

Writing Place: A Scholarly Writing Open Textbook

Lindsay Cuff / Assistant Professor of Teaching

DESCRIPTION

An accessible and inclusive scholarly writing textbook that empowers students to contribute to scholarly conversations in their disciplines and asks them to consider how their contributions can be shared with communities beyond the university. Examples are specific to Land & Food Systems and Forestry.

PROJECT GOALS

1. Cohesive Voice & Approach

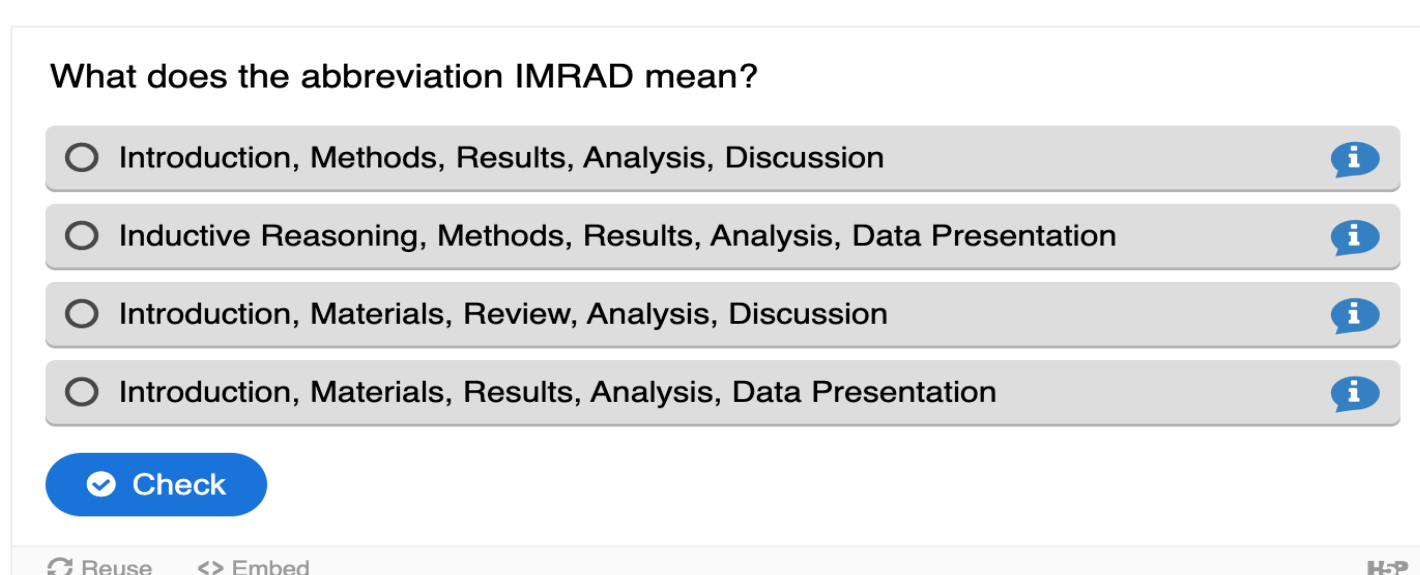
- Same elements in each chapter (Questions for Reflection, Student Narratives, Test Your Understanding, Key Takeaways)
- Examples specific to Forestry and LFS
- Artwork from [The Greats](#) throughout

2. Accessible

- Inclusion of an accessibility statement
- Optimized for screen-reader technology
- Can be navigated using a keyboard
- All images have alt text
- Word documents of text have been included underneath images that contain text
- Information is not conveyed by colour alone
- Option to increase font size

3. Interactive

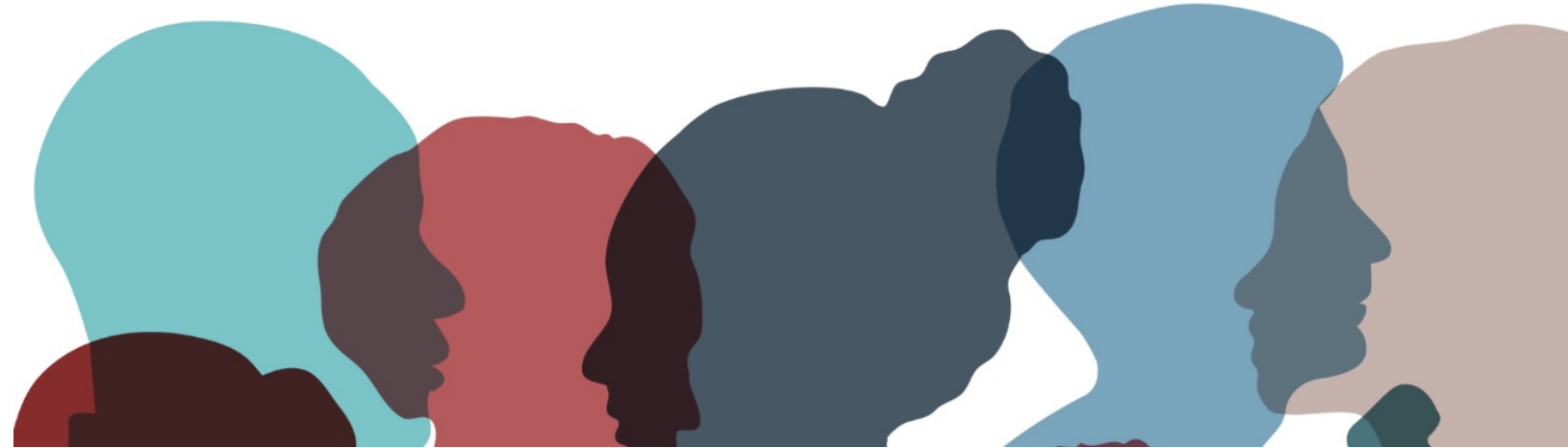
- H5P test-your-knowledge interactives in each chapter



4. Decolonial

- Consultations with Indigenous Initiatives Team throughout process
- Didn't want it to be an "add on"
- Wrote "Science & Story" chapter
- Included "Decolonizing Citations" chapter
- Inclusion of Indigenous Voices & scholars
- Situating writing on the land (place-conscious)

"Always citing the same small circle of voices is both harmful to the health of the field and disrespectful to the many fine scholars and writers whose work informs, enhances, challenges, and complicates our broader conversation" (Justice, 2018, p. 242).



5. Inclusion of Student Voices

- Student Narratives in each chapter

Student Narrative

My belief is that I have the potential to be a good writer, although I have some minor obstacles I am still actively trying to overcome. Dyslexia has been a part of my life for some time, first introducing itself around the age of 15. While writing, I would leave out half the letters even though I

6. Promote Self-Efficacy & Persistence

- Chapter on overcoming writing anxiety
- Centers students' affective learning domains

Student Learning Goals

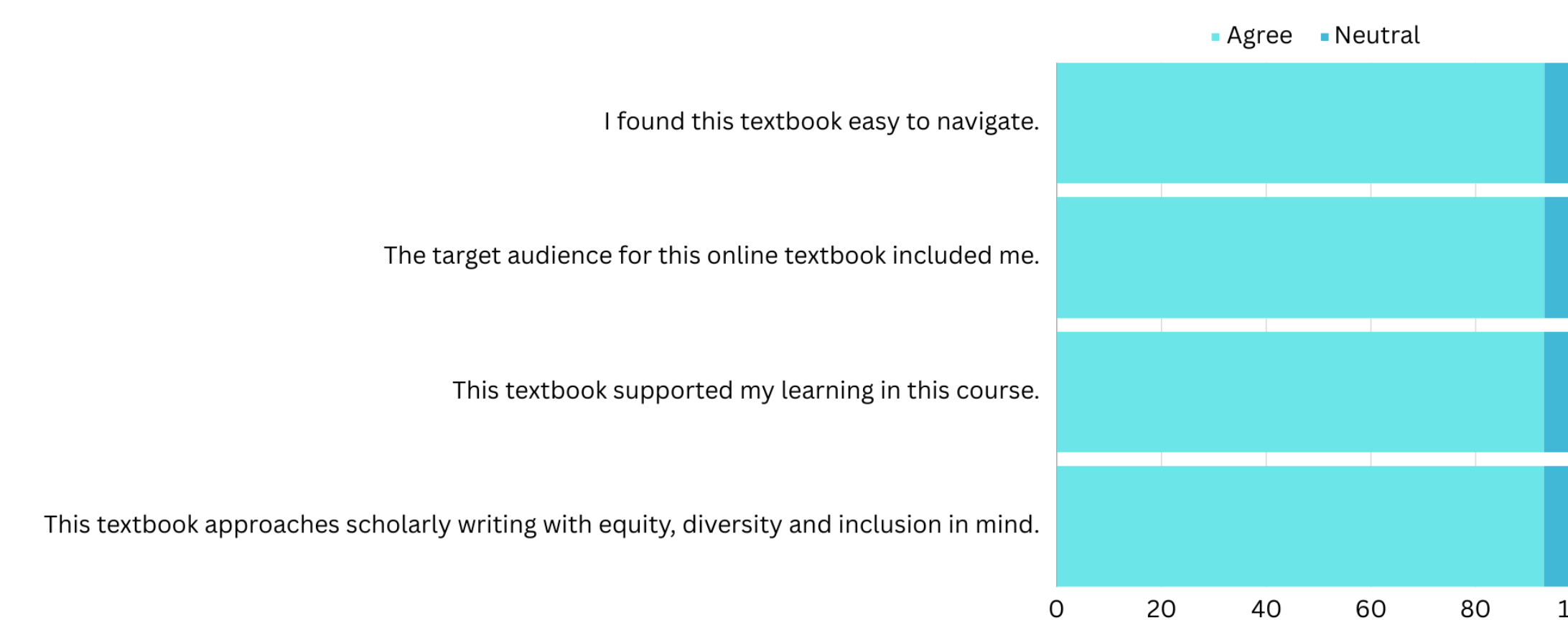
In this chapter, you will:

- Compare the qualities of a growth mindset vs. a fixed mindset and each mindset relates to learning.
- Consider the causes of writing anxiety and writers block
- Develop strategies to overcome and manage writing anxiety

IMPACT

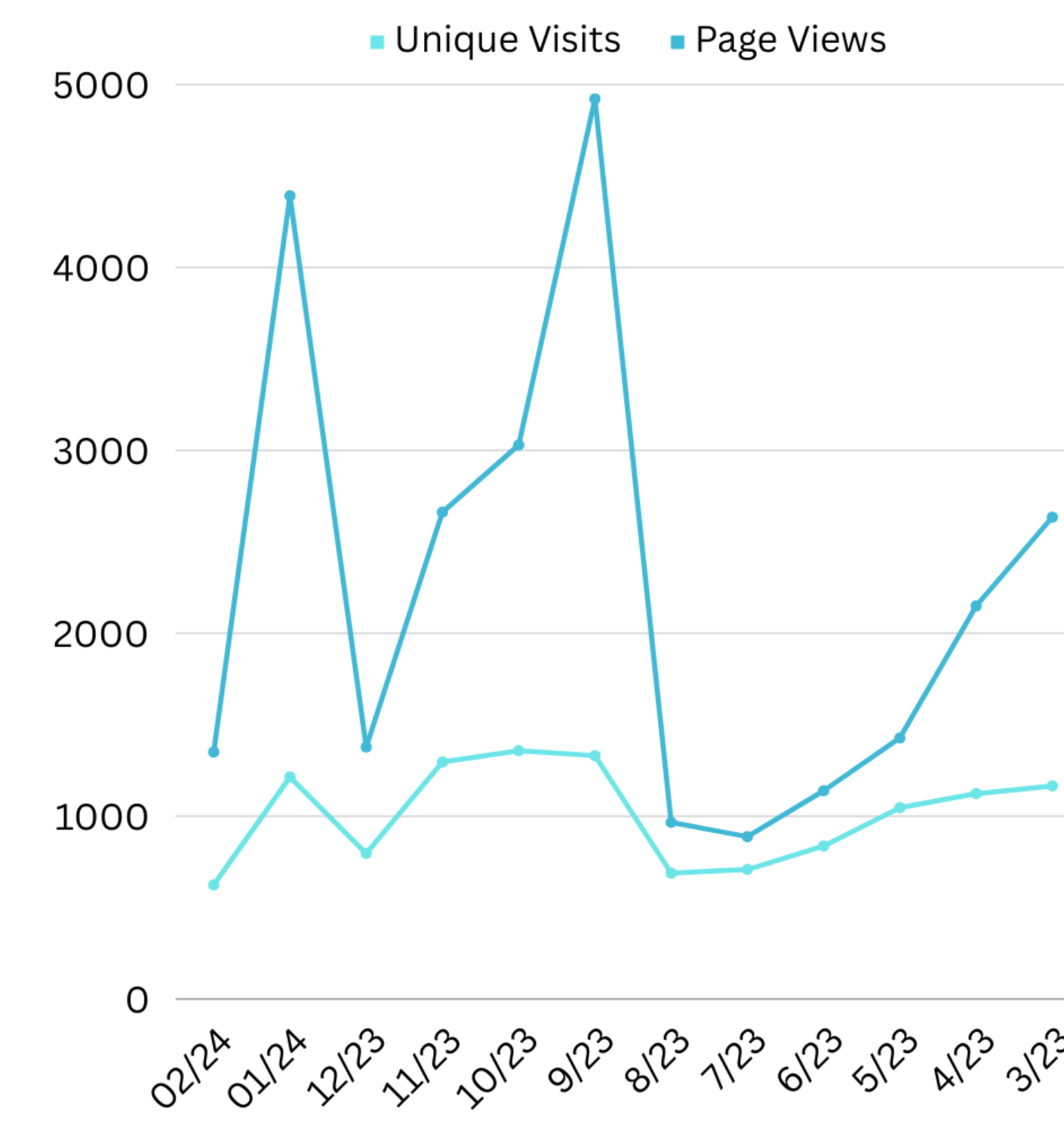
The following chart is a summary of student responses to an end-of-term survey distributed in six course sections with three different instructors.

Table 1. Student Survey Summary



The following chart is a summary of the number of unique visitors to the online textbook per month, and the monthly number of pageviews between March, 2023 and February 2024.

Table 2. Monthly Unique Visitors and Pageviews from 03/2023 – 02/2024



CHALLENGES & OPPORTUNITIES

- Pressbooks not intuitive navigation for users
- New impact study to go deeper into themes identified by end-of-term surveys
- Create a companion resource for instructors with in-class activities that pair with textbook content
- As course changes and evolves, content in the OER must change and evolve

Acknowledgements

- This work would not have been possible without an OER Implementation Grant from UBC Vancouver. The UBCV OER Fund supports affordable and inclusive access to learning materials through the adoption, adaptation, development, and integration of open educational resources in UBCV credit courses.
- I am grateful to the UBC CTLT Indigenous Initiatives Team for their guidance and important questions at each stage of this project.
- I would like to thank the UBC Library Open Education team, and the UBC CTLT for their championing and support.
- Thank you to my project team, Angie Goertz and Joanne Choi, for helping to bring this project to life!
- Most of all, I would like to thank my students in LFS/FRST 150. Thank you for sharing your writing, for teaching me to take risks, and for reminding me to keep changing and being changed by the world around me.



Scan QR code to access Writing Place: A Scholarly Writing OER