

**Transcript for How It Started/How It's Going: 10 Years of Open Textbooks in B.C.  
BCcampus event held on March 9, 2022  
Facilitators: Clint Lalonde and Melanie Meyers**

CLINT LALONDE:

Hi everyone, and welcome to our Open Education Week presentation, how it started versus how it's going. My name is Clint Lalonde, and I am a Project Manager with open education at BCcampus. This presentation is going to focus on project that we've been working on for ten years, ten years of open textbooks. It was 10 years ago that we started the open textbook collection here in the province of British Columbia. And we want to do a little bit of a retrospective and celebrate this year we're doing it all year long as throughout 2022, with a whole bunch of different activities, we've got a podcast series that's running this month. Every Monday we'll release a new episode. If you're interested in finding out more about the projects and the history of the project. [lunchablelearning.opened.ca](http://lunchablelearning.opened.ca) it's podcast that's hosted by Helena Prins and Leva Lee that will feature myself and Tim Carson talking about the history of the open textbook collection for the past 10 years. So, if you're interested in finding out more, you can tune into that podcast. This week is of course, open education week. It's a week that's globally. The education community comes together to celebrate open education. We have a hashtag call "OEweek". And if you're interested in finding out more, you can check out that hashtag. There are tons of free sessions going on all over the world and in a variety of time zones, talking about different open education initiatives all over the globe. And we're part of that global community today, celebrating our 10 years of the open textbook collection. And so joining me today is my colleague, Melanie Meyers. And Melanie, maybe I'll hand it over to you and you can tell us a little bit about the opening slide here.

MELANIE MEYERS:

Yes. Thanks, Clint. Good afternoon, everyone. So, I'm Melanie Meyers. I am a lead on our open course and findability projects and just wanted to start also just saying I'm grateful to be joining from Tk'emlúps te Secwépemc within Secwepemcúłecw, which is the traditional territory Secwépemc people. And yeah, we're so pleased you're joining us for this, how it started, how it's going with the BC Open Textbook Project. We're thinking, Clint and I were thinking about what a difference ten years makes and thought these illustrations were kind of a fun example of that. So, on the left is a portrait of my daughter that she made at age two. And I know we probably all have similar ones of our own or from our kids. It's all head and limbs. No body. And then we flash forward 10 years. She's now really into cartooning. And she's creating these follow characters and, and things as well. So, with the fold-out, filled, filled out features and so on. So that's sort of how we feel. Things are going for us are kind of where they started and, and now, you know, obviously many stages in between, but that's where we're at, so but I'll pass it back to Clint to get us started.

CLINT LALONDE:

Great. Thank you. And I'm joining you today from the traditional territories the Lekwungen speaking peoples of the Songhees and Esquimalt nations. I've been a settler here since 1994, originally from Treaty six territory of the Cree, Stoney, and Ojibwe Nations. And I just have to, before we get going here, I want to tell you a little bit of a story about something that's significant, that's happening in my neighborhood right now. If you know, I live in Victoria and if you know the city, I actually live very close to in Oak Bay and to an urban watershed called Bowker Creek, which in Lekwungen means "Thaywun" which stands for Coho salmon stream, which is quite ironic these days. Because there has not been

salmon in in Thaywun for about 100 years now, since 1914 was the last time that salmon spawned in the creek. And it's because it's an urban waterway, runs basically from UVic, all the way down to Oak Bay at what's now willows beach. What used to be a fairly large Songhees settlement called "Sitchanalth", which in the creek used to be an important salmon bearing stream that supported the, the, the village, which was at its peak, was a little bit more than a village. I think I've seen estimates of around 10 thousand people living in, in that area. So, so there has been no salmon for last 100 years because of urbanization. The creek has been at various places that runs underneath the city. But a few weeks ago, as part of a 100-year initiative to kind of restore Thaywun to its sort of traditional status. A few weeks ago, the friends of Bowker Creek re-introduce salmon to the creek for the first time in over 100 years. It was a three-year project to get the salmon the creek beds ready. They put up little things they call salmon condos. And in February they they've put 30000 salmon eggs into the creek and hopes that they can return it now to salmon bearing streams. So, we're hoping that in a few years we're going to start to see a few of those early salmon returning to Bowker creek. So, as I mentioned, that's a part of a hundred-year plan to revitalize Bowker Creek, which has a really long timeframe.

We're not talking about 100 years here today. We're actually talking about ten years back in 2012, BCcampus launch the Open Textbook collection. And I just wanted to sort of take a little bit of time here and go back to that time around 2012 and take a look at some of the reasons why we started that collection and why this project actually happened.

This is some research from around 2012, we were doing around the cost of textbooks for students. This was a typical program here in British Columbia. This is what a student could look at paying for textbooks in one term of a four-term mining program. And you can see that it's almost a \$1000, like 75 cents shy of \$1000 for one term of their, of their textbooks in their course.

And this is a barrier for students. The time there was some research that was done by the Public Interest Research Group that showed that 65% of students did not purchase a textbook for their course because the price was too high.

And so back in 2012, we realize that there are actually pedagogical implications to high textbook costs when students are not buying the resources that we think are important for them to have as part of their, their, their coursework. And they're getting by on things like borrowing other students' textbooks or, or pirating them or, or borrowing them from the library and photocopying a few pages. That's not the greatest. I'm not the greatest way to deal with learning resources.

So, some of the other research that around at that time there's a 65 percent don't purchase books. Do to book cost. About a third of students were taking fewer courses due to the book costs. And that of course, means that it takes longer for them to graduate from their programs. Meaning they incur more debt as they're waiting to graduate. About a quarter of them regularly went without textbooks due to the book cost. And 10 percent have actually withdrawn from a course due to the cost of the textbooks.

So Textbook Costs were an issue, and these are the stories that we were hearing around that time. You, Marie here at the beginning taking very few classes because every time the price of the book more than doubles the tuition fee. So, it took her much longer to get her degree and 63 and went back to school to get her degree. And so, you know, she doesn't want to spend a lot of extra time in school to get that degree. Emma didn't buy it because found that you actually don't need it for class. So, this is sort of a perspective that I can get by without it. If it means I get a C instead of B in the class, well, that's a

compromise that I'm willing to make. And this last one, Jennifer, I think is, is kind of represents a little bit more of the cynical attitude of students rightly. So, because when you read what Jennifer has to say here, she's talking about her most expensive class being clinical psychology. And the instructor actually writes the textbook themselves. And there's a new edition comes out. They have to pay \$200 out of it. And the perception this student has is that's money that's going into their instructor's pocket. It's like so manipulative. That's the words that she uses at the end of this particular quote.

I always go back to one of my favorite educational theorists, Malcolm Knowles, who talks about learning being a very human activity, right? The more people feel they're being treated as human beings, that their human needs are being taken into account, the more that they are likely to learn. Learn to learn.

And then I go back to what Jennifer has just said here about feeling manipulated by her instructor coming into this class, feeling like they, instructor is manipulating them. And I go, is that really a good condition for a student to be learning in? Is that is that student feel like their instructor is taking into accounts their human needs.

So, this is kind of the condition that we ran in 2012 where textbooks and the cost of textbooks were a barrier to students. So, in the fall of 2012 at the open education conference in Vancouver, the then Minister of Advanced Education, Innovation and Technology, John Yap came to the conference. And after, as in some urging from BCcampus and some request from BCcampus to fund this project. Size of what? Some funding towards the creation of an open textbook collection. And the criteria in that first year was to find or create or pureed 40 open textbooks that aligns to the highest enrolled first, second year post-secondary subjects in British Columbia. So, we, we got we got going here at BCcampus and we decided to take this on and jump into it with both feet to try to try to find those 40 open textbooks.

So, at the beginning actually we didn't, we didn't go into this going, we're going to create 40 open textbooks. We know that these are open educational resources. They're released with an open license to be reused, to be copied, including by other projects. And there were a lot of projects going on at that time like OpenStax, the community college consortium of open educational resources in the United States was doing a curation project. There was a little bit of a buzz in 2012 around open textbooks. And they were being created by quite a few different projects. So, so what we did is we just went around and went, you know, what aligns with these top 40 subject areas. After we did the analysis of what those top 40 subject areas were in British Columbia and we started curating a collection of resources that we could find.

We found quite a few, but we didn't find all of the resources we needed. So, we did fund some creations early on, and these were creations that were a little bit more specific to British Columbia. So, things like Canadian history there were there was not a Canadian history openly licensed textbook at that time. And that's a fairly large enrolled subject area, not only in British Columbia but all across Canada. So that one became like a really high impact project that we funded. We also created some Regional Geography resources and the BC and the global in a global context was a, was a textbook that we funded. So, whenever we couldn't find things in the collections of others that were out there. We actually funded these and supported the instructors through the creation process as they created these open textbooks. And we learned a ton along the way in supporting what it actually takes to support a subject matter expert. In creating a textbook. We provided some copyright assistance. So, we helped with open licensing, which was a new concept to most of the funded authors that came in and provided a lot of, a lot of services and support to help them create these projects.

A big concern at the, in the early days was around quality. Were these, were these good resources. And so, one of the ideas that came out in the early days was to offer incentives to instructors to review the textbooks that we had in the collection. So, we would pay, and we still do pay other instructors \$250 small stipend to take a look at the resource and provide us a review. And Mary Burgess, who's here, put together a rubric that became the first review rubric for our open textbooks. And that was widely shared with other open textbook projects that were underway at the same time. So, we would actively PE instructors to provide us these reviews based on the rubric. But there was also another reason why we wanted to do that. And it wasn't just to get the reviews from them. We actually wanted to get instructors in those subject areas looking at these resources. Because there was often a perception at that time, it was hard to get instructors to even consider open educational resources or even to look at the resources. And so, this was kind of a way to address two issues at once. It was to be able to gets. Publishable reviews or we could put alongside the textbook in our collection that had the names of instructors from BC post-secondary institutions putting their stamp of approval on, on these textbooks as a marker of, of quality for other instructors. But it also got these instructors in those subject areas looking at the textbooks themselves with the hope that maybe they would go, hey, this is a pretty good resource and adopt themselves to use it. The other thing that the reviews did is they helped US flag issues with textbooks. So, if there were problems with textbooks, we would find out usually through the reviews like I remember, one of the sociology textbooks that we had was very US based. And the reviews came back saying, it may be great for us contacts, but not for a Canadian context. And so, we took that information and we, we released a grant funding to adapt some open textbooks to do things like localized links to fix some of those, those things that the reviewers had identified in the textbooks at the time. And, and that proved to be almost more work than creating resources right off the bat. As, as my colleague Laurie Aesoph who was supporting a lot of faculties at the time, has said, it's almost like taking on a renovation project. Then it'll an old house, you know, once you start pulling apart the plaster off the walls, you never know what's behind those walls. And it took a lot of work to support, but we were also one of the first big projects to take on adaptation of existing resources in a, in a really big way.

And we also started doing work on developing a community around open education and open education and open educational resources, and specifically around open textbooks. So, some of the photos you're seeing here are my colleague leave a li working with BC OER librarians, which is now the BC OEL. This is a group of librarians we recognized early on that librarian, we're going to be key, support people at institutions in order to make this project a success. So, we brought together groups of librarians from the institutions across British Columbia and worked with them. And then we did some, some fairly innovative projects. The one on the top right is a textbook sprint, which created this BC in a global context textbook. And what we did is we brought together a bunch of subject matter experts in geography with instructional designers, graphic designers at programmer, librarian. And we essentially locked ourselves in a room or on campus at UBC for five days. And at the end of the five days, we came out with this textbook. So, we really quickly brought together a bunch of people, had a bunch of, a bunch of knowledge. Brought them together with instructional designers and all the other support mechanisms and wrote a textbook in five days, which was pretty amazing project.

We also started a Faculty Fellows Program. And I think I saw Jesse's name as one of the participants here. This is a photo of our very first stem Faculty Fellows is Jessie Key in the top left and Christina Hendricks and Rajiv Jhangiani. And, and the idea for the fellows was to, to undertake some research around open textbooks. At that time, there wasn't a ton of research around open textbooks. But we also

hope that these people would act as advocates, come work with us for a while, go back to their institutions and become advocates for the project. And we've done numerous rounds of fellows at BCcampus. and this has now become bread and butter of what we do I BCcampus when we bring on, when we do projects is to bring on new faculty fellows. We created partnerships with the Industry Trade Association at the time to do books for trades. At the time, There's a big gap. Canada West, New West partnership between the government of Alberta government is statue and this is sort of our first outreach into working with other areas of Canada on open education initiatives was through the candidate's New West partnership between those three levels of government. And we've also have expanded and now we've done pretty well every province, Ontario, Manitoba in on open textbooks. Now over the past 10 years, we also coordinated with a project that was happening at the Open University in the UK called the OER research hub. Again, to try to provide a bit more of an empirical grounding to support the use of open textbooks. There, there were a lot of misconceptions around OER and Open Textbooks at the time. And so, we wanted to provide some research that would dispel some of those myths around open textbooks like Are these as effective as learning resources, as commercial publisher resource as well as it turns out, yes, they are. They come with this really nice bonus of not costing students anything. We also worked with a number of student organizations recognizing early on that student would become really powerful advocates for the projects. So, the BC Federation of students and other student organizations, we asked students to, to keynote at some of our events, to participate, get their input on it and to help us advocate on campuses. Before the Open Textbook Project. And we struck out, struck a partnership with keeper B, C, Center for Accessible post-secondary educational resources and have developed a number of accessibility guides that have been added to our library over the years around how to create accessible educational resources, open educational resources, and really shine a spotlight on the importance of accessibility when it comes to those resources. So, these are some of the early projects and some of these have continued on through the past 10 years as well.

And so, when we launch this the first year, we felt pretty good about this number in 2013. Sorry, I'm seeing there's some questions here. I'm yeah, Josh, there was involvement from a numerous student group at the time and have been over the course of the years. The so we felt pretty good about these numbers. In 2013, we had about a dozen adopting faculty, which was an amazing number for us. About 500 students in BC reusing open textbooks in 2013 and we started tracking the savings at that time. \$60 thousand was it was with our savings, and we felt pretty good, pretty good, pretty good about that after our first year.

Which brings us to how it's going in 2022. Here we are 10 years later, the project has grown by leaps and bounds. We have blown past those 40 textbooks in our collection. The last time I looked, I think we have 388 openly licensed textbooks in our collection now.

And we have really hit some significant milestones this year. We were just preparing for this tenth anniversary year going, wouldn't it be nice if we were at a really good number? And lo and behold, Laurie Aesoph who's our operations manager for BCcampus, was doing the numbers a few weeks ago and said, we're at \$30 million. That's a pretty good number. This is \$30 million. And student's savings on Open Textbook Costs over the course of the project, which is, is, is mind-blowing to me, we now have had about 5800 adoptions of open textbooks being used throughout the BC post-secondary system. And, and we've generated about 200 unique projects. Most of these have been grant funded projects that we have funded and supported instructors with. And there are tons of these kinds of projects. You've probably heard of the ZTC, the Zero Textbook Cost programs were connected to the Open

Textbook project. We've done about 300, oh, about 125 textbooks in there. We've done supplementary resources and homework projects there. I just am wrapping up a homework project that has seen the creation of well over a thousand H5P interactives to support open textbook. Since it to really turn open textbooks into something that is gone from a static resource to being a really interactive resource. We've also done countless PowerPoint presentations. We have assessment questions; we've done sprints to create assessment banks. And that has all been as a result of the Open Textbook Project. And we've also launched a number of sustainability grants, provided grants to institutions directly to sustain open education initiatives happening on their, on their campuses and at their institutions. So how it's going. We feel like it's going pretty well after ten years. And now I want to turn this over to Mel and she's going to give you a little glimpse to one of the big projects that we have happening later on this year as part of the tenth anniversary.

MELANIE MEYERS:

Thanks Clint. It definitely is going pretty well. I'm going to spend just a few minutes sharing. So, where we're headed, but a little bit of background. First kind of as to why. So, in 2019, BCcampus receive funding from the Ministry of Advanced Education skills and training and BC to improve the findability of open textbooks in our BCcampus Open Textbook collection. And the goal of the project was really to fix issues that were related to the search box and the subsequent result pages. So, we also saw though, that there were other kind of equally important opportunities to improve the findability for relevant textbooks. I'm in the collection both before and even so before and after users have actually entered anything in that, in that search box. So, we started looking into what makes OER findable. And we really recognize that there were barriers to finding OER even before we start searching for it. So, for example, if you don't really know what OER means, how do you know where to start? And there's lots of repositories available. So how do you choose one? And if you do choose sort of an aggregate search tool would be like Oasis. How do you sift through so many results and find that perfect OER? So, next slide please.

And then after the OER has been found, we really want to make sure how do you know? How do we make it easier to determine if that's the right OER for the course? How do we make it clear what the rules are and what their freedoms are around using, using that we are? Maybe a user wants to know can be printed, can it be shared or remixed in some way without the content? Is that is that OER accessible. So, what we did is we started gathering some information from, from users, from real users and came up with some ideas about how to improve the finding experience overall. Next slide please.

So, to respond to those findability challenges, we've developed a new site and we're really excited to share that UC campus is launching a new site called the BC Open collection. And this is a screenshot of the soon to be released homepage. So, you get a little sneak peek here of that today. And the design and the development of the collection. It's really an ongoing, an iterative process. So, we're sort of building, putting, putting pieces together as we go and build a building it and trying to refine and, and look at better ways as we move along. But really, we were really focused on the site design. So, things from how the search results come back and how the information like help information might be presented. And it's all based on how real educators would use and think about the OER materials. So just still back one, sorry. And then so to help improving the search, we've done work ensuring that metadata is applied to each OER using fair, which is findability, accessibility, interoperability, and reusability principles for metadata. And we've had guidance of a wonderful librarian, Elizabeth Padilla, who's helped us with that metadata work. Also, the new BC Open collection. It goes beyond textbooks.

So not long after we started working on improving findability of open textbooks, the COVID-19 pandemic forced, forced many post-secondary instructors to move their courses from face-to-face to online. And we began collecting, curating, sort of organizing OER intercourse packages for BC educators that could be adopted and customize. So, we have nine courses in the collection so far, but there are several more coming in 2022, um, and you know, curating this course repository has been the basis really for improving the findability of OER overall. And that's once our work on the course repository is done, then we'll be adding our textbooks to the site and applying a lot of those same findings, principles, and functionality. Okay, now next slide.

So, a little bit more about the open course collection. So, as I mentioned, is sort of a curated selection of course materials. It's developed, the courses are developed by BC educators. And they're really for use in the classroom in an institutional learning management system or other teaching and learning platforms you might use. And the materials are all editable formats, such as Microsoft, Word or Excel or press books. And the courses include all of the resources that an instructor would need to teach a course. Syllabus, lesson plans, assignments, activities, marking rubrics. And they're all obviously openly licensed, which means they're all free to use and customize and share. And, and really there, they're suited to that. The courses have been designed for instructor use. It's not a place where students would go and complete courses or access to course content. It's really, we wanted to design the materials as teaching resources for those instructors who need them. And there's a few different scenarios where this might be useful. A lot of times instructors find out that they're teaching a course, you know, sort of a week before that course starts, or maybe even a couple of days. And they need to quickly put a course together. And it's a great way to help them with that process. The other could be experienced instructors who've been teaching a course for a long time and they're looking for some inspiration around how they could maybe improve their course or maybe they want to. For some new business cases to use it in a course, for example. So, there'll be ideas around activities and other things that they can incorporate in their courses. So yeah, so those are the couple of scenarios. The course, the collection right now is, the course collection right now is available at [collection.bcampus.ca](http://collection.bcampus.ca) And like I said, it will soon have a new look, what you saw in that earlier slide. Next slide.

As for the courses, we wanted to address, whether mature at how materials are aligned with the course actually have to teach. So, in BC, we have the articulation of courses that transfer from one institution to the other. So, you can actually search by BC course code. So, in this example, for instance, is the KPU Accounting 3310. So, if I enter that in the search, what I get back is a course that matches that course code. And that was developed at Coast Mountain College. So, any of the course codes that are associated will, will turn back results that way. And that's really to help instructors narrow down their search because if they just typed in business, for example, they would get lots of lots of results back. Or accounting for that matter. And the hope is that we can do that for textbooks as well. Yes, sure next slide, Clint.

So, this one is sort of around, but what I just mentioned, which is a lot of the, the barrier that people face when they're looking for OERs, they get so many results back. And that's where the course is similar to what we've done with the open textbook is really to address that by curating and reviewing resources to reduce that choice. So, our focus, as quint mentioned earlier, is really being BC. So that's what we continue to do with the courses. And, and there we go through a quality assurance process similar to what we do with textbooks, with our courses. We have instructional design reviews of those courses.

And we really look for elements of Universal Design for Learning, equity, diversity and inclusion and accessibility as well.

Okay. Now, over to Patrick if you can help us with the video we have. We're just finishing off today with a first look. This is, this is the debut of a short little video we have about the new collection and work. And we're happy to stick around for questions after.

VIDEO:

This is Sahill. And they teach at a college where the course content, textbooks and assignments are out of touch with the experience of their students today. And textbooks are expensive. But thankfully there is another way. The new BCcampus open collection. Now they can rest easy. Knowing they're a hero for eliminating expensive textbooks and having a slick course to boot. Free, Open, Inclusive, adaptable. The open collection.

CLINT LALONDE:

Coming summer of 2022.

MELANIE MEYERS:

I recognize that voice.

CLINT LALONDE:

Thank you everyone. So that is how it started, how it's going, and hopefully a little glimpse as to what's going to happen in the future as we, as we transition to this new central hub at BCcampus, or open educational resources and expanding beyond open textbooks into open courses as well. So, we have some time left for questions. I did see that there were some questions talking about student involvement. Oh, good. Amanda, thank you for getting back to Josh on that one. There is another one about honorarium, peer review, honorarium for reviews ever been questioned by senior administrators? Not that I know of. No. And we've been doing that for 10 years now. So, they've, they've, they've proven to be a great tool for instructors to help understand that the, the course materials have actually been looked at and reviewed by, by their peers. When any questions you can put your hand up or in the chat. And I'm wanting to be silent for a very long time to wait for any questions pop up. Oh, Emily. Is their search function or information on how to search other databases? And she's a faculty member, can't find something on your new site as their guidance for where they can go in case, they don't hear from them first. Mel, you want to go.

MELANIE MEYERS:

Yeah. That's a really good question, Emily. And something that we discuss as part of our feature planning and something, you know, currently the way it works with the Open Textbook collection, we have, we have OER directory where there are other points to some other resources by, by sort of subject area or discipline. But we're thinking for, for the new site that it would be really nice to, to, to provide more guidance. And that's sort of what I mentioned before, but having that help like right there. So, when you get there, but there's something that's available to you that can tell you where to go if you don't find what you're looking for in our repository. So yeah. Definitely something we'd like to do. Yeah. And as Amanda mentioned in the chat too, there is also an OER discipline directory that we maintain. Laurie Aesoph maintains that as one of our OER guides, the numerous OER guides that had been produced over the years, and that also provide some, some general guidelines on looking for other repositories or



other sources of content that might be useful. Yes. Then the guide will be linked. And insight for sure. Is it Brigid? Okay.

BRIGHID:

So, I hope this will be the digression are not useful to anyone else on this call, I run a school in Tanzania, and we recently launched an open education website for East Africa. And so, the site is bilingual in English and Swahili. And I stumbled across your site because you have so many great resources and I was searching for stuff for our students and Africa. So, I really just want to say, thank you so much for your work and it might be reaching further than you knew about. And we're really excited. So, thank you for what you're doing. So, I did have a couple of questions. One was how since I stumbled upon it, how can your website oh, maybe actively try to serve people who are learning on their own outside the formal education system, whether it's Canada or anywhere in the world, how could they discover the resources? And then secondly, do you have any thoughts on those specific, any other specific resources you'd suggest or how to search your site for books that would be good for ESL. Yeah, or in formal education oh and then, sorry, one more question about, do you have any thoughts on tools to connect the students who are discussing the OER? Is they have the same textbook that's being used on multiple campuses? Are there tools for student discussion that we were looking into creating maybe pen power tools for the students in Africa? So, thank you, thanks for your work. Some great, great, great questions there. And I'm going to zone in on what our director of open education, Amanda Coolidge, has posted about tests. Yes, I said we've also we have some of our resources, our site as well. Yeah. Great organization. Yeah. Yeah. Informal learning. I mean, all of all of the books that we have are available in multiple formats. So right there it's people can download a PDF version or use a website version of it. So, it certainly is being used informally. In fact, in the early days. I remember when I did the open textbook or the, the see in the global context guide, which has a geography one. I was surprised when I was looking at the web stats one day and I found there were links to the resources that we had created from the provincial library of British Columbia. And they were using it as a teacher's guide, a section that we had put together on the Gold Rush in British Columbia. And they were using it as part of their suggested teaching resources to, to learn about the Gold Rush. So, because they are openly licensed and openly available, I think there's a lot of opportunities for informal learners to be able to participate and use these resources, not that we have reached out directly to in formal users as part of the project. But I think that's just one of the global benefits of open educational resources because they are openly available and openly licensed and available in multiple formats and that they can be incredible resources to be used by informal learners and it makes it possible to use for informal learners.

MELANIE MEYERS:

Brigid, you had a question about collaborating and discussions.

BRIGHID:

So, I think it sounds like your reviews and this makes a lot of sense with the targeting professors and thing. You could change your curriculum to OER. But then are there and what are those students? Interfacing tools like student discovery maybe would help with the informal learning. How can they discover? It seems like your website is targeted for the teachers. And then, and then once there are students that are assigned to read the same book when they discuss it.

CLINT LALONDE:

Yeah. It's intentionally targeted to instructors. Instructors are generally the ones in higher education that choose the learning resources. So, we really wanted to target those instructors for those learning resources. We have built some tools into, while there are some tools built into Press Books, which is the platform that we use for some of our open textbooks. There's a tool called Layout bear manages posted to a hypothesis, which is a group collaboration tool. So, annotation tool so allows the creation of groups to do annotations within press books on, on, on content within the book and to be able to conduct conversations around the annotations. So that's one of the tools that's built into press books. There's also H5P as an interactive tool that's built into Pressbooks which allows the creation of, of, of interactive elements, not so much collaborative elements, but add some of that interactivity to the textbooks and give students an opportunity to self test their own knowledge as they go through a textbook by either drag and drop questions or are true and false questions or some, there's more advanced types than that, but those are a couple of the tools that we have built into it. They ultimately sit on Press Books, which is the open publishing platform that we use for most of our open textbooks.

BRIGHID:

Thanks, those are great. I'll go to those links.

CLINT LALONDE:

I'm so great. I'm so grateful that you're here. Thank you for joining us.

BRIGHID:

Yeah. You know, sometimes you put stuff out there and you don't know

CLINT LALONDE:

We have connections to I mean, Amanda, I worked on the TESSA project in Africa years ago and then, you know, when we first started this, one of the projects that we connected with was a project called Siyavula, out of South Africa, that was doing open textbook work. I don't think they exist anymore in the same format that they that they that they did, but they were a group that we worked with quite a bit in the early years as well.

BRIGHID:

Can you spell that?

CLINT LALONDE:

S-I-Y-A-V-U-L-A

BRIGHID:

It's OER. It's probably still out there. Yeah.

CLINT LALONDE:

Yeah, and they actually created a lot of resources for Sub-Saharan Africa and base. They were based in South Africa doing open education work there. So, if those resources are still around civil, but there it is. Yeah.

BRIGHID:

Great. Thank you. Yeah. That's great. Yeah, very cool.

CLINT LALONDE:

you can save the chat too. If you, if you want. On the drop-down where you type your message is the three, the three dots. If you click on that and click Save Chat, it will download the chat with all the links. And are there any other questions? I always wait until the silence gets really uncomfortable. Alright. I think we can wrap this up then. Thank you everyone for joining us today and look forward to connecting with everyone again in the future at another perhaps OE conference events and yeah, watch for our new site launching this summer.