DemoFest

Centre for Teaching, Learning, & Innovation (CTLI)

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Guide

December 3, 2015

12:00 - 1:30

JIBC New Westminster - Main Floor Atrium

Welcome to JIBC DemoFest 2015!

There is so much amazing work being done at JIBC incorporating educational technology so we're hosting another 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:

- Video
- Innovative Teaching & Technology
- Open Courses/Materials
- Simulations

Demonstrators will sit at breakout tables located throughout the atrium and in C133 (see the map in this guide for locations) 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. 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.
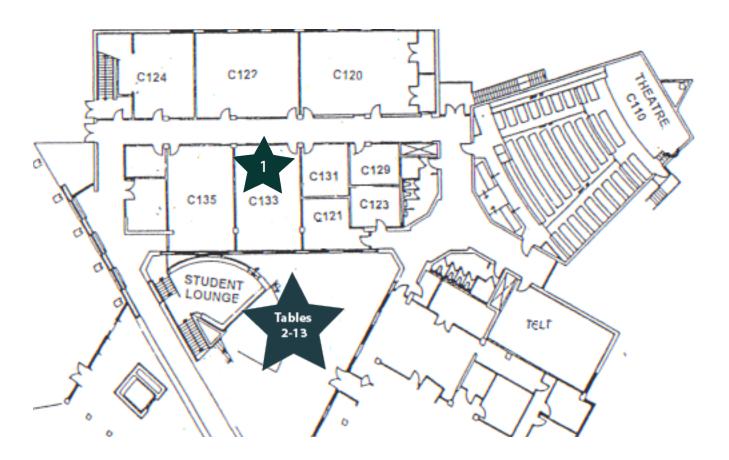
Demo Listing

Table Map

Video

Table: 01

Project: Videoconferencing

Presented by: Simon Chau

Program/Course:

ACP & LESD

Authoring Tools Used:

Polycom Videoconferencing

Why was this project needed?

To link three campuses so students and staff can now join each other in classrooms and at meetings regardless of whether they are in Victoria, New Westminster or Kelowna.

Problems or Challenges Faced:

- Classroom lighting, ventilation, and security.
- Requires curriculum change and instructor training
- Tech support had to be negotiated.
- Issues around privacy, intellectual property and licensing.

Lessons Learned:

- The opportunity to reach more students with access to subject matter experts in regions where the equipment is installed.
- Reduced travel costs thereby saving time and money for JIBC and students outside the Lower Mainland.
- A potential for collaboration between staff at the JIBC's satellite campuses in conducting meetings or other business.

Table: 02

Project: ESS Documentation Unit Explained – During a Disaster and After a Disaster

Presented by: Eva Yip

Program/Course:

Emergency Social Services (ESS)

Authoring Tools Used:

Powtoon and Audacity with cutouts from Common Craft

Why was this project needed?

The content was originally presented in a face-to-face format, half-day in length. There was a need to have training that is more accessible and sustainable so we collaborated with the client to come up with the idea of a trilogy of short videos to be hosted on YouTube.

Problems or Challenges Faced:

- Time consuming to create videos.
- Finding images to illustrate video.
- Powtoon program has publishing limitations due to length of the video and amount of images required.

Lessons Learned:

- Research what the programs are capable of doing and decide whether it's the right tool to create what is needed.
- Powtoon is perfect for short videos under a few minutes but for videos that are longer, would present more of a challenge.
- Ideally, if there was a budget to purchase images, that would help with creating the video faster.

Table: 03

Project: EOC Training

Presented by: Pete Learoyd

Program/Course:
Emergency Management BC (EMBC) - Emergency
Operations Centres (EOC) Training

Authoring Tools Used:

Articulate Storyline (self-paced version) and
Camtasia (facilitated version)

Why was this project needed?

• EMBC has 7 EOCs province-wide staffed by provincial
government employees who work for different
ministries and have jobs besides being in the EOC.
• EOC training needs to be available as facilitated face-
to-face version and as a self-paced online version.

Problems or Challenges Faced:

• Re-configuring activities for online users so there's
a similar experience as a face-to-face environment.
• Using other software for activities within Storyline.
• Incorporating complicated scenario information
within Storyline to drive the participant activities.

Lessons Learned:

• It is important to have other people, who are
familiar with the content review your online
materials during development as directions that
seem obvious to you when creating the activities
may not be obvious to other people.
• Face-to-face meetings between online
developers and content experts are very helpful
as discussing all the potential changes are not as
effective through email and phone.

Innovative Teaching & Technologies

Table: 04	**Table:** 05
Project: Ares	**Project:** Workplace Bullying
Presented by: April Haddad & Christine-Louise Dujmovich	**Presented by:** Kent Highnam & Ella Klick
Program/Course:	**Program/Course:**
All programs and courses at JIBC	Workplace Bullying: What You Need To Know!

Authoring Tools Used:

Ares (Automated Reserves System)

Authoring Tools Used:

Storyline, Blackboard

Why was this project needed?

• Ares Course Reserves is a one-stop online resource for all electronic and physical course items (articles, books, videos, etc.) used as readings in BlackBoard or Face-to-Face courses.
• To assist with online course readings and to ensure these readings are copyright compliant.

Why was this project needed?

• Recent changes to the Workers Compensation Act (via Bill 14) required that by November 1, 2014; BC employers and employees must be ready to actively recognize and address bullying and harassment in the workplace.

Problems or Challenges Faced:

• Problem: Initially, Faculty hesitant to integrate into their BlackBoard courses.
• Challenge: Administrative function very complex system to learn. While the faculty module is very straightforward.

Problems or Challenges Faced:

• Started developing in Blackboard and switched to incorporate Articulate.
• Re-writing content to make the content simple , succinct, and interactive.
• Video interviews required a lot of editing time.

Lessons Learned:

• Many instances of copyright infringement identified and resolved. Also, we have realized the value of having a daily link checker run on all readings to report broken links, which we address daily.

Lessons Learned:

• Video editing process was time intensive.
• There was particular concerned around "look and feel" given the corporate/broad target audience.
• Advantage of working collaboratively with CTLI and program area to leverage expertise.

Table: 06

Project: Introduction to Permanency Planning

Presented by: Susan Forest

Program/Course:

CFAM-1040 - Introduction to Permanency Planning

Authoring Tools Used:

Blackboard, Articulate Storyline, Videos

Why was this project needed?

• MCFD has requested we co-develop curriculum for training child protection workers in the area of permanency planning. The first portion of this training is the 5 module, online course, Introduction to Permanency Planning.

Problems or Challenges Faced:

• A lot of content that needed to be engaging & interactive.
• SME provided detailed storyboards and co-designed interactive activities, including an circular model that outlined key concepts, interactive map of BC, drag & drop activities, short audio and video clips

Lessons Learned:

• We've learned that with this particular group of learners it was essential to keep the content delivery entertaining, because there is a lot to cover.
• Break course content into bite-size chunks
• In Storyline, learners had a record of where they were in the course. They can easily pick up where they left off even when they are half-way into a module.
• We received overwhelmingly positive feedback from the users where they were happy with the course content and its presentation.
• During course pilot, they requested that the course content be kept as is, but wanted more time to complete all of the course activities.

Table: 07

Project: Graphic Novels as Reflection Tools

Presented by: Jessica Motherwell

Program/Course:

LAWS-1207 - Law Enforcement in a Diverse Society

Authoring Tools Used:

iPads – Comic Book Apps such as "ComicBook!" and ComicLife3", Blackboard App

Why was this project needed?

• Provide a visually interesting way for students to reflect on the content
• Help design a "graphic novel" work sheet
• Demonstrate students' learning of key concepts

Problems or Challenges Faced:

• No significant issues or problems since both these comic book apps are simple and enjoyable to learn. Students pick up the technique quickly and need very little assistance to be successful.

Lessons Learned:

• Comics are a perfect media for student reflections. Students were able to demonstrate, using a comic book app, a "dramatic scene" about how they would "upstand" or intervene when they saw or heard sexist comments. In addition, students were able to show through their comic drawings what their thoughts were before and after they read 10 pages of the truth and reconciliation report. They were successful in drawing "graphic novel" pages that powerfully illustrated historical events for Aboriginals in Canada.

OPEN COURSES/MATERIALS

Table: 08

Project: Using Blackboard with Face-to-Face Classes for Dummies

Presented by: Marion Craig

Program/Course:

Law Enforcement Studies

Authoring Tools Used:

Blackboard

Why was this project needed?

• To be more efficient with my time and provide more rapid feedback to students
• Maintaining grades, writing exams, course info, assignment drop box, posting announcements, marking on-line, posting ARES readings, surveys for feedback on guest speakers

Problems or Challenges Faced:

• I am a luddite and required help each step along the way.

Lessons Learned:

• CTLI employees are the most patient group I have met!

Table: 09

Project: ADRP

Presented by: Ron Bowles

Program/Course:

Aboriginal Rural Distaster Resilience Planning

Authoring Tools Used:

WordPress

Why was this project needed?
• To address the needs of Aboriginal communities to engage in community-level disaster resilience planning.

Problems or Challenges Faced:
• Develop a system that can help communities engage in a complex and comprehensive process without being overwhelmed
• Obtain a "self-driven" process that can run without additional support

Lessons Learned:

• The more support you put into the site and process, the less help you are actually providing.
• These processes and tools require familiarization and support. Comprehensive systems need support.

Table: 10

Project: Road Safety at Work

Presented by: Helen Lee

Program/Course:

WorkSafeBC & PTEC/Road Safety At Work (RSAW)

Authoring Tools Used:

WordPress, LearnDash, Course Grid, BadgeOS, Powtoon

Why was this project needed?
• Increase the understanding of components of a road safety program
• Make it easy for employers, managers and supervisors to access occupational road safety information
• Extend the reach and use of RSAW information

Problems or Challenges Faced:
• Road Safety At Work (in development) is a start of a 3-year, 10 courses project.
• Merge the Winter Driving Safety Online Course with the first RSAW course onto a single WordPress platform.
• Implement LearnDash Course Grid function
Lessons Learned:

• Gained experience migrating and merging WordPress content
• Implementation of LearnDash's Course Grid functionality
• Hosting multiple courses on a single WordPress site
• Customizing user access to multiple courses

Table: 11

Project: English Open Textbook

Presented by: Tara Horkoff

Program/Course:

ENGL-1100

Authoring Tools Used:

PressBooks, Blackboard

Why was this project needed?
• To support the needs of JIBC students as well as other post-secondary students in BC
• Lower the cost of education by contributing to the BC Open Textbook Project
• Provide openly licensed textbooks in the highest-enrolled academic subject areas in B.C

Problems or Challenges Faced:
• Adapting an existing text became a little onerous due to the way the original was organized
• Make sure all of the content is Canadianized which, again, was challenging because of the original's organization

Lessons Learned:

• Budget enough time to work on the project. Initially, we thought the adaptation would be simple, so we under shot how much time I would need.
• Ask for help and outsource some content construction, like with the referencing and chapter. I was able to get a lot of feedback from the library, but I did not approach them until I was at the revision stage.

SIMULATIONS
Table: 12

Project: Google Cardboard

Presented by: Naz Maghsoudi

Program/Course:

None - yet!

Authoring Tools Used:
Google Cardboard App

What is this?

Google Cardboard brings immersive experiences to everyone in a simple and affordable way. Whether you fold your own or buy a Google Cardboard viewer, you're just one step away from experiencing virtual reality on your smartphone.

What are possible applications?

- Virtual fieldtrips
- Immersive simulations
- Exploring interactive content

Download:

To fully experience Google Cardboard when you arrive at the table - please download the free Google Cardboard app available on iTunes or the Android App store to your smartphone.

Enter to Win A Google Cardboard Viewer