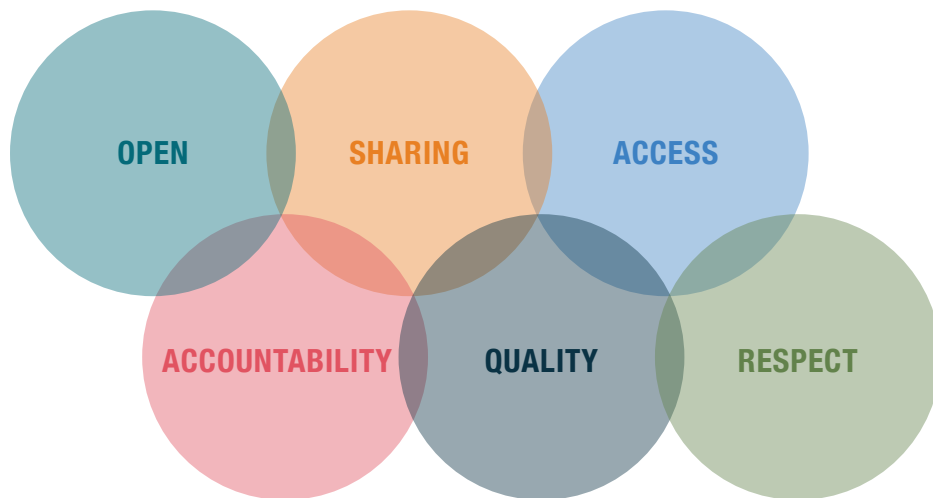




Learning. Doing. Leading.

Values



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Message from Mary

Over the past few years at BCCampus, we have been intentionally advancing towards underpinning our work with a strong focus on learning and teaching. As excited as we are about the potential for access through Open Education and the capacity made possible via innovation in educational technology, we are, at heart, an organization that is all about learning. This means we focus on providing open educational resources as well as how learning can be improved through the use of OER and open practices.

Like many of you, we are working on recognizing our own biases and striving to be more inclusive. We have added services such as childcare, wellness, and mental health awareness to our events. We have focused on how we can be more welcoming to a broader audience by promoting all-gender washrooms and pronoun ribbons. We have created a funding program to ensure educators without access to other PD funding are able to attend our events; we'll see the first use of this approach at this year's Festival of Learning. And perhaps most importantly, our entire team has dedicated themselves to improving our knowledge and understanding of the Indigenous communities whose land we inhabit and on finding ways to acknowledge, respect, and engage in Indigenous pedagogies: ways of knowing and being. We proudly work alongside local and global allies who feel as strongly as we do about equity.

The pedagogical benefits are the primary drivers of the research we undertake when we examine educational technology. This approach delivered one of the most exciting examples of our move in this direction: the creation of a Learning and Teaching Fellowship program. By providing funding and support, we are encouraging educators to try new ideas, take informed risks, and examine their teaching practices with a critical eye.

The success of Open Education in B.C. has been incredibly challenging and rewarding. By hosting, facilitating, and participating in workshops and events; producing guides and tutorials to be freely used by all; and providing one-on-one support for educators, support staff, and students, we have seen capacity and support develop throughout the province. From individual adoptions and adaptations of textbooks, to course and assignment redesign work—completed collaboratively with students—it is clear to see that our goal of Open as default is becoming more real every day.

Thanks to all of you who helped us make our way in 2017/18. We could not have done it without you.

Mary Burgess
Executive Director
mburgess@bccampus.ca

Access

“We see our relationship with our partner groups as a concrete way of ensuring we hear regularly from a variety of stakeholders about what matters to them. We want to help drive learning innovation and powerful practices in B.C. To do that, we need to be able to ask specific questions, get feedback, and implement ideas in measurable ways we can report back on. We are so excited to build these connections and share the benefits of them with the whole system.”

**Mary Burgess, Executive Director,
BCcampus**

During the 2017/18 fiscal year, BCcampus developed and/or supported a variety of programs designed to improve access through all of our lines of service: enhancing the advancement of scholarship while participating in global endeavours for the benefit of students, teachers, researchers and scientists, academic institutions, and funding agencies across the province and around the world.

By increasing faculty adoptions of open textbooks, promoting OER collaboration, and facilitating the province's continued national and international leadership in OER innovation, we have been able to increase flexible teaching and learning options for educators and improve access to post-secondary education by saving students money on textbook costs. At the time of this report, an estimated 85,673 [students in B.C. have saved between \\$8,057,217 – \\$8,980,076](#).

Professional development

At BCcampus, we have designed and developed cost-recovery business models into our service catalogue that effectively enable the next generation of digital learning environments, providing value to educators and institutions in British Columbia.

A prime example of our ability to achieve system savings through a collaborative, coordinated approach is recognizable in [Early Years BC](#), a professional development web portal that enables professionals throughout B.C. to improve career pathways and access professional learning. The pilot project was sponsored by the [Provincial Office for the Early Years](#) and was led by the Collaborative Projects team at BCcampus. The portal saw 13,531 unique visits in 2017, with 727 posted training events.

Based on feedback collected in a survey from post-secondary faculty and staff in B.C., we identified a need for a [teaching and learning web resource](#). Drawing from our learnings earned through the creation of the B.C. Early Years project, we formed an advisory group, consisting of teaching and learning leaders, librarians, faculty, and instructors, to identify opportunities through a [survey of local educators](#). From the 326 survey responses, we gained sufficient, usable information that will be used to guide the development of the next phase of this project. The currently unnamed portal is expected to foster synergies from the talented community of B.C. post-secondary educators and showcase professional learning opportunities offered by the 25 public post-secondary institutions in the province.

Building partnerships to support students and faculty

For the past two years, we have been organizing and supporting a variety of programs that focus on [Liberating Structures](#): facilitation techniques designed to encourage engagement and inclusion within group settings of any size. Internally, we've been using Liberating Structures since 2013, supporting team conversations, planning, and processes to ensure everyone is included in the conversation.

Mitigating the cost of learning

The BCcampus Open Education team introduced a [Zed Cred](#) grant program created to improve access to education by enabling students to earn a credential with no-cost textbooks. The eligible Zed Cred programs include a Certificate in Arts from Kwantlen Polytechnic University; a Certificate in General Studies from Thompson Rivers University; and a Law Enforcement Studies Diploma from the Justice Institute of British Columbia. We will see students benefiting from these Zed Creds as soon as September 2018.

Customizable content

An essential part of teaching in an open environment is the ability to customize the learning materials: adding, subtracting, and modifying the provided information within the open textbooks to best fit your curriculum. To facilitate this, BCcampus hosts and contributes code to [Pressbooks](#), an open source authoring platform that provides the ability to edit open textbook content. We have created a series of [Pressbooks training webinars](#) to deliver hands-on experience exporting files, cloning textbooks, deleting chapters, adding content, and other actions required to bring value to open textbooks.



“The more we create awareness, the more we get backing from faculty, administrators, and create a culture and a greater chance of moving forward.”

Shifrah Gadamsetti, President of the Students' Association of Mount Royal University (SAMRU) and Chair of the Canadian Alliance of Student Associations, regarding Open Textbook's 5th anniversary



Enabling diverse voices

At BCcampus, our goal is to provide access and resources for faculty to develop powerful learning experiences for students. We accomplish this by improving learning pathways for teaching professionals, support staff, and faculty, and by facilitating partnerships with experts and leaders throughout the province and around the world. We bring in experts to uncover unconscious bias within the organization; we've planned for free childcare, all-gender washrooms, and pronoun ribbons at the Festival of Learning; and we actively employ a code of conduct for all participants at all events.

We are active facilitators for improvements in the B.C. post-secondary education environment. A recent example of the change we facilitated was the creation of a space for a collaborative working group, which recommended revisions to the Provincial Practical Nursing and [Access to Practical Nursing Program](#) Curriculum Guides. The 10-member Steering Committee, representing B.C. public and private post-secondary institutions, health authorities, Chief Nursing Officers, Ministry of Advanced Education, Skills and Training, Ministry of Health, and the College of Licensed Practical Nurses of British Columbia, offered guidance and direction on these revisions.

We convened with Indigenous thought-leaders, scholars, and content creators to work on shareable resources that support Indigenization of post-secondary education in B.C. While our work around Indigenization and reconciliation is most evident in our [Indigenization project](#), we included members from Indigenous-led organizations and Indigenous stakeholders in all of our projects.

In 2017/18, we improved access to professional development in B.C. through our [Learning Access Program for Educators](#). The program provides assistance for some of the costs associated with attending professional development events in B.C. By mitigating budget limitations, we enabled participants to share ideas while learning from others.



Research

Adapting and evolving teaching and learning practices

As a whole, BCcampus brought members from government, health authorities, Indigenous-led organizations, post-secondary institutions, and non-profits together to share their expertise and experience the co-creation of relevant and respectful resources with the ability to be accessed, evaluated, and implemented by institutions in B.C. and around the world. We also funded research in the B.C. system that advances learning and teaching excellence and scholarship.

Over the past fiscal year, the Collaborative Projects team at BCcampus conducted and published collaborative research to inform the design and development of all project deliverables, and through formative and summative consultation throughout the lifecycle of our projects, we were able to assist with the alignment of learning objectives and instructional strategies in B.C.

Research Fellows

In fiscal 2017/18, BCcampus Open Education sponsored a team of research fellows to help raise awareness of open educational practices through advocacy in post-secondary institutions of B.C. Led by Dr. Rajiv Jhangiani, Senior Open Education Advocacy and Research Fellow, the team included George Veletsianos from Royal Roads University (RRU), Ken Jeffrey from the British Columbia Institute of Technology and RRU, and Jennifer Barker from Douglas College.



“It’s inspiring and encouraging to see the volume of important work taking place in the province —the collection of engaged educators working hard in service for their students.”

**Tracy Kelly, Senior Manager,
Learning & Teaching, BCcampus**

By conducting, presenting, and publishing research on open educational practices, such as [Eight Patterns of Open Textbook Adoption in British Columbia](#), the team actively promoted open education within institutions throughout the province.

Based on the success of the previous year’s accomplishments, we have selected [a new team of Open Education Advocacy and Research Fellows](#) who will continue to demonstrate the effective use of open educational resources and actively investigate the application of this approach.

The BCcampus [Scholarly Teaching Fellows](#) offers fellowships up to \$10,000 for post-secondary educators in B.C. interested in exploring and improving student learning. The current fellows, announced in February, are Leslie Molnar from the College of the Rockies, Heather Smith of University of Northern B.C., Carrie Nolan of Northwest Community College, and the University of British Columbia Okanagan’s Peter Arthur. The new fellowship program supports educators as they conduct research on teaching and learning; encourages the development and dissemination of evidence-based teaching practices; and enables participation in scholarly work through conference attendance, research support, and assistance with the distribution of the work they have completed.

“We hope to effect change in teaching and learning by connecting both within our institutions, and also across the province, in this specific way of scholarly inquiry in a community of practice.”

Carrie Nolan, Northwest Community College



The work being completed by the fellows advances the development and encouragement of scholarly approaches in exploring and improving student learning in B.C. The resources developed through the fellows programs are openly licensed and available throughout the post-secondary system of B.C.

Collective effort

In collaboration with the British Columbia Teaching & Learning Council (BCTLC), a group of leaders from all 25 post-secondary institutions in B.C., BCcampus helped create space to explore small-scale inquiry projects about teaching and student learning in the context of a community practice. One such project was the [yurt teaching lab](#) at Northwest Community College, led by Carrie Nolan, one of the BCcampus Scholarly Teaching fellows.



Convener and Collaborator

“100% of our stakeholders are satisfied or very satisfied with BCcampus Collaborative Projects services and deliverables. We are grateful to the many people who have participated in our collaborative efforts, and we appreciate the opportunity to make space in the system for this type of consultative work.”

**Michelle Glubke, Senior Manager,
Collaborative Projects, BCcampus**

We provide collaborative leadership and seek diversity of voice, encouraging exploration and examination of pedagogical concepts to improve the teaching and learning experience in British Columbia. We are neutral conveners, exploring the challenge, gathering evidence, and co-creating with stakeholders; working with our partners from hand-holding to hand-off. Through advisory groups, steering committees, and working groups, we build system expertise and capacity to create open educational resources and promote system savings, efficiency, engagement, and relevance.

Working Together

In June 2017, a working group of approximately 30 educators from ten B.C. public and private post-secondary institutions, First Nations Health Authority, and the College of Licensed Practical Nurses of B.C. collaborated on improvements to the existing curriculum, resulting in the revised [Provincial Practical Nursing Program Guide](#) and Supplement and the [Access to Practical Nursing Program Guide and Supplement](#).

On behalf of the Ministry of Advanced Education, Skills and Training, BCcampus facilitated a ten-member [Steering Committee](#) representing B.C. Indigenous thought leaders from post-secondary education, including Métis Nation BC (MNBC) and Indigenous Adult and Higher Learning Association (IAHLA). The Committee came together to contribute to an increased awareness and understanding of Indigenous histories, cultures and perspectives, and ways of knowing for people working in post-secondary institutions. Content creators from 13 B.C. post-secondary institutions, IAHLA, and MNBC worked on the development of six professional learning resources, including a core module with foundational learning plus separate modules for leaders/administrators, instructors/teachers, front line staff/advisors, curriculum developers, and researchers. An important goal of this project was to develop the structures and processes by which Indigenous students experience their post-secondary education in resonance with their own lives, worldviews, and ambitions.

Enhancing the high-quality teaching and learning cultures in post-secondary environments in B.C. was accomplished through collaborative leadership and effective partnerships. BCcampus planned two learning experiences this fiscal: [Symposium 2017](#), held on Nov 6, 2017 and co-sponsored by the

“Alone we can do so little; together we can do so much”

Helen Keller

British Columbia Teaching and Learning Council (BCTLC), and the [Festival of Learning 2018](#), scheduled for May, featuring committee members from many educational groups in the province, including the B.C. Teaching and Learning Council (BCTLC), Open Education advocates, the Educational Technology Users Group (ETUG), and the B.C. Teaching and Learning Network (BC-TLN).

The one-day Symposium featured internationally recognized keynote speaker Nancy Chick and created interesting and engaging discussion around scholarly teaching and the scholarship of teaching and learning; 140 registrants from 22 post-secondary institutions in B.C. attended the 24 sessions chaired by 49 speakers.

Through shared information, resources, and expertise, the learning experiences gained at our events promote the vital role of teaching and learning centres in post-secondary education while supporting open learning and educational technology.

In January and February, BCcampus began leading the development of a new educational technology for the classroom: the Educational Electronic Health Record System Project (EdEHR). This project is funded by the Ministry of Advanced Education, Skills and Training and builds on existing research and development completed by an interest group from BCIT, Douglas College, UBC, and UVic.

Learning together

By delivering professional learning opportunities that support post-secondary educators through innovative and effective teaching practices, we were able to promote effective learning environments and achieve economies of scale through a systemic approach.



“Exchanging with colleagues from other institutions is critical in my discipline. The Symposium hugely supports me and my ability to learn from others!”

Symposium attendee

“When the interested parties came to me, in my role as the Director at BCcampus, asking if BCcampus could help move electronic health records off the sides of their desks and into a project that secures funding from the Ministry, I knew this was a good fit with what we do at BCcampus. This is taking the need for educational technology, applying a pedagogical lens, and developing something that will serve B.C. students and beyond.”

Denise Goudy, Director, BCcampus



“B.C. has been leading the way in many ways over the years.”

Cordelia Snowdon, Vice-President Academic of the Students' Association of Mount Royal University (SAMRU), regarding Open Textbooks 5th anniversary

We were active participants in the tenth year of [Open Access Week](#), providing opportunities for the academic and research communities to discuss the benefits of Open Access, learn from colleagues, and inspire wider adoption of Open Access best practices. Workshops included hands-on experience with the BCcampus-hosted version of Pressbooks; a conversation about open scholarship; and a discussion about Open Pedagogy led by one of BCcampus' first research fellows, Christina Hendricks.

In partnership between academic libraries and BCcampus, we participated in the second iteration of the [Wikipedia Edit-a-thon](#) held in September during National Science Literacy Week, with a focus on Science Literacy. The event brought 30 editors from five local institutions together to focus on digital literacy and improve a valuable resource. Forty articles were edited, resulting in the addition of 2500 words on topics that ranged from female scientists to human cloning.

The [Open Textbook Summit 2017](#) was held over two days in May and, for the 152 registered attendees, explored how open pedagogy can influence open textbook development to enhance teaching and learning in B.C. Through hands-on, practical applications, participants shared their experiences, exchanged ideas, and explored the open textbook agenda taking place at other institutions.

Participation in the [Educational Technology Users Group](#) (ETUG) workshops remained strong over the past fiscal, with substantial attendance from B.C.'s post-secondary system. The workshops use a combination of talks, activities, and tabletop discussions to address and overcome issues impacting digital and media literacy.

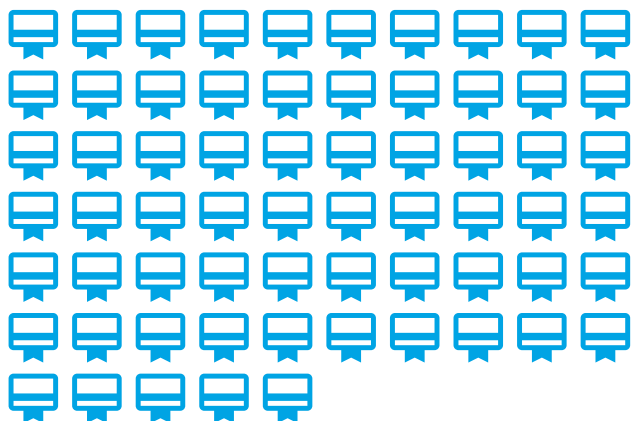
A \$5000 bootstrap grant from BCcampus was used to help the [B.C. Open Educational Technology Collaborative](#) continue to develop WordPress course templates that lower the barrier to participation on the open web for faculty and students in British Columbia.

The [BCcampus EdTech Demo series](#) continued to use free workshops to focus on personalized learning platforms and improved accessibility. Innovative platforms such as [Waymaker from Lumen Learning](#), grading and analytics platform [Crowdmark](#), and Learning Management Systems such as [Blackboard Ally](#), were shared with the 56 registrants.

Milestones & Memories

ETUG

650
members



= 10

118
Spring workshop participants

74
Fall workshop participants



Representing all post-secondary
institutions in B.C.

"I love how ETUG is about people
not vendors."

ETUG Spring Jam participant

Students in B.C. using Open Textbooks

77,009



Earlyyearsbc.ca

13,531
Unique Visits

3,456
Return Visits

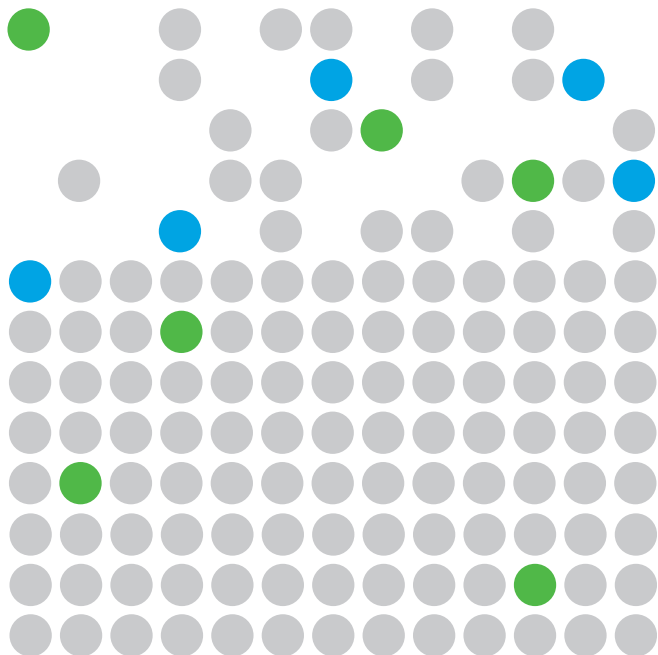


727
Training Events

Symposium 2017: Scholarly Teaching & Learning in Post-Secondary Education

140

registrants



22

PSE institutions represented

24

sessions

49

speakers

84%

Satisfaction

EdTech Demo series

69

participants over 4 sessions

88%

Satisfaction

Bootstrap grant provided
to the B.C. Open
EdTech Collaborative

\$5000

Liberating Structures

30

registrants

100%

Satisfaction

"This workshop exceeded
all expectations!"

Student savings* through OER and/or Open Textbooks in 2017/18

\$7 million

Forecast at **≥ \$10 million** for 2018/19 and growing to
≥ \$15 million for 2020/21

Target for 2017/18 was ≥ \$2 million



* The total number of students in all course sections within which an open textbook is used as the primary educational resource.
open.bccampus.ca/open-textbook-stats

The 5Rs of Open

1. **Retain**—the right to make, own, and control copies of the content
2. **Reuse**—the right to reuse the content verbatim or in its unaltered form
3. **Revise**—the right to adapt the content itself
4. **Remix**—the right to combine the original or revised content with other content to create something new
5. **Redistribute**—the right to make and share copies of the original content, your revisions, or your remixes with others

Scholarly Teaching Fellowships

4

**Fellowships
awarded**

**1 x \$10,000 and
3 x \$8,000**

26

**Number of
submissions**

Client Satisfaction across the board

≥ 85%

100% in some sections (Facilitator Development
Online (FDO); Liberating Structures)

Facilitating Learning Online

65

registrants

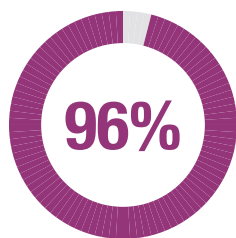
17

institutions



**“I really liked the supportive environment
and rapport that the facilitators had
with participants in this course.”**

Public B.C. institutions using Open Textbooks in 2017/18



Classrooms using Open Textbooks in 2017/18

1850

2500 projected for 2020/21
Target for 2017/18 was 280



Open Textbooks in the fields of Art, Science, and Trades

221

120 with ancillary resources
15 additional guides and toolkits



Top 5 institutions to adopt Open Textbooks

1. KPU
2. Langara College
3. UBC
4. Douglas College
5. Camosun College

Open Education grants awarded

\$161,800



B.C. post secondary institutions using Open Textbooks

40

5th anniversary of the B.C. Open Textbook project

2017/18

Innovation

We've developed a reputation for innovation by enabling our stakeholders to work on collaborative activities that create systemic value propositions: boundary-pushing ideas that use creative approaches to do more, benefit a larger audience, and provide lasting value to the learning institutions as well as their students.

We created space for cross-sector collaboration and an opportunity to address challenges and find new, shared solutions that create systemic or collective impact. We support a broad spectrum of goals, from changing attitudes and actions of the people in this province to transforming academic and professional practice within the post-secondary system, through a collaborative project framework that is modular and responsive to the communities engaged in each project.

Introducing possibilities

In December, we worked collaboratively with ETUG to identify and promote applications designed to provide access, save time, and share knowledge faster, farther, and often, better. The [12 Apps of Christmas](#) saw the daily release of a new app over a few weeks, with an informative writeup to explain how the app would provide value within the users' teaching practice.

At the [Open Textbook Summit 2017](#), attendees were treated to a presentation from the UBC Virtual Reality and [Augmented Reality Field Trips](#), a program made possible through a grant from BCcampus. This open innovation project was co-created by faculty and students using open source 3D software, and highlighted the possibilities available through best practices in openness and the application of open pedagogy.

Students working during a "scrum" meeting in the UBC Studios Emerging Media VR lab.



Leaders and learners

"As part of our mandate to help the B.C. post-secondary system make informed decisions about educational technologies, BCcampus coordinates virtual demonstrations of new and emerging educational technologies, both commercial and open source."

Clint Lalonde, Manager, Educational Technology, BCcampus

Improving the student learning experience

Two separate applications of Open Education Resource (OER) grants were shared through the Open Education Stories video series: [Dr. Jennifer Barker](#) from Douglas College used a grant to hire a student to assist with relevant changes to the Open Stax Anatomy and Physiology textbook; while [Dr. Jonathan Verrett and Dr. Agnes D'Entremont](#) used grant funds to hire a student to help create a problem set for the WeBWork Open Problem Library (OPL) for use in engineering programs in B.C. and around the world.

The Collaborative Projects team continued to work with our communities and our product development team to create digital solutions and create progressive, responsive technologies that minimize connectivity barriers due to low quality Internet networks in rural and remote communities.

“Facilitating Learning Online is more than a collection of workshops. It’s a supportive community of educators taking the facilitation of learning online to the next level—practicing, improving, and reaching out to motivate others to do the same.”

**Sylvia Currie, Manager,
Learning & Teaching, BCcampus**

Facilitating Learning Online

We have seen great success with our growing collection of online courses designed to improve the online learning experience. Facilitating Learning Online (FLO) courses are openly licensed and available for all institutions to implement in-house, enabling their educators to develop course facilitation skills. In the past twelve months, we’ve had 95 registrants from post-secondary institutions across the province join us for FLO online courses.



Spanning boundaries and limitations



Shared services

Kaltura Shared Service (KSS) is an affordable, fully hosted, enterprise video platform that enables institutions, students, staff, and faculty to upload video content to be used immediately within their preferred Learning Management Systems (LMS). Developed through a three-way collaboration between BCcampus, BCNET, and the University of British Columbia, this past year has seen KSS add an additional three institutions to its userbase and move out of the pilot phase. While the operations of this shared service reside with BCNET, because of our role in application support and use of the technology in-house, BCcampus was invited to co-present the KSS platform status at the 2017 BCNET conference, Canada's premier higher education IT conference.

“It’s not about workshopping pedagogical processes—it’s about engaging others in good teaching practices and learning what they’ve done, so we can all benefit from the results they’ve achieved.”

Maureen Wideman, Director of Teaching and Learning, University of the Fraser Valley, regarding Symposium 2017



Impact

“Thank you to all participants of the Open Textbook Summit! This year we saw almost 60% of the audience comprised of new attendees. Momentum is growing. BCCampus hosts the Open Textbook Summit to help facilitate collaboration across institutions and to express our gratitude to the community for the work in open education. Again, thank you for all of the advocacy and sharing.”

**Amanda Coolidge, Senior Manager,
Open Education, BCCampus**

We’ve been recognized for the successes that have been enjoyed in post-secondary education in British Columbia, but we did not work alone. We were able to research, test, and implement ideas that support provincial reach and access to learning, but we would not have enjoyed such an impressive level of success without the financial assistance of the Ministry and benevolent organizations such as the Hewlett Foundation, as well as the substantial leap of faith from the early adopters and forward-thinking educators throughout the province.

A prime example of the impact made by BCCampus and partners is the Open Textbook project. Our initial expectations saw a slow growth, with about 280 classrooms adopting the concept and anticipated student savings in fiscal 2017/18 estimated to be greater than \$2 million. Early success, eager adoption, and collaborative output drove the snowball effect, leading to increased interest and adoption. In the last fiscal year we estimate that OER and Open Textbooks have saved B.C. students over \$7 million in 1850 classrooms: an estimated 250% increase in savings with a 560% increase in classrooms.

Building on our commitment to accessibility within the Open Textbook project, we dedicated funds to hire a student from the University of Victoria to research best practices in accessibility, with a goal of developing and implementing changes to ensure our open textbooks comply with current principles of web accessibility: Perceivable, Operable, Understandable, and Robust.

Recognition

In January, we were awarded the [SPARC Innovator Award](#) for our dedication to the Open agenda, collaborative practices, and willingness to share methodologies that make education in B.C. more accessible.

In February, we announced Christina Hendricks, one of BCcampus' first research fellows and a tireless proponent of OER and open pedagogy, as a recipient of the [Award for Excellence in Open Education](#). [Additional awards of excellence were presented](#) during the past fiscal to Irwin Devries, Interim Associate Vice President, Open Learning, Thompson Rivers University (TRU); Tara Robertson, previously the Accessibility Librarian at CAPER-BC at Langara College; Tannis Morgan, Director of the Centre for Teaching, Learning & Innovation at the Justice Institute of British Columbia (JIBC); and Inba Kehoe, Scholarly Communication & Research Repository Librarian at the University of Victoria (UVic).

Bestowments

This past year, [we distributed three types of grants](#) to continue to increase access to higher education while improving student learning outcomes:

- Grants were awarded to Kwantlen Polytechnic University, Thompson Rivers University, and the Justice Institute of British Columbia to participate in the Zed Cred/Z-Degree program. The program enables students to achieve a credential with zero textbook costs.
- The Open Education Resources grant program returned for a second year, matching funds from institutions to support the adaption or creation of Open Textbooks or OER; redesign courses to use Open Textbooks or OER; or make possible workshops, training, and institutional support for OER infrastructure.
- The final grant program was designed to support inter-institutional projects to create support materials for existing open textbooks. Ancillary Resource Development grants were awarded to Douglas College, the University of British Columbia, and the University of Victoria.



Learning through doing

“BCcampus and its leaders are shining stars in using open as an enabling strategy to achieve meaningful results. They’ve built a set of tremendously useful open resources and have saved students and their families millions of dollars—truly making education more affordable for everyone.”

Heather Joseph, Executive Director, SPARC

Next Steps for BCcampus

We remain committed to our goals to develop and deliver professional learning opportunities for faculty and coordinate and manage the testing of new educational technologies throughout the province. Moving forward, teaching and learning will continue to be the foundation for actions conducted by BCcampus. We will pursue creative approaches to systemic challenges; cultivate productive partnerships with educational associations; and use collaborative leadership mechanisms to ensure everyone involved in post-secondary education in British Columbia has access to the expertise and resources required to improve teaching and learning in online and offline classrooms. Through collaborative activities such as [Festival of Learning 2018](#), we will continue to explore opportunities to support the post-secondary institutions of British Columbia.

Our activities align well with the current government's commitment to the province: working collaboratively and respectfully with First Nations to deliver a better future for us all, and investing in technology-related programs to help the province be a leader in education at every level. We look forward to contributing to the success of B.C.'s post-secondary education system and, ultimately, to the development of a sustainable future.

Looking forward

Open Education

BCcampus will support the development, use, growth, and sustainability of OER aligned with government priorities and post-secondary student and system needs in order to:



1.

Save students money on textbook costs



2.

Increase flexible teaching and learning options for educators



3.

Continue to position B.C. as a leader in innovative and impactful open education practice nationally and internationally

Specific deliverables include:



Increase OER adoptions



Strategically build the B.C. OER collection



Promote OER collaboration (within B.C. and across jurisdictions)



Facilitate B.C.'s continued national and international leadership in strategic and impactful Open Education innovation



Support the development of OER for Adult Basic Education programs

Shared Curriculum and Learning Resources

BCcampus will provide collaborative leadership, project management services, technological support, instructional design and development, stakeholder relations, and expertise for the development of shared curriculum and learning resources to:



1.

Achieve demonstrated system savings through a coordinated approach



2.

Leverage BCcampus and post-secondary system expertise to meet provincial education and training needs

Specific deliverables include:



Provide consulting and project management services to the Ministry of Advanced Education, Skills and Training and other ministries and agencies to support the development of sharable curricular resources and learning environments that meet the needs of B.C. learners



Provide collaborative leadership to convene post-secondary, community, government, not-for-profit, and industry to further the strategic direction of the Ministry of Advanced Education, Skills and Training and other project sponsors

Learning & Teaching and Educational Technology Services

BCcampus will coordinate, manage, and deliver relevant learning opportunities, educational technology support, and strategic inter-institutional collaborations in order to:



1.

Support innovation in teaching and learning that responds and adapts to the changing needs of students, faculty, and instructors



2.

Promote effective learning environments



3.

Determine whether a learning technology is appropriate for investment on an ongoing, self-supporting basis



4. Achieve economies of scale through a systemic approach

Specific deliverables include:



Identify, support (based on approved business cases), and evaluate technology-enabled teaching and learning shared service pilot projects



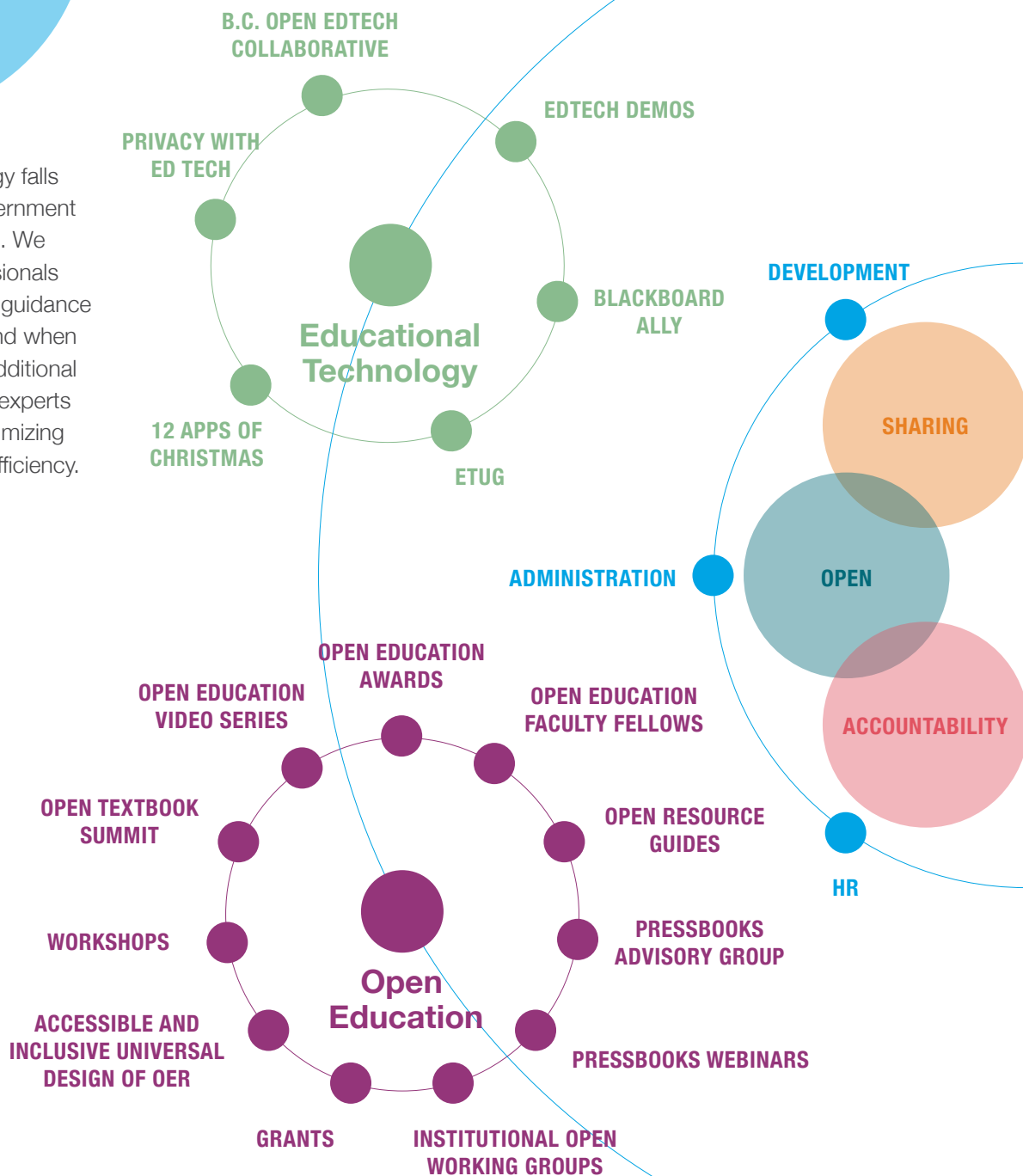
Deliver professional learning opportunities to support post-secondary educators in innovative and effective teaching practices, including the use of educational technologies

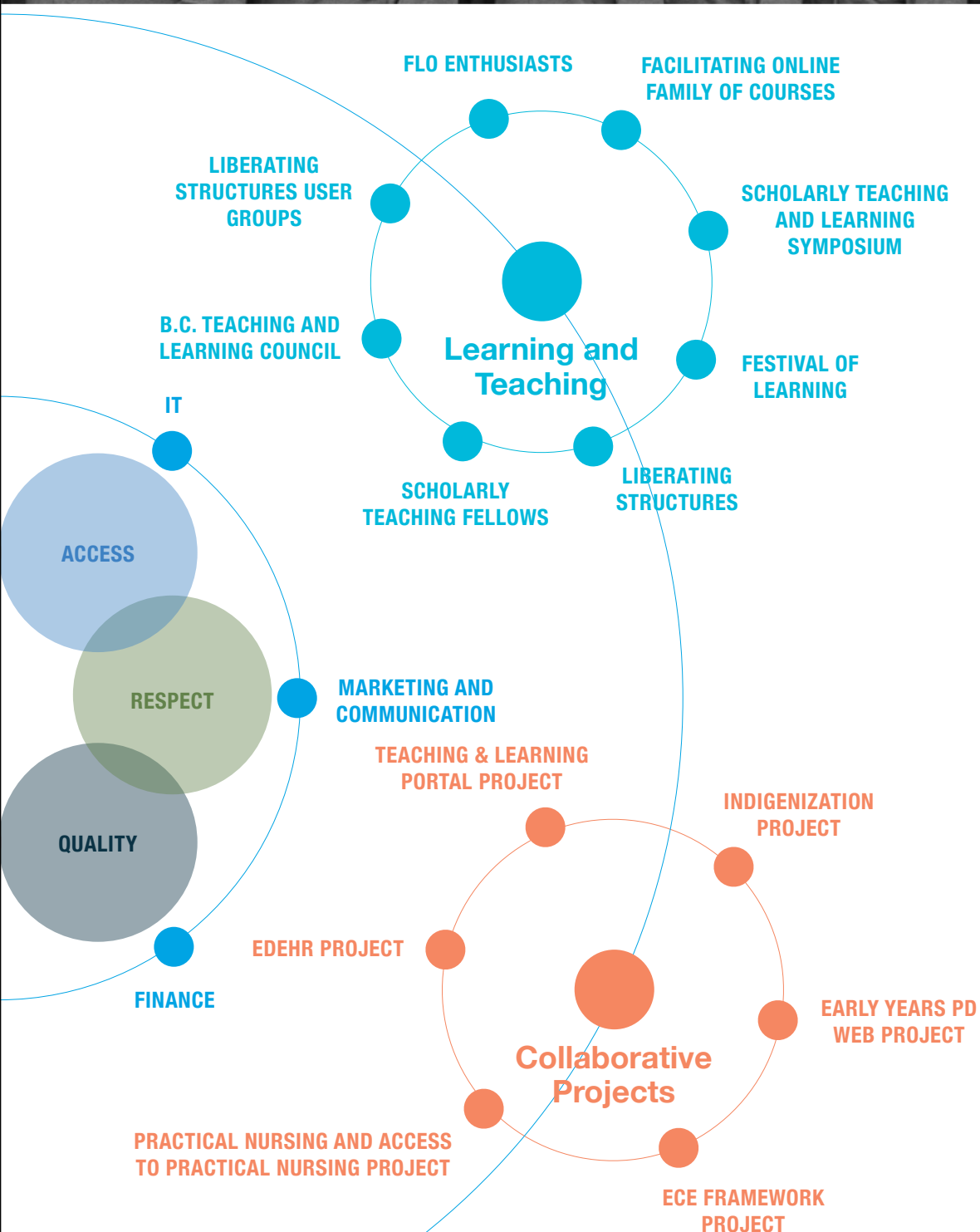


BCCampus

Lines of Service

Our operational methodology falls somewhere between a government agency and an agile startup. We have a core team of professionals working together under the guidance of our Executive Director, and when specialized knowledge or additional help is required we bring in experts with the skills we need: minimizing overhead and maximizing efficiency.





Events Calendar

Please join us at an upcoming event. Check the [BCcampus event calendar](#) for up-to-date information.

May

- [Facilitator Development Online \(FDO\)](#)
- [EdTech Demo](#)
- [Festival of Learning](#)

June

- [Facilitating Learning Online \(FLO\)](#) — MicroCourses
- [Pressbooks](#) training
- Liberating Structures User Group meet up

September–November

- [Facilitating Learning Online \(FLO\)](#) — MicroCourses

Learn More

[BCcampus Flickr images](#)

[BCcampus video library](#)

[BCcampus staff directory](#)

[BCcampus monthly newsletter](#)

Get in touch online

Email us communications@bccampus.ca

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October

- [Symposium 2018: Scholarly Teaching & Learning in Post-Secondary Education](#)
- Fall [ETUG](#)

October–November

- [Facilitating Learning Online \(FLO\)](#) — Fundamentals

November

- [Liberating Structures](#)

February–March 2019

- [Facilitating Learning Online \(FLO\)](#) — MicroCourses

“It’s important that we bring in all of the educational groups in B.C., including the Educational Technology Users Group, OpenEd, British Columbia Teaching and Learning Network, BCTLC, and all of the post-secondary institutions throughout the local learning community.”

Janni Aragon, Director, Technology Integrated Learning,
University of Victoria, regarding Festival of Learning 2018

System Partners



Ministry of Advanced
Education, Skills & Training

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& Family Development

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Health

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& Petroleum Resources

