



BCcampus

Learning. Doing. Leading.

Annual Review
2018–2019



Values



Contents

Our Stories	1
Learning	2
Doing	7
Leading	13
Milestones & Memories	17
BCcampus	20
Next Steps	21
Annual Report Archive	22
System Partners	23

Our Stories



Fiscal 2018/19 was about personal and professional development at BCcampus. Through innovative opportunities such as the Indigenization Project, we've seen our mandate and capacity evolve and expand with an organization-wide commitment to actively focus on purpose, potential, and inclusivity. As well, and perhaps most importantly, our entire team has dedicated themselves to improving our knowledge and understanding of the Indigenous communities whose land we inhabit, to find ways to acknowledge, respect, and engage in Indigenous pedagogies.

This annual review is intended to share our accomplishments and activities over the past 12 months, to share where we are going and commemorate how far we've come.

Building relationships, building connections, building trust

BCcampus acknowledges the Coast Salish People, Lkwungen, and WSÁNEĆ peoples, on whose traditional territories we are privileged to live, work, and play. The learnings we're developing through the Indigenization of BCcampus – embracing ways of knowing and being – are helping us build strong partnerships with other groups that share our interest in open education and teaching and learning, as well as our system partners and stakeholders. Through the co-creation of the [Pulling Together: A Guide for Indigenization of Post-Secondary Institutions; Professional Learning Series](#) open educational resources, we are learning to incorporate Indigenous epistemologies into our actions and understandings, supporting decolonization, reconciliation, and Indigenization to advocate systemic changes in the post-secondary environment of B.C.

Committed to access

Access and accessibility have been consistent motivators throughout our story and this can be seen in how we organize our events, such as the Festival of Learning, which was inclusive by design. We looked at everything that might prevent people from attending, then created systems to overcome those barriers – including all-gender washrooms; free childcare; deeply discounted tickets for early-bird registrants, students, speakers, and volunteers; accessibility with preferred seating in the most accessible areas of each room; healthy meal choices; and more. We will continue to adopt and adapt learnings from events we host and attend to help us get to a point where the focus of all attendees is on what they'll learn, without worrying about the logistics of their basic needs.

For me, this past year reaffirmed our commitment to Learning, Doing, and Leading: we've taken everything we've learned since we first began in 2003, analyzed what works, refined what doesn't, and shared the results – whether we're successful or not – with the rest of the British Columbia post-secondary community. Together we are building momentum, refining our processes and understandings, and improving our ability to provide teaching, learning, educational technology, and open education support to the post-secondary institutions of British Columbia.

We are proud of what we've accomplished, and we are excited about the opportunities ahead.

Thank you for joining us on this journey – we're looking forward to learning from and with you.

Mary Burgess,
Executive Director



“My interest in teaching and learning has propelled me to think about research in a new way – asking questions about my own teaching practice and ways in which I can improve and support student learning.”

Florence Daddey, Senior Instructional Designer and Sessional Faculty at the Justice Institute of British Columbia

Learning

Researching for good

As an organization, our commitment to personal development and professional learning drives us to better understand the current learning ecosystem, encouraging us to explore new resources to help us communicate better, research more effectively, think bolder, network further, empower more leaders, enhance access for everyone, and facilitate improved pedagogical processes locally and globally.

Multicontextual needs require multiple perspectives and input from knowledge and context experts, so we work collectively to share authority, decision-making, and accountability with our partners, stakeholders, and local learning communities.

The following are highlights of the learnings we’ve acquired during the past fiscal year:

The Indigenization Project

To understand and assess the current state of Indigenization within professional learning in post-secondary education, BCcampus and the Ministry of Advanced Education, Skills & Training worked together to engage a project steering committee. [Dianne Biin](#), Indigenization Project Manager and Content Developer at Camosun College, completed an [environmental scan](#) to highlight existing professional resources available at the post-secondary institutions in British Columbia.

The [Indigenization Project](#) brought together 30 Indigenous and allied writers from 14 public post-secondary institutions to author and illustrate open educational resources designed to build structures and processes to improve the post-secondary experience for Indigenous students in B.C.

The initial product of the Indigenization Project, the [Pulling Together Learning Series](#), is a collection of guides that can be adapted and localized by instructors and institutions to embrace place-based Indigenous knowledges, languages, and practices. The collection was released in September 2018 under a Creative Commons Attribution-Noncommercial 4.0 International License.

Early Years Professional Development

As part of the [Early Years Professional Development](#) (EYPD) portal pilot project, BCcampus co-hosted a community of practice with Child Health BC and participants of the [Appetite to Play workshop](#). The two-hour virtual workshops were held over four weeks, offering an interactive experience to early years providers and stakeholders interested in extending their understanding of physical literacy and healthy eating. There were 331 interactions over the course of this four-week event, promoting learning and development through physical literacy, healthy eating, and healthy child development.

The EYPD program has continued to develop, with 231 registered learners and 128 organizers as of December 31, 2018. Visitors to EYPD came from 168 locations across British Columbia, a 29% increase in visits between 2017 and 2018.

“To support the creation of Indigenized open professional learning resources for the post-secondary education sector in British Columbia, the Steering Committee applied a model developed by Janice Simcoe, Anishinaabe scholar and Director of Eyē? Sqā’lewen at Camosun College, based on the work of Ken Wilber. This Indigenized quadrant model provides lenses that we can use to better understand each other: Bear (intention), Raven (behaviour), Wolf (community), and Salmon (systems fit).”

Because it views human beings and human interactions in a multi-dimensional way, it has helped me recognize and appreciate the motivations and innate needs of the people I’m working with.”

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



Research Fellows

The [Open Education Advocacy and Research Fellows](#) continued to research informed and intelligent approaches to improve the student learning experience in B.C. through open educational resources (OER) and open educational practices (OEP) in post-secondary institutions.

- [Dr. Jonathan Verrett](#) from the University of British Columbia is researching the open homework system WebWork for required homework in engineering
- [Steven Earle](#) at Vancouver Island University and Thompson Rivers University is focused on understanding how students use open textbooks
- [Florence Daddey](#) from the Justice Institute of British Columbia is analyzing the use of OER in law enforcement courses
- [Erin Fields](#), also from the University of British Columbia, is investigating the state of critical information literacy in action using open pedagogy

We have created [an online resource to showcase and share the research completed](#) by the Open Education Advocacy and Research Fellows.

Scholarly Teaching Fellows

Building on the success of the BCcampus Open Faculty Fellows program, we launched the 2018-19 Scholarly Teaching Fellows program to invite educators to take a research approach to their teaching practice to discover and share evidence on ways to support student learning. They have been actively [sharing their research with the local and global learning communities](#), and we're looking forward to seeing the outcomes spin into new projects and further opportunities to learn about learning.

This year's fellows include:

- [Leslie Molnar](#), College of the Rockies
- [Dr. Heather Smith](#), University of Northern B.C.
- [Dr. Carrie Nolan](#), Coast Mountain College
- [Dr. Peter Arthur](#), University of British Columbia – Okanagan



“Scholarship of Teaching and Learning... begins with intellectual curiosity, is conducted deliberately and systematically, is grounded in an analysis of some evidence, and results in findings shared with peers to be reviewed and to expand our knowledge base.”

Dr. Nancy Chick, Assistant Director, Vanderbilt University Center for Teaching

“I am new to online teaching, so there was a learning curve to be able to use the tools; faculty were very helpful.”

FLO-Fundamentals participant



Facilitating Learning Online

We care about encouraging access and removing barriers to professional development for educators. In an effort to increase enrolment in all FLO courses, we reduced registration fees by 50% and have made online learning eligible for [LAP-E funding](#). We continue to invite graduates of the course to work with paid facilitators to get hands-on experience as facilitators in the FLO online course environment.

Drawing on feedback from FLO course participants and others in our community, we learned it can be challenging for some to commit to longer courses and thus developed FLO MicroCourses – [intensive one-week courses](#) focused on high-interest, useful topics. The revised courses are short, free, and focused, and became available in June 2018.

In January, we announced the launch of the [Facilitating Learning Online \(FLO\) Facilitation Guide](#), a companion resource designed to help FLO facilitators in institutions and organizations throughout B.C.

“There was a lovely mix of high-touch, high-tech tools used in this course. I appreciated Ross and Sylvia’s ability to float between the two. I learned a lot! Great peers, great facilitators.”

Facilitator Development Online participant

Online learning survey

A recent study supported by BCCampus and completed by the Canadian Digital Learning Research Association revealed that [online course registration](#) surpassed 1.36 million Canadian students. This underscores the need for continued support for programs like Facilitating Learning Online (FLO) so we can foster and develop the skills needed to effectively teach online. BCCampus is preparing to work with senior leadership at B.C. institutions to assist in the development of strategic approaches to online learning.



Blackboard Ally

Learning with our system partners creates an opportunity for everyone to explore and engage with each other, finding new ways to test different tools and approaches to the benefit of our local learning community. The [Blackboard Ally project](#) was one such endeavour, and in partnership with Camosun College, Langara College, North Island College, Vancouver Community College, and the University of British Columbia, as well as CAPER-BC and BCNET, we investigated an automated process to help create accessible learning content. The project is completed, and results [are available](#) on BCCampus.ca to provide a snapshot that future users, instructors, and institutions can use to understand and evaluate the tool for their future needs.



ETUG community survey

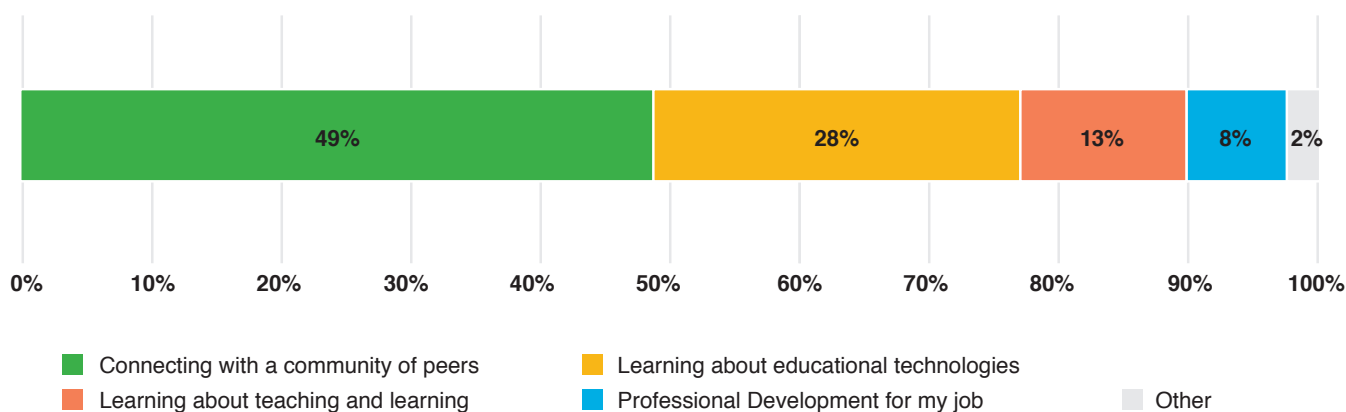
We recently conducted a survey of the [Educational Technology Users Group \(ETUG\)](#) to find out what is important to them, what challenges they face in their institutions, and which technologies we should consider in the near future.

We evaluated the survey responses and presented our findings at the end of March. We have created an infographic to illustrate the substantial response rate we achieved, the variety of answers shared, and the array of technologies, such as Learning Management System (LMS) being used regularly across the province.

“One area of focus this past year has been on tools and technologies, such as Blackboard Ally, that improve accessibility and ensure students with differing abilities – visual, auditory, cognitive, and otherwise – can use the learning materials and enjoy the benefits of education.”

Clint Lalonde, Manager, Educational Technology, BCCampus

THE PRIMARY BENEFIT | EXPERIENCE BY BEING ASSOCIATED WITH ETUG IS



Doing

At BCcampus, we learn before we do. Once we've completed the research phase of any project, we develop strategies that enable us to plan our outcomes, measure our successes, and report our activities so future educators and researchers can use our experience to inform their decisions.

Educational Electronic Health Record System project

Using open-source software and in collaboration with participating institutions, we are building an electronic health records system made for the classroom. The [Educational Electronic Health Record System](#) (EdEHR) project delivers a prototype designed to give students the opportunity to use an EHR system in a class or lab setting, enabling them to quickly learn their medical records and data management responsibilities for their clinical placements. Delivering an open-source prototype makes it possible for other institutions to adapt the tool for their own learning environments.

The [EdEHR environmental scan](#), published in June 2018, contains anecdotal evidence gathered through conversations, meetings with EdEHR special-interest groups, and the author's experiences. The learning outcomes of the environmental scan revealed three focus areas:

- Information and knowledge management
- Professional and regulatory accountability
- Information and communication technologies

[Pilot testing of the EdEHR](#) is scheduled for Summer 2019, when instructors and students from the nursing, pharmaceutical, allied health, and physician disciplines will use and assess the prototype system in classrooms or lab simulations. Moving forward, with information gathered through the pilot project, BCcampus will work with the Steering Committee to develop a sustainability plan to identify service delivery options.

Achieving excellence



Early Years Professional Development portal project

As we near the end of the three-year pilot for the [Early Years Professional Development portal](#) project, the current focus is to evaluate and assess how the learning community is using this resource. We are consolidating data collected over the last three years to inform the transition this year of the EYPD resource to a long-term host and support provider.

Early Childhood Education Standards of Practice and Occupational Competencies project

We have recently been re-engaged to work on a project supporting the Government of B.C.'s [Early Care and Learning Recruitment and Retention Strategy](#). We are currently working with a multi-ministry steering committee and a small group of subject matter experts and writers to complete a new B.C. ECE standards of practice and occupational competencies framework and program-level learning guide. The steering committee is expecting to review the project resources in August 2019.

Appreciating excellence

Recognizing the positive impact being made throughout the province by local leaders within the realm of open education, we regularly select a recipient for an Award for Excellence in Open Education. During the past fiscal, we have named the following as honoured recipients for their work:

- [Diane Purvey](#), Dean of Arts, Kwantlen Polytechnic University (KPU)
- [Grant Potter](#), Instructional Technologist, University of Northern British Columbia (UNBC)
- [Maja Krzic](#), Associate Professor at the University of British Columbia (UBC)
- [Michael Paskevicius](#), Vancouver Island University (VIU)
- [Cindy Underhill](#), University of British Columbia (UBC)
- [Rajiv Jhangiani](#), Kwantlen Polytechnic University (KPU)
- [Erin Fields](#), University of British Columbia (UBC)



“The Early Years Professional Development web portal is a fantastic place to visit because it helps me plan ahead a year at a time to see what training is available in my community.”

**Crystal Janes, Director of Programs,
Westcoast Child Care Resource Centre**

B.C. Open Textbook Collection

To ensure we have the right resources to support our commitment to the creation of free, open, and accessible educational resources, we hired an expert for the role of Coordinator of Collection Quality. One of their first projects was to begin a comprehensive audit of the B.C. Open Textbook Collection to ensure the resources are of consistent quality and longevity.

We are reviewing all resources in the collection in order to:

- Ensure they meet the minimum standards of the collection
- Check for new editions or updated files
- Evaluate the open textbook reviews submitted by academic leaders to ensure the quality of the books

In addition, Pressbooks has undergone multiple updates since BCCampus began publishing open textbooks. As such, we are using this audit as an opportunity to update the books in the collection to ensure quality and conformance with Pressbooks features, applying our growing knowledge of open textbook publishing best practices. This includes providing accessibility statements and versioning histories for the entire collection as well as ensuring the books work for students accessing them in digital and print formats.

When we sunset the [Pressbooks training webinars](#) in October 2018, we recognized the value these sessions provided local content creators and so implemented a process to help maintain access to this resource. A collection of [34 videos](#) is now available to help users customize their Pressbooks training and improve their ability to provide access to their learning materials.

To ensure our users have the right information for their open textbook projects, we've updated our [Accessibility Toolkit](#) and all support resources: toolkits, guides, and directories. The revised toolkit includes a new chapter on accessibility statements, as well as assistance with meeting the accessibility requirements for Pressbooks.

The [Media Attributions builder](#) is a tool for Pressbooks that we've designed to make it easier for textbook authors to provide attribution for images, with attribution statements automatically generated at the end of each chapter.



“I’m really proud of the B.C. Federation of Students for investing substantially in the development of open textbooks. To me, this signals that they believe in what we’re doing – it’s not a response to BCcampus making a request. They recognize the opportunity and value it brings to students throughout the province.”

Amanda Coolidge, Senior Manager, Open Education, BCcampus



We use a host of tools, including ARIA, WCAG 2.0, and Inclusive Design principles, to determine the level of success in terms of usability and accessibility for our websites. These tools give us a quantifiable assessment we can compare to the standard set and maintained by the [W3C](#).”

Brad Payne, Lead Software Developer, BCcampus

External support

[Announced in September](#), a grant from the British Columbia Federation of Students (BCFS) of \$30,000 for the development of open educational resources was presented to BCcampus, demonstrating that the BCFS recognizes the value of the work being completed by BCcampus.

Aran Armutlu, chairperson of the [B.C. Federation of Students](#), said, “students in B.C. are struggling to pay massive upfront costs to access university and college. The current model, where those who can afford to buy their course materials are the ones who succeed, creates a barrier that affects many of our most marginalized communities. OERs remove the barrier of the pay-to-succeed model, creating equitable access to our classrooms and promoting open pedagogical practices that support student success in an inclusive way. We hope faculty, institutions, and government see this investment as a beacon that students recognize OERs as a solution to the affordability crisis and are willing to support each other proactively. This investment is by students, for students, and will ideally lead to more robust funding.”

Open education advocacy

The Open Education line of service at BCcampus is evolving, growing beyond open textbooks and investigating open education as an ecosystem. In order to create an effective strategy to guide us through informed decisions, [Tannis Morgan](#) has joined us as a researcher on the Open Education team. Her previous success with the Justice Institute of British Columbia (JIBC) on a variety of open education activities, including the Zed Cred program, clearly demonstrate she is a leader and the right choice to help us understand how open education is evolving and maturing locally and internationally.

In the same vein, in January 2019 we introduced the [BCcampus Open Education Information Directory](#), an online resource that highlights content pertaining to open education in higher education with an emphasis on Canadian information. Content related to the United States, as well as English-speaking countries in the Global North and Global South, is also provided. As information becomes available, it will be added to the directory.

Updating our online presence

To continue improving our ability to deliver valuable resources and information for our system partners in B.C., we engaged an internet architect, graphic designer, and professional writer to help us create the next iteration of [BCCampus.ca](https://bccampus.ca) and [open.BCCampus.ca](https://open.bccampus.ca). The new sites include site structure upgrades to improve the user experience and help our audiences quickly find what they are looking for. Through intelligent wireframes, inclusive user personas, and engaging language, we anticipate the new sites will help us continue to connect and resonate with the professional learning community across B.C.

The new [BCCampus.ca](https://bccampus.ca) website went live in November 2018 and the new [open.BCCampus.ca](https://open.bccampus.ca) website was published in April 2019, with additional user testing planned to ensure the information is accessible, engaging, and productive.



Symposium

The annual Symposium was another success in 2018 and focused on Scholarly Teaching & Learning in Post-Secondary Education. Last October, participants at the SFU Harbour Centre in Vancouver shared, discussed, reviewed, and reflected on the work being done in the teaching and learning space, locally and beyond. To bring the event to other parts of the province, the 2019 Symposium is scheduled for October 25, 2019, at Coast Mountain College in Terrace, B.C.

Inclusive design

In February 2019, we hosted a [four-part webinar series](#) to highlight accessibility and inclusive design best practices. The first week was hosted by Jess Mitchell of the Inclusive Design Research Centre (IDRC), with the remaining workshops led by BCCampus staff.



Teaching and Learning Professional Development portal

The [Teaching and Learning Professional Development](#) (TLPD) portal was designed through consultation and collaboration with an advisory group established in late fall of 2018. Input was gathered in a survey from stakeholders and the wider B.C. post-secondary community regarding the features and requirements they wanted.

Over 300 respondents provided input to the survey, generating useful insights to the portal planning. An iterative approach to web development was used in the creation of the portal, allowing for incremental improvements over the course of Phase 1, completed in March 2019. The community will be consulted again regarding future development.

As of March 13, 2019, there were 69 events posted by 44 contributors across B.C., and 16 B.C. institutions now use TLPD.

BCcampus Online Book Club

A group of volunteer post-secondary educators expressed interest in connecting with colleagues through an Online Book Club focussed on teaching and learning professional development. The [BCcampus Online Book Club](#), which was free and open to all interested in teaching and learning, met seven times from September through November 2018. A survey was sent to participants to gain insight on the impact of the book club, how well the online format and tools worked, and to incorporate suggestions for future offerings.

Overall, the BCcampus Online Book Club was very well received and plans are underway to share what we have learned and how others can offer their online book clubs to their own post-secondary communities.



Leading

Improving the learning ecosystem in British Columbia requires an effective guide: an experienced team of risk-takers and trend-setters, willing to collaborate, facilitate, and innovate to improve student learning locally and globally.

We lead by creating space in the system for all voices – advisory committee members, system partners, stakeholders, educators, administrators, students, and everyone else involved in the post-secondary system of B.C. We are intentional about what we're doing, and we're grateful for the opportunity to help the post-secondary system of B.C. continue to provide a learning experience that's valued by students as well as educators.

Collaborative leadership

During this past fiscal, we continued to lead our local learning communities by welcoming all voices co-creating space in the system. Our collaborative approach enabled us to work collectively, sharing authority, decision making, and accountability with our stakeholders and community. Our approach is to bring cross-sector stakeholders together to lead, advise and/or contribute to the creation of all resources coming out of the BCcampus collaborative projects.

The [Indigenization Project](#) allowed us to set a positive, productive example for the province in the development of resources that will promote professional learning opportunities that showcase Indigenous perspectives, knowledges, and experiences. Through a very large collaboration with Indigenous and ally educators, we gathered and developed open learning resources that will help B.C. post-secondary institutions build respectful and relevant relationships.

The [Educational Electronic Health Record System](#) (EdEHR) project will be the first non-proprietary tool in Canada for use in the classroom, making it possible for students to develop critical thinking skills while gaining practical experience in the use of electronic records.

Leading the province





Open as default

While the B.C. Open Textbook Collection is an important part of open education at BCcampus, our focus is on the entire open ecosystem. We believe that education must be available to everyone, which means supporting the creation of free, open, and accessible educational resources. We are actively committed to increasing the accessibility and usability of the textbooks we produce while creating opportunities for the development of additional resources.

In December 2018, the [B.C. Open Textbook Collection](#) surpassed \$10 million in student savings since implementation. Given that this number was \$1.9 – 2.5 million in 2016, we are exceptionally proud of our progress here.

We continue to contribute to open source projects, such as Pressbooks, through bug reports and development work. The Media Attributions builder and Glossary tool were adopted by Pressbooks and are now available for contributors publishing open textbooks around the world.



Leading access

We are regularly testing, piloting, and evaluating new technologies with and for our system partners, with the goal of enabling effective learning activities. To this end, we have continued to offer a variety of creative solutions:

- 2018 saw the development of the [Learning Access Program for Educators](#) (LAP-E): a program designed to provide financial support to instructors or teaching faculty to help them attend BCcampus events
- The [12 apps of Christmas](#) provides students, educators, and educational support staff with hands-on experience through a short activity with specific apps used for educational purposes

“Every eligible applicant for a LAP-E grant in 2018 was approved due to a concerted effort to eliminate the financial burden of professional development.”

Mary Burgess, Executive Director, BCcampus

- Four EdTech demos were offered in 2018, with a total of 62 participants
- We were invited by several post-secondary institutions to host [Liberating Structures](#) workshops, where we guided their educators to become better convenors, collaborators, and facilitators
- Recognized by our system partners as a leader in professional development, we were invited to help assess their effectiveness in the area of faculty professional development and offer new strategies for better outcomes. We conducted an external review of their development program through surveys and interviews, with our findings shared through a comprehensive final report.

Facilitating conversations

To improve the situation for students transitioning from K-12 into post-secondary education, we worked with the British Columbia Teaching & Learning Council (BCTLC) to offer funding to make the conversations possible while supporting our system partners. Three institutions were provided funds for their [collaborative discussion with local school districts](#):

- The University of the Fraser Valley (UFV) and Dr. Maureen Wideman, Director of the Centre for Learning and Teaching at UFV, hosted the Spotlight on Learning discussion
- At the Emily Carr University of Art + Design (ECUAD), Dr. Cissie Fu and Heather Fitzgerald opted for an unconference about *Learning to unlearn: core competency development among and across primary, secondary, and post-secondary educators in B.C. through the arts*
- Kwantlen Polytechnic University (KPU) with Dr. Nancy Norman and Dr. David Burns hosted a collaborative event: *Building Connections Through the New K-12 Graduation Portfolio: Student Capstone Experiences*

Enabling capabilities

The [Festival of Learning](#), our largest biennial event, was held in May and brought more than 400 people together over the three-day experience. This year's event gave us the opportunity to explore new ways to provide broader access, with complimentary childcare, all-gender washrooms, LAP-E funding, a code of conduct, and pronoun ribbons. Plans are in place for [Festival of Learning 2020](#), scheduled for May 11–13, 2020 at the Pinnacle Hotel in downtown Vancouver. Watch for announcements and updates about #FoL2020.

We look forward to joining our regional colleagues at the [2019 Cascadia Open Education Summit](#) (the latest iteration of the B.C. Open Textbook Summit), an event for new and experienced OER advocates interested in finding creative and effective solutions to solve the challenges and opportunities facing open education today.

“The faculty professional development review gave us an opportunity to work directly with an institution, learning about their practice and experiences with teaching and learning. We are eager to explore opportunities to engage with faculty, leaders, support teams, admin – everyone involved in the teaching and learning ecosystem of B.C. – so we can better understand how to help them.”

**Tracy Roberts, Senior Manager,
Learning + Teaching, BCCampus**



“This was one of the very best conferences that I’ve attended. The tone was warm and encouraging and immensely collegial. Every detail was considered. The plenaries were inspiring and deeply thoughtful.”

FoL18 attendee

“I was impressed with the program, the quality of the food, and the level of thoughtfulness and care. The caring spaces and art installations were amazing! A tea room, thank you card station, colouring table... You are taking academic conferences to a new level!”

LAP-E recipient at FoL18



Professional connections

We are fortunate to have created strong, professional relationships with many of the groups contributing to the success of post-secondary education in B.C. We often take a role as co-creator, facilitator, promoter, and/or participant with projects spearheaded by:

- [British Columbia Teaching & Learning Council](#) (BCTLC) – the BCTLC is a community of leaders from British Columbia’s public post-secondary education system, working together to foster impactful learning in B.C. post-secondary institutions. BCCampus provides support to the BCTLC for its operations through financial, logistical, technical, and planning contributions
- [Educational Technology Users Group](#) (ETUG) – a grassroots group of educators interested in teaching, learning, and ed tech in higher education. During the past year, they organized two events, 12 apps, and regular newsletters to their 594 members
- [Open EdTech Collaborative](#) (OpenETC) – a no-commitment-required group of educators, technologists, and designers encouraging the development of educational technology resources and eliminating barriers to the open web for B.C. academic leaders and students



Milestones & Memories

Student savings reached by
December 2018 by the B.C.
Open Textbook Collection

\$10 million



B.C. institutions currently
adopting Open Textbooks

41



Known B.C. instructors
adopting Open Textbooks

521

Number of B.C. students
using Open Textbooks

103,330



Top 5 institutions to adopt
Open Textbooks

1. Kwantlen Polytechnic University
2. Douglas College
3. Langara College
4. University of British Columbia
5. Camosun College

Known B.C. Open
Textbook adoptions

2609

Earlyyearsbc.ca

First 6 months

Milestone reached by the
Early Years Professional
Development project



63

Learners

560

Training events posted in 200
locations across B.C.

29%

Increase in
unique visits in
2018

130

Training
Providers

Collaborative Projects

196

Stakeholders from academia,
not-for-profit, community,
government, and private industry

Teaching and Learning Professional Development Portal

16

B.C. institutions using TLPD



69

Events posted

44

Contributors
from across B.C.

TLPD.bccampus.ca

Pulling Together: A Guide for Indigenization of Post- Secondary Institutions; A Professional Learning Series

1300

Visits each month to our most
popular guide: Pulling Together:
A Guide for Curriculum Developers
since its release

4600

Average number of visits each
guide has had since publication

23,200

Combined visits

40%

Visits from
outside Canada

EdTech Demos

4

EdTech demos
offered

62

Attendees

ETUG Fall 2018 Workshop

18

B.C. post-
secondary
institutions
participated

81

Attendees

Hosted by Emily Carr
University of Art + Design

Festival of Learning
Our largest event—3 days,
with almost 400 people

23/25

B.C. post-
secondary
institutions
attended

85

sessions and
workshops
offered by 195
presenters

90.5%

Satisfaction

Facilitating Learning
Online (FLO) & Facilitator
Development Online (FDO)

512

FLO participants to date

94%

Satisfaction

96%

Ranked this as high-quality
professional development

Symposium 2018: Scholarly
Teaching & Learning
in Post-Secondary Education

93

Registered participants

23

PSE institutions represented

BCCampus

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, maximizing efficiency, and ensuring we're consistently demonstrating our flexible, responsive approach to improving the teaching and learning landscape of B.C.



Next Steps

Upcoming strategies

Projects in development

The future of BCcampus includes further opportunities to Learn, Do, and Lead in the post-secondary space of British Columbia. Here are a few projects on our radar:

- **An Untextbook on Rethinking Instructional Design:** A design-based collaborative research process that brings together instructional designers in B.C. in a series of online sessions, an “untextbook” sprint at Cascadia in April, and a follow-up dialogue at CNIE in May
- **How are the doers doing it?** An exploration of open education practices in B.C. higher education institutions to understand what’s working and how this can be replicated in other learning environments
- Conducting research on **pedagogical approaches** to improve our ability to reach rural, primarily aboriginal, students through online learning
- **An invitation for industrial training:** We are conducting preliminary conversations with trades leaders and educators about creating a space to explore and celebrate teaching, learning, and educational technology in the trades



Access codes

Continuing our mission to minimize the cost of learning for students in B.C., we are exploring open source solutions to provide [free access to a homework system](#) as an alternative to the existing options that require students to pay, on average, \$92 per course. An added benefit of the open source solution is the built-in customization and control of materials for instructors.

Upcoming events

Check the [BCcampus events calendar page](#) to register for upcoming events, including ETUG’s 25th Anniversary Conference, EdTech Demos, FLO workshops, and other activities around teaching and learning in British Columbia.

Annual Report Archive

Quickly find annual reports and formal plans from previous years to see what we've accomplished since our beginnings:

- [2017/2018 Annual Report](#)
- [2016/2017 Annual Report](#)

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“In my view, the FoL [Festival of Learning] this year was the most thoughtful conference I have ever been to in my professional tenure to date. The organizers have really carried out the conference theme of “Handle with Care”, starting with encouraging attendees to consider how to take care of ourselves. From the inspiring keynote speakers, appreciation card station, tea lounge, to yoga and nanny services (which I took full advantage of and meant that I could fully participate in the conference knowing my 6-month-old was well-attended to), the conference’s services and use of space enabled people to both socialize and take time for themselves.”

**Candy Ho, CDP, EdD Candidate, Director (Interim),
Co-operative Education, Career and Volunteer Services,
Kwantlen Polytechnic University**

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