers who are interested in school reform or CRSP should contact the Canadian Vocational Association.

DACUM 2002

**The CVA is offering
 DACUM I from
 April 15th to 19th,
 2002 and DACUM II
 from April 22nd to
 24th, 2002 at
 River College in
 Winnipeg, Manitoba.**

**To register you may
 E-mail the office at
 cva_acfp@magi.com
 or fax your
 registration to
 613-838-6012.**

Natural World

Environmental Insights



Science ALIVE

www.sfu.ca/~yescamps

Science ALIVE is a student-run non-profit organization based at Simon Fraser University in Burnaby. The hands-on, interactive approach to science is designed to introduce today's youth to the exciting world of science. The outstanding staff and volunteers (primarily students at SFU) actively communicate the relevance of science, engineering and technology in everyone's daily life and provide positive role models which work to remove stereotypes surrounding science and scientists. Science ALIVE programs also act to introduce the university as a non-threatening environment by associating it with fun, creative learning.

About the Node

www.node.on.ca

The Node was established in 1996 as the Network for Ontario Distance Educators. The initial objectives were to promote cooperation among distance educators in universities and community colleges in province of Ontario, Canada and to provide leadership for their exploration of new learning technologies. Soon their work online attracted a much wider audience and in response, we built resources to support an international community of educators and trainers interested in understanding online learning technologies and harnessing their potential. The Web site became a base of professional support and communication, with the Node providing independent research, online resources, professional discussion forums, and publications.

The Node has been an international leader in using the Internet to build and sup-

port communities of practice, developing non-commercial, innovative approaches such as the Technologies for Learning (tfl) database, Support by Subject Web sites, resource-rich professional development forums, research reports and online coaching. Since 1998 we have continued the work as an independent not-for-profit corporation: the excellence of that work has been recognized through many professional reviews and awards, including the Impact Award for "changing the way people learn" from Internet World Canada '99.

Green Teacher!

www.greenteacher.com

Green Teacher is a magazine by and for educators to enhance environmental and global education across the curriculum at all grade levels. With fifty pages of ideas and activities, four times a year; we're not slick... just resourceful.

In early 1991, two Toronto high school teachers, Tim Grant and Gail Littlejohn left their teaching positions to launch a Canadian edition of Green Teacher from their home office. They recruited regional editors from all Canadian provinces and territories.

A growing US readership gradually led to the magazine's becoming more North American in scope. Green Teacher is currently establishing a network of US regional editors.

Evergreen

www.evergreen.ca

Evergreen is a registered national charity founded in 1991. We are a national non-profit environmental organization with a

mandate to bring nature to the cities through naturalization projects. Evergreen motivates people to create and sustain healthy, natural outdoor spaces and gives them the practical tools to be successful through its three core programs:

- ♦ **Learning Grounds** — transforming school grounds
- ♦ **Common Grounds** — conserving publicly accessible land
- ♦ **Home Grounds** — for the home landscape

Community naturalization is a collective effort that includes people from all walks of life in the revitalization of their schools, homes or community and, ultimately, in the environmental, social and economic functioning of their cities. Evergreen operates from two offices in Toronto and Vancouver, a staff of twenty and hundreds of committed volunteers.

CALGARY SCIENCE NETWORK

www.cadvision.com/calg_sci_net

The Calgary Science Network (CSN) is an award-winning non-profit organization consisting of local scientists, engineers, educators and media people now in its tenth year of operation. The CSN Vision is to provide a positive science experience to Calgarians, especially children, through direct contact with the science community. The CSN Mission is to develop and deliver innovative science programs through partnerships with the volunteers and the education, business, and science communities; to develop, engage and recognize the volunteers and donors; and to enhance the public awareness of science as a fun and integral part of everyday life.



TAKE THE TIME

The Canadian Vocational Association is the only national association devoted to the development of human resources at the technical, vocational and industrial level.

Are you involved in any of the variety of activities associated with human resources development? If you are employed in one of the following occupations, then you should consider belonging to CVA:

- ★ teaching
- ★ personnel management
- ★ instructing
- ★ administration
- ★ training
- ★ counselling
- ★ research
- ★ supplier or supplier's representative

Membership in the Canadian Vocational Association gives you an opportunity to:

- ✓ Meet and discuss common interests with other members
- ✓ Receive and contribute to the *Canadian Vocational Journal* and other publications
- ✓ Attend the annual convention and participate in panels, meetings, discussions and other activities

QU'UN INSTANT DE VOTRE TEMPS

L'Association canadienne de la formation professionnelle est la seule association canadienne vouée au développement des ressources humaines.

Si vous oeuvrez dans un des domaines suivants, il vous serait avantageux de faire partie de l'ACFP:

- ★ formation en industrie
- ★ apprentissage
- ★ recherche
- ★ direction du personnel
- ★ développement des ressources humaines
- ★ orientation
- ★ administration
- ★ représentant de l'industrie ou responsable de la fourniture de matériel

Une carte de membre de l'Association canadienne de la formation professionnelle vous permet de:

- ✓ Rencontrer d'autres membres et discuter avec eux de sujets d'intérêt commun
- ✓ Recevoir les publications y compris le *Journal de l'Association* et contribuer à son contenu
- ✓ Assister au Congrès annuel et participer aux rencontres, discussions et autres activités

**FILL IN AND RETURN THIS APPLICATION OR A COPY/
COMPLÉTEZ ET FAITES-NOUS PARVENIR CE FORMULAIRE OU UNE PHOTOCOPIE**

Name/Nom _____

Address/Adresse _____

Occupation _____

**CANADIAN VOCATIONAL ASSOCIATION
ASSOCIATION CANADIENNE DE LA FORMATION PROFESSIONNELLE
P.O. BOX 3435, STATION D, OTTAWA, ONTARIO, K1P 6L4
TEL / FAX: (613) 838 - 6012 * E - mail: cva_acfp@magi.com**

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