

Open in the North

Showcasing Open Educational Practices in Northern BC

Hosted by

Carolee Clyne

BCcampus, Open Education Advisor,
Regional Representative for the North

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March 4, 2021

Grant Potter

University of Northern British Columbia,
Centre for Teaching, Learning and Technology

grant.potter@unbc.ca



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I wish to gratefully acknowledge the many indigenous nations whose lands we now live, work, and play upon throughout the northern region. I am hosting this event from the traditional territories of the Lheidli T'enneh in the community also known as Prince George



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Keynote

Amanda Coolidge

Director, Open Education, BCcampus

My background/ancestry

- England/Ireland
- Mi'kmaq, Nipmuck Nations, and the Wabanaki Confederacy

My (formal) learning

- Mi'kmaq, Blackfoot, Nakoda, Ts'sutina, and Metis Nations

My career

- Mikmaq, Blackfoot, Nakoda, Ts'sutina, Metis Nations, Kenya and the Musqueam, Squamish, and Tsleil-Waututh nations

Currently work

- *W̱SÁNEĆ, and the Songhees and Esquimalt Nations of the Lək̓ʷəŋən (Lekwungen) Peoples*

Collaboration, co-creation, and systemic change

[READ MORE](#)



Topics of Practice



News [view all news](#)



SEPTEMBER 25, 2019

Post-Secondary Directory

Our goal is to include all of



Definition of OER



Course Materials



Open Textbooks



Videos



Lesson Plans



Software



Games

OPEN PRACTICE



Open Educational Practices (OEP) is a broad descriptor that includes the creation, use and reuse of OER, open pedagogies, and open sharing of teaching practice.

- Catherine Cronin

“I always knew that involving the students in the creation of their own learning resources was beneficial. Finally having the research and data showed that this was a much more engaging and important process than I initially had thought.”

—Chad Finn, Dean, School of Trades and Technology, Medicine Hat College

OPEN



NOT CLOSING

OPEN

GPX 40" LED HDTV

GPX 32" LED
HDTV + DVD

SOUND
SALE

54% did not buy a textbook

27% took fewer courses

26% did not register

17% dropped or withdrew

Jhangiani, R.S., & Jhangiani, S. (2017). Investigating the perceptions, use and impact of open textbooks: A survey of post-secondary students in British Columbia. *The International Review of Research in Open and Distributed Learning*, 18(4). <https://doi.org/10.19173/irrodl.v18i4.3012>



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**\$92-\$100 per course
for an access code**

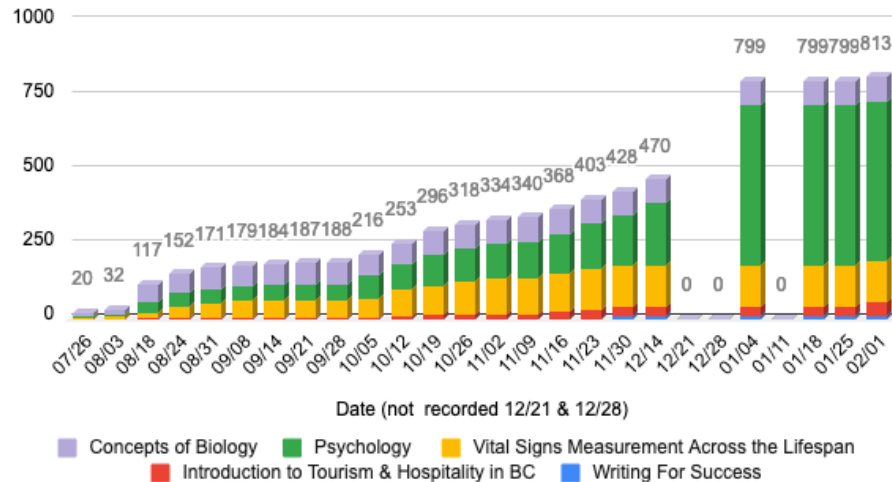


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\$140,000 in one single term

H5P Activities Created for BCcampus OER Projects



Welcome to Carnap.io

A formal logic framework for Haskell

Background

Carnap is a free and open software framework written in [Haskell](#) for teaching and studying formal logic.

Carnap powers logic courses at [dozens of colleges and universities](#) around the world.

If you're a student in a course that uses Carnap, please follow the links at the top of the page to log in and to access course materials.

If you're just curious about Carnap, you can find some general information on our [about](#) page. If you're interested in the project, and would like to use Carnap in a class you're teaching, or get involved in some other way, please feel free to [get in touch!](#)

1. Show: $\neg \exists x \forall y (\neg F(y, x) \rightarrow F(x, y))$ AS
2. $\exists x \forall y (\neg F(y, x) \rightarrow F(x, y))$ AS
3. Show: $\neg \exists x \forall y (\neg F(y, x) \rightarrow F(x, y))$ AS
4. $\forall y (\neg F(y, x) \rightarrow F(x, y))$ AS
5. $(\neg F(c, 1, c, 1) \rightarrow F(c, 1, c, 1))$ UI 4
6. Show: $\neg F(c, 1, c, 1)$
7. $F(c, 1, c, 1)$ AS
8. $(F(c, 1, c, 1) \rightarrow \neg F(c, 1, c, 1))$ BC 5
9. $\neg F(c, 1, c, 1)$ MP 8, 7
10. ID 7, 9
11. $(\neg F(c, 1, c, 1) \rightarrow F(c, 1, c, 1))$ BC 5
12. $F(c, 1, c, 1)$ MP 11, 6
13. Show: $\neg \exists x \forall y (\neg F(y, x) \rightarrow F(x, y))$



Open Education at BCcampus

At BCcampus, we're using open technologies to facilitate, evaluate, and create open educational resources to share across the province and around the world; saving millions of student-dollars through hundreds of open textbooks adopted in thousands of classrooms:



41

Institutions



677

Faculty



198,109

Students



\$23,879,378

Savings

Benefits for students

Physical Geology by Steven Earle. © CC BY.

Physical Geology

Steven Earle

Physical Geology is a comprehensive introductory text on the physical aspects of geology, including rocks and minerals, plate tectonics, earthquakes, volcanoes, glaciation, groundwater, streams, coasts, mass wasting, climate change, planetary geology and much more. It has a strong emphasis on examples from western Canada, especially British Columbia, and also includes a chapter devoted to the geological history of western Canada. The book is a collaboration of faculty from Earth Science departments at Universities and Colleges across British Columbia and elsewhere.



Creative Commons Attribution

READ BOOK



Physical Geology



BC Open Textbook Project
open.bccampus.ca

BCCampus OpenEd

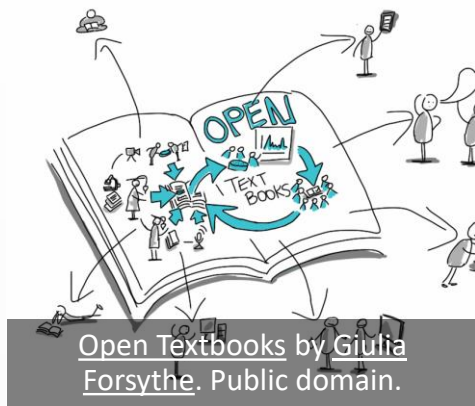
Download this book

EPUB

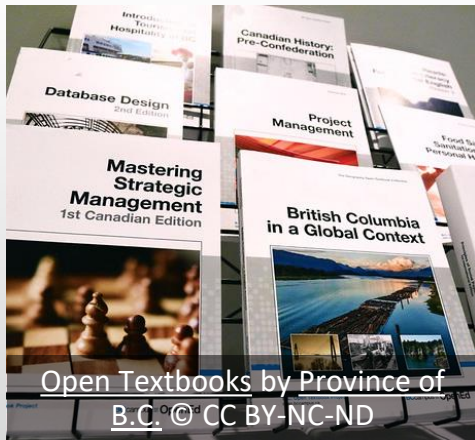
Digital PDF

Print PDF

MOBI



Open Textbooks by Giulia Forsythe. Public domain.



Open Textbooks by Province of B.C. © CC BY-NC-ND

Benefits for instructors



Photo by [Paul Hanaoka](#) on [Unsplash](#)

Print-on-Demand Guide

Posted: August 9, 2017 | **Updated:** June 29, 2020

Author: Lauri Aesoph, BCcampus

The updated and expanded Print-on-Demand Guide provides an overview for post-secondary institutions interested in offering on-demand and pre-order printing services for open textbooks and other OER. Discussions on why offering a print option enhances learning accessibility for some students are included, as well as, templates that can be used to take inventory of open educational activity and interest on campus.

Subject Areas

[Support Resources](#), [Use OER](#)

Adoptions:

[Tell us you are using this Open Textbook](#) 📖

Adaptations:

[Support for adapting an open textbook](#) 📖

Need help?

[Visit our help page](#)

Accessibility:



Photo credit

Get This Book

Select a file format

Readable **3**



Guidelines for an Open Education Resource (OER)

Reuse:

Content can be reused in its unaltered form

Retain:

Users have the right to make, archive, and "own" copies of the content

Revise:

Content can be adapted, adjusted, modified or altered

Remix:

The original or revised content can be combined with other content to create something new

Redistribute:

Copies of the content can be shared with others in its original, revised or remixed form

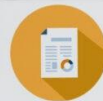
Check out the growing list of OERs at open.bccampus.ca

OERs can be full courses, learning objects, tests or any other tools, materials, or techniques that support access to knowledge.



Open Education Resources

Connect with BCcampus at open.bccampus.ca



Course Materials



Open Textbooks



Videos



Lesson Plans



Software

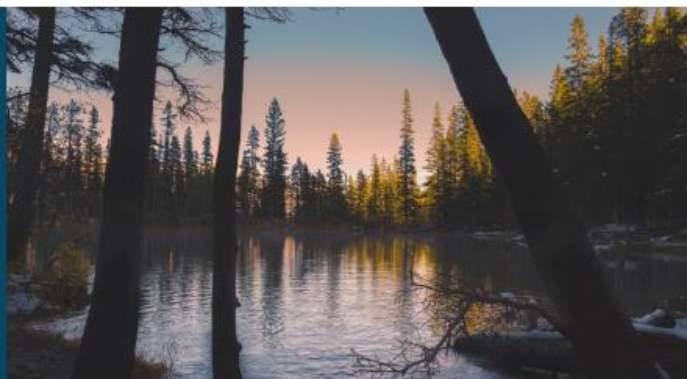


Games

Project: Regional Representatives

Objective: Create a collaborative relationship with smaller institutions in the Northern and Interior regions of B.C., establish an open education network/infrastructure for smaller institutions, and build up capacity for open education.

INVESTMENT: \$450,000



2

Hired two regional representatives to work with Northern and Interior institutions to improve adoption through activities specific to the institutional needs.

34

OER creations across Northern and Interior institutions.

58

USB drives distributed. Preloaded with offline OER.



Funded:

- 2 foundation grants
- 1 sustainability grant
- 3 research fellows
- 4 time-investment grants



\$300,000

Students savings in Northern institutions



\$450,000

Student savings in Interior institutions

Northern Institutions





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Institutional Sustainability Grant 2020

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college





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Tracey Woodburn Coast Mountain College

Coast Mountain College is developing a cohort of trades faculty to learn about and explore open educational resources (OER) and how they can adopt and adapt resources to meet their students' needs. The idea was kicked off with a successful trades OER day. Coast Mountain College has also introduced an incentive program through its library. The college's energy is focused on enabling a strong uptake in OER. Tracey Woodburn is the lead on this project.



Open Pedagogy at CMTN

BCcampus Institutional Sustainability Grant 2020

Tracey Woodburn



2020 wasn't all bad...

January 2020

OER for Trades Day

November-December 2020

Open Educational Resources for Instructors Course

September 2020 (+ January 2021)

Open Textbook Adoption Incentives

Second year gallery



Raven Steals the Moon

Artist: Kiri Geen

Dimensions: 16" round

First year gallery



Wolf As Guardian

Artist: Toby Cote



Smiik'ask

Artist: Lucy Trimble

OER for Trades Day

8:20-8:30 Welcome

8:30-9:30 **Chad Flinn** *"The use of OER and OEP in vocational education"*

9:30-9:45 coffee

9:45-10:45 **Sally Vinden** *"Open Education and Trades"*

10:50-12:00 **Colin Elliott, Michele Cook, Karen McMurray** *"Open textbook initiative and adoption incentives; OER fellowship introduction, Trades resources in the CMTN library"*

12:00-12:30 lunch

12:30-1:00 **Carolee Clyne** *"BCcampus Open Textbooks for Trades collection"*

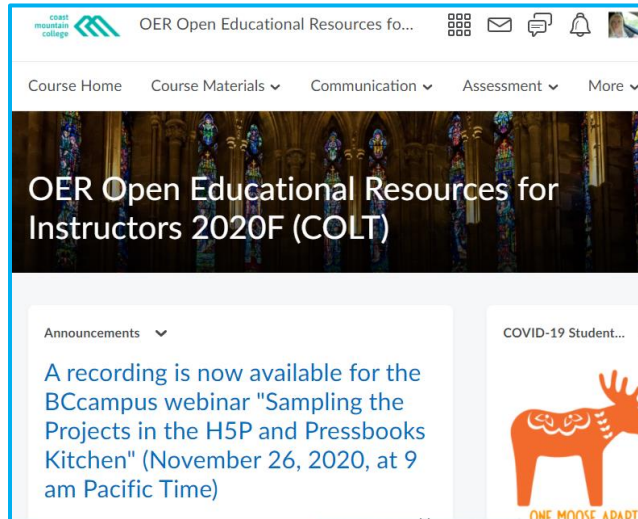
1:00-2:00 **Nicki Rehn** *"Assessment ideas for Trades, classroom and practical"*

2:00-2:45 **Chad Flinn, Sally Vinden** Focus discussion groups, *"OER research in Trades"*



Open Educational Resources for Instructors

- Week 1 OER Ecosystem
- Week 2 Why OER?
- Week 3 Working with H5P and Hypothes.is
- Week 4 Creating an Open Course



Textbook Adoption Incentive

Results

The first call for Fall 2020 has resulted in 13 successful applications from 12 different faculty and covering 15 different courses: ANTH102, BENG150, BIOL211, SOCI101, SOCI102, SOCI101 (different instructor), WMST102, ECON150, ECON151, MGMT150, GEOG160, BIOL101, GEOG110, MATH251, and PSYC208.

Student savings

There are two ways to calculate the student savings. Potential savings are the savings the students would realize if all of them were purchasing textbooks. In this case, the potential savings are \$93,584.

Another way to calculate the savings is Real savings. These are the savings that students would realize if the calculation is based on those that do buy the textbook. This is typically 50-60% of students. The estimated Real savings to students is \$51,471.

January 2021 update

MATH235, BIOL211, OCGY209, MATH115

Brings potential savings to over \$100,000 and real to over \$60,000

Contact Information/Questions

- Tracey Woodburn
- twoodburn@coastmountaincollege.ca





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Research Fellows 2020-2021



Northern Lights
College



UNIVERSITY OF
NORTHERN BRITISH COLUMBIA



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Rob-Roy Douglas Northern Lights College

Gripping the Paddle with Both Hands: Embedding Indigenous Learning Approaches into Online Education

Rob-Roy Douglas from Northern Lights College is looking at how Indigenous experiential and narrative learning can be integrated into the online education environment to improve student engagement and outcomes.



The Power of Narrative

Integrating Indigenous Approaches to Learning into a Statistics course

Rob-Roy Douglas, Instructor Northern Lights College

For BCcampus





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Meghan Costello

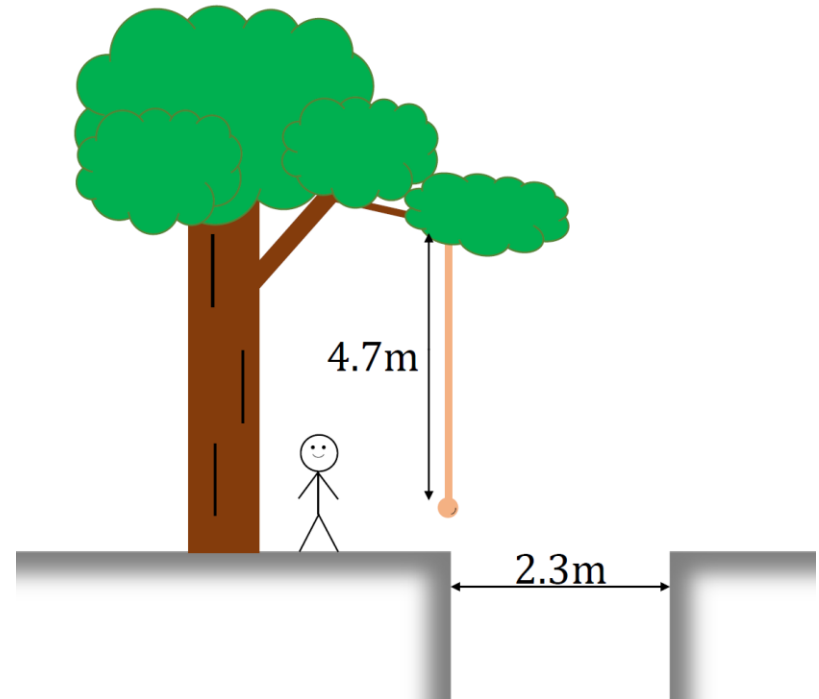
University of Northern British Columbia

Effectively Moving Away from Traditional Proctored Exams in First-Year Physics Courses

At the University of Northern British Columbia, Meghan Costello is researching how we can effectively move away from traditional proctored midterm and final exams in first-year physics courses to improve student motivation and understanding of the course material.

Effectively Moving Away from Traditional Proctored Exams in First-Year Physics Courses

- Students answer some assignment questions, as well as one question on each midterm and final exam via recorded video

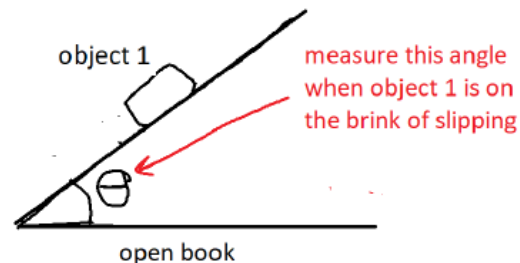


Part 2: Coefficient of Static Friction Project (6 marks)

Your task is to determine the coefficient of static friction between a hardcover book and either a calculator OR a dry bar of soap. The instructions below refer to the calculator or bar of soap as “object 1”. You will also need either a protractor or ruler to complete the project.

Procedure:

Lay the hardcover book on a table and place object 1 on top of the book. Slowly open the book cover so that it forms an inclined plane down which object 1 could slide. Watch carefully and stop opening the cover at the instant object 1 begins to slide. Measure the angle that the book cover makes with the horizontal when object 1 is just on the brink of slipping. This angle is the only measurement you will need in order to complete the project. (You may think that you need the mass of object 1, but you do not.)



Calculations:

1. Draw a free body diagram showing the forces acting on object 1 at the instant just *before* it begins to slide.
2. Choose an appropriate set of x and y axes and label them on your diagram.
3. Apply $\sum F_x = ma_x$ and $\sum F_y = ma_y$ to object 1 at the instant just before it begins to slide.
4. Explain why the force of static friction is at its maximum possible value at this point.
5. Now use your equations to find a value for the coefficient of static friction between object 1 and the hardcover book.



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Time Investment Grants 2021

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Scott van Dyk & Annette Sorensen Coast Mountain College

Scott van Dyk and Annette Sorensen, both Business instructors at Coast Mountain College, were awarded the BCcampus Time Investment Grant to co-develop open materials that provide Indigenous content relevant to Business Law and Ethics courses. These materials will enable instructors to have the resources to incorporate appropriate Indigenous content and develop new resources as needed.



Canadian Business Law and Ethics Open Education Resource

Annette Sorensen, MBA

Scott van Dyk, JD

Coast Mountain College respectfully acknowledges the traditional Indigenous territories in which we serve, live and work:
Haida, Tsimshian, Haisla, Nisga'a, Gitxsan, Tahltan and Wet'suwet'en.

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college



Who we are

coast
mountain
college

Annette Sorensen
Instructor



Scott Van Dyk
Instructor



Our Project

- We are creating an Open Education Resource to introduce relevant Indigenous content in introductory Business Ethics and Business Law courses.

Our content includes:

- A chapter for use in both courses
- Sample assignments
- PowerPoints



The Need

Business Law textbooks used in British Columbia mostly ignore Indigenous content, especially how they relate to Indigenous rights and title and their interaction with businesses.

Instructors must already be subject matter experts to teach this content - and then they have to create their own content...



The Need (part 2)

Business Ethics books have a similar dearth of information about Indigenous content, and especially about the *United Nations Declaration on the Rights of Indigenous Peoples*.

Further, works discuss Indigenous peoples as one cohesive group rather than a collection of peoples with unique cultural practices and decision-making norms.



The Need (part 3)

We hope to create a resource that will help instructors and students alike and provide nuance to discussion of the topic.



Why This Project?

- We have a responsibility to ensure that students have the correct information and the knowledge and skills needed to build relationships with Indigenous communities.
- We are including the information regarding Rights and Title and the principles of United Nations of Declaration on the Rights of Indigenous Peoples (UNDRIP).



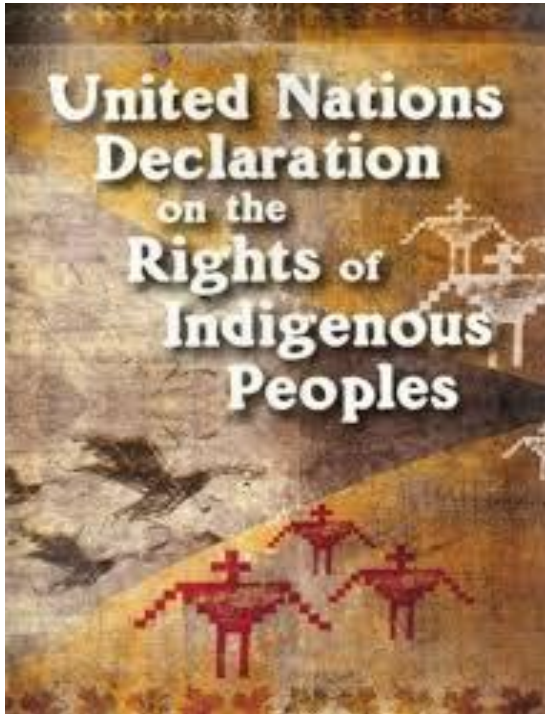
Colonized Curriculum

“Another important obstacle has arisen in recent times that often causes delays and, in some cases, prevents projects from moving forward all together.”

Chapter 14 of Yates, Richard A., et al., “Business Law in Canada”, 11th Canadian Edition, Pearson Education Canada Inc., Toronto, Ontario, 2017.



UNDRIP and the 94 Calls to Action



Truth and Reconciliation
Commission of Canada:
Calls to Action





Canadian Business Law and Ethics Open Education Resource

Annette Sorensen, MBA

Scott van Dyk, JD



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Melissa Fournier & Paula Hayden College of New Caledonia

Melissa Fournier, Work Integrated Learning Coordinator at College of New Caledonia, will oversee the development of student work-readiness OER and look at how this material can be integrated to enable broad use. This work will support students in preparing for experiential learning opportunities through innovative approaches.

A photograph of the College of New Caledonia building. The building is a modern, multi-story structure with a prominent concrete entrance wall. The entrance wall has a large archway and is flanked by four tall, orange flagpoles. The flagpoles hold the following flags from left to right: a red flag with a black emblem, a blue flag with a yellow sun and rays, a yellow and black striped flag, and a red and white Canadian flag. The entrance wall is made of concrete and has the words "COLLEGE OF NEW CALEDONIA" in large, orange, sans-serif capital letters. Below the entrance wall, there are several concrete pillars and a set of stairs leading up to the entrance. A person is walking up the stairs. The building has a mix of concrete, orange, and light blue colors. The sky is overcast.

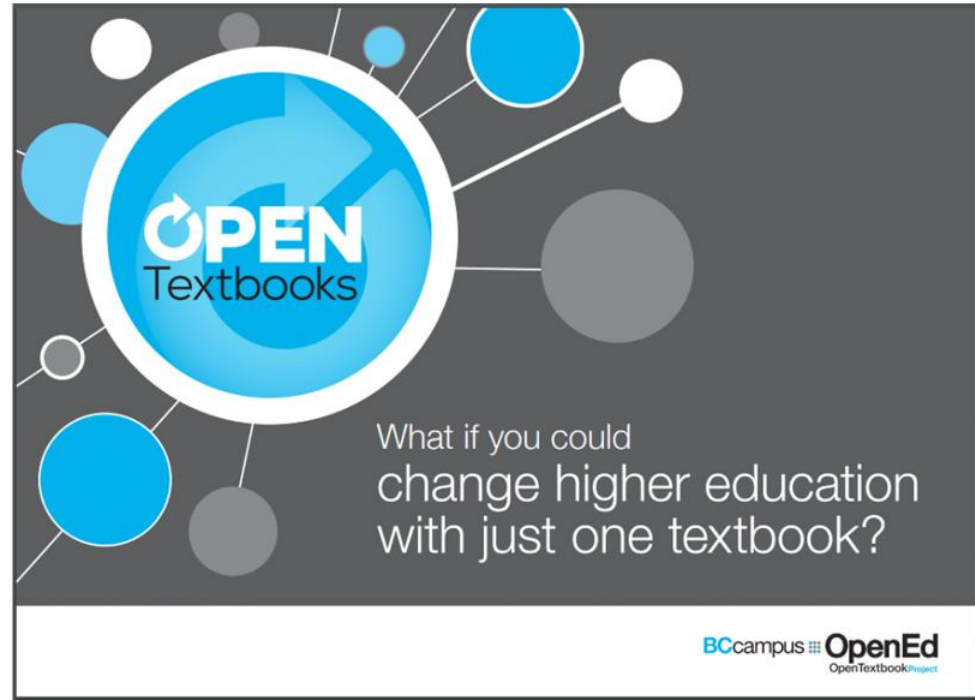
COLLEGE OF NEW CALEDONIA

College
of New
Caledonia
CNC

Our Goal

Everything begins with
an idea.

Earl Nightingale



The Purpose

Education

Vision

Skills

Interest



“**Work-integrated learning** is a model and process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. ”

CEWIL

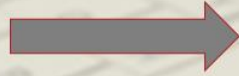
- Meet needs for work-readiness
- Multiple WIL projects
- Student resource needed



It only takes a
seed to plant a
difference.



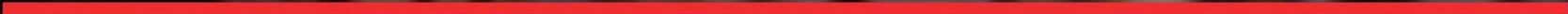
OER



Student Resource
Reflective Practice
Cultural Safety
Workplace Safety
Career Goals
Time Management
Interpersonal Skills
Effective Communication
Workplace Essential Skills
Giving/Receiving Feedback
Information Management
Problem-Solving
Resume Writing
Interview Skills

Why this Matters?

- Rising cost of textbooks
- Open resource accessibility and flexibility
- Increasing open resource awareness institutionally
- Participating in community of knowledge and sharing





Thank You





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Questions?



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