



# A Patchwork Quilt: Creating an Open Online Textbook

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This condition of the social is the event of a thread. Our crossings with its motions, sounds, and textures is its weaving; is a social act.

~Anne Hamilton

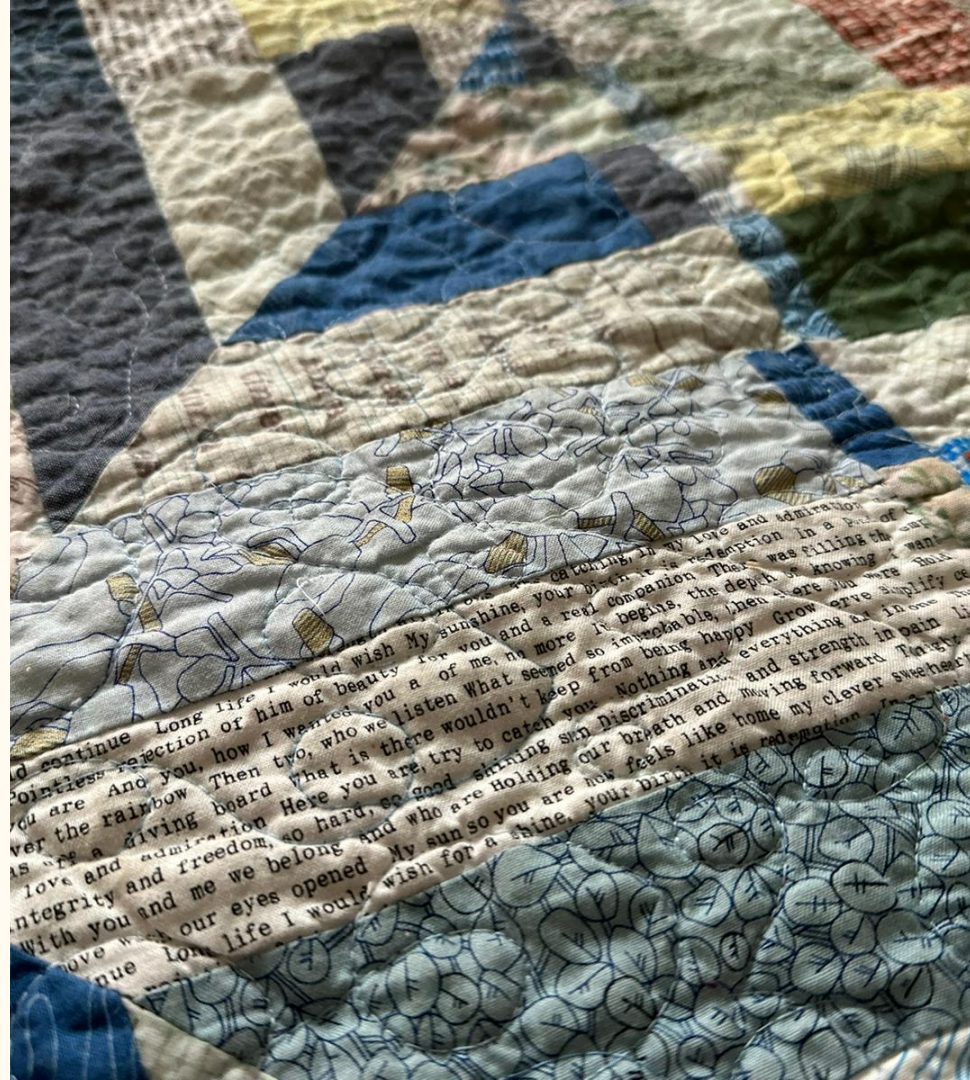
Do you currently use any open  
educational resources in your courses?

# GOALS FOR MY OER

1. Cohesive voice & approach
2. Accessible & Interactive
3. Decolonization
4. Student Voices
5. Support self-efficacy & persistence



# Cohesive



- Same elements in each chapter (Questions for Reflection, Student Narratives, Test Your Understanding, Key Takeaways)
- Examples specific to Forestry and LFS
- Artwork



## *Student Learning Goals*

These green boxes are placed at the beginning of each chapter to give you a high-level overview of what you're going to learn in the chapter.

Boxes with a thinking bubble always contain questions for reflection. You can think about these in your head or your instructor might ask you to respond to one or all of them in a notebook or learning journal.



## *Examples and Reflections*

Purple boxes contain student writing examples or reflections.



## *Exercises*

Blue boxes are for interactive exercises or examples. You can try doing them before you read the chapter to test your prior knowledge and assess how deeply you need to engage with the chapter content. Or, you can do them as you go, assessing what you're learning along the way.

## *Key Takeaways*

At the end of each chapter, you'll see an orange box that highlights the key takeaways of the chapter. If you don't have time to read the whole chapter before class, check out the key takeaways and then go back and read the chapter when you have time.

## *Student Example*

Main claim (or thesis) from a student research paper:

- In order to address the impacts of climate change, assisted migration efforts must maximize the chances that transported tree populations will thrive in new ecosystems by carefully considering the characteristics of the target species and recipient ecosystem.

> **Genetically Modified Organisms (GMOs) and food security in developing countries**

> **Challenges of shifting to a plant-based diet**

∨ **Food waste in school cafeterias**

How does the amount of food waste in school cafeterias in the United States compare to cafeterias in Canada? How does the amount of food waste in school cafeterias impact local communities?

> **Old-growth logging in British Columbia**

## *Examples*

“To date, few (if any) population-based studies have carefully examined the temporal variation of a variety of nutrients and food groups or adherence to dietary guidelines. Particularly little is known about how the quantity or quality of intake differs over the course a week in Canada.” (Yang et. al, 2014)





Accessible



# Accessibility Statement

## Accessibility features of the web version of this resource


The [web version of \*Writing Place\*](#) has been designed with accessibility in mind by incorporating the following features:

- It has been optimized for people who use screen-reader technology
  - all content can be navigated using a keyboard
  - links, headings, and tables are formatted to work with screen readers
  - images have alt text
  - Word documents of text have been included underneath images that contain text
- Information is not conveyed by colour alone
- The option to increase font size (see tab on top right of screen)


# Interactive

What does the abbreviation IMRAD mean?

Introduction, Methods, Results, Analysis, Discussion 

Inductive Reasoning, Methods, Results, Analysis, Data Presentation 

Introduction, Materials, Review, Analysis, Discussion 

Introduction, Materials, Results, Analysis, Data Presentation 

Check

 Reuse  Embed

H-P

Knowledge Gap Statement:

**Read the passage below and identify the knowledge gap statement. Type the statement in the text box to find out if you are correct.**

“Bumble bees and other wild bees play an integral ecological role as pollinators of a large number of wild flowers and cultivated crops [1–4]. There has been a documented decline in diversity and abundance of wild bees in Europe and the United States during the last decades. The main causes of this decline are considered to be habitat destruction and fragmentation as consequences of human activity [5–7]. Still our understanding of the response of wild bees to habitat fragmentation is rather limited [8–10]. Human activities, such as increasing urbanization and agricultural intensification, imply extensive modifications of the landscape and the environment and lead to destruction and fragmentation of natural habitats. Urbanization is among the most important human activities that cause drastic and persistent alteration of habitats, and it is likely to increase in the future [11]. Buildings, roads, and industrial areas, together often termed impervious surfaces, increase with a corresponding decrease of green areas. In this study we focus on the response of bumble bees to increasing urbanization” (Ahrne et al., 2009, p. 1).

A gap is something that remains to be done or learned in an area of research; it's a gap in the knowledge of the scientists in the field of research of your study.

Remaining characters: 200

Check



# Decolonization



- Consultations with Indigenous Initiatives Team throughout process
- Didn't want it to be an “add on”
- Wrote “Science & Story” chapter
- Included “Decolonizing Citations”
- Indigenous Voices
- Situating our writing on the land (place-conscious)





**So as much as  
there's th's idea  
that's embedded  
in the identity**



00:03



00:48





Dr. Ethel Tungohan

@tungohan



When writing, I've begun to see my citations as love letters to fellow thinkers who came before me & who write alongside me. Now, I don't cite others to show how my work "fills in research gaps"; now I cite to show how my work is part of an ongoing conversation. [#AcademicChatter](#)

6:53 PM · 2021-03-15 · [Twitter Web App](#)





Scientist and enrolled member of the Citizen Potawatomi Nation, Dr. Robin Wall Kimmerer writes, “Language is our gift and our responsibility. I’ve come to think of writing as an act of reciprocity with the living land. Words to remember old stories, words to tell new ones, stories that bring science and spirit back together” (Kimmerer, p. 347).

# Decolonizing Citations

*“Always citing the same small circle of voices is both harmful to the health of the field and disrespectful to the many fine scholars and writers whose work informs, enhances, challenges, and complicates our broader conversation” (Justice, 2018, p. 242).*



## *Questions for Reflection*

You may want to free-write or jot down your responses to these prompts in a notebook or journal.



1. Reflect on a place that has meaning for you. It can be a place you visit every day, somewhere you went as a kid, a place you associate with a person, or an important time in your life. It can be near your home or it can be far away.

- What does it look like?
- What does it smell like? Feel like?
- What does the light look like? Why is it important to you?

2. What territory or nation were your grandmothers born on?

# Student Voices



## *Student Narrative*

It's hard to say exactly how I learned to read and write because I don't necessarily remember. It's almost as if it just happened overnight and all of a sudden, I was able to read, write and converse in three different languages. My parents were definitely the biggest contributors in teaching me Korean and Japanese because it was important for them that I could understand their language and culture. My father would always tell me stories about my grandparents and his childhood in Korea, even if I could not fully understand, he always wanted me to hear what he had to say. I've come to realize that telling stories is what makes up our culture. Sharing experiences and memories with friends and families are what brings us closer together and this is not just in Korea, this is everywhere. Life is filled with stories; from the children books and fairy tales we would hear as a kid to the fictional novels we loved reading as a teen and now to scholarly articles we are required to read in university.

## *Student Narrative*

My belief is that I have the potential to be a good writer, although I have some minor obstacles I am still actively trying to overcome. Dyslexia has been a part of my life for some time, first introducing itself around the age of 15. While writing, I would leave out half the letters even though I knew how to spell the word. I would make silly grammatical errors, as they would simply pass by me, and repeated words would go unnoticed. I write this in past tense despite the fact that I still do face these challenges. Eventually, dyslexia presented itself while I spoke. Occasionally, my words would come out in a jumbled order, causing me to halt in my conversation, wondering what just happened.

However, despite these obstacles, I managed to make it to university. I try my best to challenge myself when writing regardless of the grammatical errors I may make, since ultimately I can fix my errors when proof-reading my work, so they can not actually limit my ability to write.

# Self-Efficacy & Persistence





## *Student Learning Goals*

In this chapter, you will:

- Compare the qualities of a growth mindset vs. a fixed mindset and each mindset relates to learning.
- Consider the causes of writing anxiety and writers block
- Develop strategies to overcome and manage writing anxiety



# Challenges & Opportunities



- Measuring effectiveness - 1st survey this term, impact study to go deeper into themes that come out of surveys
- Never stops evolving - keep adding and changing as I use it
- Pressbooks not intuitive navigation

Questions?