

# U OF R REPORT

P2 PHYSICAL LITERACY

P3 QUEER INITIATIVE

P4 SCHOLARSHIP OF TEACHING

P4 HISTORY TREE

## Artist explores richness of language diversity

Dozens of languages can be heard on campus, mixed in with the din of class change clamour and lunch hour conversation.

It's a familiar university soundscape and is one that artist Loretta Paoli is exploring through a site-specific installation called *Language Crossings: Campus Sunset*, July 20, 2007.

The installation is the artist's response to the many ways language diversity contributes to the U of R community. Paoli worked with three multilingual students in the research phase of the project, which combines both audio and visual elements.

Paoli, a master of fine arts student in interdisciplinary Studies (visual art and linguistics), created the work from her proposal to the annual Department of Visual Arts Student Public Art Competition, for which she received one of two awards.

She asked international students Shine Zhao Yao and Kazuaki Chiku, as well as Regina Akok, who immigrated to Canada seven years ago, to watch and talk about the sunset they saw on July 20 from the site of the installation located in the entrance to the South Residence Building from the Academic Green.



Artist Loretta Paoli stands in front of the two overlapping Fresnel lenses featured in her site-specific installation, *Language Crossings: Campus Sunset*, July 20, 2007.

Visitors standing in the entrance vestibule hear the recorded voices of the students describing the physical attributes of the sunset and the feelings and memories it evoked. Their descriptions are both in English and in their first languages of Chinese, Arabic and Japanese.

"The differences between the two are as interesting to me as the similarities," says Paoli. "So there can be gaps in meaning between what we say in one

language and what we say in another language, and there can be gaps in meaning between what we say and what we think. For example, I learned that the Chinese character for 'blue colour' includes an association to sea water, with dark blue and light blue distinguished in terms of deep or shallow water. This association is absent from the English 'blue'. The way that things don't line up perfectly is what I'm really interested in, what that gap might mean. The

space between that can be very rich."

Ambient sounds Paoli recorded throughout campus provide the background for each of the three descriptions. So in addition to the students' sunset descriptions, people might also hear students speaking French or the cacophony of English dialogue from the food court.

Visual features include a photograph of the July 20 sunset; linguistic diagrams, which are adapted cognitive frames

showing similarities and differences in participants' comments; a mirrored vinyl strip around the inside of the vestibule; and two overlapping Fresnel lenses with different focal lengths and degrees of magnification.

"By introducing these lenses, I'm suggesting that we could look through one lens with the perspective of one language and through the other lens with the other – looking at the same thing. You see the image slightly differently through the two lenses, and differently through the window glass. There is doubling as well in those two adjacent lenses. The overlapping space suggests that interesting space between and the intersection of the two languages."

*Language Crossings* will take a number of forms before it is dismantled in August 2008. The current version will remain until November 30. In its place, Paoli will develop new content with participants that focus on different features visible from that spot.

Bilingual students, staff and faculty members interested in participating in the next incarnation of the piece are encouraged to contact Paoli at Paoli2lo@uregina.ca.

## University celebration to showcase alumni success

Ken Howland has spent his life making the community a better place through leadership and volunteerism – building on lessons he learned early through his education at the U of R.

Howland will receive the 2007 Lifetime Achievement Award from the University of Regina Alumni Association at the annual *Crowning Achievement Awards* ceremony on Oct. 27. Among his many accomplishments is the Saskatoon Crime Stoppers program, which launched in 1987 after Howland, in partnership with his Rotary Club, convinced the Saskatoon mayor and police

chief that the program was needed in the city.

He was the first president of the program and has also spent the past 32 years involved in Canada's criminal justice system.

"My sociology and psychology classes confirmed my interest in people – what motivated them, how problem behaviour could be addressed, and the importance of making life better for others," says Howland

Howland was one of the first students to graduate from the University of Saskatchewan, Regina Campus. He earned his bachelor of arts in 1966 and his

bachelor of education degree in 1969.

"The Faculty of Arts is delighted that Mr. Howland has been awarded this distinction," says Thomas Chase, dean of the Faculty of Arts. "His lifetime involvement with questions of justice in the community resonates powerfully in a faculty in which issues of social justice, human rights and policing are central to our teaching and research programs."

Howland is one of the U of R's more than 50,800 graduates contributing to their communities in education, humanitarianism, advanced research, science,



U of R alumnus Ken Howland will receive the 2007 Lifetime Achievement Award at the annual *Crowning Achievement Awards* ceremony on Oct. 27.

community service and business. The *Crowning Achievement Awards* showcase and celebrate these successes.

Other alumni to be honoured at the event include Todd Bryanton who will receive the

Outstanding Young Alumni Award. He earned his BA in English in 2003 and has since established a career as a writer and musician. His most notable accomplishments include com-

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## Writ Large

Volker Greifenhagen  
Associate Professor of  
Religious Studies  
Luther College

On the Thanksgiving weekend, many of us will sit down to a huge meal, often of turkey and all the trimmings. For some of us it may be customary to go around the table and enumerate all the things for which we are thankful. Invariably, some joker will say "I am thankful that I am not a turkey." If prayers are said, they will often include words like "make us ever mindful of the needs of others." Gratitude seems to be tempered by the realization that life presents not only benefits for which to be thankful but also needs that are not met and pains that are unjustly endured.

On the one hand, gratitude is surely a good thing. Studies have shown that gratitude promotes pro-social behaviour and emotional well being. Grateful people are generally happier and easier to work with than ingrates. On the other hand, gratitude is suspected of being a thinly veiled expression of self-interest, the latent hope for future favours. Gratitude then becomes a strategy for self-promotion in a system of exchange. (Want higher tips? Write "thank you" on the bill you present to your customers. Be thankful for what you have and you'll end up having more!)

Worse, gratitude can be merely a trite convention of superficial politeness. Our prayers and litanies of thankfulness then lead to a soothing sense of comfortableness and complacency that ignores the costs of our benefits to others. Remember that the early European settlers in North America not only celebrated with gratitude their survival due to the help they received from the First Nations peoples, but also gave thanks for the plagues that wiped out many of their benefactors.

In contrast, a deep and profound sense of gratitude goes beyond the momentary emotion experienced upon receiving a benefit. It goes beyond a perfunctory "thank you." Most importantly, it moves beyond complacency to actively seek to recreate the conditions of its possibility. In religious terms, thanksgiving is a disposition cultivated by the belief that ultimately everything we have and enjoy is a gift. In more secular terms, an attitude of gratitude is nourished by the realization of the radical interdependence of all existence. Lack and pain are not ignored, but within an overarching framework of gratitude become opportunities for action and growth.

This year, when we go around the table, I will say that I am thankful for the usual family, friends and colleagues. But I will also be mindful of the costs of my benefits to the world and grateful for the opportunities I am given to allow others to benefit from me.

*Writ Large is written by campus leaders and is intended to challenge readers to engage with and learn about the various 'parts' that make up the wider University of Regina community and connect us to the world. If you have a topic suggestion for Writ Large, please e-mail [communications@uregina.ca](mailto:communications@uregina.ca) and include your contact information. Please put "U of R Report" in the e-mail subject line.*

## Forsberg champions physical education for life

Physical education is about more than throwing a ball or running laps for Nick Forsberg, the associate dean responsible for student services and undergraduate programs in the Faculty of Education.

Forsberg sees physical education as the embodiment of an active, healthy lifestyle philosophy and his commitment to that ideal is why he received the R. Tait McKenzie Award of Honour from the Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD), the association's highest honour.

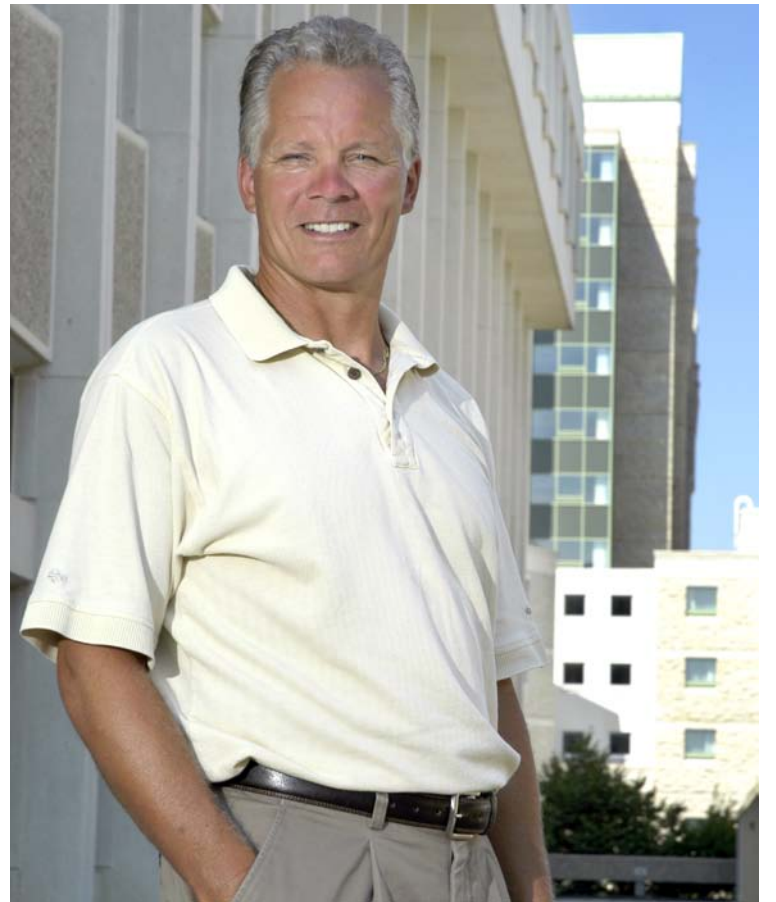
Forsberg advocates physical literacy. This means that children, for example, don't run laps in a gymnasium just for the sake of running laps. Instead, they use the activity to learn about cardio-respiratory endurance, nutrition and the health benefits of exercise.

The University's physical education program prepares future education professionals by giving them the tools to develop their own philosophy in relation to this concept of physical literacy, says Forsberg.

The program also ensures students have a thorough understanding of curriculum within the context and realities of today's schools and society. It encourages and challenges them to be creative in their teaching regardless of where this may occur—gymnasium, community facilities, out-of-doors, or the traditional classroom.

Traditionally, many schools teach physical education using a sports model; however, not all students are athletes, says Forsberg.

A more inclusive approach is to teach motor skill development using a conceptual approach exposing students to a variety of activities which could include non-traditional ones such as canoeing, ultimate frisbee and hiking reinforcing an



Faculty of Education Associate Dean Nick Forsberg won a national award for his commitment to physical literacy.

active, healthy lifestyle.

"It's providing choice for students to try different kinds of activities especially ones that are lifelong pursuits, ones that can be done on an individual basis. The reality when we get older is that we don't all play on teams, so how do people experience active, healthy lifestyles if they haven't been exposed to those activities?"

Physical education graduates must also be prepared to challenge themselves, says Forsberg. An educator who excels at basketball, for example, might be uncomfortable trying activities such as dance in the classroom.

"Maybe I, as a teacher, need to experience a provisional try in an area of study I'm not as comfortable with and not be worried that I might not be good at it. Our students certainly experience this and that is why they don't want to be a part of physical education. I

always say there is so much out there to learn, and if we think that we have to know it all to teach it, that's unrealistic."

Canadian physical education programs are still in the process of formally incorporating the philosophy of physical literacy, but Forsberg is encouraged by the work many U of R graduates are currently doing in the school system.

"I think we are graduating a new generation. I know that there are quality health and physical educators out there doing great things in changing programs, and they need the support. We try to provide that by giving them quality interns (fourth-year students) and pre-interns (third-year students) who can be supportive and act as protégés for these mentors. It's how we nurture or cultivate educators who want to see change, and who believe they can make a difference."

- from page 1 *successes* posing pieces for commercials, movies and television including The Englishman's Boy mini-series and the comedy series Corner Gas.

Dale Eisler will be recognized for his extensive career in the fields of journalism and

federal public service as recipient of the Distinguished Alumni Award for Professional Achievement. Eisler earned a BA in political science and completed a year of graduate studies between 1967 and 1971. Eisler was recently named Canada's consul general in Denver,

Colorado. Previous to this posting he was assistant secretary to cabinet for communication in the Privy Council Office, the federal government's highest communications position.

Greg Fieger will receive the Dr. Robert and Norma Ferguson Award for

Outstanding Service for leadership and countless volunteer hours chairing the U of R Cougars fundraising dinner. Fieger received his BA from Campion College in 1978, and earned a bachelor of social work from the U of R in 1981 and his master of rrts in 1990.

Opportunities for award recipients to engage with the campus community are being scheduled as part of the Alumni Association's outreach activities. Event details will be sent in a campus-wide email and posted on the alumni website at <http://www.uregina.ca/alumni/>

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## Digital archive to expand services

The Dr. John Archer Library, with the help and support of Information Services, is taking a next step in ensuring U of R knowledge, research and expertise is accessible to the world.

The Library is setting up a digital archiving service to collect and store U of R generated materials such as academic publications, conference presentations, reusable teaching materials, University planning documents, campus newsletters and student theses.

While materials will be accessible to anyone with internet access, a primary focus will be to help professors get their research results out quickly to people studying in their field.

"This is just a natural expansion of what a library does," says Carol Hixson, University librarian. "Some of the roles of the Library are to be an archive of information, to provide access to information and to preserve information. It's just a slightly different approach to it."

Similar services are already in place at University libraries

throughout the world and in Canada at Queen's University, Simon Fraser and the Universities of Toronto, Manitoba, Alberta, and Calgary, among others. Hixson set up a similar service when she worked for the University of Oregon and feels the U of R will benefit from having its own.

While many professors provide a list of published works on their faculty profile sites, the archive will provide an opportunity for them to allow people to read the documents in full online, as long as they have retained the copyright to their work.

It also takes the workload of maintaining a site off their shoulders, especially those who are unfamiliar with internet applications.

University contributors will be able to either upload the information themselves or send their files to a Library staff member when the service becomes available near the end of the year. Staff will also be able to harvest existing files already available on faculty websites, for example, and dig-



University Librarian Carol Hixson is working to establish a digital archiving service at Dr. John Archer Library which will collect and store a wide range of U of R generated materials.

itize any paper copies submitted to them.

The archive also has advantages for graduate students. At the University of Oregon many grad students use their archive page to supplement CVs and contribute their theses, dissertations, or honours papers.

With each item containing a stable web address an individual can send someone a direct link to his or her collection page, a link to a specific

article, or a link to specific files within an article.

This means contributors also have the option to maintain and update their own personal website and link it to their Library digital archive page.

Contributors can also limit access to their archive page if they choose to, which can be useful, for example, if a professor wanted only their current students to visit his or her site.

Sites that are not password

protected are full-text searchable, meaning that key words within publicly available digital archived documents can be found using search engines such as Google.

"You don't even have to know that the archive exists to be drawn into it, so it is very, very powerful," explains Hixson. "You get a huge return on a very small investment of time and effort."

## New faculty group promotes queer scholarship, awareness

The University of Regina Queer Initiative (URQI) has made significant strides in the past year in both promoting awareness and supporting queer scholarship on campus.

While it's an area of scholarship that has started to establish itself across the country, western provinces still lag behind Eastern Canada, which in turn greatly lags behind the United States.

The URQI launched a number of initiatives during the theatre department's production of Moisés Kaufman's *The Laramie Project* in fall 2006. The play explores a community's reaction to the violent murder of openly gay university student Matthew Shepard outside of their town. It was based on a real situation that occurred in Laramie, Wyoming in 1998.

Not wanting to lose the momentum created by the production, Allan Cahoon former vice-president (research and international), and Stephen McClatchie, former vice-president (academic), with education professor James McNinch, theatre professor Wes Pearce and fine arts professor Randal

Rogers launched the initiative after more than a year of informal discussions with other gay and lesbian educators from across campus.

Donations from Cahoon and McClatchie have funded a trust established through External Relations to help support the group's activities. Last year, through an initiative funded through Cahoon, the Humanities Research Institute administered a University-wide competition for awards to promote scholarly and creative projects in queer studies at the University.

"GBLUR (Gays, Bisexuals and Lesbians at the U of R) and now the Center for Sexual Diversity have been on campus for 10 years," says McNinch. "It's been primarily student focused. So URQI provides an opportunity for faculty to play catch-up with students and to provide some kind of liaison, too, between queer students and queer faculty and staff."

One way it is doing this is through welcoming the entire University community to attend the In and Out Speaker's Series, which profiles GLBTQ (Gay, Lesbian, Bisexual,

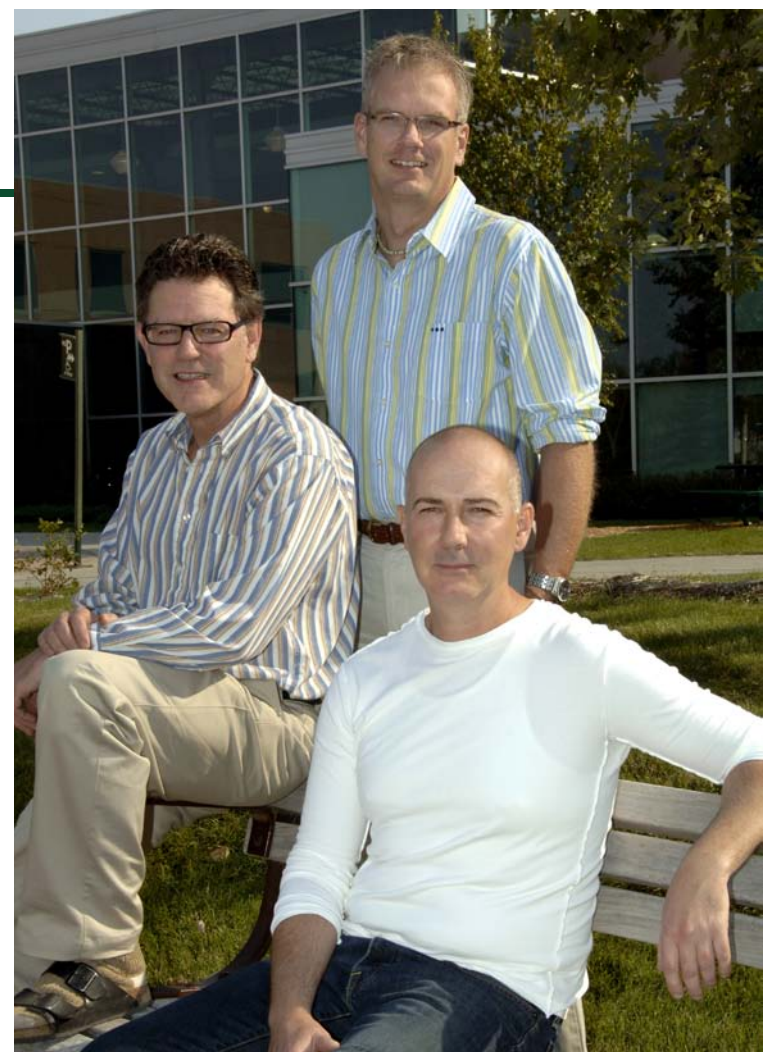
Transgender and Questioning) related scholarly work.

"We want to raise awareness of both researchers at the University who are working in queer issues or around queer issues, and queer faculty that may not be working in areas of traditional queer research but nonetheless are doing important research, and then to bridge the outside community with the University community," explains Pearce, series coordinator.

In addition to the lecture series URQI is developing an interdisciplinary course dedicated primarily to queer issues. Rogers will introduce the undergraduate course, *Cultures of Queer*, next semester, which will explore historical and contemporary issues of representation and politics through the arts and popular culture.

"It's a queer course but it is open to everybody, and getting to know a little about your queer brothers and sisters is a really good thing too," says Rogers.

"I want people to learn in an environment that is open and provokes students to move beyond their individual frame-



(Counter-clockwise from top) Theatre professor Wes Pearce, education professor James McNinch and fine arts professor Randal Rogers launched the University of Regina Queer Initiative, the first faculty group that formally supports queer scholarship.

works to think in different ways. Thinking about queer issues allows us to do this terrifically because we are studying marginalized groups, people who have historically been posi-

tioned at the edge of society. Everyone has felt marginalized at some point in their lives, and so people might find themselves addressed in the course in unexpected ways."



## Teaching movement gains momentum

Teaching and research don't need to be opposing forces competing for a professor's time.

A new integrated approach is being supported by the Centre for Teaching and Learning (CTL), an amalgamation of the Centre for Academic Technologies (CAT) and the Teaching Development Centre (TDC).

The CTL is offering opportunities for educators to formally engage in the Scholarship of Teaching and Learning (SoTL), a movement that views teaching as a scholarly activity rather than something separate from the primary work of professors.

"It is a term that captures the diversity and complexity of an academic's contributions. It moves past those traditional divisions of teaching and research to look towards a more interconnected conceptualization of faculty work," says Margaret McKinnon, SoTL co-ordinator.

The Centre for Teaching and Learning is encouraging faculty to learn more about SoTL by offering forums to talk about teaching, and delivering workshops, seminars, online resources and advice.

"All of us can enhance our teaching and learning," says McKinnon. "It doesn't matter how many years we've been teaching. What the Centre for Teaching and Learning does is create a welcoming place for people to come—no matter what

experience one has as a teacher—to exchange ideas and learn more about pedagogy."

Last winter the Centre received \$20,000 in funding from the vice-president (academic) to encourage the growth of SoTL on campus through the new Teaching and Learning Scholars program.

Nine professors received funding through the program, and were designated as Teaching and Learning Scholars for the period Nov. 2006 to June 2008. The grant money supports a range of innovative projects that take a scholarly look at teaching and learning on campus.

For example, biology professor Mark Brigham is investigating why students leave science after their first year, while history professors Thomas Bredohl and Ian Germani are working on a web-based interactive field guide for an international study program.

"What makes a scholarship of teaching and learning project? It's a systematic study of a teaching and learning question; it's open to critical review by peers; and it contributes to pedagogical literature. It follows the same rigorous standards of documentation, exchange and peer-review as any other types of scholarship," explains McKinnon.

"The people who are doing these projects, they are collecting data, they will be analyzing this data, they will be talking



Scholarship of Teaching and Learning co-ordinator, Margaret McKinnon helps U of R educators learn new teaching methods.

about their projects at public forums and getting feedback from their peers in the same way that they would approach any other scholarly endeavour. But, it's also creating some new forums where people can come together to talk about programmatic, disciplinary, and/or insti-

tutional teaching and learning priorities that we have and could develop."

The next deadline for Teaching and Learning Scholars program applications is October 30. For more information visit the CTL website at [www.uregina.ca/ctl/](http://www.uregina.ca/ctl/)

## 2007 Teaching and Learning Scholars

*Nine faculty members received funding as the first Teaching and Learning Scholars for the following projects:*

**Thomas Bredohl and Ian Germani, History**  
Developing a web-based interactive field guide for an international study program

**Mark Brigham, Biology**  
Exploring why students leave science after their first year

**Roz Kelsey, Kinesiology and Health Studies**  
Investigating experiential/active learning in kinesiology and health studies

**Rosetta Khalideen, Education**  
Exploring the experiences of adult learners and instructors of online U of R distance education class

**Ken Leyton-Brown, History**  
Developing a history tree, an interactive digital learning tool

**James McNinch, Education**  
Investigating what educators say about their teaching of philosophy and how they teach

**Marc Spooner, Education**  
Exploring the use of video podcasting and other new technologies to enhance lectures and collaborate between institutions

**Kathleen Wall, English**  
Investigating ways to support language-other-than-English students' literacy development

*The next deadline for Teaching and Learning Scholars program applications is October 30. For more information go to [www.uregina.ca/ctl/](http://www.uregina.ca/ctl/)*

## Digital divide narrows with tech-savvy learning tools

Ken Leyton-Brown has found a way to engage the students who walk into his classroom with cell phones pressed to their ears and laptops under their arms.

The professor of ancient history, recognizing his own inexperience with new technology, accessed the expertise available at the U of R to create a variety of interactive digital learning tools.

"I have no difficulty admitting my own limitations and there are people out there who are eager to help me. Why would I not take advantage of that?" says Leyton-Brown, who was one of nine faculty members funded as a Teaching and Learning Scholar in 2007.

Leyton-Brown previously worked with Howard Hamilton in computer science to create an interactive learning tool based on the sequence of Greek pottery design, an important dating tool used by ancient historians.

With the help of honours student Dwayne Meisner and the Centre for Academic Technologies (CAT), Leyton-Brown also developed a series of interactive digital maps that allow students to play games and see things such as ancient trade routes and political divisions.

Now, through the Teaching and Learning Scholars program, he is developing a history tree, another interactive learning tool which will be available to students online, providing they have the correct password.

When students work on a tree they are presented with a multiple choice question. If they answer correctly they move to the next stage; if they get the question wrong they start back at the bottom of the tree.

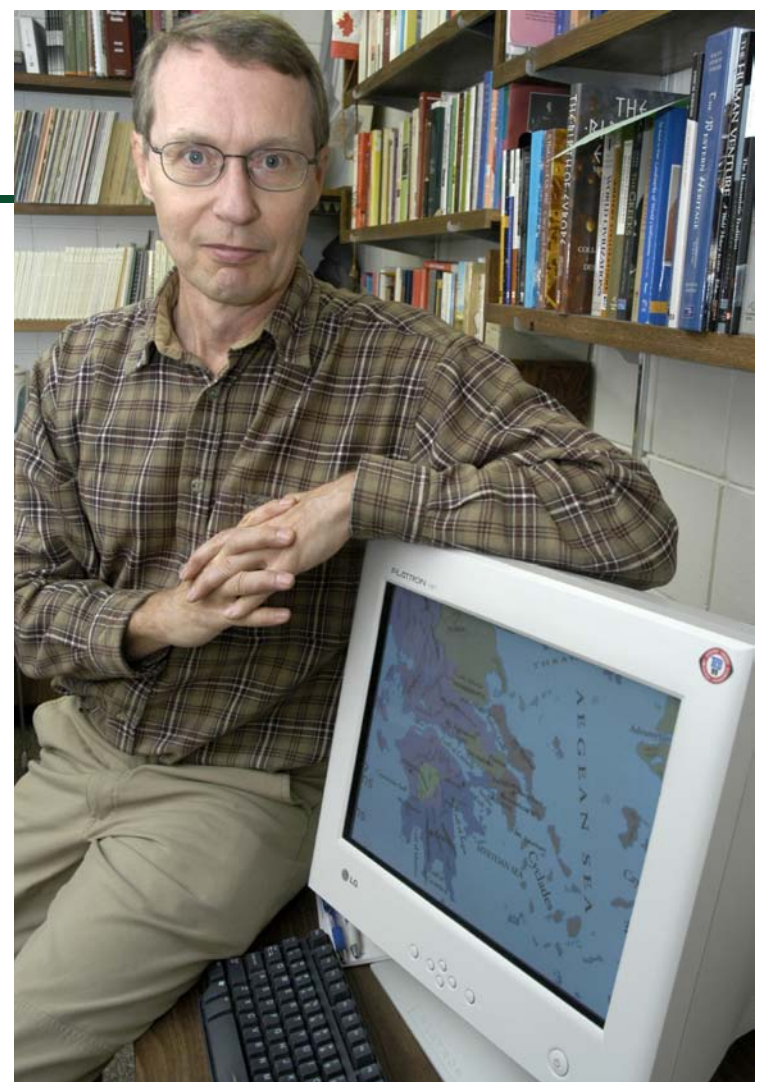
The history tree has a number of features that make it a flexible and effective teaching tool. It can incorporate video and audio elements and accom-

modate students' varying skill levels, only students enrolled in the class can access the trees, and large themes can be broken down to help students assimilate the material.

"In order to get through it all they are going to have to know this thing pretty well. I think if they do the tree, they would be able to prepare an essay on the larger topic," says Leyton-Brown.

The project is being developed so that faculty in other departments can make their own trees around different topics with minimal training.

"Everyone I work with cares very much about their teaching and they would like to be good teachers; however, it's difficult sometimes to know how to do that. I've benefited greatly simply from asking (Teaching and Learning Centre staff) questions."



History professor Ken Leyton-Brown displays an interactive digital map, one of the many online learning tools he developed.