

Information about the audio file

Speaker name: Joy Rowe

Production date: May 2016

Title: Audio description of poster titled “Sharing Records Management Training Resources: Riding the rising tide of open educational resources (OERs) to solve our common training issues”

Production location: Burnaby, British Columbia

Time: 15 minutes 15 seconds

Introduction

This is an audio description of a conference **poster** presented at ARMA Canada conference on June 2016 by Joy Rowe. The audio description also is given by Joy Rowe.

The **poster** is titled Sharing Records Management Training Resources: Riding the rising tide of open educational resources (OERs) to solve our common training issues

The title runs across the top of the poster in white lettering with the grey background. The bottom of the poster includes the red logo of Simon Fraser University, the author details for Joy Rowe, who is the Records Management Archivist at SFU and whose email is J O Y R at S F U dot EDU. The final element at the bottom is a QR code to enable digital access. All of these elements are also against a grey background.

The main portion of the poster is divided into three large columns.

The first column is titled Decide.

The second column is titled Design/Remix.

The third column is titled Distribute.

In the first column, underneath the DECIDE heading, there are a series of six icons, and then a small diagram. At the bottom of the column is a text box.

Starting at the top and moving down, the poster gives a definition of OERs using icons, and says “OERs can be” — and then you see the six icons which are labelled “course materials”, “open textbooks”, “videos”, “lesson plans”, “software”, and “games”. Underneath the six icons, a caption states “Full courses, learning objects, text and any other tools, materials, or technologies that support access to knowledge”.

Then there is a functional definition of OERs in graphic form. There's a large blue circle that has the number five in the middle of it. The words “Revise”, “Remix”, “Redistribute”, “Retain”, and “Reuse” are written around the blue circle.

The functional definition graphic begins with the text “Must meet the following five Rs”:



Transcript of the audio description of poster titled “Sharing Records Management Training Resources: Riding the rising tide of open educational resources (OERs) to solve our common training issues” by Joy Rowe (2016). Licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0).

Around the blue circle is the following text:

First R: “Revise: content can be adapted, adjusted, modified or altered”

Second R: “Remix: the original or revised content can be combined with other content to create something new”

Third R: “Redistribute: copies of the content can be shared with others in its original, revised or remixed form”

Fourth R: “Retain: users have the right to make, archived, and “own” copies of the content”

Fifth R: “Reuse: content can be reused in its unaltered form”.

The final element in the DECIDE column is a text box. There are two headings. The first heading is “Common training needs”. And then this text: “Every organization with a records management program needs to train staff on how to properly manage records. Training ranks at the top of RM concerns for most organizations. For example, see Jin 2016. As a common need across organizations, I propose that we have significant opportunities for collaboration and sharing training resources. Existing supports like open educational resources or OERs and Creative Commons licensing, which are increasingly used in post secondary and distance education, can assist in the goal of increasing RM knowledge across our organizations”.

The second heading is “What are OERs?”.

And the text reads: “OERs are open educational resources that are freely available for everyone to use and include: games, audio files, graphics, videos, quizzes, lesson plans, textbooks, online courses”.

The middle of a poster is the second column titled DESIGN/REMIX. Most of this column is a graphic titled “Design for Impact”. The bottom of the column has a text box. Below the text box is the beginning of the References Section.

The graphic titled “Design for Impact” is made up of diamonds, squares and rectangles that are connected with lines. The bottom of the graphic has word “Cost” and indicates that things on the left of the graphic have higher monetary costs while things to the right of the graphic are lower-cost.

Starting from the top, the graphic describes the scope and type of various media and lists four choices: 1) video, 2) audio, 3) photo, and 4) graphics. Under video, the graphic indicates that your first step should be to ask an assessment question: Can the need for media be satisfied by a different approach? For example, can you use audio instead of video? If no, you can decide between whether you want high production or DIY (Do your own) video.

High production video entails the following 5 considerations:

- 1) high time and cost investment,
- 2) longer turn around,
- 3) complicated coordination,
- 4) more likely to have a longer and larger impact and



5) easier to reuse.

DIY video production entails the following 5 considerations:

- 1) less time and cost investment,
- 2) faster turnaround time,
- 3) more control,
- 4) may require you to learn a new technology,
- 5) limited appeal to others - less likely to be reusable.

If you answer yes in the flowchart - that is: yes, your need for media can be satisfied by a different approach than video - then you moved to the second media type which is audio.

If you choose audio, you must then choose your method of recording. You have three choices.

1) Portable audio recorder. If you choose this you must consider the 3 following considerations:

- 1) What software to create/edit asset will you use?, 2) Good quality, 3) Small learning curve.

Your second audio choice is using a laptop. If you choose this you must consider the two following considerations:

- 1) What software will you use to record or edit with?, and 2) Will you get a satisfactory quality from using a laptop for audio?

Your third audio choice is using a mobile device. If you choose this you must consider the two following considerations:

- 1) What software to record and edit with?, and 2) Will you get a satisfactory quality with a mobile device for audio?

Your third media option is to use photos. You have two choices. The first choice is to hire a photographer. Considerations include slower turnaround time and higher cost.

The second choice is to use your own camera. Considerations include learning a software, possibly.

Your fourth media option is to use graphics. You have two choices. You can create your own graphics. Considerations here include drawing graphics or scanning graphics or creating them in Photoshop. Consider that this may require you to learn a software.

Your second option is to source graphics from the web. This is the last option given on the graphic and is indicated as the lowest cost option.

At the bottom of the DESIGN/REMIX column is a text box that has the heading "How do you use OERs"?

The text reads: "Start by looking at OERs that are already available and adapt them to your needs. If you find none, design your own OERs that others can alter. Considerations like intended audience, content, longevity of the content, delivery and distribution plans, and



media durability will impact the design of the tool and may increase or decrease its likelihood of being reused by other institutions for their own work. See the Design for Impact model above for help.”

Below this text box is the beginning of the References Section which I'll describe at the end of this audio file in order to keep all the references together.

The third and final column of the poster is titled DISTRIBUTE. There are three sections, including two groups of icons with text and a text box, followed by the rest of the references.

At the top of the column titled DISTRIBUTE, it says “Search and Contribute to OER repositories”. There are icons and web addresses for four OER repositories: OER Commons, Wisc-Online.com [spelled out], Jorum in the UK [“Jorum” spelled out], and Summit at SFU.

Below this is a section titled “Reuse Existing RM OERs”. There are icons for audio, graphics, and games, with links to access existing OERs on records management topics. In the audio format, there are three examples, including “What is a University Record?”, “How to read a retention schedule”, and “How to name digital files”. To access these OERs, go to the web address: <http://summit.sfu.ca/author/169> [spelled out]

In the graphic format, there are three examples, including “What should I keep?”, “Naming conventions”, and “Minimum metadata requirements”. To access these OERs, go to the web address: <http://summit.sfu.ca/author/169> [spelled out]

In the game format, there are two examples, titled “Introduction to Records Management: Types of Records” and “Applying ARMA rules to business filing”. To access these OERs, go to the web address: <http://wisc-online.com> [spelled out] **and search on term “records”**.

Beneath the graphics, there is a text box with the heading “How do you find or share OERs?”.

And the text says: “Find RM training resources on Wisc-Online, OER Commons, or SFU Summit including several audio and graphic OERs created by SFU Archives and Records Management Program. OERs are often, but not always, explicitly licensed under an open license to facilitate easy sharing and reuse, such as Creative Commons licenses. Apply an open license to your own training resource, and contribute it to an OER repository.”

Finally, there is the References Section. There are two references.

Creative Commons. 2015. “What is OER”, available at:

https://wiki.creativecommons.org/wiki/What_is_OER%3F (accessed 31st July 2015).

Jin [spelled out], S. 2016. “Records Management in Canadian Universities: A Sabbatical Report”. Queen’s University Archives.

And the following Creative Commons resources were used in the poster including:



Transcript of the audio description of poster titled “Sharing Records Management Training Resources: Riding the rising tide of open educational resources (OERs) to solve our common training issues” by Joy Rowe (2016). Licensed under Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0).

Icons from artworkbean, Siddharth Dasari, and Siyan from Noun Project.

also an asset titled “Mapping for Impact: Media Evaluation and Creation Model” by Teaching and Learning Centre of Simon Fraser University, 2015, licensed under a Creative Commons CC BY- NC 4.0 license.

The last item attribution is “Key Things to Know about OERs” by BCOER Librarians, April 2015, which is licensed under Creative Commons Attribution 4.0 International License.

The poster itself is attributed thusly:

title: “Sharing records management training resources: Riding the rising tide of open educational resources (OERs) to solve our common training issues” by Joy Rowe (2016) and it’s licensed under CC BY- NC 4.0 International License.

And at the very bottom, in the left hand corner, there’s a QR code that takes you to this address: <http://summit.sfu.ca/author/169>

where you can access some of the openly-licensed records management training tools that I mentioned in the poster.

This is the end of the audio description of the conference poster presented at ARMA Canada conference in June 2016 by Joy Rowe.

