



DESIGN DOCUMENT

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# Design Information Intended for SME, Experts, Learning Designers, and Technologists

2020

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**Adaptation  
Learning Network**

INSPIRING  
CLIMATE ACTION

ROYAL ROADS  
UNIVERSITY

[adaptationlearningnetwork.com](https://adaptationlearningnetwork.com)

# 1.0 Introduction

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The purpose of this document is to present, at a high level, the design considerations for the Climate Change Adaptation Professional Capacity Mobilization program. It outlines the goals and objectives of the program, learner profiles, and recommended learning strategies to ensure the goals and objectives are met. A key part of the program is the use of Creative Commons (CC) licensing and specifications for the use and placement of CC licenses are outlined in this document.

The 10 courses will be designed to provide British Columbian (BC) professionals with the ability to integrate climate change adaptation into their practice. The online courses will provide learners with the opportunity to reflect and apply their learning, and will consider the varying levels of experience and expertise that learners will be coming with.

The program consists of 10 courses, each course expected to take 10–14 hours to complete:

## NOTE: IN THIS DOCUMENT:

1. BC professionals who are taking this course are referred to as learners
2. Program refers to the collection of courses developed and delivered by the partner post-secondary institutions



## 2.0 Goals & Objectives

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The objective of the program is to mobilize the climate change adaptation, knowledge, skills and competencies of BC professionals to increase their capacity to advise, make informed decisions and act on climate change adaptation issues. This will be achieved through a series of continuing professional development materials that leverages the expertise, perspectives, motivations of professionals, Indigenous peoples or advisors and other stakeholders.

A key goal of this program is to result in a greater number of professionals that have the necessary knowledge, training, and access to resources to integrate climate change considerations into their practice. Knowledge and tools generated through this project will be mobilized throughout other regions across Canada. One of the key mechanisms for ensuring broad mobilization is the use of [Creative Commons licenses](#).



## 3.0 Learner Profile

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Learners for the program come from a variety of disciplines. As professionals they will be experts in their field, but may have varying levels of expertise and knowledge of climate change adaptation. They may have different levels of motivation and reasons for participating in the program. However, they will for the most part be motivated to become proactive in climate adaptation for their respective contexts. Some of them may already be engaged in climate change work, and may be interested in learning more strategies for implementing climate change adaptation to what they are already doing.

### 3.1 EXISTING PROFESSIONAL DEVELOPMENT

It is possible that some may have received training on the topic within their organizations. Note that there are no prerequisites for these courses.

### 3.2 ENROLLMENTS

Our target is to run each course at least twice a year in the period January 2020–March 2022; with approximately 30 persons enrolled in each course offering.

### 3.3 ACCESS AND TECHNICAL ABILITY

It is expected that learners will be adult learners, many of them mid-career professionals juggling the realities of work, families and full-time employment. The formats for this program need to provide a flexible learning

experience that combines the best use of digital resources and activities in an efficiently designed course. The design should allow them to relate course content directly to their professional contexts.

Learners may be accessing the course from work or home on a desktop or laptop computer, and some may be accessing it exclusively from a tablet or smartphone or a combination of all of the above. The program should be designed to be accessible on a variety of devices, and therefore use a responsive design where possible.

### 3.4 LEARNER RESOURCES

All resources for the program will be online, and open (CC licensed). Universal Design Learning principles should be used wherever possible. This includes text transcripts for any audio or video portions, captioning for videos, headings for text documents, and alt descriptions for images. A helpful checklist is available at <https://opentextbc.ca/accessibilitytoolkit/back-matter/appendix-checklist-for-accessibility-toolkit/> as part of the [BCcampus Accessibility Toolkit](#).

## 4.0 Program Structure

The program consists of 10 courses from 7 BC post-secondary institutions. A copy of all resources (text, media, powerpoints) will be made available on the [Inspiring Climate Action website](#).

BC PSI	CLIMATE ADAPTATION COURSEWARE TOPICS	MODE	SME/INSTRUCTOR
RRU	<a href="#">Climate Change Adaptation Fundamentals</a>	ONLINE	Dr. Stewart Cohen
	<a href="#">Natural Asset Management: An Introduction to Making Nature Count in Canadian Municipalities</a>	1-DAY ONSITE	Roy Brooke
	Project Management for Climate Adaptation Professionals (Integrating Legal, Indigenous Stakeholder Interests, Risk Management, Health & Safety, Other Climate Considerations into Your Project)	2-DAY ONSITE	Susan Todd, CPA
	Building a Webinar Series Introducing All Courseware Topics in a Movie Trailer Approach	ONLINE	
SFU	Green Infrastructure in Urban Centres: Mobilizing Natural Solutions to the Climate Crisis	ONLINE	Dr. Joanna Ashworth
	Strategic Dialogue & Civic Engagement for Climate Adaptation	ONLINE	
UBC	Climate Modeling & Forest Adaptation (Faculty of Forestry, UBC Van)	ONLINE	
	Regenerative Agriculture & Food (In)security (UBC Okanagan)	ONLINE	Dr. Joanne Taylor
UNBC	Wildfire Risk Mitigation	TBD	
VIU	Intro to Climate Policy for Climate Adaptation Professionals (Federal, Provincial Legislation, Municipal Policies, BC Professional Reliance)	ONLINE	Dr. Michele Patterson
UVic	Ecosystems for the Future	2-DAY ONSITE	
CAP-U	Insurance and Risk Management for Climate Change Adaptation	TBD	



## 5.0 Learning Strategies

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Courses will incorporate adult and workplace-learning methods. Preferences for delivery mode, drawn from the Professional Association membership survey, are online instructor-led learning to optimize access; or pre-conference workshops at conferences attended by certified professionals. Learning activities embedded in courseware design should, in most cases, foster collaboration and interdisciplinary perspectives and practices. Some courseware topics may be sector/discipline specific, and several will require integration of Indigenous perspectives and traditional knowledge.

The program recognizes the importance of an iterative design process for courseware offerings. This means that after the offering runs for the first time, there is moderate funding support to undertake improvements to the courseware offering, based on learner and instructor feedback.

### 5.1 OVERVIEW OF RECOMMENDED STRATEGIES AND CONSIDERATIONS

There is a risk in saturating learners with too much information in too little time, and information taking priority over application of learning. Given the varied backgrounds and knowledge levels of the learner audience for this program, it is essential that the activities be engaging, practical and not too time consuming. It must also be relevant to their own contexts.

**AUDIO** that can be easily accessed from a smartphone or computer is beneficial to adult learners who can listen while commuting or undertaking other tasks.

**VIDEO** that is engaging and provides a visual experience that enhances learning is beneficial to adult learners who prefer this mode over text.

**TEXT/READING** is helpful to learners who are quick readers, or who have better reading comprehension than aural comprehension.

Adult learners face many distractions and interruptions, therefore it is recommended that learning activities be structured as a series of smaller increments. For example, a series of 10-minute videos is preferable to one longer 60-minute video.



# 5.0 Learning Strategies

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## 5.2 HIGH LEVEL DESIGN

A flexible learning design introduces some design challenges that should be considered. While there are many creative options for the learning design that each course can adopt, it is recommended that the following is considered:

**INTRODUCE THE EXPERT/S** A bio, video or audio introduction to the experts behind the course allows the experts to be foregrounded and connects them to the broader network of climate change adaptation. It also presents the course as more than just open content.

**READINGS** All required readings should be accessible to the learner—learners should not have to purchase additional content, unless optional.

**DISCUSSIONS AND ACTIVITIES** Learners may be entering and completing the courses on their own timelines—some may choose to “binge” the course over a weekend, while others may be pacing themselves much more gradually. Discussions and activities should be structured in such a way that considers both kinds of learner approaches to the course.

**WHAT NEXT?** As an open course, it is important to remind learners of other institutional offerings that they may want to pursue at the institution. A connection to web pages for graduate programs or other continuing professional education programs provides a way for learners to continue with the institutional provider. This can be outlined at the end of the course or in the course introduction.



## 6.0 Learning Activities

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Each institution has flexibility in how the course is designed, but here are some ideas for activities that may be considered:

1. Case studies
2. Scenarios
3. Interactive graphics
4. Challenges or a series of micro-activities around a topic
5. Infographics
6. Podcasts



# 7.0 Look & Feel and Required Components

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In addition to the requirements outlined in the Style Guide, all courses in this program need to include the following:

1. CC license on title/banner page
2. CC license information and rationale in introduction or course overview (see below for sample)
3. All videos, powerpoints, images tagged with CC license
4. Editable files provided (unless a no-derivatives licence selected)

The following CC license explanation should be visibly included in the course materials (course overview or introduction):

This course is part of the [Inspiring Climate Action: BC Professionals' Adaptation Network project](#).

Since the goal of the program is to mobilize knowledge and provide ways and means to build on the expertise of other scholars and practitioners, as well as educate as many people as possible about the climate crisis and its dimensions, this program adopts [Creative Commons licensing](#) wherever possible. Creative Commons licensing is an alternative to traditional copyright and signals to the public what can be reused, modified, shared with attribution to the creator and under what conditions. Importantly, the spirit of a Creative Commons license is that there are alternatives to traditional, non-open copyright and that openness allows for the content to have a greater impact by being available for modification, adaptation, and sharing.

In this course, all materials are CC licensed except where indicated. This includes the text, media, images, and PowerPoints.

## 7.1 DATA/TRACKING

The courses should be able to provide one or more of the following data points for summative purposes:

1. Number of unique individuals who participated in the course
2. Number of unique downloads for key resources made available online
3. Testimonials and/or summative feedback by participants in the course



## 8.0 Technical Requirements and Outputs

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**Outputs** There are a number of course delivery formats and outputs that can be considered to maximize the potential impact. It should be assumed that the target audience will have good smartphone literacy and may be primarily accessing the course and resources on a smartphone. More than one output may be desirable... some participants may choose to access only the LMS course, while others may only want to access via a public website that doesn't require a login and renders easily on a smartphone.

**Courses hosted in an LMS** This is the least open option and therefore it is critical that all CC course materials and editable files be uploaded to [Inspiring Climate Action website](#) in order to be available to as many people as possible.

Courses hosted on a website such as an institutionally hosted Wordpress site: Ensure that the CC logo is visible on the footer or side navigation of the page. If there are exceptions state them within content.

**Examples** [Humber College Making Accessible Media Course](#)

[JIBC ABC of AD course](#)

**Courses as e-books (whole or part)** ensure the platform used is not a locked down, proprietary format (eg. Apple devices only, or pay-to-access) and that all materials can be easily cut and pasted or exported from the platform (eg. Pressbooks)

**Example** [BCcampus Indigenization Guides](#)

## 9.0 Additional Considerations for the Development Process

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1. Once SME/expert and learning design team assembled, ensure everyone has read the Design Document and Style Guide.
2. Identify the copyright/OER librarian at the institution and pull them into the team. The librarian can assist in finding existing openly licensed materials and help navigate the team through some of the copyright and CC-licensing nuances.
3. **Get in touch with Tannis Morgan**, the CC license liaison for this project. She can help the team identify what kind of overall CC license should be adopted for the course (a CC BY license is recommended to best address the goals of this program) how and where course artefacts and copies will be handled, and design and technical considerations.
4. Keep an inventory of all the materials and artefacts that have been adopted or created for the course and the licenses or permissions granted for those materials. This will be important to have on hand when course materials are made available for sharing and when building the course.



# The Simplest Way to Generate a CC License and Attribution

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## STEP 1 (SKIP IF YOU KNOW WHICH LICENSE YOU WILL USE)

This project recommends using a CC BY license wherever possible but if you are undecided about which Creative Commons license to choose visit this page:

[creativecommons.org/choose](https://creativecommons.org/choose)

## STEP 2

Go to this link to generate the license code and to easily apply other information such as attribution/author/creator and the name of the project.

[openwa.org/attrib-builder](https://openwa.org/attrib-builder)

## STEP 3

Copy/paste code into web page, or copy paste the text into a document.

You may also simply and/or apply the appropriate logo from [Creative Commons website](https://creativecommons.org/).

A simple CC license primer is available here and can be printed and distributed:

<https://wiki.creativecommons.org/images/6/6d/6licenses-flat.pdf>