

SAFAGRAM

President's Message

By James McWilliams



Now that Thanksgiving is but a distant memory, we are rebounding from the infamous Halloween assault. All the while we are cognizant that Christmas is less than eight weeks away—OMG. Furthermore, we still have to contend with end-of-year exams, last-minute assignments, disgruntled students, and the laborious task of entering final marks. As we are asked to be more accountable with fewer resources, the stress levels begin to accelerate.

A concerning issue that has been on the radar for many Post-Secondary Institutions for the past several years, both at the Federal and Provincial levels, and is now becoming more frequent, is the increase in mental illness. For the most part, this illness is often

labelled as the invisible disorder. According to the 2011 report of the Mental Health Commission of Canada, in any given year, more than one in five Canadians experience a mental health or addiction problem. The WHO International Media Center Fact Sheet update from February 2017, identifies the following Key Factors that contribute to mental illness: <http://www.who.int/mediacentre/en/>

- Depression is a common mental disorder. Globally, more than 300 million people of all ages suffer from depression.
- Depression is the leading cause of disability worldwide and is a major contributor to the overall burden of disease.
- More women are affected by depression than men.
- At worst depression can lead to suicide.

Alarming, suicide is the second leading cause of death in 15 – 29 year olds. Mental illness is a highly stigmatized issue. More often than not, employees are reluctant to disclose mental health concerns to their employer due to the fear of losing or risking their jobs. More disconcerting to employees is being judged or labelled by their colleagues on the job or being too ashamed to ask for accommodations.

Recognizing the severity of the symptoms that are associated with depression will be beneficial in seeking help and care. Depression in people who have or do not have a history of manic episodes can be chronic (over an extended period of time) with relapses, mainly if they go unchecked or untreated.

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Editorial Board

- Pat Squibb
- Wendy Strashok
- Patricia Brown
- Jeffrey Logan—Cartoonist

Layout

Luda Paul

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SAFAGRAM editorial policy, as approved by the SAFA Executive on June 14, 1995, is as follows:

1. The Editorial Board has the final say as to what is included or deleted from the newsletter.
2. Editorial Board decisions about newsletter material must be agreed to by consensus.
3. The newsletter will include a disclaimer stating that the views expressed in its content do not necessarily represent the views of the Editorial Board or SAFA.
4. All material included in the newsletter must
 - be signed by the author when submitted to the editors, but anonymity may be requested and granted for printing.
 - be based on "reasoned argument" if personal criticism is used.
 - not involve name-calling.
 - not include sexist, racist, or homophobic comments.
 - be related to SAIT, although this will be interpreted broadly.

The views expressed in SAFAGRAM do not necessarily represent the views of the Editorial Board or SAFA.

<http://www.safacalgary.com/>

Labour Relations Officer (LRO) Report

By Al Brown, LRO



Hi Everyone!

I don't know about you, but I've been watching the College strike in Ontario with great interest—not the least because of the similarities to our new reality in Alberta.

On April 6, 2017, the Alberta Provincial Government introduced legislation in the form of BILL 7—AN ACT TO ENHANCE POST-SECONDARY ACADEMIC BARGAINING that fundamentally changed our bargaining process.

This new legislation eliminates binding arbitration as a method of dispute resolution. Instead, Academic Staff Associations will be able to go on strike, and the Institution will be permitted to “lock out” their employees. Any strike or “lock out” would be subject to the process and restrictions clearly set out in the Alberta Labour Relations Code.

In the rest of Canada, Academic Staff Associations have always had the right to withdraw their services (strike) and their employers to lock out their staff. Having that as the default dispute resolution doesn't mean that it is used often; in fact, the opposite is true, most collective bargaining cycles end in a ratified collective agreement without having to go on strike.

So, what's happening in Ontario? This is only the second time there's been a province-wide post-secondary strike in Ontario since the eighties. If you ask the average person what they think is the reason people go out on strike, they typically answer “money.” I would say that is the case in the Ontario strike, but it's about more than wages. It's about miserly government funding for post-secondary education, running post-secondary institutions “like a for profit corporation,” cutting costs while increasing workloads, increasing the size of “administration,” hiring on a “casual contract” basis instead of full time permanent, and so on. The point is, Do you see the similarity to our experience here in Alberta? <http://www.cbc.ca/news/canada/ontario-college-strike-academia-1.4364735>

I want to highlight just one of the many things that we have in common with our colleagues in Ontario: the continuing expansion and the privatization of classes at SAIT, non-grant funded continuing education and corporate training, which has resulted in a multi-tier system of rights for Instructors. Only two positions (Permanent Full time and Permanent Part time) have full rights under the Collective Agreement.

Currently, anyone who is employed as a fee for service instructor outside of the SAFA Collective Agreement is what I would call “precarious employment”; i.e., they are employed on a predetermined end dated contract that is no more than one year and most often much less in length. When that contract ends, the employment relationship with SAIT also ends. They may be offered another contract or not. There are some instructors who have been working on that basis (contract to contract) for decades at SAIT.

I've seen current fee for service contracts that are lower than the lowest salary grid available in the SAFA Collective Agreement—pay so low that SAIT claims “there are no SAFA members employed at that rate.” Of course, the implications of not

being protected by the SAFA Collective Agreement go beyond just the salary grid. Picture yourself as someone employed on a contract basis or maybe you are already. What happens if you have a “falling out” with your supervisor, have a complaint laid against you, have been treated unfairly, or disciplined unjustly? Right now, it means you won't get offered another contract.

When you are covered by the Collective Agreement, you have representation, and if it means going through the grievance process all the way to an arbitration board to get justice, then SAFA pays the bill at no cost to you!

Why aren't fee for service instructors already covered by the SAFA Collective Agreement? They do virtually the same work (instruction) that all SAFA members do, yet they don't get the same treatment. Why?

Quite simply because, until now, the SAIT Board of Governors (NOT the employees) determined who is represented by the Faculty Association and who isn't, who gets to negotiate on an equal footing with their employer and who doesn't.

Now that SAFA and SAIT are governed by the Alberta Labour Code, designation decisions will be subject to review by the Alberta Labour Relations Board. Now, any person, Faculty Association, or any other bargaining agent affected by a designation or change of designation will be able to apply to the Alberta Labour Relations Board for a determination about who is an Academic Staff Member. A “failure to designate” will also be subject to review. This has far-reaching consequences for SAIT and SAFA. As you know, we've had a long-standing dispute when it comes to excluding fee for service contract workers and Academic Chairs from being covered by the Collective Agreement effectively taking rights away from these two groups of employees. The decision to not have these people designated as Academic Staff is now open to review based on a “failure to designate” challenge.

During the current round of Collective Agreement bargaining, one of SAFA's priorities is that the fee for service instructors have the same rights to representation and collective bargaining that all SAFA members enjoy.

As always, if you have any questions, please stop by the SAFA office N201 in the Burns Building, contact me directly at Ext. 4067, or e-mail al.brown@sait.ca. ➔

Little Johnny

**The teacher said to his class one day,
“Please stand up, anyone who thinks they're
stupid.”**

**Nobody stood up so the teacher said, “I'm
sure there are some stupid students in this
class!”**

At this point Little Johnny stood up.

**The teacher said, “Oh Johnny! So you think
you're stupid then?”**

**Little Johnny replied, “No, I just felt bad
that you were standing up on your own.”**

There Has To Be a Better Way, And There Is!

By David Roberts, School of Business

Introduction

The energy from both students and staff is palatable at the start of a new school year, evidenced by the sound of excited chatter and laughter around the campus. A few weeks into a term this energy wanes as both students and staff get bogged down by their day-to-day obligations for education. For Faculty, this depletion of energy often hits when there are assignments, quizzes, and other gradable items to mark. Faculty often lose evenings and weekends with friends and family in exchange for hours and hours of marking. When one gets caught up, it seems as if a new pile of papers is waiting. We all know this feeling, at some point hair gets pulled out and one has to think, “There has to be a better way.” Well there is!

Purpose

The purpose of this article is to identify a different methodology for potentially improving the traditional way of creating

assignments, handing them out in class, collecting them, then taking them to our office or homes to spend endless hours marking. This article will identify a potentially different and improved way to alleviate some of that workload by using current technological applications.

Methodology

We have adopted new technologies into our daily lives. It was not that long ago when we opened our homes to the Internet. We walk around with mini computers (we call smart phones) in our pockets, and we download new apps that offer convenience on a regular basis. We have become technologically savvy enough to deposit cheques into our banks by taking a picture, to go to concerts and jump on flights with an e-ticket, and to go to movies with the ticket on our smart phone; yet we still use paper and grade papers for the classroom. We distribute paper, collect paper, sort through the paper, and then hand the paper back after spending countless hours trying to decipher some of the scrawl and misspelled words. What I am suggesting is using technology to supplement what is already available to assist Faculty in creating, marking, and providing better feedback to students. I am not going to recommend

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Recurrent Depressive Disorder: There is a pattern of repeated depressive episodes during which a person experiences depressed moods, loss of interest and enjoyment, reduced energy leading to diminished activity lasting up to at least two weeks, disturbed sleep and appetite, feelings of low self-worth, and poor concentration.

Bipolar Affective Disorder: This is consistent with both manic and depressive episodes separated by periods of normal moods. Manic episodes can be recognized by irritable mood swings, over activity, inflated self-esteem, and a decreased need to sleep.

Erratic behaviours by an employee may be noticed by the employee's immediate supervisor, such as an increase in absenteeism, behavioural issues, and decline in performance. These could all be signs of a mental illness. Employees who have been diagnosed by their physician and are receiving treatment for depression or severe anxiety can request an accommodation from their employer. A Physician's Medical Certificate must accompany the request with details regarding the condition. SAIT is alerted to the increase in this condition; they are also sensitive to the repercussions on individuals experiencing this problem. SAIT will provide assistance through the onsite counselling specialist, and The Employee and Family Assistance Program (EFAP) via Homewood Health www.homewoodhealth.com.

It is also important to note that employees are not required to disclose their exact diagnosis to receive accommodation for mental illness. However, if the medical note is not clear or does not specify the exact mental illness, the employer has a “duty to inquire” and request further information regarding the medical condition.

It is also important to note that many people with substance abuse problems will not admit to having an addiction, which is considered a disability under Human Rights Law.

Stress and burnout not only affects Faculty and Staff but also has far-reaching and negative consequences on the student population. More explicitly this affects the International students in Canada who suffer from burnout but are afraid to reach out for help because doing so may lead to their deportation. In a report from CBC, it was stated “. . . any recorded mental health issue that any International student has reported has been scrutinized by Immigration due to the perceived burden it could place on the taxpayer. Canadian officials add that if International students are sick or suspended from school, have deferred their studies, or do not show up for class, they could be deemed in violation of their permits.” <http://www.academica.ca/top-ten/international-students-not-seeking-mental-health-support-fear-deportation>

Will Tao, Immigration lawyer from Vancouver identified that “. . . students have had a very isolating, financially difficult, challenging, traumatic time in Canada and some of these stories need to be recognized.” (CBC News, ‘Crying your guts out’: some international students fear seeking help for burnout, Melanie Green, Post last updated Sept. 21, 2017, 10:17 PM PT, accessed on Nov. 02, 2017, 2:05 PM MT).

In recognition of the increased severity of mental health issues, the Alberta Government allocated over \$400 million to Post-Secondary Institutions for mental health support.

The Minister of Advanced Education, Marlin Schmidt, was on site on October 12 during SAITSA Wellness Fair. He committed to the Government promise of \$475,000 to fund mental health support programs at SAIT. However, in other provinces across the country, the needs of students with mental health issues have already exhausted the funding.

As we move through the remainder of the semester, we should be mindful of our colleagues' and students' behavioural changes and provide support when necessary. ➡

a specific publisher's add-on technology, but I will focus on a publisher's product that I have started to use over the past year and simply want to share my experiences with fellow Faculty members.

Gradable Item Creation

Tremendous effort is required to make and publish a gradable item. We also have to be careful to create new gradable items on a consistent basis as once the gradable item becomes available to students it proliferates rapidly. Creating and selecting appropriate types and levels of difficulty is also an issue. I use publisher software that can be incorporated directly into Brightspace (D2L) and allows for the selection of questions not just from the textbook but from other textbooks in the same subject area. This software offers a wider and deeper question pool to choose from. As well, several questions can be selected and the software can randomly draw from a pool that was set up by the instructor. For some questions, it will give real data as to the level of difficulty of the question using actual answers from students. For example, I can see the "chart" to the left of the question, and if I place the cursor over the chart, it will identify the percentage of time a student gets it right on the first try and how long it takes to answer the question. For example: 71.2% of the time the student gets the correct answer with a time of 3 minutes and 11 seconds. This helps in developing the difficulty and also the length of time it will take for students to complete the gradable item. Another major aid is that there is no more formatting and also "no" typos. The questions are already preformatted, and yes there is an occasional typo (you can edit this yourself and/or send a note to the publisher to correct it for future usage). Also, the gradable item is ready online instantly—no more waiting for gradable items to be printed at XDOCS or standing at the photocopier making your own copies because you finished the gradable item the night before at 3 a.m.! You can also make last-minute changes to the gradable item, and the changes take place instantly.

Setting up the gradable items requires very little computer expertise. There are features for:

1. setting the time allowed;
2. the exact time and day,
3. Lock-down browser so no Internet is allowed;
4. extra time for students with accommodation;
5. if the gradable item is an assignment, there are aids such as a virtual tutor, access to the e-book, examples of similar questions with worked out solutions;
6. Set the number of attempts.

One cool feature I use a lot is I allow 3 attempts for my quantitative questions on assignments. If the student gets it wrong 3 times then they get zero, but if they need that answer to complete the next part of the question, the software will give them the correct answer so they can move on to the next part.

You can select how many attempts per question students are allowed. For example, I use 3 for quantitative, 2 for multiple choice and 1 for true and false. If the question has a table or larger number of answers, you can allow partial marks or simply right or wrong. For example, if there is a question with a table that has 12 answers and you make the question worth 8

marks and the student gets 7 out of 12 right, the software will calculate their mark as 4.67 out of 8.

You can allow late assignments and have the software automatically deduct a certain percentage for each day late up to a maximum of so many days, as set by you.

One of the best features of the software is that you can select algorithmic questions, where available, or even create ones of your own. This dramatically impacts the tests as each student gets a different set of numbers. You can also scramble the order of the questions.

There are many more features available, but I will move on.

Grading

The true and false and multiple choice questions can easily be marked using scantrons, if the questions and answers are not in a scrambled order. Even with scrambled questions and answers, the software can mark the true and false and multiple choice questions.

A major advantage of this software is the fact that quantitative questions can be also be marked. As indicated, with algorithmic questions each student gets a different exam. This would be a nightmare to mark if you had to have a different answer key for each student. The instructor can set up tolerances for each question individually or as a group. Tolerances can be a percentage or absolute value or any combination of these two within a gradable item. For example, on one question a tolerance of 0.5 percent could be used, and on the next question a tolerance of 1.25 percent could be used.

The software does not automatically mark qualitative questions, but I would say that it was much easier to read typed answers than read some of the handwritten answers that we currently have. I would still say that it saves time.

Once the student has completed the gradable item they can get their mark instantly, if the instructor chooses. There are also options for delaying the marks, only showing the mark but not the answer key, or just a mark and never showing the answer key. Since each student gets a different exam, the software provides each student individual answer keys, if the faculty member wants to turn this feature on. The students can go back at any time during the term and review their gradable item.

This feature of automatic marking, with the ability to go in and manually group mark or mark just one student's work, is a tremendous time-saver. I would also like to add that the software marks more accurately than I do!! No misread numbers, no more incorrectly added totals. It provides consistency with marking and it leaves less room for debate as students will realize it is difficult "to argue with a computer" in regard to their mark, especially since everyone else is marked the exact same way.

It is possible to integrate the software directly into D2L. Students will have one website to go to and the marks in the software will be directly and automatically imported into the gradebook of D2L.

Other Cool Features

One of the very cool features of the software is the ability to easily create study plans and dynamic study modules for stu-

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ACIFA

Facing Forward

Anna Beukes, President, ACIFA



The task ahead of ACIFA in the coming year is to help prepare Associations for the reality of living under the Labour Code. Residing under the Code (as opposed to the Post-Secondary Learning Act) brings with it many firsts.

For the first time ever, Faculty Associations are required to file their constitution and bylaws with the Labour Board.

ACIFA's Negotiations Advisory Committee (NAC) had a meeting in October to work through the bylaws and constitutions of each Association, to ensure language compliance to the Code. Under the guidance of Al Brown, acting LRO for ACIFA, Associations will be assisted in aligning their documents with the requirements of the new legislation which we now reside under.

In addition to helping all member associations prepare to function in a new legislative environment, ACIFA continues to engage the Provincial Government. We continue to advocate and emphasize the importance of a well-functioning post-secondary education system in ensuring the well-being of our society and the prosperity of Alberta's citizens and communities.

CAUT (Canadian Association for University Teachers) has declared October 22 to 27 as [fair employment week](#). The purpose of fair employment week is to draw attention to the increased casualization of academic work. Precarious academic work remains an issue for many faculty members. Raising

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dents. The study plans allow the students unlimited attempts for algorithmic problems. Students can try a question repeatedly until they get it right, in addition to instant feedback and marking of the attempt.

Dynamic study modules are for qualitative questions, and rather than being a series of multiple choice questions and answers, the questions are dynamic. The student will have to answer each question twice. The reason for this is for a student to select, I am somewhat sure (select more than one answer from the list), I do not know the answer, I am absolutely sure (select the same answer twice). Depending on the way the student answers the question, the software will adapt to the response. The best thing about the dynamic study modules is that the student will be tested on the material until they finally get the right answer, so it reinforces the concept.

The study plans and dynamic study modules can be assigned for marks or not, as you see fit.

If you like metrics, then this is for you. You can do much more than look at a class average. You can see, on a question-by-question basis what percentage of your students got the question correct, how many attempts it took to get it correct, and how long it took them to complete the question. There are significantly more metrics which are automatically calculated and can be used to improved testing.

awareness about this issue and pushing back against unfairness is what fair employment week is about. Last year, ACIFA made short videos in which temporary, part-time instructors shared their stories and their plights. If you are a sessional/part-time instructor who is willing to speak on camera, please let me know.

ACIFA is a volunteer-based organization whose success depends on involvement from faculty members. If you are interested in serving on one of ACIFA's committees, such as our Negotiations Advisory Committee (NAC) or our Professional Affairs Committee (PAC), please check out the ACIFA website to see what it entails and let your Faculty Association President know you are interested.

We are a couple of weeks away from putting out the 'Call for Presentations' for the next ACIFA Conference. It will be held at the Jasper Park Lodge on May 13 to 15, 2018. We would love to see strong attendance there again.

Best wishes for another successful academic year.

Anna Beukes, PhD
President ACIFA
412 10357-109 Street
Edmonton, Alberta, T5J1N3
P 780.471.7846
<http://www.acifa.ca> ⇄



You can also require students to complete certain pre-quiz assessments and many other features.

One of the very best features is the ability to use the study plans and the dynamic study modules using mobile devices. Your students can now study while sitting on the C-train!

I have noticed a significant increase in my SIR scores. I would say that the average score I get on a SIR question has gone up about 0.5, and this has been consistently higher in the four SIR scores that I received during the 2016/2017 school year.

There is a significant reduction in the use of paper, and this is good for sustainability, plus it reduces costs by several hundred dollars per course per term.

This sounds like soo much work to set up and I am technologically challenged!!!

There are tremendous resources available to help. Some publishers have on campus faculty advisors to help with training. The software that I use has 24/7 live chat and phone call availability for faculty and for students.

Even for those of us who are not as technologically savvy as the younger generation and can even be intimidated by new technology, there are ways to ease into using more technology,

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and you can stop or pause at any point that you feel is right for you. Did I mention I just upgraded my phone to a Samsung A5 from an iPhone 3GS???? So if I can do it, so can you.

Conclusion

I cannot go without passing along a special thank you to Ms. Lise Mills of Pearson Education for all of her help and to her co-workers at Pearson as they have answered all of my endless questions with respect.

I have tried to give you something to think about the next time you are sitting at home or in your office late at night or on the weekend and being exhausted and trying to work through that mound of unmarked papers. For each of us, the amount of time saved will be different, and the learning curve will be different. I know for me that the minimal amount of effort it took to learn how to use this software paid me back with reduced time and effort within the first 4 months.

I have focused on how this is of benefit to Faculty, but that is not what matters the most. I have taught for 20 years and in various schools and in various ways. I have never done anything in the classroom that has been so overwhelmingly and positively received by the students. One of my co-workers tried some of this in his class, and then sent out a polling question about using the technology to grade and assess. One hundred percent of the students who responded rated the experience as excellent (the highest possible rating).

I have only scratched the surface on what the software can do to make our jobs easier. I have tried to open up some minds to new ways to do things and make the process of assigning, marking, and returning gradable items as a better process for the students, Faculty, and SAIT. I would be glad to discuss this with any person who would like to learn more. ➡

Reg Erhardt Library: Open Educational Resources

By Kevin Tanner



Open Educational Resources (OERs) are teaching, learning, and research resources that are created with the intention of being freely available to users anywhere. They may include, but are not limited to, textbooks, readings, multi-media files, software, assessment tools, and even entire courses. Most are covered by licenses that allow for using, re-mixing, and sharing.

The OER movement has been gaining traction in the post-secondary education community. In particular, both the Campus Alberta Open Educational Resources Initiative and BCCampus Open Education project are examples of successful Canadian projects that seek to help educators use and share open resources. Additionally, a recent report from over 15 institutions in the U.S. found that “Eighty-four percent of faculty members surveyed said students in the new OER courses had the same or a higher level of engagement with the learning materials as compared to . . . traditional course materials” (Griffiths et al., 2017).

For a full list of resources and further reading on OERs, visit our research guide.

OERs for Students

As the cost for expensive proprietary educational resources grows, students often opt out of even buying the required

textbook, despite a majority realizing it will hurt their course performance (Donaldson, Nelson, & Thomas, 2012). Adopting OERs allows students to access resources on or off campus at no cost to the student or instructor. The use of open resources increases student engagement with material and has been shown to improve student retention (ABOER Initiative, n.d.). Additionally, by using OERs, students have access to a broader range of resources with diverse perspectives for a wide variety of learning styles.

OERs for Faculty

You may be interested in using or remixing an open educational resource in order to make learning more accessible. By providing access to current and open resources, you can increase learner understanding of difficult concepts by offering flexibility in your classroom. Additionally, you may consider adopting a flexible OER that you can customize and tailor to your specific course or lesson needs from semester to semester.

We are available to help you find, evaluate, and use OERs in your classrooms, ranging from one-off learning objects to full textbooks. For more information, connect with your Library liaison.

OERs for Institutions

By adopting OERs, Faculty can reduce SAIT’s curriculum development costs by using high-quality learning materials that are already developed and openly accessible. Additionally, new concepts that often take months to disseminate and publish can be easily adapted and adopted in classrooms through open resources. This ensures SAIT students are learning the latest in developments in their fields without waiting the time it takes to publish and purchase material.

By disseminating knowledge in a field through an educational resource, whether it be a textbook, reading, assessment tool, or course content, content creators “pay it forward” in the post-secondary education community.

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The Future of OERs at SAIT

The future potential adoption and potential development of OERs by SAIT subject matter experts would support the SAIT Strategic Plan and the SAIT Education Plan by focusing on student-first priorities, by offering flexible learning options for students, by globalizing curriculum content, and more.

Open educational resources are currently being used and developed at SAIT in various schools and programs. The CORE Education team collaborated to pilot the use of OER eBooks and eLabs into five fundamental courses, including physics and math.

If you are interested in learning more about finding and using OERs, [connect with your library liaison](#).

For a full list of resources and further reading on OERs, [visit our research guide](#).

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7 Personal Development Tools to Help you Create the Life You Want

1. TED

A non-profit website where individuals can go to watch videos on a variety of different topics.

2. Mindbloom

A website that aims to help you enhance your life. Whatever area you want to work on, you can include as a part of a "tree" you build for free.

3. Udemy

If you want knowledge, Udemy has it. Regardless of the subject you want to study, Udemy likely offers at least one course in it. Some courses are free.

4. Lumosity

A Brain training website that is developed and maintained by neuroscientists.

5. 43 Things

Allows you to list the goals you hope to accomplish and then give and receive support with others through the website, all for free.

6. Vision Board Deluxe

An app by Happy Trapper helps you create your life vision on a smartphone or electronic tablet.

Costly typos that give the phrase "economy of words" new meaning.

NASA'S MISSING HYPHEN

The damage: \$80 million

Hyphens don't usually score high on the list of most important punctuation. But a single dash led to absolute failure for NASA in 1962 in the case of Mariner 1, America's first interplanetary probe. The mission was simple: get up close and personal with close neighbour Venus. But a single missing hyphen in the coding used to set trajectory and speed caused the craft to explode just minutes after takeoff. 2001: A Space Odyssey novelist Arthur C. Clarke called it "the most expensive hyphen in history."

THE CASE OF THE ANTIQUE ALE

The damage: \$502,996

A missing 'P' cost one sloppy (and we'd have to surmise ill-informed) eBay seller more than half-a-mill on the 150-year-old beer he was auctioning. Few collectors knew a bottle of Allsopp's Arctic Ale was up for bid, because it was listed as a bottle of Allsop's Arctic Ale. One eagle-eyed bidder hit a payday of Antiques Roadshow proportions when he came across the rare booze, purchased it for \$304, then immediately resold it for \$503,300.

A Quick Guide to Understanding Your Office-Mate

HEADPHONES & CONVERSATION

No Headphones:
Let's Chat!

Ear Buds: Workin'
but Available...

Work Issued
Headphones:
Gotta Get
This Done!

Noise-Cancelling
Headphones from Home:
Enter Discussion at Own Risk

J.Logan 2017