



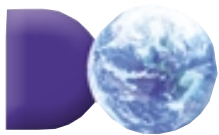
individual



community



institution



society

•Commitment in action

Perched as we are on the brink of the millennium, what could be more motivating than commitment in action?

The AACE Board has been busy under the passionate and inspired leadership of President **Blane Harvey** – hence the revitalized effort to communicate, to educate, to grow membership and to effectively influence.

While we herald the beginning of a more active and present association, it's also with the greatest respect and best wishes for ongoing success that we bid adieu to the visionary at the heart of many of these changes.

AACE President Blane Harvey, currently Director of Programs, Faculty of Continuing Education, The University of Calgary, moves on to the position of Vice-President, Business Development at St. Clair College of Applied Arts & Technology in Windsor Ontario, effective January 2000. Blane will have his hands full in the new role he assumes encompassing the College's Continuing Education, Contract Training, International Development & Marketing divisions.

At a recent AACE board meeting, the leadership torch was unanimously approved to pass to **Peter Cookson**, Athabasca University. Peter will assume the role of acting President January 1, 2000 until the spring annual general meeting.



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Working for you @ A.A.C.E. Priorities 1999 - 2002

We, as an association advocating lifelong learning, believe that learning improves the quality of life for the individual and the community. Accordingly, over the next three years, we shall revitalize and expand our Association so that it exists as a vital, dynamic network of practitioners, providers, researchers, future leaders and other partners working together in public and private settings to improve opportunities and support for adult lifelong learners in Alberta. We will achieve this goal through a vigorous program of communication, collaboration, and continuing professional development with and on behalf of our members, our colleagues and our partners. More specifically we will:

- Bring recognizable benefit to current and prospective members through the enhanced sharing of information and ideas that advance the standards of education, practice and research in adult lifelong education and learning. To this end we will create a comprehensive, multimedia communication network that puts timely, useful information in the hands of our members on a regular and reliable basis.
- Bring tangible benefit to current and prospective members through an enhanced program of support for their continuing professional development. To this end we will create frequent opportunities for professional networking and information sharing amongst our members and sister associations. We will foster the creation of special interest groups that enable the formation of communities of common interest. We will take steps to expand our membership by encouraging membership amongst students of adult and continuing education in Alberta and other stakeholder groups.
- Strengthen the governance and ensure the continuing relevance and viability of the Association. To this end we will introduce amendments to our by-laws that support a more broadly based constituency, the expansion of our membership and the development of more democratic and participatory process within the Association. We will establish alternate revenue streams so as to diversify our customary reliance upon membership fees and conference revenues for our operating funds. And we will initiate an aggressive membership development program so as to attract





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and retain increasing numbers of students, practitioners, providers, and researchers in the field.

- Strengthen our liaison with the local and regional governments so as to provide informed, articulate and representative commentary and response on issues that concern the broad field of adult lifelong education and learning.

The Alberta Association for Continuing Education is dedicated to improving conditions for providers, facilitators and learners engaged in adult lifelong education and learning in Alberta.

Lifelong Learning

Alison Steward

Calgary Community Adult Learning Association

If the term “adult education” makes you think of spending nights sitting in a classroom upgrading high school courses, delving into the joys of auto-body repair, or doing something “crafty” one night a week then you are not alone, but you may be missing the boat. While adult education has always been about personal development and skill building, what is different today is that it has gone from being perceived as a pleasant way to pass your time to being an essential key to survival and to avoiding obsolescence. With expressions like “learning-based economy”, “intellectual capital”, “learning a living” and “knowledge management” making their way into our vocabulary, being an active learner is becoming part of our culture, and lifelong learning is being acknowledged as vital to our future social and economic well-being.

Lifelong learning is the belief that old dogs can, do, and must learn new tricks. It means that investing in yourself becomes a priority, and that your attitude reflects increased tolerance for ambiguity and comfort with change. As anyone who has ever been thrown into a new situation can attest to, learning can make you feel awkward, anxious and incompetent. Adults need to adopt an exploring, fearless, almost childlike approach to learning.

The field of adult education, and the particular needs and learning styles of adults is getting more and more attention. While learners of all ages function best when they feel safe, supported,



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and free to experiment, adult learners in particular perform best when they are treated as peers and their life experience valued. They need an environment where they can take responsibility for their own learning, where they can design programs that meet their needs and expectations, and where they can be actively involved in learning. Practical exercises and experiences should be as much a part of the curriculum as theories and facts.

A sense of urgency has accompanied the emphasis on lifelong learning. People feel they have to learn and master new skills, or get left behind. There is a financial cost to keeping up, and the responsibility of investing and maintaining their skills is increasingly falling on the individual. How to keep lifelong learning accessible is the concern of the funders of adult education. The Calgary Community Adult Learning Association is one of 84 Community Adult Learning Councils throughout Alberta supported by Alberta Advanced Education and Career Development. Their mandate is to meet the learning needs of adults, and to ensure accessibility for adults with barriers. C-CALA allocates funding to non-credit courses in the areas of: Healthy Communities, Training for Employment, English as a Second Language, Adult Basic Literacy, Citizenship for New Canadians, and French as a Second Language.

As a result of this emphasis on the adult learner, educators have been asking for training in this growing field. In Calgary several courses are being offered at a post-secondary level. The University of Calgary offers a Masters in Adult Learning, and both SAIT and Mount Royal offer Adult Educator certificates or courses. As well, there are networks of educators throughout the city who meet monthly to share ideas and skills, and to support each other. Examples of these would be the Parent Educators Network and the Career Practitioners Association.

For more information about adult learning please contact the Calgary Community Adult Learning Association at 266-6444.



Food for Thought: The AACE Position on Lifelong Learning

Submitted by Blane Harvey

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What is lifelong learning?

A cursory review of recent (and not so recent) literature pertaining to lifelong learning reveals references to the following learning structures and environments as being contributing elements of a lifetime of learning.

- Early childhood education
- K-12 education
- Elementary and secondary education
- Basic education
- Initial education
- Higher education
- Tertiary education
- Technical and vocational education
- Adult education
- Adult training and retraining
- Continuing education
- Further education
- Distance education
- Self-directed learning

- Formal and non-formal learning
- Workforce development
- Continuing professional education
- Workplace learning
- Training in enterprises
- Business and industry training
- Labour education
- Labour market programs
- School to work transition
- Adult literacy
- Adult basic education
- Prior learning assessment
- Career guidance and counseling

The following direct quotes from various reports and publications help to define lifelong learning as a concept rather than as yet another unique learning structure or environment. It is clear that lifelong learning as a concept encompasses the multitude of learning opportunities and engagements encountered during an individual's lifetime.

“Lifelong learning is not restricted to linear progression through primary, secondary and tertiary education. It increasingly takes place in a variety of formal and non-formal settings.”
(OECD, 1996)

“In response to the individual's learning needs, lifelong education evolves. The education is both formal and informal.”
(OECD, 1996)

What is lifelong learning?

“The principles of lifelong education include: a large scale marshalling and use of all means of training and education, going beyond the traditional definitions and institutional limits imposed





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upon education and the establishment of close links between various forms of action and the objectives of education.” (EIC, 1983)

“Governments must encourage a continuing educational system which individuals can enter and leave throughout their lives.” (EIC, 1983)

The concept of learning throughout life thus emerges as one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial and continuing education. It links up with another concept, that of the learning society, in which everything affords an opportunity for learning and fulfilling one’s potential. (UNESCO, 1996)

Lifelong learning involves ministerial portfolios other than education. Ministers undertake to deepen co-operation with their colleagues in the areas of social, labour market, economic and communications policies, in order to make sure that policies, which affect education, are coherent and cost-effective. (OECD, 1996)

We have concluded that Technical Vocational Education, as an integral component of lifelong learning, has a crucial role to play in this new era as an effective tool to realize the objectives of a culture of peace, environmentally sound sustainable development, social cohesion, and international citizenship. (UNESCO, 1999)

Strategies for lifelong learning need a whole-hearted commitment to new system-wide goals, standards and approaches, adapted to the culture and circumstances of each country. OECD Education Ministers agreed to:

- Strengthen the foundations for learning throughout life, by improving access to early childhood education, particularly for disadvantaged children, revitalizing schools and supporting the growth of other formal and non-formal learning arrangements;
- Promote coherent links between learning and work, by establishing pathways and bridges that will facilitate more flexible movement between education and training and work, aimed in particular at smoothing the initial transition between the two, and by improving the mechanisms for assessing and





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recognizing the skills and competencies of individuals - whether they are acquired through formal or non-formal learning;

- Rethink the roles and responsibilities of all partners - including governments - who provide opportunities for learning;
- Create incentives for individuals, employers and those who provide education and training to invest more in lifelong learning and to deliver value for money.

Why it is needed?

In the Report to UNESCO of the Internal Commission on Education for the 21st Century (1996) we are told that the Commission proposed four pillars as the foundations of education:

Learning to live together. Developing an understanding of others and their history, traditions and spiritual values provides the basis for creating a new spirit. This, guided by recognition of our growing interdependence and common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way.

Learning to know. Given the rapid changes brought about by scientific progress and the new forms of economic and social activity, the emphasis has to be on combining a sufficiently broad general education with the possibility of in-depth work on a selected number of subjects. Such a general background provides, so to speak, the passport to lifelong education, in so far as it gives people a taste – but also lays the foundation – for learning throughout life.

Learning to do. In addition to learning to do a job of work, it should, more generally, entail the acquisition of a competence that enables people to deal with a variety of situations.

Learning to be. In the twenty-first century everyone will need to exercise greater interdependence and judgement combined with a stronger sense of personal responsibility for the attainment of common goals. In addition, none of the talents, which are hidden like buried treasure in every person, must be left untapped.

It is clear that attainment of these learning goals is a lifelong endeavour for each and all of us.

visit our website @ <http://www.nald.ca/aace.htm>





• Community

Community-University Research Alliances

A pilot program helping organizations within communities and university institutions collaborate to tackle common, priority issues and concerns has been launched by The Social Sciences and Humanities Research Council of Canada (SSHRC). SSHRC will provide core funding for a limited number of “CURA” (Community-University Research Alliances) to support a diverse range of innovative research, training and related activities that will:

- Enhance mutual learning and horizontal collaboration between community organizations and universities
- Contribute to the social, cultural and (or) economic development of communities
- Enrich research, teaching methods and curricula in universities, and reinforce decision-making and problem solving capacity in communities
- Enhance students' education and employability through diverse opportunities to build expertise and work-force skills in an appropriate research setting

Two competitions are scheduled (one in 1999-2000 and one in 2000-2001) with funding available for up to 24 CURAs in the first cycle. Timing for the second cycle hasn't yet been determined, but a minimum of 8 CURAs will be funded.

Each CURA is to receive up to \$200,000 (\$400,000 if a consortium) per year for three years, renewable subject to various conditions. Continuation of the program will depend on results of the pilot and the status of SSHRC's budget.

Applicants must represent a Canadian university or organization however, internationally based researchers, organizations, or institutions may participate as partners. The next deadline for submission of a letter of intent is April 1, 2000.





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For more information, link to:

<http://www.sshrc.ca/english/programinfo/grantsguide/cura.html>

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• Institution

Athabasca University: Revised Mission Statement recognizes National Role in Learning

A solid track record in bringing quality education to the learner's location has earned Athabasca University increasing numbers of students as well as an ever-extending reputation and role beyond provincial boundaries.

The summer 1999 Athabasca University newsletter Bridging the Distance announced the new mission statement approved by the Government of Alberta and recognizing the national role the University now plays. The statement begins: "Athabasca University is a board-governed open university committed, through distance education, to increasing accessibility in Alberta, throughout Canada, and internationally to university-level study, and to meeting the educational needs of the workplace."

Further, the article notes that Athabasca has enhanced its national role through a strategic alliance with Quebec's Tele-universite. The agreement allows AU to offer students access to a bilingual or francophone university education while the Tele-universite offers its students access to programs in English. The course offerings increased by almost 50 per cent virtually overnight!

If you've wondered about the popularity of distance learning at the university level, wonder no longer. The newsletter goes on to report that AU's student population has increased by more than 17 per cent in the 1998-99 period, bringing total growth over the past three years to almost 50 per cent!

To learn more, link to <http://www.athabascau.ca> to access their newsletter Bridging the Distance.

Lethbridge Community College Enrollment Up

Applications for admission to Lethbridge Community College are up nearly 17% over last year reports the college's electronic publication News.





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As of June 29, the College had received 4,324 applications, up 622 from the previous year and up 750 from the same time in 1996.

“We passed the 5,000 application mark for the first time last year in late August,” says registrar Linda Hoover. “I expect we’ll be there by the end of July.”

Admissions staff also estimates that the College is receiving an average of three applications per day through the LCC website. “Many more prospective students are using the web as tool for researching their options for post-secondary education,” says Hoover.

For more information, link to
<http://www.lethbridgec.ab.ca/news/990630.html>

• **University of Alberta: Faculty of Extension to offer Master of Arts in Communications and Technology**

The Faculty of Extension at the University of Alberta will soon be offering a new multidisciplinary Master of Arts in Communications and Technology (MACT). The new program is intended to address a need among workers in a variety of positions and fields for systematic study of communications in their workplaces. Since many of the issues in this area of study are related to the impact of modern communications technologies on the workplace, the MACT program will include a secondary focus on communications technologies.

The intended audience is knowledge workers filling a variety of positions in fields including: communications, promotions and marketing, human resources, fund development, design, writing and editing, consulting, management, and other knowledge sector areas. What these people have in common is that they operate in environments where productivity depends on effective communication, and in which much of this communication is mediated by advanced technologies.

The MACT will be largely distance delivered via the Internet on a cohort, part-time basis. However, each May the cohort will be brought together for a three-week intensive Spring Institute on the University of Alberta campus.

visit our website @ <http://www.nald.ca/aace.htm>



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This is the first degree program that the Faculty of Extension has offered. The Faculty's mandate was altered in June 1999, for the specific purpose of enabling it to extend this opportunity to interested individuals throughout Alberta and beyond. The General Faculties Council of the University approved the MACT program on September 27, permitting delivery of the program starting in May 2000. The MACT will be offered only on a part-time basis, but required courses will be scheduled so as to permit completion of the entire program in two years of part time study. Applications will be accepted starting December 1999. Deadline for applications to be part of the first annual cohort (starting classes in May 2000) will be February 1, 2000. Potential applicants should note that this is a cost-recovery program, so program plus course tuition fees will total approximately \$14,000 if the program is completed in two years, with an additional continuing fee of \$1000 per year thereafter.

The MACT program brings together, once again, former AACE president **Dianne Conrad** and former AACE board member **Walter Archer**. They worked together on the CACE program from 1989 until Walter went on to other challenges within the Faculty of Extension in 1994. For the past three years he has been in charge of planning the MACT program and steering the proposal through the many stages of program approval at the University. A search for a permanent Director is currently underway. Dianne moved over to the MACT program area in July.

For more information about the MACT check out the MACT website at <http://www.extension.ualberta.ca/mct/> or contact Dianne or Walter as indicated below.

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Walter Archer, Assistant Dean, Research, and
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A Conversation with the Minister

This article is gratefully provided as a partial reprint of a two-part series written by University of Calgary Gazette writer Greg Harris. The full article is available from www.ucalgary.ca/unicomm/Gazette/gazette.html issues dated Sept. 20 and Oct. 4, 1999.

University of Calgary Gazette writer Greg Harris recently caught up with Lyle Oberg, Alberta's learning minister. Oberg spoke to Harris on a range of post-secondary issues. The following excerpt from a full interview is reprinted with Gazette permission. The full article is available starting at www.ucalgary.ca/unicomm/Gazette/Archives/Sept20-99/

Gazette: What, in your opinion, are the biggest challenges facing universities in Alberta?

Oberg: I think the single biggest challenge facing universities in Alberta is access. We're going into an era where kids that graduate from university are going to have a two-and three-percent unemployment rate, whereas kids that come out of high school are going to have a 15-percent unemployment rate. So it's my job as minister of learning to ensure that the spots are available for these people, as they come out, to be able to go to university and get a post-secondary diploma or degree.

Gazette: Do you have any immediate plans then for addressing the access challenge?

Oberg: Obviously I have to work with the universities and the technical institutes to try and expand them. What I've talked to them about is a key concept that I feel in education today and that's flexibility and responsiveness. They need to offer programs where there are jobs out there, and we all recognize that things change. If you had predicted seven or eight or nine years ago that there would be 300,000 empty jobs in ICT, they would have called you crazy. It has to be a flexible, responsive system to what the need is out there. If that means dropping degrees, if that means putting a degree in for two years and then two years down the road they see that the need is not there for it and change it, then so be it – that's what has to happen.



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Gazette: Concerns have been expressed that the post-secondary component of your portfolio is taking a back seat to the K-12 sector.

Oberg: Interestingly enough, I've probably spent more time with the post-secondary to date that I have with the K-12. I've met with pretty well every university board and I've met with a lot of the technical institutes and colleges, and I've spent probably more time with them than I have with the K-12. I toured NAIT the other day and sat down with them; I've been to Olds College; U of C obviously I've been to two or three times; U of A I've been two or three times; I met with University of Lethbridge people. So the way it turns out, it's probably the other way around.

Gazette: There has been significant reinvestment in the K-12 system, most recently with an announcement that some of the government's surplus is going to school boards. When will the government begin reinvesting in post-secondary education?

Oberg: What we'll probably be doing is within the next budget. And when we say reinvest, there will be some reinvestment from the infrastructure money that came forward from the infrastructure department – so that did not come directly through me, but it came through the infrastructure department. So there will be money there. Within the next budget, certainly post-secondary education takes a very high priority. What we have to look at how do we reward the schools that the students are going to. For example, where enrollment is up, I think those are the schools that are obviously doing a good job, either simply by location or by programs they offer, it can be either of those two factors. But we need to funnel the money into them so that they can create more space where it's needed now.

Gazette: The university receives earmarked funding from the province in various envelopes – the Learning Enhancement Envelope, the Knowledge Network, the Research Excellence Envelope, the Intellectual Infrastructure Partnership Program, and the Performance Envelope. What are your views on envelope funding, versus base operating grant funding?

Oberg: I don't like envelope funding, and I've told the university presidents that. Envelopes are a mechanism for holding universities accountable, because what they (the presidents) are saying is

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that the government doesn't trust them to spend the money properly, so they must spend it here. In essence, that's what envelopes are. What I said to the university presidents was, I'd get rid of all envelopes if you give me a method either through KPIs (Key Performance Indicators) or something similar, to hold you accountable, and that was a challenge that I gave to the university presidents. I think that the universities, from what I've seen of them, are fully mature, functioning institutions and boards, and they know where the money should be spent.

Gazette: As you know, there is already in place a system of Key Performance Indicators. Do you think universities are sufficiently accountable to the government and the public right now?

Oberg: I think that the universities have two ways – the key performance indicators as well as the envelope funding and I think those are both accountability measures. I think, personally, that universities have to become more accountable to people. I think that the adage where a university is sort of a holier-than-thou institution that's put up on a pedestal on the hill isn't there anymore. I think we have to be community focused. We have to graduate students that are ready to go out into the job market and that job market fluctuates and changes constantly, and they have to be responsive to what's happening in the communities. A lot of them are doing a good job. The University of Calgary, for example, gets a tremendous amount of support from the public, but just because you're getting a lot of support that doesn't mean you stop. You've got to keep on being responsive.

Gazette: Some critics say the government is too deeply involved in the management of universities: it has a handpicked Board of Governors, a system of key-performance indicators to which universities are accountable, and increasingly, directed funding that must be spent on what the government dictates. Given that we're recently seen you dissolve a public school board here in Calgary, what should administrators expect in terms of government involvement in the management of the university?

Oberg: I think we've already addressed the envelope funding. When you talk about the handpicked Board of Governors, if you think that Ted Newall (Board of Governors chair) at the University of Calgary and Eric Newell (Board of Governors chair)



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at the University of Alberta aren't going to tell me exactly what they think and what they hear, you're wrong.

I think the other issue comes back to accountability of universities to the public. I think there is that accountability that must be there, and as a government, we are the proxies for the public, so I think there has to be accountability to government.

Gazette: The previous minister introduced Campus Alberta to the vocabulary of Albertans. Do you support its further development, and if so, what direction do you see it taking?

Oberg: Absolutely. I think Campus Alberta is something that is going to be great. I'll give you an example. If you wanted to do into a Bachelor of Commerce degree, you would put your application form into Lethbridge, you would put your application into the University of Calgary, and you would put your application into the University of Alberta. You have three separate potential interviews, if they interviewed people – you go through all of this. Why wouldn't you have one application process and rank where you want to go? And then everything is done on a computer match. In 1983, when I graduated from medical school, that's how we did it across Canada for which internship you went into. You had one interview and ranked what schools you wanted to go to and it was all computer matched. The school ranked whom they wanted and then it was all computer-matched. I think it's ludicrous for students to have to put in all these different application forms and go through all this rigmarole in order to go to university.

I think the other issue on Campus Alberta is transference. As you know, there are issues between universities when it comes to transferring, there are issues between colleges and universities, and there are issues between high schools and colleges and universities. So that's something that I just don't accept. What we have to realize in Alberta is that we are still small players. As a population of three million people, we're one-seventh the size of New York City. So we have to start thinking beyond this.

As an aside, one of the interesting comments that I've heard from the universities is, they're kind of tired of the competitive model, where you compete for things and I tend to agree. I think it's



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time to move on from the competitive model in post secondary education between institutions to the collaborative. For example, if the U of C has a program and the U of A has a program and both of them are small programs, why don't you make one bigger program? Why don't you collaborate between the two? I think we have to get away from this competition between Edmonton and Calgary and Lethbridge, and whoever, because we're all small players on the scene and we need the effort together to get things going.

Gazette: Many people fear that Alberta universities are falling behind the rest of Canada, and that Canada is lagging compared to the rest of the world. What is your vision for universities in Alberta?

Oberg: Let me answer your first question first. I recently attended an awards ceremony at the University of Alberta. We have the Number 1 professor in Canada, which is Andy Liu, a mathematics professor, we've had I believe it's 16 out of 22 – somewhere in there – of 3M scholars, when it's come to professors. When you take a look at engineering, we're always in the top three or four, so I question the people who say we're lagging behind. I think when you take a look at the results that both universities are getting, take a look at the research money, we're way up there compared to other universities. Take a look at the quality of the students that are coming out – I think that we're way of there.

When it comes to Canada lagging behind, compare yourself to the states. We are probably – and I'll say in all fairness I don't think we're as good as a Harvard or a Stanford type of thing – but we are probably in the top 10 or 15 out of how many universities in the states? Seven or 800, if not more, and we're probably in the top 10 or 15, which is fabulous, so I question whether or not we are lagging behind. I don't think we are. It doesn't mean we can't get better. I think we can get better and we constantly have to move towards that.

My vision for post-secondary education is a flexible system. It's a responsive system that responds to the needs of the student and the employer, and it's a system that is easy for the student. It's a system that doesn't have you as a student banging your head against the wall because you've run into a whole row of bureaucracy.



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The other thing, and what I will be pushing in a lot of my speeches as I go forward, is that we can train anyone, anywhere, anyplace, anytime, for anything, and that's in conjunction with NAIT and SAIT and with the universities. If you as an employer need underwater welding, we will set up a program for you. So I think that is a very big selling point when it comes to pushing our universities and technical institutes out on the national and international level.

Gazette: So we can be a little bit optimistic about the next budget?

Oberg: I think you can be very optimistic. I think you can be very optimistic about education in general in Alberta. We've been through the cuts, we've been through the looking back and whining and complaining, and it's time to look to the future.

Third Age Learning the Focus of CATALIST: a learning network for adults 55+

The Canadian Network for Third Age Learning (CATALIST) is the name chosen for an evolving national network of Canadian educational organizations for adults 55+. In its formative stages, CATALIST hopes to support Canadian education organizations for adults 55+ by:

- Sharing resources for lifelong learning, providing an ongoing means of communication through the creation of a learning technology network
- Creating formal contacts with partner organizations around the world
- Collaborating in areas of research and resource development
- Identifying and responding to communities and groups that are not adequately served in terms of educational opportunities for adults 55+
- Acting as an advocate for older learners and older adult education in Canada





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The CATALIST model of a formal Canadian network for third age learning is new to Canada. The University of the Third Age in Australia and Europe, and the Institute for Learning in Retirement in North America are examples of established networks supporting third age learning internationally.

The database of best practices, educational programs, resource people and research that will be developed as part of the electronic web site for CATALIST will contribute substantially to the existing learning technologies knowledge base both in terms of structure and content.

The vision of CATALIST was recently endorsed through Office of Learning Technologies.

News and Coming Events

Applying to the MACT

In December U of A will begin accepting applications for the first cohort of students in the MACT program. The deadline for applications is February 1, 2000. The cohort will begin studies in a face to face spring Institute May 8-26. For more information on how to apply consult <http://www.extension.ualberta.ca/mct/>.

Knowledge Management course being piloted online

U of A's Knowledge Management course is being piloted online as a LIS 598 course (Special Topics in Library and Information Studies). There are 13 students taking part from their homes and workplaces in Edmonton, Calgary and Toronto. It is going well, with lots of lively discussion in the computer conference. When the course has been revised in the light of experience with the pilot offering it will be reincarnated as EXT 507, one of the core courses in the MACT.

U of C course COMS 619 is also being piloted online. From Calgary, Dr. David Mitchell is offering Communications and Cultural Industries: Policy and Development as a part of the U of C's graduate communications program. COMS 619 can be applied to the MACT as an elective. Currently, there is one student from Edmonton participating in COMS 619 via videoconference and WebCT each Thursday night, 6:30 to 9:30 p.m.





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In January, U of C will offer COMS 623 Social and Economic Impacts of Communication and Information Technologies, Monday evenings. Also applicable to the MACT, this course will be made available by videoconference at the University of Alberta. Call Dianne for more information, 492-1501.

The annual conference of the Canadian Communication Association will be held in Edmonton in the year 2000 as part of the Congress of the Social Sciences and Humanities in Canada. The CCA will be meeting May 28-30.

The Call for Papers for the CCA meeting has been prepared and will be going out to CCA members as soon as it has been translated. If you are interested in giving a paper you can get at least the English version of the Call for Papers by emailing to: dianne.conrad@ualberta.ca. The full bilingual version will eventually be available on the CCA website at <http://www.acs.ucalgary.ca/~ccaweb/indexe.html>

Worthy of Note

International honours for book about children's reading and writing skill development

A parent resource book written by a University of Lethbridge Education professor and her two local co-authors has received an international award. Dr. Robin Bright, an Associate Professor in the Faculty of Education, along with co-authors and local educators Lisa McMullin and David Platt, wrote "From your Child's Teacher: Helping your child learn to read, write and speak" to provide parents with strategies to help their children succeed in the school system. See http://home.uleth.ca/pub/news-releases/1999_2000/19991125a.htm for full details.

Presidents say, "Technology and collaboration are needed for 'Lifelong Learning'."

Institutions of higher education need to focus on encouraging lifelong learning, in part by ensuring students have access to distance learning technology, according to a report written by public-university presidents belonging to the Kellogg Commission on the Future of State and Land-Grant Universities. Colleges and universities should invest in new technologies and prepare students to continue their education by using collaborative and interactive teaching methods to teach critical-thinking skills.



• Society

To create a “learning society,” education should be universally accessible and lifelong learning should be promoted to people of all ages, the report says. To further the goal of lifelong education, the report suggests that universities team with elementary and secondary schools, as well as businesses and governments, to make educational resources available to everyone.

The group also supports the formation of accredited groups devoted to setting standards for lifelong learning programs and distance education. (Chronicle of Higher Education Online 09/16/99)

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