



JIBC Technology Enhanced  
Learning DemoFest

Tuesday, November 12, 2013

Demo Guide

New Westminster Campus  
Main Floor

<http://teltjibc.wordpress.com>



## Welcome to JIBC DemoFest 2013!

There is so much amazing work being done at JIBC incorporating educational technology so we're hosting the first ever JIBC DemoFest!

DemoFest is a great opportunity to showcase your work, gain recognition, and get feedback from fellow faculty and staff. You might even win a JIBC DemoFest Award, based on the voting of your colleagues at the event.

Each project has been assigned to one of the following categories:

- Simulations
- Mobile Learning
- Open courses/materials
- Emerging technologies

Demonstrators will sit at breakout tables located throughout the atrium and adjoining hallways with their laptop or other device to display their work.

Attendees wander from table to table to see and discuss projects they are interested in.

Voting will be available for attendees to vote for their favourite demo in each category. Voting can be done on one of the iPads at the DemoFest info table.

If you rsvp'd to the event, you will be entered in the DemoFest raffle to win prizes.

Enjoy the event!

## Special Thanks

We would like to give special thanks to Tech Services, Facilities, Volunteers and our DemoFest Presenters for their support in running this event.

## Demo Listing

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## EMERGING TECHNOLOGIES

### Table: 01

**Project:** Risk Assessment and Case Management

**Presented by:** Perry Deol

**Program/Course:**

CCS/SPSS

APO161: Risk Assessment and Case Management

**Authoring Tools Used:**

Webcasting via Adobe Connect

**Why was this project needed?**

- Increase efficiencies in teaching for instructor and in learning for student
- Increase depth of learning for students
- Facilitate student networking/sense of connection

**Problems or Challenges Faced:**

- Student schedules
- Internet 'going down'
- Reliance on technology

**Lessons Learned:**

- Importance of back-up plans
- Importance of students being able to access information from multiple locations
- Technical issues will always surface – be prepared and flexible

### Table: 02

**Project:** Motivational Interviewing

**Presented by:** Melanie Meyers

**Program/Course:**

Counselling

AD204 Motivational Interviewing

**Authoring Tools Used:**

Storyline, Blackboard, Adobe Connect, Educreations App, PowToon, Google Hangouts

**Why was this project needed?**

- To provide an online alternative to the traditional face-to-face offering for learners in rural and remote communities
- JIBC was contracted by the Canadian Action Initiative (CAI) to deliver the course to 200 learners accross B.C.

**Problems or Challenges Faced:**

- Providing opportunities for valuable role play activities
- The use of technologies outside of Blackboard

**Lessons Learned:**

- Provide all expectations around technology use as far in advance as possible
- Address privacy issues when using 3rd party tools

**Table:** 03

**Project:** BlueJeans for Virtual Learning

**Presented by:** Simon Chau

**Program/Course:**

Tech Services

**Authoring Tools Used:**

BlueJeans

**Why was this project needed?**

· To find simple, alternative ways to connect virtually for meetings, collaboration and screen sharing. People can connect using BlueJeans on PC, iPad, iPhone and one of JIBC's Video Conferencing classrooms.

**Problems or Challenges Faced:**

· Identifying possible uses, training for users and user account administration

**Lessons Learned:**

· Call quality dependent on speed of internet connection.

**Other Information:**

BlueJeans can be used to connect different platforms together in a single call (i.e. mobile device, desktop client, room system).

**Table:** 04

**Project:** This Table is reserved for voting

**Table: 05**

**Project:** Special Provincial Constable

**Presented by:** Shelley Pretty

**Program/Course:**

Sheriff Academy  
AST186 Special Provincial Constable (SPC)

**Authoring Tools Used:**

Blackboard, Storyline

**Why was this project needed?**

· Core client requested as all Sheriffs need SPC designation

**Problems or Challenges Faced:**

A few challenges in what features, etc. to use within Articulate (ie Storyline for interactive case studies, how to incorporate the articulate quizzies for student review, etc.)

**Lessons Learned:**

A few issues encountered in moving Articulate to blackboard (ie. packaging the files, etc.) Articulate Storyline is a simple but powerful tool even for the most basic of courses you can add some very cool features with this product. I was surprised how complex the interactions could be while using such simple features.

**Table: 06**

**Project:** Conducting Operations-Based Exercises

**Presented by:** Celia Quigley

**Program/Course:**

Emergency Management  
EM153 Conducting Operations-Based Exercises

**Authoring Tools Used:**

Storyline, Blackboard

**Why was this project needed?**

EM153 was converted to an online format to increase student accessibility. We needed a tool that would help present an scenario and allow students to answer questions based on that scenario. In addition, we needed it to provide students with feedback based on their responses. Storyline fit the bill perfectly.

**Problems or Challenges Faced:**

The challenge was developing an interactive piece in an online self-study course. As there was to be no instructor in the course, the interactive unit had to be simple and intuitive.

**Lessons Learned:**

Students are enjoying the course and the interactivity of this unit. It is an easy and effective way to ask questions and provide feedback based on a scenario, incorporating both audio and visual inputs.

## SIMULATIONS

**Table:** 07

**Project:** Intelligence Analysis & Social Learning

**Presented by:** Sarah Wareing

**Program/Course:**

Bachelor of Emergency Management Studies  
Program / ESM341 Intelligence Analysis

**Authoring Tools Used:**

Curatr, Blackboard

**Why was this project needed?**

ESM341 is part of the Bachelor of Emergency & Security Management Studies and Bachelor of Public Safety Administration programs. We decided to use Curatr for weeks 12 and 13 of the course to experiment with a new social learning tool.

**Problems or Challenges Faced:**

- Students switching from one platform to another part way through the course
- Adapting to a very non-linear way of presenting and working with material
- Because the tool wasn't integrated with BB, students had to jump back to BB for tracking purposes

**Lessons Learned:**

- Start development way earlier when using a new tool
- Probably better not to put it at the end of a the course (student stress)
- Our adult learners like a linear format and predictability
- Curatr has some promising applications for learning and should be further explored

**Table:** 08

**Project:** Localized Simulations

**Presented by:** Dave Baird

**Program/Course:**

Fire Division

**Authoring Tools Used:**

Video, Google Earth, Snipping Tool, Paint, SimsUShare app, aTubeCatcher, Powerpoint

**Why was this project needed?**

- To engage the student through a sense of familiarity, and through the student's ability to relate to the simulation.

**Problems or Challenges Faced:**

- Capturing all sides of the structure, as Google Earth only captures
- Capturing a quality overhead image in a small town
- Wireless interruptions

**Lessons Learned:**

- Students immediately engage when they recognize a building in their
- It's worth the effort to use community images to bring familiarity and realism to the course
- Students immediately engage when they recognize a building in their community



**Table: 09****Project:** Cardiology Technician Assessment**Presented by:** Nathan Wright**Program/Course:**

CSCT Online Assessment

**Authoring Tools Used:**

Custom PHP code, Amazon Streaming services, Microsoft SQL Server Reporting, Questionmark

**Why was this project needed?**

The project was needed to replace a legacy system that used unreliable technology and processes to consolidate, score and report on student data/exams.

**Problems or Challenges Faced:**

We faced the usual project challenges throughout the implementation of this software in terms of time, quality and budget. Another challenge was teaching the CSCT committee how the test worked in terms of scoring and making the data and the reports consistent.

**Lessons Learned:**

A project sponsor that is committed to the project is extremely important. I.e., someone that can find resources (money, extra staff) when needed. Additionally, communication can make or break a project like this.

The key lesson learned was that stakeholders should be identified upfront and a communication strategy should be implemented to provide the correct level of communication.

Another lesson learned is that it is important to have a lessons learned meeting shortly after the project has completed. This will help ensure we don't lose track of the lessons learned and will help build the organizational knowledge.

**Table: 10****Project:** Competencies in Leadership with Praxis**Presented by:** Allison Felker & Bob Walker**Program/Course:**

CLIP (BC Housing)

**Authoring Tools Used:**

Praxis, Blackboard

**Why was this project needed?**

This flexible, practical, experiential leadership program was created in partnership with BC Housing to support and develop their current and future leaders to successfully face the challenges of our rapidly changing and complex times. Clip employs a blended delivery model, utilizing a Blackboard based e-learning portal, Praxis simulation experiences, and workplace triad application and reflection.

**Problems or Challenges Faced:**

Creating a quality experience for learners has been much more difficult than we ever anticipated and required far more time and resources than we had budgeted for. However, we have learned so much and the product is outstanding!

**Lessons Learned:**

- Simulation Development
  - o Allow for more time for script writing for
  - o Plan for filming 2-3 Sims at one time
  - o 1 person oversight required to ensure continuity
- Budget
  - o Better reflect development time of Sim

**Other Information:**

This is a fantastic project and feedback from learners and the client has been outstanding. This model supports JIBCs teaching and learning model perfectly and supports the transformational learning in the area of leadership desired by organizations today.

## MOBILE LEARNING

**Table:** 11

**Project:** ESS2Go App

**Presented by:** Jeff Cornell

**Program/Course:**

ESS Training Program

**Authoring Tools Used:**

iOS

**Why was this project needed?**

- To promote awareness of the JIBC, Emergency Management Division and the ESS Training Program
- To make available the paper version of the ESS Quick Reference Guide in a portable electronic format

**Problems or Challenges Faced:**

- Logistics regarding charging a fee to purchase the app were more complicated than expected

**Lessons Learned:**

- This new App has created a desire by the emergency management community for it to be in Android and Blackberry formats too.

**Table:** 12

**Project:** PTEC Tablet Pilot

**Presented by:** Harry Randhawa

**Program/Course:**

On-road courses

**Authoring Tools Used:**

No development was required. 4 or 5 different existing apps for purchase were tested.

**Why was this project needed?**

Needed to replace existing technology that is no longer in production (G-Analyst). G-Analyst is used on actual drives—a self contained unit that reads gravitational forces as the vehicle moves, then gives readings on a device. Tablets may allow PTEC to replace the old system, because of availability of some apps that provide some of the information plus more.

**Problems or Challenges Faced:**

- Finding the right kind of mount for the iPads in the car that was stable and could be moved from one car to another
- Finding the appropriate apps to use

**Lessons Learned:**

- Learned that associated infrastructure (eg. things like cases, mounts) is necessary to consider when implementing.

**Other Information:**

BCcampus featured this pilot in an article published on June 6, 2013. <http://www.bccampus.ca/tablet-technology-helps-driving-students-navigate-sharp-turns/>

**Table: 13**

**Project:** HazAware App

**Presented by:** Keith Boswell

**Program/Course:**

Hazardous Materials - Awareness Level

**Authoring Tools Used:**

iOS

**Why was this project needed?**

A hazardous materials awareness app (HazAware) provides students and fire service personnel with a quick study option and reference resource. This App provides students with all of the content of Awareness Level and is a great resource with visual diagrams/pictures and interactive with knowledge checks.

**Problems or Challenges Faced:**

- Logistics regarding charging a fee to purchase the app were more complicated than expected

**Lessons Learned:**

Through the development of this App, the FSD recognizes other opportunities for App development like fire behavior, fire investigation, fire inspections and more.

**Table: 14**

**Project:** Paramedic Videos & QR Codes

**Presented by:** Greg Keenan & Steven Mills

**Program/Course:**

Primary Care Paramedic (PCP)

**Authoring Tools Used:**

InDesign for skills checklists, Video, QR Codes

**Why was this project needed?**

The goal of this project was to provide Paramedic students with access to multimedia presentation of complex skills, historically difficult to master.

**Problems or Challenges Faced:**

The main problem was around finding the time to complete the work, in particular the logistics of shooting the video and editing.

**Lessons Learned:**

Look for quick wins and execute them. This was a relatively quick and easy way to provide a useful multimedia resource for students.

## OPEN LEARNING / MATERIALS

**Table:** 15

**Project:** Introduction to Reception Centres

**Presented by:** Eva Yip

**Program/Course:**

ESS114 Introduction to Reception Centres

**Authoring Tools Used:**

Wordpress, YouTube, Questionmark, ThingLink

**Why was this project needed?**

Courses in BlackBoard requires login and some are flash-based. Emergency social services responders needed to have the information freely accessible, anytime, from anywhere.

**Problems or Challenges Faced:**

- Selecting a theme that met all of the learner's needs and learning how to set it up
- Different levels of access to edit the WordPress site
- Plug Ins needed to be installed by Tech Services
- Moving site over from development to live
- The language is different for building WordPress sites

**Lessons Learned:**

- Allocate enough time to develop the website, every WordPress theme has different short codes
- Learn about WordPress themes by viewing as many sites as possible to know what is possible and what you like
- Request administrator access; if you can't get administrator access, request approval early to partner with someone who does and work within their timelines and schedule
- Request early, for plug ins to be installed by Tech Services
- Research what is required to move the site from development to live, well before the deadline
- Borrow a book from the library on how to work with WordPress

**Course URL:** <http://wp.jibc.ca/irc/>

**Table:** 16

**Project:** EMD Resource Portal

**Presented by:** Darren Blackburn

**Program/Course:**

Creation of web-based resource portal

**Authoring Tools Used:**

Drupal

**Why was this project needed?**

Developed as a deliverable for a sponsored project. Once project concluded, the resource was maintained and grown into a student/instructor/public resource to access emergency management materials (forms, videos, templates, checklists, etc.)

**Problems or Challenges Faced:**

- Identifying what resources can be shared
- Creating an indexing structure for all the resources
- Transitioning from Drupal to Wordpress

**Lessons Learned:**

- Our students will broadly incorporate our materials into their daily work and work practices if these materials are made available in a convenient format. When incorporated in this fashion, our materials and processes become the ad-hoc standards for agencies, increasing the return rate of students for additional training
- Making resources available can foster new connections. We have had calls from agencies and governments across North America asking about these materials
- It pay off to take the time to fully scope out what is needed prior to beginning a project like this. This scoping allowed us to narrow the selection of programs and services we would require

**Course URL:** [www.myemresources.com](http://www.myemresources.com)

**Table:** 17

**Project:** ABC of AD

**Presented by:** Kathy Harms

**Program/Course:**

Open course for Paramedics

**Authoring Tools Used:**

Wordpress, Video, Questionmark, ThingLink

**Why was this project needed?**

It is the knowledge translation piece for a multi-stage research project on pre-hospital recognition and intervention for Autonomic Dysreflexia (AD), and will ultimately be rolled out to healthcare providers across North America once the next phase of the study is complete.

**Problems or Challenges Faced:**

- Video interviews were very long so a great deal of editing was needed
- SME had very busy travel schedule which affected the delivery schedule

**Lessons Learned:**

- Video editing process is time intensive
- Advantages of working collaboratively with other research institutions can provide future opportunities
- There is increased control around look and feel and course navigation when working in Wordpress
- Wordpress themes can be costly. It is important to read the user agreement closely

**Course URL:** <http://wp-dev.jibc.ca/abcofad/>