

# DemoFest

Centre for Teaching, Learning, & Innovation (CTLI)



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## Welcome to JIBC DemoFest 2016!

There is so much amazing work incorporating educational technology at JIBC, so we're hosting another JIBC DemoFest!

DemoFest is a great opportunity for programs to showcase their work, gain recognition, and get feedback from fellow faculty and staff. You might even choose a JIBC DemoFest Award winner, based on your voting of your favourite projects during the event.

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

- Innovative Teaching
- Emerging Technology
- Open Courses/Materials

Demonstrators will sit at breakout tables located throughout the atrium 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 (Table #16). Once you vote, you can enter your email for the door 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

### Innovative Teaching

- 01 Multi-access Learning Environment
- 02 Drawing Ideas Out, Making Things Visible
- 03 Interactive PDF
- 04 Praxis Commercialization

### Emerging Technology

- 05 PressBooks - Faculty Handbook
- 06 WordPress & H5P Plugin
- 07 Streaming Media
- 08 Online Ethical Review Application
- 09 Sandstorm

### Open Courses/Resources

- 10 Problematic Substance Use
- 11 Supporting Students with Disabilities
- 12 FentanylSafety.com
- 13 Fire Evaluator
- 14 Introduction to Emergency Social Services
- 15 Building Resiliency

## Innovative Teaching

**Table:** 01

**Project:** Multi-access Learning Environment

**Presented by:** Florence Daddey

**Program/Course:**

BUSN-3110 in BESMS & BLES

**Authoring Tools Used:**

Blackboard /BlueJeans

**Why was this project needed?**

Changing learning environments at JIBC have students demanding increased flexibility, mobility and less time to complete credentials. Multi-access delivery allows for increased inter-professional learning, improves flexibility and increases student choice and access.

**Problems or Challenges Faced:**

- All students need access to same materials
- Students resist working in groups with others who are not from their program areas.
- Technology - needed a tech person present.
- Teaching two different audiences simultaneously = a lot of pressure and demand on the instructor.

**Lessons Learned:**

- For adapting multi-access learning environment in the future it is important to consider class size, workload and support.
- Exposing students to the benefits of developing transferable skills that are applicable in any career in public safety and the benefits of interdisciplinary group learning/collaborations is important to undergraduate level of studies. We have to find ways of bridging the gap between program areas and highlighting the benefits of inter professional learning/collaboration.
- To move discussions online and to create groups that includes on-campus students and remote students to work on certain activities together.

**Table:** 02

**Project:** Drawing Ideas Out, Making Things Visible

**Presented by:** Rosana von Sacken

**Program/Course:**

EMD

**Authoring Tools Used:**

Pen & Paper

**Why was this project needed?**

The brain processes graphics and images before other senses. Hand drawn graphics add another dimension to the learning and teaching. Graphics help instructor listen more attentively, and they help participants by reflecting back contributions, what was said/heard, thereby increasing attention, retention and recall.

**Problems or Challenges Faced:**

- Most people think they cannot draw, but if one can draw lines and basic shapes, write clearly, then simple drawings can be done quickly and effectively. We are looking not for realism, but for recognition.

**Lessons Learned:**

- Everyone can draw!

**Table: 03**

**Project:** Interactive PDF

**Presented by:** Susan Forest

**Program/Course:**  
Introduction to ICM Tools

**Authoring Tools Used:**

InDesign & Acrobat

**Why was this project needed?**

- Course content needed to be delivered in an interesting way on an internal intranet platform.
- Easy navigation was required so that users could quickly use as a reference guide.

**Problems or Challenges Faced:**

- Ensuring that all links in the document functioned correctly.
- Developing an intuitive navigation system.

**Lessons Learned:**

- It is quite easy to build quizzes and activities in a PDF.
- Being able to download a local copy of the course content is handy and allows it to function as a resource.

**Table: 04**

**Project:** Praxis Commercialization

**Presented by:** Bob Walker

**Program/Course:**  
Many across the institute

**Authoring Tools Used:**

Praxis

**Why was this project needed?**

- Praxis is an online, team-based learning system that focuses on decision-making simulations.
- Aligned with Western Economic Diversification's strategic direction of innovation, skills development and training.
- Addresses innovation by capacity building in support of the commercialization of Praxis.

**Problems or Challenges Faced:**

- Clear understanding at outset of Federal project guidelines
- Engagement with industry partners as required in a timely manner
- Contractor engagement and deliverables
- Infrastructure limitations

**Lessons Learned:**

- Orientation with Western Economic Diversification at project start
- Funding requested redistribution
- Infrastructure limitations and restrictions

## Emerging Technology

### Table: 05

**Project:** PressBooks - Faculty Development Handbook

**Presented by:** Naz Maghsoudi

**Program/Course:**

Faculty Development

**Authoring Tools Used:**

PressBooks

**Why was this project needed?**

- The handbook was out-dated and needed a facelift
- Wanted to make updating process more efficient
- Ensure program areas and stakeholders have access to the most recent version of handbook and can update its own section directly without a need to email the content to a content editor.

**Problems or Challenges Faced:**

- Content had to be updated, but also entire layout and structure revised to align with handbooks at other institutions
- Not enough time to train each area on how to use Pressbook

**Lessons Learned:**

- Still one person end up putting the content together in order to successfully deliver the first version and meet the deadline, but the goal is to ask each area to be responsible for their own content updates.
- Selecting a theme is important because not all themes work with the PDF version.
- Sometimes what you see online is different from the PDF version and we had to contact PressBook's support team for help.

### Table: 06

**Project:** WordPress & H5P plugin

**Presented by:** Helen Lee

**Program/Course:**

Road Safety at Work

**Authoring Tools Used:**

WordPress, H5P plugin for WP

**Why was this project needed?**

- The plugin was installed to so course content can be better presented in an interactive way.

**Problems or Challenges Faced:**

- There were certain topics where it was quite text & process heavy, so we wanted to look for a interactive ways to better present the information.

**Lessons Learned:**

- Like all tools, there are certain technical limitations to creating H5P projects, and it took us awhile and many trials & errors during development to find out how to bypass some of the existing limitations in the tool.

**Table: 07**

**Project:** Streaming Media

**Presented by:** JIBC Library

**Program/Course:**

All courses

**Authoring Tools Used:**

Kanopy Streaming Media (and more streaming media)

**Why was this project needed?**

- Provide access to a wider selection of media.
- Students and faculty can access videos online or via DVD.
- Can be used for remote & online courses. Allows more people to view more videos from more places!

**Problems or Challenges Faced:**

- Getting the word out to users can be a challenge.
- Kanopy is a new model for us.
- Library charged once video is viewed 4x for 30sec
- Option to preview more videos. But potential library could get charged for videos not relevant or useful to course work. So far, not an issue.

**Lessons Learned:**

- Working with vendors can be a very rewarding experience. For example, we approached the vendor about including a certain DVD series. They worked with the Institute Librarian to get the rights to add the DVDs to the streaming collection now the Library has access in DVD format or online.

**Table: 08**

**Project:** Online Request for Ethical Review Application

**Presented by:** Ron Bowles

**Program/Course:**

Centre for Applied Research

**Authoring Tools Used:**

Drupal

**Why was this project needed?**

- Fillable PDF form was dated and difficult to use.
- Online is easier, user-friendly (eg. save, spell check).
- Includes component that helps applicant understand what is required, why it is important, and how it links to Tri-Council requirements.
- Helps Research Ethics Board to identify if req. met.

**Problems or Challenges Faced:**

- Challenges linking educational component with an easier to fill in form without making it cumbersome.
- Having a print version that does not include the background info.
- Obtaining technical staff resources.

**Lessons Learned:**

- The complexities of integrating educational information into a easy to use "Soundbites" format while keeping the form streamlined and print into a condensed document.



**Table:** 09

**Project:** Sandstorm

**Presented by:** Tannis Morgan

**Program/Course:**

All courses

**Authoring Tools Used:**

Sandstorm

**Why was this project needed?**

- To allow instructors and students to use cloud-based tools without risking privacy.
- Instructors who need a simple tool such as a wiki or a simple blog can set one up easily and simply share a link with their students.

**Problems or Challenges Faced:**

- Figuring out log-in information and promoting instructors to administrative users.
- Choosing the right tool for your activity.

**Lessons Learned:**

We are learning that some tools are more robust than others on the Sandstorm platform. However, there are many alternative options that may do the job instead!

## Open Courses/Resources

**Table:** 10

**Project:** Problematic Substance Use

**Presented by:** Melanie Meyers

**Program/Course:**

Problematic Substance Use

**Authoring Tools Used:**

WordPress, H5P, Captivate

**Why was this project needed?**

- A client wanted a course that was open, easy to navigate and could be a resource that learners could access on an ongoing basis.

**Problems or Challenges Faced:**

- Very few challenges. The technology is easy to use and all involved in the project are doing great work. Getting the content just right is the most challenging as there are multiple SME's providing input to the content.

**Lessons Learned:**

- There are some limitations to using H5P for interactions so it takes some work to figure out exactly how/when to best use the tools.

**Table: 11**

**Project:** Support Students with Disabilities Course

**Presented by:** Mary Kallberg

**Program/Course:**

Support Students with Disabilities Course

**Authoring Tools Used:**

WordPress

**Why was this project needed?**

- Is a result of research conducted at 3 BC schools.
- Research focused on gaps in supporting students with disabilities in vocation/technical/trades programs.
- Further faculty education was a recommendation that came out of the research.

**Problems or Challenges Faced:**

- The format - mainly medical format but the social model is sometimes preferred by users.
- Getting faculty to see the value in taking this course.
- Collaborating/coordinating across 3 schools,
- Tight timelines

**Lessons Learned:**

- We learned a lot about the medical vs. social model of disability. While this course is very important to those who created it, it might not be the priority for our faculty/staff. How do you get faculty/staff interested/motivated in taking this course?
- The project is still underway, with additional funding focusing on updating the site to incorporate feedback from users. We are also working on implementing the course as a more standard training for faculty/staff.

**Table: 12**

**Project:** FentanylSafety.com

**Presented by:** Kelly Joiner

**Program/Course:**

FentanylSafety.com

**Authoring Tools Used:**

WordPress

**Why was this project needed?**

- In April 2016, British Columbia declared a public health emergency due to a significant increase in drug-related overdoses and deaths. Many are linked to fentanyl - an extremely potent opioid.
- Website was developed to educate and protect first responders from this workplace danger.

**Problems or Challenges Faced:**

- Numerous subject matter experts (SME) contributed to this project, which took a lot of coordination and meant a significant amount of content that required editing. A final review contributed to a significant delay of the release date for the website.

**Lessons Learned:**

- Many – but main lesson is to ensure all interested stakeholders are involved with the project from Day 1 to help minimize delays down the road.

**Table: 13****Project:** Fire Evaluator**Presented by:** Charlene Jordan-Jones**Program/Course:**  
Fire Service Evaluator**Authoring Tools Used:**

WordPress, QuestionMark

**Why was this project needed?**

- JIBC certified fire evaluators are located all over the province. This course/resource allows evaluators to learn/brush-up on the skills to complete evaluations or proctor exams.

**Problems or Challenges Faced:**

- Ensuring all the types of fire evaluations are covered.
- Demonstrating how to proctor exams via video.

**Lessons Learned:**

- Convincing people that the resource is just freely available for them to resource and access online!

**Table: 14****Project:** Introd to Emergency Social Services**Presented by:** Dave Smulders**Program/Course:**  
EMRG-1600**Authoring Tools Used:**

WordPress, Blackboard, Articulate

**Why was this project needed?**

- Was previously a correspondence course, then Blackboard, and now is a combination of Wordpress with the evaluation via Blackboard.
- Content required updating, and at the same time it was determined to make the course open and more visually appealing.
- Desire to seamlessly integrate an existing scenario

**Problems or Challenges Faced:**

- Experimenting with new authoring software for course development (Storyline)
- Integrating Articulate SCORM with Blackboard in order to take advantage of the better assessment tools in Articulate.

**Lessons Learned:**

- Storyline has great potential as a course development tool here at JIBC. Looking forward to gaining more familiarity with the tool in forthcoming projects.
- Divisions within the JI can learn a lot from each other in the use of this tool.
- Storyline has the potential to allow for more visually-based and activity-based content in an online environment than conventional LMS course tools (e.g. Blackboard has a quiz tool, but it is very limited).
- Storyline offers more opportunity to visually design courses to improve the instructional design. Greater opportunity to mix media both for content and assessment.

**Table: 15****Project:** Building Resiliency**Presented by:** Adam Vaughn**Program/Course:**

Building Resiliency

**Authoring Tools Used:**

WordPress &amp; Fluid Surveys

**Why was this project needed?**

- Many emergency responder agencies do not have any form of proactive or preventative mental health training. Our online course provides these agencies with a concise, open-access course intended to improve resiliency and coping strategies.

**Problems or Challenges Faced:**

- Developing an instrument that was generic enough to multiple organizations but specific enough to be applicable to emergency responders.

**Lessons Learned:**

- The language level and amount of content are crucial. You want to be able to provide enough information but not too much that the student becomes uninterested or lost in the material. Another lesson learned was the use of video in the course can be extremely helpful though making sure that it is concise and relevant to students can be a bit of a challenge. In this course, we used structured interviews to ensure that all video clips remained in the same format.

**Table: 16****Task:** VOTE HERE**Presented by:** CTLI

Please take a moment to use the iPads to vote for your favourite DemoFest project!