



Open pedagogy: Supporting student knowledge co-creation through open online platforms

Transcript

00:00:00:00 - 00:00:08:79

Jenna Woodrow: Weyt-kp xwexwéytep. It's just so lovely to be here with all of you.

00:00:08:79 - 00:00:16:10

Jenna Woodrow: Virtually and in person. We're just about to get started on the official portion of our Lunch and Learn.

00:00:16:10 - 00:00:45:63

Jenna Woodrow: Before we start, as always, I want to recognize with deep gratitude and humility that Thompson Rivers is on the unceded, never-surrendered territories Of Tk'emlúps te Secwepemc in the Secwepemcúl'ecw. This is the melting, but it doesn't feel like much is melting today. But we can see when we look at the river,

00:00:45:63 - 00:01:14:37

Jenna Woodrow: the river level is rising, and that means, in these territories that have been stewarded since time immemorial by the Secwépemc Peoples, that these lands are responding to that melt. And maybe to extend the metaphor, I think we, here, part of what we want to do with this Arts Cohort project is respond to a need, in similar ways, as the water is responding to the needs of the land.

00:01:14:37 - 00:01:34:46

Jenna Woodrow: We're responding to the needs of our students and our faculty members and our staff members to do something better. There's maybe a drought in the kinds of supports and services and indeed a drought in the climate that we're offering to our students.

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Jenna Woodrow: This project is responsive at least in part, but entirely in part to some of the information that we know that our students report when they come in to the Faculty of Arts, the NSSE says that, Indigenous student respondents to the NSSE say that they find the climate chilly in the Faculty of Arts. And so this is at least, as I said, in heart, meant to respond to that need to make it a way better climate.

00:02:07:39 - 00:02:31:35

Jenna Woodrow: We're going to keep in front and center the ways that our work can serve all of our students so that this is a place of genuine learning and genuine belonging, and that connects with supporting our students, that's at the center of this. Today's Lunch and Learn is on open pedagogy, supporting student knowledge, co-creation through online platforms.

00:02:31:35 - 00:02:48:83

Jenna Woodrow: And it's the co-creation part that I'm so excited, that we're all excited about. The co-creation part is so important, I think, for undermining that hierarchical and problematic asymmetry between learner and teacher.

00:02:48:83 - 00:03:11:79

Jenna Woodrow: When we can redress and flatten out those hierarchies, I think that's a really instrumental and imperative step to making this a better climate, a better learning environment. I'm really excited to introduce our two speakers today. And I'm going to go here.

00:03:12:43 - 00:03:20:53

Jenna Woodrow: First, we have Marie. Marie is an Instructional Designer at Thompson Rivers University Open Learning.

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Jenna Woodrow: Marie is dedicated to creating educational experiences that inspire and engage learners. She looks for opportunities to highlight active learning and creativity in her course design and uses innovative pedagogical approaches to best utilize online environments for learning and teaching.

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Jenna Woodrow: And she's joined by Dani Collins who is Publishing Manager at TRU Open Press. So I'm going to turn it over momentarily.

00:03:48:69 - 00:03:57:40

Jenna Woodrow: I just want to very quickly go around the room and just say hi, maybe say our names. Just so we know who's in the room.

00:03:57:40 - 00:04:01:00

Jenna Woodrow: So you would you like to start us off?

00:04:01:00 - 00:04:02:65

Lex: Hi, I'm Lex.

00:04:04:62 - 00:04:11:18

Mila: Hi, I'm Mila. I'm one of the audience for this project.

00:04:11:18 - 00:04:16:10

Nisha: Hi, I'm Nisha. I'm the other audience in the same project.

00:04:17:10 - 00:04:22:01

Yu: Hi, I'm Yu, I'm a Learning Strategist with Open Learning.

00:04:22:01 - 00:04:25:60

Marie Sandy: Weyt-kp. Marie Sandy ren skwekwst. I'm the Manager

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Marie Sandy: of Indigenous Student Development.

00:04:28:14 - 00:04:32:66

Clement: Hi there, my name's Clement. Communications Manager.

00:04:33:34 - 00:04:41:05

Jenna Woodrow: Hi, I'm Jenna. I guess, Faculty Co-lead of this project.

00:04:41:05 - 00:04:46:21

Jaqueline: Hello, Jacqueline Campbell. I'm in Psychology. I teach all the first-years as well.

00:04:46:21 - 00:04:49:67

Marie Bartlett: Hi Jacqueline. I think I spoke with you years ago.

00:04:49:67 - 00:04:55:89

Kayla: I'm Kayla. I'm a Learning Strategist for Orientation and Transitions over at FSD.

00:04:57:00 - 00:05:01:44

Arshil: I'm Arshil. I'm the Admin Assistant for the School of Business and Economics.

00:05:01:44 - 00:05:06:63

Rashmi: Hi, everyone. I'm Rashmi. I'm from the Career and Experiential Learning Department.

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Jiyoung: Hi, my name is Jiyoung. I'm a faculty member in Sociology. I'm also part of this Arts Cohort.

00:05:14:13 - 00:05:20:36

Tom: Hi, I'm Tom Waldichuk. I teach Geography, a lot of first-year Geography.

00:05:30:09 - 00:05:39:27

Jenna Goddard: My name is Jenna, I'm a Writing Center Coordinator. I teach Student Success, and I'm thrilled to be part of the Arts Cohort and teaching STSS in the fall.

00:05:42:00 - 00:05:45:79

Heather: Oh, hi. I'm Heather MacLeod. Hi, guys.

00:05:45:79 - 00:06:02:30

Heather: I'm part of the Arts Cohort, and I teach English and Communications and for the Arts Cohort in the winter semester, I'll be teaching English 1100, and I'm going to make it really good.

00:06:05:75 - 00:06:25:12

Crystal: I'm Crystal Huscroft, and I'll be teaching Geography 1000, a course about Earth's systems of snow melt and rivers, but instead of talking about that, I love that analogy. So geography. Thank you.

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Marie Bartlett: Thank you, Jenna, for a beautiful introduction.

00:06:34:66 - 00:06:45:44

Marie Bartlett: I feel like I can go home. Because my land acknowledgement is not going to be the same as you.

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Marie Bartlett: I really enjoyed the melting. For my land acknowledgment, I was thinking about some of the most breathtaking vistas I recently saw in Secwepemcúl'ecw, and it was actually during a sprint with our colleagues in Experiential Learning, Career Planning, that, when we were working on a revision of an open textbook for students, that I had a moment to pause and take this view in on a beach in Celista. I was very present,

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Marie Bartlett: and I reflected on the unceded land that I was in, in Secwepemcúl'ecw, and I didn't know, really, what part of Secwepemcúl'ecw I was in. So I just did a quick search and, Marie, I probably got it all wrong, but I tried, I did start with Wikipedia.

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Marie Bartlett: And that opened a familiar window with Celista being named after an Indigenous doctor that, according to the article, died in 1948. Again, talking, just like with Kamloops and Kelowna, to the settlement and taking language and using not only land but the language as well.

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Marie Bartlett: Then I also looked at a map from the Adams Lake band. And I think that the land that I had my feet on belongs to the Cstèlen People. Does it?

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Marie Bartlett: It does, yep. So that's a beautiful, beautiful, and it was just such a treat to feel the water and the sand, and to be a visitor on this land, Secwepemcúl'ecw, that I'm grateful, and grateful to speak to you here on this land today.

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Marie Bartlett: So I came to speak about students today and open pedagogy. And supporting student knowledge through co-creation.

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Marie Bartlett: Sorry, student knowledge, co-creation through open online platforms specifically. Because it can happen in many times, but this is going to talk to some examples that are specifically online.

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Marie Bartlett: And there's so many different definitions. I don't think that it has really been settled, about what exactly open pedagogy is, or open pedagogical practices.

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Marie Bartlett: But I do have some favorite definitions that, I would just like to anchor this presentation so that we have the same understanding. With open, when I talk about open, it's not necessarily open access where information is available.

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Marie Bartlett: It is open when it comes to ownership. So specifically, anything that is openly licensed in the public domain, meaning that anybody can take that work and they can adapt it, they can reuse it.

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Marie Bartlett: Sometimes with attributions, in the case with Creative Commons licensing. So when I speak about open, it is a variety or scale of openness when it comes to what people can do with things like content, whether it's visual, textual, audio.

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Marie Bartlett: Open educational resources are something that we in Open Learning love. They are learning resources that are free to students.

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Marie Bartlett: They are really removing barriers for students to access education. They don't have the \$200 textbook.

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Marie Bartlett: They have an open, free textbook that they can use, and it's amazing. Open educational resources also often allow professors, instructors, or students to take pieces of the resource and adapt the content to exactly what the students need, which is another great thing about open educational resources.

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Marie Bartlett: But open educational resources are only a part of open pedagogy. It's just something that a lot of us understand and TRU is very invested in, I would say. We have

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Marie Bartlett: a lot of people that use them and create them. Another thing of notice, this is actually the open definition that came from Unesco.

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Marie Bartlett: But another one that I wanted to highlight under the "open" part is open-source software. So at TRU, we use a number of open-source software.

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Marie Bartlett: Again, because we believe in open, we are real open fans. We like to use open-source software, even if it isn't the Cadillac of the world.

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Marie Bartlett: For example, Moodle is open-source. It's free. The code is open.

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Marie Bartlett: Developers can use, reuse, make it better, and I'm sure that Canvas may be better and may have some better functionality, but we really try to use and breathe open. Similarly, a lot of the platforms that I'm going to talk about today are open.

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Marie Bartlett: So we are going to be looking at WordPress and different WordPress plugins. Those are all open software, and I think those are the ones that we are going to be looking at.

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Marie Bartlett: Then, open pedagogy, I really enjoy a close-to-home definition by BC Campus, where they speak of open pedagogy also as open educational practices, and that is, the use of OER to support learning, or open sharing of teaching practices. So it is using OER in your classroom, but also using OER to support learning in that process of co-creation and student creativity.

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Marie Bartlett: So it is using OER, but making OER, adapting OER, pretty much moving in that space freely because the copyright allows it. So what does it look like in the classroom?

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Marie Bartlett: So Jenna, as I said, you were very right in the co-creation of knowledge. So what I find different about open pedagogy, especially as it demonstrates itself in the classroom, is that students are given agency in their own learning.

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Marie Bartlett: And I know that happens in many pedagogical approaches. This is not unique to open pedagogy, but it's one of its main characteristics.

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Marie Bartlett: Students often co-create knowledge, which also happens in other approaches. We have group work, we have people working together.

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Marie Bartlett: But again, a highlight of open pedagogy. What really sets it apart is that students are invited to share knowledge openly.

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Marie Bartlett: Oftentimes, that's where I see the biggest impact because, as I will show in some later examples, when students know that the professor is not the only person that's going to see that assignment, that is going to be openly accessible, and it may change the world for the better. It really is a catalyst for their engagement, and all of a sudden, they interact with that assignment very differently than when- And that is not to, I'm sorry, if anything comes across as critical of assignments that are only seen by professors, that's not what my intention is and I do apologize.

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Marie Bartlett: I don't want to come across that way. When the assignment is more visible, it seems that students do engage with it differently.

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Marie Bartlett: Yeah, that is not to say that there isn't anything wrong with assignments that are only seen by the professor, oftentimes that is necessary for variety of reasons. So how are open education practices different?

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Marie Bartlett: So, as I pre-shadowed in the previous slide, because there are a lot of similarities with other pedagogical practices, it's very subtle. The agency increases student engagement, a lot of open educational practices invite students to choose.

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Marie Bartlett: As others do as well, oftentimes there's a choice of topic. So, as long as it meets the learning outcome, you have your course learning outcomes, but they can be achieved in many different ways.

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Marie Bartlett: Your English 100 section is not going to be the same across the different people that deliver it. And similarly, there is freedom in the learning outcomes and how they're achieved.

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Marie Bartlett: So oftentimes open pedagogical practices invite students to choose something that they're already interested in if it overlaps with the goal for what the objectives for the course are. And also the medium, and this is where the online platforms really shine, when it comes to media like video, voice.

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Marie Bartlett: Some of those are possible in the classroom through presentations, but again, when it's a recording, it's permanent, and then it can be shared. So, it kind of stands it apart.

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Marie Bartlett: And then, yes, so this is the choice of how students share their knowledge, using online technologies. So it could be websites, books, image galleries, videos, graphic novels.

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Marie Bartlett: We've seen podcasts, interactive objects, or games, depending on what the subject area is. So there are so many different possibilities and students engage with that too.

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Marie Bartlett: A little bit of an equity, inside, too, what we have heard from students is that sometimes the written form is not, they believe, it's not the best that they can demonstrate their knowledge in, and they do welcome when they can speak, or when they can draw, which I particularly sympathize with as an artist. So students report working harder because their work would be seen by a larger audience.

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Marie Bartlett: There's been some research done on this, and I think that also makes a big difference in how they engage with the material. Oh, and I forgot to mention, so this is not going to be a long presentation.

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Marie Bartlett: I'm going to show you because, as I mentioned, my spoken word is not my preferred way, I like to draw. So I'm going to show you some examples.

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Marie Bartlett: I'm going to let Kathie speak for a little bit. And then I was hoping that we could speak together if you had any ideas, coming September, if you wanted to talk anything through, Dani and I will be here, and we can talk about, maybe, some ideas about open pedagogies, and what are the pros, what are the cons?

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Marie Bartlett: I just highlighted most of the pros, but there are some cons too, especially when engaging with technology because you're asking instructors, professors, students, to learn two things. They're learning the subject and, oftentimes, they're learning the technology itself, which is not always ideal.

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Marie Bartlett: Again, there are different steps, about, it can be really easy or it can be really involved. And I guess the first example is actually one of the projects that was very involved, but it was a beautiful project.

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Marie Bartlett: There's a QR code, if you want to explore it on the phone. I'm going to play some sound bits, but just to give it a little bit of context.

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Marie Bartlett: During the COVID closures, I was asked to help a faculty member, Kathie McKinnon in Social Work and Human Services to help her bring practicum placements online. So students weren't allowed, under the closures, to finish their practicum placements.

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Marie Bartlett: So we worked together and we thought, how are we going to meet the learning outcomes that they would usually achieve through Experiential Learning? I mean, how do you even duplicate that or kind of make similar?

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Marie Bartlett: And so, what we have done is that Kathie invited her students to form groups. Each group of students chose a topic within the learning outcomes that they were passionate about.

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Marie Bartlett: They were communicating, so, doing a little bit of a community research. They were communicating with the people that they would be in the practicum with.

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Marie Bartlett: And then, they together created a resource that was open on a website that would be helpful in some ways to that practicum placement space, and the people that the place serves. So it was really, and so I'll let Kathie speak a little bit about it.

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Recording of Kathie: I'm Kathie McKinnon, I'm currently a Faculty Instructor in the School of Social Work and Human Services. I've been working at TRU since 2010.

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Recording of Kathie: I teach many, many courses in the department. I go back and forth from Kamloops to Montreal, all my adult children are in Montreal and so are my grandchildren, and COVID has given me that opportunity to work remotely to and from. In my private practice, I'm a therapist.

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Recording of narrator: Were students nervous about a website assignment?

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Recording of Kathie: Without a doubt, their anxiety was huge, and, initially, their fear and trepidation was huge. They were like, we don't know how to do this stuff.

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Recording of Kathie: And so that also inspired really relational practice in this learning journey and nurtured co-inquiry.

00:21:10:93 – 00:21:13:79

Recording of narrator: Could students take an active role in the process?

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Recording of Kathie: I would say that students unknowingly led this process and taught me so many incredible things about how to do things differently, and be innovative and creative, and it was so inspiring to watch them strive for incredible outcomes, and also share their work, and share their knowledge and meaning-making with others, not only in the classroom, but beyond the classroom.

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Recording of narrator: Did you notice a difference in the students' work?

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Recording of Kathie: I would suggest that some students have shared that they felt they did higher quality work. They took a greater sense of pride in their work.

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Recording of Kathie: They felt they were more creative and innovative in areas they could go, as opposed to being restricted to just the written word. So there was visual and oral pieces.

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Recording of Kathie: I had a student from another country tell me that the podcast enhanced her ability because she felt very insecure about her writing skills. And this was a means for her to shine in a different way.

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Recording of narrator: Would you say the students enjoyed the creative possibilities of website assignments?

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Recording of Kathie: What I learned is that students really enjoyed being creative, curious, and courageous.

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Recording of Kathie: And they engaged in really creative, curious, and courageous conversations with one another and myself, and they learned that this is a really interesting way to collaborate and, you know, they did that really well.

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Marie Bartlett: Thank you, Kathie. I just wanted to show you a couple of examples of the student websites. So Mia and Marie were two students.

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Marie Bartlett: They have a website about body image. We had some students working on a website about consent.

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Marie Bartlett: Caregiver fatigue. Those two students really embraced their creative side, they did an animated video as well, just demonstrating some of the issues that caregivers may run into.

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Marie Bartlett: Yeah, there was a lot of creativity happening in this class. This was the major assessment in the class, it was scaffolded throughout.

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Marie Bartlett: It took a significant amount of time. Just as I said, there's a spectrum of open educational practices you can employ.

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Marie Bartlett: This is by far one of the most impressive ones, but it did take a lot of work and I wouldn't recommend it to be, you know, one of four assignments. It would be scaffolded, three or two.

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Marie Bartlett: Or, I have seen open educational practices where professors have a website and each group of students would work in groups to work on a topic, and it would be a multi-year project. So this website would be continuously built with content that the students would bring to the table that they would choose.

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Marie Bartlett: Talking about choice with the websites. It is really important that students understand their own copyright.

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Marie Bartlett: So they have a choice to publish the work openly. They don't have to.

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Marie Bartlett: It should never be a requirement, but a vast majority choose to share, and they're very proud of it. Often, they use the, in this case, the websites, the content that they created.

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Marie Bartlett: They use it to show their potential future employers about what they do as a showcase of their work, or put it on their resumes, and then everybody can access it as they share it with friends, and then with the community, as they start working in the field, because it is a valuable resource that way.

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Clement: Just on that note about consenting to have their work shared.

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Clement: Does that mean that they can opt out of the website, or just that they have to put it online, but it's not searchable?

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Marie Bartlett: No. They don't have to, yeah,

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Marie Bartlett: they don't have to publish it at all. So it's password protected as they're working on it.

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Marie Bartlett: And if they don't consent to have that out, openly accessible, absolutely. And then we also have materials that they can see about open educational resources.

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Marie Bartlett: And if they choose to copyright the work under that license, they do. And, often, they do because they do want to share.

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Marie Bartlett: What I see is a genuine willingness and drive to share and to ignite social change. I think that it really speaks from the classroom, so a lot of what I see, and this is one of the ways to do it.

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Marie Bartlett: And absolutely it's a choice. Yeah.

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Marie Bartlett: And then, Peter, we have Peter Tsigaris. So this is another.

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Marie Bartlett: We saw the websites, they are on our, we host our own instance of WordPress, which is an open software, and we are now sending students somewhere that's unsafe. All of the content is hosted with us.

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Marie Bartlett: We have full control over it at TRU, and we are just expanding. We may actually expand our hosting safely, just to allow for more content.

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Marie Bartlett: But as far as now, the websites are staying indefinitely. We will probably eventually have to introduce some kind of messaging where students would choose to export the content, and we would discontinue it.

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Marie Bartlett: But at this point, we're not looking at that. So if you do have an assignment, you can be confident that it will still be there, if students want, five years from now.

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Marie Bartlett: And then if we were ever not going to host that content, we would let you know about it. So, another platform, online platform, that you can use to foster student knowledge, co-creation, is a plugin of WordPress called Pressbooks.

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Marie Bartlett: So that's another open platform. It's really easy to use, way easier than WordPress.

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Marie Bartlett: What I'm going to show you is way easier than the websites, I shouldn't say for the students, they loved it, but it was a lot of, the digital literacy part of that assignment was quite heavy. So, that is the disadvantage of that.

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Marie Bartlett: This one is way easier. The Pressbooks plugin really works pretty much as a Word instance.

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Marie Bartlett: So, just Microsoft Word. And you can make books, and this is what Peter does.

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Marie Bartlett: Peter Tsigaris in Economics, he invites his students to co-publish books with him. So, he says, okay, in this class, we're going to be looking, and I think this is an example from an Economics class, we're going to be looking at how public parks contribute to the community, economically and well-being wise.

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Marie Bartlett: In groups, again, the students we are looking at each park or, I guess, a park of choice in Kamloops, and they did some research about it, and then they published a chapter about it with Peter. Pressbooks is actually a really easy collaborative platform where you can invite the students and they can actually do their own work right in it.

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Marie Bartlett: And again, comes with copyright, consent, and learning about that. Okay, here it is.

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Marie Bartlett: This is what a Pressbook looks like. It has way less choice than a website.

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Marie Bartlett: A website is, kind of, the world is your oyster. That can be a good thing, but also a bad thing because it's overwhelming.

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Marie Bartlett: People can get too excited and they get lost in all the different layouts, and before you know it, it's four hours later and they didn't start on their assignment. So, Pressbooks doesn't give you that rabbit hole, which is in some ways nice.

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Marie Bartlett: You have a said structure, you have an introduction, a foreword, you have some chapters. So you can assign your students a chapter, you give them access, and then they just work in there.

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Marie Bartlett: Here we see all the different chapters. For example, McArthur Island Park by two students.

00:30:05:41 - 00:30:14:73

Marie Bartlett: And they write, you can use images. Pressbooks also allows for interactive content.

00:30:14:73 - 00:30:30:96

Marie Bartlett: So, if they want to do a quick learning check at the end of the chapter to see if the readers engaged with the content effectively, they can do that, and it's fairly easy. We use, again, an open plugin called H5P.

00:30:30:96 - 00:30:39:74

Marie Bartlett: It has a number of options, super easy to use. So this is what the books look like.

00:30:39:74 - 00:31:00:34

Marie Bartlett: The books are nice because, a website, this one actually doesn't have the downloads enabled so it's not a good example, but, websites are not very print-friendly, if people respond better to print. The advantage of Pressbooks is that it can be printed into a digital PDF, or it can be printed as well.

00:31:00:34 - 00:31:10:00

Marie Bartlett: So most open educational resources that are textbook are in this format. Yes?

00:31:10:00 - 00:31:22:00

Mila: So, students can also, I mean, with our professors, for example, with Jenna's class, Creative Expressions, I made a video, so a digital work. So that would work?

00:31:22:00 - 00:31:26:31

Marie Bartlett: 100%. Yeah. And even without a professor, as a student,

00:31:26:31 - 00:31:33:69

Marie Bartlett: if you want to request a website at TRU, or a Pressbook, without a class or a professor, you can do that as well.

00:31:33:69 - 00:31:36:92

Nisha: So we don't have to be enrolled online?

00:31:36:92 - 00:31:48:12

Marie Bartlett: No, yeah, you can be a TRU student online or on-campus and you can get yourself a website or a book if you would like to share anything. I know. It's really exciting.

00:31:48:12 - 00:31:52:19

Jenna Woodrow: Or for, say, an Arts Cohort project?

00:31:52:19 - 00:31:55:48

Marie Bartlett: Yes. Absolutely.

00:31:55:81 - 00:32:04:92

Marie Bartlett: Yeah, so these Pressbooks are amazing. Both the TRUBOX WordPress sites and Pressbooks are mobile-friendly.

00:32:04:92 - 00:32:16:48

Marie Bartlett: They do well on laptops, computers, all that. Yeah, they're great, and just wonderful for the co-creative process.

00:32:16:48 - 00:32:23:69

Marie Bartlett: Because as I said- Oh, sorry. No, no, no. No, you first.

00:32:24:47 - 00:32:30:74

Rashmi: So I was just looking back to Dr. Peter Tsigaris's website.

00:32:30:74 - 00:32:42:64

Rashmi: If they don't want to publish it, then they can still do that. But with open Pressbooks, if I want to create a book, like a journal, and I don't want to circulate it.

00:32:42:64 - 00:32:44:24

Rashmi: Can that be done, too?

00:32:44:24 - 00:32:45:92

Marie Bartlett: Absolutely, yeah.

00:32:47:92 - 00:32:56:68

Marie Bartlett: Both the WordPress and the Pressbooks can be password-protected and never public. Yeah. There is a setting that it's

00:32:56:68 - 00:33:12:40

Marie Bartlett: just private and it can stay that way. I know a lot of you already have assignments where you are asking students to write, reflective essays, critique pieces, whichever it may be.

00:33:12:40 - 00:33:37:20

Marie Bartlett: It can easily be turned into an open educational practice by just taking it a little bit, a step further in, let's say, making change. Making change, making changes, usually because then the exposure is huge, with everybody's consent, if that happens, once you share it with the rest of the world, really.

00:33:37:20 - 00:33:56:12

Marie Bartlett: Then it can be, even, a step further, share it with the rest of the world and invite the rest of the world, with attribution, with, acknowledging that it's from TRU written by somebody, they can use it and reuse it in their own context, to make change, to do something better. Yeah.

00:33:56:89 - 00:34:08:02

Jenna Woodrow: This is maybe for the conversation later, but, with the Pressbooks, are there ways of integrating, say, podcasts?

00:34:08:02 - 00:34:10:89

Marie Bartlett: Yes. Yes, you can put videos,

00:34:10:89 - 00:34:17:38

Marie Bartlett: you can put podcasts. You can put presentations, which is what I usually do. Like
I

00:34:17:38 - 00:34:29:05

Marie Bartlett: should have just done, embed a presentation. But with the website where Kathie was speaking, you can do sound bits, you can do videos, you can do the interactive H5P pieces.

00:34:29:05 - 00:34:39:36

Marie Bartlett: Yeah, now, actually, I have some examples of student work in podcasts, too. How am I speaking this, I usually don't speak this much.

00:34:39:36 - 00:34:47:68

Marie Bartlett: That was completely, what's happening? Okay. Another example is actually from

00:34:47:68 - 00:35:05:55

Marie Bartlett: Visual Arts, Clement, Terryl Atkins, when I first started a TRU six years ago, she was looking at an online gallery space. And so we came up with CAISSIE, which is an acronym for Critical Analysis of Images.

00:35:05:55 - 00:35:20:74

Marie Bartlett: The next piece, or, next example of open educational practice is from Visual Arts. Students submit, so this is a WordPress site, it's a Collector.

00:35:20:74 - 00:35:33:94

Marie Bartlett: It's a so-called Collector, also, colloquially inside TRU Open Learning, known as a SPLOT. Sometimes if you hear a SPLOT, this is a SPLOT, but really what it is, it's a Collector.

00:35:33:94 - 00:35:41:73

Marie Bartlett: It's an authorship tool, and it is, in this case, we created it to be specific to images. So, visuals.

00:35:41:73 - 00:35:56:71

Marie Bartlett: Terryl teaches on the topics of you know, gender, capitalism. So, looking at things like advertising and analyzing it, and, like, "what's wrong with this picture?" kind of thing.

00:35:56:71 - 00:36:21:87

Marie Bartlett: So students take their own photos of, let's say, on a bus stop in a public spot, and they provide a critique with a connection to the learning outcome in the class to demonstrate their learning, and then they can submit it. And this Collector has options of copyright embedded in it, and then they can talk about what they see.

00:36:21:87 - 00:36:45:52

Marie Bartlett: So, you can tag it, students have choice to be anonymous. So this assignment, we structured it that students do have a choice to either, so here's the critique, they don't have to use their name.

00:36:45:52 - 00:36:54:17

Marie Bartlett: They don't actually have to contribute to the SPLOT. They can submit the critique privately.

00:36:54:17 - 00:37:11:84

Marie Bartlett: But if they do want to, let's say, put it on the SPLOT but not use their name, they can use a pseudonym and then provide the link in the submitted assignment, or they can just go fully out, if that's what they choose to do. Yeah, so this is really great.

00:37:11:84 - 00:37:40:07

Marie Bartlett: A really great example of, and you can tag the different years, so this is also an example of an assignment that you can reuse. Oh, and also, because it is a Collector and it's open, you don't want people that don't have nice intentions to be submitting things, so we do have a little holding area there where Terry goes and looks at it, and just releases it to the public, and we disabled comments.

00:37:40:07 - 00:37:53:88

Marie Bartlett: But we always think about student safety, and this is digital literacy and the, kind of, footprints. Last example, and then, oh my gosh, we will have, like, five minutes for discussion.

00:37:53:88 - 00:38:00:38

Marie Bartlett: Sorry. So another great example was a group of undergraduate research students.

00:38:00:38 - 00:38:24:71

Marie Bartlett: They were working together on site that would help other undergraduate research students feel more at ease about engaging with research, because they all agreed that it's super intimidating until they tried it, and then they were like, wow, this is amazing. I get to work with a professor, try all this, be active in my learning, make a difference.

00:38:24:71 - 00:38:46:12

Marie Bartlett: So they got together with the help of the amazing Sukh in the Research Office, and we worked together on a TRUBOX website, and then they decided that, well, the website's fine, but they really wanted to do a podcast. So they did.

00:38:46:12 - 00:38:54:92

Marie Bartlett: So here's the current podcast. This podcast is on a WordPress site.

00:38:54:92 - 00:39:03:02

Marie Bartlett: It's not part of the course per se. It is part of a department, but it is created by students, for students, and they have done an amazing job.

00:39:03:02 - 00:39:07:76

Marie Bartlett: There are a lot of broadcasting opportunities for students. I know that some departments have their own.

00:39:07:76 - 00:39:29:32

Marie Bartlett: We have the Makerspace, and, actually, the Research Office is happy to lend out their equipment, too, as well, if you ever wanted to use that. Have it in the class, or just give students a choice, because usually people, students, that would choose this type of medium, they, already, have probably tried it and they would know where to go, or they can go to the library and approach them that way.

00:39:29:41 - 00:39:37:24

Marie Bartlett: So yeah. Those are all of my examples that I wanted to highlight from TRU.

00:39:38:05 - 00:40:12:09

Marie Bartlett: Thank you. Just finishing with this beautiful one image, and I also wanted to, on the last note, show you a couple of resources that we have for students, if you were going to consider having an assignment like this in your class, we do have handouts where students can learn about what copyright is and what it means, and how to copyright their work.

00:40:12:09 - 00:40:25:40

Marie Bartlett: I mean, anybody that writes something already owns the copyright to it, they just don't often know about it. And, and how to use somebody else's work, because we want, as I said, students to be safe.

00:40:25:40 - 00:40:41:91

Marie Bartlett: Sometimes they don't know that they can't just grab any image from anywhere without any legal possible problems. So we have some handouts, just one-pagers explaining what it means and how to do it properly. So,

00:40:41:91 - 00:40:44:56

Marie Bartlett: yeah. And that's it.

00:40:46:49 - 00:40:49:72

Marie Bartlett: Thank you. Thank you.

00:40:50:13 - 00:41:01:01

Marie Bartlett: I meant to say, also, I have some pens. So we did get ISP funding from the Provost to further openness at TRU, which is very exciting.

00:41:01:01 - 00:41:15:88

Marie Bartlett: It was on behalf of the Open Education Working Group. And so we do have funding available for open pedagogical practices at TRU, as well as creation of open educational resources.

00:41:16:02 - 00:41:25:79

Marie Bartlett: I have some pens here with the Open Press website on them and some buttons. We have proposals due beginning of May.

00:41:25:79 - 00:41:58:08

Marie Bartlett: But that is to say, if you don't want to embark on a gigantic project, the Educational Technology team and the ID team are also there just to help with small changes to assignments that you may think would be good. And in the library, the amazing Brenda Smith has a huge repository and knowledge of open educational resources that are available, possibly to support students through materials.

00:41:58:08 - 00:42:06:27

Marie Bartlett: Yeah. Dani and I are here if you have any ideas or questions.

00:42:08:19 - 00:42:19:82

Jenna Woodrow: For folks who have somewhere else where they have to be at 2:00, please, by all means, you can leave. If folks want to hang around for another three minutes. No, I'm kidding.

00:42:19:82 - 00:42:24:56

Marie Bartlett: I totally lied about this, being in this conversation.

00:42:34:37 - 00:42:46:45

Rashmi: So, I'm teaching the COOP 1000 course in summer, and I was planning my course right now, and I had this idea of including the journal piece as a part of the assignment.

00:42:46:45 - 00:43:04:71

Rashmi: So starting with when they enter the classes, all the thoughts and all the fears and anxiety that they had, like, they could just write it down. And by the time, towards the end of their course, they could share a thesis of that, like how they have grown and what their learning curve and growth looks like.

00:43:04:71 - 00:43:27:00

Rashmi: So I was just thinking of incorporating an open Pressbook as, instead of a Word journal, doing this so that they could have this as an actual piece with them. But, would it be possible for you to come to the class and do a presentation and help them?

00:43:27:00 - 00:43:28:00

Marie Bartlett: For sure.

00:43:28:00 - 00:43:35:96

Rashmi: I would not be able to learn how to make a book on the Open Press site, and it would be nice if they hear it from you.

00:43:35:96 - 00:43:44:74

Marie Bartlett: For sure. And then, the Open Press, that is something that we can do, and we do have, as part of our mandate, is to come to classrooms and talk to students.

00:43:44:74 - 00:44:03:90

Marie Bartlett: When it comes to private or reflective practices, there are many choices that you can do online, and, depending on how safe students feel about sharing things like that. That would be probably the first conversation that I would have with the students because they may actually not want that to be shared.

00:44:03:90 - 00:44:08:06

Marie Bartlett: Yeah, whether it's between the peers. It may be one of those instances.

00:44:08:06 - 00:44:25:29

Marie Bartlett: Yeah. But that is not to say that you cannot then take all the journals, and let's say, do a message board, for example, for future students, because that's something that the undergraduate research students felt really strongly about. Because they felt like a lot

00:44:25:29 - 00:44:45:95

Marie Bartlett: of their peers feel intimidated to even ask or start, and they really wanted to communicate that piece, not to be afraid. And that sounds maybe along the same lines, where students really felt strongly about sharing that message, don't be afraid to try this because I was afraid and now I'm not because.

00:44:45:95 - 00:45:02:36

Marie Bartlett: So maybe all that journaling may be distilled in a message for, like, a message in a bottle, and then you could do, let's say you could do a SPLOT, or you could do a book, or whichever you may be as a kind of, community building and helping students' students.

00:45:02:36 - 00:45:10:05

Jenna Woodrow: I do a journal assignment for my classes, so if you'd like, you can email me and I can provide the sample template for it.

00:45:10:05 - 00:45:12:66

Marie Bartlett: Yeah, but it's a great idea.

00:45:12:66 - 00:45:14:30

Jenna Woodrow: Mine is not public.

00:45:18:30 - 00:45:33:33

Jiyoung: I have a question more specifically about TRU Open Press. Is there any professional support in terms of editing, creating themes of the book, and how we are going to get into a wider audience?

00:45:37:29 - 00:45:52:82

Dani: We do all of that. So yeah, you just have to reach out to us on our email, and we can have a conversation, have a little bit of tutorial if you like, or anything like that.

00:45:52:82 - 00:46:03:38

Marie Bartlett: But the real supports come with the project. So we do have a submission process and we try to accommodate as many projects a year.

00:46:03:38 - 00:46:20:52

Marie Bartlett: We do have a professional editor and a production specialist on-staff that work on those projects for the remaining of the ISP fund. So, definitely at least three years. Clement.

00:46:20:52 - 00:46:30:04

Clement: I'm teaching a graphic novel course this summer. Is it, do I have enough time to try to incorporate this?

00:46:30:57 - 00:46:35:20

Marie Bartlett: Because the students, so the students already have the drawings, right?

00:46:35:20 - 00:46:36:00

Clement: Correct.

00:46:36:00 - 00:46:44:10

Marie Bartlett: They already made the drawings, so they're uploading them. So you are set up, just to have, not "just".

00:46:44:10 - 00:46:50:61

Marie Bartlett: So, a Pressbook shell. And the students paste their graphic novels.

00:46:50:61 - 00:47:05:05

Marie Bartlett: Boom. So your biggest labour piece there would be working with the students about their knowledge of copyright and sharing of their work, which you need to do anyway.

00:47:05:05 - 00:47:07:17

Marie Bartlett: Yes.

00:47:07:17 - 00:47:08:88

Clement: Would that take that long to incorporate?

00:47:09:37 - 00:47:14:92

Marie Bartlett: No, it would be pretty much instant. It would be also an instant exposure if they would agree.

00:47:14:92 - 00:47:20:04

Jenna Woodrow: And then each student would have their own their own chapter. And their book would be the chapter.

00:47:25:77 - 00:47:28:46

Marie Bartlett: It's so amazing. Yes?

00:47:28:46 - 00:47:37:36

Yu: I have a followup question regarding Open Press. So you are saying it's project-based? So, is it open to all students?

00:47:37:36 - 00:47:42:09

Yu: Is it a theme for the year, so that student can contribute a piece of that?

00:47:42:09 - 00:47:45:52

Marie Bartlett: So we have different parts of the Press.

00:47:45:52 - 00:48:02:18

Marie Bartlett: We have this open pedagogy wing where we work with whoever comes. That is not, you know, if somebody says we want to do this, can you please talk to my students about Pressbooks, or can you talk to them about copyright? We come.

00:48:02:18 - 00:48:11:06

Marie Bartlett: You don't need to apply or anything. But then we have grants, up to seven and a half thousand dollars where a professor like Jenna says, oh, I want to do this textbook.

00:48:11:06 - 00:48:27:12

Marie Bartlett: She writes a proposal, a committee looks at it and says, that would be really useful. We will give Jenna and her students seven and a half thousand dollars and they create this content and then we edit it, we produce it, we publish it.

00:48:27:81 - 00:48:32:04

Marie Bartlett: So, that is creating resources for the classroom.

00:48:32:04 – 00:48:35:44

Jenna Woodrow: And she's talked about that because that's what I'm doing.

00:48:36:17 - 00:48:39:74

Marie Bartlett: Yeah. Yeah. It's very exciting. Yeah.

00:48:39:74 - 00:49:01:26

Dani: But if you're doing something with your students and you're talking about publishing, we can come in and we can visit your students and we can talk about copyright. We can talk about developing a stylesheet, and best practices for publishing a book, and all of those kinds of things, too, so that they can, you know, they can even peer-review each other's work, too, right?

00:49:01:26 - 00:49:09:94

Dani: So that kind of maximizes your time. So if you are doing a project with us and you put in a proposal and that kind of stuff.

00:49:09:94 - 00:49:26:86

Dani: Even if it's student-led stuff, you probably might want to do that anyway and then have us do the copy editing. Because that kind of maximizes your funding, maximizes the stuff that we can do for you.

00:49:26:86 - 00:49:34:81

Dani: But we can teach you, and teach students how to create a stylesheet. So we're also teaching them about publishing.

00:49:34:97 - 00:49:36:93

Dani: So they can carry on.

00:49:38:93 - 00:49:47:30

Yu: For the Pressbook and also the WordPress, for sharing, you said it can also be private for some students.

00:49:47:30 - 00:50:00:08

Yu: If it's in class, if it's only, maybe, twenty students who want to publish, can we, in Pressbooks, in the options to publish, can we just publish part of the book?

00:50:00:53 - 00:50:07:65

Marie Bartlett: Yeah, I would just delete the parts that would not agree to publish. Treat that as a regular assignment.

00:50:07:65 - 00:50:15:46

Marie Bartlett: So whatever the TRU, it's usually six months or whatever, a year that you need to keep them? Yeah. And so the ones that would agree,

00:50:15:46 - 00:50:22:81

Marie Bartlett: they would live on. The other ones would be seen by you as the professor and then treated as any other assignment.

00:50:22:81 - 00:50:43:81

Jenna Woodrow: I have a question about how to minimize the labour for students. One of the things that I find difficult to do is balance these aspirations to things that are amazing, and open these doors, but then require so much additional labor, for students as well as for faculty members.

00:50:43:81 - 00:50:50:25

Jenna Woodrow: I'm just thinking for one example of, well, how do you grade the book? How do you provide feedback to the students?

00:50:50:25 - 00:51:05:33

Jenna Woodrow: When you're used to material coming in on Moodle, and then you have the rubric, and then you have the feedback for the students that's kind of integrated. And then, also a book. So, exactly.

00:51:05:33 - 00:51:21:96

Jenna Woodrow: Are we at a stage yet that we know about some of the ways to actually minimize that labour for students as well as for faculty, right? I put it in the book, and then I put it in the Moodle, and then I get that kind of submission. Yeah.

00:51:21:96 - 00:51:29:20

Marie Bartlett: And it definitely is not making things easier. Especially with Kathie's example.

00:51:29:20 - 00:51:37:44

Marie Bartlett: Wow. Those websites, as beautiful as they are, and impactful, that is the assessment for the course.

00:51:37:44 - 00:51:54:24

Marie Bartlett: There are no other assessments because it's so much work. So it's kind of like, you would have the assignment scaffolded into multiple submission points where you can give feedback and then proceed until the creative process is complete with a finished product.

00:51:54:24 - 00:52:05:02

Marie Bartlett: But you can go very small. If you already have students making a graphic novel, You would already have a rubric about how to assess the work.

00:52:05:95 - 00:52:26:96

Marie Bartlett: It is that extra step of students talking about consent, talking about copyright, posting, and then, I don't know if your students submit through Moodle. I mean, if you already have it that streamlined, it may not actually make it easier for you because you would probably have, well, you wouldn't know, it depends how big your class is.

00:52:26:96 - 00:52:35:97

Marie Bartlett: Another thing that open educational practices are really tricky in are huge classes. Because I mean, the Collector is probably the best for that.

00:52:35:97 - 00:52:53:35

Marie Bartlett: Because then what you would do is, to invite, let's say, 100 students to give a two-paragraph critical thought on a tagged topic, for example. But then you also need to respect their wishes if they want to remain anonymous.

00:52:53:35 - 00:53:04:12

Marie Bartlett: It would be an extra step for the student to write the critique, paste the link. And then submit that assignment into Moodle for you to do your usual thing.

00:53:04:12 - 00:53:19:82

Marie Bartlett: But you would have to change the assignment instructions so that nobody would be confused, because that would just be a disaster. But there is that benefit of the added pride of, you know, working together, co-creating knowledge that, then, it's shared with others through that.

00:53:19:82 - 00:53:26:31

Marie Bartlett: So it's always thinking about the pros and cons. There are cons. Definitely there are cons.

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Jenna Woodrow: Yeah I'm just trying to think of, we want to do all these things for our students, our students have to do this section. And then this extra thing. And then that extra thing.

00:53:35:26 - 00:53:39:24

Jenna Woodrow: And then it becomes punitive, which we absolutely have no intention for.

00:53:39:24 - 00:53:48:74

Marie Bartlett: And the websites, those were really difficult for students because you're pretty much doing website design when you are social work students.

00:53:48:74 - 00:53:54:71

Marie Bartlett: But because of the COVID closures, there was nothing else. It was a very unique situation.

00:53:54:71 - 00:54:09:57

Marie Bartlett: I don't think that I would do it again unless I was working with computer science students. But what I would do again is to actually design the website for the professor, and then add the content to that.

00:54:09:57 - 00:54:13:89

Marie Bartlett: And then, that's way better.

00:54:13:89 - 00:54:18:50

Jenna Woodrow: So I'm looking at the time and thinking we should thank our speakers.

00:54:20:86 - 00:54:24:54

Marie Bartlett: Thank you. Thank you for coming.