



Department of Psychology
Psychology Instruction Project
Psychology 504.74 (L01) – Fall/Winter 2005/2006

COURSE OUTLINE

Class Time:

Tues (T) & Thurs (R)-2:00 to 3:15

Classrooms:

Admin 167 & Tri-Faculty Computer Lab SS18

Psyc Instructors & Office:

John Ellard - Admin 231A
Donald Kline - Admin 237G
Larry Wenger - Admin 157F

Office Hours:

W 3:30 – 4:30
T/R 11:00-12:00
MtoF 8:30–4:30

Phone:

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e-mail:

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wenger@ucalgary.ca

Grad TAs & Office:

Roger Gagnon – Admin. 237B
Marcela Salamanca – Admin 247C
Juanita Whalen - Admin 063

Office Hours:

TBA & By appt.
TBA & By appt.
TBA & By appt.

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External Instructors & Unit:

C.J. Davison - IT
Patti Dyjur - Learning Commons
Dave Hawes - Learning Commons
King Huang - Learning Commons
Maureen Hunter – IR Library
Patrick Kelly - Learning Commons
Roslie Pedersen - Learning Commons
Sarah Ramsden – Graphic Designer
Wendy Stephens – IR Copyright Office
Norm Vaughan - Learning Commons

Consultation:

By appointment
By appointment
By appointment
By appointment
By appointment
By appointment
By appointment
By appointment
By appointment
By appointment

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I. Readings & Software

Consistent with the two primary learning objectives of the course (i.e., the experiential development of advanced instructional skills and software applications, and their subsequent application to the development of two original one-of-a-kind Web-based instructional units), no specific readings are assigned. Each of the latter, however, will necessitate an extensive literature search and review. The following books are highly recommended reference sources for enhancing your mastery of, and problem-solving ability with, the software applications that will be critical to your success in this course.

- 1.) Castro, E. (2003). *HTML for the World Wide Web (5th Ed.)*. Berkeley, CA: Peachpit Press.
- 2.) Hoeschen, C. (2005). *Photoshop Elements 3 for Windows and Macintosh*. Berkeley, CA: Peachpit Press.
- 3.) Towers, J.T. (2005). *Macromedia Dreamweaver for MX 2004 Windows and Macintosh*. Berkeley, CA: Peachpit Press.

To assist you in learning these applications, each of the three TAs (Roger, Marcela and Juanita) and faculty have copies of all three books for use in consulting with you. A copy of each of these three books will also be available for signout in the Reserve Readings room of the Library. Reserve access is limited to 1-hour, however, if there is high demand for a particular book, a reservation for

access at a particular time can be made in advance. For those who might prefer to have a copy of their own, or to share with their “team”, these books are readily available for purchase through the large retail bookstores (e.g., www.chapters.indigo.ca). Reading materials to assist you in developing the content for your projects (e.g., readings on perception, statistics, and methodology) are also on reserve in the Library.

Purchase of the Photoshop and Dreamweaver software applications is optional, as you will have access to them through the Tri-Faculties lab (SS 018). However, having both applications on your personal computer, especially for your off-campus learning and unit development tasks, would probably be very useful.

II. Course Overview

Project History and Goals

Exceptionally high student enrollments have long challenged the ability of the Department of Psychology to provide its undergraduate students with high-quality, experiential, and interactive learning opportunities. “Blended learning” models that combine traditional modes of delivery such as conventional lectures and seminars with electronic learning (e-learning) resources (e.g., web materials, online discussions and bulletin boards, e-meetings, virtual travel and classrooms, computer-based simulations, etc.) have great potential to greatly enhance the extent, and quality of student/faculty interactive learning. Because we strongly believe that developing such new learning resources (i.e., those designed to enhance student control over their own learning) must be developed from a student perspective, we decided to mobilize the energy, talent, and goodwill of advanced undergraduate students in an effort to create an extensive portfolio of course specific e-learning materials. Although our initial effort will be focused on two of the Department’s core courses (Psychology 312 - Experimental Design & Quantitative Methods and Psychology 369 – Sensation & Perception), a parallel goal of this course is to evaluate the potential of the “student-developer” model, with an eye for enhancing blended learning across the Department, Faculty, and University as a whole.

Students in this course will be individually responsible for mastering the relevant content and instructional skills necessary to support the creation of two “e-learning” unit galleries. To provide technical and moral support, and to facilitate the efficiency of ongoing meetings with course instructors, each student will be part of a “team” of four working on related material (e.g., on 369 or 312 units). Team designations will be made later in the Fall Session, after people have had a chance to get to know one another and select a topic for their first instructional unit. Composition of the teams can change after completion of the first instructional unit (e.g., a student chooses to change from a 312 to 369 topic, or vice versa).

From the outset, this “course” was conceived as a large and diverse team project. It was first proposed through the Faculty of Social Sciences to the University, which in turn has provided the critical financial support needed for this ambitious project; the Learning Commons and Department of Psychology have also contributed very significant “in-kind” resources to this project. As you will note in the class schedule below, professional staff from both the Library, and Learning Commons will be teaching most of the scheduled topical skill development sessions during the Fall Session. A diverse cast of consultants (see External Instructors and Units) will also be available throughout the academic year (on an appointment only basis) to help resolve some of the technical issues associated with the development of your two instructional unit galleries.

To be sure, your hard work, dedication, talent, and creativity comprise the central, and most unique aspect of this extended inquiry-based learning experience. In short, we will all share in this “voyage of discovery”. The success of this voyage will depend, in large part, on our ability to have fun while learning from, and working with, one another in a fresh and innovative environment. Along those lines, while the scheduled class times in the early part of the Fall Session will fit the familiar lecture format, this is the only part of the course that will resemble a traditional “lecture format”. So, be

ready for a more open, flexible, and project-driven approach to learning, where scheduled class time will be used in various ways, and will constitute only one portion of the total course experience.

Learning Objectives: What Can Students Expect to Get from this Course?

- Partnership with faculty, grad TAs, web design experts & student team members in a unique and interactive, hands-on, full-year learning experience
- Enhanced instructional design skills
- Expertise with e-learning applications: Photoshop, Dreamweaver, PowerPoint, Breeze
- Authorship & publication recognition for course products (unit galleries) developed
- Course credit: two 400-level Area III Psyc Lab courses
- In-depth learning of the selected topics Psyc 312 and/or 369
- The reward of leaving a valuable legacy for future 312 and 369 students

III. Guiding Principles for the Course

What Can You Expect from this Project and its Staff?

This course has never been offered before (maybe there's a good reason for that), and as noted above, will differ significantly from a traditional university lecture or lab offering. As a highly select group of students, you will work together in "support teams". There will be no exams, and the course content will primarily be work products developed by students. As such, a "mastery" approach will be used for grading. Finally, the TAs, faculty, and technical consultants will serve more as "navigators" – "consultants" and "facilitators", than as "instructors" or "professors". Students will be the content experts for their respective units. Our expectations of you, and yours of us, should reflect this unique context.

We will all do our utmost to make this a memorable experience for you – one in which you have fun acquiring new knowledge and developing your technical and presentation skills. We aim to achieve these goals by adhering to the following principles:

1. Aldous Huxley observed that, "Intellect without goodwill is apt to go astray; goodwill without intellect is apt to be impotent". Recognizing that intelligence and goodwill are critical to the success of a shared journey such as this one, we will aspire to the ideals of both.
2. As Robert Browning stated (in *Andrea del Sarto*), "Ah, but a man's [or a woman's] reach should exceed his [or her] grasp, or what's a heaven for?" Or, as stated in a recent popular television beer commercial, "Dare to dream Arnold, dare to dream." Our achievements in this course will be better served by pursuing the possibilities born of imagination than by duplicating what already exists. In more specific terms, we will provide all the help and resources that we can to assure that the learning materials, and approaches, that comprise your legacy for future students are of truly outstanding quality.
3. Benjamin Disraeli (in *Vivian Grey*) noted that, "Experience is the child of Thought, and Thought is the child of Action". Recognizing that you are more likely to learn and to grow from active engagement than by passive reading or reflection, this course will emphasize learning through hands-on experience, or as it is increasingly called, *experiential learning*.
4. In his *Autobiography* Benjamin Franklin observed that, "Human felicity is produced not so much by great pieces of good fortune that seldom happen, as by little advantages that occur every day." We will work hard towards enhancing the knowledge and skills that you will need to realize the ambitious goals of this course. We will do our best to be available for you, and when we make a mistake (a highly likely event), we will recognize it and do our best to fix it.

What Will We Expect of You?

Successful learning results from the interaction of students, faculty, course materials, and learning facilities. Things that you can do to enhance your fun and learning, as well as those of your team members include:

1. Work hard to become proficient with the tools (e.g., Dreamweaver, Photoshop Elements, PowerPoint, Breeze) that you will be using to develop your instructional modules. Louis Pasteur observed that, “Chance favours the prepared mind”. More specifically, the solutions to the challenges and problems that you will encounter will often be suggested by the repertoire of pedagogical tools and knowledge you will have developed in earlier stages of the course.
2. “Do unto others as you would have others do unto you” (i.e., what goes around comes around!). Your team members are far more likely to be there for you in times of need if they recognize that you would do the same for them. Do not be reluctant to seek help from your team members or any of the project staff, nor to provide whatever help you can to others. Remember, you are not in this alone.
3. Keep up with the class. Appointments with yourself to learn are among the most important ones that you will ever make, so keep them. The knowledge and skills that you acquire now will enrich your future life and career.
4. Respect yourself, respect others. Attend scheduled classes and meetings and arrive on time. Respect other people’s intellectual property by not violating copyright laws, and never plagiarize material. Where you need to acquire legal access or permission to use materials (e.g., text, graphics, paintings), be sure to cite that permission and to credit the original source.
5. Feel free to approach anyone with your questions or concerns; this includes members of your team, faculty, TAs, Library, and Learning Commons instructors, and consultants. Remember, none of us are psychic – we can only respond to problems if you bring them to our attention, preferably sooner rather than later.

IV. Course Assignments and Grading

As there are no exams in this course, your grade will be based on an evaluation of the skills that you develop, as well as the various components of two major work products (i.e., units) that you will create. To assure that both of the units you develop will provide a “world-class” instructional legacy for the 312 and 369 cohorts that follow you, a “modified concept mastery approach” will be used for grading. Specifically, if you receive an initial score of less than 17.0/20.0 (i.e., below 85%) on any assignment, you will need to revise it according to the feedback you receive from your team members, other students, TAs, faculty and/or consultants until it receives a score of 17.0 or higher (i.e., an A- or better). Even if a score of 17 or more is achieved, you should use the feedback you receive to make each piece of work you create as good as it can possibly be. Assignments not receiving a 17.0 or higher will receive a “0”. In essence then, the course grading scheme means that if you complete all assignments to a 17.0 or better standard you earn a grade of A-, A or A + for the course. Otherwise, you must choose to withdraw from the course, receive a very poor grade, or even fail. In keeping with this grading scheme, you must ask yourself, “How can I optimize my gallery for future students in the 312 and 369 courses”?

The course assignments, grade weights (i.e., %), and due dates for both the initial and revised/“optimized” versions are listed below. (Note: the specific details for each assignment will be provided in separate documents). We expect that you will submit your work on the scheduled due date by 4:30 p.m. If you will have difficulty making a deadline for health or other reasons, contact your teaching assistant or one of the course instructors as soon as possible; we understand that unanticipated circumstances can create problems in meeting deadlines. Work submitted late without an approved deferral from a course instructor will be penalized at 10% of the assignments weight for each day late, with 4:30 p.m. as the cutoff (e.g., an assignment worth 7.5% would be penalized at .75% per day and an assignment worth 20% will lose 2% per day).

Assignments & Course Weights

Assignment	Weight (%)	Initial V. Due Date	Optimized V. Due Date
Photoshop Mastery Exercise	5.0	Oct. 18	Nov. 1
Dreamweaver Mastery Exercise	5.0	Nov. 1	Nov. 15

Unit 1 Annotated URL List	5.0	Nov. 8	Nov. 22
Unit 1 Annotated Bibliography	5.0	Nov. 22	Dec. 6
Unit 1 Outline	5.0	Dec. 2	Dec. 9
Unit 1 Storyboard	7.5	Dec. 12	Dec. 21
Unit 1 Gallery	22.5	Jan. 17	Jan. 31
Unit 2 Annotated URL List	5.0	Jan. 24	Feb. 7
Unit 2 Annotated Bibliography	5.0	Jan. 31	Feb. 14
Unit 2 Outline	5.0	Feb. 7	Feb. 21
Unit 2 Storyboard	7.5	Feb. 16	Feb. 28
Unit 2 Gallery	22.5	March 28	April 11

Assignment of Final Course Grades

Final course grades will be assigned on a distribution that is NOT more restrictive than the one below:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

V. Support Resources Available

As is probably evident to you, this course provides an unusually rich array of material and human resources to support the development of your instructional skills and work products. These include:

1. *One 512 MB memory key*: On loan to each student for the 2005-2006 academic year. These should be checked out from Larry Wenger in the Learning Resources Centre, Admin 157. If damaged or lost, the memory key will have to be replaced by the borrower.
2. *Digital camera*: Available on a short-term sign-out basis to acquire digital images to be used in developing your instructional unit for checkout (see D. Kline or R. Gagnon, A237).
3. *Data projector*: Available for short-term sign-out for team and class presentations and critique sessions (see D Kline or R. Gagnon, A237).
4. *Tri-Faculty computers*: The computers in the TriLab are booked for Psyc 504.74 as follows. These machines have Photoshop Elements, Dreamweaver, PowerPoint installed on them. However, the Breeze application, which is available as an authoring plug-in for PowerPoint, is only available on the PCs.

Fall Term

Tuesdays 2:00-4:00 p.m., Section 3, 45 PCs

Thursdays 2:00-4:00 p.m., Section 1, 27 PCs; Section 4, 24 Macs

Winter Term

Tuesdays 2:00-4:00 p.m., Section 4, 24 Macs

Thursdays 2:00-4:00 p.m., Section 1, 27 PCs; Section 4, 24 Macs

*Other times are also open for drop-ins. Click on "Computer Services" on the Faculty of Social Sciences website [www.tri.ucalgary.ca/tri1/] to view "Information" for Open Hours for the Tri-

Faculties Lab, or on "Bookings" to obtain an Excel spreadsheet of specific weekly bookings for each Lab Section.*

5. *Computer application guides*: As noted in the Readings section on page 1, the self-help manuals for Photoshop Elements, Macromedia Dreamweaver and HTML for the Web are available for consultation through your TAs, the Library's Reserve Reading Room, and Larry Wenger in the Psychology Learning Resources Centre (A157).
6. *Materials on perception, statistics and experimental design*. A collection of books on perception, statistics and experimental design is available for loan from the *Psychology Learning Resources Centre*, A157, Other reference materials will be added during the year either by the course facilitators, or by students who find hardcopy materials on content or pedagogy that they wish to share with their peers.
7. *Course TAs*: Depending on the topic that you will be working on, one of our exceedingly skilled, gracious and ever-patient TAs (Roger, Marcela or Juanita) will be available to help you develop your assignments, evaluate and give feedback, and refer you to other technical experts or faculty as required.
8. *Learning Commons Professional Staff*: Instructors from the Learning Commons (see External Instructors & units list on page 1) will be available for consultation on an appointment only basis in an effort to make you, and your materials, "the best that they can be".
9. *Psychology Faculty*: Last and perhaps least, lets not to forget your ever-vigilant Psychology faculty members (Ellard and Kline) who will serve as your "guidance counselors" at this academic "summer camp". We will be working beside you "in the trenches", helping with content planning and search, dealing with logistics issues, and providing content expertise to help you along the way. And if you encounter any problems or need additional resources let us know – we will try to help!

V. Eye Glass Collection for Vision Patients in the Third World

We know that this is a rather gratuitous insertion in the course outline but it is for a good cause. The Vision & Aging Lab is a collection center for the Canadian Lions Eyeglass Recycling Program, which collects pre-owned eyeglasses for those needing them in Third World communities. If you, your family, or your friends have eyeglasses that are no longer needed, you can drop them off at the Vision & Aging Lab, or give them to the Course Instructor or your Lab TA. Your donation of no-longer-needed eyeglasses might just be the gift of sight!

VI. Important Notices

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is September 23, 2005. The last day to withdraw from this course is December 9, 2005.

VII. Psych Instruction Project Class Schedule – Fall 2005

Date (Day)	Topic # / Topic:	Instructor(s)	Location
Sept. 13 (T)	<i>Introduction to Course & Psyc Staff</i>	J. Ellard; D. Kline L. Wenger; R. Gagnon M. Salamanca; J. Whalen	A167
Sept. 15 (R)	<i>Instructional Design</i>	P. Dyjur	A167
Sept. 20 (T)	<i>PowerPoint & Breeze I: Creating a presentation</i>	K. Huang P. Kelly	SS18
Sept. 22 (R)	<i>Blended Learning; Media Overview Project Planning & Management</i>	N. Vaughan D. Hawes	A167
Sept. 27 (T)	<i>PowerPoint & Breeze II: Refining your presentation</i>	K. Huang P. Kelly	SS18
Sept. 29 (R)	<i>IT Resources & Blackboard</i>	C.J. Davison	IC-A&B
Oct. 4 (T)	<i>Photoshop Elements I: Introduction</i>	K. Huang	SS18
Oct. 6 (R)	<i>Course/Module/Unit Allocation</i>	J. Ellard D. Kline	A167
Oct. 11 (T)	<i>Photoshop Elements II: Application</i>	K. Huang	SS18
Oct. 13 (R)	<i>Information Retrieval for Instructional Development</i>	M. Hunter	Library IC A&B
Oct. 18 (T)	<i>Dreamweaver I: Introduction</i>	P. Kelly	SS18
Oct. 20 (R)	<i>Copyright Issues in Instructional Development</i>	W. Stephens	A167
Oct. 25 (T)	<i>Dreamweaver II: Application</i>	P. Kelly	SS18
Oct. 27 (R)	<i>Business Day: Photos; T-shirts, BB, etc.</i>	J. Ellard; D. Kline M. Salamanca; R. Gagnon; J. Whalen	A167
Nov. 1 (T)	<i>Developing an Instructional Outline Story Boards in Web Design</i>	J. Ellard; D. Kline D. Hawes / LC Staff	A167
Nov. 3 (R)	<i>Visual Factors in Design & Presentation</i>	D. Kline	A167
Nov. 8 (T)	<i>Giving Great Presentations</i>	D. Hawes	A167
Nov. 10 (R)	<i>No Class–Reading Days Nov. 10 to 13</i>	N/A	---
Nov. 15 (T)	<i>Feedback to Enhance Design</i>	R. Pedersen	A167
Nov. 17 (R)	<i>Intro to the PIP Style Guide</i>	S. Ramsden	A167
Nov. 22 (T)	<i>Writing for the Web</i>	P. Dyjur	A167
Nov. 24 (R)	<i>TBD</i>		
Nov. 29 (T)	<i>TBD</i>		
Dec. 1 (R)	<i>TBD</i>		
Dec. 6 (T)	<i>TBD</i>		
Dec. 8 (R)	<i>TBD - Last Class in Fall Session</i>		

VIII. Psych Instruction Project Class Schedule – Winter 2006

Date (Day)	Topic # / Topic:	Issue / Instructor(s)	Location
Jan. 10 (T)	<i>TBD</i>		
Jan. 12(R)	<i>TBD</i>		
Jan. 17 (T)	<i>TBD</i>		
Jan. 19 (R)	<i>TBD</i>		
Jan. 24 (T)	<i>TBD</i>		
Jan. 26 (R)	<i>TBD</i>		
Jan. 31(T)	<i>TBD</i>		
Feb. 2 (R)	<i>TBD</i>		
Feb. 7 (T)	<i>TBD</i>		
Feb. 9 (R)	<i>TBD</i>		
Feb. 14 (T)	<i>TBD</i>		
Feb. 16 (R)	<i>TBD</i>		
Feb. 19-26	<i>Reading Days – Feb. 19 to 26</i>	---	---
Feb. 28 (T)	<i>TBD</i>		
Mar. 2 (R)	<i>TBD</i>		
Mar. 7 (T)	<i>TBD</i>		
Mar. 9 (R)	<i>TBD</i>		
Mar. 14 (T)	<i>TBD</i>		
Mar. 16 (R)	<i>TBD</i>		
Mar. 21 (T)	<i>TBD</i>		
Mar. 23 (R)	<i>TBD</i>		
Mar. 28 (T)	<i>TBD</i>		
Mar. 30 (R)	<i>TBD</i>		
April 4 (T)	<i>TBD</i>		
April 6 (R)	<i>TBD</i>		
April 11 (T)	<i>TBD</i>		
April 13 (R)	<i>TBD - Last Class in Winter Session</i>		

IX. Psyc 504 on Blackboard

Announcements, course outline, communications and a digital drop-box along with other information and services regarding the course and issues such as assignment scores and grades will be available via Blackboard. To access this information, you must have an IT computing account with a University e-mail address. If you don't already have a University account, you can get one as follows:

- Go to www.ucalgary.ca
- Click on **IT** link on top menu
- Choose appropriate link under the “**Services For**” link
- Under Tools, click on **E-mail**
- Click on **E-mail accounts**
- Click on **Accounts** link to proceed to accounts page
- Click on **How to Get an IT Computing Account**

This course outline may be viewed on the Web on either the Department's Web site

<http://www.psychology.ucalgary.ca/students/courses>

Or on the Blackboard module for this course

<http://blackboard.ucalgary.ca/>