The Changing Roles of Educators in Higher Education: the shape of teaching today

APT Conference 2019
#aptconf
Welcome

Welcome to the seventeenth annual Academic Practice and Technology (APT) conference

We wish you a warm welcome to APT 2019, hosted this year at UCL.

It is well known that education drives change and stimulates socio-economic activity, and in turn is impacted upon by those very same things. Today’s conference aims to explore ways in which our roles, as educators and professional services staff in higher and further education, are changing, or need to change, to maximise our contribution to solving the many challenges facing society. Innovative curricula and high-quality programme design, interdisciplinary teaching, inquiry, team & research-based pedagogical approaches, inclusivity, sustainability, working alongside or collaborating with third party providers, and digitisation are some of features that form part of our current educational landscape. How we prepare for these and other new educational ideas appearing on the horizon is a crucial question for institutions and their staff. What are the critical questions we should be asking so we can continue to play an effective role in a contemporary education that will increasingly see open data, digital creativity, expert advice systems, and artificial intelligence as part of our offer? All of these are already bringing about changes in the social fabric of our communities, creating new connections and relationships and challenging traditional norms of trust and cohesion.

It is appropriate to ask why we still need a conference that focuses on technology and academic practice – surely technology is now so integrated into our everyday practices, why don’t we just focus on teaching? One response may be that our emerging advanced technological environment creates new opportunities for the exchange of ideas, concepts and data which underpin new modes of governance, leadership and policy initiatives, and these impact on our practice and our roles.

To help us critique and explore these ideas, and the future roles we should play, we are delighted to be joined by two internationally renowned presenters who occupy different critical places - Dr Donna Lanclos, an anthropologist, will explore how trust, innovation and risk impact on our practice. Professor Susannah Quinsee, Director of Learning Development at City University, will explore the importance of leadership in (re)defining our roles and preparing a workforce to meet the demands of an advancing technological society. They are complemented by 30 presentations and workshops from practitioners and researchers from across the international sector from diverse disciplines.

Today’s event provides a space to discuss, share and celebrate our ideas and experiences - to encourage debate around our practices and roles. We invite you to enter into a rich dialogue with one another.

Dr Claire Gordon, Head LSE Teaching and Learning Centre / Learning Technology and Innovation, LSE
Dr Sam Smidt, Director UCL Arena Centre for Research-Based Education, UCL
Professor Simon Walker, Enhancement Lead, Arena, UCL

On behalf of the APT 2019 Organising Committee:
Dr Timos Almpanis, Senior Lecturer, Kingston University
Athena Chatzigavriil, Senior Learning Technologist, LSE
Dr Jason Davies, Senior Teaching Fellow, UCL
Kris Roger, Senior Learning Technologist, LSE
Josh Redmond, Projects Officer, UCL
Caroline Norris, Digital Skills Development Manager, UCL
Dr Steve Rowett, Digital Education Futures Manager, UCL
Dr Fiona Strawbridge, Head of Digital Education, UCL

On behalf of the APT 2019 Organising Committee,
5. Making better use of existing multiple-choice questions  
   Case study; Lucia Otoyo
6. Rewarding the identification of uncertain and confident answers  
   Research paper or work in progress; Tony Gardner-Medwin
7. Developing professional practice through collaboration and dialogic formative feedback  
   Case study; Dawn Reilly

Gideon Schreier LT

Parallel Sessions 1
11:00-12:00
8. Engaging Students in Class through Gamification: The Importance of having a Kahoot  
   Research paper or work in progress; Neil Shepherd
9. Usage of chatbots as didactic material  
   Case study; Leonardo Camargo
10. The implications of pedagogical innovation for academic practice in a large-scale online MBA  
    Research paper or work in progress; Stuart Allan

Parallel Sessions 2
12:10 - 13:10
11. Exploring Online Belonging for Remote Students  
    Workshop; Tim Neuman, Jason Davies

Parallel Sessions 3
14:20 - 15:20
12. We are all educators now: the unbundled faculty  
    Workshop; Kate Lindsay
13. Cultural Theory, Technology and Learning  
    Research paper or work in progress; Jason Davies
14. Opening up the black-box of educational technologies: a Non-Traditional Practical Work pathfinder  
    Research paper or work in progress; Jennifer Scoles
15. Analysing today’s education ‘shapeshifters’: some key issues around credibility, agency and impact in a changing environment  
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    Research paper or work in progress; Darren Moon
18. Deploying technology to optimize teaching  
    Case study; Steven Buckingham, Karla Kwiatkowska
19. Mindfulness in Higher Education: A Mindful Approach to Student Well-being  
    Research paper or work in progress; Neil Shepherd
Moot Court

Parallel Sessions 1
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20. Facebook friend or foe? The Impact of Facebook on pedagogy, evidence from accounting students
   Research paper or work in progress;
   Ilias G. Basioudis, Matt Davies, Paul De Lange

21. The barriers to embark on work placements for Accenting and Finance Undergraduate Students
   Research paper or work in progress;
   Agnieszka Herdan, Katherine Leopold

22. Swapping mobile phones for Socrates in the business management classroom
   Case study;
   Roz Sunley

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   Workshop;
   Samantha Ahern, Leo Havemann

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24. Do we really know how students use technology to maximise their learning?
   Workshop;
   Clare Killen, Sarah Knight

25. Citizen Literacy
   Research paper or work in progress;
   John Casey, Wolfgang Greiller, Diane Gardner, Claire Collins

26. Creating inclusive and engaging learning environments: lessons learned from working with refugee learners globally
   Case study;
   Polly Akhurst, Mia Eskelund Pedersen, Stuart MacAlpine

27. A tale of unanticipated outcomes: Teaching academic skills to Russell Group students
   Case study;
   Darren Moon, Sonya Onwu, Aggie Molnar

Parallel Sessions 2
12:10 - 13:10

28. Digital wellbeing workshop
   Workshop;
   Alicja Shah

Parallel Sessions 3
14:20 - 15:20

29. Defining how learning analytics can meaningfully support assessment and feedback
   Work in progress;
   Carmen Tomas, Simon Walker

30. Synergies or conflicts? Relationship between learning analytics and student support in UK HEIs
   Research paper or work in progress;
   Samantha Jane Ahern

31. How learning analytics is supporting the changing roles of educators in higher education today
   Research paper or work in progress
   Maria Toro-Troconis, Laura Coutt, Manuel Frutos-Perez
Programme

09:00-09:30  
Registration and Refreshments (Bentham House Hub)

09:30-09:40  
Opening and housekeeping - Professor Simon Walker, Enhancement Lead, UCL Arena Centre (Denys Holland Lecture Theatre)

09:40-09:50  
Welcome address - Dr Sam Smidt, Director of UCL Arena Centre for Research-Based Education (Denys Holland Lecture Theatre)

09:50-10:30  
Keynote 1. Donna Lanclos PhD, Anthropologist and Consultant. Anodyne Anthropology LLC (Denys Holland Lecture Theatre)

10:35-10:55  
Refreshments (Bentham House Hub)

Parallel Sessions 1  
11:00-12:00

1. Filipped Classroom in HE: reaching every student  
Research paper or work in progress; Tatiana Simmonds

2. "When using these systems, this "fear" is gone": Student and staff understandings of student response systems  
Case study: Rozeena Mazhar, Elodie Wakerley

Case study: Moira Sarfield

4. Active learning in teams with technology  
Workshop; Lucia Otoyo

5. Making better use of existing multiple-choice questions  
Case study; Lucia Otoyo

6. Rewarding the identification of uncertain and confident answers  
Research paper or work in progress; Tony Gardner-Medwin

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Research paper or work in progress; Maria Toro-Troconis, Laura Coutt, Manuel Frutos-Perez

13:15-14:15  
Lunch (Bentham House Hub)

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12:10-13:10

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Workshop; Moira Sarfield

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15:30-16:15  
Keynote 2. Professor Susannah Quinsee (SB31). Should leadership begin with an "I"? What kind of leadership is needed for TEL?

16:15-16:30  
Summary, evaluation and close. Dr Claire Gordon, Head LSE Teaching and Learning Centre / Learning Technology and Innovation
Order of events

9.00-9.30 Registration & refreshments

9.30-9.40 Opening and housekeeping - Professor Simon Walker, Enhancement Lead, UCL Arena Centre (SB31 Denys Holland Lecture Theatre)

9.40-9.50 Welcome address - Dr Sam Smidt, Director of UCL Arena Centre for Research-Based Education (SB31)


10.35-10.55 Refreshments

11.00-12.00 Parallel Sessions #1

12.10-13.10 Parallel Sessions #2

13.15-14.15 Lunch

14:20-15.20 Parallel Sessions #3

15.30-16.15 Keynote 2. Professor Susannah Quinsee (SB31). Should leadership begin with an ‘E’?: What kind of leadership is needed for TEL?

16.15-16.30 Summary, evaluation and close. Dr Claire Gordon, Head LSE Teaching and Learning Centre / Learning Technology and Innovation

Themes

Maximising student learning.
Approaches to learning design that enhance graduate outcomes and digital capabilities; working with alumni, the local community, professional bodies and employers to design authentic learning and assessment; adapting teaching for large or small (global) cohorts, and across multiple time zones and nations; experimenting with new pedagogies to develop specific student attributes and knowledge; developing programmes of education co-delivered with employers or external educational partners; promoting open education practices; measuring and improving learning gain; use of artificial intelligence to support learning and professional development.

Well-being and resilience.
Practices and resources to promote student and staff well-being; strengthening personal tutoring and academic support activities to enhance well-being and overcome emerging technological barriers.

Inclusiveness and decolonisation.
Using technology well to promote and support inclusiveness; working with student partners/change agents; critically exploring innovative pedagogies and sustainable approaches that increase access and participation; investigating algorithms that have a negative or unseen impact on access or inclusion; practices that immerse overseas, commuter, non-traditional, off-campus, distance or displaced students in the academic experience; evaluating approaches to transnational education programmes.

Student engagement in technology-infused learning environments.
Adopting, or avoiding, technologies to promote student engagement; supporting active learning approaches that ‘flip’ curriculum content into relevant or independent study; formative assessment that improves feedback/feedforward, peer feedback and peer assessment; optimal design of virtual and physical spaces for improved staff-student interaction; exploring and debating metrics and analytics.
The APT 2019 Conference is being held at UCL’s Bentham House, home to the UCL Faculty of Laws. The address is 4-8 Endsleigh Gardens, Kings Cross, London WC1H 0EG. Bentham House is within walking distance of a number of rail and underground stations, and is generally well connected to public transport.
Our vision is for the UK to be the most digitally-advanced higher education, further education and research nation in the world. We provide UK universities and colleges with shared digital infrastructure and services, such as the superfast Janet Network. We help the sector save time and money by negotiating sector-wide deals with IT vendors and commercial publishers. We offer expert and trusted advice on digital technology for education and research, built from over 30 years’ experience.

Visit our Jisc stand to find out how we are supporting universities and colleges to develop their staff and students’ digital capabilities in order to make appropriate use of the digital environment. We are also researching how universities and colleges are supporting staff and students with their digital well being.

For more information see: https://digitalinsights.jisc.ac.uk/

We are working with colleges and universities to ensure that their investments in digital are making a difference to the learning and teaching experience they offer. The digital experience insights service provides tools that colleges and universities can use to survey the digital experience of their students and staff.

For more information see: https://digitalcapability.jisc.ac.uk

Sky School provides transformational learning to young refugees at secondary education level. Established in 2016 in response to the fact that only 23% of refugees have access to secondary education, we develop and implement courses on topics such as ‘Peace-building in your community’, ‘Social Entrepreneurship’ and ‘Maths for Change’. We are also developing a modular high school diploma programme that will enable out-of-school refugee youth get a high school equivalent certificate which will launch in early 2019.

We develop curricula in collaboration with our partner school UWC South East Asia, and run courses in partnership with local organisations, such as community based organisations or in some cases larger organisations such as SOS Children’s Villages. We are currently looking to partner with Higher Education providers. To date, 150 students have completed Sky School courses and many have subsequently proceeded to higher education, set up businesses and social projects in their communities and/or started working.

Read more at skyschool.world
Keynote Speakers

Dr Donna Lanclos

Dr. Donna Lanclos is an anthropologist working with ethnographic methods and analysis to inform and change policy in higher education, in particular in and around libraries, learning spaces, and active learning pedagogies and practices.

She has conducted fieldwork investigating academic practices in the UK, Ireland, and the US, as part of a team and also as a solo researcher. She regularly presents workshops and talks on issues of digital practices and institutional change, and blogs about her work at www.donnalanclos.com.

You can also find her on Twitter, @DonnaLanclos.

Professor Susannah Quinsee

Professor Susannah Quinsee is Director of Learning Development and Chair in Learning and Teaching Development at City, University of London. She leads the Learning Enhancement and Development Directorate which encompasses educational development and technology enhanced learning activity; academic skills, dyslexia and disability support, and student counselling and mental health services for the University. She was Chair of the Heads of E-Learning Forum (HeLF) Steering Group from 2007-2011 and as a founder member of HeLF still remains on the HeLF Steering Group. Susannah has worked as a lecturer and in academic support roles at a number of other higher education institutions in the UK as well as leading on large scale institutional change projects. In 2011, Susannah became a National Teaching Fellow. Recently, she was appointed as a Learning and Teaching Excellence Ambassador by the Higher Education Academy to promote educational development. She has considerable experience in the areas of online learning, student support, implementing learning and teaching strategies and project management in relation to higher education. Susannah’s current research focuses on leadership and change management in relation to learning development, developing communities of practice in higher education and engaging staff in new learning and teaching methodologies, particularly using technology.

Susannah has four children, including twins. She is continually reflecting on how to achieve a “happy” balance between her professional and personal activities.
Abstracts

LG 26 Lecture Theatre
Parallel Sessions 1
11:00-12:00

1. Flipped Classroom in HE: reaching every student
   Research paper or work in progress;
   Tatiana Simmonds

In the last two years there was considerable work done by the Flipped Learning Global Initiative and The Academy of Active Learning Arts and Sciences to standardise the best practices in the Flipped Classroom pedagogy. The Flipped Learning Global Standards Project was launched last year in response to the growing adoption of Flipped Learning worldwide. As a result The Global Elements of Effective Flipped Learning Table (GEEFL)™ was created, which summarises the best practices of delivering Flipped Classroom and presents it in an easy to understand format, similar to the periodic table of elements. In this presentation we will explore several elements of this table that are the most relevant to Higher Education. Also the results of applying these elements, to teaching Database modules in CMS to final year Undergraduate students and PG students, will be discussed. After the discussion the participants will be able to apply to their teaching the elements of the best practice in Flipped Learning.

REFERENCES


2. “When using these systems, this “fear” is gone”: Student and staff understandings of student response systems
   Research paper or work in progress;
   Christopher Little, Pete Lonsdale, Cat Hallam, Tom Lovelock

This session will share progress on an institutional project to scope student and staff conceptions of Bring Your Own Device (BYOD) student response systems (SRS) across Keele University. The project has gathered student and staff evaluative data on how they are used and what qualitative impact they are perceived to have. By sharing common conceptualisations and uses, we will shed light on why staff and students seem to find SRS beneficial as part of teaching and learning activities.

SRS use has been found to result in increased examination scores (Trees & Jackson, 2007) and increased engagement (Heaslip et al, 2014). These benefits are often indicative of a more explicit and concerted effort to make teaching and learning engaging and dialogic by practitioners (Poire & Feldman, 2007). However, there is some debate around whether it is the SRS themselves, or this more active teaching style that leads to increased engagement and attainment (Anthis, 2011; Morling et al, 2008). There remains, however, a growing body of evidence which reports SRS to be a highly effective manner of engaging learners, often in large groups.

SRS offer the opportunity for teaching and learning that is blended and immersive but also opens up the possibilities of working within flexible pedagogies that give learners greater control over the pace and direction of learning (Ryan & Tilbury, 2013). SRS can afford flexible socialisation within learning spaces (Gordon, 2014), where students may opt in or out of answering questions anonymously but also, through their answers, steer the direction of their teaching provision.

The session will:
• Detail the project work undertaken and the data gathered
• Share common staff comments regarding SRS
• Share common student comments regarding SRS
• Establish and share examples of innovative practice in using SRS

This project continues to gather data in order to arrive at a single, institutionally supported SRS solution and to gather exemplars of best practice. This paper will share our common definitions of ‘Student Response System’ for staff and students, along with showcasing innovative practice in using these tools.

REFERENCES


   Case study:
   Rozeena Mazhar, Elodie Wakerley

Supporting Technology Enhanced Learning (STEL) is a new SEDA accredited, continuing professional development course designed and delivered at Birmingham City University (BCU) this academic year. The course was created in response to requests from academic staff throughout the university to support individuals in the effective use of educational technologies in supporting and/or enhancing learning and student engagement.
Using a constructivist/cognitive apprenticeship approach as highlighted in Collins et al., (1989) paper, showcasing our expertise in technology enhanced learning alongside scholarly and pedagogical underpinnings, has enabled us to share our skills with academics, to support them using TEL for designing and creating authentic learning experiences in an online and/or face-to-face environment.

As a result, many academics have reported positive experiences of using a new technology in their practice. STEL afforded them the space and opportunity to critically reflect on their current practice and trial something new. STEL also encouraged academics to develop a community of practice where they can support each other and network with the wider community online. Through feedback it is also clear that their students' enjoyed a more diverse learning experience as a result of the technology with many reporting increased engagement and ownership over their own learning.

REFERENCES


Parallel Sessions 2
12:10 - 13:10

4. Active learning in teams with technology

Workshop:
Moira Sarsfield

Team-based learning (TBL) is a well-established, structured teaching technique including; pre-experimental work to introduce students to new concepts, an individual test on these concepts, and two team tests. In the first team test, the teams (which are pre-set) answer the questions from the individual test again; incorrect answers are flagged immediately with a second chance to answer. This encourages teams to discuss the concepts together and learn from each other. The second team test applies the concepts (now well understood) to real-world situations. Detailed teamwork is followed by facilitated class discussion. Teams explain and debate why they chose a particular answer, leading to deep engagement with the topic and enhanced understanding.

This workshop will explore how technology can enable more flexible delivery of team learning – for example quicker, less formal, suitable for different learning environments. An appreciation of the educational theories underpinning TBL and a clear model for considering learning design is needed to ensure that all modifications maintain the pedagogic benefits of the original TBL methodology. Student evaluation and input is also essential.

The session will be delivered using a team-learning approach, supported with technology, allowing participants to experience for themselves the benefits and drawbacks of team learning.

REFERENCES


Parallel Sessions 3
14:20 - 15:20

5. Making better use of existing multiple-choice questions

Case study:
Lucia Otoyo

Although traditional multiple-choice tests are ubiquitous at all levels of education, there are surely better ways to utilise standard multiple-choice questions. Answer-untill-correct tests have been found to be preferable for formative assessment because they provide immediate feedback. Within Moodle this test format is referred to as “interactive with multiple tries”. For summative assessment, subset selection tests – in which students can effectively hedge their bets by selecting multiple answers whenever they are unsure which one is correct – have been found to yield more reliable aggregate test scores, due to the reduced occurrence of guesswork. Furthermore, in a recently reported empirical study undertaken by the author at London South Bank University with a cohort of 75 undergraduate IT students, students reported reduced stress levels when subset selection was used versus traditional multiple-choice tests. This presentation will include an explanation of these and other novel test formats, outcomes of the research undertaken by the author and a review of some of the key underpinning theoretical and empirical research.

REFERENCES


6. Rewarding the identification of uncertain and confident answers

Research paper or work in progress;
Tony Gardner-Medwin

We can learn facts individually by rote, or, much more efficiently, we can learn how facts inter-relate so that we can deduce new facts and check tentative ideas by seeing whether they fit with other knowledge. Efficient study and learning must develop these skills. But standard assessment and self-testing seldom address the metacognitive aspect of this: Am I sure? Does this fit with other things? A lucky guess at an answer is marked as if it were knowledge, and a strongly held misconception may never get flagged as dangerous, or as a potentially serious impediment to further learning. Computerised confidence-based, or certainty-based marking (CBM) [1] was
introduced 25 years ago at UCL and CXWMS (now Imperial) to reward students in self-test for identifying uncertain and confident answers (on a certainty scale 1, 2, 3 yielding 1, 2 or 3 marks if correct and 0, -2 or -6 if incorrect). The session will discuss the past and future evolution of important features - mark schemes [2], student and staff feedback [3], self-test privacy, interactive comments, open access [5], and application to exams [4], with increased assessment reliability. Collaboration would be welcomed for future development.

References:
5. https://tmmedwin.net/cbmark

7. Developing professional practice through collaboration and dialogic formative feedback

Case study; Dawn Reilly

This case study describes how we have included a substantial amount of dialogic formative feedback on a Year 2 module for accounting students with an Information Systems (IS) specialism. We included supervised online research sessions and designed a comprehensive schedule of formative feedback delivery in order to facilitate engagement in the feedback process and provide the opportunity for all students to improve their work and attain a higher grade. This included allocated appointments for face-to-face conversations in addition to written comments. Throughout their programme, the students learn technical skills which will be of interest to employers but we wanted to increase IS students' transferable skills. An employability consultant was therefore brought into the teaching team and was involved in planning the module, teaching and giving formative feedback on slide design, presentation skills and teamwork. Our conclusion is that within an IT learning environment we can use effective dialogic feedback and collaboration to increase students' engagement in their learning and also confidence in their professional practice.

References:
5 Office for Students (2019), What is the TEF? [online], available from https://www.officeforstudents.org.uk/advice-and-guidance/teaching/what-is-the-tef/

8. Engaging Students in Class through Gamification: The Importance of having a Kahoot!

Research paper or work in progress; Neil Shepherd

Student engagement is a key predictor of learning and personal development, and gamification is an increasingly popular method of fostering engagement. A key challenge however, is how to incorporate gamification into traditional classroom settings when teaching large cohorts, without significant disruption and cost. Kahoot! offers a free and simple game-based learning technology with considerable potential within traditional lecture settings. We therefore develop a theoretical model concerning the effects of Kahoot! on three dimensions of student engagement—behavioral, emotional, and cognitive; and we theorize that student nationality is a key contingency factor. We argue that international students in particular benefit from Kahoot! as a means of overcoming linguistic and cultural barriers that impede in-class participation. We present preliminary findings from the application of Kahoot! in two large business school modules, and we outline a proposed experimental research method to robustly examine the relative efficacy of Kahoot!


9. Usage of chatbots as didactic material

Case study; Leonardo Camargo

This research presents a Case Study about the experience with a chatbot used as didactic material in the course Teaching and Learning in Higher Education, a teacher training course offered by Instituto nima (Brazil) in partnership with Finland University and Tampere University (Finland) to Brazilian teachers. The digital information and communication technologies originate new kinds of didactic materials, both through the creation of new editorial or technological products, or through the didactic appropriation of already existing artefacts. Using as a base the concept of didactic material presents by Graells (2011), this project is a reflection about the use of chatbots as didactic material, when it is created specifically for teaching and learning purposes.
Chatbots are software that try to simulate a human being in the interaction/conversation with real people. Ferreira and Uchôa (2008) explain that it is about an artificial intelligence entity that is capable of simulating a human speaker through the Natural Language Processing (NLP). In short, the system aims to respond to the questions as if it was a person. This research tries to answer the question: What are the benefits of this technology to the experience of students and teachers in the teaching and learning processes?

References

Graells, Pere Marqués. Los medios Didácticos, Barcelona, Departamento de Pedagogía Aplicada, Facultad de Educación, Universidad Autónoma de Barcelona, 2011.


Rahman, Muhammad Faizal Bin Abdul; Suguna, V. S. Chatbots: Friends or Fiends?. RSIS Commentaries. Singapore: Nanyang Technological University, 2017

10. The implications of pedagogical innovation for academic practice in a large-scale online MBA
Research paper or work in progress;
Stuart Allan

This paper will: (1) present the findings of research into students’ expectations regarding a large-scale online MBA and the extent to which these were being met; (2) outline the institution’s responses to the identified challenges through innovation in pedagogy, module content and the use of digital technologies; and (3) analyse the initial reflections of teachers and students on the impact of these initiatives, with particular focus on digital media, tutor presence and peer-to-peer interaction. It will consider the relationships between students, staff and technologies in digital contexts, as well as the implications of pedagogical innovation in terms of educators’ evolving roles. Lastly it will reflect on how institutions might set about managing the apparent tensions between rising student expectations and large-scale, open-access models for digital education.

References:

Parallel Sessions 2
12:10 - 13:10

11. Exploring Online Belonging for Remote Students
Workshop
Tim Neuman, Jason Davies

We will explore how to foster a ‘sense of belonging’ in online, distance and/or remote students in a practical expertise exchange and knowledge building workshop. Frameworks such as Community of Inquiry (Garrison 2017) and the Social Theory of Learning (Wenger 2009) highlight the importance of a ‘social presence’, for establishing a sense of belonging (Rogers & Lea 2005), which in turn promotes cognitive engagement and thus learning success. It requires effort, though, to foster ‘belonging’ for students away from a physical campus, and the application of theory is not always straightforward.

In this workshop, we will share our own experiences and expertise, and try to identify solutions together in a set of guided activities. We will take the four conference themes as an analytical framework to break down aspects of belonging, which we will then attempt to address through sharing of and thinking about techniques.

Participants can expect to gain a better understanding of ‘belonging’ and how to enable remote students to be fully integrated members of our institutions.

Parallel Sessions 3
14:20 - 15:20

12. We are all educators now: the unbundled faculty
Workshop
Kate Lindsay

This workshop will explore the shifting roles of academic faculty and professional staff in technology-infused education, and ask participants to consider a new classification of ‘educator’ as a team of people with varied qualifications and backgrounds who collaboratively develop and administer courses. In this model traditional roles are unbundled (Sandeen 2014) to enable strengths: high-quality teachers get to teach, high-quality subject experts get to design the curriculum, industry experts get to add authenticity, learning designers get to design learning, and students get the best support from people focused on helping them meet educational goals and learning outcomes. All are equally responsible for student success and all are equal in their value.

Participants will consider the character of their own institutions in relation to this model, and
rethink the student relationship to the people guiding them through their higher education journey. Collectively we will reconsider the make-up of curricular teams to improve student experience rather than to ‘deliver a course’, setting principles for how ‘teaching presence’ (Anderson et al 2001) can best be realised.

REFERENCES


Hong Kong Alumni Room
Parallel Sessions 1
11:00-12:00

13. Cultural Theory, Technology and Learning
Research paper or work in progress;
Jason Davies

Mary Douglas’ ‘cultural theory’ posits four emergent modes of culture (‘hierarchy’, ‘enclaves’, ‘markets’, ‘isolates’). Each ‘solidarity’ has distinctive characteristics, microcosms and values. It has been fruitfully applied in many disciplines (including anthropology, sociology, risk, public policy etc) to deciper and distinguish different modes of perception and co-operation, and particularly to trace connections between apparently disconnected aspects such as perceptions of time with group cohesion. These microcosms construct what we value as groupwork, enquiry, learning and explanation. Importantly, they imply that there are plural legitimate types of groupwork, in real and virtual life.

This paper will explore ways of applying cultural theory as a heuristic for design (rather than an analytical tool) for thinking about learning, skills and different ways of learning in the broadest possible sense: what kinds of group dynamics emerge if we create a particular kind of ‘culture’ in our teaching environment? How can we be shrewd about using this understanding of groups to align disparate aspects of our learning support, particularly aspects which are not currently thought connected?

This session will briefly introduce the theory and present micro case studies to explore connections between the ‘solidarities’ and educational groupwork, particularly different forms of social media.

REFERENCES:

Douglas, Mary 1986 How institutions think (Routledge, London)

6, Perri and Richards, Paul 2017

Mary Douglas: understanding social thought and conflict (Berghahn, New York & Oxford)

14. Opening up the black-box of educational technologies: a Non-Traditional Practical Work pathfinder
Research paper or work in progress;
Jennifer Scoles

Students studying STEM subjects are known to benefit from active learning approaches. Large student cohorts, limited estates and staff resources prevent many institutions from reaching their aspired level of active learning, forcing them to consider Non-Traditional Practical Work (NTPW) as a complement to traditional labs. The commercial software market in this area is fragmented, and small. Therefore, it is unlikely to see a strong commercial presence that would preclude the academic sector of making a creative contribution. We argue that this is a fortunate position, which must be foregrounded and protected in future academic practices because the uncritical acceptance of black-boxed technological activities is likely to hinder students’ learning, and reproduce inequalities and perhaps even ‘bad’ practice. Further, relying on external suppliers limits the potential for student co-creation of active learning resources. Adopting an open-source approach, however, which is driven by the sector, for the sector, solves both problems by allowing in-house developments of activities that can continue to evolve under a critical gaze, whether developed by staff, and/or students. This paper presents an exemplar open source approach within engineering education and considers the institutional implications for wider academic practice.

REFERENCES


15. Analysing today’s education ‘shapeshifters’: some key issues around credibility, agency and impact in a changing environment
Research paper or work in progress;
Evan Dickerson

This paper references Bourdieu’s ‘habitus’, in addition to agency and change, as key concepts in understanding the role of the modern professional in the post-16 education sectors, and higher education in particular. The paper will begin will include an articulation of some major
characteristics of several ‘personas’ the presenter has occupied in the course of 25 years as a “shapeshifter” within the sector. In the course of a discursive format, delegates are asked to actively reflect on the context they find themselves working in, the role, place and potential of technology, and engage with their own persona characteristic and how this can be used proactively when evidencing credibility and achieving impact. The aim is for delegates to come away with a better understanding of their place within the sector and how their own experiences and educational sector capital can be used to effect positive change that meets evolving and changing needs.

REFERENCES


Parallel Sessions 2
12:10 - 13:10

16. Experiential Learning in action: effective and impactful teaching using the Finance Lab trading simulation
Workshop;
Gabriella Cagliesi, Liam Barnes

In this workshop we will share the practice of using effective and impactful digital technologies to enhance students’ learning outcomes and experience. Participants will gain a hands-on experience on the features of the tool and have an opportunity to ask questions about our teaching and learning using simulations.

OUTPUTS and IMPACTS
We found that the use of a simulation (FinLab) which mimics a real world scenario, helped students to gain a feel and an understanding of how market news affect stock performances, how traders’ reaction to news affect portfolios’ performance, how the selection and readjustment of stocks is linked to a planned portfolios’ management strategy. Through weekly tutorial group exercises and daily individual (twice a day) training, students had the opportunity to practise and improve their decision making skills, and to become more confident in what they did. This exercise exposed students to experiential and to collaborative learning.

Our results indicate substantial learning gains, both at a group and at an individual level. Students were assessed, with a group presentation aimed at describing their portfolio management trading strategies, their daily trading decisions and the limitations of their strategies and financial results. Throughout the FinLab workshop students had opportunities to demonstrate their abilities and skills in several areas:

- formulating and adapting an investment strategy
- analysing different types of data, interpreting and explaining sources of information
- collaborating as team players
- critical thinking and problem solving
- writing skills and verbal communication

Finance Lab Simulation / Investus Workshop being used at a PwC Training Day: https://www.youtube.com/watch?v=NQiu83ZoCJ4
http://www.globalinvestorsims.com/uk/education/


Parallel Sessions 3
14:20 - 15:20

17. Visual International Politics - Reflections on 5 years of visual practice and pedagogy
Research paper or work in progress;
Darren Moon

The Internet is now the site where hidden powers manipulate voters through “fake news” on social media (e.g. in the Brexit vote and the Trump election). The visual world grows ever more complex and unstable as spurious images are circulated around news events and deep-fakes fuel false narratives. We will reflect upon five years of teaching the LSE course ‘IR318: Visual International Politics’, address the opportunities and challenges there are in adopting a deliberately visual pedagogy and explore how we can best encourage students’ development of critical visual literacy skills
We describe a system for delivering blended learning that has allowed us to cope with a large increase in student numbers without loss of personalized teaching quality and without a concomitant increase in teaching staff. The design of the system results from a rational consideration of 1) staffing constraints 2) the affordances (teaching potential) of a range of teaching events and 3) the changing role of the teacher in the Google age.

The system has three tiers. The first is a set of online internet-based teaching objects. The aim of this tier is to deliver factual content. The second tier consists of face-to-face workshops. The aim of this tier is primarily to bring about fluency in the topics. The third tier is the most novel, and consists of small groups (4-6) of students, each led all through the year by a single Teaching Fellow, in which teaching of course content is involved. Student and staff feedback indicate a marked increase in satisfaction compared to our previous system. The system allows a small number of Teaching Fellows to deliver a highly personalized content by redefining the role of the teacher in higher education.

REFERENCES


Mindfulness in Higher Education: A Mindful Approach to Student Well-being

Research paper or work in progress;

Neil Shepherd

Students experiencing psychological difficulties are less likely to be engaged with learning. However, the age at which most students attend higher education coincides with the peak age for mental health problems. Mindfulness trains individuals to become aware of their stream of thoughts and feelings, and to recognise when they become entangled in deleterious thinking patterns. Mindfulness is a set of mind and body focused practices, often involving meditation and yoga. Initial qualitative findings reveal that mindfulness practice cultivates enthusiasm and interest in their learning, while making them more resilient to setbacks. Further, students report experiencing positive affect and being more satisfied with university life. However, university support and relationship satisfaction emerge as contingency factors. Next steps involve quantitative research using experiments and surveys to examine student trait and state mindfulness. Finally, another qualitative investigation exploring barriers to participating in mindfulness training will be undertaken.

REFERENCES


Moot Court

Parallel Sessions 1

11:00-12:00

20. Facebook friend or foe? The Impact of Facebook on pedagogy, evidence from accounting students

Research paper or work in progress;

Ilias G. Basioudis, Matt Davies, Paul De Lange

The study reports preliminary analysis on data obtained from 295 students on their patterns and duration of social network site (SNS) usage in respect of its impact on academic performance in an accounting course. Findings based on regression analyses indicate that Facebook use and frequency of checking Facebook are not significantly related to academic performance, however the amount of time spent on Facebook per visit is related to academic performance. Overall results suggest that using Facebook per se is not detrimental to academic performance, when measured by overall module mark, though there is some evidence to suggest that those who spend the greatest amount of time per visit on Facebook will achieve a lower mark in the module. Results will help universities’ students, advisors, and academics to understand the consequences of ‘over emphasising’ the extensive usage of social media platforms such as Facebook as curriculum innovation in their module and how students might actively manage their SNS activities.

REFERENCES


21. The barriers to embark on work placements for Accenting and Finance Undergraduate Students

Research paper or work in progress;

Agnieszka Herdan, Katherine Leopold

In recent years Higher Education faced growing pressure to prepare students for the labour market not only with discipline-related knowledge but also with competencies that will allow them to embark on successful and lasting career ( Arnove, Torres &Franz, 2013, Braun & Brachem 2015). It is understood that work experience (placement/internship) within an undergraduate degree has a positive impact on graduate job prospects. Annual market research by High Fliers consistently shows that the top graduate employers in the UK are offering a wide range of paid work experience and view it as essential for the applicants for their graduates’ programs. Recruiters consider candidates with placement experience as having better competencies and performing better in recruitment processes (High Fliers, 2018).

The University of Greenwich has created an undergraduate programme structure which
enables the majority of students to complete an optional placement year. In line with Wilson’s recommendation (Wilson Report, 2012, p.21) the Faculty of Business has made a significant investment in employability support. Although there is a steady increase in students taking placement years the percentage is still low. The research aims to explore the barriers that prevent University of Greenwich Business School Accounting and Finance Undergraduate Students from undertaking a placement year.

REFERENCES


22. Swapping mobile phones for Socrates in the business management classroom
Case study;
Roz Sunley

As society continues to be reshaped by new technology, some in higher education think digital technology ‘is restructuring the way our students read and think, and not necessarily for the better’ (Cavanaugh, Giaponni & Golden, 2016:374, Brown 2016). While this changing social, political and cultural environment prompts new questions (Smith, 2003), undergraduates often seem reluctant to share unrehearsed thinking in the classroom (Twenge, 2017). To help counter a world of 24/7 social media encouraging ‘staccato thinking’ (Keegan, 2012:330), students need opportunity and space in which to practise deeper thinking and face-to-face discussion (Turkle, 2015).

In this pedagogical context, the use of digital technology was prohibited in seminars for an undergraduate module on globalization to encourage students to listen and talk with each other. Students were advised classroom work would be interactive, but only written notes would be allowed. One approach to reducing student anxiety, and encouraging discussion, is the use of a simple Socratic question box. This allows the teacher to facilitate deeper conversation that goes beyond superficial first responses. Interestingly, many students enjoy engaging without digital distraction.

REFERENCES


Parallel Sessions 2
12:10 - 13:10

23. From Directive to DNA – Creating a cultural shift on accessibility
Workshop;
Samantha Ahern, Leo Havemann
The recent directive on Digital Accessibility has woken institutions up to the need to be accessible to as many as possible in our communities and society. This workshop will introduce the directive, what it impacts in terms of HEIs’ digital estates and the timelines set-out. Most importantly, the workshop will focus on how to create a cultural shift in our institutions so that accessible practices become part of our everyday workflows and our institutional DNA via a number of interactive activities.

REFERENCES

• Seale, J. (2014). E-learning and disability in higher education : Accessibility research and practice (Second ed.).
  • https://www.gov.uk/guidance/accessibility-requirements-for-public-sector-websites-and-apps
  • https://www.jisc.ac.uk/guides/getting-started-with-accessibility-and-inclusion
  • https://www.policyconnect.org.uk/appgat/research/accessible-vles-making-most-new-regulations
• http://www.liberatingstructures.com/

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24. Do we really know how students use technology to maximise their learning?
Workshop;
Clare Killen, Sarah Knight

Do we really know how students use technology to maximise their learning?

The workplace is increasingly digital and future employees need to be not just digitally capable, but digitally curious, agile and resilient. We need to grow these attributes in students as an integral aspect of their learning experience. Capturing data on how students use technology and their attitudes towards its use in learning will help us to understand and improve their digital learning experience and ensure investment in digital really does makes a difference.

Jisc has created the digital experience insights surveys to help universities and colleges to better understand:

- What helps students to feel engaged, independent, connected and in control of their learning
- How students respond to different digital learning activities
- What apps and tools students use and why
- Who students turn to for support with digital
- What digital devices students have access to or choose to use
- How well prepared students feel for the digital workplace
- How satisfied students are with the digital services and digital infrastructure on offer and how they would like this to be improved

In this hands on workshop, delegates will have the opportunity to explore two practical tools they can take away and use in their own institutions.

REFERENCES


Denys Holland Lecture Theatre
Parallel Sessions 1
11:00-12:00

25. Citizen Literacy
Research paper or work in progress;
John Casey, Wolfgang Greller, Diane Gardner, Claire Collins

Levels of adult literacy in England are amongst the worst in the developed world [1], this presents a daunting problem when combined with cuts to FE budgets and the chaotic policy of privatisation for a sector that has traditionally supported adult literacy learners. Our contribution towards a solution is in designing creative learning methods and resources, based on synthetic phonics, for F2F delivery and mapped to Entry Levels 1-3, free at the point of use. ‘Synthetic’ means (for adults) the ability to read and blend the letters in written words into sounds to form (synthesise) recognisable spoken words as part of developing phonemic awareness and improved reading skills. We are also developing a smartphone app featuring voice and handwriting recognition to support independent learning between F2F sessions. In this session we shall, briefly, demonstrate the resources in use and the app prototype. We will describe our pedagogical and technical approaches that are inspired by the work of Paolo Freire [3] and the participatory design movement [6] respectively. We will discuss how these approaches are relevant more widely to the FE / HE sector and how they connect with the conference themes of inclusiveness, learning in technology rich environments and maximising learning.

REFERENCES:


26. Creating inclusive and engaging learning environments: lessons learned from working with refugee learners globally
   Case study; Polly Akhurst, Mia Eskelund Pedersen, Stuart MacAlpine

This session will present Sky School’s insights on running a technology-assisted learning programme that successfully engages students in learning transnationally. Since 2017, Sky School has provided transformational learning at secondary education level to learners from refugee backgrounds in Kenya, Jordan, Greece, Lebanon and Hong Kong. This session examines how Sky School has approached ways to create a powerful transnational programme with inclusiveness and engagement at its heart.

The session will include details of how curriculum is created through participatory ‘hackathons’, involving collaborative work between educators and learners from refugee backgrounds. It will also examine how a concept-based curriculum, combined with a pedagogy that ensures that the curriculum can be contextualised by the learner, enabling both participation and agency. The session will also cover ways in which technology is used alongside in person learning delivered by facilitators to optimise engagement, and how we enable the ‘educator’ to become a facilitator of learning.

REFERENCES:
Lynn Erickson, H (2006) Concept-Based Curriculum and Instruction for the Thinking Classroom

27. A tale of unanticipated outcomes: Teaching academic skills to Russell Group students
   Case study; Darren Moon, Sonya Onwu, Aggie Molnar

The core Foundational Legal Skills (FLS) blended course was developed to address the needs of undergraduate Law students transitioning to a higher education system that demands competence in much needed (and sorely lacking) critical, analytical and academic skills. Pre-delivery feedback on the planned in-class activities and online content was positive, and whilst it was anticipated that there would inevitably be mixed responses from students, feedback on the course was more divided than expected, veering from extremely positive to extremely negative.

This paper offers two key reflections on the design, and delivery experience. Firstly, producing a blended course capable of being up-scaled necessitates far more involved decision-making than may be anticipated and some suggestions for developing good practice are proffered here. Secondly, the mindset and educational experiences of Russell Group students and the effect of the transitional experience of going from a ‘big fish in a little pond’ to just another fish’ needs to be factored in when thinking about the mode and tone of delivery, and planned changes to the course that take account of this will be outlined.

REFERENCES:
believe can reveal new truths about learners, and their behaviors, has, to date, been accompanied by little critical attention. Gasevic (2015) and Stewart (2017) note that analytic tools that are uninformed by learning theory are unlikely to achieve effective or practical adoption. Providing students and staff with ‘actionable’ feedback is one of the main and persisting limitations (Gasevic and Siemens 2015). This presentation will report on a work in progress JISC funded project that explores the complex relationship of student learning with their experience of assessment. It will consider (a) theoretical models and existing research to identify predictive data sources and relations and (b) work with students and staff to identify objectives for analytics and data sources to generate better insights into student learning and institutional effectiveness - self-regulated learners must be at the heart of any analytic processes that enables them to act upon feedback.

30. **Synergies or conflicts? Relationship between learning analytics and student support in UK HEIs**
Research paper or work in progress;
Samantha Jane Ahern

In their September 2017 #StepChange report UUK recommended the alignment of learning analytics with student wellbeing. What is learning analytics and what could it tell you about student wellbeing? What are the key characteristics of existing policies relating to student wellbeing and learning analytics across the sector, and what synergies or conflicts that exist between them? This session will discuss why it is believed that learning analytics could support student wellbeing, how learning analytics is currently used in UK HEIs, and will feedback current findings in an ongoing study to identify what synergies or conflicts exist between current HEI LA and student wellbeing policies. This is follow-on work from my discussion paper The Potential and Pitfalls of Learning Analytics as tool to support student wellbeing.


31. **How learning analytics is supporting the changing roles of educators in higher education today**
Research paper or work in progress
Maria Toro-Troconis, Laura Coutt, Manuel Frutos-Perez

Learning analytics has been defined as the process of systematically collecting and analysing large online data sets for the purpose of identifying students’ pattern of behaviors and to improve students’ learning and retention rates (Brown, 2012). Learning analytics has also been described as academic analytics focusing on the application of the principles of business intelligence to academia with the goal of supporting decision-making and improving performance (Campbell et al, 2007).

The analysis of large data sets allows academics and learning designers identify weaknesses in student learning and engagement for educational strategic planning (Avella et al, 2016).

This presentation will discuss how learning analytics is changing the role of educators in higher education. It will discuss the learning analytics work carried out at Cambridge Education Group Digital using large online data sets and visualisation and statistical techniques to improve the student experience.

**REFERENCES**


