

LOOCs: Sustainable open education for a small university

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Intention

- ▶ To establish CBU's position as an institution of excellence in teaching and learning world-wide.



Aim

- ▶ To increase our annual student enrolment (and equivalent).
- ▶ To develop relationships with people world-wide who may not otherwise have been introduced to CBU—people who could potentially choose to engage in further study at CBU.
- ▶ To serve our mandate to Cape Breton Island by providing all citizens with the opportunity to learn in their communities in ways meaningful to them.

Strategy

- ▶ **Development of Open Digital Learning Opportunities at CBU**



Building of the Success of MIKM 2701

- ▶ *Building from the Knowledge Keepers of Mi'kma'ki*
- ▶ *An open dual mode course offered in the winter term of 2016, facilitated by Stephen Augustine and Ashlee Cunsolo*
- ▶ *Public engagement*
 - ▶ *40-60 weekly in person participants*
 - ▶ *5326 registered participants*
 - ▶ *220 completed a participant certificate option*

Organization of MIKM 2701

- ▶ ***Structure***
 - ▶ *Blended, dual mode*
 - ▶ *Mi'kmaw Mondays with a 3 hour face-to-face "lecture" weekly*
 - ▶ *Live streamed by Bell Media who also archived content up until recently*
 - ▶ *Content is now hosted at CBU on our VIMEO library*
- ▶ ***Participants engaged through***
 - ▶ *Twitter #taliaqCBU*
 - ▶ *Facebook*
 - ▶ *In class questions*

What we learned

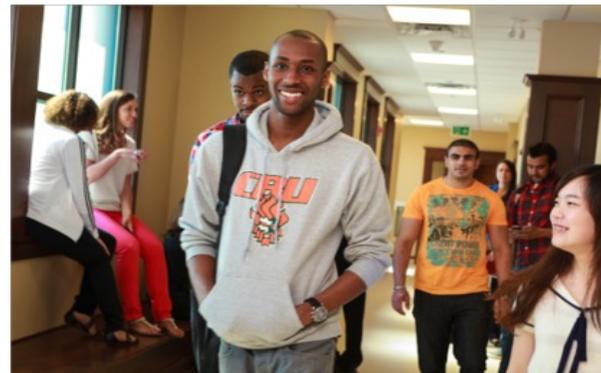
- ▶ *There was a need for a dedicated space- simply setting up for livestream and deconstructing took 2-3 hours weekly*
- ▶ *There was an appetite for certificate credit, but enrollment was problematic- a formalized system was needed that ran in parallel to degree credit registration*
- ▶ *Supporting the learners was beyond the capacity of the two facilitators given the viral nature of the course- they were overwhelmed with email, tweets and FB posts*
- ▶ *The pre/post production of materials for the course could be completed by people in non-traditional areas of the university*

Implementation of a new model

Develop a system by which participants can choose to take particular CBU courses one of three ways:

3C Options:

- ▶ For Credit
- ▶ For Certificate of Participation
- ▶ For Curiosity



Ways to participate:

- *Online*
- *Live Stream*
- *Recording and Archiving*
- *Skype for students*



Implementation

Work with faculty and schools/college to adapt existing courses taught on-line, in-class or in-community to be accessible to participants locally and globally by incorporating new technologies, pedagogical practices and open-access elements.

Support

Community of Practice

3C Options:

- ▶ **Centre for Teaching & Learning Team**
- ▶ **Student Peer Facilitators**
- ▶ **Multiple Support Units including:**
 - ▶ IT Services
 - ▶ Marketing & Communications
 - ▶ Schools
 - ▶ Facilities Management
 - ▶ Athletics
 - ▶ Finance
 - ▶ Library
 - ▶ Enrolment Services
 - ▶ Registrar

Support

Investment in Teaching Spaces

- ▶ Telepresence Rooms
- ▶ Dedicated Blended Learning Classroom



CC-261 - "The Room"

Before



After



Lights, Camera, & Action!



Lights

Cameras

Sound

The

Encoder



Recent Offerings:

- ▶ *Faces of Battle*
- ▶ *Sustainable Happiness*
- ▶ *Shakespeare*
- ▶ *Intercultural Communication*
- ▶ *Psychology Research Practicum*
- ▶ *Critical Approaches to Outdoor Studies*
- ▶ *3 Live Events from Viola Desmond's Canada*
- ▶ *Nature of Entrepreneurship*

Over 1700+ students have registered for Curiosity and Certificates in the 10 courses offered since January 2017.

Questions for Discussion

- ▶ *What are the challenges faced in your institution around supporting and delivering open courses? How have you resolved them?*
- ▶ *Some argue that dual mode (or multi-modal) course offerings disadvantage students who are not face-to-face would you agree- how would you justify dual mode?*
- ▶ *Small universities, by nature have collapsed or overlapping organization of roles- this made collaboration for us easier-would the model hold for a later institution?*