



Learning. Doing. Leading.

BCcampus and COVID-19

In the midst of preparing our annual review, we –along with the rest of the world– learned a lot about COVID-19 and how there was a massive need to [#FlattenTheCurve](#): providing our healthcare systems the necessary time to effectively manage the anticipated barrage of patients. The resulting need for social distancing saw a mass cancellation of events and activities, including many of the events that BCcampus had planned for 2020, such as the Festival of Learning, the OER for the Trades Summits, the H5P and Pressbooks Workshop, and the WeBWork Open Problem Library Sprint.

Our team had worked hard and invested a substantial amount of time and energy in preparing, coordinating, and communicating these events. Our only disappointment through this was the loss of opportunity to connect with the people involved with post-secondary education throughout the province. Fortunately, we found new ways to make those connections.

While we saw the loss of face-to-face connections become a reality, we also got to introduce online learning solutions to many educators in B.C., many of whom had minimal or no previous exposure to BCcampus. Our team shifted gears to develop tools and share resources to help educators make the switch to online learning. With support from the Ministry of Advanced Education, Skills & Training, we were able to facilitate academic continuity throughout the province and became a positive model for the rest of the world.

While there were many negative aspects of this pandemic, we found the eagerness to transition to online learning to be based on a desire to help students and each other.

"This has been a most memorable year, filled with wins, learnings, and the opportunity to shine as we helped our partner institutions pivot to a fully online learning ecosystem. Our team rose to the challenge and we made substantial progress for open pedagogy."

Mary Burgess
EXECUTIVE DIRECTOR



A Year of Building

For the fiscal year spanning April 1, 2019–March 31, 2020, we laid the foundation for work we are delivering in 2020 and beyond. Our organization continues to mature and grow, enabling us to take a guiding role to support the people involved in post-secondary education throughout the province, whether that's through direct involvement in our programs, projects, working groups, and events, or indirectly, through supportive programs and research initiatives.

Learning.

Doing.

Leading.

Next Steps

About Us

At BCcampus, we are innovators and implementers, leaders and learners. Our primary focus is to support the post-secondary institutions of British Columbia as they adopt, adapt, and evolve their teaching and learning practices to create a better experience for students. We achieve this through a supportive approach to advanced pedagogies, a focus on impactful practice, and collaboration with partners in B.C. and around the world. Funded by the Ministry of Advanced Education, Skills and Training, we are fiscally accountable and have implemented cost-recovery business models into our service catalogue to ensure our ability to provide value to the learners and institutions of B.C.

Our offices are located in Victoria and Vancouver, with many of our team using remote tools to engage and coordinate activities and events across the province.

System Partners



Ministry of
Advanced Education,
Skills and Training



Ministry of
Children and Family
Development



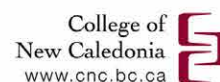
Ministry of
Health



Ministry of
Jobs, Economic Development
and Competitiveness



Ministry of
Mental Health
and Addictions





University of Victoria



start here. go anywhere.

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Our Stories

Celebrating a Challenging Year

This annual review is intended to share what we've done, what we're doing, and what we're planning as we continue to provide teaching, learning, educational technology, and open education support to the learning community of British Columbia.

Embracing Indigenization

Since time immemorial, the səliwətaʔt təməx* (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəy̓əm (Musqueam), W̱SÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

We've heard from just about every post-secondary institution across the province regarding their approach to Indigenization, with questions about how they can better support Indigenous students in their institutions. Building on the [Pulling Together professional learning series](#) that we launched in 2018, we are continuing to effect systemic change to make possible processes and practices that support Indigenization, decolonization, and reconciliation.



Open as default

It wasn't long ago that open textbooks were what people thought of in terms of open educational resources (OER), and while we've seen massive success with our adoption and adaptation of open textbooks, we appreciate that open itself is expanding. There are multiple types of OER, as well as new developments in open pedagogy. The Zero Textbook Cost (ZTC) program allows learners to earn an associate degree, certificate, diploma, or undergraduate degree without paying for textbooks. This brings affordable and valuable credits to learners throughout the province, while enabling educators to develop and improve the curriculum.

Our passion for open remains strong, and threads through the activities we plan, participate in, and facilitate throughout the province.

Embodying Inclusion

We continue to recognize and acknowledge the diversity of individuals and needs within the post-secondary system of B.C.: valuing their input and respecting their beliefs. This year, we pushed ourselves to be more inclusive in our events, projects, and communications. In addition to starting our internal Diversity, Equity, and Inclusion (DEI) learning team and creating a position specifically designed to address the issues, we've hosted [inclusive design webinars](#) to help people throughout the province learn to build inclusivity into their activities.

We've formed partnerships with local experts to ensure we're baking accessibility into our events, like the Cascadia Open Education Summit, ETUG's anniversary, and Symposium 2019. And we're bringing a critical eye to everything we do to bring more voices to the conversation, whether that's through interpreters, supporting materials, or financial assistance to help people attend the events they're drawn to. By improving accessibility, we can create informed dialogue where everyone can contribute without barriers.





BCcampus 2020

As a collective of highly motivated, engaged, and energetic professionals, we are eager to continue celebrating the successes with our partner institutions, and analyzing, documenting, and overcoming the challenges that manifest as we work towards our objectives. We are on track to achieve the goals outlined in our 2016-2019 Workplan, and along the way we've discovered better results, surprising successes, and new opportunities that allow us to continue to provide value to the post-secondary institutions of B.C. We have just finalized our 2020-2023 Workplan, and will be measuring our performance and informing our activities based on this guide.

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Learning



Learning about Learning

Over the past 12 months, we've invested a substantial amount of time and made considerable financial investments to help learning professionals in British Columbia investigate current and innovative approaches to teaching and learning.

"Our individual and collective journeys with truth and reconciliation are often emotionally laborious, but necessary. Our commitment to raising the voice of truth and finding our role in reconciliation is an ongoing opportunity for each of us. In 2019/20, we embraced our personal learning by reading Thomas King's Truth About Stories in the BCcampus book club; completing the KAIROS Blanket exercise; attending the Moose Hide Campaign — standing up against violence, and participating in various local events with Indigenous speakers, such as UBC's Honouring Indigenous Writers Wikipedia Edit-a-Thon."

Denise Goudy

DIRECTOR, COLLABORATIVE PROJECTS, BCCAMPUS

Land Acknowledgement Training

To help us develop a better understanding of how to intentionally and respectfully engage with Indigenous communities, we invited Alicia Hibbert from the University of British Columbia and Rebecca Shortt from BCcampus to facilitate a land acknowledgement workshop in March for some BCcampus employees.

The workshop's intentions were to help people appreciate that they belong here on this land; begin to know what they can do moving forward in this work of Indigenous engagement; and shift perspectives away from fear and paralysis towards empowering communities using resources available. To achieve these goals, the workshop began by building a safe space among participants to discuss topics around settler-identity, decolonization, reconciliation, and Indigenization.

Individuals attending the workshop were able to develop a personal land acknowledgement to use in communications, conveying their gratitude to the First Peoples and our hope to create a strong and powerful relationship with all people.



"To help us better understand the impact open education practices have on teaching and learning, we've brought in open education researchers for annual fellowship roles with BCcampus. This year, we have three exceptional and diverse fellows exploring the topics of trades, learner perspectives, and adoption impact. Their passion and dedication to access and equity for all students will help us develop and promote the OER movement throughout the province and across the country."

Amanda Coolidge

DIRECTOR, OPEN EDUCATION, BCCAMPUS

Open Education Advocacy and Research Fellows

To help raise awareness for open educational practices (OEP) used in post-secondary institutions, we invited faculty in B.C. to apply for one of three [Open Education Advocacy and Research Fellowship](#) roles. The fellowships were responsible for engaging in research of open practices; attending and presenting at conferences and meetings, and authoring articles for the BCcampus blog. They also received funding for conference fees, travel, and incidentals for an approximate value of \$5000 each.

The [one-year terms were awarded](#) to:

- **Chad Flinn, BCIT**, to conduct research on open education and vocational trades
- **Michelle Harrison, TRU**, for research into learners' perspectives on open educational practices
- **Karen McMurray, CMTN**, for collecting qualitative and quantitative data about the use of open textbooks

Collaborative Partnerships

To bring a new perspective to open while providing opportunities for local educators to investigate the topics that interest them, we have brought in additional help through [secondments from local institutions](#):

- **Krista Lambert**, Justice Institute of B.C., is helping us with the work we're doing for Adult Basic Education (ABE) and Zero Textbook Cost (ZTC) programs in B.C.
- **Melanie Meyers**, Justice Institute of B.C., is helping us improve the searchability of OER and ZTC for business and STEM
- **Tim Carson**, British Columbia Institute of Technology, is working as the Trades Representative for Open



"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

Scholarly Teaching Fellows

The 2018-2019 scholarly teaching fellows program featured appointments of 18 months, with the final report delivered in July 2019. A key requirement for this fellowship program was the open sharing of the research, so future educators, researchers, and students throughout the province could use the findings to inform their teaching.

The final reports provide the methodology and findings from each of the fellows' research projects:

- **Leslie Molnar**, College of the Rockies – [The Effect of Gamification Elements on Engagement and Achievement in Calculus 1 and 2](#)
- **Heather Smith**, University of Northern B.C. – [Unpacking Power Hierarchies in Students as Partners Practices](#)
- **Carrie Nolan**, Coast Mountain College – [Round Teaching: How Shapes Shape Learning](#)
- **Peter Arthur**, Senior Scholarly Teaching Fellow, University of British Columbia Okanagan Campus – [Developing Strategic Learning](#)

EdTech Fellows

To explore the effective pedagogical use of education technology in post-secondary education, we [invited educators in B.C. to apply for research funding from BCcampus](#). The central goals of the BCcampus Educational Technology Fellows program were to enable faculty to experiment with technology interventions that assist in solving their pedagogical challenges and to generate and publish empirical research on the effectiveness of that technology.

The 18-month appointments were awarded to:

- **Sarah Van Borek**, Emily Carr University of Art + Design – [action-based research into creative narrative-based media, and approaches in supporting diverse, inclusive, and equal online and blended learning environments](#)
- **Derek Turner**, Douglas College – [evaluate new and existing virtual reality platforms using evidence-based inquiry](#)



BCcampus Advisory Group

As facilitators and conveners of teaching and learning, open practices, and collaborative activities, we recognize the need to engage the academic communities we serve. To ensure we can create a welcoming and productive environment for all, we have selected twelve active and engaged representatives from post-secondary institutions in B.C. to form [our advisory council](#). In meetings led by Mary Burgess, executive director at BCcampus, discussions are held regularly to identify and assess ideas and approaches to improve the post-secondary system as a whole.

Open Homework Systems Advisory Group

During the past fiscal, we began work on the [BCcampus Open Homework Systems](#) (OHS) project, funded through the \$3.26 million endowment from the B.C. government and led by Clint Lalonde, Project Manager, Open Homework Systems. To guide the OHS, we assembled a cross-sectoral advisory group, composed of:

- **Agnes d'Entremont**, University of British Columbia, Senior Instructor, Mechanical Engineering
- **Brendan Hunter**, Langara College, Course Materials Supervisor, Bookstore
- **Devon Keys**, BCNET, Business Analyst, Shared Systems and Technology
- **Josie Gray**, BCcampus, Advisor, Inclusive Design and OER Collections
- **Kyle Maddox**, Douglas College, Student, Computing Studies
- **Levente Orbán**, Kwantlen Polytechnic, Instructor, Psychology
- **Michelle Harrison**, Thompson Rivers University, Instructional Designer
- **Will Engle**, University of British Columbia, Strategist, Open Education Initiatives



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Actively Engaged

Building on the success of previous years' research and analysis, this past fiscal year has been one of action – we have initiated or developed a substantial number of projects and programs, hosted many events and were active participants in others.

Regional Representation

To better serve the institutions throughout the province, we've introduced a pair of regional representatives. Carolee Clyne is working with institutions in northern B.C., and Ross McKerlich will be available for those in the interior. The pair will be working with faculty, students, and staff to promote, support, and advocate for the use of open educational resources and open educational practices.

Investing in Open

To continue to advance open and affordable education, providing flexible and affordable access to post-secondary learning resources in B.C., we created a call for proposals to allow colleges, institutes, and universities to take the next step towards campus-based open education sustainability. With financial support from the William and Flora Hewlett Foundation, the grant recipients will:

1. Support the development of engaging, interactive open educational resources that replace or supplement commercial resources used by an institution's faculty
2. Encourage faculty to incorporate open educational practices in their teaching
3. Consider how OEP and OER might fit within an institution's overall strategy on teaching, learning, and scholarship, and what steps can be taken to begin or continue this process



Diversity Equity and Inclusion

Last fall, we shared a request for proposals to research approaches designed to remove barriers to online learning through a teaching and learning lens. Funded through a grant from the William and Flora Hewlett Foundation, our goal was to develop a thought-leadership resource that identifies evidence-based strategies for designing and delivering professional development and open educational resources for online educators to improve learning conditions for a diverse spectrum of students.

The research grants had four objectives:

1. A review of existing literature and other relevant information on diversity, inclusion, and equity in an online environment
2. A high-level scan of practices in B.C. post-secondary institutions
3. A strategic report incorporating evidence-based best practices on how to address barriers to online learning for marginalized students in B.C.
4. The scope is limited to digital literacy, quality of resources and instruction, and pedagogy; it does not include access to technology and/or the internet

We were willing to accept proposals with budgets up to \$40,000, including all costs associated with research, writing, and editing of the final product. The research grants were awarded to Able Research, composed of Andrea Sator and Heather Williams for their work on [Identifying Evidence-Based Strategies Used in Teaching and Learning](#), and to Dr. Paula Hayden at the College of New Caledonia for her work focused on [removing barriers to online learning](#) through a lens of teaching and learning.

Educational Electronic Health Record System

The [Educational Electronic Health Record System](#) (EdEHR) project developed [open-source software](#) for training students to use electronic health record systems in professional health care environments. In 2020, BCcampus funded in-classroom pilots of the EdEHR at B.C. post-secondary institutions. Beyond evaluating the value of the software as a learning and teaching tool, pilots inform and assess sustainability models for the system's ongoing use in post-secondary institutions. The EdEHR has been a successful BCcampus software incubation project: The engaged project steering committee continues to guide and fund product development after the project's completion.

"Providing students with an accurate and effective sandbox gives them exposure to the technology before they go into the real world, and this is a vitally important project for today's healthcare practices."

Jason Min

LECTURER, FACULTY OF PHARMACEUTICAL SCIENCES, UNIVERSITY OF BRITISH COLUMBIA



**Early Years
Professional Development**
Explore • Learn • Grow

"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

Early Childhood Education Standards of Practice and Occupational Competencies

Supporting the government of B.C.'s Early Care and Learning Recruitment and Retention Strategy, we have been working with local professionals to guide early childhood educators through the development of the ECE Provincial Standards of Practice, a competency framework, and a program guide.

Early Years Professional Development

[Early Years Professional Development](#) (EYPD) was a three-year project to create and pilot a website for workers in the "Early Years" (children aged six years and younger) sector. The site helps members find professional development activities and resources and track their learning. The [project's final report](#) outlines recommendations to inform future research and projects. In 2020, the website transitioned from BCcampus to an external hosting organization.

Award for Excellence in Open Education

Recognizing the extraordinary educators making outstanding contributions to the open education movement in B.C., we have developed an Award of Excellence in Open Education program. Each month, we announce the award winner and provide them with a certificate of recognition and a profile on the BCcampus website. We are grateful for the opportunity to have such a diverse and talented group of local professionals working with us to improve the open landscape across the province.

Award winners for 2019/2020:

- [Jennifer Kirkey](#) – April 2019
- [Arley Cruthers](#) – May 2019
- [Chad Flinn](#) – June 2019
- [Aran Armutlu](#) – September 2019
- [Terry Berg](#) – October 2019
- [Will Engle](#) – November 2019
- [Florence Daddey](#) – December 2019
- [Brenda Smith](#) – January 2020
- [Lindsay Tripp](#) – February 2020
- [Mary Shier](#) – March 2020



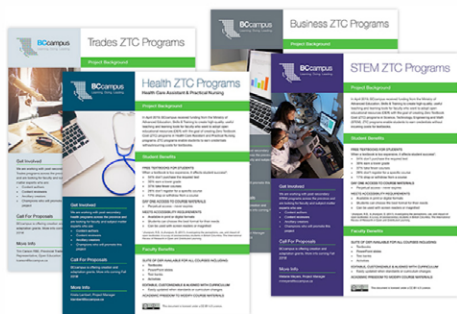
"The ABE Zero Textbook Cost project has provided grants for 18 open educational resources (OER) for courses across all levels of Adult Basic Education (ABE). These free, openly licensed resources mean that students have a pathway to graduation at each level of ABE where they will not have to purchase textbooks. Each of the OER created is aligned with the outcomes outlined in the BC ABE Articulation Handbook and are editable and customizable for faculty."

Adult Basic Education

In 2018, we were funded \$250,000 by the Province for the creation, modification, distribution, and evaluation of textbooks for the British Columbia adult graduation diploma courses. This grant laid the foundation for the Adult Basic Education (ABE) Zero Textbook Cost project, an entire suite of freely available resources—including textbooks, test banks, and homework assignments—to replace costly commercial educational resources in Adult Basic Education and health programs. Through a secondment from the Justice Institute of British Columbia, Krista Lambert has been leading the planning, development, and implementation for this much-needed project.

Krista Lambert

PROJECT MANAGER, HEALTH, ECE & ABE
ZTC PROGRAMS



Zed Cred Becomes ZTC

We made a [simple-yet-significant change to our Zed Cred concept](#) during the past fiscal, recognizing that institutions are wary of using zero to describe a course or program. There was some confusion as to what the zero represented — was it zero credits or zero costs? Thus evolved the Zero Textbook Cost (ZTC) program, which offers a better understanding of where the program costs were being eliminated, and creating awareness that the program offered full credits.

The Justice Institute of British Columbia, Thompson Rivers University, and Kwantlen Polytechnic University are currently developing or offering at least one ZTC course, and we are eager to work with more institutions to develop additional ZTC offerings with them.

- [Business ZTC Programs](#)
- [Health ZTC Programs](#)
- [STEM ZTC Programs](#)
- [Trades ZTC Programs](#)

Mental Health and Wellness Projects

We have developed two projects related to mental health in the B.C. post-secondary system:

1. **Mental Health—Staff and Faculty Training** provides access to learning resources for staff and faculty to better enable them to support post-secondary students with their mental health and wellness
2. **Mental Health—Student Resilience and Coping Training** provides direct access to learning resources for students

We conducted two environmental scans to gain a robust understanding of the perceived challenges and potential opportunities regarding mental health training in B.C. The information revealed through the scans was analyzed by an advisory group to highlight gaps, opportunities, and recommendations on open resource design and delivery. The advisory group was formed specifically to provide advice on this project, and consists of students, staff, and faculty with both lived-experience and skills and training in the area of mental health in the B.C. public post-secondary education system.

We are in the process of evaluating current mental health training in the sector to identify the needs which will inform the next steps to improving access to mental health training to students, staff, and faculty in the B.C. post-secondary education system.



"This project is about addressing significant gaps in training resources for peers working in our province—but it is more than that. It is about acknowledging the value of peer support and uplifting their voices. It is about honest and meaningful engagement to enhance capacity and improve outcomes for people accessing mental health and substance use services. It is also about addressing the institutional barriers that continue to impact peers in a negative manner."

We are working diligently to bring peers to the table, ensuring their voices are heard, and their needs are addressed with the highest priority."

Corey Ranger

PROJECT MANAGER, PROVINCIAL PEER
TRAINING CURRICULUM, BCCAMPUS

Mental Health and Substance Use Provincial Peer Training Curriculum

Working with the Ministry of Mental Health and Addictions (MMHA), we are collaborating with a variety of peer stakeholders, leaders, advocates, post-secondary institutions, and organizations across our province for the development of a Provincial Peer Support Worker Training Curriculum and Standards of Practice.

The purpose of this project is to develop peer support training curriculum and educational resources that:

- Are informed and evaluated by existing peer support organizations and persons with lived experience in B.C.
- Recognize the valuable contributions that peer support workers make in supporting people in healing, harm reduction, and recovery
- Are available to employers and post-secondary institutions who would like to offer provincially approved training, free of charge
- Are informed by Indigenous Peoples so that they are culturally safe and embrace Indigenous perspectives on healing and wellness
- Incorporate the policy and practice principles described within the B.C. Ministry of Mental Health and Addictions' *Pathway to Hope Strategy*
- Reflect the diverse needs of the population through the application of a Gender-Based Analysis Plus

Sexual Violence and Misconduct Projects

We have worked on several projects related to sexual violence and misconduct (SVM) in the B.C. post-secondary system:

- Plain language supports: providing assistance to 16 PSIs to review their procedures and communications regarding SVM from a plain language perspective.
- Student Climate Survey: contracted with a surveyor and working with AEST and the PSI sector to develop and implement a Student Climate Survey to assess the attitudes, knowledge, and perceptions about SVM on campus. Survey implementation tentatively scheduled for fall 2020.
- Supports for smaller, rural institutions: arranging for requested training to better support rural institutions with awareness, prevention and responding to SVM incidents. Also exploring additional identified areas of interest.
- Training Resources: facilitating the review, development and access to quality SVM training resources for the B.C. post-secondary system.
- SVM Forum: organized a forum last June which brought students, staff, and faculty together to learn from colleagues and leaders and to share insights and best practices regarding SVM.

Work on many of these projects will continue over the next several months.



"BCcampus has been working closely with the Ministry of Advanced Education, Skills and Training as well as many subject matter experts from within the B.C. post-secondary sector to support the sector with awareness, prevention and responding to SVM."

Robynne Devine

PROJECT MANAGER, COLLABORATIVE PROJECTS, BCCAMPUS



Engineering First Year Core Curriculum

In the spring of 2019, we were asked by the Ministry of Advanced Education, Skills and Training to help [develop a program to create a common first-year curriculum](#) for engineering courses delivered by institutions in B.C.

The project objectives:

- Improve access and opportunity for success in engineering education for B.C.'s diverse post-secondary learners
- Create opportunities for regional community engagement and partnerships within the engineering sector, encouraging graduates to return to employment in smaller, non-urban communities
- Enhance the student learning environment and improve retention and achievement in engineering across the province by maximizing the use of student supports, class size, and regional diversity
- Enhance quality reporting for accreditation processes
- Improve overall efficiencies within the post-secondary system

Learning Access Program for Educators

The BCcampus [Learning Access Program for Educators](#) (LAP-E) continued to be an effective vehicle to provide financial assistance to educators throughout the province, participating in events they may not have otherwise been able to attend. The goal of the LAP-E program is to bring diverse voices to the events to ensure we are providing value to all educators and learning professionals in B.C., and not just the ones fortunate enough to live close to a BCcampus event.

For fiscal 2019-2020, we invested \$8,936.70 to have seven people from six institutions join us at professional development events.





Symposium 2019

In October, we congregated at Coast Mountain College in Terrace, B.C., for an all-day event focused on the transformation of our approaches and practice to teaching and learning. [Symposium 2019](#) was an excellent opportunity to bridge the gap between K-12 teaching partners and post-secondary institutions; the two groups working together to improve learning for K-16.

The Symposium 2019 [logo was created by Jamie Nole](#), a Northwest Coast artist, and brought a distinct look and feel to the event identity.

ETUG 25th Anniversary

Working with the talented team at Thompson Rivers University, we enjoyed a rich and fruitful collaboration to celebrate the [25th anniversary of the Educational Technology Users Group](#) (ETUG). With a Back to the Future theme, the event was content-rich — featuring great speakers and a robust program — as well as experience-rich, thanks to some magical work by our event planner, Christy Foote, who found a local car collector willing to donate access to his tricked-out DeLorean for the event attendees.

"At Symposium 2019, we learned so much about the amazing work and people and places connected to Coast Mountain College. We were concerned that since the location was outside the lower mainland it would be a challenge for attendance, but more people attended this event in Terrace than last year in Vancouver! It was a wonderful, reciprocal, fun collaboration that resulted in a rich learning experience for people in PSE, not only about experiential and scholarly teaching and learning, but also the CMTN community, people, and place."

Tracy Roberts

DIRECTOR, LEARNING & TEACHING, BCCAMPUS

Vice President of Academics Messaging

In February, we created a series of information packages to share with the vice president of academics at each of the 25 post-secondary institutions we support throughout the province, showcasing the work we do and sharing highlights of the accomplishments and contributions made by their respective institution. The packages were assembled in-house and gave us an opportunity to communicate the great work being done across B.C.

Teaching and Learning Professional Development

Last year, we launched a [Teaching and Learning Professional Development portal](#): a web resource designed to share and showcase professional development opportunities for faculty, instructors, and staff at post-secondary institutions in British Columbia. To date, we have had more than 2000 visits to more than 100 events shared via the portal.

The TLPD site also features valuable resources for post-secondary educators in the [New and Noteworthy section](#), showcasing materials such as e-learning tools, textbooks, and a variety of guides and toolkits, many of which are created by and for educators in B.C.



BCcampus Online Book Club

We continued to host the BCcampus Book Club, a professional learning event for everyone in the province interested in teaching and learning and sharing ideas. We [incorporated learnings from the previous year](#) to bring more value to the participants, and invited highly knowledgeable facilitators from our post-secondary community to lead the discussion on each chapter of the selected book, *small Teaching*, by James M. Lang.

Open Homework System

Another exciting project that we worked on this past fiscal was the [Open Homework Systems project](#), a two-year project to explore open-source alternatives to commercial online homework systems. A vital first step was to assemble [a cross-sectoral advisory group](#) to help guide the project development. The advisory group includes representation from seven different institutions and organizations and is composed of two instructors, a student, an instructional designer, a course materials supervisor, and an open education strategist.

Internal SuperHeroes

We're fortunate to have a highly motivated and engaged team of professionals working with us, and we feel it's important that good performance is recognized and shared. To acknowledge the hard work and dedication of the people who make it possible for us to support the post-secondary institutions of B.C., we've implemented a SuperHeroes program. Each month, we select a team member who has done an exceptional job of supporting the BCCampus vision and values, gone beyond expectations, or delivered consistently excellent results on a regular basis.

Robynne Devine, Rebecca (Becca) Shortt, and Corey Ranger have been recognized for their contributions to the learning community in 2020.



"Over the past fiscal, we've pushed ourselves to do better – internally, as well as for the students and institutions we support throughout the province. We've conceived, strategized, and delivered our ideas and recommendations through a variety of channels, refining and improving our processes; recording what works and revising what doesn't. In the coming years, we'll continue to create a strong presence in the digital marketing space to create interest and engagement for all things open, and set the standard for accessibility at the institutional level for learners and leaders in the academic space of B.C."

Erin Beattie

MANAGER, MARKETING AND COMMUNICATIONS

Marketing and Communications

Creating awareness about the work completed by our internal teams and partner institutions is vital to the sustainability of open education and open pedagogy in B.C. and across the country. Our marketing and communication team has generated consistently excellent content to showcase the successes and challenges, people and processes working throughout the year to improve the learning landscape for educators, learners, and everyone involved in post-secondary education. We don't do this to promote BCCampus — we do it to create awareness about open activities, interesting research being completed by local professionals, and the importance of making post-secondary education accessible, affordable, and effective.

Over the past fiscal year, we've created over 150 [blog posts](#), 50 new webpages, and promoted 57 events, generating over 150,000 pageviews through 42,000+ visits to BCCampus.ca.

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Leading



We take what we've learned locally and globally and use it to create informed and intentional action. Through deliberate programs, workshops, and events, we engage with educators, provide professional development, network across and within institutions, and celebrate the personal wins and professional accomplishments of the people interested in improving the learning environment within post-secondary education in B.C.

Trial by COVID-19

The novel coronavirus triggered an accelerated adoption schedule for educators throughout the province, forcing them to implement some form of online learning to safely connect with their students. While many of the educators in B.C. have had some experience with online learning, either as participants or facilitators, many had not. To help everyone through this transition, we developed a series of online sessions, titled BCcampus Online Office Hours, to address their concerns, introduce openly available resources, and hear them as they worked their way through this new experience.

In March, we hosted several online sessions, including:

- **BCcampus Online Office Hours** — for anyone pivoting to an online role and interested in hearing from others facing the same challenges
- **The basics of online learning** — covering the foundational concepts of online learning, with space for anyone to ask any question — there are no dumb questions
- **Assessments** — how to handle exams and group projects
- **Trades-specific concerns** — how to navigate the present online environment to deliver a vocational education
- **Association for Co-operative Education and Work-Integrated Learning** — a virtual coffee session to discuss questions about supports for workplaces and students, how PSI are actively assisting students, and sharing current workplace challenges
- **The basics of synchronous online facilitation** — to help participants develop knowledge and skills in planning for, facilitating, and following up after facilitating synchronously online

Moving forward, we will include [videos and resources](#) to share as needed.



"What better way to learn about the barriers and needs of users is there than speaking with and observing how users interact with the system? The project team has been busy collecting data from users and will soon be testing initial ideas with them with the goal of reducing as many barriers as possible to using BCcampus OER."

Melanie Meyers

JUSTICE INSTITUTE OF BRITISH COLUMBIA,
SECONDED TO BCCAMPUS

Open Educational Resources

We have continued to thrive and grow in the realm of open education – developing our robust and effective team and acting as vocal and engaged advocates for informed and effective OER for B.C. and the rest of the world.

Open Textbooks

The BCcampus Open Textbooks program continues to be a huge success, leading the rest of the nation in student savings, adoptions, and adaptations. [Our approach to measurement](#) has been carefully considered, ensuring that the data supports our activities, and isn't merely vanity metrics to make us feel good about the program.

In September, we crossed a major milestone and now have [over 100 Accessible Open Educational Resources](#) available for learners throughout the province and around the world. Our [list of completed projects](#) continues to grow with new additions, editions, and ancillary resources added or updated regularly.

Open Textbooks — searchability

Melanie Meyers has been seconded from JIBC to [help improve the searchability of OER and ZTC for business and STEM](#), ensuring users have helpful and relevant information about using OER before and after they find a relevant textbook.



B.C. Open Textbook Adoptions Around the World. Click to view in Google Maps

Open Textbooks – by the numbers

- Student savings – \$18,269,693
- Number of B.C. students using open textbooks – 153,683
- Number of B.C. institutions currently adopting – 36
- Number of known B.C. faculty adopting – 520
- Number of known B.C. adoptions – 3,261

Top 5 adopting institutions (in order)

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

"With regard to tracking the use of open textbooks in B.C., we're very conservative with our numbers: we include open textbooks, but no other open educational resources (OER). We don't include materials, such as journals available via Free Library, as the library pays a licensing fee to gain access to the learning resources. We track open textbooks, and nothing else."

Lauri Aesoph

MANAGER, OPEN EDUCATION AT BCCAMPUS



Inclusion

Ensuring that event participants, hosts, attendees, and support teams are made to feel welcome at all BCCampus events, we have continued to deliver enhanced and often innovative features, such as:

- [Complimentary childcare](#)
- [Learning Access Program for Educators](#) (LAP-E)
- Live captioning of keynotes
- Pronouns integrated into name tags
- Accessible and universal washrooms
- Dedicated quiet room for all participants to take time out of the busy conference environment with sensory kits that include items like a weighted blanket, noise-cancelling headphones, fidget toys, and colouring books
- Presenter Ready Room for speakers to gather their thoughts and prepare for their sessions
- Free registration for students

12 Apps of Christmas

Working with [ETUG](#), we ran the first 12 Apps of Christmas program in December of 2016: a micro-learning opportunity to share useful apps and programs with the educational technology users of B.C. This has been a popular annual event, with much conversation and engagement.

For 2020, the focus was shifted slightly to bring a new app each month, transforming the program into the [12 Apps of 2020](#).



Liberating Structures

Our Liberating Structures workshops are designed to improve your facilitation practice through a collection of over 33 purpose-driven activities. We have hosted nine Liberating Structures workshops since 2018, including sessions at Symposium 2019 in Terrace and in downtown Vancouver in November.

To date, we have had hundreds of participants complete a Liberating Structures workshop.



Facilitating Learning Online

The [Facilitating Learning Online](#) family of workshops is designed to help professionals develop their presentation skills. Through five skills-based courses, participants can develop their ability to effectively facilitate learning online. To date, we have hosted 18 FLO courses, with 342 attendees since 2018.

We have a [great group of individuals](#) from institutions and organizations across the province who have levelled up and are participating in the Facilitator Development/Mentorship program and co-facilitating one or more of the FLO courses:

- [Asif Devji](#)
- [Leva Lee](#)
- [Colleen Grandy](#)
- [Sally Bourque](#)
- [Andy Sellwood](#)
- [Beth Cougler Blom](#)
- [Sylvia Riessner](#)
- [Donna DesBiens](#)
- [Jamie Billingham](#)



British Columbia Teaching & Learning Council

We are happy to continue building our relationship with learning groups throughout the province, such as the British Columbia Teaching & Learning Council (BCTLC). We are a voting member of the BCTLC, and work together to plan and deliver events, such as the Symposium for Scholarly Inquiry. We also provide support for BCTLC's operations through financial, logistical, technical, and planning contributions.

Festival of Learning 2020

Our team spent substantial time and energy to create a phenomenal learning experience for Festival of Learning 2020, but due to COVID-19, we had to cancel this and other face-to-face events until the pandemic is no longer relevant.

Our plans for FoL2020 included a [partnership with the Disability Resource Network of B.C.](#) to improve our ability to deliver an event that was accessible for all, with [presenter toolkits](#), free childcare, pronouns integrated into name tags, accessible and universal washrooms, a dedicated quiet room for presenters and attendees to pause, reflect, and collect as needed, and funding assistance to help participants from across the province enjoy the event, without financial stress, through our Learning Access Program for Educators (LAP-E). While this iteration of FoL will not happen, the learnings and partnerships created through the planning of this event will inform future events hosted by BCCampus.



"The BCTLC plays an important advisory and leadership role for the learning and teaching community of B.C. They're both leaders, and on the ground in every B.C. post-secondary institution, which means they have unique and essential perspective and insight. They see what's going on in the courses and classrooms, broadly share their knowledge, and create collaborative initiatives to overcome challenges and improve the learning space for everyone involved."

Tracy Roberts

DIRECTOR, LEARNING + TEACHING,
BCCAMPUS



Hold the Date

Many of the activities, learnings, and strategies we had planned for FoL2020 will be shared at the Cascadia Open Education Summit at the Pinnacle Hotel in downtown Vancouver B.C., April 8-9, 2021.

2019 Cascadia Open Education Summit

Co-hosted with our regional colleagues: Lumen Learning, Open Oregon Educational Resources, and the Washington State Board for Community and Technical Colleges, the [Cascadia Open Education Summit](#) created an opportunity for new and experienced OER advocates offering the opportunity to learn and share effective practices in awareness building, implementation, collaboration, strategy, and research.

Advisory Groups

Working with the people involved directly in the areas we want to improve is an important part of our current development and future success. We worked with the following advisory groups over the past 12 months:

- [BCcampus Advisory Group](#) – focused on teaching and learning, open practices, and collaborative activities
- [British Columbia Teaching and Learning Council](#) – leaders from all publicly-funded BC post-secondary institutions, focussing on collaboration and resource sharing on teaching and learning, educational technology, open education, leadership, and PSI policies and practices
- [Open Education Business Advisory Group](#) – a system-wide advisory group consisting of individuals familiar with business programs in B.C. and the Yukon
- [Open Education Trades Advisory Group](#) – bringing a balanced and informed approach to the development of freely available resources including textbooks, test banks, homework assignments, and other ancillary supports to replace costly commercial educational materials
- [Open Homework Systems Advisory Group](#) – consisting of faculty, students, technicians, developers, and others familiar with homework systems and their use
- [STEM Advisory Group](#) – working together to reduce costs, increase access, and incentivize students to pursue programs that meet the provincial labour market and human resource needs in STEM
- [Student Climate Survey Working Group](#) – completing a climate survey to gather student perceptions of sexualized violence and misconduct at British Columbia's public post-secondary institutions



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Milestones

Cascadia Open Education Summit

269 Registered participants
17 Institutions represented

Hosted at Simon Fraser University, Harbour Centre, Vancouver, B.C.

Open Education Grants

BCcampus invested \$303,600 through:

20 Open education grants
24 Recipients in post-secondary


\$7,500 x 10
Adult Basic Education Open Educational Resource grants

\$32,250 x 6
Open Education Sustainability Grants for Institutions

\$10,500 x 2, \$500, \$7000
OER Trades grants

B.C. institutions currently adopting Open Textbooks

36



Facilitating Learning Online (FLO)

796 FLO participants to date (2013-2020)

97.6%
Satisfaction

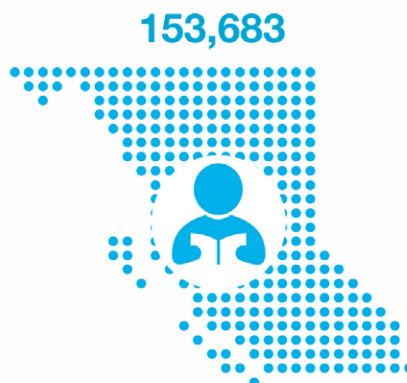
87%
Ranked this as high-quality professional development

Resources

We now have over **100** Accessible Open Educational Resources available for learners throughout the province and around the world.

Number of B.C. students using Open Textbooks

153,683



Symposium 2019

145 Registered participants
16 Institutions represented

Hosted at Coast Mountain College, Terrace, B.C.

ETUG 25th Anniversary Conference

123 Registered participants
22 Institutions represented

Hosted at Thompson Rivers University, Kamloops, B.C.

Student savings

\$18,269,693



Known B.C. faculty adopting Open Textbooks

520

Top 5 adopting institutions (in order)

1. Douglas College
2. Kwantlen Polytechnic University
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Pulling Together: A Guide for Indigenization of Post- Secondary Institutions; A Professional Learning Series

1728

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

4804

Average number of visits each
guide has had since publication

57,651

Combined visits

67%

Visits from
outside Canada

Known B.C. Open Textbook adoptions

3261

Open Textbook adoptions

The totals for May 1, 2019-April 30,
2020 are:

\$3.8mil

In student
savings

602

Open textbook
adoptions

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Next Steps

In 2020/2021, BCcampus will continue to be a service-oriented organization supporting and innovating collaboratively with our local, national, and global communities. We will also continue to evaluate our offerings to ensure alignment with the needs of the B.C. post-secondary system and the use of impactful, evidence based and effective practices. We will rely on our established advisory mechanisms through committees, communities, and events as we adhere to the values of openness, sharing, accountability, and respectfulness.

In the upcoming fiscal year, we are looking at opportunities to:

- Incorporate additional collaborative projects with a focus on social justice
- Explore opportunities to embody Universal Design for Learning (UDL), open pedagogy, and other innovative ideas to provide value to today's teaching faculty
- Expand our ability to connect with more educators throughout the province, such as regional BCcampus representatives and hosting events outside of the lower mainland
- Structure our understanding of Indigenization, with input from Indigenous leaders to ensure we are offering and suggesting appropriate and respectful communications
- Explore new and innovative ways to support learning and host events online, about online learning and teaching



Upcoming events

At the time of this report, our upcoming events are TBD. As the world recovers from the global pandemic of COVID-19, we will look at ways to safely connect with the teachers and learners throughout the province, through online channels and face-to-face interactions when it's been deemed safe to do so.

Upcoming events and activities, online and in the real world are shared via the [BCcampus events page](#).

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