Brenna Clarke Gray:

Hello and welcome to You Got This! A podcast about teaching and learning and pivoting to digital for the whole TRU community. I'm your host Brenna Clarke Gray, coordinator of educational technologies, and this podcast is a project of your friends over at Learning Technology and Innovation. We're housed within Open Learning, but we support the whole campus community. I record this podcast in Tk'emlups te Secwepemc within the unceded traditional lands of Secwepemcú'ecw, where I hope to learn and grow in community with all of you. And I've been kind of struggling with today's topic and how to bring it up. But we got a letter last week letting us know about a new service coming to TRU in the fall of 2021 -- that's soon -- and that tool? -- Service? -- Product? is called VitalSource. And I have some questions. So let's get into it.

Brenna Clarke Gray:

For those of you who aren't familiar, VitalSource is an automatic textbook billing program. What that means is students pay a flat rate every semester and they get electronic copies of their textbooks. Usually on a rental basis, as long as they have access to the course, they would still have access to the course materials, typically, although the models differ. And as a result, students need to proactively opt out of the service if they don't want to take part. So in order to make that decision, students need to have a fair amount of information. They need to know which textbooks all of their instructors have selected, and they need to know how much those textbooks cost. And they need that information in advance of the course starting if they want to be able to make considered choices about whether or not to stick with the automatic textbook billing program.

Brenna Clarke Gray:

You'll see that VitalSource uses the language "equitable access" for their program. This is some language that they've changed. They used to call themselves inclusive access. That language seems to have fallen out of favour. I call it negative option billing like the cable companies used to do in the nineties, before they got told they couldn't do it anymore. Giving you something and then making you proactively opt out, I think is always a troubling choice from a consumer perspective. I don't know a lot about the VitalSource deal at TRU because it kind of seems to me that nobody really does. I feel like the rollout or the launch so far has been kind of information poor. So I have a few questions that I want to raise today in my little monologue. And I'm hoping that if you answers to any of these questions, you might share them if you've been involved in any consultative process. I haven't been, and, and to be frank -- honest -- vulnerable with you all, as I always am, I feel it's pretty likely that I'm going to be supporting this tool. And I'd like to know a little bit more about how it works. I'm kooky like that. Okay.

Brenna Clarke Gray:

So I've doing a lot of reading about how these programs work and I'm particularly interested in the equitable access quote unquote program and its implementation at University of California Davis. At UC Davis, students were charged $200 a semester under this model, but that is about a one third increase over what we know students are actually paying for their textbooks year over year. That number is always really different from what the university declares as the cost of textbook materials. And I think that's important to remember, right? Students share books or they buy used or they photocopy the readings they need off reserved texts in the library. None of those are things they'll be able to do under the VitalSource program. And so I think that we need to be realistic about how students actually get their materials before we make any claims about cost savings. I'm also concerned because I've heard stories at other campuses that have used models like this, where as large numbers of students opt out

of the service, the cost goes up for the students who remain in the program. And so I'm worried about what the long-term costs look like for our students. I read some interesting research which I'll link to in the show notes that suggests that of all the campuses currently using similar textbook models in the US, only one has ever successfully negotiated a cap on price increases. So I'm wondering if we've been able to negotiate a cap on price increases and what students can expect going forward.

Brenna Clarke Gray:

I'm a little bit concerned about issues of academic freedom. Faculty I know at institutions that have taken on inclusive access programs like this have found a lot of pressure to pick textbooks already in the system. And they're threatened with the fact that if they don't, students might have to pay out of pocket extra for their course materials. So how does that change your relationship to the materials that you teach? And how does that change students' relationships to your course materials and their likelihood of procuring them, even if they're very reasonably priced?

Brenna Clarke Gray:

I have a lot of questions about the reference made in the letter to integration with Moodle. As someone who is on a pretty close first name basis with our Moodle installation, I'm not sure what that's going to look like. I also noticed in the letter that there was a reference to our ability to surveil students more effectively, we'll be able to see if they've accessed their textbooks. That seems, I don't know, do we have the right to do that? Like, what if they're, what if they do go and get their textbook from somewhere else and they're not using the version that's provided in the inclusive access model or equitable access model, does that necessarily mean they're not engaging with their teaching materials. And is surveillance of student learning like that, is that an expectation that administration has a faculty? I think you all know where I stand on the surveillance issue, but I think it's really important for us to talk about what expectations are inbuilt in a system like this. We have some data also to suggest that T R U students in particular prefer a print textbook. And as far as I know, most VitalSource agreements only allow students to print about 20% of any of their course materials. So where does that leave our students who prefer a print option, or importantly students who can't stream or download content because their internet access isn't great. We've certainly seen the impact of poor connectivity this semester for our students.

Brenna Clarke Gray:

And then I have a self-serving question. Increasingly we see these kinds of agreements with for-profit vendors involving non-disparagement language, where faculty aren't allowed under the confines of the agreement to critique the tool as someone who works in educational technologies and also has a big mouth on the internet. That concerns me, my ability to critique all the services we use, I think is integral to my ability to do a good job and to serve you well as faculty. Hmm. So I'm wondering, I'm wondering. I think in general, I have more questions than answers about VitalSource and that makes me nervous. I perhaps am suspicious by nature, but I've seen a lot of bad deals at a lot of institutions. And I worry about an announcement like the one we saw last week that declares that a service is coming without a lot of the contextual information we need to know if it's a good thing or a bad thing for our students. As someone who works in educational technologies, this is obviously something I think about a lot. There are a lot of these kinds of bad deals out there. And I feel like it's at least in part my job to notice and to ask questions, but it's easy to wonder if those questions are welcome. I hope at a university, they are. I hope we're all trying to be critical consumers of all the tools that we use.

Brenna Clarke Gray:

Anyway, thinking about VitalSource, got me thinking about classroom materials in general and the choices that we make. And, and I get a lot of questions from faculty about the course materials they provide to students, particularly as we try to minimize additional costs for students, we want to provide more and more things. But copyright law, like where does that fit in? And so this week I've invited Dani Collins. Dani is a copyright guru over in Open Learning at TRU. And she's also just about the sweetest person on campus. I'll let her tell you all about what you need to know about copyright.

Brenna Clarke Gray:

So today I am here with Dani Collins and I've invited Dani to talk about copyright. In particular, we field a lot of questions about copyright and I have literally zero expertise. So Dani, would you mind introducing yourself to folks and letting them know how they might have known you on campus in the before times?

Dani Collins:

Sure. and also thank you for the opportunity to come and talk to you about copyright. I am Dani Collins, I'm supervisor in Open Learning for editing and copyright. So copyright though they've got a great department. I have an amazing team and they do the copyright for all Open Learning courses. And many of the course packs that go through the print shop are automatically brought to us to review. So you might have seen me -- well, I'm mostly actually in the BCCOL building as an editor. And then about five years ago, I, I was hired then as the supervisor for copyright and editing and I have to admit copyright is daunting or it feels daunting. So I, I get it, but, and you know what, I'm so lucky because I have such a great team of experts. So I I'm referring to them every day though.

Brenna Clarke Gray:

I think it feels really high stakes, right? Like in a way that other other choices we might make in the classroom don't. And particularly now that we've moved fully online, I mean, copyright involves like the law, right. And people don't particularly want to run a foul of the law. I think the number one question that I get from faculty is, "Can I do X," whether it's post a PDF or link to a YouTube video or upload a file from their computers that they're not sure of the origin of maybe, and my un-expert advice is always that you should generally think of your Moodle space for a campus course similar to the way you think of your classroom space on campus, which is to say, yes, you have copyright responsibilities, but also it's, it's a protected environment in certain ways. So I'm willing to have you tell me that that's horrible advice, but I wonder how you approach these conversations when people have questions for you about whether what they can and cannot do in their Moodle shell.

Dani Collins:

Well, I think that I'm just so happy that they're asking the question actually, because copyright can, can, like you said, it's, if it's feels so obstructionist and you know, we're trying to create environments and, and learning, facilitate learning environments where, you know, we're being creative and innovative and, and copyright just feels like something that is like obstructionist to that. You know, it doesn't allow us to do things, but actually if you kind of flip the coin a little bit and this is how I've sort of wrap my head around it, because it, it certainly felt that way to me. If you flip the coin, it's really a rights for users as well. So and you know, a lot of us are going to be, you know, students and faculty are going to be making and creating lots of innovative files and art and, you know, anything: research, all of that kind of stuff. And it's about protecting that too. So, and then to go further from that, it's actually about respect. So if, if you are somebody that creates anything or you know, does research or anything like that and you were creating something original to you or something, or you're taking something that's already

created and you are making it further or more useful, or however you want to look at it. I mean that that's -- protecting copyrights protects you as well.

Dani Collins:

Now you're -- back to your, your advice to faculty. That's excellent advice. And even better than that probably is, is if you're ever unsure, come and talk to us, but yes, we have copyright exceptions and the Copyright Act. So those are especially for education purposes and parody and, and so on, but for our purposes, of course, education, and, and we can help you decipher what you need. And, but there's all sorts of exceptions that we can use to clear what we call clearing the use of third party materials.

Brenna Clarke Gray:

I liked a bunch of things that you said there, like, I want to tease out a bunch of different components because, you know, you mentioned this idea of respect and care and treating material that you find with respect and care, which I love. Not just because that's a primary interest for me, but because I'm always thinking about what it is we mean, as a scholarly community, when we say that we operate in a culture of academic integrity, right? Because so often "culture of academic integrity" really means here are a bunch of rules we expect students to follow, right? Let's, that's often what we mean. But I'm interested in the ways in which we model a community of academic integrity by taking things like copyright seriously in our classrooms. And I think, yeah, I think that's really important for students to see, right, that academic integrity isn't just about citing your sources. It's about a respectful handling of material. And we can model that in all kinds of ways that I think is really cool.

Dani Collins:

We've certainly seen an increase in, in ways that publishers have, have kind of monetized materials for sure, but especially now with COVID and so on. And so, I mean, I understand the cynicism there, if, if anyone did have cynicism about, you know, looking at it as, as a function of caring, but it really is about caring and respecting the work of others. So, and we hope that the others would also be respectful and, and academia, you know, academic work is about respecting. I would argue in a lot of ways, it is about respecting ideas and, and respecting innovation and, and modeling that for students. But that's, that's the whole foundation in my head anyway.

Brenna Clarke Gray:

And it seems to me that I think sometimes people fear reaching out about copyright issues because they really don't want to hear that they can't use something right. For good reason. Maybe they've already built lesson materials or it's a source that they just, they know they really need in their courses. But it seems to me that more often the conversation isn't about yes or no, it's about, you know, how is attribution expected and what aspect of Fair Dealing are we leaning on to make use of it and that kind of conversation am I, am I right in that?

Dani Collins:

That's right. Yeah, absolutely. So the first thing is, is, well, I should mention that just because you have attribution for something doesn't mean that you have the right to use it. So everybody, yeah. Everybody has, or creators have copyrights, no matter what. So that's the other thing that, you know, trademarks and patents and all that kind of stuff can also be applied to academic materials. But you should also know that no matter if there is a trademark or patent or any kind of attribution on something, somebody has created it and they have rights. So you have to really keep that in mind, but you want to

make sure that you are, you know, giving credit where credit is due. You're getting credit to the right person. And you're right. More times, you know, nine times out of 10, it's usually a matter of how, and if we can't get, if somebody is absolutely adamant that they do not want us to use the work, most people are thrilled by the way. And they're, they, they love it. And they're, you know, really thankful that we are asking for permission or, and some people, yes, they want us to license the material. For sure. That's understandable. That's how they make their living. But there's always a way that we can use the material or we can find a suitable alternative.

Brenna Clarke Gray:

That's okay. That's exactly what I, I think faculty need to hear. So if someone is wondering if they're doing things properly is the best way to just start with an email to you folks, to just open up a conversation or is there a process that they should follow that probably they don't know about?

Dani Collins:

Well, normally, okay. So there's a few things there normally right now, you know, there's probably a lot of faculty that want to use things from textbooks. And so whatever you're using, whether it's from textbooks or websites, you always want to make sure that you've documented what you're using so that you know, one, you're credit giving credit where credit is due. Like we talked about before, but, but also you always want to make sure that you've got that documented. So if you do have permission or you do have somebody coming down the road and, and believe me, publishers and rights holders, and, you know, all sorts of, they've got middlemen bots on the internet and they are searching for stuff and they find it and they send faculty all sorts of nasty letters saying, if you don't take this down, or you already owe us $300, because we know when you're using this in your course, and, and you understandably, that is quite distressing.

Dani Collins:

So you always want to make sure that you, you have documented what you're using and how you're using it. So if you have permission, for instance, you've got a written record of that permission. If you've always have a written record. It's not enough -- and, you know, if somebody is giving you permission, they're more than likely willing to give you some, you know, shoot you off an email saying, yes, I give you permission to use this or so on. So you always wanted to make sure you have some sort of written record in your files. And that also helps us. If you're not sure you can absolutely send us an email, but, but we need to know what it is exactly that you're actually using. Well, lots of times we run into the problem where even though I know it's, it's kind of challenging sometimes, you know, especially if you're a creative person and you're a faculty member who's trying to put together a course pack or, or, you know, even just a lesson for the next day or something, and you're all excited and it's hard to kind of say slow down and, and document, Oh yeah, I got this from this. And I got this from that. And lots of times what happens is we faculty come to us because they're not sure. And thank goodness they are coming to us, because lots of times we can find the material, but it takes a really long time to do reverse searches and all that kind of stuff. And lots of times what faculty do is they, they say, Oh, well, I just did a Google search. So just type in, you know bears and, and Google, and you'll see. Nope, it doesn't work that way. So we need the direct URL. If you're getting something from online or if you are getting something from a textbook, we often need to know what textbook, what the page numbers or at least the chapters are. But, you know, going back to what you can use, we have the, on the intellectual property website, we've got all sorts of information about our Fair Dealing policy copyright exceptions that we can use from the Copyright Act. We've got a frequently asked questions, which I'm told is really helpful. You know, there's so many things that you can use, so don't let the copyrights scare you. There's

so many things that you can use and we are all, you know, well, my team is really, really amazing at helping find ways to use the materials and, or find alternatives.

Brenna Clarke Gray:

Yeah, that's fantastic. I will link to resource in the show notes, so people know where to start the conversation. I'm gonna ask you a really basic question. You may laugh, but it's a question we hear a lot and I'm, again, not a hundred percent sure I give people the right answer. So I'll ask you live on the air. Is there a difference when it comes to copyright between taking something and using it in your course materials or uploading it directly to your Moodle shell versus just posting a link to that material, to where students can find it themselves?

Dani Collins:

Yes. So there, there is a big difference there. One of them is when you're linking to something in your Moodle shell, you are sending the student to their platform. So that is totally okay. That's always okay. When you are actually uploading or downloading or whatever, the material, and you're posting it directly into Moodle and you're linking it to, to, on our platform and Moodle, you're what you're doing is you're actually making a copy of it. And you're what they say, redistributing the material. So we're, we're lucky in a way, because with the with Moodle, we can actually look at Moodle as sort of like a virtual classroom environment. And because it is password protected, so many things that you would use in the classroom would be okay to use in Moodle. So I don't want that to scare people, but, but that said it's always much safer, I guess, if you will, to link to materials on there, send students to that original platform.

Dani Collins:

Now there's a few problems with that though, that we'd run into sometimes. And one is that sometimes links are unstable. So the creator you know, has taken it down or the whole site has gone down. So if something is like really important to your, to your class, like an assessment or something, if you've got a quiz that you're sending students still link, that's gone down, well, that's going shut you down. That, that's not going to work. So just keep that in mind. And, and the other thing is, you know, if you are sending students to, let's say YouTube to watch a video, a lot of people don't think about this, but you're also sending students to all the comments that are underneath. Sometimes you're, you're sending students to websites that have, you know, questionable advertisements or so, I mean, you have to kind of think about that as well. So I'm, I'm kind of sounding like I'm, I'm saying no links, but, but I'm just asking faculty to consider those things. And lots of times, like I said, we are able to post the material in Moodle. So if you are at all concerned about what else students are going to see in addition to the material, or if you're worried about unstable links, then, you know, give us a call and we'll help you figure out a way to post it. But you want to make sure that, you know, if, for instance, you're, you've got a PDF of a chapter of a book that's fine. So, you know, that's falls under our Fair Dealing policy; journal articles that you've got, a journal article that you want to post that's generally all right, too. So there's lots of things that we can do.

Brenna Clarke Gray:

No, that's good to know. I have a question that maybe is very specific, but I'm realizing I don't actually know. And that is -- so with Kaltura, one of the functionalities that Kaltura has that is nice is you can basically add a YouTube video to your Kaltura account and it's intended as a way to circumvent exactly what you're describing, where, you know, you send students to watch a YouTube video, and then they

end up in the comment section and that's not always a healthy place to be. But I'm wondering what the implications are for copyright there, because you're no longer re-linking, you're putting it on our platform. So is that something that folks should have a chat with you guys about before they decide to do?

Dani Collins:

Yes, definitely. So yeah, like I said, nine times out of 10 say it's likely going to be okay because it's, it's, you know, still behind a copyright sorry, password protected environment. Right. So it's still likely going to be all right to do that, but, but lots of times there's, there are exceptions to that. So it's probably good to give us a call. The other thing too, is, is transcripts. So we, I was listening to your podcast with Carol and Carolyn last week. And I was thinking about, you know, accessibility and, and, you know, all these great things that we're talking about with, you know, providing close captioning and transcripts and all that kind of stuff. But in fact, with, with copyright, we have to be careful with creating transcripts, because that is actually considered in lots of cases to be making a copy or, or to, you know, making a copy of some aspect of the video, which is really strange to wrap your head around, but it is sort of like making or adapting a copy. So it's normally, it's usually okay, but we just have to be careful with that. So it's probably best to run those by us if you can, but yeah.

Brenna Clarke Gray:

That's really good to know. And it's interesting to think about how, you know, you might be doing something because you're trying to be accessible. So you make a transcript of a third-party video without really thinking about the fact that that's not yours to transcribe in the first place necessarily. So I think it's just really helpful for faculty to know that there is guidance available. I think that we forget that there's people on campus who know what they're talking about with this stuff and where we can go to just, you know, run something past people who know and, and make sure we're not doing the wrong thing ironically enough, in the quest to do the right thing.

Dani Collins:

Yeah, exactly. And I think that probably sums up where most faculty are. They're trying to do the right thing by their students. And so, you know, the last thing, and that includes being creative and innovative and, and encouraging students to do the same. So the last thing we want to do is discourage that, right? So there's always a way that we can pull it off. So it may not be the exact material that we want or, and it may have a license, but, you know, we find ways to do that. And, and if it's, you know, there's there, you know, there's some funding sometimes for that. And, and we've got so much, like I said, my team has so much expertise and experience. They know where to find things, it's, it just blows me away. It's like magic. They're so good. And you know Patrice and Mark have have library experience and we've been working pretty closely with the library -- a little more closely anyway with the library. So they're great resources as well. And, you know, Rochelle is -- some of the faculty members might know Rochelle because she reviews many of the, most of the course packs. So, and she's just amazing. So yeah, where there's definitely support available and we have, of course we have the website. So all of those, you know, if you're looking at that, you've probably heard the Fair Dealing policy quite a bit. There's details about that. And, and when you should, you know, get permissions and when you can use for dealing, when you can use the exception. But like I said, when in doubt, just give us a call.

Brenna Clarke Gray:

I really like the way you position this conversation, Dani, because I know when I was a full-time teaching faculty, I often saw copyright as a thing that got in my way or cost my students money, or but it's useful to think about it instead in the kinds of terms we've been talking about today, one that there is support to help make the right choices for your classroom, too, that the whole team is really committed to getting you the materials you need to use, that nobody is there to be obstructionist, or just stand in the way and three that it's ultimately about this larger conversation of respect and academic integrity and what we model for our students should be what we want them to do in their own academic practice.

Dani Collins:

That's right. And, you know, you just sort of reminded me, I'm sorry, but you reminded me of you know, we're talking about indigenizing the curriculum as well. And you know, that I think is, is really where I sort of had started with thinking about respect and the care of materials is, is when I was thinking about indigenizing the curriculum and, and some of the articles that I've read around that. And, you know, I don't think that it hurts anybody if we are reaching out and asking for permission. So it's are, you know, I think that that is really just respectful for everybody. So but I think that, you know, traditional knowledge, it needs to be respected that way. And I think by extension, everybody's creating creations need to be respected that way. So and modeled for students, you know, everything's so available and so fast paced, and you can almost not even catch up to what's happening with technology. But, but I think that, you know, when you look at the, any, you look at the materials with, you know, the idea of care and respect. I think that that's giving us something that we actually really, really need the faster pace we get with this technology growth and all of that. Then I think the, the more we need to have those conversations about making assumptions about the materials and how the creators want them to be used and all of that kind of stuff. So it sounds daunting, but I think it's so important to have those conversations.

Brenna Clarke Gray:

I think it's worth thinking about the kind of culture in which you want your own work to be, right? And that's something we talk about with faculty all the time. We're really careful sometimes too, to some faculty frustratingly careful about, you know, who gets access to your course, you know, we'll sometimes get an email saying, can you just make me a teacher on this course so I can pull some of these materials. They said, it's fine. And it's like, I, I'm not, I believe you that they said it's fine, but I need them to tell me that it's fine because I respect that person's materials and I respect the, your materials. And I want, I want everybody to understand that this is part of a larger conversation that we're having together and not something that we impose on each other. And they think, we think about how we want our own teaching materials to be treated. That helps us to recognize the value of having the larger conversation about copyright and not thinking of it as an impediment to the work we want to do. Dani, we're getting kind of to the end of our chat today, and I wonder if there's anything we haven't talked about that you would like to raise or anything that we, anything that you just wish faculty knew about the copyright process or what your team does. It's sort of like a, whatever you want section of the chat?

Dani Collins:

Well, I, I think that -- I think we just need to focus faculty on, you know, like I said, the respect and care for, for other people's materials, but also you know, if we bring it back round to the Copyright Act where, where, you know, that's where our, our exceptions are that we use for education purposes. And, you know, if we look at the Fair Dealing policy that we have, which is actually a guidance supplied by universities, Canada, so it's actually not based on, on the Copyright Act per se. So we, you know, we have everybody talks about this 10%. You can use 10% out of Fair Dealing and that kind of thing, but

that 10% is actually just a bright line that we use. So there's not, that's not like set in stone in the Copyright Act. So really the Fair Dealing policy that we have, like I said, it's been sort of a guidance from universities, Canada. So a lot of us are using the same variation of those same guidelines and policies around using third-party materials, but really there's actually six factor analysis. And, and this kind of relates to this care idea because what this is is, is when we look at Fair Dealing where we're saying, okay, well we think, you know, 10, roughly 10% is a small enough excerpt that it would be considered fair, right? So we're not, we're not re copying the entire, the work in its entirety. And we're not distributing it in its entirety, same thing with an article, from a periodical or newspaper. So one article out of an entire newspaper is, is deemed fair. So I'm using my quotation, so you can't see me, but I'm using my little quotations. And, and then, you know, the same thing if you've got like an entry from encyclopedia annotated, annotated bibliography, or a dictionary, and like a reference work of some sort this is important for if you're using images there's artistic works that contain other artistic works. If you're just using one image from flat, then that's considered fair, but, but there's other factors as well, as, you know, you're, you're really thinking about are, if this is the creators way of life this is their income, am I, am I actually circumventing that income? So that's another way of looking at it. So is it fair for me to go and make a copy of this person's work and kind of certain meant that the payment or licensing so that I can use it, but they're not getting paid at all. So if there's other works that are available, that we can use, then that's not really fair. There's my quotations again. Right, right. So, so you're really thinking about it in terms of somebody's livelihood and there's also moral rights. So if you're taking something, you know, a picture that somebody puts on Unsplash and they've even put a creative commons license on it, and all you need to do is that the attribution on that, and you think that you've called it a day, they still have moral rights as well. So if you're using it for nefarious purposes and you can, you know, you can kind of fill that in, however you, but if you're using it to say that, you know, you know, to make racist comments or whatever, you know, if you're doing something like that, then, then that person has the right to not let you use it and, and take it down or whatever. So that's the best case scenario. So even with these creative comments licenses, which you need to make sure that you have the attribution in many cases that that's all they need. Do you want, you want to make sure that they, you know, you're, you're also using it in good good faith as well.

Dani Collins:

And the only other thing I have to say is public domain works. There's lots of public domain works that we haven't really talked about, that you can use, and you don't actually need an attribution for public domain works. And that includes public domain works that are older, you know, because they've, they've actually gone past their copyright date. So there's lots of things then we can, like I said, we can help you find those, but you don't need, you can use those, however you need to, however you want to, you don't actually need an attribution for those, but I encourage faculty and ask students to actually do provide some sort of attribution for those, just because that's modeling back caring, respect.

Brenna Clarke Gray:

My first experience of using OER before I even knew that OER was a thing was that I was teaching a British literature survey course. And I looked at the price of the Norton anthology. And I was like, but all this stuff is by dead people. I'm not going to make my students pay for that. And so I spent the summer putting together a, basically a PDF of Gutenberg texts of the things I wanted to teach in the class. And I didn't even know that there was like a movement of people doing this. I was just, it just seemed like a reasonable thing to spend my time doing. And it was such an interesting experience with the students because everyone had the book Dani, which I had never experienced before as an English prof. Everyone

had the book. So I think when we, when we think about ways to reduce costs for students, but still fulfill our responsibilities under copyright, public domain work is amazing.

Dani Collins:

Absolutely. And you know, we are really, we're really mindful of the fact that, that those licensing costs and, and you know, if we're using materials like textbooks and stuff, that that costs absolutely trickles down directly to students. So we are mindful of that, but, you know, there's, there's also the other side of that, which is, I really like -- like I have some art history books that I had when I was in college that I, you know, hundreds of dollars, but I, I love it. I value it to this day. So there's, there's something to be said for that, but it's, they are so expensive and getting more expensive every day. So.

Brenna Clarke Gray:

Oh my goodness. You reminded me of how I leveraged my art history textbook because I was the only one of my group of friends -- my parents used to help me pay for textbooks, that was like the thing -- and so I was the only one who always had all the books and we took this art history class on Wednesday nights from 6:30 to 8:30. And my friend Jon didn't buy the textbook. But what he did was he stopped at McDonald's on the way to class. And he used to buy like a bag of dollar burgers. That's how old I am. A bag of dollar burgers to class, and we would share my textbook and we would share the bag of dollar burgers.

Dani Collins:

See, now what would you have done.

Brenna Clarke Gray:

That's how you leverage course materials.

Dani Collins:

That's awesome.

Brenna Clarke Gray:

Oh, thanks so much for this chat, Dani. I think it's really valuable to just demystify some of this conversation and, and open the channels of communication to campus faculty about these issues. Because I, I, I don't think there's any ever any malice around not addressing copyright. I think it's a combination of being maybe fearful of the process in terms of what it's going to mean for your course development and just not knowing. So I'm going to point people to the resources that you've mentioned. And also just, I think it's just nice for everybody to know that you're an extremely friendly person who is very helpful.

Dani Collins:

You think I'm friendly, you should see my team and they're actually much more articulate than, than I am about all this stuff. They know their stuff backwards and forwards. So yeah.

Brenna Clarke Gray:

Yeah. Hopefully we can get more of a discourse happening on the campus side, especially as we look towards, you know, a future that might involve quite a lot of hybrid instruction. I think this whole putting things on Moodle is not a trend that's going to pass. I think it's here to stay

Dani Collins:

Right. I feel like that as well. You bet.

Brenna Clarke Gray:

Thanks so much for your time, Dani. Take care. Take care. Bye.

Brenna Clarke Gray:

So that is it for episode 20 of You Got This! As always if you want to write to us you can email me. I'm bgray@tru.ca. I'm also on Twitter @brennacgray. And in both cases that's Gray with an A. All of our show notes and transcripts are posted at yougotthis.trubox.ca. Of course, you can always comment on individual episodes there.

Brenna Clarke Gray:

I'm going to leave you today with a Tiny Teaching Tip, maybe a tiny reading tip, a tiny critical exercise tip. I'm really struck by some of the language in the VitalSource letter we got this week. I'm struck by the language of equitable access. That's a term that is used in education, as many of you probably know, but it's a term that's used to describe trying to break down that digital divide between and among students. It's about openness in education and about resourcing students more effectively. It's not usually about charging them $200 a semester for their course materials. This got me thinking about how often we invite students into the discourse of our disciplines. So I'm asking this week as I flex my own close reading muscles, is there something that you can ask students to do that will engage them in the discourse and the vocabulary of your discipline in a more critical way? Are there word choices in their readings that they could critique and ask questions about? Are there ways that your discipline uses language that you have questions about that you could post to your students? I, for example, still kind of have to look up constructivism every time somebody says it to me and I'm really supposed to know what that means. Sometimes I think about the way jargon and specific language invites us into a discipline, to be part of a community. But lately I'm thinking about how jargon and discipline specific language keeps other people out. And when I look at something like the equitable access language with VitalSource, I'm definitely thinking about the way language can be used to circumvent really good questions. So that's my Tiny Teaching Tip for this week. Let's get jargony together.

Brenna Clarke Gray:

And until next time I am powered by frustration and rage, but still, always happy to talk to you. I'll see you next time. Bye-Bye.