Institute for Research on Learning Technologies

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1. Background and Mandate

The Institute for Research on Learning Technologies (IRLT) has a broad mandate to engage in systematic inquiry, discussion, and information sharing related to the uses of technology in teaching and learning. Originally established in 1987 within the Faculty of Education as the Centre for the Study of Computers in Education (CSCE), the Institute became a university-based research unit in June 2001 and was re-named. IRLT encourages the formation of links with faculty members across the university and with schools, government, and industry to provide collaborative, multidisciplinary approaches to research problems and issues. More specifically, the goals of the Institute are as follows:

- To engage in research, study, and public discussion of issues related to the pedagogical uses of technology and to the moral, ethical, and educational implications of its use;

- To develop projects that make innovative uses of new technologies in teaching and learning;

- To maintain an active program to disseminate findings of its projects, its activities, and developments in the field to educators and other interested parties;

- To foster collaboration between academics, educators, and industry and government personnel on research and development problems and issues of mutual concern and interest.

During the 2005-06 academic year, IRLT members developed and approved a six year plan. We began with an ambitious vision: *to strive to become, within six years, one of the premier university-based research institutes in North America focusing on the study of teaching and learning with technology*. Eight strategic goals were adopted to achieve this vision:

1. Form Special Interest Groups in Focus Areas
2. Increase Our External Profile
3. Initiate a Visiting Scholars Program
4. Influence the Hiring Process
5. Establish an External Advisory Committee
6. Restructure Executive Committee
7. Raise Funding for Infrastructure
8. Obtain Secure Support Services

We began working on implementing these strategies during the second half of the academic year and achieved a measure of success. These goals will continue to be our priority over the next several years.

2. Organizational Structure and Staffing

Personnel

IRLT is managed by a director who is appointed to the position by the Vice-President (Research and Innovation) as it is a university-based research unit. The current and founding director is Professor Ron Owston (Education). He is provided with release time and an administrative stipend according to the YUFA collective agreement. Professor Mary Leigh Morbey (Education) has been Associate Director since 2001 (except during her sabbatical in 2004-2005 when Professor Renate Wickens, Fine Arts, assumed her responsibilities).

Herb Wideman is employed full time on annual contract as Senior Researcher, while Kathryn Cook (a faculty member at Georgian College) occasionally works part time as Research Assistant and is voluntary Web master. Typically, four to five students are hired annually as Graduate Research Assistants on various research projects.

Governance

The Executive Committee is responsible for setting strategic priorities and policies for IRLT. Its membership consists of the following: the Director, Associate Director, two Members-at-Large, and a Graduate Student. In 2005-06, Professor Avi Cohen (Arts), Richard Jarrell (Science & Engineering), and Christine Brown (Education graduate student) filled the latter three positions.

During 2005-06, an Advisory Board was formed as called for in our six year plan. The terms of reference for the Board are:

- To provide an external view of IRLT activities and outputs
- Advise on strategic directions and opportunities
- Raise the profile of IRLT with external communities.

The Board consists of three external members as well as the Executive Committee. The external members were Marty Keast (Pearson Canada), Wendy Powell (Telus), and Robert Martellacci (Mindshare Learning).

Publications

IRLT publishes a series of technical reports based on members' research. These reports are made available to the research community at the Institute's Web site. A listing of this past year's reports is below in the *Activities* section.

3. York University Faculty Affiliated with the IRLT

IRTL has members from all Faculties at York as well as Glendon College. Some IRLT members focus on learning technologies as their primary research interest with all of their publications and grant writing centering on this topic; others have it as a secondary or joint research interest and publish less regularly in this area; while still others are mainly interested in improving their teaching through the use of technology, receive teaching/project development grants, and/or write conference papers about their teaching with technology and more generally support IRLT's goals. Membership is voluntary and members are not formally reviewed. York faculty membership for 2005-06 was as follows:

Name	Affiliation
Alison Griffith	Faculty of Education
Ananya Mukherjee-Reed	Department of Political Science, Faculty of Arts
Avi Cohen	Department of Economics, Faculty of Arts
Bill Found	Faculty of Arts/Environmental Studies
Caitlin Fisher	Department of Film, Faculty of Fine Arts
Carolyn Steele	Career Centre
Dalton Kehoe	Division of Social Science, Faculty of Arts
Evelyne Corcos	Department of Psychology, Glendon College
Francoise Mougeon	Department of French Studies, Glendon College
Gail Lindsay	School of Nursing, Atkinson Faculty of Liberal and Professional Studies
Gareth Morgan	Schulich School of Business
Graham Orpwood	Faculty of Education; York/Seneca Institute for Science, Mathematics, Technology, and Education
Heather Lotherington	Faculty of Education
Ilo Katryn Maimets	Steacie Science Library
Jean Adams	Schulich School of Business
Janet Murphy	ABEL Program
Jennifer Jenson	Faculty of Education
Karen Anderson	Dept of Sociology, Faculty of Arts
Laurie Wilcox	Dept of Psychology, Faculty of Health
Margaret Sinclair	Faculty of Education
Mary Leigh Morbey	Faculty of Education; Associate Director, IRLT
Mary Louise Craven	Communication Studies, Faculty of Arts
Monique Adriaen	Dept of French Studies, Faculty of Arts
Niamh Hennessey	School of Social Sciences, Atkinson

Peggy Warren	Reference, Scott Library
Peter Roosen-Runge	Department of Computer Science, Faculty of Science & Engineering
Poonam Puri	Osgood Hall Law School
Radu Campeanu	School of Analytic Studies & Information Technology, Atkinson
Razika Sanaoui	Faculty of Education
Renate Wickens	Fine Arts Cultural Studies, Faculty of Fine Arts
Richard Jarrell	Division of Natural Science, Faculty of Science & Engineering
Richard Saunders	Department of Political Science, Faculty of Arts
Roberta Sinyor	Department of Languages, Literatures & Linguistics, Faculty of Arts
Ron Owston	Faculty of Education and Director, IRLT
Ron Sheese	Department of Psychology, Faculty of Arts
Ros Woodhouse	Centre for the Support of Teaching (CST)
Sam Lanfranco	School of Analytic Studies & Information Technology, Atkinson
Seonaid Lee-Dadswell	Centre for the Support of Teaching (CST)
Shelley Hornstein	Art/Architectural History, Department of Visual Arts, Faculty of Fine Arts
Simon Fodden	Osgoode Hall Law School
Stan Shapson	Vice-President (Research & Innovation); Faculty of Education
Stephen Chen	School of Analytic Studies & Information Technology, Atkinson
Suzanne McDonald	Dept of Psychology, Faculty of Health
Tom Johnson	Osgoode Hall Law School
Zbigniew Stachniak	Dept of Computer Science & Engineering, Faculty of Science & Engineering

There are 45 York members in total; in addition, several Seneca College faculty are also affiliated with IRLT.

4. Member Activities

Listed below are *selected* (a full list would be too extensive) articles, chapters, and books of members, as well as conference papers, reports, awards, and technology development activities of members during 2005-2006.

Selected Articles, Chapters, Conference Proceedings, Books, and Documentary Films (IRLT members indicated in bold)

Adams, J. (2005, July). Today's challenge: Slowing down, to get results up to speed. *Learning Circuits*. ASTD. *7*(6). [Online]. Available:
http://www.learningcircuits.org/2005/jul2005/adams.htm

Adams, J. (2005, August). No time for collaboration? Consider using an I-C-E-C-A-P model. *Learning Circuits*. ASTD. *7*(7). [Online]. Available: http://www.learningcircuits.org/2005/aug2005/adams.htm

Adams, J. (2005, September). Thinking about learning as a bonusable objective … . *Learning Circuits*. ASTD. *7*(8) [Online]. Available: http://www.learningcircuits.org/2005/sep2005/adams.htm

Chen, S., Frempong, G. & Cudmore, W. C. (2006). Gesture friendly interfaces for classroom teaching with thinking tools. In IFIP International Federation for Information Processing, Volume 210, *Education for the 21st Century -- Impact of ICT and Digital Resources*, pp. 279-283. Springer.

Found, B. (2005), *St. Kitts Scenic Train: Journey into an Island's Heritage* (documentary film), published by the St. Christopher Heritage Society.

Found, B. (2006), *Return of the Andrew Doria* (documentary film), published by the St. Eustatius Center for Archaeological Research.

Hornstein, S. (2005). Curating place: Maps, starchitecture and museums-without-borders. In Martin Procházka & Onřej Pilný (eds.) *Time refigured: Myths, foundation texts and imagined communities*. Prague: Literraria Pragensia, pp. 190-206.

Lotherington, H. (2005). Review of J. Aitchison, & D.M. Lewis (Eds.): New Media Language. *Canadian Modern Language Review, 61* (3), 443-444.

Lotherington, H. (2006). Multiliteracies at Main Street School: Digital texts, multilingual development and inclusive narratives. *Contact: Special Research Symposium issue*, *32* (2), 72-85.

Morbey, M. L. (2006). Cultural identity on national museum websites. In F. Sudweeks, H. Hrachovec, H., & C. Ess (eds.), *Cultural attitudes towards technology and culture.* Australia: Murdoch University, pp.34-48.

Morbey, M. L. (2006). Killing a culture softly: Corporate partnership with a Russian museum. The International Journal of Museum Management and Curatorship, 21(4).

Morbey, M. L. (in press). Foreward, in T. E. Bowen, *Cyborgs in the studio: Making art by hand and computer.* Lewiston, NY: Edwin Mellon Press.

Owston, R. D. (in press). Contextual factors that sustain innovative pedagogical practice using technology: An international study. *Journal of Educational Change.*

Owston, R. D., Garrison, D. R., & **Cook, K.** (2006). Blended learning at Canadian universities: issues and practices. In C. J. Bonk & C. Graham (Eds.). *Handbook of blended learning environments: Global perspectives, local designs.* Hoboken, NJ: Wiley.

Owston, R. D., Sinclair, M., & Wideman, H. (in press). Blended learning for professional development: An evaluation of a program for middle school mathematics and science teachers. *Teachers College Record.*

Sinclair, M. (2006). Designing tasks with interactive geometry applets for use in research – some methodological issues. *International Journal for Technology in Mathematics Education: Special ICTMT7 issue #1.*

Renate Wickens (in press). SoTEL: Towards a scholarship of technology enhanced learning. *Canadian Journal of University Continuing Education.*

Wideman, H.H., Owston, R.D., Brown, C., Kushniruk, A., Ho, F., & Pitts, K. C. (in press). Unpacking the potential of educational gaming: A new tool for gaming research. *Simulation & Gaming: An Interdisciplinary Journal.*

Selected Conference Papers/Talks/Invited Addresses

Adams, J. (2006). Invited to present the noon keynote address "e-Powering Talent Development: The A-I-M- Model" at_ People Skills Performance Workplace Trainers Conference organized by Workplace Education Manitoba Steering Committee (WEMSC), Winnipeg (June 13, 2006)

Adams, J. (2006). *A four level blending model for maximizing performance learning impact.* Presentation at the American Society for Training & Development (ASTD) TechKnowledge 2006 Conference & Exposition, Denver (Feb 2, 2006). Invited by the organizing committee to extend the original 90-minute proposal to 2.75 hour workshop.

Adams, J. (2006). Empowering workplace learning to maximize impact using 'second generation' e-learning and a tight-loose blending approach. Presentation at the Canadian Society for Training and Development (CSTD) conference, Toronto - November 8-9, 2005.

Adams, J. (2006). Characteristics and Design Principles of Second Generation e-Learning. Full paper at E-Learn 2005 - World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education in Vancouver, Canada, October 24-28, 2005.

Anderson, K. (2006, April). *Classroom differences: How environment, pedagogical approach and technology in the classroom can influence learning outcomes.* Presentation at the TEL@York Conference.

Anderson, K., Ladner, S., & Dawson, P. (2006, April). *Pedagogy, environment and technology: Re-thinking introductory teaching and learning.* Presentation at the TEL@York Conference.

Anderson, K., & Sealey Kelvin. (2006, June). *New methods of teaching.* Paper presented at the annual conference of the Society for Teaching and Learning in Higher Education. Toronto.

Anderson, K., Woodhouse, R., & Ladner, S. (2006, June). *Transforming large lecture courses: A report on a pilot study at York University.* Paper presented at the annual conference of the Society for Teaching and Learning in Higher Education. Toronto.

Brown, C., Pitts, K., & Tipson, I. (2006, February). *Learning objects: Adding Interest to technology supported learning.* Presentation at the Leading Learning 2006 conference. (*graduate student lead author*)

Chu, S., & **Brown, C.** (2006, March). *VULab and Data Analysis using Atlas.ti 5.0.* Presentation at the York University Graduate Conference: On contested terrain, Envisioning educational landscapes, Toronto. (*graduate student authors*)

Cook, K. was invited in June 2006 to speak about qualitative data analysis software to Central Michigan University graduate students enrolled in their capstone research seminar. Resources from her talk, including a PPT, are available at http://webdesign2.georgianc.on.ca/~kcook/atlasti.html

Corcos, E. (2005, January). *Social communication in at-risk adolescents: A web-based intervention of language, cognition, and social skills.* Paper presented at the Third Annual Hawaii International Conference on Education, Honolulu, Hawaii.

Found, B. (2005, May). *Bringing the 'real world' to the 'ivory tower': Enlivening the classroom through appropriate technology.* TEL@York Annual Conference (Keynote Address).

Hornstein, S. (2005). *Doing digital.* The futures of Jewish culture conference, University of Toronto.

Hornstein, S. (2005). *Curating place: Maps, starchitecture and museums-without-borders.* On Voyage: New Directions in Tourism Theory Conference, UC Berkeley.

Hornstein, S. (2006). *Flash and splash: The man who swam into history.* Invited speaker for session entitled Jewish Bytes: Virtual Space and the Digital Medium, Association for Jewish Studies, San Diego.

Lotherington, H. (2006). Multiliteracies at Main Street School: Digital texts, multilingual development and inclusive narratives. *Contact*: Special Research Symposium issue, 32 (2), 72-85.

Lotherington, H. (2006, June). Multilingual narratives at elementary school: Digital technology and Secondary orality. Paper presented at the 13_{th} International conference on Learning, Montego Bay, Jamaica.

Lotherington, H. (2006, June). *Rewriting traditional stories as multilingual digital narratives at elementary school.* Paper in invited colloquium: Multilingualism in Canadian Schools co-organized by Roy Lyster and Sharon Lapkin presented at the joint Canadian Association of Applied Linguistics/ American Association of Applied Linguistics, Montreal.

Lotherington, H. (2006, May). *Multiple perspectives on socially-situated literacies.* Paper presented at the 75th Congress of the Humanities and Social Sciences: Canadian Society for the Study of Education, York University, Toronto.

Lotherington, H. (2006, May). *Postmodernism in the elementary classroom: New narratives and new literacies.* Paper presented at the 75_{th} Congress of the Humanities and Social Sciences: Canadian Society for the Study of Education, York University, Toronto.

Lotherington, H. (2006, May). *The Little Red Hen hits the 21_{st} century: Rewriting traditional tales as digital narratives in the urban elementary classroom.*

Paper presented at Narrative Matters, Acadia University, Wolfville, Nova Scotia.

Morbey, M. L. (2005, September). *From cybercolonialism to cyberglocalization: a virtual shifting of cultural identity on national museum websites.* REFRESH! The First International Conference on the Histories of Media Art, Science and Technology, Banff, Alberta.

Morbey, M. L. (2006, June). *Cultural identity on national museum websites.* Fifth International Conference on Cultural Attitudes towards Technology and Communication, Tartu, Estonia.

Morbey, M. L. (2006, April). *Models, myth & mystery: information and communications technologies and directions of truth.* Symposium on Models, Myth, & Mystery: Perspectives on Truth, Wycliffe College, University of Toronto, Toronto.

Murphy, J. made presentations at/to the following events/groups:

(2005, Dec). *E-Learning in Canada*

Presentation at Online Educa Conference, Berlin, Germany

(2006, Feb) *Blended Learning: The ICT Advantage*

Leading Learning Conference, York University, Toronto, Ontario.

(2006, Feb) *Imagine thePossibilities: The value of broadband for teaching and learning.* ORION - ABEL Windsor Day, Windsor Ontario.

(2006, April) *Making the Connections: Outreach to the Community*

Presentation at TEL@York Day

(2006, May) *Putting I.T. to Work: Blended Learning and Approach to Professional and Leadership Development* Education Computing Organization of Ontario (ECOO)

(2006, April) Participant in the Canadian Heritage CHIN Roundtable – *e-Learning in Museums*

Presentation to: Industry Canada – Mexican Delegation – Oct 2006; Industry Canada – Korean Delegation – Nov 2006; and, Phoenix Trade Mission – Industry Canada – March 2006

Owston, R., Sinclair, M., & Wideman, H. (2006, April). Evaluation of a blended learning professional development program for middle school mathematics and science teachers. Paper presented at the conference of the American Educational Research Association, San Francisco, CA.

Saunders, R. (2006, April). Bringing African civil society to York: An international, web-based course. Presentation/session in TEL@YORK conference.

Sinclair, M. (2005, December). *Technology activities – More than an "add on" to your program.* YCDSB mathematics PD day: Teaching Mathematics Using Variety, Markham, ON.

Sinclair, M. (2005, May). *Online professional learning – perspectives and possibilities.* Member of Featured Speaker Panel, OAME 2005 Annual Conference. Toronto.

Sinclair, M. (2005, May). *Experience online professional learning. Co-leader of workshop*, OAME 2005 Annual Conference. Toronto.

Sinclair, M., Schollen, L., & **Orpwood, G**. (2005, May). *What about mathematics for college technology? Let's talk.* OAME 2005 Annual Conference. Toronto.

Wickens, R. (paper accepted). *SoTEL: Towards a scholarship of technology enhanced learning.* Paper to be presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference in Nov 2006.

Wideman, H., **Owston, R.**, **Brown, C**., Kushniruk, A., Ho, F., & Pitts, K. (2006, April). *Researching educational gaming in context: Advancing the methodology.* Paper presented the Annual Meeting of the American Educational Research Association, San Francisco. (*graduate student co-author, Brown*)

IRLT Technical Reports (available at website)

- 2006-1 Interim evaluation report on Learning Connections Project
- 2006-2 First year evaluation of Learning Connections Project

Other Selected Activities: Projects /Course Development/Grants/ Awards/

Activities

- **Jean Adams** was awarded Governor-General's Gold Medal (2005) by York University's Senate Committee on Admissions, Recruitment and Student Assistance (SCARSA) in recognition of "the highest distinction in scholarship during graduate studies at York" for dissertation titled: *Second Generation" e-Learning: An Action-base Exploration of Design and Implementation.*

- **Karen Anderson** began a research project into environment, technology, and pedagogy with Kelvin Sealey, Teachers College, Columbia University. She received $5,000 Dean's grant to undertake the project at York comparing learning outcomes of an introductory sociology course taught in a raked classroom, with those in an introductory sociology class taught in a small, technology-enriched classroom, using round tables and promoting peer-to-peer learning. She worked with **Ros Woodhouse**, Directory of the Centre for Support of Teaching to adapt existing research instruments, and to develop new research instruments appropriate to the study.

- **Avi Cohen** continued as Dean's Advisor on TEL Initiatives, Faculty of Arts. He was responsible for the development and delivery of recommendations of Faculty of Arts TEL Roundtable: *do TEL*, a 10 week Faculty Development Course for instructors interested in transforming an existing face-to-face course to take advantage of learning and accessibility possibilities afforded by the web.

- **Kathryn Cook** developed and received approval for a new online course at Georgian College called Understanding the Web.

- **Evelyne Corcos** is evaluating the use of the Personal Response System in various academic contexts. She (in conjunction with Vivienne Monty of the

Frost Library) is presently examining student interactivity promoted by PRS in the context of 50-minute Library tutorials. She has submitted an ITST funding proposal entitled "A web-based Social Skill Intervention program" and a SSHRC proposal "Social communication in at-risk adolescents: a web-based intervention of language, cognition, and social skills.

- **Shelley Hornstein** led Project Mosaica (www.mosaica.ca) which presents contemporary Jewish culture in its current form on the web. The project examines Jewish culture in the arts, and uses the web in particular as an interactive cultural environment.

- **Richard Jarrell** of the Faculty of Science & Engineering continues to develop his blended learning Natural Science course (*Science: Past, Present and Future*) which is now in its fourth year and he is offering for the first time a new blended course on *Food, Science and Technology* to a very enthusiastic and computer-literate student body.

- Singh, M., **Lindsay, G.**, Jeffrey, J., **Woodhouse, R., & Owston, R.** continue to work on the evaluation of the blended learning Masters of Science in Nursing Program which was funded by Atkinson Faculty of Liberal and Professional Studies for $50,000.00 in June 2005.

- **Heather Lotherington** made numerous media appearances/interviews this past year including: TV Ontario: *Big Ideas* (2006, March 18) and delivered a featured lecture on TVOntario *The evolution of digital literacies*, hosted by Andrew Moodie (one hour of two hour program) and produced by Matt Faulknor.

- **Mary Leigh Morbey** serves as a website development consultant for the State Tretyakov Gallery, Moscow, Russia. Recently she developed two courses EDUC 5470/ARTH 5180 Technological Mediations in Visual Culture; and EDUC 3600A New Media Literacies and Culture.

- **Janet Murphy** led the *Learning Connections Summer Institute* in July 2005 (see http://www.learningconnections.on.ca/); the *Advanced Broadband Enabled Learning (ABEL) Summer Institute* in August 2005 (see http://abelearn.ca); the STRETCH project, funded by Heritage Canada and in partnership with the Resource Centre for Adaptive Technology, U of T; and hosted the *Leading Learning Conference* in February 2006 (see http://leadinglearning.org).

- **Graham Orpwood** completed his final year as director of the York/Seneca Institute for Mathematics, Science and Technology Education (YSIMSTE) (ysiste.com), which is a partnership of York University (Faculty of Education and Faculty of Science and Engineering) and Seneca College of Applied Arts and Technology (Faculty of Technology).

- **Ron Owston** and **Katharine Janzen** (Seneca) co-direct the Technology Enhanced Learning Institute (TELi) (http://teli.ca), which is a partnership of Seneca College of Applied Arts & Technology and York University. Its mission is to encourage and showcase innovative collaborative projects that build on multidisciplinary and complementary strengths of Seneca and York.

- **Ron Owston** and **Jennifer Jenson** participated in the SSHRC New Economy project SAGE (Simulations and Game Enivronments) for Learning based at Simon Fraser University that is exploring the potential of games, simulations, and simulation games to support learning. Owston is leader of the Tools and Methodology domain where he and colleagues are developing a web-based evaluation tool called the Virtual Usability Lab. Jenson, a principal investigator in the Learning with Simulations domain, is co-developing *Contagion*, a game meant to teach children about the transmission and prevention of contagious diseases.

- **Ron Owston, Herb Wideman, Razika Sanaoui, Margaret Sinclair,** and **Heather Lotherington** continued with the evaluation of *Learning Connections*, an online professional development pilot project for Junior level teachers of literacy and numeracy, which is being funded by the Ontario Secretariat for Literacy and Numeracy.

- **Ron Owston** and **Herb Wideman** received a $100,000 grant from the Canadian Council on learning to study the impact of student computer game development on the literacy skills.

- **Richard Saunders** Course development: in Winter 2005/06, POLS 4576 3.0 "Civil Society and the State in Africa" was launched. The web course included equal numbers of students from York and Africa (Zimbabwe and South Africa) in a research-focused curriculum, and was developed with the assistance of a York Internationalization Grant and in cooperation with the Training and Research Support Centre (Harare, Zimbabwe) and the Centre for Civil Society of the University of Kwazulu-Natal (Durban, South Africa). The course, which included weekly intercontinental audio-visual seminars and the participation of several Africa-based lecturers, will next be offered in 2007/08.

- **Margaret Sinclair** (with J. Turcot) created a Geometer's Sketchpad module called *Circles and Pi*. It was developed for the PRISM-NEO collection of technological math activities for at-risk students and will be distributed on CD to teachers in North-Eastern Ontario schools.

- **Margaret Sinclair** received a contract for $188 650 from Texas Instruments for *The TI Navigator Project*, an evaluation of hand-held technology in secondary mathematics. **Graham Orpwood**, **Ron Owston**, and **Herb Wideman** are co-investigators on the project.

- **Margaret Sinclair** developed a new graduate course EDUC 5848 3.0 Technology and Mathematics Education.

- **Zbigniew Stachniak** continues to curate the York University Computer Museum (YUCoM) which is a historical collection and a research center for the history of computing located in the Department of Computer Science. Its mission is to preserve, document, and interpret the history of the information age in Canada, with special emphasis on the creation and the development of the Canadian micro computing industry.

- **Renate Wickens** is researching a course "Podcasting India." Materials were posted out of Mumbai on a regular basis from 26 June 2006 to 14 July 2006.

See <http://tinyurl.com/g5emw> for details on student podcasting and educational blogging amidst illness, riots, and floods.

IRLT Speaker Series

To fulfill its mandate of public dialogue and dissemination of research, IRLT sponsors a speaker series each year. In 2005-06, the events below were held.

Date	Speaker	Topic
October 2005	David Kaufman, Simon Fraser University	*Simulations for Teaching and Learning in Higher Education*
January 2006	Sara Diamond, Ontario College of Art & Design	*Collaborative Practice in New Media Arts*
March 2006	Mark Jones, Seneca College	*Animation and Video Game Development at Seneca College*
May 2006	Jean Adams, Schulich School of Business	*Second Generation e-Learning*

5. Measures taken to Promote Equity

IRTL has a very diverse membership both in its faculty and students employed (28 of its 45 members are female; all but two students employed are female; no statistics are kept on cultural/racial minorities). There are no barriers to membership because the only requirement for membership is an interest in teaching and learning with technology. IRLT's speaker series are advertised to the York community and, when non-members attend, they are invited to join.

6. Student Activities

Below is a list representative of IRLT members' projects that employed students during 2005-2006:

- *Simulation and Advanced Gaming Environments (SAGE) for Learning* project. This SSHRC-INE project focuses on developing and studying the use of serious games and simulations in education. **Ron Owston** employed Christine Brown (PhD programme in Education), Sarah Chu (MEd Education) and Francis Ho, a non-York student studying in an online graduate programme at the University of Bath. **Jennifer Jenson** hired Nick Taylor (PhD programme in Education).
- For the ABEL program, **Janet Murphy** employed a total of eight students drawn from various York graduate and undergraduate and Seneca College co-op programs.
- **Karen Anderson** worked with Sam Ladner (PhD, Department of Sociology) to develop teaching modules for the experimental course in introductory sociology, and to gather and analyse data on teaching and learning outcomes in that course, compared to outcomes in the same course taught in a raked classroom.

- **Shelley Hornstein**. Employed three Masters students for Mosaica, an international website project for Jewish contemporary culture (www.mosaica.ca)

- **Heather Lotherington**. Graduate students in both Linguistics and Education worked on various aspects of current research project: *Emergent multiliteracies in theory and practice: Multicultural literacy development at elementary school,* funded as SSHRC Standard Grant for 2005-2008.

- **Ron Owston** employed Natalia Sinitskaya (PhD Education) and Cindy Sukram (MA French Studies) to work on the evaluation of the Learning Connections project.