

THE BRIDGE



McGill

Centre for
Continuing Education

INSIDE

- Classrooms open to the world..... 3
- Profile: Sir John Daniel..... 4
- Ground-breaking program
for Mexican profs..... 5
- Student profile: Francisco Cabezuolo..... 6
- Entrepreneurship among
new CMS programs 7

International colloquium on language and localization

“Why not allow people to benefit from course materials whether or not they are registered students?”

*Dr. James Archibald,
Director of Translation Studies*

SEE PAGE 3

Profile of Sir John Daniel

*Distinguished advocate of lifelong learning
awarded honorary doctor of letters*

“In these fast-changing times, the continuing education and professional development that people do during their careers is often more important than their original training – it certainly was for me.”

- Sir John Daniel

SEE PAGE 4

Training for Mexican university profs a taste of things to come

“Not many institutions are able to deliver this type of customized language training.”

*Effie Dracopoulos
Program Coordinator – Part-time Credit Program
and Special Projects*

SEE PAGE 5

LIFELONG LEARNING AT McGill



Ann Hutchison and Effie Dracopoulos: raising the Centre's teaching experience to a higher level.

Harnessing the winds of change

How Continuing Education is embracing the enhanced e-learning experience

In an age when doctors perform surgeries from thousands of miles away and professors can instruct a class from almost anywhere in the world, it is only fitting that McGill's Centre for Continuing Education (CCE) finds itself embracing the increasing symbiosis of technology and education. Jean-Paul Rémillieux, Director, E-learning and IT Resources has been helping instructors integrate technology as an educational tool – technology that is readily available to all CCE instructors.

According to Rémillieux, a 2006 survey asking McGill instructors about their teaching environment revealed ‘lack of equipment’ as a main obstacle to using technology in the classroom. “In the beginning,” he explains, “we looked to simply make equipment more

available”. Sixteen months later, from their office at 688 Sherbrooke West, Rémillieux's team has raised the CCE's teaching experience to a higher level.

“Enhancing the teaching experience can include how-to sessions on topics such as uploading course documents to WebCT using more appropriate formats, creating links to other websites, or recording students' presentations,” explains Rémillieux. But there's no need to learn everything they have to offer, all at once.

“We provide continuing education instructors with a service adapted to their specific needs and constraints,” says Rémillieux.

► CONTINUED ON PAGE 8

Message from the Dean

Why *The Bridge*?

We considered a number of titles for this new newsletter. We wanted the chosen title to reflect succinctly the role of the Centre for Continuing Education within the mission of McGill University. We believe *The Bridge* does just that.

In recent presentations and in discussions with the Provost, I have frequently referred to the Centre as a bridge to opportunities on a number of different levels. On one level, our professional programs offer students a bridge to career success, from one career to another, or from classroom to workplace. On another, we act as a bridge linking the university to employers, keeping up to date on training needs in business and industry, and educating the staff of other organizations and academic institutions.

On still another level, our expertise in administering and promoting programs allows us to facilitate special programs for McGill's faculties, schools and institutes, providing a bridge with professionals and organizations locally and around the world.

In *The Bridge*, we will be highlighting news, views and personalities of interest to the rest of the University community and to the organizations with whom we work. If you have story ideas, news or views to share, please contact us c/o: thebridge.conted@mcgill.ca



Glenn F. Cartwright
Dean (interim)
McGill Centre for Continuing Education

CCE
Centre for Continuing Education

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International colloquium on language and localization

Classrooms open to the world



“At an international research institution like McGill, we should be looking closely at developments in OCW and considering their value for us and the community which we serve.”

*Dr. James Archibald,
Director of Translation Studies*

Course descriptions, reading lists, and web links available to all? Public access to WebCT? The time may be coming. In fact, at some universities, it has arrived. MIT and Tufts University are two of more than 100 institutions with open courseware (OCW) sites. (<http://ocw.mit.edu> and <http://www.ocw.tufts.edu>) MIT alone posts openly available core teaching materials for more than 1,550 courses. Its OCW site recorded 8.5 million visits last year from all around the world.

Open courseware was one of a wide range of topics dealing with greater access to knowledge through information technology discussed at McGill’s third international colloquium on localization held on May 14 and 15. Other issues debated by researchers from Canada, France and the United States included the role of French on the Internet and ways of communicating and making information and knowledge accessible in multiple languages.

UN member nations committed to sharing knowledge

“Why not allow people to benefit from course materials whether or not they are registered students?” asks Dr. Jim Archibald, Director of Translation Studies, and one of the confer-

ence organizers. Dr. Archibald is echoing the position taken, not only by forward-thinking institutions which participated in the World Summit on the Information Society (WSIS), but by many UN member states who signed the *Tunis Commitment* in November 2005 at the conclusion of the summit.

This document notes in particular that access to information, including the sharing and creation of knowledge, “contributes significantly to strengthening economic, social and cultural development.” Indeed, the Internet is “making it possible for a vastly larger population than at any time in the past to join in sharing and expanding human knowledge, and contributing to its further growth in all spheres of human endeavour including education, health and science.”

Help for developing world educators and students, professionals everywhere

The implications for development are vast. Educators in developing countries are using open courseware (OCW) material to update their courses in health and other sciences. Students who cannot afford textbooks are consulting OCW sites, and practising professionals in many nations are keeping up to date in their fields thanks to the OCW movement and virtual universities.

Dr. Archibald, who served on the Education, Academia and Research Task Force charged with considering the educational and research implications of WSIS’s Plan of Action and the *Tunis Commitment*, notes, “It should be part of any university’s commitment to social responsibility to permit greater public access to course content.”

Challenges for institutions may involve balancing public access with regulations concerning intellectual property and copyright laws. However, these challenges have been successfully met in universities with OCW policies. ▶ **CONTINUED ON PAGE 7**



Profile

Sir John Daniel

Awarded honorary doctor of letters

Distinguished advocate of lifelong learning

Nearly a half-century into a varied and distinguished academic career, Sir John Daniel speaks with considerable authority on career changes and lifelong learning. A world-renowned authority in open and distance learning in higher education, he was knighted in 1994 in recognition of his leading role, over three decades, in the development of new types of educational delivery. His work was further recognized on May 28 with an Honorary Doctor of Letters from McGill at the Continuing Education Convocation.

Daniel has studied, taught and held senior administrative posts at a dozen universities, visited and lectured at many more. Along the way, he has collected a BA and MA in metallurgy (Oxford), a DSc in Physics (Paris), a Diploma in Theology (Thornloe) and an MA in Educational Technology (Concordia).

Montreal studies a catalyst

“Nevertheless,” he recalled in his convocation speech, “my most significant educational experiences began when I came to Montreal.” His life in academia sparked an interest in the process of education itself. So, while teaching engineering at École Polytechnique, Sir John enrolled in a Master’s in Educational Technology at what was then Sir George Williams University.

“The coursework was interesting but the internship changed my life. In the early 1970s the educational world was suddenly captivated by a British innovation, the Open University, which was using multimedia technologies to introduce distance learning at scale.

Conversion experience

“I went there for three months as an intern in 1972 and had a conversion experience. Everything about the Open University inspired me: the huge scale, the use of media, the development of courses in teams, the commitment to students and the tremendous idealism that underpinned it all. I had seen the future of higher education and was no longer at ease in the old dispensation.”



“People learn at a deeper level when study and work are intertwined.”

Sir John Daniel

In the years since, Daniel has served as directeur des études of the Télé-université, vice-president of Athabasca University, vice-rector of Concordia University, president of Laurentian University and vice-chancellor of the U.K.’s Open University. In 2001, he was named assistant director-general for education at the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Currently, as President and Chief Executive Officer of the Commonwealth of Learning (COL) – an intergovernmental organization dedicated to promoting and building capacity in distance education and open learning – he is frequently called upon to share his expertise in both developed and developing areas of the Commonwealth.

Working and learning on a deeper level

In teaching, university administration or community service, Daniel is a big believer in learning as you go, often starting a new job and enrolling in related educational programs at the same time.

“People learn at a deeper level when study and work are intertwined,” he noted in a recent interview. He added that teaching students in the workforce “also keeps faculty up to snuff by having them confronted by people who are out in the world doing something.”

Vibrant continuing education program essential

Lifelong educational opportunities are one of the advantages a good university should offer its graduates, concludes Daniel. “Alumni will turn first to their alma mater for additional training if they need it. For these reasons, any university that wishes to be relevant to the working lives of its alumni must operate a vibrant continuing education program. It’s essential to creating a lifelong academic community.” ■

Language programs provide outreach to international community

Training for Mexican university profs a taste of things to come

It was not a typical request. The idea to do a course in English language training for other professors - who already speak the language - required some flexibility and attention to detail.

But when Hervé de Fontenay, Director of English & French Language Programs of the Centre for Continuing Education (CCE), responded with a new concept, it turned out to be one that breaks new ground for McGill in Mexico, and also offers a taste of things to come in language training around the world.

Establishing a new program

The initiative began in early 2006. One of Mexico's largest post-secondary institutions, the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) (or TEC for short), was shopping for a customized program for their academic staff. TEC Professors teaching in all disciplines were required to polish their English language skills.

The Department was contacted by TEC's Director - International Liaison Office, Luis Alejandro Kauachi, regarding the possibility of providing instruction for TEC's professors, already at an advanced level in English, to allow them to refine and polish their language skills for presentations, public speaking, grammar and specialized subjects.

The resulting course, a special project entitled Specialized ESL (English as a Second Language) for Professional Development, was launched in spring 2006 and its first students arrived on McGill's campus in July of that year. The four-week intensive program was designed by de Fontenay and Effie Dracopoulos, coordinator of this program.



"Language is at the heart of a lot of the socio-cultural change that is going on in the world today."

*Hervé de Fontenay
Director, English and French Language Programs*

The course lived up to the demanding expectations of its clientèle. "Professors can be very demanding and exacting when they are students!" de Fontenay says. As a result of its success, the project was renewed for 2007, and another group will arrive from Mexico this July.

Building on the CCE's international profile

The project with TEC in Mexico builds on the work of the Centre's English and French Language Programs. The programs serve nearly 5,000 students per year, a high percentage of whom are international students. With two major regular programs in English and two in French, plus a half dozen special projects per year, de Fontenay's office is already managing a successful academic sector.

"Not many institutions are able to deliver this type of customized language training. You need expertise and resources," says Dracopoulos. "Our solid foundation allowed us to build this project, with a very high level of competence and professionalism."



"Not many institutions are able to deliver this type of customized language training."

*Effie Dracopoulos
Program Coordinator -
Part-time Credit Program and Special Projects*

The project with TEC points the way to special projects in the future. Talks are already underway to reproduce the Mexican success with customized ESL language training projects for institutions in China, Taiwan and South America. It is part of the Centre's outreach to international communities, and the creation of a Specialized ESL Professional Development area for McGill.

Indeed, besides being a new step for its school, one of the secrets to the project's success is that it is a reflection of the times.

"Languages are evolving, and our discipline is at the crossroads of many other fields," says de Fontenay. "Language is at the heart of a lot of the socio-cultural change that is going on in the world today." ■

Student profile

Francisco Cabezuelo

Taking the Cont Ed approach back to Spain

Francisco Cabezuelo considers Montreal to be “one of the best cities in the world” – our winters lost us the top spot! The recent graduate was attracted by the city’s bilingualism and multicultural lifestyle. However, he says, “the most important factor in my decision (to come to Montreal) was the prestige of McGill.”

He had applied to several other Canadian universities in Toronto and Vancouver, as well as to several other programs within McGill. He was delighted when he was accepted into his first choice – the Certificate in Public Relations Management, from which he graduated in 2006.

Born and raised near Madrid, Spain, Cabezuelo has studied in Spain, Italy and the United States. He has worked for the press office of the Spanish Senate, as well as the General Director of Information in the European Parliament, and is currently a lecturer at Miguel de Cervantes University in the Castile-León region of Spain. He has a bachelor’s degree in communications, a master’s degree in journalism and mass media and a PhD in law and rights in the European Union.

Practical teaching methods made an impression

The business-oriented and practical method that was employed by his teachers in the Centre for Continuing Education is something that really struck him during his time at McGill. Though the theoretical aspect was not neglected, lecturers



“I learned the way Canadians teach in schools. Everything is much more useful and pragmatic.”

Francisco Cabezuelo

highlighted the essentials of the business: clients, networking, and budgeting. Impressed by the fact that many of his instructors owned and ran their own businesses, Francisco has been inspired to follow in their footsteps. He is considering starting up his own communications firm in the future.

Clearly passionate about his work, Cabezuelo now teaches courses on Blogs and Digital Editing and Spanish Writing for Communications at Miguel de Cervantes University. He is putting what he learned at the CCE into practice by teaching his courses in a more hands-on manner. “As a young lecturer,” he writes, “I learned the way Canadians teach in schools. Everything is much more useful and pragmatic.”

Though he has suggested moving the winter semester down to Florida, Cabezuelo has nothing but good memories of the program and the department in which he was enrolled. ■

More opportunities for students

Career and Management Studies launches largest ever selection of new programs

The department of Career and Management Studies (CMS) is gearing up for its busiest time ever, following a very productive year. Pietro Martucci, who has been director of CMS for seven years, says "This past year has been our most active period in terms of new and revised courses and programs." All told, this September the industrious department will begin accepting students into eleven new and four revised programs.

"We're responding to a growing demand for training and addressing the needs of our students within the working community," explains Martucci. The demand has come from students seeking more academic preparation in fields such as human resources, public relations, e-business, accounting, management, and entrepreneurship. In response to these requests, McGill studied the growth trends in these fields, and developed new opportunities for prospective practitioners. As part of its plan for keeping up to date with market needs, the university worked directly with professionals in the field.

Close collaboration leads to support from community

This is where CMS's close ties with the working community and professional organizations has come into play. The benefit of this close collaboration, Martucci says, is that "many



"Entrepreneurs . . . represent 25% of this country's GDP!"

*Philip McCully
Assistant Director
Dobson Centre for
Entrepreneurial Studies*

professional organizations and associations are supporting this initiative, and will recognize the value of our programs accordingly." One significant focus has been the certificate and diploma programs in entrepreneurship which illustrate the university's efforts this past year to respond to the growing demand for formal education in this area.

Philip McCully, coordinator of the entrepreneurship programs, has worked hard to establish both an undergraduate and graduate certificate in this burgeoning sector. "There are almost 2.5 million entrepreneurs in Canada, and they represent 25% of this country's GDP," he says, "This translates into 19 billion dollars."

Academic field developed to study entrepreneurship phenomenon

McCully is Assistant Director of the Dobson Centre for Entrepreneurial Studies in McGill's Desautels Faculty of Management, and as

such, has kept tabs on the growth of entrepreneurship and the academic field that has been developed to study it. The Dobson Centre was created in 1988 by the John Dobson Foundation, whose mandate is to "help educate students and the public with respect to the free enterprise system and entrepreneurial activities in Canada." Today, 22 respected entrepreneurial practitioners are fellows within the growing Centre, which offers about twenty course sections annually.

Why are entrepreneurs going back to school and what do they study? McCully explains that professionals, like engineers, physicians, lawyers and even musicians, come out of school with expertise, but without concrete knowledge of how to set up a business. General areas covered by the programs include preparing appropriate business maps, the dynamic elements of a business plan, intellectual property issues, financial preparation and management, as well as marketing and sales.

It is not only professionals setting up their own offices who can profit from entrepreneurial training. In these times of rapid organizational change, employees can suddenly find themselves out of work after years with the same company. Many decide to go into business for themselves. As McCully points out, "Entrepreneurship drives job creation." ■

Classrooms open to the world ▶ CONTINUED FROM PAGE 3

Benefits to recruitment, student life and faculty

Contributing to economic development is indisputably a good thing. But, aside from humanistic ideals, why should a university go to all that trouble? MIT's OCW team has discovered significant benefits to its own institution, including:

- 35% of fall 2005 entering freshmen aware of MIT OCW indicate the site was a significant influence on their choice of school;
- 71% of all MIT students (undergraduate and graduate) make use of MIT OCW in their research and studies;
- 96% of MIT students using the MIT OCW site report it has had a positive impact on their student experience;
- 40% of MIT faculty using MIT OCW report that the site is a helpful tool in revising/updating courses; and
- 38% use the site for advising students.

A statement on the MIT website reads: "History has proved that education and discovery are best advanced when knowledge is shared openly. We believe the idea of opencourseware is an opportunity that leading institutions around the world must seize during the next decade."

"At an international research institution like McGill," concludes Dr. Archibald, "we should be looking closely at developments in OCW and considering their value for us and the community which we serve." ■



Harnessing the winds of change

How Continuing Education is embracing the enhanced e-learning experience

► CONTINUED FROM PAGE 1

For instance, with the click of a mouse, an instructor can easily record his/her lecture into a computer and up-load it onto their WebCT course before students have left the building.

Rémillieux's team is well supported when it comes to facilitating e-learning at McGill. "When required, we refer [instructors] to such McGill central services as Instructional Multimedia Services (IMS) and Teaching and Learning Services (TLS)," he explains. The team also collaborates with other professors, departments, faculties and fellow teaching support units to create adaptable and innovative learning environments in which outstanding teaching is recognized and rewarded.

Hardest part is breaking the ice

When looking at technology, the hardest part for instructors is breaking the ice. It can be intimidating, sometimes overwhelming. But this is where the E-Learning group can help. "For each instructor and each course, we evaluate what approach is appropriate and realistic," says Rémillieux. "Instructors who come see us often realize that teaching technology can also be a lot of fun."

Area Coordinator and faculty lecturer in Human Resources, Jean-Claude Provost has integrated 60% of his curriculum into a hybrid-type course. In his Employment class, Provost's students say that while the course may be difficult, the hybrid approach makes it practical. "There is a lot more preparation involved for a teacher," Provost admits, "but the format is much more exciting, both for me and the students." During his thirteen-week course, six classes are conducted in a traditional classroom setting while the remaining seven classes are available online.



Marie-Claude Beauchamp and Effie Dracopoulos greet visitors at Tech Fair

With online assignments and discussion, and pre-recorded lectures available on WebCT, students can learn on their own time, and at their own pace. For his colleagues who decide to make the leap, Provost advises taking one step at a time. "Think about how the technology can help your students learn." Then, he adds, "Start humble."

Hybrid-style attracting followers

The English and French Language Department has been a pioneer in employing technology as a teaching tool. Marie-Claude Beauchamp, coordinator of part-time programs and special projects for the English and French programs, introduced the hybrid format to one of her courses in 2000. She has committed 40% of her French Grammar/Writing Techniques (CEFN 411) course to online (WebCT) exercises. Over the last six years, Beauchamp has incorporated 150 activities and recorded lectures into her students' interactive experience. Her favourite technological aid is a special stylus and interactive laptop screen which enables her to draw and write comments directly into her students' Word documents. The learning experience has been received with enthusiasm, shown in each successive student evaluation of her course. She encourages other instructors to cast aside their doubts. "Once mastered, the

technology becomes a valuable teaching aid for instructors and students," she says. "One shouldn't be afraid to jump into it!"

In the coming years, Rémillieux will continue to work on making the instructor's life easier. A common WebCT template, accessible to all instructors, will be created. His team is also working on orientation modules that will include available teaching technologies. "In the end, the plan is to make things simple and bulletproof," he says. With the continued support of IMS and TLS, Rémillieux is confident that more and more instructors will come on board. ■

If you would like to speak with Jean-Paul Rémillieux, please contact his office at (514) 398-8839. jean-paul.remillieux@mcgill.ca

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Jean-Paul Rémillieux, Director, e-learning and IT Resources

