**PD Activity: Session 2 – Education Technology**

The following professional development activities are offered specifically for COTR faculty who are interested in learning more about the how’s and why’s of using educational technology. Whether your interest is in incorporating technology into your curriculum or just familiarizing yourself with the scope and opportunities afforded by technology, we have something for you here!

These resources have been compiled by Susan Fleming, Educational Technologist.

**PD Activity: Technology – SMARTBoard for the Beginner**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* Gain the skills necessary to make use of the SMARTBoard technology available in many of the college classrooms, to enhance the teaching process.
 |
| RationaleExpanding teaching competencies will improve student engagement and the likelihood of learning outcomes being met. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| ½ hour | Book a SMARTBoard enabled classroom and arrange with IT to have the SMARTNote software installed on personal computer(s). | Self-directed | COTR | To ensure access to the software when desired. |
| 2 hours | Investigate and experiment with the software. Video Tutorial (1 hour 12 minutes): <https://youtu.be/2fnJCRynrRc>  | Self-Directed  | COTR | Gain the skills necessary to use the software effectively. |
| 1 hour | Evaluate the software for usability.  | Self-directed | COTR | Identify opportunities for integrating the software into teaching practice and learning activities to support learning outcomes. |

**PD Activity: Technology – Advanced SMARTBoard**

**Level of commitment: An introductory taste or an opportunity to gorge yourself (~ ½ – multiple days)**

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| PD Goal/Topic:* Gain the skills necessary to make use of the full scope of SMARTBoard technology available in many of the college classrooms, to enhance the teaching process.
 |
| RationaleExpanding teaching competencies will improve student engagement and the likelihood of learning outcomes being met. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| ½ hour | Book a SMARTBoard enabled classroom and arrange with IT to have the SMARTNote software installed on personal computer(s) if needed. | Self-directed | COTR | To ensure access to the software when desired. |
| 2 hours | Investigate and experiment with software functions not previously used.  | Self-Directed  | COTR | Gain the skills necessary to use the software effectively. |
| 1 hour | Evaluate the functions for usability.  | Self-directed | COTR | Identify opportunities for integrating the software into teaching practice and learning activities to support learning outcomes. |

**PD Activity: Technology - Polling**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* Develop greater awareness of how polling software can be used for formative assessment to enhance student learning and to organize activities.
* Gain skills using the freely available polling software and tools.
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| RationaleFormative assessment provides insights about a learner's current understanding which can then be used by teachers to provide the supports needed to ensure successful completion of learning outcomes. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 1 hour | Read professional and authoritative literature on topic:Evans, D. R., Zeun, P., & Stanier, R. A. (2014). Motivating student learning using a formative assessment journey. Journal of Anatomy, 224(3), 296-303. doi:10.1111/joa.12117 <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=94396610&site=eds-live>  | Self-directed | Mobile | Gain understanding of formative assessment of learning in the context of student success. |
| 1 hour | Read professional and authoritative literature on topic:Heinrich, E., Milne, J., & Moore, M. (2009). An Investigation into E-Tool Use for Formative Assignment Assessment - Status and Recommendations. Journal Of Educational Technology & Society, 12(4), 176-192. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=44785107&site=eds-live>  | Self-Directed | Mobile | Gain understanding of formative assessment of learning in the context of student success. |
| 1 hour | Investigate and experiment with a selection of polling software:Clickers (book through the library: circdesk@cotr.bc.ca )Doodle Scheduling [doodle.com/](http://doodle.com/) Flisti [flisti.com/](http://flisti.com/) Moodle Choice PollEverywhere [www.polleverywhere.com/](http://www.polleverywhere.com/) Snacktools [www.snacktools.com](http://www.snacktools.com) Survey Monkey [www.surveymonkey.com/](http://www.surveymonkey.com/) Additional polling tolls are listed here: [www.educatorstechnology.com/2012/05/15-great-free-and-easy-survey-polls.html](http://www.educatorstechnology.com/2012/05/15-great-free-and-easy-survey-polls.html)  | Self-Directed  | Mobile | Gain the skills necessary to use the polling software effectively. |
| 1 hour | Evaluate the software for usability and compliance with BC privacy legislation.  | Self-directed | Mobile | Identify opportunities for integrating polling into the classroom for assessment and/or organizational purposes. |

**PD Activity: Technology - Flowcharts, Mind Maps & Other Diagrams**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* Develop greater awareness of how flowcharts, mind mapping, and similar tools can be used demonstrate connectivity and processes, to encourage collaboration, to enhance student engagement.
* Gain skills using freely available Web 2.0 tools.
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| RationaleVisual aids provide more immediate learning opportunities and can be used to engage students and stimulate discussion; such aids can also be made available to students to encourage collaboration and independent learning making successful completion of learning outcomes more probable. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 2 hours | Read professional and authoritative literature on topic:The library reference staff library@cotr.bc.ca can help identify appropriate resources depending on your particular focus. | Self-directed | Mobile | Gain understanding of how your particular focus (collaboration, presentation skills, process demonstration, engagement, etc.) supports student success. |
| 2 hour | Investigate and experiment with a selection of software:Cacoo [cacoo.com](http://cacoo.com) Draw Io [www.draw.io](http://www.draw.io) Lucid Chart [www.lucidchart.com](http://www.lucidchart.com) Bubbl.us [bubbl.us](http://bubbl.us)  | Self-Directed  | Mobile | Gain the skills necessary to use the software effectively. |
| 1 hour | Evaluate the software for usability and compliance with BC privacy legislation.  | Self-directed | Mobile | Identify opportunities for integrating the software into teaching practice and learning activities to improve learning outcomes. |

**PD Activity: Technology – Advanced PowerPoint**

**Level of commitment: An introductory taste (~1 day)**

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| PD Goal/Topic:* To develop PowerPoint presentations that are more dynamic and encourage student engagement.
 |
| RationaleStudent engagement with course content is necessary to ensure learning outcomes are met; poorly designed and presented PowerPoint can result in disengaged students and learning outcomes not being met. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 1 hour | Read professional and authoritative literature about why basic PowerPoint presentations tend to result in disengaged learners and hinder learning:Smith, K. L. (2014). Effective User of PowerPoint. University of Central Florida. <http://fctl.ucf.edu/TeachingAndLearningResources/Technology/PowerPoint/index.php>  | Self-directed | Mobile | Gain understanding of how poorly designed and presented PowerPoint presentations can result in disengaged students. |
| 1 hour | Read professional and authoritative literature about why basic PowerPoint presentations tend to result in disengaged learners and hinder learning:Jones, A. M. (2003). The use and abuse of PowerPoint in Teaching and Learning in the Life Sciences: A Personal Overview. Dundee, Scotland: University of Dundee. <https://www.csun.edu/science/ref/presentation/powerpoint/powerpoint_use_abuse.pdf>  | Self-directed | Mobile | Gain understanding of how poorly designed and presented PowerPoint presentations can result in disengaged students. |
| 2 hours | Review the available tutorials and experiment with the PowerPoint features identified:Lynda.com <http://library.cotr.bc.ca/lynda.com.aspx> (contact library reference desk library@cotr.bc.ca for login)PowerPoint 2013: Advanced Presentation Options. GCF: LearnFree.org. <http://www.gcflearnfree.org/powerpoint2013/32> PowerPoint Spice (blog). <https://powerpointspice.wordpress.com/>  | Self-Directed  | Mobile | Gain the skills necessary to create effective and engaging PowerPoint presentations. |
| 2 hours | Revise an existing PowerPoint presentation to make it more effective. | Self-directed | Mobile | Demonstrate mastery of the more advanced PowerPoint options and understanding of the concepts needed to create engaging presentations. |

**PD Activity: Technology – Mobile Learning**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* Develop greater awareness of how mobile learning is being used to enhance learning and increase learning opportunities.
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| RationaleMobile technology has become ubiquitous and it has considerable potential to expand learning opportunities for students and make those opportunities more effective. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 1 hour | Read professional and authoritative literature on topic:Ally, M. (2009). Mobile Learning : Transforming the Delivery of Education and Training. Edmonton: AU Press. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=309659&site=eds-live>  | Self-directed | Mobile | Gain understanding of mobile learning: what mobile learning is and isn’t; what are the current trends in mobile learning; and how it can be used to enhance learning and increase learning opportunities. |
| 1 hour | Read professional and authoritative literature on topic:Pereira, O. R. E., & Rodrigues, J. J. P. C. (2013). Survey and Analysis of Current Mobile Learning Applications and Technologies. ACM Computing Surveys, 46(2), p.27:1-27:35. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=93619889&site=eds-live>  | Self-directed | Mobile | Gain understanding of current mobile learning practices and explore what is possible in mobile learning using recent technologies. |
| 1 hour | Read professional and authoritative literature on topic:Chu, H. C. (2014). Potential Negative Effects of Mobile Learning on Students' Learning Achievement and Cognitive Load--A Format Assessment Perspective. Journal of Educational Technology & Society, 17(1), p.332-344. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=94937822&site=eds-live>  | Self-directed | Mobile | Identify potential negative impacts on students’ learning and ways to mitigate those negative impacts. |
| 1 hour | Read professional and authoritative literature on topic:Vázquez-Cano, E. (2014). Mobile distance learning with smartphones and apps in higher education. Educational sciences, 14(5), 1505-1520. doi:10.12738/estp.2014.4.2012 <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=98586465&site=eds-live>  | Self-directed | Mobile | Explore the effectiveness of mobile technology to enhance student learning in university environments. |
| 1 hour | Reflect on mobile learning practices and potential in relation specific courses taught.  | Self-directed | Mobile | Identify opportunities for integrating mobile learning to support learning outcomes. |

**PD Activity: Technology – Advanced Moodle**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* To make use of the full potential of Moodle’s resources to engage students, by incorporating functions not currently used.
* To repurpose current activities to make them more interactive and effective.
 |
| Rationale COTR has unrestricted access to Moodle and its components; it is a secure, familiar, purpose designed site which includes a wide range of activities to support student learning and course outcomes, but we do not make full use of its potential. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 3 hours | Investigate and experiment with a selection of activities:* Choice
* Chat
* Database
* Glossary
* Questionnaire
* Kaltura
* PoodLL
* Wikis
* SCORM
* Quizzes
* Workshop
* Lesson

\*Moodle Help Desk is available to help | Self-Directed | Mobile | Gain the skills necessary to use the software effectively. |
| 1 hour | Evaluate the activities for usability and to ensure they fulfilled their intended purpose.  | Self-directed | Mobile | Identify opportunities for integrating the software into teaching practice and learning activities to support learning outcomes. Identify ways activities can be repurposed to support learning outcomes. |

**PD Activity: Technology – Introductory Moodle**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* To make use of the full potential of Moodle’s resources to support and engage students.
 |
| Rationale COTR has unrestricted access to Moodle and its components; it is a secure, purpose designed site which includes a wide range of activities designed to support student learning and course outcomes, but we do not make full use of its potential. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| ½ hour | Request a Moodle course website from the Moodle Help Desk | Self-Directed  | Mobile | To ensure the resources needed are available. |
| 3 hours | Investigate and experiment with a selection of activities:ForumAssignmentsQuizzesPagesBooksLabelsURLs | Self-Directed  | Mobile | Gain the skills necessary to use the software effectively. |
| 1 hour | Evaluate the activities for usability and to ensure they fulfilled their intended purpose.  | Self-directed | Mobile | Identify opportunities for integrating the software into teaching practice and learning activities to support learning outcomes. |

**PD Activity: Technology – Take an Online Course**

**Level of commitment: An introductory taste (~1 day – 4 months)**

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| PD Goal/Topic:* Gain additional knowledge **in your subject area or learn about a new technology (customize)** while developing a greater awareness of how content may be presented online and learning assessed.
 |
| RationaleExposure to online courses developed by a variety of people will provide additional knowledge in the subject area(s) and help identify alternate options for presenting content and assessing learning. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 1 hours | Identify and register for an appropriate online course:* Assessment and Teaching of 21st Century Skills (start: April 20) <https://www.class-central.com/mooc/1750/coursera-assessment-and-teaching-of-21st-century-skills>
* Teaching Online: Reflections on Practice (start: March 9) <https://www.canvas.net/browse/kirkwoodcc/courses/teaching-online-3>
 | Self-directed | Mobile | Identify a course that will expand current knowledge and improve teaching skills.  |
| 1 hour – 4 months | Participate and complete online course | Self-Directed  | Mobile | Gain knowledge and exposure to concepts that will support learning outcomes. |
| 1 hour | Evaluate learning; identify concepts that will support learning outcomes.  | Self-directed | Mobile | Identify opportunities for integrating new concepts into teaching practice and learning activities to support learning outcomes. |

To find other free online courses check: Lynda.com - see the COTR Library Reference Desk for a login; Open Culture [www.openculture.com/freeonlinecourses](http://www.openculture.com/freeonlinecourses) ; EdX [www.edx.org](http://www.edx.org/) ; Open University [www.open.edu/openlearn](http://www.open.edu/openlearn/); Coursera [www.coursera.org/](http://www.coursera.org/) ; or ask the Library Reference staff for help.

**PD Activity: Technology – Play with Alternate Presentation Software**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* To develop presentations that are more dynamic and encourage student engagement.
 |
| RationaleStudent engagement with course content is necessary to ensure learning outcomes are met; poorly designed and presented PowerPoint can result in disengaged students and learning outcomes not being met. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 1 hour | Explore and experiment with a variety of presentation software:Emaze [www.emaze.com](http://www.emaze.com) Haiku Deck [www.haikudeck.com](http://www.haikudeck.com) PearlTrees [www.pearltrees.com](http://www.pearltrees.com) PowToon [www.powtoon.com/](http://www.powtoon.com/) Prezi [prezi.com](http://prezi.com) SlideDog  [slidedog.com](http://slidedog.com/)  | Self-directed | Mobile | Identify software that will allow the easy creation of engaging presentations. |
| 2 hours | Review the available tutorials and experiment with the features identified:Lynda.com <http://library.cotr.bc.ca/lynda.com.aspx> (contact library reference desk library@cotr.bc.ca for login)  | Self-Directed  | Mobile | Gain the skills necessary to create effective and engaging presentations. |
| 1 hour | Evaluate the software for usability and compliance with BC privacy legislation.  | Self-directed | Mobile | Identify opportunities for integrating the software into teaching practice and learning activities to improve learning outcomes. |

**PD Activity: Technology – Read about Technology**

**Level of commitment: An introductory taste (~ ½ – 1 day)**

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| PD Goal/Topic:* Develop greater awareness of how technology impacts pedagogy, andragogy, and learning.
* Identify strategies to improve teaching skills.
 |
| RationaleA clear understanding of how technology impacts learners, course design and implementation, teaching practices, etc. is needed to ensure student engagement and successful completion of learning outcomes. |
| Procedure (Detailed plan of how to accomplish your PD goals)* Access the recommended resources, experiment and reflect
 |
| *When* | *What/Format*(workshop, model lesson, etc.) | *Who*(facilitator & audience) | *Where* | *Why/Rationale* |
| ***Choose one or more of the following topics/resources*** |
| 2+ hours | Read professional and authoritative literature on topic:The library reference staff library@cotr.bc.ca can help identify appropriate resources depending on your particular focus. | Self-directed | Mobile | * Gain understanding of how your particular focus (collaboration, presentation skills, process demonstration, engagement, etc.) supports student success.
 |
| 1 hour | Evaluate the book(s) for relevance, reliability, and usability. Identify components that can be used to support learning outcomes. |  |  | * Identify opportunities for applying teaching practice and learning activities to support learning outcomes.
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**Sample Reading List:**

Business Skills & Technology

* Adebayo, A. O., & McGrath, L. C. (2013). Technology skill for business students: The next level. *Business education innovation journal*, 5(2), 6-11. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=93385668&site=eds-live>

Leadership

* Jameson, J. (2013). e- Leadership in higher education: The fifth 'age' of educational technology research*. British journal of educational technology*, 44(6), 889-915. doi:10.1111/bjet.12103 <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=91255368&site=eds-live>

Learner Characteristics

* Gibson, L. A., & Sodeman, W. A. (2014). Millennials and technology: Addressing the communication gap in education and practice. *Organization development journal*, 32(4), 63-75. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=99338580&site=eds-live>
* Habib, L., Johannesen, M., & Øgrim, L. (2014). Experiences and challenges of international students in technology-rich learning environments. *Journal of educational technology & society*, 17(2), 196-206. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=96172819&site=eds-live>
* Yau, H. K., & Cheng, A. F. (2012). Students' age difference of confidence in using technology for learning in higher education. *Turkish online journal of educational technology* - TOJET, 11(3), 308-311. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ989222&site=eds-live>

Math, Science & Technology

* Gulwani, S. (2014). Example-based learning in computer- aided STEM education. *Communications of the ACM*, 57(8), 70-80. doi:10.1145/2634273 <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=97331013&site=eds-live>
* Knights, C., & Oldknow, A. J. (2011). *Mathematics education with digital technology*. New York, NY: Continuum International Pub. Group. (eBook) <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=375092&site=eds-live>

Teaching & Technology

* Anderson, T., & Dron, J. (2012). Learning technology through three generations of technology enhanced distance education pedagogy. *European journal of open, distance and e-learning*, (2), <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ992485&site=eds-live>
* Guri-Rozenblit, S. (2009*). Digital technologies in higher education : Sweeping expectations and actual effects*. New York: Nova Science Publishers. (eBook) <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=333578&site=eds-live>
* Hayhurst, C. (2014). Teaming up: Interdisciplinary education in technology. *PT in motion*, 6(7), 8-14. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=2012669196&site=eds-live>
* Holland, J., & Holland, J. (2014). Implications of shifting technology in education. *Techtrends: For leaders in education & training*, (3), 16. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsgao&AN=edsgcl.365958069&site=eds-live>
* Kirkwood, A., & Price, L. (2013). Missing: evidence of a scholarly approach to teaching and learning with technology in higher education. *Teaching in higher education*, 18(3), 327-337. doi:10.1080/13562517.2013.773419 <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=87736634&site=eds-live>
* Tsanev, N. (2014). Teacher preparation for integrating information technologies into physical education and sport via use of moodle. *Activities in physical education & spor*t, 4(1), 8-11. <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=96121804&site=eds-live>
* Veletsianos, G. (2010). *Emerging technologies in distance education*. Edmonton: AU Press. (eBook) <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=337533&site=eds-live>
* Williams, J. (2012). *Technology education for teachers*. Rotterdam: Sense Publishers. (eBook) <http://ezproxy.cotr.bc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=576423&site=eds-live>