

BCcampus
Strategic Plan
2010-2012

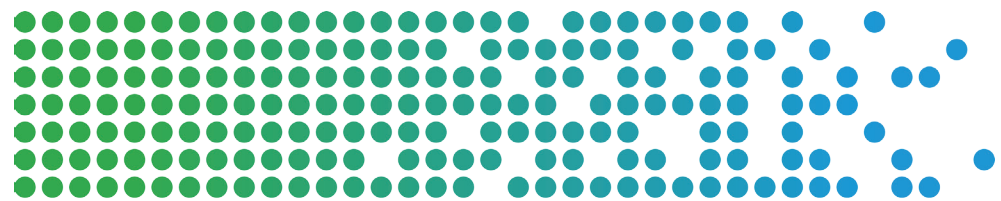


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Message from the Executive Director



I am pleased to provide the BCcampus Strategic Plan for 2010–2012. This plan outlines our mission, mandate, strategic directions, and target outcomes over the next two years.

BCcampus continues to work with post-secondary institutions and system partners identifying and meeting education, training, and professional service goals.

In early 2009, BCcampus conducted a stakeholder engagement survey with system partners to review past accomplishments and to understand how we might better serve our partners as we move forward. As a consequence of the review, we have revamped our approach to client support in the 2009–2011 plan by structuring BCcampus around four distinct service areas:

- Student services and data exchange
- Curriculum development and collaborative programs
- Educational applications and shared services
- Communities and academic growth

As we move forward in 2010, bringing systemic value to the British Columbia higher education community remains our primary goal. Currently, BCcampus enjoys strong support from government; however, we must continue to earn that support by demonstrating accountability for the use of resources and by increasing the efficiency both of system-wide services supporting faculty, staff, and students and of data exchange between institutions. We will also work to expand and optimize collaborative educational infrastructure and services and to promote the use of open approaches in the design of educational resources. Finally, we will work with provincial leaders to develop business models to expand educational technology in the context of current economic trends and conditions.

We look forward to working with the Ministry of Advanced Education and Labour Market Development (ALMD), our system partners, and prospective students as we plan and design federated service models to unify access to post-secondary educational information and services for British Columbians. We also look forward to providing updates on our progress throughout the term of this strategic plan.

As Executive Director, I accept responsibility for the BCcampus Strategic Plan, and I look forward to reporting on its successes.

Sincerely,

David Porter
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Executive Summary



BCcampus is a collaborative online learning agency that supports BC's public post-secondary institutions in meeting their students' learning needs. We do this by identifying, developing, implementing, and promoting information and communications technologies (ICTs) that benefit the entire post-secondary system.

With a goal to connect, collaborate, and innovate, we provide valued services to institutions, ensuring BC learners, educators, and administrators get the best, most effective technologies and services for their learning and teaching needs. We are continually developing BC's learning capacity by providing services and leadership.

With our partners, we identify, acquire, develop, and implement innovative technologies and services that facilitate system-wide connection points for student services and provide collaborative educational models for faculty and instructors.

As a business-to-business organization, our commitment is to our stakeholders, the post-secondary institutions, working closely with them as partners in this process to define and then deliver the best educational technology and distance learning services possible.

Through our consultations, environmental scans, and research on emerging trends in the field of educational technology and flexible learning, BCcampus has developed three key strategic directions, with three goals flowing from these, each with targeted tactics.

Three Key Strategic Directions:

- Provide agile, personalized access to educational information and services using a federated approach to connectivity across system institutions.
- Reduce costs and create system efficiencies using collaborative and shared service models.
- Develop and share educational resources and expertise through the promotion of open and accessible networks.

Our Three Key Goals for 2010-2012



Goal 1

Create a secure and trusted data network among BC's post-secondary institutions for real-time student information transfer, with links to online learning resources and information provided by post-secondary system partners.

Goal 2

Foster and support the formation of collaborations and partnerships between institutions that leverage knowledge, reduce costs, and generate benefits for students.

Goal 3

Provide educator support through online communities of practice, reusable tools and resources, professional development strategies, technology training, and online program development.



Our Three Key Tactics for 2010-2012



To accomplish our goals this year, we will utilize three key tactics.

Tactic 1

BCcampus will work to improve established student services by implementing a transcript exchange capability, promoted by the BC Registrars Association (BCRA) in a request to BCcampus.

Tactic 2

BCcampus will support post-secondary institutions, private training partners, and the Industry Training Authority of BC (ITABC) to implement new, collaborative models of instructional practice. An example of a new model of practice is the flexible learning for trades training (E-PPRENTICE) initiative that allows students to study a trade in their home community with a greater portion of coursework completed using e-learning strategies.

Tactic 3

BCcampus will continue to administer online program development funds (OPDF), explore and develop shared educational resources and e-textbooks, disseminate best practice knowledge, and provide professional development resources and tools for educators.

The strategic directions, goals, and strategies within this plan will guide our work over the next two years.

Our Mission

Our mission is to connect the expertise, programs, and resources of all BC post-secondary institutions to promote innovation under a collaborative service delivery framework.

Our Mandate

BCcampus provides systemic services and leadership to support the learning and service goals of British Columbia's public post-secondary institutions by:

- Creating a data network among BC's post-secondary institutions for real-time student information transfers.
- Providing a federated online information gateway for student services with links to online learning resources and information provided by system partners.
- Exploring and implementing shared educational services and tools to leverage knowledge and reduce costs among post-secondary system partners.
- Providing educator support through online communities of practice, reusable tools and resources, professional development, technology training, and online program development.
- Promoting and supporting innovative practices.

Our Values

- Collaborate, communicate, and be accountable
- Respect our partners' brands, autonomy, and business rules.
- Be agile and responsive, using secure real-time interactive information systems and strategies.
- Build on existing and emerging knowledge.
- Achieve economies of scale by delivering measurable value to the system.
- Challenge conventional thinking through excellence, innovation, and continuous improvement.
- Recognize citizens' needs for access, choice, flexibility, and mobility.

Our Promise

- Put the needs of system partners (institutions, educators, and students) first in all of our services,
- Keep system partners aware of cutting-edge online learning technologies.
- Promote the values of collaboration, consultation, and federated services.
- Deliver measurable, bottom-line efficiencies and revenue opportunities to our partner institutions.
- Ensure all of our services are available to all post-secondary institutions in BC.

The Purpose of This Plan



This plan charts the strategic directions, goals, and tactics for BCcampus for the coming two years.

Strategies were shaped within the context of BCcampus's annual funding letter from the Minister of Advanced Education and Labour Market Development (ALMD), by current and anticipated economic conditions, emerging trends, and issues in the educational technology sector, and by stakeholder consultation.

As an example, the ALMD Service Plan for 2009/10–2011/12 describes the challenge facing post-secondary education:

Aligning and coordinating British Columbia's post-secondary education system with the changing needs of the provincial labour market is absolutely necessary for the province to successfully address one of the dominant long-term challenges to competitiveness: having the human capital necessary to meet current and future workforce needs within the province.

Several external drivers have an impact on the Ministry's ability to meet this challenge, including a decline in the 18-29 population after 2011, and predictions that suggest by 2013, 70% of all new jobs will require a post-secondary education.

In addition, increased student applications and enrolments are anticipated as individuals react to the ongoing downturn in the North American economy. This will create an increased demand for post-secondary education, while simultaneously decreasing the size of the labour force as individuals withdraw from active participation in favour of education or (in the case of recent high-school graduates) delay their labour market availability by pursuing training or post-secondary education.

Combined, these trends indicate twin increases in the demand for post-secondary education and – eventually – in the supply of skilled labour. All of this puts even greater pressure on the Ministry to develop programs and policies to increase access for students and to ensure effective utilization of government's financial investment in post-secondary education and training.

Source: ALMD Service Plan 2009/10-2011/12

As noted, the current economic climate presents the British Columbia post-secondary system with challenges and opportunities. As a systemic service provider, BCcampus is well positioned to bring new models of practice to the fore – models that address the need for efficiency and effectiveness in the development and delivery of collaborative system-wide services.

Environmental Scan



This environmental scan identifies key external and internal trends and issues that influence the use of online learning and the delivery of technology-based services to British Columbia public post-secondary institutions.

Meeting Institutional Needs

We are committed to responding to the needs of the province's post-secondary institutions. To that end we will regularly consult with our stakeholders to ensure a continued dialogue with our institutional partners. This will include conducting annual surveys, meeting with key influencers at each institution, and publishing a quarterly e-newsletter. As an example, we are currently developing a transcript exchange service as a result of institutional requests, and we are implementing shared educational services such as the Elluminate web-conferencing system that reduces costs for each participating institution.

Meeting Students' Needs

The information technology context in which BCcampus operates underscores the challenges stated by the ALMD service plan for 2009/10–2011/2012.

Today's students are busy people. They have little appetite for inconvenience or poorly organized information or services directed at them. New software applications and mobile devices use the social networking capabilities of the Internet in ways that allow students to bring personalized information directly to themselves using syndicated information "feeds."

In a global context, studies of government websites confirm these preferences (NAO, 2007) and recommend a switch from organization-centric to citizen-centric information management strategies to ensure that today's students are better served by online systems that are:

- Simple to navigate
- Easy-to-use
- Personalized
- Participative
- Trustworthy

Some higher education institutions are beginning to investigate the use of social networking tools to support their information, marketing, recruitment, and communication services. In other contexts, software is available to support text messaging by institutions to students using social networks for emergency communications.

In fact, many students expect the mobile technology and social networking that they use on a daily basis to be available and accessible in the classroom as outlined in a recent article from *The Chronicle of Higher Education* (2009).

Many more educational system services could benefit from being available through system-spanning software modules, optimized and personalized for student use.

BCcampus is exploring these directions by enhancing and/or redesigning its existing systems and by developing new service approaches that allow students to have education information follow them, rather than have students navigate multiple websites to find what they need.

A Federated System



The Premier's Technology Council (PTC) underscored the cross-sector opportunity in its September 2007 report:

In the short term, however, one specific step that can be taken to improve the use of technology in education is the development of a common Website or single window for accessing all of British Columbia's educational programs and services, from K-12 through post-secondary. A single window that would promote easy access for citizens to all learning services that are available to them throughout the province. This is a simple step that would not negatively impact the broader plans that the PTC is recommending. In the longer term it would ease the integration of the learning portals already offered by the secondary and post-secondary systems and make them much more user-friendly.

Source: Premier's Technology Council, 2007

There are multiple institutions and organizations provincially with a stake in ensuring that BC's citizens have access to educational opportunities. Some are academic and training institutions; others are government agencies or provincial partner agencies providing library services, financial aid, application services, and course transfer information. Each has valuable information to organize and provide to citizens. Each is an expert in its particular information and service domain. Each could participate fully in a federated approach to service provision while maintaining its autonomy and ability to develop new and enhanced services.

The best way to provide these learning opportunities is through a federated, cross-sector educational service model that draws upon trusted services. The model would use software tools personalized to learner needs and styles however they prefer, wherever they live, and at any time in their learning life cycle.

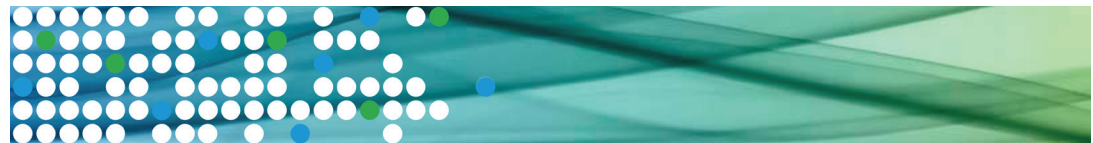
At the moment, BCcampus, the Industry Training Authority of BC (ITABC), and LearnNowBC are developing information and resource services in the post-secondary, trades training, and K-12 sectors. These are services that could become components of a more comprehensive and federated cross-sector approach for British Columbia.

In the post-secondary sector, the BC Council on Admissions and Transfer (BCCAT) maintains websites for the BC Transfer Guide and the Education Planner, and BCcampus manages and operates the Post-Secondary Application Service of BC (PASBC). A cross-sector strategy for British Columbia would seek to harmonize these information sources and services through a student-facing federated approach.

In its 2009–2010 funding letter, BCcampus was directed by the Ministry of Advanced Education and Labour Market Development to “continue the planning and design of the BC Learning Gateway concept for the coordination of online services within the education and training sectors in British Columbia.” Two conceptual animations that explore the gateway concept can be found on the BCcampus website at these links:

- <http://media.bccampus.ca/bc-learning-gateway/episode-1/>
- <http://media.bccampus.ca/bc-learning-gateway/episode-2/>

Learners are looking for good information that is organized in ways that can meet their needs. BC has a wealth of education providers and system service partners. What is needed is a strategy that builds upon systemic strengths in ways that get the right information to learners when they need it, and in a manner that allows them to act upon it and meet their learning or training needs.



Reducing Costs, Creating Efficiencies

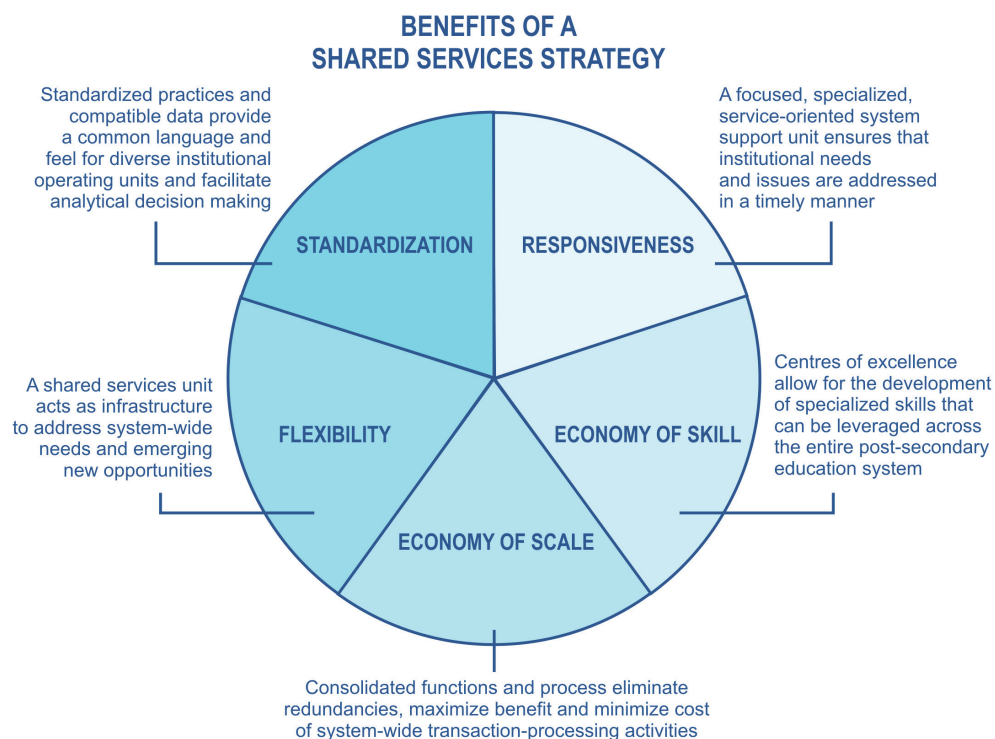


Increasingly, economic pressures, unpredicted events, and disruptive technological changes significantly influence government's ability to meet the rising expectations for service delivery from BC's citizens. In the post-secondary education environment similar conditions exist. One approach to enhancing services while reducing overall costs for learners, educators, and institutions is to consolidate or aggregate service functions, where it makes sense, using a collaborative, shared services strategy.

The post-secondary application service of British Columbia (PASBC) is one example of an existing shared service that aggregates student applications received from within the province and beyond and routes them through one system to the appropriate institution. The academic transcript exchange pilot project that BCcampus is currently initiating, at the request of institutional registrars, will further aggregate services using common standards and technical systems, creating efficiencies and reducing costs and our carbon footprint. Other examples of shared services exist in the post-secondary sector, and there are additional opportunities to further expand this strategy to provide efficient and effective administrative and service functions.

Reports on the effectiveness of shared services can be found in the private sector, and recommendations for service aggregation using a shared services strategy can be found in reports describing similar approaches in the public sector (Accenture, 2003, 2005; IBM 2007; Oracle, 2007).

The diagram below illustrates some of the benefits of a shared services strategy.



Shared Resources, Open Networks



Across North America, in Europe, and in other parts of the world, there is a growing movement to share educational resources in ways that leverage investment in instructional development many times over, both for the public good and for the opportunity to build sustainable knowledge communities.

In British Columbia, BCcampus has provided leadership in promoting open content and educational resources (OERs) as a strategy for developing and sharing educational models and instructional resources among our post-secondary institutions. The Online Program Development Fund (OPDF), established in 2003 by the Ministry of Advanced Education and Labour Market Development, was a pioneering effort to leverage educational investment. It has succeeded in demonstrating that institutions and educators will collaboratively develop educational resources and share them with peers.

Publications and papers authored by BCcampus staff (Stacey 2006, 2007), by industry (Wyles, 2007), and by UNESCO (Joyce, 2007) document and affirm the BCcampus OPDF rationale and its role in the advancement of the OER movement within the British Columbia academic domain.

With more open content becoming available to students and instructors, the OER movement is poised to address rising costs in education as well as the desire for access to learning in areas where such access is difficult. Open educational resources also affirm the choice on the part of students on how and where they can learn. Recent documents such as the *Horizon Report* (NMC, 2010) describe a “second technological adoption horizon” that will occur within three years, with open content expected to reach mainstream use in the next twelve months.

With the widespread expansion of mobile networks and the availability of cheaper, more sophisticated portable devices, electronic books and e-textbooks have become increasingly popular as a means of providing convenient access to volumes of text and graphic-based information that can be easily acquired, stored, read, and annotated. Digital textbooks make it easy to store many volumes in a space smaller than a single paperback book. E-textbooks also hold the promise of reducing both costs and carbon impacts associated with traditional publishing and updating of texts.

In British Columbia, BCcampus is well positioned to provide systemic leadership for initiatives that further explore OERs and e-textbooks as a means of reducing costs for students. This might include prototyping a new class of shareable resource within the OPDF framework and exploring print-on-demand distribution systems with government partners such as the Queen’s Printer.

Our Stakeholder Commitment



BCcampus works to connect, collaborate, and innovate. In order to successfully meet this challenge we work closely with stakeholders and institutional partners. In February 2009 BCcampus conducted stakeholder consultations to create an accurate picture of stakeholder service needs, hear any concerns, and gather advice for the road ahead.

One-on-one interviews and an online survey were conducted with BCcampus stakeholders. Distinct themes emerged during these discussions, and in response BCcampus created and implemented a 2009 Stakeholder Relations Strategy that is currently being implemented across the province.

Regarding initiatives for learners, stakeholders reported that much good work had been done and that service improvements had occurred. As well, post-secondary employees working with BCcampus line staff reported positive experiences. Further they requested increased collaboration with BCcampus and more contact with service employees.

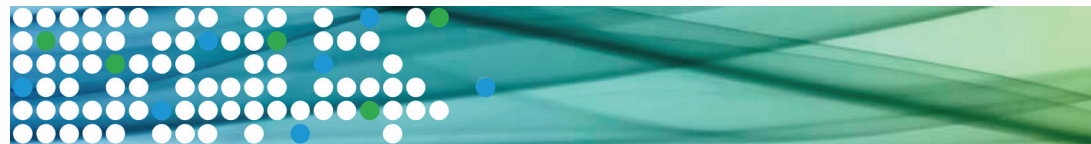
Regarding initiatives for educators, the majority of stakeholders involved in developing online courses and technical applications were pleased with the service they received. Feedback indicated that BCcampus was responsive, a good communicator, and participated in regular updates with them. Stakeholders did request the development of more initiatives tied to their specific strategic plans.

Overall, stakeholders requested an increase in communication from BCcampus and a better connection with service employees. BCcampus responded to these concerns with the following actions:

1. Development and rollout of a Stakeholder Relations Strategy for 2009–2010 including:
 - a. Reorganizing BCcampus to create a Client Services Team to directly connect with post-secondary institution stakeholders.
 - b. Creating a strategic advisory council with representatives from BC's post-secondary institutions to assist BCcampus in delivering targeted educational technology initiatives to the system.
 - c. Conducting an Executive Director provincial tour to provide an overview of BCcampus activities and services and collect feedback and service needs for the years ahead.
 - d. Publishing a quarterly online stakeholder newsletter to ensure that stakeholders are informed of new initiatives or service updates.
 - e. Developing a structured maintenance schedule for technical system updates so post-secondary institutions can be adequately informed ahead of time.
 - f. Developing customized data sheets that show the extent of service institutions receive from BCcampus.

2. Development and rollout of a macro-level Communications Framework and Strategy for 2010–2011 including:
 - a. Developing and rolling out new BCcampus logo and graphic identity.
 - b. Creating collateral information packages customized for each institution to help client service representatives when working with post secondary institutes.
 - c. Creating streaming videos on specific activities and projects to inform partners on BCcampus initiatives they may be interested in.
 - d. Redesigning the BCcampus website to be more customer-centric.
 - e. Developing and distributing a strategic plan to all post-secondary institutions to ensure awareness of BCcampus direction and goals for the years ahead.

During 2010 and beyond BCcampus will work to complete implementation of these plans including further stakeholder consultation in spring 2010. Feedback will continue to inform and guide the organization in the years ahead.



Meeting the Challenge



BCcampus strategic directions, goals, and tactics listed below are also available on our website at www.bccampus.ca.

Key Strategic Direction 1

Provide agile, personalized access to educational information and services using a federated approach across system institutions.

Goal 1

Create a secure and trusted data network among BC's post-secondary institutions for real-time student information transfer, with links to online learning resources and information provided by post-secondary system partners.

Tactics

- Provide a self-service transcript exchange that works similarly for all institutions.
- Upgrade the BCcampus institutional connector deployment strategy using a service-oriented architecture (SOA).
- Begin the deployment of the BCcampus Connector 2 (C2) technology, starting fall 2009.
- Form operational advisory groups and user groups to gather and document business requirements to improve or expand the functionality of the Connector System.
- Explore and define a single federated identity for all students in the British Columbia education system.
- Create a single search capability for all available transferable courses from all institutions, public or private (in any delivery format: face-to-face, online, blended, lab, etc.).
- Develop, communicate, and market enhancements to the Course Finder for online courses and sections.
- Develop, communicate, and market enhancements to the PASBC system, including the transcript exchange pilot.
- Determine and measure key web metrics that support service standards for all online services.
- Ensure high-school students who want to register in college-level online courses can do so simply.
- Create one application process (online) for apprentices registering through ITABC.
- Work with system partners to integrate or federate what are currently multiple service sites into a more coherent, cross-sector, and lifelong education support service.
- Implement a continuous improvement cycle for online services through surveys, feedback, and testing.

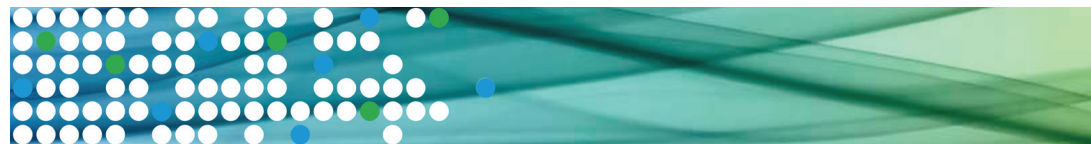
Key Strategic Direction 2 Reduce costs and create efficiencies using collaborative and shared service models.

Goal 2

Foster and support the formation of collaborations and partnerships between institutions that leverage knowledge, reduce costs, and generate benefits for students.

Tactics

- Support the implementation of new collaborative models of instructional practice.
- Expand the number of online educational tools and resources available to BC educators at low or no cost.
- Facilitate a shared services approach to the provision of educational technologies.
- Develop a shared service account provisioning model using the BCcampus connector system.
- Provide enhanced user experiences by providing opportunities to integrate technologies together.
- Expand BC's higher education strategy to include the following:
 - Learning management system hosting services
 - Web-conferencing system
 - User-generated video-hosting and streaming media services
 - Expanded PASBC services and real-time analytical applicant data reporting on a system-wide basis
 - Federated post-secondary identity for single sign-on to education services
 - Federated identity management across the post-secondary sector using identity-based authentication and authorization



Key Strategic Direction 3 **Develop and share professional resources through the promotion of open and accessible networks.**

Goal 3

Provide educator support through online communities of practice, reusable tools and resources, professional development resources, technology training, and online program development.

Tactics

- Facilitate cross-sector collaboration using e-learning and educational technologies through funding programs, online communities, and shared resource libraries.
- Support partnerships and provide funding and support for online program development.
- Support development of formal and informal system-wide training and professional development resources.
- Support the effective use of educational technologies through professional development services.
- Explore, identify, evaluate, and disseminate innovative practice knowledge about the use of online technologies for learning and instruction.
- Prototype a program to create free, open, or low-cost textbooks for the 50 most popular post-secondary institution courses, using print-on-demand and downloadable versioning strategies.
- Develop broader licensing for government-sponsored open educational resources in the public post-secondary sector, trades, and K–12.
- Expand Knowledge BC to provide open and transparent access to sources of government information that may be of educational value to learners and the public.
- Develop and expand E-PPRENTICE opportunities in trades training on behalf of ITABC.
- Work with collaboratives and consortia in North America and globally to remain connected to new and innovative practices in the educational technology sector.
- Provide financial and logistical support to the Educational Technology Users' Group.

Ensuring Success



To ensure the success of this plan each goal and accompanying strategies will be tested and reported on to our stakeholders, partners, and the provincial government. The strategies listed within this document will assist British Columbia's public post-secondary institutions in providing students and citizens with greater access to distance learning and current educational technology.

Our commitment is to our stakeholders and partners. In continually working to serve them better we will focus on collaboration and communication, careful planning, and consultation as we chart the road ahead.

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