

**Transcript for Breaking with Tradition: The Digital Teaching Case Flipbook
2024 ETUG Spring Workshop: Digital Literacy Today – Day 1, May 9, 2024
Educational Technology Users Group
Presenters: Jo Axe, Rebecca Wilson-Mah, Ken Jeffrey**

BRITT DZOBIA:

Today, we are going to hear Breaking with Tradition, the Digital Teaching Case Flipbook. This is a session led by Jo Axe, who is a professor in the School of Education and Technology at Royal Roads University, Rebecca Wilson-Mah, who is an associate professor in the School of Tourism and Hospital Management at Royal Roads University, and Ken Jeffrey, who is the associate director Learning and Design for the Centre of Teaching and Educational Technologies also at Royal Roads University. Thank you so much.

REBECCA WILSON-MAH:

All right. Well, good morning, everyone. I just want to say hello to everybody who is online and everyone in the room. I hope you're all feeling comfortable and raring to go. I also want to acknowledge and just a shout-out to ETUG on your 30th anniversary. That is tremendous. And this is actually my first ETUG conference, so it's a pleasure to be here. Thank you so much. We work at Royal Roads University, and we work and learn there, of course. Then we live in Esquimalt and Oak Bay where we learn and we live our lives. We're on the traditional territories of the Lekwungen-speaking people, the Songhees and Esquimalt Nations, and we're most grateful to them and continue our learning journey. Thinking about the past, of course, our present and our future, learning together. We're here today to talk about Breaking with Tradition: the Digital Teaching Case Flipbook. Next slide, please. There we go.

My name is Rebecca Wilson-Mah, and I was introduced. Just a couple of things I'm particularly interested in right now. Very much interested in authentic learning and students as partners. So if anyone wants to come and talk and chat about those areas, I would love to chat with you. I'm joined today by Jo Axe and I'm introducing Jo. We were going to introduce ourselves, but that's a bit too complicated. Jo is here, Jo is a professor and program head in the MA in Interdisciplinary Studies. School of Education. She's very interested in trauma-informed learning. That's a key passion of hers right now. And Ken Jeffrey is joining us. Associate director for the Centre of Teaching and Education Technologies. And what's really driving your...? Visual design for learning. Thank you so much. Thank you. Next slide, please.

So our agenda today, we're going to start by, I'm going to share some information about traditional teaching cases. So just kind of setting up our discussion today. And then Jo is going to take over and talk specifically about a project that Jo and I were engaged in with the students-as-partners lens, actually, to develop a new project, which is a teaching case for coaching. And then we're going to be joined by Ken, who's going to talk to you about how we took that traditional teaching case and how Ken designed a digital flipbook for us. And so that's where we'll end the presentation. Next, please.

We wanted to check in today. Please don't. Well, you can go to Mentimeter. We can't show the results of that, but I'd be interested in looking later. We're not going to go to Mentimeter right now, but we have a question for you, which is essentially, I'm thrilled to be here because... Those of you online, if you'd like to join the chat and answer that question. And for those of you here in the room, if you'd like to have a quick conversation with the person next to you. You're thrilled to be here today because... What is jazzing you in this moment? Excellent. Okay. Thank you so much. So I hope that's kind of helps you connect a little bit as we're kind of just starting off this morning. Next slide, please.

All right. So teaching cases. Many of you may be familiar with teaching cases in your courses, but essentially, a teaching case is a narrative. It's a story, and the teaching case is always based on facts, they're factual. I've developed many teaching cases, and I really enjoy the primary research that I undertake to write those cases, reaching out to businesses, tourism operators, in my case, to understand a business problem that they have, and then to write the story of that business problem so that I can bring that into the classroom and students can really engage with theory and also application in a really real way. And so the cases are factual, therefore a decision or analysis, cases enable students to generate alternatives to apply a theory and really get in the shoes of the decision-maker and identify what they would do in a particular situation. So very fun for them. Cases are always written in the past tense. That's just in case you want to go and publish one. Past tense always. Cases always have exhibits. So they have interesting exhibits. That could be video, it could be statistics, it could be an organizational chart. Any information that the students can work with to help them analyze the particular problem at hand. Next slide, please.

So I've dedicated actually a decade to writing teaching cases. And a teaching case always has a teaching note. So the teaching note is the pedagogy, and it's the gift to the person who's adopting the case so that they can go ahead and teach the case and jump into it quickly. And so what I really wanted to share here is, this is the second case that I ever wrote, how do you solve a problem like Lucinda? Okay. And this over here on the left, is a collection of 15 cases that was published in December of 2023. Now, why am I showing you these? Well, these are the traditional ways that cases are presented. They're very text heavy. They are black and white text. Cases can, I think, be super overwhelming to a student, particularly when you're getting to cases that are 10 to 12 pages long. I prefer to work with short cases, never longer than six pages with exhibits. But yes, they're using very traditional standard old ways of presenting information. Not much colour, not visual, and they are black and white, typically. Next please.

I'm going to pass over to Jo and she's going to talk about the opportunity we identified with a case that we developed. Okay.

JO AXE:

Thanks, Rebecca. Yeah, I'm going to talk about the why, why we're doing this. The opportunity that we saw. There were many opportunities, but we fiddled it down to about four now. Accessibility, and I think that a big part of the conversations we're having these days is about

accessibility. The way that we can do that with the flipbook is students just pull it up on the phone anywhere any time. The other thing that goes with that is the distribution piece, which is the instructor just literally sends a link. That's it. They've got it. No worries. They can go wherever they want with it. They can see it whenever they want on their own time, space, place. They can share it with each other as well while they're doing it. Other part that we were really looking for was trying to figure out how to make it more engaging. Rebecca told us it was pretty much just black and white text on the page. Not very thrilling. They've been doing it that way for decades. I'm in business or I was in business in the past life, and we used to use cases in a casebook and it's pretty meh. We're trying to make it a little bit more engaging, get students interested, appeal to the different ways of wanting to reach the information. How can we motivate them to want to do cases a little bit differently? That's why we thought flipbook. The representation, so how is it being presented to them? Is it presented in a way that they can engage in it in a different way that's appealing to their own needs, cultural differences, could be lots of different things. Those are the reasons that we saw that this particular thing was an opportunity in the way that we did it. Is this not working? Oh, yeah. Of course, it's not working because we've been hearing "next slide, please" all morning. Thank you.

I just can't see it on here. What happened here is we have a student teacher research paper course at the end of the program. It's about a 40-page project that they do. And it takes them about five months. Lots of literature, lots of interviewing, not lots, some interviewing, and then writing, doing lots and lots of writing, wanting to get the quotes, that type of thing. We're looking at these projects thinking, this would be a really great thing to put into practice in the classroom because coaching itself doesn't have a typical case-based pedagogy. We felt this would be a great opportunity. So we're talking to students, take the students' project, put it into a case so that that student can then actually, who is also a teacher, can then teach in the classroom with research that he's done. That that you're looking at in front of you is lots of words on screen. Unfortunately, that's what we were looking at before we started doing the flipbook. The piece here is that it doesn't look like that now. We change it because it goes from the academic writing piece to the storytelling piece. We'll have a look at that. Next slide, please.

The differences between the two pieces. If you look at a typical research paper that the students are doing, I said 40 pages. This is the structure. So it usually has five to six chapters. It's got. The recommendations are given at the end. The students present the recommendations for the reading, for betterment of our knowledge. Got extensive literature cited, so pages of literature. Then finally, it's the academic writing style. If you change that, we were all having a bit of a struggle with this. Rebecca, not so much because she's done it a lot. I've only done it once, but taking an academic paper putting into the context of a case is quite a challenge and the writing becomes a little bit difficult because you have to think about it differently. Uh, so you can see six pages, Teaching Case Structure, which were Rebecca went over. Recommendations will be developed, so you're not telling them what you're going to do with this problem that they saw. There are only a few resources that we think were pertinent. Then the final piece is its storytelling, which, like I said, is a big shift. So next slide, please.

What we tried to figure out, we actually did this after the case. We were thinking... What we're thinking of why we're doing this. We came up with all these different things that were going through our minds as we were deciding to take it from the text PDF into a flipbook. What we were looking for. I think the one that stands out for me the most is the audio. The fact that students can click on the link and listen to the case writer talking about the research. He's just reading from the script essentially of the case, but it actually brings it to life and it's quite effective, I think. But there were many things that we're looking at. We wanted to be able to update pieces. We wanted to be able to turn the page, and hear the click when it turns so you've got that engagement happening. You can share it with, the instructor can share it with students, students if you don't have it on the link, you're in the class, don't have it, where is it? There it is. And so there's many other things. Colour, visuals, make it brighter, make it look more appealing. Lots and lots of things. You can see where we're going with that. So that was why we did it. I'm going to pass it over to Ken now. Next slide, please. Ken, say what we did.

KEN JEFFRIES:

Thank you. So I'm wearing two hats today because I'm associate director of Learning Design at CTET but I also teach a course at Royal Roads called Graphic Design for Instructional Designers, and I don't mean that as a plug, but as Rebecca mentioned earlier, one of my interests is how we use visuals to improve the learning process. So I was really excited when Jo and Rebecca reached out to me about this because I thought, Oh, some of the stuff that I teach is I teach educators, how to improve things like, not necessarily case books. We haven't done that, but what we would have traditionally called handouts, you know, how do we improve that visual design for learning? So I was super excited about that. So as both someone who teaches and someone who's the director of learning design at the university, I had to kind of flip my hats back and forth a little bit. So I started thinking about our options. And because of my graphic design background, the first thing I grabbed was Adobe InDesign, and I started making this great layout in Adobe InDesign, and I had to stop myself because I was going down the wrong path there because we want our faculty to be able to create their own flipbooks, and nobody's got Adobe InDesign and a whole bunch of experience, which it's a fairly high learning curve to get into Adobe InDesign. So I had to stop myself and say, no wait, I have to think about what I'm really trying to do here. A big goal of this was ease of access. Not just for the students to access it, which is what Jo and Rebecca, we're just talking about. But ease of access for our faculty to be able to create their own materials. This is just the very starting phases of that. I explored some products like Issuu, which is a magazine. portal, really made more for periodical publications, wasn't quite what we wanted. I looked at H5P, which is fantastic. You could create flipbooks in H5P, but you have to start from scratch and actually know a lot about H5P. So I felt the learning curve there was something that some faculty might be interested in, but might also look at it and go, Oh, that's too much, I can't build it. We settled upon a product called AnyFlip and did some testing with it and tried it out. And if any of you, obviously, as we all say in ETUG, if any of you have had some experience with any of these products, I'd love to talk to you afterwards as well. AnyFlip provided an easy upload. You just upload the PDF and it parses all the information in that PDF and creates your flipbook. So that was probably the easiest to use. The other thing that Jo mentioned was, we want to be able to place audio on the page so that

students can actually listen to the author read their case. And AnyFlip is a product that allows us to do that. This is going to be a challenge for Keith because now I'm going to try to actually demo it in a live site. Keith, if you go to the next slide.

There's a link. And let's leave this up for a moment. You could even try that on your phone. It's not a difficult link. Okay. Sorry, I can't move away from the microphone. Anyflip.com, and then there's just a few letters there that you can punch in. And I'm going to move over to the other computer, and then I'm going to take control of Keith's mouse, and I'm going to try and show you this flipbook really briefly. I'm just going to give you a brief tour of what it is. So just to be clear, as you're doing that. Oh, thank you for someone online posting the link. This was uploaded from a Word document. I created a fairly simple Word document. Someone would need to know some Word editing capabilities, into a PDF, and then I uploaded the PDF into AnyFlip. I'm also letting Keith get a moment to get things going there. Yes. The image is in the Word. So almost all the document was built in Word. There's not a lot of PDF manipulation in there. It just went Word to PDF and then up into AnyFlip. Okay. So I'm going to go move over there and I'm going to use the mobile microphone. Okay. So now, some of you won't be able to see me, but I'll give you a quick demo of what's going on here. When a person opens this link, there's a few things I'd like to highlight. Okay? Yeah. This is good. Thank you. So the flipbook that we created. We started with a table of contents. All the links are live so a student, a person, whoever the learner is, can click on any of the links, and we'll take them directly to that page. The flipbook has an interesting graphical feature, of course, in that it actually looks like a book. It is also downloadable. So I talked about creating the PDF. If a student. If someone was really interested, they can still download this PDF. It's not, it gives them multiple means of accessing this information. But with the way that this screen is set up, it's quite easy for them to just read right off the page, and it's mobile-friendly. We used. Some of you might be familiar with some of the strategies by academics like Richard Meyer in terms of multimedia or Clark and Lyons, Ruth Clark, Chopeta Lyons, in terms of visual design for learning. Some of those strategies are represented here. We give the learner the ability to learn through the images that are on the page. We've added some photos partly for visual interest, but hopefully ones that are also, Sorry, the mouse is a little. There we go. And then links in the document are all live. A few pull quotes throughout the document to drive some interest to the text that's on the page. So it is still text. We're trying to avoid having a wall of text when the user is looking at this. I'm just going to remind myself of anything else. Zoom, there's a full zoom. It's fully paginated. The table of contents I mentioned, Oh, pardon me, the audio, which was a big part of it. So when a person comes to this page, they can we have added an audio player, hopefully, we'll see if I click when I click this if he'll come out over Zoom and everywhere.

[Audio recording]

"A journey to understanding coaching relationship. Objection. September 2023, Josh Smith was reflecting on how..."

KEN:

So in this case, the author of this case is reading the case themselves. The user can then either choose to listen to that or read the text or both, "Understand that he had not fully understood..." [Recording ends]

KEN:

One of the reasons we chose AnyFlip above the other options I talked about is that you're able to embed audio straight onto the page. Then if I move to the end, examples of other things like tables, charts, that sort of thing can also be placed right into the document. Okay. Do we have time for questions? I think we've even left enough time for questions. Thanks, Keith.

BRITT:

That was awesome. I'm so excited about AnyFlip. I totally want to try this. Does anyone in the room have questions? And if anyone, looks like there's a question from online. "Can AnyFlip be embedded into an LMS?"

KEN:

Yes. It's an iFrame. You can embed an iFrame. I've tried that. We use Moodle at Royal Roads. The downside, of course, is when you embed an iFrame in Moodle, there's already a lot of other things on the page, so it ends up being quite a small box on the page, but it can be embedded, and then you can also have a button that they can click to open in a new window, which is probably what we would do. Just give them the option. They can see it right there, or they can click to expand it. Oh, and the full screen option is available to them as well.

BRITT:

Great. Was there any questions from in the room? Okay. I'm just going to run the mic. Maybe we should put a mic back there, too. I'm just going to go him

DAN:

Hi. Dan Reeve, Camosun College, a longtime listener. Love the show. No. I love doing these kinds of projects for my students. So I have my students design websites and sort of engaged with the projects as they learn some tech as well. Some of the obstacles sometimes in terms of signing up, authenticity of where that information is going, cost. Would I be the person or Camosun be the institution that buys it? And then the students get it for free. That's kind of part one. And then the second practical question is, does the learning curve seem easy enough that a group of five or six students over a couple of, you know, a semester could easily come up to speed on this without it being a course on flipbook?

KEN:

That's a great question. We are... We are at the beginning phases of this. And many know, Keith and I work together. I'm on the design learning design side and Keith on the technology side. So we still have to have some conversations about how much Royal Roads wants to put into this. But at the moment we're doing a trial. It does cost money to the institution to sign up for AnyFlip, but the institution then would have the AnyFlip account, not the student. So much like

I was able to share the link with you here today, we would be able to share a link with students. Students don't have to sign up for anything. They can access that book themselves openly. All we have to just give them the link. In terms of the learning curve here to create it was actually how good you are at Microsoft Word. So being able to import those images and graphs and things into my Word document. That was actually and could be a barrier to entry. If someone was not really that great with Word and having text flow around an image nicely in Word, there's a bit of learning there that would have to happen for someone to be able to actually create the Word document in the first place. Once the Word document is created, it's fairly easy to move it up into AnyFlip. I think... And the transparency there is that we're just getting started in it. So if other folks are interested, then it's a continuing conversation. Yes. Yes. Sorry.

TALLEN:

It's okay. So Talen from the Justice Institute of British Columbia. I'm just curious about the level of accessibility of this tool. And because you said the origin document is in Word and then to PDF and then to AnyFlip, just in terms of first of all, the final accessibility level of this tool. And also, the second question is, like, in the original Word document, there's then also the, you know, if you do set up everything, even just the accessibility levels in Word document, does it transfer well going through the two different platforms?

KEN:

Yes. But I think you've identified a key piece of importance there is that setting up the Word document, I used heading levels properly, you know, title, heading one, heading two. Of course, accessibility that's an accessibility requirement because that's not only how it created the table contents here, but that's also how a screen reader will identify what's the next heading and what's the next subheading or the third heading after that. So yeah, it's kind of the same answer is that the ability to create an accessible document in Word would also be important. When I export to PDF, I used, you know, I exported to Adobe PDF, which then PDF will mimic that, and then comes up to here. So we still need to do a little bit of research into that, I would say that and get some folks to keep trying it to see how well that all transfers through. Because it is a three step. I think that's kind of what you're getting towards. Is that it's Word, then it's Adobe, and then it's AnyFlip.

TALLEN:

Yeah. Ultimately, the final product inside AnyFlip, how accessible is it and how accessible is it within the LMS? Okay. Thank you. Thanks.

PARTICIPANT:

Hi. So just a couple of questions. So it seems like you kind of like fudge the accessibility by adding the audio file because these are just images. Do you, so can you also provide the Word document as an attachment so someone can have an accessible version?

KEN:

Yeah. So from a learning design standpoint, when we embed this in Moodle, I would suggest that we are providing those documents as well.

PARTICIPANT:

And then you did not consider Pressbooks, is that true? And why not?

KEN:

That is. I did briefly consider Pressbooks. One of the goals, and that's actually partly what I talked about with Jo and Rebecca too, was that the interactivity and the presence of the book on the page. Whereas Pressbooks, there's the learning curve to create it in Pressbooks again. But also, just the visual, the essence of... Yeah, we did. Yeah.

PARTICIPANT:

Okay. I was just wondering kind of why you eliminated it because, you know, you could kind of do the same thing copy and paste from a Word document. and can put the pages in and have it accessible. So I'm just wondering why.

KEN:

And the benefit, to go back on what we're saying is, of course, Pressbooks, if someone's good at something like WordPress, Pressbooks is also a good way to get going. Pressbooks could still be an option for sure.

BRITT:

Were there any other questions from the room? Okay. Great. Well, thank you so much. Everyone, round of applause.