

Annual Conference 2014

Riding giants: How to innovate and educate ahead of the wave

Conference guide

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Online at altc.alt.ac.uk/conference/2014

Acknowledgements

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Welcome from the conference co-chairs

It is our pleasure to welcome participants to the Association for Learning Technology's Annual Conference at the University of Warwick, and to the online conference activities.

For 21 years, the ALT conference has been a lively and stimulating event that brings together learning technologists and developers, teachers and lecturers, learners, managers, consultants and policy makers from across all sectors of education. It provides an opportunity to share successes and challenges, to showcase innovation and develop our understanding of the field of learning technology. It is a focus for communication and collaboration within the learning technology community so that together we can ride the giants of the conference title.

Many of the features of the conference will be familiar to those who have attended previous conferences. There are inspiring keynotes and invited speakers alongside over 100 delegate presentations. The contributions of our sponsors and exhibitors always help to make the conference varied and interesting. New to the 2014 conference is the focus on international collaboration and leadership on day one. This important development recognises the significance of strategic vision for learning technology, and will facilitate discussion on the management of change, innovation and global perspectives.

Some of the activities taking place at Warwick will be streamed online for remote participants, and we would encourage all participants to engage with the conference networking site and to use other social media, particularly Twitter.

We hope you enjoy the conference and experience the value of being a member of the vibrant ALT community.



Sarah Corneliuss



Linda Creanor



Joe Wilson

Thanks to...

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Supporting FE, Adult
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Special thanks to **Darren Moon**, lead on online conference delivery

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Tom Franklin, Franklin Consulting
Tony Toole, e-College.ac Ltd
Vickel Narayan, Unitec Institute of Technology
Yvonne C Bain, The University of Aberdeen

We would also like to note thanks to all Online Conference Coordinators.

Keynote speakers



Christina Hughes

Welcoming Address

Professor Christina Hughes is Pro-Vice-Chancellor (Teaching and Learning) at the University of Warwick. She was previously Head of Department, Sociology and Chair of the Faculty of Social Sciences. Professor Hughes' institutional roles combine, in many respects, with those of her research where she is engaged in the fields of gender and education and gender and work. She was founding co-Chair of the Gender and Education Association and is also co-Editor of the International Journal of Social Research Methodology and Associate Editor of Gender, Work and Organisation.



Catherine Cronin

Navigating the Marvellous: Openness in Education

Inspired by a Seamus Heaney poem, Catherine will explore “navigating the marvellous”, the challenge of being open in higher education. To be in higher education is to learn in two worlds: the open world of informal learning and the predominantly closed world of the institution. As higher education moves slowly, warily, and unevenly towards openness, students deal daily with the dissonance between these two worlds; developing different skills, practices and identities in different learning spaces. Both students and educators make choices about the extent to which they learn, teach, share and interact in bounded and open spaces. If, as Joi Ito has said, openness is a “survival trait” for the future, how do we facilitate this process of opening? The task is one not just of changing practices but also of changing culture; we can learn much from other movements for justice, equality and social change.

Heaney, S. (1995). Lightenings viii. go.alt.ac.uk/1jpiYgF



Jeff Haywood

Designing University Education for 2025: balancing competing priorities

As the hype around MOOCs settles down, but with a sense of potential disruption still in our minds, what sort of higher education future do we seek? We have a very wide, and expanding, range of digital tools at our disposal, some useful experiments under our belts, and technology is mainstreaming itself into students' learning, perhaps provided more now by them than by us. I shall briefly review some lessons learned over the past few years and then explore options for a university roadmap for the next 10 years, hopefully remaining realistic whilst still optimistic about a richer, technology-supported HE in the future.



Audrey Watters

Ed-Tech, Frankenstein's Monster, and Teacher Machines

What does it mean to create intelligent machines? What does it mean to create intelligent teaching machines? What does this mean in turn when we talk about using these technologies to create intelligent humans? A romp through literature and the cultural history of ed-tech to talk about teaching machines and monsters.

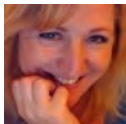
Invited speakers



James Fanning

Mobile Technologies: Getting it Right for Every Child

The past five years has witnessed a phenomenal growth in the ownership and use of personal mobile technologies. Within education the development of such devices to support learning has taken place in a piecemeal way, depending very much upon local contexts. Bring Your Own Device (BYOD) is very often promoted as a way of approaching gaps in school provision. This session will describe current use of mobile technologies in Scottish schools, assess where gaps exist and explore strategies to support adoption. Getting it right for every child (GIRFEC) is a key policy driver in Scottish education.



Fiona Harvey

Watching the MOOCs go by – where we have been and where are we going?

It's been a year since the launch of the MOOC Special Interest Group, with two conferences and regular meetings this talk will look back at where we have been and where we will go in the future as we watch MOOCs for ALT. Looking back over the year helps us to reflect on our predictions and compare these to what really happened. In the past year Futurelearn has been launched as the UK platform provider, many UK Higher Education institutions are involved in creating courses that they would never have been making before. We have much more information than we did last year about the learners and why they choose to participate. It's not been the tsunami that was predicted but they have sparked interest in the use of technology for learning. And what about next year? Come along and be part of the discussion as we explore MOOCs together.



Andrew Law

Into the Open?

What has the OU UK learned from its open (free) educational provision in the last five years? What's available now, what's happening next and how might the broader community exploit this? The free offer clearly contributes to The OU social mission but how does it contribute to its business mission (does 'free' really make business sense)? Andrew helps co-ordinate and develop the OU UK open (free) media strategy. This includes national and international TV and radio broadcasts with the BBC, as well as YouTube, AudioBoo, Google Play, iTunes U, OpenLearn and OU FutureLearn activities.



Bryan Mathers

Space to Breathe – Growing a Creative Culture around Technology

How important is it to nurture a culture of innovation in your organisation, and if so, what can you do to grow it? Is innovation stifled in your organisation? With an increasingly higher drive towards efficiency, performance and conformance, are the slightly crazy ideas quickly sunk? Possibly there's an underlying fear of innovation which means that new ideas remain as just that? And how key is leadership to all this anyway? And how techie do leaders actually need to be?

Small ideas can make a big difference. We'll look at how other organisations breed a culture of innovation, and why it's so hard to sustain. We'll also zip through a bluffer's guide to getting your innovation idea off the ground.

We'll also highlight some of the themes from the recent FELTAG report, as well as looking at some emerging technologies that could support innovation in FE.

Papers by ID number

Monday 1 September

- 507 Catching the wave of student engagement with Facebook
- 508 Riding the unstoppable WordPress wave. Further lessons learnt from our DIY ePortfolio
- 514 What motivates lecturers to change their pedagogical practices? Investigating social media tools and their killer affordance
- 515 Investigating and Enabling Video Feedback at the University of Birmingham
- 518 Equipping staff to ride the digital wave – Establishing a University-wide Training Needs Analysis
- 523 Removing barriers to technology-enabled learning
- 524 Ensuring Academic Integrity with Online Proctoring
- 527 Developing online pedagogy through collaboration between academia and publishers
- 529 Using Twitter for teaching & learning: a discussion of problems & breakthroughs
- 532 Reflections on a research study about the MOOC: Teaching with Moodle 2013
- 533 The impact of digital technology on design students; the changing learning journey and the emergence of a learner interface
- 534 Making Electronic Feedback Effective: unleashing a wave of change
- 535 “You’ll never hear surf music again”
- 539 The challenges of open data: emerging technology to support learner journeys
- 544 A Mobile Web-based Student Response System
- 553 Education is an illusion if it simply disseminates information’: A university wide cloud-like approach to connecting in an open world
- 555 Investigating how students learn online: Conceptual and methodological issues
- 556 Invisible barriers to the adoption of TEL
- 557 You’re facing that machine but there’s a human being behind it’: Affective responses to technology among online doctoral students
- 559 Analysing the costs and benefits of providing learning in different modes: the Course Resource Appraisal Model
- 560 Language Learning with Machinima: A Meta-analysis of the Research
- 565 Piloting the iPad (and other tablets) Coffee Club at the University of Huddersfield
- 574 Evidence to Support the Adoption of Synchronous Computer Mediated Communication Technologies Online Group Work
- 575 Learning to Surf the (new) Quality Wave
- 576 Learning Analytics: seeking answers at a time of big questions?
- 578 Data Mining to Predict Student Success in a Large Class
- 579 The OER Wales Cymru Project: A Collaboration to embed Open Educational Resources and Practice in the HE Sector in Wales (Paddling, getting wet and aiming to catch the good waves)
- 588 Using microblogging to support Practiced Based Learning and Teaching
- 594 Linking the real world to the digital world: QR Codes in non-standard teaching spaces
- 596 Myprogress’ App: Supporting and Tracking Learners Across Multiple Placements and Stakeholders
- 597 Exploring The Missing Middle (between research and policy)
- 602 Beach breakers or blow outs? Mapping digital residency and understandings of effective online spaces
- 603 Preparing for The Zone: Understanding, Defining and Sharing a University Wide Digital Future

- 604 The URSS online portfolio: how we use online scaffolded portfolios to get all undergraduate research students learning through reflection.
- 607 The learner driven 360 to drive success in MOOCs
- 612 Helping students to stay up, mobile and personal: Enhancing the delivery of feedback through learning analytics dashboards
- 613 Using Digital Evidence to Develop Instructional Leadership Practice
- 621 How small things can trigger an avalanche: Working across the transformational spectrum in the delivery of two MOOCs
- 622 But what does it mean for ME? Students' engagement with learning technologies
- 624 Rapid e-Learning process development for working with SMEs
- 629 An eLearning Transformation: Delivering a Distance Learning degree using iPads
- 645 Shifting teachers' thinking: Where?
- 649 How to train your giant... or working with organisational change
- 656 Learning to Ride: a travelogue of the eLearning Sudan project
- 657 The ups and downs of sharing knowledge in fickle waters
- 658 Development and applicability of a vision-based augmented reality App as a learning and teaching tool in health care education
- 661 Co-authorship and Colearning through Open Educational Resources at UKOU
- 701 Keynote Speech from Jeff Haywood – Designing University Education for 2025: balancing competing priorities
- 704 Invited speaker session: Bryan Mathers – Space to Breathe – Growing a Creative Culture around Technology
- 705 Invited Speaker Session: Fiona Harvey – Watching the MOOCs go by – where we have been and where are we going?
- 708 Changing the Learning Landscape
- 709 Panel: Leadership in TEL across the globe
- 710 Launch of ALT Wales
- 714 MOOC SIG meeting
- 715 North West England SIG meeting
- 718 Video in Education SIG meeting
- 722 Games and Learning SIG meeting

Tuesday 2 September

- 503 Teaching by Twitter a different view of mLearning
- 510 Tweeting during lectures/tutorials: Reshaping the learning journey
- 511 Going mobile – learning how to SMIRK
- 521 Where did they get that idea from? – Incoming expectations of the digital environment
- 528 MOOC and SPOC: a tale of two courses
- 530 Effective practice in setting up and implementing staff-student partnerships: lesson learnt from the Change Agents' Network support for students and staff working collaboratively on curriculum enhancement and innovation
- 543 Preventing shallow waters and sharp coral reefs: Using learning analytics to inform effective learning design
- 546 Tracking a student's assessment journey
- 549 Engage and enhance student learning by using multimedia content production in the syllabus
- 551 A helping hand for academics capturing their content on video
- 552 Diverse futures: varieties of digital university in the UK and beyond
- 554 A Honeypot of rich ideas – Building online communities to promote knowledge exchange and collaboration between creative arts and engineering

- 558 Harnessing community knowledge to guide teaching with technology: an introduction to the Learning Designer
 - 564 Learning to Ride: Putting the pieces together
 - 566 Discover Geology: An Augmented Reality Field Trip
 - 570 Catching the wave and taking off: Embracing FELTAG at Loughborough College – moving from recommendations to reality
 - 571 Augmented Reality: A way to engage and empower learners?
 - 577 Enabling health care students to lead patient care
 - 580 Learning to ride by accident. Or, the Learning Technologists who went in as podcast creators and came out as collaborators
 - 585 Are we there yet? A report on the findings of the review of the learning environment following the merger of two HE institutions
 - 586 Ground swells and breaking waves: findings from the 2014 UCISA TEL survey on learning technology trends, developments and fads
 - 587 Mrs King et al.: How We facilitated and evaluated learning experiences 155 blended learning experiences
 - 590 Taming the waves: understanding digital practice at scale
 - 591 How to turn a giant: 3 online tools, 2 years and a viewpoint. A model for major course redesign
 - 592 The Paperless Student: The impact of an intervention addressing digital study competencies
 - 600 ICT to support learning by disabled people: recommendations for the future research agenda. Including presentation of the ALT Inclusive Learning SIG Award
 - 605 Spielberg Vs 21st Century Engineers – using video assessment to convey design concept process and methodology in undergraduate engineering students
 - 614 The use of learning analytics to support teaching, learning and evaluation in an online course
 - 617 Developing digital practices through small-scale, subject-specific, student-staff partnerships
 - 619 Murder in a Massive Open Online Course: Storytelling, Fun & Participant Retention
 - 635 FELTAG to ETAG – time for some NEET ideas
 - 638 Growing Communities of Instructional Innovation through Blended Learning
 - 639 Does institutional lecture capture improve student learning?
 - 640 Putting MOOCs into their place
 - 643 Supporting staff development in Digital Literacy: the DigiLit Leicester Project
 - 648 Adopting learning technologies: a collaborative exploration of staff needs and perceptions
 - 660 Increasing FE Practitioner involvement in research and scholarly publication
 - 702 Keynote Speech from Catherine Cronin – Navigating the Marvellous: Openness in Education
 - 711 Policy debate: FELTAG and ETAG
 - 719 ALT Scotland meeting
 - 720 M25 and East Midlands SIG meeting
 - 721 Open Education SIG meeting
 - 730 Learning Technologist of the Year Award Showcase
-
- ## Wednesday 3 September
- 513 Grasping the nettle: promoting institution-wide take-up of online assessment at Goldsmiths College
 - 516 Postcards from 2020: scoping students' future digital needs
 - 517 Open Northampton – Open Educational Practice from Northampton
 - 526 Voyages to new horizons
 - 537 Hygiene Factors: using VLE minimum standards to avoid student dissatisfaction
 - 538 Google, Facebook, WhatsApp and other giants. Supporting collaboration through technology; implications of student use and perceptions
 - 541 A pedagogical model to facilitate undergraduate students' progress from an individual to a collaborative culture of online learning

- 545 A surfing safari from Ireland to Africa – A first dip in the elearning ocean
- 561 Engaging MOOC learners with digital badges
- 581 How to create a problem based learning scenario using the interactive video creation platform wireWAX
- 595 Bridging the ‘missing middle’: a design based approach to scaling
- 598 A Conceptual Framework for Theorising Learning with Mobiles in the Global South – big questions and big challenges
- 601 Students’ Perceptions of Online MCQs: gathering evidence and learning to swim with it
- 615 Mobile Technologies to Support the Delivery of the RRAPID (Recognising and Responding to Acute Patient Illness and Deterioration) Course to Medical Students
- 618 Learning to Create and Communicate Collaboratively Online: One Year On
- 620 Keeping pace with change: Understanding Students’ Evolving Approaches to Learning
- 626 Learning from others: maximising effectiveness in the electronic management of assessment
- 628 Whose Text is it Anyway? An Aesthetic Response Theory Applied to Online Learning and Teaching Spaces
- 632 Herding Cats: Crafting an homogeneous MOOC with heterogeneous content
- 633 Preparing to ride giant waves: developing procedural decision-making processes to support massive online facilitation
- 634 Size matters and matters of size: understanding massive online teaching
- 636 Should openness be the default approach in higher education?
- 637 Who manages e-learning now?
- 641 Developing and Implementing An Archiving Policy for Blended Learning
- 650 Video Quality in Learning Environments: Quality, Engagement, and Learning Experiences
- 655 Complexities of Skype – developing implementation and practice guidelines
- 703 Keynote speech from Audrey Watters – Ed-Tech, Frankenstein’s Monster, and Teacher Machines
- 706 Invited Speaker Session: Andrew Law – Into the Open?
- 707 Invited Speaker Session: Jim Fanning – Mobile Technologies: Getting it Right for Every Child
- 712 Are we really transforming teaching and learning?
- 713 How to get published with ALT
- 723 ocTEL 2014
- 724 Riding the Wave of BYOD: Developing a Framework for Creative Pedagogies
- 725 Addressing the Challenges of a New Digital Technologies Curriculum: MOOCs as a Scalable Solution for Teacher Professional Development
- 726 Riding tandem: an organic and collaborative approach to research in vocational education and training
- 727 The Academic Journey of University Students on Facebook: An Analysis of Informal Academic-Related Activity Over a Semester
- 728 University of Warwick Workshop


Conference programme


All conference abstracts are available through the online programme at altc.alt.ac.uk/conference/2014

Day 1: Monday 1 September


9.30 – 10.30	Registration and networking (first time participants meetup at ALT stand)					
10.30 – 10.50	Introduction from the conference co-chairs					
10.50 – 11.00	Welcoming Address from Christina Hughes					
11.00 – 12.00	Keynote Speech from Jeff Haywood (701)					
	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
12.05 – 13.05	3 Standard Presentations: 508 594 629	1 Long Presentation: 559	3 Standard Presentations: 621 622 647	2 Extended Presentations: 544 607	3 Standard Presentations: 515 534 579	2 Extended Presentations: 524 604
13.05 – 14.05	Lunch & Exhibition					
	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
14.05 – 15.05	Invited Speakers: Fiona Harvey (705) & Bryan Mathers (704)	1 Long Presentation: 539	3 Standard Presentations: 507 602 658	Changing the Learning Landscape (708)	2 Extended Presentations: 533 553	3 Standard Presentations: 529 514 649

Sessions:

 Keynote & Invited speakers

 Leadership/FE/ Research focus

 Community session

 Social programme

	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
15.10 – 16.10	Panel: Leadership in TEL across the globe (709)	1 Long Presentation: 576	2 Extended Presentations: 578 661	1 Long Presentation: 523	3 Standard Presentations: 555 556 574	2 Extended Presentations: 527 624
16.10 – 16.40	Exhibition, networking & refreshments					
	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
16.40 – 17.40	3 Standard Presentations: 532 535 603	3 Standard Presentations: 560 565 645	2 Extended Presentations: 588 613	3 Standard Presentations: 557 612 656	3 Standard Presentations: 518 597 657	2 Extended Presentations: 575 596
	Main Theatre	Room 0.11		Room 0.18	Room 0.19	
17.45 – 18.30	Launch of ALT Wales (710)	MOOC SIG meeting (714)		Games and Learning SIG meeting (722)	Video in Education SIG meeting (718)	
18.30	Drinks reception in the Exhibition Hall					
19.15	Dinner					

Themes:



Predicting giants



Evidence on
board



Learning to ride



Staying up, mobile
and personal



All agog

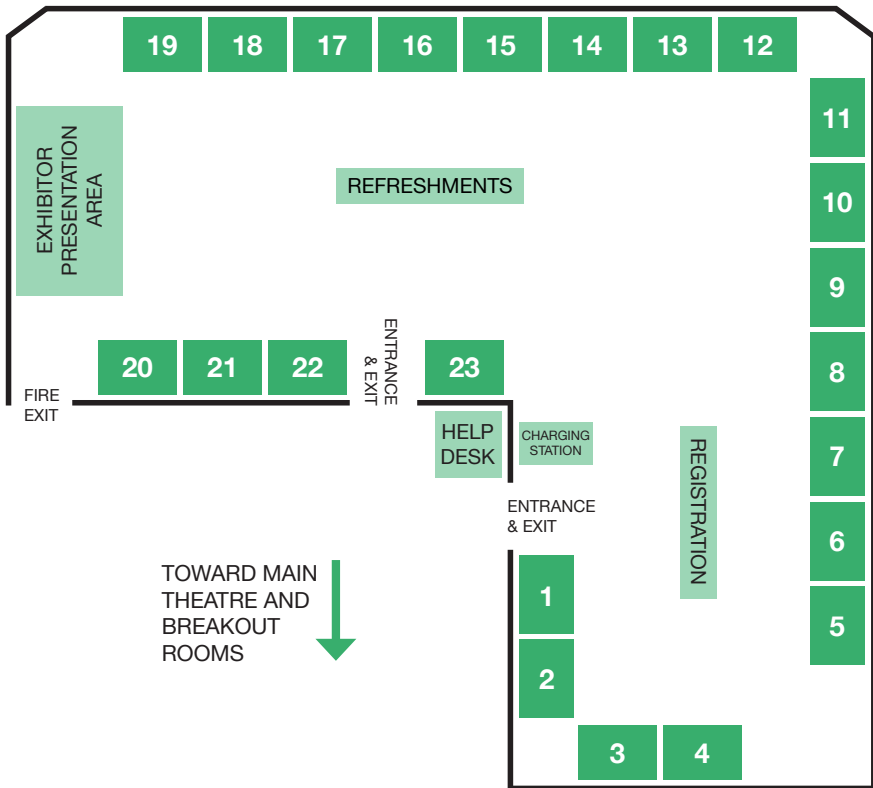
Day 2: Tuesday 2 September

	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
9.00 – 10.00	3 Standard Presentations: 605 614 619	1 Long Presentation: 643	3 Standard Presentations: 511 566 592	2 Extended Presentations: 551 591	1 Long Presentation: 635	1 Long Presentation: 571
10.05 – 11.05	Keynote Speech from Catherine Cronin (702)					
11.05 – 11.35	Exhibition, networking & refreshments					
	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
11.35 – 12.35	Learning Technologist of the Year showcase (730)	2 Extended Presentations: 564 639	3 Standard Presentations: 503 521 549	1 Long Presentation: 530	3 Standard Presentations: 552 585 587	2 Extended Presentations: 562 660
12.35 – 13.35	Lunch & Exhibition					
	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
13.35 – 14.35	3 Standard Presentations: 586 513 570	3 Standard Presentations: 617 577 580	2 Extended Presentations: 510 638	1 Long Presentation: 558	3 Standard Presentations: 543 546 554	2 Extended Presentations: 528 648
14.45 – 15.30	ALT Annual General Meeting – Main Theatre			Exhibition, networking & refreshments		
15.30 – 16.00	Exhibition, networking & refreshments					
	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
16.00 – 17.00	Policy debate: FELTAG and ETAG (711)	ALT Scotland meeting (719)	M25 and East Midlands SIG meeting (720)	Open Education SIG meeting (721)	ALT Inclusive Learning SIG Award Standard Presentation 600	North West England SIG meeting (715)
18.00	Learning Technologist of the Year Award followed by Gala Dinner					





















Day 3: Wednesday 3 September

9.00 – 9.30	Exhibition, networking & refreshments					
9.30 – 10.30	Keynote Speech from Audrey Watters (703)					
10.30 – 11.30	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
	Invited Speakers: Andrew Law (706) & Jim Fanning (707)	2 Research papers: 724 725	Are we really transforming teaching and learning? (712)	2 Extended Presentations: 637 655	3 Standard Presentations: 541 601 620	3 Standard Presentations: 561 632 517
11.30 – 11.45	Exhibition, networking & refreshments					
11.35 – 12.35	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
	ocTEL 2014 (723)	2 Research papers: 726 727	1 Long Presentation: 581	2 Extended Presentations: 516 590	1 Long Presentation: 626	3 Standard Presentations: 628 634 641
12.35 – 13.35	Lunch & Exhibition					
13.35 – 14.35	Main Theatre	Room 0.11	Room 0.13	Room 0.18	Room 0.19	Room 0.20
	University of Warwick Workshop (728)	How to get published with ALT (713)	3 Standard Presentations: 538 615 633	3 Standard Presentations: 640 598 636	2 Extended Presentations: 545 618	3 Standard Presentations: 526 595 537
14.35 – 15.00	Closing Speech and preview of the 2015 Annual Conference					
15.00	Refreshments & close of conference					

Exhibitor map



Exhibitor information

Blackboard	1	Blackboard	12	Canvas by Instructure	
mediasite 	2	Mediasite by Sonic Foundry	13 14	Jisc	
exam2 	3	Extegrity Exam2	15	University of London Computer Centre	
	4	OMBEA	16	Open data: LMI for all	
City & Guilds 	5	City & Guilds	17	WolfVision	
	6	Association for Learning Technology	18	Turning Technologies	
	7	Techsmith Corporation	19	Kaltura	
	8	MyKnowledgeMap	20	Digital Learning Delivery	
	9	URKUND	21	Planet eStream	
	10	ProctorU	22	Brightspace by D2L	
Novosco	11	Novosco	23	Learnium Ltd [Monday only]	

Exhibitor presentations

Exhibitor presentations will be held in the Exhibition Hall. Please see the online conference programme for details.

At the ALT Stand

Come and find us at the ALT stand throughout the conference to meet members and discover more about the ALT community.

Monday 1 September

09:30 – Welcome for first-time participants

18:30 – Welcome for new members of ALT

Tuesday 2 September

16:00 – Find out about CMALT

For more details please see the online conference timetable at altc.alt.ac.uk/conference/2014



Useful information



Helpdesk and enquiries

All general enquiries should be directed to the conference helpdesk, located by the Exhibition Hall.

Telephone: 07517 797 390

Email: helpdesk@alt.ac.uk



Food and refreshments

All food and refreshment during the days on which you are booked to attend is included in the cost of registration, providing you have selected these options at the time of booking.

Breakfast

For those staying in Bluebell halls of residence breakfast will be served in Rootes Restaurant from 07.30–09.00.

Lunch

A varied lunch menu will be served from the Exhibition Hall (please see the conference programme for lunch timings).

Dinner

On Monday evening a drinks reception will take place in the Exhibition Hall from 18.30, followed by dinner at 19.15 in Rootes Restaurant. The Gala evening on Tuesday will commence with a drinks reception at 18.00 in the Mead Gallery, followed by dinner in the Panorama Suite at 19.30.

Special dietary requirements have been catered for according to the information given by delegates when booking to attend the conference. Please make yourself known to the serving staff if you have requested a special diet.

Refreshments

In the scheduled breaks tea, coffee, juice, water, and biscuits will be available in the Exhibition Hall.



Mobility or other requirements

Warwick University is fully accessible by wheelchair users. If you have not previously notified us of any mobility, sensory, or access requirements, please contact a member of the conference team as soon as possible.

Cloakroom/luggage store

A cloakroom is available in the Conference Park Reception and will be staffed from 07.00–23.00.

You may leave your luggage at the cloakroom during the conference and you will be issued with a ticket. Use of the cloakroom is at your own risk, please do not leave valuables or laptops.

Transport

Taxis

Local taxis may be ordered from Metro Taxis on 02476 700 700.

Buses

Information on buses to and from Coventry Station can be found at: go.alt.ac.uk/1A06kbH

Car parking

Upon arrival please use the conference car parks numbered 7, 8a, 8 and 15; collect a parking permit from the Conference Park Reception (also location for accommodation key pickup and luggage store) which must be displayed at all times.

There are major roadworks taking place during the conference which means

sections of the road through the campus may be closed. For updates please see www2.warwick.ac.uk/insite/kcm

Fire, medical and other emergencies

If the fire alarm sounds, please evacuate the building immediately via the nearest exit. You will be directed to specified fire assembly points by Warwick University staff. Do not re-enter the building until told to do so by University Security Staff.

During the conference the first point of contact for any first aid emergency is the Conference Helpdesk.

In an emergency call Conference Park Reception on 02476 522280 or 24 hr Security Services on 02476 522083

Security

Delegates are requested to reduce the risk of theft by not leaving valuables unattended on University premises. Subject to statutory rights, neither ALT nor the University of Warwick will accept responsibility for accidents to delegates while on University property, or for damage to, or loss of, their personal property.

A note of thanks

This conference is a shared endeavour. From the members of the Programme Committee including our Co-Chairs, Online Conference Co-ordinators, session chairs, student helpers and staff at the venue to our exhibitors, presenters and our conference partners and sponsors – everyone plays a part in this, one of the leading learning technology conferences in the world.

In addition, our small staff team working in collaboration with volunteers, coordinates the entire effort and provides invaluable support throughout. We would like to thank everyone for their time, effort and support.

Whilst this is the 21st annual conference for our Association, the format of the event and its delivery face to face and online evolves each year. It reflects innovation in learning technology and the shifting priorities of our participants. We hope that some of the new ways to engage with the conference this year will be valuable to you. We collect feedback at the end of the event and this in turn helps shape future conferences, so tell us what you think.

Together with my colleagues I look forward to meeting many of you online and in person throughout the conference and would like to thank you again for your participation and support.

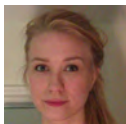
Maren Deepwell

A handwritten signature in black ink that reads "Maren Deepwell". The script is fluid and cursive, with the first name "Maren" and last name "Deepwell" clearly distinguishable.

The Annual Conference is organised by the ALT staff team



Maren Deepwell,
Chief Executive



Anna Davidge,
Publications
Manager



Jane Frankel,
Finance Officer



Caroline Greves,
Events Manager



Martin Hawksey,
Chief Innovation,
Technology and
Community Officer



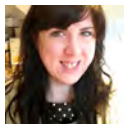
Diane Keel,
Support Officer



John Slater,
Development
Advisor



Allison Stevens,
Communications
and Support
Officer



Liz Wyatt,
Membership
Development
Manager

- 1. Arts Centre - Registration, Exhibition, Main Theatre
- 2. Social Sciences - Breakout rooms
- 3. Rootes Restaurant - for breakfast & Monday dinner. Panorama Suite for Gala Dinner
- 4. Conference Park Reception - for luggage, accommodation keys & parking permits



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