



# Learning. Doing. Leading.

The first thing I'd like to share is how proud I am of the team we've assembled here at BCcampus. We have a truly spectacular group of professionals who helped our organization shine throughout this pandemic, providing immeasurable value to the institutions, faculty, staff, and students across the province. It was a pure thrill to watch our entire team, without exception, rise to the challenge and deliver far beyond expectations. While we hope to never again have to worry about a pandemic, it's good to know we have the people, processes, and practice to overcome what life throws at us.

## Looking Back

Last spring began with discussions about our options around the upcoming Festival of Learning, addressing the rumours about an outbreak of a novel coronavirus threatening to come to North America. Festival of Learning was an event we'd spent months planning for, and we were looking forward to connecting with friends and colleagues across the sector. Things changed quickly, and soon we were shifting our focus to support the people involved in post-secondary education in B.C. and beyond. We had no idea how much the work we've been doing over the past eight years would come into play in the months to come.

The progress we've made in mental health was a tremendous factor. People were stressed emotionally, spiritually, intellectually, and financially, so we ran our plans through a lens of caring and empathy to support the system. We looked at the [human side of BCcampus](#), co-hosted a [well-being summit](#), shared our thoughts on [working-from-home scenarios](#) and how beneficial they are, and looked at the [need for a culture of care and compassion](#). The biggest thing we did was come together as a system to support one another through this overwhelming experience.



*"We have an amazing team of professionals at BCcampus — our employees and secondees. We could not have done this, with this level of success, without their expertise, vision, energy, and passion."*

**Mary Burgess**  
EXECUTIVE DIRECTOR

## Recognizing Excellence

On top of the learnings and changes we managed throughout the pandemic, we were also able to find progress on the projects we've been working on over the years. We found new ways to [improve access to open resources](#), made time to [appreciate each other](#) (superheroes, unite!), and worked with our system partners to [improve collaboration](#) and promote open education. And we made time to look at access and inclusion to ensure we weren't [leaving anyone out](#).

This past year has been a challenge in many ways, but it's also been an opportunity for our people to shine, and each and every member of our team has been truly brilliant. While the pandemic caused grievous harm to many aspects of our lives, the support, camaraderie, care, and compassion, as well as the focus on inclusion, shows that we have a truly remarkable group of professionals here at BCcampus, and I'm looking forward to many more years with them.



# 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 and Skills 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.

BCcampus has two physical office locations, one in downtown Victoria and one in downtown Vancouver. At this time, both are closed due to the pandemic.

## System Partners



Ministry of  
Advanced Education  
and Skills Training



Ministry of  
Children and Family  
Development



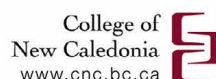
Ministry of  
Health



Ministry of  
Jobs, Economic Development  
and Competitiveness



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## Supporting the Pivot to Online Learning



*"This pandemic has been a learning experience for many educators, introducing them to the world of open as they shift from traditional to online learning."*

**Dr. Derek Turner**

INSTRUCTOR AT DOUGLAS COLLEGE AND  
BCCAMPUS EDTECH FELLOW

As we wrapped up the 2019–2020 annual review, we were in the early days of the COVID-19 pandemic. It was a challenging time for educators, learners, institutions, support staff, and everyone else around the world. Despite months of preparation, many educational events were cancelled. Provinces were beginning to [ban international students](#) from schools for two weeks, exams were postponed, social distancing measures were enacted, non-essential businesses were shut down, and borders were closed. While the provincial and federal governments prepared for the immediate needs of their citizens, at BCcampus we recognized the impact this would have on educators and students, so we took steps to facilitate the imminent transition to online learning to minimize stress and strain on everyone involved.

To develop strategies to best help our stakeholders, we [reached out to experts and learning leaders in the world of online education](#) to discuss the new normal for online learning and to inform our strategy to help the local sector.

With a nudge from Mary, the BCcampus team implemented the [BCcampus Online Office Hours](#) series, a safe space for educators to chat about what they needed for an effective pivot to online learning.

Self-care was an important concern for staff and students, and the fifth virtual ACE-WIL town hall session, hosted by BCcampus, explored the [benefits of and necessity for self-care](#), with helpful tips for attendees to feel good about making themselves a priority.

## Mental Health and Wellness

Over the past fiscal year, the global pandemic severely affected mental health negatively. Internally, we used multiple tools and techniques to minimize the mental stress. First and foremost, we acknowledged that this was a massively stressful experience and that it was perfectly normal to feel overwhelmed. Work, school, and home life were all impacted in various ways and to different degrees, but we were all in this together, working and learning with one another. At BCcampus we held meditation sessions and invited anyone to join in. We [focused on self-care](#) and [made time for each other](#). And most importantly, we made sure to do our best while following the guidelines to minimize risk of exposure to the coronavirus. In order to support the post-secondary community of B.C., we had to ensure we were taking care of ourselves first.

*"True self-care is not salt baths and chocolate cake: it is making the choice to build a life you don't need to regularly escape from."*

**Brianna Wiest**

VIA [THOUGHTCATALOG](#)



## Adapting to COVID-19

One major undertaking we completed this year was the creation and launch of an online resource for students, administrators, and faculty to help them navigate the pandemic financially, emotionally, and academically. The project was funded by the Ministry of Advanced Education and Skills Training and complements the [Here2Talk Service](#), a program that connects students with mental health support where and when they need it.

[The COVID-19 website](#) features information, webinars, and support resources as well as mental health supports, financial relief, ways to control the spread, and how to stay safe. Equity, diversity, and inclusion were prominent factors in the creation of the content, ensuring that the resource provided value to everyone in B.C. We have decided to maintain the website due to substantial usage, with plans to archive the resources on BCcampus.ca when the COVID-19 site is sunsetted.



Another fun activity we hosted was the [Open Education Challenge series](#), created for B.C. post-secondary faculty and staff to generate awareness about open education and provide opportunities to apply some of the concepts. Through ten 10-minute challenges released twice per day over five days, we gave local educators a taste of open education practices that they could implement in their own classroom or program.

The open education challenge was available through multiple channels, including email delivery via Mailchimp and posted on the [Open Education Challenge Series website](#), with linkable or downloadable video walkthroughs hosted on the [BCcampus Kaltura site](#).



## Promoting Mental Health and Wellness

We developed a pair of [mental health and wellness projects](#) to support the Ministry's work with post-secondary institutions on several mental health and wellness initiatives, part of a government-wide approach to improve mental health and substance use services for British Columbians.

*Capacity to Connect: Supporting Students' Mental Health and Wellness* includes a facilitator's guide with handouts and a PowerPoint presentation. This adaptable training resource covers foundational mental health and wellness knowledge for post-secondary faculty and staff and ways to support students in distress. It can be used for two-hour online or in-person training or for self-study. This resource incorporates a decolonized perspective and was guided by the [following principles](#):

- Accessible
- Adaptable
- Culturally located
- Evidence-informed
- Inclusive
- Trauma-informed

We are also developing a synchronous-training resource for student leaders.



*"COVID-19 is a stress test for OER, and OER has risen to the challenge. We were ready, it has functioned well during the transition, and it will endure. OER is sustainable, operational, and educational, and we're looking forward to introducing it to educators and students throughout the province."*

**Lauri Aesoph**  
MANAGER OF OPEN EDUCATION, BCCAMPUS

## The Importance of Open

Open education and open educational resources (OER) were prominent topics during the pivot to online learning, with many instructors scrambling to assemble accessible resources and appropriate materials to include in their curricula.

The value of OER wasn't the only stock that saw a substantial increase due to the pandemic: teaching and learning centres across the province were relied on heavily to assist with the pivot to online learning. An [Open First!](#) approach at Selkirk College was led by their Teaching & Learning Institute to prioritize OER over commercial educational products, despite steep introductory discounts. "The Teaching & Learning Institute team is working closely with our instructional staff to support the adoption of more open educational resources as they design their programs," said Rhys Andrews, vice president of education at Selkirk College. "Open offers considerable financial savings for students with substantial flexibility for instructors and is well suited for the online learning environment. While we do anticipate change in the coming months, our focus remains on excellence in education and learner success, two components of Selkirk's strategic direction. Choosing open will help us achieve our goals."

[Privacy vs.](#) convenience was recognized as a concern during the transition to online learning. "OER, such as open homework systems and open textbooks, don't collect student data, and privacy is baked in," explained Clint Lalonde, project manager, open source homework systems at BCcampus. "Commercial resources often include an analytics platform that captures who, how, and what is being used, so the data can be applied to improve the for-profit model. As educators, we cannot waver when it comes to student privacy, even during the current crisis. Hasty decisions today could lead to privacy breaches for students tomorrow, and with the current selection of OER, there's no need to risk it."

Responding to the tremendous demand for faculty development in online course design and [facilitation](#), BCcampus offered [Facilitating Learning Online](#) (FLO) courses for free, which resulted in over 80 registrations for a course that normally accommodates only 24 people at a time.

While we recognize that some educators, courses, and programs may revert to in-person learning when available, we are confident that much of the wins earned through the pivot will continue to provide value for the foreseeable future.



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# Equity, Diversity, and Inclusion



## Equity, Diversity, and Inclusion at BCcampus

During this year of high-velocity change, we made sure to stop and look at our people and practices to [examine our ability to actively employ equity, diversity, and inclusion](#) (EDI) in our workspace. We can't help others improve EDI in their institutions until we've learned how to do it for ourselves. We're still in the early stages of our development, but we're moving forward and documenting what we're doing to help others as they start their journey into EDI.

*"There is no endpoint for equity, diversity, and inclusion work, nor for other avenues of inclusion, such as decolonization or universal design for learning. They're all aspects and perspectives that must become part of the fabric of the post-secondary system."*

**Mary Burgess**

EXECUTIVE DIRECTOR, BCCAMPUS

## Embracing Diversity

In mid-2020 we engaged [Cicely Blain Consulting](#) to complete an EDI audit. The report they delivered shows that while BCcampus is EDI-aware in some areas, there is still much room for improvement. Unconscious biases, such as heteronormativity and cisnormativity, manifested in the report as they did in other areas. The report revealed that we are routinely, in our words and actions, creating an environment that is not as inclusive as it could be.



*"Our mandate at BCcampus is to ensure students throughout the province are successful in their learnings. We know that the majority of leadership positions across the post-secondary institutions of B.C. are held by cisgender people, primarily of white, European, colonial descent. Some much-needed diversity in leadership would bring more representation across faculty, staff, and students, enabling us to meet the needs of people across the province."*

**Amanda Coolidge**

DIRECTOR OF OPEN EDUCATION,  
BCCAMPUS

## Inviting Change

Drawing from learnings revealed through our EDI audit, we examined ourselves and our processes to create opportunities to welcome diversity into our team. One approach we've already adopted was to update our hiring practices by using language that is more inclusive. We cannot fix the way things were, but we can make changes today to lead us to a more inclusive tomorrow.

Specific changes you will see in future job postings:

- Land acknowledgment
- Removal of credentials and more focus on shared knowledge and experience
- Inclusion of the EDI definitions as defined by BCcampus
- Inclusion of a paragraph on what it's like to work at BCcampus
- Inclusion of salary range

## BCcampus' Commitment to Inclusion

From the workplace to our learning spaces, we value diversity and are actively working to decolonize our organization and the ways we collaborate with others. We believe that a more diverse team will help us better support the individuals and communities we work with. Our definitions for this work are as follows:

**Equity** is the absence of barriers that exclude people with non-dominant or marginalized lived experiences, perspectives, and identities. We recognize that everyone is not starting from the same place and that there is a need for intentional interventions to allow people who experience exclusion to be present and contribute.

**Diversity** is the presence of people in a group with a variety of lived experiences, perspectives, and identities that may include (but are not limited to) race, ethnicity, colour, ancestry, place of origin, political beliefs, religion, marital status, family status, ability, sex, gender identity and expression, sexual orientation, age, and class and/or socioeconomic status. We recognize that these categories are not fixed or independent of each other. They are fluid and can intersect in all sorts of ways. We respect an individual's right to self-identification and affirm that no one way of being is intrinsically superior to another.

**Inclusion** is the practice of creating and sustaining environments and communities in which everyone feels welcomed, valued, respected, and empowered to participate fully and authentically in ways that work for them.



## Process Changes to Support EDI

Recognizing that [inclusivity can be demonstrated through diverse imagery](#), we're striving to use photos and graphics that represent all people, so everyone can feel that they belong at BCcampus and throughout the province.



## Celebrating Culture

Another way we are building EDI into our daily operations is by creating a [multicultural calendar](#) to mark the significant events that are important to the people we work with. The project isn't about celebrating new holidays; it's about recognizing that the people we work with have different beliefs, and we should help them feel comfortable with what they choose to celebrate.

We will also be improving our About Us page to include name pronunciations, similar to what [LinkedIn announced](#) last summer. And the Fall BCcampus Book Club will have a focus on anti-racism.







## Choosing to Be Inclusive

The *Pulling Together: Foundations Guide* has been an inspiration for educators across the province, leading to well-attended webinars hosted by BCcampus about the guide, as well as its [inclusion in the Law Society of British Columbia's Bar admission course](#). For instructors seeking opportunities to improve EDI in their classrooms, as well as in their world, the guides are an excellent place to start.

## Continuous Improvement

We will continue to review our processes, language, positioning, and approaches to incorporate opportunities to improve, recognizing that EDI is not a process to follow: it's a way of life that brings value to everyone.

## Fall Indigenous Series — Pulling Together

To advance reconciliation and to create space for Indigenous peoples in our institutions as learners, colleagues, and community members, we [explored our respective roles and how we gather our knowledge and bring that wealth home to our community](#) through a six-part series in October and November. The series helped participants improve their understanding from a traditional Indigenous perspective, that every season has work to be done, with encouragement to consider how we fit our post-secondary education, policies, and protocols into the seasons to best reflect Indigenous ways of knowing and doing.

The series invited participants to discover actions we can take in our work in post-secondary institutions, starting with self-learning. Read a [recap of the Pulling Together series](#), with graphic recordings from Michelle Buchholz.

*"Marlene and Jewell [the facilitators of the Pulling Together series] emphasized that the journey toward equity requires collaboration. It involves Indigenous and non-Indigenous peoples coming together with reciprocal respect and humility, picking up the paddle and embarking as a collective on a journey of learning together. It involves recognizing the truth of our histories and recognizing the responsibility each of us have to make things right."*

**Jaime Caldwell**  
COORDINATOR, BCCAMPUS



*"It's serious business, educating the next generation of people who are going to shape and mould the society we live in. The elders have a saying: 'You have two ears and one mouth,' so listen twice as much as you speak. Look for the truth. Do the hard work. Do the self-reflection. A lot of this work about academics and the academy is in your head, but if we're really going to make a more inclusive academy, you have to close the gap between your head and your heart, because those lead to your hands."*

**Kory Wilson**

EXECUTIVE DIRECTOR OF INDIGENOUS INITIATIVES AND PARTNERSHIPS AT THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

## Truth, Reconciliation, and Decolonization Framework for BCcampus

BCcampus is committed to learning the truth, taking actions leading to reconciliation and decolonization. We are actively recruiting Indigenous colleagues and collaborators in all areas of our organization, and we are working with an Indigenization Framework to guide us. Where possible, we will also create invitations for our post-secondary partners to advance their journey with Indigenization and decolonization. For BCcampus to be successful in this commitment, we need to be strategic in where we put our efforts and resources. To this end, we encourage BCcampus folks to continue to look for opportunities to learn and take action.

# Learning



## Focused on Research

This past fiscal year was a learning experience for everyone at BCcampus. While helping institutions, educators, and students effectively switch to an online learning environment was a substantial part of our focus, we were also able to find opportunities to learn about learning.

We made time to learn about allyship and the critical need for self-learning and self-examination required to become anti-racist; examine the faculty experience during the pandemic; and explore opportunities to dive deep into the scholarship of teaching and learning in the open space.

## Learning How to Be an Ally

At BCcampus we are not experts in matters of racism. We do not know how to solve this locally visible and globally impacting issue, but we are willing to learn. We're passionate about making the teaching and learning space in B.C. one that is welcoming and accessible to every individual in the province.

[We hosted a powerful webinar](#), featuring anti-racism activists and educators, to get a better understanding of what we can do to actively support allyship and anti-racism in the education system of B.C.



## The Faculty Experience During a Pandemic

Through a series of surveys, we developed a stronger understanding of how faculty across the province were managing, personally and professionally, the stresses of shifting to an online-only teaching system. The data collected from the 209 respondents was compiled to an article that shares [what faculty would like to see in future courses](#).

## Incorporating Open

Open education remained a top priority for BCcampus this fiscal. We removed some of the requirements for our open education research grant programs to make it easier for educators, faculty, and students to explore open education concepts through two types of grants that bookend the open education spectrum: from foundational, when institutions examine how open education may be incorporated into their teaching systems, to sustainable, for institutions looking to improve and maintain open education practices already in place.

[We awarded](#) open education foundation grants to College of the Rockies and Selkirk College, University of British Columbia Okanagan, and the University of the Fraser Valley, and we awarded a sustainability grant to the University of Victoria.





*"It was important to include a student research session in the series, so we were thrilled to have Lorri Weaver, a master of education student at Thompson Rivers University, be our third presenter. Lorri's session on discovering openness in your research challenged those working in adjacent research areas to think about how openness can be or is part of their work."*

**Dr. Tannis Morgan**  
RESEARCHER, OPEN  
EDUCATION, BCCAMPUS

## Sharing Success

Through a four-part [showcase of research on](#) open education, we hosted 344 registrants from all 25 public post-secondary institutions in B.C., as well as from over 60 institutions across Canada and 37 internationally. Additionally, there were a range of participants from the private sector.

**Lorri Weaver**, a master of education student at Thompson Rivers University, led a session about [Discovering Openness in Your Research](#)

**Erin Fields**, UBC liaison and flexible learning librarian, provided her findings about [Authentic Student Participation — Information Literacies in Open Pedagogy](#).

In a segment about instructional designers and open education practices, **Michelle Harrison and Irwin DeVries** of Thompson Rivers University presented their published paper titled [Open Educational Practices Advocacy: The Instructional Designer Experience](#).

**Dr. George Veletsianos**, professor in the School of Education and Technology at Royal Roads University, Canada Research Chair in Innovative Learning and Technology, and Commonwealth of Learning Chair in Open and Distance Learning, delivered a session about [What Makes for "Good" Open and Digital Education?](#)

## Updating and Re-Releasing Out-of-Print Textbooks as Open Works

During the past few years, several academic presses and collections have [pulled out-of-print books from storage and reposted them with a Creative Commons or other open-copyright licence](#). For some authors and publishers, it's not enough to pry open copyright and share existing content: it's crucial that the commercial textbook in question be revised before releasing it with an open licence. They consider these improvements as giving both students and instructors the best version possible of a once valuable — but now outdated — book.



## Bringing Open Education to the Trades

We invested a substantial amount of time and energy this year to increase and improve the application, awareness, and sustainability of open education in trades training. We awarded grants to local institutions to fund the development of open textbooks, instructor resources, media, open test banks, or ancillary resources.

Fueled by an open education grant, Chad Flinn at the British Columbia Institute of Technology shared two articles about his experience: [Co-creating OER with Students in the Trades](#) and [Open Pedagogy and the Trades](#).

We opened up the [conversation with trades faculty](#) in the northern parts of the province to learn about some of the unique challenges they've been facing across different industries. These discussions revealed a substantial difference in perspective between the southern and northern regions, which we are incorporating into our next steps to better serve the individual communities.

In November we looked for what was missing in the traditional trades training, revealing a lack of effective real-life training for the skills today's technical industries are asking for. Neil Martin, education developer in the Teaching & Learning Institute at Selkirk College, shared this article about the [soft skills gap in the trades](#), and Tim Carson, open education advisor and trades representative at BCCampus, continued the discussion by looking into the [apathy gap in the skilled trades](#).

## Additional Research Activities

Despite a global lockdown and a hasty conversion to online learning, we were still able to provide, facilitate, or fund multiple opportunities for educators to pursue relevant research topics to improve their ability to employ open education in the classroom.

### Discovering OER in the North

The need [for multiple delivery models for](#) open educational resources was highlighted through discussions between Carolee Clyne, open education advisor and regional representative at BCcampus, and some of the institutions in the northern part of B.C. As online access is often impaired, multiple formats of open textbooks help to provide solutions that fit everyone. Carolee also championed the use and [benefits of USB flash drives](#) to help improve access to OER.

### Faculty Fellows

Karen McMurray, instructor in the business administration program at Coast Mountain College and BCcampus open education advocacy and research faculty fellow, asked vital questions in her action research project with first-year economics students [assessing the economic impact of increased adoption of OER](#) at Coast Mountain College.

### Learners Navigating Open Spaces

Michelle Harrison, senior instructional designer at Thompson Rivers University, [shared an update on the research she conducted](#) as a 2019–2020 BCcampus open education advocacy and research fellow. Her research focuses on students' perceptions of openness in education, exploring their identities as open educational practitioners and how they negotiate their open educational spaces.



## Helping CapU Dive Deep into Open Education

Powered by an open education grant from BCcampus, the team at Capilano University relaunched their open education program, using the funds to:

- Develop a faculty and student open pedagogy sprint to create a bank of material focused on experiential education.
- Create an Open Education Showcase to raise awareness and interest in open education work.
- Provide ongoing support for open textbooks through a series of workshops on Pressbooks and Creative Commons licensing.
- Archive open textbooks in their own repository of educational materials.

*"Ten years ago, the argument that open textbooks didn't have the same level of quality as the commercial textbooks might have made sense, but it doesn't today. With the inclusion of Pressbooks and the collaborative efforts of multiple educators, you can mix and match the materials to deliver exactly what you want in your classroom."*

**Laura MacKay**

DIRECTOR, CENTRE FOR TEACHING EXCELLENCE, CAPILANO UNIVERSITY

## Developing Sustainable OER at JIBC

The [Justice Institute of British Columbia](#) is leveraging a BCcampus open education sustainability grant to develop viable and supportable solutions that increase the use of OER in their programs, despite a global pandemic.

*"Open education affects and requires stakeholders from all areas of the institution, as each person will have a different lens on how to move open education forward based on their perspective and lived experience with the institutional culture. The approach the JIBC team is using to create sustainability in open education is inclusive and effective, and we can't wait to see it adopted and adapted at other post-secondary institutions."*

**Amanda Coolidge**

DIRECTOR OF OPEN EDUCATION, BCCAMPUS

## Exploring an Open Path for First-Year Engineering

To [improve access to education for STEM](#), and specifically engineering students, in B.C., we [explored potential paths to](#) zero textbook cost (ZTC) programs, enabling students to earn credentials without incurring costs for textbooks.

*"With the pivot to online learning due to COVID-19, the need for and benefits of OER are even greater than before, as OER save instructors' time, help cash-strapped students, and provide immediate online availability and accessibility."*

**Melanie Meyers**

PROJECT MANAGER, BCCAMPUS



# Incorporating Indigenous Voices at BCcampus

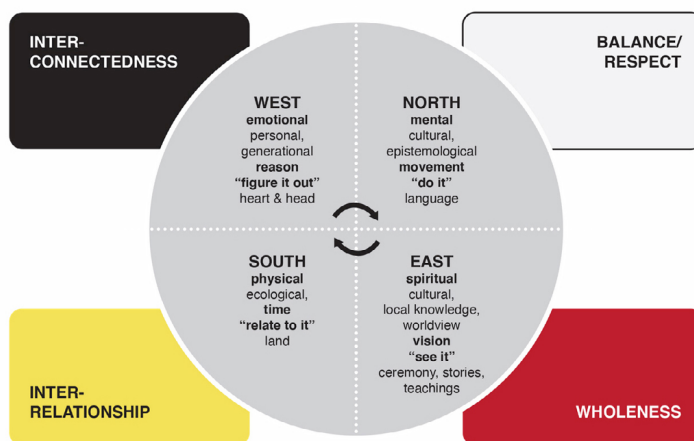
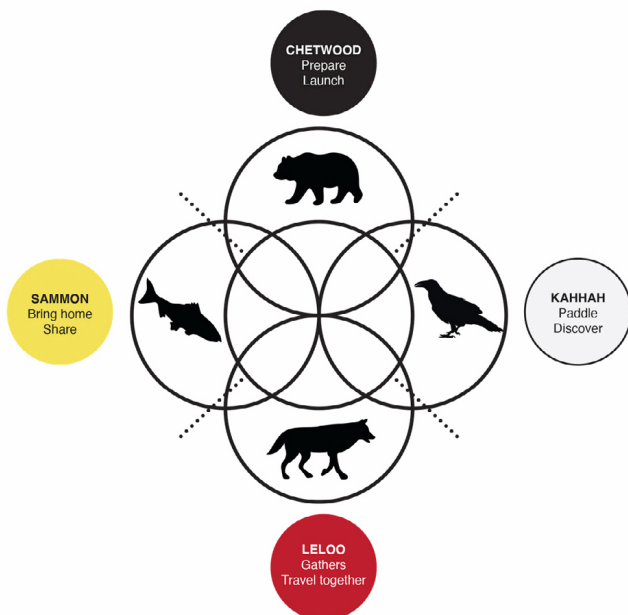
The [BCcampus Research Fellows program](#) is designed to pursue our central goal of improving students' learning and experiences. Our research framework guides our activities and has four priority areas: Indigenous engagement; open educational practices; student access, accessibility, and engagement; and learning and teaching online.

In December we launched a [call for research fellows](#) that required projects to have an Indigenous lead and/or be designed around equitable and reciprocal partnerships with Indigenous peoples or communities.

*"We know that the way to achieve our best work is to bring more people and perspectives together. Through this call, our goal is to fund Indigenous researchers to advance knowledge around teaching and learning in B.C. higher education."*

**Tracy Roberts**

DIRECTOR OF LEARNING + TEACHING,  
BCCAMPUS



*Indigenous Framework by Gabrielle Lamontagne, Coordinator,  
Collaborative Projects and Indigenization, BCcampus*

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## BCcampus 2020–2021 Activities

While supporting educators, faculty, and students in the transition to online teaching and learning, we were still able to work on existing projects as well as some new initiatives. Using a 20-question survey, our regional representatives were able to start the conversation about open education.

### Improving Access to Open Resources

To build stronger connections and [improve access to open education](#) at the post-secondary institutions in B.C.'s northern and interior communities, we created a pair of open education grants with financial support from the Hewlett Foundation. The goal was to start — or restart — an open education initiative.

*"These grants create opportunities for institutions to wade into the world of open, allowing them to continue to support and encourage faculty as they explore the full scope of open pedagogy and the open educational resources available."*

**Carolee Clyne**

OPEN EDUCATION ADVISOR, REGIONAL REPRESENTATIVE, BCCAMPUS

## Award for Excellence in Open Education

The [BCcampus Award for Excellence in Open Education](#) recognizes outstanding contributions to the open education movement in B.C. These contributions may include significant leadership, OER development, research, or advocacy by faculty, students, support staff, or administrators at post-secondary institutions or others who support the post-secondary system in B.C. Individuals or teams may be recognized.

- [Brad Bell](#) – April 2020
- [Debra Flewelling](#) – May 2020
- [Michelle Harrison](#) – July 2020
- [Sally Vinden](#) – August 2020
- [Ali de Haan](#) – September 2020
- [Sara Humphreys](#) – October 2020
- [Brian Lamb](#) – November 2020
- [Jim Maxwell-Campagna](#) – December 2020
- [Andrea Niosi](#) – February 2021
- [Petra Menz and Nicola Mulberry](#) – March 2021



## BCcampus Open Education

2020 marked a substantial milestone for [BCcampus open education](#). To date, we know of 41 institutions and 593 faculty in B.C. who have adopted an open textbook for some or all of their course. Open textbooks bring more value to the classroom, allowing students to focus on learning without worrying about how they're going to pay for the learning resources they need to acquire the knowledge they deserve.

Since 2019 we've seen phenomenal results through OER, including:

- 30% increase in faculty adopting OER
- 70% increase in the number of open textbook adoptions in B.C.
- 89% increase in the number of students in B.C. using open textbooks
- 131% increase in student savings



## Provincial Peer-Training Curriculum

In April 2019 BCcampus received funding from the Ministry of Mental Health and Addictions to develop, implement, and evaluate a provincial peer-training curriculum and standards of practice. The goal of this project was to enhance peer-support program quality and uniformity across the province by delivering educational resources that are accessible, evidence-based, and consistent with the emerging trends in the field of mental health and addictions.

Through this project, organized by Jonathan Orr, project manager at BCcampus, we developed a guide to [inform peer training curriculum](#) and identified [ten](#) recommendations for peer Engagement and Consultation, derived from our lessons learned, peer-authored literature, and, most importantly, the voices of people with lived/living experience who have worked on this project.



## Sexualized Violence and Misconduct

We have been busy working with subject matter experts in the B.C. post-secondary sector with the development of several [resources](#) related to awareness, prevention, and response to sexualized violence on campuses. All resources are openly licensed (like all materials created by BCcampus) to assist post-secondary institutions and educators in aligning with their own policy and procedures.

## Association for Co-operative Education and Work-Integrated Learning

Last March, BCcampus was planning the online delivery of four webinars around work-integrated learning in B.C. to celebrate #WILpower month, a Co-operative Education and Work-Integrated Learning Canada initiative. However, with the sudden closure of campuses and the urgent pivot to online learning and student support services, the last two webinars were postponed.

In collaboration with ACE-WIL B.C./Yukon, we planned [our first virtual coffee](#) to support members from across the province. Since the initial session on March 31, 2020, at the beginning of the pandemic, BCcampus and ACE-WIL B.C./Yukon have collaborated on over ten town halls. We explored the impact of COVID-19 on WIL programs, support strategies, self-care, student wellness, virtual internships, and micro-credentials. Based on the success of these town halls, BCcampus will continue to collaborate with ACE-WIL B.C./Yukon on the delivery of monthly town halls while the need for support is there.



Access to Materials



Cultural Affirmation  
in Online Learning



Digital Literacy



Equity Mindedness  
in Online Learning



Quality of Instruction  
and Resources



Social Engagement  
in Online Learning

## Removing Barriers to Online Learning

Andrea Sator and Heather Williams from ABLE Research Consultants, funded by a BCcampus Equity, Diversity, and Inclusion grant, explored [barriers to online learning](#) by identifying evidence-based strategies used in teaching and learning.

*"As online courses continue to rise for a variety of reasons, it is imperative to examine and interrogate the ways in which inequities in education are experienced in online environments. Equity in education examines issues of fairness and access to opportunities. Online course delivery has the potential to break down some barriers that exist with face-to-face classrooms."*

**Heather Williams and Andrea Sator**  
ABLE RESEARCH CONSULTANTS

## Micro-credentials

In 2020 we offered our first [FLO MicroCourse](#) on micro-credentials, defined as small, focused, competency-based qualifications the learner can quickly apply in an area of industry need. Over five days, 50 post-secondary professionals and students learned the basics of micro-certification, built community, and put forth ideas about how micro-certification can be applied in our province. Two synchronous sessions were held: one by senior leaders at the B.C. Council on Admissions and Transfer, and then a wrap-up session where small groups discussed and recorded next steps. In the middle of this week, there was also a robust discussion on the strengths, weaknesses, opportunities, and threats of micro-certification from different stakeholder perspectives. The result was a week of rich learning and community building.

*"We are looking forward to continuing to build our micro-certification community in British Columbia and working together with stakeholders from the diverse fabric of our province to create an environment where micro-certifications can be strategically applied and embraced."*

**Ross McKerlich**

OPEN EDUCATION ADVISER AND REGIONAL REPRESENTATIVE FOR THE INTERIOR, BCCAMPUS

## Research Fellows

We are pleased to support a [wide range of research projects from local educators](#), including:

- *Gripping the Paddle with Both Hands: Embedding Indigenous Learning Approaches into Online Education* – Rob-Roy Douglas, Northern Lights College
- *File of Uncertainties: Identifying Themes and Issues that Act as Barriers and Supports when Incorporating Decolonizing and Anti-Racist Knowledge into Nursing practice with Indigenous Clients* – Leanne Kelly and Christina Chakanyuka, University of Victoria
- *Effectively Moving Away from Traditional Proctored Exams in First-Year Physics Courses* – Meghan Costello, University of Northern British Columbia
- *Pivoting to Inclusion: Designing Ancillary OER in a Collaborative Cross-Institutional Environment* – Theresa Southam, Selkirk College
- *The Pivot to Online, On the Front Lines: Measuring the Real Impact of Alternative Assessment in Remote Learning* – Elle Ting, Vancouver Community College
- *Creating Impact Through Community-Based Co-Design Projects within Curriculum* – Caylee Raber, Emily Carr University of Art + Design

## BCcampus Open Courses Project: Creating Agency for Educators

In June we launched a [call for proposals to identify, adopt, adapt, and build learning resources](#) for the post-secondary community in B.C., with a goal of producing fully developed and openly licensed courses to address the learning needs of high-priority, transferable subjects.

*"This project is such a positive sign of our ability, as a system, to think holistically about the open resources we have. It's an opportunity to pool our talents with the open-focused educators across the province and then across the country: collaborating on curriculum development and building on the open ecosystem we've been working so hard on for so many years."*

**Mary Burgess**

EXECUTIVE DIRECTOR, BCCAMPUS



## Virtual Labs for Science Education

In response to requests for online learning materials to provide students with practical experience without sacrificing personal safety, we [curated a substantial list of peer-reviewed free resources](#) designed to support remote science education.

The Virtual Lab and Science Resource Directory is now available, featuring virtual labs and online activities for:

- Biology
- Chemistry
- Earth Science
- Engineering
- Environmental Science
- Math
- Physics and Astronomy

Each resource includes a brief description and a direct link to the material. Openly licensed resources are noted with their licensing information linked.





## Zero Textbook Cost

Over the past year, we made significant progress in the development of ZTC programs, working with a variety of institutions to create credential pathways to be used across the province or around the world, like this ZTC, completed for the [Computer-Aided Drafting program at Vancouver Community College](#).

### OER Grant Awarded to Douglas College for ZTC Business Program

With funds provided by the Ministry of Advanced Education and Skills Training, we awarded an [OER grant to Douglas College](#) to develop and adapt open resources to be used in their General Business Certificate program.

### Adult Basic Education Resources

Over the past two years, we have focused on the adaptation and creation of a wide range of Adult Basic Education (ABE) open educational resources, realizing 26 adult basic education open textbooks and resources in the collection and another seven resources in development via the [Pathway to Adult Basic Education](#).



### A Pathway to Open for Science Programs in B.C.

In July we awarded an OER grant to Thompson Rivers University for the development of a ZTC pathway for students seeking an associate of science degree, planned to be ready for the 2021–2022 academic year.

In addition to TRU's ZTC pathway, BCcampus conducted an extensive environmental scan of STEM adoptions across the province. After reviewing the requirements for a two-year associate of science degree at all public institutions in B.C. that offer this credential, we established a basic program plan that fits most institutions. We have aligned the known OER adoptions with the requirements of the associate of science credential. This credential is used throughout the province to offer laddering opportunities into bachelor of science degrees.

We are pleased to share a [pathway to an associate of science degree](#) based on existing OER and known adoptions. This pathway will act as a resource for faculty to discover and adopt OER for their subject area. If an institution were to adopt OER for each of the requirements in the pathway, they would have a ZTC associate of science degree to offer their students.



## OER for Health Education

The primary goal is to launch ZTC programs that will lower the financial barrier to post-secondary education for students by eliminating the cost of textbooks and other resources for their entire pathway to credential while providing faculty members with academic freedom to modify course materials to align with their curriculum.

As part of the “pivot to online,” [we offered space and support for nursing educators](#) to connect, learn from each other, share ideas, and collaborate during a synchronous workshop called Pivot to Online for Nursing Educators. We're also providing funding for an open textbook called *Nursing Numeracy* by Julia Langham from Selkirk College, scheduled to be published in fall 2021.





## OER Sustainability through Collaboration

At a time when the tourism and hospitality industry faced one of its most significant challenges in history, a team of motivated tourism faculty members and industry specialists in B.C. rolled up their sleeves to make a difference for students. Led by Wendy Anderson, Selkirk College instructor and tourism and hospitality articulation chair, with support from BCcampus' ZTC for business programs, a team of editors from across B.C.'s post-secondary institutions undertook the task of updating the *Introduction to Tourism and Hospitality in BC* textbook to [create \*Introduction to Hospitality and Tourism in BC – 2nd Edition\*](#).

*"The Introduction to Tourism course is part of the core hospitality curriculum shared across B.C. post-secondary institutions, so this text has far-reaching implications to support so many students."*

**Wendy Anderson**

PROJECT LEAD AND INSTRUCTOR AT SELKIRK COLLEGE

## The Tie Between Open Education and Social Justice Strengthens

BCcampus and the University of Northern British Columbia announced an updated and openly licensed edition of [the first and only university textbook on human security](#), *Human Security in World Affairs: Problems and Opportunities – 2nd Edition*. In addition to BCcampus' participation, the University of Northern British Columbia's Centre for Teaching, Learning and Technology and its e-learning coordinator, Grant Potter, provided support with a publication grant. Canadian content contributors, along with University of Northern British Columbia faculty, are based at the University of British Columbia, the University of Alberta, and the University of Toronto. Other represented nations include New Zealand, Australia, South Africa, and the U.S.

*"The teaching and learning of human security themes at all levels of education will play a crucial part in determining the particular future that humanity will encounter in this century. We trust that this textbook will contribute to that need."*

**Alex and Sabina Lautensach**

EDITORS OF HUMAN SECURITY IN WORLD AFFAIRS



## Hard-Back OpenStax Books Come to Canada

The pandemic didn't stop BCcampus from working with Campus Manitoba and Vretta to facilitate [distribution of print copies of OpenStax textbooks in Canada](#), eliminating duty fees and international shipping costs. We implemented a new policy to give each faculty member who applied to review an open textbook from the B.C. Open Textbook Collection a free printed copy of the book they would be evaluating. The partnership, first struck in 2019, continues to be strong and has resulted in multiple distribution channels, including Amazon.ca.

## Recognizing the PhD

In previous articles on BCcampus.ca, we have mentioned honorifics when introducing a speaker, then switched to the speaker's first name for the rest of the article to match the friendly and supportive tone we aim for. Due to highly public conversations denigrating the value of a PhD, we [chose to update our style guide](#) to promote this valuable achievement in the content we create.



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- Visit our website [BCcampus.ca](#)



## Leading



### Guiding the Future of Education in B.C.

We take what we've learned locally and globally and use it to create informed and intentional action. While our in-person events were curtailed in 2020 due to the pandemic, we were still able to deliver high-value programs, workshops, and events to 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 in post-secondary education in B.C.

### Learning Through Collaboration

Following the intense pivot to online learning this spring, a group of [local geography educators saw an opportunity to support each other](#) as they prepared for the fall intake. Through a substantial collaboration, they identified the need for an open-source lab manual, developed a process to create the content, formed a team to refine the materials, assigned an editor to compile the information, and published the first iteration via Pressbooks. And they did it in less than three months.



### BCcampus Open Education Working Group Guide

Authored by Lucas Wright and Krista Lambert, the [BCcampus Open Education Working Group Guide](#) was created to give educators a hands-on experience with practical strategies for running an effective open working group. It was released as an open textbook and shared via BCcampus through a series of blog articles. The guide provides actionable information to establish, run, and sustain a productive working group.

### Studio20: Inspire! Explore! Create! Share!

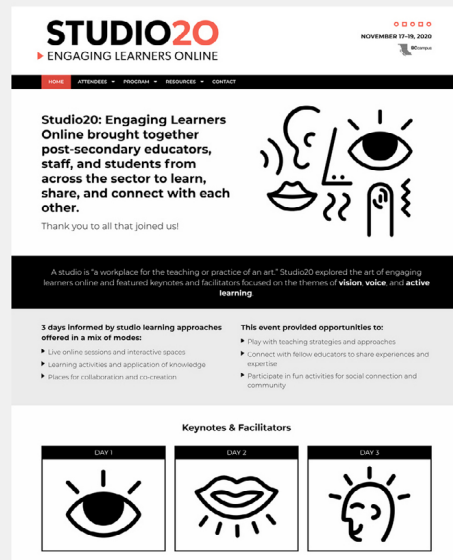
In November we hosted [Studio20](#), an online event offered in a mix of modes, including synchronous sessions with hands-on activities, asynchronous discussions, virtual studio exhibits, a morning radio show, and “crafty” evening socials.

Keynotes Sam Bradd, Vanessa Richards, and Arley Cruthers shared their experience and suggestions to help instructors, staff, and students in the B.C. post-secondary community find inspiration and energizing ideas as to how to engage learners online.

*"Studio20 was an exploration of inspired and creative ways to engage learning online. Challenged with designing a program that would honour empathy and care, offer variety and learning choices, as well as model playful experimentation, we succeeded in bringing wonder and joy to the learning experience."*

**Leva Lee**

MANAGER, TEACHING + LEARNING AT BCCAMPUS



**STUDIO20**  
ENGAGING LEARNERS ONLINE

NOVEMBER 17-19, 2020

home attendees program resources contact

Studio20: Engaging Learners Online brought together post-secondary educators, staff, and students from across the sector to learn, share, and connect with each other.

Thank you to all that joined us!

A studio is "a workplace for the teaching or practice of an art." Studio20 explored the art of engaging learners online and featured keynotes and facilitators focused on the themes of **vision, voice, and active learning**.

3 days informed by studio learning approaches offered in a mix of modes:

- Live online sessions and interactive spaces
- Learning activities and application of knowledge
- Places for collaboration and recreation

This event provided opportunities to:

- Play with teaching strategies and approaches
- Connect with fellow educators to share experiences and expertise
- Participate in fun activities for social connection and community

Keynotes & Facilitators

DAY 1 DAY 2 DAY 3

DAY 1 DAY 2 DAY 3



## Improvise, Adapt, Overcome

BCcampus EdTech fellow Sarah Van Borek's initial research plan was to [explore the potential for podcasting](#) to help create more diverse, equal, and inclusive online learning environments, but the pandemic offered an opportunity for her to bring what she was learning into her own teaching practice, building on it as she went.

## British Columbia Teaching and Learning Council

The British Columbia Teaching and Learning Council (BCTLC) continues to engage in activities to enhance teaching and learning cultures throughout the provincial system. The current co-chairs are working with their members to celebrate learning and raise awareness in the value of the scholarship of teaching and learning. The BCTLC and the teaching and learning centres across the province were a phenomenal resource throughout the pivot to online, providing support, guidance, insight, and resources for students and faculty as they moved to an online-only learning experience.

*"To help the educators and institutions of B.C. make full use of what BCTLC provides, we'll be adding more information to the website and initiating conversations to facilitate the sharing of resources and ideas among faculty and educators. Our first step is to have the conversations to delve into the questions, so we can find the right answers for their particular situation."*

**Anne Sommerfeld**

DIRECTOR OF THE CENTRE FOR TEACHING, LEARNING AND TECHNOLOGY, UNIVERSITY OF NORTHERN BRITISH COLUMBIA



## Facilitating Learning Online

This has been a very busy summer for educators and those who support them. With many having made an emergency pivot to online delivery in the spring, there was a need to do some rethinking and preparation before courses ran again in the fall. At BCcampus, the FLO family of offerings has been a big part of our response to this critical moment. Through June, July, and August, we had 17 FLO events with nearly 700 educators attending to hone their skills through engaging and informative sessions, such as [FLO Fridays](#), and [FLO Bootcamp](#).

*Terri Bateman from North Island College said that "seeing the connections that were made across institutions and disciplines — the sharing and the empathy" and reading that several participants felt "less alone" made this a memorable experience for her.*

## Meet Some FLO Facilitators

Over the years individuals from institutions and organizations across B.C. have taken FLO to the next level by participating in the Facilitator Development/Mentorship program and co-facilitating one or more of the FLO courses. If you are thinking about adopting FLO courses at your institution, these are the people who can help:

- [Olaolu Adeleye](#)
- [Terri Bateman](#)
- [Alena Buis](#)
- [Carmen Rodriguez de France](#)



## Open Education Research Webinar series

Last May we launched the [Open Education Research Webinar series](#), a monthly showcase of research on open education by people in the B.C. post-secondary sector. The series was intended to bring attention to the important research work of provincial educators and to make their work more visible.



# The Open Education Challenge Series

In November, we ran a [five-week Open Education Challenge Series](#), created for B.C. post-secondary faculty and staff to generate awareness about open education and provide opportunities to apply some of the concepts. Each week Challenge Series hosts Leva Lee and Tannis Morgan released two challenges or mini activities, designed to be completed in 10 minutes or less and, as such, were OER nibbles. This was a chance for us to experiment with a microlearning format for professional development using an email list. We had 128 registrants from 18 B.C. institutions and 33 organizations and institutions from outside of B.C. Over the course of five weeks, the Open Education Challenge Series gained over 3000 views and 331 responses. Due to the success of the November series, we ran a [second challenge](#) from March 1 to 5, 2021.



## Coaching: The Impact of Powerful Questions

We held a [virtual coaching event](#) on April 29, 2020, facilitated by Mary Burgess and Robynne Devine, with co-facilitators Dr. Isabeau Iqbal and Tracy Roberts. In the online sessions, participants learned about using questions as a way of supporting colleagues' growth through John Whitmore's GROW model, then had an opportunity to practice this new learning in a facilitated coaching circle, in which instructional challenges are brought forward and peers offer reflective questions to each other to find solutions.

## BCcampus Open Education Print-on-Demand Guide

The *BCcampus Open Education Print-on-Demand Guide* is a support resource that provides the what, why, and how of creating a printed copy of any openly licensed textbook found in the B.C. Open Textbook Collection. These same steps can be used to create a print-on-demand textbook from other collections, providing you have access to the correct file types.

Through a series of blog articles, we shared much of the hows and whys of print on demand:

- [Learning, Literacy, Accessibility](#)
- [Why Print a Textbook: Preference and Ownership](#)
- [Can Open Textbooks with a Non-Commercial Licence Be Sold?](#)
- [Open Textbook Permissions](#)
- [Beyond Printing: A practical approach to PoD services](#)
- [On-campus Printing: Faster and Cheaper](#)

## Having a Hard Time Finding Open Textbooks? Here's What We're Doing About It



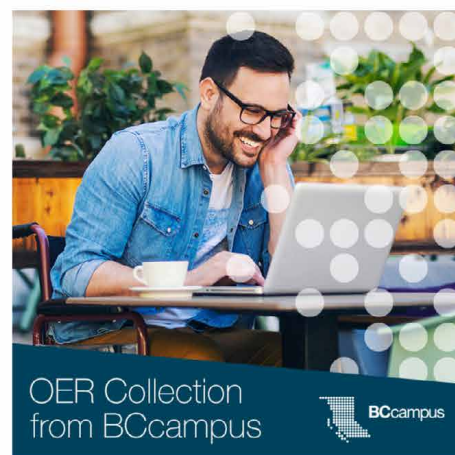
## The Improved Findability Project

Last February we were tasked with [improving the findability of open textbooks](#) available on Open.BCcampus.ca. Our development team has gone one step further and reframed the mission to look at reducing many barriers that stand in the way of matching an instructor with the right open textbook for their course where one exists. Whereas the project was initially scoped to fix issues related to the search box and the subsequent results page, the project team saw other equally important opportunities to improve the ability to find relevant textbooks in the collection before (and after) users even type anything in the search box. That is, finding textbooks is more than just searching for them. It's about how users hear about the book and have the knowledge or tools to find one that is suitable.

# The Open Online Courses Project

Building on the success of the [B.C. Open Textbook Collection](#), the [Open Online Courses Project](#) exists for educators offering courses at a post-secondary level. The BCcampus [Open Course Collection](#) includes open course materials relevant to B.C. post-secondary course credits, with a focus on those with high enrolment and transferability in the B.C. post-secondary system.

We are working with Elizabeth Padilla, a metadata and digital scholarship librarian at BCIT, [to ensure that OER in the new collection have the right kinds of metadata](#) (i.e., data that describes data) to make them more findable. Elizabeth brings her expertise in describing educational artifacts and a depth of knowledge in the search tools used by instructors, instructional designers, and librarians. Using FAIR (findability, accessibility, interoperability, and reusability) principles for metadata, and working collaboratively with partners on OER metadata standards, she'll help the software development team build a framework for collecting metadata and assist subject-matter experts with describing their OER.



OER Collection  
from BCcampus



## Homework High Five

BCcampus awarded [five open education development grants](#) as part of the Open Homework Systems project. The grants will be used to add H5P interactive formative assessment activities to five Pressbooks open textbooks in the B.C. Open Textbook Collection. The [second round of H5P OER development grants](#) were awarded in March 2021, totalling \$60,000 for six collaborative projects.

*"We had an overwhelming response to our call for proposals. The evaluation committee had a very difficult job, choosing just five projects for funding. But in the end, we feel that we have a broad selection of excellent projects representing a variety of institutions and disciplines."*

**Clint Lalonde**  
PROJECT MANAGER, BCCAMPUS

## The Cost of Homework

In an effort to reduce the cost to students for access to learning platforms and materials, BCcampus has received funding from the Ministry of Advanced Education and Skills Training to explore [open-source software alternatives to commercial publishers' proprietary homework platforms](#).

Our specific goals are to:

- Replace high-use, high-cost commercial homework systems used in the B.C. post-secondary system with open-source alternatives.
- Develop discipline champions and communities who can further steward open-source options once the project ends.
- Educate the B.C. post-secondary system about the financial burden of homework systems on students.

To achieve this, we will:

- Explore the barriers institutions and faculty face when considering open-source options.
- Analyze existing open-source homework systems to understand their technical capabilities and limitations.
- Contribute to the technical development of open-source homework systems to improve their functionality and make them more attractive to faculty.
- Collaboratively create assessment content to support open homework systems.
- Explore ways in which existing open textbooks can be combined with open homework systems to develop open digital courseware.







## Time Investment Grant Recipients

One of the most significant barriers for growing open education at an institution is time. Too often open education is “side of desk” work. What if there were some monetary resources to take open education from the side of the desk to the centre? This was the intention behind the [BCCampus Time Investment Grant](#) — providing “centre desk” time to move open education forward at institutions in the Northern and Interior regions of B.C.

We received 13 proposals, each of which contained fabulous ideas. After evaluation of the applications, we awarded four grants: two for the Interior area and two for the Northern area:

**Scott van Dyk and Annette Sorensen, business instructors at Coast Mountain College** — to co-develop open materials that provide Indigenous content relevant to Business Law and Ethics courses.

**Roën Janyk, web services librarian at Okanagan College** — activities such as increasing open-education awareness, improving open-education adoption statistics, developing open-education strategies, and completing an open-education action plan.

**Melissa Fournier, work-integrated learning coordinator at College of New Caledonia** — to oversee the development of student work-readiness OER and look at how this material can be integrated to enable broad use.

## Overcoming the Challenges of Online Proctoring

Many technologies gained exceptional usage through the pivot to online learning caused by COVID-19, but few were as controversial as online proctoring.

To provide alternatives to online proctoring, we shared multiple resources to assess student learning, including:

- Our [Bootcamp Challenge](#) to rethink exams.
- Paul Hibbitts, founder and interaction designer at Hibbitts Design, assembled this guide to help educators [deliver a final exam online](#).
- The University of Victoria published a [how-to guide for invigilating online exams](#).
- North Island College created a page of [ideas to assess learning through digital formats](#).
- We reintroduced popular programs, like the [FLO Bootcamp](#), to help instructors refine their courses for online instruction.
- Mary shared her concerns about online exam proctoring, through a lens of [Who are we leaving out?](#)



*“What is the purpose of a final exam? If it’s to support and assess learning, there are other approaches — even in online courses — that don’t require academic surveillance software. Many educators are finding alternatives to a traditional big online final exam. For example: several shorter quizzes throughout a course, online or media presentations, individual or team projects, annotated bibliographies, open book exams — there are lots of alternative and authentic possibilities. One move — removing an online proctored exam — can do so much good: we protect students’ privacy and dignity, and we provide a learning environment based on respect, trust, and above all, learning. Assessment shouldn’t be a game of ‘gotcha.’ It should be about setting students up so they can best show what they now know (and don’t know!) at this point in time.”*

**Tracy Roberts**

DIRECTOR OF LEARNING + TEACHING, BCCAMPUS

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# Milestones

## BCcampus Newsletter



**3,964**  
subscribers

**66**  
newsletters

**165,486**  
emails sent

## Studio20: Engaging Learners Online

**3**  
half-days

**188**  
attendees

## Facilitating Learning Online (FLO)

**37**  
sessions

**1732**  
participants

## Number of B.C. Students Using Open Textbooks



**198,109**

## Known B.C. Faculty Adopting Open Textbooks



**677**

## Trades and Vocational Education Summit Series

**4**  
sessions

**110**  
attendees

## BCcampus Events

**100+**  
events

**10,000+**  
participants

## BCcampus Office Hours



**10**  
sessions  
**862**  
participants

## ACE-WIL

The Association for Co-operative  
Education and Work-Integrated  
Learning

**12**  
sessions

**841**  
attendees

## B.C. Institutions Currently Adopting Open Textbooks



**36**

## Number of Open Education Grants by Type

1	Sustainability	\$32,250
3	Business/Marketing	\$42,500
3	Foundation	\$48,375
4	STEM	\$132,200
5	Time Investment Grants	\$46,919
8	Health	\$69,500
10	Trades	\$189,500
13	Open Homework Systems	\$136,661

## The Basics of Online Learning

**4**  
sessions

**382**  
attendees

## Adapting to COVID-19 Webinars

**2471**  
registrations

**1582**  
attendees

## ETUG Fall 2020 Workshop

"COVID and Beyond"

**107**  
registered  
participants

**22**  
institutions  
represented

## Student Savings

**\$24 million**



## Open Education Grants

**47**  
Grants

**55**  
Grants  
including ABE

**72**  
post-secondary recipients  
(number of institutions involved)

**\$697,905**  
Total paid

**\$760,405**  
Total paid  
including ABE



### H5P Online Interactive Sessions

**4**  
sessions

**529**  
attendees

### Open Pedagogy Challenge

**128**  
people  
registered

**18**  
institutions

### Foundations Guide

**Pulling Together: A Guide for  
Indigenization of Post-Secondary  
Institutions**

**6,194**  
Average visits  
each month

**74,239**  
Total visits

### Indigenous Speaker Series



**6**  
sessions

**342**  
attendees

### Pulling Together Indigenization Guide Sessions

**466**  
attendees

**148,228**  
World-wide  
visits

**27.7%**  
Visits from  
outside Canada

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