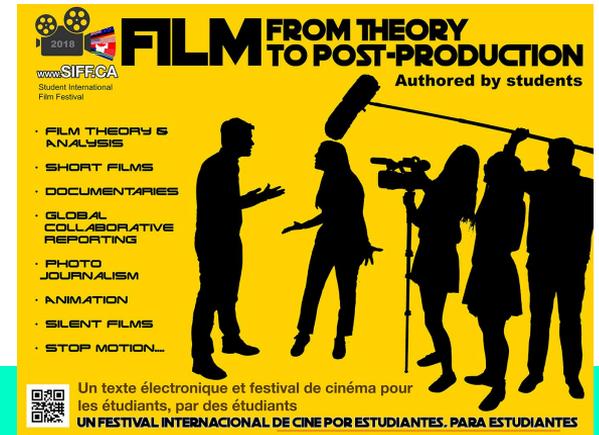
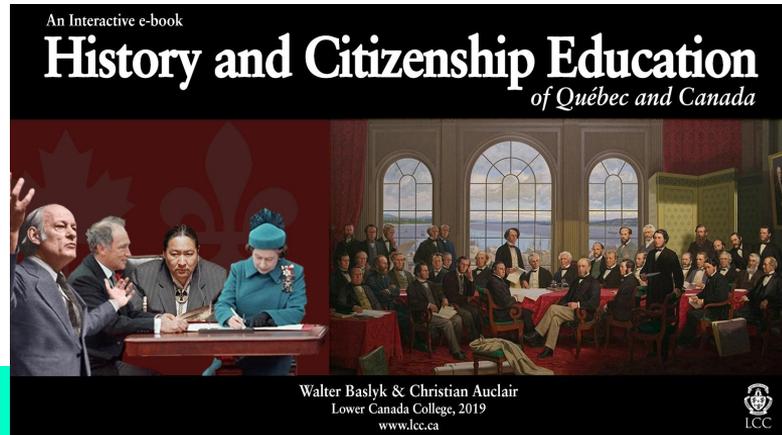
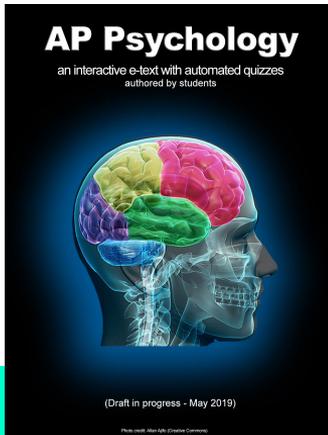


Student Voice Through UDL Structured, Collaborative e-Text Publishing Aimed at Authentic Audiences



Christian Auclair, Lower Canada College

Presented at the IBSO Fall Conference 2018

education.ca/publishing



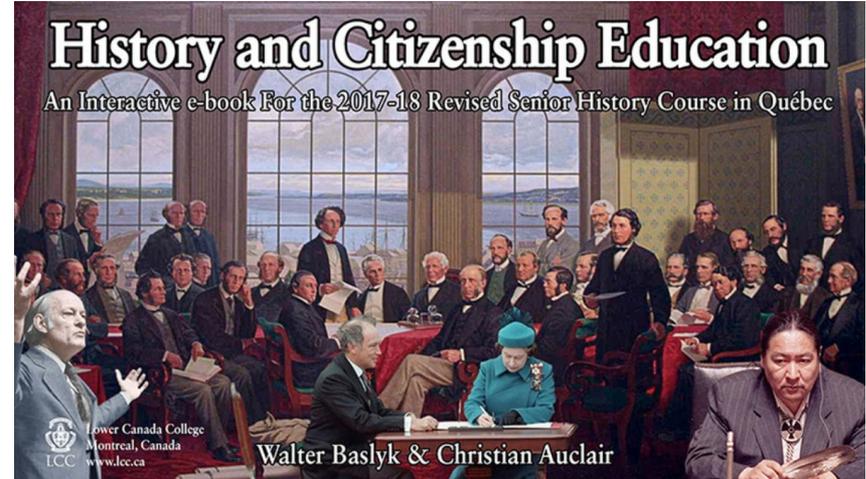
ABSTRACT

Over the past year, students at Lower Canada College have collaborated as authors in the publication of an interactive e-text focused on IB film theory and language as well as a full fledged AP Psychology e-text. The e-text unit is structured according to UDL principles: topics are based upon a menu of student interests, mastery of a given subject through an interactive media representation that is adaptive, scaffolding through feedback, and the subsequent publication of the chapter which is intrinsically motivating. In the case of AP Psychology, students were provided with a variety of topics relating to the curriculum whereas for IB Film, the topic selection was open ended and subject to approval. Students then proceeded to research and write as authorities on their chosen subject matter. Using Google Slides, students then combined their text with images, sound, and 'expert interviews' through embedded video. They also included links to scholarly articles, generating media rich, interactive chapters that appeal to various learning styles and differentiated learning. Automated quizzes were also included for instant feedback for their reading audience. All of these chapters are being 'shared' and are now being combined into a single book to be exported as a PDF for publication as a genuine e-text. This process is also currently being adapted so as to allow student authors and teachers from different schools to collaborate as publishers.

BACKGROUND FROM EXPERIENCE

The initial idea for **student e-text publishing** originated with an online e-text produced by Lower Canada College on the [History of Quebec and Canada](#) from confederation onward. The text was originally designed for our foreign students. The idea was to format the e-text along UDL principles.

More recently, the objective of publishing student work morphed into the creation of a platform for IB Film, where students could showcase their film work to a global audience. Students created the branding, content, promotional videos and an e-text book on Film that will be published in December, 2018.



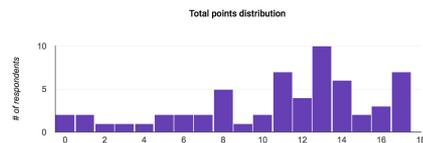
[Click to open PDF \(exported from Google Slides\)](#)

UDL CONSIDERATIONS IN THE DESIGN OF THE HISTORY TEXT

- It needed to be interactive
- It had to appeal to all learning styles (text, visuals, auditory, video, etc)
- It had to accommodate differentiated learning (on-line course allows self-pacing & automated feedback)
- It would combine the best media resources from the web to facilitate multiple avenues for comprehension
- Automated assessments would be included for instant feedback

Insights

Average	Median	Range
10.87 / 17 points	12 / 17 points	0 - 17 points



UNIT 1 - Part 1: Creation of the Canadian Confederation 1850-1890 12

Steps Leading to Confederation

Canada's first Prime Minister, John A. Macdonald, outlines his vision for Confederation en route to the Charlottetown Conference (1864). (duration: 80 seconds)



Quebec's Father of Confederation, George Etienne Cartier, negotiates entry into Union of his home province, as well as Manitoba and British Columbia (1865-1868).



HERITAGE MINUTES

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UNIT 1 - Part 1: Creation of the Canadian Confederation 1850-1890 13

The Charlottetown Conference September 1864

In September, representatives of the Maritime colonies went to Charlottetown to discuss a Maritime union. The leaders of the United Province of Canada asked to be invited to put forth a larger scheme of union, a confederation of the Maritime colonies and the United Province of Canada. Representatives from both Canada East and West, Nova Scotia, Newfoundland, and New Brunswick attended. They decided to continue the talks and to meet in Quebec City in October, 1864.



The Fathers of Confederation, Charlottetown, September 1864

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1. The following events—which all occurred in the same decade—were directly related to the creation of Confederation. 1 point

- The United States refused to renew the Reciprocity Treaty.
- The Seventy-Two Resolutions, drafted at the Quebec Conference, formed the basis of the BNA Act.
- The BNA Act united the Province of Canada, Nova Scotia, and New Brunswick into one country.

In which decade did these events take place?



- A) 1840-1850
- B) 1850-1860
- C) 1860-1870
- D) 1870-1880

2. What consequence did the Pacific Scandal have on the Conservative Party and John A. Macdonald following the election of 1873? 1 point

- The contract to build the CPR was signed immediately.
- Prime Minister Macdonald's government was forced to resign.
- A general election was called and Macdonald was able to form a minority government.

As a result of the scandal, Macdonald resigned and never returned to

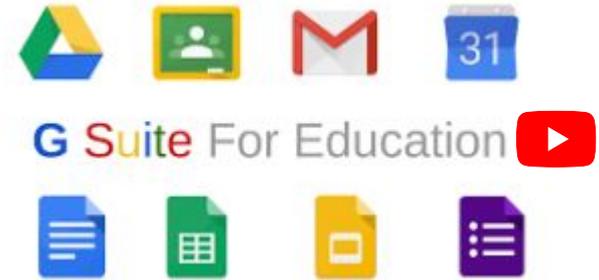
CHOOSING THE OPTIMAL TOOL FOR PUBLISHING E-TEXT

The publishing tool had to be **simple, collaboration friendly & easy to learn**: We were two authors collaborating from different locations with different schedules.

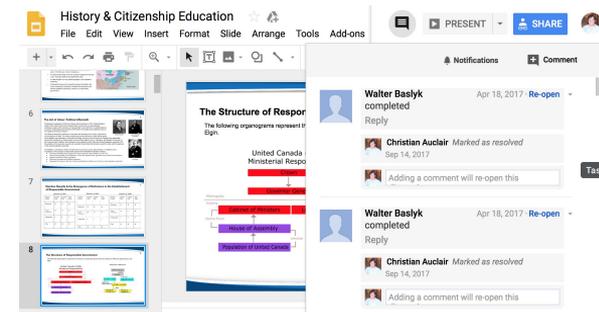
Traditional publishing tools such as Word and InDesign were considered but were found to be too cumbersome and less fluid/expedient. (i.e., Saving, uploading, modifying, saving new name versions, uploading, etc.)

- Google Slides was optimal for producing e-Text that was UDL friendly for learners (I even use it as a hockey coach to teach systems)
- o It allows for collaboration in different locations (i.e., sharing)
 - o It allows for collaboration across different time schedules (comments /feedback with “resolve” are very useful)
 - o It easily integrates most media formats (video, text, tables) as it is a relative of Google Sheets and Docs (i.e., their education suite).
 - o It embeds media (i.e., linked to site / requires wifi)
 - o It integrates automated tests (Google Forms)
 - o It tracks revisions
 - o It keeps your work stored in the cloud (backed up on Google Drive)
 - o It exports seamlessly as a PDF (or other formats), allowing students to download on their phones, iPads or laptops for immediate access.

This presentation was produced using Google Slides



Google in 101 seconds (corporate promo)



Comments section useful for collaboration & peer review

RESULTS OF E-TEXT ON STUDENT LEARNING

Results

The e-text was piloted with a few foreign students and one class. Word got out amongst students from other classes and we noticed a huge spike in logins. The text eventually became a resource for all history classes.

60 responses



SUMMARY

QUESTION

INDIVIDUAL

Accepting responses

Insights

Average
10.87 / 17 points

Median
12 / 17 points

Range
0 - 17 points

Total points distribution

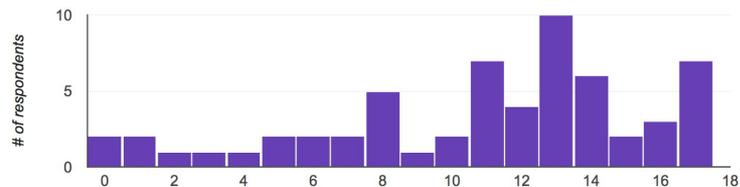


Figure demonstrating those who voluntarily completed quiz. Readership was higher.



Link sharing

- On - Public on the web**
Anyone on the Internet can find and access. No sign-in required.
- On - Anyone with the link**
Anyone who has the link can access. No sign-in required.
- Off - Specific people**
Shared with specific people.

Access: **Anyone** (no sign-in required) **Can edit**

Note: Items with any link sharing option can still be published to the web. [Learn more](#)

Save

Cancel

[Learn more about link sharing](#)

You can restrict access to results and participation

STUDENT VOICE THROUGH E-TEXT PUBLISHING

**Producing chapters for an
IB Film and AP Psychology e-textbook**

OBJECTIVE

The **primary objective** with this **student-centered** unit is to have students produce an e-text chapter through a UDL process, and provide them with a publishing platform that is **reviewed, legitimate, permanent, globally accessible and purposeful.**

Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

PROCEDURAL STAGES & OBJECTIVES

The publication of an e-text is easily adaptable to any subject area. The procedural steps are generally consistent across disciplines

Procedural Stages & Learning Objectives

1. Review publishing objective, UDL design, expectations, exemplars & rubrics ([film rubric](#) / [AP Psych rubric](#))
2. [Topic selection and outline](#). Follow-up discussion with teacher
3. [Research & critical thinking](#)
4. Writing & [mastering the first two pages](#) (teacher feedback sets them on course for expectations)
5. [Curating & integrating relevant media](#)
6. Ramping up the [writing process](#) (weekly targets)
 - a. complete 15-20 slides for AP Psych (equivalent of approximately 1000 to 2000 words i.e., flexible volume)
 - b. Peer edit
 - c. 1st complete draft submitted
 - d. Teacher review and live comments
 - e. 2nd final draft (check resolved comments versus history)
7. Cooperative learning jigsaw / [automated quiz](#) / class review
8. All [chapters integrated & published](#)
9. [Marketing](#)

The screenshot shows a Google Classroom interface for a course titled "Film Theory & Language". At the top, it says "Film Theory / History Chapter" and "Due Oct 23". A post from "Sep 7 (Edited Oct 18)" contains instructions for students to choose a topic, prepare a Google Slideshow, and include a quiz. To the right of the post, it shows "14 TURNED IN" and "14 ASSIGNED". Below the post is a list of assignments:

- film_language.pdf (PDF)
- *Film Language & Concepts (Draft) (Google Slides)
- Columbia Film Language Glossary: Term (https://filmglossary.ccmml.columbia.edu/term/) (Image)
- more_info.png (Image)
- quiz button.png (Image)
- Rubric for e-text Chapter (Google Docs)
- 49 - Italian Neorealism (Michael Mastrogiuseppe) (Google Slides)
- Assignment Overview: Film Theory & Language (Google Docs)
- 2019 Sign-up & Current Chapters (Google Docs)
- 44 - French 'New Wave' - (Maria Makarov '18) (Google Slides)
- 40 - Propaganda Films (Matthew Barg '18) (Google Slides)
- 31 - Smurfette Principle (Alethea Ng) (Google Slides)
- 5-Makeup for film (Jade Black) (Google Slides)

REVIEW PUBLISHING OBJECTIVES, UDL DESIGN, & RUBRIC

1. Assignment posted on Google Classroom with all pertinent documents and exemplars.
2. Discuss the notion of demonstrating one's 'personal best' and discuss the value of having a publication (online), which becomes an intrinsic motivator
3. Review the current status of the e-text and look at exemplars and their UDL structure

Chapter (Term 1 Paper)



Reminder to Sign Up AND New Document With All Topics That Have Been Selected

Posted Sep 18 (Edited Sep 18)

- #1- SEE "APPsych Outline" (make sure to select menu "view-->Outline so you can see and click on the chapter topics on the left). Whatever is highlighted is now taken / assigned
- #2 - If you look at the sample of a student's chapter below (Maxime Tremblay) you can compare it with what she signed up for in the "APPsych Outline" document (her outline is in the Abnormal section / ch12).
- #3- Once you have select a topic(s) from the "AP Psych Outline " document, PROCEED to the "2019 AP PSych Sign up" document to indicate which chapters you are interested in covering. (attached below).
- #4- The "more info" button is included below to be use on each slide. This will provide links to expert websites & articles that will provide your readers with deeper levels of information.
- #5- Copy past your outline sections into a Google Doc and use that to start researching and writing about your subject in your own words. Have your writing PEER edited by a friend or parent. Use spellcheck (-2% for each spelling error!!!).
- #6- Once you have written some of your sections you can then start pasting sections of your text on different slides.
- #7- Include expert videos, graphics and references / links within text and on more info button for each slide
- #8- Use the theme "Paradigm"

	AP PSych Outline Google Docs
	2019 AP Psych sign up Google Docs
	Maxime Tremblay - Abnormal Behaviour Google Slides
	more_info.png Image

TOPIC SELECTION

Students are **free to choose** from a menu of topics that appeal to them so long as they are relevant to the curriculum.

A **shared Google Doc** is posted where students outline their selected topic, broken down into 5 to 7 subtopics

Group **collaboration** is allowed but chapter length increases and each student is individually accountable for their sections

- For AP Psychology, the entire course outline is posted and students highlight the sections that interest them

Outline

- Unit 1: History and Approaches
- Unit 2: Research Methods
- Unit 3 (Part 1) - Biological Basis of Beha...
- Unit 3 (Part 2) - Biological Basis of Beha...
- Unit 3 (Part 3) - Biological Basis of Beha...
- Unit 4: Sensation and Perception
- Unit 5: States of Consciousness
- Unit 6: Learning
- Unit 7 (Part 1) - Cognition (Memory)
- Unit 7 (Part 2) - Cognition (Thinking)
- Unit 8 (Part 1) - Motivation
- Unit 8 (Part 2) - Motivation (Emotions & ...)
- Unit 9: Developmental Psychology
- Unit 10: Personality

Unit 7 (Part 1) - Cognition (Memory) Unit 7A: Memory

-
- Introduction**
 - We are our memories. Without memory, we'd be little more than a rock.
 - Memory is learning that has remained over time; information that's stored and can be retrieved.
 - Even regular people have amazing memories.
 - In one experiment, people were shown 2,500 slides for 10 seconds. Later, 280 slides were repeated along with never-before-seen slides. People could pick out the seen-slides 90% of the time.
 - In another experiment, people were shown pictures. Then 17 years later, shown partial images of those pictures. Those who had seen the pictures were better at recognizing the partial images than those who'd never seen them.
 - One idea of memory is called the **information processing model** and takes after a computer. There are three parts to this model.
 - Encoding** - How we get information into our brain. Like a keyboard on a computer.
 - Storage** - How we hold onto that information. Like a hard drive.
 - Retrieval** - How we get the info back out of our brain. Like a computer's file system.
 - Another model is called **connectionism**. It has the idea that memories are made up of interconnected neural networks. The theory is that memories are made in three stages:
 - A brief sensory memory is stored. This is like an after-image if you have your eyes closed then flashing them open-and-closed again.
 - The info goes into **short-term memory** where it's encoded via rehearsal.
 - Finally, the info goes into **long-term memory**.
 - This theory is a bit limited. A modified version of this 3-step theory would also include:
 - The idea that some memories go straight to long-term memory.
 - There is a working memory, a version of stage 2. The working memory is where we focus on information that is useful or needed right

Entire outline of AP Psych Topics



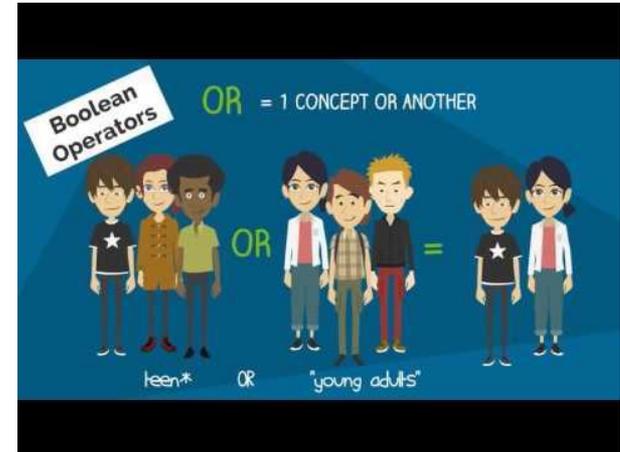
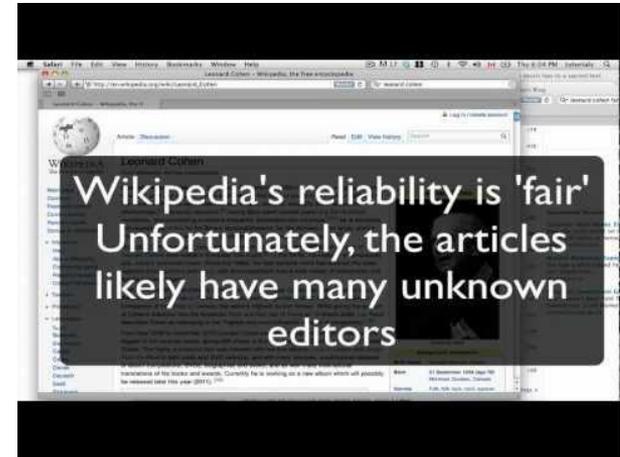
Student's selection. Teacher shortened it.

Name	Topic	Sub-topics for each page
Adam	12: Abnormal Behavior (17 only)	Approved with modifications, I removed some sections as it was too much work. Do section 17 only. See e-mail, Mr. A 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 Adam, this is too much. Do section 17 in abnormal behaviour for now. It covers: 17-1 Understanding mood disorders 17-2 Theories regarding mood disorders (bio, socio-cognitive, these two are extensive, etc.) Unless you prefer a different topic, see me.
Madison	Biological Processes 3: Genetics, Evolutionary Psychology & Behaviour	Approved (Mr. A see e-mail) 3.1 twin and adoption studies includes 3.1 studying Genetics 3.2 Nature vs Nurture questions 3.3 review of various groups (identical, fraternal, etc.) 3.4 Research 3.5 Power of Genes

RESEARCH & CRITICAL THINKING

Main sources of topic or subtopic reference : The “More Info” button

- **Reviewing their research:** An option sometimes used is to have students copy paste articles or write summaries for text in print. They then highlight the ‘most’ important passages and explain why they are significant.
- **Deeper research:** Thinking critically, additional research links are required to important **words or concepts** within their text that are not necessarily related to their topic (ave. of 2 / 3 per page). This usually happens after a draft of a page is completed.
- Wiki **reference sections** are great!



MASTERING THE FIRST TWO PAGES

It is important for students to get feedback early on with detailed feedback. This sets them on course for the remainder of their chapter.

The screenshot shows a presentation slide titled "What is Marxist film theory?". The slide is divided into several sections:

- Table of Contents:** Lists sections 1 through 6.
- Section 1:** "What is Marxist film theory?" with a sub-section "Marxist film theory is one of the oldest film theories being that it was created and popularized in the era of the soviet union. filmmakers such as [Sergei Eisenstein](#), who among other filmmakers in the pre/early soviet era expressed their thoughts on society through the lens of Marxism which eventually became straight up propaganda for Lenin and Stalin to use on the population of the USSR. One of the most interesting things about Marxist film and USSR film is that the USSR created some of the first film schools in the world." A "More information" button with a question mark is at the bottom right.
- Section 2:** "MARXIST FILM THEORY" with a play button icon and the text "meaning, definition, explanation...".
- Section 3:** Two small images: a Soviet propaganda poster and a portrait of a man.

On the right side, a feedback sidebar shows comments from Chris Auclair:

- Comment 1: "This video is important and should take up more real estate. So I am rearranging the layout for this slide." (Arrow points to the video player area)
- Comment 2: "link this" (Arrow points to the video player area)
- Comment 3: "explain how the theory focuses on the struggles of the workers, their need to unite against capitalism." (Arrow points to the text area)
- Comment 4: "You should start discussing 1 or 2 famous marxist films." (Arrow points to the text area)
- Comment 5: "Add small font descriptions and links" (Arrow points to the bottom of the slide)

CURATING AND INTEGRATING RELEVANT MEDIA

- Students are to curate visuals that “optimally” reinforce key ideas.
 - Google advanced searching techniques are reviewed
 - “free to use”
- Embed Youtube videos that are highly relevant:
 - Interviews with known experts (e.g., directors for film / psychologists for AP Psych)
 - Movie trailers or specific scenes
 - Expert demonstrations
- Use Youtube button on top of images if a relevant clip for that image is available. Students don’t always want to drop a video straight in as the graphic is more meaningful. So they include the Youtube button as a more subtle link



RAMPING UP THE WRITING PROCESS

Ramping up the writing process (weekly targets)

- a. complete the 20 pages (AP Psych)
- b. Peer editing of one's work and that of another: Editing of a peer's work is included as part of the assessment. This speeds up teacher assessment later on. Huge time saver!
- c. 1st complete draft submitted
- d. Teacher review and live comments
- e. 2nd final draft (check resolved comments versus history)

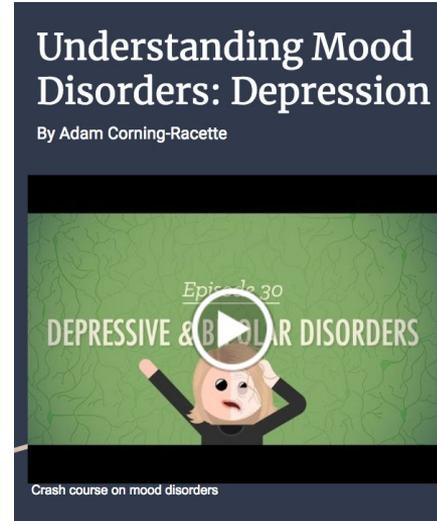


Table of Contents

- [Depression Overview](#)
 - [Dysthymia](#)
 - [Postpartum depression](#)
 - [Psychotic depression](#)
 - [Seasonal Affective Disorder](#)
 - [MDD](#)
- [Who does depression affect?](#)
 - [Women](#)
 - [Men](#)
 - [Teens](#)
- [Stress & Depression](#)
- [Genetic cause of depression](#)
- [Situational causes of depression](#)
- [Predisposition to depression](#)
- [Twin studies & mood disorders](#)
- [Quiz](#)
- [References](#)

AUTOMATED QUIZZES AND A COOPERATIVE LEARNING JIGSAW

- Once complete, students can read through their peers' chapters, learn, and complete the automated quizzes for feedback.
- Teachers can see the learning progress of the class on all of the chapters (n.b., quiz shared with the teacher)
- In future years, new editions of the text can be published, restarting the cycle with a new crop of students.



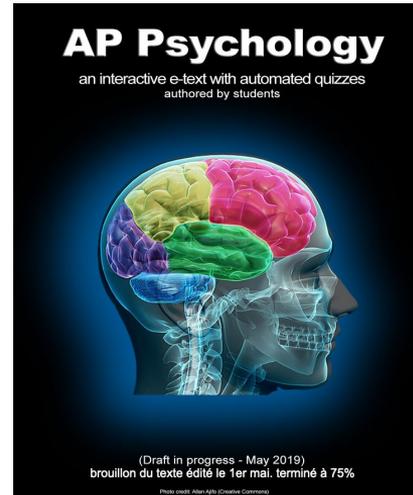
Saving Private Ryan is popularly know for it's opening 27 minutes. What significant event is being re-enacted? * 2 points



- Omaha Beach
- Dunkirk
- Hacksaw Ridge
- Schlieffen Plan (WW1)

CHAPTERS INTEGRATED

- As the [list of chapters](#) grows, the teacher can create a Table of Contents. Subsequently, each chapter is “inserted” accordingly, generating a compilation that builds up into the actual e-text
- Links from the TOC are made to the corresponding chapter’s slide number.

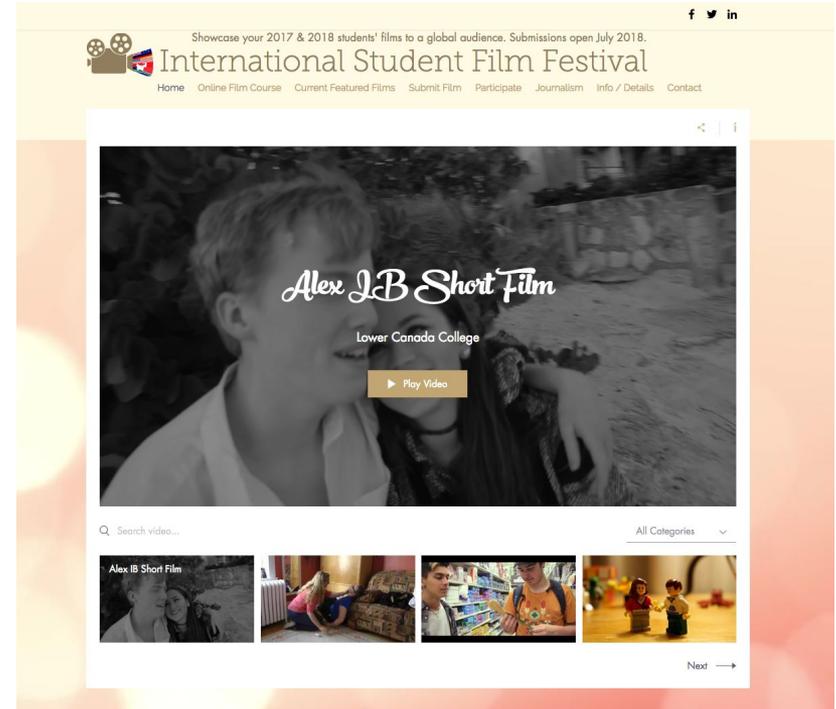


- [Unit 1: Historical Perspectives of Psychology](#) (2-4%)
- [Unit 2: Research Methods](#) (8-10%)
- [Unit 3 \(Part A\): Biological Processes A: Neural Processing and the Endocrine System](#) (8-10%)
- [Unit 3 \(Part B\): Biological Processes B: The Brain](#)
- [Unit 3 \(Part C\): Biological Processes C: Genetics, Evolutionary Psychology & Behaviour](#)
- [Unit 4: Sensation & Perception](#) (6-8%)
- [Unit 5: States of Consciousness](#) (2-4%)
- [Unit 6: Learning Theory \(Behaviourism\)](#) (7-9%)
- [Unit 7 \(Part A\): Cognition 1: Memory](#) (8-10%)
- [Unit 7 \(Part B\) Cognition 2: Thinking, Problem Solving Creativity & Language](#)
- [Unit 8 \(Part A\) Motivation: Drives](#) (6-8%)
- [Unit 8 \(Part B\) Motivation: Stress, Emotions & Health](#)
- [Unit 9: Developmental Psychology](#) (7-9%)
- [Unit 10: Personality](#) (5-7%)
- [Unit 11: Testing and Individual Differences](#) (5-7%)
- [Unit 12: Abnormal Behaviour](#) (7-9%)
- [Unit 13: Treatment of Psychiatric Disorders](#) (5-7%)
- [Unit 14: Social Psychology](#) (8-10%)

This is a sample of the original TOC. External links were first used. In final draft, the chapters are inserted, then [exported as a PDF](#).

STUDENT PUBLISHING & FILM

- The e-text project was recently expanded to include a [film festival site](#) that showcases student films, animations, & other genres.
- The site includes [online video editing classes](#) & will soon include the latest edition of the e-text.



SOCIAL MEDIA CAMPAIGN BY STUDENTS

Students have produced a social media promotional campaign and will be launching the site in force this year.

(Our first year was inhouse)





LCC Student Film Viewing

Monday, June 18 at 4:30pm
Chamandy Auditorium

**Featuring Middle
& Senior
student
films from the
past 14 months**

**...and the official
launch of the
Student International
Film Festival! (siff.ca)**

Students: check your email for details



Un festival de cinéma pour les étudiants, par des étudiants.

UN FESTIVAL INTERNACIONAL DE CINE PARA ESTUDIANTES. POR ESTUDIANTES.



AN INVITATION TO COLLABORATE

Let's collaborate!

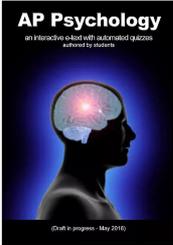
Teachers are invited to post topics for the production of an e-text in their discipline that will allow their students to collaborate with students from other schools in producing chapters. This will result in teachers with similar interests collaborating with each other. The projects will be posted on

www.education.ca/publishing

Contact Christian Auclair for more info at auclair@gmail.com or Twitter @chrisauclair

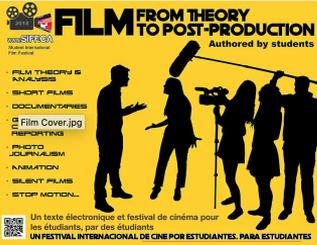
HOME NUTRITION CODING EVENTS & NEWS CONTACT

Interactive e-texts With Automated Quizzes



Download PDF version
(cover is linked to Google Docs version...faster)

AP Psych e-text rubric

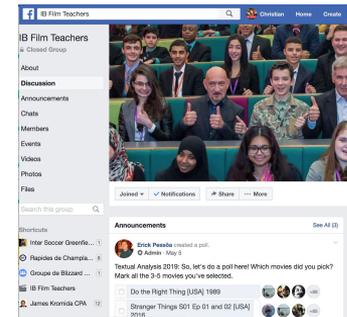


Download PDF version
(cover is linked to Google Docs version...faster)

IB Film e-text rubric

Call For Student Writers to Publish
If you are a university or senior high school student, enjoy researching and writing, we invite you to explore some of the books in progress and write a chapter to include in the publication. Currently, the AP Psychology book has a number of unassigned chapters and the Film text is open to numerous topics on film theory and analysis.

Call For Collaborative Teachers
If you are a teacher looking for opportunities to have your students collaborate on the publication of e-texts (see above), we welcome you to contact Christian Auclair at cauclair@iicc.ca. Over the course of the next year, we will be adding a range of new e-texts covering various subject areas. Using Google's publishing tools, students will have a platform to collaborate, write and formally publish their work. Teachers may also volunteer as faculty editors, proofing students' work on a given e-text.



On a sidenote... Facebook has some terrific IB discussion groups for each discipline