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Jayne McGuire: Fulbright Scholar-in-residence at the CETL, UWI, Mona

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In January 2022, the CETL welcomed Professor Jayne McGuire of the Cal Poly, Humboldt (California State University, Humboldt Campus in Arcata, California) as our Fulbright scholar-in-residence. During her first week on campus, in addition to meeting the staff of the CETL, she also met with Professor Ian Boxill, Deputy Campus Principal, UWI, Mona. She was immediately thrown into the faculty development work of the campus through the CETL. Unfortunately, due to emergency remote (E.R.T.) teaching activities on the Mona Campus, her faculty development offerings were all online.



Professor Jayne McGuire

Who is Jayne McGuire?

Jayne McGuire holds a PhD in Special Education and is a full professor and faculty developer at Cal Poly, Humboldt. She teaches in the Recreation Administration, Adapted Physical Education, Special Education, and College Faculty Preparation programmes. She describes herself as being very passionate about inclusion in the classroom and in the community. Throughout her career, she has served as a special educator, a therapeutic recreation specialist, an executive director of an accessible adventure organization, and a Special Olympics coach, and researcher. (...cont'd on page 3)

Open Educational Resources (OER): A Possible Alternative to Proprietary Texts

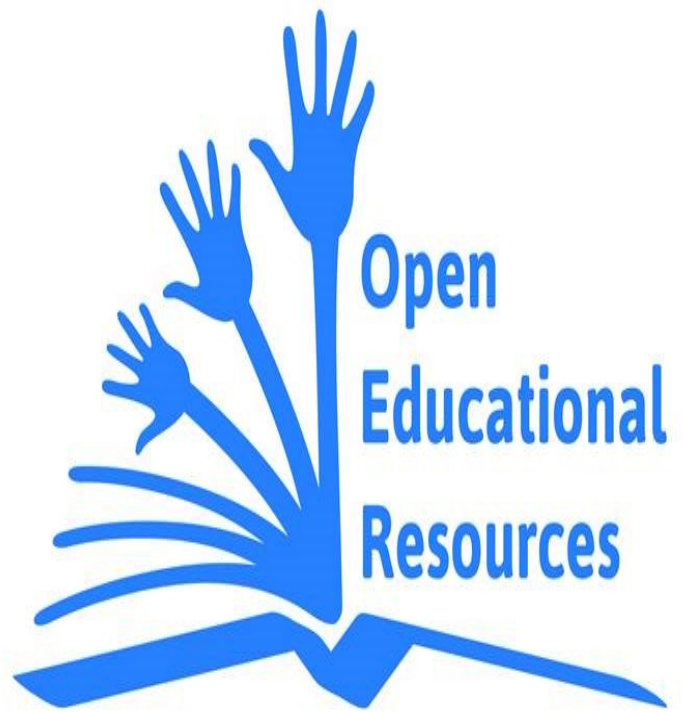
Dr Charmaine McKenzie (Director, Campus Office for Online Learning)



Dr Charmaine McKenzie

Lecturers often remark that students are not buying textbooks. This is not an incorrect statement, based on students' admission. Both lecturers and students know the underlying reason, the high cost of textbooks. In an environment of rising costs, the buying of textbooks is low on the list of priorities among competing expenses. At the same time, lecturers face the dilemma of finding ways of delivering quality courses that meet UWI's standard and produce graduates who demonstrate the attributes of "The Ideal UWI Graduate": <https://www.uwi.edu/uop/strategic-plan-7-attributes-ideal-uwi-graduate>. Open Educational Resources (OER) may be a viable alternative in this regard. (...cont'd on page 5)

Open Educational Resources are “learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others” (<https://www.unesco.org/en/communication-information/open-solutions/open-educational-resources>). As part of the open education movement, OER is playing a its part seeking to make education and educational resources more widely available; a movement with which the words “democratisation” and “emancipation” are associated. This movement also includes open access, MOOCs (Massive Open Online Courses) and open scholarship. While the focus of this article is on OER, the connection between OER and other open initiatives must be noted, especially the open licensing of publications through Creative Commons <https://creativecommons.org/>. This form of licensing is what enables authors to make their works available as OER.



The OER movement began in 2001 with the establishment of the OpenCourseWare site at Massachusetts Institute of Technology (MIT) with funds provided by the Hewlett foundation (Weller, 2014). Some of you may recall using courseware from MIT, made freely available under this initiative. Let's bear in mind that OER may be single learning objects or may be “all the educational material from a taught course” (Lane, 2016, para. 31). In the case of open textbooks, they “seek to replace ... publisher-owned versions of standard, introductory texts with free, open online versions that have been created by groups or single authors” (Weller, 2014, para.14) Many of these textbooks are peer-reviewed, written by university academics who also publish proprietary works and journal articles separately as part of the requirements of their institutions.

Weller (2014) argues that openness should be seen as an umbrella term. However, it may be useful to note the affordances of OER as resources, considered to be the following 5Rs (Lane, 2016, para. 31, 32):

1. Reuse — to use the work verbatim.
2. Revise — to alter or transform the work.
3. Remix — to combine the work (verbatim or altered) with other works.
4. Redistribute — to share the verbatim work, the reworked work or the remixed work with others.
5. Retain — to be able to retain a copy of the work(s) (the right to make, own and control copies of the content) (Wiley, 2014).

(...cont'd on page 7)



As a faculty developer, she regularly collaborates with the Office of Diversity and Inclusion, and the Student Disability Resource Centre at Cal Poly. She won a Fulbright scholarship in 2017 and worked with the University of the West Indies (UWI), St Augustine Campus in Trinidad and Tobago during the spring semester, 2017. She was fortunate enough to receive another Fulbright award for 2022-2023 and this time it took her to the UWI, Mona Campus in Kingston, Jamaica.

This Fulbright award is divided into three visits and three work stints of six weeks each over a period of 18 months. She arrived in Jamaica in January 2022 and spent six weeks for her first stint ending in late February. She returned to the USA and returned to Jamaica in May and will leave at the end of June 2022. Her final visit and work stint will commence in January 2023 and end in late February, 2023.

Work at the CETL

At the CETL, UWI, Mona Campus, Professor McGuire has been leading faculty development workshops/webinars, lunch and learn sessions and is scheduled to present a distinguished lecture on universal design for learning (UDL) and companion workshop/webinar. She has also assisted in starting a faculty book club. Her lunch and learn sessions teaching faculty how to use Jamboard, Google Slides, and Canva in the early



Professor Jayne McGuire (third left) and colleagues from the CETL at *pages in the garden* in February 2022. Left to right, Dr Charmaine McKenzie, Director, Campus Office for Online Learning, Mrs Michelle Stewart-McKoy, Faculty/Educational Developer at the CETL and Dr Mervin E. Chisholm, Coordinator of the CETL

part of the second semester were particularly helpful and certainly well received by faculty. She also conducted faculty development webinars as follows:

1. Humanizing Online Learning: January 27, 2022
2. Making Learning Accessible for Everyone: Universal Design for Learning: February 3, 2022
3. Active Learning Online: February 10, 2022
4. Creating Meaningful/ Deep Discussions: February 17, 2022.

Open Educational Resources (OER): A Possible Alternative to Proprietary Texts

Dr Charmaine McKenzie (Director, Campus Office for Online Learning) (cont'd from page 2)

In the same way that you evaluate proprietary textbooks for their suitability for your course, you would apply the same scrutiny to any OER textbook or other resource that you are considering for your course. And of course, OER can be used for face-to-face courses as well as online courses. Take a little time to explore some of the offerings at the links below. And remember that you may take any of the approaches included above based on the licensing of the work or resource you decide on – reuse, revise, remix, redistribute.

Also consider publishing a course text of your own as an OER!

Some Useful OER Sites

BCcampus Open Publishing – <https://opentextbc.ca/>
DOAB (Directory of Open Access Books) - <https://www.doabooks.org/>
MERLOT – “curated online learning and support materials and content creation tools” <https://merlot.org/merlot/>
OpenStax - <https://openstax.org/>
Open Textbooks SUNY - <https://textbooks.opensuny.org/>
OER Commons – “a public digital library of open educational resources” – <https://www.oercommons.org/>
Saylor Academy Open Textbooks - <https://www.saylor.org/books/>
SpringerLink – “Providing researchers with access to millions of scientific documents from journals, book, series, protocols reference works and proceedings.” <https://link.springer.com/>

Further Reading

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Immersive Learning:

The place of augmented, virtual, and mixed reality in Higher Education

By: Michelle Stewart-McKoy



Mrs. Michelle Stewart-McKoy



Do you remember Second Life? Have you ever played Pokémon Go, or use Snapchat filters? Have you ever visited the VR bar in Jamaica, or used Google Street view? If you answered yes to any of these, you know something about augmented and virtual realities! We may have heard about them, or have experienced them, but what are they exactly?

Augmented Reality (AR) is interactive and is partially immersive. It is the enhancement of real-life environments with the overlaying of textual, visual and/or audio elements. In simple terms, AR “augments” your surroundings (your reality) by adding digital elements, which can be accessed using a camera or a mobile device. Examples of augmented realities are the game Pokémon Go and Snapchat lenses.



Virtual Reality (VR) on the other hand, is fully immersive, and replaces your real-life environment with a simulated one. The simulated environment may be modelled from a real place or may be made up based on one’s imagination. Unlike AR which can be accessed using a mobile device, VR requires a headset to be worn. A **Mixed Reality** (MR) combines elements of both virtual and augmented realities in which real-world and digital elements interact. **Extended Reality** (XR) is the umbrella term used to refer to immersive learning technologies, that is, virtual, augmented and mixed realities.

AR and VR are quite popular in the gaming and entertainment industries, as well as in the business sector, and is slowly gaining ground in Higher Education, given their purported benefits. Although still in its infancy stage, immersive

Learning via XR (AR, VR & MR) has the potential to capture a range of disciplines, provide engaging and interactive tools, aid students in grasping abstract or complex concepts and enable low-risk/risk-free environments for practical activities. (...cont'd on page 5)



Eon-XR is a Californian-based entity that has partnered with The UWI to provide educators and students with the tools and skills to create interactive and immersive AR and VR. Eon-XR tools are cloud-based, thus allowing access anywhere, anytime and to anyone logged in. The tools enable creation, learning and training on any device with internet connectivity. The UWI/Eon-XR training comprises two components:

1. Eon-XR Educator Course
2. EON-XR Pedagogy and Curriculum Implementation

The training allows participants to

- justify using AR and VR
- navigate EON-XR app and the EON-XR web platform
- experience 3D and 360 lessons
- create 3D and 360 lessons
- apply basic teaching and learning pedagogical models using EON-XR

The Faculty/Educational Developer at the CETL Mona, Mrs. Michelle Stewart-McKoy successfully completed the Eon-XR Educator course and the Eon-XR Pedagogy and Curriculum Implementation session, and is now an Eon-XR educator. She found the experience to be “a truly eye-opening one which is applicable to not only practical-based courses, but lends itself well to theory-heavy disciplines as well”. She believes that with ongoing training and practice, faculty can utilise this XR tool to extend their growing technology arsenal, and over time we would be able to gather empirical evidence to inform best practices within our Caribbean context. (...cont'd on page 8)

CUTL Student Involved in Outreach Programme

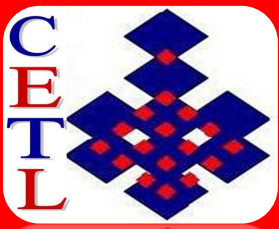
By: Dr. Da-Vaugh Sanderson



In the photograph, from left to right:

Jason McKenzie: Director of Student Services and Development, The University of the West Mona Campus; Alexandra Myrie: Biomedical Engineering student; Makaila McKenzie: Biomedical Engineering student; Da-Vaugh Sanderson: Lecturer in the Faculty of Engineering; Maraye Anderson: Biomedical Engineering student; Daniel Meggo: Biomedical Engineering student; Ginnel Peart: beneficiary of wheelchair; Sharmalee Cardoza: Administrative Assistant, Office of Special Student Services; Omar Thomas: Lecturer and Deputy Dean of Outreach in the Faculty of Engineering & Jason Ricketts: PhD student, UWI Mona.

Dr Da-Vaugh Sanderson is pursuing the Certificate in University Teaching and Learning (CUTL) at the Centre for Excellence in Teaching and Learning (CETL). He has pioneered a Rehabilitation Outreach Initiative (ROI) with the objective of repairing and modifying medical equipment. Dr Sanderson has integrated this initiative as part of his own teaching and learning activities for Rehabilitation Engineering and Design, a course he is currently teaching in the Faculty of Engineering. Students enrolled in the course are actively involved in all associated projects. These students are able to utilize their knowledge developed in the classroom to solve real-world problems. One of the most recent projects carried out by this outreach initiative is the repair of an electric scooter for The Office of Special Student Services. During a handing over ceremony, the electric scooter was presented to Ms Ginnel Peart, a student with a physical disability.



HAPPENINGS AT THE CETL

The Book Club/ Faculty Book Club at the CETL

LINDA B. NILSON

TEACHING AT ITS BEST

A Research-Based Resource for College Instructors

FOURTH 4 EDITION

JOSSEY-BASS
A Wiley Brand

The idea here is that the book club provides a safe space and intellectually challenging environment for faculty to read and discuss professional literature. In this space, faculty are able to share ideas, express their thoughts and feeling on the contents of the book, and offer perspectives on how it might be used to inform or even transform their teaching. Book clubs of this nature also enable faculty to examine their knowledge, beliefs, and practices since in many cases they are reading about approaches that might be different from some of the approaches to teaching that they are taking or have embraced. The activity provides meaningful material for faculty engagement and ongoing reflection and oftentimes faculty learn new pedagogical approaches to introduce in their classrooms. In many book clubs, the focus of the discussions encourage faculty to take ownership of various professional ideas and act on them.

What is a faculty book Club?

Faculty book clubs are cross-disciplinary gatherings offering faculty, adjuncts, and faculty development partners an opportunity to read, meet, and discuss books on a variety of topics related to teaching and learning in a relaxed and safe environment. Book clubs have been used in higher education and other educational sites as one of the vehicles to assist in the professional development of faculty.

11th cohort of the CUTL Programme

For the 2021/22 academic year the Centre for Excellence in Teaching and Learning (CETL) welcomed 21 members to its 11th cohort in its flagship faculty development programme, the Certificate in University Teaching and Learning (CUTL). In light of the ongoing Covid-19 pandemic, the CUTL continues to be facilitated fully online, with both synchronous and asynchronous sessions.

The CUTL programme was designed to enhance faculty's repertoire of teaching skills and techniques in both face-to-face and online environments and exemplifies the learner-centred paradigm. It enables staff to enhance the quality of teaching and learning and to bring to the learning process their experiences within the classroom.



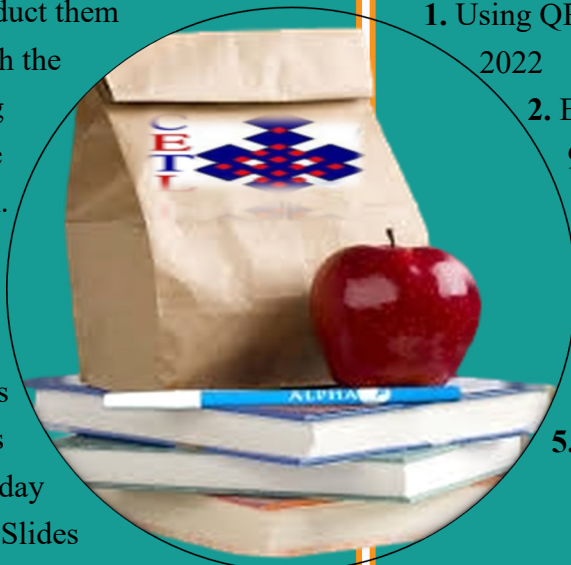
This programme seeks to develop a community of learning which focuses on learner-centred teaching, providing a basis for continuing development of teaching competence. Learn more about the CUTL programme [HERE](#).

Resumption of Lunch and Learn Seminars as Webinars



Lunch & Learn

During this semester, the CETL was pleased to resume its lunch and learn seminars as online webinars. Lunch and learn seminars were suspended because of the lack of faculty developers or other volunteers to conduct them on an ongoing basis. With the attachment of the Visiting Fulbright scholar, the time was right for a resumption. This commenced on Wednesday February 2, 2022 at 12 noon with a session on Jamboard. This was well received and was followed the next Wednesday with a session on Google Slides which was also well attended and participants expressed appreciation for the opportunity to learn about the tool and pledged commitment to using the tool. A session on Canva was held on February 16, 2022.

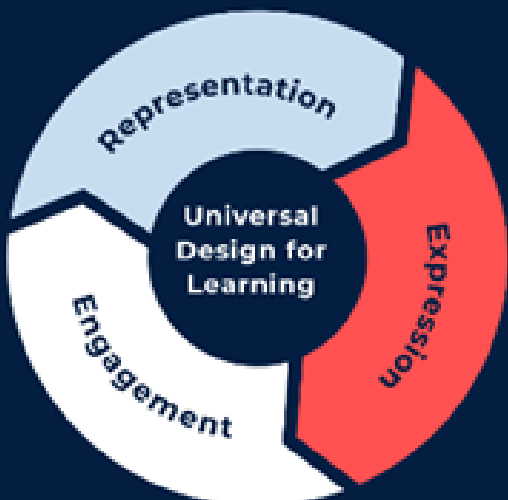


In March and April, we continued to host “Lunch

and Learn webinars.” Our Faculty/Educational Developer, Mrs Michelle Stewart-McKoy provided the leadership for these “Lunch and Learn” seminars. The following were the webinars held in March and April:

1. Using QR codes to engage students – March 2, 2022
2. Engaging students with Padlet – March 9, 2022
3. Using word clouds to spark discussions – March 16,
4. Creating connections with mind March 23, 2022
5. Managing student activities via groups and grouping in OurVLE - April 6, 2022
6. Using word clouds to collaborate on discussions – April 20, 2022
7. Creating digital badges to motivate students - April 27, 2022
8. Setting up and awarding your digital badges in the OurVLE - May 4, 2022

Outreach Activities: Universal Design for Learning



This year the CETL will have its outreach activities focused on providing faculty development experiences to affiliate colleges and the higher education community in Jamaica and the wider Caribbean. The activities are as follows:

1. The Virtual Distinguished “Teaching” Lecture on Universal Design for Learning (UDL) entitled “From Struggle to Success: Using Universal Design for Learning to Remove Barriers for Today’s College and University Students.” This is scheduled for Wednesday, June 22, 2022 at 4:00 pm via Zoom. It promises to be a high point in the faculty development initiatives of the CETL for the semester. This lecture will be delivered

by visiting Fulbright Scholar, Professor Jayne McGuire. The faculty of affiliate colleges and universities as well as faculty from other tertiary level institutions interested in attending this lecture are invited to register by contacting the CETL or scanning the QR code available on the poster used to advertise the lecture. (...cont'd on page 8)



In this lecture, faculty will be introduced to the framework of UDL. The lecture will provide information on how this framework might be used to create courses, learning environments, and assessment methods that help all students reach their full potential. It is recognised that at its core, UDL provides a framework that embraces the awareness of learner variability and builds upon the science of learning, resulting in flexible learning opportunities focused on the process as much as the result. This shift in focus better prepares students for continual

growth, critical thinking, reflection, and lifelong learning; traits required for success in today's workforce.

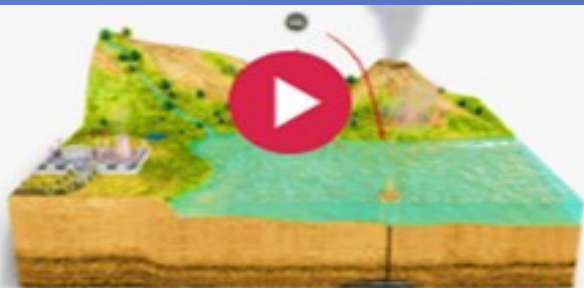
2. The Premium Faculty Development Webinar/Workshop scheduled for Thursday, June 23, 2022 at 2:00 pm via Zoom. This online workshop or webinar will also be facilitated by Professor McGuire. It is a direct follow-up to the lecture and it is entitled, "Putting UDL to work: Removing Barriers for Today's College and University Students." This webinar is available to the teachers/lecturers in colleges and universities in Jamaica and across the region. Registration is also invited for this workshop following the same procedures as for the lecture.

In this webinar, faculty will be taught simple ways to create courses, learning environments, and assessment methods that help all students reach their full potential. In fact, during this interactive webinar, faculty will examine barriers to engagement, motivation, and learning in current courses. Then, all participants will work together to apply UDL to instructional goals, methods, materials, and assessments. It is hoped that participants will develop action plans for implementing UDL strategies to create flexible instructional environments for diverse learners.

Eon-XR Educator and the Eon-XR Pedagogy and Curriculum Implementation Courses available to Faculty

(cont'd from page 5)

If you are interested in learning more about Eon-XR or completing the training, please contact your respective faculty administrative office or the CETL. To view some examples of work done by the UWI, click the image below.



**Click to view
UWI samples**

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Further readings: 1. *AR and VR in Education* 2. *AR and VR partnership with the UWI*

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<https://www.guardian.co.tt/news/uwi-gets-historic-us25m-grant-from-software-developer-6.2.1310909.c73a3b7492>



Student Evaluation of Teaching

The CETL has been charged with the responsibility of dealing with some major concerns relating to teaching and learning that the campus wants addressed. These concerns were noted in the accreditation review of 2019 done by the University Council of Jamaica. They include the following:

- A. How might the UWI Mona Campus utilise a more robust approach to assessing the quality of teaching that would involve a range of modalities? There is a recommendation that the feasibility of SPOT surveys, peer assessments, interviews with student groups, and the development of teaching portfolios be considered.
- B. How might the UWI Mona Campus faculty provide better ongoing and descriptive feedback to students across all learning experiences?



1. Hosting meetings and focus group sessions in the various Faculties to identify measures being implemented by Deans and Department Heads to assess the quality of teaching and learning.
2. Properly researching the use of peer evaluation of classroom teaching and the use of teaching portfolios to determine international best practice. This will allow the CETL to offer insights on this matter and guide the Mona Campus on the formulation of an appropriate policy.
3. Create a diverse committee (consisting of representatives from CETL, AQAC and students) to review best practices regarding peer assessments, spot surveys, and teaching portfolios. The committee will seek to determine whether any of the proposed measure is applicable within the UWI context.
4. Update or develop a manual/policy document on teaching quality.
5. Conduct staff sensitization sessions to ensure that updated measures of assessment are shared by end of the 2021-2022 academic year.

The matter of feedback is to be addressed as well. The CETL is investigating the use of automated feedback tools. Further, the CETL will also design and develop faculty development initiatives for appropriate approaches to giving feedback in face-to-face sessions.