



The Marketing Map

Transcript

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Narrator: The Marketing Map, Author Interview. Introduction. So I'm a faculty member here at TRU. I've been at TRU since 1994, so it's about 31 years. I started teaching my background's in entrepreneurship and small business management, and I'm one of the founding members of the Tourism Management Department.

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Narrator: I was the first chair, 1995. So I've been teaching here for a long time. Um, I more background. I've been involved in the development of the Bachelor of Tourism Management, the Global Competency Certificate, the entrepreneurship major within the BTM. I spent five years at TRU World as Director of Global Engagement.

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Narrator: I've been having fun doing projects at TRU for a long time. I was also one of the founding members of the Study Abroad Ambassador Program, that whole model of using students. So that was a fun experience. I also helped spearhead the Trades Field School to Mexico. We piloted that, and it's still going on, I believe, in Oaxaca.

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Narrator: What else? Um, number of other things. So I've been keeping busy over my time over here. I still teach full time. I was chair for a long, long, long time.

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Narrator: And this is actually the second year that I don't have administrative duties. So I get to do work on projects that are personally important to me. So that's me. How did the idea for this Open Educational Resource come about? Well, actually, it's been many years.

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Narrator: I've been a strong advocate for adopting Open Educational Resources for a long time. And the marketing course. In our program is quite unique because it's a principles of marketing course, but we were never able to find affordable books for students. The tourism related ones were very expensive. So when open educational resources became available for generic marketing courses, I used those and adapted them.

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Narrator: And over the years, I I developed a lot of my own material. So it's been over ten years that I've been using OER for TMGT 1150. That's the course. And once my term as chair was over, I had more free time. And I discovered that we had a great team over here.

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Narrator: So I thought this was the time to do this. And so the timing was right. And so I had a lot of material, you know, pent up. So this was a good time. Mm hmm.

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Narrator: What sources or inspirations shaped your work on this OER? We're in very exciting times right now. We have tools that we never had access to in the past. And the big elephant in the room is the advent of artificial intelligence tools. And so, in terms of resources, I'm a curious and avid learner of all things, all educational tools.

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Narrator: So I discovered that I could have my own personal research assistant, check facts for me, do a lot, a lot of the grunt work for me. And so I both discovered how to use a tool, its capabilities, and it helped me make sense of the ten years worth of course material that I've put together. Help me with editing, help me with organization, with research. And I'll just give you an example. I use Perplexity AI to help check my sources and double check, bring examples.

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Narrator: ChatGPT I didn't use very much at the time because I did my own writing. But in terms of editing and reorganizing my sentences and making sure that I don't repeat myself 100 times, it was amazing. Napkin AI, I discovered for visuals because most of the visuals that I was finding were all copyright material. And so I used my own personal diagrams that I beautified with Napkin AI. And I discovered also Google NotebookLM as a tool.

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Narrator: I also discovered uh, Google AI Studio. So I was exploring capabilities. The AI tools were not as great as they are today, but at the time, it was amazing. So I was able to develop a lot more material faster than I would have, you know, in the past. How has working with the TRU Open Press supported or shaped this project?

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Narrator: Oh, my, what a great team. Very, very supportive. If I had any technical problems. I like to dabble, so I like to I'm not afraid of technology, but sometimes I get frustrated when things don't work out the way I like. The team was amazing.

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Narrator: Jessica and Kaitlyn were just so quick and friendly and helpful solving any stupid question I had, or any challenges I had. And Dani was also a very, very supportive, empathetic guide, I would say. She never said no to any of my questions, so I was trying to

figure out how to find an answer. So I was in good hands. What was it like collaborating with AI on this project?

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Narrator: So that it was a partner. So people think that, you know, they asked me, so did the AI write your book? I said, No, no, no, no. That's not how it works. I'm the content expert.

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Narrator: I had my ten years worth of material, but sometimes you need somebody to help you check the content for accuracy. Or you might want some help doing research to find examples. And so, rather than having a physical research assistant who would get tired after I asked them to do something ten times, I had a very eager research assistant who never complained. My challenge was to learn how to use it effectively. And so it was like a partnership, if you'd like, with a research assistant that was always eager to help.

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Narrator: What impact do you hope this OER will have on learners or educators? Well, it's an example that shows how it is possible to develop quality educational resources that don't require years and years and years of investment. I was able to share earlier drafts with colleagues across Canada. They found the book very well organized. It's a reflection of how I teach.

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Narrator: And so if I'm able to do this at my age in my, you know, I'm almost 65. So at this stage in my life, then somebody starting up has a lot of power in their hands. And so we don't have to be dependent on very expensive resources that are outdated the minute they get published. This is a living document that, you know, could evolve. And it's customized to how I teach, which is great because in the past, I would have to always adapt or tell my students, Oh, don't read those pages or just read these pages.

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Narrator: And now the book is actually a reflection of how I teach, what I think is important, and examples that are relevant my students and their context. What challenges did you face during the development process and how did you overcome them? Well, I discovered the world of copyright of, let's just say, all of the different licenses, Creative Commons licenses. That world was a little bit known to me, but I really had to take a deeper dive. And again, I appreciate the help that I received from the Open Press team here at TRU, learning about copyright, researching visuals, things that I could and could not do.

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Narrator: That was a steep learning curve for me. I think also frustrating at time, because I couldn't use the visuals that I wanted to. In a way, it had, like, you want to say, it was like it had a positive side that it forced me to find, to work around and to discover that there were tutors out there that allowed me not to need copyrighted material so much. So in a way, you know, it was a positive thing. But a lot of learning.

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Narrator: It's I think faculty don't realize the complexity of that world of that side of things until you have to produce material for public consumption. So that's okay. I learned, I learned. Was there a moment during this project that really stood out to you? Something you'll always remember?

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Narrator: Actually, the first time we used the book, I would say during the winter semester, I piloted the textbook in my class, and my students didn't talk too much about it. The first time I got some really, really thoughtful and important feedback was when my colleague adapted the book this summer. And so she had to read it all carefully. Although the students, you know, I get some feedback from students, but it's really faculty who are using the book, who have to test it carefully to make sure that there are no errors, that they agree with what I say, and that the content matches what they work. And so that feedback was super, super valuable for me.

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Narrator: And I got some insights on things I could tweak, but that really reassured me that, you know, that book was useful. How do you see the role of open education evolving in the next few years? I think that it's becoming easier to produce quality resources, especially now with the advent of basically proliferation of artificial intelligence tools and their capabilities. I think that's going to transform all of you want to say, the landscape of educational resources and make it possible for more people to participate. So I see a next wave of evolution, if you'd like.

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Narrator: Where things will go, I'm not sure, but I can tell you right now that and I feel I've been uncomfortable saying it, but I would never consider a purchase textbook ever again. Anyways, but that's my personal view. I haven't haven't in years, but now it's easier to develop custom, relevant educational resources of good quality. So it's possible now, and it's easier. If someone is thinking about creating an OER, what advice would you give them?

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Narrator: I would say, go for it. Don't be afraid and consult with people who've already taken the plunge and they'd be amazed at how it's not easy. It's challenging. But there are so many tools and supports available that there's really no excuse not to anymore. That's all. Mm hm.

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Narrator: Thank you for the interview, Lian.