Spring Issue   April 2012

The Future of Copyright

In an increasingly digital landscape, copyright laws are in a state of flux.

By Scott Blackford

In today's digitally robust age, copyright is a hot and somewhat controversial topic.

The reality is that pretty much everything from text to music and photos to video are available online through a multitude of mediums including Twitter, Facebook and a number of other websites and applications. Anyone with access to the Internet can, at any time, copy, adapt, share and convey almost anything that is available on the web. It is this very proliferation of easily published online materials that is driving changes to the field of copyright.

The exclusive rights to copy, license and exploit literary, musical or artistic work (i.e. copyright) have traditionally been governed by case law and statute, which was written long before websites and online social networking services such as YouTube, Twitter and Facebook came into being. Herein lies the conundrum. Going forward in a digital era that provides easy access to nearly unlimited materials placed online, how can we establish boundaries and shape a new version of copyright that advocates for robust user rights, academic freedom and an expansive definition of fair dealing while meeting copyright obligations and maintaining the highest standards of compliance and respect to the intellectual property of others?

Copyright Actions

From copyright collectives to the Parliament of Canada, people are revisiting the treatment of copyright in Canada in attempts to get it up to speed and in alignment with issues and concerns arising from digitally published and accessed materials.

Currently, Access Copyright – a collective of Canadian publishers that sell licenses to reprint materials to Canadian educational institutions and other copyright users – has applied to the Copyright Board of Canada for an entirely new tariff structure.

As proposed, this new tariff could drastically redefine the term "copying" by adding digital aspects such as the use of hyperlinks in online content and the emailing of PDFs. This new interpretation of "copying" would also include more onerous reporting requirements, for example educational institutions would have to allow Access Copyright to review internal emails and secured servers in order to audit the extent of copying done under the tariff. As drafted, the new structure would also result in a significant increase in costs – up to $420,000 annually at Thompson Rivers University – for institutions that are using copyrighted educational materials under the tariff.

THOMPSON RIVERS UNIVERSITY
OPEN LEARNING

Digital Delivery

T2202A
TAX RECEIPT

Students enrolled in Open Learning through Thompson Rivers University (TRU) will no longer be receiving their T2202A tax receipt to their home address by land mail. TRU is going digital, meaning the T2202A, which is necessary for students to claim their education expenses on their tax return, is now available on myTRU. Therefore, students must login to their myTRU account to access their T2202A form. Forms for 2011 became available on myTRU at the end of February 2012.

Some explanations behind the amount showing on the T2202A form include:

- One or more courses are not eligible. To receive a tax receipt, the course must be equal to a certain number of credits or hours. In addition, not all tuition and related fees are tax deductible.

- A course or program is not at the post-secondary level. For example, receipts are not issued for Adult Basic Education (ABE) courses.

- One or more courses may be prorated. Tuition fees for courses spanning one calendar year to the next are prorated to each applicable year. For example, a course with a four-month completion time starting in November is recorded 50% on the tax receipt for the year when the course started and 50% on the receipt for the following year.

- A student may have a duplicate account. For more information, TRU on-campus students should email *t2202a@tru.ca* and TRU-OL students should email *olrecords@tru.ca.* ∎

Copyright

Continued from page 1 >

Another proposed change to copyright in Canada comes from Parliament in the form of *Bill C-11: An Act to amend the Copyright Act.* The Bill, first read on September 29, 2011, is in the process of becoming the *Copyright Modernization Act.*

While there are some positive aspects to Bill C-11 from a university's perspective, as the amendments may permit educators to make greater use of copyrighted material under the "fair dealing" exception, there are also some controversial issues surrounding the amendments to the *Copyright Act.* Among other things, the Bill recognizes and supports digital locks (also referred to as digital rights management), which are used to limit the use of digital content. Many authors and publishers argue that digital locks are necessary to fight copyright infringement online and to allow copyright holders to maintain artistic control and ensure continued revenue streams. Perhaps this Bill is balanced, as it seems to have attracted criticism from both sides of the publishing fence, that is, from both copyright holders, as in the publishers and authors, and copyright users, such as individuals and universities. As a wise judge once said, "You know you have achieved fairness when both parties leave equally dissatisfied."

Going Forward in Copyright

With all of these changes looming, the Intellectual Property Office (IPO) at Thompson Rivers University, Open Learning (TRU-OL) is facing numerous challenges; not only as a result of proposed changes to licensing agreements and the law but also fiscal restraints that may result due to current budget cuts. TRU-OL's IPO is aware of the need to efficiently manage permission costs while maintaining the highest levels of copyright compliance and academic integrity. The IPO also recognizes the need to advocate for robust user rights and

academic freedom. The question is: how can all of these things be accomplished in a changing copyright landscape?

The answer is not simple. If one could predict the shape the copyright world may take after its guiding law catches up to current realities, the best approach might be easier to determine. As things stand, it is difficult to decide whether copyright should be cleared through Access Copyright's new tariff agreement, without Access Copyright entirely or somewhere in between.

Currently, TRU-OL's IPO is trying to take a measured and informed approach to future copyright treatment. Considering the current state of uncertainty surrounding copyright in Canada, it seems most sensible to continue operating under the Interim Tariff with Access Copyright while searching for alternative sources of materials, such as creative commons licenses.

One of the goals going forward is to adopt software and practices that help the IPO make use of free and cost-effective sources of course content that are available to TRU-OL. These tools will hopefully help track the use of copyrighted material more efficiently and will continue to be useful whether TRU-OL's IPO moves forward under a new tariff or begins to acquire more materials directly from the copyright holders, with less reliance upon the Access Copyright collective and other distributors.

There is a great deal of excellent content to be had and it is imperative to determine how TRU-OL can provide it to its students in a cost-effective way that is respectful to author and publisher rights under the new copyright landscape. This is what will keep TRU-OL on the path to being a world leader in online and distance education. ∎

Analyze This…
Partnership

Degree becomes an option for College students.

By Don Poirier

Opportunity, accessibility, flexibility and responsibility are all words that can be applied to a new program delivery collaboration established between Thompson Rivers University, Open Learning (TRU-OL) and Douglas College. The Bachelor of Arts, Psychology program offered through the Open Learning Division of Thompson Rivers University (TRU) is now available to Douglas College students. This opportunity enables the College students to earn a university degree through online and distance education, while continuing to study at their home college.

Through this collaborative degree program, Douglas College students can take the majority of their courses – up to 105 pre-approved credits of the 120 credits required for the credential – through Douglas College but graduate with a degree from TRU. The ability for Douglas College students to transfer up to 105 credits into the program showcases the flexibility offered through the Open Learning Division of TRU as most universities allow students to transfer a maximum of only 60 credits towards their programs and require them to take the remaining courses at their campus.

Opportunity and flexibility are also hallmarks of this partnership as both students from Douglas College and TRU-OL have the opportunity to choose from a wide array of courses, subject areas and modes of delivery. By being able to select pre-approved courses from both Douglas College and TRU-OL, students from both institutions are able to build a strong interdisciplinary foundation and a knowledge base within psychology. The opportunity to chose between traditional classes at Douglas College or courses offered in an online and distance format through Open Learning, means that students can access education that is right for them and continue their formal studies while getting a head start on their career or balancing other life and social responsibilities.

Getting Started

Douglas College students can join the program during any semester, be it fall, winter, spring or summer. All they need to do is ensure they fulfill the general requirements for Douglas College; high school graduation, a minimum grade of B in English 12 and a minimum grade of C in Principles of Math 11 or Foundations of Math 11 are recommended requirements. There are no additional requirements from TRU.

More information is available at ***www.douglas.bc.ca/programs/psych-degree.html*** or by contacting Graham Rodwell, Douglas College Program Coordinator, at 604-441-3451. ■
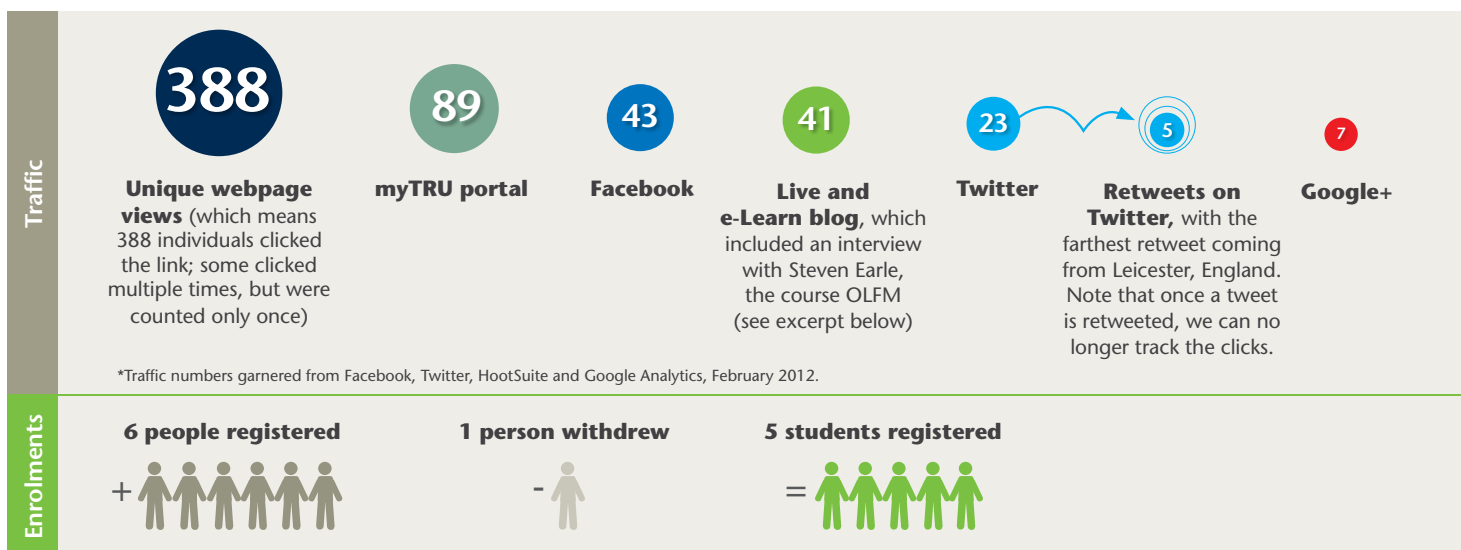
REACH *vs. Action*

How many interested students does it take to generate actual course enrolments?

By Lindsey Norris

It can be difficult to measure the effectiveness of a marketing campaign in higher education. Many factors influence a student's decision to enrol in a course or program, which makes it difficult to link enrollment numbers to any particular advertisement or pamphlet.

What we can do, to a large extent, is track the number of students who express interest in a course and those who actually enrol. In January 2012, we ran an online promotion to promote a new course – GEOL 1031, Dinosaur Earth – two weeks before the course start date. We used only the TRU-OL website and social media networks, with no external or paid advertising.

The supplied links generated almost 600 clicks. Here's the breakdown of where traffic came from:

Traffic

388
Unique webpage views (which means 388 individuals clicked the link; some clicked multiple times, but were counted only once)

89
myTRU portal

43
Facebook

41
Live and e-Learn blog, which included an interview with Steven Earle, the course OLFM (see excerpt below)

23
Twitter

5
Retweets on Twitter, with the farthest retweet coming from Leicester, England. Note that once a tweet is retweeted, we can no longer track the clicks.

7
Google+

Traffic numbers garnered from Facebook, Twitter, HootSuite and Google Analytics, February 2012.

Enrolments

6 people registered
+ 👤👤👤👤👤👤

1 person withdrew
- 👤

5 students registered
= 👤👤👤👤👤

Dinosaur Earth is an online, paced course and while many people were interested in the course the reality is it might not have fit their schedule. However, many people who displayed interested in Dinosaur Earth were further inspired to look at other OL course offerings and explore the website; this interest expanded our reach to halfway around the world. ■

Dinosaurs Walk the Earth

Did you know that dinosaurs aren't really extinct and birds should be reptiles? Steven Earle explains.

By Lindsey Norris

Steven Earle, who is both a long-time Open Learning Faculty Member and Geology professor at Vancouver Island University, is teaching Open Learning's first course about dinosaurs. GEOL 1031, Dinosaur Earth looks at the factors in the Mesozoic era that allowed dinosaurs to flourish, evolve, and die out. Here, Earle discusses the course – as well as where you can find modern-day dinos.

Q. So are you a dinosaur expert?

A. I don't have a background in dinosaurs. I've been teaching geology courses for 20 years now, and various courses I've taught have included some aspects of palaeontology, plate tectonics and also climate change and how it has impacted life in the past. This course is about a lot more than dinosaurs. They form the core of it, but it goes back to evolution of dinosaurs' ancestors, right back to fish and how they came onto land. It covers a lot of time before the dinosaurs were here.

Q. The course will examine how dinosaurs evolved and diversified. Do you look at any particular species?

A. Students will be asked to focus on a specific dinosaur for a particular project. There's going to be a fair amount of discussion of the different lifestyles of dinosaurs; what they ate, what sort of locomotion: fast, slow, armoured; how they defended themselves from other dinosaurs; how they adapted to finding food, and whether or not they were warm-blooded.

Visit the 'Live & e-learn' blog at ***http://liveande-learn.inside.tru.ca/dinosaurs-walk-the-earth/*** to read the full interview. ■

Words for the Wise

Book explores the communication of medical terminology.

For decades, the approach to teaching medical terminology has been one that focuses on word part recognition and memorization. The focus of this subject is almost entirely anatomy and physiology with little concentration ever being placed on the topic of communicating medical terminology. Open Learning Faculty Member Melodie Hull has authored a new textbook entitled *Medical Language: Terminology in Context* with the intention of changing the traditional pedagogical approach to medical terminology. Hull has written the book from a lexical language-learning approach: learning words within the context of health care. She has also focused the book to help build skills in the written and oral communication of the target language.

Hull, who has a professional background in both the health profession and language instruction, has created a textbook through which she engages the learner in an ongoing storyline that follows five select characters through an emergency situation to acute care and into rehabilitation, recovery and restoration of health. The characters each face a health care challenge and the book teaches the language necessary to understand each specific situation. This includes key medical and anatomical terminology, the language of diagnostics, pathophysiology and a wide variety of health and allied health careers. However, Hull does not completely abandon tradition as the text begins with two introductory chapters based directly on understanding how medical terms are constructed and how to recognize their word parts. It is from that foundation that language development occurs.

Blind reviewers of *Medical Language: Terminology in Context* were selected from across health careers to include both the clinical practice and academia in the US. The book was given very positive, enthusiastic feedback. Reviewers mentioned being surprised by the new approach and then added how much merit they see in it. They also reported finding the material user-friendly, current for the target learner and extremely engaging.

Medical Language: Terminology in Context is due for release in the fall of 2012 through the publisher F A Davis Company, USA. It will be available in hard copy and as an e-book. ■

ABOVE: Melodie Hull (left) alongside Editors in the Philadelphia office of publisher F A Davis Company, after signing the contract for *Medical Language: Terminology in Context.*

BIOGRAPHY

Melodie Hull is a Registered Psychiatric Nurse with a Masters of Administrative Studies (Health) and a Masters of Education (TESOL-Nursing and Medical English). She teaches, and wrote, the courses HLTH 2931 and 2932 for Thompson Rivers University, Open Learning. Her first textbook, *Medical English Clear & Simple: A Practice-based Approach to English for ESL Healthcare Professionals* (F A Davis 2010) is foundational to Open Learning's new course, HLTH 1061, Medical English. Hull has been with TRU-OL since 2003.

RECAP:
National Day of ACTION

Canada's post-secondary student populace voice their concerns.

Access and affordability in the post-secondary sector are growing concerns for students across Canada. These issues resonated on February 1, 2012, the National Day of Action organized by the Canadian Federation of Students (CFS), when students nationwide marched and made their voices heard to demand lower tuition, a decrease in student debt and an increase in education funding. Through the Day of Action, CFS actively promoted the idea of Education is a Right (*educationisaright.ca*), which essentially means "students should have access to an affordable post-secondary education no matter where they live."

At Thompson Rivers University (TRU), the TRU Students' Union held a carnival games event to educate participants in the issues at hand such as the potential benefit a needs-based grant system could have in BC; BC is the only province in Canada without a needs-based grant system.

Currently, the CFS reports that the average student debt is approximately $25,000 by graduation, which means many low to middle income students are finding it difficult to complete their education and then pay off their debt. Zach Crispin, Chairperson of the CFS, British Columbia, told Canadian Newswire (CNW) that people are fed up with government inaction. "Post-secondary education should be an empowering experience and a ladder out of poverty, not a debt sentence," Crispin told CNW.

In BC, students from 24 campuses took part in the strike to protest the growing financial barriers to education exemplified by the fact that tuition fees have increased over $4,800 at BC universities (Statistics Canada). Today, after ten years of tuition fee increases in the province, BC students are paying approximately $10,000 more to get their degree. This coupled with student debt and compound interest means BC students have to pay back figures as high as $34,000 for their four-year degree.

"A system of student loans places an unfair burden on low income and marginalized students by making them pay more for their education," Crispin told CNW. "This underscores the pressing need to reduce tuition fees and restore the BC grants program."

Currently, student debt in Canada is over $14 billion and is expected to reach $15 billion by January 2013, according to the 2010-11 Actuarial Report released by the federal government. In order to reduce student debt, the CFS suggests utilizing provincial grants to help reduce tuition and converting some student loans into non-repayable grants.

Online and distance education as well as blended learning (taking both online and distance as well as on-campus courses) options might also help students struggling to pay for their education fees. The option of taking some courses online and by distance means students can juggle their coursework around their schedules and maintain part- or full-time jobs while continuing to progress in their studies. While this is not the solution to increasing financial problems revolving around tuition and debt, it is an option, which empowers students to advance and complete their credential without the financial burdens that might otherwise be overwhelming. ■

Learning
without LIMITS

'Geographically challenged' student grows education through Open Learning.

My name is Maureen Huggard. I live in the Yukon and I am enrolled with Thompson Rivers University, Open Learning (TRU-OL) in the Bachelor of Science, Major in Biology and Life Sciences program, which I plan to complete this summer.

I decided to enrol in TRU-OL because I was 'geographically challenged' living in the Yukon with a young family. The local college did not have a developed science program and as such the online and distance style of education offered through TRU-OL was a perfect fit for me. While distance and online learning does, at times, have its challenges, the inherent flexibility allowed me to remain in the Yukon.

Several years before I enrolled in the BSc program at TRU-OL, I had completed some university courses when I lived down south and I was happy to learn some of my past credits could be transferred to my TRU-OL program.

I've had the pleasure of talking to some of the program advisors at TRU-OL who were very supportive and helpful in advising me as to which courses would fit into my program plan. They also encouraged me on many occasions when I needed reassuring.

I currently hold a diploma in Renewable Resource Management and a diploma in Restoration of Natural Systems; however, it is my TRU-OL Bachelor of Science degree that will give me the foundation to further my education. I plan to start a Masters in Land Reclamation, Remediation and Restoration this fall through the local college's newly established satellite campus. Continuing my education in ecosystem reconstruction will further my career as a project manager responsible for the closure of a local historical mine.

I am grateful to TRU-OL staff for the support and encouragement they have provided me through my studies because without TRU-OL, I would not be where I am today. ■
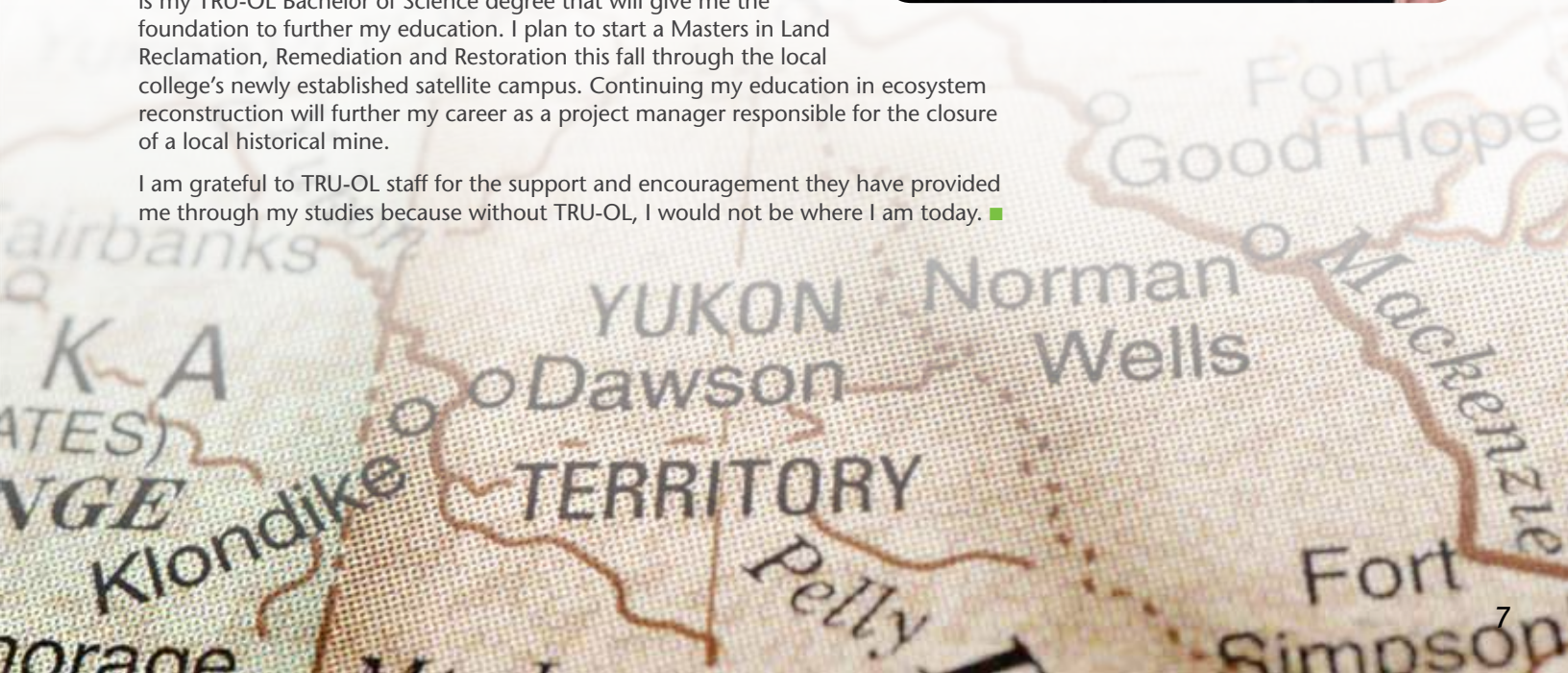
EVENT
Management

TRU-OL offers a program to help students succeed in this booming field.

Everyone loves a good party. This is exactly why billions of dollars are spent every year on festivals, events and conferences. Industries, charities and interest groups are pouring money into events that will engage their audience and peers and thus successfully market themselves, build business relationships, raise money or celebrate.

Over the last two decades there has been enormous growth in the special events industry with US$500 billion being spent annually on special events across the globe, according to research conducted by Joe Goldblatt, a certified special events professional and author of *Dollars and Events: How to Succeed in the Special Events Business*. Goldblatt's studies indicate the event planning market is seeing continuous growth, experiencing profit margins of 30 to 40%, figures that represent a giant leap from the mere 15% profits event planners saw just a few years ago. Event planning is

expected to grow 16% by 2018 with the top ten percent of professionals bringing in an annual income of US$76,840 and the median income resting comfortably at US$45,260, according to statistics gathered by the U.S. Bureau of Labor Statistic in May 2010. The growing importance and need for event planning professionals is related to the fact that events range in size reaching proportions as large as the Olympics, and can have a real impact on local communities and even the country or province. This potential reach means it is essential for experts to control the creation and development of the special event in order to ensure brands are promoted effectively, target audiences are reached, logistics and coordination of the event are implemented without any negative impact and the return on investment results in positive growth for the producers of the event.

SIDEBAR 1
Tips on Getting Started
(Event Planning Handout, JETReturners Conference, Amber Liang, March 6, 2012)

VOLUNTEER
The best way to gain experience in the field is to volunteer on event planning committees. Many non-profits and trade shows look for volunteers for their event planning committees. As well, speak with local event agencies to see if they have freelance work on the day of the event.

NETWORK
Let everyone know that you are looking for a job in event management. And, don't forget to use the power of social media (Facebook, LinkedIn, Twitter, etc.). Find contacts in the industry through friends and family or at industry conferences and ask to do an informational interview. This will get your name out there as well as help you learn about the industry.

EDUCATION
Consider taking event planning classes offered by professional organizations. Marketing classes can also be helpful. If you are sure you want to pursue a career in event management, you can consider a higher degree in the fields of Hospitality, Tourism and/or Event Management (varies depending on the college). There are also certificate programs in event management.

So one may ask, how do I become part of this exciting and growing sector? Thompson Rivers University, Open Learning (TRU-OL) offers an Event Management Certificate program, which is designed to help students acquire the skills necessary to plan and manage festivals and special events effectively. Ultimately, students enrolled in the program – of which there are currently 61 students actively completing the Certificate through TRU – are looking towards a career as an Events Planner or Manager (See Sidebar 1: Tips on Getting Started and Sidebar 2: Event Management Workplaces).

Wikipedia defines an Event Manager as the individual who plans and executes the event, which can range from a product launch or breakfast meeting to a press conference and road show or concert, award ceremony, film premier, fashion show and even a private event such as a wedding (See Sidebar 3: Categories of Events). "Event managers may also be involved in more than just the planning and execution of the event, but also brand building, marketing and communication strategy," according to Wikipedia. "The event manager is an expert at the creative, technical and logistical elements that help an event succeed. This includes event design, audio-visual production, scriptwriting, logistics, budgeting, negotiation and, of course, client service."

The six courses required for completion of the Event Management Certificate through TRU-OL that will help students gain the skills necessary to become this creative, technical and logistical events expert include: CONV 1011, Introduction to Tourism; CONV 1021, Introduction to Special Event Management; CONV 1031, Celebrating Community and Culture; CONV 1041, Event Volunteer Management; CONV 1051, Legal Liability and Risk Management; and CONV 1061, Event Marketing. Tony Kuczma, Supervisor, Program Advisors, TRU-OL, explained that all of the courses

are paced with each running for 14 weeks. "We are offering two courses per semester so that students can complete the program in one calendar year," Kuczma said. "Students can take the courses in any order."

Once they have completed the program, the credential can be laddered into a number of different degree options available through TRU. "This certificate ladders into the Diploma in Event Management, which is a campus program available at TRU," Kuczma said. "This certificate can also transfer into general studies programs offered through Open Learning, such as the Certificate in General Studies, the Diploma in General Studies or the Bachelor of General Studies."

Individuals interested in enrolling in the Event Management Certificate program and exploring the opportunities available in the burgeoning field should visit *www.truopen.ca* (follow the links: Programs - Tourism - Event Management Certificate) for more information or contact *student@tru.ca* with any questions. ■

SIDEBAR 3

Categories of Events

(Wikipedia)

LEISURE EVENTS

Leisure sport, music and recreation.

CULTURAL EVENTS

Ceremonial, religious, art, heritage and folklore.

PERSONAL EVENTS

Weddings, birthdays and anniversaries.

ORGANIZATIONAL EVENTS

Commercial, political, charitable, sales, product launch and expo.

Thompson Rivers University, Open Learning (TRU-OL) welcomes **Zafar Inayat**, who takes the position of Budget Officer with OL. Inayat holds a Bachelor of Commerce (Corporate Finance) degree from Concordia University, a Certified Management Accountants (Alberta) Strategic Leadership Program Stage and he is currently working towards his Masters of Business Administration. Prior to joining TRU-OL, Inayat worked as the Financial Controller for Canadian Logistics Services, the Finance Manager for Woods Homes and the Senior Financial Analyst for AstraZeneca. Inayat brings to his position as Budget Officer a wealth of experience in: financial planning, reporting and performance management; project management; feasibility studies; strategic business reviews; cash flow management; capital budgeting and asset management; corporate financial overview and risk management; business process re-engineering; ERP implementation, enhancement and control management; and policy development, implementation and audit tracking.

The Vancouver office for TRU-OL welcomes **Elise Gee** to the position of Student Services Representative. Gee holds a Bachelor of Arts degree from the University of British Columbia and a Certificate of Journalism from Langara College. Prior to joining OL at the Vancouver office, Gee worked in editorial services at the Pacific Newspaper Group and has been an owner, educator and consultant of Vancouver Sake in Vancouver, BC and Minneapolis, MN.

TRU-OL congratulates **Rosalie Hilde**, an Open Learning Faculty Member and also the recipient of a 2011 Athabasca University Doctoral Level Student Research Award. Hilde received these accolades for maintaining one of the highest GPAs. The one-time award provides recognition and support for exceptional students pursuing a doctoral degree at Athabasca University in Business Administration or in Education with a specialization in Distance Education.

OL *Award* Winners

Juan Caldera
Open Learning
Faculty Member
*Open Learning
Faculty Member Award*

Nominated by
Felipe Iriondo

Wilma de Jong
Delivery Support Associate
OL Executive Award

Nominated by
Val Peachey

Gail Morong
Instructional Designer
Peer-to-Peer Award

Nominated by
Griff Richards

Julie Hall
Graphic Designer,
Creative Services,
Office of Advancement
Non-OL Award

Nominated by
Jennifer Read

2011
Service Award Recipients

30 Years of Service Award

Iserdeo Jainarain, Open Learning Faculty Member

June Williams, Open Learning Faculty Member

John Patterson, Open Learning Faculty Member

Diana Holland, Open Learning Faculty Member

Wilma de Jong, Delivery Support Associate,
Open Learning

25 Years of Service Award

Mary Ann King, Open Learning Faculty Member

Phyllis Norris, Open Learning Faculty Member

20 Years of Service Award

Melissa Jakubec, Instructional Designer,
Open Learning

Derek Knox, Open Learning Faculty Member

Chris Morgan, Open Learning Faculty Member

Gordon Tarzwell, Associate Vice-President,
Open Learning

10 Years of Service

Maria Carbonetti, Open Learning Faculty Member

Virginia Jacklin, Open Learning Faculty Member

Ann Pollock, Open Learning Faculty Member

Debbie Tippett, Open Learning Faculty Member

TRU News

By TRU Marketing and Communications

Three-Year Bachelor of Arts Degree Offered

Thompson River University (TRU) hopes to be leading the nation when it introduces a three-year Bachelor of Arts program as early as September next year.

The University has developed a new centre for student engagement and learning innovation on campus. Ulrich Scheck, TRU's provost, said the centre will be operational by April.

Designing and making the three-year Bachelor of Arts degree program available will be among its first goals.

Traditionally, obtaining a BA takes four years. Scheck said universities in Europe are leading a movement to reduce that duration to three years, part of a "three plus two" model — representing a clear path to allow a BA in three years followed by a master's degree in two years.

"We're looking at making that happen here," Scheck said in an interview. "If we do, we'd be the first in Canada to offer the necessary bachelor's degree."

The three-year degree would be made possible by studying through summer semesters and by taking additional courses through the Open Learning Division.

"There's a huge benefit to students," Scheck said. "They end up in the job market a year earlier and its more cost-effective to do it in three years. It will be a marketing advantage to us."

While students are theoretically able to accomplish the task now, Scheck said, "It helps to see the path clearly."

The University hopes to have the three-year degree ready for the next school year, but Scheck acknowledged it is an optimistic goal. ◼

New Academic Plan Adopted

A year-long consultation process between Thompson Rivers University (TRU) and its communities is now a working academic plan ready for implementation.

Recently presented to the Board of Governors, TRU's Academic Plan seeks to establish the institution's reputation for having graduates who are flexible and adaptable.

"This Academic Plan is a shared and joint vision of what constitutes the heart and soul of TRU," Dr. Ulrich Scheck, TRU Provost and Vice-Chancellor, said "namely to provide access for students of all ages and backgrounds to an excellent and inspiring learning experience.

"Flexibility has always been TRU's strength, and this plan continues to build on that strength through programs and courses that generate interdisciplinary connections between academic themes. TRU will be known for being profoundly interdisciplinary."

Four key academic themes make up the plan:

- **Science, Technology and Applied Skills in Society:** Students may explore science inside and outside of the lab, through theoretical, applied and vocational science programs.

- **Power, Politics and Social Justice:** TRU encourages students to explore the links between local, global and Aboriginal issues.

- **Health, Well-Being and Leisure:** TRU strives to link a healthy campus to health policy and practices in the communities served, and to remain a leader in leisure and tourism programs.

- **Sustainability—Environmental, Economic, Social and Cultural:** The four pillars of campus and community health and sustainability are the environment, the economy, society and culture.

"While each of these themes is important," Dr. Katherine Sutherland, who has coordinated the academic plan project, said, "it's the emphasis on interdisciplinary studies and academic excellence, combined with flexibility of delivery, that provides the most potential for our students to create unique paths of study and distinguish themselves as graduates of TRU."

Visit *www.tru.ca/academicplan* to learn more about the academic plan. ◼

WHAT'S NEWS
IN OPEN LEARNING

Canada's K-12 schools are lagging in online learning, according to a report published in January 2012 by the Society for Quality Education. The report, entitled *The Sky has Limits: Online Learning in Canadian K-12 Public Education*, states that Canadian schools are falling behind in the number of online learning opportunities available to students with approximately 30% of elementary schools and 40% of secondary schools offering Internet-based learning. While participation rates have been steadily increasing, they may now be reaching a plateau, according to data collected by the International Association for K-12 Online Learning. In 2010-11, BC had the most students, approximately 88,000, enrolled in distance education, accounting for 13.5% of the student population. However, enrolment has not grown much in other areas of the country such as the provinces of Alberta, Manitoba, New Brunswick, Newfoundland and Labrador and Saskatchewan. Still, one of the report's authors suggests that online education in Canada is thriving. The author suggests that Canada and New Zealand "are probably the two jurisdictions where unions have been most supportive of K-12 distance education."

Emily Carr University of Art and Design (ECAD)'s Social and Interactive Media (SIM) Centre, in partnership with the Mozilla Foundation, recently launched the ebook *Learning, Freedom and the Web* by Anya Kamenetz and participants of the 2010 Mozilla Festival. The book looks at the future of learning and discusses the implications of digital technology and open learning for the education system. These themes led to the decision to create an ebook that could be read on a variety of devices in addition to a print book. The ebook development project relied on the design and technical talents of a few of ECAD's undergraduates who created a digital text that related to the look and feel of the printed text. The students developed a navigation system that made the text of the ebook both easy to browse and easy to search and created animated illustrations, embedded videos and did the majority of the hands-on coding to bring the book to life. Visit ***http://learningfreedomandtheweb.org*** to download the free ebook.

The Ontario government's plan for a new online higher learning system, announced by the McGuinty government in the 2010 Speech from the Throne, has stalled in its development. The Ontario Online Institute, cited a second time in a speech by MPP John Milloy in May 2011, was slated to be launched in "late summer 2011" according to a government website. A ministry spokesperson told *The Toronto Star* that the plan, based on a 150-page feasibility report delivered to Queen's Park in the spring of 2011, has neither been shelved nor given the go-ahead. There was no announcement explaining why the summer 2011 launch never took place. Demand for online courses from Ontario students is on the rise, according to Sam Andrey, president of the Ontario Undergraduate Students' Alliance, with 495,000 online course registrations per year in Ontario.

A report recently put before the Ontario government, urges universities and colleges to move a third of their courses online. The Ministry of Training, Colleges and Universities (MTCU) policy paper dubbed "3 cubed," advances a "3x3" framework that would see post-secondary institutions experience 3% savings in each of three years if they: offered one-third of their courses online, added a summer term in a trimester system; and launched more accelerated three-year degrees. The report has not been officially released.

Part of a new education law in Idaho, which deals with online courses, is being slightly amended. Under the education law, high school students are required to take at least two online credits. The bill that cleared the 2012 Idaho Legislature on February 9, 2012, revised one of the new education laws, deleting language that defines an online course and says the instructor cannot be physically located in the same school in which the student is receiving the virtual instruction. While the provision aims to ensure distance education is being properly delivered, it is possible that it could end up causing problems, such as prohibiting a teacher from loading online course material in the same school where students are taking the class.

WHAT'S NEWS

At a retreat held January 24-26, 2012 in Austin, Texas, participants identified important metatrends that are significantly affecting higher education. The retreat, which marked the tenth anniversary of the New Media Consortium's Horizon Project, produces an annual report on technology trends affecting higher education dubbed the *NMC Horizon report* series. At the retreat, a group of 100 thought leaders, representing 20 countries from six continents, engaged in sessions regarding the ideas of where technology is going with a wide lens aimed at the world of education. Of the discussions that ensued, the following significant metatrends will be included in the upcoming *NMC Horizon Project 10th Anniversary Report*.

• Openness — concepts like open content, open data and open resources, along with notions of transparency and easy access to data and information — is moving from a trend to a value for much of the world. As authoritative sources lose their importance, there is need for more curation and other forms of validation to generate meaning in information and media.

• Real challenges of access, efficiency and scale are redefining what we mean by quality and success. Access to learning in any form is a challenge in too many parts of the world and efficiency in learning systems and institutions is increasingly an expectation of governments — but the need for solutions that scale often trumps them both.

• The Internet is constantly challenging us to rethink learning and education, while refining our notion of literacy. Institutions must consider the unique value that each adds to a world in which information is everywhere. In such a world, sense-making and the ability to assess the credibility of information and media are paramount.

• There is a rise in informal learning as individual needs are redefining schools, universities and training. Traditional authority is increasingly being challenged, not only politically and socially, but also in academia — and worldwide. As a result, credibility, validity and control are all notions that are no longer given when so much learning takes place outside school systems.

The *Code of Best Practices in Fair Use for Academic and Research Libraries* was recently released by the Association of Research Libraries (ARL) – a non-profit organization of 126 research libraries in the US and Canada. This publication represents a "statement of fair and reasonable approaches to fair use developed by and for librarians who support academic inquiry and higher education," according to the ARL website. The *Code* deals with such common questions in higher education as: "When and how much copyrighted material can be digitized for student use? And should video be treated the same way as print?"; "How can libraries' special collections be made available online?"; and "Can libraries archive websites for the use of future students and scholars?". The *Code*, which intends to serve as a tool for librarians to work through copyright challenges in a legal way, identifies the relevance of fair use in eight recurrent situations librarians may commonly face. To download a PDF version of the *Code* visit ***www.arl.org.***

Publishers are protesting the US Federal Research Public Access Act (FRPAA), which was introduced in the US House and Senate in February 2012. The Bill requires federal research grantees to make their academic papers freely available to the public at least six months after publication in a scholarly journal. The Association of American Publishers (AAP), the trade association for US book publishers, sent letters to the House and Senate stating that the six month deadline and the mandatory publication of free versions of all articles to a government database is unreasonable for publishers, many of which often charge for article access. The AAP stated in the letter that many publishers retain the right to sell access to peer-reviewed articles for "several years before costs are recovered."

CONTEST

The Marketing and Communications department of Open Learning would like to offer a special prize to the sixth individual to correctly answer the following question.

Question:

Where can you read the full interview with Open Learning Faculty Member Steven Earle that features GEOL 1031?

Answers should be sent to ***OLMarketing@tru.ca*** by 4:30 pm on April 23, 2012. The winner will be informed by 4:30 pm on April 24, 2012. Details about the prize will be sent to the winner thereafter.

Teachers in the US state of Wyoming engaged in an online and distance presentation by the Wyoming Distance Learning Center explaining the process and benefits of creating videos for students. The Wyoming Department of Education sponsored the online conference as part of the first National Digital Learning Day, sponsored by the Alliance for Excellent Education. The US non-profit education policy group hosted a national town hall and other events broadcast online about "digital learning," defined as instruction "effectively using technology to strengthen the student learning experience," such as completing an assignment with an iPad or attending an online class.

The California State University System is planning to develop a centralized online learning hub. The Cal State Online portal is slated to serve as a gateway to all virtual courses offered by all 23 universities that are part of the System. The intention is that a centrally administered approach to online learning will enable the University to enrol more online students. The portal will focus on existing online courses, which individual campuses are currently offering, and the internal development of new online courses by California State faculty. A "beta test" for the portal is planned for the fall with a full launch in the spring of 2013. Documents released on Friday March 2, 2012, indicated that the long-term goal is to "enrol over 250,000 students over the next several decades." Ruth Claire Black, Executive Director of Cal State Online, posted an open letter to the University System on March 2, which stated that participation in the online portal is optional for each of the System's campuses. The online administrators of Cal State Online will respect the System's faculty union agreements with respect to intellectual property where internal online course development is concerned. Cal State Online does not plan to hire outside instructors to teach courses or replace any current faculty, according to Black's open letter.

Two Arizona State University professors claim the University violated copyright laws by using online course material they designed for an online program without their permission. In the summer of 2011, Jeff MacSwan, one of the professors, registered as a student in an English as a Second Language program, for which he had developed online courses, and determined the courses he had created were being used without attribution or authorization. MacSwan will likely file a lawsuit and claim for damages related to the alleged violation of copyright laws and university rules. According to MacSwan, the University violated the Arizona Board of Regents Intellectual Property Policy, which defines scholarly works as "works of authorship and creative works regardless of their form that are created

by employees or students." MacSwan filed a complaint with Arizona State University and the University's Governance Grievance Committee is set to hear the case.

The Botswana College of Open and Distance Learning (BOCODOL) plans to transform into an Open University in 2016. The transition process was motivated by the College's mandate to make education accessible to out of school youth and adults. The transition, which began two years ago, is supported by the 1998 Act No. 20, which states that the College could offer academic, professional, vocational and technical education; in order for the College to do so, it must have a university status. The proposal, which means that BOCODOL will eventually offer post-graduate programs through open and distance education, has already garnered government approval.

The Kenya Institute of Education (KIE) will run a 24/7 audio and visual TV channel with programming that aims to enrich classroom teaching. The programs, which cover languages, sciences, arts, agriculture and applied sciences, represents a new approach based on Kenya's Vision 2030 blueprint that aims to shift from agriculture to a knowledge-based economy. **Eventually, KIE hopes to provide distance and open learning through the TV channel in order to ensure uniform access to knowledge and a better learning environment for Kenyans**. These initiatives integrate information and communication technology into education and training, thus combatting the challenges of time and location and ultimately leading to flexible and lifelong learning.

The Open University of Sudan Learning Channel (OUSLC) was officially launched by Sudanese President Omar Hassan Ahmed al-Bashir on February 19, 2012. The OUSLC, is part of the state's continued efforts to boost higher education and supports the "Education for All" project, which provides greater opportunities for all individuals in society to grow their learning. Promoting higher education in Africa is important as according to the 2011 report *Promoting Open and Distance Learning in Africa: A critical reflection on rhetoric, real and ideal*, the tertiary gross enrolment ratio for Sub-Saharan Africa is only about 5.6%, compared to 26% for East Asia and the Pacific and 71% for North America and Western Europe. The report states that currently, no African country has achieved the UNESCO-defined level of 25% participation in higher education.

Madurai Kamaraj University (MKU) is slated to officially sign a Memorandum of Understanding with the India Post, which would see the sale of course application forms for the University's distance education courses through post offices across the Indian State of Tamil Nadu. The University's Director of Distance Education said the agreement would help increase student enrolments by providing easier access to course applications, which would also benefit students in rural areas. Currently, students who want to apply for MKU's distance courses have to pick up application forms at study centres or request the forms by mail.

Four lecturers, who teach courses for an e-learning master's degree program at the University of Edinburgh, have written a *Manifesto for Teaching Online* (*www.education.ed.ac.uk/swop/manifesto.html*). The *Manifesto* contains provocative assertions such as "Distance is a positive principle, not a deficit," "The best online courses are born digital" and "Place is differently, not less, important online." The text is set against a black backdrop and punctuated by colorful asterisks. The authors say the content of the *Manifesto* represents a condensed version of scientific research, often their own, into online learning. The document, which can be downloaded and shared as a PDF, is more of an object that represents a compact way of disseminating ideas about online learning into the public sphere. It is a different way to share ideas and the authors' hope that the simplicity and flair of the *Manifesto* will translate often overlooked ideas regarding online learning into memes that are easy to find and share. There is a Creative Commons license on the document that allows individuals to remix and share it without copyright infringement.

The founder of Moodle is slated to deliver the keynote address at the Moodle Moot, US-West Coast 2012 conference. The conference, which will take place in Woodland Hills, California July 31 – August 3, 2012, provides an opportunity for developers, users and educators worldwide to meet and discuss Moodle developments and their role in education. Martin Dougiamas, founder of Moodle and open learning expert, will provide a background on the current state of Moodle and insight into the future of new features, functionality and pedagogical direction. This year the conference will feature six distinct session tracks that include: Teaching with Moodle; Collaborating with Moodle; Helping with Moodle; Coding with Moodle; Analyzing and Assessing using Moodle; and Managing Moodle.

GoodSemester, an open platform for learning, recently announced a partnership with the 20 Million Minds Foundation, which produces open source textbooks for college students along with its partners the Bill and Melinda Gates Foundation, the Maxfield Foundation and the Hewlett Foundation. These four foundations are now populating GoodSemester with free and open learning materials and textbooks that can be copied, modified,and shared all from within GoodSemester. Tools are also available through GoodSemester that will allow anyone to share their own open notes and learning materials for free. Notes can be created, shared, copied and remixed under Creative Commons licenses through GoodSemester's learning platform. Visit *www.goodsemester.com* for more information.

A professor recently resigned from his position at Stanford University to launch an online education company. Sebastian Thrun, a computer science professor from Stanford, left the University to pursue Udacity, a start-up company slated to offer low-cost, online classes. Thrun told an audience at a conference in Germany that his move was in part motivated by teaching practices that evolved too slowly to be effective, concluding that he could not continue teaching in a traditional setting. In Udacity's initial agenda is a seven-week course titled "Building a Search Engine," that aims to teach students with no previous programming experience, how to build a search engine like Google. Thrun is hoping for 500,000 student enrollments. Visit *www.udacity.com* for more information.

Two Stanford University engineering professors recently launched Coursera, *www.coursera.org,* a website that offers massively open online courses (MOOCs). The company, which "is committed to making the best education in the world freely available to any person who seeks it," is currently serving as a platform for eight courses with content provided by the University of Michigan, Stanford University and the University of California, Berkley. Coursera is simply a hosting platform for courses; the university providing the course retains course ownership. All of these courses are currently free of charge however none will provide credit towards a degree at any of the aforementioned universities. The website's Terms of Use state that Coursera may use "non-personal" information collected from users "for business purposes" and further indicates that personal information may be shared with "business partners" meaning registered students may "receive communications from such parties that [students] have opted in to." More than 335,000 people have registered for the five Stanford-provided courses through Coursera.

Apple unveiled its new iTunes U library platform at a press conference in New York City held January 19, 2012. **Most of the courses, which anyone with a computer, iPad, iPhone or iTouch can download for free**, are posted by major research institutions such as Duke and Yale Universities. The courses were developed for Apple as a result of its call-out to a number of institutions to help develop classes in the spring of 2011. According to *Inside Higher Ed,* the new courses are unlike past versions of iTunes U, which offered only audio and video podcasts, the new offerings are more like self-contained courses where students can download supplementary materials, such as handouts and worksheets, to follow while watching or listening to recorded lectures. The universities posting the iTunes U courses are not necessarily planning to offer classes for credit or to provide assessment, the courses are intended to help students expand their knowledge or supplement classroom instruction. The flexibility to access course materials anytime through the mobility of iTunes U courses is increasingly important among the student of today who might have a full-time job or family.

Registration recently opened for the first online course offered through MITx, Massachusetts Institute of Technology (MIT)'s new online spin-off devoted to offering "interactive" online versions of MIT courses. The first course is an adapted version of Circuits and Electronics, an introductory course in which students learn the basic architecture of computers and gadgets. Registration will cost nothing and there is no limit to enrolment. Once students, who don't have to be enrolled at MIT to take the course, have completed the course, they will receive a cumulative grade and a certificate from MITx. It is possible that in the future, MITx may introduce a virtual simulation circuits laboratory to the course, which would allow students to use a browser window to manipulate chips and resistors and orient themselves to the building of microprocessors; it will be the gaming equivalent of a physical lab.

David Ellefson, the bassist for the heavy metal band Megadeath, enrolled in a distance education program at Concordia Seminary in Clayton, Missouri in September 2011. Classes required for this program include "Lutheran Distinctions," "Preaching I & II," "Introduction to Worship" and "Scripture and Faith." Weekly, Ellefson and other students engage in a two-hour live session with a professor teaching from a Concordia classroom and later, he uploads his homework for his professor to grade. "It makes higher education possible for me," Ellefson told *stltoday.com*. "As a guy my age, to be involved in any kind of higher learning is a great thing. And so far, it's worked." ■

Story Ideas or Questions…

If you have a story idea or a question about Open Learning that you would like answered, please send an email with your ideas or questions to: *edesjardine@tru.ca.* Watch for your story or answers to your questions in the next issue of *The Open Standard.*