

THE OPEN STANDARD

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"Aprons" © 2015, Dawn-Louise McLeod

Aprons. At TRU, we see all types of aprons used in various disciplines: culinary arts, health care, foundation trades, chemistry, biology and animal health technology. Most commonly, though, we associate aprons with what is most familiar to us — home — which we often connect with family, and love. And home is where we first learn about love.

What's Love – got to do with it?

3

OERu 2014 Recap Overview

2

Enter for a Chance to Win
see back cover

THE OPEN STANDARD | IN THIS ISSUE

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Editor's Note	3	Question Answered.....	10	Building a TRU Brand: The View at the Halfway Point	15
A Love Letter to Open Learning ..	4	<i>The You Show</i> : Linking	11	In Memory of Dr. Alexander David (Sandy) Beveridge.....	16
Lines of Intrigue.....	5	Storytelling to Reality.....	11	CUPE Election Results.....	17
Adventures into Love & Fear	6	Small Changes = Big Impact! ...	12	Technology, I [Heart] You.....	18
(Novel Excerpt).....	6	Chocolate Quinoa Cake.....	12	Contest: TRU Stylin'.....	20
You Work at the PNE!.....	7	Her Skin's Electric Arc.....	13		
The Four Loves	8	Standard Style: Comma Karma	14		



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OPEN LEARNING



By Irwin DeVries

OERu 2014 Recap Overview

On November 6 and 7, 2014, the anchor partners of the OERu (Open Educational Resources universitas) met at the University of Tasmania in Hobart, Australia.* The participants' purpose was to assess progress of the OERu project over the past year and to finalize its three-year strategic plan. Readers may recall that the partners met at TRU last year (October 31 and November 1), at which time the OERu — an international collaboration of 35 post-secondary institutions, including TRU — was officially launched.**

Much of the work undertaken by meeting representatives was brought forward by the efforts of the OERu Management Committee in 2013, when its numerous working groups were commissioned to develop resources in different areas of responsibility.

Here's a list of the working groups (some of which involved TRU representatives):

- Strategic planning
- Curriculum and program of study (Christine Wihak)

- Course design and development partners' manual (Irwin DeVries, Gail Morong, Kelly Warnock)
- Course approval and quality (Irwin DeVries)
- Technology (Brian Lamb)
- Credit transfer and course articulation (Christine Wihak, Ron McGivern)
- Marketing, recruitment and communication
- PLAR portfolio course

Apart from the work done by these groups, the progress of the OERu over the past year was recognized in various capacities. These include the rapid growth of the partnership; affirmation by the Hewlett Foundation that the OERu is an extremely efficient not-for-profit organization, having produced many outputs with minimal funding; a number of completed projects demonstrating proof of concept; and the continued transparency of OERu planning and operations with the use of open meetings and development in the WikiEducator wiki.

Participants also noted areas where OERu will benefit from continued growth. These include the need for more course development by partners along with clear pathways and course recognition and transfer system among partners; more focus on mobile technologies; and a continuing requirement for institutions to document and commit to their responsibilities toward the OERu. Finally, the group finalized and endorsed a three-year strategic plan for the OERu that was subsequently approved by the OERu CEO group.

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Photos submitted by Irwin DeVries



"The overarching aim of the OERu network is to be recognised as a credible and innovative provider of quality education, using open educational resources"

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A few items of particular interest from the meeting are as follows:

- Focus will continue on the development of a specification for a full Bachelor of General Studies through the OERu partners, along with a first year of study for foundation skills and courses in humanities and business and information technology, with relevant exit credentials.
- OERu will experiment with WordPress and Open EdX platforms for delivery of OERu courses, in a project led by Brian Lamb.
- A reconfigured course developers, manual project will be led by Irwin DeVries.
- An OERu mOOC (mini-MOOC) will be developed on Indigenous studies.
- The partner network will be surveyed for volunteers with skills in open source software development to assist the network.
- It was recommended that an automated question-and-answer system help desk, modelled on Stack Overflow, be established for the OERu.
- There will be more explorations into the possibility of learner analytics in the OERu.

The OERu project continues to grow and learn as it enters its fourth year of existence. Because the partners and the hosting OER Foundation are committed to a grassroots type of organization that can exist sustainably without here-today-gone-tomorrow funding, progress is slow but steady, the foundation continues to be laid for future growth. There is a tremendous amount of learning that needs to take place among partners and their representatives.

Also, there continues to be real value in maintaining our institutional partnership at TRU.

For example:

- One TRU course, *Art Appreciation and Techniques*, was built entirely from an OER-based course developed through the Saylor Foundation. During this work, much was learned about how to work with OER and to develop courses by using open design processes.
- The second TRU course contribution (PSYC 2111) is being built from an open textbook funded by BCcampus. (This textbook and its author were mentioned in the December 2014 issue of *The Open Standard*). We have gained experience in developing courses with open textbooks, with further value for future growth in this area at TRU.
- Participation continues to encourage internal conversations about how TRU as a university wants to move forward in such areas as OER implementation, new approaches to recognition of learning from open courses, transfer of credit from partner institutions around the world, building credentials in non-traditional ways and learning how TRU can contribute to and benefit from the increasing adoption of open educational practices in a rapidly changing higher education context.

The 2015 meeting of OERu partners is planned for October, at North West University in South Africa, and we hope to report on even more progress at that time. In the meantime, feel free to talk to any TRU faculty or staff involved hands-on with the OERu, including Ron McGivern, Brian Lamb, Rajiv Jhangani, Christine Wihak, Gail Morong, Kelly Warnock and Irwin DeVries. ■

*See the meeting report at http://wikieducator.org/OERu/OERu_14.11_Meeting/Report.

**Read about that event in the December 2013 edition of *The Open Standard*, and the meeting report at http://wikieducator.org/OERu/OERu_13.10_Meeting/Report.

Editor's Note: Love's got *everything* to do with it.

We humans are all born with various gifts and talents, and our primary job – especially in education – is to share these through our work and our relationships. And it's love for ourselves and others that motivates us to do that.

In Open Learning, for example, if we as individuals are grounded in love and in acceptance of and respect for others, we can work with one another more effectively to develop and deliver accessible, engaging and relevant education.

But what is love? Certainly, we are familiar with how it is sometimes represented, at least in Canadian society – with Valentines, poetry and love letters. This issue includes those iconic elements, along with lines of intrigue and other contributions.

Together, they form a patchwork apron of ideas and thoughts that spans a range of meanings assigned to the word "love."

In addition, a recap of the OER meeting in Australia, a summary of the TRU Branding journey and a snapshot of an innovative project at TRU explore the practical aspect of how at Open Learning we are sharing our gifts and talents through education.

Love's got everything to do with how we encourage and support each other and in turn help our students to attain their educational goals. ■

– Dawn-Louise McLeod



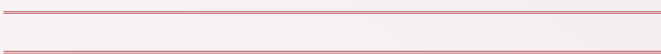
A Letter to Open Learning *By Dani Collins*

Like almost every other Monday, I wake up to the inviting, earthy smell of coffee. I stretch, give my warm husband a cuddle and reluctantly crawl out of my cozy bed.

I wake up my sweet daughter, and then I take my shower. I make the lunches, and I get dressed. Inevitably, I begin to think of all the important [and not so important] things I have to do. This line of thinking takes me to thoughts of you, and I grow more energized as I sip my [now] cold coffee and the busy morning rituals are completed.

Time has changed us both. Our needs have changed and we have grown to meet those changes, perhaps not as quickly as we've wanted, and maybe in unexpected ways, but the bottom line is this: you have made me a better person and I hope that I've made you better, too. You've inspired me to take risks, to see the bigger picture, to be more generous, and to acknowledge the beauty and talent in others. I want to let you know how special and unique you are to me and how much you've meant to me over the past few years, while we've been together.

One of the things that make you so great, that make US so great, is TRUST. From day one, you've respected me and you've acknowledged that I have something to bring to the table. You've treated me as an adult, a whole person with a life of my own and a lifetime of experiences to draw from in order to do what is expected. I love coming to meet you and your challenges everyday, and I feel encouraged to meet those challenges on my own terms, and with creativity and passion. As long as projects are getting done in as timely a manner as possible, you've allowed me to manage myself and my projects while respecting my unique working style, and ENCOURAGING my need to GROW.



We work towards a COMMON GOAL, you and I, and that is to make students' learning accessible and meaningful. You recognize that passion in me, and you feed it by showing me your PASSION, DEDICATION and COMMITMENT. In meetings, you've shown me your HUMANITY with CREATIVE FLAIR and HUMOUR — you've shown me your own outside talents and interests and what it means to be vulnerable sometimes. You've asked for my feedback and I feel less reluctant to give it, because you've shown me that we are all A WORK IN PROGRESS and that we all have something to bring. Above all, you have let me be a part of your team, and this gives me such satisfaction because I believe that what we are doing is important and worthwhile to learners and to our COMMUNITY as a whole.

I want to thank you for your ACKNOWLEDGEMENT when I do something well, and showing me that you BELIEVE IN ME, either by entrusting me with special projects from time to time, or by taking the time in your own busy schedule to thank me. Thank you for remembering that we all need to be acknowledged sometimes, and that acknowledgement is not just for grade-schoolers. Even when you simply take a few minutes to smile at me and say "hello" and ask me how I've been, this means the world to me, and shows me that I am important to you, too.

Yes, there have been times, and I'm sure there will be more, when we have not been at our best. For various reasons, we may have been disappointed, or perhaps we weren't clear about our expectations or our needs. There have been times when it felt like our goals were at odds or that we didn't seem to fit together. There have been times, outside of either of our control, in which we may have been let down or we may have simply been too tired, too preoccupied, too...whatever ...to give 100%. Strangely, those times have made me realize what I love best about you, and that is this:

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A *Love* Letter to Open Learning

You have shown me the joy, the beauty, the talent, and the generosity in others and you've made it a priority to showcase this JOY. I know it's hard to imagine, but there was a time in which I was afraid to reveal my own true self, or at least my own better self, because I felt that I was not good enough or that I did not have anything special to give. You have shown me that by consciously helping others, and by recognizing the contributions of others for not just their intellect, talents, and skills, but for their GENEROSITY AND STRENGTH OF SPIRIT, that I CAN MAKE A DIFFERENCE — that WE ALL MAKE A DIFFERENCE.

Sure, I've met plenty of people in life who are geniuses, super-talented, innovative, passionate and dedicated, and Open Learning has plenty of these. When you don't feel involved and engaged, it is so easy to see only what is lacking in the world — for many people, the world is only isolation, terrorism, poverty and inequality. But when I come to OL each day, I see a community of givers. I feel humbled and inspired by their generosity, and I am awestruck with admiration for these people — this is what keeps me coming back every day. This is what makes me feel like I belong and this is what makes me want to belong.

This JOY that you have brought to the table has been the greatest gift of all and has provided the ingredient that has made every great love story GREAT: it has made me feel beautiful and it has made me want to become a better person — a better wife, a better mom, a better educator.

We may not always be together, but I will never have regrets... ■

INES OF Intrigue



David and I really look like we love each other.
And we do!

– Ronda Olds

I know it is LOVE (with a capital "L") when I take a risk and step out of my comfort zone – whether because someone else has provided a safe and more inviting place for me to do so, or because I care enough to try to persuade someone else to take a leap with me for the promise and potential of building something better, together.

Good love is a lot like learning: at the beginning, most of us are filled with curiosity, uncertainty, possibly anxiety, and hopefully some excitement — but if it is good, we have all learned something new about ourselves in the process, and we'll keep coming back for more.

– Dani Collins



Adventures into *Love* & **FEAR** (Novel Excerpt) *By Nicole Borhaven*

At some point in our lives, we probably all have felt out-of-place, along with a sometimes desperate longing to belong, to be accepted. My youth was an aching quest to feel normalized, to confirm that I wasn't alone in the world.

Whether comparing the breast development of my female peers or admitting to a close friend, in the security of a flashlight-lit tent under a gaping summer night's sky, that I had wet the bed when I was younger, I couldn't stop myself from sharing. If the friend were to divulge something similar (jackpot, she had wet the bed too! — true story), the sense of satisfaction that came of this was enormous, enough to keep me venturing onward to my next dose of "I'm not weird after all."

However, the sense of insecurity that came when someone — after one of my heart-felt confessions — looked at me like I was from another planet felt horrifying and left me feeling turned inside out, flies-to-the-meat vulnerable.

Perhaps that is, at least in part, why I chose to write a novel — *Normalizing Nora: The Fortunate Storms* — about a preteen girl and her difficult experience with being normalized, and the importance of loving ourselves even when we discover pieces of our true selves that aren't so "normal."

Love and fear are at the core of my novel. Wayne Egers, who is helping me edit my novel, suggested to *The Open Standard* that I submit an article about my story. The fear that blasted through me when I considered this was immediate — the ubiquitous fear of "putting oneself out there for criticism."

Nora also has discussions with Fear, a character in the novel. She can't find the honest answers she is searching for about life and eventually becomes dispirited — that is, until she meets Figgly, a wise, otherworldly companion who encourages her curiosity and guides her to answer questions in unique, mystical, and purely amusing ways. These two destined friends meet in Nora's home on earth and then travel to Figgly's learning platform, *Neither World*, where they discover pieces of the human spirit in ways that respect a child's wisdom to learn about his/her world deeply and ornately.

The following is an excerpt from *Normalizing Nora*:

Figgly turned and gave Curtain Rod a half-humoured glare. He remained silent while Nora giggled distractedly, bags of movie popcorn floating around them. She then yelped in disbelief as a salty, buttery taste instantly filled her mouth without having put any popcorn in it.

"I can taste it!" she shouted.

"Well, it looks like a movie is in store for us so why not enjoy some popcorn?" Curtain Rod said. But the fun abruptly ended when Nora saw herself on the screen before them, sitting at her desk at school. She had never seen herself from this perspective before, as herself observing herself, except once when Seth had videoed her on his phone. Nora wasn't sure if she liked this so much, though it certainly intrigued her.

Nora, scrunched in between Figgly and Curtain Rod in the roller coaster car, sat watching the *Neither World* movie screen, surprised by how much she stood out from the rest of her classmates in her green baggy dress, bright purple-striped tights, clunky brown boots and brown hair twisted into many messy buns atop her head. She knew she dressed differently, but seeing herself now, she looked like a speckled jelly bean in a bowl full of yellow ones.

Their wonderfully eccentric fortune teller neighbour, Rena, a tiny elfish woman, had always given Nora her discarded clothes as Nora's parents couldn't afford to buy new ones.

It felt like Christmas each time Rena would phone, saying she had another bag of clothes. Nora would sit at the window that looked out onto the dirt road and wait anxiously until Rena arrived. She would then run out to greet her, stop abruptly in front of her and bow her head. Rena would place her hand on Nora's head and then give her a small reading of her future. She would say something like, "Ah! I see that you'll find something you lost quite some time ago... you'll be happy about it... and oh, why the dark energy with an 'L' person, Nora? That's one you'll need to address... not healthy, not healthy at all." Nora was continually astounded by her accuracy.

Rena would then pull garments, one by one, out of a garbage bag that sat in the back of her station wagon like a magician pulling multi-coloured scarves out of her sleeve. And the clothes felt nothing less than magical to wear, pieces that swished against Nora's skin as she moved, like sheets of the thinnest flower petals.

But now, seeing herself, Nora felt as though she needed to change, that she just shouldn't go on looking this way, so... different. ■

LINES OF **Intrigue**

Love is about forgiving. When one forgives, the gift of kindness is passed on to others and ultimately to oneself.

— Loretta (Ya-Wen) Teng

You Work at **THE PNE!**?

By Lauren Jensen et al.

[Overheard recently in the third-floor kitchen:]

Voice 1: *I don't think we've met. Welcome to Open Learning.*

Voice 2: *Thanks. Where do you work?*

Voice 1: *P&E.*

Voice 2: *The PNE?*

Voice 1: *P&E... Planning & Effectiveness.*

Voice 2: *What's that?*

Voice 1: *Our department provides planning, consulting and problem solving solutions to OL in the areas of business analysis, research and analytics, decision support and budgeting.*

Voice 2: *Um, sorry, but I'm still not sure what you do...*

Voice 1: *Yeah, we get that a lot. Our team of analysts take on all sorts of fun challenges. We ask questions like "if this, then what?" or "how about...?" or "what's next?". Then we help answer and implement these questions.*

In the area of business analysis, we support new process and technical system implementations. In short, we troubleshoot or problem solve the "business" of OL.

Voice 2: *So, what's an example of something a business analyst is working on?*

Voice 1: *Lately, we've been working with delivery on a new exam scheduler tool and working with Brian Lamb to define the needs and possibilities for a new learning environment.*

Voice 2: *You also said something about research. What kind of research do you guys do?*

Voice 1: *That's right! We do a lot of market research where we gather and present information about students, courses and labour markets. Faculties, committees and departments use that information to make informed decisions about which courses, programs and services to offer at TRU. We do everything from conducting focus groups, designing surveys and completing competitor analysis to providing tools that support faculties to conduct their own market research.*

We also manage data from various systems for reporting and analysis. We are doing more and more in the way of analytics. We have a lot of data about our students and our operations housed in Banner, survey databases, department spreadsheets and other systems. By using a series of analysis and statistical tools, we can turn that data into information that other departments can use to glean insight into their areas. Ultimately, we strive to work as an OL team to use the data to improve the experience and satisfaction of our students.

Voice 2: *That sounds complicated.*

Voice 1: *It's actually a lot of fun! We get to dig into data to see what is going on. Usually, we uncover patterns of student behaviour that either support our existing beliefs or challenge us to think in a new way. We then share that information back to the relevant areas and provide any support required to take action based on the findings. We can then continue to track the data to show the impact of those decisions.*

Voice 2: *Didn't you also say something about budget?*

Voice 1: *OL's Budget Office is also part of P&E. Integrating budget and planning seems natural and works well for OL. Service plans and budgets come out of our department. Our Budget Office is also responsible for financial reporting, costing and forecasting.*

Voice 2: *Who do you usually do work with?*

Voice 1: *Actually, our department works with just about every area in OL as well as several campus areas. For example: we help Delivery with their systems; we design and manage surveys to students; we work with Finance and the Provost's office on budgeting and financial reporting; and we often help campus faculties and schools with market research.*

Voice 2: *So why is your department a part of OL?*

Voice 1: *We're here as part of TRU to drive growth, innovation and improvement for Open Learning and to see our students succeed. ■*



THE FOUR LIVES

By Dawn-Louise McLeod

The exchange of love tokens on St Valentine's Day is a tradition that is centuries old and was influenced by Geoffrey Chaucer and the concept of courtly love. However, the holiday originated with the liturgical celebration of Valentinus, a Christian gnostic theologian whom the Roman Empire martyred during the third century AD. Little is known of Valentinus, but accounts speculate that he was persecuted and executed because he performed marriage ceremonies within the Church and healed people. Valentinus manifested love as compassion for others, rather than as romantic love for one person.

However, we know that love reaches beyond the romantic and erotic stereotypes that are commonly associated with the very word, "love."

As a child, I often attended church with my grandmother, where a sign across the entire front of the church above the altar proclaimed "God is Love." Even at age nine, I knew that "love" had different meanings. The love I felt for my parents, for example, was entirely different from what I felt for the boy who sat in front of me at school. Indeed, it was puzzling that the same four letters in the same linear order could have such radically different meanings. Even God, according to what I heard in that church, could be cruel or compassionate.

Years later, I encountered a book called *The Four Loves* by C.S. Lewis. Interesting. Here was a book by a familiar author — I'd read the Narnia series — on a subject that to me was, at best, confusing. And four loves? Even more confusing.

Lewis introduces his book at the very place I had started, with St John's words, "God is love" (p. 1). The hidden implication here is that for love to exist, more than one being must exist, because if God were entirely alone in the universe, love would not be possible. Love exists because there is also humankind. However, perhaps atheist, nihilist and some existentialist thinkers would discount St John's words, since those thinkers believe that we are alone and that there is no higher being (such as God, Buddha, Allah, the Creator, Source and so on).

Still, spend any time in nature, and it's difficult to deny that there is a spirit, a force, that is outside of our own mortality and beyond our control. And that force is, perhaps, exemplified by love in its several forms, since it requires connection with others. Yes, there is self-love, and that is foundational to all other love. Those who genuinely do love themselves are compelled by that love to reach out to others.

But I digress. The four loves, Lewis says, are *storge* (affection); *eros* (romance); *philia* (friendship); and *unconditional love* (charity), also called *agape* (although Lewis does not use that word).

Storge is the most common of loves. It combines what Lewis refers to as Need-love and Gift-love: the former is the affection of children for their parents and the latter is parents' affection for their children. *Storge* is the fondness that develops through familiarity, such as affection between family members and those who are affiliated through work, school, community groups, religious organizations and so on. It is outside of factors that make someone worthy of romantic consideration. Whereas objects of romantic love must meet certain criteria in order to qualify, "...almost anyone can become an object of affection; the ugly, the stupid, even the exasperating," says Lewis (p. 32). Thus, *storge* accounts for a large percentage of human happiness, because it implies a high level of acceptance and non-judgment of the object of love.

Eros, as Lewis sees it, is the feeling of being passionately in love. It is epitomized by an overweening desire for one particular person, sometimes to the point of obsession, and the wish to become at one with that person. In *eros*, we are challenged to balance the cerebral, emotional and physical aspects of our beings. *Eros* is more conflicted than any of the other loves. At its best, it can inspire us to achieve more than we might on our own, without motivation. Unfortunately, *eros* is no bed of roses: first, you have to qualify and be deemed worthy; second, you're often expected to follow a lot of rules, which aren't always clearly defined; third, you must be prepared to endure squabbles, power struggles and negotiations.

Philia is friendship; in contrast to both *storge* and *eros*, friendship is the bond that forms between others and ourselves when we choose them because we share an affinity or common interests. *Philia* is the rarest, least jealous and sometimes the least regarded of loves: "very few modern people think Friendship a love of comparable value or even a love at all," notes Lewis (p. 57) in comparison to *eros*. Because few people experience true friendship, few value it.

LINES OF Intrigue

I love getting the chance to spend a weekend morning at home with my wife when we have absolutely nothing to do. I love being in our home listening to music, making breakfast, drinking coffee, playing with our dog and not having to rush off anywhere. I also love basketball but that is a whole other story.

— Corey Wiwchar

(continued)

However, we choose our friends, whereas we do not choose our families. Because we exercise free will in forming bonds of friendship, we can develop a deep appreciation, love and even need for our friends. Instead of the rules of engagement as in eros, in philia there are guidelines of interaction that can evolve authentically and with the passage of time.

Charity, also known as unconditional love and agape, is a sense of caring for another person regardless of their behaviours or circumstances. In certain ways, it is similar to Gift-love, the affection that parents have for their children. Lewis considers this the greatest and most self-sufficient of loves. To fully engage in it is to let go of self-aggrandisement (what Buddhists call “attachment” and Freud “ego”) and to surrender to a sense of a greater being. Love in the form of unconditional love is an eternal force that holds the universe together.

Lewis says that to love, we must become vulnerable. But society’s message to us is that we must be independent, self-sufficient, invincible. To evade love, Lewis says, “avoid all entanglements. Lock [your heart] up safe in the casket or coffin of your selfishness. . . It will not become broken; it will become unbreakable, impenetrable, irredeemable.” And many people choose to do just that. I certainly did.

As a young adult, I saw invulnerability as the goal and isolation as the means to that end. In my journal, I wrote, “Love is a bare bulb lighting the dark and empty space of my soul — wherein the rats, provoked, do snarl.” Therefore, I had a plan for solving the dilemma of love. I would simply ignore it. During those times, I spent many weekends camping solo in the woods, wanting to live like I imagined Thoreau did as he described in Walden — by a lake, in a place where I wouldn’t have to interact with anyone, encounter conflict or deal with emotional messes.

I later discovered that Walden’s Pond was only a stone’s throw from Thoreau’s real home and all his friends — isolation was for him an ideological fantasy rather than an actuality. Apparently, he even returned to his home each day to get his laundry done — by his mother.

There’s no shame in that. In fact, it’s endearing, because it’s an example of how we need others, whether or not we actually like that fact.

And, love? Well, love is the ointment that makes that need more bearable. If we love those around us, we can put up with them so much more easily — and, just as importantly, they can put up with us. Through that tolerance, we break through to laughter, joy, an understanding of who we are as humans in this reality, what our purpose is — and a sense of never-ending possibility. ■

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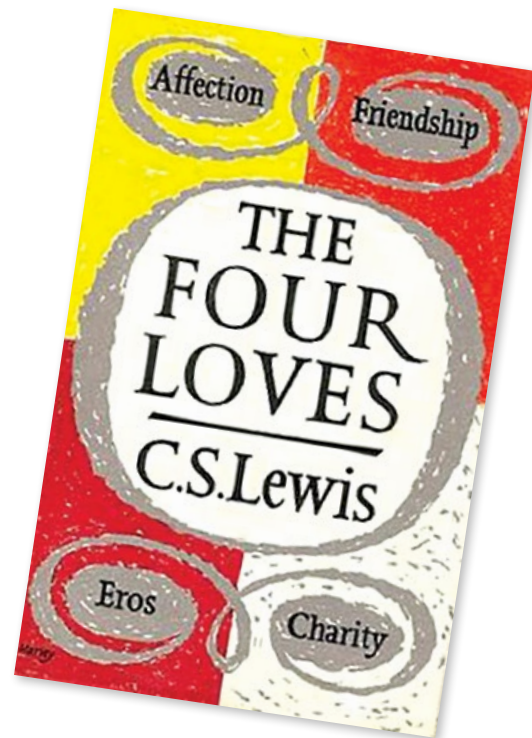
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So powerful is LOVE that it can melt hearts and unite all of humanity. To love and be loved is all that really matters in the end.

– Gail Morong

“You get too much, you get too high/ not enough and you’re gonna die/ love gets you high... ”
– “Love is Like Oxygen”

– Sweet; submitted by David Sheets



Question Answered

By Robert Swanson

People often ask me, "Robert, what is love?" Why they ask me I have no idea, but being a man of philosophical inquiry, a man interested in what great minds before mine pondered while they searched the davenport for loose change to settle up with the doxy, I set to musing on this vexing conundrum.

As often happens when the old noodle is aboil, I settle as a starting point what is perhaps the greatest definition from times past of that which I'm trying to unravel. I then add the seasonings of other great thinkers until I have arrived at the *essence al dente*, the pure pasta, as it were, of the issue in question.

Thus, in reductionist prose poem form (where broadcast rights do not prohibit) the answer to the eternal question...

What Is Love?

IF

"Love is the beauty of the soul."¹

AND IF

"Dance is the hidden language of the soul of the body."²

AND WE KNOW

"Language is the source of misunderstandings."³

AND

"The world only goes round by misunderstanding."⁴

KNOWING

"We're goin' round and round and we're never gonna' stop."⁵

THEN

"'Tis love that makes the world go round, my baby."⁶

THEREFORE

"Love is an angular momentum formed out of a nebula that collapsed."⁷

Why, just the other day I said to my sweetie, "My angular momentum formed out of a nebula that collapsed for you knows no bounds, honey-bun." She moued appreciatively.

So spread the love, everyone. Keep spinning and spreading love.

1. Saint Augustine. 2. Martha Graham. 3. Antoine de Saint-Exupéry. 4. Charles Baudelaire. 5. Selena Gomez. 6. Charles Dickens. 7. Me.



The You Show: Linking Storytelling to Reality

By Dawn-Louise McLeod

The story: Once upon a time, in a boardroom far, far from here, two fearless educational technologists asked a roomful of academics (half of whom were from Open Learning), “What’s going to happen next?” and then asked them to improvise.

The reality: On January 13, 2015, in CAC’s TRUSU Boardroom, two “ed techs” (as they’re called in the distance education biz), Brian Lamb and Alan Levine, held a kick-off event in which they invited 40 participants — of whom 48% were from Open Learning — to join them in a communication-building activity seminar called *The You Show*. And then they asked them to improvise.

The kick-off event: *The You Show* is an audience-participation digital storytelling seminar that encourages outward communication. Lamb (OL’s Director of Innovation), and Levine (TRU’s visiting Research Fellow) and the 40 participants discussed how to build communication pieces as unstructured and multi-levelled retrospectives of lived experience.

Lamb and Levine are on a mission to help learners, teachers, researchers, photographers, filmmakers and writers narrate and demonstrate their work through these communication pieces.

Communication is key. Lamb and Levine put it like this: effective communication gets the audience involved and puts it on the edge of its seat. Visual, audio and video elements which are more compelling than mere text: thus, the communicator can use these elements to draw the audience in and to invite its members to participate by creating their own stories.

We humans have the compulsion to create order (in the form of stories) out of the apparent randomness that is lived experience. Storytelling is the creation of order out of chaos, which might help explain why storytelling (and the visual elements that assist it) extend back at least to cave-painting days. We are motivated, particularly as educational practitioners, to connect diverse concepts and imagery, something we usually do with the use of words. Since language is readily accessible, words are often our go-to when we are tasked or motivated to communicate. Not many people, especially educational practitioners, use diagrams, sounds, pictures and mimed action to communicate. Children do this readily, but adults do not. Using visual components, however, help us to “show” and not “tell.”



Lamb and Levine asked volunteers from the audience to participate in a Theatre-Sports–style improvisation, showing how we can fill in spaces that aren’t there and how we make connections between seemingly diverse images. The discussion then turned to the shape of stories, as described by Kurt Vonnegut—exposition, rising action, climax, falling action and denouement.

Via *The You Show*, Lamb and Levine ask you to find the “trapped in the elevator” summary of your work, using whatever media tools (and words) are readily available. They ask you to share both your process and the artefacts you create as you discover the public-facing representation of that work.

Thus, the seminar is called *The You Show*: because it’s all about you as the star, producer and narrator of your own work and because, ideally, “you show” (not tell) what your work is about.

The You Show draws on the University of Mary Washington (UMW) digital storytelling course DS106, which is led by Levine. From story-shaping strategies to elements of design to soundscapes, making movies and remixing, it mingles practical skill building with examples of inspirational pieces.

Participation in *The You Show* seminar helps you to:

- Create a sharable portfolio of your work.
- Communicate and mobilize info about your work.
- Improve your digital media skills.

There are eight units (weeks) in the seminar, but you can jump into it hands-on at any time before March 2.

Interested? Here’s how to get involved:

1. Go to the teaser preview for *The You Show* at <http://youshow.trubox.ca/2014/12/15/you-show-episode-0/>. Here, you can link to all participants’ blogs and join the growing network of digital storytellers. Be sure to catch Episode 1; word is, it’s kinda funny.
2. For the ongoing buzz, sign up for the optional newsletter updates via email at <http://tinyletter.com/youshow>.
3. Follow *The You Show* via a Twitter account where Lamb and Levine “shall tweet many things of value (and maybe a few messages of questionable value).” ■

SMALL Changes = BIG IMPACT!

By Chelsea Coris, RN, BScN, BSN
TRU Wellness Coordinator

SOMETIMES THE SMALLEST STEP
IN THE RIGHT DIRECTION
ENDS UP BEING THE BIGGEST STEP
OF YOUR LIFE. TIP TOE IF YOU MUST,
BUT TAKE THE STEP.

Submitted by Chelsea Coris;
retrieved from
inspirationalfamousquotes.com

At the beginning of a New Year, do you ever feel pressure to make resolutions that would improve your overall health and well-being? Do you make grand plans to eat better, get more sleep, or get to the gym more? If so, you are not alone!

Many people put pressure on themselves to make big changes when it comes to their health, but often they try to make too many in a very short period of time — which, unfortunately, can result in failure.

Rather than trying to overhaul your life in one fell swoop, try making small, sustainable changes that can make a lasting impact on your well-being.

For example, if you want to start eating healthier, the first step is: do your homework. Gather information about healthy food options, resources and supports so you can make informed choices. Remember to stick with information from reputable sources such as the Canadian Cancer Society, Health Canada or the Mayo Clinic, as health information can be confusing and contradictory.

The next step is: plan to make one small change that you are committed to and know you can implement successfully in your life. If you aren't getting the recommended daily servings of fruits and vegetables, maybe your plan is to increase that number by one serving per day for the first week. Act on that plan and then evaluate how it goes. If you think that you want to aim a bit higher, maybe you modify the plan by increasing your fruit and vegetable servings and cutting back on sugary drinks.

Whatever the change may be, remember to get informed, make a plan that works for your life, act on your plan, evaluate how it went, modify if need be and then continue on or try something new. What I do know is that no one can do it for you. If you want to live a healthier, happier life, you are the only one who can make it happen, so start small to increase your likelihood of success. Those small changes can result in a big impact.

Love your body: it's the only one you've got! ■

Chocolate Quinoa Cake

Submitted by Dawn-Louise McLeod

Gluten-Free



I was recently offered a slice of this delicacy at a friend's tea-tasting event. As a non-fan of chocolate cake (or, even, cake), I was skeptical. But this dessert is full-bodied, almost cheesecake-like in density, and I was won over.

I found the recipe online from allrecipes.com and test-kitchened it. For my version, I substituted some of the sugar with a teaspoon of pure stevia (no additives) and used almonds.

For an optional icing, poke holes in the cake, then melt ½ cup of chocolate chips and ½ cup of coconut milk and drizzle this combo over the cake.

The cake can be refrigerated and sliced into brownie-sliced chunks for on-the-go decadence.

So, my small change? Find more recipe substitutes for wheat and sugar — and eat more chocolate quinoa cake!

Ingredients

Makes 12 Servings

- 2 cups cold, cooked quinoa
- 3/4 cup melted butter
- 4 eggs
- 1/3 cup milk
- 1 ½ teaspoons vanilla extract
- 1 ¼ cups white sugar
- 1 cup cocoa powder (like Fry's)
- 1 ¼ teaspoons baking powder
- 1 teaspoon baking soda
- 1/2 teaspoon salt
- 1/2 cup chocolate chips
- 1/2 cup chopped almonds, walnuts or pecans (optional)

Directions

1. Preheat oven to 350°F (175°C). Grease a rectangular cake pan.
2. Blend quinoa, butter, eggs, milk and vanilla extract together in a blender until smooth.
3. Combine sugar, cocoa powder, baking powder, baking soda, and salt together in a large bowl. Stir quinoa mixture into sugar mixture until batter is well combined. Fold chocolate chips and pecans into batter; pour into the prepared pan.
4. Bake until a toothpick inserted in the centre of the cake comes out clean; 40 to 45 minutes. Cool cake on a wire rack. Or take your chances and eat it immediately.

PREP	COOK	READY IN
15 mins	40 mins	1 hr 25 mins



"Hearts at the Museum 2" © January 2015, Wayne Egers

Her Skin's Electric Arc

By Wayne Egers
Sept 9, 2013

Tommy snaps on the light
in a hallway too narrow too white
slips on black leather jacket
over best T-shirt
over bruised tattoo
over slender arms
walks into the summer night

his skin's electric arc
blazes against the dark
salsa music plays
across the street
kids pass in beat up yellow car
heave insults
to burning sidewalk

girls laughing
dancing under mercury streetlights
black hair tinted green
he leans against an old car
in the weeds

smiles and white teeth flash
whispered laughter
they're sizing him up
his mind jumps
beads of sweat
between brown breasts

standing under street light
purple tattoo tinted green
arm around slender waist
her skin's electric arc

Poetry

Standard Style: Comma Karma

By Mark Rogers

Here's an example that fans of the Oxford comma like to trot out:

"With the Oxford comma: We invited the rhinoceri, Washington, and Lincoln."

This is accompanied by a picture of four figures – two rhinoceri, Washington and Lincoln. (<http://blog.retrocollage.com/collage-montage-oxford-comma/>)

"Without the Oxford comma: We the invited the rhinoceri, Washington and Lincoln."

Hilarity ensues and we all learn a good lesson we'll never forget, because those absurd images are burned into memory. You see, by leaving out the comma before the last item – known as the Oxford comma – the sentence implies Washington and Lincoln are weird hybrid animals that couldn't possibly exist.

There's so much wrong with this example.

First of all, George Washington died 10 years before Abraham Lincoln was even born. So the chances of them having been invited to the same event – let alone one attended by wild animals – are pretty much nil.

If by some remote chance such an occasion did occur, it certainly wouldn't be the placement of a comma that would be demanding our attention. It would be more like: "My God – Washington travelled through time to meet Lincoln, and there were horned beasts in the room."

Too harsh?

OK, let's say we let our imaginations run wild. Someone issued this invitation, didn't see anything unusual about it and decided to communicate it in the blandest way possible. It's not an extra comma that will save the day. What this sentence needs is a good old-fashioned re-write.

"With the Oxford comma:
We invited the rhinoceri, Washington,
and Lincoln."



"Without the Oxford comma:
We invited the rhinoceri, Washington
and Lincoln."



How about:
"Along with two rhinoceri, we invited Washington and Lincoln."
Or: "We invited Washington and Lincoln. We thought they might enjoy some rhinoceri, so we invited them as well."
Or: "We invited Washington and Lincoln to bring rhinoceri with them."
Or: "We invited two rhinoceri, who dragged Washington and Lincoln along with them." Or: "We invited a couple of rhinoceri who, oddly, looked like Washington and Lincoln."

"The Oxford Comma"
digital collage by
© Eric Edelman 2011

Still, there are those who insist that sentences containing a list should always have a comma before the last item, even if there is no ambiguity. It may be that these writers are motivated by a desire to appear scholarly. And they do have Oxford on their side — or at least the name of that hallowed institution. Those who oppose it have nothing similar. Should we introduce the Cambridge non-comma? That has a nice alliteration and it plays on the traditional rivalry between the two universities.

What I have in mind is something much better: the common-sense comma. If you find yourself writing a sentence with a list in it, ask yourself if it could be re-written so there is no list. In other words, try to make your writing more interesting. Lists are boring.

If you are forced by a surly rhinoceros to write a list, then write it with self-awareness. If the last two items could be read together as a phrase that doesn't make sense, then by all means throw in an extra comma. Otherwise, leave it out. Your comma karma will be so much better. ■

LINES OF Intrigue

I say this to my kids every night before bed: "I love you to the moon and back a billion times."

— Jennifer Read

Building a TRU Brand: The View at the Halfway Point

By Lucille Gnanasihamany, Associate Vice-President,
Marketing and Communications

Last June, TRU struck a Branding Committee and announced that the TRU Branding process was underway. It was one small step of a much bigger journey.

To recap: the Branding Committee – 14 incredibly dedicated and hardworking folks – spent last summer and fall increasing our understanding of TRU. We consulted with those who know TRU best – our students, faculty, staff, alumni and members of the wider community – to get a better idea of what makes TRU the university it is. And they responded. In all, we received over 1,000 individual responses both online and in person.

Based on these insights, we extracted four themes that showcase important things about TRU:

- TRU is about **Opportunity** – including TRU’s flexible learning paths (online, on campus, interdisciplinary, laddering), unique mix of programs, diverse student populace and supportive people and services to help students reach their full potential.
- TRU is **Open** – to the immense potential of all our students, both online and on campus, from across the river or around the world... and the incredible career, life and societal possibilities of our anything-but-typical university.
- TRU is about **Community/Connection** – our longstanding connections to our communities, near and far, infuses the supportive educational experience we offer, the types of research we pursue, and the quality of our graduates who go out into the world to do a world of good.
- TRU is about **Diversity** – not only the diversity of our students from across BC and Canada, over 85 countries from around the world and more than 14 First Nation and Aboriginal communities... but also of our unique learning paths and program mix, from Trades to Law.

Any aspect of these themes could be the basis of a new Brand for TRU.

Our next step is to choose an agency with whom we will work to translate our Branding Insights into a Brand Concept. We have posted a Request for Proposals (RFP) for interested agencies to present their qualifications to us. Once we select an agency partner, we will provide them with a briefing document and work closely with them to develop two or three possible Brand Concepts.

As we did before, we will return to our community to find out what they think of each concept, and these thoughts will be part of what we consider in choosing the winning concept. Then – it’s full steam ahead, with the Brand Concept woven into everything from the tone, look, content and style of our marketing and communications, to the stories we choose to tell, to the ways in which we connect and interact with our audiences.

We plan to launch the new TRU Brand in Fall 2015. And, as with any Branding exercise, the launch will be just the start of an ongoing, sustained effort to tell those we serve and want to serve, about how and why TRU is *distinctive* – different from others – *meaningful* – providing things that are important to people – and *credible* – able to deliver on the promises it makes. ■

Want to know more about
TRU Branding?

Go to tru.ca/branding – and send any questions to branding@tru.ca.

How does a
TRU brand fit
with other
TRU strategies
and plans?





In Memory of Dr. Alexander David (Sandy) Beveridge

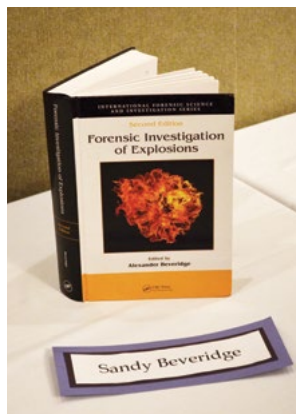


Dr. Sandy Beveridge, an Open Learning Faculty Member for 33 years, passed away on December 28, 2014.

Sandy had a lifelong passion for learning. He was a brilliant, humble and caring man, who approached life with fortitude and a strong, Scottish sense of humour. He found great joy in his love for family and in watching his children become independent adults.

Sandy emigrated to Canada from Scotland in 1964 as a recent graduate and newlywed, only two weeks after attaining his PhD in Organometallic Chemistry from the University of Glasgow and one week after marrying Anne. He then proceeded to have a remarkable, 50-year-long career as a forensic chemist, book author, lawyer and teacher, during which he gained further credentials: an MBA from the University of Alberta and an LL.B from the University of British Columbia. In addition, he gained certificates in diverse fields, including shiatsu and aikido.

As a world expert on forensic chemistry, Sandy spent 30 years in the RCMP's Forensic Science Service and trained law enforcement officers and scientists from around the world on investigation techniques. He also taught thousands of students in chemistry and business through the Vancouver School Board and Open Learning. The Open Standard once referred to him as "TRU-OL's very own version of "CSI Kamloops"" (Dec 2008; available at http://www.tru.ca/_shared/assets/newsletter814643.pdf).



A few of Sandy's many interests were golf, fly-fishing and canoeing; he also loved Hawaiian vacations spent snorkelling and barefoot running on the beach.

Of Sandy, Dr Alan Shaver says, "He liked to talk and as fellow chemists we hit it off immediately. I was deeply impressed with his intelligence, wit and amazing career."

On behalf of Open Learning, we extend sincere condolences to Sandy's family, friends, colleagues, and students. A celebration of life will be held this spring, at which time campus flags will be flown at half-mast. In lieu of flowers, donations may be made to Pancreatic Cancer Canada (www.pancreaticcancercanada.ca).

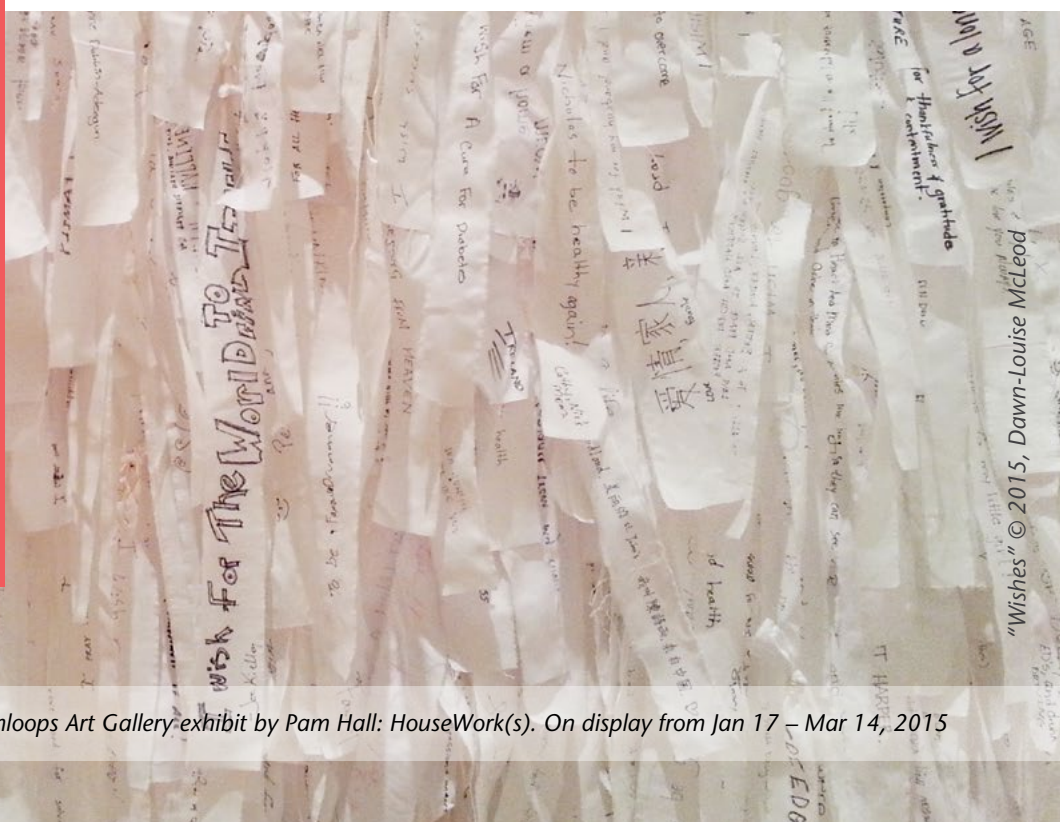


Organometallic chemistry: A study that combines aspects of organic and inorganic chemistry and focuses on chemical compounds that contain at least one bond between a carbon atom of an organic compound and a metal.

LINES OF Intrigue

"I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant."

— Martin Luther King,
Nobel Peace Prize Acceptance
Address, 1964



Kamloops Art Gallery exhibit by Pam Hall: HouseWork(s). On display from Jan 17 – Mar 14, 2015



CUPE Local 4879: Election Results and Update

By Lois Rugg, Local 4879 President

The most recent CUPE general meeting on January 14, 2015, in a multimedia classroom in the New Old Main, 3632, began with a sense of frisson. This was fuelled less by the prospect of two \$20 prizes and more by the four elections on the agenda — and the hefty snacks and beverages. Thirty-nine bargaining unit members were present and anxious to cast their votes.

Here are the results from both the January meeting and the November 12, 2014, general meeting, which focused on nominations and acclamations. All positions are for a two-year term, unless noted otherwise.

January Election Results

Three members of the OL community were elected and one on-campus member was acclaimed, as follows:

Seond Vice-President – **Karl Fultz**

Grievance Committee – **Dave MacNeill**

Job Evaluation Committee – **Margaret West**

Trustee (3-year term) – **Acclaimed: Bart Cummins**

November Election Results

Labour Management Committee – **Acclaimed: Wilma De Jong, Raz Mann, Lyn Ferec, Karl Fultz**

Occupational Health and Safety – **Acclaimed: Gordon Maurits, Bart Cummins**

Education Committee – **Acclaimed: Amit Goel (three-year term)**

Social Committee – **Acclaimed: Lazlo Nemes, Eric Youd, Amit Goel, Bart Cummins, Meg Durvin**

Shop Stewards – **New additions: Eric Youd, Chris Ward, Margaret West**

Kamloops and District Labour Council Delegates – **Acclaimed: Eric Youd, Lois Rugg, Debbie Wasylyshyn, Karl Fultz, Bart Cummins**

On behalf of the Executive and membership, we thank all those who let their names stand. These new appointees, over the course of their terms in office, will represent other members of the bargaining unit on issues that affect the members. We also thank all those members who helped with the meetings and the election process.

Those members who were acclaimed in November or elected in January began in their roles in January following the general meeting and being sworn in.

To all of those who have served in the previous term(s), thank you. Your service is greatly appreciated.

We will continue to work towards making gains and improvements and maintaining positive working relationships with all bargaining units on campus.

In solidarity,
Lois Rugg

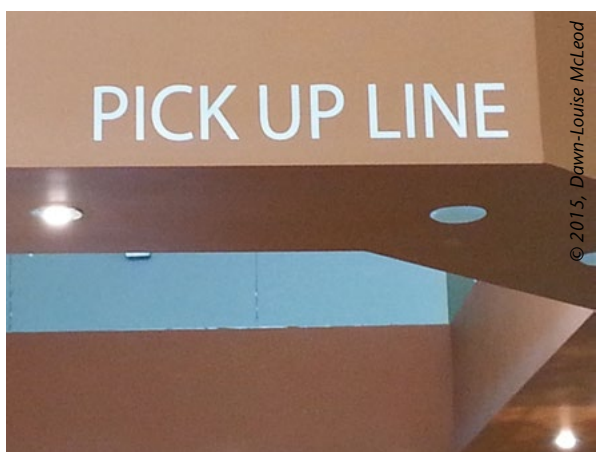
*Love is a paradoxical
taskmaster.*

– *Marjorie Budnikas*



"Grandchildren complete life's circle of love."

– Anonymous author;
submitted by Hilary Parsons



"Get coffee and snacks in this pick-up line!"

– Dawn-Louise McLeod

END OF the Lines!

Kudos!

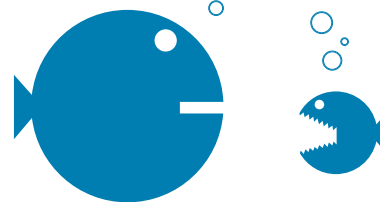
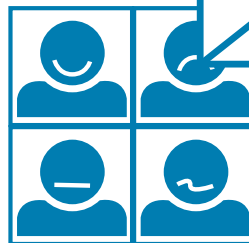
Please email us at OLMarketing@tru.ca with the names and achievements of fellow OLeers you would like to see acknowledged in an upcoming issue of The Open Standard.

Technology, I [Heart] You

By Lindsey Norris

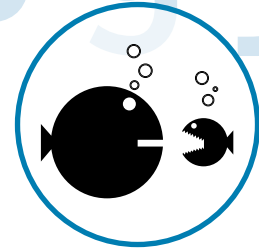
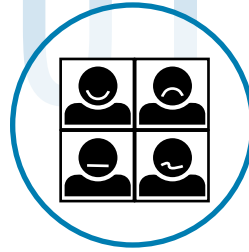
It's no secret that I'm pretty passionate about new technologies. Whenever a new social network or project management program crosses my radar, I'm downloading it faster than Charlie Sheen can send an inappropriate tweet. I forget about most of these programs after a week or two, as people do. My accounts on Trello, EatYourBooks, EverNote and Four Square are covered in dusty cobwebs.

However. For all the downsides of technology (you should see me when my husband sends a tweet during dinner), I'm amazed by how a few programs have changed the way I read and communicate. I spend a lot of time reading blogs and articles about what's new. Here, then, are my unscientific predications on a few innovations that we'll be hearing more about in 2015.



(continued on next page)

Technology



(continued)

INSTAGRAM:

The birthplace of such dreadful phenomena as the funeral selfie and RichKidsOfInstagram has created something that may get stubborn holdouts like me onto the platform. "Like to Know It," a product bookmarking tool, allows users to receive an email about products they like in Instagram photos. This could actually be helpful to consumers, and I'm sure it has retailers frothing at the mouth with excitement. It also requires both the retailer and user to opt-in, which reduces the creepiness factor.

EMAIL 2.0:

Email is deeply entrenched in our work and personal lives, but I think it's ripe for an overhaul. It just doesn't make sense that we use the same platform to send a highly urgent missive as well as to ask your colleagues who's in for lunch on Friday. It's also causes people a lot of tension (see the proliferation of studies that show checking email raises anxiety). But what to replace email with? One candidate is Slack, which we've been trying in the MarCom department, using it as a place to collaborate informally. But, as Google Plus proves, no matter how great a platform, it will only become widespread if other people join in, and it will take some powerful features to get people off email.

AFFECTIVE COMPUTING:

Imagine the day that your tablet can read your emotions better than your friends. The technology is already here – recently, *The New Yorker* profiled an Egyptian scientist who created an algorithm that can read faces – and I predict soon Siri will know, based on your frown, when she's given you the wrong directions. This technology has a high potential for abuse (for example, one party could use it unfairly during a videoconference negotiation) but I wonder if it could be used by an OLFM to determine whether a student is feeling confused and needs further discussion of a concept.

DAVIDS VS. GOLIATHS:

For many years now, there hasn't been much variety in the software people use. Just try to find someone using anything but Microsoft Office for word processing or Photoshop for photo editing. But smaller companies are slowly breaking into the marketplace by creating niche products that are better than the one-size-fits-all stuff large companies put out. (Think of how craft beer now outsells Budweiser.) For example: Scrivener, for novels and other large writing projects; Evernote, which I don't really understand but is growing like a Chia Pet in a rainforest; and Prezi, which is the hipper cousin of staid and dull PowerPoint. I don't think PowerPoint is going away any time soon, but it's much easier now for people to find custom options that do a better job for our particular needs than the old standbys. That's good for all of us. ■



Contest: TRU Stylin'

Enter to WIN

these sweatpants* and show your TRU chi. Here's how:

- 1 Correctly answer this question: What are the four themes that can be the basis of a new brand for TRU?
- 2 Send your answer to OLMarketing@tru.ca by 4:30 p.m. on Friday, February 20, 2015.

TRU-OL MarCom will randomly select a correct entry and contact the winner by Monday, February 23, 2015.

*Sweatpants can be exchanged for your size.

Karl promises not to enter this contest!

Call for Submissions

Looking for more opportunities to write? TRU-OL MarCom invites you to communicate outwardly via the venue of *The Open Standard*. Whatever form that outward communication takes, we welcome it as long as it can be represented in two dimensions and in print. Send your stories, ideas, questions, comments, inquiries, images and other imaginative manifestations to OLMarketing@tru.ca. And, yes, "letters to the editor" are welcome.

The Deadline
for submissions to
the April 2015 issue is
March 20, 2015

Acknowledgements

Many thanks to the entire TRU-OL MarCom team and its fearless leader Jennifer Read, and to the following featured contributors:
Nicole Borhaven, Danielle Collins, Chelsea Corsi,

Wayne Egers, Irwin DeVries, Jon Fulton, Karl Fultz, Lucille Gnanasihamany, Lauren Jensen et al., Dawn-Louise McLeod, Lindsey Norris, Ronda Olds, Mark Rogers, Lois Rugg, Robert Swanson

"Karl Fultz" © 2015, Jon Fulton

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