**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: 2020-2021**

**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

**BUSN 6031** International Business

**BUSN 6071** Project Management and Consulting Methods

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

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

**CMNS 4241** Strategies in Crisis Communication

**ECON 1901** Principles of Microeconomics

**ECON 1951** Principles of Macroeconomics

**HRMN 2821** Human Resources Management

**HUMS 2231** Introduction to Mental Health and Substance Use

**PSYC 1111** Introductory Psychology I

**PSYC 1211** Introductory Psychology II

**SOCI 3991** Sociology of Diversity: Issues for Canadians

**Learning without Walls** (TRU COVID-19 resource supporting students in alternate learning formats: <https://lww.trubox.ca/> ).

**Teaching Unbound** (TRU COVID-19 resource supporting faculty in alternate teaching formats: <https://teaching.trubox.ca/> )

### MAIN PROFESSIONAL ROLE DUTIES

As an ID (Instructional Designer), I lead teams of course specific SMEs (Subject Matter Experts) and provide guidance in the development of online course curriculum.

My professional role consists of organizing and chairing SME selection committees, collaborating with respective campus departments to ensure learning outcomes alignment, and guiding SMEs through different stages of creating online content, activities, and assessments. When the curriculum development phase is completed, I work with OL (Open Learning) editors, intellectual property officers, media and production specialists, and materials and examinations colleagues to ensure that courses are produced in the most advantageous way for students. I sign off to indicate that courses are ready to welcome students, and liaison with OLFMs (Open Learning Faculty Members) as they start facilitating the new or revised courses.

#### Started this year:

This year, I started working with SMEs on a major revision of **SOCI 3991**.

I also contributed instructional design and project management expertise during the creation of a student resource, [**Learning without Walls**](https://lww.trubox.ca/), and a faculty resource, [**Teaching Unbound**](https://teaching.trubox.ca/). Both resources have twin instances (Moodle and WordPress), and are completed but evolving along with the pandemic.

#### Carried over from last year:

Major revisions of **BUSN 6071, ECON 1901, ECON 1951, HRMN 2821, HUMS 2231, PSYC 1111 and PSYC 1211** are in progress as follows:

**BUSN 6071** (major revision) is waiting for editing.

**ECON 1901** (major revision) is waiting for production. **ECON 1951, HRMN 2821, and HUMS 2231** (major revisions) are in various curriculum development stages.

Major revisions of **PSYC 1111** and **PSYC 1211** are designed for two modalities: standard web (online) and print. I am working with editing to separate the **PSYC 1111** curriculum into an online course and a print package, complete with transcriptions of videos which directly support course learning outcomes. **PSYC 1211** online is waiting for production and print is in the editing stage.

#### Completed:

**BUSN 6031** and **BUSN 6951** (major revisions)and **CMNS 3161** and **CMNS 4241** (new courses) are completed and signed off.

#### Instructional design highlights:

This year’s instructional design highlights include four first-year highly enrolled OL courses (**PSYC 1111, PSYC 1211, ECON 1901** and **ECON 1951**) that are designed to use open textbooks and other OER (Open Educational Resources), qualifying for a ZTC (Zero Textbook Cost) designation. ZTC courses increase student access by easing some of the financial strain caused by high priced textbooks.

**ECON 1901** has an exceptional amount of H5P (HTML5 Package) interactive activities for students to check their learning.

### 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 minor course revisions

I worked with the **MIST 2611** OLFM on updating curriculum to MS Office 365. We completed a thorough review to determine if we could use OER instead of a proprietary textbook. Although switching to was OER not possible during this revision, we filed a detailed OER report for the next major revision. We adjusted activities and assessments to align with the curriculum changes and additions. We also updated the Course Guide and OLFM Guide.

#### OL teaching resources

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

#### Open educational resources

**Textbooks**

**Introduction to Psychology, 2nd Canadian edition**

Together with the IP (Intellectual Property) 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**](https://psychology.pressbooks.tru.ca/). The work on this resource started two years ago, and book was published this year. The textbook is available in the TRU PressBooks catalogue and BC Campus open textbook collection. [**Introduction to Psychology, 2nd Canadian edition**](https://psychology.pressbooks.tru.ca/) is also used for the newly revised **PSYC 1111** and **PSYC 1211** courses.

**Case Studies**

**Indigenous Business Case Studies**

This year, I also continued work with a SME and a team of OL colleagues on three Indigenous open case studies to be used with TRU’s SoBE (School of Business and Economics) OL and campus courses: [**Gift ‘n Gab**](https://giftngab.pressbooks.tru.ca/)**,** [**Moccasin Trails**](https://moccasintrails.pressbooks.tru.ca/)**,** and **Quaaout Lodge and Spa**.

As an ID, I consult with TRU’s Office of Indigenous Education, take the project through TRU’s ethics approval, and manage consent forms, contracts, and honoraria. I participate in the communication with the Indigenous business owners, and am present during the interviews. I provide ID consultation as the SME creates content, and then work with media, editing, and production colleagues to produce the OER.

[**Gift ‘n Gab**](https://giftngab.pressbooks.tru.ca/)and[**Moccasin Trails**](https://moccasintrails.pressbooks.tru.ca/)are now finished and published in the TRU PressBooks catalogue, and **Quaaout Lodge and Spa** is in editing.

To add the case studies to the BC campus open textbook collection, we needed to create an open textbook, which is why we created a compilation, an open textbook called [**Indigenous Businesses in the BC Interior: Case Studies in Marketing**](https://indigenousbusinessbc.pressbooks.tru.ca), which is published in the TRU PressBooks catalogue.

This year, we secured funding to work on three new Indigenous business case studies:

**Spapium Farm**, **Spirit of the Lake Boutique**, and **Be Inspired**!. The three newest case studies are waiting for editing. The grant funding for those case studies went to content development and honoraria for the Indigenous businesses. My contributions to this effort are service to community.

#### Campus instructional design assistance

**Debates**

I worked with a campus faculty member to transition face-to-face debates to online formats during the pandemic. We worked on two Sociology courses, and adjusted instructions after the first semester. After the second semester of running the debates online, we presented our findings to the TRU community, and contributed our instructions, resources, and flowcharts through a TRU teaching and learning resource, [CRICKET](https://cricket.trubox.ca/contributions/debates/).

### GRANTS

Biggi Weischedel and I received **TRU’s Open Education Resource Development Grant (2020-2021)** to develop two Indigenous business case studies: **Spapium Farm** and **Spirit of the Lake Native Boutique**.

Biggi Weischedel and I received **TRU’s Open Learning Innovation Grant (2021)** to develop an Indigenous business case study: **Be Inspired!**.

Biggi Weischedel and I received the **BCcampus H5P OER Development Grant (2021)** to develop H5P activities for [Principles of Marketing](https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=ca3ef877-1f08-479d-a085-420121782a31&contributor=&keyword=&subject=)

### 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

Clarke Gray, B., & Bartlett, M. (2020, August 24). *Building the Course Narrative* [webinar]. TRU, Kamloops, BC, Canada.

Stranach, M., & Bartlett, M. (2020, October 29). *Learning without Walls Tour* [webinar]. TRU, Kamloops, BC, Canada.

Stranach M., Bartlett M. & Singular N.. (2020, November 6). *Designing for Learning Without Walls: Developing a Resource for Students in Unprecedented Times* [Presentation]. ETUG Fall Workshop 2020, BC Campus, Canada.

Jakubec M., Harrison M., Stranach M., & Bartlett M..(2021, February 16). *Teaching and Learning Without Walls: Putting Learners at the Centre in Unprecedented Times* [Presentation]. Teaching Practices Colloquium: Teaching and Learning without Walls at TRU, Kamloops, BC, Canada. <https://digitalcommons.library.tru.ca/tpc/2021/program/11/>

Jakubec M., Harrison M., Sparkes C., & Bartlett M..(2021, February 16). *Learning Design Framework: A Foundation for Practice* [Presentation]. Teaching Practices Colloquium: Teaching and Learning without Walls at TRU, Kamloops, BC, Canada. <https://digitalcommons.library.tru.ca/tpc/2021/program/10/>

Miller C., Tucker T., Anchikoski T., Villeneuve E., Nikku B., Weischedel B., & Bartlett M.. (2021, March 5). *OER: More than Open Textbooks Showcase* [Presentation]. Open Education Week. TRU, Kamloops, BC, Canada.

Clarke Gray, B., Singular, N., Gountas, S., & Bartlett, M.. (2021, February 25). *Episode 22-Creative Chaos, ft. Marie Bartlett, Stephanie Gountas, and Nicole Singular* [podcast]. TRU, Kamloops, BC, Canada. <https://yougotthis.trubox.ca/podcast/episode-22-creative-chaos-ft-marie-bartlett-stephanie-gountas-and-nicole-singular/>

Bartlett, M. (2021, April 19). *OERs are not just for students: Transforming curriculum design through OER creation* [Conference session]. CNIE-RCIÉ 2021 Online Conference, Montreal, QC, Canada. <https://e.cnie-rcie.ca/wp-content/uploads/sites/12/2021/04/2021_CNIE_ProgAllDays_20210418.pdf>

Bartlett, M., Frudd, J., & Sandhoff, T. (2021, April 20). *Creating a process to fulfill a vision of an OER case study focused on Indigenous business* [Conference session]. CNIE-RCIÉ 2021 Online Conference, Montreal, QC, Canada. <https://e.cnie-rcie.ca/wp-content/uploads/sites/12/2021/04/2021_CNIE_ProgAllDays_20210418.pdf>

McKay, L., & Bartlett, M. (2021, May 6). *Create a class debate activity! CRICKET Digital Makerspace Series Session #1* [CELT webinar]. TRU, Kamloops, BC, Canada.

Ives, C., Bartlett, M., Clark Gray, B., Dishke Hondzel, C., & Stranach M.. (2021, June 7-11). *Transformative curriculum design through OER creation*. [Conference session]. STLHE 2021 Online Conference, St Peters Bay, PE, U.S.A.. <https://www.stlhe.ca/video-presentations/>

Toal, J., & Bartlett, M. (2021, May 13). *Visualize this! The gallery* [Learning Technology and Innovation webinar]. TRU, Kamloops, BC, Canada. <https://workshops.trubox.ca/visualize-this-the-gallery/>

Toal, J., & Bartlett, M. (2021, May 27). *Visualize this! The diagram* [Learning Technology and Innovation webinar]. TRU, Kamloops, BC, Canada. <https://workshops.trubox.ca/visualize-this-the-gallery/>

Toal, J., & Bartlett, M. (2021, June 10). *Visualize this! The storyboard* [Learning Technology and Innovation webinar]. TRU, Kamloops, BC, Canada. <https://workshops.trubox.ca/visualize-this-the-gallery/>

Toal, J., Fulton, J., & Bartlett, M. (2021, June 30). *Visualize this! The lightboard* [Learning Technology and Innovation webinar]. TRU, Kamloops, BC, Canada. <https://workshops.trubox.ca/visualize-this-the-gallery/>

#### ATTENDANCE

Wilson, K. (2020, July 9 and September 17). *An In-Depth Look at the Pulling Together Indigenization Guide: Teachers and Instructors* [webinar]. BCcampus.ca

Harrison, M., & DeVries, I. (2020, August 6). *Instructional Designers and Open Education Practices* [webinar]. BCcampus.ca

OE Global (2020, November 16-20), https://conference.oeglobal.org/2020/, online

Teaching Practices Colloquium (2021, February 16), <https://digitalcommons.library.tru.ca/tpc/2021/> , online at TRU, Kamloops, BC. Canada.

CNIE-RCIÉ 2021 Online Conference (2021, April 19-21) <https://e.cnie-rcie.ca/wp-content/uploads/sites/12/2021/04/2021_CNIE_ProgAllDays_20210418.pdf>, online at Concordia University, Montreal, QC, Canada.

**OTHER EVIDENCE NOT REFLECTED ABOVE**

# 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.

#### Instructional design

I participated in the creation of the department’s [Learning Design Framework](https://designframework.trubox.ca/learner-centred-framework/), which communicates the learner centered values of OL’s ID team, and provides some guidelines and expectations related to curriculum design in OL.

I am assisting with the redesign of [Trubox site zero](https://trubox.ca/), drafting the site’s structure, and helping with instructions for students and staff about WordPress site requests and setup.

### University:

#### Graphic recording and facilitation

I provided graphic recording service to TRU’s office of **Research and Graduate Studies** during their Community partner meeting (January 2021- Appendix 1), Knowledge translation and mobilization meeting (March 2021- Appendix 2), and a meeting with the city of Kamloops about Community engaged research (May 2021-Appendix 3).

#### Instructional design

**Research and Graduate Studies** (ongoing). I have been working with groups of students to design a layout of an TRU’s Undergraduate Research Network website, [CURN](https://curn.trubox.ca/). I visually assist the students in organizing content blocks and help oversee production elements of the site. I meet with the student groups once a week, on average, and further support them via email as needed.

**School of Social Work and Human Service** (ongoing).I have been supporting **SOCW 3040** students during their online practicum placements, which, during the pandemic, involve creating websites on SOCW related topics in the community. I help with content design and connect students to appropriate educational technology resources.

#### Open educational resources

[**CRICKET**](https://cricket.trubox.ca/)**: Course Resource Kit** (ongoing since last year). Together with colleagues from OL, CELT (Centre for Excellence in Learning and Teaching), and the Library, I continue to work on the development of a course resource website for faculty members and OL developers to use when planning and creating curriculum. My focus this year was to develop workshops (maker spaces/design labs) that would result in OER creation that could populate the CRICKET OER repository.

[**CAISSIE**](https://caissie.trubox.ca/)**: Critical Analysis of Images OER** (ongoing). I promoted CAISSIE to campus faculty members to use for assessed activities. I spoke to students during classroom visits and helped structure the assessments. We used CAISSIE as a model for other OER repositories and student/staff authoring tools.

**Psychology of Language**

I started to work with a SME on a new open textbook, **Psychology of Language**.

**ZTC (Zero Textbook Cost) Process**

I contributed process ideas to track TRU’s ZTC courses, in OL and on campus, so that we could use Banner reports to let students know which courses are ZTC. The reports could also be used for funding and grant applications. This work is in its conceptual stages.

**OER Community of Practice**

This year, a colleague from the Open Education Working Group and I started to work on growing an OER Community of practice. The focus is on informal social gatherings that nurture existing and create new relationships and collaborations, and on communicating the availability of resources and supports for people adapting and creating OER. As a community, we hope to raise awareness of the value of OER for both students and educators.

#### Mentorship

I participated in the **TRU CONNECTIONS Mentoring Program 2021**, mentoring a SoBE faculty member through transitioning her courses to online modes.

### Community:

#### Graphic recording and Instructional Design

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 create distributed Indigenous agriculture and food education programs that can be delivered in rural communities as well as urban centres. I contribute graphic facilitation and visual representations of ideas, and instructional design insights when asked.

Since last year, I have been (together with K-12 teachers from the Sk’elep School of Excellence and Skeetchestn Community School and a permaculture designer) providing 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. This year, we progressed in creating extensive blueprints of all activities needed to keep the forest and gardens going.

This year, I have been invited to provide assistance in creating curriculum for the **Kweseltken Kitchen** project. The Kweseltken Kitchen is a food trailer that is intended to travel through Secwe̓pemc communities, providing hands-on, land-based learning, mentorship, and access to traditional foods.

#### Volunteering

In June 2021, I volunteered during a three-day event organized by the Adams Lake Indian Band, **Walking our Spirits Home**, to honor residential school victims and survivors. I worked at the registration table during the first day, followed the walkers with water and food on the second day, and served food and bussed tables during the feast on day three. I spent the three days under the leadership of Julie John, an Indigenous business owner of Be Inspired! that we interviewed for our last case study earlier this year.

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

My goals from last year are below, with my outcomes in parentheses:

1. Support and contribute to instructional design initiatives to develop a design framework with accompanying pedagogical tactics. (This has been accomplished: <https://designframework.trubox.ca/> .)
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. (Two case studies have been published, and a third one is waiting for editing. A compilation is underway to be added to the BC Campus collection.)
3. Use the funds from **TRU’s Open Education Resource Development Grant (2020-2021)** to begin the development of two more Indigenous Case Studies. (This has been accomplished.)
4. Work with TRU faculty to promote usage of our OL OER case studies. (I will defer this to next year. It is on the agenda.)
5. Continue working with TRU faculty in using **CAISSIE** for assessed classroom activities. (This has been accomplished.)
6. Collaborate with CELT and others in development of **CRICKET**. (This has been accomplished.)
7. Keep building positive relationships with community (university and local) through meaningful projects. (This has been accomplished.)

## 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 TRU’s transition to post-pandemic learning, teaching, and administrative future.
2. Actively apply the OL [Learning Design Framework’s](https://designframework.trubox.ca/learner-centred-framework/) values, guidelines, and expectations into my professional ID practice, and all the curriculum development collaborative efforts in OL.
3. Continue to grow in my ID role through professional development and feedback from my ID colleagues, SMEs, OLFMs, students, colleagues, and community members.
4. Continue work on the four Indigenous Business Marketing Case Studies - **Quaaout Lodge and Spa, Spapium Farm**, **Spirit of the Lake Boutique**, and **Be Inspired**!, and add them to the [**Indigenous Businesses in the BC Interior: Case Studies in Marketing**](https://indigenousbusinessbc.pressbooks.tru.ca) open textbook compilation. Add the compilation to the BC Campus open textbook collection, if possible.
5. Work with TRU faculty and wider BC (and beyond) post-secondary community to promote usage of the Indigenous Business OER case studies, and OER in general.
6. Expand on my visual graphic facilitation and recording practice in connection to learning design and learning and teaching. Work with faculty members on incorporating visual techniques and activities into courses.
7. Seek out opportunities to work with students as much as possible to keep them in the center of all of my professional endeavours.

Signature: Date: June 30, 2021



Appendix 1

Map

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Appendix 2

Text

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Appendix 3

Map

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