

Ministry of
Post-Secondary Education
and Future Skills



BCcampus
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Digital Learning Strategy Forum

November 23, 2023



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B.C.'s Post-Secondary Digital Learning Strategy: Development and Implementation Activities

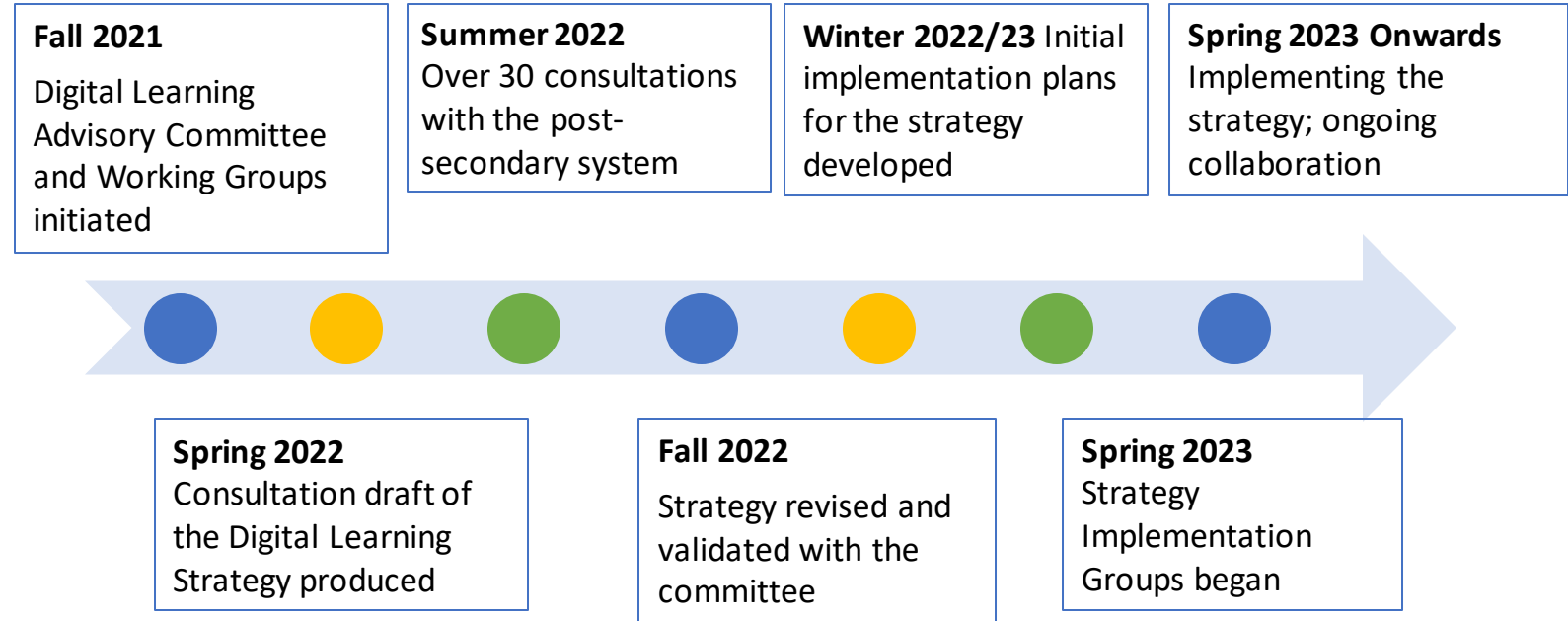
Brief Overview



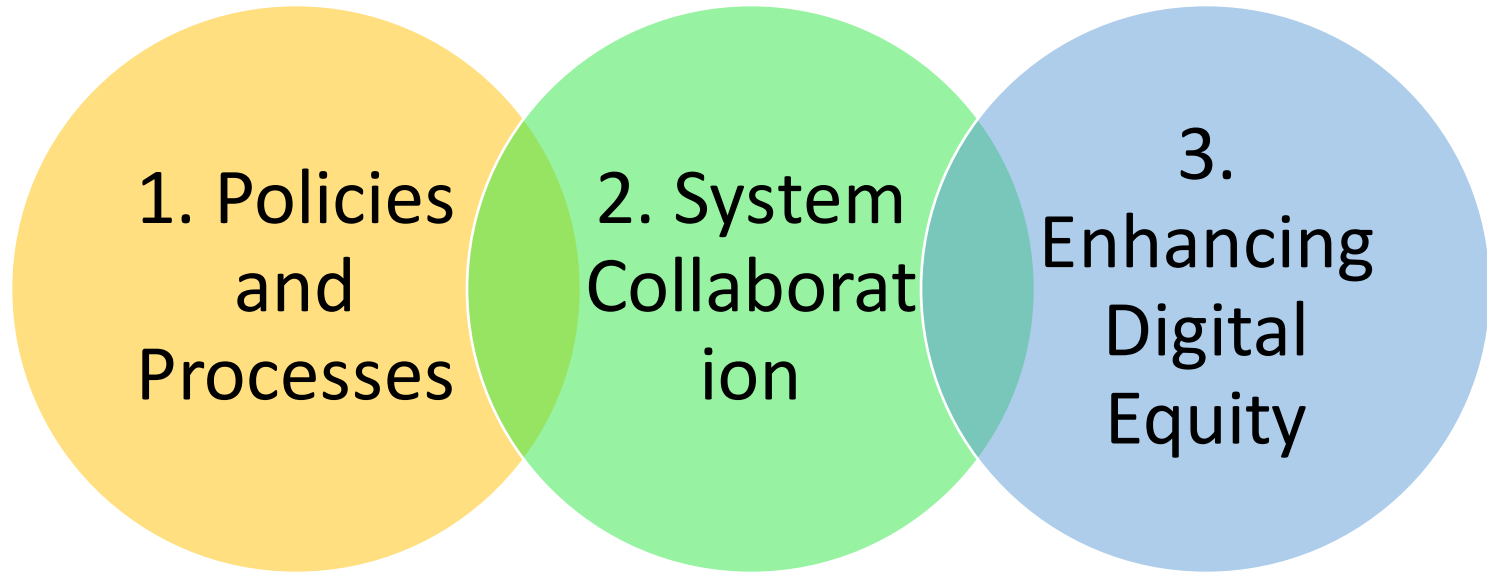
BRITISH
COLUMBIA

Ministry of
Advanced Education
and Skills Training

Digital Learning Strategy Background



Strategy Overview: Strategic Priorities



1. Policies and Processes



Guidelines for
Technology-
Enhanced Learning



Ethical, Accessible,
and Responsive
Use of Technology



B.C. Post-
Secondary Digital
Literacy
Framework



Annual System-
Wide Forum



2. System Collaboration



1. Coordinated
Technology
Investment Strategy



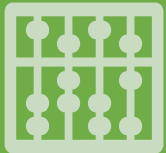
2. Software
Repository



3. Shared Educational
Resources



3. Enhancing Digital Equity



Digital Learning Technology Discount Program



Provincial Advising Supports



Indigenous Intellectual Property and Licensing



Remote Access to Software and Applications



Shared Technology Helpdesk



Digital Learning Strategy Implementation Overview

Status of Implementation Activities

Initiative Proposals to be Developed

Support for rural and Indigenous institutes to participate in the DLS

Remote Technology Helpdesk

Remote access to software for learners

Provincial Credit Bank

Initiative proposals initiated or under development

Indigenous Intellectual Property informational resources

Digital Learning Technology Discount Program

Software Repository

Ethical Educational Technology informational resources

Digital Literacy Open Education Resource Repository

Digital Learning Strategy Forum - November 23, 2023

Professional Development for Educators

Shared Educational Resources and Technology

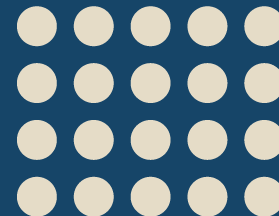
Launched Deliverables

B.C. Post-Secondary Digital Learning Strategy

Guidelines for Technology-Enhanced Learning

B.C. Post-Secondary Digital Literacy Framework

Digital Learning Strategy Website



Access the Digital Learning Strategy



<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/digital-learning-strategy>

Contact us: PSFS.DPP@gov.bc.ca



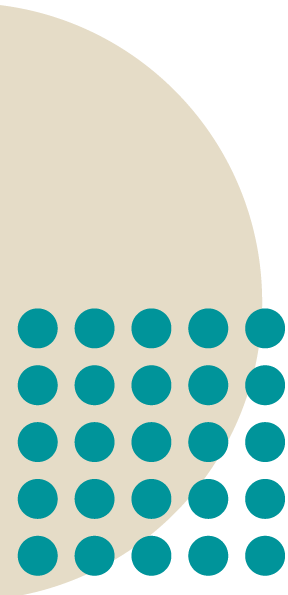
BCcampus and DLS



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- History
 - Digital Learning Strategy Implementation Activities
 - Facilitating Learning Online Series
 - Digital Pedagogy Toolbox
 - Student Research Fellows
 - Sector Advisory Committee (SAC)
 - Shared Educational Resources and Technology (SERT)
 - DL OER Repository
-



BCcampus 2003–2023



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Welcome to BCcampus

BCcampus is a collaboration of post-secondary institutions in British Columbia providing an online central access point to post-secondary online and distance learning courses, programs and resources.


It is envisioned that, once fully implemented, BCcampus will facilitate a seamless path from application to graduation for distance learners in British Columbia. In addition to providing access to online and distance education courses and programs available throughout the British Columbia public post-secondary system, BCcampus will provide support services and other resources for learners, faculty and course developers, staff and administrators.

BCcampus invites you to explore this site to find out more about available distance learning opportunities at public post-secondary institutions in British Columbia. As more BCcampus programs and services are phased in over the next two years, be sure to check the site on a regular basis for updates.

News Flash!

See the schedule for [ABE Courses](#)

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BCcampus Research

Exploring and improving student learning in B.C.

[LEARN MORE](#)



Topics of Practice






At BCcampus, we support the adaptation and evolution of teaching and learning practices in post-secondary institutions across British Columbia through collaboration, communication, and innovation.

- Open Education
- Digital Learning in B.C. Post-secondary Institutions
- Learning + Teaching

Events

[view all events](#) | [past event archives](#)

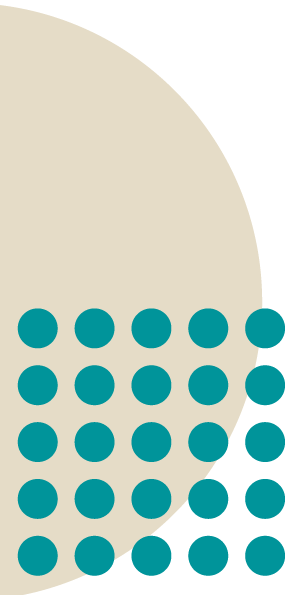
UPCOMING

	START JUL 21, 2023 FLO Friday: Elevate Your Online Presentation: Discovering Presentation Zen
	START AUG 18, 2023 FLO Friday: Open Pedagogy as Critical Pedagogy
	START SEP 8, 2023 FLO Friday: It's All About Relationships: Embracing Teaching in Digital Age

BCcampus



- Open Education
- Collaborative Programs
- Online Learning and Technology Integration
- Professional Development
- Research and Evaluation





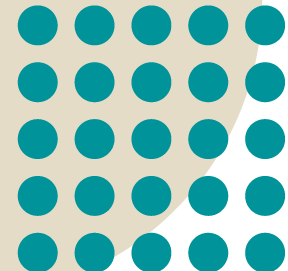
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Go with the FLO

Join us for upcoming
Facilitating Learning Online
offerings

[REGISTER NOW](#)



FLO and the DL Framework Competencies

Creation & Curation	Communication & Collaboration	Digital Scholarship	Digital Wellbeing	Technology Support	Ethical & Legal
<p>FLO Friday: Engagement Strategies for Hybrid/HyFlex Courses</p> <p>FLO MicroCourse: Create an Explainer Video</p> <p>FLO MicroCourse: Musing Around with Artificial Intelligence and Pedagogy</p>	<p>FLO MicroCourse: Create Course Community</p> <p>FLO MicroCourse: Design your Liberating Structures</p> <p>FLO Friday: It's All About Relationships: Embracing Teaching in the Digital Age</p>	<p>FLO MicroCourse: From Digital Literacy to Digital Fluency</p>	<p>FLO Friday: Digital Well-Being: PERMA 2.0 and More</p> <p>FLO Friday: Navigating Authenticity & Anonymity in your Online Identity</p> <p>FLO Lab: Drawn Into AI Angst: Can I Really Prove I am Not a Robot?</p>	<p>(FUN) FLO Friday: Tech Tools for Engagement</p> <p>FLO EdTech Sandbox Series: Mattermost, Podcasting, & Padlet</p>	<p>FLO MicroCourse: Future Facing Assessments: How to Use AI in the Design of Alternative Assessments</p> <p>FLO Panel: Artificial Intelligence in Post-Secondary Education, a B.C. Perspective</p>



Digital Pedagogy Toolbox Series

Introduction to the DL Framework	Creation & Curation	Digital Wellbeing	Technology Support	Ethical & Legal
<p>Integrating Digital Literacy Practices</p> <p>Digital Literacy Outcomes (coming this December)</p>	<p>Creating Engaging, Interactive Learning Resources</p>	<p>Cultivating Digital Well-Being as a Social Practice with the PERMA Framework</p>	<p>Use Games, But Use the Fun Parts</p> <p>Early Considerations for ePortfolios in WordPress</p> <p>Let's Make Friends with ChatGPT</p> <p>Generative AI in Teaching and Learning: The Least You Need to Know</p> <p>Engaging with Technology and Accessible Practice</p>	<p>Ethics as Design</p> <p>Designing for Care with Personas</p> <p>Fostering Meaningful Education Experiences (this fall)</p>



BCcampus Student Research Fellows



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Kim Ashbourne, UVic



Marta Samokishyn, RRU



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Algorithmic Awareness Toolkit: Teaching Algorithmic Literacy in Academic Libraries and Beyond

Instructor's guide

Marta Samokishyn



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[READ BOOK](#)

ALGORITHMIC AWARENESS TOOLKIT

*Teaching Algorithmic Literacy in Academic
Libraries & Beyond*



Instructor's Guide

Marta Samokishyn



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Open Education Practices & DL Framework

Creation & Curation	Information Literacy	Communication & Collaboration	Community-based Learning	Digital Scholarship	Technology Support	Ethical & Legal
<p>Understand and respect intellectual property rights in digital spaces</p> <p>Make informed decisions about where you share your work and the work of others</p> <p>Uphold accessibility protocols when developing learning resources</p> <p>Be able to use technology to enhance digital learning opportunities to convey complex concepts</p>	<p>Use digital information and tools to expand knowledge and provide multiple perspectives in coursework</p>	<p>Use technology to communicate complex ideas and share, interpret, and accurately understand digitally delivered information</p> <p>Work with others in digital spaces and contribute to safe, positive online networks</p> <p>Work in and support a collaborative digital work culture</p> <p>Communicate in different ways, including written, audio, or video messages</p> <p>Develop assignments and assessments that teach learners how to work together in digital spaces</p>	<p>Recognize that different groups and communities may have their own ways of working in digital spaces</p> <p>Use digital skills to meaningfully contribute to community projects</p> <p>Support a co-creational model, placing community expertise at the centre of projects and leadership</p> <p>Provide opportunities for learners to participate in community-based learning by building and maintaining relationships</p>	<p>Identify opportunities to share research processes, data, and results. This may include choosing and using open access platforms</p> <p>Find, organize, accurately interpret, analyze, ethically use, synthesize, and communicate information in digital spaces</p> <p>Model digital scholarship by sharing digital research strategies, tools, and methods with peers</p> <p>Collaborate with peers to develop digital learning opportunities, maintain consistency across curriculums, and build digital skills of learner populations</p>	<p>Ensure that online course materials, assessments, and activities are accessible and inclusive</p>	<p>Understand and respect intellectual property rights and use content accordingly</p> <p>Develop content that follows digital accessibility standards and guidelines</p>



Open Education Practices & DL Framework

Creation & Curation	Information Literacy	Communication & Collaboration	Community-based Learning	Digital Scholarship	Technology Support	Ethical & Legal
<p>Open textbook creation and adaptation grants</p> <p>SkilledTradesBC Plumbing Resources</p> <p>Digital Literacy Repository</p>	<p>OER Findability project</p>	<p>EDI psychology open textbook adaptation</p> <p>BC Open Education Librarians (BCOEL)</p>	<p>Open Pedagogy Challenge</p>	<p>Digital Pedagogy & Trades</p>	<p>Accessibility Bites</p> <p>OpenETC</p>	<p>Creative Commons & open licensing support</p> <p>Guidelines for use of Generative AI for OER Creation</p>





Sector Advisory Committee (SAC)



Launch the Sector Advisory Committee (SAC), which will support the Professional Development for Educators initiative as part of implementation of the Digital Learning Strategy.

The Sector Advisory Committee will provide advice on technology-enhanced and -enabled professional development opportunities for educators within B.C.'s post-secondary system as part of phase two.





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Shared Educational Resources and Technology (SERT)

The purpose of this initiative is to support system collaboration to reduce costs related to enabling high quality technology-enhanced learning experiences in B.C.'s post-secondary system by supporting the use and development of shared or openly licensed software, applications, curriculum, and course materials.

November 23, 2023

DR. BRIT PARIS, CAPILANO UNIVERSITY

Developing an Institutional Digital Learning Framework



Our Path &
Lessons Learned

Capilano University is named after Chief Joe Capilano, an important leader of the Skwxwú7mesh (Squamish) Nation of the Coast Salish Peoples. We respectfully acknowledge that our campuses are located on the territories of the Líl'wat, x^wməθk^wəyəm (Musqueam), shíshálh (Sechelt), Skwxwú7mesh (Squamish) and Səlílwətaʔ/Selilwitulh (Tseil-Waututh) Nations.



Agenda

1. Setting the Stage – Why and What
2. CapU's Process
3. Final (Draft) Product
4. Lessons Learned



Setting the Stage – Why and what

- Strategic Documents
- Envisioning 2030 (Strategic Plan)

INNOVATION as a result of curiosity and imagination

GOAL 2

Use imagination to drive CapU's digital transformation

VISION

- Identify and implement groundbreaking uses of existing technological resources across our campuses.
- Use imagination as a key component of the process to develop and implement a University-wide digital transformation plan.
- Identify innovative ways for technology to enhance the digital experience for communities.



Setting the Stage – Why and what

- Strategic Documents
- Envisioning 2030 (Strategic Plan)
- Illuminating 2030 (Academic

4

Prioritize the continued use and adoption of digital and educational technologies to advance excellence in teaching and learning. Recognize learning and learners as emerging practitioners and knowledge mobilizers by strengthening the tools and platforms required for collaborating, curating and sharing evidence of learning.

TRANSFORMATIONAL THINKING

Guided by Envisioning 2030's commitment to transformative learning experiences, the Academic Plan 2030 values the creation of rich opportunities for the learning and unlearning that precede new learning. Appreciating learners as imaginative

4

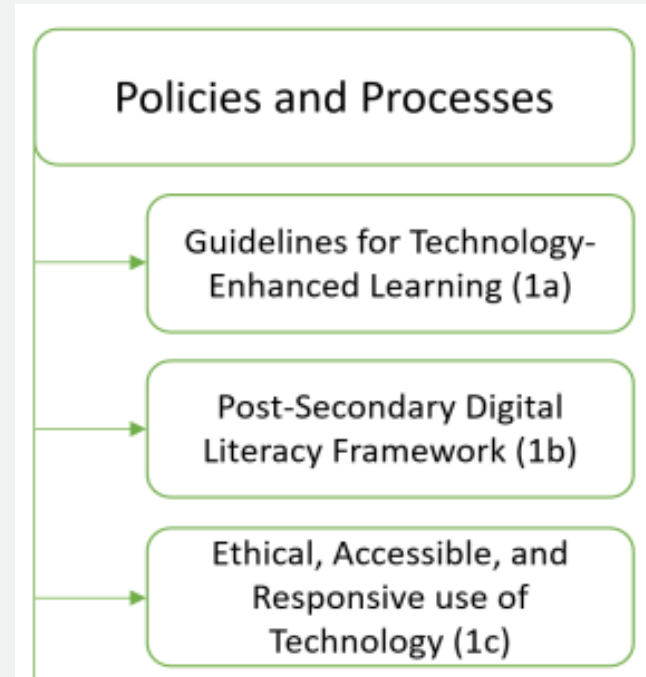
Create and implement a post-pandemic framework for online learning (based on a purposeful learning and learner-centred approach) that is reflective of leading practices.



Setting the Stage – Why and what

Strategic Documents

- Envisioning 2030 (Strategic Plan)
- Illuminating 2030 (Academic Plan)
- B.C.'s Post-Secondary Digital Learning Strategy



Setting the stage – why and what

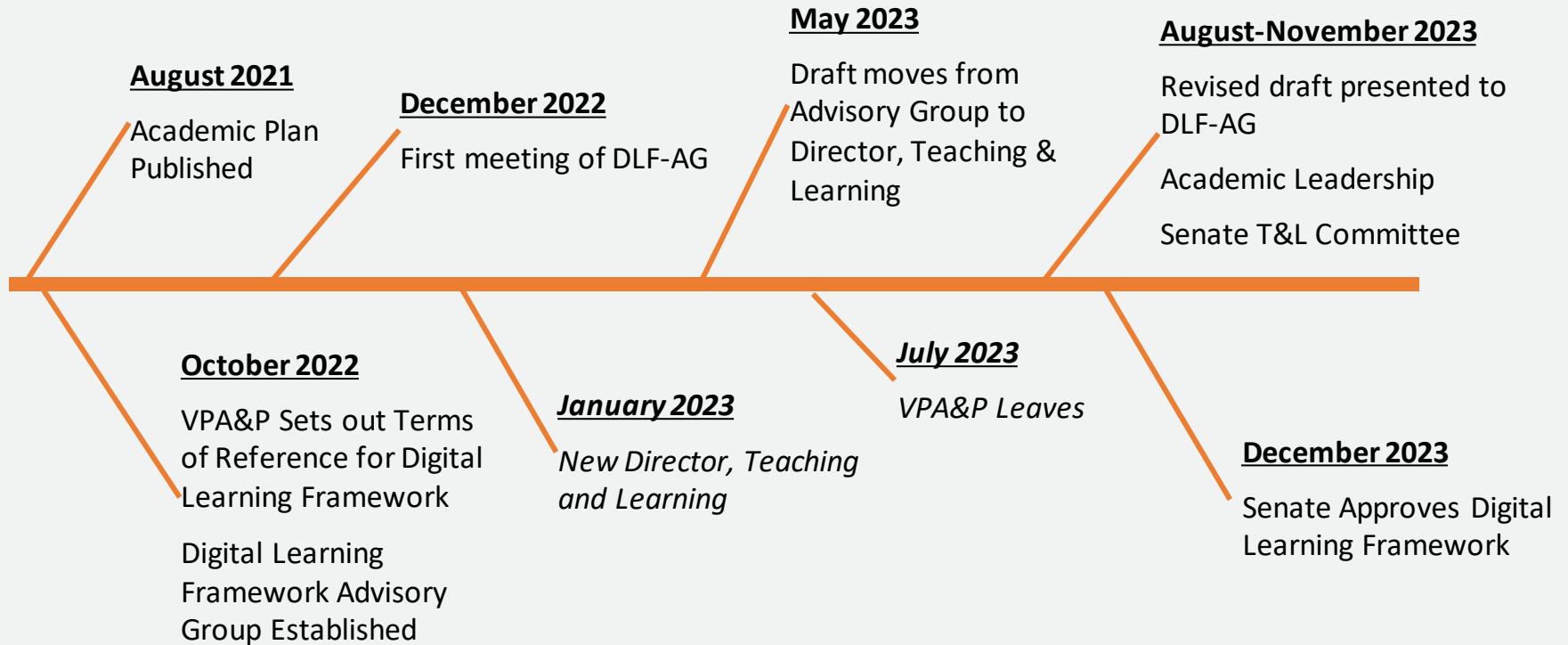
Terms of Reference

Purpose

*The purpose of the **digital learning framework** is to enable Capilano University to move towards its strategic goals of providing distinctive university experiences, animated by the imagination and innovation of its learners, deeply connected to the communities it serves, while advancing goals of social equity & access as well as environmental sustainability, and serving as a powerful mechanism for campus integration.*



Capu's Process - Timeline



Capu's Process – Advisory group

- Associate Vice-President Academic & Provost (Chair)
- Faculty Associate Lead
- Senate Teaching and Learning Committee (1)
- Faculty (5 Faculties + Continuing Studies)
- Information Technology
- Student (Student Digital Ambassador)
- Director, Teaching and Learning
- Director, Academic Initiatives and Planning
- Dean (1)

+ Indigenous Faculty Representative



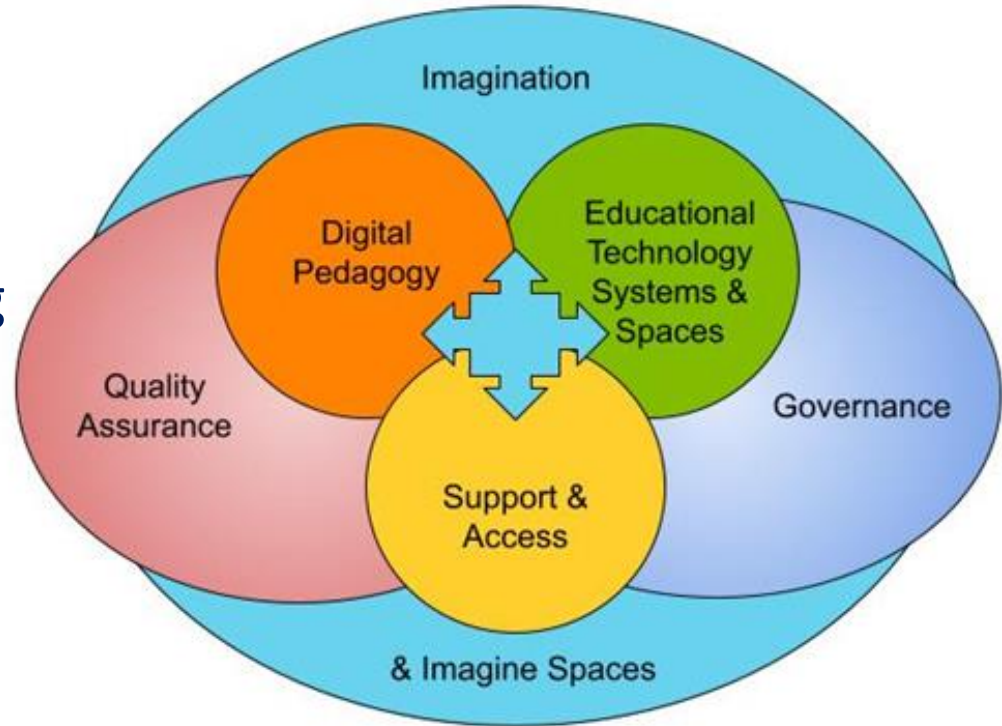
32 Capu's Process – “Buckets”

1 meeting per “bucket”
Led by Faculty Associate



33 Final (Draft) Product

1. Guiding Definitions
2. Modes of Delivery
3. Guidelines for Determining Course Modality
4. 6 Spheres and Goals
5. Separate Action Plan



Lessons Learned

- Everything takes more time than you think!
- Expertise matters
- Representation matters
- Reference/guiding documents matter
- Consultation Group versus Advisory Group versus Authors
- It can be fun!



Thank you!

[CAPILANO.CA](https://capilano.ca)

    @CapilanoU



Introducing the DLS Scorecard

- Dr. Leeann Waddington, AVP Teaching and Learning, Kwantlen Polytechnic University
- Ben Ferrel, Executive Director, Digital Policy & Business Transformation Branch, Ministry of Post-Secondary Education and Future Skills



”
Through active intentional partnering, the Teaching & Learning Commons provides pedagogical leadership that is grounded in community, ethics, creativity, and care.

Rationale

Organize	recommendations to find synergy
Provide	a structured approach to support action planning
Acknowledge	our existing strengths
Minimize	duplicated efforts

Partnership and Collaboration: Expanding the vision



SYSTEM-LEVEL AND
INSTITUTIONAL-LEVEL
ACTION ITEMS



DATA COLLECTION



BEST PRACTICES

Survey

B.C.'s Post-Secondary Digital Learning Strategy Scorecard - DRAFT

"DLAC Scorecard Template" by Dr. Leeann Waddington, Dr. Nishan Perera, Daniel Benzimra, Kwantlen Polytechnic University is licensed under CC BY 4.0 / A derivative from the original work.

This scorecard will assess the degree to which a post-secondary institution is meeting the strategic priorities and recommended actions developed by the Digital Learning Advisory Committee and identified in **B.C.'s Post-Secondary Digital Learning Strategy** (https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/digital-learning-strategy/digital_learning_strategy.pdf).

This survey is being conducted by the Digital Policy and Business Transformation Branch (DPBT) in the Ministry of Post-Secondary Education and Future Skills in partnership with Dr. Leeann Waddington, Dr. Nishan Perera, and Daniel Benzimra from Kwantlen Polytechnic University.

Scorecard Sample

ACTION BY: Post-Secondary Institutions										
Recommended Action		Associated DLS Implementation Initiative (reference documents or related projects/programs underway to support implementation) Colour-coded legend: Green: Launched deliverables Yellow: Initiative proposals initiated or under development Blue: Initiative proposals to be developed	What do you have in place that supports the recommended action?	Status (SCORE CARD)				Additional Notes	Action Items	Who are your Partners (internal and external)
				Not Implemented 1	On the Radar 2	In Progress 3	Implemented 4			
Recommended action 1 (a): Institutions are encouraged to implement the Guidelines for Technology-Enhanced Learning including by:	i. Establishing a localized cross-functional digital learning advisory body,	Guidelines for Technology-Enhanced Learning available on the Digital Learning Strategy Website .								
	ii. Incorporating the Guidelines into institutional strategic planning and reporting, and									
	iii. Considering the Guidelines when developing new programs and proposals for targeted Ministry funding.									

Sample Responses – KPU

ACTION BY: Post-Secondary Institutions									
Recommended Action	Associated DLS Implementation Initiative (reference documents or related projects/programs underway to support implementation) Colour-coded legend: Green: Launched deliverables Yellow: Initiative proposals initiated or under development Blue: Initiative proposals to be developed	What do you have in place that supports the recommended action?	Status (SCORE CARD)				Additional Notes	Action Items	Who are your Partners (internal and external)
			Not Implemented 1	On the Radar 2	In Progress 3	Implemented 4			
Recommended action 1 (a): Institutions are encouraged to implement the Guidelines for Technology-Enhanced Learning including by:	i. Establishing a localized cross-functional digital learning advisory body,	Guidelines for Technology-Enhanced Learning available on the Digital Learning Strategy Website .		x			Currently have SSCTL and planning an IT governance steering committee		Faculty, <u>acad</u> areas, SSCTL, IT
	ii. Incorporating the Guidelines into institutional strategic planning and reporting, and			x		Assessing TL <u>strat</u> plan and ops goals			
	iii. Considering the Guidelines when developing new programs and proposals for targeted Ministry funding.		x				Discuss with curriculum office	Curriculum office, Senate, SSSC	



Teaching
& Learning
Commons



Ministry of
Post-Secondary Education
and Future Skills

Next Steps and Timeline

Questions or Discussion



Teaching.andlearningcommons@kpu.ca



PSFS.DPP@gov.bc.ca



kpu.ca/teaching-and-learning



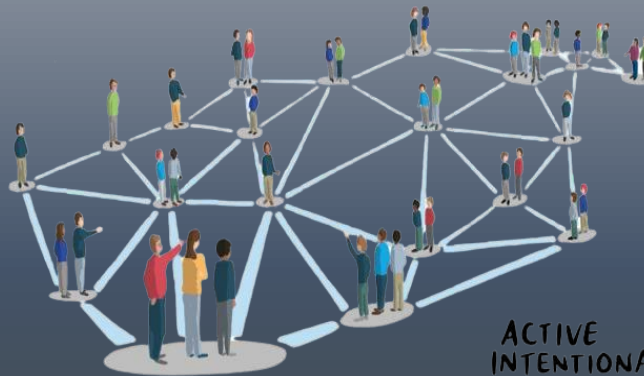
Ben.Ferrel@gov.bc.ca



KPU Teaching & Learning Commons



[B.C. Post-Secondary Digital Learning Strategy](#)



ACTIVE
INTENTIONAL
PARTNERING

Break

Reconvene at 10:35 am





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World Café

Purpose: To support conversations that matter to the implementation of the Digital Learning Strategy in B.C. and in your institutions

World Café Guidelines

1. Focus on what matters
2. Contribute your thinking
3. Speak your mind and heart
4. Listen to understand
5. Link and connect ideas
6. Listen together for insights and deeper questions
7. Have FUN



World Café Table Hosts

- Table 1: Tracy and Britt
- Table 2: Ben and Emily
- Table 3: Carol and Kyle
- Table 4: Clint and Selina

20 minutes at each table.





LUNCH

Please reconvene at 12:50 pm



World Café Harvesting

- Table 1
- Table 2
- Table 3
- Table 4





Ethical Educational Technology Working Group

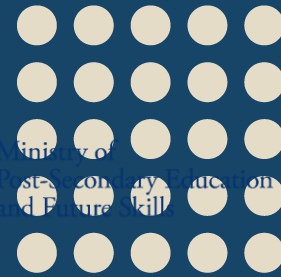
Overview and Key updates

November 23, 2023

Anne-Marie Scott
Carol Ribeiro, PSFS



Ministry of
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Why did we establish an Ethical Educational Technology Working Group?



MANAGING RISKS



EXPLORING BENEFITS

Responsibilities

Ethical and Accessible
Considerations for
Educational
Technology

Protection of
Indigenous Knowledge
and Intellectual
Property

Ethical Educational Technology Working Group









PURPOSE





VISION


Membership, Composition, Cadence


UBC    


IAHLA  


UNBC 


PSFS/IPE 


BCFS 


BCcampus 


TRU 

BrockU 

UVic 

UFV 

Student 

Expert Consultant 

Process – Environmental Scan

Title

Source/Source Type

Description

Jurisdiction (country, province, PSI, etc.)

Key Categories

Link

WG Member Contributor

Meetings and Drop-in Sessions Topics

1

- Data Management, Analytics, Privacy, and Security and Emerging Technologies,

2

- Accessibility, Equity, Diversity, and Inclusion, Gender Based Analysis (GBA+), Indigenous Scholarship and Practice, and Care, Wellbeing, and Community,

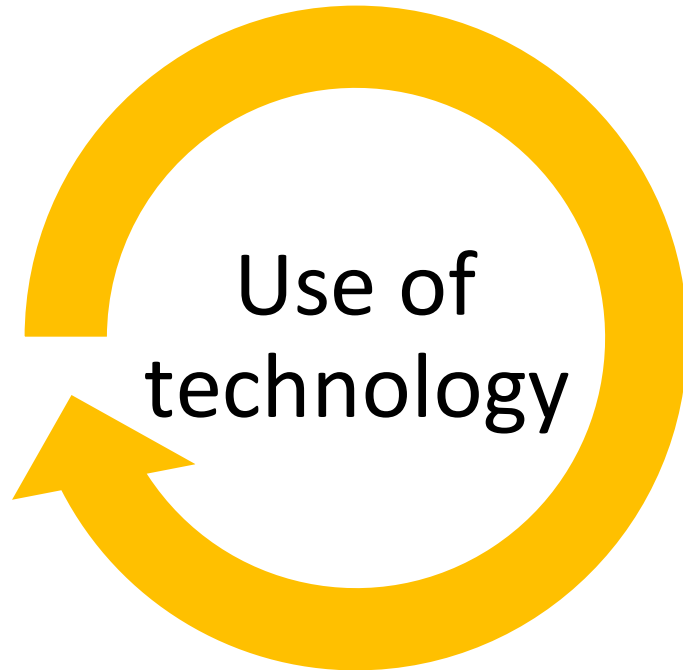
3

- Economic Models and Environmental Sustainability, and

4

- Academic Integrity; Law, Regulation, and Policy; and Monitoring, Evaluation, and Research.

Intended Outcomes



- Ethical
- Accessible
- Responsive

Thank you!

Contact us at: PSFS.DPP@gov.bc.ca

UBC Vancouver's Universal Design for Learning Fellows Program

Simon Bates, Christina Hendricks & Afsaneh Sharif

University of British Columbia, Vancouver



Land Acknowledgment



University of British Columbia (UBC) Point Grey Campus (Vancouver, Canada)

located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) People.



**The British Columbia Institute of
Technology**
campuses are located on the unceded traditional territories of the Coast Salish Nations of xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), and səfilwətaʔt (Tsleil-Waututh)

Today's Session

- Overview of the motivations and goals for the UDL Fellows program at UBC Vancouver.
- Design and delivery of the program
- Early evaluation results
- Next cohort of Fellows



BC's Post-Secondary Digital Learning Strategy

- Policies and Processes
 - Guidelines for Technology-Enhanced Learning (1a)
 - Guiding Principle: Inclusive and Universal design for learning, Courses at the post-secondary level should adopt universal and inclusive design for learning and recognize all learning modalities, and pedagogies.
- System Collaboration
- Enhancing Digital Equity



UDL Fellows program at UBC

- Originated from two collaborative initiatives' recommendations:
 - Provincial Level: [British Columbia Digital Learning Strategy](#)
 - Institutional Level: [University of British Columbia's Beyond Covid Report](#)
- Supported and funded by the Provost and Vice-President Academic office to build capacity and awareness across campus.



UDL Fellows 2023 Cohort

- Nominated teams: 16 teams across 11 Faculties + Vantage College
 - 21 courses identified with a diversity of learning contexts
- Projects identified by teams have the potential to impact approximately 5500 UBC students over the next year Winter Term1/Winter Term 2
- Course release (\$10K) for instructor to Departments/Faculty commit in-kind time for support staff team member to take part in the program.



UDL Fellows Program Goals

- **Identify** and address systemic barriers to equitable learning opportunities, to create and sustain equitable and inclusive campuses (enhancing the accessibility of physical and virtual spaces for students, staff, and faculty)
- **Improve** access and inclusion in on-campus, online and hybrid teaching and learning environments with a focus on reducing barriers for students with disabilities.
- **Develop** a network of practitioners with expertise in applying UDL approaches in the design and delivery of courses across a range of disciplines and who will promote the practice of UDL amongst faculty and staff across UBC
- **Develop** a range of strategies and resources to help increase support for accessibility in UBC courses and on its campuses



UDL Fellows Activities Timeline

Development: October 2022 - April 2023

- Fall 2022: Formed planning team & working groups
- Feb-April 2023: Materials developed

Delivery: May - August 2023

Teams take part in UDL Fellows program activities

Implementation: September 2023 - April 2024

- Implementation into courses
- Evaluation & sharing of outputs



Campus-Wide Partnership

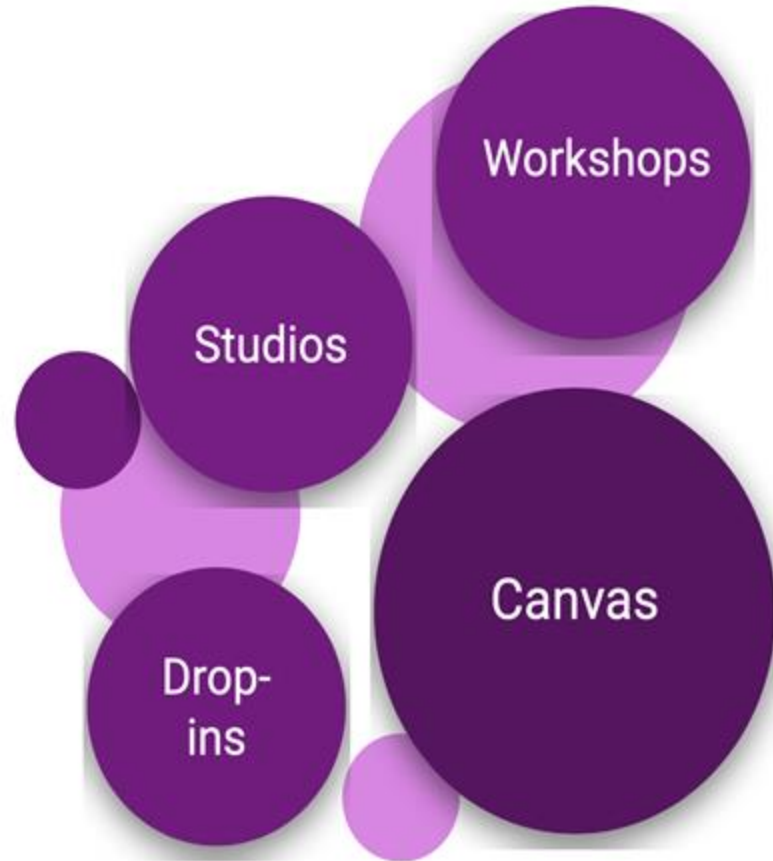
The UDL Fellows Program is a partnership between Central and Faculty-based units and people:

- Centre for Teaching, Learning and Technology
- Centre for Accessibility
- Faculties:
 - Arts, Education, Land and Food Systems, Pharmaceutical Sciences, Science
- Disabled student consultants



Program Components and Activities

1. **UDL Canvas shell:**
Resources, discussions,
UDL challenges
2. **UDL Workshops:** online
3. **UDL Studios:** in person
4. **Drop-in support sessions:**
online
5. **UDL Hub:** Resources about
accessibility & UDL



Program Support and Evaluation

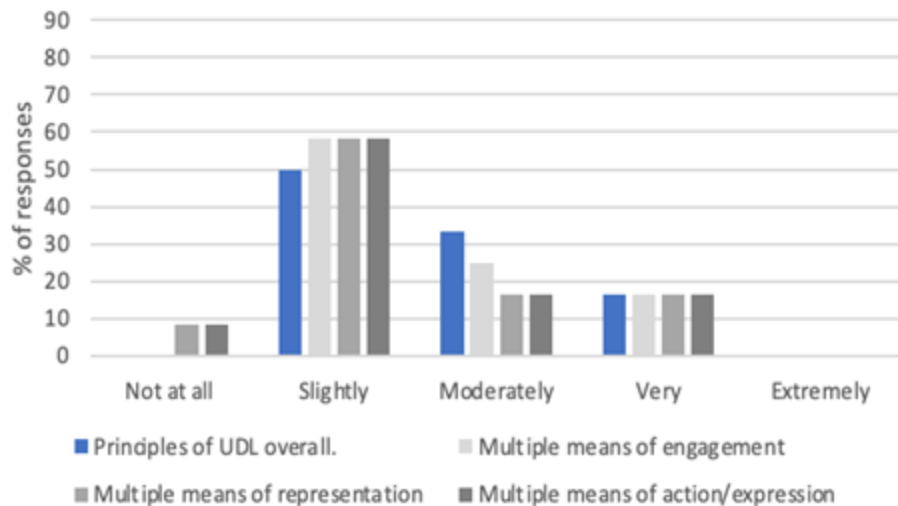
- Program Planning team
- UDL Consultants
- Canvas Course Facilitators
- Evaluation Support



Pre- and Post Feedback from 2023 Cohort - Knowledge

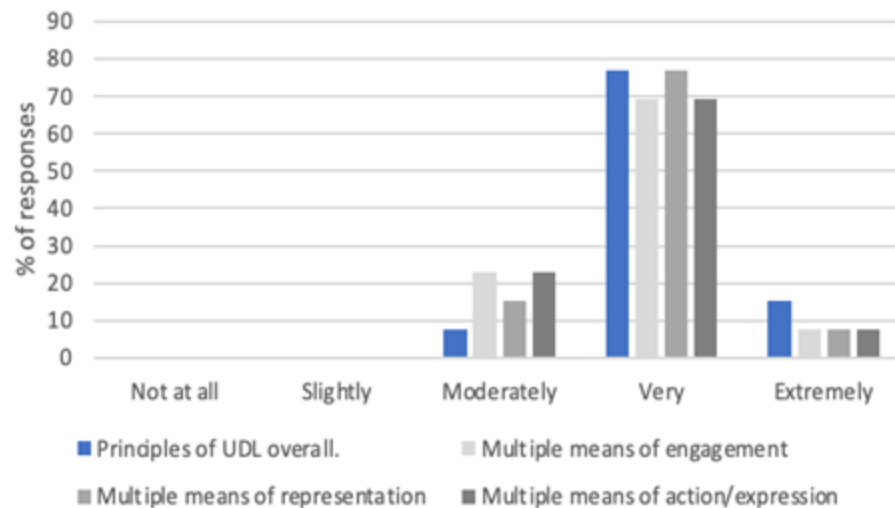


Knowledge of UDL Principles - Pre Program



May 2023 - N = 12

Knowledge of UDL Principles - Post Program

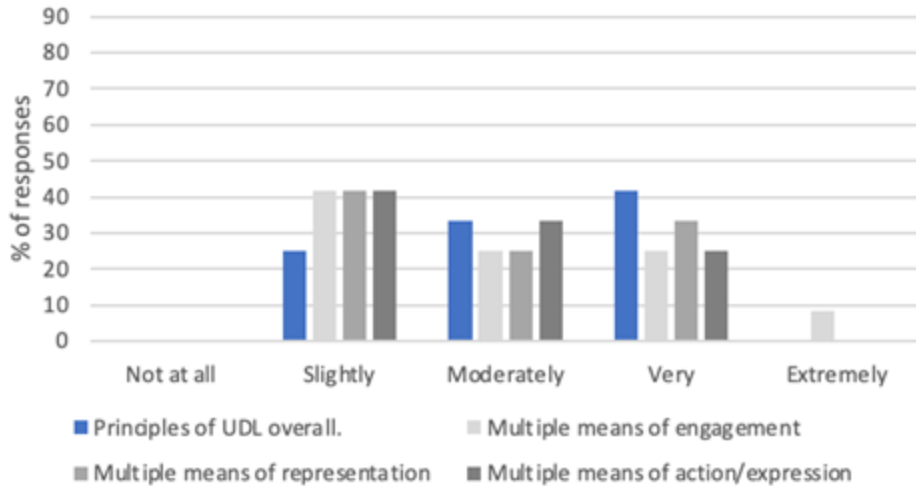


September 2023 - N = 13

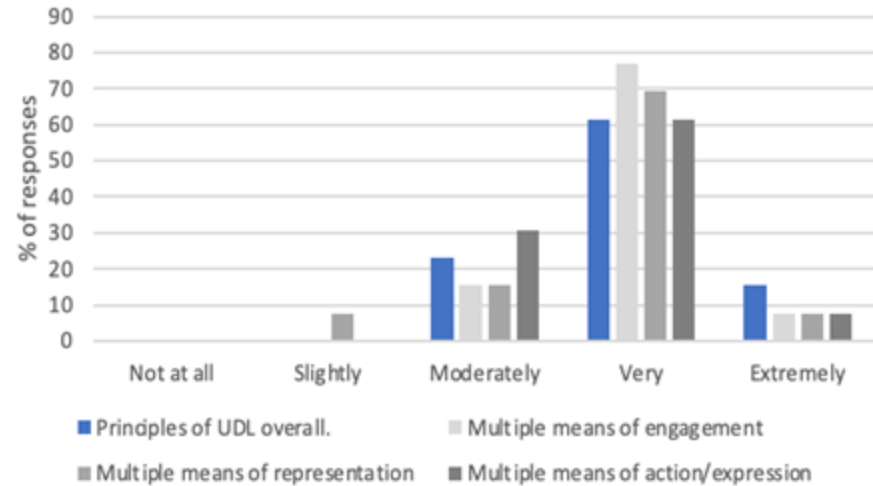


Pre- and Post Feedback from 2023 Cohort: Application

Confidence Applying UDL Principles - Pre Program



Confidence Applying UDL Principles - Post Program



We are also evaluating:

- Delivery model/timing for the program to inform revisions for 2nd cohort
- Impact at the project level from student surveys in the courses where UDL principles



Next Cohort and Next Steps

- Evaluation of the program
- Modification of the program - Continuous improvement
 - Challenge of capacity and strength of flexibility
 - Cohort-building and more collaboration among the teams
 - Staff-specific experience and content
- Faculty nominations for project teams (instructor/staff) -
January 25, 2024
 - Course release (\$10K) for instructor to Departments/
Faculty commit in-kind time for support staff team member to take part in the program.



Resources

- **UBC UDL Fellows Program**

<https://tlef.ubc.ca/application/special-call/universal-design-for-learning-fellows-program/>

- **UBC's Beyond Covid Report** <https://academic.ubc.ca/vpa-initiatives/teaching-learning/beyond-covid-report>

- **UBC's Introduction to Universal Design for Learning Module**

https://canvas.ubc.ca/courses/31444/pages/1-introduction-to-universal-design-for-learning?module_item_id=1153605

- **UBC's UDL Hub**

<https://udlhub.ubc.ca>



Questions



Thank You!

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Break

Reconvene at 3:00 pm





Crowdsourcing 25/10

Step 1: On an index card, write a big idea or suggestion in response to the question.

Step 2: Mill and pass — no reading cards.

Step 3: Exchange thoughts and give an individual score between 1 and 5 (1 is low and 5 is high).


Step 4: Repeat this 4 times.

Step 5: Add up the 5 scores on the back of the card.





Question 1:



What do we need to do as a system to collaborate and keep resources fresh?



Question 2:

What are the barriers (besides time and money) to institutions being responsive to changing technology?





Closing Remarks and THANK YOU!