We recognize that since time immemorial, the səl̓ilwətaʔɬ təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíx̱w (Squamish), xʷməθkʷəy̓əm (Musqueam), W̱SÁNEĆ (Saanich), and Esquimalt and Songhees Nations of the lək̓ʷəŋən (lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play.

Message from Mary

The past year at BCcampus has been one of enormous learning. As an organization we have engaged in meaningful work with diverse communities, and we're honoured to have had the opportunity.

Much of the work we do touches on important social justice issues with people who have already been harmed by the system in which we participate. That requires us to examine our unconscious biases so we can create safer, more reciprocal relationships. As a community of unique individuals, we are committed to continuing this learning together and individually. I'm proud our team, and I'm grateful to have such a fantastic group of people to work with and learn from.

Inviting Inclusion

This past year has given us the opportunity to explore new ways to amplify voices, increase awareness about the programs we support and projects we complete, and invite more people to contribute, informing our decisions and helping us navigate the new terrain ahead.

We have explored alternative approaches to pedagogy to look at how courses are created, how outcomes are evaluated, and various ways to include diverse voices. Co-creation has been a strong component of the work we've been doing this year, including actively seeking input from all the groups we represent. The results have exceeded our expectations.

"Through the creation of the Pulling Together series, we were introduced to the concept of 'nothing about us without us.' We have taken this concept and morphed it into a methodology for us, ensuring we are including the people we are researching to find out what they truly need or want while encouraging us to overcome our inherent assumptions and biases."

Mary Burgess
EXECUTIVE DIRECTOR

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

British Columbia Ministry of Advanced Education and Skills Training

British Columbia Ministry of Children and Family Development

British Columbia Ministry of Health

British Columbia Ministry of Jobs, Economic Development and Competitiveness

British Columbia Ministry of Mental Health and Addictions

ABCS Alliance of BC Students

BCCAT British Columbia Council on Admissions & Transfer

bcfs British Columbia Federation of Students

BCNET

BCELN British Columbia Electronic Library Network

BCIT

BC OEL

BCTLC British Columbia Teaching & Learning Council

CANVAS

CAMOSUN COLLEGE

CAMPUS Manitoba

CAPER-BC Centre for Accessible Post-secondary Education Resources

CAPILANO UNIVERSITY

CARL ABRC

coast mountain college

College of New Caledonia www.cnc.bc.ca

COLLEGE OF THE ROCKIES

creative commons

DOUGLAS COLLEGE

ecampus Ontario

emily carr university of art + design

eTUG Educational Technology Users Group

fnesc

William + Flora Hewlett Foundation

JUSTICE INSTITUTE of BRITISH COLUMBIA

KPU

Langara. THE COLLEGE OF HIGHER LEARNING.

lumen

NORTH ISLAND COLLEGE

NORTHERN LIGHTS COLLEGE B.C.'s Energy College™

NVIT Nicola Valley Institute of Technology

oer foundation

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Equity, Diversity, and Inclusion

EDI at BCcampus: A Snapshot of Today

Our perspectives shape our perceptions, and we recognize we still have much to learn; our opinions and understandings will change as we continue to learn, unlearn, and grow.

"We acknowledge we are sharing from a position of privilege and power and that we do not speak for BCcampus as a whole."

"It is undeniable that settlers are benefactors of systematic genocide, and the country that many celebrate living in was built on broken promises, children being taken from their families and communities, and stolen land. For non-Indigenous people, it is important to understand and acknowledge the role the Canadian government and organized religion played and continue to play in the systemic oppression of Indigenous people and reflect on our personal responsibilities in working toward reconciliation. Reflection is required but is also not enough. Reconciliation begins with taking concrete action to move us forward in our learning and relationships with Indigenous Peoples and histories."
— Excerpt from op-ed article written collaboratively by a small team at BCcampus

Equity, diversity, and inclusion (EDI) aren't milestones — they're the fundamental components required to create a welcoming culture for everyone. At BCcampus, we are working toward becoming an employer that attracts people interested in improving teaching and learning in B.C., a place where they know they are welcome because of their differences, not in spite of them. We share activities we're working on so we can repeat what works and learn from what doesn't. At BCcampus, our approach is "Learning. Doing. Leading," and with regard to EDI, we're still in the learning (and unlearning) stage.

Some of the things we have focused on during our journey of unlearning this past fiscal year include:

- Canada Day: A Time for Awareness, Reflection, and Action
- Ethical Research and Indigenous Communities
- Every Child Matters: Continuing the Conversation on Reconciliation

Anti-Racism Statement

We acknowledge that the impact of racism is real, interpersonal, institutional, and systemic. We also acknowledge that our country's current foundation, built and imposed by white people, rests on the dispossession, displacement, and genocide of Indigenous peoples, which continues to this day. At this very moment, racialized people continue to face consistent oppression and marginalization at the hands of colonial structures, institutions, and processes (continued in the BCcampus Anti-Racism Statement).

Last fall BCcampus offered a Book Club Hub for book-club leaders to both share and garner skills in facilitating discussions about the difference between non-racist and anti-racist. We invited book-club leaders and those who would be facilitating such conversations at post-secondary institutions across the province to join our Hub.

Using one of the guide's exercises in our final synchronous session, participants in the Book Club Hub collaborated to create the following anti-racism statement: BCcampus Anti-Racism Statement [pdf].

BCcampus Fall Book Club Hub

ANTI-RACISM STATEMENT

A — ACKNOWLEDGE
We understand that racism exists and is dehumanizing. System-level change is essential.

D — DISCUSS
We have learned that racist inaction is as dangerous as overt racism. We have to examine our own privileges as we continue our (un-)learning. Racism erases the individual.

V — VOLUNTEER
We will give of our voice and, through active and purposeful listening, devote our time and priority to critical thought. We will be vigilant in espousing courage and care while extending kindness.

O — OPERATIONALIZE
We will be open and transparent in our work to shift power and resources to those most affected by structural racism. We will interrogate our practices and prioritize equity. We will seek out resources from diverse perspectives and take meaningful actions to be anti-racist.

C — COMMIT
We are committed to uncovering unconscious bias, to taking action, and to speaking up until we see measurable and meaningful change on a policy level. We will do this by bringing people in, learning together, and supporting each other.

A — ASPIRE
We aspire to be anti-racist by making space and time for discussions, collaborating in anti-racist working groups, and using tools that promote authentic sharing through open collaboration.

T — TAKE ON
We resolve that our workplaces will look different in the near future.

E — EXPLAIN/EXECUTE
We will explain and execute our anti-racism through an equity lens that includes anti-racist work in our strategic planning.

*This statement was developed from the prompts in Act IV of our facilitation guide via Mentimeter (BR 74-82-3) on November 19, 2021, using the acronym ADVOCATE as a prompt: Acknowledge, Discuss, Volunteer, Operationalize, Commit, Aspire, Take On, Explain/Execute.

BCcampus

How We Make Family: Making Decolonization Personal

Jonathan Orr, project manager for provincial peer training curriculum at BCcampus, wrote a poignant op-ed piece about his personal learnings from time spent on Tsawwassen lands.

> *"But perhaps these thoughts illustrate the colonial patterns of thinking that got us to this point in the first place: the belief that we can immediately dive in and 'solve' a problem permanently so we can check a box and then proceed to ignore the actual people the problem affected. The paternalistic idea that it is up to me as an individual to do this and the arrogance to even consider that. The perfectionist instinct to read, gather facts, and assemble arguments so I can dominate the conversation while emphasizing a sense of urgency and crisis that deliberately makes it difficult to be inclusive or to engage in thoughtful decision-making. The need to be comfortable. To absolve myself."*
>
> **Jonathan Orr**
> BCCAMPUS

A Digital Citizenship Collaboration — Inclusion in Action!

In B.C.'s public post-secondary institutions, adult special education (ASE) programs respond to the needs of a diverse group of learners. Individuals with disabilities or with a combination of barriers to education, employment, or independence, are eligible to enroll in these programs and courses in accordance with institutional guidelines. ASE programs also respond to industry and community needs and relate to local labour market trends.

Christina Cederlof, an associate teaching professor in the Education and Skills Training Program in the Faculty of Education and Social Work at Thompson Rivers University (TRU), along with Helena Prins, an advisor on the BCcampus Learning and Teaching team, and Dr. Matthew Stranach, coordinator of Educational Technologies at TRU, pulled their experience, expertise, and passions together to create a province-wide event with the goal to provide a sense of community for ASE participants and instructors while offering an inclusive and meaningful learning experience on digital citizenship.

The BCcampus team will continue to promote and offer skill development opportunities for instructors that will equip them to create both face-to-face and online learning environments where all students thrive. One of the next steps for instructors who want to deepen their understanding and commitment to inclusive classroom environments is our brand-new two-week FLO Universal Design for Learning (UDL) course, which starts May 3. We also hope to build on the success and learnings of our collaboration with TRU and Selkirk College and offer another ASE symposium in the coming year.

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Learning

This year we continued to support educators seeking ways to improve their practice. Our research fellows developed strong proposals to stimulate curiosity; the communities of practice we support continued to thrive and grow; and we investigated ways to improve teaching and learning practices in B.C. through resources to implement anti-racist strategies on campus and new tools to deliver higher-quality open educational resources.

Honouring Indigenous History and Culture

The following is from an op-ed article written collaboratively by a small team at BCcampus. The majority of us are non-Indigenous and recognize we still have much to learn; our opinions and understandings may change as we continue to learn and grow. We acknowledge we are writing from a position of privilege and power and that we do not speak for BCcampus as a whole.

"With the remains of over 1100 children recovered from the grounds of many former Indian residential schools throughout B.C. and across the country, our hearts are with the survivors and their loved ones, who have always known what we have all just had confirmed. We mourn the loss of their children and grieve with their families and for all the children who are still missing and yet to be found."

At BCcampus we have been incredibly fortunate to receive teachings from many generous Indigenous educators, and our hearts are also with them and their communities.

How To Be an Antiracist

In November, we hosted a discussion called How To Be an Antiracist: Schools and Syllabus with Dr. June Francis from Simon Fraser University and Dr. Moussa Magassa from the University of Victoria, facilitated by Olaolu Adeleye from BCcampus. As well, we created a book club hub to help institutions across the province access a support network and develop actionable steps to apply and implement an anti-racist strategy on their campuses.

Transformational Learning: Anti-Racism and Anti-Hate

In support of the Ministry of Advanced Education and Skills Training's mandate of putting people first, working toward lasting and meaningful reconciliation, and supporting equity and anti-racism, BCcampus was tasked with identifying and evaluating currently available anti-racism and anti-hate resources in B.C.'s post-secondary system.

In collaboration with the Ministry, we worked alongside a diverse group of racialized and Indigenous experts to develop *The Gift We Give One Another: A Collection of Anti-Racism and Anti-Hate Resources*. This collection includes an environmental scan of publicly available anti-racist/anti-hate resources from B.C.'s post-secondary institutions, a webinar series that focuses on improving equity in post-secondary spaces, an offering of the transformational Equity Sequence training, and a powerful infographic tool from the BCcampus Anti-Racism Anti-Hate Working Group.

The project was informed by values developed in partnership with Tidal Equity. The working group used a rubric of Equity Sequence training to create and evaluate their activities, while the core project values, A.D.V.O.C.A.T.E., were developed based on the resource implemented as part of the BCcampus Anti-Racism Book Hub in 2022.

The BCcampus Anti-Racism and Anti-Hate Working Group is a community of racialized and Indigenous students, faculty, and leaders from across the province who came together with the shared purpose of informing and shaping anti-racism and anti-hate work. The learnings come from a place of lived experience and collective wisdom, with the intention of providing transformative calls to action.

The anti-racism/anti-hate resources are designed to facilitate an interconnected learning journey to guide readers from intention to action.

Picking Up the Paddle in Manitoba

A few BCcampus staff members had the pleasure of sitting with Joan Garbutt, Carley McDougall, and Kris Desjarlais, key collaborators on the *Pulling Together: Manitoba Foundations Guide* (Brandon Edition). We got to hear how they went about adapting the *BCcampus Pulling Together: Foundations Guide* (the first of the six guides in the Pulling Together Learning Series) into a Manitoba-based resource for Assiniboine Community College and Brandon University staff, faculty, and administration.

Ungrading

In one of the BCcampus FLO Fridays — weekly virtual events designed to facilitate learning online — Dave Smulders, faculty in UBC's Department of Educational Studies and program manager of faculty development at the Justice Institute of British Columbia, led a session about understanding and interpreting the concept of ungrading, including how the current institutional culture around grading and students' expectations about grade delivery may present barriers to ungrading approaches.

Emerging Media Community of Practice

> *"EMCoP is a product of the EML at UBC, but we don't want anyone to feel that UBC owns it — it belongs to the community."*
>
> **Saeed Dyanatkar**
> EXECUTIVE PRODUCER, UBC STUDIOS AND EMERGING MEDIA LAB

This year we helped a working group of local educators interested in enhanced learnings through digital experiences grow into a community of practice. Building on the support we've shown for emerging media, such as the SOILx.ca augmented reality program, or Geography VR, the first known use of virtual reality in courses at UBC, BCcampus recognized the need to encourage development in this realm. The Emerging Media Community of Practice (EMCoP) is the most recent member of the communities we support, such as the Educational Technology Users Group (ETUG), Simon Fraser University Community of Practitioners in Education (SCoPE), British Columbia Teaching & Learning Council (BCTLC), B.C. Open Educational Technology Collaborative (OpenETC), and B.C. Open Education Librarians (BCOEL).

Getting Ready for Hybrid or HyFlex Learning

We were part of many conversations regarding hybrid and HyFlex learning, stemming from a call for proposals to expand our suite of Facilitating Learning Online courses. Registrations were beyond expectations, so we knew there was an appetite to learn more about these related but separate concepts.

One of the biggest themes to emerge was a serious concern about how the fall delivery would be handled by participants' respective institutions. Understanding of "flipped" classroom experiences also varied and evolved among participants. When looking at the varied models, our participants highlighted the need to focus on learning outcomes to determine the best approach.

Briana Fraser and Mirabelle Tinio from Langara College took on the challenge of engagement strategies for hybrid and HyFlex courses during another well-attended FLO Friday session. As the facilitators explored what meaningful experiences have in common through a Zoom chat with the participants, it was clear that interaction and relationship were two common threads. The FLO facilitators unpacked three types of interaction — student-to-instruction, student-to-student, and student-to-content — and the importance of alignment between learning outcomes, activities, and assessments.

"One of the aspects of HyFlex that really resonates for me is it comes from a desire to include everyone. The idea is to meet every student where they are by design, not as an after-the-fact retrofit. HyFlex has the power to make students we marginalize in our system more likely to learn what we want them to. So for me, HyFlex is about equity; it's about opportunity; it's about inclusion."

Mary Burgess
EXECUTIVE DIRECTOR, BCCAMPUS
(full article)

Facilitating an Accessible Presentation

To ensure our message and materials are accessible to as many people as possible, we developed a presenter toolkit to help faculty, staff, and students facilitate an accessible presentation. The open educational resource (OER) included essential concepts, including slide design and virtual presenting tips.

Continuing the theme, Terri Bateman, distributed learning facilitator at North Island College, shared a tech tooltip about the accessibility checker in Microsoft Office, a simple way to make documents and emails more accessible. The accessibility checker is available for Word, Excel, Outlook, OneNote, and PowerPoint for Windows and Mac.

Josie Gray hosted a webinar for the BCcampus team to help us explore accessibility and UDL in OER. The webinars described the principles behind WCAG, introduced some different assistive technologies, and explained how to create accessible tables, images, videos, audio, links, and math equations. By creating educational materials with accessibility in mind, we can ensure these resources are more useful, powerful, and accessible to all.

Strengthening Digital Teaching and Learning for Trades, Vocational, Education, and Training Practitioners

Dr. Sally Vinden (lead author) from Vancouver Island University, Chadwick Flinn from Medicine Hat College, and Tim Carson of BCcampus shared their findings in a published article informed by the research they conducted into the strengths of digital teaching and learning in trades, vocational, education, and training.

We also hosted another event to encourage Trades faculty to begin or build on the inclusion of Indigenous knowledge in future curriculum development and delivery. The Pulling Together Series for Trades Faculty was the first offering of its kind where we hope to include apprentice and recent-graduate stories and experiences.

Research Fellows

Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism

BCcampus Research Fellow Heather Simpson, of the Justice Institute of British Columbia, shared her participatory action research project, using digital storytelling to weave together individual and collective narratives that represent storied experiences of Indigenous post-secondary students with autism in rural and remote areas of B.C. Titled Forming Strong Cultural Identities in an Intersecting Space of Indigeneity and Autism, the research goals were to address the gap in self-determined, culturally relevant knowledges in teachings and learning literature, specifically in the areas of Indigenization; decolonization; and equity, diversity, and inclusion.

Creating Impact through Community-Based Co-design Projects within Curriculum

Is it possible for community-based projects embedded in curricula to mutually benefit society and student learning? What can happen when we bring design students together with children with learning differences? How does collaborating with individuals with lived experience of a disability impact student learning? How can people living in long-term care contribute to the education of design students? These are some of the questions that BCcampus Research Fellow Caylee Raber, director of the Health Design Lab at Emily Carr University of Art + Design, and Lisa Boulton, associate, BCIT and Emily Carr University of Art + Design, sought to uncover.

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

In June 2020, Theresa Southam, coordinator of the Teaching & Learning Institute (TLI) at Selkirk College, along with Scott Gerrity, instructional specialist at College of the Rockies, received a BCcampus foundational grant— a grant that aids institutions to examine how they can incorporate open education into their teaching systems.

After a call for proposals from instructors at both institutions in fall 2020, a cross-institutional open education working group accepted three proposals for creating OER. The projects include:

- A podcast for students on their experiences learning online and in blended learning environments
- Demonstration videos that will accompany a planned BCcampus textbook for healthcare aid programs in the province
- Branching quizzes for nursing programs

Throwing the Bones and Building Their Models

BCcampus 2020–2021 Research Fellow Rob-Roy Douglas of Northern Lights College shared his experience incorporating Indigenous approaches to learning into an online statistics course, revealing how astragalus bones have been widely used, across many cultures, for fun, games of chance, and to divine the future.

> *"Integrating Indigenous and experiential learning into an online statistics course is challenging, especially given how much material we cram into a term. I feel strongly that it is as much the approach to learning as the content of the material that counts. Traditional Indigenous learning was through narrative storytelling and experience. I also feel strongly that this is the approach to learning that actually works for most students."*
>
> **Rob-Roy Douglas**
> NORTHERN LIGHTS COLLEGE

Thinking About Weather: From the Personal to the Statistical

In a separate article, BCcampus Research Fellow Rob-Roy Douglas explored the statistical science of meteorology: looking at how we've amassed large quantities of historical data and how this can inform our awareness of future weather-based events as well as how Indigenous Peoples enhance their understanding of weather through accumulated data based on individual observations passed on from generation to generation.

Learning While We Teach: The Experiences of Instructors in Community-Based Programs

BCcampus Research Fellow Dr. Carmen Rodriguez de France, assistant professor of Indigenous Education at the University of Victoria, created a research topic to learn from the experiences of Indigenous and non-Indigenous instructors who facilitated courses in four of the community-based programs delivered by the Department of Indigenous Education at the University of Victoria.

> *"My aspiration is to inform our Indigenous education programs and courses by exploring these approaches to teaching and learning. I hope to help advance the possibility of access for Indigenous students who up to this point might not have been able to participate in post-secondary opportunities due to the perception that Indigenous languages and pedagogies could be taught and learned only in face-to-face environments and contexts."*
>
> **Dr. Carmen Rodriguez de France**
> INDIGENOUS EDUCATION, UNIVERSITY OF VICTORIA

Teaching and Learning: Co-creation with Good Relations

In late summer 2020, during the heat of the pandemic, Vancouver Island University (VIU) collaborated with the Ka:'yu:'k't'h'/Che:k'tles7et'h' First Nation to deliver a face-to-face iteration of the Aboriginal Construction Foundations Program. Ka:'yu:'k't'h'/Che:k'tles7et'h' is a remote community on Kyuquot Sound on northwestern Vancouver Island accessible only by boat or plane. The collaborators in the project, each coming from unique perspectives, worked together to meet students where they were and enable them to access and have healthy journeys throughout the program. Of the eight students who enrolled in the program, seven graduated. A smokehouse now stands as a legacy of the students' and collaborators' time together, a result of co-creation with good relations.

Changing Paths, Changing Priorities

The pandemic had a severe impact on the research plans for BCcampus EdTech Fellow Derek Turner. His initial studies were to evaluate the affective learning gains of students using virtual reality (VR) field trips and to compare the effectiveness of different types of VR technologies, but shifting needs and changing pedagogies meant his topic of virtual field trips went from being something of interest to educators to being the only tool available for providing some version of these vital learning opportunities.

> *"Continuing the same research path no longer made sense, neither practically nor theoretically. Without students taking in-person field trips or using high-tech VR equipment that spring, I didn't have sufficient data to finish the research as planned. More important at the time, however, was that new questions suddenly became much more of a priority. Some*

"Indigenous students often struggle to see themselves reflected in centralized post-secondary environments. I hope this research can identify how community-based programs enact enduring decolonization principles and practices through relationships that enable students to feel grounded and balanced as they study."

BCcampus Research Fellow Heather Burke
VIU

was that new questions suddenly became much more of a priority. Some of the questions that repeatedly arose in my discussions with other faculty included: What types of students learn better using online field trips? Do some students have obstacles with taking these trips? If so, how can we reach them and help?"

Derek Turner
BCCAMPUS EDTECH FELLOW

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

University of Northern British Columbia instructor and 2020–2021 BCcampus Research Fellow Meghan Costello shared her experience using a non-traditional assessment for her online first-year physics courses and the resulting influence on student learning.

"Although the primary motivation behind this project was to encourage academic integrity, I have found that having to explain questions via video has had positive effects on student engagement and concept mastery."

Meghan Costello
BCCAMPUS RESEARCH FELLOW

On the Front Lines of the Pivot to Online: Measuring the Real Impact of Alternative Assessment in Remote Learning

BCcampus Research Fellow Elle Ting, along with co-investigators Andy Sellwood and Andrew Dunn, developed a framework and methodology to explore the impact of alternative assessment in remote learning, asking: Had the conversion of assessments to a remote learning format become the determining factor for increased academic misconduct? If so, and assuming continued remote learning, what means do instructors have to mitigate academic integrity violations?

Taking the Time: How Okanagan College Used the Time Investment Grant

In fall 2020, BCcampus regional open education representatives were provided an opportunity to issue grants to post-secondary institutions that wanted to kick-start or expand the use of OER. As the common refrain seemed to be "I would if only I had the time," removing the barrier of time appeared to be the best way to meet those institutions' needs. This focus on time as a barrier resulted in BCcampus creating the Open Education Time Investment Grant. Here is the story of how one institution used it.

Time Investment Grant Used to Create New Psychology Resource

Dr. Dinesh Ramoo at Thompson Rivers University wanted to resolve a gap in OER available for the psychology of language. This topic is one of interest to many students in psychology courses. In his response to the call for proposals, he provided a strong case for the development of a new resource. Dr. Ramoo used the Open Education Time Investment Grant to create a textbook titled Psychology of Language. This book has a broad appeal to anyone interested in learning about linguistics as well.

To Print or Not to Print

In the spring of 2021, we partnered with Vretta and the Manitoba Open Education Initiative to survey post-secondary institutions across Canada to investigate how they were using printed open textbooks in their classrooms.

The study revealed that faculty use a variety of parameters to judge whether a textbook (open or commercial) is right for their course. In this survey, quality (content, image and diagram clarity, readability) and cost of a textbook ranked near the top. These factors were followed by thorough coverage of, and relevance and alignment with, the course curriculum; inclusion of practice exercises and problems; and the availability of multiple formats that are easy for students to find and download.

Learning about LaTeX

Another popular topic of discussion this past year was the use of LaTeX, a typesetting system developed by Leslie Lamport and initially released in 1984. This is relevant in a teaching and learning environment because the language makes it possible to write mathematical equations and display them on platforms like WordPress and Pressbooks.

BCcampus Superheroes

The BCcampus "Hey, You're Pretty Fantastic" Award program is an opportunity to recognize and appreciate the folks we work with for their outstanding commitment to our vision and values.

Nearly every month, a candidate is nominated, then everyone chimes in with what they appreciate about that individual.

- March 2022 – Katheryna Khong
- February 2022 – Amanda Coolidge
- October 2021 – Mirjam van Hasselt
- September 2021 – Jonathan Orr
- July/August 2021 – George Meyer
- June 2021 – Leva Lee
- May 2021 – Arianna Cheveldave
- April 2021 – Kelsey Kilbey

Kindness Matters

Recognition and appreciation are vital to the team, even when they aren't directly related to teaching and learning. We're real people at BCcampus — with lives, experiences, likes, and dislikes outside the world of academia, so it's important that we make time to share and support concepts beyond the nine-to-five.

Last fiscal year, we made time for organized crochet sessions, with the creations contributing to the success of the Orange Shirt Project at the Faculty of Education at UBC Vancouver. We continued our Peer Coaching Community of Practice to give everyone the opportunity to engage with each other while improving their coaching skills. And we reviewed the visual anthology *Moonshot: The Indigenous Comics Collection #1*, compiled and edited by Hope Nicholson and published by Inhabit Education Books Inc.

We hosted show-and-tell sessions to build better connections within the team, allowing each other to share some of the things that bring them bliss, like their hometown, their fur-child(ren), their special talents, and anything else they are proud of.

We held two equity, diversity, and inclusion sessions, hosted by Bakau Consulting, to learn ways to disrupt unconscious bias and to discuss the fundamentals of gender and sexuality. Another workshop session, hosted by Chanelle Tye and Victoria Lam, provided perspective about power and privilege.

In the BCcampus café, we built an inclusive community space for casual, important, awkward, and transformative conversations.

And finally, through a series of virtual staff retreats, we made time to celebrate recent wins within our respective departments.

Open Education Sustainability Grant Success

In 2019 BCcampus created the Open Education Sustainability Grant to support colleges, institutes, and universities to take the next step toward campus-based open education sustainability by further supporting the integration of open practices and methods of teaching and learning into their current systems.

Recently Capilano University completed its Open Education Sustainability Grant for Institutions project, the results of which illustrate nicely the intent of this relatively new grant.

Hewlett Foundation Funding

In April BCcampus was the proud recipient of a grant from the William and Flora Hewlett Foundation in the amount of $900 000 USD over three years to support open education in B.C.

SCETUG – Passing the Baton

Recent changes in the world of the Stewardship Committee for the Educational Technology Users Group (SCETUG) gave us an opportunity to highlight this talented group, sharing how they bring value to teaching and learning in B.C.

Celebrating 10 Years of Open Textbooks in B.C.

2022 marks the tenth anniversary of the launch of the B.C. Open Textbook Collection, and we're celebrating the collection all year long.

Doing

This past fiscal year was full of projects that cross a wide range of specialties, targeting teaching and learning for the B.C. post-secondary sector. We created programs to support mental health, working on topics like responding to and preventing sexual violence and suicide, as well as traditionally pedagogical topics, such as facilitating learning online and alternatives to the final exam. While the range was wide, the approach was consistent. Our intention was to actively include the voices of the people we were working with, as well as the ones who were the subject of our efforts. "Nothing about us without us" was something we learned during our work on the Indigenization guides, and it's an approach we used across many projects, from student mental health to peer-support workers, as well as for — and with — faculty, staff, and students. We see the value and validity of using co-creation in our projects and look forward to building on this concept.

Talking About Mental Health

Mental health is something that's been heavily on our minds throughout the pandemic, which led to the development of a new OER: Starting a Conversation about Mental Health: Foundational Training for Students. The guide is for use with post-secondary students and includes scenarios to offer suggestions on how to respond to students who are overwhelmed and feeling distressed. The scenarios are based on real-world situations to be relevant and engaging: scenario one looks at a student who's struggling to balance studies with caring for their child, while scenario two is about a student who's genderqueer and just gone through a bad breakup.

Co-creating OER: Students Supporting Students

The newly adapted mental health resource mentioned above was created with funding from the Ministry of Advanced Education and Skills Training to equip post-secondary students with the resources and perspective they need to support their peers struggling with mental health concerns. While the resource will provide substantial value to students throughout the province, the learnings we took away from this will help us build better — and more inclusive — resources for the entire B.C. post-secondary sector.

Navigating Back to Campus with Resilience, Mindfulness, and Compassion

With the fall semester fast approaching, anxiety was at an all-time high about the return to campus for many in the B.C. post-secondary sector. Staff and faculty wanted to be able to support students with the return of face-to-face delivery. In a webinar titled *Navigating Back to Campus with Resilience, Mindfulness, and Compassion*, held on August 30, facilitator Dawn Schell used the analogy of being on an airplane when something goes wrong: you need to give yourself oxygen before you can take care of others around you.

The Power of Being Heard: Creating OER for Peer-Support Workers in B.C.

We completed a project to develop a full training curriculum for peer-support workers in B.C. To ensure we crafted effective resources, the materials were informed and evaluated by peer workers throughout the project to leverage their wisdom, knowledge, and lived and living experience to create unique training resources. This first-of-its-kind, provincially approved project focused on creating training tools for peer-support workers that amplify their lived expertise and allow them to continue to provide essential care throughout the provincial health care system.

Indigenization Guide: Pathways Toward Reconciliation

Over the past fiscal year, we have continued to develop and share the work we are doing in our Pulling Together series: hosting webinars and sharing excerpts from the various resources available in the professional learning series to create awareness about the value of these OER.

The Indigenous Student Experience

Last spring we were honoured to have four students share knowledge and stories about their experiences of being Indigenous while in a post-secondary institution. Our six-part Pulling Together: A Guide for Front-Line Staff, Student Services, and Advisors series, facilitated by Marlene Erickson and Jewell Gillies, provides an in-depth look at how organizations can find a holistic way for staff to serve Indigenous students. The recent panel gave us a firsthand look at what Indigenous students need and how, when put into tangible action, this guide can help us navigate these interactions.

Ditching the Final Exam

This year we looked at the student evaluation process, exploring alternative assessment opportunities used by faculty at the University of the Fraser Valley (UFV). We heard from Stefania Pizzirani, RoseAnne Timbrell, Michael Corman, Amea Wilbur, and Keziah Wallis, UFV educators who opted to forgo the final exam in favour of promoting student autonomy and helping their learners find ways to showcase their strengths.

> *"The pandemic forced instructors to look at assessments differently but with very little time to prepare. The sudden pivot from face-to-face instruction to online delivery required new ways of administering exams."*
>
> **Jaime Caldwell**
> COORDINATOR, MARKETING AND COMMUNICATIONS AT BCCAMPUS
> *Source Article*

Taking FLO Up North: An Adoption Story

Recreation North, a community-focused recreation leadership training program, is structured to meet the challenges of varying levels of access to training, technology, and connectivity; to be inclusive of culture; and to respect different learning styles. Developed for and with the recreation and parks associations of Yukon, Northwest Territories, and Nunavut, BCcampus adapted the FLO Fundamentals for the North by including a stronger emphasis on inclusive facilitation and Indigenous perspectives.

FLO North launched in September 2021 with 10 participants. Due to various circumstances, only four learners were able to complete the course and earn a certificate. However, feedback during and after the course indicated our learners gained an appreciation of the ways in which cultural perspectives, literacy, and technology influence online learning as well as the need to respect the flow of life in the North, where professional, personal, and community life blend together.

Fostering Open Education in the North

Coast Mountain College (CMTN) received an open education sustainability grant in 2019 to fund professional development opportunities focused on learning about OER. This grant was used to provide a day-long workshop that introduced trades faculty to OER, provided incentives for adopting OER, and offered a professional development course for instructors on using OER.

While COVID-19 delayed some elements of the proposed grant activities by a semester, the staff at CMTN used the grant to foster and further develop open education understanding at the institution and continue to demonstrate innovation in this area. The open education conversation has started and continues to expand at CMTN.

Authentic and Alternative Assessments: A FLO MicroCourse Recap

Our FLO suite of MicroCourses designed to prepare educators for fall continued with July's session, which addressed the timely topic of alternative and authentic assessments. This offering drew 65 participants, from institutions in B.C., Alberta, Saskatchewan, Ontario, Newfoundland and Labrador, New Hampshire, Louisiana, Michigan, and as far away as Tokyo (Japan) and Hyderabad (India)!

Much Ado About Rubrics

In September we held our inaugural FLO workshop about rubrics, a three-hour experiential session that focused on three areas:

- A facilitator-led primer on rubrics
- Creating a rubric during independent development time
- A peer review where participants gave and received feedback on rubrics

Print-on-Demand Guide

To help institutions implement an effective print-on-demand service to provide students and instructors with an option that is easy to locate and simple to use, we developed the BCcampus Open Education Print-on-Demand Guide. We created an article series to help campus bookstores, libraries, and resource centres learn how to implement open textbooks for their institution.

Open Homework Systems Project Grant Recipients

A few years ago we received funding from the Ministry of Advanced Education and Skills Training to explore open source software alternatives to proprietary commercial publishers' homework platforms. The purpose of the Open Homework Systems (OHS) project is to reduce the cost of post-secondary education for students by lowering the cost of access to homework systems.

In June we announced the recipients of the OHS grants for the development of STEM practice questions for open homework systems such as WebWorK and PrairieLearn. The grant recipients included:

- Elyse Yeager, associate professor of teaching, UBC Math
- Jessie Key, professor, Department of Chemistry, VIU
- Firas Moosvi, lecturer, UBC-Okanagan
- Jake Bobowski, associate professor of teaching, UBC-Okanagan
- Stefan Lukits, BCIT Math department, BCIT

Beyond Textbooks – The Open Online Courses Project

The B.C. Open Collection, formerly known as the BCcampus open online courses project, is a repository of complete courses for post-secondary institutions in B.C. The courses are openly licensed and fully equipped for teaching, learning, and assessment, including course materials, evaluation tools, modules, and other resources like case studies that you can adopt or adapt for your program.

This year we funded the development of open education courses to the following educators:

- Silvia Bartolic, MA, PhD, associate professor of Teaching, Sociology, UBC
- Katherine Carpenter, MBA, faculty, Entrepreneurial Leadership, Kwantlen Polytechnic University
- Steven Earle, PhD, Open Learning faculty member, Earth Science, TRU
- Dinesh Ramoo, PhD, sessional lecturer, Department of Psychology, College of New Caledonia
- Christine Miller, MEd, assistant teaching professor, TRU
- Meizhong Wang, MSc, Eng., Course: Intermediate Level Math (ABE)
- Jennifer Kirkey, MSc, instructor, Department of Physics and Astronomy, Douglas College

Engineering Common Curriculum Project

To build on the learnings uncovered in a 2018 feasibility study into creating a common first-year curriculum, funded by the British Columbia Council on Admissions and Transfer (BCCAT), we approached the Ministry of Advanced Education and Skills Training to receive approval and funding to continue the development of the content. The Ministry granted the request, and BCcampus was tasked with overseeing the project and the distribution of grants to institutions with significant work to migrate to the new curriculum. Additional funds were provided to include OER support for first-year engineering.

Eleven institutions in B.C. received funding to move to the first-year engineering curriculum, including:

- Capilano University
- Coast Mountain College
- College of New Caledonia
- College of the Rockies
- Langara College
- North Island College
- Northern Lights College
- Selkirk College
- TRU
- Vancouver Community College
- Vancouver Island University

Giving Back with OpenETC

While enabling local educators to make informed decisions about the open-source resources at their fingertips, BCcampus agreed to a three-year commitment to support the community. "The OpenETC is very much aligned with what we do at BCcampus: they're community-based, sector-wide, open, innovative in the tech and the model, and accessible to everyone," shared Tracy Roberts, director of Learning + Teaching at BCcampus. "They're building a solid community of contributors and collaborators, and we'd love to see it continue to thrive and grow, with everyone giving back to the collective to create a self-sustaining model."

"The OpenETC fills gaps in local provisions and resources, especially in rural colleges. It says something important about sector capacity and who can afford nice digital things and that shared models like this might be more affordable."

Anne-Marie Scott
DEPUTY PROVOST, ATHABASCA UNIVERSITY

In fall 2021 the OpenETC won an Open Infrastructure Award from the Open Education Global team, a member-based, global non-profit that supports the development and use of open education around the world. In addition, the BCcampus Open Education Challenge won an award for open pedagogy, and it was hosted and made possible by OpenETC technology.

Another award-winning project that made use of the OpenETC infrastructure was 25 Years of EdTech, a serialized audio version of a book written by Martin Weller. The podcast was hosted and produced by Clint Lalonde, with a companion podcast, Between the Chapters, produced by Laura Pasquini.

Anne-Marie Scott
DEPUTY PROVOST, ATHABASCA UNIVERSITY

New Consumer Behaviour Textbook Demonstrates Why Care and Social Justice Matter in Marketing

As a leader in open education, instructor Andrea Niosi in the Faculty of Entrepreneurial Leadership at Kwantlen Polytechnic University (KPU) has been advocating for and developing open education for some time. New Consumer Behaviour Textbook Demonstrates Why Care and Social Justice Matter in Marketing, one of Andrea's latest projects, is now published in the BCcampus Open Textbook Collection: *Introduction to Consumer Behaviour*. This new textbook fills an important gap in available OER for marketing and business programs in B.C. and beyond. With financial support from the Ministry of Advanced Education and Skills Training and BCcampus, and as part of the zero-textbook cost initiative for business programs, Andrea authored an OER that takes a less conventional look at consumer behaviour and closely examines the relationship between marketing and culture.

FLO Tech Tool Tips

In September we launched a monthly tip to help educators facilitate learning online. The monthly tips covered topics such as:

- Crowdsourcing in the e-Classroom, hosted by Annie Prud'homme-Généreux, PhD, director of Continuing Studies at Capilano University
- The accessibility checker embedded in Microsoft Office, hosted by Terri Bateman, distributed learning facilitator at North Island College
- Echo360, presented by Gwen Hong-Nguyen, learning experience designer at the University of Victoria
- The Power of Padlet, from Valeria Cortes, associate faculty member at Royal Roads University
- Mentimeter, via Deb Nielsen, curriculum developer, College of New Caledonia
- Writing in the Margins with Hypothes.is, from Taruna Goel, instructor, University of Victoria

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Leading

Recognizing the significant stress, emotional turmoil, and general uncertainty of teaching and learning through a pandemic, our team focused on providing consistent support and resources for faculty, staff, and students throughout the province.

Making OER Count

As part of Open Education week in March 2022, Amanda Coolidge, director of Open Education at BCcampus, hosted a series of webinars to look at incorporating OER into the tenure and promotion process.

B.C. Deans Align to Support OER

The B.C. Deans of Arts and Science Programs Committee met in the fall of 2021, and on their agenda was a statement of support for the use, creation, and adaptation of OER. This marked the first administrative statement of support for OER in B.C. We had the opportunity to chat with local deans and faculty champions to learn why they're promoting the use of OER in their institutions.

"In supporting faculty choice in educational resources, the B.C. Deans of Arts and Science also support and encourage the use, creation, and adaptation of open educational resources (OER) that contribute to the quality of the student experience in post-secondary arts and science courses. As a group, the B.C. Deans of Arts and Science recognize that open educational resources minimize the cost of learning for students, promoting equity in education and creating an opportunity to improve academic preparedness. Open educational resources also allow faculty to customize their teaching resources, present local examples, showcase their expertise, and collaborate with their peers."

Statement from:
THE B.C. DEANS OF ARTS AND SCIENCE PROGRAMS COMMITTEE

Anti-Racism Statement

While we are learning about improving our understanding of anti-racism, we are also sharing the experience with other institutions to help them develop their own anti-racism policies and processes.
BCcampus Anti-Racism Statement

Preparing for Return to Campus – A Trauma-Informed Approach

At BCcampus we recognized we would be facing an uncertain fall, and it would be far from business-as-usual. As students and instructors were told to gather in classrooms again, there was an increase in concern that we may bring into that space the emotions of the past 18 months with added layers of concern or anxiety over the perceived risks involved in face-to-face meetings. Trauma-informed pedagogy is rooted in the theory of trauma-informed practice and reminds us that stress can impede the ability to process information, make choices, and stay focused.

"COVID-19 has provided trauma, which can be locked into our bodies for decades, an ongoing opportunity to rise and surface to our consciousness. The collective uncertainty and fear felt globally can provide the conditions for triggering feelings. We may feel fear, despair, sadness, confusion, lost, helplessness, inadequacy, shame, guilt, hurt and anger, to name a few."

Alyson Quin
FOUNDER OF THE TRAUMA INFORMED PRACTICE INSTITUTE

University of Victoria

Creating OER Awareness at UVic

The University of Victoria has assembled a team of passionate faculty and students to create awareness for OER within the field of teaching, learning, and scholarship. We are excited to be part of their success story, contributing to their effort via the BCcampus Open Education Sustainability Grant for Institutions.

BCcampus Award for Excellence in Open Education

Whether it was for their demonstrated leadership skills, development of quality OER, ongoing advocacy, or scholarly research, the following individuals were nominated and selected for their contribution to open education:

- Izabela Mazur, assistant teaching professor, University and Employment Preparation, TRU
- Meizhong Wang, instructor at the College of New Caledonia
- Theresa Southam, coordinator, Teaching & Learning Institute, Selkirk College
- Christine Miller, lecturer in the Department of University and Employment Preparation at TRU
- Brian Coey, program leader/instructor in the Sheet Metal and Metal Fabrication program at Camosun College
- Agnes d'Entremont, associate professor of teaching in the Department of Mechanical Engineering at UBC
- Shantel Ivits, curriculum developer and community organizer, Vancouver Community College
- Valerie Irvine, co-director of the Technology Integration and Evaluation Research Lab at the University of Victoria

The Best-Laid Plans: How COVID-19 Hindered (and Helped) One Open Education Project

The best-laid plan can falter for a number of reasons, including a pandemic. During the past year, BCcampus grantees endured the many bumps in the road that COVID-19 threw at them. However, when these bumps threatened to derail UVic's hard work, it held steady with patience, tenacity, and a willingness to accept the situation at hand to create a new plan and gain more experience in how to function in the open education field.

During the initial months of the pandemic, BCcampus amended its project reporting tool by including questions about COVID-19. The new version allowed grantees to provide a comprehensive account of the limitations and challenges they faced because of the pandemic, such as inadequate time to devote to project duties. Based on responses, BCcampus project managers did what they could to support grantees through extending project due dates and adjusting project plans. For the most part, these steps allowed institutions to proceed with their projects. Learn about this is one university's story and how it found a way to carry on.

Promoting Professional Development Through Evidence-Based Teaching

Earlier this year BCcampus saw an opportunity to leverage a generous offer from the Lumen Learning company to participate in its new Lumen Circles Fellowship program, a nine-week virtual community of practice focused on building capacity and confidence for faculty. Lumen offered two positions in its fellowship program, and BCcampus elected to match the offer through our Professional Learning Grant, enabling four professionals from different institutions in B.C. to attend the learning experience.

lumen circles

Pedagogy Before Portfolios

Well-presented professional development events can make new digital learning tools appear all the shinier. Attendees leave feeling inspired and eager to adopt, or rather shoehorn, these new tools into their practice without full consideration of the pedagogical practice needed to make them effective. Such hastiness can quickly lead to trouble whereby the tool becomes an obstacle to teaching and learning rather than an aid.

As KPU's Access Programs faculty continue on their learning journey implementing an innovative curriculum, they can be confident that the digital tool they are adopting is not just a shiny, empty wrapper but one supported by sound pedagogy and filled with the potential to assist Access Program students to move beyond negative assumptions and break down systemic barriers.

Integrating Open Textbooks into Your Learning Management System (LMS)

Some of the open textbooks in the BCcampus open textbook collection are available as course cartridges. Course cartridges are designed to be imported into your institutional LMS, which allows learners to access open textbook content without leaving the LMS. It also gives instructors some limited customization opportunities in that you can reorder chapters of the book or hide textbook content that is not relevant to your learners using the functions within your LMS.

Let's Talk About Suicide

One of the hardest questions you may ever find yourself asking is, "Are you thinking about suicide?" A newly adapted resource, *Let's Talk About Suicide: Raising Awareness and Supporting Students*, is now available to help faculty and staff discover the tools — and confidence — to ask a student if they are considering suicide as well as guidelines to listen without judgement and share appropriate resources with students.

Capacity to Connect Offers Essential Support for B.C. Students

A new OER is now available for faculty and staff at post-secondary institutions in B.C., providing them with essential tools to develop their knowledge, confidence, and skills to support student mental health and wellness.

Safer Campuses for Everyone

With the support of the Ministry of Advanced Education and Skills Training, we developed and delivered several training resources to support the prevention and response to sexualized violence. In addition, an asynchronous sexualized violence training to focus on the prevention and responding to sexual violence on campus that can be delivered within their LMS using Articulate Rise. Post-secondary institutions were also provided small grants to support the implementation of Safer Campuses for Everyone.

Announcing the Recipients of the Open Course Grants

In 2020 BCcampus began creating a collection of open courses to assist instructors and course developers in creating and updating their courses, particularly while transitioning from in-person teaching to online. We are pleased to award grants to four new projects that will grow our open course collection with high quality, relevant course materials that are suitable for programs in B.C. and beyond:

- Family Sociology
- Entrepreneurship (Years 1 and 2)
- Environmental Geology
- Psychology of Language

Open Is in Micro-Credentials' DNA

Along with co-presenter Helena Prins, Ross McKerlich hosted a deep dive into micro-credentials in the Current Topics in Micro-credentials FLO MicroCourse.

> *"Micro-credentials are often recognized by digital badges, which have their genesis in open. As a result, the learner can proudly show their learning achievement to others. Just like the digital badge image embeds rich data, the values of open are embedded in micro-credentials. This could be just the beginning; there could be further open possibilities in micro-credentials with the use of Creative Commons licences."*
>
> **Ross McKerlich**
> BCCAMPUS

Pedagogy First: A BCTLC Update

We caught up with Drs. Paula Hayden and Anne Sommerfeld, co-chairs of the BCTLC to discuss what's happening with the BCTLC and what's in store for the months and years to come in terms of teaching and learning in B.C.

> *"We have probably had more conversations about teaching in the past 15 months than the past 15 years. We do not want to lose that community of practice, that sharing of knowledge. We want to keep the excitement and the innovation coming. Professional development and research in scholarly teaching will help us keep up with evidence-based practice. I don't want to go back to 'normal'; I want to stay forward."*
>
> **Dr. Anne Sommerfeld**
> INTERIM DIRECTOR FOR THE CENTRE FOR TEACHING, LEARNING AND TECHNOLOGY AT THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

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Milestones

BCcampus Newsletter

4270 subscribers

7.7% increase

Cascadia Open Education Summit

1252 registrants

ACE-WIL

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

3 sessions

188 attendees

ETUG Spring 2021 Workshop

"Bold New Spaces"

102 registered participants

22 institutions represented

ETUG Fall 2021 Workshop

"Privacy and Our Emerging Tools"

145 registered participants

22 institutions represented

Facilitating Learning Online (FLO)

24 sessions

2077 participants

Research Fellows

9 Fellows started in the 2021 fiscal

7 institutions represented

HyFlex In (Re)Action

209 attendees

22 institutions represented

Lunchable Learning

21 shows

15 average # of live listeners

359 total # of plays of recorded shows

OpenEd Related Events

27 sessions

1830 attendees

Trades Series
(included in OpenEd related events)

5 sessions

149 attendees

Student Savings

$30.1 million

Number of B.C. Students Using Open Textbooks

253,227

B.C. Institutions Currently Adopting Open Textbooks

43

Known B.C. Faculty Adopting Open Textbooks

770

B.C. Institutions Currently Adopting Open Textbooks

43

EDI Projects

Sexualized Violence, Mental Health, Anti-Racism, Decolonization

32 sessions

1297 attendees

Number of Open Education Grants by Type

# of Grants	Subject Area	Total Funding
1	Business/Marketing	$1,000
1	STEM	$2,000
4	Trades	$110,800
9	Open Courses	$65,250
11	Open Homework Systems	$149,284

Pulling Together Indigenization Guide series

2 sessions

74 attendees

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Events

While we were disappointed that we couldn't hold as many in-person events as we have in previous years, we are elated with the successes we've had with our online experiences.

Open Education

We saw significant engagement and interaction in the first installation of the Cascadia Open Education Summit, an internationally attended event to share and discuss ground-breaking ideas, research, and best practices for using OER.

To continue increasing awareness and access to open education, we hosted, facilitated, or participated in a wide range of events, including:

- Adopting, Adapting, or Creating OER: A OER Grant Showcase of What's Happening at TRU
- Adult Basic Education OER Showcase
- Cooking with H5P: In the Kitchen with Arley Cruthers
- Cooking with H5P: In the Kitchen with Kyle Mackie
- Cooking with H5P: Inside Pressbooks with Steel Wagstaff
- Cooking with H5P: The Project Banquet
- Copyright and Licensing in Open Educational Resources
- Finding, Using, and Sharing Open Educational Resources
- How It Started/How It's Going: 10 Years of Open Textbooks in B.C.
- Introduction to Pressbooks
- LaTeX Learning Community
- Making OER Count: Incorporating OER into the Tenure and Promotion Process
- OER Production Series: Advanced Pressbooks
- OER Production Series: Beyond Accessibility in OER
- OER Production Series: Find, Use and Share Open Education Resources
- OER Production Series: Introduction to Pressbooks
- OER Production Series: Technical Accessibility in OER
- Open Education Faculty Fellows Project Showcase
- Open for Business: A Showcase of New OER for Business Programs
- Shop Talk: An Open Space for Trades Faculty

Learning and Teaching

We provided a wide variety of offerings for the educators of B.C. and developed opportunities to improve the student experience through events such as:

- ACE-WIL Town Hall: B.C. WIL Council Employer/Community Partner Survey Results
- ACE-WIL Town Hall: Connecting the Phase II COWIL Project
- ACE-WIL Town Hall: Let's Connect
- How To Be an Antiracist
- BCcampus Book Club: Small Teaching Online
- ETUG Spring Workshop: Bold New Spaces
- ETUG: Assessment, Analytics, and Student Learning: Privacy and Our Emerging Tools
- FLO — Universal Design for Learning (UDL)
- FLO Course: Trauma-Informed Teaching
- FLO Course: Universal Design for Learning
- FLO Friday: Accessible Course Design – Separating Content from Delivery
- FLO Friday: Alternative Assessment: Negotiating Standards
- FLO Friday: Arts-Based Learning Online
- FLO Friday: Engagement Strategies for Hybrid/HyFlex Courses
- FLO Friday: Teaching with a Trauma-Informed Lens
- FLO Friday: UDL in Practice
- FLO Friday: UDL in Practice
- FLO Friday: Ungrading Unpacked!
- FLO Lab: Whole Body Learning
- FLO MicroCourse – More Than Words: Developing Anti-Racist Pedagogies
- FLO MicroCourse: Alternative Assessment
- FLO MicroCourse: Authentic and Alternative Assessments
- FLO MicroCourse: Considerations to Indigenize Your Work
- FLO MicroCourse: Current Topics for Micro-Credentials in B.C.
- FLO MicroCourse: Design with Liberating Structures
- FLO MicroCourse: Digital Literacy to Fluency
- FLO MicroCourse: Getting Started with Hybrid or HyFlex Learning
- FLO Synchronous
- FLO Workshop: Coaching Student Teams
- FLO Workshop: Rubrics Rubrics Rubrics!
- Fun FLO Friday: Choose Your Own Adventure
- Fun FLO Friday: Ice Breakers!
- HyFlex ReAction Event: The Good, the Bad, and the Ugly
- Lunchable Learning
- Q & A with Flower Darby, author of Small Teaching Online: Applying Learning Science in Online Classes

Equity, Diversity, and Inclusion

We expanded our repertoire of topics to help improve equity, diversity, and inclusion for on- and off-campus environments, and this enabled us to work with some of the up-and-coming mentors and leaders in this essential field, through events such as:

- Accessibility and Universal Design in Open Educational Resources
- Celebrate National Indigenous Peoples Day
- Celebrating Indigenous History Month
- Inclusion Training: Understanding Diversity and Inclusion for Safer Spaces for Queer, Trans, and Two-Spirit Team Members and Students — five offerings
- Moving from Men as Allies to Men as Stakeholders —two offerings
- Pawsitive Partnerships in Education Settings
- Pulling Together Series for Trades Faculty
- Supporting Women in Trades from Apprenticeship through Red Seal Endorsement
- The Empty Chair: From Anti-Racist Intention to Action in B.C.'s Post-secondary System
- Women in Trades

Mental Health and Wellness

With the support of the Ministry of Advanced Education and Skills Training, we developed and delivered a series of workshops to focus on mental health and wellness. The webinars included:

- Navigating Back to Campus with Resilience, Mindfulness, and Compassion
- Let's Talk About Suicide Info Session
- Capacity to Connect Information Session: Prepare to Adapt and Offer
- Capacity to Connect: Training for Faculty and Staff

Preventing and Responding to Sexualized Violence

With the support of the Ministry of Advanced Education and Skills Training, we developed and delivered a series of workshops to focus on the prevention and responding to sexual violence on campus. The webinars included:

- Three-day SV Forum – Moving Forward Together – Honouring Consent
- Accountability and Repairing Relationships: Two-Part Workshop
- Active Bystander Intervention – Facilitator Workshop
- Consent and Sexual Violence Facilitator's Workshop
- Preventing and Responding to Sexualized Violence through Sharing and Collaboration
- Sex Work and Sexual Violence: Creating Safer Spaces on Campus
- Supporting Survivors Facilitator's Workshop
- Technology-Facilitated Sexual Violence: What It Is and How To Help
- Technology-Facilitated Sexual Violence: What Rights Do Students Have?
- Trauma-Informed Facilitation

Safer Campuses for Everyone

The Safer Campuses for Everyone training is a 75-minute online, self-paced, non-facilitated training developed in an e-learning program called Articulate Rise. Individuals who work in B.C. post-secondary institutions can adapt the course content in the Articulate Rise program and then share the course with learners through an LMS such as Moodle, Blackboard, Canvas, or D2L.

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