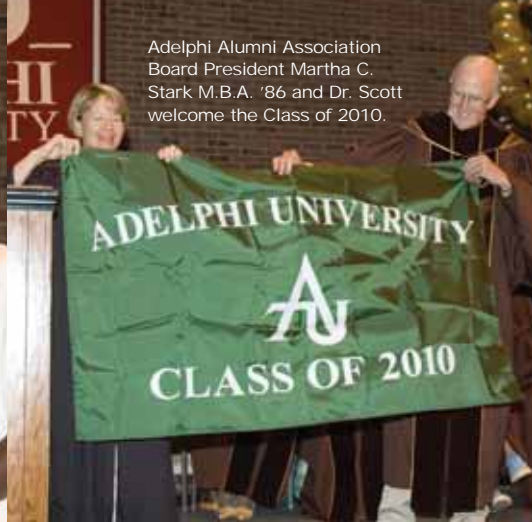




Provost and Senior Vice President for Academic Affairs Marcia G. Welsh presents Oppong Agyemang '10 with the Code of Honor during Matriculation.



Adelphi Alumni Association Board President Martha C. Stark M.B.A. '86 and Dr. Scott welcome the Class of 2010.



Guest curators National Association of Women Artists member Joan Greenfield B.A. '78, M.A. '81, and renowned African American artist Faith Ringgold at the *Personal Totems* reception



Members of the women's lacrosse teams reunite at Homecoming to celebrate their NCAA Division II championship win.



Dr. Scott proudly dons NCAA Division II women's lacrosse championship rings.



Dr. Scott takes a stroll with Helen Taylor '49, Adelphi's first African American alumna, and Dean of the School of Nursing Patrick R. Coonan '78.



Dr. Scott, Adelphi Trustee and Black History Month Celebration keynote speaker Dr. N. Gerry House, and Provost and Senior Vice President for Academic Affairs Marcia G. Welsh



Provost and Senior Vice President for Academic Affairs Marcia G. Welsh and Society of Physics Students President Camilo Malagon '07 present Bill Nye with an Adelphi T-shirt and a furry friend.



Dr. Scott and Trustee Carol A. Ammon M.B.A. '79



Director of Alumni Relations Joseph Geraci presents Dr. Scott with an "Oscar" and flowers after a performance of *Our Town*.



Dr. Scott presents former Trustee Horace G. McDonell, Jr. '52, '02 (Hon.) with a token of appreciation at the unveiling of the new McDonell Chemistry Laboratory.



Chair of the Department of Performing Arts and Professor Nicholas Petron M.A. '70, star of *Our Town* DJ Hill '07, and technical director Pete Borchetta mingle during a cast party at Dr. Scott's house.

Harnessing the Promise of New Technology



At virtually every stage in the emergence of communications technology, experts have made bold forecasts about the dramatic consequences for education. Educational television was predicted to replace live teachers by beaming images of world-class experts to every classroom with an electrical outlet. Faster personal computers were expected to make students more efficient learners.

With the Internet's emergence came renewed predictions that digital learning would supplant live teachers and classes. Corporate and academic leaders rushed to establish footholds in the Wild West of Web learning. A few soared; many did not. Those that succeeded have realized that while the role of the teacher may have changed, great teaching and active learning are as vital as ever.

At Adelphi, new interactive technology is enhancing two-way communication between instructor and student, helping professors move away from the "sage on the stage" approach and toward the "guide on the side" model. With the widespread use of email and message boards, students can communicate with their professors and work with other students on study teams around the clock from any place on the globe, whether they are traveling to an athletic contest or attending a theatre festival. Live seminar discussions can be enriched by quick access to relevant Web sites and the latest, or oldest, research.

New course management systems and other online programs allow students and faculty to create and edit audio and video files. As a consequence, students believe interactive technology helps improve learning, inspires more engagement in learning, allows greater control over assignments, facilitates research and collaboration, and results in faster feedback from faculty.

This new power for students to be active participants in their education is not without challenge. Students must still learn how to validate what is purported to be true, and faculty need new tools to catch plagiarism. But these challenges can be and are being met.

What next? Our goals for the future are as old as the academy: to engage students in a process of learning that leads to transformation—in terms of knowledge, skills, abilities, and values—and not simply in a series of transactions leading to certification.

We need to be able to meet students with the technological tools and power they have mastered, to be sure. But we must not lose sight of what an Adelphi education means in its essence and its manifestations. We are engaging students in a process of transformation that results in their becoming prepared for civic involvement, professional achievement, and personal fulfillment. And, by all accounts, we are succeeding.

Thank you.

Robert A. Scott, President

