

**Transcript for Supporting Digital Literacy Development with Open Educational Resources  
2024 ETUG Spring Workshop: Digital Literacy Today – Day 1, May 9, 2024  
Educational Technology Users Group  
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BRITT DZIOBA:

All right. So I just wanted to say thank you to Reeva this morning for doing a wonderful territorial welcome. But I wanted to highlight some data for you folks. So these two infographics are taken from the 2023 independent audit from the Office of the Auditor General of Canada on access to internet in Canada. You can see here that rural remote and Indigenous communities are still being under-served when it comes to connections to broadband internet. I say this to showcase that access to digital tools and digital literacy development are not equally available to all citizens, and yet our world is becoming increasingly more reliant on these digital skill sets in order to thrive both within and out of the education sphere. Although many of us are privileged to live in urban centres in B.C. and have access to high-speed internet and technological devices, we cannot assume that all of our students, staff, and faculty have access to the same speed and technology as us.

All right. I'm just going to go over, I realize it's closed captioning down there. I did not realize that, so hopefully that's not too distracting. I'm just going to go over the agenda today. I'm going to go over what is digital literacy, the B.C. Digital Literacy Framework and the B.C. Digital Literacy Hub, including the development process, use case examples, and a Hub tour, and what's next and how you can help. Okay. All right.

What is digital literacy? While, there's no national nor dictionary definition standard, the B.C. Post-Secondary Digital Literacy Framework provides us with a pretty solid definition that draws upon common themes that you would find in the academic research. "Digital literacy is a person's knowledge, skills, and abilities for using tools ethically, effectively, and within a variety of contexts in order to access, interpret, and evaluate information as well as to create, construct new knowledge, and communicate with others." What is important with this quotation is that it highlights that digital literacy is not just about technical and haptic skills. Well, technical skills are one piece in a mosaic that makes up what we call a digital citizen, and we are all digital citizens, maybe at varying levels of engagement, but if you have any sort of presence online, if you interact with technology on a moderate to frequent basis, then you are part of the digital ecosystem. But a big part of digital literacy is also critical engagement with the content and tools you encounter in your digital spaces. So knowing the technical skills of how to access and use a search engine is a really important skill. It's just as important to know how to critically evaluate the content that your search results generate and understand that search results are not without bias, no matter how neutral they may appear on your screen.

It's more than being good with computers. Maintaining a proficient level of digital literacy asks us to consider these questions. How do we evaluate the ethical implications of technology and content in digital spaces? This is hugely important when we're talking about who owns our

data, for example, and the ecological toll of AI servers on our planet, as well as the ethical implications of AI and their biases. How do we use technology effectively to enhance our learning and remove barriers? Technology can easily become a barrier to accessibility in your course. It can also detract from learning if the technology isn't selected with the learning objectives in mind. How do we stay flexible to changes in the digital landscape and anticipate future trends? We need a strong foundation of critical digital literacy skill sets in order to stay responsive to emerging trends. And how do we creatively generate content and innovate in digital spaces in a way that is ethical, respects sovereign data rights, and combats climate change. The wonderful thing about technology is it can reduce barriers to content creation and it can connect people from all over the world. But there is a human cost to this. How can we do our best to reduce the negative impacts, while fostering an environment of creative collaboration and creation? These are questions that we need to consider as we're moving forward in our conversations around digital literacy development.

So looking to the B.C. Digital Literacy Framework, there are eight competencies outlined in this framework, and each of the competencies complement one another and overlap in many ways. I would say that this isn't a complete list because I would also add algorithmic literacy as another competency, given the pervasiveness of AI in today's climate. I'd just like to note that this framework, which I did not work on or develop, is provincial. But it's a great starting place, but it's not really a finalized structure of how we can conceptualize digital literacy, and I anticipate that there are literacies in the future that we can't even conceive of today. So how do we contextualize these competencies for learning and teaching?

All right. So we have the eight competencies outlined in the framework here. And if you're interested in the framework, if you just go to Google and Google B.C. Digital Literacy Framework, it's under the Ministry of Post-Secondary Education. So we have ethical and legal, in the context of teaching and learning, that might look like following accessibility legislation, knowing what's online is on there permanently and understanding that there's a bias in AI algorithms and search engines. We have technology support. This is something I feel like people usually jump to when they think digital literacy. But how do we effectively choose and use technology that matches our learning outcomes? Knowing how to troubleshoot or where to find help when you need, when things go awry, as they often do with technology, even for the most technologically savvy of us. Information literacy. Identifying misinformation online, knowing where to find high-quality sources and understanding the digital echo chamber. Digital scholarship. How do we use digital tools to conduct research and sharing research in appropriate online spaces? We have communication and collaboration, which is participating in online communities and learning how to collaborate effectively in an online environment. Creation and curation. How do we use edtech tools to enhance learning, and how do we have fun in online spaces? Digital well-being. This is an emerging competency that I think a lot of people don't think about when they're conceptualizing digital literacy. But how do we protect our privacy, both your own and your students? How do we take breaks and really mindfully engage with the technology that we use? And community-based learning. How do we create

safe spaces for our learners and not just our learners within our institution, but learners that may be interacting with our content from outside the institution as well?

Okay. Why does this matter? As mentioned before, we are all digital citizens. Developing and sharpening our digital skills helps us to navigate our interconnected digital world with greater ease. When we develop our skills now, we are creating a stronger foundation for learning and the technical skills we are going to need in the future, the ones we don't know exist yet. Improving our own digital literacy, we are also able to support students. We're better able to support students to develop their skills as they emerge into an increasingly tech-reliant workforce, or even just taking a step back, we're able to help students with the skills that they need to get through their education. Even if you're teaching primarily in-person classes, your students still need to know how to access a learning management system or how to use word processors or navigate the complexities of AI like ChatGPT and how to critically assess online sources. These are the skills that will help them build the foundations they need to continue to grow and adapt to the world outside the confines of higher ed. Technology advances at such a quick pace, so having a diverse tool kit of digital skills helps to create that strong foundation to be able to continually learn the necessary skills we all need in order to thrive in this digital world. Even if you have trepidation around AI, our students are going to need to know how to use AI when they emerge into the workforce. Even if they aren't using it during their undergrad or graduate program, they will probably be expected to use it at some level in their future careers. These are skills they can start to develop while they're in school. And just as educators have varying levels of digital literacy skills, not all students have the same level of skills. While some students may have an expert level at creating content online or engaging in online communities, their ability to critically engage with the validity of online sources or AI-generated content might be at a more beginner level. So I just wanted to share a quick snippet from an article in *Ed Surge* magazine, which was talking about how many young students today are fluent in online culture, but not necessarily digital tools like Excel. And I do want to note that I don't like, sorry, it is blocked by the CC here, but the title of the article is "Teaching Digital Native College Students Who Understand TikTok But Not Microsoft Excel." I just want to note that I don't like the term "digital native" for many reasons. But one of the things is it presupposes this notion that there are people who are inherently better at technology based on when they were born or the general access to technology because they were steeped in it growing up, it's usually a term applied to the younger generation. I don't love that because it creates an idea that digital literacy is a very concrete defined set of skills that never fluctuates with our changing landscape, which just isn't true. But in this article, Wendy Schatzberg an associate chemistry professor and director of the Center for Teaching and Learning at Utah Tech University. She was teaching an introductory chemistry course, and she thought that her students would know how to use basic office tools like Excel and Word. But she found that that assumption was wrong, and I think her quote here is very simple, but something we can all take away. "I cannot and should not assume. We are leaving some people behind inadvertently due to these expectations." Students may not feel comfortable disclosing when they don't know about a tool, or they don't always know what they don't know. When we make assumptions that everyone has the same level of digital literacy knowledge, it can create an even bigger

division between students that have a high level in certain skills and those that are still beginning to learn those skills.

So another really important “why” for educators is increasing accessibility for students in digital spaces. So, as many of you know, the B.C. government has introduced new accessibility legislation for post-secondary institutions in an effort to create more accessible and equitable learning spaces. So there are many accessibility considerations when it comes to digital spaces, particularly around digital file types, PowerPoint presentations, and common educational technology tools. So this falls under numerous digital literacy competencies like ethical understanding, and creating safe spaces online for students and technical skill building. Then lastly, I want to mention course design. If you teach primarily in person, I'm going to guess that you at least have a learning management system that students are going to need to access. Knowing how to set up your learning management system so that it's accessible and well-organized, and also knowing how to troubleshoot when there's an issue or who to go to for troubleshooting are all part of your digital literacy tool kit. Digital literacy skills are necessary to create a cohesive online learning environment to support students and to not create another barrier for them to overcome. Creating a bit of Zen in your digital spaces really helps reduce cognitive load on students.

So to summarize these points, I want to mention this wonderful article. Again, the slides will be shared, so you'll be able to see the citation on the shared slides. But this is from an article by Taruna Goel on her blog called "Digital Literacy Mastering Ideas, Not Keystrokes, and it's a fantastic short article. I highly recommend it. But she says that digital literacy is a mindset, not a checklist. There may be subject matter experts on the topic of digital literacy, but there aren't really experts at being digitally literate because it's a practice and a mindset. It's in a constant state of flux. Our digital landscape is always changing and innovations are always on the horizon. It's important to stay attuned to these changes and to critically reflect on how those may impact our teaching and learning practices. It's core to learning, not an add on. Similar to accessibility, digital literacy is not something that should be tacked on to a course at random just to meet policy demands. It needs to be integrated intentionally into courses based on the learning outcomes. You don't need to integrate every single competency into every single course. Sometimes it's just not relevant and it's going to overwhelm you and your students. Be mindful about why you're integrating digital literacy skills and work backwards from your intended outcomes.

Now we're going to get into the B.C. Digital Literacy Hub. Okay. This is a project that I worked on in my role at BCcampus, and there's a number of you in this room as well that contributed greatly to the development of this project. The QR code there leads you directly to the website if you are interested or [searchdigitalliteracy.bccampus.ca](https://searchdigitalliteracy.bccampus.ca) Okay. The B.C. Digital Literacy hub is a collection of open education resources focused on various topics under the umbrella of digital literacy. It was informed by the B.C. Digital Literacy Framework and supported by the Ministry of Post-Secondary Education, and it's collaboratively built by educators, librarians, instructional designers, and subject matter experts from around the B.C. post-secondary sector. It's

important to note that this was built for educators. There are resources for students, but the audience of this hub is primarily educators, and the resources are focused on professional development and course content.

Okay. So the development process. The development of the Hub started with a need to provide educators with course content that they could integrate into their curriculum, which would support the competencies outlined by the B.C. Digital Literacy Framework that I highlighted earlier. However, it was quickly realized that educators cannot support students in their learning if their own learning hasn't been realized. So a professional development side of the site was added into the scope. In this process, we collected openly licenced resources from around the province and a few from outside as well, and we managed to catalogue about 80 resources split fairly evenly between teaching materials and professional development. We then convened to two evaluator groups, which were made up of faculty, instructional designers, students, technologists, and librarians. Some of you are in this room, and all of these people from around B.C. and a few from outside of B.C., and we actually list them all on our About page if you'd like to go see. And through this evaluation process, they selected 50 resources that were determined to be high quality to be included into the collection. The site also went through a few rounds of user testing by volunteers from around the sector, and they were able to give us real-time feedback on how they navigated the site and what features they would like to see. Now we are in the phase where we publicly launched the site and we are working to promote it and educate users throughout the sector on how to incorporate these resources. Then the next phase is to develop and add more content, which I will talk a little bit about at the end. I'm actually going to show you the collection through a series of use cases. That's just an image of the site.

Here's the first one. "I've been asked to pivot one of my in- person classes to fully online. I really want to make it an engaging experience for my students. Where do I start?" I have to pull this up here. Okay. I have my volume on my computer. That's why I was giving me back track.

This educator is going to head right over to our Learn It section on the B.C. Digital Literacy Hub. They're really wanting to make online courses more engaging. Let's see. They're going to go to Getting started with the basics, teaching online. They see here 10 ways to create a dynamic online learning environment. That looks awesome. But maybe they've heard of H5P, and they thought, Oh, that might be a fun tool. I want to integrate into my learning management system. I've heard of it. I don't know how to get started with it, but that looks awesome. Let's click here.

You're going to see here that it's clearly denoted as a professional support resource. We have different modes of access for many of the resources based on whether they're Pressbooks or video or audio. It's also going to give you an About, a short overview of what the content is about and learning objectives, and you're going to clearly see our licence listed under here. As mentioned, everything on the site is openly sourced.

Another way that you can access content is actually if you know what competency that you'd like to develop, you can actually scroll through all eight of the competencies here and see the resources, or you can use our search bar. Okay.

So the next use case is, "I'm an instructor and I've noticed that my students are struggling with identifying authentic and legitimate sources of knowledge online. What teaching materials are available to me?"

In this case, an instructor can go to our website and go to the Teach it page. So this is course facing material. I just wanted to highlight here that many of the competencies have lesson plans embedded, which our lovely Gwen Union developed, and she's going to be talking a little bit later. These lesson plans are awesome because they're actually going to give you slides and an outline on how to integrate some of these resources directly into your course. You'll see the resources are set up very similar to the ones under Learn it. You're going to get an About the resource, how it's tagged. Some of them do fall under both professional development and teaching and learning outcomes as well. Okay.

Then the last one. "I don't know what I don't know. I'm overwhelmed and I don't know where to start."

We have an awesome side of our website that the wonderful Salina McGuinness really was the creative brains behind. I also want to shout out Helena Prins from BCcampus who really worked a lot on this project and Gwen Union who developed the questions. We have this awesome Where are your digital skills? quiz. Take the digital superpower quiz.

This is how we've incorporated a bit of gamification into the site. People have asked, can this be used with students? The questions are educator facing, but you can take this concept and develop it maybe through H5P with similar questions and badging for your students. You can start. These cover each of the eight competencies. I'm just going to randomly click through. I'm not going to even like just to show you how this would work. There's only about five questions for each one, so it's quite quick to complete. Then you're... Oh I only got 13%. It looks like this is a skill set that I really need to develop. So you're going to see here an example of what an ethical expert means in the context of teaching and learning. So under here, you can actually review your answers and go back through each of the questions and see why you got the answer or the score that you got. You can keep exploring, which takes you back to the beginning of the quiz, and you can do all eight of the competencies, or you can click Power up, and it's going to ask, do you want to leave? And it's going to take you directly to that competency page under the Learn it section of the website.

All right. You may be looking at this project and thinking, Hey, this is awesome. How do I get involved? Well, please submit your openly licenced digital literacy materials. We have a QR code here that just takes us to our BCcampus call for proposals page, and you're going to see that we are looking for openly licensed, they must be openly licensed. If it isn't, you can adopt it

to be openly licenced. Teach it materials, so that's course content materials. We also would love to see some discipline- specific materials. I've had so many requests from faculty around B.C. asking like, Hey, do you have geography and digital literacy or math and digital literacy? If you know of anyone who can develop that, we would love some of that content. Then, sorry, it is hidden. The Learn it is instructor skills development material. Sorry, I slipped. Yes, this is correct. Sorry. The Learn it is instructor skills development. So this will be professional development. Instructors actually improving their own digital literacy. If you have anything that falls under those categories, or even if you're not sure if it fits, please send me an email. I'd be happy to discuss it with you.

Then finally, I want to highlight something that I've been working on with Melanie and Helen, which is the Digital Literacy Challenge. This is going to be an eight week, free asynchronous series held between July 8 to August 31. So over the summer, it is eight weeks long, but don't fear. It's asynchronous. It's just one email into your inbox on Monday, it will take one to three hours to complete each of the challenges based on how deep you want to go. It's very adaptable to your current circumstance. But really, the purpose of the series is to learn more about integrating digital literacy and the framework into your courses while improving your own digital literacy at the same time. You also have an opportunity to receive some course design help. There will be four drop- in synchronous sessions over Zoom. Of course, you can contact me at BCcampus for help at any time.

Yeah, I just wanted to say thank you all for listening. I've included my contact information here if you'd like to know more about the project, how you can support the project, or if you'd like to just chat about digital literacy, I'm always available. And QR to my LinkedIn, if you want to connect there. Thank you so much. Okay. I have a bit of time. This took me a bit less time than I thought. So I have some time for questions.

JAMIE:

Thank you, Britt. Does anyone have any questions in the room?

PARTICIPANT:

Yeah. Hi. You said something about a bit of Zen in your digital spaces. Maybe about halfway through. If you remember where it wasn't? I was just wondering if you could maybe either jump back to that and sort of just rehash what you said or provide a little bit more context about that. It kind of caught me as a headline, but I'm wondering about more.

BRITT:

Yeah. I'm thinking about that in the context of digital well-being. I guess that point in my presentation developed from. This is a story I have included in previous presentations, but didn't for time sake for this one, but I guess I could have included it because I took less time. When I was in grad school, I took probably my favourite course in grad school, and I'm anonymizing everything, so I'm not going to say what course it was or who it was, because it truly was a fantastic course and the instructor was a phenomenal instructor and it was just a

great experience. But the learning management system, the way it was set up in Canvas was horrible. It was extremely messy. It was difficult to find anything. There was content in there from three other terms of different groups, same course, different groups. So when we had to actually engage with classmates' material, it was really hard to know which were these people in my class? I don't, like who are these people? And I could actually see their work, which to me was also a privacy implication there because I don't know. With our cohort there was sharing, but I didn't have permission to view some very personal work from other people. And it was really difficult to find some of the readings, the readings had been scanned into PDF but a lot of them were lopsided. Anyway, so there was just a lot of barriers built into the learning management system because there just didn't seem to be any flow or any consideration for student digital well-being in that space. And although the class was hybrid, so we were in the class sometimes and online sometimes, we still had to use the learning management system as the hub to get a lot of our work done and submit our work. So this was an instance where, I mean, I think faculty have a lot on their plate. So I'm not saying this to say this faculty member should have taken more care, because I know that this person is very busy. However, you know, this... We don't always think about the barriers that technology can create to students in simply the way we set up our online learning environment. We can either set it up in a way that is calming and makes sense and is categorized in a way that kind of when we're thinking about how students are going to interact with this tool, how are they going to go through the steps or we can just throw stuff into the learning management system. And I'm not saying this, again, to judge. Again, it was a great course. I learned so much. I absolutely love the course, but I'm thinking as somebody who comes from, you know, a learning and teaching background, and I would consider myself to have a fairly proficient level of technical skill. Um, I can't imagine students that are struggling with their own digital literacy engaging in this learning management system and feeling completely overwhelmed by it. Again, it goes back to my point that we can't assume all students have the same level of digital literacy, the same experience with things like learning management systems. Everyone's coming from a different place. You don't know where they are on their learning journey. I think it's better to take the approach that we're all beginners and learners in this process.

JAMIE:

We have another question.

PARTICIPANT:

Hi, Britt. I think Luke and I are kind of thinking the same thing. I think you've just hit the nail on the head in terms of what we're struggling with. And I'm not sure, like amazing resources, incredible work. But how does that instructor recognize that their learning management system course isn't working for students, that it's not a supportive environment and then actually use these resources to move forward? I don't see a clear path. I actually see this as overwhelming people. I don't know. Maybe this isn't a question so much for you but maybe for other people in the room, have you as people who support educational technology in an institution found a path forward for really supporting a large number of instructors to think about the student experience and begin to improve it?



BRITT:

Yeah. That's a great point. And I do hear the kind of comment about, in general, just being overwhelmed when it comes to digital literacy and how many resources are out there and just how many expectations there are on faculty. And I mean, in terms of, with the learning management question. I mean, I would say one aspect is really engaging in feedback with students and seeing anonymously maybe would be a better approach to this because like I mentioned, some people are uncomfortable self-disclosing where they're struggling when it comes to technology because I think there's this expectation that we all should be at a certain level with technology and it can be a shame-producing response if you feel like you don't measure up to whatever standard. And so I think this is an opportunity to really, lean in to getting feedback, specific feedback about how the course was set up with your students in the learning management system and reflecting on your practices. And with the digital literacy website, that was the learning management is one side. But yeah, I can kind of see how there is this need to create these pathways. And I like that idea, and I think that that's something that would definitely be a consideration for further development of the site. How do we start with no learning management system experience and what are the logical steps to move forward? Obviously, that would take content development, and we don't have a module that is specific to that. I think a lot of institutions, every institution has their own learning management system, but there are core principles that could be followed regardless of what LMS you're using. I think this is where centres for teaching and learning really do come in and really shine is helping faculty with the specifics of their learning management system. But again, I don't know if. This doesn't really answer your question, but I would say feedback from students is huge in creating policies and procedures around learning management systems. I think it's a great idea to create these beginner pathways and what are the pitfalls and what are the considerations and accessibility considerations when developing courses online. There's a huge need for that. Yeah. Yeah. Yeah, definitely. Yeah.

JAMIE:

Well, if I can add to that a little bit as someone who does support faculty with learning technologies in the learning management system. And I think our approach on our team and Melanie can speak further if she wants, but we really try to meet faculty where they're at with their level of digital literacy skills and with their knowledge of the learning management system, and then go forward with them from there. It's not a matter of trying to get them to use a whole bunch of activities and a whole bunch of resources in their course shells. It's really where are you at? What is your knowledge? What are you comfortable with? And then if they're comfortable and happy, the odds are their students are going to be comfortable and happy in that same space. So it's really finding out where they're at and moving forward with them, if that makes sense?

BRITT:

I think to add to that too, one of the kinds of approaches is the plus-one thinking. So what's one thing you can do that's manageable that may move you forward in that direction? I was talking

with a faculty member at UVic this week and in my presentation, I talked about, you know, the borrowed from the UDL what's plus-one thinking. And she said, like, Oh, you know, she's like, as faculty, I kind of forget that because there's so much on my plate and there's always new information coming out, new policies and new initiatives, and it becomes quickly overwhelming. So to take it back. What's the one thing you can do, small thing you can do today, and that's enough. You don't have to tackle, like I mentioned, all eight competencies today. You know, there's small ways to move forward. A lot of that, I think also comes from collaboration and community building around the topic of digital literacy, and I really like Randeep's presentation around creating an ad hoc community of practice with your friends or colleagues around these topics as a shared space.

JAMIE:

We have time if there's any more questions. I didn't see any online.

PARTICIPANT:

I'll add on to what Jamie was saying too that at our institution in the learning technology and innovation team. We're trying to offer support through workshopping related to Moodle course design. So thinking about what are some strategies that you can essentially open your course and implement right away that really make a difference, such as certain naming conventions, thinking about the structure of your course from a really high-level perspective and how students perceive and navigate through it. And thinking about just clear assessment instructions and how much that impacts the whole experience and through some just generic examples we try to share just to give off some guidance that way. Hopefully, by the end of the session, you've got some at least tips to again that plus one, what is one thing you can take away that will significantly impact the student experience?

JAMIE:

I have some questions back here.

PARTICIPANT:

I have the question about how we tend to be able to help people that self-select into we need help. But I do know every once in a while you're working with faculty and you get a bit of a glimpse into a course on the LMS, it's like, Oh, my goodness. We know there's a lot more of those people and they're not coming to us. I just wonder if anyone has any ideas about how, like has anyone had a successful almost marketing campaign to what the resources are because I feel like the people that are already seeking out to improve their digital literacy are already going to the BCcampus workshops. They're already coming to their teaching and learning centre, etc. But how do we reach those people who desperately need the help that are not coming to seek it? Because like you say, they're probably really embarrassed, you know, it's hard to see that help if you're that low in the literacy.

BRITT:

If anyone has the answer to that question, then I mean, that's huge.

ANDREW:

Andrew from VCC. I may have a bit of an answer to that question. We created a position a couple of years ago that's still going, and it's going to be going for as long as we can keep getting the funding for it. We've seconded some instructors, and it's important that they're instructors, to be what we refer to as online developers. And they go out and work one on one with faculty, if that's required or with program areas or with departments to go to department meetings, and they're very much focused around UDL and this idea of plus one. And they've created some two-minute videos on how to do some very simple things in our LMS, which is Moodle. They've done, they're finishing a whole series of videos on how to use the Moodle grade book which terrifies people. Having faculty teach faculty. The other thing we've done is we've attempted to train up programs that have program assistants. We've attempted to give those program assistants some of the key skills and some of the basics of good online course design, so that they can it's kind of like a spoke and hubs model because there's only a few of us in the learning support team, so we've tried to kind of extend that competency out to different program areas as well. Whether it's worked or not, I still come across courses where I look at them and go, Oh my goodness. But not as many.

BRIAN:

Hello, Brian from SFU here. Thanks Britt for the presentation. I just wanted to respond to some of the comments and just brainstorming strategies. One of the things that we've done is run cohort programs with instructors where we actually put them in the student role in the LMS, and that just seems to expose a lot of practice that maybe instructors might not readily see for themselves. So I found that very helpful in you know, a lot of ah ha moments where a faculty will notice, Oh, this is why my students aren't noticing XYZ in my courses, and now that I've been in the student role and had that experience. So yeah, just something that can help for sure. And this is in no way a shameless plug for my session tomorrow.

BRITT:

Yeah. It's funny you mention that because I used to work in tech, and we used to actually make our engineers use our platform as customers, and we would give them tasks that they would have to. Common tasks our customers would be doing. We'd make the engineers do it, and it exposes flaws in UX and engineering very quickly when they are trying to place an order and they can't do it or they can't do it in a logical sense because they're trying to do it through the steps that our customers would do. And I think that's a great perspective. How do students, what's the student view and can the students access... You might even see like, Oh, this is what I really wanted the student to do in here. But it's pointing them in this direction. So, that's a great way to do that.

DAN:

Hi, Dan from Camosun, I teach. So here's my perspective. And it takes a certain amount of humility and confidence. Ask your students how they're maneuvering through the thing you've created. Seems to me, I mean, getting that word out, I know is not always easy to faculty.

Simply encouraging them to hear from their students, possibly anonymously, possibly online, in a way that they can get that feedback. I mean, from my practice, it's always one of the things I say is, how is the LMS working for you folks? And as I get that feedback, the feedback gets better and better unsurprisingly. The LMS works great because we've, over 10 years, sorted out the major hurdles. There you go. That's my two cents.

DUNCAN:

Hi, my name is Duncan from the UBC Faculty of Land and Food Systems. And one thing that's worked for us is to have a template for our LMS. So we have Canvas, and I don't know. Maybe this is obvious, but having a template for faculty members and instructors to use in our faculty at least gives them the overview, lets them know about all those things, so we preload things like mid-course feedback surveys. We structure it for them, and then they're able to put that in. And we also have the course evaluations or student experience of instruction surveys flagged, if there's things that come up, then instructors are encouraged to seek out support after those.

PARTICIPANT:

Do you put them in a course that's a bad example, or do you put them in a good course?

DUNCAN:

Thanks. That's a great question. We put them in a course where we model good examples, but also have a few activities, H5P things where maybe you disable certain functions. And so then they do have that student experience of why doesn't this let me do what I want to do? Mostly modelling good but also a couple of experiences that might reveal some bad practice as well.

JAMIE: All right. Thanks, Britt. Thank you.