



Knowledge Makers Volumes 9 & 10

Transcript

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Narrator: Knowledge Makers, Volumes nine and ten. Introduction. So, my name is Janine HERNs-Jensen. I'm the Associate Director of the All My Relations Indigenous Research Center. I am a mixed indigenous settler descendant who helps students develop research ideas from the undergraduate to graduate level.

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Narrator: We go through workshops, and then we help them publish their research in a peer reviewed, publishable format. Hi, my name is Chuying, and I'm a research associate research in All My Relations Research Center, and I'm the knowledgemaker, program coordinator. So I'm mainly in charge and respons[ible] for the published publication for knowledgemaker journals, helping gathering students, navigating the workshops and related activities. Yeah. How did the idea for this Open Educational Resource come about?

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Narrator: So TRU is a leader in research, and as a leader in research, we are excited for the opportunities to collaborate with on campus resources. We have a print shop on campus, but prior to the creation of TRU's Open Press, we did not have an on campus, accessible, digital, graphic design and publishing format. So it was really excellent and really excited through the integrated strategic planning to be able to collaborate and to be able to work together and create these beautiful volumes. So we were really excited once we heard that this program was funded and that we could then collaborate with an on campus resource rather than going externally. Yeah.

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Narrator: Before I heard about this program, we do have faced some challenges in regarding to the publishing our journals because we used to have one graphic designer for our past volumes especially during the period of publishing Volume eight, which is the UNFAO special one, the, the graphic designer we used to have is kind of like out of his capacity to help us doing that. And we don't have we don't really have time to find a new graphic designer. So obviously, this responsibility come to us. So some of our employees, including myself, have to start learning how to use InDesign from the beginning, from the

slightly YouTube channel to watching it step by step. And it's really, I'd say, it's really hard for a beginner to doing it.

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Narrator: But so it's kind of like a it takes a lot of time for us to do graphic design designing in Volume eight, and it turns out it's not that perfect because there's no professional help in this procedure, and we do in regarding of publishing, we do need help from the professionals. But the things come to the development with Jessica's help. Everything turns out so fast. All we have to do is to collect the resources and like, for example, the photos and the articles that we have and send out to Jessica and she gives us really awesome outcomes and feedback. Yeah.

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Narrator: What sources or inspirations shaped your work on this OER? So our inspirations are always the students that participate. So each volume that we collaborate on focuses directly on the students' experiences. And then there is a template for each volume that we utilize, but it is adapted to meet the students' needs. So volume nine that we collaborated on, was a beautiful edition that focused on interdisciplinary articles focusing on science, technology, land, indigenous rights, identity, and others.

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Narrator: And then volume ten, which we also collaborated on, ended up looking at international global indigenous solidarity. So it was a little bit of a different approach to the journal, and it was really beautiful because it included more images and it included a little bit more fluidity. Yeah. How has working with the TRU Open Press supported or shaped this project? It's been amazing to work with TRU Open Press.

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Narrator: We've been really grateful for their assistance and guidance and patience. A lot of indigenous research tends to happen on an off cycle. Everything happens in its own time. So we really appreciate the collaboration with TRU Open Press and their ability to be flexible to the students' deadlines, and it's been so great working with Jessica and Dani in particular, just because they're so thoughtful in terms of their feedback and in terms of streamlining the process. And I think the biggest thing working with Open Press is that Dani and Jessica really gives us tons of flexibility during publishing this because unlike the other journals, knowledgemaker do have really flexible schedules because we want to more focus on the student and students are not if you ever work with student, you'll know student are not really followed the certain deadline which is, um, but we'd like to provide that flexibility because we know that the student that we're working with, they have their life.

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Narrator: They have their struggles to dealing with and we're willing to have the patient to wait for them to respon[d] to us. Jessica and Dani really help us a lot because we know how hard the graphic designing and those working procedures that actually requires a really strict timeline. But regarding help with us in that flexibility, Jessica and Dan are just

amazing. What was it like collaborating with your research assistants or students on this project? So our programming is very student centered.

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Narrator: The student experience is key, as we mentioned, and our research assistants, actually, ideally, we hire them as students who don't have any prior knowledge and experience. So they get trained from the ground level up. So it's really exciting collaborating with them in terms of what would they find exciting to read in a journal? How would they like the layout to look, what does the breakdown of themes make sense to them as a student within the journal? It's really exciting to work with the research assistants that way because not only do they gain the skills to then edit the papers, learn how to submit it to a copy editor, learn how to determine page length and APA citations, but they also get a little bit of an insight into what publication looks like from the viewers perspective, as well as from the publisher's perspective.

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Narrator: So it's been really cool to be able to teach those skills. What impact do you hope this OER will have on learners or educators? I hope that this open educational resource is established fully within to TRU. I believe that this is a valuable resource, especially for an institution that values itself on its research capacity. We definitely need to develop and strengthen the ability to have open educational resources and to be hiring within and training within so that we can maintain our own at the university rather than sending out for external uh, contracts and bring, you know, working like that.

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Narrator: It's been incredible, especially because we understand the student schedules. We're working on the same semester breaks. We're working on the same understanding, base level understanding at the same university. So I've been very excited to see some books that have come out. One of our research assistants, Dr. Bukola Osuntade,

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Narrator: she's published a book a co-published a book with Dr. Alana Hoare, and they just published it through this project, as well. So that was really exciting to see, and we're hoping to be able to utilize this project and TRU Open Press to publish other books in the future. And I believe that TRU Open Press do provided a platform for students to get something published in their graduate and undergraduate. We also have a student who name is Leticia, and work with Open Press with Dani to establish her own website on the Indigenous story of her own people and land.

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Narrator: Which I think is really amazing transformative from the traditional Indigenous knowledge to the modernized new technology stuff, which I think Open Press is a really great platform in regarding to build this bridge between the student and what they wants to contribute. Yeah. What challenges did you face during the development process, and how did you overcome them? I think the main challenges definitely is always adapting to the

students timelines and needs, you know, especially working with indigenous students, often, there are external factors that contribute to flexibility within deadlines. So that's always a challenge to adapt to ensure that we're getting on track.

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Narrator: But it's been really great working with Open Press just because we have a core framework that we develop, and then the flexibility within those timelines are automatically built in. So it's taken a lot of that stress and that pressure off that way. Pretty common that especially like I'm just talking my own experience working with Jessica in Volume nine and Volume ten, which we have really like the deadline between we submitted a paper to Jessica and the date that we want to publish and publish, is really short, it's really tight. So it requires a lot of extra work between us and Jessica, and we were really appreciate that she put a lot of effort on it, and it's really common sometimes because not, not because we have such a flexible deadline, not every student submit their paper in certain deadline at one time. So sometimes we have to submit it let Jessica to create the whole formula of this volume and slightly send the paper towards to her.

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Narrator: I know it's really hard in regard to as a work frame, but we really appreciate that she and Open Press set really help us on that flexibility. Yeah, it's been really great to have that adaptive student centered approach working with Open Press because that really aligns to the student's needs. And then it takes a lot of that external pressure off of hiring externally. Yeah. Was there a moment during this project that really stood out to you?

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Narrator: Something you'll always remember? I definitely think Chuying could probably speak to this better, but I know that Dani and Jessica definitely went out of their way to really showcase the student's success. And sometimes that meant extra hours being put in. Um, so when I heard about this project, I think it's I think there's only two or three days between. I heard about this program and I finally met Jessica to discuss about all these procedures, and we don't have all Volume nine articles at the moment.

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Narrator: So I just send some of them to Jessica and she responded to me I think it's only take her like a week and a half and she sent me the back of the draft of the how this publication would look like. I was like, that's fast. But during this process, because we have more paper to add in and some pictures, we need to find out some of them are blurred because the activities is everywhere. And for alumni, we also including some student culture exchange travel experience. So we have a lot of photos and I need to um, collect student information, all this.

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Narrator: I work with Jessica during that period of time. We speaking every single day. And every single day, we have tiny little details need to be changed. And she responds really fast,

and I'm really appreciative for her patience because I know how hard it can be for InDesign. I know how the Adobe InDesign is a harsh software to work with.

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Narrator: So I think that's a part that I feel like the Open Press is really amazing and student centered and put effort on what they wanted to give to the student. And another thing I wanted to speak out is it's Leticia's story. Actually, Leticia is one of our students, and she submitted one of her paper in Volume ten, and she is a Kenya indigenous student. She comes to us and said, This is my master project, and I do want to create a website, to create a website and education framework to teach and spread out my community's stories and connect the land, but I don't know how to do it. I don't have any knowledge in regarding of build website.

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Narrator: So I think Jeneen helps her connect with Open Press. David, I think. Yeah, it was incredible because I first reached out to Brian Lamb. Brian. And he said, Oh, Open Press would be so excited to take this on.

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Narrator: It was really incredible seeing the journal move beyond the journal into an outside sphere that was collaborative with the community, but also focused on digitizing and somewhat modernizing some of the stories so that they can be collected and used within communities. So Leticia Kanywuiro is from the Kikuyu community in Kenya, and I know that Open Press has been incredible in terms of donating their time, but also helping her apply for grants so that she could hire a designer to illustrate her stories. And this all came from just some simple conversations and from wanting to see the students succeed beyond the journal publication to really take their community's knowledge and to transform that. As I said, I think Open Press is such a great bridge to build this bridge between student and the knowledge that they wanted to give, especially in this current world, the new digital formatting and the new digital knowledge is it's run really fast and student actually from the traditional research, there's a lot of students really wants to transfer the traditional research to something, especially in the indigenous indigenous research to do something practically is really important. I think Open Press has this capacity to make this transaction. Oh.

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Narrator: How do you see the role of open education evolving in the next few years? I'm hopeful for the role of open education evolving at Thompson Rivers University, especially in ways that can not only support the students, of course, the students are central to all learning, but also to support faculty, to support staff, and to assist faculty in publications. Thomson Rivers University has a lot of really incredible storytellers, really incredible researchers, and a lot of individuals that are working on some amazing, on the ground, grassroots organizations, and it would be incredible to have an accessible resource that they could then publish their community's knowledge in or publish their own knowledge in something that is located specifically at TRU, and that is then accessible to the rest of the

world in terms of resources. If someone is thinking about creating an OER, what advice would you give them? My advice to someone creating an Open Educational Resource is to think of your audience first.

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Narrator: So who is your audience? What can they access? How can you assure that you are creating a resource that is actually practical, that is actually accessible and usable by your audience. You can create the most beautiful resource in the world, but if your audience doesn't find it valuable, then it has failed. So, thankfully, thanks to the Open Press team, we've gotten a lot of guidance in terms of determining, especially on a global scale.

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Narrator: We work with a lot of individuals globally, and access to Internet and access to download speeds is something that we have to factor in a lot. I definitely think that if you start with your audience and attune your resource to what they need, you'll be successful. And my advice is always be passionate about what you trying to express to your audience. You have to trust yourself first. And think of what doing some doing some practical practice, uh it's more like, think of what your audience need.

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Narrator: Like why you wanted to tell your story and transfer your knowledge to your audience and what they could receive from your story and your knowledge that you want to pass on and what kind of practical skills will benefit for your audience and their community. I think that's kind of like a priority when I think you want to start some project like this. And definitely include as many interactive resources as possible because it's always fun to break up a wall of text with some hands on learning experiences. And last but not least is that do not afraid to ask for help. Yeah. Because I find a lot of students they

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Narrator: have really amazing ideas and try to press, but they are not. We're like, I'm lack of resources. I don't know how to do it. Just go ask. Go ask. Go find the resources.

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Narrator: Go find any connections you could get to achieve your goal. Thank you for the interview, Sarah and Lindsey. I