**Pivoting to Inclusion: Designing Ancillary OER in a Collaborative Cross-Institutional Environment**

Submitted by Theresa Southam

**Background**

Open education resources emerged around the year 2000 with an initial focus on courseware (Jordan and Weller 2017). At institutions with relatively small student populations, like Selkirk College and College of the Rockies in 2018 our instructors were just beginning to adopt open textbooks, but the number of adoptions amounted to less than ten. One of the reasons was that private publishers had ancillary resources in their courseware including demonstrations videos and branching video quizzes. The instructors were not overly satisfied with the third-party resources due to the cost for the students, lack of relevance to the region or even Canada, and challenges of finding resources that fit the course outcomes. However, many of the third party resources did have ancillary resources like homework systems, video, and audio. When an opportunity to apply for an Open Education Foundations Grant arose the Teaching and Learning Centre leads at each Institution created a proposal to develop some of the resources that instructors found so appealing in the third-party resources.

Although we could not have predicted the future, after we got the grant, the pivot to online began in response to the outbreak of COVID19. Ancillary resources, like demonstration skills videos and simulations, became more sought after by instructors as many programs did not meet in person during the pandemic. Today, post-secondary institutions are being called upon to transition from emergency remote teaching & learning to hybrid-by-design (ecampus Ontario 2021).

Upon receiving the grant, the opportunity for a fellowship arose. Knowing we had the funding to create some OERs we wondered how we could do so in a good way. There was a great deal of discussion at the time about accessibility of course learning resources as well as inclusivity. The UBC Centre for Teaching and Learning ran a webinar on inclusivity [Bridging the digital divide: teaching for equity and empathy in the wake of COVID-19](https://inclusiveteaching.ctlt.ubc.ca/). UBC had also just developed the [OER accessibility toolkit](https://open.ubc.ca/oer-accessibility-toolkit/).

Looking at the fellowship as an enhancement to the grant we applied with the idea of investigating whether our desire to develop the OERs in a good way was recognized and if so, how. What do students feel constitutes inclusivity and accessibility in an ancillary OER?

**Our Two OERs**

A call for proposals was shared with staff and instructors at both institutions. Eleven proposals were received. Where a proposal only involved one institution, we made introductions to representatives of similar programs or responsibilities at the other institution. In the end, two proponents completed their OERs and shared them in the BC Campus Repository:

[Health Care Demonstration Videos](https://media.bccampus.ca/playlist/dedicated/175673/0_jm3aeehd/0_m3jtuj4o)

[BC Schools of Nursing Virtual Simulation Games](https://pressbooks.bccampus.ca/bcnursingvsgs/)

Along the way, the proponents who did not complete ancillary OERs, still learned about podcasts, openly licensed illustrations, animation, and open education practices. Most of the grant funding was dedicated to hiring a videographer and an educational media developer.

**The Benefits of the Research**

Selkirk College now has a part-time educational developer who focuses on Universal Design for Learning as well as a part-time educational media developer. This year the Teaching and Learning Centre has issued *The OER Challenge*, a contest among the sixty programs to adopt, adapt, and create open education resources and practices. The Dean, Department Head, educational developer and a faculty release for the Teaching and Learning Centre are taking Kwantlen Polytech’s [Professional Program in Open Education](https://www.kpu.ca/cps/open-education) .

The research was presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) held in Kelowna, BC in November, 2022 as *Cultivating Care Ethics:*

*Inclusion and Accessibility in Media based OERs* Theresa Southam (Selkirk College), Chantal Lortie (Selkirk College), Natasha Fontaine (College of the Rockies). The presentation has been appended to this report.

**For the Future**

*“While the discourse around OER emphasizes opening up quality educational resources on a global scale… a recognition that access is not enough and a need to be combined with open educational practices has emerged” (Jordan and Weller 2017, 13)*

In the future, Selkirk College will continue to work with other community colleges on open education. It is currently working with the Learning Region, a collaboration that extends its work with College of the Rockies across the international border to Spokane Community College and Spokane Falls Community College. The collaborators have developed a research project, **Transcending Borders: Building Relationships Between Faculty, Students, Equity-Deserving Communities, and Community Colleges that Decolonize Teaching Practices.** that focuses on decolonizing with open educational practices.

**References**

ecampus Ontario. 2021. 2021 FORESIGHT REPORT - The Hybrid Futures.

Jordan, Katy, and Martin Weller. 2017. "Openness and Education: A beginner’s guide."