**ANNUAL PROFESSIONAL ACTIVITY REPORT (APAR)**

**OF FACULTY MEMBER TO THE CHAIR AND DEAN**

7.2.1 An APAR is a formative tool for a Faculty Member to report on their current academic year’s activities, goals and outcomes as they relate to the Faculty Member’s research/ scholarship, teaching/professional role, service, and professional development, as well as identify specific goals for the upcoming academic year.

**BIPARTITE APPOINTMENT**

**FACULTY/SCHOOL: Open Learning**

**DEPARTMENT: Learning Design and Innovations** **NAME: Marie Bartlett**

**RANK: Instructional Designer**  **YEAR UNDER REVIEW: 2019-2020**

**ON LEAVE (DATES): TYPE OF LEAVE:**

**TENURED:**  **TENURE TRACK: Yes**  **LTC:**

**This form conforms to Article 7 (Performance Review) of the current Collective Agreement between Thompson Rivers University (TRU) and the Thompson Rivers University Faculty Association (TRUFA).** Please note that while this form allows for expansion or condensation of each section. Please put N/A if a section is not needed, no heading should be deleted. Submission Deadline: **June 30** (see Article 7.2.2).

The APAR must contain **sufficient detail of the Faculty Member’s activities, goals, and their outcomes to enable the Department Chair and the Dean/Director to review the Faculty Member’s performance and to provide the Faculty Member with appropriate guidance to improve their performance**. Such review must be received no later than October 31st.

**List only activities undertaken during the year under review.**

**I. TEACHING/PROFESSIONAL ROLE**

**COURSES TAUGHT** (List Undergraduate Courses First)**/ MAIN PROFESSIONAL ROLE DUTIES**

Course No. Course Name Term New Preparation

N/A

**CURRICULUM DEVELOPMENT**

Course No. Course Name

**PSYC 1111** Introductory Psychology I

**PSYC 1211** Introductory Psychology II

**ECON 1901** Principles of Microeconomics

**ECON 1951** Principles of Macroeconomics

**HRMN 2821** Human Resources Management

**CMNS 3161** Media, Entertainment and Pop Culture

**CMNS 4241** Strategies in Crisis Communication

**BUSN 6021** International Business

**BUSN 6051** Supply Chain Management

**BUSN 6071** Project Management and Consulting Methods

**BUSN 6951** Research Methods, Preparation and Presentation

As an Instructional Designer, I lead teams of SMEs (Subject Matter Experts), and provide professional consultation in the development of online course curriculum. My leadership role consists of organizing and chairing SME selection committees, collaborating with respective departments to ensure curriculum alignment between campus and open learning, and guiding development teams through the different stages of course development. My professional role focuses on providing curriculum development specific feedback on online course design, including content layout and presentation, as well as the creation of learning activities and assessments that support and test course learning outcomes.

**Started this year:**

This year, I started working with SMEs on major revisions of the following courses, arriving at various stages of curriculum development completion: **PSYC 1111**, **PSYC 1211**, **ECON 1901**, **ECON 1951**, and **HRMN 2821**.

**Carried over from last year:**

A major revision of **BUSN 6071** and **BUSN 6031** are in progress since last year.

**BUSN 6951** (major revision) curriculum development is completed, and I am working with editors and IPO (Intellectual Property Office) colleagues on preparing the course for production, to be released to students in September 2020.

Carried over from last year, **CMNS 3161** and **CMNS 4241** are new courses that are edited and cleared by IPO, however, they are held in production because latest consultations between OL (Open Learning) and the department of Journalism, Communication, and New Media resulted in an agreement that requires all OL CMNS courses to have invigilated final assessments. The assessments in **CMNS 3161** and **CMNS 4241** were designed to give students an opportunity to work on final projects that they could use in their professional portfolios, but the projects are not invigilated. I am working with Curriculum Services on revising the final assessments.

**Completed:**

The major revision of **BUSN 6051** is complete. I signed off on the course and worked with the OLFM on minor adjustments after the first offering.

**Instructional Design Highlights:**

Some instructional design highlights include the creation of original case studies for **BUSN 6051** (3) and **BUSN 6071** (2+). The case studies focus on businesses in British Columbia and Kamloops, and provide students with opportunities to apply their learning to local scenarios. I also worked with TRU’s legal department and created documents that allow us to copyright the case studies as OER (Open Educational Resources). I am working with BC Campus to add the case studies to their OER collection.

**BUSN 6031** has an exceptional amount of original video content.

**PSYC 1111** and **PSYC 1211** will feature assessments during which students apply learnt concepts to their immediate settings by conducting surveys and simple pre-defined experiments. Before implementing the assessments, all student interaction with human subjects will be reviewed and approved as classroom projects by TRU’s Research Ethics Board.

**OTHER INTERNAL AND EXTERNAL ACTIVITIES RELATED TO TEACHING AND LEARNING/PROFESSIONAL ROLE**

Examples: Internal and external mentorship and supervision related to teaching, mentorship of colleagues **(**e.g.-helping junior colleagues to improve their teaching skills, organizing teaching workshops); supervision of undergraduate and graduate teaching and lab assistants, curriculum development and development of materials to support learning; innovative course design; outreach activities; improvement of the learning environment for students such as providing assistance with student conferences, exchanges or field trips; supervisory responsibilities other than those mentioned above – specify; liaison with high schools; also list any honors or awards related to teaching and learning

**OL COURSE ASSESSMENTS**

I worked with the OLFM (Open Learning Faculty Member) to change assessments and add a final examination to **HRMN 2821**. We also updated the Course Guide and OLFM Guide.

**MKTG 4411** assessments had to be updated due to Ethics concerns.

This spring, when face-to-face final examination sittings were not possible due to the spread of COVID-19, I helped to review Open Learning course assessments to recommend alternate final assessment strategies to respective departments.

I then worked with OLFMs and colleagues in production to develop alternate final assessments for the following courses:

**PSYC 1111**

**PSYC 1211**

**PSYC 2101**

**PSYC 2161**

**PSYC 3621**

**VISA 1111**

**VISA 1121**

**TEACHING RESOURCES**

Work is ongoing on the **SOBE Graduate Programs OLFM Orientation**, which progressed this year but is not finished.

**Open Educational Resources**

**Textbook**

Together with the IPO and editing teams, I have been providing instructional design assistance to a SME in the adaptation of an open textbook, **Introduction to Psychology, 2nd Canadian edition**. The work on this resource started last year, and we are hoping to have the textbook ready for students in September 2020. The new edition features Canadian perspectives, newly organized visually enhanced layout, and new activities. Care has been given to proper media and resource attribution, and increased accessibility. This open textbook will be used in **PSYC 1111** and **PSYC 1211** which are undergoing major revisions. As such, the two Psychology courses will be ZTC (Zero Textbook Cost) to students. This textbook is supported by BC Campus and TRU funding.

**Case Studies**

**SOBE Graduate Programs**

Last year, I worked with a SME to develop three original case studies to enhance a major revision of **BUSN 6051.** The case studies, **TNRD-RV Center, Western Plumbing Company, Agriculture Nutrient Supplies Company**, are successfully used in the course and I am now working on completing paperwork to copyright them as OER. I am also working with BC Campus to add the case studies to their collection.

**Indigenous Business Case Studies**

Since last year, I have also been working on three case studies that are currently not attached to any courses: **Gift ‘n Gab, Moccasin Trails,** and **Quaaout Lodge and Spa**.

The three case studies are in progress, with Gift ‘n Gab being the closest to completion.

The initiative is a collaboration of OL, SOBE Graduate Programs, and Office of Indigenous Education. Focused on Marketing, an OL team interviews owners and employees of indigenous businesses in the interior of British Columbia. Resulting content is media rich with minimal, instructionally focused written sections. All video and audio files are fully transcribed. As an ID (Instructional Design) lead, I have organized and partook in the development process, worked with the legal department to create OER specific forms, and took the initiatives to TRU’s Research Ethics Board for approval. My hope is to use the case studies in TRU’s Business courses and add them to the BC Campus OER collection.

**GRANTS**

The SME that I worked with on the Indigenous Business Case Studies and I received **TRU’s Open Education Resource Development Grant (2020-2021)** to develop two more case studies.

**PROFESSIONAL DEVELOPMENT**

Examples: evidence of maintaining currency in subject knowledge or professional role through attendance or presentation at workshops, seminars, readings, conferences, professional meetings concerned with the discipline or improvement of teaching etc; demonstration of course development, course preparation and teaching methods; publication of articles, commentaries or reviews related to teaching; sharing and disseminating your pedagogical expertise; goals for next academic year etc.

**PRESENTATIONS**

Atkins, T., Bartlett, M., & Sandhoff, T.. (2020, February 18). *Open a new door to activities in critical analysis – engage your learners through images* [Presentation]. 16th Annual Teaching Practices Colloquium: Celebrating 50 Years of Teaching and Learning at TRU, Kamloops, BC, Canada. <https://digitalcommons.library.tru.ca/tpc/2020/>

Bartlett, M. (2020, May11-13). *OERs are not just for students: Transforming curriculum design through OER creation* [Conference session]. CNIE-RCIÉ 2020 Conference, Montreal, QC, Canada. <https://doe.concordia.ca/cnie2020/wp-content/uploads/sites/9/2020/03/cnie-program-march-9-2020.pdf> (Conference canceled)

Bartlett, M., Frudd, J., & Sandhoff, T. (2020, May11-13). *Creating a process to fulfill a vision of an OER case study focused on indigenous business* [Conference session]. CNIE-RCIÉ 2020 Conference, Montreal, QC, Canada. <https://doe.concordia.ca/cnie2020/wp-content/uploads/sites/9/2020/03/cnie-program-march-9-2020.pdf> (Conference canceled)

Harrison, M., & Bartlett, M. (2020, April 21 and May 14). *From real time to anytime learning* [webinar]. TRU, Kamloops, BC, Canada.

Ives, C., Bartlett, M., Clark Gray, B., Johnson, N., Dishke Hondzel, C., Stranach M., & Loy, K.. (2020, February 18). *Transformative curriculum design through OER creation: Reports on a pilot project* [Panel discussion]. 16th Annual Teaching Practices Colloquium: Celebrating 50 Years of Teaching and Learning at TRU, Kamloops, BC, Canada. <https://digitalcommons.library.tru.ca/tpc/2020/>

Ives, C., Martin, P., & Bartlett, M. (2019, November 13-17). *Using unconferences to build community and provide responsive faculty development* [Poster session]. The 44th Annual Professional Organizational Development (POD) Network Conference: Connection: Closing the Distance, Pittsburgh, PA, United States. <https://docs.google.com/document/d/1xfRltGDkUvF6q57dEHDjiJce8yU3OfVNUNvt_rLAVrs/edit#heading=h.yfd5f5adln5q>

**ATTENDANCE**

Teaching Practices Colloquium (2020, February 17-18), <https://www.tru.ca/tpc.html>, TRU, Kamloops, BC.

TRU Professional Development Week: Engagement through “Communityship” (February 19-21), TRU, Kamloops, BC.

TRU Sexualized Violence workshops. <https://www.tru.ca/current/wellness/sexual-violence/education-and-prevention.html>

Gray, B. (2020, June). Summer Camp Sessions. [Webinar]

Gray, B. (2020, June 23). Moodle 101. [Webinar]

**OTHER EVIDENCE NOT REFLECTED ABOVE**

I was planning to attend sessions at the CNIE-RCIÉ 2020 Conference in Montreal, QC, where I was accepted to present on two topics. The conference was cancelled due to COVID-19.

**II. SERVICE**

**INTERNAL**

List activities for your Department, university-wide responsibilities, community e.g., committee work; specify term and any special positions, e.g. Chair, Program Coordinator; also list any departmental, faculty-wide or university awards and honors related to service.

**Department:**

**Graphic recording and facilitation**. I contribute to Instructional Design meetings by visualizing concepts and processes through drawings, as needed.

**Help desk/Office hours** synchronous consultation hours for faculty that need help with transitioning their courses from in-class to alternate delivery formats during COVID-19 (spring 2020, ongoing). I have been attending Help Desk hours in a rotation with my fellow IDs, contributing instructional design expertise. This is to support our OL Educational Technology and Production colleagues.

**Alternate modes of delivery workshop assistance** (spring 2020, ongoing). I helped my ID and EdTech coordinator colleagues during their workshops by answering participant chat questions during sessions, as needed.

**PLAR** assessment rubric (June 2020). I was asked to review PLAR’s competency-based assessment rubrics to provide insight on a concern that the distinction between LL and UL (lower level and upper level) credit is blurred.

**University:**

**Envision TRU** (September 2019-March 2020). I worked with TRU’s Marketing and Communications department during various stages of TRU’s visioning process.

I captured four community consultation sessions through large scale graphic recordings, I participated in focus groups that reviewed vision, mission, and value drafts, and I drew a large scale timeline of the visioning process. I also shared my thoughts on the new vision in an institutional video.

* Community consultations – photos of graphic recordings: <https://www.tru.ca/__shared/assets/community-consultation-graphic-recordings46108.pdf>
* Graphic rendering of Envision TRU timeline, as well as my thoughts on the new vision are captured in this video: <https://www.youtube.com/watch?v=8xY0dbUC29A>

**International Day against Contract Cheating** (October 2019). I worked with OL and Student Services colleagues to organize an interactive visual display for a student academic integrity event. I also drew a large scale infographic, showing the different supports that students can access.

**Research and Graduate Studies** (January 2020, ongoing). I have been working with a group of colleagues and students to design a layout of an TRU’s Undergraduate Research Network website: <https://curn.trubox.ca/>. My involvement is to visually assist in organizing content blocks and help oversee some production elements of the site.

**CRICKET: Course Resource Kit** (ongoing). Together with colleagues from OL, CELT (Centre for Excellence in Learning and Teaching), and the Library, I am working on the development of a course resource website for faculty members and OL developers to use when planning and creating curriculum. I mostly contributed to the Activities section, page layout, <https://cricket.trubox.ca/learning-activities/>, and provided some original visual elements (crickets). This site is intended to be an OER.

**CAISSIE: Critical Analysis of Images OER** (ongoing). <https://caissie.trubox.ca/> This year, I worked with two campus faculty members to use CAISSIE for assessed activities. I spoke to students during classroom visits and helped structure the assessments. I also added a brief Educational Resources section to the site.

**Individual ID consultations** (spring 2020, ongoing). I provide instructional design one-on-one consultations to campus faculty member colleagues, helping them plan their alternate course delivery and recommend appropriate online activities to replace their in-class equivalents. To date, I have worked with faculty members from Sociology, Anthropology, Visual Arts, Nursing, and Psychology.

**Community:**

**Local food to school learning circles** (November 2019, ongoing). I provided graphic facilitation and recording services during two learning circles in November; one at Tk’emlúps te Secwe̓pemc and one at Skeetchestn Indian Band. The ideas collected during the learning circles are now being translated into specific projects, and I continue to take part in two of them.

* I am a member of **Tk’emlúps te Secwe̓pemc Food Sovereignty Advisory Team** and attend regular meetings. Among other goals, the focus of this team is to establish a food forest at the Sk’elep School of Excellence. I contribute graphic facilitation and visual representations of ideas.
* Together with K-12 teachers from the Sk’elep School of Excellence and Skeetchestn Community School, and a permaculture designer, I provide instructional design assistance in developing learning activities connected to the food forests and gardens at both schools. The goal of the **Curriculum Development Team** is to have a pool of activities that K-12 educators could draw from to foster food sovereignty in their communities.

**Kamloops Naturalist Club** (February 2020). I provided graphic facilitation services to the Kamloops Naturalist Club, to assist in their visioning process.

**Language Support** (November 2019, ongoing). I provide language support services to a Czech family on an ongoing basis.

**EXTERNAL**

List all external professional contributions, e.g., editorships, journal and manuscript refereeing, refereeing of exhibitions, memberships in professional organizations (list administrative positions), grant proposal reviews, consulting and contract work, patents and licenses, and community-based involvement in your profession; also list any external awards or honors related to service.

**Professional Membership**

CNIE-RCIÉ, Canadian Network for Innovation in Education

**ANY OTHER PROFESSIONAL WORK NOT INDICATED ABOVE THAT THE FACULTY MEMBER WISHES TO REPORT**

**III. GOALS**

**PLEASE REPORT ON THE OUTCOMES OF YOUR GOALS FROM THE PREVIOUS ACADEMIC YEAR:**

I met my goals from the previous academic year: 1) to be more efficient in my Instructional Designer role, 2) to progress the development of a multiple OER projects, and 3) to become more connected to the university and local communities.

**PLEASE INDICATE YOUR GOALS RELATED TO YOUR TEACHING/PROFESSIONAL ROLE, SERVICE, AND PROFESSIONAL DEVELOPMENT AT TRU FOR THE NEXT ACADEMIC YEAR (JULY 1 – JUNE 30):**

1. Support and contribute to instructional design initiatives to develop a design framework with accompanying pedagogical tactics.
2. Continue work on the three Indigenous Case Studies, **Gift ‘n Gab, Moccasin Trails,** and **Quaaout Lodge and Spa** and add them to the BC Campus OER collection as they get completed.
3. Use the funds from **TRU’s Open Education Resource Development Grant (2020-2021)** to begin the development of two more Indigenous Case Studies.
4. Work with TRU faculty to promote usage of the our OL OER case studies.
5. Continue working with TRU faculty in using **CAISSIE** for assessed classroom activities.
6. Collaborate with CELT and others in development of **CRICKET**.
7. Keep building positive relationships with community (university and local) through meaningful projects.

Signature: Date: June 30, 2020

