

Introduction

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This edition of *the Morning Watch* presents an eclectic mix of articles. Tim Seifert's selection describes how agency affects learning, and Chris Martin examines the role of the humanities in the professional preparation of physicians. Susan Dintoe considers the impact of new copyright legislation on distance learning, and Margaret Wakeham reports on a recent book about boundary-spanning leadership.

Tim Seifert's article looks at agency as essential to successful self-regulated learning. What makes the learner want to learn, practice, persist, improve, and share skills? Does self confidence build success or does success nurture self confidence? What is the role of self-worth? Seifert asserts "that agency is the catalyst and impetus that initiates and sustains self-regulated behaviour". This article describes how skateboarders enjoy freedom, control, challenges, independence and self expression and Seifert links these observations to learning in general.

When all is said and done, teaching is a uniquely human endeavour, and education is a manifestation of our humanity. The student-teacher relationship is at the heart of education, and is fundamental to the development of agency. But agency is central to our humanity. It allows us to play, explore and build.

The status of the humanities in today's universities is in jeopardy according to Chris Martin. Martin, a post doctoral student in the faculty of medicine, argues that society should place a greater value on the humanities especially for the preparation of professionals such as physicians. The humanities have already become the poor cousins of the professional schools, nice to have in times of plenty but, expendable when there is a financial crunch. The reader is asked to think about how the study of humanities benefits all of society not just professionals.

...as long as governments were able to provide funding, and universities were able to maintain enrolment numbers, the humanities could be supported as a kind of luxury or as a signifier of tradition and prestige. However, recent developments in higher education seem to indicate that the humanities cannot be supported even as an indulgence. Government shortfalls in university funding have so far shown that the humanities, and the model of liberal education that relies on them, will be the first to go.

Humanities play a vital role in society, according to Martin and they should be supported "...for salient educational reasons of public value"

Susan Dintoe has contributed a piece on copyright laws and distance education. Her article reminds us that regulating the exchange of intellectual property is complex, especially for educators. Adults at work and students of any age can engage in distance learning. The materials used in the distance learning process are often accessed from the library, the computer or the internet. These materials are authored, or written by individual experts who own the materials. The ownership of these materials has been copyrighted. The copyright laws of Canada with the exception of fair dealing have been argued and supported by the famous case of CCH, (2004) which established that fair dealing encompasses use of copyrighted material for private study purposes. The students and the public for example, photocopy the copyrighted materials, from the library. The fair dealing exception, as an important part of the copyright act, protects those who make copies for the purposes of learning, as noted in the Copyright act and CCH, (2004) case. International trade agreements, TRIPS and WIPO also affect Canadian copyright acts. These acts have a direct effect on distance education. Federal legislators in Canada are poised to pass new laws that risk limiting fair dealing.

Margaret Wakeham provides a book review on Ernst and Chrobot-Mason's 2011 work, *Boundary spanning leadership: Six practices for solving problems, driving innovation, and transforming organizations*. Chris Ernst is a faculty member of the Center for Creative Leadership, a world-wide non-profit organization headquartered in North Carolina. Donna Chrobot-Mason has a Ph.D. in industrial and organizational psychology from the University of Georgia, and is an associate professor at the University of Cincinnati. Their book is based on ten years of global research and practice at the Center for Creative Leadership. Ernst and Chrobot-Mason propose a six step process for leaders of any organization to follow in order to achieve what they describe as the Nexus Effect.

Ernst and Chrobot-Mason postulate that identity and belonging are the two core conditions leaders need to recognize and manage as they seek to engage disparate groups in shared actions, and overcome the gap between the perceived us and them, the in group and the out group.

Ernst and Chrobot-Mason contend that boundary spanning leadership begins with recognizing the divide that exists between groups, managing the boundaries, forging common ground and ultimately discovering new frontiers. The authors emphasize the need to pay greater attention to the assumptions and practices people bring with them to the shared endeavours of groups.

This edition of *the Morning Watch* will cause one to reflect on the small pushes that propel a skateboarder, the critical informed thinking that shapes the professional mind, the laws that govern the exchange of intellectual property and the kind of leadership that transforms boundaries into frontiers of possibilities.