

#LTAwards

Learning Technologist of the Year Award



The Association for Learning Technology Learning Technologist of the Year Awards celebrate and reward excellent practice and outstanding achievement in the learning technology field.

Now in their eighth year, the Awards are open to individuals and teams based anywhere in the UK. The Awards are supported by ULCC and were presented in Manchester at the 2015 ALT Annual Conference on the evening of 9 September 2015.

This year in addition to the formal Awards the community also voted for their favourite. See alt.ac.uk/LTAwards.

Individual Awards

Winner



Joel Mills, Technology Enhanced Learning Advisor,
University of Hull

Joel's particular area of interest is in game-based learning using Minecraft. Over the past few years he has been involved in a number of highly innovative projects using Minecraft to enhance and extend students' learning experience. From Hullcraft (www.hullcraft.com), a project with the Hull History Centre to engage young people with the work of the architect Francis Johnson, Joel has gone on to use Minecraft to enhance learning provision in numerous departments across Hull University, as well as delivering a world-wide MOOC on 'Minecraft for Educators'.

Runner up



John Kerr, Learning Innovation Officer, College of Social
Sciences, University of Glasgow

John was appointed in March 2013 to provide TELT support within this large College at Glasgow. John's role in coordinating and building the College's online profile has led to an increased use of technology across the schools as a result of successful new initiatives. John has identified staff interests and training needs; designed training support; introduced new Moodle sites and developments across the College; supported transition to Turnitin and recently URKUND; piloted cutting edge technologies such as Google Glass and augmented reality posters; led the development and evaluation of two MOOCs, planning an additional 4 MOOCs to run in 2016; delivered several conference papers; and attracted internal and external funding for TELT enhancements.

Highly Commended



Luke Burns, Teaching Fellow, School of Geography,
University of Leeds

In teaching a non-optional module, Luke uses a variety of techniques to enthuse and engage students. These include audio/video captured lectures; personally created e-learning tutorials which guide students through common computer practical exercises, allowing them to apply their taught skills to real-world scenarios; in-lecture, interactive polling and real-time questions, an exciting novelty for students which can encourage the reticent to contribute; and an e-folder which pulls together and integrates learning and relates it to the real world, with links to websites, podcasts, videos, blogs, books, and other resources.

Team Awards

Winner



Digital Learning Team, University of Leeds

The University of Leeds Digital Learning Team (DLT) comprises a group of 16 dedicated professionals who have come together as a project team to develop a range of online learning resources and courses. Since October 2013, the DLT has produced 8 MOOCs across numerous disciplines. Two 10-week, credit-bearing blended learning modules have been developed and delivered via the University's VLE, with a further 10 in the pipeline. By the end of this year the DLT will have designed, developed and delivered 11 MOOCs and 5 discovery theme modules, providing a stimulating learning journey for well over 100 000 learners worldwide. The team also creates and re-purposes learning materials for publication on other external digital learning channels, in support of the University's commitment to Open Educational Resources (OERs).

Runner up



Academic Support, Technology and Innovation (ASTI), University of Plymouth

ASTI brings together previously separate areas of practice – Learning Technology, IT Training, Information Specialists and TEL Researchers. ASTI is responsible for supporting digital activities and skills of students and staff (professional support and academic). In 2014 ASTI played a critical role in the successful implementation a new Digital Learning Environment (DLE). The DLE entailed integration of Moodle (replacing SharePoint), Talis Aspire reading lists, a new Teaching and Learning Repository, Lynda.com, online submission and marking, PebblePad, formative feedback and summative assessment solutions, mobile learning and Shibboleth SSO. ASTI worked with over 1000 academic staff to support the DLE, enabling Plymouth's teaching to move wholesale into a new learning environment, and more importantly, enabling staff to embed learning technologies into the curriculum whilst signposting appropriate use of technology for enhancing the student experience.

Highly commended



Ebola in Context: Understanding Transmission, Response and Control MOOC Team, London School of Hygiene and Tropical Medicine

The School's first MOOC was an unplanned by-product of the 2014/15 Ebola humanitarian crisis. Developed ab initio in just 7 weeks, it gave a rigorous, contextually-aware perspective on the outbreak, seeking to promote practical discussion and assuage

fears and prejudices caused by sensational media reporting. Learner engagement from low- and middle-income countries was very strong and particularly in West Africa, with over 185 countries and territories represented. Clinical staff working on the front line for Médecins Sans Frontières and Save the Children completed the course together to complement their work in Ebola Treatment Centres. The course has attracted global interest from HEIs, and has stimulated engagement with open educational practices (OEP) within the School. We will soon launch our own Open Study platform, housing Open Educational Resources (OER), including those from Ebola in Context, open access courses, and links to open research and data across a range of disciplines. This hooks into the School's key mission: to improve health and health equity worldwide, through promoting access to learning resources and expert commentary.

Highly Commended



Technology Enhanced Learning for Medicine and Dentistry (TElMeD), Peninsula Schools of Medicine and Dentistry, Plymouth University

TElMeD was formed in 2013 with a mission to research, develop, embed and advance innovative cost-effective technologies to enhance learning and support teaching within PU PSMD. Recent projects include an Immersive 3D Dome- based Public Health Campaign targeting over 550 local School children; a tool for Appraisal training for around 330 GPs; and, at a global level, a Distributed Simulation module for EBOLA PPE training for over 500 health workers in West Africa. We have also ventured into mobile learning by developing a gamified formative mobile quiz app to foster challenge based learning using crowdsourcing techniques, a QR code based anatomy learning app supporting ubiquitous learning and a learning aid app to foster conceptual recall and reflection. We have also developed the first non-linear dental virtual patient used by our undergraduate dental students to improve clinical decision making and improve confidence during early patient encounters.



Community Choice Award

Jointly awarded to (as voted for by the community):
Academic Support, Technology and Innovation,
University of Plymouth AND Technology Enhanced Learning for Medicine and Dentistry (TElMeD),
Peninsula Schools of Medicine and Dentistry, Plymouth University

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