

**Transcript for Reading Lists: A Welcome Addition to Our LMS
2023 ETUG Fall Workshop: The Evolving EdTech User (November 10, 2023)
Presenters: Briana Fraser, Lindsay Tripp, and Luke McKnight**

MODERATOR:

I have the pleasure of introducing three presenters from Langara: Briana Fraser, who's the learning technologist and EdTech department chair. Lindsay Tripp, the copyright librarian. And we're welcoming back Luke McKnight, the assistant technologist, and the title of their presentation is Reading Lists: A Welcome Addition to LMS. Thanks Jackie. We're going to introduce ourselves and I think Lindsay is going to start us off.

LINDSAY TRIPP:

Hi everyone. Thanks so much for allowing me to join your meeting today. Yes, my name is Lindsay Tripp, and I'm a public services librarian, so in addition to helping students at the research help desk, I also work as the college's copyright specialist, as Jackie mentioned. So that's my entry point to this particular project. I've been with snəwəyəł leləm, Langara College, I think for 11 years now, believe it or not. And fun fact, Brianna and I previously worked together in the copyright office before she moved over to EdTech. Today I'm joining from unceded Squamish territory and I'll pass it over to Luke.

LUKE MCKNIGHT:

Yeah, my name is Luke. I'm the assistant technologist at Langara, snəwəyəł leləm. So I just did my introduction 30 minutes ago. But yeah, I work with students, faculty, and staff using assistive technology. Briana?

BRIANA FRASER:

Yeah. Thanks Luke. I'm Briana Fraser. I work as a learning technologist and department chair of EdTech at snəwəyəł leləm, Langara College. Since Lindsay said how long she's been at Langara, I will let you know that I've been with Langara for 25 years, which is pretty unbelievable. Anyway, we're honoured to be joining you today, Luke and I are at snəwəyəł leləm, meaning house of teaching, a name given to us by the Musqueam First Nation, on whose unceded traditional territory we are located today. As mentioned, we're here today to tell you about our recent experience integrating a tool that we call a Reading Lists into our LMS, which is Brightspace by two D2L. We're going to start with a success story that highlights how the tool improves the student experience. Then we'll talk a bit about the technical side and considerations. We're going to offer demos from both the student and the instructor view. Then we're going to wrap up by sharing some of our challenges as well as the value of the tool from our perspectives. To start us off, Luke's going to tell us a bit or tell you guys a little bit about why we love Reading Lists.

LUKE MCKNIGHT:

Yeah, just a brief narrative arc here. So in September, as with the beginning of every term, I meet with students who are either new to the college or new to using assistive technology or

both. And just walk them through some of the tools that they're going to be using and how those tools are going to interact with Langara's digital environments. A particular student I met with has an approved accommodation for text-to-speech and alt format textbooks. Text to speech being bimodal digital voice with synchronous highlighting of text. At Langara, we have ReadSpeaker, Calibre and Kurzweil would be the main tools. And alt- format textbooks, they come from CAPER, which is housed at Langara, but serves about 20 post- secondary institutions CAPER is the Centre for Accessible Post-Secondary Education Resources. They take physical textbooks or inaccessible textbooks and remediate them to accessible formats. The student was talking with them and they went, yeah, I got two of my courses, I got files from CAPER, and we went through and talked about how they could read them and the differences in file formats and stuff. And then the student said, "Oh, my third course says ZTC." I went, "Oh, that's awesome, because that sends for zero textbook cost." In my experience as a student, those ZTC courses were all library etexts or OER resources, pressbooks, cool resources from across the internet. I said, "Oh, let's just double check though." Sitting there with the student, logged into their Brightspace course. Unfortunately, when they went into the readings for that course, they were all sideways scans and images from books like super dark shadows in the gutters of the books and blurry slightly off axis pictures, not just inaccessible, but just really not what you want to see from course readings. My initial action in working with the student, I went to our accessibility services office. I contacted someone directly at CAPER and I just said, "Hey, yeah, this is zero textbook cost, but clearly we need these files remediated." But the thing is as I thought about it that afternoon, I went, well, that's only a fix for that one student. I was like, oh, I'm guessing the instructor didn't do this out of any sense of malice. It was probably because they were just insanely busy and didn't really think of what the outcome of just scanning things in this fashion was. We've been collaborating with Lindsay and the library on this tool called Reading Lists. I thought, well maybe let's just offer this to the instructor. It would probably be a huge benefit to the instructor and to all the students in that class, not just the one that I met with. I started emailing and ccing people and Lindsay and the instructor were able to connect.

BRIANNA:

Yeah, over the past two years, Langara's tech department has really concentrated on finding ways to improve the student experience for students, particularly in our LMS. And hearing about the impact of Reading Lists on students' ability to find and use materials they need to succeed in their classes makes me really excited. Luke has to hear me complain all the time about how poor I think the student experience is. I think that this tool offers a lot of really significant improvement for students in finding materials and navigating their courses. We're going to come back to the value of Reading Lists in a bit, but first I want to share some information about the tool itself. As I mentioned, we call it Reading Lists, but it's actually Talis Aspire, a product provided by technology from SAGE. It's fairly new in the North American market. I don't know if you're Talis Aspire, if you're using a similar Reading List product but it certainly wasn't something that was on a text radar. Since coming back from COVID, I feel like we've just been inundated and overwhelmed by stuff. I certainly wasn't looking to implement a new technology. But in any case, we have it now and I think it's a huge improvement. Basically,

what it is, is an online resource list platform that integrates both with the library management system and with the LMS. Lindsay's going to talk about the library and the library needs in a couple minutes. But just to point out that it's a tool that forces collaboration in a way because you have to implement from both sides. You don't have to. But I think in order to actually improve this new experience, it is necessary to do that. It does bring us together, at least to some extent, in order to figure out how our systems work together. And then we have to talk to each other to make sure that we're developing naming conventions and so forth, that we understand how those things work in both systems. And so that we can integrate fully and have it working. Reading Lists are an improved way for instructors to create and manage course readings inside of Brightspace. I don't know if your LMS's work like ours, but what we find is rather than taking advantage of the affordances of LMS and building HTML files and bringing readings in as links in those HTML pages, the LMS tends to be used as simply a document repository. The instructor is just going to dump a whole bunch of readings, usually PDFs, but sometimes other things, into the LMS and just expect students to figure out what it is that they're supposed to be reading and when or what they're supposed to be watching and when, or what website they're supposed to be going to. Why? There's not usually a lot of context. The students generally know what they're supposed to be doing. This doesn't always happen, but I find this regularly happens. And this is why I think the LMS really sucks for students. But Reading Lists changes that. You're going to see this in the demo, but students immediately when logging in, because of the placement of their Reading List, can see what they're supposed to be doing each week. Through the tool, instructors can communicate with their students about what they should be looking for when they're doing reading or when they're watching something. Why they should be reading something if they really need to, or just recommended. A lot of things that I think should be happening in LMS but weren't can happen quite easily through this tool. I think it's a huge improvement. We've integrated Talis Aspire using LTI 1.3. Simple process. It took no more than 10 minutes. Heidi is here today. She did the work. She said it was simple, really easy to do. She wanted me to point out that the company provided awesome support. She was really impressed with them. So the resources, self- help resources, but also support from the company was great. I think you're going to get in the demo a little bit of how it works, but basically it's an external learning tool integration. It's a non-partner tool, so it feels or has a slightly different integration process than partner tools with our LMS. But as I said, very easy to set up the LTI 1.3. Lindsay will probably talk a little bit about the library side of the integration, but from what I understand, it's pretty much out of the box. There was unanticipated technical work that they had to do. That mostly is because it's a tool that comes from outside of the North American market. And Lindsay can talk a little bit more about that. In any case, we did all this work, we integrated, we did a pilot with a single department. Allowed both EdTech and Library to better understand the tool from both sides, iron out any problems that we had, made some final tweaks, and then we released it. I think it's really easy to use from the instructor side, but we're really interested in uptake. Right? What we've done at Langara, it's a little bit different than maybe how we normally do a tool rollout is we've really try to be very hands on. Instructors have the option of picking the tool up and just running with it. Lindsay will share a link to the self-help resources for an instructor or they can just do it all themselves. Lindsay will probably also talk about the full service that we're offering. If

instructors are like, I don't have time to go and find the links for all my resources, I'm not really sure how to do this or I'm not super comfortable with the technology, we also (we being the library) offer the full service of creating the Reading Lists for the instructors. Instructor just simply has to add it to their Brightspace course as an external learning tool. And everything is already built for them. So two approaches. Some people really like to do it themselves. They want us to really be as far away from their online course as possible. And other instructors are really looking for a lot of support either because they don't have time or they're not comfortable with technology. Both is totally fine and we offer whatever experience the instructor wants. We're going to get into the demo so you can actually get a sense of what it is that I'm talking about. And we're going to start with Lindsay who's going to share her screen and show you the instructor view of the tool and talk about some of the features and hopefully give a little bit more information about the library side.

LINDSAY:

Great, thanks Briana. Can everybody see that? Okay. Perfect. Yeah. This is the interface of Reading Lists. I'll mention now but I won't go into the technical intricacies. There are actually two platforms associated with Reading Lists. This is the main Reading Lists interface, this is where you can manage your Reading Lists and your readings, etc., your user profile. But there's a second platform that's used by the library specifically where we basically use that platform for reviewing uploaded documents for copyright compliance. I don't think that's the main piece that's of interest to this crowd, but just know that if you were to adopt this platform, there are the two aspects to it. I wanted to give a shout out too to Okanagan College at this point because they've been using Reading Lists for longer than we have, and so they actually mentioned to us that they were offering that full service option to instructors, where they would take a bibliography of course readings and then translate that to a Reading Lists for the instructor. And they said that that was actually where they started to gain traction with the platform was by offering that full-service option. Because often I think instructors are just at capacity and they don't feel like they have the time or energy to learn a new platform. So it takes that component out of the equation, which I think is really useful. I thought at this point I would take you through a workflow from an instructor perspective, just so you can see how it works. I've logged in already to the Reading Lists platform. Here you can see it says My List. This is where you would come to create your list. You can see here, there's a button on the right side that says Create New List. I thought for our purposes today, I would just create a list called Open Pedagogy. Then here it says Select Hierarchy. I won't go into the intricacies here, but it does allow you to attach your particular reading list to an actual class that's taking place within this semester or next semester. If we have time at the end, I can tell you a little bit more about the benefits of attaching your reading list to a course. Now we've created our list and it would be time to populate it here. At this point, I find it's most helpful. And instructors have told us that they also find it most helpful to give their Reading Lists some structure before they begin to add readings. You can see that off to the side here, there's the option to add a section. We find that most instructors like to give it structure by week or by theme, or by module. I'll create one here that says week one. If we have or below, we see the option to add another section and we could add week two. There's also a notes field here where you can add a description. If

you want to highlight, for example, some particular course themes for this week you could do so here for your students. So now we're ready to begin adding some resources. You can see there's a button off to the right side that says Add Resource. This part I find is a little bit deceiving. It does not search the library's entire collection at this point. This is actually a book search, and it not only searches books that you have within your home collection, but also books that are just widely available through other purchasing platforms. At this point, I'll search for, actually let's look for a book on open pedagogy. Maybe we'll look for one by Rajeev, everybody's crowd favourite. Let's see if he's here and his co-author. There it is. Okay. Now we see the book that we want to add to the list. We click on the title. It shows us here that it's in the library. I think we have a printed copy at our home library, but we also have an option to add the ebook here. We click Add to List, and we now see that within week one.

One thing that we haven't mentioned so far is that one of the main pieces of the functionality of Reading Lists is a browser extension. Hopefully you can see it here. There's a small Talis icon here. If we wanted to add something from the web, we can search for open pedagogy. If we scroll down, I think the BCcampus page on open pedagogy is one of the first things that we usually see. We can click on this website or web page.

Then if we click the bookmarking tool in the top right, it will allow us to quickly bookmark this reading and add it to our Reading Lists. We can see here there's the metadata field that includes resource type, web page title and so on and the link. There's also options to add additional fields here, which I find is something that instructors tend not to do. But it does allow the library to quickly add more information about the resource if they wish to. And it's something that we are trying to advertise within our training for instructors too. Because I think especially if you're working with a unit like CAPER BC, where they need a fulsome citation that's where the adding field functionality becomes really helpful. At this point, we can create and add it to week two and click okay. There's also the option here to add a note for students. And we've actually been seeing that instructors are making good use of that notes field. For example, they might add here something like, please focus on paragraph 2 or only read pages 1 to 2, etc. to steer their students' learning, so that's been a valuable addition. There's also an option here to add a note for the library, so that would come directly to us and that would give us some instructions about maybe how the instructor wanted to use that particular resource within their Reading List. Okay, it's being saved.

Now, if we go to the Reading Lists and refresh, it should appear in week two. Okay, great. So now we have both of our readings within our Reading Lists. At this point, I think it's probably a good idea to publish. Just to note that once you publish, all of the changes are viewable to your students within Brightspace. If you have your list, your Reading List embedded within Brightspace, there's real time changes, which I think are really helpful. Okay, great.

So now that we've created our Reading Lists, I've got my practice course pulled up in Brightspace. At this point I'll go to Course Materials and Content and this is where we would embed our Reading List. You can see here that I've created a module already that's called

Digital Coursepack. The reason why I've called it that is because we have found from chatting with instructors that they like the idea of sharing the fulsome Reading List with their students and calling it something like Digital Coursepack because that is something that's familiar to students. They've told us that often in Brightspace when they don't use something like Reading Lists. And Briana actually alluded to this as well, sometimes the readings can feel a little bit piecemeal. There's a reading over here and a reading over there. But the value of Reading Lists is that it pulls these things together in a format that's familiar to students. Most students have used a coursepack in one form or another, and this is a digital equivalent of that. From here, we click on Existing Activities, and if we scroll down, we see Reading Lists here. This is where Brightspace is talking to Talis Aspire or Reading Lists to pull on the various Reading Lists. And once it loads, which it seems to be taking some time today, it will allow us to search by title. We see our Open Pedagogy list comes up with the predictive search feature. We click Embed List. Then you can see the default name is Talis Aspire, then the name of the Reading Lists. But this is quite easy to change within Brightspace if we wanted to do that at a later time. I think at this point I'll get ready to turn it over to Luke because Luke is going to show you the student side of things. Now you can see that we have the embedded list but Luke will give you the visual of what that would look like to a student once you've gotten to this point.

BRIANA:

I'm just going to interrupt for a second because adding chapters for ebooks, and Luke's going to show I think a Reading Lists that has all kinds of different resources, but it's worth noting. Anything that's online, any digital resource, can be added to a Reading Lists. It's not limited to a book or a chapter. It can be audio, it can be video. One thing that we find difficult to share sometimes is LinkedIn videos, but they can be added to a Reading Lists. Really, it's bringing all of those supplementary course materials into the LMS.

LINDSAY:

That's a great point. Brianna and actually one of our EdTech advisors at Langara is also an instructor in the Library Technician Program there and she has been one of our early adopters of Reading Lists. She says that she actually prefers to share things like YouTube videos, like embed them directly into her course because it becomes an easy one-click option for students. But we have had many instructors who are adding their AV materials for each week, right into the Reading Lists too. And I noticed another comment from Veronica about requiring integration with LMS. So you don't actually have to have an integration. And initially it didn't; it was a stand-alone tool. So I don't know if you want to talk about that at all Lindsey.

LINDSAY:

Yeah, because basically the Reading Lists is just a link. You can share it with your students in many different ways. It's essentially a window within the LMS, so it's just one option. But instructors have said that they prefer to embed it within the LMS, just because then the LMS becomes like a one-stop shop for their students. But you can also share a Reading Lists as a link. One thing to note, and I think that this can be a benefit of the platform or a disadvantage, depending on your perspective, Reading Lists are public by default. If you have a link to

Langara's instance of Reading Lists, you can look at all of the Reading Lists associated with the college. I think it would take some deep digging if you were not a Langara person to find that link. Or you would have to be associated probably with another post-secondary using the platform to know how to find it. But for example, I can go to Okanagan College's Reading Lists and view them there. We have treated that aspect of the platform as a point in our training materials and in our training sessions because we want instructors to be able to decide whether or not they're comfortable with their Reading Lists being publicly available. You can change the individual setting of a Reading List to private, but private within that context still means that it's viewable by the Langara community, not to external users, but to any Langara person. In my perspective as a copyright person, that's actually an advantage because one thing I'll mention now that I was going to mention a little bit later is that for us, the reason why this project originated within the library is because we needed a copyright presence in the learning management system. So we didn't want to use a system like other schools where they're auditing everything that goes into the LMS for copyright compliance. That's not a good fit for us at Langara. But because Reading Lists are viewable to everybody within the Langara community, it does give us a snapshot of what instructors are using in their courses. In a number of cases, we've been able to replace things like maybe scanned chapters from a printed book. We've been able to license an ebook and replace that ebook or replace those scans rather with an ebook. That's not only better from an accessibility perspective, as Luke has mentioned, because those digital books actually work better with screen readers, etc. But it's better from a copyright perspective too, because often we can use those ebooks more freely than we can rely on educational fair dealing to scan a chapter, for example. It really has helped us to replace some readings with more copyright compliant and more accessible content, which I think is maybe the primary benefit actually of this platform.

BRIANA:

There's a copyright question for you. Do the Reading Lists have end dates like you can clear copyright for a certain period of time, but the lists available for reference beyond that time. How does that work?

LINDSAY:

Yeah, that's a great point. You might remember that when I was creating my Reading Lists, there was the hierarchy that was listed there where it allows you to attach your Reading Lists to a particular section of a course within a particular semester. That's where the copyright piece comes in. We've been finding that most of our Reading Lists do not have licensed readings where we're exceeding educational fair dealing. But in the cases where we have licensed content, we have to do that each semester because the licensing fees are calculated based on the number of students enrolled in a course, for example. And that's why the hierarchy piece becomes really important, because we roll the course over to the next semester. And actually within the library systems team, our systems manager, she actually developed an API that allows us to identify when a course is using a Reading List. It allows us to identify which courses need copyright licensing each term when we need to renew that copyright licensing. So

hopefully that answered your question briefly. Please feel free to ask any follow-up questions that you might have about that. Yeah, that's a really good observation.

BRIANA: Okay, thanks Lindsay. That's really helpful information.

LINDSAY:

Thanks. And I'm just going to pop our supporting documentation into the chat for the instructor guide and the student guide.

BRIANA:

Great, awesome, thank you so much. And Luke, do you want to show us what it looks like from the student side?

LUKE:

Yeah, for sure. Let me just figure that out. Here we go. I'm just going to hide a few things here. Yeah. This is inside Brightspace. What a student would potentially see once a list as Lindsay was demonstrating. Once a list is crafted. Again, as she mentioned, this could be named really whatever the instructor would decide, but basically the student would just go into the list. Again, instructors can organize by say, week or by topic. However it is organized, the students get all of the readings organized really nicely in one place. Instead of going into week four and going, oh, what were the readings for this? And going back to the course outline page and double checking against what's listed in the introduction and all this stuff. Everything is here. We can see there's a range of different formats of material that I made in this example list. Some really dry reading at the top, you can see little things like the instructor says, "This one is suggested." "This is required." The instructor here has added a little note for students that says, "For this week, look at classification format." When we select that resource, we get a little bit more information. This will be dependent on the resource. For this example, there is available online as well as there is a physical copy available in the library. That's not going to be available for everything, but I think that is a really cool feature of this. Then when I select it, takes me to the resource directly. Back on the Reading List just to show some different types of material. This is just an article. This one here is a YouTube video as discussed. You could embed this directly or you can link to it here using this more as just a resource list than pure reading. Again, we get these required suggested tags as we work our way through. Again, just another book. This one I don't believe, actually, I can't remember if this library has, but I could be taken to the library. Yeah, we do. It takes me to the catalogue to double check on whether that's a Langara resource or not. All fully accessible, has a really shift tab through, but this is the first accessibility test I do on anything is just to see if keyboard focus, tab order makes sense. I have done a lot more testing on this and a very accessible platform. A really cool thing from a student perspective is this Reading Intentions menu. When I select Resource and select this Reading Intentions menu, I can set goals and tasks for myself by deciding, oh, well, I will read this, I'm actively reading it. Or I can check it off as I've done reading it. For me as a recent student, and knowing students, working with students, giving them a way to organize and keep track of their material, I think is really, really helpful. There's some other cool stuff for students.

There's filters. Heaven forbid a student do this, but they could just filter by Required Only. What student would do that? It refines the list to just things that have been marked as required. As well as you can do a search, and it's a fairly basic search. But again, it refines the list down to just whatever they're looking for. From a student perspective, I think this is an amazing tool just to put everything all in one spot and make things so much easier for students.

BRIANA:

Yeah, thanks Luke. That's a really great demo. We want to talk a little bit about the challenges because the section we called for ourselves, How we almost didn't have Reading Lists. Yeah, we almost didn't get here. And Lyndsay is going to talk a little bit about some of the challenges, particularly the library faced in adopting the tool.

LINDSAY:

Great, thanks Briana. Thank you everybody for your questions in the chat too. I think there's one that's unanswered that I can circle back to in just a moment. Yeah, we thought that it was sort of important to talk about the challenges that come with rolling out a product. As I mentioned, this project actually originated within the library, which I think is a little bit unique. But our leader within the library at the time, our director, she charged us with implementing this particular platform for its copyright functionality. We acknowledge that sharing copyrighted content in the learning management system is a point of risk exposure for the college. Especially in recent years we've seen lawsuits from Copyright Collective against the post-secondary sector, etc. And so I think she wanted to find a way to respect instructor autonomy, but also get a glimpse of what we are sharing within the learning management system in case any questions were to arise. So at least this gives us some data to pull on. We actually secured this platform or acquired this platform rather, in December of 2021. It's only been this semester actually, that we've gotten to sort of like a soft launch stage for the project. And I think that we encountered some barriers in a number of places that kind of led to that delayed rollout. The first was we had some staffing changes within the library's Talis Aspire or Reading Lists team. So specifically, I was away on maternity leave and the person covering my maternity leave was tasked with rolling this out. Obviously as a new person to Langara that was there on a short-term contract, she had a lot to learn, not only about the college, but then again about this platform too. Fortunately, she brought some project management experience from the private sector to the project, which was really helpful. But then when I came back from maternity leave, of course, I had a lot to learn about the platform as well. As Briana mentioned, the library, our systems team which is comprised of two people, we have a systems librarian and then a systems manager. Yeah, so together they were doing the library's technical implementation of the platform. They tell me that mostly it was out of the box, but they did have some customizations to do. And they did have to have quite a bit of back and forth with the vendor because they were so new to the North American market. They had a lot to learn, for example, even about how we handle educational fair dealing within North America. So there was a lot of learning I think that had to happen on the vendor side of things as well. Then secondly, I would say our challenge was that we are unaccustomed to rolling out educational technologies in the library. And initially, the entire project team was centred within the library,

so it was the copyright folks and our systems folks. We are, of course, accustomed to rolling out different technologies, but they tend to not be end-user facing. Most of our technical projects involve creating infrastructure for the library's resources, etc. So that was a new challenge for us and we were finding that we just weren't getting traction within instructors because we don't tend to have the same direct lines of communication that our EdTech colleagues are accustomed to having. So we do interact with instructors, but of course it's more around e-resources or, you know, we're coming to their class to teach a research workshop, etc. So we were feeling like we were losing momentum and that we were maybe at the point where we should consider ending our three-year contract with Talis a little bit early. When we shared this with Brianna though, she was like, "No, no, no, no. We think there's a lot of promise within this platform. If you give up the funding for the platform, it's so hard to get it back right from the college. So let's forge ahead and let's do it together. And we can both bring different expertise to the project to help ensure its success." So the library, you know where very well versed in e-resources and how to share resources, but EdTech has these great lines of communications with instructors where they're helping them to build their Brightspace courses and deliver their content to students in a good way. I feel like us coming together more strategically, kind of breathed new life into the project. And I think that that's where we got a lot of traction with the platform. Because we went from having just two instructors in the lib tech program using the platform to then having 10 instructors using the platform and in various different disciplines too. I think within those 10 courses, I think there's six disciplines that are reflected. So right now we're actually working with the college's Communications and Marketing department to do a more fulsome advertising campaign about the platform to the campus community. I think we're looking forward to seeing how far we can take this platform. Great. Briana, over to you to maybe start to wrap things up?

BRIANA:

Yeah, thanks Lindsay. I just wanted to say, maybe 10 courses doesn't sound like a lot, but Lindsay said, this is the first semester. This was a soft launch. From my perspective, making this improvement to 10 courses is a significant improvement for, I don't know, 300 students, 500 students, quite a few students. As I said, from my perspective, the student experience with LMS for the most part is simply not great. I almost see the LMS as a necessary evil. It's something that we have to have in order to deliver, sometimes, courses. At Langara, we don't have a lot of fully online courses, so more just the course materials to students, but the affordances of the LMS are really quite rarely taken advantage of. Right. As I said, it tends just to be a dumping ground for materials, and students have to spend a lot of time just trying to figure out what they're supposed to be doing next. We do spend a lot of time trying to make incremental improvements. Working with students or working with instructors to try to get them to actually take advantage of the affordances. But it's really slow progress. We don't hit a lot of instructors every semester who are like, yeah, I want to invest the time. I'll want to invest the energy to really think about navigation. Think about how I'm incorporating things, how I'm really taking that student view of the experience. So having this change. In fact, 10 courses for me, this is actually a huge improvement, and as those instructors start talking to their colleagues, we're really going to see uptake. Because personally I haven't heard anybody thinking, oh, this is not

working. A couple of instructors who have had a couple of technical glitches. But overall for new technology, I think it's been really successful. Last night when I was thinking a little bit more about this and where we have seen improvements to the student experience in the last couple of years is with projects where we work together. We had another project last year that Lindsay was helping out with Luke people from our teaching and learning centre, and we're working with instructors again with this eye of the student experience in the LMS. I think when we can work together we're offering that wrap-around approach that we say is always so important for students, we're able to offer that to instructors. We're bringing expertise from a bunch of areas, different perspectives, different ways of thinking. And we can offer a much richer experience, much more holistic support for instructors to really think, okay, these are my pain points, how can we resolve them? And we've had really great ideas. We've been able to implement amazing things when we do come together. I think for me, anytime I can look to make a bridge with another department, make connections, and spread word. These are going to end up in a better experience for the students in the end. Luke's experience talking about A particular student, experience, student with a disability who needed an accommodation. Then a wholesale change for all of those students in the course. Moving from really crappy readings that they couldn't really probably see. We've all been there with the scanned PDF and you're just, it's painful to try to get through it to having an ebook purchased. Those chapters brought in the student who needs the accommodation can benefit as well as all of the other students in the class. I don't think that that would have happened if we didn't have these regular connections, if we weren't talking together, learning from each other. And then just Luke lightbulb went off and said, "Hey heard about Reading Lists. I think it's going to work better here." Again, when we have these opportunities to bring in other departments, I think we're going to see the benefit for instructors and for students. I encourage you all if you have the opportunity to reach out. My experience, as Lindsay said, being in the library, librarians are often underutilized resources, right? They are working with all kinds of material that we want to get in students' hands. And they have great ideas about how maybe we can do that better. As I said, we've been working with Lindsay a lot and I think the library is something that we can take advantage of way more than we already are. So I encourage you to do the same. Right, Luke? We all come from the library so we know. [laughs]

LUKE:

Yeah, we're all library people to a certain extent, we might be a little biased on the topic but I cannot advocate enough for libraries.

BRIANA:

And I think, you know, there's other examples. Maybe next time we have ETUG, Luke can talk about some work that we're doing, the math department, when we're breaking down the silos and we're looking for connections and we're looking to work together to solve like pain points, I think really some really great things can come out of it.

LINDSAY: I agree. Yeah. Thank you, Briana. Yeah, one thing I just wanted to mention is that I think that this platform, it's really helpful to position it within the context of the new

accessibility legislation within B.C. too. Because I find oftentimes vendors, they will say, oh, our platform is accessible. But I feel like I don't have the expertise to truly evaluate if something is indeed accessible. For me, having Luke's presence, EdTech's presence was really helpful because he could bring that expert perspective to Reading Lists to let us know if it was indeed truly accessible. And in this case, he gave it his stamp of approval, which I found really helpful.

MODERATOR:

Thank you so much for presenting this. I think you've generated a lot of interest. There was lots of information or questions asked in the chat, and thanks for sharing your resources. It looks to me that all the questions asked were answered, but I'll just invite a few other questions if there's anything outstanding that people want to ask. Yeah. Like I said, it seems to me that all the questions have been answered. Yeah. Thank you so much for this presentation. Keith has his hand.

KEITH:

Yeah. I was just wondering, you're at 10 courses right now, but how do you feel this system is working as, I don't know, a comfort zone of keeping track of copyright issues in Reading Lists because we already at Royal Roads, we manually do a system like this. I think if we had this before we would have just taken this thing. But do you see that this is going to lead to having a sense that you have a good handle on what's out there in the LMS?

LINDSAY:

I think that's a great question, Keith. It's really hard to know because I think that because it's optional adoption, that will always be a limitation of the platform. But I think for us having any kind of snapshot is really helpful and better than what we had at Langara before. Before we were reliant on printed course packs to get a sense of what instructors were sharing with their students. And we had no presence in the LMS. So I think that this is definitely a step forward for us and there was actually a situation with Access Copyright, who I think many of you are familiar with, it's the copyright collective that represents Canadian publishers and writers. And they actually took one of our printed course packs to the copyright board as proof of infringement. And that was a situation where we actually had to produce documentation about, for example, our copyright procedures at the college. And unfortunately, that was one glaring place that we were falling short at Langara, right? Is that we had no presence in the LMS at all. I think the limitation will always be that it's an optional platform. But I think one encouraging thing is that for the 10 sections that are currently using Reading Lists, there's very little content within there that has required copyright licensing. There's been a few courses where they rely very heavily on scanned chapters. But generally speaking, we're seeing most instructors are linking out to things within the library or just things on the web. I don't know if that totally answers your question, but I think particularly for institutions like us who have no presence in the LMS at all, this is a big step forward for us. One thing that Communications and Marketing at Langara asked us for is, how will we know when this project is successful? Because that's where they want us to go. They want to help us get to that place. We're tempering our expectations because we know how overwhelmed instructors are feeling at the moment.

They're under a lot of pressure, I think from many different directions, but we're hoping to double that number by next year. And I think that that's a reasonable target for us.

KEITH: Thanks.

LINDSAY: Yeah, thanks Keith. That was a great question.

MODERATOR:

Thanks. So, anything else? So once again, thank you so much for that interesting presentation and sharing those resources with us.